

May 1975

the toastmaster



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LETTERS TO THE EDITOR



From the Editor

Thank you for your enthusiastic response to this new section of THE TOASTMASTER.

Letters to the Editor was developed to allow you the opportunity to express your thoughts and suggestions in your magazine, which will help us to better serve you and will allow other Toastmasters to share your ideas.

This page will also be used to answer questions on various aspects of the Toastmasters program as well as providing a forum for constructive suggestions on improvement. Our goal is to understand what you want from your organization and how we can best serve you as a magazine reader and a Toastmasters member.

Please address your comments, questions and suggestions to "Letters to the Editor," c/o THE TOASTMASTER.

More on Leadership

Congratulations on your leadership issue. On the whole, I think it had impact. Your lead article showed a lot of research and considerable merit but, considering that you are speaking for a professional and leadership organization, it had flaws that concern me.

Your early language implies that election or appointment makes a leader. One can be appointed or elected to an

office, or to a position of authority, but this does not make him a leader. Only his efforts and acceptance by the people he is leading do that. There are many organizations where the top officer is not the leader — and every member realizes it.

You imply an ideal leadership style. This is only true in the sense that, given certain followers, certain situations, certain leaders, a particular style is likely to be more effective. And you must understand that a true democratic leadership is chaos — not ideal.

All your attributes and qualities are desirable. But the bare essentials are few: I would state them as the desire to be a leader, the energy and drive to fulfill same, the ability to communicate, and a catalytic effect on people. To be without any one of those would be certain failure.

Robert A. Owen, DTM
International Director
Chevy Chase, MD.

Leadership and Lombardi

I want to take the time to say "thank you" for a tremendous effort on the special issue in March. Being a businessman myself, I really appreciate each article that was in the magazine about leadership and persuasion. I don't ever recall seeing so many outstanding articles in one magazine that are all so ap-

plicable to everybody in the Toastmasters club who is connected with any line of business or social life.

I especially enjoyed the article on Lombardi, "A Leadership Portrait," because, in 1958, I played for Vince Lombardi as offensive left guard for the New York Football Giants. This morning I gave a talk on "Leadership and Lombardi" and I certainly agree on all the outstanding things that have been said about Vince Lombardi. My only regret is that I did not play for him longer and know him more intimately.

Allan Barry, C.L.
Los Angeles, CA

To Win?

I was jarred considerably by THE TOASTMASTER magazine going so all out for the Vince Lombardi principle.

"To win, to win, to win..." the title screams. The first paragraph says "We fail in our obligation unless we serve what has always been an American zeal — that is to win and be successful regardless of what we do."

There goes religion, morality, sportsmanship, and playing the game. There goes everything many of us think are highlights of civilization.

The article following Lombardi's titled, "Civility and Decent Behavior." All in all, it was a confusing issue.

Al M...
Rochester

"Letters to the Editor" are printed on the basis of their general reader interest and constructive suggestions. Letters may be edited to insure conciseness.

TOASTMASTERS INTERNATIONAL is a non-profit, educational organization of Toastmasters clubs throughout the world. First Toastmasters club established October 22, 1924. Toastmasters International was organized October 4, 1930 and incorporated December 19, 1932.

A Toastmasters club is an organized group, meeting regularly, which provides its members a professionally-designed program to improve their abilities in communication and to develop their leadership and executive potential. The club meetings are conducted by the members themselves, in an atmosphere of friendliness and self-improvement. Members have the opportunity to deliver prepared speeches and impromptu talks, learn parliamentary procedure, conference and committee leadership and participation techniques and then to be evaluated in detail by fellow Toastmasters.

Each club is a member of Toastmasters International. The club and its members receive services, supplies, and complete guidance from World Headquarters, 2200 N. Grand Ave., Santa Ana, California, U.S.A. 92711.

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Charles S
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Founder, 1878-1965

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ADVERTISING REPRESENTATIVE

Miller and McZine, 100 Bush Street, Suite 619, San Francisco, CA. 94104 (415) 788-3738.

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The "turn of the century" boss who merely told his subordinates what to do and when to do it would not have succeeded in today's complex world of modern business. Today's manager must develop the skills necessary to make his subordinates want to do what they are supposed to—and to do the best job possible. In order to do this, the manager must become more than just a "boss"—he must become a motivator.

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Managing Editor: Michael J. Snapp
Illustrations: Phil Interlandi

What Are You Doing This Summer?

by John F. Diaz, DTM
International President



As we approach the summer months, our thoughts turn to many pleasant things — that vacation we've been waiting for, weekend outings with our friends and relatives, or the special feeling we get when we look at a starry summer night.

Our lifestyle becomes one of outside activities, not confined by the heat and discomfort that is associated with indoor living. Thus, in the past, low summer attendance has been a serious problem to our Toastmasters club meetings. There is no reason why this problem should exist this year!

In past summers, members have found it far too easy to forget about their club meetings. The very idea of meeting inside a hot, stuffy room becomes disenchanting and they

simply refuse to attend. These Toastmasters are being changed. They are missing a golden opportunity to develop their communication and leadership skills while enjoying their summer along with their fellow Toastmasters.

What can we do to stop this summer slump? First of all, I believe it is essential that we develop special club programs and ideas to deal with the problem. Instead of holding the meeting in the usual place, be creative and hold the meeting outside. A pool or patio provides a great atmosphere in which a Toastmasters club program can be duplicated. Meetings on a boat, on a bus, or at the beach. Have a luau. Meetings dealing with such activities will provide a welcome change of pace and will certainly fit the occasion.

While it is important to remember that your basic program will not drastically change, you will be introducing a variety of new settings and circumstances under which your communication and leadership ability will definitely be enhanced. Your Toastmasters training will continue and, at the same time, provide the changes necessary to turn your club into an imaginative, creative, and enjoyable one. You will find that the guests you invite to attend your club meetings will be impressed and will want to become part of the program.

In short, you will be meeting the challenge with a meeting that will be both beneficial and enjoyable to all members. It's that simple.

This year, why not make your Toastmasters club meetings a definite part of your "summer vacation." Enjoy it! □

by Bruce Anderson

Congratulations on your promotion.

Now that you are manager of your department, all your problems are over, right?

Sorry to say, your promotion is just the beginning of your problems.

After years of considering your boss's word to be "the law," you may be shocked to discover that issuing orders does not always result in automatic obedience—not by a long shot. What was the secret formula your old boss used to handle his employees? More important, why did he take it with him when he left?

Yours is a problem common to people who are or will soon be in this management level, either as a club officer or as a manager in your company. Consequently, it is important for you to understand that "secret formula" your old boss had, so your subordinates can do the work while you devote your full time to managing effectively.

If you want your employees to do their best, to pass their new ideas on to you, and to feel rewarded for a job well done, you must motivate them. The "turn of the century" boss, who merely told his people what to do and when it had to be done, would not have succeeded in the modern business world. Rather, today's manager must make the subordinates want to do what they are supposed to do, and want to do the best job possible.

A motivator, then, is something beyond a "boss." He is a true leader; one who can draw the best out of people, rather than forcing them along a precisely defined path, whether they fit it or not.

It is this "drawing out" process that is the key to motivation. Rather than superimposing something on a subordinate, the motivator begins with something already inside the subordinate. The motivator's function is to help the individual define that "something" and develop it along lines that will mutually benefit the individual and the group of which he is

Discover the Secret of MOTIVATION

Today's manager must be more than just a "boss." He must be a true leader who has the ability to motivate his subordinates.



part. In essence, the motivator is one who:

- (1) Helps an individual to identify his true needs and to set goals based on those needs; and
- (2) Relates these needs and goals of the individual to the needs and goals of the group.

If you want to motivate others, you must have or must develop a concern for them as individuals, probing gently to find their true needs and values. True, this requires time and effort to accomplish, but if you are not prepared to invest the time, or really don't care what the personal needs of your subordinates are, you will never be a motivator. The work may still be accomplished, but individual development will be stagnated and the creativity and inner drive resident in nearly everyone will be manifested somewhere other than on the job, where you need it the most.

If you are interested in spending the time, you can help these individuals discover their true interests. These interests begin with the basic needs of life (food, clothing, shelter), and continue on through social needs and, finally, reach the drive for self-fulfillment. It is this latter drive which is the highest source of motivation, but the prerequisite for motivation at this level is that the needs already be fulfilled at the lower levels. An effective motivator must be aware of and react to needs on all these levels, ensuring that basic needs are taken care of (good salary, job security) and social needs are also met (title, recognition for performance) before operating on the self-fulfillment level.

The common ingredient in all of these needs is self-interest. This is not meant in a negative sense, but it is an honest recognition that an individual's selfish needs must be met before he can be expected to worry about the group needs.

Why should you bother about his selfish needs? (You've got problems of your own!) Simply because, as a manager, supervisor or leader, your own needs are met by the good performance of your subordinates and by their ability to do their best work without your constant

supervision, without your getting involved in every small detail of job performance. The only way both of these needs can be met is if your employees are motivated to do their best without minute-by-minute supervision. And the only way they will be motivated is by your meeting their own needs and goals.

**Meeting the needs
of your subordinates
is the best way to
meet your own needs.**

How can you discover the needs of your subordinates? Unfortunately, you cannot ask them, because most people have very little understanding of their own motives. The only way to find out what motivates another individual is to see the world through his eyes and start from his point of view. You must reach a mutual understanding with the individual, and to do this requires communication at all levels.

The most important single qualification for success in this type of communication is your ability to listen effectively (see THE TOASTMASTER, July, 1974). As you listen carefully to what the individual is saying and concentrate on the meaning behind his words, you will begin to understand what "makes him tick" and become able to decide what will really motivate him to expand his abilities and be a top performer. Listening is an active process, not a passive one, and your involvement in listening to the individual will set up a mutual understanding, a rapport, between the two of you which will be of great help to you in your motivation efforts.

A person who can talk freely to another, as your employee can do with you when you sincerely listen to him, feels a sense of security, trust and goodwill which can be achieved in no other way. This feeling will carry over into the job situation and you can use it as a solid base of mutual understanding upon which all other job functions can be built.

Just think how much easier motivating

your subordinates will be when they know that you understand and care about their personal needs, that you see them as human beings rather than just employees, and that their effective performance will contribute to a warm relationship in their working environment.

These positive relationships are not ones that can be exploited, because you must put too much of yourself into them. In other words, you must become involved while, at the same time, carefully drawing a boundary around your involvement, so you don't become so personally involved with everyone's private life that work performance suffers.

As you develop a mutual understanding with your subordinate, you are in a position to discover what his true needs are, not judging by your own needs or by his outward appearances, but by inward motives. Now you can begin to formulate a job situation that will relate to these needs and fulfill them as well as possible.

The key point in this effort to discover the true needs of a subordinate is that effective and permanent motivation must come from within the individual. It cannot ultimately be supplied by the boss.

**True motivation
must always
come from within.**

A chance for promotion is a good motivator, but the motivation ceases when the promotion is given or the chance is lost to someone else. Fear of being fired is also a good motivator, as everyone knows, effective performance cannot be based on fear for more than a very short time. Therefore, the motivation which you supply, as a supervisor, must have the direct purpose of creating motivation within the individual himself, or your efforts will be lived and ineffective.

By now you have probably concluded that motivation must be done on an individual-by-individual basis, and that

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exactly the point. Each person has his own set of needs and must be motivated on the level of those needs. Certainly, this requires a large investment of time and effort by the motivator but, in the long run, the rewards are great.

As a manager, how much time and effort do you invest in keeping your subordinates working to their full potential and in constantly trying to supervise all their projects in order to keep things moving in the general direction of the company goals? If your subordinates were properly motivated, these functions would be carried out by the individuals themselves, with only minimal direct supervision by you. That is what effective management is all about. (See "The Directing Function of Management," THE TOASTMASTER, December, 1974.)

A motivator has to channel individual efforts towards a common goal.

Everyone has a best way of reaching a goal and these individual paths are all slightly different. Your objective as a motivator is to discover exactly what it takes to make each subordinate really try his best and to lead him along the individual path that is best for him, as long as all the separate paths lead to the same goal, which is the group goal supplied by the company.

You are trying to *lead* the person to the group goal, rather than *pushing* him there. Your objective is to find the proper set of buttons which will activate the creative energies in the individual and cause him to supply his *own* power to reach the goals you set. Your function is to supply the guidance and to make sure that his needs are still being met, to the best of your ability.

Once you have discovered the true needs of your subordinates, which, of course, is an ongoing and constantly-correcting process, your second task as a motivator is to relate these needs to the

needs and goals of the group. In other words, you must harness the internal energy you have just tapped and turn it toward your goal of getting the job done.

The individual will see that his own goals are best reached through achieving group goals.

There are many techniques for accomplishing this purpose, but the underlying principle behind all the techniques is that you must make the individual see that his personal goals are best realized by achieving the group goals. You must modify his thinking so he sees the accomplishment of the larger objectives as the best means of reaching his own objectives.

This modification of the individual's thinking cannot be done by force or even by logic, but it must be accomplished with the same methods you used to discover his thinking in the first place: the ability to gently probe his mind, the empathy to see things from his viewpoint, and the understanding to set personal and individual goals for each subordinate so that the sum of these individual goals is the corporate goal for the job at hand.

Once you have made the individual understand and accept his own motives, your responsibility as a manager is to make him understand and accept what you want, both as a supervisor and as a representative of the company. Each employee has different abilities and a different potential, and the effective manager must set individual goals and responsibilities in such a way that the sum total of the goals meets or exceeds the goals set by the company or organization.

You have not looked into the motives of your subordinates because you are nosy or because you love amateur psychology; you have probed their motives in order to harness their motivational energy towards reaching the goals of the organization.

The individual, or intermediate, goals which sum up to the group goal should

be realistic. They are based on the individual's capacity to approach the goal, but set slightly beyond reach, in order to force the individual to give that "extra push." It takes practice and skill to learn exactly where to set the goals, but once this is accomplished, your job as a manager becomes largely one of monitoring, which is vastly easier than playing the "carrot and stick" game every day.

The identification of an individual goal, which is really just a reason for doing something, is the beginning of motivation. It is up to you, as the manager, to make sure that the individual goal is compatible with the company goal and that the subordinate understands how his responsibility of meeting or approaching his individual goal relates to the group goal. While this identification and coordination of individual goals is a problem, it is *your* problem as a manager.

Setting goals for your subordinates will not guarantee that they will reach the goals, or even come close, but it will greatly increase the probability of their making great progress toward them. After you set a goal for a subordinate, leave him alone as much as possible (depending upon his ability and maturity), with only occasional checks on his progress toward the goal. Don't box him in by making stifling rules for him to follow.

After arriving at goals, leave the individual to work out the details.

Most people do their best when they see a goal they believe can be reached and are left to strive for it in their own way. As the goal is approached, reaching it becomes more and more realistic and effort towards it increases, as the individual gives that "final push" that separates an outstanding performance from a mediocre one.

How are these goals set? In the majority of situations, the most effective means of setting goals that are realistic for the

individual and that he will pursue willingly is to secure the participation of everyone involved (see "Everything you've always wanted to know about leadership," THE TOASTMASTER, March, 1975).

When a manager passes down orders from an unapproachable Mt. Olympus, he does little to foster motivation. At most, he will be forcing performance by either implied or direct threats. But the manager who invites participation in setting goals and preparing plans will find motivation virtually automatic, and en-

thusiasm close behind.

Of course, the manager has the final responsibility for the decisions and the performance of his group, so diplomacy and tact must be part of any discussion, but these skills should be developed during the initial stage of probing the employee's personal needs and motives. The goodwill established during that stage will also be a valuable carryover to participation in goal-setting.

Group participation in goal-setting will ensure not only that the goals are

realistic and that they are understood all concerned, but will create a team spirit, with the manager as coach, making each individual feel a part of the total picture and giving his goals meaning with respect to the total organization.

The respect for the manager that grows out of such a group will also be a major factor in motivation. People will not want to let you down, because they respect you as a person and as a manager and because they know you feel the same way about them. An atmosphere of mutual respect and mutual trust, along with the feeling of participation in group working together toward a worthwhile objective, will be the most effective motivator of all.

Your goal as an effective motivator is to secure cooperation rather than obedience. As you come to understand the personal needs and motives of your subordinates, you will be able to relate them to the needs and objectives of the group. Through participation in establishing intermediate goals for each member of the group, the individuals will be self-motivated to make every effort to reach the goals, both for their own satisfaction and out of respect for you and the other group members.

Everyone will be rewarded for his efforts, especially you, as the motivator. Your workload will decrease, your group performance will increase, and the satisfaction level of all involved will be greater. But the first step hinges on your decision to be a motivator, instead of a boss.

One writer characterized his manager this way: "He knew exactly where we wanted us to go and he motivated us in such a manner that we used all of our ingenuity, imagination, and everything else we had to get 'there' in the most efficient and effective manner. And, most important of all, he motivated us in a manner which, despite the fact that we had a real feeling of accomplishment (and appreciation) when we reached our goal, left us, each and every one, with a determination to do even better the next time!"

Isn't that what you want your employees to say about you? □

TI Ad — A Boost to Club Membership



Toastmasters Tips

A Trainer Should Remember...

- People learn best when the trainer creates an environment in which they are ready and willing to learn.
- People learn best when the trainer helps them find a personal need for learning a particular subject.
- People learn best when a variety of training techniques are used.
- People learn best by mentally participating with the trainer's presentation.

For your free copy of "Training the Trainer to Train" and information on how the Toastmasters Communication and Leadership Program will improve your employees and your organization, write Toastmasters International, 2200 N. Grand Ave., P.O. Box 10400, Santa Ana, CA. 92711.

The advertisement pictured at the left is the third of six scheduled to appear in the *Training and Development Journal*, a magazine read by training directors and management development personnel in business, industry, government, and service organizations.

Each month, different topics of a similar nature will be highlighted, encouraging readers to write Toastmasters for more information about the organization and what it can do for them.

Show the ad to the person in your company responsible for training and personnel management and discuss the merits of a company-sponsored Toastmasters club with him, making sure to provide the promotional material necessary to fully explain what Toastmasters can mean to the development of his company's employees.

Every member who is serious in his self-improvement efforts should use this as a means of building membership and forming new clubs which will, ultimately, enrich your club variety and provide others with the same experience you have gained through your membership in Toastmasters. □

How to Feature

What's Your Prognosis?

by
Noel K. Julkowski
Club 2032-4

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Toastmasters... 28**

The Naval Postgraduate School Toastmasters Club 2032-4 of Monterey, California, was dying. With seven active members, we felt we had to do something to strengthen our club or face the possibility of losing it. While explaining our endeavors in this area is the purpose of this article, I feel it is important to diagnose how we had arrived at such a desperate state.

Primarily, our membership is composed of students plus a few staff members, providing, in effect, somewhat of a two-edged sword. We are enriched by the colorful backgrounds of fighter pilots, Navy Seal team officers, and meteorologists (to name a few), yet are weakened by the two-year tour of duty that our students spend here. After achieving a period of stability, we were suddenly troubled by several transfers, and our membership began to dwindle.

As a result, our duties became tightly packed, meaning at least one speech per month plus frequent duty as Toastmaster or Table Topicmaster. With such a load, little thought could be given to assessing progress.

It didn't take us too long to realize that something had to be done if we wanted to keep our club and its surviving members active.

Our first step was to set up a display booth at a community bazaar. We set up our coffee pot, proceeded to recruit and, as a result, obtained a new member. The ice had been broken.

Using this as an incentive, we brought our posters up to date and constantly stressed attendance at our weekly meetings. (How can new members be recruited if the regulars don't come?) Articles were written by our members and submitted to the local entertainment periodicals and several notices were placed in the "service club announcements" section of our local newspapers. New literature was distributed around bulletin boards, the library, and other densely traveled areas and, once again, we started to bring in guests.

Each week, different members would arrive with guests and a spirit of growth and enthusiasm began to be felt in the club. We were involved!

Now that our multi-faceted program to attract guests was working, we had to insure that these people were made welcome, both as guests and as members.

We decided that our guests would be made the focal point of the close of our meeting and given an opportunity to comment on what had transpired. In addition, each regular member made it a point to speak with the guest after the meeting.

I feel that this is the point when most of our important contacts were made. In the informality of the post-meeting atmosphere, the regular members were transformed from names and faces into living human beings. The person who had so adroitly described a blank wall in an impromptu two minute speech became a Coast Guard officer with a sincere interest in the newcomer. The speaker who had used props from a huge blue box turned out to be a warm person with a dozen interests. With this strong meeting, our members presented an interesting picture of what Toastmasters is all about to our guests and, ultimately, our future members.

In assessing why a guest doesn't join, it must be considered that there is only one kind of guest—a prospective member. That new face is acting as a general evaluator from the time he walks in until he leaves.

Every guest who does not ultimately join the club tells his own story. Either the membership is so awesome that the guest's timidity overcomes his desire to join, or the club is not impressive at all. Who wants to join a club like that?

In conclusion, the Naval Postgraduate School Toastmasters found that life comes from growth—expanding avenues for attracting guests through effective advertising and member contacts and then solidifying these newfound friendships by extending the necessary welcome, as well as the invitation to participate and join.

No one becomes a competent speaker overnight—it is an ongoing process. Similarly, no club lives or dies overnight—it, too, is an ongoing process.

What's your prognosis? □



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The Controlling Function of Management —Part 1

by Beaufort B. Longest, Jr., PhD

If the plans which are made to meet organization objectives were always conceived and executed flawlessly by a perfectly structured organization under the direction of an omnipotent leader, there would be no need for control. So far, no organization has achieved this Utopian state. Until one does, all organizations will require the management function of controlling.

By definition, controlling is directly linked to the planning function.

The managerial function of control consists of the measurement and correction of the activities of people and things in the organization to make certain that objectives and the plans made to attain them are accomplished. It is a function of all managers on all levels and its basic objective is to ensure that what is intended to be done is what is done. Control techniques are based upon the same basic elements whether what is being controlled is cash, laboratory procedures, employee morale or anything else.

The control process, whenever it is applied, involves three steps: (1) establishing standards, (2) measuring performance and comparing actual results with standards, and (3) correcting deviations from standards.

Standards can be defined as established criteria against which actual results

can be compared. They are, in essence, the expression of planning objectives of the organization or a department within the organization in terms such that the actual accomplishment of assigned duties can be measured against them. Such standards can be quantity, cost, time, or quality measures. Standards are usually expressed in specific units, but this need not always be the case. For example, a manager may have the objective of a high level of employee morale. Standards can be set for such objectives, although probably not in numerical terms. Furthermore, means of determining whether action is toward or away from such objectives can be devised. These kinds of standards are much more difficult to quantify and measure than some others but the managerial benefits make it worth the effort.

If standards are realistically developed and if means are available for determining exactly what subordinates are doing, measuring performance and comparing actual results with standards is fairly easy. In many situations, the nature of the activity is such that establishing standards and measuring performance are difficult. Hopefully, comparison will discover no significant deviations. If they

are found, then corrective action must be taken. The purpose of such action is to either correct deviations from planned performance or alter the plan to allow for obstacles which cannot be removed. The point at which corrective action is taken is where control blends with the other management functions.

Corrective Action

The manager may correct by altering his plans or modifying the objective from which the plan derived. He may correct through the organizing function—through reassignment of duties, additional staffing, or better training of employees. Finally, he may correct through better direction, such as a more complete explanation of the job or more effective leadership. This overlap of the control function with other functions illustrates the unity of the manager's job. Having taken this broad overview of the controlling function, perhaps we should look at each of the three steps in the function in some detail.

Standards are criteria against which to judge results. In carrying out the planning function, management sets the objectives that it hopes to meet. The most important idea in control is to determine, to some extent, what should result, or at

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least what is expected from a given action.

There are a great many different types of standards. Sometimes they may be general qualitative standards in areas such as attitudes, morale, or interdepartmental relationships. These types of standards have the obvious difficulty of a lack of precision. This makes it difficult to establish them in such areas and difficult to control such activities. Nevertheless, management must not overlook the importance of intangible standards in achieving a balanced control over their responsibilities.

In many situations it is possible to set standards that are quantitative. This means that they can be stated in specific units such as a certain number of procedures per hour or a certain cost per procedure. Obviously, if enough thought is given, they can be developed for virtually any activity and, whether they are quantitative or qualitative, they can be useful in the control function.

Control Standards

There is such a large variety of standards that could be used that it is necessary for the manager to be selective. It is literally impossible to check the performance of each activity against all of the possible standards which might be applied to it. The technical term for those which are chosen for control purposes is "strategic control standards." This means simply that the manager should select those which best reflect the objectives he is trying to meet and which best show whether those objectives are being met or not.

The standards which are selected should be timely, economical, and should permit comprehensive and balanced control.

Timeliness is necessary so that adjustments can be made before serious damage is done. Another important reason for timeliness is that controlling should be a learning experience. When deviations are quickly detected, corrective action can be prompt. Everyone can learn from the experience, which would not be as likely if controlling occurred at a later time when the situation was not still familiar to the participants.

Economy in selecting standards is important because costs are important in performing all management functions, in view of the limited resources most managers are faced with. One of the reasons for controlling is to keep costs at an acceptable level; therefore it makes no sense to spend more on controlling than is necessary.

Finally, it is necessary to select a range of strategic standards which will permit comprehensive and balanced control. In selecting them, the manager can be guided in part by his experience and knowledge of jobs to be performed within his department. Most managers have a gen-

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eral idea as to how much time it takes to perform certain jobs, how much material is required, and what constitutes good quality of performance. Thus, job knowledge and experience are major sources for establishing standards by which the manager judges performance within his department. He might also rely on previous budgets and departmental records which should help in arriving at standards of performance.

There are also more scientific and systematic ways of establishing standards. Job analysis is the process of gathering information on all aspects of a specific

job. The purpose of job analysis measurement is to set standards for specific jobs. These represent the amount and quality of work expected from an employee. Essentially, they aid in determining the number of employees needed in the department and they are basic in planning the work of the department. Not all work can be measured and standardized. The criteria for determining what jobs to measure and standardize are:

1. The work is repetitive.
2. The content is uniform and consistent.
3. The work can be measured (i.e., discernible in quantitative terms).
4. Finally, the volume of work must be large enough to warrant the expense of measuring and standardizing.

There are a number of methods for measuring work and setting standards. Among them: (1) Analysis of Past Production Records; (2) Time Analysis Method; (3) Work Sampling Method; (4) Time Study; and (5) Motion Study. A complete description of these and other methods is beyond the scope of this article. Application of these techniques requires the skills of the industrial engineer. Organizations too small to employ such people can utilize the services of consultants in this area. However, so long as the manager has some understanding of these techniques and so that he can intelligently discuss them with the industrial engineer, a brief description of the techniques follows.

Analysis of Past Production Records is perhaps the simplest method of measuring work and setting standards. Production records on the activities of the department can be maintained and analyzed. The managers can select the best past performance and use it as a standard on the assumption that if it was done before, the workers should be able to do it again. The advantages of this method are that it is easily used and at a relatively low cost, with no need for highly trained personnel to administer it. A disadvantage is, of course, that existing inefficiencies are not corrected; they are merely recorded and analyzed.

The Time Analysis Method is a simple method of establishing work

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ards. The various work activities done by an individual during the day are identified and placed on a form; then the worker records the actual time spent and units produced. The determination of a standard time from such information involves a great deal of subjectivity, at best.

The Work Sampling Method is an improvement over the time analysis method in that a trained analyst makes random observations (based on statistical methods) of the various work activities done by individuals. The data thus obtained are more reliable than those obtained from the time analysis method. However, this method does require the services of a trained analyst.

Time Study is a method of measuring job performance to establish the time required for performing each operation at an average pace. The pace is to measure the output of a worker of average skill who is performing his work with average effort under standardized conditions so that standard times can be determined. The initial phase of a time study is to acquire sufficient familiarity and knowledge of the operation, equipment, and working conditions. A job is divided into work elements or groupings of basic movements. Element times are taken directly at the work place by clock readings or remotely by motion picture analysis. Usually, a simple motion which is carried out in less than 0.03 of a minute must be combined with another motion to form a combined element for visual observation and timing by the stopwatch.

Motion Study goes beyond mere measurement. Its purpose is to make work performance easier and more productive by improving manual motions. The detailed motion study was originated by Frank B. Gilbreth at the end of the 19th century. He suggested that motion study consists of dividing work into the most fundamental elements possible; studying these elements separately and in relation to one another; and from these studies, building methods of least waste.

These methods permit the selection of the one best way to do a job and the establishment of a standard time in which the work should be accomplished. How-

ever, they are only a part of a larger concept: work simplification or work improvement, which may be defined, simply, as the organized application of common sense to find a better and easier way to do a job. The basic principles of work simplification apply anywhere in the organization. They are:

1. Work should be productive.
2. Work should be arranged so that it flows smoothly.
3. Work should be kept as simple as possible.
4. Participation of workers in work simplification is essential.

The objectives of work simplification are:

1. To eliminate as much work (not jobs) as possible.
2. To combine work that cannot be eliminated with other work when this will result in a more efficient operation.
3. To mechanize or automate the repetitive routine tasks where economically feasible.

By application of these methods of job analysis and work simplification, a manager can organize the work and the workers in the most efficient manner possible.

Perhaps a word of caution is in order. I have heard it argued that in situations where the quality of care is involved, these industrial engineering concepts should not be applied. It is much easier to accept them as part of the assembly line approach we have taken in manufacturing automobiles and washing machines. Clearly, the development and adherence to standards are more applicable in the manufacturing environment. Yet, we should not discount them entirely as valuable tools in the organization. There are many situations where they are applicable. Broad-minded managers should be willing to try to use whatever tools and techniques they can to provide high quality care at the most reasonable cost.

Worker Cooperation

A second important caution about setting standards involves the question of worker cooperation. The main purpose for setting any performance standard is to create effective goals for employees to work toward. This means that

the standards are such that they can be achieved and they should be considered fair by both the manager and his subordinates. These are more likely to be effective if they are set with the active participation of both manager and subordinates. Workers are more likely to accept them as reasonable and fair if they have had a part in their formulation.

Once suitable standards have been set, the second step in the control process can be taken. This consists of measuring actual performance and comparing this to the standards which have been established. The manager does this by personally observing work and checking on his employees, and by analyzing summaries of data and reports which are submitted to him. Comparing information obtained in these ways with existing standards is a continuous daily function of the manager as he controls his area of responsibility.

There is no substitute for direct observation and personal contact by a manager in checking on employee performance. It is time consuming, but in addition to providing information for control purposes, it also permits the manager to make a continuous effort to improve the training and development of his employees. There is no better time to learn to do something correctly than just after it has been done incorrectly.

The Questioning Attitude

Whenever the manager observes his employees at work, he should assume a questioning attitude, but not necessarily a fault-finding one. He should not ignore mistakes, but the manner in which he questions is significant. He should ask whether or not there is any way in which he can help his employees do their jobs more easily, safely, or efficiently. Many standards are stated in general terms, but observations for control should look for specific instances, such as inadequate output, sloppy work, or improperly performed jobs. At times, it may be difficult to convince an employee that his work is generally unsatisfactory. But if reference can be made to specific cases, it is easier for the employee to recognize the deficiencies that may exist.

Another method available to the manager for checking on performance is the written report. Written reports are especially important if the department is large or if it operates in several different locations. Reports should be clear, complete, concise, and correct. If a department operates around the clock, the manager will have to depend, to a large extent, on written reports to appraise the performance of those shifts during which he is not usually present.

As the manager checks reports, he will find that many activities have been performed according to standard and he can pass over these sections of the report. He must concentrate on the exceptions — those activities where performance deviates from established standards. In many cases, the manager can practice what has been called the "exception principle." This means that he will request that his employees not prepare reports on those standards, but merely to report on those items which are *not* up to the standard. After reviewing the reports, the manager can then take immediate action wherever it is needed. This approach works very well where employees are highly trained and professionalized.

Curbing Results

The third step in the controlling function is taking corrective action. If there are no deviations from the standard in the performance that has been taking place, then the controlling function is fulfilled by the first two steps. If, on the other hand, there are deviations, then the controlling function is not fulfilled until the third step of corrective action is accomplished. This means curbing undesirable results and bringing performance back into line. As stated earlier, correction of deviations in performance is the point at which control coalesces with the other managerial functions of planning, organizing, and directing.

Where deviations have occurred, the manager should first carefully check and analyze the facts in order to determine causes and reasons for the deviation. Here he should bear in mind that standards were based on certain prerequisites, forecasts, and assumptions, which may not have materialized. A check may

determine that the deviation was caused by the employee in whose work showed up. The corrective action may be directed toward the real source of discrepancy. Another reason for a deviation may be that he was not given proper directions and instructions. Additional training and supervision might help. There might be a situation where directions have been given properly and the employee was not well enough informed to do what was expected of him. Here the manager should again explain the standards which the employee is expected to maintain. These are only some of the reasons which may account for deviations from standards.

Analyzing the Problem

Only after a thorough analysis of reasons for a deviation will the manager be in a position to take corrective action. He must decide what remedial action is necessary and what modifications will cure improved results in the future. Corrective action may consist of a revision of standards, a simple discussion, a verbal reprimand, or numerous other means of rectifying the situation. It may even consist of replacing certain employees. In some times, serious forms of disciplinary action may have to be taken, particularly in the case of major infractions of rules or policies involved.

The manager, of course, must follow up and study the effect which each corrective action has on his control in the future. With further study and analysis he may find that additional or different measures may be required to produce desired results.

(ED. NOTE: Next month, Dr. Longest continues his look at "The Controlling Function of Management" by examining the general aspects of budget making and budget control. Don't miss it!)

Dr. Beaufort Longest, Jr., is assistant professor in the Institute of Health Administration at Georgia State University.

TI Salesman of the Year Named



Capt. William G. Derr, United States Coast Guard, has achieved the status of Toastmasters "Salesman of the Year" in the 1974 Golden Growth membership program.

A member of the Miracle Mile Toastmasters Club 2283-47 in Coral Gables, Florida, Capt. Derr sponsored the largest total number of new members (98) during the 1974 Golden Growth membership sales effort and will receive a portable color television set and round-trip convention air fare to the 1975 International Convention in Washington, D.C., plus three nights single room accommodations at the convention hotel.

Five other Toastmasters distinguished themselves as runners-up in the 1974 Golden Growth membership program. They are: Raymond D. Chavez, Clubs 3197-36 and 1006-36 (69 members sponsored); Eugene E. Keller, DTM, Club 3187-46 (69 members sponsored); Paul L. Williams, ATM, Club 1740-40 (51 members sponsored); Earl S. McCanna, DTM, Clubs 1-F and 2400-F (50 members sponsored); and Joachim W. Operalski, ATM, Clubs 434-52 and 2151-52 (45 members sponsored).

Each of the five runners-up will receive an AM/FM portable radio and, if they are in attendance at the 1975 International Convention, three nights single room accommodations at the convention hotel. In addition, if any of the six winners attend the convention, they will receive free registration tickets to the major convention functions.

Sharing Membership Opportunities has replaced Golden Growth as this year's membership-building program. Like Golden Growth, the new program offers special recognition to those Toastmasters who have excelled in bringing new members and clubs into the organization, again featuring special recognition prizes and gifts for the Toastmasters who have done such a fine job in the membership-building effort. (See the January, 1975, issue of THE TOASTMASTER for further details.)

Become a part of this new program and — like Capt. William G. Derr — share your membership opportunities. □

A "How to" Feature

Dynamic Motivation

by
Domonick Bonomo
Club 2643-38

The officers of the Buffalo Valley Toastmasters Club 2643-38 in Lewisburg, Pennsylvania, have come up with a new system for motivating club members, which we call "Dynamic Motivation." We feel this program is significant because our motivation problem is a special one—the Buffalo Valley Club is located behind the walls of the United States Penitentiary at Lewisburg.

Under this program, the members compete for the Buffalo Valley Memorial Award by earning points for their individual accomplishments. While the points may be accumulated by completing any or all of the items included in the competition, the members may complete some of the items more than once. (First year members must earn 150 points, while others' total is set at 300.)

Points are given for various club activities, including: one point for bringing in a new member; one point for attending a weekly meeting; five points for helping clean up after the meeting; ten points for submitting articles for the club's weekly newspaper; ten points for giving a Communicative Challenge Speech; and six points for acting as Toastmaster of the meeting. All in all, there are 30 different items for which points can be earned.

Perhaps our outside clubs can take a lesson from this club "behind the walls," whose members are going Forward from Fifty with more than just program excellence—we have club excellence. □

More "How to"
—page 22



"Irish Clubs Growing," Says Area President

Most everyone is aware of the problems that are facing the people of Ireland. Fewer people are aware of the good news coming out of that troubled island.

According to Niall O'Riordan, Munster Area President, the Irish Toastmasters clubs are now experiencing their greatest growth ever.

"The necessity for communication, leadership, tolerance, and

Gustafson Given Community Award

Bert Gustafson, a member of the Tillamook Toastmasters Club 420-7 in Tillamook, Oregon, was recently named as his county's Junior Citizen of the Year.

A Toastmaster for three years, Mr. Gustafson was honored by the Jaycees, the Tillamook County Chamber of Commerce and scores of others throughout the county for his contributions to the community.

In fewer than three years as a resident of Tillamook County, Bert has contributed his time to the Boy Scouts of America, the YMCA, is this year's chairman of the Democratic Central Committee, and has served as the moderator at a wide number of community meetings. As an attorney, he has been active in the county Bar Association and has contributed a considerable amount of time to making the law more understandable to laymen.

Bert Gustafson is, indeed, a credit to his community—and a credit to Toastmasters. □

good fellowship was never so vital as it is today," said O'Riordan. "When the Toastmasters program was explained to the people of Munster, they recognized the potential such an organization had to contribute to bringing peace to our country."

Munster is the Southern Province of Ireland, and includes Killarney, Tipperary, Shannon, and the legendary "Blarney Stone." Toastmasters has only been established in Munster for seven years, but has grown rapidly to its present size of seven clubs. In addition, members of the local clubs have distinguished themselves in speech competition; one member won the International Taped Speech Contest in 1970 and another was runner-up in the 1972 contest.

"We are now part of the British and Irish District (No. 71)," concluded O'Riordan. "But our hopes are that, one day, Ireland will have a sufficient number of clubs operating to form our own district."

With drive like that—how can they miss? □

"I had nothing to do with it!"

An article entitled "Toastmasters Wants YOU" recently appeared in *The Record News*, a weekly newspaper in Jacksonville, Florida.

The article highlighted the Toastmasters organization and a local club, giving pertinent information on how one could become involved

with the club as well as the Toastmasters organization.

What's so significant about this article is that the managing editor of the newspaper is the son of Colin Park, a professor of Business Administration at the College of William and Mary and a member of Toastmasters.

"As a young lad," writes Professor Park, "I'm sure Andy was aware of the fact that I was active in the Toastmasters program. But I can assure you that I had nothing to do with his decision to include the Toastmasters coverage in this issue of his weekly newspaper." Hmmm . . .

Whatever the case may be, it's nice to see a father and son doing all they can for Toastmasters. □

Crusaders Strive to Rebuild Club

When the Crusaders Club 3570-U, Nicosia, Cyprus, recessed for the summer months, they had no idea that they would not meet again until the end of November.

The recess was unusually extended due to the abnormal circumstances prevailing in the country at the time—the July invasion of the island by Turkish troops.

Although the club's membership dropped as a result of the hostilities and the departure from the island of many of its overseas and local members, the club decided to continue its bi-weekly meetings.

According to Lakis Zavallis, educational vice-president of the club, a membership drive has now been initiated to attract new members and, thus, bring the club back to full membership.

We offer our congratulations to a club that has continued to grow and develop in spite of the many adverse conditions that have been forced upon it. □

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We offer our congratulations to a club that has continued to grow and develop in spite of the many adverse conditions that have been forced upon it. □

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So you've got less time than ever to pay.

And more time than ever to buy interest charges.

For example, if a \$1,000 balance paid in full by the 25th day 1½% is added to the bill. If it's let go to the day another 1½% plus late charge (a total of \$10) is also owed. A few mistakes like this, which can happen the best of accounting departments, a company can find itself losing money on its bank cards.

Which, by the way, is why more and more companies are considering Carte Blanche for their corporate accounts. They realize that bank cards are free. If anything they can cost a company more than they're worth.

And if you're using a bank card for something like a client lunch, the thing you are building up is interest. What you're breaking down is your image.

After all, why have a good meal at a fine restaurant and then charge a card that says maybe you can't pay for it all at once.

Which brings us to the card that says something about you. Carte Blanche.

With a Carte Blanche card you pay for exactly what you get.

Unlike bank cards, Carte Blanche is in the business of offering service building up credit. So we present you with a bill each month for what

cluded O'Riordan. "But our hopes are that, one day, Ireland will have a sufficient number of clubs operating to form our own district."

With drive like that—how can they miss? □

"I had nothing to do with it!"

An article entitled "Toastmasters Wants YOU" recently appeared in *The Record News*, a weekly newspaper in Jacksonville, Florida.

The article highlighted the Toastmasters organization and a local club, giving pertinent information on how one could become involved

the time—the July invasion of the island by Turkish troops.

Although the club's membership dropped as a result of the hostilities and the departure from the island of many of its overseas and local members, the club decided to continue its bi-weekly meetings.

According to Lakis Zavallis, educational vice-president of the club, a membership drive has now been initiated to attract new members and, thus, bring the club back to full membership.

We offer our congratulations to a club that has continued to grow and develop in spite of the many adverse conditions that have been forced upon it. □

er of Commerce and scores
rs throughout the county for
tributions to the community.
wer than three years as a
t of Tillamook County, Bert
ntributed his time to the Boy
of America, the YMCA, is this
chairman of the Democratic
l Committee, and has served
moderator at a wide number
munity meetings. As an at-
he has been active in the
/ Bar Association and has
uted a considerable amount
e to making the law more
standable to laymen.
t Gustafson is, indeed, a
to his community—and a
to Toastmasters. □

A MESSAGE OF NO INTEREST FROM CARTE BLANCHE.[®]

P.O. BOX 54116
LOS ANGELES, CALIFORNIA 90054

If you're carrying a bank card in your wallet, you're probably carrying something else on your back. Interest.

As much as 18% a year. You see, bank cards make their money the same way banks do. By charging interest.

Of course, if you pay your bank card bill immediately in full, good for you.

If you don't, good for them.

Because that's when they start collecting.

As a matter of fact, one of the bank cards is going to start collecting sooner than ever.

The Bank of America, through its BankAmericard plan, recently announced a reduction.

Unfortunately, not in their interest rates.

The reduction is in the amount of time you have to pay them. Instead of 30 days it's now 25 days.

So you've got less time than ever to pay.

And more time than ever to build up interest charges.

For example, if a \$1,000 balance isn't paid in full by the 25th day 1½% or \$15 is added to the bill. If it's let go to the 45th day another 1½% plus late charges (a total of \$10) is also owed. A few \$25 mistakes like this, which can happen in the best of accounting departments, and a company can find itself losing money on its bank cards.

Which, by the way, is why more and more companies are considering Carte Blanche for their corporate accounts. They realize that bank cards are far from free. If anything they can cost a company more than they're worth.

And if you're using a bank card to pay for something like a client lunch, the only thing you are building up is interest. What you're breaking down is your image.

After all, why have a good meal in a fine restaurant and then charge it on a card that says maybe you can't afford to pay for it all at once.

Which brings us to the card that does say something about you. Carte Blanche.

With a Carte Blanche card you pay a \$20 membership fee. And that's it. You pay for exactly what you get.

Unlike bank cards, Carte Blanche is in the business of offering services, not building up credit. So we present you with a bill each month for what you



owe in total.

Bank cards present you with a bill that encourages minimum payment on the balance due, and maximum interest on the rest.

AND NOW A FEW THINGS THAT WILL INTEREST YOU.

Since we don't give our cards to just anybody, it follows that we don't give them to just anyplace.

When you see a Carte Blanche seal on the outside, it means we've been on the inside. We try to make sure that the places that honor the Carte Blanche card care as much about the kind of service you get as we do.

IS INTEREST THE MOST YOU'RE GETTING OUT OF YOUR BANK CARD?

Your bank card will take you places. Your Carte Blanche card will take you with protection.

For a small charge, you may select everything from a hospital security program and accidental death and dismemberment insurance, to coverage for things like loss of luggage, keys and even pets.

If you want to get someplace on wheels just walk in with your Carte Blanche card. We're honored both here and abroad by all the major car rental companies and most of the independent ones.

And you can fill the car up at thousands of major gas stations in the U.S. and Canada.

In fact, if you're determined to travel,

but haven't determined where, Carte Blanche can be of help. Cartan Tours, a subsidiary of Carte Blanche, will help you plan your trip.

You even get a bi-monthly magazine with ideas on where to go and what to do when you get there.

MONEY ON THE SPOT WHEN YOU'RE IN A SPOT.

Nothing makes a strange city stranger than discovering you're short of cash. With Carte Blanche, just stop in at any one of the 1,000 offices of Avco Financial Services in the U.S., and if your account with us is in order and you pass a quick credit check, you can have a loan of up to \$500 in minutes.*

Your card also allows you to cash personal checks when you're a guest at one of several major hotel chains worldwide.

If you need cash for business or personal reasons, just write or call for an application form. One of our affiliated corporations takes care of everything by mail.* It's private, convenient, and available only to our members.

IF YOUR BUSINESS TAKES YOU ALL OVER THE WORLD, CARTE BLANCHE WILL GO WITH YOU.

In six major European cities Carte Blanche offers you the convenience of its International Service Centres. You'll have the use of everything from office space to a multi-lingual staff and interpreters to fill it.

If you become sick abroad you'll have access to English speaking doctors in 75 countries.

And if you get sick in this country, your Carte Blanche card guarantees you admission credit at hundreds of hospitals across the U.S.

Shopping can even be done from your home. We've got a service that lets you order a large number of selected prestige gifts through the mail.

By the way, if there's ever something you don't like about a Carte Blanche establishment, we'd like to know about it, too. And then we'll let them know.

To have access to all the privileges we've just told you about, take five minutes to fill out the application attached and drop it in the mail.

It can entitle you to the services of 250,000 interesting places all over the world.

And it just might save you interest. As much as 18%.

*Not available where program is restricted or prohibited by law.

IS THERE EVER A REASON TO READ A SPEECH?

"Read a speech?" I can almost hear you ask. "But that's just what we have been told to avoid. Why should we ever read a speech?"

Undoubtedly, this is the first question you should attempt to answer before you decide to read one. But before you answer it, let's be quite clear in what we mean.

Throughout our Toastmasters training, we have heard much about the use of notes. We know how unwise it is to have them too long or too detailed. We know, at least I hope we do, that we must not put in all the fancy phrases we don't want to forget. No indeed, I am not going to suggest a return to an ancient crime under a new and respectable label.

Legitimate Reasons

What I AM going to talk about is why we should read—word for word—either all or particular parts of a speech. And there are some legitimate reasons for doing so: the accurate quotation, the need to get figures or elaborate detail absolutely right, the determination to get across subtle shades of meaning exactly as we thought them out, the duty to stick to what we have promised to say (for example to the press), or the need to be able to say afterwards that this is exactly what we said—in other words, an accurate record.

On the other hand, if you find yourself thinking that if you read your speech you will be less nervous or you can cut down

on your preparation time, then don't read that speech.

In the first place, there are other and better cures for nervousness. Indeed, reading (as you will find all too late) isn't a cure at all.

As for the second problem, your Toastmasters experience has taught you that it takes one hour of preparation for every minute you speak. Most professional speakers agree that there is no other way.

So now you have decided (rightly, I hope) to read your speech. Where, then, does your fresh thinking start? Certainly not on construction. You need a beginning, a middle and an end; you need to attract interest and arouse audience response, just like always. No, your special thinking starts with the special problems, and these begin with the writing of the speech.

For many of us, that is the trap. We are used to writing. But usually, when we write our purpose is different. We are writing things for people to read. However, people do not read as they listen. Readers go faster and they are given the opportunity to go back to that complex phrase or that interesting statistic. The listener can't do that—once the words have gone past, that's that.

by JOE GARMESON

The average speaker must make a liberate effort to understand the differences between written and spoken language with respect to vocabulary, grammar, tonality, etc. But some people have special problems.

For example, some people talk books. These people have to be particularly careful, and must strive for simplicity in their writing. It's funny, those phrases that roll so well off tongue when they come out of your mouth are liable to get tangled as you try to unstick them from the paper. These sheets of paper are not altogether a crime—they are a sort of "ball and chain," weighing you back as you reach out to audience. The bureaucrats say that you have power—but try to limit it.

Memorize Your Speech?

Memorizing your speech is not an answer. There is a sort of deadness about a speech memorized word for word. Besides, we're begging the question. If you had memorized it, wouldn't be reading it, would you? You do familiarize yourself with it. As you explain later, you are going to pick off the paper, not word by word, but in chunks. Unless it is something of a friend, it won't come unstuck—unless you will.

Writing is more than composition—it is a physical act. For this job—do it

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er to your eyesight. If you have to
in to read the speech, this will be
both to your confidence and to your
entation. A large, clearly typed,
ible-spaced manuscript will do for
st of us, as will very clear, well-spaced
writing.

ly preference, for what it's worth, is
large sheets of paper, providing nice
lines to read. You have no idea what
oes for the nerves, the breathing, and
general appearance of a speaker if
eyes jump back and forth like a
ameleon watching two flies at once.
ese little, unexpected jerks usually
me at odd points in the middle of an
usually long sentence. Oh yes—if at
ossible, use only one side of a piece
paper.

Whether armed with ticker tape or a
ap, you must finally confront your
ience. My next piece of advice is
ely personal and may be disregarded
o wished.

People are sure to know when you are
ading a speech. Don't kid them. Use
ur script openly. Then, when you score
the points we are now going to talk
out, you will have a positive gain in
eir eyes.

What are the risks involved in reading
speech? Very simply:

☐ You might read your speech as a book
(but we've dealt with that).

☐ You might look wooden, because
you're holding the script down—or
nutty, because you've forgotten your-
self and are waving it in the air.

☐ Your voice might settle down into a
steady third gear as you plunk down
word after word.

☐ You might achieve one hundred per
cent eye-contact with your script, and
never see your audience walking out.

☐ In fact, metaphorically or physically,
you might lose your audience.

Gestures Are Optional

Gestures, I think, are tough. If they
make you nervous about your script, I
suggest you leave them out. If you have
been open with your audience, they
won't be expecting much in that line
anyway. There are, however, things that
can be done to make up for this.

Reading your speech will be easier if

you've tried the thing over once before.
But you must break a major mental
habit. We read in a mental monotone to
ourselves and are tempted to inflict it on
other people. If you have taken my advice
on phrasing and style, the job will be
easier. If you are on friendly terms with
your text, so that you can bite it off in
chunks instead of tracking it down word
by dreary word, you are halfway home.

Don't be afraid to pause. This not only
lets your listeners digest the last bit—a
sensible thing to allow in any speech—
but also gives you a chance to master the
next chunk. Vary your tone, vary your
pace, and vary your volume. Because you
are reading, you must give these con-
scious attention.

Eye Contact

Everyone knows that you can't be in
two places at once—neither can your
eyes. Although you have to read your
script, you must keep eye contact with
your audience. But how do we reconcile
this contradiction?

Actually, it isn't such a contradiction.
The speaker cannot possibly hold eye
contact with all of his audience all of the
time. So what's the problem with read-
ing? It provides another, more demand-
ing, party to keep eye contact with, that's
all. When we put it that way, it's not
quite so frightening. Or is it?

Unlike the evaluator, your script will
punish you for neglect right then and
there. Now do you see why I want you to
learn to pick up your text in chunks? The
better you can do it, the more time you
can give to the audience. The ordinary

discipline of eye contact is sharing your-
self evenly amongst your audience, start-
ing at no one and leaving no one neglected.
The "reading a speech" discipline is
merely ensuring that the script does not
take too large a share of your time.

The same policy can be applied when
you read part of a speech. But when is
this done? Mostly when you are quoting
an authority and when you are giving
figures. Let me warn you about this one.

Keep It Simple

Give as few figures as possible and,
whenever you can, give round amounts.
Very few people can absorb and relate a
lot of figures correctly unless they can see
the pattern they make on the page. When
you read part of a speech, a deliberate
turning to your notes can be made to
carry conviction. They will believe—
rightly or not—that you have taken par-
ticular trouble to get this information
over to them exactly right. If that doesn't
do you some good, probably nothing will.

Reading part or all of your next speech
can do much to further your Toastmasters
experience—providing that you do it
correctly. Taking my hints and adding
your own practice will lead you to full
understanding of speech reading. ☐

Joe Garmeson is a member of the
C.I.S. Toastmasters Club 1150-U in
Johannesburg, South Africa.

Putting the SMILE Into Persuasion

by Robert T. Oliver, PhD



The delicate art of persuasion is so complex that there can never be a "formula" or recipe setting forth, in simple and positive terms, exactly how to do it. Every situation, every subject matter, every human relationship demands its own nuance. To be persuasive is to estimate precisely what type of verbal and physical communication will most effectively make the listener *want* to agree with what you are proposing. But after you have determined what ought to be done, there remains the need for skill in doing

This understanding and skill come from months of study and practice, utilizing the personal evaluation programs available in your Toastmasters club. While no one is persuasive by instinct, some personalities are much more persuasive than others. Like any other skill, whether of music or of engineering, persuasion demands the study of sound principles, which are then practiced, evaluated, and improved.

A Slow Process

No one learns to play the piano or become a chemical engineer by formula. Knowledge comes slowly—through hard work, gradual absorption, and by testing out in practice what is read or heard about how to do something. It is exactly the same with persuasion. Chapter V in the revised *Communication and Leadership Manual* tells you something of the nature and processes of persuasion, as do every other part of both the basic and the advanced programs. Yet there is always more to learn.

The purpose of this article is to present a *particular method* of persuasion, which does not represent persuasion as a whole and will not work in all circumstances. It is not a recipe, such as is found in many books which, if followed carefully, can assure precisely defined results. Rather, it is a general guide which you should find enormously useful when used in appropriate circumstances with creativity and confident skill. While nothing can do the job for you, the "smile method" is designed to help you do it yourself.

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creasing effectiveness, as you gain ease and naturalness in its use.

The first preliminary word: the very word "persuasion" is derived from a Latin root and prefix—*per suasionem*—which means "by sweetness." The frown is used to drive people, while the smile is used to lead them. The purpose of the SMILE method is to guide your preparation and presentation in such a way that your listeners will want to accept what you recommend to them.

When you recommend to them, what you recommend to them.

- substance
- methodical development
- interest
- lasting effect
- effective ending

Instead of solving problems for you, it reminds you of what problems need to be solved, so that none will be overlooked.

Make no mistake about it, the foundation of the smile method for persuasion is substance. The speaker must have something to say that is beyond everyday experience and ordinary common sense. He must make a contribution to the understanding of his audience. And this is especially where most people who fancy themselves masters of the pleasant mode of persuasion go wrong.

Back-slapping comradeship and good humor are not enough to make a speaker really persuasive. This is not to say that a easy laugh and a good memory for names will not open avenues of friendliness and disarm suspicion or hostility. Warmth and liveliness of manner are, within limits, excellent aids to persuasion. But they are very poor substitutes for factual information.

Assuring Your Listeners

No one really wants to be jollied into accepting ideas that are unsupported—especially not if he suspects they are unportable. The essence of the SMILE approach lies in your ability to be friendly, conciliatory, and complimentary, making every effort to avoid treating your listeners as though they have no minds or, at least, to use what they have. You must provide your listeners with the assurance

that you would not ask them to believe anything that is not solidly rooted in verified facts.

The Toastmaster (or anyone else) who habitually jests and wisecracks through a speech that aims to persuade his listeners, such as changing their minds about a bond issue or an aspect of foreign policy, very quickly gains a reputation of possessing the "gift of gab." The members may say to each other, "Henry can talk about and subject on the spur of the moment. He can take either side in an argument. And he always sparkles with wit and jokes." While Henry may regard such comments as praise, no one is really persuaded by empty persiflage, even if it is decorative. To be admired and respected is better than to be found amusing.

When you have a law case to win or a house to sell, you want to hire someone who respects facts and thinks with substance. The best speakers are not those with a "gift of gab," but those with respect for substance.

A second mistake the "persuasion through humor" boys often make is to neglect *methodical development* of their ideas. "So long as you keep 'em laughing, what more could anyone ask?" is the question that usually follows this line of reasoning. For persuasion, much more is needed. A definite plan is as essential in persuasive speaking as in architecture. A mere jumble of even the finest materials is never enough.

The SMILE method stresses friendliness and helpfulness all through the speech—and particularly in the beginning. Here is the point at which humor is indeed appropriate. Both the words and the manner of the speaker should stress assurance that he is "one of the boys," "a regular fellow," or "one of the gang."

"Of course I want to help you, because I'm one of you," he says—not in so many words, but by his whole approach to the subject. "I'm here tonight to ask you for higher taxes," he might begin, "not because I want to impoverish your family, but because I want to enrich it. My speech has one very simple and very

practical aim. I want to show you how a vote for the proposed municipal bond issue will increase the welfare of every citizen in this community—of every one of us right here in this room. I'm asking you not to pay, but to invest, and I'm going to show you item by item just what dividends you're going to receive."

A Systematic Progression

From this point, the speech proceeds systematically—item-by-item as the opening promised. At no time is the audience left wondering what the speaker is trying to accomplish, or what the point is of some of his remarks. At no time are they in doubt that he is doing his best to serve their interests and is on their side, doing what he can to help them and showing them, step-by-step, how he is doing it. This, seriously and thoughtfully, is what the SMILE method is all about. The speaker is the audience's spokesman, not its manipulator.

The third element of the SMILE method is *interest*. A speaker is not a friend but an enemy of the listeners if he bores them. As helpfulness is the essence of the SMILE method, dullness is its antithesis. If the speech really does demonstrate, item-by-item, step-by-step, how the speaker's proposal will help the listeners, interest is insured because everyone is inevitably interested in his own welfare. Beyond this, a liveliness of manner, variety in the presentation, anecdotes and examples to support points, and an occasional flash of humor will aid persuasion, precisely as they aid any other type of speaking.

The "L" in the SMILE method, as has been indicated, stands for *lasting effect*. Dwight Eisenhower once explained the importance of this factor while speaking in Detroit during his 1952 presidential campaign. His speech was homey, familiar, colloquial, and pleasant. No one listening to it could doubt Ike's good will and friendliness. The listeners liked it and their applause was frequent and emphatic. As they were leaving the meeting, one of Ike's aides commented on what a huge success the speech had been. "I don't know and you don't know," Ike

told him soberly, "whether it has been successful or not. The question is what they will think about it tomorrow. What will they be thinking about me after I have gone away?"

In all the wide range of our human relationships, we realize that we have many acquaintances but few friends. We enjoy the acquaintances, but it is the friends upon whom we depend. It is precisely the same with our speeches. Many

of them may be enjoyable and create momentary approval, but the ones that count are the ones that make so deep an impact that they affect the thinking and acting of the listeners long after the speech has been given.

Friendly persuasion needs to demonstrate an advantage for the listeners that is so real and so significant that it reaches down into the depths of their minds and their emotions, takes root, and grows

into a lasting conviction or attitude. This has been accomplished if, six months or six years after your speech, members tell you, "After what you told us about voting for the bond issue, I've paid taxes a lot more willingly."

The "Sales Pitch"

Salesmen are probably the most consistent practitioners of the SMI method of persuasion, because they know how a friendly manner and stressing of the project's advantage is the clearest route to a sale. They know that nothing in their "sales pitch" matters nearly so much as the "close." How do they, finally, bring the prospect to sign on the dotted line?

The *effective ending* is a definite appeal for the listeners to accept and to act upon the speaker's proposal. "I have shown you," he says, "how the bond issue will profit you and your family in three different and important ways. It is not going to help you or anyone else unless it is adopted. Nothing I have said will make any real difference to you or to our community unless the necessary votes are cast in the polling booth on Tuesday. So, in conclusion, I have one thing more to say: If you believe what I have been telling you, go to the polls on Tuesday and cast your vote in favor of Proposition X. If you do, we will benefit. If you don't, we'll be back where we are now, with progress and prosperity for our community blocked. Let's not let this chance slip away."

Finally, when enough has been said, *stop . . . which I shall do.* □

Dr. Robert T. Oliver is a member of Toastmasters International's Educational Advisory Committee and a member of the Communication and Leadership Program. A former professor and chairman of the Speech Department at Pennsylvania State University, he is the author of 30 books, including *Psychology of Persuasive Speech*.

A "How to" Feature

"Tell it like it is..."

by
Gerson D. Mosbacher
Club 3527-3

How often have we, as Toastmasters, listened to outstanding speeches at our weekly meetings? Probably, at least once during each meeting we hear a speech of excellent quality. What about the club, area, district, regional and international speech contests? Do we ever hear excellent speeches at these functions? You had better believe we do! However, how often have we listened to a winning speaker tell us how he organized his speech, where he received his input, or how he prepared his subject matter? Rarely, if ever.

If Toastmasters is a learning process, why don't we include in our agenda a one minute impromptu talk by the winner on his method of preparation? What a tremendous learning experience that would be for each individual Toastmaster. The experts could share with their fellow club members the methods they used to achieve their excellent results.

We, the members of the Park Central Toastmasters 3527-2 in Phoenix, Arizona, have instituted this policy at our weekly club meetings, and the new addition has received excellent support.

At each meeting, the best speaker is

asked to describe to the club members his method of preparing his winning speech. He discusses organization, time of preparation, content, humor, and any specific difficulties he encountered. The inclusion of the impromptu speech also encourages all speakers to adequately prepare and to concentrate on developing well-planned and well-organized speeches.

This technique enables us to share our ideas, because we believe that when we help others, we also help ourselves. We are so enthusiastic with the results that we encourage other Toastmasters clubs to try this new plan. Don't be surprised if it becomes more challenging to evaluate and select contest winners, because the quality of speeches will most likely improve very quickly.

We at Park Central strongly believe in the principles behind Toastmasters. We are convinced that the technique of having each winning speaker "tell it like it is" with personal comments and suggestions will encourage each individual Toastmaster to continuously improve his speeches. □

More "How to"
— page 28

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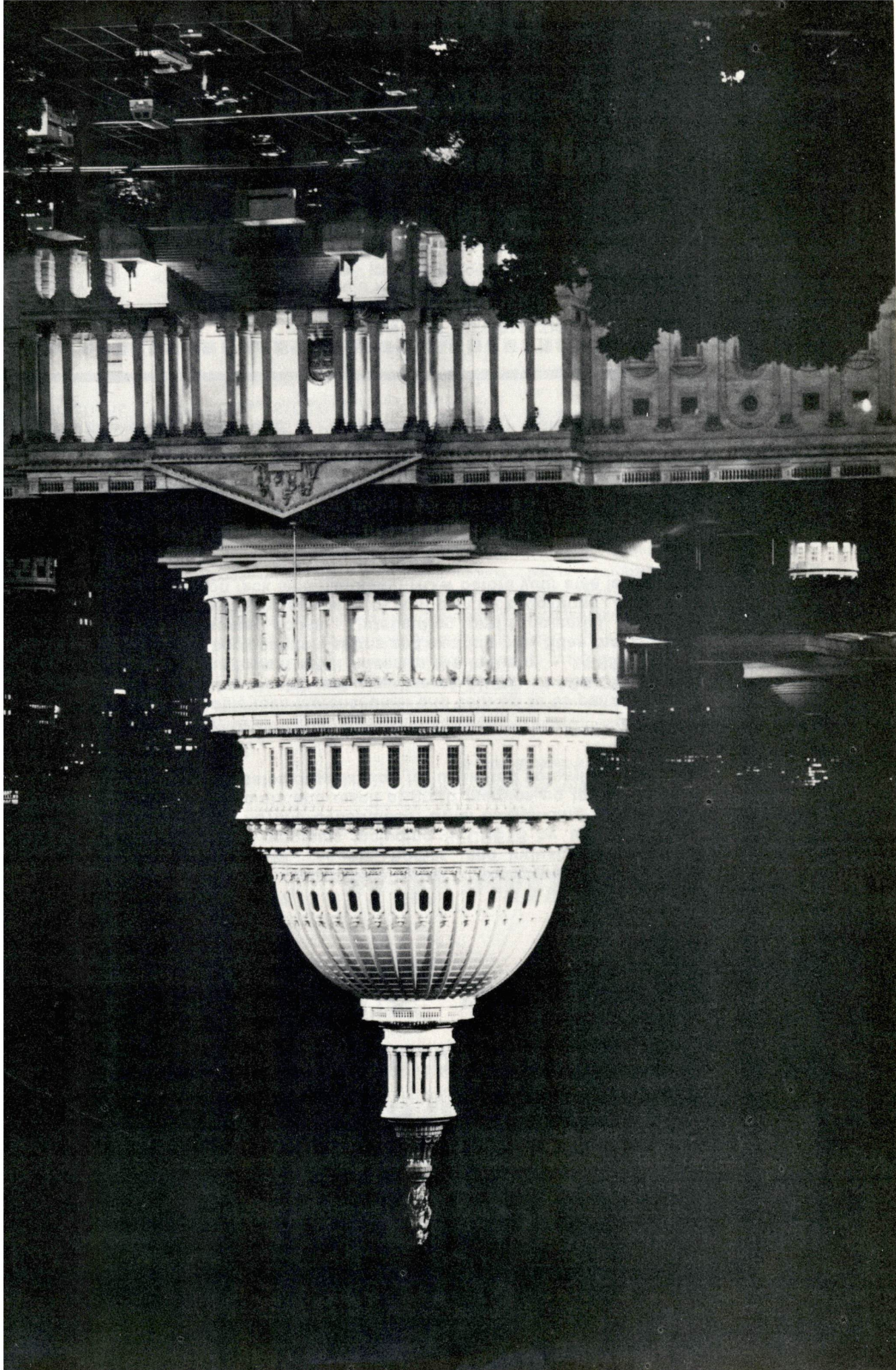
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August 20-23

Shoreham Americana Hotel

Washington, D.C.

It's that time of year again — time to begin making plans to attend Toastmasters International's 44th Annual Convention, August 20-23, at the Shoreham Americana Hotel in Washington, D.C.

You won't want to miss any of the educational and social events that promise to make this convention one of the best ever.

Plan your family vacation around the convention and spend your leisure time touring the White House, the Lincoln Memorial, and other historical landmarks located in Washington, D.C. — the nation's capital.

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(Toastmasters Convention Registration Form will appear next month.)

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Toastmasters International Convention, August 20-23, 1975, Washington, D.C.

Plus Ultra-- An Odyssey Through Toastmasters

by
R. C. Walters

The motto of Spain in the 15th century was "Ne Plus Ultra" (there is nothing beyond). After Columbus discovered America, they changed it to "Plus Ultra" (there *is* something beyond). To me, the Toastmasters experience can best be described as "Plus Ultra"—no matter what stage you are at in your Toastmasters training, "there is something beyond."

Before I joined the Toastmasters organization, my knees wobbled too much to stand up, my voice quivered too much to speak up and, if by some miracle I accomplished these two, my tongue would freeze-up in moments of embarrassing silence.

I had a shy, quiet nature and found it very difficult to express myself, to make my skills evident, my thoughts understood, and to get people to listen to me. While looking for a way to overcome these personal handicaps, I discovered Toastmasters.

Now, after ten years, I have completed all the requirements to become an Able Toastmaster and am able to express myself in group meetings and as a public speaker. At work, I have become the

"presenter" for major programs needing top management approval. For example, about the time I became an ATM, my company was planning to introduce a completely new model that involved new circuitry, new mechanical packaging, new production methods and new testing techniques. Market conditions led us to adopt a timing plan requiring simultaneous development of both the product and manufacturing technique, at a total cost of almost \$2 million. It became my job to prepare the data as well as the visual aids and to present the program to our division management and corporate staff. Subsequently, the program was well received and adopted promptly.

Slow and Demanding

However, reaching this goal of becoming an effective communicator was a slow process and demanded a lot of hard work. My progress occurred in cycles—rapidly at times and very slowly at others.

Quite often, I was discouraged, disillusioned, disappointed, and ready to quit. But, somehow, I always came to the same conclusion—I would only be hurting myself. So I pressed on.

I forced myself to attend my Toast-

masters club meetings when I didn't like it, muttered under my breath at evaluators who had missed the weak point of my speech, and subdued my frustration of being whitewashed when I was looking for constructive suggestions for improvement. I overcame my pointments of not finding a way to get more outside speaking, tore my hair out because I couldn't find my way up to my current plateau, and condemned myself for evaluating others in just the way I did *not* want to be evaluated myself.

Needless to say, I did survive the troubles and have learned from them. But most of all, I have come to realize what Toastmasters training really

Paderewski, the great pianist, said he practiced every day. Someone remarked that, surely, a man of his skill could omit practice occasionally, and no one would be the wiser. He replied, "If I miss one day, I know I miss two days of practice, my neighbors and friends know it; and if I miss a week, the whole world knows it."

Yes, the concert pianist, the



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football player must practice and perform constantly or lose part of their skill. The same is true of the speaker. He must constantly discipline himself to practice, organize, and deliver his material so that it does not become stale. There is no better training ground for this than Toastmasters—especially a club dedicated to education and training in the art of communication.

Evaluation

Along with providing a sequence of planned speeches which permit the acquisition of new knowledge and skills in a logical step-by-step manner, and the constant practice needed to develop those skills, the Toastmasters club does provide an occasional "brilliant" evaluation. Every so often, an evaluation turns the right key, points in the right direction, and pulls the curtain away from that blind spot to send you climbing to a new level of performance. It is through this observation from others, in their strivings to improve themselves, that we often find clues for ourselves. This is true of evaluation.

The training afforded me as a member of Toastmasters has also helped me develop a number of communication skills that I might not have otherwise known. Let me elaborate on one.

I teach Industrial Organization and Management at a nearby evening college. My classes are from two to three hours a night, one night a week, for four months. That's not an easy task. The training I have been provided with has been valuable in getting and keeping students' attention and getting my major points across to them. I break each class up into several segments of time, strive to have a good introduction prepared for each segment, keep watch on the 5 to 10 minute interest cycle, have a specific summary or conclusion (opening—body—close), and engage with the students in two-way communication.

The Ability to Communicate

The importance of good communication is emphasized time and time again. In fact, one of our major themes is: "To date, the experts have found only one trait common to almost all successful managers—that is, the ability to communicate well. A successful manager is superior in reading, writing, and oral



Toastmasters International recently became one of the first organizations to gain membership in the National Bicentennial Service Alliance. Sponsored by the American Revolution Bicentennial Administration, the alliance recognizes the contributions and Bicentennial activities of community service organizations.

President John F. Diaz, DTM, accepted the certificate of official recognition and Bicentennial flag on behalf of Toastmasters International. The presentation was made by Marjorie W. Lynch, deputy administrator of the ARBA, during the National Bicentennial Conference.

communication and has high skill in understanding what others mean and in getting his meaning understood by others."

Needless to say, the materials and background supplied by Toastmasters provides a wide range of information to draw on for this course.

Based on my ten years' experience as a Toastmaster, I would like to offer the following suggestions for those of you who are just beginning to enjoy membership in Toastmasters:

- Stick to the assignment and avoid "just making a speech."
- Be determined. Keep plugging away and, by all means, never give up.
- Work hard at your listening and evaluation skills.
- Set realistic goals.
- Take stock of your progress twice a year. Evaluate your strong and weak points. Develop plans to improve your strengths and overcome your weaknesses.
- Prepare.
- Practice.
- Persevere.

Remember that Toastmasters is not

an end in itself; it is a means. Personally, I would like to become a recognized speaker in my community and to advance in my chosen field. Toastmasters has helped and will continue to help me achieve both these goals.

"Plus Ultra"—there is something beyond for me.

There is something beyond for you too, if you prepare, practice, and persevere.

(Ed. Note: If you have a similar Toastmasters success story to tell that may be of interest to our readers, send it to us. We're always happy to "put the spotlight" on our successful Toastmasters—and our successful organization.) □

R. C. Walters is manager of Facilities Planning in the Electronics Division of Philco Ford in Lansdale, Pennsylvania. A member of the Valley Forge Toastmasters 1128-38 in Norristown, Pennsylvania, he is also an instructor of Economics and Industrial Management at Ursinus Evening College.

Spread the Word About Toastmasters

by
Charles F. Courville
Club 2277-31

Is your club getting enough exposure? Do the people in your community know when and where your club meets? If not, you may want to try what the Central Toastmasters Club 2277-31, Worcester, Massachusetts, did.

We were recently fortunate to secure permission from the Worcester Public Library to set up a display that highlighted Toastmasters and what it can do for the individual. The display contained Toastmasters articles and literature, as well as information about our own club.

In our initial discussion with the officials of the library, we were informed that we would be able to use two glass-enclosed display cases (an upright and a flat) in which we could display our material. Now, the only problem was how to

best display the material to produce the greatest results.

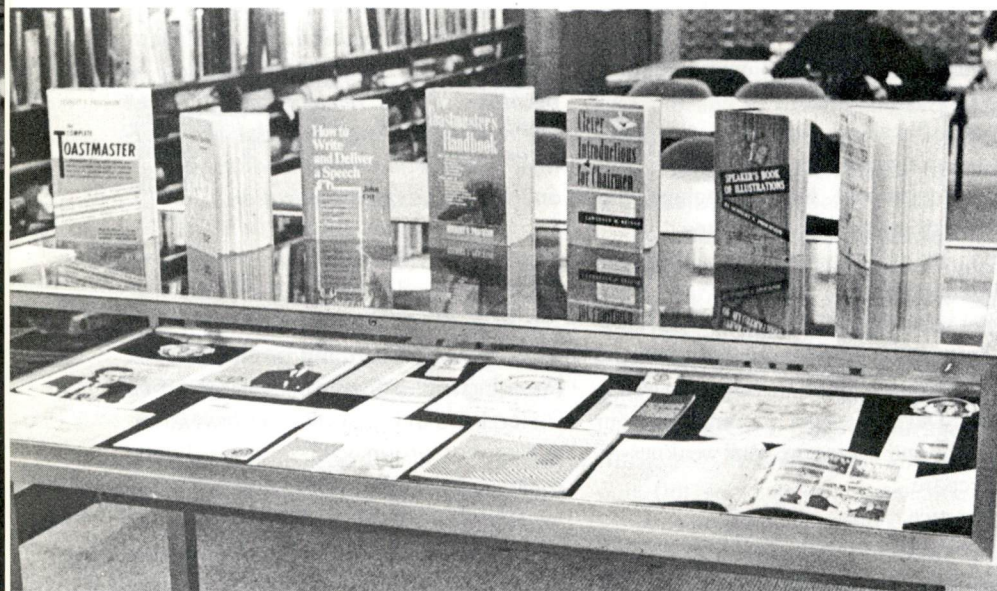
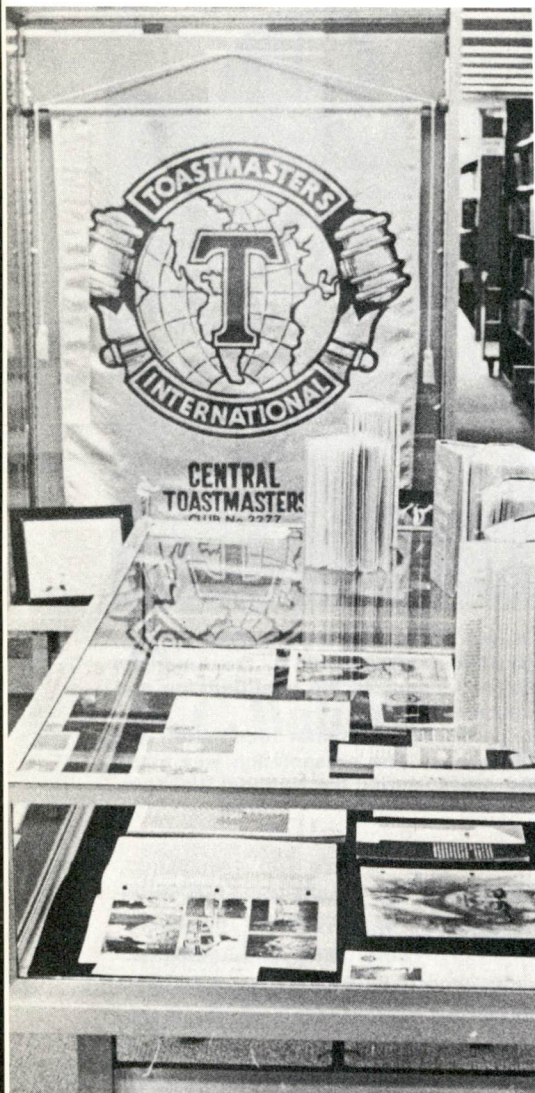
After some club discussion, it was decided that we would use our club banner for a background in the upright case, along with some speech contest trophies, a picture of Dr. Ralph C. Smedley, our Distinguished Club Award, and our club charter and gavel.

In the flat case, we selected many different articles relating to Toastmasters for display, as well as many of the different booklets and manuals published by Toastmasters International. They were selected with their color composition in mind, to attract the attention of people using the library.

The library officials turned out to be most cooperative. They chose humorous books for us that related to public speaking and Toastmasters to set on top of the flat case as an added attraction. We were given a prime section on the main floor for our display. We were also provided with a separate section for our "The Sunday" material, which listed our president's name, address and telephone number, as well as where and when our club meets.

While similar displays may not be as elaborate, they can undoubtedly do much good for your club and the Toastmasters organization as ours did.

Contact your local library or any suitable location in your community and ask them if your club can set up a Toastmasters Display. You'll find that they are as eager as you are to spread the word about the Toastmasters organization throughout your community. □



How many times have you heard an evaluator mutter something along these lines, "Good job . . . great eye contact 100% improvement," and then sit down? Or perhaps, "As you are an advanced speaker and I'm only a novice, I can't find anything wrong with your speech."

In these situations, and in many similar ones, the individual is evading the assigned task of effective evaluation by trying to help the speaker realize his goal of becoming a better communicator. Thus, in this "easy-out" approach the evaluator has cheated the speaker (who is asking for the evaluator's reaction), the club members (all of whom would benefit from the speech and a good evaluation) and, most important, himself.

This loss to the evaluator takes many forms, not the least of which is the opportunity to make sound decisions based on the facts presented. Almost as disappointing is the feeling that can develop within the individual club members who are making their presentations ("Oh, never mind listening, look who the evaluator is!"). In most club meetings, the schedule

You may also find it helpful to check with the speaker to determine what, if any, additional evaluation points he may want you to consider, and then prepare a worksheet listing all of the key points you will be looking for during the speech.

Listen to the Toastmaster's introduction. When the speaker is being introduced by the Toastmaster, note the speech title, the required time, and the purpose of the project being completed (just in case the speaker has made a last minute change without letting you know). The speech title should be entered on the project evaluation page, as well as the time required. You should also note whether or not the Toastmaster explains the purpose of the speech, since the purpose is important to the audience.

Pay attention to the speaker. If you are an evaluator, be sure you listen to the speech. You cannot afford to pass the time of day with your neighbor or write long notes about what is taking place; you cannot even allow yourself the luxury of relaxing and enjoying the speech. Your task is to note how the speaker's gestures, eye contact, facial and vocal expres-

Learn to Cope With Evaluation

by

Raymond E. Floyd, ATM
Club 1687-U

is tight and there are precious few minutes to be thrown away just because someone is not ready to accept an assignment, or is unwilling to prepare for it.

The Successful Evaluation

In the next few paragraphs, let's look into the steps that you could follow in order to insure the successful completion of an honest evaluation.

Know the project purpose. Each speaker should be developing his speech based on one of the projects in the Communication and Leadership or Advanced Communication and Leadership manuals. As such is the case, you should contact the speaker *before* the meeting day to find out which project is to be completed and, if the speaker is ready, what the general topic and development are going to be. Now you can review your own manual, or a club copy if it is not the one you are currently using, to determine the purpose of the speaker's project, to familiarize yourself with the questions to be answered orally and in writing, and also to see if any special type of evaluation is required, such as those needing two or three other members' reactions, or those of the speaker.

sions (or lack thereof) affected you and to offer suggestions on how he might modify his presentation. To do all of these things, the evaluator must develop a listening skill based on total concentration. Nothing less should be acceptable. Finally, you must decide whether or not the speaker has satisfied the requirements of the project.

The written evaluation. Each manual project has a section for you to provide the speaker with a written evaluation, as well as a guide for the oral evaluation. In the written portion of the evaluation, provide complete statements and concrete examples to aid the speaker. Remember, the speaker won't have the benefit of your mental notes or definitions later, so your cryptic script isn't sufficient. It may also be helpful to note the time taken and, if your club has an award for the best speaker and your man is so judged, to also note that fact for his record.

The oral evaluation. As previously noted, each manual project has a set of questions to be used as a guide for the evaluator. However, before making your oral evaluation, make sure that everyone understands the objectives of the

speaker's project, if the Toastmaster failed to explain them. These few seconds can avoid some strange looks by the audience as you begin to discuss the speaker's lack of enthusiasm and vocal variety in what otherwise appeared to be a perfectly good presentation.

Remember, you are not speaking for all the members of your club. Your evaluation of the speaker's presentation is *your* reaction to the effort put forth, based on the purpose of the speech.

Admittedly, there is no place in the effective evaluation for the "whitewash," or a "put down" which provides no positive reinforcement and is of no benefit to the speaker. All Toastmasters are there to learn, but continued extremes in evaluation are sure to force the member out of the club. Always try to begin and end your evaluation with a positive note, providing the speaker with suggestions on how he could have encouraged a better reaction to his presentation. This balance works in your favor — and leaving the speaker in a good frame of mind is always a "plus."

Be Concise

If the purpose of the project was to stress speech construction and the opening was great, but the body of the speech lacked clarity or cohesiveness, then say it just like that. When you do, don't just say, "Great opening, you got our attention, but then you faded away. . . ." After indicating your reaction to the opening, give the speaker your reaction to his speech construction and how he might improve it by demonstrating a better or, at least, an alternative method.

For instance, you could say, "That was a strong, enthusiastic opening. You got my attention and prepared me for the rest of your presentation. After that, however, I felt you attempted to rush your way through more than a dozen cases to support your cause, until it finally became very difficult to

follow. In future projects, you may want to consider limiting yourself to three or four ideas so that you may better develop your point of view." When you use this type of evaluation the speaker has been given a concrete example to work on, not the vague comment, "I couldn't follow you."

With a little preparation and experience (Toastmaster International recommends a member complete six speeches before being assigned as an evaluator), any member can determine why he did or did not enjoy a particular speech.

A Distinctive Evaluation

He can determine whether or not the speaker employed good speaking rhythm, used effective eye contact, made proper use of his notes, displayed adequate enthusiasm for his subject, and used his gestures effectively. Using these basics as guidelines, the evaluator can then note how the speaker excelled in a particular part of his presentation, how he failed and why.

To the Toastmaster who is constantly striving for improvement, the effective evaluation should be given as much careful attention as the speech itself.

As an evaluator, you have a responsibility of giving an honest reaction to a speaker's presentation and offering constructive suggestions for improvement so that he may, by obtaining all the necessary feedback from you and other members of the club, make a decision on how to improve his ability to communicate.

Needless to say, there is never any reason for an evaluator to evade this responsibility. □

Raymond E. Floyd, ATM, is a staff analyst for the Corporation. Currently assigned to Kwajalein in the Marshall Islands, he is a member of the Ri Konono Club 168

Top Ten Club Bulletin Competition

All clubs who wish to enter their bulletins in this year's Top Ten competition must send at least three separate issues and a request for evaluation to World Headquarters before June 1, 1975.

your 1974-75

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Listen!

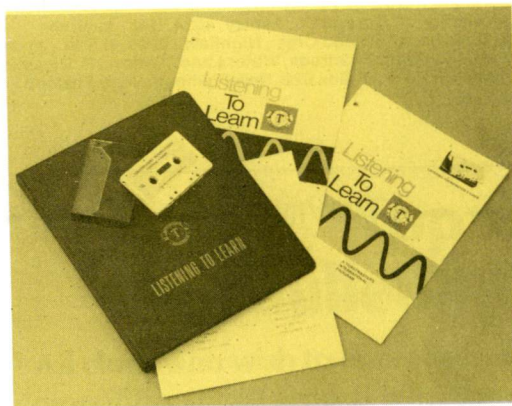
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