

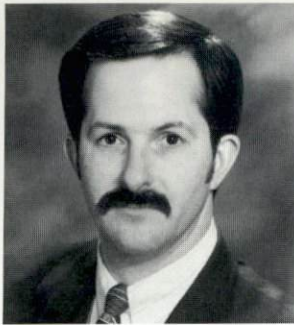
THE TOASTMASTER®

FEBRUARY 1997

ALSO INSIDE:
The Retirement Speech
Toastmasters with
The Right Stuff

The Art of Mentoring





VIEWPOINT

If Not You - Who?

"(It's) time we recognize that all jobs have some leadership component."

"Formal education teaches technical competency, but does little to teach people how to get things done through others when one has little or no formal control of those others."

— JOHN KOTTER, "THE LEADERSHIP FACTOR"

Nothing just happens. All of humanity's accomplishments are the result of individuals asking the simple question, "Why not...?" Without those single persons singing in the darkness, we might still be in the Dark Ages, but they did and we are all better for it. Still, for progress to continue, we need people willing to challenge and inspire us to strive for a better tomorrow. Simply put, we need leaders. But where will these leaders come from and how do you know if you are one of them?

Herbert Greenberg defined a leader as, "A person with inspirational qualities who causes other people to do things they're perfectly capable of doing, yet would find impossible without you." As a Toastmaster, you are frequently called on to take a leadership stance and help direct a group's actions. So the real question is not whether you are a leader, but how effective a leader you are. Where can you learn effective leadership? In Toastmasters!

Each year, Toastmasters has more than 1,600 district and 57,400 club officer positions to fill. These officers are responsible for carrying out the vision, mission and quality standards of our organization. Without people willing to serve as district or club officers, you will not receive the benefits of Toastmasters. But what's in it for them? Leadership training!

The Toastmasters organization grows when quality clubs help members enhance their communication skills. Performance standards have been developed to measure how effectively clubs achieve their mission. By using inspiration and other noncoercive skills, club and district leaders help members accomplish these performance measures. They use skills that are required to be effective in any leadership role. By practicing them in a safe environment, district and club leaders can hone both their leadership and communication skills.

If you want to remain competitive in today's ever-changing work environment, you must become an effective leader. If you are willing to accept the leadership challenge, Toastmasters has a place for you. Toastmasters has a job to do and we need aspiring leaders to do it. If you are asked to serve in a district or club office, accept the opportunity. If not you - who?

Robert E. Barnhill, DTM
International President

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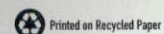
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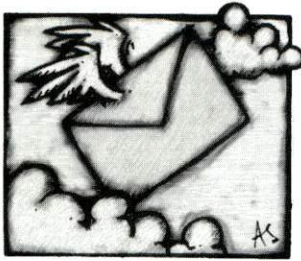
Toastmasters International empowers people to achieve their full potential and realize their dreams. Through our member clubs, people throughout the world can improve their communication and leadership skills, giving them the courage to change.

The Toastmasters Mission:

Toastmasters International is the leading movement devoted to making effective oral communication a worldwide reality.

Through its member clubs, Toastmasters International helps men and women learn the arts of speaking, listening and thinking — vital skills that promote self-actualization, enhance leadership potential, foster human understanding, and contribute to the betterment of mankind.

It is basic to this mission that Toastmasters International continually expand its worldwide network of clubs, thereby offering ever-greater numbers of people the opportunity to benefit from its programs.



LETTERS

THANK YOU FOR CHANGING MY LIFE

This is a long overdue letter to thank Toastmasters International for the incredible number of ways this organization has made my life so wonderful!

In January 1990, I lacked confidence and had a terrible time trying to find my niche in life. I attended the start-up meeting of The Chamber of Commerce Toastmasters Club in Torrance, California, because I was terrified at the mere thought of delivering a speech. When I joined, I never dreamed of all of the wonderful ways in which my life would change.

Through Toastmasters, I met a wonderful group of people in my club, area and district who taught me plenty about public speaking and gave me the confidence I sorely needed. Thanks to their help, I accomplished many feats in the Toastmasters organization. Best of all, Toastmasters helped me discover my niche and launch a brand new career helping people improve their public speaking skills!

To those of you who recently joined a Toastmasters club, *stick with it!* If you do, I promise there will be plenty of wonderful changes in your life. If it happened to me, it can happen to you, too!

Rick Lindner
Buckhead Club 1520-14
Atlanta, Georgia

OUTSTANDING SPEAKERS OF PAST YEARS

I loved the article, "The Five Outstanding Speakers of '96" (December) and look forward to casting my ballot for 1997. I noticed that this year's winners and those from previous years are excluded. I would like to know who has won in previous years, not only so I know who is

ineligible, but to learn about other outstanding speakers of whom I may not be aware, as I had not heard of two of this year's winners.

Carla J. Chissell
Old Georgetown Road Club 1766-36
Washington, D.C.

"Meet the Five Outstanding Speakers of '96" was an excellent article. I learned something new about each of the five people. Would you print a list of everyone who has been honored as an Outstanding Speaker since the program began five years ago? It will be helpful information for anyone who, like me, has recently joined Toastmasters. Thank you!

Alison Buchanan
Xerox Toronto Club 8059-60
North York, Ontario, Canada

■ *Editor's Note: Here are the past years' Outstanding Speakers:*

1996: Kenneth Blanchard, Gen. Colin Powell, Billy Mills, Elie Wiesel, Diane Sawyer

1995: Tom Peters, Nelson Mandela, Deepak Chopra, Barbara Jordan, Garrison Keillor

1994: Peter Legge, Jack Kemp, Stephen Covey, Dennis Prager, Rush Limbaugh

1993: Harvey Mackay, Mario Cuomo, Anthony Robbins, Jesse Jackson, Nina Totenberg

1992: Lee Iacocca, Gen. Norman Schwarzkopf, Robert Schuller, Les Brown, Paul Harvey

SEXIST SANTA

I must respond to "Santa Claus, Toastmasters Style" (December 1996). What kind of a Santa would compliment little girls only on being "pretty" and little boys on

"sprouting up?" Today, girls and boys both may aspire to work in any number of professions. There is no place in today's society, let alone Toastmasters, for such outdated sexist ideas as this article presented. I noticed even more sexism in the Outstanding Speakers profiles in the same magazine. In the profiles of the males, no mention is made of their looks, yet in the Diane Sawyer profile, her "glamorous looks" are noted.

Alice Priller, CTM
One-O-Five Club 4975-30
Chicago, Illinois

(Editor's note: The "secrets of good Santa Clausing" referred to in the December 1996 issue came from an article published in 1960, when expressions like those you refer to were more commonly accepted.)

"CORRECT" TERMINOLOGY LENDS CLEARER UNDERSTANDING

I want to compliment Charles Ickowicz for his excellent article, "Speak Like a Leader" (November 1996). Living in Europe, I have learned that using the "correct" terminology, instead of the "simple," increases the likelihood of being understood by people who are not fluent in English.

Ickowicz's example "put up with me" can elicit the response, "Put what up with you?" English vocabulary has its roots in other languages. Many of Ickowicz's "correct" words are still a part of those languages. We all should follow his advice and use correct vocabulary. It will help us be understood clearly, the first step toward convincing any audience.

Robert Cockburn, ATM
Green Heart Club 491-U
Luxembourg



By Darren J. La Croix, CTM

**Words of encouragement
seldom fall on deaf ears.**

Thank You Dan, Thank You Toastmasters

ONE OF THE KEY DEFINING MOMENTS IN MY LIFE TOOK PLACE just after a Toastmasters meeting in 1993, in our company's photocopy room.

New to the world of stand-up comedy, I believed in the advice of my comedy mentors Dave Fitzgerald, Vinnie Favorito and Chance Langton. These top comedians out of

Boston all had told me the key to success in comedy is stage time, stage time, stage time and to never turn down a chance to perform. Heeding the advice of my comedy mentors, I had joined four Toastmasters clubs. Stage time was getting difficult to find, so Toastmasters provided another place to work on material.

I will never forget the day I stood over a photocopier talking with fellow Toastmaster Dan Jones, DTM, a mentor to many and an inspiration to all who have heard him speak. He suggested I get more involved with the club's leadership. He obviously did not understand my purpose for joining: to learn and test jokes. There was nothing in my contract about doing more than that. How could I help the club? He must have confused me with someone else.

Then the life-changing moment came. From out of nowhere he slapped me with a question, "Do you realize what you have to give?" It caught me totally off guard. It broke my train of thought. Give? I am here to get, not to give! He explained that I had added an important dimension to the club. Me important? I had only been in Toastmasters for a short time. I couldn't be important! He passionately tried to convince me otherwise, insisting that others could learn about humor from me. After all, he said, I had learned it the best way (some call it the hard way) on stage, bomb after bomb.

*"Dan convinced me that life is
about giving, not getting."*

I was not "born funny," but I've always had an intense desire to make people laugh. Learning from scratch allowed me to develop the knowledge required to invoke laughter. This know-how could then be transferred to others. Dan convinced me that life is about giving, not getting. The more I became outwardly focused on help-

ing others, the more educated I became. Dan opened a whole new world to me.

My pygmaeon did not stop there. He encouraged me to give a speech before the club about learning to be more humorous. Then he challenged me to lead a workshop at the next Toastmasters conference. The workshop went well, and a Toastmaster in the audience hired me for my first professional presentation. Since then I have become a professional speaker, taught humor to professionals for Bryant College's Center for Management Development, and started writing a book on the subject. Along with other humorists, I founded The Humor Institute with the goal of helping others use humor to be more successful.

When I reflect on how lucky I am to do what I love, I always remember it stemmed from that day in the photocopy room with Dan's encouragement. Many who try to inspire others may never know the full impact of their efforts. Much of what we say is never truly listened to, but words of encouragement seldom fall on deaf ears. Now I focus on giving more and the rest happens naturally. Thank you Dan, thank you Toastmasters!

What do *you* have to give?

1

Darren J. La Croix, CTM is a member of Bose-Marlboro Club 8748-31 in Marlboro, Massachusetts and Early Risers Club 5574-31 in Worcester, Massachusetts.



A Good Funny Story is Versatile

Ask yourself how many different ways each story can be applied.

Many speakers have asked me, "I want to add humor to my talk, but where do I find the perfect anecdote or joke to fit my message?"

The answer is, you don't.

That's like a carpenter asking, "Where do I find the perfect piece of molding to fit this room?" A worthwhile workman gets a strip of wood and cuts it, planes it, sands it and makes it fit into the room.

A strip of molding is just that – a strip of molding. It can be used as a baseboard, a decorative strip on a ceiling, a frame for a mirror. Its uses are unlimited. Whether it looks good and fits properly is testimony

more to the skill of the carpenter than to the intrinsic value of the piece of wood.

Humorous stories are the same. Each one has countless messages within it. It's the raconteur's responsibility to tailor that message to a particular situation.

For instance, here's a delightful anecdote that someone once told me: A baby on a plane was crying incessantly. The young mother knew it was bothering the other passengers, but she could do nothing to stop the bawling. The flight attendants tried all the tricks they knew, but nothing worked.

Finally, a grandfatherly man went back and asked if he might hold the baby. The mother was willing to try anything, so she handed the child over. The gentleman cradled the infant tenderly and rocked it back and forth gently. Within minutes the crying stopped and the baby slept peacefully.

When the old gentleman returned to his seat, another passenger said, "I'd like to buy you a drink."

The older man asked, "Why?"

The passenger replied, "Because of what you did for all of us."

The older man said, "I didn't do it for us; I did it for the baby."

That's a delightful, entertaining story that has a point. But what is it? That's up to the person telling it.

Speaking to a group of engineers the message of that anecdote might be that when designing products, pay attention to the customers'



needs. You'll wind up with a more effective product.

To a general audience, the moral of that tale might be that when you have a problem, one way to solve it may be to help someone else.

It also can illustrate that doing something useful might be a better way to resolve a situation than whining and complaining about it.

And there are other messages woven into this story. If you were to tell this anecdote to a group and then asked for everyone's opinion of what lesson it conveys, you'd get almost as many lessons as you have people in the room.

- If you want to find the perfect story to humorously illustrate your message, begin by collecting usable anecdotes. If you hear one you like or that has special

meaning to you, make a note to remember it. Jot down key words or type out the entire story and save it for future reference.

- Remember that stories are versatile. They can be applied to many different points you want to illustrate. Consequently, you won't need that many anecdotes. A repertoire of 10 to 15 is fine. The important thing is to have a collection of funny tales that you trust and believe in.
- Second, you should practice telling the story. Before including it in your formal presentation, tell it to friends. This will confirm that the story is entertaining. If people enjoy it over lunch, audiences probably will enjoy it.

Telling it to associates also will perfect your delivery. You'll add your own touches, voice inflections and gestures. You'll just get better and better at telling it.

- Third, analyze each story for any messages contained in it. Ask yourself how many different ways each story can be applied. Make a note of the morals you come up with and keep them with your written version of the anecdote. This will come in handy as a reference for you when you're searching for something to illustrate a point.

Of course, you're not limited to those applications that you write down. Your story may be perfect to highlight some other message you're trying to convey.

Finally, when you are going to apply your story to some point in your speech, create an introduction or a closing piece that explains the connection.

For example, if I were to use the earlier anecdote to convince engineers that they must think of the customer, I would begin that story as follows:

"Sometimes those of us who are in product design outsmart ourselves. We get caught up in the product, adding gimmicks and knobs and whistles and we forget about the customer. I was on a plane once..."

And I'm into the story.

Using humor effectively in a speech is an art. We should all treat it as such. A great sculptor finds a magnificent piece of marble and then says, "What can I make from this?" We speakers should do the same with our humorous stories. **T**

Gene Perret is a professional comedy writer and humorous speaker living in Westlake Village, California.

The Art of

of



Mentoring

Friendly teamwork can propel your club and its members into high gear.

Most Toastmasters remember the feelings of anxiety and confusion that accompanied their first few months as a club member. As is the case with any new venture, the novice appreciates having someone there to show him the ropes and help him deal with the unknown.

Yet many Toastmasters clubs do not have an active mentor program. And the thought of initiating one brings to mind a flood of questions: How do we find mentors? How do we obtain the necessary commitment from them? Once the commitment is made, how is it carried out? How can performance be evaluated? How can the mentor program further personal development in the new member and in the mentor, as well as benefit the club?

These are all perfectly legitimate questions. But here's the truth: Starting a mentor program does take a great deal of hard work – but the end results will pay back incredible dividends! Once you have a plan of action, establishing and maintaining a successful mentor program within your club may become one of your most rewarding experiences as a Toastmaster.

STRIKE UP A MATCH

First, how do you find mentors? Your club's President and Vice President Education begin the process by looking for Toastmasters willing to share their expertise and experience with new members. One way of determining this interest is referring to a completed Member Interest Survey (Catalog No. 403). Next, a careful monitoring of each member's progress will give an indication of who is experienced enough to accept this challenge and opportunity for personal growth. Once a decision has been

reached, ask the prospective mentor, "Are you willing to mentor a new club member?" If the answer is "yes," you have your first commitment.

Once a guest becomes an official club member, have that person complete a New Member Profile Sheet (Catalog No. 405). The President and Vice President Education then will be able to match the new Toastmaster with someone from the club's mentor list. Preferably their choice should be a different individual than the person who brought the new member to Toastmasters; both mentor and fledgling member will benefit from the new acquaintance. Look for similar fields of work or outside interests, as well as convenience of workplace or home location. Match someone who indicates a great deal of fear with someone who has overcome a great deal of fear. Pair an already experienced speaker with a more experienced Toastmaster. Also, look for indications of compatibility in temperament or personality. After making a selection, the prospective mentor should be asked, "Our new member, John Doe, also works in sales, and it seems the two of you might have some common interests. Would you like to be John's mentor?" If the answer is "yes," you have a second commitment.

When John Doe is formally inducted into your club, have his mentor stand with him during the ceremony. Using the script from the New Member Orientation Kit (Catalog No. 1162), ask, "Jane, you've agreed to help this new member get off to a good start. Do you accept this responsibility and pledge to share your knowledge and experience with John so that he can immediately begin to benefit from his Toastmasters membership?" Once Jane answers "yes," you have your third commitment.

You may wish to further formalize this commitment by presenting both mentor and new member with a copy of the mentoring guidelines. These guidelines may vary from club to club but should be based on some basic Toastmasters concepts.

BEGIN AT THE BEGINNING

Most new members know very little about the history and structure of Toastmasters International. Providing background information about the organization as a whole and then discussing your club's specific history and its place within the area and district helps give the new member a sense of ownership.

Next, the mentor may review the 10 projects in the Communication and Leadership manual, showing how each project builds on the preceding project. The mentor also may wish to brainstorm speech ideas with the new member as a way of generating enthusiasm. At this point it's also a good idea to set some realistic, growth-oriented goals. The mentor can explain the importance of these goals, assuring the new member that the Vice President Education will offer additional support by scheduling speaking opportunities at appropriate intervals.

The mentor should explain to the new member the duties of each office and the responsibilities of each assignment in the Toastmasters meeting, and show how each part is significant in the personal development of the new member as he or she strives to enhance and build leadership and communication skills. As the new member grows to understand the role of each officer, it will be easier to see the future contributions the new member can make.

The mentor should provide supportive and helpful feedback on each of the new member's performances, whether it is Grammarian, Timer or Speaker. Each assignment is a step in the new member's growth and provides an opportunity to give praise or constructive feedback. For example, praise the new member if he or she did not leave the lectern unattended, but take the opportunity to point out proper procedure if they did. Each success of the new member makes it easier to have another success; praise frequently but sincerely, and suggest improvement when appropriate.

The mentor should personally evaluate each speech made by the new member. This is, of course, in addition to the oral and written evaluation a new member receives from others. Let your evaluation be in person, by phone or by note. Base your comments on your knowledge of the new member's goals. If by chance the oral evaluation had a negative slant, you can offset it by pointing out good points of the presentation, while still showing – in a constructive way – the areas for improvement.

The mentor should, as he or she completes the new member's evaluation, use this opportunity to teach the evaluation process to the new member. Good evaluations are vital to the health of a club. Being a good evaluator is a learned skill; it also is an excellent vehicle for

personal growth, yet it is often one of the most frightening assignments of a new member. By teaching the proper methods of evaluation, the mentor not only helps the new member become a better evaluator, but also helps the new member better understand the process of speech preparation and delivery.

The mentor should encourage the new member to attend and participate in contests and activities outside the club. Explain the potential for personal growth through speech contest participation. Suggest specific ways for the new member to participate.

The mentor should listen. By listening to the new member, a club may receive new ideas and helpful feedback. By developing a relationship of mutual respect and trust, the mentor can let the new member know that the club welcomes new ideas.

It's important that the mentor takes the initiative in the process, even though both the mentor and the new member sign the agreement, and even though both are aware of the responsibilities of the arrangement. The mentor should stay in frequent contact with the new member, making it easy to ask for help. This contact can be in person, by getting together for a few minutes prior to or following a meeting, by telephone, or by note. For example, the mentor, knowing a new member is working on Speech #2, "Be in Ernest," could call the new member, suggest getting together for lunch or a cup of coffee and then act as a sounding board for the new member's speech ideas. Or, when the new member is assigned the role of Toastmaster for the first time, the mentor would make the new member feel more confident by explaining the facets of that assignment to him or her.

The mentor should, as a final responsibility, know when the new member is ready to be turned loose; when he or she is ready to become a mentor for another new member. There are no time frames set in stone, but the mentor, alert to the new member's progress, will know when the time is right. Providing that new member with the opportunity to teach others is a wonderful gift that should be presented when the new member is ready.

How is the work of a mentor measured and evaluated? It is measured in the progress and interest level of the new member; it is measured by the new member reaching the point of wanting to be a mentor, to pass on what has been received; it is measured in the continuing satisfaction of the experienced member who has served as mentor.

Acting as a coach/mentor is time consuming and hard work. But as with most other aspects of the Toastmasters program, the rewards far outweigh the work involved. As Toastmasters we care, share, reach and teach; there is no better or more fulfilling way to accomplish this mandate than through the mentor program. **T**

Ruth Stophel Newsome, DTM, is a past District 63 Governor and is a member of Sperry Speak Easy Club 4559-63 in Bristol, Tennessee.

Develop a habit of asking for, receiving and using ideas and advice from people around you.

By Fred Pryor

Do You Have An Appetite For Input?

WE HAVE APPETITES FOR A VARIETY OF THINGS – MANY OF WHICH can get us into trouble! But appetite – “an instinctive desire to keep alive; an inherent craving” – is vital to life.

Some people are true gourmards when it comes to an appetite for input from others; others are the very opposite.

Input from bosses, customers, colleagues and suppliers keeps an organization vital. Businesses that exist in a feedback vacuum dry up and stagnate.

How can your organization get useful input? Let it begin with you. Develop a steady appetite for information from other people who can help you improve the performance of your job and give you ideas for helping those you supervise.

Avoid becoming an “input junkie,” but do develop a comfortable habit of systematically asking for, receiving and using ideas, critiques, impressions and advice from the people around you.

Listen carefully when you ask for input. Learn to ask the right questions to get maximum return. Then, later, let people know how you have used what they said.

If you don't customarily ask for input, spend some time learning to “fish” for it.

You might go to your boss and say, “I see you as a mentor and would like to hear any ideas you might have that would help me do my job better.” Or ask, “How did you feel about my presentation today?... Can you suggest some ways for improving the next one?”

To a customer, you might offer a check-off list, as many companies do. Or ask, “Can you think of anything we can do that would help you in the way we do business together?” Get specific when you ask about deliveries, contact with your main office, or anything else that's pertinent.

With colleagues, do your best to establish a continual flow of helpful feedback. Use questions such as “Do I understand that...?” or “Let me get this clear...” to make sure you understand the advice they are giving. And, again, let them know when you use it.

You might find that your own self-evaluation is invaluable. Ask yourself some questions after important business meetings, a hiring or firing session, or a performance review. Formally debrief yourself by asking, “Did I open the session well?” “Did I say the right things and ask the right questions?”

“Did I get the desired outcome?”

Don't stop there. Debrief yourself at the end of every day in a tailored manner about the day's events. Ask, “What did I do today?” “What needed to be done that was left undone?” Follow up in a similar way at the end of the week, at the end of the month and, certainly, at the end of each year.

We debrief ourselves on financial matters quite regularly. Why not on equally important areas that ultimately contribute to our profitability?

Today we are all looking for an edge. We don't want to miss taking advantage of any idea that will make us more competitive in the marketplace – either as an organization or as an individual. That's reason enough to whet one's appetite for more input.

Remember to choose your advisors carefully. If you ask advice from a position of strength, you'll find most people willing.

When you are lucky enough to get good input, don't ruin the flow by becoming defensive or justifying. If the input appears to be overly critical, accept it gratefully nonetheless. Assess it fairly and without feeling hurt or put-down.

Show behavioral change. People feel complimented when they see their advice put into use, and they will enjoy continuing to act as a mirror, so to speak, for your work performance. **1**

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Fred Pryor is the Founding Publisher of *The Pryor Report*.



CAN WE TALK?

By Patrick Mott

One good mentor is worth at least a year of tuition expenses.

The Authority

About three months into my very first job out of college, I looked over my typewriter and saw a face at the next desk that I had never expected to see in that newsroom. It was my Journalism 101 professor. At the editor's request, he was filling in for our vacationing columnist for a couple of weeks.

I didn't know whether to be happy or nervous. Joe was a highly personable man, but he also had a shelf stuffed full of awards for print journalism and another crammed with Emmys for his work in TV. To his fellow pros, Joe was an object of unwavering respect. To his students, he was faultless, perfect. The Authority. And now we were about to be colleagues in the same shop.

I needn't have worried. After a bit of kidding around at my expense, both of us got down to work and settled in well as desk-to-desk neighbors. But I always kept

one eye on my work and one eye on Joe. I knew I was looking at a real professional in a real professional situation. I watched how he spoke to the editor, what he did when he wasn't writing, how he worked on the phone, how quickly or slowly he worked, how often he revised.

I found out later that he knew I was watching, so he had taken pains to do his job efficiently and – typically – extremely well.

That experience took our relationship to a higher level than that of teacher-student. While we couldn't

be said to be true professional equals, we were at least, in the technical sense, both pros. We began to speak and exchange ideas on that higher level more frequently. And, over the years, whenever I've needed good professional advice about my career or about the writing life in general, I've turned to Joe. He not only has offered his opinion on what I should do, but also on what I should not do. I'll be forever grateful to him for warning me off a job that looked tempting and glamorous and that paid well but ended up – just as he said – to be short-lived and capricious, and professional poison.

It wasn't until a few years later that I realized that the role Joe had played in my life carried a name: mentor.

In Greek mythology, Mentor was the loyal friend and advisor of Odysseus and the teacher of his son,

Telemachus. Generically, the word means "a wise, loyal advisor." If this sounds pretty desirable, it is. Talk to anyone who has had the benefit of a mentor when starting an enterprise and he or she will lead the string of superlatives with the word "invaluable." One good mentor is worth at least a year of tuition expenses. A mentor provides the one ingredient that any fledgling can never acquire alone: the benefit of long-term experience. You've heard that experience is the best teacher? Believe it.

But good mentors do not fall out of trees. They must be found and cultivated, and one doesn't begin by placing a "Wanted: mentor" ad in the paper. Look, instead, to your immediate environment. Is there someone at your office, on your campus, in your Toastmasters club

or professional circle, who seems to be both knowledgeable and approachable? This is a good start, because any good relationship with a mentor is – at its most basic, a friendship. This cannot be grasped at or manufactured. You have to ask yourself at the outset: Do I like this person? And does this person appear to like and be interested in me and my work?

If so, ask for advice, clarification, suggestions, criticism. But don't do it in a torrent. Start slowly, and be appropriately appreciative. If a suggestion bears fruit; say so. If a bit of advice opens a door or clicks on the light bulb over your head, say thanks. People like to be affirmed and to know they've been of genuine help. The fact that you value a person's opinion is flattering.

Be prepared to trust, because sometimes a mentor's good advice is hard to take. I really wanted to take that job Joe warned me away from, particularly since I was running out of money at the time and jobs were scarce. But declining it turned out to be absolutely the right choice, and my career took a decided turn for the better as a result.

Over time, the mentor relationship will likely deepen and change. Time and experience will turn you more truly into colleagues. But, as with all good mentor relationships, you'll feel more comfortable just knowing that your wise, loyal advisor is still out there, still available and still on your side. **T**

Patrick Mott is a writer living in Fullerton, California.

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Use the people and events around you to build your own self-mentoring program.

Become Your Own Mentor

By Richard G. Ensmen, Jr.

Mentoring has become a popular phenomenon in just about every profession and industry. Find an experienced friend or colleague willing to take you "under their wing," and you can learn the ropes of your trade or profession under expert advice and guidance.

Alas, mentors are all too rare – especially in this day and age when prospective mentors move rapidly from job to job and workplace to workplace, and permanent work relationships are fleeting. Or if you own or manage a business, you may have no potential mentors physically nearby.

So if you really want a mentor, but can't find one, rely on the one logical source of help: yourself. Use the people and events around you to build your own self-mentoring program that will pay powerful dividends for years to come. Here's where to look for self-mentoring help:

■ **Hard times.** Hard times, as any mentor will tell you, are growth times. Appraise your own efforts when you encounter difficulties, and ask yourself what you've learned from these experiences. And if you can, ask friends how they'd handle the very problems you encounter.

■ **Gatherings of People.** Look for networking opportunities, such as association gatherings or local business receptions. Position yourself near a central location, keep a smile on your face and introduce

yourself to others. The result: fascinating conversations and the opportunity to meet people who may offer you new perspectives and advice.

■ **Performance Appraisals.** When it comes time for performance appraisal and goal setting, ask your superior for extra responsibility or the opportunity to engage in a new talent-stretching project.

■ **Study Lists.** Whatever you want to learn – computer techniques, human behavior principles, or even subjects not related to your present position – make a to-do learning list and resolve to spend a half-hour a day or a few hours a week in personal reading and study. Over the course of a year, a half hour each day translates into 182 hours of learning.

■ **Conference Partners.** When you attend meetings or conferences, attend with a friend – or find one there. Let this professional friendship flourish long after the conference ends, and use your friend as a sounding board for your own activities.

■ **Biographies.** Some of the best mentors are successful people of years gone by, especially people who have succeeded against many odds. You can meet these people in the biography section of your local public library.

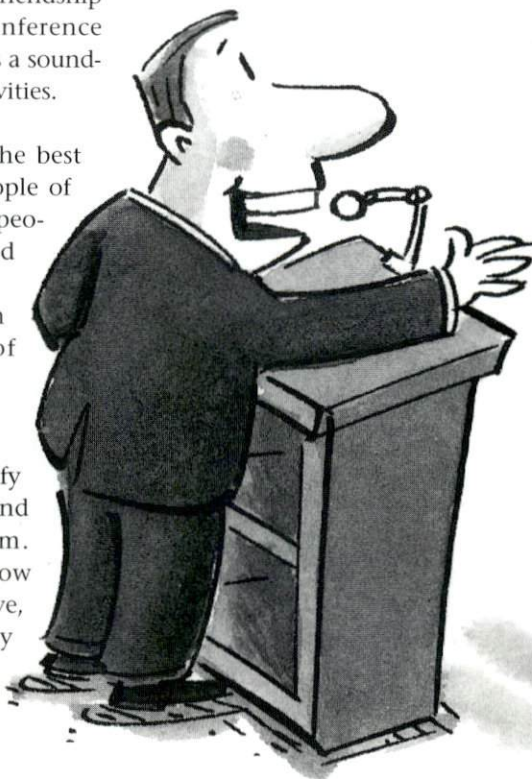
■ **Successful People.** Identify the successful people around you today. Watch them. Notice what they wear, how they speak, how they behave, how they plan, how they perform on a day-to-day basis. You'll quickly learn success habits to imitate.

■ **Your Computer.** With your computer, you can log on to study groups – in the form of listservers and on-line discussion forums – and meet a variety of “cyber-mentors” who have succeeded in their careers and are ready and willing to offer their guidance.

■ **Other Work Places.** If you can, visit peers at other work places and chat with them about their work practices and accomplishments.

■ **Research.** Familiarize yourself with your library's services, periodical data bases and on-line business resources. When you have a problem or need, it's great to know where to go for case studies and in-depth information about the problem.

■ **Personal Advisors.** Make a list of people who have answered questions for you in the past or who may be willing to do so in the future. Think of this circle of advisors as your personal “board” – peo-



ple you can call on with specific questions or needs. Or take this resource a step further by hosting an “annual meeting” and inviting your advisors to help you critique the past year and plan the next one.

■ **Simulations.** When confronted by a problem, imagine all the likely scenarios you could put into play. Or develop a flow chart of actions and options open to you. As you deepen these simulation skills, you'll gradually become adept at predicting solutions to problems.

■ **Lesson Book.** As you happen upon important principles or conclusions about your work, write them down in your personal “lesson” book. The book may take years to fill up, but in time it will become a powerful resource – and a record of your accomplishments.

■ **Less-Experienced Peers.** However much you may need help in

your own job or career, you probably have talents and skills you can offer to someone else. Do it. Act as a mentor to a less-experienced peer. The act of helping someone else will sharpen your own human relations skills and motivate you to learn and excel in your own work.

■ **Volunteers.** Chambers of Commerce, SCORE (the Service Corps of Retired Executives) and some business organizations offer volunteer assistance to business leaders and managers. If you need in-depth help with a problem, make a few calls.

■ **Your Voice.** The art of “self-talk” – or self-affirmation – is a powerful self-mentoring tool. Continually remind yourself that you have unique abilities, and that you can – and will – succeed in whatever you set out to do. **T**

Richard G. Ensman, Jr. is a writer from Rochester, New York.

The Way We Were: The 1960s

Toastmasters With 'The Right Stuff'

Speech or spaceflight, Toastmasters astronauts got with the program.

This is the fourth in a continuing series of occasional articles highlighting various aspects of Toastmasters history.

Them vs. us." As anyone old enough to remember knows, that's the way relations were between the United States and the former Soviet Union after World War II. And for many people, the most potent symbol of this cold war was the "space race."

At first the Soviet Union appeared to be winning. After a number of successful "Sputnik" satellite missions, the Soviets seemed on the brink of sending a man into space.

Then, in the April 20, 1959, issue of *Life* magazine, Americans read that seven men had been named to serve in the first manned U.S. space program. These men, later portrayed in the 1983 film, *The Right Stuff*, would be known as the Mercury astronauts. Of particular interest to Toastmasters is that one of the Mercury astronauts had belonged to a Toastmasters club.

The *Life* magazine article showed one of the astronauts, Navy Lt. Commander Walter Schirra, performing a test for lung capacity. A few months later *The Toastmaster* magazine proudly reported that since Schirra belonged to the Naval Air Test Center's Mattipany Toastmasters Club in Patuxent River, Maryland, measuring lung capacity was "a simple test for a seasoned Toastmaster."

The next few years were busy for Schirra, his fellow Mercury astronauts, and the newly formed National Aeronautics and Space Administration (NASA). Not only did the seven men undergo extensive technical training, but they also were expected to take part in a number of press conferences. During these media events, Schirra's experiences as a Toastmaster stood him in good stead.

Finally, Schirra's turn at space travel came on October 3, 1962, when he became the third Mercury astronaut to orbit the earth. His six-orbit flight doubled the previous record, and nine hours and 13 minutes after liftoff from Cape Canaveral, Schirra skillfully brought down his spacecraft just a few miles from a waiting aircraft carrier. (Only nine months earlier, a Toastmasters meeting on board the USS Randolph in the Atlantic adjourned abruptly: Astronaut John Glenn had just splashed down, and all crew members were ordered to their stations for recovery!)

OTHERS COME ON BOARD

By 1965, Toastmasters could claim three more members to America's astronaut team:

- In March, Lt. Commander John Young, a former vice president of the Mattipany Toastmasters, took part in the first two-man Gemini space flight.
- Another Toastmasters alumnus, Captain Edward H. White II, walked in space for 21 minutes on June 3 during the Gemini 4 flight. Captain White had been a member of Enon Toastmasters in Enon, Ohio, and Kittyhawk Toastmasters at the Wright-Patterson Air Force Base in Dayton, Ohio.



JOHN YOUNG



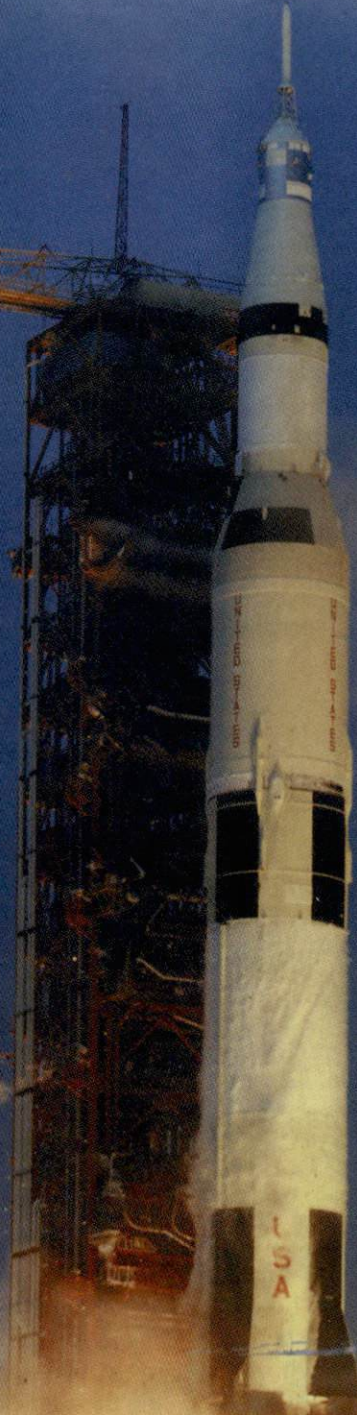
JAMES LOVELL



WALTER SCHIRRA



EDWARD H. WHITE II



- By December, Navy Commander James Lovell – a past president of the Mattipany Club – was on board Gemini 7, scheduled to last a record 14 days in space.

On December 15, 1965 – eleven days after the launch of Gemini 7 – Gemini 6 was sent into orbit. On board was none other than Captain Schirra. Six hours later, Schirra piloted his craft to within a few feet of Lovell's spacecraft, achieving the first successful rendezvous in space. As planned, Gemini 6 splashed down the following day, but Gemini 7 with Lovell on board went on to set a new endurance record of 330 hours in space – the projected time for a round trip to the moon.

The space race accelerated:

- In July 1966, Young commanded the Gemini 10 flight, meeting with two Agena rockets and docking with one of them.
- Further rendezvous tests took place when Lovell commanded the Gemini 12 mission in November 1966.

Next up was the Apollo program. Its focus? To fulfill President John F. Kennedy's 1961 promise that by 1970 the United States would land a man on the moon, then return him safely to Earth. Captain White was scheduled to be a crew member of the first manned Apollo mission. Then on January 27, 1967, as he, Air Force Major Gus Grissom and Navy Lt. Commander Roger Chaffee performed a ground launch simulation, fire erupted in their Apollo 1 Command Module. Before the complex hatch could be opened, all three men suffocated.

THE MISSION CONTINUES

The loss of the Apollo crew cast a pall over the entire United States space industry. For a while, the program's momentum was stalled. By October 1968, however, Apollo was once more "a go." With the experience of both Mercury and Gemini behind him, Schirra helped regain the nation's confidence by commanding the successful 11-day voyage of the Apollo 7 and demonstrating the worthiness of the module for a lunar mission.

Subsequent flights brought the United States closer to a moon landing when:

- In December 1968, Lovell commanded Apollo 8, the first manned mission to orbit the moon, and
- During the May 1969 flight of Apollo 10, Young orbited the moon while his crew rehearsed Lunar Excursion Module landings.

The next flight, Apollo 11, landed on the moon's surface on July 20, 1969. Within a few hours, astronaut Neil Armstrong stepped out of the launch and made "one small step for a man, one giant leap for mankind."

A CRITICAL LESSON IN TEAMWORK

Scheduled to make the third lunar landing, the Apollo 13 flight boosted Captain Lovell and a two-man civilian crew. Then, 55 hours into space, a "pretty large bang" rocked the spacecraft. Within seconds Lovell calmly made one of history's most famous understatements: "Houston, I believe we have a problem."

The "problem" turned out to be an exploded oxygen tank which would soon render the Odyssey command unit uninhabitable. As reenacted in the 1995 film, *Apollo 13*, the only hope the men had for survival was to convert their lunar module, Aquarius, into a "lifeboat" and return to Earth. For a chilling 84 hours, the world forgot most of its problems and turned its attention to the three men and their struggle to survive. Finally, on April 17, the Apollo 13 astronauts landed safely.

In an interview with *The Toastmaster* almost eight years later, Lovell said, "Some people would call the mission of Apollo 13 a failure. I look back on it as a triumph: a triumph of teamwork, initiative and ingenuity on the ground and in the spacecraft."

Lovell would not achieve his goal of making a lunar landing. But during the April 1972 Apollo 16 mission, Lt. Commander Young spent 71 hours on the moon, including more than

20 hours walking on its surface. Young also commanded the first Space Shuttle mission in April 1981 and the ninth Shuttle mission in November/December 1983.

"I feel my membership in Toastmasters International was very important in my later success."

JAMES LOVELL

NEW FRONTIERS

Leadership came naturally to former Toastmasters Young, Lovell and Schirra. After retiring from the Navy in 1976, Young served as Chief of the Astronaut Office at the Johnson Space Center in Houston, Texas, until 1987, subsequently receiving many honors from NASA, including the agency's 1992 medal for Outstanding Leadership.

Lovell served as Deputy Director of Science and Applications at the Johnson Space Center before his resignation from the Navy and NASA in 1973. During his interview with *The Toastmaster*, Lovell spoke warmly of his Toastmasters training. "My job at the [Patuxent River, Maryland] Test Center required many briefings and lectures with other Naval units and contractor personnel," he said. "I found Toastmasters an excellent means of improving my speaking ability." What he had not counted on, Lovell admitted, was the sheer amount of public speaking that lay ahead. "I was called upon

many times to make informal talks, lectures and major speeches throughout my entire space career. Indeed, lecturing is still a part of my present occupation. Consequently, I feel my membership in Toastmasters International was very important in my later success."

Toastmasters, of course, can't take credit for the military skills these men displayed. But Toastmasters training certainly sharpened some of the qualities which led to their selection by NASA.

WHEN MERE WORDS FAILED

The year after his final Apollo flight, Walter Schirra resigned from NASA and retired from the Navy as a captain. In recent correspondence with World Headquarters, he remembered working with the legendary American news reporter Walter Cronkite during the broadcast of Apollo 11's historic moon landing.

"I was sitting on the left hand of this world class journalist, commentator, reporter and respected gentleman," says Schirra. "Off camera I asked Walter, 'Do you have

any thoughts or words that you will say when they land on the moon?'"

"'Humph, humph, I will consider that,' Walter mumbled.

"As a former Toastmaster, I asked the same question frequently during the following three days as the crew approached the moon. I was given a similar answer each time."

Finally, after almost unbearable suspense, Schirra, Cronkite and the world received the much-anticipated report from the lunar module Eagle that all was well.

"'Tranquility Base here, the Eagle has landed,' brought a tear to my eye," Schirra says, "and a 'Golly, gee, wow,' from the world class journalist."

In true Toastmasters style, however, Schirra is both philosophical and optimistic as he recalls that amazing moment that literally left Cronkite speechless. "Fellow Toastmasters," says Schirra, "there are some speeches that can not be practiced before mounting the platform – but I wish you good luck!"

T

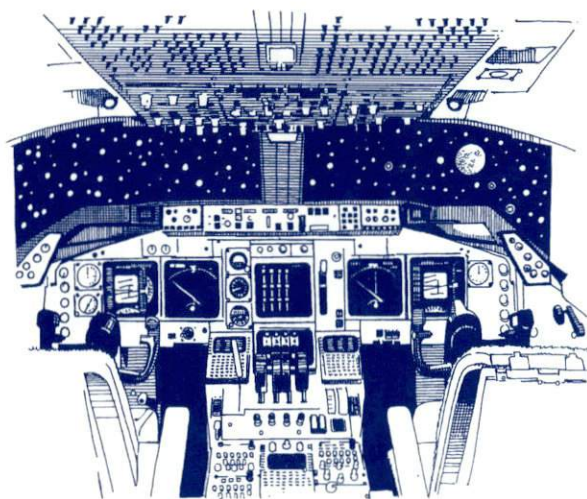
When It's Time to Talk Technical

In the late 1950s, *The Toastmaster* magazine began publishing articles relating to technical talks. Outside authors such as the director of the Griffith Observatory in Los Angeles, California, gave advice on how to speak to audiences unfamiliar with scientific theory.

Toastmasters from both community and corporate clubs acknowledged a growing need for such know-how. A rocket propellant chemist at Ohio's Wright-Patterson Air Force Base, for example, admitted that criticism from his club often went like this: "Your speech is fine, but it's so technical that most of us don't understand what you're talking about."

Since that time, Toastmasters International has developed a series of advanced manuals that address specific speaker's needs. One of the 14 advanced manuals, *Technical Presentations* (Supply Catalog No. 226-H), features five speech projects and a supplement regarding the use of visual aids. Below are the projects and their objectives:

- **The Technical Briefing.** Learn how to organize technical material into a concise presentation.
- **The Proposal.** Present your viewpoint on a product, service, idea or course of action logically and with conviction.
- **The Nontechnical Audience.** Understand the principles of communicating complex information to nontechnical listeners.
- **Presenting a Technical Paper.** Deliver an interesting speech based on a technical paper or article.
- **The Team Technical Presentation.** Orchestrate the planning, preparation and delivery of a team technical presentation.



This reluctant Toastmaster discovered that better speaking doesn't come through books, hypnosis or pills; it's learned through trial and error.



The Charles Atlas Approach to

Public Speaking

I can admit it now. I was a verbal 98-pound weakling. Oh, I know it's hard to believe. Today I can spin a speech at the drop of a gavel. But I wasn't always this way. Not by a long shot.

Not long ago, if I had to choose between giving a speech and removing my spleen with a butter knife, it would have been "So long, spleen." I was tongue-tied, knock-kneed, sweaty-palmed, cotton-mouthed and... really bad at it. Nervous? If I had stepped on stage with a glass of milk, I would have walked off with a stick of butter. No wonder articulate bullies kicked words in my face. They knew a verbal weakling when they saw one.

But I was determined to fight back.

And the truth is, I had to. Four years ago, I found myself in the unenviable position of having to earn a living without having any

actual skills. Oh, I could change a lightbulb, change a baby and change my hair color, but I couldn't change the fact that I had no real talent and no experience. So I knew that getting a job would have to involve some... lying.

And that's precisely how I got hired as the public relations director of a private high school. Well, I didn't lie exactly. I mean, I had related publicly with people all my life. So claiming I had 35 years of experience in the field of public relations was true.

Sort of.

And as it turned out, I could do just about everything the job

required. In fact, for the first week or so, I just sailed along. Then the headmaster informed me that I would be addressing a group of parents during the school's upcoming Open House.

Eight hundred people. And me.

I don't remember much about the 15-minute lifetime I spent behind the lectern that night. My brain very kindly seems to have blocked it out. I do remember praying fervently that a train en route from Nashville to New York City would conveniently derail on the school's tennis courts, giving me time to sneak through the wreckage and make my way home, where I belonged.

Later, scrutinizing the carnage of my speech, I realized two things: 1) If I didn't learn to speak comfortably in public, my short-lived career



Speaking

was going to be derailed, and 2) the Public Speaking Fairy was not likely to tap me with her wand any time soon. It was up to me.

So I started reading books on public speaking. I bought them, I borrowed them, I pored over them, in the hope of finding the answer to my problem. Now, I'm a logical person and I've learned a lot through books, and it seemed reasonable to me that I could teach myself public speaking by reading about it.

I quickly discovered that's sort of like trying to get rich by staring at a photograph of Bill Gates. Not only won't you get rich, you're going to end up slightly nauseated.

So I dumped the books and headed for... the hypnotist. I had seen his advertisement in the newspaper. It said, "Lose Weight, Quit

Smoking, Overcome Shyness – Effortlessly." I liked that last part: effortlessly. And the next thing I knew, I found myself sitting across from a hypnotist. He told me he was going to count backward from 50, and when he reached "one," I would be in a hypnotic trance.

Well, I didn't want to embarrass the guy – he was working really hard – but when he got to "one" I was no more in a trance than you are. So I kept my eyes closed and I started to snore so he wouldn't feel bad. The hypnotist said he was going to take me back to my childhood, where I would recall the single devastating incident that made me afraid to speak in public.

There I am, pretending to be hypnotized and thinking, "Good lord! I haven't been this embarrassed since my last speech! And I'm paying 50 bucks an hour for this!" If I was going to get my money's worth, I had to go into a trance, quick!

Now, I'm not saying I did, and I'm not saying I didn't. But suddenly I recalled a particular incident. It was my freshman year of high school and I had just been cast in our school play. It was a small role, really, but I knew that somehow I would end up stealing the show. I was to play the daughter of a pair of Swedish immigrants, and my only line was directed at my father.

"Why aren't you dark, Papa, like Uncle Lars?" I would ask. As I sat there in the hypnotist's office, I distinctly remembered that shining moment, felt the spotlight beaming down on me, heard the audience's stunned response as I asked, "Why aren't you dark, Lars? Like Uncle Papa?"

Oh, the hypnotist was glad to hear that! That was the root of my problem! So a couple words of mumbo-jumbo and he pronounced me cured. He sent me on my way – more discouraged than ever, because now I realized that this wasn't even

a new problem. I'd been making a fool of myself in public for years.

In desperation, I went to see a medical doctor. I asked for some pills – any kind of pills – something that would take the fear out of public speaking without me having to actually do anything. And the doctor said there were lots of pills on the market like that and he related a story to me as he scrawled out the prescription.

The last time he'd prescribed drugs for a public speaker, the patient had called back to say that the speech he had given had, indeed, been effortless. He had walked to the stage amid thunderous applause. He had stood quietly and gazed at the audience fondly. The group, expecting a truly great speech, had burst into applause once again.

Tears had come into his eyes. "Thank you," he had sobbed. "Thank you so much." And then he left the stage, convinced that he had made the finest presentation of his life.

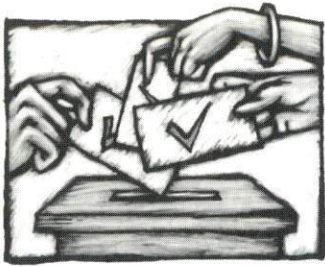
Well, I never did take those pills. Instead, I discovered Toastmasters, with its time-tested technique of practice in an atmosphere of friendship and support.

You see, I've learned that better speaking doesn't come through books or hypnosis or pills. It comes through trial and error. It comes by seeing yourself improve just a little with each speech, watching and learning from more advanced speakers, and helping others overcome their own speaking problems.

It's not expensive. It's not a gimmick. It's not a shortcut. It just works.

So now when articulate bullies kick words in my face, I kick 'em right back. Because I'm not a verbal weakling anymore. You see, I'm a Toastmaster. **T**

Cindy Podurgal Chambers. ATM. is a member of Heartline Club 7409-63 in Clarksville, Tennessee.



Toastmasters Share Their Lessons Learned

Walk with Enthusiasm

As a Toastmaster, you are likely to have had an experience that inspired and compelled you to change a behavior or thinking style. Maybe someone's suggestion made you alter your Toastmasters path.

This is a forum for sharing those ideas and "lessons learned." Here is a selection of some of the latest reader tips:

■ *"Walk with enthusiasm to the lectern, as if you have something to say that's worth listening to. This is also a way to gain control of the audience before you reach the lectern."*

LAURA DEBOR CARTER, ATM - LITTLE ROCK, AR

■ *"When I am the designated evaluator, I use the formula of Compliment, Critique and Challenge. Compliment whatever had a positive effect on the speech; critique all those things that detracted from its effectiveness; and challenge the speaker to improve in two specific areas when giving the next speech."*

BOB COUCH, PH.D. - SAN ANTONIO, TEXAS

■ *"I keep a 3 x 5-inch card filled out with important information on each club member: where they work and for how long, what their job is, how long they have been with Toastmasters, how many speeches they have completed, and what club office(s) they have held, etc. When it is my turn to introduce them, both the speaker and the audience appreciate the detailed introduction."*

JAMES VOSS - LYNN, MASSACHUSETTS

■ *"For a long time, feedback to my speeches consistently indicated I spoke too rapidly and needed to incorporate vocal variety. To overcome this, I decided to 'try on' the speaking style of some of my favorite motivational speakers. While listening to a tape, I would repeat exactly what the speaker said approximately a second after she spoke. I copied her vocal variety exactly, and added my own gestures. 'Trying on' a speaking style was like trying on a new outfit. Later, after one of my own speeches, I received an enthusiastic evaluation from my Toastmaster peers. My plateau has ended!"*

KAREN SINCLAIR - ABBOTSFORD, BRITISH COLUMBIA, CANADA

■ *"Reduce lectern nervousness by adequate preparation, audience focus rather than self focus, and proper breathing. As a thoroughbred trembles with anticipation at the starting gate before running a race, so should a speaker at the lectern before delivering a quality speech."*

KEITH ROGERS, CTM - TOWNSVILLE, QUEENSLAND, AUSTRALIA

■ *"When I receive the meeting schedule for the upcoming month, I highlight my name and duty for each week and begin to prepare for each meeting at once. When I am well prepared, I am relaxed and it shows."*

SARAH CASTRO, CTM - MODESTO, CALIFORNIA

■ *"When giving any type of presentation, the most valuable tool I've found for combating nervousness is to 'get myself out of the way!' Take the attitude of - 'I'm here to give you a gift; my attention is on you; I want to communicate with you; I want you to communicate with me.' My relaxed presence helps the audience be at ease, and then real communication can take place."*


MARY WELL, DTM - ORANGEVALE, CALIFORNIA

■ *"When you use humor in a talk, smile after the punch line and wait until the audience is finished laughing before you continue."*

SCOTT GLOVER - OSHAWA, ONTARIO, CANADA

Share with us that favorite tip, strategy or action that has made you a more effective communicator. Entries may be edited for clarity and length.

Send to: Mark Majcher, ATM
"Topical Tips"
1255 Walnut Court
Rockledge, Florida 32955

Or e-mail: mark.majcher@truemedia.com 



By Lin Gill, CTM

Share the Power of Toastmasters with Educators

THE BENEFITS OF TOASTMASTERS FOR TEACHERS IS ONE OF THE best kept secrets around. Unfortunately, educators usually aren't targeted for membership in our organization and thereby lose out on training that could greatly improve their own and their students' professional and personal lives.

Today's teachers face unprecedented communication challenges. They have to interact with diverse groups in the community, business and industry while facing higher expectations and greater accountability. Toastmasters may just be the best and most efficient communication training program around for them.

Here are some ways to share the benefits of Toastmasters with public school educators:

1 Toastmasters club meetings model the democratic process. For decades, educators have maintained that one of the most important lessons a student can learn is to see the democratic process demonstrated in the classroom. Since educators tend to teach the way they were taught – not the way they were taught to teach – students do not always learn this most important lesson. Toastmasters meetings provide practical experiences in life skills, such as decision making, that can be an important aspect of most classrooms.

2 Toastmasters learn to share information effectively. Students no longer sit and listen simply because it is the respectful way to behave. Learning requires students to be actively engaged in the educational process, and excellent communicators can facilitate their engagement and learning.

3 Toastmasters enlarges teachers' scope of interaction. Teachers interact mostly with students. Communication with other teachers is limited. The rich variety of Toastmasters activities can help teachers net-

work in order to better relate to students, parents and the larger community. Thus they have a better chance of solving tough problems – gender bias, sexual harassment and violence – that cross educational boundaries.

4 Table Topics fosters communication skills. Educators want and need to improve their listening skills and to be able to formulate and communicate their ideas. Educators often make management decisions in group situations, so confidence and communication skills are crucial.

5 Toastmasters provides experience with oral and written feedback. A large part of a teacher's job is to evaluate others and help them grow and improve. But many teachers feel insecure and inadequate in the role of providing feedback to their peers. Most teachers have had little practice and instruction in this area, but training in evaluation and mentoring is an integral part of the Toastmasters program.

6 Toastmasters can build powerful and effective role models for young people. Toastmasters has a reputation for being an organization where women and minorities thrive. What could be a better way to provide needed positive and diverse role models for students?

Sharing Toastmasters with public school educators is in our collective best interest. It provides our organization access to an untapped membership market that is rich in human energy, caring and talent. Most of all, sharing Toastmasters with educators provides us with an avenue to favorably impact educational reform and to nurture our greatest national resource: our children. **T**

Lin Gill, CTM, is a member of City Slickers 2149-44 in Lubbock, Texas.



The Retirement Speech

No material gift can match the value of a tailor-made, specially delivered tribute to someone's career.

Just one year after becoming a Toastmaster, I received my first opportunity to give a retirement speech.

I was in my classroom, minding my own business, when a fellow teacher, Walter, approached me and said, "We really should have a speech for Dan tonight at the dinner. Since you are a Toastmaster, you can give it." Being a committed Toastmaster, I answered, "Absolutely not! I refuse to make a fool of myself in front of my peers. Besides, I need at least two weeks notice."

Walter badgered me for the rest of the morning and I finally gave in – threatening, of course, never to speak to him again. Then, with the help of fellow teachers, students and other staff, I delivered the speech that evening. And it went very well! As a matter of fact, the applause was the loudest I have ever received. Dan, the retiree, had tears running down his face, and the next night I received a phone call from him. "I cannot thank you enough for the words you said about me last night," Dan told me. "My family thanks you, I thank you, and – I love you, I love you, I love you." Since that time, I have delivered and coached many retirement speeches.

A retirement speech is different from most other speeches in that you will speak on someone else's behalf;

the focus shouldn't be on you, but on the honoree. You also can count on a very attentive audience – the retiree, especially, will cling to your every word – and you probably will give your speech in a restaurant or other formal setting. Chances are you will be videotaped. Retiring is a life-changing event. Although you may include humor, the underlying theme of your speech should be one of appreciation and recognition of the retiree's contributions to his or her workplace, both personal and professional. Think of those retirement greeting cards with gold on the edges that celebrate the achievements of the past and offer best wishes for the future.

Let's go back to that retirement speech I just mentioned. Dan was the head of our school's audiovisual department – the man behind the scenes. But after 20 years of excellent service, he was being laid off by the state. For his speech I decided chronological order was best, so I spoke to staff members from Dan's early years as well as to students and staff who currently worked with him. I paid special attention to stories demonstrating his patient and generous character. These were also humorous stories. Fortunately, I had witnessed the occasion when Dan received the "unsung hero" award given by the students and was able to capture, in words, the surprised look on his face when his name was called.

That was probably the most moving part of the speech. I also mentioned the technological changes that took place during Dan's tenure.

Another retirement speech I gave was honoring Susan, our principal of 10 years. She was a very serious, focused administrator whose position impacted the entire campus. In order to obtain information about Susan I sent memos inviting input to every campus department. The purpose of this was two-fold: In addition to needing information for my speech, I wanted to be able to give an answer if people not so fond of Susan expressed opinions contrary to my presentation. (I then would be able to comfortably say I had asked for input, but could not recall receiving theirs.)

Since I received a lot of information from many people, I found the most challenging part of this assignment was to organize it effectively. After weeks of organizing and reorganizing, someone suggested that I should include statements from Susan's memos. My problem was solved! I took the memos Susan had sent and searched for topic sentences. For example, one memo stated that "The arts are the areas where special education students can reach limitless potential." I was able to take that sentence and design a paragraph that addressed the art, music and computer departments. In fact, the format of the entire speech became one topic sentence after another, and it was an easy 20-minute speech to recall. All I needed for my notes were the eight opening statements – the rest of the information just flowed.

It was difficult, though, to find humorous material for Susan's speech. Fortunately, before the big night, I had a funny conversation about the retirement party. We had

been given a choice of either chicken or filet of sole for dinner. My teaching partner happened to ask which dinner I selected. I answered, "The filet of sole of course." "Why?" she asked. Since I do not eat beef or poultry I said, "Think of those poor chickens stuck in those horrible cages." And her response was, "Oh yeah, well what about the poor souls?" So I decided to use that anecdote in my opening remarks. It worked! The audience laughed, and I proceeded confidently.

The conclusion of the retirement speech has to be warm. It is, after all, the grand finale of someone's career. In Dan's case, I felt it was most effective to end with a heartfelt and sincere thank you on behalf of everyone. For Susan, because she was an administrator, I decided to invite everyone to join in a round of applause. Rather than place adjectives throughout her speech, I saved them for a dramatic ending: "Please join me in thanking this most energetic, dynamic, encouraging and inspiring woman with a warm round of applause." With everyone on their feet, the attention shifted easily from me to the guest of honor.

Usually, after the speech, a gift is presented to the retiring individual. Often it is very expensive. No material gift, however, can match the value or significance of a tailor-made, specially delivered retirement speech.

Ruth Pinkus, CTM. is a member of the Advanced Orators Club 3345-31 in Mansfield, Massachusetts.

*Editors' note: If you would like to read more about giving a retirement speech, the Advanced Communication and Leadership Program features a manual, **Special Occasion Speeches**, with a "Speaking in Praise" project. See ad below.*

New Advanced Manuals!

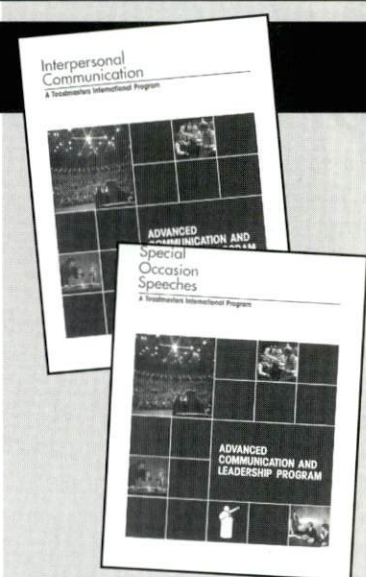
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Toastmasters Featured on "Good Morning America" Program

For many new Toastmasters, the prospect of giving their first speech presents an emotional roller coaster ride. Now imagine what it would be like if that first speech were to be given on national television in front of millions of people.

That's what Deborah Hanze of American Greetings Toastmasters Club 8142-10 in Brooklyn, Ohio, did on "Good Morning America." The popular network TV show presented a segment on the fear of public speaking and taped the American Greetings Club as a positive example of conquering fears and improving speaking skills.

The program producers wanted to focus on a Toastmaster looking to develop public speaking skills for work-related activities. Hanze, the newest American Greetings'

club member, joined Toastmasters to improve her presentations to both employees and sales representatives.

"I wanted to develop my communication skills in order to become a more valuable employee," Hanze says. "With a full-time job and a family, I don't have time to go back to school. Toastmasters fits into my hectic schedule."

The Good Morning America crew videotaped for three days at American Greetings' World Headquarters and at Hanze's home in Westlake, Ohio. The resulting five-minute segment aired on Good Morning America in May '96.

Providing unique publicity for Toastmasters, the program highlighted company clubs that offer employee growth in a work-related environment. The club members profited from meeting the changing needs of the ABC show, having to move up deadlines and hurriedly organize meetings.

Toastmasters International and Hanze, together with the American Greetings' club, all worked together to present a message that fear of public speaking can be overcome with improved communication and leadership skills. **T**



Toastmaster and American Greetings employee Deborah Hanze was featured on a nationally-televised morning show segment which focused on overcoming the fear of public speaking.



The adventure of planning your club's Communication Achievement Award dinner.

The Big Show

When I joined Toastmasters, I never imagined I would get to do a project such as putting together a Communication Achievement Award dinner. As you may or may not know, Toastmasters provides the Communication Achievement Award as an opportunity to

honor someone outside the club who is distinguished within the community as a leader or communicator for a worthy cause. Our club has given this honor since 1989 and it has been very successful in giving the club publicity as well as new members.

Last year, I was appointed coordinator of the event, but I had some reservations. With no experience in planning an event of this magnitude, I had no idea what to expect. This turned out to be such a challenge that I thought others might learn from my experience.

The very first task involved securing a place to hold the event

and deciding on a tentative date. Our Sergeant-At-Arms contacted the hotel where last year's event was held.

Next, I formally asked the club for award recipient nominations. The key to gaining interest is to explain what the award is about and the guidelines for qualification. I sent out press releases to the local newspapers about the nominations, informing the public about Toastmasters.

We also asked the Chamber of Commerce, local churches, service organizations and editors of the two community newspapers to recommend a nominee for the Communication Achievement Award.

Finally, after a long and intensive search, our nominee was found: Foster City Councilman Roger Chinn. He had been involved with city government for more than 20 years, including five terms as the city's mayor. Councilman Chinn agreed to accept the award, provided we could reschedule the award dinner for the week following our original date. No problem.

I had heard many stories about poorly planned occasions and was determined to avoid any misunderstandings with the hotel. The day after we got the confirmation from Mr. Chinn, I set up an appointment with the catering manager of our city's Holiday Inn Hotel to work out all the details for the dinner. We selected the choice of entree, price per person and what the club would be paying for. I also explained what the club would need during the function, such as an American flag and a lectern. We finally talked

*"When you set up a Communication Achievement Award Dinner
for your club, plan your work and then work your plan."*

about a time and date for a security deposit and when the club would have to pay the final balance.

One surprise our club experienced involved the reservations. We estimated a guest list of about 40 people, mostly city and county government officials. We were shocked to learn that Mr. Chinn had invited more than 200 dignitaries! Luckily, the hotel staff assured us there was room enough.

Finally, speakers had to be assigned: the Toastmaster of the evening and a keynote speaker. These two assignments would have to be given to an experienced club member. I gave the Toastmaster nod to Scott Gahagen, a CTM with radio disc jockey experience. Our keynote speaker would be Joan Clout Kruse, a three-year club member who had just received her ATM. We also needed someone to introduce Mr. Chinn, and looked for someone who knew him well or had worked with him in his political career. We asked the current Foster City mayor and he readily accepted.

As the date approached, I became increasingly nervous. I had no idea what to expect. But as it turned out, everything fell into place. The final tally on our guest list was 53, including the many members of our club who helped out with registration and greeting duties. Many Foster City government officials attended, as did a mayor from another San Francisco Bay area city and a local county official who gave Mr. Chinn a special proclamation.

When the dinner was over, I breathed a sigh of relief. The event had required a lot of planning, negotiating and club member participation, but it was a success. If your club

is interested in doing an event such as this, I've put together guidelines to make your award dinner go smoothly. And don't forget to ask Toastmasters Headquarters for the Communication Achievement Award pamphlet (Catalog No. 1972-A). Always remember two things when you set up a Communication Achievement Award Dinner for your club: Plan your work and then work your plan.

COORDINATOR'S GUIDE TO SETTING UP YOUR CLUB'S COMMUNICATION ACHIEVEMENT DINNER

1. Secure the hotel or restaurant. Set up a tentative date, time and a payment plan. Estimate how many people will attend.
2. Describe the event to the club and encourage participation in the nominating process.
3. Recommend the nominees to the Executive Board of your club and vote for one person. Have the club vote on the Executive Board's choice - either a Yes or No vote. Have an alternative name in case the first choice is not available.
4. Promote a strong turnout by your club members to the dinner. Invite Toastmaster dignitaries from Area, Division and District. Ask your recipient for an invitation list.
5. Publicize your event to your local Chamber of Commerce, newspapers, radio or television stations. Invite them to cover the event live. Print out a beautiful flier and offer retailers to put it in the window. Try getting the mayor of your city to proclaim the day in the recipient's honor.
6. Purchase the Communication Achievement Award plaque from Toastmasters Headquarters.

7. Assign an experienced Toastmaster as emcee during the dinner, a keynote speaker, and person to introduce the recipient. Also, plan on having entertainment, such as Table Topics. Arrange and print the program for the evening.
8. Recruit members of the club to carry out support functions and to take pictures.
9. At the head table, only seat the recipient, his or her family or friends, the Toastmaster and the club president.
10. After the event, submit an article with a photo to your District newsletter.

SOME KEY TIPS AND HINTS

- Make sure hotel management knows the club is responsible only for the dinners. Any extras or drinks must be billed individually.
- Test the P.A. sound system. If available, bring a backup sound system.
- Study the layout of the room. Make sure the hotel staff knows exactly where everything should be.
- Make sure there are no distractions, such as other dinner functions.
- Set up the final count to the catering manager of how many dinners will be served. Verify how many were served at the end of the function.

Coordinate the serving time with the catering manager. Before leaving, pay the balance of what you owe. **T**

Michael Gerard James, CTM, is a member of Elmira-Corning Club 1498-65 in Elmira, New York.



HALL OF FAME

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

DTM

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

Diann M. Hitzel, 2211-2
 Bruce G. Marshall, 2607-3
 Rick Bright, 2607-3
 Joseph Peter Simini, 65-4
 Hakim Sanaie, 107-4
 Ronald W. Stoner, 2332-11
 Michael J. Fasnemyer, 290-12
 Cheryl Smith, 2195-14
 Lola Jordan, 719-15
 Wilma A. Young, 7966-21
 Patrick A. Thompson, 3422-23
 Margaret M. Peiffer, 4093-27
 Joseph Guerrero, 4754-39
 Ellen F. Higgins, 6518-53
 Hugh Ivany, 8818-54
 Evelyn M. Kohlbrecher, 4969-56
 Norma Jeanne Bennett, 8454-56
 Desmond Maurice Fazldeen, 7612-70

ATM Silver

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

Jake Nehring, 6114-11
 Norman "Woody" Baker, 3546-25
 Richard E. Dawes, 2977-26
 Helen L. Burkett, 1792-27
 Harry S. Truman, 8539-27
 Frances C. Okeson, 9679-46
 Marcia Bruce Bush, 5522-52
 John D. Chauvin, 1710-53
 Craig A. Harrison, 2767-57
 Sydney G. White, 1365-58
 Mary T. Cook, 6034-70
 Johnny T. Uy, 2100-75

ATM Bronze

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

Melinda L. Carter, 151-10
 Jean L. Embry, 5171-14
 Shelley Dobson, 4986-16
 Kristi Nielsen, 9198-21
 Laila Bassim, 9673-21
 Deborah J. Brozanic, 455-24
 Tom Merritt, 305-25
 Thomas John Prittie, 4837-39
 Clarence D. Bright, 129-47
 Melinda Skelton, 9214-50
 Carolyn B. Lucky, 1763-56
 Graham Miller, 4892-69
 Linda Jane Thompson, 5673-71

ATM

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

Richard L. Escamillo, Jr., 20-F
 Edwin Bean, 37-F
 Scott Vrzal, 86-F
 Donna P. Steinmetz, 100-F
 Victor P. Syquia, 873-F
 Kevin Starr, 5147-F
 Bill Martin, 6658-F
 Donald Bergman Johnston, 114-1
 Linda K. Forman, 977-1
 Vincent Crecco, 1258-2
 Marilyn Milnor, 5030-2
 Terry W. Hisson, 9490-2
 Ronald G. Rule, 9775-2
 Alan Johnson, 1820-3
 Edwin M. Bebee, 2531-3
 Elizabeth C. French, 3850-3
 Bonnie Dorris, 6532-3
 Julie Elizabeth Terlisner, 7381-3
 Jerry Van Rennes, 7538-3
 Merle H. Smith, 8146-3
 Samuel D. Marines, 2624-4
 George Melec Hunt, 895-5
 Ruth Marion Fuld, 4405-5
 Victoria Cramer, 8469-5
 Carlos G. Balmaceda, 9493-5
 Pauline A. Lundell, 9293-6
 Erik J. Hopkins, 1360-7
 Mary Paige Boucher, 1492-7

Lynn Bamberger, 2887-7
 Christine C. Todd, 5784-7
 Patricia L. Mathias, 4928-8
 Preston L. Bouie, 5000-8
 Sylvia R. Titchenal, 8439-8
 Cheryl L. Spears, 5927-9
 Joyce Krajewski, 4053-10
 E. H. (Pat) Burcham, 2339-11
 William M. Dean, 290-12
 Ali Rahmani, 1475-12
 Karen A. Keil, 2705-13
 Mark Amatangelo, 2705-13
 Ann R. Harris, 326-14
 Edwinna Spivey, 1901-14
 P. Cheryl Smith, 2195-14
 Robert Bentley, 3723-15
 Ruby M. Moore, 2216-16
 Winifred E. Okumura, 2257-16
 Alan S. Miller, 5467-16
 Kenneth L. McKellar, 1082-18
 Lauren Sheriff, 1914-18
 Arthur A. Boone, 8986-18
 Robert H. Torgerson, 685-19
 Jacque Johanson, 2791-19
 True A. Wheeldon, 3049-19
 David Calister, 9047-19
 Muriel Hedrick, 376-20
 Sheila M. Herman, 8727-20
 Bobby J. Driskill, 193-22
 Mark Torrey, 2301-22
 Robert Ernest Ita, 3355-22
 Sally O. Whittaker, 8591-22
 Michael Kroth, 6220-23
 Dale V. Underwood, 8807-23
 Yvonne Hager, 2888-24
 Peter L. Hines, 2981-24
 Vernon Deverre 'Zeke' Lowery, 5468-24
 Lucy A. Adkins, 6169-24
 Tom Merritt, 305-25
 James T. Whitehead, 97-26
 Linda Saucedo, 2396-26
 William G. Sutcliffe, 1762-27
 Kathy Fox, 6651-27
 Rea Siffring, 4890-28
 Cheryl Phanstiel Ulrich, 4252-29
 Lonnie K. Robinson, 2759-30
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 Colin McKechnie, 5353-33
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 Michael Nelson, 834-35
 Allen Paul Brieschke, 1331-35
 Stephen Lambert, 1559-35
 Mark T. Brewer, 9589-35
 Karen Cooper Kornegay, 4335-37
 Jeffrey C. King, 4806-37
 Liz Simon, 5620-37
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Susan Hewitt, 9003-37
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 Laura Gail Kennedy, 2386-56
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 Ralph H. Miller, 8465-56
 Florence E. Blevins, 8544-56
 Bill Lusk, 2473-57
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