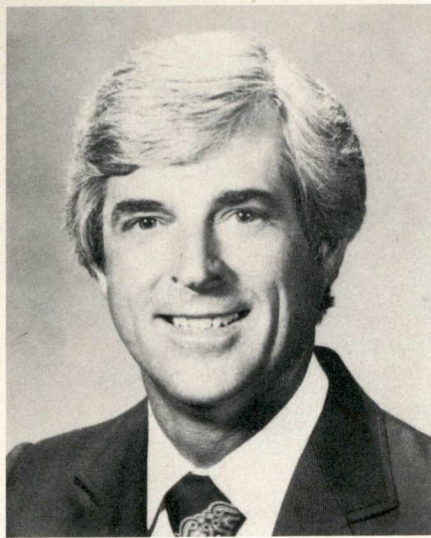


The Toastmaster

MARCH 1982



SPECIAL ISSUE LEADERSHIP



From Bud To Blossom

I often have the opportunity to speak to groups of very active Toastmasters — club leaders, district officers and those who have been part of our organization for some time — but the other day, I was hit with a new question: What advice would I give to budding new members to help them advance their communication skills?

First and foremost, anyone who joins Toastmasters has already taken the biggest single step toward advancement. Specifically, however, I would offer these suggestions for new members on how to best take advantage of Toastmasters' opportunities for achievement:

- Attend meetings regularly. Every assignment at a Toastmasters meeting has an educational purpose.
- Prepare thoroughly for every manual speech. Nothing builds self-confidence faster than preparation.
- Pay close attention to your evaluations. The feedback you receive from your fellow members will help you grow.
- Evaluate others carefully and constructively. The job of evaluator is a critical one; by doing it well, you can really help other people improve themselves.
- Strive to complete the basic manual to

achieve your CTM, and the advanced manuals for your ATM and DTM. These are milestones that reflect your dedication to meaningful self-improvement.

• Share your Toastmasters benefits with others. Contributing to membership growth will help keep your club strong and dynamic.

You can advance as fast as you like in Toastmasters — that's the beauty of our program. It's truly tailored toward the individual.

The time required for a member to complete the 15 projects in the C&L manual varies with the club and the individual. In a large club that meets only every other week, it can take two to three years or more. But in a club that meets weekly, a member can conceivably earn his or her CTM in one year — or even less.

A member who desires to progress through the Basic Manual as rapidly as possible has several opportunities. He or she can visit other clubs as part of a speaker-evaluator team. Or he or she can always have a speech prepared that can be given on short notice, such as when an assigned speaker is unable to attend the meeting. Or the member can participate in a Speechcraft program; members who help put on a Speechcraft course can take manual credit for the presentations they give for a Speechcraft.

Beyond the reach of club-centered activities lies a bigger world of Toastmasters, and there's room even for relatively new members to participate. Some of our district governors are long-time members, but many of them are fairly new to the organization; they just got involved and quickly rose to the top.

Finally, for a preview of what Toastmasters is all about outside the club, I cannot recommend highly enough that a member attend his or her district conference and, if possible, the regional conference and International Convention. Everyone who attends always returns to the club fired up with enthusiasm.

It's exciting to be a part of Toastmasters, no matter if you've been a member for two decades, two years or two weeks!

William D. Hamilton

William D. Hamilton
International President

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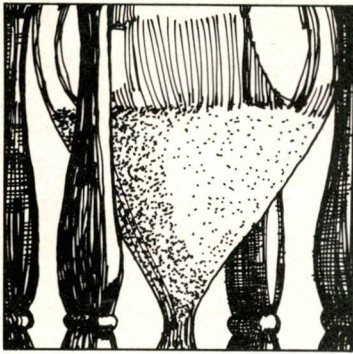
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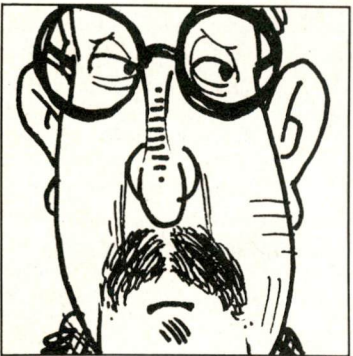
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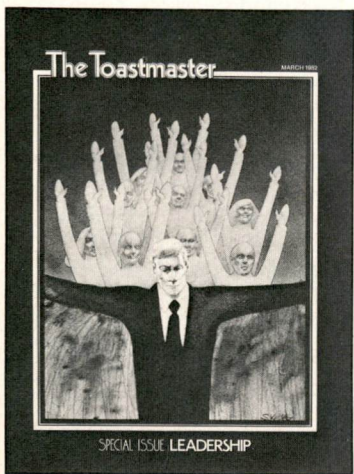
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cover

Are leaders born or made? Just what qualities make a leader? How can you develop these qualities? These questions are being asked more and more in today's world, where rapid change has increased the demand for strong leaders. This special issue of **The Toastmaster** addresses these questions, telling you what you'll need to know to meet this demand for leaders and the challenges leaders face. You'll learn how to think, act and present yourself as a leader. Most importantly, you'll discover the role Toastmasters International plays in helping you become the kind of leader this world needs.

Published monthly to promote the ideals and goals of Toastmasters International, an organization devoted to helping its members improve their ability to express themselves clearly and concisely, develop and strengthen their leadership and executive potential and achieve whatever self-development goals they may have set for themselves. Toastmasters International is a non-profit, educational organization of Toastmasters clubs throughout the world. The first Toastmasters club was established by Dr. Ralph C. Smedley on October 22, 1924. Toastmasters International was organized October 4, 1930 and incorporated December 19, 1932. This official publication of Toastmasters International carries authorized notices and articles regarding the activities and interests of the organization, but responsibility is not assumed for the opinions of authors of other articles. Second class postage paid at Santa Ana, California, and additional mailing office. Copyright 1982 by Toastmasters International, Inc. All rights reserved. The name "Toastmasters" and the Toastmasters emblem are registered trademarks of Toastmasters International, Inc. Marca registrada en Mexico. PRINTED IN U.S.A. All correspondence relating to editorial content and non-member subscriptions should be addressed to THE TOASTMASTER Magazine (ISSN 0040-8263), P.O. Box 10400, Santa Ana, California 92711. Phone (714) 542-6793. All other circulation correspondence should be addressed to Membership and Club Records at the same address. Non-member price: \$9.00 per year. Single copy: 75¢.



Questionable Speech Contests

I have been in Toastmasters for more than 20 years and I've been a club member in more than one district. I've also attended many speech contests and have even won my district's humorous speech contest twice (I came in second and third on my other two tries). Yet my experiences with humorous speech contests make me seriously question their value.

Toastmasters officials have said that if a serious point can be emphasized by a touch of humor, a speech's effectiveness is not lost. Indeed, humor may actually enhance the importance of the point being made. However, I've seen participants in speech contests penalized for using humor effectively. During one district's spring speech contest (which it calls its "serious" speech contest), one contestant used humor to emphasize an important point and was downgraded. "This is a serious speech contest," a judge explained. Yet the winner of this contest was defeated at the regional level by a speaker from another district who used humor to make several points.

Why is such a shadow cast on humor? Why do most Toastmasters think it is only to be used for humorous speech contests? Why do we even have humorous speech contests? Most of us are not in Toastmasters to learn to be comedians. Although we can and should learn to use humor to emphasize a point, most of us look and feel awkward trying to give a purely humorous talk. The caliber of speeches in these contests can rarely evoke pride; many times the speeches are just collections of old jokes tied together by a thin thread. Judges don't really know how to evaluate this event. Often a club's participant is a volunteer and not a club winner because of a lack of interest by other club members. And since the contest ends at the district level, it is meaningless.

I believe Toastmasters International should discourage districts and clubs from holding humorous speech contests.

William Weil
Southfield, Michigan

Editor's Note: It's unfortunate that many Toastmasters (including some judges) view the International Speech Contest as a "serious" speech contest. It is not. In fact, there is no such thing as a "serious" speech contest. Humor, if used effectively, can enliven a speech and should not be downgraded by contest judges.

The Semantics Of Criticism

I have to disagree with Emerson Tichenor's views in the December issue. I have never been a person to argue with Webster — until now. Webster defines "critic" as a person who indulges in fault-finding and censure, a person who writes such judgment professionally. "Critic" has a negative connotation. The words "constructive criticism" put the speaker in a defensive frame of mind.

I've always thought that the purpose of evaluation is to help the speaker improve his or her next presentation. Therefore we should not indulge in fault-finding and censure. I always start my evaluations with a complimentary remark, telling the speaker what he or she did well. Then I suggest how I think improvements can be made, never presenting more than two such suggestions. "Criticizing," "critiquing" or "now for the bad news" are not in my vocabulary when evaluating a speech. I complete the evaluation with another complimentary remark. In this way I encourage, not discourage, the speaker.

J. Leon Curtis, DTM
Dallas, Texas

At the risk of depriving Mr. Tichenor of a good night's sleep and starting another semantical debate among Toastmasters, I don't think "criticizing" is the proper word to use when reviewing speeches.

My Webster's dictionary defines "critic" as, "One given to harsh or captious judgment." When you combine that denotation with the connotation of the word which refers to someone in New York or Boston who writes or speaks unfavorably about some book, play or movie, then I'd rather not be thought of as a critic of my fellow Toastmasters' speeches.

Although, like Mr. Tichenor, I'm not especially fond of the word "evaluation," my dictionary's definition of that word is, "To ascertain the amount or value of; to appraise." That's sort of what we do to speeches in our club. I suppose we could appraise them, assess them or critique them, but it just wouldn't seem the same.

I like to think that sometime back in Toastmasters' history some ponderous soul decided that speeches should be evaluated. Perhaps it may have even been our founder, Dr. Ralph C. Smedley.

If Ralph Smedley said our speeches should be evaluated, then they should be evaluated!

Al Vopata, ATM
Visalia, California

Jokes and Anecdotes

For many years my club has scheduled an anecdote as the last event of our weekly meeting. Invariably a member has told a joke. Webster defines an anecdote as, "Details of history hitherto unpublished; a brief account of any curious or interesting incident." Obviously, an anecdote is not always a joke.

You can imagine my chagrin to find an article in the October issue which puts anecdotes in the same category as jokes.

A. Bandle'
Rexdale, Ontario, Canada

Dedicated Daughter

As governor of the Yukon/Alaska Council, I'm constantly engaged in various Toastmasters activities in my home. My preoccupation with Toastmasters has made my 11-year-old daughter Beth comment, "You think more of Toastmasters than you do of me." But my enthusiasm must be rubbing off on her.

Recently Beth came home from shopping, upset because she had to take the bus home (I was preparing for my Toastmasters meeting and wouldn't pick her up). "You could have come for me after what I did for you," she remarked.

While she was shopping in a store, a gentleman suggested she visit another store where an item she was buying was less expensive.

"You sound like a Toastmaster," Beth told him.

"You mean the appliance?" the man asked.

"No," she replied, and proceeded to tell him all about the Toastmasters program.

"That sounds like it would be a great deal of fun," the man said. "If I ever meet a Toastmaster, I will have to ask if I could attend a meeting."

Beth grinned and handed him one of my Toastmasters business cards.

See how easy it is to share the benefits of Toastmasters with total strangers? If my 11-year-old daughter can do that, then each of us should be sharing as well.

Norma Chmielowski
Governor, Yukon/Alaska Council
Anchorage, Alaska

The "extras" for excellence
in leadership and management.

EXECUTIVE EMINENCE

by Dr. John D. Proe and Dr. Mark B. Silber

There's no place for the eminent executive on a normal or bell-shaped statistical curve. Executive eminence is **not** distributed normally. The executives who are eminent-among-executives have developed and cultivated "extras" which give them their competitive edge among peers in the profession of administration. They are stand-outs, not normal stand-ins! These limited few men and women fall two sigmas above the MEAN in the normally distributed behavior curve. These are the real winners in today's management and the foundation for tomorrow's executive manning.

Recently we implemented a three-day manager retreat. The second night session was conducted around a blazing fire in the main living room of the lodge, if you will, an informal fireside chat on career promotability. The focus of the heated discussion was on the "P's" of promotability and performance: power, pressure handling, perception of self, persuasion, projecting self and proposals, peer acceptance and political sense, and picking up the political cues. By 2:30 a.m., the discussion of the performance "P's" had turned into the "F's" — fatigue, factions and fussing!

As we processed the ideas and astute observations from this seasoned group of executives, we were struck with recurring themes about executive excellence. The by-product of these recurring themes was the group's ability to organize these themes of behavior into major factors or dimensions. Some constellations emerged, some clusters coagulated, some coalesce of companion characteristics formed. As we thrashed through these constellations and

clusters we realized that we were not identifying the "ordinary executive," but the eminent executive — the two sigma person in administration. This article is the summary of that "Think Tank" process — the exploration of the factors that contribute to executive success and the competitive edge sparks that ignite executive eminence.

Sensitivity

If a commonly accepted definition of management ("getting others in a work environment to do that which you desire them to do willingly") is adhered to, then the value of mastering skills with humans

Sensitive managers really care about the people they employ.

is evident. There are skills and competencies associated with human interaction which can be acquired through the medium of study or experientially. Some are a product of a person's entire life and living background, including personality factors such as parental role modeling and value-shaping influences resulting from family, culture, ethnic and religious background.

It is difficult, if not impossible, to prescribe change in personality factors to achieve success. Operating from a base of human ecology and concern, the executive *must care*... must care for people. The tactics of birthday cards sent to employees by

a secretary or flowers to a sick associate by the Personnel Department or printed Christmas cards sent by a mailing house, don't hack it. The manager must communicate and stay in constant contact, must not try to make people **think** he or she is interested, but must *be interested!*

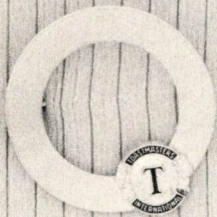
Knowing how individuals operate, their reactions to self-vested and stressful situations, is a key element in the executive's sensitivity. How is this skill learned or gained? The study of people, either formal as in the study of Applied Psychology or informal in dealings with people, builds the executive's data base pertaining to individual behavior. This data is relevant, not only to individuals within the immediate environment, but should be extended to widespread contacts with key persons in the industry.

Patterns and cues are present in individual behavior. The astute executive is sensitive to these political and interpersonal factors inherent in the patterns, picks them up and is able to tailor his or her responses in a *proactive*, rather than a *reactive* manner. This in itself lends an aura to the executive of being privy to more knowledge than is available to others. It helps to build an "I really do know you" image in the eyes of others.

Promoting Personal Growth

The eminent executive is able to evaluate individuals rapidly. Being able to listen aids in evaluation. It enables one to key in on individual strengths and weaknesses. The astute executive builds on individual strengths, attempts to isolate and ameliorate weaknesses. Approaching staff interaction in this manner allows the development of successful outputs by

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So don't hesitate . . . Get Into Action! Tell a friend about the benefits of Toastmasters, then invite him or her to your club's next meeting.

giving *different* people *different* assignments; the effective executive stretches people in their growth and reinforces their victories and accomplishments. Weaknesses are observed; they are vital in dealing with performance dynamics in the executive realm. By choosing the *right* person for the *right* jobs, personal growth and executive power is enhanced. Choosing the *wrong* person for the job, conversely, damages the power and performance base of the executive. Purposely selecting the *wrong* person for a task can also damage the individual. Perhaps the latter course of action is what is known as management insensitivity.

The knowledge of how small groups operate is crucial to executive success. Corporate decision-making is largely resultant from staff meeting input. Committees, task forces and project boards abound in shaping decisions and determining destiny. The "star" in managership knows how to operate through committees and how committees operate — the mechanics of group decision-making.

How does the executive acquire the knowledge? Again, study in such areas as organizational psychology and dynamics of power provides tools and experiential dealings with specific groups. The use of an organizational consultant to provide guidance is also helpful to enhance the executive's ability to deal with groups and to get the group to endorse and support his or her concepts.

Technical Skills

It is redundant to speak of the rapid industry changes taking place and unnecessary to give examples of these changes. Today's department manager must be aware of and keep up with the changes and the profession being practiced in one's industry. To function effectively in our technological environment, the eminent executive must possess an armamentarium of technical skills to be able to understand organizations and their complexities.

Systematic problem-solving and the use of quantitative techniques, the ability to know the value of operations research and the many management tools available in our cybernetic world can be of inestimable assistance. This knowledge helps, not only by providing an operating and predicting base but also in offering the executive an orderly way of approaching and dealing with problems. With the increasing influence of government being felt, information on the workings of the government, at all levels, has an inescapable dividend for the executives.

Of importance is the planning process — how to plan. Plans must be developed, not only for inner-institutional activities, but also to determine how the company relates to its political environment and the environment's impact on the system. As important as it is to plan day-to-day activities, it is crucial to executive effectiveness that plans be developed for the three-to five-year future. These should become

increasingly more specific as they progress from the long-range through the intermediate to the short-range plan development.

Communication

We have discussed some of the human and technical skills that belong in the managerial catalogue. Of operational and vital importance is the ability to put these skills to work. Communication's techniques can be learned. There is no such thing as a "born" speaker or writer — speaking and writing are acquired skills. Constant improvement in each comes with practice. The exceptional executive recognizes this and uses every opportunity to sharpen his or her communication skills.

Presenting and persuading ability between the executive and groups must be honed, but not hollow. Language sub-cultural and pre-judgment differences must be recognized and taken into account in communication's activities. The effective executive analyzes the audience, the hearer, the reader!

We communicate to get things done — to get a commitment *from* those receiving the message. These commitments support the executive's game plan. Communica-

The executive who excels is both a manager and a leader.

tions with peers, the public, the press are supportive means to goal accomplishment.

Leadership

An oft heard statement is, "A manager is not always a leader." There is merit in the observation; the executive who excels is both a manager and a leader.

Leadership is the least definable, yet is a key to our super star's success. That individual masters the keen sense of timing, has a dash of charisma, knows *when* and *when not* to make decisions. The person who influences others in getting things done because they want to do them is the executive with excellence. This person understands politics, power, people, and publics and persuasively gets things done.

The leader confronts conflict, seeks solution and resolution and follows through to effect closure. Knowledge of conflict and being skillful with that knowledge is important to the physical and mental well-being of the influential executive as well as to effectiveness. A knowledge of power, its dynamics and its ethical use, is a prime tool of the leader. Power can facilitate a leader's activities; this can be effectively communicated in a nonthreatening manner. This makes "bludgeon" tactics unnecessary.

Self-Insight

The knowledge of self-strengths and shortcomings and the realistic use of this

information is invaluable. One must work to capitalize on strengths and avoid or improve in weak areas. Feedback for colleagues, testing and consultation from experts in the field and honest introspection provide data upon which to plan a course of action toward personal and professional improvement.

A realistic evaluation of self data must be made. The payoff is in the assistance this gives the manager in allocating one's most important resource—TIME. Time can be effectively allocated to those skills—human, technical or communication—which most need upgrading.


Intestinal Fortitude

Just a word about intestinal fortitude, courage of conviction, or "guts." The exceptional executive is astute enough to know what the achievable is. When this has been determined and an acceptable course of action has been chosen, then the manager *must make a decision!* It also takes intestinal fortitude to shut down a program and say, "I was wrong." Honesty and the acceptance of reality goes a long way toward success.

Being consistently honest is a mark of the mature executive. A "winner" builds and maintains extensive "trust capital" with those with whom contact is maintained. Deposits and withdrawals can be made from this bank. Without a sizable trust account, an executive is bankrupt, personally and professionally. Hard decisions have to be made, and often some get hurt; compassion and understanding ease the hurt, but to agonize over it reduces the executive's effectiveness.

Physiologically, the eminent executive remains healthy and handles stress well. There are many demands made on the executive; the better one is, the more one is asked to produce. The industrial environment can be one of almost crippling stress. Yet, the "star" understands stress, copes and manages it. This knowledge of stress management and the impact of stress can also be put to advantage. Perhaps it goes back to Harry Truman's "if you cannot stand the heat, get out of the kitchen."

Importance has been given to human skills, the ability to influence, interact and understand others; technical skills, the knowledge pertaining to the intricacies of management today; and communication skills, the ability to effectively transmit ideas, change, direction and attitudes. The possession of these skills is crucial to excellence.

No one is born a successful executive, the executive with eminence. The exceptional executive beats the Peter Principle by constantly moving the threshold of incompetence higher! 

Dr. Mark S. Silber is president and Dr. James D. Proe is assistant to the president of Mark Silber Associates, Ltd. in Des Plaines, Illinois. Reprinted with permission from the January/February 1979 issue of Pace Magazine, the inflight publication of Piedmont Airlines.

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TIME MANAGEMENT: WHAT MAKES IT TICK?

by Anthony Arneri

Much has been written about time and management effectiveness, but do we really know what makes it tick?

Do we recognize how important it is to us in business and life?

Do we understand the real reasons why we should become time effective?

And once we realize the importance of time and why we should become time effective, do we know in what areas we should concentrate our efforts to get the greatest results?

These three questions are the crux of practical management time effectiveness. And they are what makes management time tick.

Time is one of the most interesting, challenging and, at the same time, one of today's most baffling managerial resources. When asked to list their primary management resources, most managers will list such things as people, money, materials and machinery. A much smaller percentage will recognize and list time as a primary resource. This is surprising because if we look at the word "time," we find that it is one of the most commonly used words in the manager's vocabulary. For instance, how many times have you heard statements like these: "How are you fixed for time?" "Can you give me five minutes right now?" "When is this report due?" "There aren't enough hours in the day!" "When did you say that deadline is?" "Time flies!" "Can you spare a couple of minutes?" "My time is up!" "Where's the time gone?" "I'm running out of time." These — and statements like them — probably sound very familiar, and they point out the

importance of time to managers.

The Limiting Factor

Time is the priceless ingredient of the manager's life, one which must be spent whether the manager wills it or not. It is altogether unique because its supply is totally inelastic and is the one thing that no manager can rent, hire, buy or store. Peter Drucker once said, "Effective executives know that time is the limiting factor. The output limits of any process are set by the scarcest resource. In the process we call accomplishment, this is time."

Many misunderstandings related to the concept of time have developed over the years because people do not understand its characteristics. What, then, are the characteristics of time?

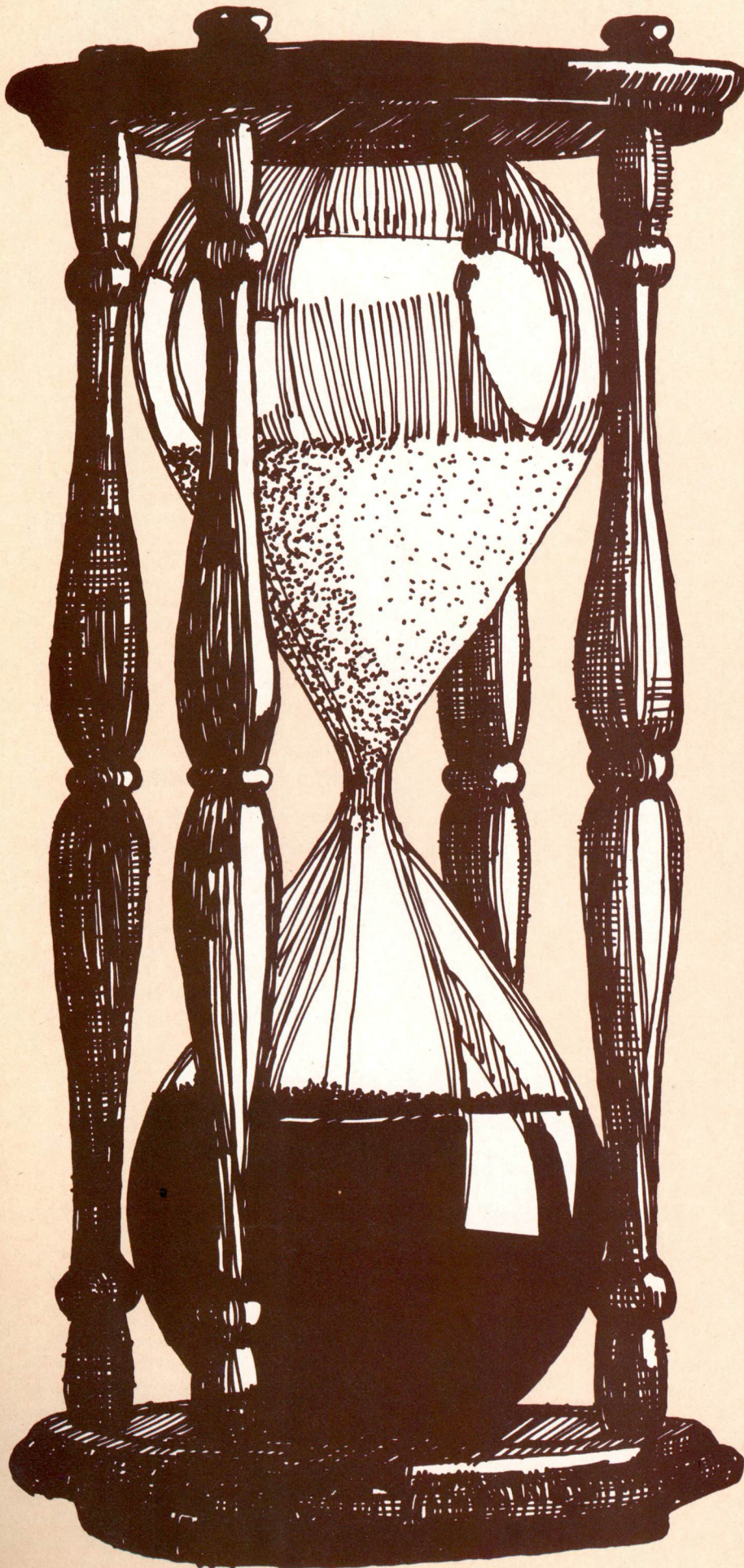
Good time management makes managers masters instead of slaves.

First, time travels at a predetermined rate. If you feel that time is flying by, it indicates that you have overreached yourself and that delegation is in order. Second, time is irreplaceable. You cannot save or make up time. The question is: Will you do something effective while time is passing? Finally, time is not manageable. We often speak of time management, and there are many books, courses and papers on the subject. But this is misleading because it is not time that needs to be managed, but rather, managers who need to manage themselves. Only through good self-management will a manager become time effective.

These three characteristics — time travels at a predetermined rate, time is irreplaceable and time is not manageable — are the basis for understanding the importance of time for managers. William James, the great philosopher, summarized it in one sentence when he said, "To kill time is not murder, it is suicide."

Why should operating managers make the necessary effort to become effective users? Many managers have a gut feeling — either consciously or subconsciously — that becoming effective users of time limits their freedom. The whole idea of being organized enough to be time effective conjures up feelings of being stifled, constricted and overly-limited in one's ability to be spontaneous and free. Most already feel that they are overly-controlled by government, big business and a myriad of rules and regulations over which they have no control. So any conscious effort to make personal attempts to become effective (which they feel is restrictive) is at least subconsciously repugnant. Understanding the real benefits of being time effective is the only way to overcome this problem. To understand those benefits, the manager must first understand the types of time available.

There are three types of management time: boss-imposed, system-imposed and self-imposed time. Boss-imposed time is that time needed to accomplish those activities which the boss requires and which the manager cannot disregard without direct and swift penalty. There are a certain amount of activities that the manager must accomplish each week as required by his boss. These activities have no time limit on them as long as they are completed satisfactorily. So, to the extent that a manager is effective at utilizing his time, the number of hours per week spent



on boss-imposed time will vary to do the same job.

System-imposed time is that time needed to accommodate requests to the manager for active support from his peers and to accomplish necessary daily duties. This assistance and activity must be provided lest there be penalties (though not always direct or swift). There are a certain amount of activities required of the manager each week to maintain the day-to-day functioning of the system. To the extent that the manager is more or less time effective, these duties could take many or much fewer hours per week.

Self-Imposed Time

The third type is self-imposed time. It is the time to do those things which the manager originates or agrees to do himself. Self-imposed time is not subject to penalty, since neither the boss nor the system knows what the manager intended to do. Self-imposed time is made up of subordinate-imposed time and discretionary time. Subordinate-imposed time is that time required by subordinates so that they may continue to function in their jobs. This type of time would consist of such things as time needed to delegate to subordinates, question-and-answer time, meeting time, coaching time, etc. Discretionary time is that time remaining for the manager to do his choice of work, recreation, self-development, etc. The important point is that discretionary time is that time left over after the manager has satisfied the demands of boss-imposed, system-imposed and subordinate-imposed time.

The reasons for managers to become time effective can now be stated. *Time effective managers are able to compress boss-, system- and subordinate-imposed time. And*

You're still young if the morning after the night before still makes the night before worth the morning after.

Maturity is the ability to do a job whether you are supervised or not, finish the job once it is started, carry money without spending it and the ability to bear an injustice without wanting to get even.

Inflation hasn't ruined everything. A dime can still be used as a screwdriver.

One fellow said he's sorry he put a phone in his car. Running to the garage every time it rings is a nuisance.

A gentlemen's agreement is one that neither party wants to put into writing.

One of life's big disappointments is discovering that the man who writes the advertisements for a bank is not the same guy who makes the loans.

A service station attendant asked the customer if he wanted the new unleaded gas. "No," replied the customer emphatically. "I remember when they put lead into the gas and raised the price. I'll be darned if I'm going to pay extra for taking it out."

Most human beings are incurable optimists! They believe they have a pretty good chance to win a lottery prize but scarcely the slightest chance of getting killed in a traffic accident.

Lawyers: The only people I know who can write a 10,000 word document and call it a brief.

Judge: "What possible excuse can you give for acquitting this man?"
Jury Foreman: "Insanity, Your Honor."
Judge: "All twelve of you?"

If you don't think there is strength in numbers, consider the fragile snowflake. If enough of them stick together, they can paralyze the whole city.

Manager to a fired salesman: "In a way, though, I'll be sorry to lose you. You've been like a son to me — insolent, surly and unappreciative!"

A courthouse clerk put this sign over the marriage license window at lunch time: "Be back at 1:00 p.m. — think it over!"

Lecturer: "Who was braver than Lancelot, wiser than Socrates, more truthful than George Washington, more honorable than Lincoln, wittier than Mark Twain and more handsome than Apollo?"

From the rear of the audience came: "My wife's first husband!"

A fellow complained that he went to Wrigley Field to see the Cubs play on Bat Day and got a bat, went on Cap Day and got a cap, went on Ladies Day and was disappointed.

Young adult: "Twenty years ago we were told we weren't as smart as our parents. Today we're not as smart as our kids. Where did we go wrong?"

A husband to his wife as he gazed at a picture of himself with their college student son: "Wouldn't it look more natural if he had his hand in my pocket?"

"Do you mind if I take the car tonight?" a father asked his son. "I'm taking your mother to the movies and I want to impress her."

If the going is getting easier, you're not climbing.

Reprinted with permission from Dr. Herb True's book Funny Bone, published by American Humor Guild. To order the book, write to: TEAM International, Inc., 1717 E. Colfax, South Bend, IN 46617.

this compression in these types of time allows a manager to expand his discretionary time. The more discretionary time the manager is able to make available to himself and still accomplish his daily tasks satisfactorily, the greater his freedom to control his time utilization. Increased discretionary time results in a reduction in stress and pressure, identified by doctors as a main contributor to coronary problems.

A Master of Fate

We see, then, that the manager should work at becoming more time effective, not only to do a better job for his company, but also for personal reasons. By increasing his discretionary time, the manager will become more of a master of his fate, he will be able to choose where he spends greater percentages of his time and he will increase his probabilities of remaining in good health over the long run.

We have examined two of the three concepts that make management time tick. We noted that time is very important to managers because it permeates their lives and because it is ongoing and irreplaceable. We have discussed the real reasons why managers should work at becoming time effective — not

To increase your output, first increase your alertness.

to become mindless ants scurrying around producing more and more work, but rather, to increase their discretionary time and become masters instead of slaves. With these thoughts in mind, the next logical question would be: What does the manager do to become time effective? This leads to the third concept of what makes management time tick.

There are literally thousands of techniques for a manager to become more time effective. To the extent that the manager incorporates more and more of these techniques into his daily activities in a coordinated manner, he will become bit-by-bit more time effective. Unfortunately, no manager has the time available to develop skill in so many techniques. Practically speaking, the time effectiveness techniques available to the manager are unlimited, and his time available to work on such techniques is very limited. What is needed, then, is an approach that will allow the manager to identify and concentrate on the vital few techniques that will produce the greatest results. Such a concept does, in fact, exist. It is called the Pareto Principle, after Vilfredo Pareto who developed it.

The Pareto Principle states that 20 percent of the activity (the vital few) will produce 80 percent of achievable results. This has been found to have many practical applications in daily business situations. For example, 80 percent of sick leave is taken by 20 percent of employees. Eighty percent of daily file usage is in 20 percent of the files, and 80 percent of all telephone calls come from 20 percent of the customers.

Understanding the Pareto Principle allows the manager to leverage his effort. Once he realizes that he can achieve 80 percent of results by applying 20 percent of effort, he then realizes that if he applies the remaining 80 percent of effort, he only has 20 percent of results left to gain on any particular undertaking. So the results-oriented manager invests his 20 percent effort, takes his 80 percent results and moves on to the next project to once again invest 20 percent of his effort.

The Vital 20 Percent

If the manager relates the Pareto Principle to his effort of becoming time effective, he should identify the vital 20 percent of his activities and concentrate on them. This 20 percent of activities (which will produce 80 percent of time effectiveness) is the third concept of what makes management time tick.

There are six major areas — the vital few — where the manager should concentrate his efforts to become time effective. They are:

1. Personal organization
2. Reducing task time through planned activity
3. Eliminating unnecessary tasks
4. Delegation
5. Increasing personal output
6. Understanding key time management techniques

If a manager understands these few techniques and practices them every day, he will greatly increase his discretionary time.

Let's look briefly at each of these six areas as an overview to make the manager aware of what they are.

Can He Manage Himself?

The first of the vital few areas for the manager to concentrate on is personal organization. The manager must be personally organized and be able to manage himself before he can hope to extend his span of control to other people, ideas and things. There are three activities the managers should concentrate on to keep personally organized. First, he should know what activities he has to accomplish each day when he starts work. He should prioritize these activities so that he does the most important first, the second-most important second, and so

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forth. Second, he should keep his desk top clear and his personal work area, materials and files organized for efficient daily activity. Third, he should have a plan sheet, a "to do" list or calendar which will allow him to keep track of daily and future activities and ideas. If the manager concentrates on these three areas of personal organization, he should be able to make his 20 percent of effort achieve 80 percent of the results.

The second major concern of management is to reduce his overall time to complete tasks in the long run through planning. Seneca, the Greek philosopher, once said, "No wind is the right wind for the sailor who knows not to which port he is going." In order to be successful at planning, the manager must first establish short- and long-term goals and objectives and put them into writing. The short-term goals must then be converted to activities because one cannot accomplish goals, only activities related to those goals. The manager must continue planning consistently. Through this type of consistent planning the manager will be able to achieve significant reductions in the time needed to

accomplish his activities over the long run.

The third vital area the manager should concentrate on is eliminating unnecessary tasks. It is the nature of management for the manager to be constantly under pressure to become involved in doing unimportant activities. The manager must constantly resist these pressures and concentrate on managing rather than doing. Even with a strong effort at resisting these pressures, many unnecessary tasks will creep into the manager's daily activities. Therefore, he must have a system to periodically identify and eliminate these unnecessary activities. Two approaches can be used here.

First, the manager should take a log of his time for a one- or two-week period, once or twice a year. Every activity performed during the day during this period should be accurately listed. At the end of the period, he should study the log and ask pointed questions of himself as to why he is doing each activity that contributes to his objectives. By using this approach many unnecessary tasks will be identified. Secondly, he should comb his calendar each week to see if he is doing

any activities that he should not be doing.

Identify Unnecessary Tasks

Delegation is the fourth major area where the manager should expend his 20 percent of effort to become time effective. Every manager knows about delegation, but there are many barriers that cause the manager not to delegate. Some of these barriers are: upward delegation, overworked or incompetent subordinates, fear that the subordinate is after your job, and the feeling you can do the job faster and better yourself. The manager should be aware of these barriers and take necessary steps to overcome them. Once these barriers are eliminated, the manager should ask

three questions: First, am I delegating everything that people reporting to me should do, can do or can be trained to do? Second, are my better people deployed full time on a few tasks? Do I avoid spreading them too thin over too many assignments? Third, do my people know before they start on an assignment what the signs of a job well-done are?


The fifth vital area the manager should concentrate on is increasing his personal output. This is one of the latest areas of development in time utilization. It is necessitated by the fact that business technology and the time demands on managers are accelerating almost at a geometric progression rate.

These increased demands make other techniques such as delegation and elimination insufficient by themselves. The manager must use the delegation and elimination techniques in conjunction with increasing his personal output. The revolutionary and exciting techniques discussed here in increasing personal output were developed by James McCay in his book, *Time Management*.

McCay points out that in order to increase personal output, the manager must first increase his frequency of periods of alertness during the day by winning back his time from preoccupation with daily habits. During these increased periods of alertness the manager is able to get results quicker by making faster mental pictures of what is involved. The second step is developing the necessary energy to increase output. This entails eliminating the negative factors that drain energy in vast quantities. The third concept is to continuously increase one's levels of knowledge about a subject which will allow him to be able to perceive and act on any situation related to the subject more quickly.

Use the Time Techniques

The sixth and final major area of concentration is the area of time techniques. As stated earlier, there are hundreds of techniques available. Of these, there are certain key areas where managers should invest their 20 percent effort. They are: running effective meetings, decision-making, communicating, controlling interruptions, controlling paper work and the manager/secretary team. If the manager can become effective by using the available time techniques in these areas, he will reap the benefits of increased discretionary time.

In summary, in order for a manager to implement a practical day-to-day time utilization improvement program he must recognize the three keys of what makes management tick. First, he must understand time and its importance to his job and life. Once recognizing this he must then recognize that putting effort into time management will benefit him personally by increasing his discretionary time. This is the motivation the manager needs to implement a personal program directed at improvement. Finally, the third key to what makes management tick is to leverage efforts by using the Pareto Principle and by concentrating on the vital few time utilization techniques that will produce the greatest result. This, then, is a practical view of management time... and what makes it tick. 

Anthony Arneri is a specialist in the field of time management and executive effectiveness.

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TURN YOUR STAFF INTO PROBLEM SOLVERS: CULTIVATE CREATIVITY

by William L. Hennefrund

Recognizing and
encouraging the people
with potential.

When the American Chemical Society began planning for its 100th anniversary, the staff launched a massive effort to stalk that most elusive of quarryies — good ideas. Not just one idea, but thousands — all aimed at developing projects to help the public understand the importance of chemistry and to stimulate advances in that field.

Eventually, this big game hunt involved dozens of committees, hundreds of meetings, and more than 1500 workers scattered from ACS headquarters in Washington, D.C., to cities and towns across the nation.

By the time the 1976 celebration was at hand, the idea-developers could relax for a moment and savor the results of their purposeful creativity. They had designed and built a half-million-dollar exhibit (the first of its type for a scientific organization) that would travel to science and technology centers throughout the United States. ACS staff members had restored in minute detail the laboratory of Joseph

Priestley, the man who discovered oxygen in 1774. The project won universal praise for its attention to authenticity.

In addition, they had produced a television film that would be shown on hundreds of stations. And they had created a special show for planetariums that would later be turned into a prize-winning radio show, heard by at least eight million listeners.

The idea-developers also could be satisfied with a number of smaller projects, such as the arrangement for a commemorative U.S. postage stamp; ties in with the U.S. Bicentennial celebration; innumerable television public service announcements; a centennial calendar, and arrangements for special sections in hundreds of newspapers.

What Spurs Creativity?

All of this leads one to wonder: How are such creative ideas produced? What makes a person creative? What techniques will promote creativity?

Executives are asking such questions more frequently than ever these days.

A major event, such as a centennial, obviously spurs an organization to great creative efforts. But today's routine challenges often demand more imaginative solutions than yesterday's simply because today's problems are more complex.

"A response to problems today may cut across several fields," notes a banking association vice president. "You might want to respond to a proposal for a new regulation, but some of your key members can't agree. The problem could also involve public relations. How do you handle it? Obviously, you're in the market for good ideas. But unfortunately, in my organization, it's the one thing we spend the least amount of time on."

One can merely speculate on the number of imaginative ideas that could be advanced by a staff, but aren't or the number of novel solutions that could be developed, but are prematurely put to rest by managers and supervisors. The experience of Alexander Graham Bell is a classic case of what can happen to ideas in organizations.

Telephones Won't Work

Seeking financing for his invention of the telephone, Mr. Bell was initially turned down by a committee reviewing the matter. The committee members pointed out that Mr. Bell was primarily a teacher of the deaf and had "no direct experience in communications." Furthermore, they argued, telephones couldn't possibly work in peoples' homes because children would break them. And on top of it all, they declared, people wouldn't pay a monthly charge for the service without being sure they'd use the instrument.

Fortunately, more is known now about creativity — and creative people — than in Alexander Graham Bell's time. Almost any organization can put into practice the theories and idea-promoting techniques that psychologists have developed in recent years.

Consider, for example, the quiet staffer down the hall. Does she have good ideas but hesitate to offer them? Or is she really content to perform her routine tasks in a routine way?

The Creative Personality

Creative people exhibit wide differences in the way they act and think, of course. However, they appear to share certain traits:

- **Creative people are highly sensitive to problems.** Unlike many people who can spend their entire careers in organizations without really being aware of problems, creative people are quick to recognize that a problem exists. And almost immediately, they set out to solve it.

For example, shortly after Dr. Herschel Cutler joined the Institute of Scrap Iron and Steel, Inc., in 1971 as executive director, he sensed that many of the institute's members didn't really know what the organization was doing for them. After Dr. Cutler identified the problem, ideas for better communication came thick and

fast. Result: the publication of a handsome annual report that caused considerable comment in the industry and had an impact far beyond its press run of only 1500 copies.

- **Creative people are flexible.** The popular notion of the creative person clinging stubbornly to one idea is false. In fact, creative people are highly flexible and consider a great variety of approaches to a problem, not simply an approach that worked in the past. Indeed, the creative person almost routinely rejects solutions that were previously successful, even if they were his own ideas; he feels compelled to strike off in a new direction.

- **Creative people produce ideas in quantity.** Any problem-solver can come up with one solution; but the creative person may generate 15 or 20 ideas when asked for a solution to a problem. He or she may not offer all 20 solutions but respond with a single idea. Generating a large quantity of ideas helps the creative person to come up with the best possible solution. This is an outcome sought in brainstorming.

- **Creative people produce ideas that are often highly original.** Imaginative people frequently offer an uncommon solution to a problem. It may range from

Don't confuse a poor presentation with the idea itself.

the complex answer to a highly technical problem, to the response that makes you wonder, "Why didn't I think of that before?" Thus, creative minds produce sophisticated breakthroughs and come up with new ideas for simple operations.

Often the ideas for minor operations have wide-ranging effects. Such was the case when Homer W. Ring, as supervisor of production control, designed new order forms for a system of handling the production of pumps at Nash Engineering Company in Norwalk, Connecticut. One small but brilliant change of procedure made the operation of the entire business more efficient and saved the company both time and dollars.

Cultivate Creativity

Executives who have given considerable thought to the challenges of creativity also believe that "a high level of curiosity" is an attribute of the creative person.

"The creative person not only does his own job but is intrigued by what other people do," says Dr. Joseph Oddis, executive vice president of the American Society of Hospital Pharmacists. "Such a person quickly acquires a sense of how the different tasks in the organization are related."

A sense of the interrelationships leads to more ideas that are on target than

might otherwise be the case.

Robert Welch, CAE, president of the Steel Service Center Institute, believes that "familiarity with the subject" is essential to creative idea producing. He offers an example from his own field:

"Take a blast furnace engineer — a person who is expert at blast furnace operation," he explains. "He can be very creative in the design and operation of blast furnaces, but you get him out of that field and he becomes quite conservative. A lot of things will block his imagination because he hasn't the knowledge."

Assuming that an organization has its share of creative people on its staff, what can be done to make certain that their ideas come to the surface? Surprisingly, the literature of management virtually ignores this important area. To be sure, considerable attention is given to various mechanisms such as brainstorming and forcing techniques. (In forcing, checklists are used to make sure all possibilities have been covered.) Useful as such mechanisms are, they fail to get at the fundamentals of creativity and the executive's role in its development.

Don't Be an Idea-choker

Conversations with executives interested in this question produced a large number of worthwhile suggestions that you may want to consider in working with your staff:

1. *Take stock of yourself as a judge of ideas.*

"Creativity starts at the top" is an axiom voiced by many executives. Yet some managers are idea-chokers. They automatically rule out the possibility that good ideas can come from individuals at certain levels of the organization or in certain departments. They think, "If Smith could come up with original ideas, he wouldn't be a middle-management guy like he's always been." Or, "You can't expect a good idea to come out of the statistics department."

Solution: Take a hard look at yourself as a judge of ideas. Do you tend to downrate ideas for any reason besides their lack of intrinsic merit? If you do, make a conscious effort to overcome those prejudices that may be costing you good ideas — and maybe money.

2. *Try to recognize creative potential.* Many good ideas are dismissed simply because they are creative. Instead of helping to nurture an infant idea, a manager or supervisor may be instantly critical and write off the idea as worthless.

George Prince, whose ideas on creativity are summed up in the theory of synectics, believes that every individual is born a creative problem-solver. In his theory, the "creative self" is balanced by a "protective self," which grows more dominant as we grow older and are exposed to greater risk and criticism.

The executive who wants to promote creativity, therefore, should have a positive attitude toward ideas — no matter how far out they may seem. Instead of

dismissing an idea as absurd (as in the example of Alexander Graham Bell's idea for the telephone), the manager should think: "What if it could be done? What would it mean?"

3. *Set the climate for ideas.* "Climate" is the perception staff people have of their company. It encompasses organization, procedures, and policies — the way the company actually operates. "Climate" is what the staff person is talking about when he says, "That's the way things are around here."

An organization can say in many subtle ways that it is open to new ideas and is hospitable to change.

"I think you have to create an atmosphere of excitement," says Steel Service Center Institute's Robert Welch.

To create that feeling the institute pays attention to small details. The offices are decorated attractively. An original work of art is commissioned every year, and staff members are encouraged to attend seminars and meetings on political, social and economic issues, "not just training seminars on management techniques or that sort of thing."

4. *Open up communication.* Do your people speak freely and critically as they should at meetings? When they speak, do they

Take a hard look at yourself as a judge of ideas.

simply play back a rehash of what you, the manager, have said on the subject? What about the quiet people who never have anything to say?

Merely setting up the machinery for good communication won't do the job by itself. A few years ago a trade association in Washington, D.C., started holding weekly meetings for key staffers, meetings at which questions could be freely asked. At one of the meetings, a staffer asked the president a question and in the process revealed his ignorance on a matter he should have known about. The staff person's supervisor was embarrassed and went searching for (and found) a pretext for firing the staffer. The word spread through the organization, and the incident effectively killed the good intent of the weekly meetings.

Dr. Joseph Oddis of the American Society of Hospital Pharmacists says: "About 99 percent of what I send to my board of directors is available to the staff. It's there, if they have the inclination to review it."

Simple tactics do the trick. A reading file of correspondence is placed in the library at ASHP where any staff member can pick it up. And there are frequent meetings for the entire staff.

"Many of our meetings are really kind

of social," says Dr. Oddis. "The whole purpose is to create an open environment."

The Real Problem

5. *Make certain you're identifying the real problem to be solved.*

The best creative ideas in the world aren't worth much if they are in response to the wrong problem. Here's where a good manager has a major responsibility: identifying the problem.

For example, an association based in New York City continued to pour huge sums of money into public relations activities while ignoring the mounting problems of federal regulations. The highly imaginative staff produced creative programs designed to win the good will of the public. When a consulting firm pointed out that all these efforts were aimed at the wrong target and that instead the association should be expanding its federal relations activities, the goals were changed. But that realization was several years and thousands of dollars later than it should have been.

An excellent example of identifying the right problem is offered by the National Audio-Visual Association. A decade ago, the members relied almost exclusively on the education market. That market flattened out with the waning of President Johnson's Great Society program. Anticipating grave problems unless the marketing thrust of the industry was changed, Harry McGee, CAE, executive vice president, led the effort to find new marketing approaches.

As a result of the timely decision to tackle the right problem the association's members now have about half their business in areas other than education.

6. *Eliminate the roadblocks to creativity.* Within any organization, the internal roadblocks to creativity may be substantial. Many organizations face an additional hazard: the committee system. A department or division reporting to a committee quickly learns to make proposals that are not likely to ruffle the feathers of the key committee members. That practice is a roadblock quite as formidable as a response of: "Yes, but we tried it before, and it won't work."

One executive says: "I think the way around that problem is to make sure the committee members know the problems, and then gradually introduce very specific proposals. The more you can do that, the more you can move along on creative ideas." A good next step, he suggests, is to "try to develop two or three leaders on the committee who will promote the creative suggestions. Also, if you know that a key person on the committee is going to oppose an idea, the best way to go is to talk to that person; he may be the one to vote for its acceptance."

Room for Improvement

7. *Be a question-raiser.* By raising questions, a manager or supervisor lets staff people realize that they know more about their specific jobs than anyone else. That is

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"We're reporting to the members twice a year. Is that enough? How often should we report?"

"We've always held the annual meeting in New York City (or Boston, or Los Angeles). Should we think about having the meetings elsewhere? Where? Why?"

To be sure, a lot of worthless ideas are produced by such prompting, but some may be worthwhile. Most importantly the

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manager will be conveying the idea to staffers that present procedures shouldn't be taken for granted. There's always room for improvement.

8. *Learn to suspend critical judgment.* At the higher levels of organizations, managers become so accustomed to effective presentations of ideas and proposals that it's possible to confuse a poor presentation with the idea itself.

Creative people are often poor packagers of their ideas. They often assume (mistakenly) that the intrinsic merit of their idea will be instantly recognized, so there's little point in worrying about presenting it in an effective way. They are oblivious to the world of flip-charts and slide presentations.

The manager, therefore, ought to con-

sider every idea a potential winner, no matter how poorly it's presented. Eventually, he may have to change the idea — add to it, subtract from it, combine it with something else — but if he doesn't recognize some merit in the idea in the first place, it won't get anywhere.

9. *Be a positive listener.* It's easy to be a poor listener. The average person talks at a speed of 125 words a minute, but most people can think at four times that rate. As a result, a person listening to an idea finds himself with excess thinking time and tends to let his mind wander.

What's worse, many listeners assume in advance that what they are about to hear will be uninteresting. If part of the presentation covers unfamiliar or technical areas, they start to tune out. Often they become upset by a single idea in the presentation, leading them to focus on the one aspect they disagree with and to overlook the many other parts of the presentation.

Good ideas can be fostered with positive listening. That's why many corporations such as AT&T, General Motors, and Western Electric have added courses in listening to their regular training programs.


10. *Reward creativity.* The rewards come in many guises, but mainly they amount to recognizing individuals who make creative contributions.

"Creative people may sometimes say they don't want publicity about their contributions," notes Harry McGee of the National Audio-Visual Association. "However, it seems to me that if you take their light out from under the bushel, you create more creativity in the marketplace."

When a chief executive takes the lead and makes it a practice to recognize the creative achievements of individuals in the organization, an atmosphere for creativity is quickly set. Vice presidents, division chiefs, and department heads pick up the example and start recognizing and rewarding creativity.

Work At Creativity

In a way, these suggestions really add up to a broadening of responsibility for executives. By setting the right atmosphere for creativity, you'll make your organizations ready for the day when — like the American Chemical Society — you might want to produce ideas by the bushel.

You'll also be prepared not to overlook the single idea that has potential — like the idea advanced by that machinist in Detroit. It is said that Henry Ford had only one idea in his whole life: to build a car the average American could afford. That idea turned out to be a winner — but only because someone listened. 

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To be a leader you must present yourself as one — physically, mentally, socially, emotionally and spiritually.

Create An Image

by Marjorie Dean

As Alice wandered about in the wood of Wonderland, she found herself looking straight into the eyes of a large blue caterpillar. The caterpillar glared at her and demanded, "Who are you?"

If you remember Lewis Carroll's tale, you know that Alice was discouraged by that question. She had just fallen through a rabbit hole and had gone through several traumatic changes in a short time. She wasn't sure *who* she was at that moment.

You may not have fallen through any rabbit holes and you may not be confronted by audacious caterpillars or people, but whether the question is asked directly or not and whether you know it

or not, you are being called upon daily to answer, "Who are you?"

How do people perceive you? What kind of first impression do you make? Are you confused or clear about the image you present to others?

Creating, developing and, most importantly, maintaining a consistent, balanced image is not an accident. It is a planned, carefully thought-out process which demands taking stock of yourself and learning exactly who you are.

In order to do that, you must get very specific about what elements make up the impression you give to those around you.

Whether you are a political candidate, an aspiring businessperson, a professional or a laborer, your image — how you come

across to others — is important. The impression you make is created by the way you look, talk and relate to people, as well as by the way you feel, believe and think.

Educators call this dealing with the whole (holistic) self — the physical, mental, social, emotional and spiritual aspects which together make up who you are.

Image begins with the way you view yourself in each one of these areas. If you are confused, then you will convey confusion to those observing you. If you are clear — know your goals, your assets, your faults — then you are able to present a better self to others.

This holistic approach is a healthy trend. Each of these parts must be consistent with the others in order for you to feel and be whole.

The individual who looks sophisticated, for example, but whose speech is filled with vulgar vocabulary or bad grammar has not matched and balanced the physical image with the social and mental image. And the person who has a brilliant mind and communicates creatively and effectively, but whose social behavior is rude and offensive will find the positive overshadowed by the negative.

Balanced Image

Barbara Porter, president of Ultimate Lifestyle, an image improvement studio in Santa Ana, California, feels this consistent, balanced approach is essential to creating a positive image.

Her company has many facilities available for clients to improve their physical appearance, but the real meat of their program is an eight-week course which deals with teaching the client about self-esteem, poise, confidence — all of the mental, emotional, social and spiritual attitudes that affect the person as a whole.

"A psychiatrist once told me that people need the most help in two areas: conversation and etiquette," says Porter.

Porter believes the most serious problem in conversation is listening.

"Most people don't know how to listen. That's why many older people go to doctors and hospitals and young people go to hot lines. They want somebody to listen. If you know how to show interest in others and find out about them, you always make a good impression. Everyone wants to talk about himself or herself. Few are willing to show a sincere interest in listening."

Etiquette can ruin or enhance a good image. If you are a successful, positive person, you will take the time and consideration to demonstrate good manners. Many business deals or promotions have been lost because of a flaw at the dinner table or a display of bad manners. And, on the positive side, sometimes as simple an item as a thank-you note has clinched a transaction or secured a job.

Monica Hanks, an image consultant at

Ultimate Lifestyle, talks about important rules of thumb in the mental attitude of a person who creates a good impression.

"You have to like yourself," says Hanks. "Even the work image connotes phoniness to some people, so it's important to be real. There's a danger in leading a double life just to impress. If you really respect and value yourself, you will come across with confidence. If you're kind, thoughtful and basically follow the golden rule, you will create a different image than the person who is looking out for number one. We're all familiar with the image of J.R. Ewing on the television show *Dallas*. Here's a well-dressed, successful businessman with all of the physical and professional credits for a positive image. But he's a rat. He'll run you over every time. He's a perfect example of the need for spiritual values."

Another mental attitude which can destroy a good impression is negative thinking.

Worry, guilt, confusion all permeate personality. This is largely demonstrated by body language. It's difficult to present a confident, impressive image if you are displaying nervousness and mannerisms which detract from what you are hoping to convey.

It's easy to see this type of body

"Game-playing makes most astute people uncomfortable."

language in people who are concerned with covering up a physical flaw.

"The person who is conscious of bad teeth," says Hanks, "partially covers his or her mouth when talking. What this does is to make the hand into a big pointer that says, 'Here are my bad teeth, please don't look at them.' Never apologize for your defects. Most of the time you would have been the only one aware of them, so why point them out?"

Professional Help

Victoria Abrams, owner of Viktoria & Co., a salon in Newport Beach, California, also believes in balancing attitudes and appearance.

"First I analyze what a client wants," says Viktoria. "But there has to be an attitudinal change before I can provide the cosmetic change."

Viktoria illustrates the importance of that balance by referring to actress Dyan Cannon, who recently played a film role in which the character aged 65 years.

"She was fairly convincing," says Viktoria, "because of things like movement, gestures and behavior. The image was completed by cosmetics."

But that's acting, not everyday life.

"We should keep the first impression we give close to the way we really are. This is the healthiest, most lasting

approach to creating an image. If we're game-playing we will make most astute people uncomfortable, so it's wise to be as real as possible. Sooner or later what we are will become evident anyway."

To bring out your best physically, Viktoria believes most people should consult a professional.

"Choose the most expensive salon in town," she says. "Don't take chances. They can't afford to send you out looking bad."

"The talented professional has learned what doesn't work and has weeded those things out for you. If you don't want to do it that way, there are some very good books which can be valuable, especially on the subject of dressing and looking like a professional."

Both Viktoria and color consultant Hanks stress the importance of neatness in dress and hair and the choice of color for make-up and clothing. There is no one right look for everyone, but there are some helpful tips which most of us can use.

"The older people get," says Viktoria, "the more important it is that they choose colors that are found in nature. Men must be more conservative than women. It's less acceptable for men to follow the styles. It's expected that men reflect the company image. A good rule of thumb is to observe the dress of the person in the job one step higher than you — the job you would like to be promoted to. If you try to look like the person two steps higher you will be too threatening or you may be considered a phony."

"For women, a conservative suit in natural fibers with a bright-colored blouse is the best business attire. Style is important for women."

"Make-up must be flattering. Most women apply make-up at a close range, so it looks heavier to them. But social distance is three feet. If make-up can't be seen at that distance, it won't be seen by most people."

Viktoria advises avoiding fads and excesses. And, above all, she stresses health.

"Successful men and women are, more and more, keeping schedules which include regular exercise programs and healthy diets and habits. It's important to look good and to feel like you look good. But the goal is to forget about your looks and let the physical blend comfortably with the attitudes."

So who are you? After you've pulled all of these areas apart to examine them and have put them back together again into a whole, healthy you, you will know who you are — and so will everyone you meet. 🗣️

Marjorie Dean is a free-lance writer based in Orange County, California. She is co-owner of The Write People, a writing service and public relations firm that specializes in workshops on self-improvement and career topics.

Toastmasters offers low-cost leadership training with high payoffs.

How To Enroll In Toastmasters' Leadership Development Program

by Richard A Taylor, DTM

Long noted for its excellent self-paced training programs in communications, Toastmasters International now has a Toastmasters Leadership Development Program open for enrollment. But if you're wondering where to find the training manual, *How to Become a Successful Leader in 15 Easy Lessons*, forget it. There isn't one.

The fact is nobody has ever written the book on leadership, the one guaranteed to make others follow your lead. Oh, sure, there is a mountain of theory and documented research on leadership. There are hundreds of books, papers and films on the subject. But what the literature of leadership seems to lack is a sure-fire set of exercises to force leadership skills to improve. It is not that we do not have enough theory, but that we lack opportunities to apply theory under the proper conditions. The result: "trial-and-error" learning, with the "error" often made under critical and costly conditions.

Members of Toastmasters clubs around the world have a variety of leadership opportunities — mostly low-risk opportunities — in which the rewards for success are intrinsically high but the cost of failure is relatively low. There are opportunities to serve as a club, area or district officer. The demand for committee chairmen is at an all-time high. Indeed, you can be leader-for-the-day merely by serving as toastmaster for a meeting. Naturally, you'll want to do a good job regardless of the leadership position you occupy, but you need not be fearful of

making a mistake. As far as we know, no serious injuries, fatalities, fires, explosions or loss of income have ever resulted from a botched leadership assignment in a Toastmasters club.

Raise Your Hand

The beauty of the Toastmasters Leadership Development Program is that it's so easy to enroll: no papers to sign, no extra dues to pay, all you have to do is volunteer for a job. The next easiest way is to say nothing; eventually you will be asked to serve. Indeed, a leadership position of some kind will inevitably come your way

A club offers a low-risk opportunity to develop leadership skills.

unless you persistently say no or keep introducing yourself as a visitor.

That's the first step in the Leadership Development Program: nailing down a leadership position. It could be chairman of the telephone committee, club president or district governor. It doesn't matter, really, as long as the job is fun and gives you a chance to experiment.

Step two is to familiarize yourself with the principles of leadership. If you've been fortunate enough to have attended some good leadership seminars at Toastmasters conferences or on the job, go to the head

of the class. Otherwise, go to the nearest public library and grab a copy of the latest edition of *Management of Organizational Behavior: Utilizing Human Resources* by Paul Hersey, a former Toastmaster, and Kenneth H. Blanchard, which neatly encapsulates the major theories and research findings in the field.

A snapshot of that field would depict a running battle between two of the leading theories: the Managerial Grid (registered trademark) and Situational Leadership. According to Robert R. Blake and Jane Srygley Mouton, originators of the grid theory, there is *one best way* to manage, and that is team leadership. In their article, "Deeper Truths About Effective Leadership" (*BNAC Communicator*, Winter, 1981 issue) Blake and Mouton describe team leadership as "achieving production through a high degree of shared responsibility coupled with high participation, involvement and commitment, all hallmarks of teamwork."

The proponents of situationalism, including Hersey and Blanchard, and others, say that team leadership is appropriate sometimes, but not always, depending on the situation and the maturity of the people being led.

Blake and Mouton sum up the conflict as follows: "While situationalism tells leaders to change their leadership to fit the situation, the grid says that the important thing is to change situations in order to be able to lead in a (team-) oriented way."

While the battle of theories rages, life

WHAT DO LEADERS DO?

by Richard A. Taylor, DTM

Attempts to define leadership in terms of personality traits or attitudes have historically failed to distinguish good leaders from those who are not good leaders. Behavior — the things leaders *do* — serves as a more reliable index of leadership. Here's one list of

leader behaviors based on the author's observation and experience.

An effective leader:

- Sets the directions of the group
- Clearly communicates performance expectations
- Displays expertise relevant to the group's mission
- Makes decisions with self-confidence
- Usually makes the right decisions
- Shares ideas and feelings with the group
- Acknowledges weaknesses rather than trying to hide them
- Chooses and uses staff to compensate for personal weaknesses
- Recognizes and rewards good performance
- Helps followers improve poor performances
- Models behaviors he or she wants to reinforce

- Helps followers grow and mature in their jobs
- Adapts behavior to the situation, maturity and competence of followers
- Plans intelligently
- Demonstrates a grasp of key variables and problems which affect group performance
- Follows up on plans
- Delegates effectively
- Frequently assesses personal impact on the behavior of followers
- Takes appropriate risks
- Demonstrates self-control

Which behaviors would you like most to improve? Why not circle two or three you consider most important and set personal goals to increase your leadership skills? You may want to ask members of your Toastmasters club or associates at work to help you develop specific objectives and ways to measure your progress.

goes on, and those wearing the hats of leaders struggle to find ways of behaving that result in leadership success. They read the literature, try out some ideas and decide for themselves.

Select A Style

This brings us to step three in the Toastmasters Leadership Development Program: experimentation.

Let's try an example. You are president of XYZ Toastmasters Club. You have decided to ask Bill Jones, a comparatively new member, to organize a club picnic. Will you:

- ask Bill to set up the picnic and call you when he has everything arranged?
- ask Bill to set up the picnic and offer to meet with him to discuss arrangements?
- ask Bill to organize a committee to arrange a picnic, offer to serve as an *ex officio* member, and inform him that you will call him in two days to check on his progress?

These are only three of many, many ways of handling this "simple" leadership situation. Chances are you tend to favor one particular way characteristic of your leadership style. Try a different way, uncharacteristic of your style, and see what happens.

The trouble with "people experiments" (and behavioral scientists will be the first to admit this) is that the number of variables operating in any given situation is immense, and they are very difficult to control. The approach you decide to take, and the results obtained, could depend on a multitude of factors, such as Bill's maturity (defined in this context as social maturity and job competence, which here means technical knowledge of and skill in arranging picnics), Bill's energy level, his workload, perceived importance of the task, and so on.

Other factors you may choose to vary,

in search of *your* leadership style, could include:

- closeness of supervision
- frequency of follow-up
- nature of tasks delegated
- frequency and type of recognition granted
- degree of freedom granted
- help offered or given

Analyze Results

Step four is to evaluate results. Did the job get done? Did your actions, as leader, contribute to or detract from the results? Did your actions arouse resentment or build good will? Are followers motivated to take responsibility and improve performance, or motivated to put forth only the minimum effort required to get

Evaluate results. Did the job get done? Did your leadership contribute?

the work out? Can you get the same results consistently?

The behavior of people is such a complex maze of inconsistency and contradictions that no concrete conclusions can be drawn from a single sample or small number of samples. If behavioral scientists have so much difficulty in evaluating the results of their more or less controlled experiments — even to the point of disagreeing on the interpretation of the same facts — imagine the problems in making coherent sense of your own personal, poorly controlled, unscientifically-derived store of experimental data about your leadership behavior and the responses of others to it.

But we do it all the time. The question

is not whether we experiment, but if we do it consciously, and if we attend to the messages we constantly receive about the reaction of other people to our behavior — or if we're locked into a set of false assumptions about people that blind us to the true meaning of what we see and hear and feel.

The fifth step is integration. After trying out different ideas and leadership principles gleaned from a study of the concepts presented in seminars and books, and having either confirmed or denied their validity personally, we're ready to integrate our findings into our day-to-day leadership behavior. In essence, we evolve a leadership "style".

Toastmasters is an excellent laboratory for conducting your own personal tests of leadership principles and behaviors. There is no need to be secretive or deceptive about it; everyone who is or aspires to be a leader casts about for the most effective possible means of leading, producing good bottom-line results while developing satisfying human relationships.

The Toastmasters International Leadership Development Program has no papers to sign, no extra dues to pay and no manual, but class is in session. Enroll today. 🗣️



Richard A. Taylor, DTM, has experimented with leadership principles and styles as a club, area and district officer. A member of Rock Hill 2040-58 and Palmetto Mastercrafters

2298-58, Taylor was a President's Distinguished District Governor of District 58 in 1980-81. A 1969 graduate of The University of North Carolina (A.B. psychology), Taylor leads a training program development team for Celanese Fibers Company in Rock Hill, South Carolina.

Keys to Conducting Exciting Meetings

Q *Our Toastmasters club meets twice a week for an hour. It's important that our programs are interesting and lively so all members will attend regularly. How can we put variety into our meetings?*

A Toastmasters is an educational organization, and the purpose of club meetings is to provide a workshop for learning. But meetings should also be fun. As Toastmasters' founder, Dr. Ralph C. Smedley, said, "People learn best in moments of enjoyment."

How can your club add interest and excitement to its meetings? The answer is short and simple: Be creative!

There are literally hundreds of program ideas that have proved successful in Toastmasters clubs around the world. What will work best for your club depends on the nature of the club and the needs and interests of its members.

One club schedules several theme meetings and special programs during every six-month term. Some recent themes include energy, vacations, patriotism and the value of Toastmasters training. Table topics revolve around the assigned theme, and speakers are urged to incorporate the theme into their prepared speeches. Among the special programs held are "Family Day," "Alumni Day" and "Oktoberfest."

One club's most popular program is the "Liars Club," a special meeting to which truth, honesty and facts are not invited. Another is the backwards meeting; it begins with the adjournment, which is followed, in order, by awards' presentations, the general evaluation, evaluations of the speeches, prepared speeches and so on.

Another fun program is the "grab-bag" meeting. No advance assignments are made; instead, the members draw their assignments from a hat that's passed around at the beginning of the meeting. Most members prepare a speech — just in case.

Keep in mind that contests are an excellent way to put variety into a club's meetings. In addition to the annual International Speech Contest, a club can hold competitions in tall tales, humorous speaking, debates, evaluations and table topics.

For a change in format, why not schedule a Success/Leadership program? These seminar-style programs involve all club members in a shared learning experience. In addition to the popular Speechcraft

program, the Success/Leadership series includes "Parliamentary Procedure in Action," "How to Conduct Productive Meetings" and "How to Listen Effectively."

Inviting guest speakers can also be interesting, as well as beneficial. An in-house club at an Ohio insurance company regularly invites company executives and managers to speak at its meetings. Everybody benefits. The members learn more about the organization and its workings, the company higher-ups get speaking experience, the club gains support (and new member referrals from management), and the members get valuable contacts that can aid their careers.

Another club invited its community's mayor to speak at a meeting. The mayor was so impressed with the club that she asked several city employees to join. The club got six new members, along with an article in the local newspaper!

The list of program ideas is almost endless. You'll find even more in the booklet *Patterns in Programming* (I314), which is available from World Headquarters.

So be creative. Make your club's meetings fun. Ask club members to suggest ideas. Schedule a special table topics session and ask each participant to discuss his or her ideas for adding variety to your club's meetings. Keep a list of ideas and add to it whenever you think of a new idea. Your meetings will be so exciting and full of surprises that members will be sure to attend each one!

Chartering a Club

Q *My fellow club members and I are excited. We finally have enough interested people to start another Toastmasters club in our company. How do we go about chartering it?*

A Congratulations! One of the most stimulating and rewarding experiences for a Toastmaster is the opportunity to build a new club! Building a new club not only helps your district and Toastmasters International reach their growth goals, it also gives you satisfaction from knowing that you helped bring self-improvement benefits to others. In addition, you create a leadership workshop for yourself that can benefit you personally and professionally.

Since you've already identified your club-building target, your first step toward chartering the club is to obtain a New Club Information Kit from World Headquarters.

The kit contains a copy of "How to Organize a Toastmasters Club" (120) and a set of promotional brochures to distribute to your potential club.

The kit also contains an Application to Organize a Toastmasters Club. Complete this application, sending two copies to World Headquarters and two to your district governor. After World Headquarters receives the completed application, it will send a set of charter forms (Forms Kit) to the person whose name appears on the application as correspondent for the new club. The Forms Kit contains five separate documents — four for clubs outside the United States. Included with the forms is a set of instructions explaining how they should be completed.

If the \$75 charter fee accompanies the application, World Headquarters will ship Charter Kit #1, which includes 20 basic Communication and Leadership manuals and other club materials. If the charter fee is not included, only the Forms Kit will be mailed.

When the new club reaches the 20-member minimum, send the completed forms, the new member service charge and per capita dues (and the charter fee, if not already paid) to World Headquarters. Note that new clubs pay six month's dues in advance, regardless of the month in which they are chartered. The club is then billed the pro-rated difference at the beginning of the next semiannual period.

If all the forms are properly completed and the remittance has been correctly computed, World Headquarters chartered the club. The club's official charter date is the date the forms and remittance are processed. The official charter certificate is prepared by a professional calligrapher and mailed to the district governor for presentation to the club.

After the chartering process is completed, Charter Kit #2 is mailed. This kit includes a club directory, gavel, wallet cards, Club Management Plan, a Supply Catalog and other materials the club needs.

If you have any questions on club building and chartering, contact the Membership and Club Extension Department at World Headquarters.

Send your questions to Toastmasters International, Publications Department, P.O. Box 10400, Santa Ana, CA 92711, Attention: Speakers Forum. Please send your name, address, and club and district numbers with your question. — Ed.

No one will argue that loyal, hardworking employees are assets to managers and their organizations.

In the race to improve productivity and quality, understanding employees' needs and how to overcome job dissatisfaction become increasingly crucial problems for management. This same concern for increased productivity makes it important for management in all kinds of organizations — profit or nonprofit — to under-

You and your staff must agree on goals and objectives.

stand what makes happy, satisfied and motivated employees.

A recent *Los Angeles Times* poll of 16,801 adults revealed that while two-thirds of the respondents agreed that American workers aren't producing as they should (or even could), more than half felt they could accomplish more each day on the job if they tried.

What can management do to increase workers' desire to try?

Increasing their paycheck alone is not the answer. The poll showed that workers expect more from their jobs than just a paycheck. The majority of respondents believed an interesting job was most important to them, followed by a sense of

accomplishment. Doing work that offered some prestige ranked third. Money was actually listed fourth as a source of job satisfaction.

Today's employees are different. They are better educated, have broader interests and are more inclined to question authority. They are more interested in reasons. They need to know what is going on and why so they can identify with the company and feel like they are a necessary part of its operations.

Proper Orientation

The process of developing productive, satisfied employees begins as soon as they are hired. You have an obligation to orient new employees to your organization and the job. Introduce them to the people they will work with, the goals of your company and the methods it uses to achieve its goals. Get them off to a good start and let them feel like members of the team, an integral part of the operation right at the beginning.

Train them to do the job as you want it done, for your company may do it differently than other companies. Don't leave it to chance. When your employees know the reasons for doing things, their performances improve.

Restaurants often use an orientation and training period for their managers, chefs and waitresses. They want service performed in a certain uniform way since their customers expect this kind of service. Their training programs help insure that their high standards are maintained.

The secret is to let workers know you care.

DEVELOPING MOTIVATED EMPLOYEES

by Dr. Helen Diamond

Training programs are especially valuable for temporary or part-time employees. At Christmas, department stores have orientation programs for new salespersons which, in addition to teaching about the philosophy of the store, offer advice on dealing with customers, locating the correct merchandise, writing sales checks and handling returns. Stores know that in order to take advantage of the peak business that occurs during the season and to keep up their good reputations,

People today want greater control over their working lives.

they must have temporary employees who represent them as well as their regular employees do. In addition, these temporary employees become a pool from which to choose reliable permanent personnel.

Training can take on many forms: on-the-job, apprenticeship, vestibule school and, of course, college. Special programs for in-house training are effective if they take into consideration the needs of employees and the organization.

In-house workshops can improve the specific skills of employees in the jobs they are now doing, including writing, speaking, working with budgets and handling complaints. Affirmative action workshops can cover building self-confidence, goal setting and general self-improvement. All employees may benefit from workshops on problem-solving and decision-making that can help them learn new skills that will lead to advancement within the organization.

Remember, two-way communication and commitment are essential for training programs to succeed. You and your employees must understand and agree on the goals and objectives of the program and how they are to be accomplished. The very fact you've entered your employees in such a program will be a motivating factor; when workers know you trust their abilities, their performances will improve. It's a self-fulfilling prophecy: If you believe in them, they will make themselves worthy of your confidence.

Share Your Workload

Additional responsibilities also help develop satisfied, motivated employees. In the long run you help yourself as a manager when you train your employees to do other jobs. Your value to the organization is measured in the amount of work you get done through other people; delegation enables you to accomplish more. In addition, if you train others to do your job, when your next promotion comes up, the transition will be smoother. Someone will already be trained to take your place.


Learn to delegate the routine jobs.

Sense which of your subordinates has the knowledge, capability and time to do some of your duties. Give your experienced people a chance to recommend solutions to a new problem. They'll never build self-confidence or learn to do these jobs if they're not given the opportunity. And if you have an employee who has performed well and is ready for new challenges, promote him or her. Let employees know you are interested in helping them advance in the organization.

Alternative Work Hours

Often employees are more motivated, too, when management is flexible about work schedules. With more husbands and wives both working while raising children, some companies have adopted flexible work schedules which allow employees to work when they want to. The United States Social Security Administration has 6,000 of its 80,000 employees on flexitime, which allows workers to arrive anytime between 6:30 a.m. and 9:30 a.m. They may leave between 3 p.m. and 6 p.m. However, all employees must work during the core period from 9:30 a.m. to 3 p.m., and work a full eight hours. Other companies even take into consideration that all employees do not have to work at the office. Instead, they let employees work at home, an ideal situation for a woman with a small child or a man who would rather not work in the city.

Since people today are much more interested in assuming greater control over their working lives, they welcome the opportunity to help make decisions which affect them. Cooperative labor-management committees can be the basis for solving operational problems, improving the quality of production and at the same time upgrading the employees' working lives in general. The workforce is eager and can be trained to do these things.

When workers feel that they are a part of the team, that management trusts them and that there is commitment to improve the workers so that they, in turn, can improve their output for the organization, then increased productivity will follow. To keep up with a changing workforce, you've got to develop programs to take advantage of the strengths of today's workers. Give them interesting jobs, a sense of accomplishment on the job and a feeling of prestige which comes from being part of the decisions which affect their work. Then you'll have loyal, hard-working employees who are an asset to your organization. 



Dr. Helen Diamond is a professor of business administration at Citrus College in Azusa, California.

con-fi-dence *n.* 1. Trust in a person 2. An intimate and trusting relationship. 3. Something confided, such as a secret. 4. A feeling of assurance or certainty, especially concerning oneself.
Synonyms: *confidence, assurance, aplomb, self-confidence, self-possession, self-reliance.* These nouns imply trust and faith in oneself. *Confidence* indicates a belief in a person. *Assurance* implies a feeling of certainty. *Aplomb* implies poise and self-assurance. *Self-confidence, self-possession, and self-reliance* all imply consciousness of one's own powers and abilities. *Self-confidence* stresses trust in one's own self-sufficiency. *Self-possession* implies control over one's own reactions and a tendency to be self-assured. *Self-reliance* stresses self-trust manifested in action and implies independence and self-sufficiency.

—The American Heritage Dictionary—

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According to the functional leadership theory, everyone is a leader — whether he knows it or not.

ARE YOU AN UNCONSCIOUS LEADER?

by Dr. Nina Harris, DTM

Corporate boards are crying for them. Nations' citizens propel them to powerful positions. Toastmasters breeds them. But defining them is a challenge.

Despite the multitude of research accumulated over the years, the concept of leadership remains elusive. Just what makes a good leader? Is it intelligence? Prestige? Dependability? Charisma?

One way of defining leadership is functionally, which is a bit different from the standard definition of leadership.

A leader is usually thought to be

Just what makes a good leader? Dependability? Intelligence? Charisma?

someone who most helps a particular group achieve its objectives. But think about your last committee meeting. Weren't those terrific ideas that George contributed? And Marge was a whiz at soothing ruffled feathers when Jay and Linda tangled over marketing strategies. Bill waltzed in twenty minutes late as usual, and Nancy kept yawning and staring into space.

From the functional point of view, each of these people was a leader, in his or her own way — even Bill, Jay, Linda and Nancy. These four were dysfunctional

leaders. Their late arrival, quarreling and daydreaming led the group away from its goal.

Task Skills

But George exhibited a positive functional leadership skill. His input helped push the group toward completion of the project. Although George didn't think of himself as a leader, he did act as a leader, however briefly, because his ideas took the group one step further toward its goal. You act as a leader occasionally, too, if you do any of the following during a meeting:

- **Initiate.** Are you the one who proposes a plan that will help your group with its project? If so, you're leading the group toward its ultimate goal.
- **Clarify.** Are you able to unearth the real problem the group faces? Sometimes the basic problem is buried by other trivial matters. If you're the one who pinpoints and defines the actual problem, you're clearing the way for action.
- **Gather data.** Do you provide information concerning the group's task? Ask for or offer opinions? When you do so, you're helping to accumulate the data the group needs to perform its job. (Note, though, that most groups never get beyond the opinion-giving stage. That's one of the reasons groups aren't as effective as individuals for getting jobs done.)
- **Summarize.** Are you the one who pulls together related ideas or draws a conclusion for the group to consider? If you do either of these, you're directing

your group toward its objective.

Group Maintenance

The difficulty involved with using the above skills is that they frequently create conflict within the group. That's where another set of functional leadership skills comes into play. Remember Marge? She handled group maintenance — that is, she helped keep the group working smoothly. You're reinforcing your group's efficient operation whenever you:

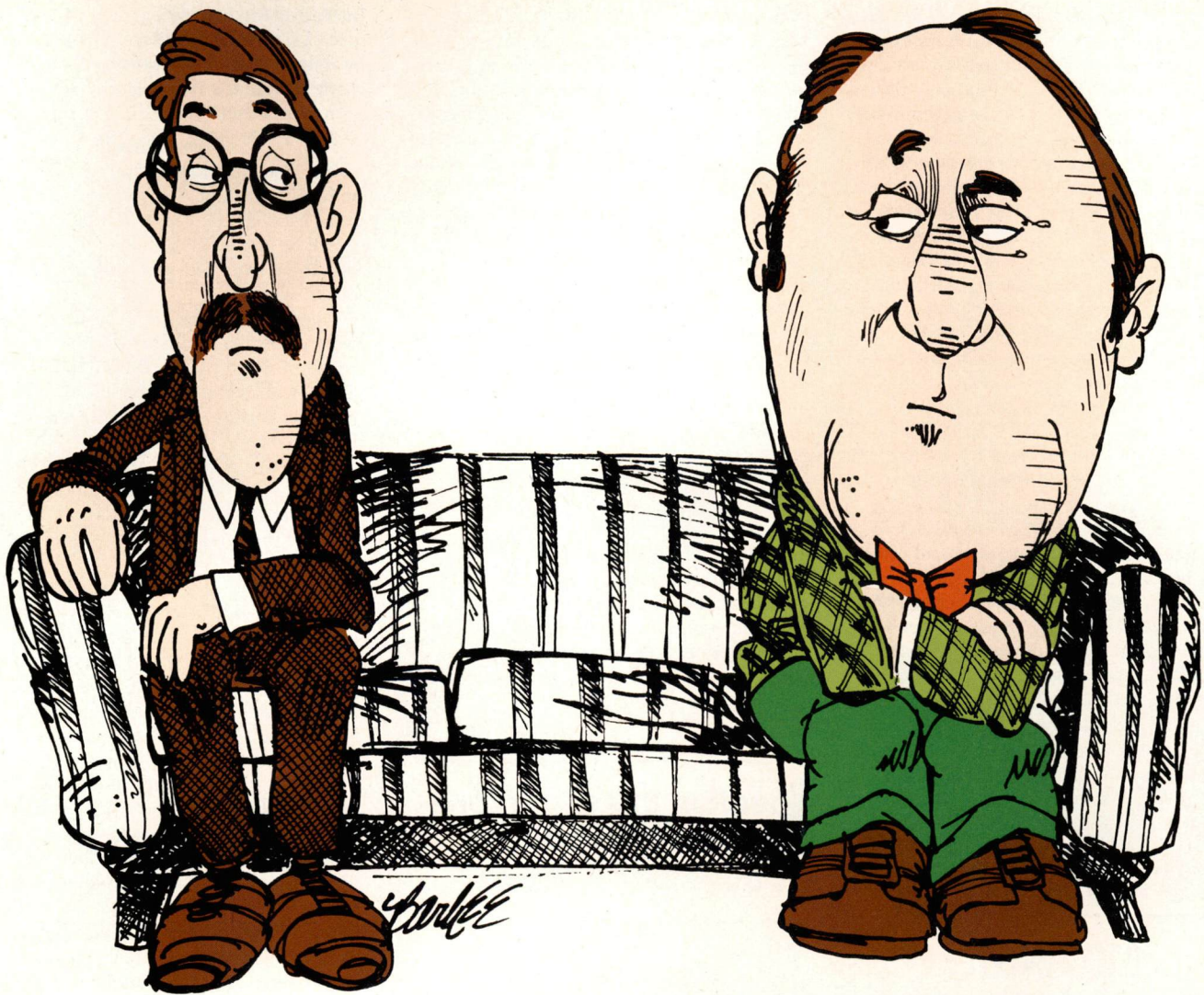
- **Encourage.** Are you friendly, warm and responsive to others in the group? If you are, you're encouraging your fellow group members to contribute their ideas without fear of rejection or ridicule. By keeping communication channels open, you're insuring everyone will participate.
- **Harmonize.** Do you dispel the friction that develops when personalities clash? When you do, you guide the group back to the business at hand and away from self-destructive disagreements.
- **Set standards.** Ever find yourself establishing rules and guidelines for the group to follow? Then you are the one who supplies the group with an operational framework that will help it efficiently achieve its goal. You periodically check the group's behavior against these standards, too, to keep everything organized.

Conscious Effort

You instinctively carry out many of the above functions in your everyday life. Think of all the times this past week that you've offered suggestions, listened empathetically, offered support or eliminated some confusion. The problem is, you usually don't do so consciously. In any group situation, you must be able to stand back and ask yourself a few key questions: What is happening in the group right now? What functional leadership roles are being played? What functional leadership skills could I employ that would make me an effective leader and thus help the group? When you are able to do this, you'll enhance the efforts of the groups you belong to and contribute to your own personal growth.

So study the above skills and figure out which ones you have and which ones you need to develop. As our society grows larger and more technologically complex, the need for rewarding human systems — systems in which men and women can work freely for psychological as well as economic rewards — becomes more important. Corporations are realizing that collaboration — the ability of an organization to be flexible, cohesive and utilize all of the talents of its employees — is vital. If you take the time to develop your leadership skills, you'll be prepared. 🗣️

Nina Harris, DTM, is an active member of Park Central Club 3527-3 in Phoenix and director of Career Consultants, a firm in Tempe, Arizona, that provides communication consulting services to educational systems, private businesses and individuals.



A three-step plan guaranteed to help you influence others.

POWERFUL PATTERNS OF PERSUASION

by Bob Oliver

MARCH 1982

Anyone who believes that persuading someone face-to-face is the same as making a persuasive appeal from the platform just hasn't been paying attention.

In everyday life most of our persuasive challenges involve individuals rather than groups: convincing peers or subordinates to make a change, selling a product or proposal, getting agreement with the spouse on this year's vacation destination. In this person-to-person persuasion the dynamics of interpersonal relationships become more important than the content of our appeal.

Most of us aren't as effective as we could be in persuasive encounters. We don't know how to go about it. Our efforts to influence others produce resistance, rebellion or grudging compliance as often as willing acceptance. But leaders must be able to change minds. That's why we should learn more effective persuasive skills.

Therapist Richard Bandler demonstrated some of these skills with a catatonic schizophrenic patient at Napa State Hospital in California. For years the

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patient had been spending his days sitting unmoving on a couch, not communicating in any way. Bandler's objective was to establish communication. Since the only communication offered by the patient was his body position and breathing rate, Bandler sat facing the patient in the same position and breathed with him for about forty minutes. Bandler then varied his breathing rate and the patient followed. When this rapport was established Bandler shouted, "Hey! Do you have a cigarette?" The patient jumped off the couch and said, "Damn! Don't do that!" "Did I startle you?" Bandler asked innocently, and the patient replied.

That's a tougher persuasion problem than what you're normally faced with, and Bandler's approach was somewhat dramatic. But it demonstrates patterns of persuasion that you can use to present ideas so they are virtually irresistible, overcome resistance effortlessly and effectively influence others.

Bandler and linguist John Grinder of Santa Cruz, California, have developed a neurolinguistic programming model of behavior by observing successful communicators in action, including therapists, executives and salesmen. They found that a handful of powerful persuasion strategies were common to their success.

Virginia Satir, a renowned family therapist, says the work of Bandler and Grinder provides "... a description of the

predictable elements that make change happen in a transaction between two people. Knowing what these elements are makes it possible to use them consciously and, thus, to have useful methods for inducing change."

How We Persuade

Persuasion is influencing other people to take action. We do it by exchanging information until a conclusion is reached. Each of us uses an individual style for doing this and usually we follow regular patterns in the way we go about it. Patterns which are unvarying and comfortable come from long use. The common denominator is that we are generally unconscious about how we persuade. We couldn't explain how we do it.

Sometimes our habitual patterns are effective, but sometimes they aren't. A successful sales manager says, "The art of persuasion is the ability to fit yourself into the other fellow's view of the world." We have to recognize other people's patterns and make our message consistent with the way our listener sees things. The opportunity to change our pattern of persuasion to fit the needs of a particular listener is the great advantage of per-

Instead of forcing my agenda onto the table, I first established rapport and trust by following the client's lead. Once the client liked me, it was easier to do business with him or her.

Pace Yourself

You establish rapport by pacing, reflecting or duplicating various aspects of your listener's behavior. Bandler did this when he copied his patient's posture and breathing rate. But you can pace in several other ways.

Mood. If your listener is particularly high or low, excited or depressed, then let your mood move in that direction, too. Then after establishing contact, let it drift back into equilibrium. Your partner's mood will follow yours.

Speech. Speak in the same tone and at the same rate as the other person. Use a comparable level of vocabulary. Pick up on and use the other person's jargon or technical terms.

Body language. Assume the same general posture as your listener. That way you'll feel some of what he or she is feeling. If you like it, stay with it. If you don't, then move into a posture that feels more comfortable to you. Chances are your listener will, too, and his mood will change with his posture.

Beliefs and opinions. Reflect some of the beliefs and opinions that your listener expresses. You don't have to agree, but if you do, say so. If you don't, then paraphrase what the other person said so he or she knows you heard and understood what was said. Frequently you can agree with the way someone feels about an issue even if you don't agree with that position.

By pacing your partner's mood, speech, body language, beliefs and opinions, you will establish rapport. That connection is the basis for your persuasive appeal. As the English writer Samuel Butler said, "We are not won by arguments that we can analyze, but by tone and temper, by the manner which is the man himself."

• Asking for what you want. From your basis of rapport ask directly for what you want. Psychologist Jesse Nirenberg says, "It is a mistake to begin by telling him about a problem or a need, thinking that when we come to our proposal he will readily accept it." Don't try to prepare the listener for what you want. Get your want list out on the table first thing.

Representation Modes

Grinder and Bandler identify a deep and unconscious way you can frame your request to fit the listener's reality. All of us tend to process information within a dominant representation system: visual, in terms of mental pictures; auditory, in terms of internal dialogue; or kinesthetic, in terms of feelings or sensation.

While operating in the visual mode we use terms like "looks good," "show me," "I see," "that appears," "point of view," "in focus."

Speak in the same tone and at the same rate as the other person.

suaing one-to-one rather than to a group. When we learn to do this effectively the results can be almost magic.

Bandler and Grinder tell us that only three abilities are needed to be a powerful persuader. First, you must be able to identify what you want. Next, you must be flexible. Then you must be sensitive enough to notice when you get the response you want. It isn't always obvious.

These abilities are used in the three stages of the persuasive process.

• Establishing rapport. Jerry Richardson, a San Francisco communication consultant, says, "It's easy to take charge of any situation immediately. Just get into agreement with the reality that prevails. Find out where the other fellow is, then match some of his ongoing experience."

When I was a beginning job analyst, I was a hard charger. I'd burst into a client's office and get right down to business. "Bob, take your time," my boss advised me. "When you go to see a client, spend some time just chatting. Get to know him a little. Then get into the analysis." I took his advice and suddenly things started going more smoothly. I reached agreements more easily.

What happened when I took time to chat was that I joined the client's reality.

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In the auditory mode we say things like "tell me more," "I hear what you say," "sounds good," "rings true," "say it again."

In the kinesthetic mode we signal by phrases like "that feels right," "I'm not comfortable with that," "let's run with it," "get in touch."

Each of us tends to use one of these modes most of the time. Messages which come to us in our dominant mode look good, sound right and feel comfortable to us. Messages framed in a lesser-used mode are harder to accept.

The sales representative may be showing you how good the product looks, pointing to charts and illustrations. But somehow it just doesn't sound right to you. You keep asking him or her to tell you more or to repeat something. Or maybe it just doesn't feel right. You're not comfortable with it. Representation modes are being crossed unconsciously. Something is wrong, but the sales representative doesn't know what.

How do you get across this barrier? If you have gotten into rapport with your listener's speech patterns, you will likely have picked up on his or her mode of representation unconsciously. You are

Frame your request in terms of your listener's representation system.

capable of using all of the modes and you do tend to adapt to the mode of those you relate to. Or you can identify your listener's preferred mode and shift into it. Either way, if you are able to frame your request in terms of your listener's dominant representation system, you will add tremendous persuasive power to your appeal.

- Dealing with resistance. Bill Jones, a computer operations manager, established rapport and made his pitch to his boss for buying a new software package. "What do you say?" he concluded. "Are you ready to sign the purchase order?"

His boss folded his arms and slouched down in his chair. "I don't know, Bill. That's a lot of money and changing systems always seems to bring new troubles."

Such resistance is common. After all, it isn't reasonable to expect someone to make a major decision after only a brief hearing of your reasoning. Everyone has to think through the process for himself. Asking for some action is pushing your listener out of equilibrium. So what do you do?

First, listen to the other person's objections. Paraphrasing the response ("So you think that unanticipated start-up problems might cost more than expected and wipe

out the gain we've projected?") often helps the other person talk himself out of his concern.

Or you might ask questions about your listener's objections. "Where do you see possible problems that I haven't anticipated?" you could ask. This will lead to further discussion and will allow your listener to integrate your thinking into his or her view of the world.

Vary your approach as the situation warrants. Let your listener direct the discussion for a while. Occasionally come back to your request for action, but don't repeat the same arguments over and over. That won't work.

Use these three techniques whenever you persuade. Pace to get and keep rapport. Ask for what you want directly, in your listener's language. Deal with resistance by using active listening. Conscious use of one of these techniques just a few times will increase your unconscious use for all time. The magic is that they do work and they are self-reinforcing. Soon you will find that your ideas are irresistible, that you overcome resistance effortlessly, and that you are effectively using the power of persuasion to influence others. 🎤

Bob Oliver is a writer based in Berkeley, California.

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Downtowners 2696-15, Salt Lake City, UT

Richard E. Schneider
Conoma 454-16, Oklahoma City, OK

Frank R. Wieneke
Conoma 454-16, Oklahoma City, OK

William I. James Jr.
Capitol Hill 709-16, Oklahoma City, OK

Roberta Anne Antrim
The Governors 3031-16, Oklahoma City, OK

Ben C. Roberts
Perry 3265-16, Perry, OK

Richard L. Klein
Speakeasy 291-17, Great Falls, MT

Duane L. Ferdinand
Central Montana 609-17, Lewistown, MT

Beatrice Schneck Kolchin
Perry Point 3132-18, Perry Point, MD

Patsy McNeill Bryan
Columbia 3755-18, Columbia, MD

Thatcher Johnson
Airport 380-19, Des Moines, IA

Leone I. Smith
Fort Dodge 597-19, Fort Dodge, IA

John D. Olsurd
Bismarck 717-20, Bismarck, ND

Kenneth W. Tardiff
Bismarck 717-20, Bismarck, ND

John Carman Wilcox
Summerland 3872-21, Summerland, B.C., Can

M. Annette Grein
Boarder Toasters 2127-23, El Paso, TX

John E. Kinde
John C. Brockway 2393-24, Offutt Air Force
Base, NE

Richard Carl Thoene
Sunrise 2788-24, Lincoln, NE

Maxine C. Smith
SWD Corp. of Engineers 2760-27, Dallas, TX

John M. Todd
Northwestern 766-28, Southfield, MI

Willis Bucher
Twin Village 2786-28, Whitehouse, OH

Arthur C. Holzweissig
Speakeasy 642-29, National Space Tech. Labs
Station, MS

Amos Crouch Jr.
Gulf Coast 2095-29, Biloxi, MS

Elmer C. Lind
Park Ridge 381-30, Park Ridge, IL

New Clubs

1050-F Orange County Chiropractic
Garden Grove, CA — 2nd & 4th Tues., 7 p.m.,
Garden Grove Community Meeting Center,
11300 Stanford Ave. (536-2541).

320-2 Goaldiggers
Oak Harbor, WA — 1st & 3rd Thurs.,
7:30 a.m., Hizzoners, 8089 80th, N.W.
(675-1554).

4752-2 New Age Masters
Seattle, WA — Thurs., 7 p.m.,
Science of Mind Center, 11700 1st Ave., N.E.
(282-4040).

2372-5 Hill Talkers
San Diego, CA — Wed., 7 a.m.,
San Diego County Department of Education,
6401 Linda Vista Rd. (292-3630).

4750-6 Northern Lites
Brooklyn Park, MN — Thurs., 7 p.m.,
Park Center High School, 7300 Brookly Blvd.

4755-6 Toastadas
Bloomington, MN — Mon., noon, City Limits
(941-6410).

4756-6 Honeywell Masterblenders
Hopkins, MN — Tues., 11:30 a.m., Honeywell,
Defense Systems Division, 600 2nd St., N.E.
(574-0861).

3058-9 Country Club
Spokane, WA — 2nd Tues., 7 p.m.,
Rocking Horse Saloon, E. 112 1st (455-7443).

4760-10 Cleveland Collection Agency
Cleveland, OH — Tues., noon, CCA-Division
of Taxation, 1701 Lakeside Ave. (664-2070).

3506-11 Crescent City
Evansville, IN — Tues., 12:05 p.m., Manfred's,
1301 N. Fares (Old 41 North) (477-2077).

4743-13 Armco
Butler, PA — Every other Wed., noon, Armco,
Butler Works (287-5781, x 2348).

4742-14 Heery
Atlanta, GA — Every other Tues.,
Alternating a.m. & p.m., Heery International,
Inc., 880 W. Peachtree St., N.W. (881-9880).

4761-26 Evergreen
Evergreen, CO — Tues., 8 p.m.,
Community Room-Dos Amigos Restaurant,
Manin St. (674-4777).

3748-28 The Oral Majority
Plymouth, MI — Tues., 5:30 p.m.,
Denny's Restaurant, 39550 Ann Arbor Rd.
at I-275 (455-1635).

4757-28 Mt. Clemens
Mt. Clemens, MI — 2nd & 4th Tues., 6 p.m.,
Clinton Gables, 100 N. River Rd. (469-3555).

3648-30 Chicago Heights
Chicago Heights, IL — 2nd & 4th Wed.,
7 a.m., Municipal Bldg., City Council
Chambers, 1601 Chicago Rd. (481-9685).

4753-33 Foster Phonics
Livingston, CA — Thurs., 6:30 a.m.,
Foster Farms Restaurant, 221 Stefani
(667-0947).

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4744-37 Hanson

Wadesboro, NC — Wed., 7 a.m.,
The Hub Restaurant, Highway 74 West
(694-4131).

2975-43 SME

Memphis, TN — 2nd & 4th Wed., noon,
Ramada Inn, 2490 Mt. Moriah (345-3416).

4747-44 Speak-Easy

San Angelo, TX — Mon., 7 p.m., Cactus Hotel,
36 E. Twohig (949-0476).

4762-45 Rumford-Mexico

Rumford, ME — 2nd & 4th Thurs., 7 p.m.,
Boise Cascade Conference Room, Boise
Cascade Paper Group (364-2071).

4754-47 Jacobs Engineering Group

Lakeland, FL — 2nd & 4th Wed., 11:45 a.m.,
Jacobs Engineering Group, Inc. (665-1511).

4745-53 C-E Speak Easies

Windsor, CT — Mon., noon, Combustion
Engineering, Inc., 1000 Prospect Hill Rd.
(688-1911, x 2867).

2507-56 South Texas Armadillos

McAllen, TX — 2nd & 4th Wed., 7 p.m.,
Cano Coors (585-2753).

4759-65 Lockport

Lockport, NY — 1st & 3rd Wed., noon,
Lockport Sheraton Motor Inn, S. Transit Rd.
(692-8811).

4748-72 Mount Roskill

Auckland, NZ — Alt. Thurs., 7:30 p.m.,
Fickling Community Centre, Mount Albert Rd.

4746-74 Barclays House

Johannesburg, Transvaal, Republic of South
Africa — 1st & 3rd Wed., 12:30 p.m., Barclays
House, O & M Dept. (833-3211).

4749-U Square & Compass

Manila, Philippines — Mon., 7 p.m., Cheers
Restaurant, Gen. Luna St., Ermita (95-06-16).

4751-U Speecom

Kuala Lumpur, West Malaysia — 1st & 3rd
Tues., 7:30 p.m., Hotel Malaya, Jalan Cecil.

4758-U Alsons

Davao, Philippines — 6 p.m., Fri., Coven Trade
Corp. Training Room, Gen. Luna St.

Anniversaries

45 Years

Venetian 952-47, Fort Lauderdale, FL

40 Years

Greysolon 217-6, Duluth, MN

35 Years

Hillcrest 460-F, Hillcrest, Fullerton, CA

Opportunity 451-19, Des Moines, IA

Pioneer 453-40, Cincinnati, OH

San Leandro 452-57, San Leandro, CA

30 Years

Jamestown 1073-20, Jamestown, ND

Skyline 1038-26, Denver, CO

Saskatoon 450-42, Saskatoon, Sask., Can

25 Years

Early Birds 2255-13, Butler, PA

Macon 824-14, Macon, GA

Williams County 2268-28, Bryan, OH

Chippewa 2273-35, Chippewa Falls, WI

Portage Lake 2362-35, Houghton, MI

Helmsmen 2412-36, Arlington, VA

Arden 2349-39, Sacramento, CA

Traffic Club of NY 2286-46, New York, NY

Brampton 2347-60, Brampton, Ont., Can

Midland 2399-62, Midland, PA

20 Years

Rochester Suburban 1883-6, Rochester, MN

Executives 3434-10, Akron, OH

Northeast 3412-14, Chamblee, GA

Hangtown 3416-39, Placerville, CA

Grand Mere 3393-61, Grand Mere,

Quebec, Can

Cronulla RSL 3445-70, Cronulla,

N.S.W., Aust

15 Years

Fred H. Rohr 2518-5, Chula Vista, CA

Goodyear Chemical Div. 2809-10, Akron, OH

Quesnel 3197-21, Quesnel, B.C., Can

Groundhog Communicators 3485-35, Sun

Prairie, WI

Texas Talkers 3731-56, Bellaire, TX

Rockhampton 3732-69, Rockhampton,

Qld., Aust

10 Years

Escondido 1546-5, Escondido, CA

Western Reserve 2502-10, Madison, OH

Summerland 3872-21, Summerland, B.C., Can

Monroe 1661-28, Monroe, MI

Camarillo 917-33, Camarillo, CA

Derey 171-36, Reston, VA

George Washington University 1237-36,

Washington, D.C.

Wilmington 3603-37, Wilmington, NC

Lyoth 215-39, Tracy, CA

Beresford 1992-41, Beresford, SD

Enfield 3206-53, Enfield, CT

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- Dr. Arnold Abrams
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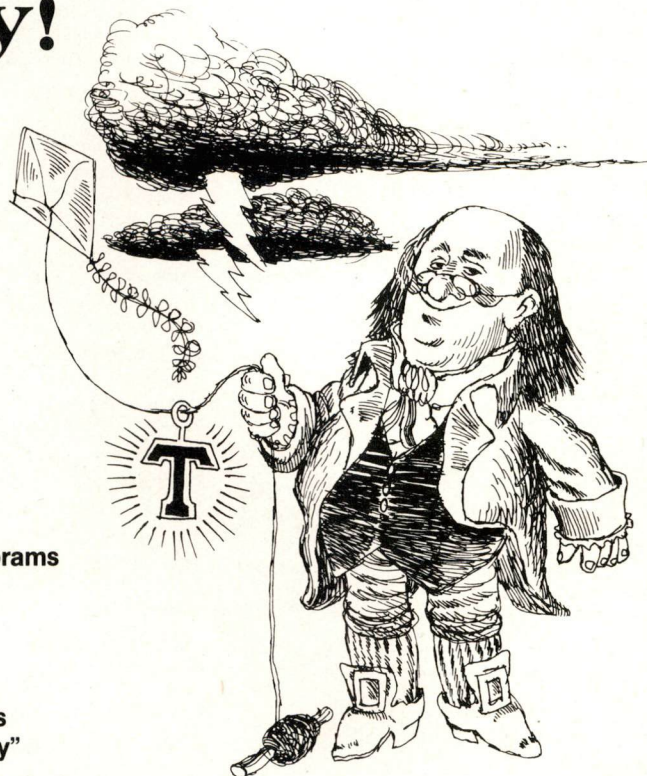
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- Film Festival
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Mail to: Toastmasters International, P.O. Box 10400, Santa Ana, CA 92711. (This form is not to be used by International Officers, Directors, Past International Presidents or District Governors elected for 1982-83.)

Registration will be required at all general sessions on Wednesday, Thursday and Friday. Pre-register and order meal-event tickets now! ATTENDANCE AT ALL MEAL EVENTS WILL BE BY TICKET ONLY. Advance registrants will receive a claim ticket for a packet of Toastmasters materials.

Please have my advance convention registration and tickets for the following meal events waiting for me at the Convention Registration Desk. **All advance registrations must reach World Headquarters by July 12.**

_____	Member Registrations @ \$20.00	\$ _____
_____	Joint Registration: Husband/Wife (both Toastmasters) @ \$27.50	\$ _____
_____	Spouse/Guest Registrations @ \$7.50	\$ _____
_____	Tickets: Golden Gavel Luncheon (Wednesday, August 18) @ \$15.00	\$ _____
_____	Tickets: "Ladies Luncheon" (Thurs., noon, August 19) @ \$13.50	\$ _____
_____	Tickets: "Philadelphia Block Party" (Thurs., Aug. 19, Dinner, Show & Dancing) @ \$27.00	\$ _____
_____	Tickets: President's Dinner Dance (Friday, Aug. 20, Dinner, Dancing & Program) @ \$27.00	\$ _____
_____	Tickets: International Speech Contest Breakfast (Saturday, Aug. 21) @ \$11.00	\$ _____
	Total	\$ _____

Check enclosed for \$ _____ (U.S.) payable to Toastmasters International. **Cancellations reimbursement requests not accepted after July 31.**

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SPOUSE/GUEST NAME _____

ADDRESS _____

CITY _____ STATE/PROVINCE _____

COUNTRY _____ ZIP CODE _____

NO. CHILDREN ATTENDING _____ AGES _____

If you are an incoming officer (other than district governor), please indicate office: _____

Mail to: CP Hotels Franklin Plaza, 2 Franklin Plaza, Philadelphia, Pa. 19103 (215) 448-2000. Reservation requests must reach the hotel on or prior to July 28, 1982

Please circle room and approximate price desired. (If rate requested not available, next highest price will prevail.) 6% state/local sales tax will be added to all rates. All rates European Plan (no meal included). Deposit of 1 night room charge or Amer. Express Card guarantee required.

Single	\$65.00/night	Suites	(contact hotel for prices and availability)
Double/Twin	\$75.00/night		

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Check enclosed to cover first night. Guarantee by Amer. Express Card # _____

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I am sharing room with _____

TOASTMASTERS INTERNATIONAL CONVENTION, August 17-21, Philadelphia, Pennsylvania

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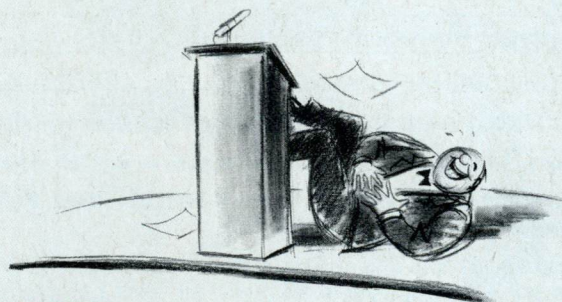
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