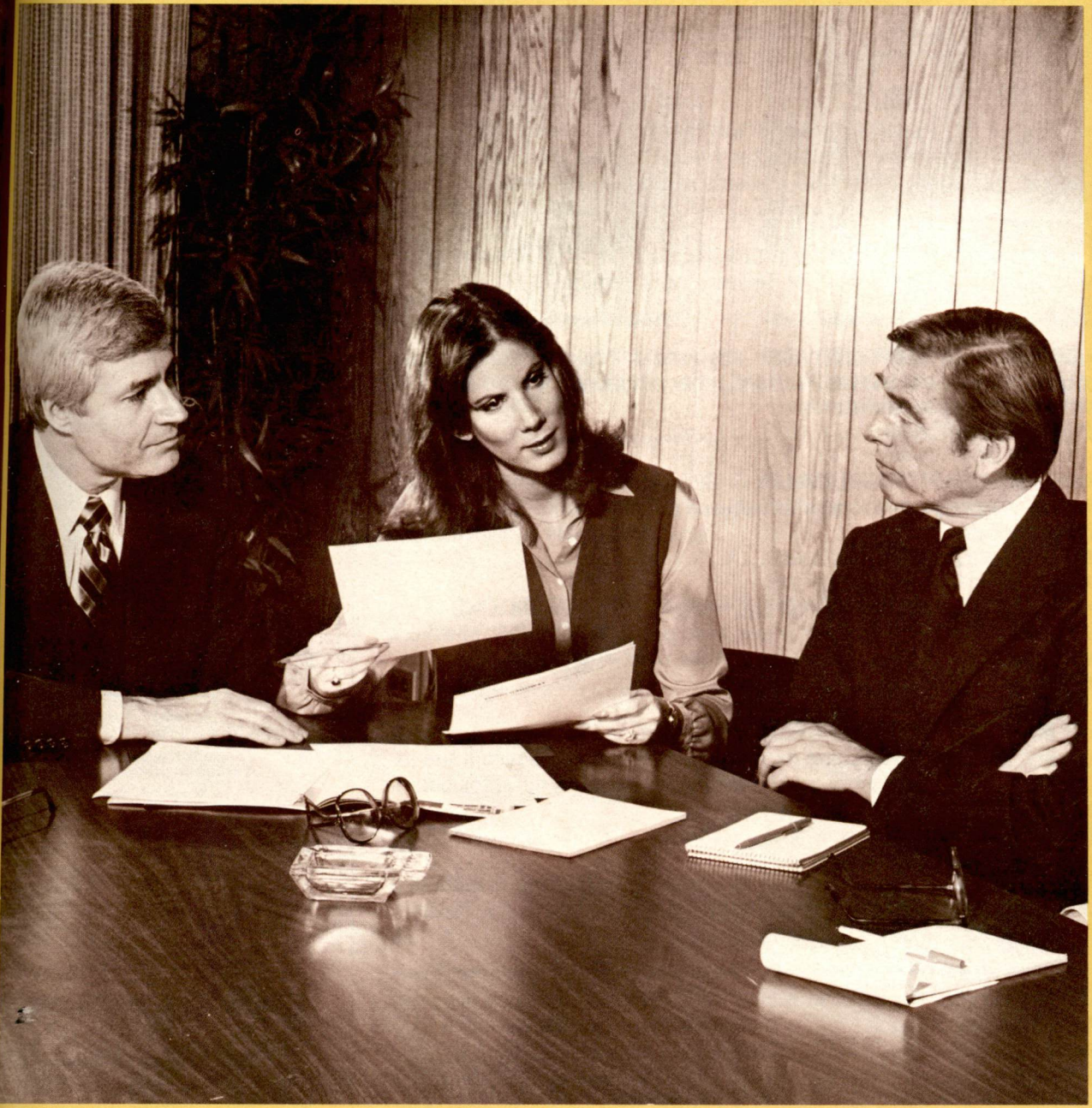


SEPTEMBER 1983

THE TOASTMASTER



**The Hostile Business Meeting—
HOW NOT TO BE THE VICTIM**

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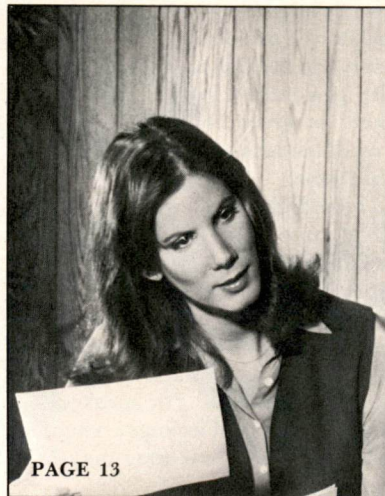
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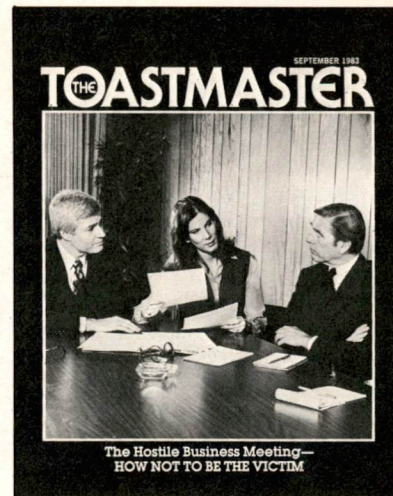
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**The Hostile Business Meeting—
HOW NOT TO BE THE VICTIM**

COVER

Much has been written lately about planning and leading successful business meetings, but little has been written about the role of meeting participants. Russell Kelly reverses this trend in this month's cover story as he tells about a particularly disastrous meeting he attended and where he went wrong as a participant.

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LETTERS

Advice For the Writer

I enjoyed "Call Me Author" in the June issue. As a freelance writer for many years, I found myself agreeing with everything author Richard Davidson said. Especially interesting was the part about credibility. Ironically, I have made oral statements which were questioned, but when the same statements were in print they were accepted!

Published work, too, is great for the ego. Many times after having had a piece in the newspaper, the next morning fellow employees would greet me with "Congratulations!" or "Liked your piece in yesterday's paper."

One suggestion to the beginning writer: If your work is rejected by the editor, join the club! Every professional writer can tell you about the time he papered his bedroom with rejection slips. Nowhere is the expression "Try, try again" more applicable as in freelance writing.

Fred Ebel
Orlando, Florida

Effective Evaluations

President Miller's "Perspective" column in the June issue made an indelible impression on me. I was amazed that while Toastmasters grew by more than 100,000 members in the last three years, we lost about 80,000 members at the same time. I was intrigued by the reasons for this, and I would like to comment on one in particular.

Mr. Miller stated that we must offer effective evaluations to the speakers to "enhance members' self-confidence, self-esteem and self-respect." From first-hand experience as a newer club member and as a guest at other clubs, I know this is not always done. Some evaluators have evaluated speakers using the criteria from the wrong manual speech, either through carelessness or poor communication. And the speakers had no recourse except to accept it.

I've also noticed that instead of providing the speaker with honest good and bad points about his or her speech, the evaluator will sometimes try to impress the group with his own speaking abilities and "psychoanalysis" of the speaker so he will be judged the best evaluator. In other words, he focuses on himself instead of the speaker.

When I was a new Toastmaster and saw this happening to me, I tried to defend myself by asking for the floor. My coach told me this was not acceptable. The evaluator's remarks are to be taken as given, without rebuttal... even if it means hurt feelings to be carried home.

I would like to offer this suggestion in the hope that it may help to keep some Toastmasters from dropping out because of such tactics: Why not devote the last five or 10 minutes of the meeting to an open discussion and general "self-evaluation" by the meeting's speakers? The speakers can air their views and feelings about their evaluations and how they may have been improved.

Ed Broezel
Calumet City, Illinois

Blue Material

I must take strong exception to Jerry Patterson's letter in the June issue. Mr. Patterson writes eloquently of "blue material" in humor contests. If I wanted to hear an offensive routine, I would go to a night club. There is no room for it in Toastmasters. This is not a bluenose minority opinion, but one based on common decency and respect for the feelings of fellow Toastmasters.

I have judged humorous speech contests, basing my decisions strictly on merit, not on whether the subject matter was one of which I approved. I have seen obscene gestures and heard off-color speeches from "nuts" who seem to take delight in shock values. I have heard speeches that would have done justice to a Cub Scout camp fire soiree from supposedly adult Toastmasters.

As an ex-Marine, I am certainly familiar with foul language, but I am also a gentleman. If "blue material" is the criterion of Mr. Patterson's standard of speech development, he would do better at the local bar. It takes no skill to be offensive, but it takes a lot of skill to speak on an offensive subject in such a manner that no one would take umbrage of it. An accomplished, mature speaker does not have to stoop to "blue material." However, if that is what Mr. Patterson advocates, let him use it. I'm sure he will find an agreeable audience somewhere.

Three of the greatest stories and plays, *All Quiet on the Western Front*, *Grand Illusion* and *What Price Glory?* do not have a single obscene word among them. One of the best of modern comedies, "You Can't Take It With You," sparkles with wit and humor without resorting to "blue material."

He should read them.

Charles N. Fallier Jr.
Waltham, Massachusetts

In the June issue, Jerry Patterson wrote a letter concerning "blue material," concluding, "The problem isn't 'blue material.' It's a handful of bluenosed individuals who have taken it upon themselves to decide what the rest of us can say and, more importantly, hear."

It's sad to see reactions such as those of Mr. Patterson, reactions which present the impression that "anything goes."

I believe that the use of appropriate language has been emphasized many times. Dr. Smedley stated his position most succinctly in an article published in THE TOASTMASTER in July 1947 (and included in the book *Personally Speaking*), an article entitled "Don't Dabble In Dirt."

There are so many beautiful words available for our use, words which can express concepts, ideas and ideals. Is there *any* reason for the use of "blue material," other than the lamest of all -- "It was all I could think of at the time"?

There are many speech subjects which we may find distasteful or to which we are diametrically opposed. That in itself does not make them "blue." I know of no "sacred cows" about which we cannot speak. However, the use of inappropriate language should never be tolerated anywhere in our organization.

Perhaps I have misinterpreted Mr. Patterson's comments. I hope so. Otherwise, Mr. Patterson, take time to reread the philosophy of Toastmasters International and wipe out "blue material." I don't consider myself prudish, but rather believe when it comes to "blue material," Robert Brault said it best: "Most people would rather defend to the death your right to say it than listen to it."

Ray Floyd, DTM
Boca Raton, Florida

TO ERR IS HUMAN, TO FIGURE
OUT WHY TAKES A PSYCHOLOGIST.

SLIPPING WITH SIGMUND

by Yvonne Lewis Day

A bright young attorney goes home after a strenuous game of tennis, pulls off his shirt and tosses it into the toilet. It is not an embarrassing error. The laundry basket is in another room.

Arriving at work, a physician parks his car, turns off the ignition and unbuckles his watch instead of his seat belt.

A politician's wife, getting ready for a dinner party, puts an unbaked cake in the freezer and the spinach salad in the preheated oven.

The senior scientist at a research institute earnestly advises his colleagues, "We've got to hit them right between the heads."

Jimmy Carter, accepting his renomination at the 1980 Democratic Convention, calls on Americans to emulate the life of "Hubert Horatio Hornblower--er, Humphrey."

Are these people crazy, or what? Psychologists say no.

Sigmund Freud, the father of psychoanalysis, believed that errors of this kind often reveal a person's true beliefs or intentions. One case he examined involved the president of the lower house of the Austrian parliament, who opened a session of the house by declaring it adjourned. Freud said the man secretly wished that he was already in a position to close the session from which he expected little good to come.

Many psychologists now take exception to the notion of a Freudian slip. The human brain, they say, is an exceedingly complex computer and that mistakes of this kind are simply "breakdowns in information processing."

Others, including Harvard psychologist Ellen J. Langer, hold that errors of this kind are the result

of "mindlessness." In this condition, people operate as though they were paying attention to the details of a situation and choosing the appropriate response when in fact their mind is busy with other matters. Langer believes that mindlessness is the reason that people frequently have no clear idea of the physical characteristics of the people they know, such as the color of their eyes or whether they wear glasses. In these cases, the person sees without really seeing.

Whether the complex computer that is the human brain breaks down, malfunctions or simply glides into automatic pilot, the result is a meaningless, inappropriate and often ludicrous response--what Freud called a "slip."

Psychologists group errors of this kind into three categories: description errors, activation or triggering errors and capture errors.

Description Errors

Assume, for a moment, that a chartered airliner flying home to Montreal from Houston crashes on the U.S.-Canadian border. In which country will the survivors be buried?

If you gave any answer other than "neither," you have committed a description error. Only the *casualties* will be buried. What happened was that your mind processed out only certain details that it considered relevant: *plane... crashes... buried*. The first two words likely produced mental pictures of death and injury, and the third word subconsciously confirmed the images.

Processing out information in this way can be beneficial. It allows us to save mental resources for more important

tasks, for example. At the same time, the habit often causes people to disregard messages or warnings or to underestimate or overestimate the hazards and risks involved. This kind of mental laziness explains why people often treat meaningless explanations as though they made sense.

Langer and others have found, for example, that most people will comply with the request of someone in a supermarket checkout line who says, "Can I get ahead of you? I'd like to pay for this." (Why *else* would one stand in a checkout line?)

In an experiment at Harvard, Langer had a colleague approach people at a copying machine and ask them whether they would interrupt their work to let him use the machine.

In some cases, the colleague said, "Excuse me, may I use the copy machine because I'm in a rush?"

In other instances, the person said, "Excuse me, may I use the copy machine because I have to make copies?"

In other cases, the person omitted the reason, saying simply, "Excuse me, may I use the copy machine?"

The results revealed that as long as the request had the accepted familiar form of a request, people complied with it, even when it made no sense. In response to the request to use the machine because the intruder was in a rush, 94 percent of the people approached agreed to let the person go ahead of them. An astonishing 93 percent let the person interrupt simply because he had to make copies--as if they didn't. And 60 percent of the people complied with the request that omitted the reason altogether.

In another experiment, Langer sent a memorandum to 40 secretaries of various

WORD WISDOM

by David Rottman

The one sure-fire, foolproof method of learning vocabulary is mastering Latin word roots, right? Wrong! Consider the following example: "It was a bit too *mordant* for my taste," he replied.

Mordant has which one of the following definitions:

1. deathly
2. swamp-like
3. principled
4. tardy
5. biting

After the suffix is removed, we're left with the root *mor*. What words seem to share the same root? How about *mortify*, *mortal* or *mortician*? All of these words might suggest the first answer, deathly.

But the word *morass* might suggest the second answer, swamp-like.

The words *moral* and *morale* might suggest the third answer, principled.

Moratory and *moratorium* might suggest the fourth answer, tardy.

In fact the answer is the fifth definition, biting. The word *mordant* comes from the Latin root *mordere*, meaning to *bite*. The words *morsel* and *remorse* have the same origin.

This tricky little example conveys an instructive point: Unless you know the Latin root and how it appears in English, you can easily be fooled. In other words, be very careful when you try to work backwards, guessing at the Latin root based on a word's appearance in English.

One more brief example: The Latin root *monere*, meaning to remind, warn or advise, gives us a series of words which are easily recognizable as part of the same family: *admonish*, *demonstrate*, *monitor*, *summon*. With a moment's thought, even words such as *monument* and *monster* can be seen in relation to the Latin root.

By contrast, words such as *monarch*, *monad*, *monogamy* and *monocrat* are derived (in part of in whole) from the Greek root *monoe*, meaning alone, singly or one.

Try your hand at the following examples:

A *monastic* temperament is

1. showy
2. reclusive
3. prophetic
4. premonitory
5. egotistic

A *remonstrant* speech is

1. arousing
2. one-sided
3. unpopular
4. reproving
5. didactic

Here's a mini-quiz to check your knowledge of words frequently used, and abused, by speakers and writers.

1. a *fecund* land
 - a. deserted
 - b. fertile
 - c. forbidden
 - d. populous
 - e. wasted
2. a *phlegmatic* reply
 - a. equivocal
 - b. inscrutable
 - c. inaudible
 - d. unemotional
 - e. hysterical
3. *livid* with rage
 - a. ashen
 - b. mottled
 - c. swollen
 - d. red
 - e. faint
4. a *sentient* perception
 - a. pithy
 - b. conscious
 - c. mawkish
 - d. pleasurable
 - e. wise
5. an *ineluctable* choice
 - a. free
 - b. unlikely
 - c. unpleasant
 - d. lucky
 - e. inevitable
6. *untrammelled* greed
 - a. voracious
 - b. solitary
 - c. unconscious
 - d. unhindered
 - e. covert
7. a *recondite* interpretation
 - a. learned
 - b. abstruse
 - c. instructive
 - d. prejudiced
 - e. familiar
8. a *florescence* of talent
 - a. abundance
 - b. assemblage
 - c. excess
 - d. display
 - e. blossoming
9. a *lissome* dance
 - a. nimble
 - b. erotic
 - c. stately
 - d. languid
 - e. plaintive
10. a *sanguine* character
 - a. calm
 - b. passionate
 - c. sentimental
 - d. suave
 - e. boastful
11. an *enervated* feeling
 - a. joyful
 - b. energized
 - c. drained
 - d. soothed
 - e. nervous

Answers:

A *monastic* temperament is 2., reclusive.

A *remonstrant* speech is 4., reproving

1., B; 2., D; 3., A; 4., B; 5., E.; 6., D; 7., B; 8., E; 9., A; 10., B; 11., C.

departments at a university in New York.

The only words on the page were:

I WOULD APPRECIATE IT IF YOU WOULD RETURN THIS PAPER IMMEDIATELY TO ROOM 238 THROUGH INTEROFFICE MAIL.

Though the request was manifestly foolish, 36 of the 40 secretaries returned the page as requested.

The experiments, Langer says, indicate that the people involved selected out the broad cues that defined the situation, and once they had determined that the cues were similar to those from routine events in the past, they complied without observing the specific details of that particular incident.

During one of my training programs at a major university recently, I chanced to witness this phenomenon in practice. During a break in the program, one of the participants approached a colleague in

SOMETIMES THE TRUTH IS REVEALED IN THE HEAT OF RHETORIC.

the hall and, with a smile and pleasant tone of voice, said, "I was fascinated, as always, by the mediocrity of your presentation." The colleague thanked him and was halfway down the hall before he realized that he had been insulted.

Activation/Triggering Errors

Once a decision has been made or an intention selected, executing it can misfire. A person can forget his initial intention while he is still carrying out the actions. How many times have you stopped in mid-sentence and asked your listener, "What was I going to say?" This is an example of an activation/triggering error.

Recently, while working in my office at home, I got up and went into the bedroom, only to realize after I got there that I had forgotten why I had come there. I walked around the room, hoping to see something that would remind me, but nothing did. After I got back to my desk, I realized that my glasses were dirty and that I had gone into the bedroom to clean them.

Some activation/triggering errors are only a part of the action. The person who fills the office coffeemaker with water and switches it on without adding

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summarized the matter this way: "The whole thing was shot down in flames before it ever got off the ground." A member of the Maryland State Racing Commission offered this cryptic comment to viewers: "I realize my face is not a household word in Maryland." A former senator from Maryland once silenced his critics with this: "Those little seeds of programs that you planted in the 1960s have come home to roost."

Two lawmakers at a recent legislative session betrayed themselves as city slickers in voicing their opposition to a certain bill. Said one, "We need this bill like a horse needs a fifth wheel." His colleague spoke right up and denounced the proposal as "a golden cow that wants its cake and eats it as well."

A Wisconsin senator tested the bounds of reason when he accused a colleague of "sitting on the fence with an ear to the ground on each side." His colleague pointed out that not even a jackass could perform such a feat.

Sometimes, the truth is revealed unwittingly in the heat of rhetoric. This happened to a senator from the Midwest who answered a question

about the consequences of his bill by saying, "When we come to that bridge we'll jump off of it."

A former governor of Louisiana inadvertently made a play on words well-suited to the state's ecology: "I not only deny the allegations, I deny the allegators!"

Nothing is more embarrassing than the innocent delivery of a compliment that has a double meaning. A former governor from the Northeast would agree. During the 1972 campaign he complained, "Nixon has been sitting in the White House while George McGovern has been exposing himself to the people of the United States." His chagrin was matched by that of the Washington hostess who, after a dinner at a Cabinet official's house, met the man's wife on the street and, intending to say, "I plan to reciprocate," said instead, "I plan to retaliate."

From my files come these bloopers, collected from workshop participants, colleagues, and a variety of sources, mainly private:

"Ship up or shape out."

"You wouldn't be happy if they drove



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a silver stake through your ear ball."

"I'd give my eye shirt to have that."

"I'm as nervous as a wreck."

"He slammed the door at the top of its lungs."

"The papers were waylaid somewhere."

"Just think of us as two ships that go hump in the night."

"Hasn't that hole in your trousers healed yet?"

"He enjoyed the power he wheeled over his students."

"I slept like a lark."

"The burglar struck her and she fell down with a thug."

"This applies to people who are married and even to those who are singular."

"He was so famished, he just gouged himself."

"They're as alike as three peas in a porridge."

"That hits it right on the nutshell."

"We were sitting there like a shooting duck."

Capture Errors

Besides activation/triggering errors such as these and the description errors discussed earlier, most of us are prone to commit what psychologists call *capture errors*: pass too near a well-formed habit and it will capture your behavior.

Strong habits, such as driving the same route to work every day for years, are easily provoked. A university official who recently changed jobs reports that periodically he finds himself halfway to his former place of work before he realizes that his office is now 12 miles in the other direction.

Psychologists say that if a habit is strong enough even cues that only partially match the situation are apt to activate the customary behavior. One article on the subject cites as an example a cardsharp who, counting copies of a document at his office, said, "...eight, nine, ten, jack, queen, king..."

Langer and her associates at Harvard say that capture errors account in part for the condition she calls mindlessness, which is more pervasive in our lives than people realize. Langer has determined, for example, that becoming skilled at a task is, in essence, becoming mindless about it. In other words, the person passively repeats what he already knows, and in many cases, is no longer conscious of how he does it. He just does it. She contrasts this behavior with that of a person tackling a new task he is not yet sure of. In the latter instance, the person is mindful and actively alert, though somewhat apprehensive.

Being mindful, psychologists say, means monitoring or checking to be sure that what we do is what we intend.

Mindful people listen to themselves. They stop and reread what they've written. They pause in a sequence of activity and evaluate what has or has not been done, or ask themselves why they are doing it in a particular way or, for that matter, why they are even doing it at all.

In a society that is rapidly becoming more automated and regimented, and more people are prone to mindlessness. They are often unaware of what they say or do until a slip causes something to happen that grabs their attention.

Fortunately, the consequences of most slips are not damaging. The worker who forgets to put coffee in the coffeemaker realizes it when he pours himself a cup. The physician who forgets to unbuckle his seat belt realizes it when he tries to get out of the car. But what about the pilot who lands an airplane with the wheels up? The consequences of this "slip" or oversight could be catastrophic. Because of the prevalence of human error and the increase with stress, employers of persons in high-pressure jobs generally limit the amount of time the person spends on the job within a given period. Psychologists remind us that, being human, we don't always catch our own errors even when we closely monitor our words and actions. Consider the former major who introduced himself at a military meeting with, "OK, fellas, this is Major Speaner spooking." His inner ear apparently missed the error when the laughter died down, he repeated the statement.

Some might say that slips of the tongue cannot happen in writing, that no one who heeds what he is doing would be guilty of such absurdity. Maybe so, but writers are not always alert. How does one explain reports that "a billion legislative bills were dumped into the hamper," or that "beetles are rattling the trees," or that "Senator Long Lined Whistle on McCarthy"?

Clear and careful thought in writing, in speaking, calls for mental alertness and constant monitoring of what has already been written or said.

Take heed. He who fails to do so is skating on mighty thin ground.



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EDDIE DUNN: "Experience the Power of Toastmasters"

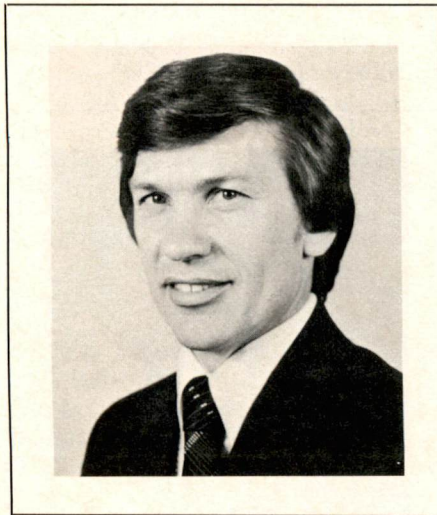
When Eddie Dunn joined Toastmasters 15 years ago, he had no specific goals. He only knew he wanted to become a good college instructor--a vague objective, he readily admits--and he saw our organization as a way to help him do so.

Three years later he was selected Outstanding Teacher of the Year in the College of Agriculture at North Dakota State University. He credited Toastmasters for his success, and for his new outlook. His Toastmasters experience had helped him replace his vague objectives with clear-cut goals not only for his career, but for his involvement in Toastmasters. He saw how Toastmasters could help him, and he was determined to take advantage of all our program offered. He became one of the most active members of Top of the Morning Club 3786-20 in Fargo, North Dakota, and later held offices at all levels of the organization. Through his involvement Mr. Dunn developed into an outstanding speaker and inspiring leader, respected and admired by his professional colleagues and Toastmasters everywhere.

He also acquired some deep feelings for the organization that had helped him and others to grow and accomplish so much. It was these feelings that led him to set his goal of becoming Toastmasters' International President.

Not surprisingly, the highly motivated Mr. Dunn achieved his goal last month when he was officially elected International President at Toastmasters' International Convention in San Diego, California. He assumes his presidential responsibilities this month with the full support of North Dakota State University, where he is now associate professor of Agricultural Economics and coordinator of the Faculty Development Institute for the College of Agriculture. He also has the unfailing support of his wife, Beverly, and their two children.

But being president is only a small part of Mr. Dunn's Toastmasters objectives. In the following interview with THE TOASTMASTER, Mr. Dunn discusses his plans for our organization and the goals he hopes all Toastmasters will work for in the coming year.



THE TOASTMASTER: Eddie, your presidential theme is "Experience the Power of Toastmasters." Why did you select this particular theme?

EDDIE DUNN: During the 15 years that I have been a Toastmaster, I have watched dozens of men and women join our organization and eventually develop communication and leadership skills and self-confidence far beyond their initial expectations. Many have applied these skills to their personal and professional lives with impressive results. For example, several Toastmasters in my own community have achieved high level positions in business and local and state government. I'm sure everyone who has had an opportunity to observe the impact that Toastmasters has had on other people has a similar list of personal examples, perhaps even more impressive than those with which I am familiar.

What these examples clearly demonstrate, at least to me, is that Toastmasters is an impressive and powerful organization. It can and does help people become more confident and successful. It is no mystery at all why it is the leading organization in the world devoted to personal growth through the development of communication and leadership skills.

It is important to note, however, that Toastmasters is only powerful to those who recognize and take advantage of the opportunities. It is not a passive learning

program but an active program. To be effective, it has to be experienced--not watched, not studied, but experienced. That's the reason I have selected the theme, "Experience the Power of Toastmasters."

The program works. There is evidence all around us. All it takes is for each member to reach out and take advantage of the opportunities. Once they have *experienced* that vague but real process called "personal growth," no one will ever need to tell them again what it means to "Experience the Power of Toastmasters."

TM: When did you first join Toastmasters?

DUNN: I joined in May of 1968. I was teaching college courses at the time and wasn't at all pleased with my performance, even though I was well prepared in terms of knowledge of the subject. I remember throwing my lecture notes away at the end of the first quarter because I just knew it had to be the notes. I was convinced they weren't interesting enough. I prepared a new set, hoping that I would somehow find the secret to making the course interesting and enjoyable to the students. The second quarter wasn't much better than the first.

One day I confided in a personal friend and colleague, Dale Anderson. I told him of my frustration and asked him for advice. Dale didn't give me advice; instead, he just smiled as if to say, "I know what you are going through." He then said, "Come with me next Monday morning. I've got something I'd like to show you." So at 6 a.m. he picked me up and I saw my first Toastmasters' program in action. Before the program was over, I knew this is what I needed. I didn't say *wanted*-- I said *needed*.

Three years later, I was selected as the Outstanding Teacher of the Year in the College of Agriculture. There is no question that the Toastmasters experience was the primary factor in this achievement.

TM: Have you accomplished the goals you had when you first joined?

DUNN: I'm sure you expect me to say yes but the answer is no. The reason I

haven't accomplished those goals is because I didn't have any when I joined Toastmasters.

I had some vague ideas about wanting to be a good instructor and a respected researcher but I can't say that they were actually goals. I do not apologize when I say that, because I believe very few of us actually join Toastmasters with a set of clear-cut goals of what we hope to accomplish. All of the survey information I have seen suggests that we join because we are not comfortable in speaking in public. We see Toastmasters as a means of overcoming (or at least controlling) those fears. Thus, we join in response to a need.

The mere thought of setting and pursuing goals is one of the unexpected benefits of belonging to Toastmasters. For many people, the experience of progressing through the projects in the Communication and Leadership manual is the first real training they receive in goal setting.

Our Communication and Leadership manual itself is a subtle but extremely effective way of getting members to begin thinking in terms of personal goals and goal achievement. For example, each speaking assignment has specific objectives. The members begin to experience and realize that it is possible to actually set and then achieve specific goals. Once they realize that, the process of self-development and personal growth begins and they begin to "experience the power of Toastmasters."

TM: You've served in many club, district and international offices, and your career involves many responsibilities. Has the leadership experience you've acquired in Toastmasters helped you in your career? If yes, in what ways?

DUNN: As I look back over the 15 years that I have been a Toastmaster, it is almost unbelievable how much my methods of operation have changed.

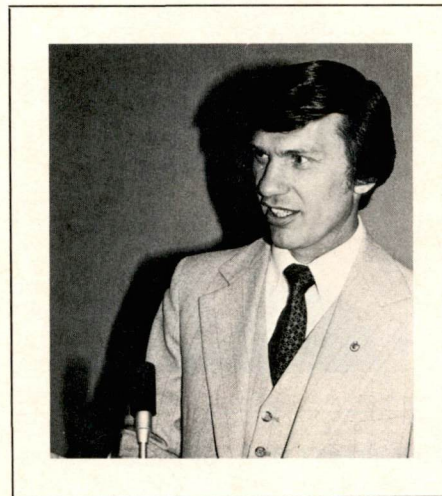
I was born and raised on a small farm and had a tendency to "do things myself" rather than to accomplish tasks by working with and through other people. The result, of course, was that my accomplishments at the end of each day were directly proportional and limited to my individual efforts. When I contrast that independent operational method with the various leadership methods that I presently use as coordinator for the Faculty Development Institute and in my other responsibilities at North Dakota State University, it is almost ironic.

The Faculty Development Institute is a multi-faceted program involving over 150 faculty members in the College of Agriculture. It also involves working with several other coordinators, university

administrators, resource specialists and consultants. The program is voluntary, so many of the leadership concepts used in Toastmasters are directly applicable.

TM: How has Toastmasters benefited you in your personal life?

DUNN: Thank you for asking that question because we often emphasize how Toastmasters allows us to be more successful in our business careers and fail to mention its value in the area which is the most important, at least to me, and that is my family. Let me cite just one example to illustrate my point.



My son, Danny, graduated from high school last spring. As I sat in the auditorium during his commencement and watched him receive his diploma, a question kept plaguing me: "How well have Bev and I prepared him for what's ahead?" I'm sure any parents who have had their son or daughter graduate or leave home, have asked themselves that same question. I'm also sure that each parent wishes he or she would have done more and, in some cases, had a chance to do some things over. It would be easy to have a sense of panic at a time like that, but I didn't. The reason I didn't is because Danny knows he will always have two people he can talk to if he ever finds himself facing a situation he can't handle. I owe at least part of the credit for that to the Toastmasters training I have received--especially the training in listening. Solid and healthy communication with our children, spouse, relatives and friends is also the foundation upon which lasting and meaningful relationships are built. Toastmasters training helps build those foundations.

TM: As president, you will be visiting many districts this year. What do you hope to accomplish through these visits?

DUNN: There are three key areas on which I plan to focus during these

visits.

First, by working with the news media and through visits with company representatives and community leaders I hope to raise their level of awareness as to the value, benefits and success of the Toastmasters program and what it can do for them.

Second, through educational seminars, talks and informal conversations at district conferences, I will focus on the excellent materials and many personal development opportunities available to all members and encourage them to take advantage of the opportunities.

Third, I see these visits as an opportunity to listen to club officers and individual Toastmasters. I will be especially interested in knowing how well the material and training programs are meeting their needs. In addition, I am always interested in ideas and suggestions for improving our organization, especially those that relate to serving the club and the individual members.

TM: What is the main message you will attempt to get across when you are visiting companies or community groups?

DUNN: The main message that I will attempt to get across to all groups is that the need for effective communication skills is universal. It's not a question of finding out which company, agency or group might benefit from our program. It's a matter of being able to identify the specific communication and leadership needs of each group and explaining how our program can satisfy those needs.

TM: What do you believe are the responsibilities of each member of our organization to his or her club?

DUNN: I view the relationship between the individual members and the club in the same manner that I view the relationship between a college student and the educational institution that he or she attends. There is a truism in education--you get out of it what you put into it. A student who pays tuition then sits back and expects "to be educated" may eventually end up with a degree but certainly won't receive much of an education.

Just as a professor has an obligation to create a learning environment and provide each student with the means and opportunity for maximum learning, the club officers have the same responsibility to each of their members. College students will not attend classes if the course is boring, disorganized, irrelevant or lacks substance. Neither will Toastmasters continue to attend club meetings with the same characteristics.

This is the misconception we need to change. We must make our members aware of the true purpose of Toastmasters as envisioned by Dr. Smedley--a program which encourages each member to master the basic communication skills outlined in the Communication and Leadership manual and then progress to the Advanced Manuals where the real power and potential of Toastmasters becomes evident.

Much of this effort will simply involve utilizing programs and materials already available. A number of excellent materials have been developed by the Board and World Headquarters just this past year. Three examples that come to mind are the New Member Orientation Kit and the *Gestures: Your Body Speaks* and *Your Speaking Voice* manuals. They are all excellent. Every club should have a supply on hand and should also make each an integral part of their club programming activities.


TM: What do you consider to be the greatest challenge facing Toastmasters International?

DUNN: The greatest challenge we face

is getting each member to be aware of Toastmasters. Each member must see this organization as being much more than just a program to develop communication and leadership skills and to overcome their nervousness in public speaking.

Our founder, Ralph Smedley, must have had this concern in mind when he suggested in *Personally Speaking* that learning the basic communication skills and not seeing the opportunities which lie beyond is similar to teaching a child the ABCs and never teaching him to read or write.

Toastmasters International has the materials and the programs to not only help members learn the ABCs of communication and leadership, but also to experience personal growth far beyond the development of these basic skills.

All of the Toastmasters I mentioned earlier who progressed to their respective levels of achievement understood this concept. Their success came largely from their perceptions of what the program could do for them, and they simply took advantage of those opportunities--the same opportunities that are available to us all. 

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Toastmasters' Accredited Speaker Program is now accepting applications for 1984.

Toastmasters' Accredited Speaker Program is now accepting applications for 1984.

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You Can Make Them Laugh!

Humor is how you say it, not just what you say! Trying to learn how to say it by reading joke books is like trying to learn how to fly by reading travel brochures. Here's a sample of a joke I found in a joke book:

"A politician is someone who can talk for 2 hours on anything, and 4 hours if he knows what he's talking about."

When I first read this joke, I chuckled. I put it on an index card and labeled it "Talkers". That's the theme of the joke, the politician is the subject and one good example of a talker. While preparing for a Toastmaster District Conference talk, I started looking through my file and pulled out the joke. I could have easily substituted "Toastmaster" for "Politician," but knowing a few basic principles of humor, I rewrote the joke. Here is how the joke was told,

"I joined Toastmasters four years ago and one of the members in my club is Kermit Ekegren (the current district governor). Kermit lives right by my house and we often ride together to meetings. One morning I asked him, 'What's that ATM and DTM?' He says, 'Well

an ATM is an Able Toastmaster. An ATM can speak for two hours on anything.' I asked, 'What's a DTM?' 'That's a Distinguished Toastmaster, they can speak for four hours on anything — and not even know what they're talking about.' (Laughter)

Humor is first **what you say**, but more importantly, it is **how you say it**. The key to making this joke a winner is using a principle of humor called "Building The Tension." The tension in this joke is built through believability and personalizing the joke. But more importantly, let's look at how you say it. In this joke the key is to stretch out the words "**two hours (pause) on anything**" and then "**four hours on anything (long pause) and not even know (slow down pace, raise volume) what they're talking about.**"

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The Hostile Business Meeting

by Russell Kelly

Have you ever left a meeting wondering just what went wrong? The participants seemed to select you as the target of their hostilities and criticism. Your senses were dulled, your mind was left reeling, and your whole body was tense, ready to recoil at the slightest additional provocation.

Sound familiar?

For many of us, a considerable percentage of our work day is consumed in meetings. You have probably experienced the "hostile" meeting, possibly more frequently than you care to think about. If you are the chosen recipient in such a meeting, you suffer damage to your credibility and your effectiveness is reduced. These meetings cast self-doubt on your abilities. Besides being ego-shattering, they are damaging to your career and harmful to your physical health.

How does such a meeting come about? Contrary to current theory on the subject, these meetings are not caused by, or even very much under the control of the meeting leader. The problem is caused by you, the meeting participant! Many articles have been written about the proper role of the meeting leader, how he or she should keep the meeting on track and limit discussion to the subject at hand. But when is the last time you have read or heard discussed the responsibilities of meeting participants? Possibly never.

By way of illustration, let me recount for you my recent experience in a hostile meeting where I seemed to be the target and cause of all unfortunate events, past and present. This particular meeting caused me to re-examine my function as a participant and to analyze what went wrong.

The meeting was called by my immediate superior to discuss a problem



WHAT ONE PERSON LEARNED FROM A MEETING THAT WENT WRONG.

with which I should have been familiar, but was not. The meeting conflicted with my schedule, so I was late. That, in turn, is probably why I was not as presentable as I normally am. My collar was unbuttoned, tie askew, sleeves rolled up. I call this my busy executive look. Being late also accounted for my forgetting note pad and pens. Tardiness is also why I had to take the only seat offered, in a not especially gracious manner, I might add.

During the meeting my secretary interrupted for an "urgent matter" requiring my attention. This must have impressed everyone with my indispensability. And what else could I do in a discussion of a problem I knew nothing about, but be a very attentive listener, giving a knowing nod of my head to each profound statement offered? I tried to do this in concert with the leader's reactions, but I failed. I would nod my head affirmatively, only to look over and see my boss shaking his. So I would change

the nod to a shake, leaving everyone guessing if this was a positive reaction, a negative reaction, or a display of bewilderment.

The meeting was a complete and unabridged disaster for me. I irritated the other persons present and my abilities came into question. My credibility and effectiveness were diminished and decisions were reached that were not to my advantage. Apparently I did get some sympathy. After the meeting a wise associate recommended a crackerjack chiropractor who could quickly ease the pain in my neck.

If you have ever had a meeting like this one, then you probably sympathize with my predicament. And you can understand why I was so anxious to discover what went wrong. I do not want to repeat this experience regardless of its educational value. Let's review that eventful meeting point by point and identify the fatal mistakes I should have avoided.

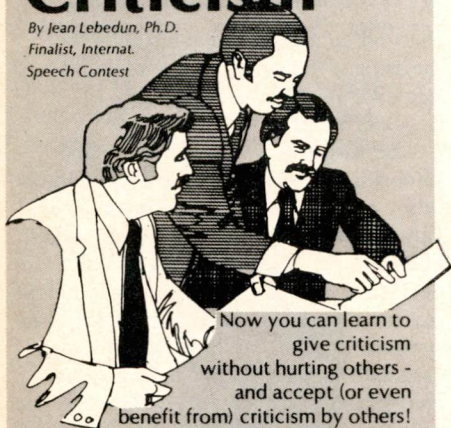
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Defuse the Issue

The first obvious problem is that my immediate superior called the meeting. Remember that any meeting called by your superior to discuss problems has the potential for disaster. How do you handle such a situation? Very simply. When informed of the meeting, take the time to obtain the boss' perception and opinion of the problem. Also determine the source of information (or misinformation) so that you can investigate the problem yourself. Arm yourself with all the facts as your boss understands the facts.

But most importantly, defuse the issue in advance. Have your own fact-finding, solution-oriented meeting before the problem gets out of hand. Decide in advance the solution you want reached and prepare your position so as to best persuade the meeting participants. Once a decision is reached and you walk out the meeting room door, there is little

wasn't managing events, and no wonder there are problems!

Avoid this negative image by being better groomed and dressed than all other participants. Wear a coat, make sure your sleeves are rolled down and buttoned, tie straight, hair combed, shoes properly shined or skirt straight. These are simply good rules at all times, but especially so during meetings. If you have a professional appearance and bearing, people will listen to your ideas.

Fatal mistake number four is that I had to take the only available seat. That's because I was late. Seating arrangement is critical to the presentation of your ideas. You must arrive early enough to claim the best seat in the house. This is generally the seat opposite the meeting leader. Other good positions are immediately to the right or left of the meeting leader.

Never sit where visual contact with

LISTENING IS IMPORTANT, BUT NOT TO THE EXCLUSION OF CONTRIBUTING YOUR OWN IDEAS. GENTLE PERSUASION SHOULD BE THE GOAL OF EVERY MEETING.

opportunity for reversing that decision.

Once you've determined what course of action and decisions you want reached in the meeting, discuss your position in advance with others and get their support. Make sure they attend the meeting. You'll have other voices to add to the weight of your solution.

The next error is that I was late. Never be late to a meeting. It is aggravating to the other participants and immediately causes a negative or hostile attitude. Lateness creates the impression that the meeting and its participants are not important to you. Being late is carelessness, being early is crucial planning strategy. You should arrive 15 minutes early so you can claim your seat and prepare your thoughts. Organize your materials and create a positive, friendly atmosphere by greeting later arrivals.

My third major mistake was my appearance. My sleeves were rolled up, tie askew, and collar unbuttoned. Instead of creating a positive image (the busy executive look), my appearance told others that my time was not very well planned, and that I'm a worker instead of a manager. The others probably thought I

the leader is lost, or where you have to struggle for visibility with the meeting participants. It is difficult, if not impossible, to make your point effective if you are simply a voice somewhere in the room. Command their attention by your placement in the room. Also, never sit next to your boss. Questions directed to you will usually be responded to by your boss and you will have little opportunity to say anything.

The next error in that fatal chain of events is that I forgot my note pad and pen. When that happens you either don't take any notes or you interrupt the meeting to borrow the necessary paper and pencils. In either case, it shows your lack of organization. Avoid this by planning and preparing for the meeting. Arrange your own notes concerning facts and points you wish to make for quick reference during the meeting. Have plenty of copies of materials you wish to hand out. Demonstrate the importance you've attached to the meeting by your planning and preparation for it.

Never Interrupt

I blindly continued to demonstrate blissful ignorance of meeting participant

stabilities with fatal error number halfway through the meeting my very interrupted for an urgent requiring my attention. At the, welcomed the diversion since were obviously not going my (y ego needed a boost by a demonstration of my indispens- -I finally was needed! d not realize this is one of the serious mistakes of a meeting. options aggravate those attending. you ever sat in a meeting where ne is constantly being called to answer telephone calls or ct other business? Do you ober your reactions? You were bly irritated, and maybe the point ere trying to make was lost. Any ected events in a meeting allow to take over and to focus the ion on their comments and ons.

**HARRIED LOOK
KILLS OTHERS YOUR
ME IS NOT VERY
WELL PLANNED.**

When this happens mention that the interruptions are reducing the effectiveness of the meeting and will result in the meeting going on longer than necessary. You will have most of the attendees in agreement with you. But be subtle and constructive in your comments. And remember, interruptions can be avoided simply not allowing any. Close the doors. Have the secretary take all emergencies that may arise during the meeting. The final fatal mistake of the speaker is that I was the attentive listener. Attentive listening is important, not to the exclusion of contributing your own ideas. Gentle persuasion should be the goal of every meeting, so be prepared. Present your ideas and solutions in a positive, constructive way, avoiding direct criticism of others' opinions. The purpose of the meeting is not to point fingers, but to find solutions. It is easy to not only offer solutions, but to present ways of preventing the problem from happening in without being critical. Your willingness to point the finger when opportunity is there will be appreciated and remembered. But criticism that is levelled to divert

blame and appoint responsibility will be remembered even longer. Plant the seeds for your next successful meeting by earning the respect of your associates.

More Rules

As we can easily see in retrospect, there were seven major, fatal flaws. Any single one of these can guarantee a meeting doomed to failure. But there were other avoidable but less serious mistakes. Let's examine some of them, and write a few "Rules of Meetings."

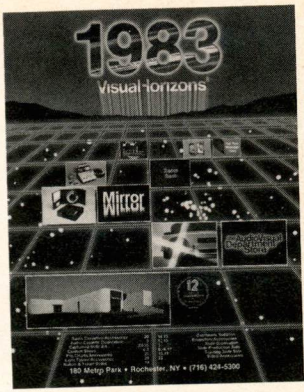
Good posture and bearing are important. Sit upright, keep your feet on the floor, and don't slouch. Poor posture is unprofessional and creates a negative image. When was the last time you observed a judge, doctor, minister or lawyer slouching while performing his or her job? What about the chief executive of your company? Does he or she make it a point to slouch, or do you observe a command of posture and bearing?

Do not be bashful in meetings. Speak up so others can hear you. Don't mumble. Maintain eye contact. Most of us think there is something inherently sneaky about business associates who can't look you in the eye when they are making a statement! Be positive and constructive in your comments--it's productive. Undue criticism of people is counterproductive. And show consideration to others. It will be appreciated. Your job is to win friends in the meeting, so don't smoke even though others may. I myself smoke, but I know that in any meeting there will be others who can't work well in a smoke-filled room, and may even find it medically harmful.

Do not be overly defensive of your actions or position. If you are criticized, take it positively and learn from it. But don't let inaccurate statements go unchallenged. Correct any misunderstanding and support your statements with facts. If a statement is an opinion, label it as such. Meetings are not card games. You may successfully get away with an occasional bluff, but sooner or later it is certain to be called. Then your credibility is seriously damaged.

Be illustrative when expressing your ideas. For example, the statement "Cost is \$500,000 and that's a lot of money" is dry and self-apparent. Everyone knows one-half million dollars is a lot of money, even in the largest corporations. Spice it up and put the statement in terms everyone understands. Say, "The cost is \$500,000, and it will reduce your bonus plan payment by \$50." Even better if the meeting is attended by members of the board of directors: "And it will reduce

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profits by 15 cents a share." State the obvious in terms the audience will understand.

In many ways it was fortunate that I had the opportunity to learn such a valuable lesson. But experience and learning are usually costly. I am reminded of the husband with a wife who keeps buying new clothes because they are on sale at tremendous savings. He simply cannot afford to save any more money. Like that husband, I cannot afford many more learning experiences as costly as this one. You also can learn from this critical meeting evaluation. If you practice the principles and rules of effective meeting planning, and if you hide this article from your boss, you also can emerge a "winner" of each meeting you attend.



Russell Kelly is a member of Greenville Toastmasters Club 964-58 in Greenville, South Carolina. He is manager of MIS for Steel Heddle and has had articles published

in several magazines.

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Tips For More Preci

CATCHING COMMON SPEECH ERRORS.

“**W**hat do you see?” the teacher asked a childhood education class, as she displayed a large, white poster board—unadorned except for a small black dot in the center.

Without exception, the class answered, “A black dot.”

No one saw the white background. This “black dot” principle also applies to people. How many of us ignore people’s good points and focus on their faults?

This illustration reminded me of an experience I had after I’d moderated a panel discussion. The audience responded positively, except for one woman, who approached me after the meeting.

“Did you know,” she asked, “that everyone on the panel said, ‘someone, that,’ instead of ‘someone, who?’”

She was up on her antecedents, and I was down on her for a few moments.

It was a good learning experience, however. Now I usually catch myself before I call a person *that* instead of *who* or *whom*.

The other day I came across a list of common errors in newspaper writing, compiled by the Associated Press Writing and Editing Committee, and saw many of the errors of word usage and grammar that might slip through the lips of a speaker just as easily as they slip through a typewriter. By remembering some of them, you’ll have less chance of being pounced on by some know-it-all listener after your talks.

Similar Sounding Words

Some of the hardest rules to remember are the ones in which two words are very much alike. Some are so similar in sound that a listener might not know a mistake had been made without looking at the speaker’s notes:

•*Afterward, afterwards.* Use *afterward*. The dictionary allows the use of *afterwards* only as a second form. The same thinking applies to *toward* and *towards*. Use *toward*.

•*Allude, elude.* You *allude* to (or mention) a book. You *elude* (or escape) a pursuer.

•*Averse, adverse.* If you don’t like something, you are *averse* (or opposed) to it. *Adverse* is an adjective. *Adverse* (bad) weather, *adverse* conditions.

•*Compose, comprise.* Remember that the parts *compose* the whole and the whole is *comprised* of the parts. You *compose* things by putting them together. Once the parts are put together, the object *comprises* or is *comprised* of the parts.

•*Either, each.* *Either* means one or the other, not both.

Wrong: There were lions on *either* side of the door.

Right: There were lions on *each* side of the door.

•*Lay, Lie.* *Lay* is the action word; *lie* is

PARTS COMPOSE THE WHOLE, AND THE WHOLE IS COMPRISED OF THE PARTS.

the state of being.

Wrong: The body will *lay* in state until Wednesday.

Right: The body will *lie* in state until Wednesday.

However, the past tense of *lie* is *lay*.

Wrong: The body *laid* in state from Tuesday until Wednesday.

The past participle and the plain past tense of *lay* is *laid*.

The past participle of *lie* is *lain*.

Right: He *laid* the pencil on the pad.

Right: He had *laid* the pencil on the pad.

Right: The hen *laid* an egg.

•*Mean, average, median.* Use *mean* as synonymous with *average*. The two words refer to the sum of all components divided by the number of components. *Median* is the number that has as many components above it as below it.

•*Pretense, pretext.* They’re different, but it’s a tough distinction. A *pretense* is that which is put forward to conceal a truth:

He was discharged for tardiness, but this was only a *pretense* for general

incompetence.

A *pretense* is a ‘false show’; a more overt act intended to conceal personal feelings:

My profuse compliments were all *pretense*.

•*Reluctant, reticent.* If he doesn’t want to act, he is *reluctant*. If he doesn’t want to speak, he is *reticent*.

•*Who, whom.* A tough one, but generally you’re safe to use *whom* to refer to someone who has been the object of an action. *Who* is the word when the somebody has been the actor:

A 19-year-old woman, to *whom* the room was rented, left the window open.

A 19-year-old woman, *who* rented the room, left the window open.

Different Meanings

Next come the words or phrases that are often used interchangeably, but shouldn’t be:

•*Due to, owing to, because of.* We prefer the last.

Wrong: The game was canceled *due to* rain.

Stilted: *Owing to* rain, the game was canceled.

Right: The game was canceled *because of* rain.

•*Ecology, environment.* They are not synonymous. *Ecology* is the study of the relationship between organisms and the *environment*.

Right: The laboratory is studying the *ecology* of man and the desert.

Right: There is much interest in animal *ecology* these days.

Wrong: Even so simple an undertaking as maintaining a lawn affects *ecology*.

•*Imply and infer.* The speaker *implies*. The hearer *infers*.

•*Leave, let. Leave alone* means to depart from or cause to be insolitude. *Let alone* means to be undisturbed.

Wrong: The man had pulled a gun on her, but Mr. Jones intervened and talked him into *leaving her alone*.

Right: The man had pulled a gun on her, but Mr. Jones intervened and talked him into *letting her alone*.

Less, fewer. If you can separate items in the quantities being compared, use

Language Use

by Ruth Eddington

If not, use *less*.

Wrong: The Rams are inferior to the Kings because they have *less* good men.

Right: The Rams are inferior to the Kings because they have *fewer* good men.

Right: The Rams are inferior to the Kings because they have *less* experience.

•*Like, as.* Don't use *like* for *as* or *as if*. Use *like* for general use *like* to compare with nouns and pronouns; use *as* when comparing phrases and clauses that contain a

Wrong: Jim blocks the linebacker *as* he should.

Right: Jim blocks the linebacker *as* he should.

Right: Jim blocks *like* a pro.

•*Over, more than.* They aren't interchangeable. *Over* refers to spatial relationships: The plane flew *over* the city. *More* than is used with figures: In the crowd were *more than* 1,000 fans.

•*That, which.* *That* tends to restrict the thought and direct it the way you want it to go; *which* is non-restrictive, introducing a bit of subsidiary information.

For instance: The lawnmower *that* is in the garage needs sharpening. (Meaning: We have more than one lawnmower.)

The one in the garage needs sharpening.) The lawnmower, *which* is in the garage, needs sharpening. (Meaning: Our lawnmower needs sharpening. It's in the garage.)

Then there are the words you just don't use together:

•*First annual.* Don't use *annual* with *first*. If it's the first time, it can't be *annual*.

•*Funeral service.* A redundant expression. A funeral is a service.

•*Head up.* People don't *head up* committees. They *head* them.

Here are some more redundancies to avoid:

•*Easter Sunday.* Make it *Easter*.

•*Incumbent Congressman.* Use *Congressman*.

•*Owens his own home.* *Owens his home*.

•*The company will close down.* The company *will close*.

•*Jones, Smith, Johnson and Reid were*

all convicted. Jones, Smith, Johnson and Reid *were convicted*.

•*Jewish rabbi.* Just *rabbi*.

•*8 p.m. tonight.* All you need is *8 tonight* or *8 p.m. today*.

•*During the winter months.* During the *winter*.

•*Both Reid and Jones were denied pardons.* *Reid and Jones were denied pardons*.

•*I am currently tired.* I *am tired*.

•*Autopsy to determine the cause of death.* Make it *autopsy*.

IF YOU DON'T LIKE SOMETHING, YOU ARE AVERSE TO IT, NOT ADVERSE TO IT

Other Rules

Some rules don't fit into any of the foregoing categories:

•*Demolish, destroy.* They mean to do away with *completely*. You can't partially demolish or destroy something, nor is there any need to say *totally* destroyed.

•*Different from.* Things and people are different *from* each other. Don't say that they are different *than* each other.

•*Drown.* Don't say someone *was drowned* unless an assailant held the victim's head under water. Just say the victim *drowned*.

•*In advance or prior to.* Use *before*; it sounds more natural.

•*Refute.* The word connotes success in argument and almost always implies a judgment.

Wrong: Father Murphy *refuted* the argument of the proabortion faction.

Right: Father Murphy *responded to* (or *disputed*) the argument of the proabortion faction.

•*Restaurateur.* It's not *restauranteur*.

•*Temperatures.* They may get higher or lower, but they don't get warmer or cooler.

•*Under way, not underway.* But don't

say something got under way. Say it *started* or *began*.

•*Unique.* Something that is unique is the only of its kind. It can't be very unique or quite unique or somewhat unique. Don't use it unless you really mean unique.

•*Would.* Be careful about using *would* when constructing a conditional past tense.

Wrong: If Soderholm *would not have had* an injured foot, Thompson wouldn't have been in the lineup.

Right: If Soderholm *had not had* an injured foot, Thompson wouldn't have been in the lineup.

Some closing suggestions:

•*Parallel construction.* Thoughts in series in the same sentence require parallel construction.

Wrong: The union delivered demands for an increase of 10 percent in wages and to cut the work week to 30 hours.

Right: The union delivered demands for an increase of 10 percent in wages and for a *reduction* in the work week to 30 hours.

•*Slang.* Don't try "with-it" slang. Usually a term is on the way out by the time you get around to using it.

The committee that compiled this list noted that there's plenty of room for quibbling about it. "You may not agree with all the rulings. If you don't, feel free to take those tips you like and change those you don't like," the report stated.

For more enlightenment on words, read *Watch Your Language* (Atheneum, N.Y., 1976) or *Miss Thistlebottom's Hobgoblins* (Farrar, Straus and Giroux, 1971) by Theodore M. Bernstein, editorial director of The New York Times Book Division. For the story behind idioms, refer to *Listening to America* (Simon & Schuster, New York, 1982) by Stuart Berg Flexner, editor and chief of the dictionary department of Random House. ♣

Ruth Eddington is an award-winning Southern California writer and publicist. Her work has appeared in numerous publications.

1982-83 INTERNATIONAL

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HOW TO...

by Sharon Lippincott

"Congratulations, Jerry. You have achieved a major milestone in your Toastmasters career, reaching a goal which takes persistence, patience and practice. It is with great pleasure that I award you this document certifying that you are a COMPETENT TOASTMASTER!"

Jack, the educational vice president, shook Jerry's hand and both returned to their seats. Jerry had come a long way in the 17 months since he joined the club. He had progressed from a stammering, nervous and rambling speaker to a well-organized, interesting and much smoother one, capable of holding an audience's attention. He had become one of the most enthusiastic members of the club. Jack was pleased as he contemplated this progress. There was still plenty of room for improvement, but that would come with more time and speeches in the advanced manuals.

No one paid much attention when Jerry missed his next slot on the speaking roster. He had quietly arranged for someone else to cover for him, explaining that he had an important meeting with a client that morning. For the next several weeks he continued to attend, but began leaving immediately after the meetings. He was especially missed by the small group who usually stayed a few minutes for "Post Toasties." "Things are really hitting the fan at work," was his casual reply when questioned about his distancing.

Within three months, after one more speech, which was far less polished than the club had come to expect from him, Jerry had asked to be put on inactive status, "temporarily," of course. He paid his dues for another half year, then dropped his membership.

What happened to turn this actively involved, enthusiastic, growing member around so rapidly? Perhaps he really was busier at work, but in the past Toastmasters had always been top priority with him. He had steadfastly refused to schedule anything else in that time slot. Suddenly his priorities had changed.

Different Reasons

Members leave Toastmasters with almost as much regularity as they join. Some leave within weeks after joining, and others only after a dozen or more

years of active membership. But perhaps the most common time of departure closely follows completion of the basic manual.

Members reaching this milestone are highly vulnerable to a phenomenon which could be called the CTM Slump. It strikes without warning about the time of the first speech as a Competent Toastmaster. Symptoms vary, but usually include considerable anxiety, sometimes far greater than that which was experienced with the first few speeches.

One member, who had possessed a considerable degree of polish and self-confidence when she first joined, became almost incoherent for a couple of speeches. Later she explained that she "finally realized how little I really knew about speaking and how much more I had to learn." She described this revelation as both humbling and terrifying. "I felt like I was finally ready to *begin* learning how to speak, but it seemed like others expected so much from me. I wouldn't speak outside the club for over three months."

Fortunately, most cases are much milder and less traumatic for the individual. These members find they suddenly have greater difficulty thinking of speech topics or simply feel bogged down. "The thought of starting over on a whole new series of 15 more speeches seemed absolutely overwhelming!" stated another member. He too had worked hard for months to reach a goal, only to find the journey had just begun.

The temptation to let down for a while is great. "I'll just slide for a couple of weeks here..." is a very common attitude, and a dangerous one. Active participation is a habit, and avoiding it weakens its strength with unexpected speed. If the above speakers had taken time out, they surely would have dropped their membership. They did weather the storm, because it was important to them

CTM

to continue to improve their speaking skills. However, other members reaching this milestone, perhaps subconsciously, they have become as competent as needed to be at this point. The difference lies in goals.

Being Forewarned

CTM slump is a perfectly normal reaction to having reached an eagerly anticipated goal. It provides space to step back and reevaluate before beginning the next assault on the next goal. In this reaction it can be valuable. If it isn't understood or expected, it can cause more anxiety than necessary and completely demoralize a person. Prevention is not as desirable as understanding and support. If a member knows these feelings are likely to occur, they pose much less threat. In fact, recognizing them can almost be seen as a challenge.

Being forewarned can help the individual member determine to ride out the slump, to jump in and begin the advanced program right away, or to continue speaking even though perfectly serviceable knees have suddenly turned to quivering jelly, and a previously dependable member is suddenly cracking mysteriously.

Maintaining a good mixture of members of all levels of accomplishment is important to the vitality of a club. Newer members benefit from the success and example of the older ones. They turn to find the leadership they can learn from and find it rewarding. They benefit from reminding


Slump

of how far they have come, and they continue to challenge each other. So it is to the benefit of all for the club to help in bridging this gap.

The educational vice president can take the responsibility of immediately sending the report page to World Headquarters, ensuring speedy receipt of the Advanced Communication and Leadership manuals. He or she can also schedule the new CTM to speak again without delay and work with the person in setting some new Toastmasters goals. All the members can be encouraging, but those who have weathered this storm can be the most help as they share their own battle stories.

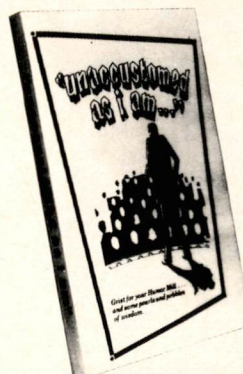
Another highly important source of support for the member in this slump, as well as for all advanced members, is to make certain evaluations continue to give direction for improvement. In clubs with many relatively new members and few senior ones, the difficulty of getting a genuinely useful evaluation can be great. As the level of competence increases, it becomes increasingly difficult for a novice to find suggestions for improvement, yet these suggestions are critical. Without them members are either lulled into a false

sense of security or dissatisfied. In either case, they are potential dropouts.

So let's confront the CTM Slump with support, honest and constructive evaluations, and renewed goals. Then perhaps as we, like Binckley in the BLOOM's COUNTY comic strip, begin to let this monster out of the closet of our anxieties and make its acquaintance, we will find it is not so fearsome after all. Perhaps with increased understanding, our member retention rate will soar, our clubs will thrive, and our overall level of speaking will increase still further. 

Sharon Lippincott holds a master of science degree in psychology. She is an author and lecturer specializing in personal and professional development topics such as goal setting and communications, and a member of Sage 'n Sun Club 1208-9 in Kennewick, Washington.

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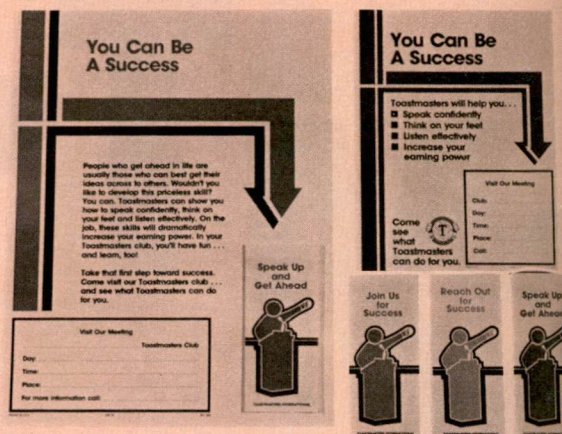
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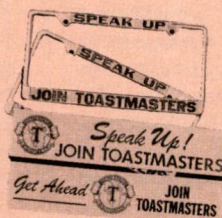
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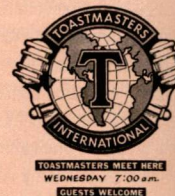
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LEADER'S AREN'T BORN KNOWING
HOW TO LEAD. THEY ARE TAUGHT.

Teaching Other People To Lead

by Ginny McReynolds

Jack Stevenson is about to be promoted to a management position in his company. He has been with the firm for six years, knows the ins and outs of the operation, and has some excellent ideas for the future. What he doesn't know are the basics of good management.

Every day personnel directors and management are faced with problems like Jack Stevenson. They have the difficult task of teaching and training people who are probably experts in a particular field, but know little about being leaders.

Self-examination

Teaching people to lead, and training them to be better managers, can be difficult and definitely requires sensitivity. But it is not impossible. Most leaders are not born leaders. They need someone to show them the fundamentals of leadership. Usually people learn to lead by modeling their leadership style after someone else. Consequently, before beginning a training program, a good trainer needs to check his own leadership style. After this self-examination, take a close look at the whole leadership picture.

By looking at six basic areas, trainers can communicate the essential facts of good management, and they can do it in an inspiring, respectful manner. These areas can be reduced to an easy-to-remember list: who, what, where, when, why and how.

- Who am I teaching to lead?
- What basic skills am I going to teach them?
- Where will I conduct the training so it will really be effective?
- When will I conduct the training so it will really be effective?
- Why are these people being trained?
- How should I go about teaching them?

Asking these questions ahead of time will make the task of teaching people to lead much easier. Let's take a closer look:

Who

There are several things to consider

about the people you are training. Basically, you should be aware of any special needs they may have and how you can meet those needs. If you can think ahead of time about the individual situations of the people you are talking to and how good management skills fit those particular situations, your job will be simpler. During your training sessions, use examples that apply specifically to the people you are training. This will help them understand the material more quickly.

Next, an important part of the "who" aspect of teaching leadership is to make

PROBLEMS LEAD TO BETTER SOLUTIONS AND SHOULD NOT BE AVOIDED.

sure your trainees are ready to lead. In other words, they should be prepared not only to take on the glories of leadership, but the responsibilities as well.

This may sound somewhat simple, but many people think it would be great to be "the boss," without being fully prepared for the hardships and the responsibility.

Unfortunately, as the trainer, you probably will have little background information on your individual trainees. Your plans, then, should be grounded in the ever-present problems such as teamwork, cooperation, productivity and efficiency.

What

The "what" is really the gist of the leadership training program. These are the basics. The "what" consists of the essential parts of good management. As

the trainer it is your responsibility to show the management trainees what the components of management are and how these components work together.

Present these in a logical fashion. There are five primary areas in good management. Experts could probably go on forever with variations and additions to this list, but the vital elements are limited to five:

•**The manager.** This is where we start. Make it clear to your would-be managers that having the authority to make certain decisions and actually exhibiting the power are two different things. You have real power if people believe in you and trust you. Remind them it is important to lead by example and that different goals require different leadership styles.

Finally, the most important thing is to ACT. An effective manager does more than talk.

•**The goal.** What do these managers want and how can they get to it? Usually it requires a good, strong staff, but that is the next element we'll look at.

Organization and efficiency are vital if the leader is going to reach his goal. The manager or leader needs to know what he or she can do and what is needed from others. Close attention must also be paid to priorities and checkpoints along the way. Primarily, the manager must remain focused on the goal and the process, but also must be flexible if the situation calls for it.

•**The staff.** The most important element in good leadership is the staff you lead. Get to know these people. Find out what employees actually do best (even if it is different from the job descriptions) and use each in that capacity. Management trainers should stress the importance of knowing a staff, how it works best and what should be delegated to whom.

As Edward Schleh says in *The Management Tactician*, "Good management tactics are people-oriented. They should encourage people to use all their energies in the best direction of the

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institutions."

•**The team atmosphere.** Besides knowing the staff, the manager must know how to work with them. Group cohesiveness is essential to a well-functioning team. A good manager makes each staff member feel part of the whole process. She motivates and inspires the staff, listens closely, and gives and receives feedback freely.

•**The problems.** The final ingredient in a well-led group or office is problems. Management trainees should know that problems lead to better solutions and should not be avoided. Good managers learn from problems, solve them or deal with them where and when they begin, and take them as an inevitable part of any operation.

An effective management training program is designed around these five points, and on the way in which the trainer gets these five points across.

Where

Though you could conduct your leadership training session anywhere, your audience may respond more favorably in certain settings than in others. Obviously a comfortable, relaxed setting is good, but it might also help if it isn't too comfortable. A situation where there will be no interruptions is also good. Often the best place to teach people how to lead is in the place or places where they will be leading. If you are training people who will be managing in the field, conduct your session in the field, incorporating any potential benefits or problems your trainees may experience.

Management consultant Leigh Stephens says her trainees are much more relaxed, creative and receptive when training sessions are held in their offices rather than in a classroom.

Ideally, the training process should occur before the actual transition occurs. This gives the new leader time to consider what was said and implement his or her own ideas. It also prepares him for the transition itself, which can be almost as difficult as the job he is going into.

Often, however, decisions about promotions are made on the spur of the moment, leaving little time for training a new manager.

When

Whenever the training takes place, the trainer should keep the "when" in mind. In other words, is the person already functioning in the new position? If not, concentrate your training on the specific tasks he has already experienced, making the training more practical. If it is before the transition, plan your training accordingly.

An important part of management training should be planned for after

manager has started his new job. "It is absolutely critical," Schleh says, "that whoever trains follows up afterward to help (the manager) over the tough spots in application, to correct any misinterpretations or misunderstandings that he may have had. And they almost always occur."

Keeping the "why" in mind is essential for a management trainer. Why are these people here to be trained?

Again, this is somewhat of an audience analysis question, but one that keeps the trainer or teacher focused on his or her purpose. Usually the answer is two-fold:

The participants are seeking information and techniques for efficient problem solving. If things go well, the trainees may also receive inspiration. Your job as

trainer is to give them the basic facts about good management and to do it in a way that will enable them to be strong, responsible and flexible leaders.

Remember, as A.G. Strickland stresses in *How to Get Action*, that the trainer is a guide to the basics. "The manager who fails does so not from lack of

knowledge but from lack of action—a lack of the right kind of action at the right time." Your job is to show him what is right.

How

This is the last question to examine, but often the most important for the trainer. "How" you approach the management trainees can make the difference between success and failure. First, teach them to lead by example and behavior, not just words.

Keeping in mind that these are usually people who have "paid their

REMAIN FOCUSED ON THE GOAL AND THE PROCESS, BUT BE FLEXIBLE.


dues" to get where they are, training must be organized and goal-oriented. Additionally, any good training program includes input from the trainees. Their own experiences with management in this, or any other firm, has probably taught them a great deal about good and bad leadership techniques and about their own management style.

Throughout your training session

check yourself and your instructions to make sure you are communicating clearly. Strickland suggest you ask yourself these questions:

- Am I considering the other fellow's understanding, not my own?
- Do the words mean the same to him as they do to me?
- Do they adequately describe my requirements?
- Is there any way in which they are ambiguous?

However you approach the task of teaching people to lead, and whatever information you cover, consider the who, what, where, when, why, how system before you put your program together.

This format serves as a good organization tool, it reminds you of all the areas that are necessary to cover and, most importantly, it keeps you focused on the people you are training and what they need from you. 

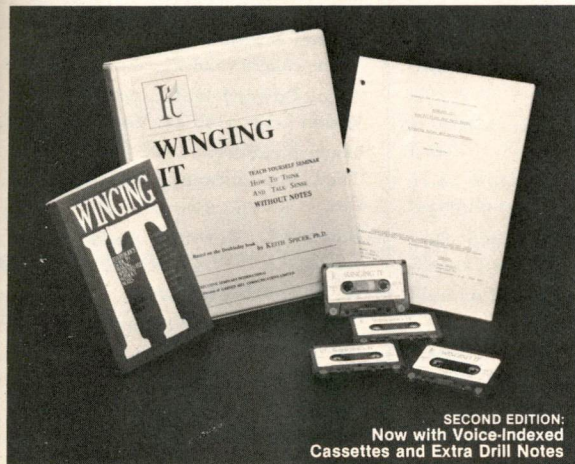


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Robert W. Franz
Burien Breakfast 2543-2, Burien, WA

Larry R. Christensen
Leading Knights 3666-2, Burien, WA

Ann Bjorgo
Leading Knights 3666-2, Burien, WA

Ernest W. Hughes
Paradise Valley 4770-3, Phoenix, AZ

George Studle
Positive Thinking 949-4, San Mateo, CA

Joseph F. Triano
Steinback 1939-4, Salinas, CA

Jon G. Elerath
Los Habladores 1952-4, Sunnyvale, CA

Wendall L. Anderson
Kaposia 330-6, St. Paul, MN

Arvin Rolfs
Pillsbury 1891-6, Minneapolis, MN

James C. Berg
Eye Openers 4106-6, Minneapolis, MN

Frances E. Mays-Kerns
Bootstrapper 2397-7, Salem, OR

Warren M. Knispel
Turnaround 2588-7, Seaside, OR

George L. Morley
Tuesday Night 394-11, South Bend, IN

George W. Rogers
Columbus 549-11, Columbus, IN

Roy J. France
River City 465-11, Newburgh, IN

Johnnye Beatrice Jordan Owens
Aliquippa 902-13, Aliquippa, PA

Samuel K. Simpson
Erie 2705-13, Erie, PA

John Charles Barrett
Gwinnett 833-14, Gwinnett County, GA

Billie W. Walters
FAA Southern Region 2275-14, Atlanta, GA

Robert Webster Bangs
Cobb-L-Stone YMCA 4903-14, Marietta, GA

Marilyn J. Longwill
Gilcrease 1384-16, Tulsa, OK

Erle Donaldson
Osage 1585-16, Bartlesville, OK

Harold C. Vosen
Miles City 239-17, Miles City, MT

Phillip J. Szudera
Sunrisers 2269-17, Billings, MT

John W. Kramer Jr.
SSA 2884-18, Baltimore, MD

Marilyn L. Padellford
Airport 380-19, Des Moines, IA

Alice Irene Flickinger
Blackhawk 444-19, Waterloo, IA

Frederic E. Laughlin
East Story County 504-19, Nevada, IA

Irene Porter
Scottish Rite 1817-19, Des Moines, IA

Robert M. Lind
Centerville 2190-19, Centerville, IA

Curt Medalen
Minot 636-20, Minot, ND

Douglas D. Anderson
Vancouver 59-21, Vancouver, B.C., Can

Sally Anne Fritz
Vancouver 59-21, Vancouver, B.C., Can

Margaret Trehearne
Princeton 925-21, Princeton, B.C., Can

William E. Aspden
Powell River 1363-21, Powell River, B.C., Can

Jim Botten
Vernon 1929-21, Vernon, B.C., Can

James Arthur Foord
Vernon 1929-21, Vernon, B.C., Can

Sharon Smith Swan
Telespeakers 2328-21, Vancouver, B.C., Can

Allan Edward Hall
Walter Gage 3169-21, Vancouver, B.C., Can

Mara Kruberg
The Communicators 4483-21, Victoria, B.C., Can

Edward C. Roworth
Kalamaka 4869-21, Vernon, B.C., Can

W. Maxwell Mathieson
Bien Dicho 696-23, Los Alamos, NM

Pat Koenig
Sandia 765-23, Albuquerque, NM

Patsy J. Elms
Carlsbad 1182-23, Carlsbad, NM

Mary Lou Dobbs
Early Bird 2534-23, Albuquerque, NM

George S. Gibson
Del Norte 3322-23, El Paso, TX

Lawrence A. Rolfs
Arkland MCS 4013-23, Albuquerque, NM

David M. Vavra
330 1756-24, York, NE

Wendell Dunsdon
Rousers 2202-24, Omaha, NE

Alta Otis
Rousers 2202-24, Omaha, NE

Blaise W. Evans
Energizers 3010-24, Omaha, NE

James D. Holcomb
Executive 1783-25, Dallas, TX

William D. Haas
AFES 2209-25, Dallas, TX

John L. Healy Jr.
Colorado Springs 555-25, Colorado Springs, CO

James S. Quick
Fort Collins 375-26, Fort Collins, CO

Erwin I. Selig
Colorado Springs 555-26, Colorado Springs, CO

Theodore Stephen Wunderlich
Gates Sunrisers 1120-26, Denver, CO

Ann L. Camy
Hi Nooners 3191-26, Golden, CO

Fred E. Wallner
Chatfield 3832-26, Littleton, CO

Arlene Rahm
Tiffin Area 951-28, Tiffin, OH

James M. Frusti
Motor City Speak Easy 1660-28, Plymouth, MI

L. Marguerite Parris
Great Lakes, ATM 2876-28, Monroe, OH

Joseph B. O'Shea
Homewood-Flossmoor 1451-30, Chicago Heights, IL

James W. McNitt
Alpine 1837-30, Lake Zurich, IL

Carl W. Miller
Talk Of The Town 4041-30, Waukegan, IL

George J. Hamper
EPA 4501-30, Chicago, IL

Michael Meshii
Deerbrook Park 4868-30, Deerfield, IL

George W. Gange Jr.
Ocean State 854-31, Warwick, RI

Paul R. Gerstenbluth
Ocean 854-31, Warwick, RI

Ted Verdone
Central 2277-31, Worcester, MA

William C. Boyd
Raytheon 2922-31, Wayland, MA

Joseph A. Brady
RCA Speechcrafters 4291-31, Burlington, MA

Richard W. Holder
Nellis 1712-33, Las Vegas, NV

Gerald G. Davidson
Daybreakers 3332-33, Westlake Village, CA

Robert D. Weber
Tuesday Mourners 4023-33, Las Vegas, NV

Malcolm Edwin McGray
Point Conception 4184-33, Lompoc, CA

Charles T. Ricksecker
Capital City 2953-35, Madison, WI

Wallace B. Oliver
Monument 898-36, Silver Spring, MD

Arthur S. Drea Jr.
George Washington University 1212-36, Washington, D.C.

J. Norbert Reiner
Knights of Columbus 1273-36, Arlington, VA

Edward M. Joyner
Challenger 1642-36, Arlington, VA

Tel Lawrence Charland
Pentaf 2014-36, Washington, D.C.

Donald C. Lewis
Helmsmen 2412-36, Arlington, VA

George H. Smith
Model Basin 3583-36, Washington, D.C.

Helen M. Morris
NRL Thomas Edison 3617-36, Washington, D.C.

Sandra D. Jansson Stice
Thomas Jefferson 3784-36, Woodbridge, VA

Linda Lee Cohen
Advanced Speakers 4036-36, Washington, D.C.

Roger W. Peak
Nova 4817-36, Annandale, VA

Robert M. Freeman
Gold Mine 241-37, Concord, NC

Katherine L. Stafford
Gold Mine 241-37, Concord, NC

Melvin Bryant Garner
High Point 582-37, High Point, NC

William R. Gorman
High Point 582-37, High Point, NC

Louis G. Boccetti
Kinston 962-37, Kinston, NC

Warren Harding Shinn
Mogul 1199-37, Charlotte, NC

Rama Dianne Mills
Queen City 1420-37, Charlotte, NC

William T. Graves
Friendly 3040-37, Greensboro, NC

M.L. Buchanan
Serendipity 3947-37, Concord, NC

Catherine Isabel Hilz
Mountaineer 4160-37, Asheville, NC

Horace Davis
Garner 4181-37, Garner, NC

Jesse J. Worley
Garner 4181-37, Garner, NC

Carl M. Valorie Sr.
United Engineers 2278-38, Philadelphia, PA

Walter W. Welton Jr.
Apolymon 1466-39, Sacramento, CA

Douglas A. Haff
Veterans Admin. NYRO 1606-46, New York, NY

Valentine Sanford
Northern Brookhaven 2413-46, Port Jefferson, NY

Peter F. Eisenstadter
Singer-Kearfott 2768-46, Wayne, NJ

Mary S. Ward
Sunrise 1134-47, Daytona Beach, FL

Richard G. Bashaw
Ft. Myers 1702-47, Fort Myers, FL

Marie I. Swingley
Tampa 1810-47, Tampa, FL

Richard E. Martino
Dunedin 2166-47, Dunedin, FL

Phillip A. Vogel
Lakeland 2262-47, Lakeland, FL

Lois Mills
Calliope 2812-47, Orlando, FL

Robert G. Young
Titusville 3018-47, Titusville, FL

Ned Wagnon
Edward H. White 3631-47, Cocoa Beach, FL

Phyllis Edamatsu
Jose Gasper 3668-47, Tampa, FL

James A. Hymer
Tennessee Valley 960-48, Huntsville, AL

Raymond T. Garlington Jr.
Montgomery 1334-48, Montgomery, AL

James C. Benkoczy
Wright Brothers 1564-48, Maxwell Air Force Base, AL

Glen M. Hillestad
Redstone 1932-48, Huntsville, AL

Marjorie Huguley Nieberlein
Mason-Dixon 2186-48, Huntsville, AL

Chuck Allen
Speak-Easy 3235-48, Huntsville, AL

Henry E. Hyche
State Farm 3513-48, Birmingham, AL

Sharon Hillestad
Hi-Noon 3963-48, Huntsville, AL

Carroll W. Puckett
Capitol 4258-48, Montgomery, AL

Therese Anne Godfrey
Kaneohe Bay 1805-49, Kailua, HI

Lawrence C. Phillips
Jewel City 29-52, Glendale, CA

William Austin Reason
RTD 1063-52, Los Angeles, CA

James C. Christiansen
Northeast 1878-52, Eagle Rock, CA

John F. Hoyt
CE 1333-53, Windsor, CT

Charles Donen
Norwalk 2785-53, Norwalk, CT

Ron Kaddy
Hamilton Standard 3037-53, Windsor Locks, CT

Arthur de Atienza
Bristol 3153-53, Bristol, CT

Davis E. Frederiksen
Aetna Life & Casualty 3610-53, Hartford, CT

Charles M. Pinzon
Henry Hudson 4507-53, Newburgh, NY

Vera I. Bergren
De Kalb 3190-54, De Kalb, IL

Darlyne C. King
Valle Nogales 579-57, Walnut Creek, CA

John Edward Velton
State Health 2973-57, Berkeley, CA

Myrla Raymundo
Blue Cross 4293-57, Oakland, CA

Charles Shelby
SACBOR 4988-57, Hayward, CA

William John Buchner Sr.
Kalmia 1239-58, Aiken, SC

Tony Welch
Hot Line 4993-60, Toronto, Ont., Can

Jean Lapierre
Le Club TM Lemoyne 1261-61, Montreal, Que., Can

William C. Anderson
Kalamazoo 1270-62, Kalamazoo, MI

Sarah M. Morin
Algoma 2648-62, Sault St. Marie, Ont., Can

Myrtle W. Silva
Breakfast 3581-62, Muskegon, MI

James Paul Campbell
Nashville Federal 3834-63, Nashville, TN

Evelyn M. Warren
Sunshiners 483-64, Winnipeg, Man., Can

Ralph King Baber
Tidewater 1469-66, Norfolk, VA

Bruce David Robinson
Metairie 2940-68, Metairie, LA

Eugene F. Reyes III
Public Service 3174-68, New Orleans, LA

Paul Jakobsen
Canberra City 986-70, Canberra, Aust

Gary Edward Knobel
Canberra City 986-70, Canberra, Aust

Robert William Davies
Bankstown Sports 1519-70, Bankstown, N.S.W., Aust

Dulcie A. Willmot
Keira 3558-70, Wollongong, N.S.W., Aust

William E. Curtis
Oaks 2141-73P, Malvern, Vic., Aust

John Van Ravesteijn
Ringwood 3805-73, Ringwood, Vic., Aust

Kazuyuki Nakagawa
Kansai 2244-U, Kobe and Osaka, Japan

5134-2 ELDEC
Lynnwood, WA--Thurs., 4 p.m., ELDEC Corp., 16706 13th Ave. West (743-1313).

5144-2 The Red Barn
Seattle, WA--Wed., 5:30 p.m., Museum of Flight, 9404 E. Marginal Way S. (882-2814).

5257-2 Orcas Island
Orcas Island, WA--1st & 3rd Thurs., 7:15 a.m., Outlook Inn, Box 210 (376-4452).

5142-3 Verde Valley
Cottonwood, AZ--Mon., 7 p.m., The Hungry Cowboy, 818 S. US Hwy. 89 A (634-3225).

5216-3 Garret Pneumatics
Tempe, AZ--Thurs., 4:15 p.m., Garret Pneumatics Systems, 1300 W. Warner Rd. (231-3771).

5240-3 All American
Phoenix, AZ--Thurs., 11:15 a.m., Bureau of Indian Affairs, 3030 N. Central Avenue (241-2250).

5241-3 SPEAK E's
Phoenix, AZ--Thurs., 7 a.m., Royal Palms Inn, 5200 E. Camelback Rd. (253-4146).

5152-3 Sky Harbor
Phoenix, AZ--Thurs., 7 a.m., Airport Conference Rm., Terminal 3, 3400 E. Sky Harbor Blvd. (273-3325).

5128-3 San Juan
Goodyear, AZ--Mon., 6:30 p.m., Perryville Prison San Juan Unit (935-3216).

975-4 Opto-Orators
Palo Alto, CA--Thurs., noon, General Instrument Optoelectronics, 3400 Hillview Ave. (493-0400).

5232-4 Adelante
San Jose, CA--Thurs., 7 a.m., Holiday Inn, 4th St. (926-2221).

5253-4 Optically Speaking
San Jose, CA--Tues., noon, Coopervision-Optics Sales Training Rm., 2801 Orchard Parkway (946-6550).

5153-5 Broadway Blabbers
San Diego, CA--Wed., 11:45 a.m., Spreckles Bldg., 3rd Fl., 121 Broadway.

464-6 Twin Rivers
Anoka, MN--Mon., 5 p.m., American Legion Club Post #102, 400 W. Main St. (755-7999).

5150-6 Health Central Cinnamon
Minneapolis, MN--Wed., noon, Health Central Inc., 2810 57th Ave. North (574-792)

5160-6 Sports & Health II
Golden Valley, MN--Mon., 9 a.m., Golden Valley House, Hwy. 55 & 100 (927-5481)

5172-6 Happy Talkers
Maple Grove, MN--Thurs., 6:15 p.m., Marvin Drug Store (425-7317).

5252-6 Conklin-Airs
Shakopee, MN--Thurs., 7:30 a.m., Conklin Co. Inc., 551 Valley Park Dr.

5196-8 Great River
Quincy, IL--1st & 3rd Thurs., 7 p.m., YMCA Meeting Room, 3101 Maine St. (222-6730).

5213-8 TGIF
Cape Girardeau, MO--Fri., noon, Holiday Inn, Rt. K & I 55 (335-4225).

5222-8 Happy Toasters
St. Louis, MO--Sat., various locations (771-0699).

236-10 Lakeside
Cleveland, OH--Mon., noon, City of Cleveland - City Hall, 601 Lakeside Ave. (664-4010).

1714-11 North Allen
Fort Wayne, IN--2nd & 4th Wed., 5:45 p.m., Alpine Restaurant, 4805 Lima Rd. (422-3456).

5185-11 Miles
Elkhart, IN--Wed., noon, Miles Laboratory, 1127 Myrtle St. (262-7207).

5186-11 Vincennes
Vincennes, IN--Thurs., 6 p.m., Beckes Student Union, Vincennes University, 1st St. (882-8708).

5189-11 Methodist Hospital-Northwest Indiana
Gary IN--Fri., 7 a.m., Methodist Hospital Pavilion Conference Rm., 600 Grant St. (886-4551).

5212-11 Hanna Center
Lafayette, IN--1st & 3rd Mon., 7 p.m., Hanna Community Center, 1201 N. 18th St. (447-1548).

5233-11 Grant County
Marion, IN--2nd & 4th Fri., 7 a.m., Jim Dandy's Restaurant, 1229 N. Baldwin Ave. (Hwy 9) (662-6648).

NEW CLUBS

5170-F Rancho California
Rancho California, CA--1st & 3rd Thurs., 7:30 a.m., Ran Con Plaza, 28636 Front St. (676-4715).

54-11 One Summit
Wayne, IN--Thurs., 11:45 a.m., One Summit Square c/o J.W. Justice, 125 E. Washington Blvd. (425-2158).

54-13 Airport-Area
Pittsburgh, PA--2nd & 4th Sat., 7:30 a.m., Holiday Inn-Airport, 1406 Beer School Rd. (412-6550).

52-13 Aetna
Pittsburgh, PA--Mon., noon, One Chatham Center, Rm, 800 (434-8247).

54-15 Sperry Toast and Jammers
Salt Lake City, UT--Tues., 11:45 a.m., Sperry Corp., 322 No. 2200 West (539-5412).

52-10-15 Feds and Friends
Salt Lake City, UT--1st & 3rd Wed., noon, R.S. Building, 465 So. 400 East (524-5767).

54-15-16 The Communicators
Tulsa, OK--Wed., 12:05 p.m., SWBT Bldg., 909 S. Detroit (628-1391).

5156-16 Wilson
Oklahoma City, OK--Thurs., 11:30 a.m., Wilson Foods Corp., 4545 N. Lincoln (525-4545).

5181-16 Bruce Norman PDG
Moore, OK--various Days, times and locations (524-5725).

5184-18 Columbia Communications
Columbia, MD--2nd & 4th Wed., noon, Westinghouse — MS & TC, 9200 Berger Rd. (995-5761).

5188-22 Speakeasy of Springfield
Springfield, MO--Tues., 7 p.m., Christ Episcopal Church, Walnut At Kimbrough (883-1878).

4332-23 Kirtland New Horizons
Albuquerque, NM--Tues. noon, Kirtland Contracting Center, Kirtland Air Force Base (West) (844-0224).

5148-24 Bergan Mercy
Omaha, NE--Wed., noon, Bergan Mercy Hospital, 7500 Mercy Rd. (398-6499).

5158-26 Downtown
Colorado Springs, CO--Tues., 12:05 p.m., Colorado Interstate Gas Company, 2 North Nevada, P.O. Box 1087 (473-2300).

121-28 Parents Without Partners Inc.
Toldeo, OH--1st & 3rd Thurs., 7 p.m., Denny's Restaurant, Secor Rd. (666-8223).

5155-28 Whirlpool
Clyde, OH--Tues., 4 p.m., Whirlpool Corp., Conference Room (334-8685).

5247-28 Bowling Green
Bowling Green, OH--Thurs., 7 a.m., Kaufman's At The Lodge (Howard Johnsons). 1630 E. Wooster (352-7537).

3371-28 Bombastic Bixby Babblers
Adrian, MI--Wed., 7:45 a.m., Emma L. Bixby Hospital, 818 Riverside Ave. (263-0711, x 418).

5169-29 Meridian Area
Meridian, MS--Mon., 7 a.m., Howard Johnson's Motor Lodge, Northeast Tom Bailey Dr. (737-2020)

5165-30 Design-Airs
Chicago, IL--1st & 3rd Mon., 4:45 p.m., Sargent & Lundy, Rm 31E62, 55 E. Monroe St. (269-7418 or 269-3143).

5149-31 A.B.C.D.
Boston, MA--1st & 3rd Wed., noon, A.B.C.D., Inc., 178 Tremont St. (357-6000).

5164-31 Camp Dress & McKee
Boston, MA--Tues., 12:05 p.m., Camp Dress & McKee, Inc., One Center Plaza (742-5151).

5151-40 Aerospace
Newark, OH--1st & 3rd Fri., 11:30 a.m., Newark Air Force Station (345-7398).

5167-42 Electric Toasters
Calgary, Alta, Can--Wed., noon, TransAlta Utilities (East Conference Room). 110-12th Ave. S.W. (267-7471).

3428-44 Tall Talkers of Big Spring
Big Spring, TX--Wed., 7 p.m., Avery & Associates, 113 W. 2nd St., 210 Permian Bldg. (263-1451 or 263-1753).

5162-47 Wometco Enterprises
Miami, FL--Thurs., 8 a.m., Wometco Enterprises, Inc., 316 N. Miami Ave. (579-1528).

5166-47 Collegiate
Lakeland, FL--Tues., 5 p.m., Florida Southern College, Campus Lake Hollingsworth Ave. (646-5420).

5146-49 Jack In The Box
Honolulu, HI--Wed., bi-weekly, 9 a.m., Jack In The Box Administrative Offices, 2298 A Alahao Pl. (848-2081).

5155-52 Speechmasters
North Hollywood, CA--1st & 3rd Thurs., 7 p.m., Church of Religious Science, 6161 Whitsett Ave. (762-8628).

5159-52 MSG
Canoga Park, CA--Mon., 12:15 p.m., Hughes Aircraft Co., 8433 Fallbrook Ave. (702-3076).

5157-53 CHET
Hartford, CT--2nd & 4th Thurs., noon, City Hall, 550 Main St. (722-6346).

5163-56 Tracor
Austin, TX--Tues., 11:45 a.m., Tracor, Inc., Map Room, 6500 Tracor Ln. (929-2263).

5161-71 Swindon
Swindon, Wiltshire, England--2nd & 4th Wed., 7:30 p.m., The Blunsdon House Hotel, Blunsdon (Swindon 22769).

5147-75P Masinloc Chromite Operations
Zambales, Philippines--1st & 3rd Fri., 5:30 p.m., Training Room, Banguet Corp., Coto, Masinloc (882641 to 45).

ANNIVERSARIES

50 Years
Tacoma 13-32, Tacoma, WA

35 Years
Magic Empire 652-16, Tulsa, OK
Knickerbocker 137-46, New York, NY

30 Years
Moses Lake 1349-9, Moses Lake, WA
Ardmore 1320-16, Ardmore, OK
Silver Spring 1314-36, Silver Spring, MD

25 Years
Globe 2197-3, Globe, AZ
Lake Geneva 2818-35, Lake Geneva, WI

20 Years
Wisconsin 3490-35, Milwaukee, WI
West Bend 3634-35, West Bend, WI
Early Bird 3659-47, Fort Lauderdale, FL
Silver Tongue 1620-56, Bryan College Station, TX
Pathfinder 3635-57, Fremont, CA
Finger Lakes 2674-65, Auburn, NY

15 Years
Monterey Breakfast 1292-4, Monterey, CA
Club TM de Tijuana 3467-5, Tijuana, B.C., Mexico
Ca-La-Ke 646-35, Calumet, MI
Sharpe 3209-39, Lathrop, CA

10 Years
Bellevue East Side 733-2, Bellevue, WA
Thermostats 2044-7, Salem, OR
Marietta Tower 1613-14, Atlanta, GA
Pacesetter 4065-37, Charlotte, NC
Talk of the Town 1861-46, Flushing, NY
Tully 761-69, Tully, Qld., Aust
Sydney Journalists 413-70, Sydney, N.S.W., Aust
Randburg 2934-74, Randburg, SAFR
Munich Club 2041-U, Munich, West Germany

What Every Club Needs

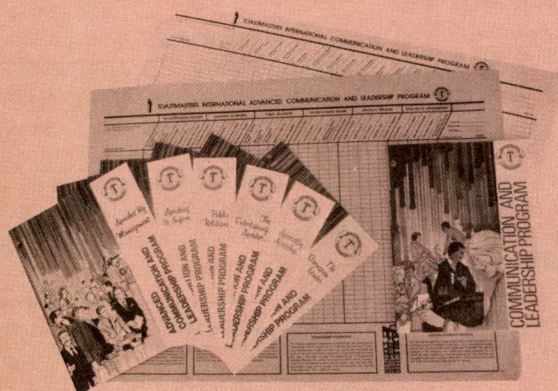
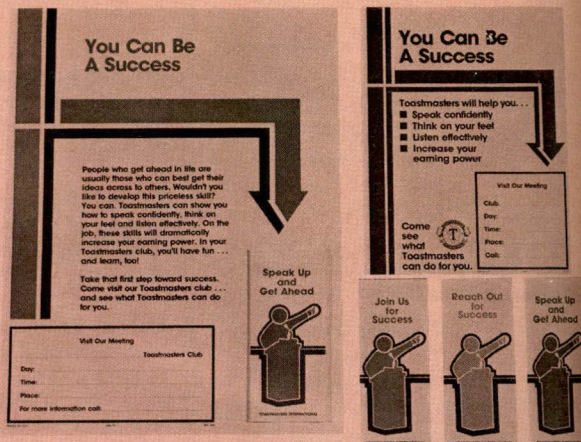
Basic tools for managing your club and meeting member needs.

367-368. TI Posters. Eye-catching works of art will help you get your message across quickly and eloquently. Two sizes available. The smallest (367) is 11" x 14". The color scheme is navy blue and white and there's space for your club's name, meeting time and place and phone number. Set of 10: \$2.00. The large red, white and blue poster (368) is 22" x 17" and comes with a plastic stick-on brochure holder. Set of three: \$4.00.

99-101. Promotional Brochures. Toastmasters has completely revised its promotional brochures. The new brochures include *Reach Out For Success*

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

1159. Membership Growth Manual. A wealth of ideas plus promotions for attracting and keeping members. \$1.50 each.



1555. Communication and Leadership Library Set. Every club should have basic C&L manuals on hand for new members. Set of four is \$13

If members have already completed the Advanced C&L Manual, help them continue to grow by urging them to go through the six new advanced manuals:

- 226-A. The Entertaining Speaker
- 226-B. Speaking to Inform
- 226-C. Public Relations

- 226-D. The Conference Speaker (The Discussion Leader).
- 226-E. Specialty Speeches
- 226-F. Speeches By Management \$1.50 each.

227-D. Progress Chart Kit. Keep track of members' progress with the Member Program Progress Wall Chart and file copy for the basic C&L program (227, 227-B) and same for Advanced program (227-A, 227-C). \$4.00.

Lectern and Gavel

- 371. Portable Lectern. Smoked lucite with Toastmasters seal. \$49.50.
- 375. Gavel. Handsome wood finish. Perfect for club meetings and conferences. \$5.75.

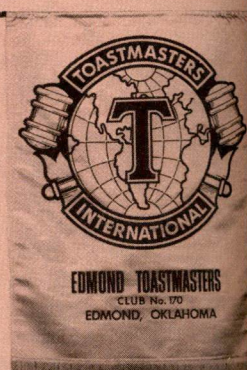


384. Official Club Meeting Plaque. White plastic plaque, 10" square. This attractive plaque makes an effective promotional tool to hang in restaurants, auditoriums, business rooms . . . wherever your club meets. Includes pressure-sensitive decals for posting the day and hour of your meeting. \$3.50.

FOR BETTER LISTENING—THINKING—SPEAKING



TOASTMASTERS MEET HERE
WEDNESDAY 7:00 a.m.
GUESTS WELCOME

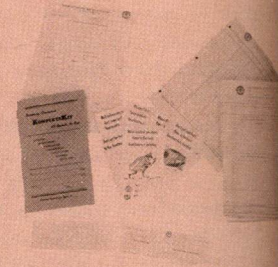


234. Club Banner. Gold satin banner 3' x 4' with blue Toastmasters emblem. Specify club name, number, city and state \$45.00

Attendance and Dues Records.

To help your club with its administration and records, TI provides a collection of materials. Simplify the job by ordering:

- 37. Dues Receipt Pad. \$1.00.
- 83. Simplified Club Financial Record. A set of 12 copies of Cash Receipts and Disbursements Journal and six copies of Membership Roster and Record of Dues Paid. \$2.00.
- 356. Completekit for the Secretary or Treasurer. Handy portfolio of club record forms for an entire year. \$1.75.
- 912. Meeting Reminder Cards. Five copies each of eight



different postcards to remind members to attend meetings. \$2.00.

- 1503. Record of Regular Meetings. A system for keeping accurate minutes. 40 sheets at 80 cents.