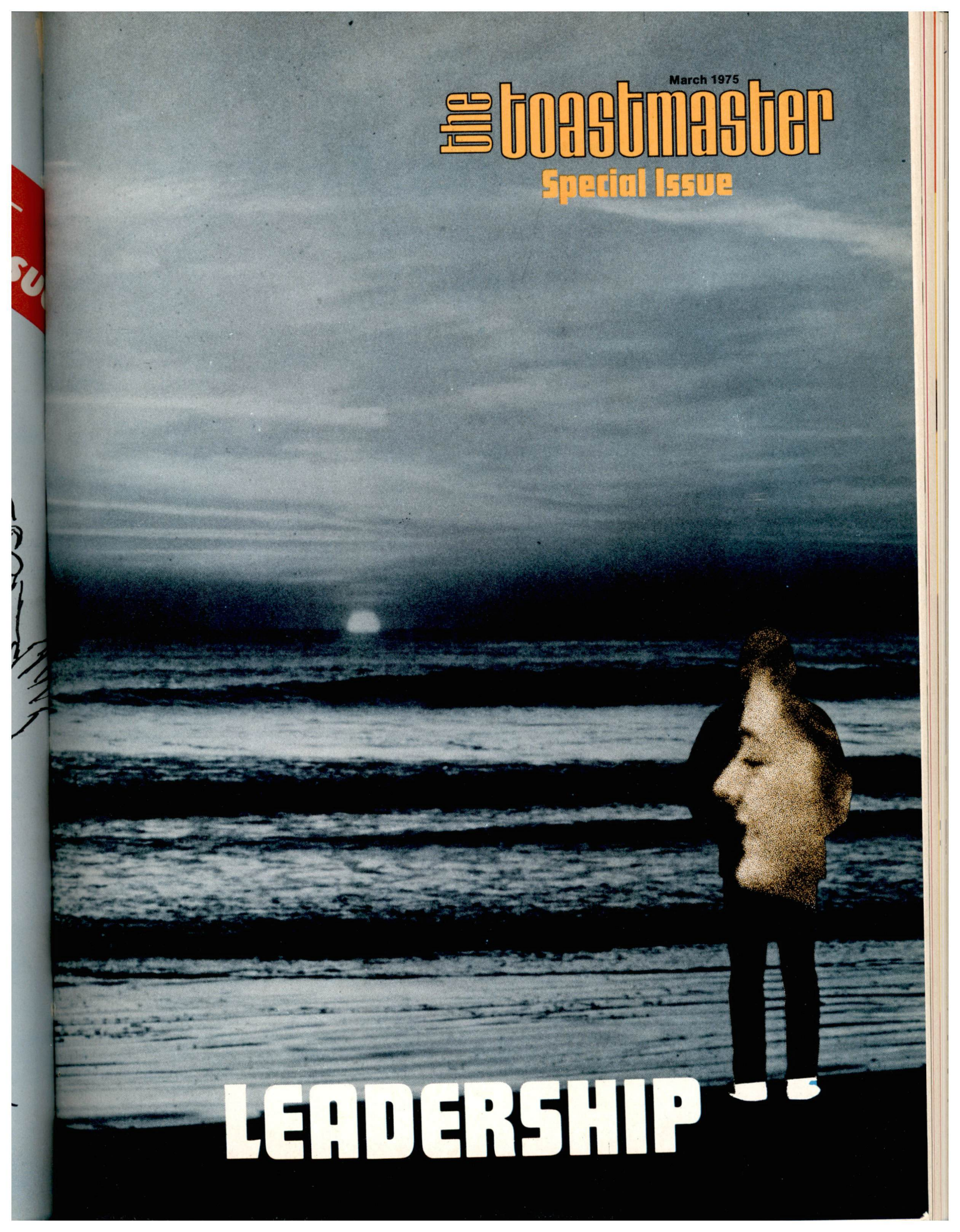


March 1975

the toastmaster

Special Issue

A black and white photograph of a person standing on a beach, looking out at the ocean. The person is wearing a dark jacket and pants. The ocean has waves breaking on the shore. The sky is dark with a faint light source on the horizon.

LEADERSHIP

Thanks, Buck

by John F. Diaz, DTM
International President



... On behalf of the thousands of Toastmasters who have had the pleasure of knowing and working with you over the ten years you have served us as a member of the World Headquarters staff and as Executive Director of Toastmasters International. I would like to share with the members of Toastmasters some of the contributions you have made to our organization.

Buck Engle organized a club and joined Toastmasters in 1953 at McAndrew Air Force Base in Newfoundland, Canada, and continued his membership as he moved from station to station in his Air Force career.

Prior to joining the World Headquarters staff, Buck was active in Districts 36, 8, and 56 as club officer, area governor, and district officer, and was selected as the Outstanding Toastmaster by the members of District 8 in 1959-60. In 1964, when he retired from the Air Force, Executive Director Maurice Forley asked Buck to join the World Headquarters staff as the Manager of the Membership and Club Services Department.

In 1967, Buck was appointed General Manager of World Headquarters, and in 1968 the Board of Directors selected him to succeed Forley as Executive Director of Toastmasters International.

During Buck's years with Toastmasters, he has provided a great deal of leadership, both as a member and as a professional association executive director. The staff studies completed under his leadership, identifying the major problems of TI, were of great help to the Board of Directors in determining a long-range course of action. Buck, working with the concurrence of the Board of

Directors, was ever-mindful of the need to shuck the public speaking image and be recognized by business, industry, government and the community as a potent organization in the field of communication and leadership. To this end, he developed a program that enabled many community organizations and other national and international associations to better understand how the Toastmasters Communication and Leadership Program would benefit their organization, employees, or members.

He was instrumental in identifying the fact that Toastmasters clubs and members needed to improve their club programs, provide prospects and members the Toastmasters Standard of Excellence and, at the same time, meet their members' needs. Buck also led the way in updating the Toastmasters educational material so that it would better meet the member and community needs. This updating included a new concept of communication set forth in the Communication and Leadership Program, spearheading an expanded and updated evaluation program, and addition of a Listening Program, along with the development of the manual, "Members, Meetings and Meals."

World Headquarters' service to the member, club, area, and district was greatly improved at considerable savings. Club, area, and district officer management training was developed and provided by the staff under his direction. The TI publicity program was greatly updated through the creation of Project Spot, the TI Advertising Kit, the Club Display Kit, the Silent Sales Kit, and other special publicity material made available to help districts, clubs, and members in their total membership effort.

Under Buck's leadership, many in-depth management studies were made of the Toastmasters International organization to better understand its problems and develop solutions. These studies included identification of new membership markets, why members leave Toastmasters, the effectiveness of the district organization, and how to improve its effectiveness by integrated management training of district officers at district, region and International Convention educational programs.

Buck, the hours were never too long, the problem never too small or too big that you didn't have time. All Toastmasters agree it was an enriching experience to know you and share the Toastmasters experience with you.

All Toastmasters wish you well in your new activity as President of Buck Engle & Associates, where you will provide specialized training programs and counseling for volunteer organization convention programs and seminars on how to plan a successful retirement.

Best wishes to you and Esther from all of us. □

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 Founder, 1878-1965

Vol. 41 No. 3

March 1975

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- 4 Our Organization
by Robert T. Buck Engle
 - 5 Terrence McCann Named Executive Director
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- 6 Everything You've Always Wanted to Know About Leadership . . . and More



In today's complex society of political, economic, and social problems, quality leadership is something that must concern us all. But what exactly is leadership and how can we, as individuals, develop the qualities needed to become an effective leader? This special issue of The Toastmaster attempts to answer those questions and supply you with pertinent information on how you may come to realize your true leadership potential.

-
- 12 Persuasion: An Investment Worth Cultivating
by Robert T. Oliver
 - 15 Understanding the Leadership Principles
by Kenneth M. Burke
 - 16 Encouraging Feedback
by Dr. William G. Dyer
 - 20 Lombardi: A Leadership Portrait
 - 25 Civility and Decent Behavior
by George Washington
 - 26 The Leadership Balance
by Hubert E. Dobson, DTM
 - 29 Put Leadership Into Practice

Editor: Bruce L. Anderson
 Managing Editor: Michael J. Snapp
 Illustrations: Phil Interlandi

Our Organization

by Robert T. Buck Engle

Fellow Toastmasters—

During the twenty-one years I have been a Toastmaster, I have had the opportunity of being a member in eight clubs in different parts of the world, and have served in four different districts as a club, area, and district officer. For ten of these 21 years, I have been a member of your World Headquarters staff and have been your Executive Director for the last seven years. During this time, I have had the opportunity to become deeply involved with each level of the Toastmasters organization.

Many Toastmasters say membership is the organization's utmost problem because they have not taken the time to analyze what Toastmasters is and what it stands for. My activities and experience in Toastmasters have provided me that opportunity and have helped me draw certain conclusions concerning the organization and its operation. These

Founders District Governor Art Hofner, ATM, presents his district's Communication and Leadership Award to retiring Executive Director Robert T. Buck Engle, in recognition of his efforts with national and international associations.



conclusions are basic if we, as Toastmasters, expect to successfully compete for a share of a person's discretionary time. If we don't overcome these problems, our organization will continue to be something less than it can be.

My first observation is basic to any business or activity that ties you to your family, your church, or to any organization of which you may be a part. That organization must have and maintain a certain standard of excellence in whatever it provides its members. For Toastmasters this means that club officers must provide the members with a club program that meets their needs in such a manner that each member can directly benefit and each guest will want to join.

While the Toastmasters Standard of Excellence is something we all strive for, only a very few clubs consistently maintain it. The balance of our clubs reach it only occasionally and, then, only for a short period of time. It is always inter-

esting to hear the officers of the clubs who do provide this Standard of Excellence when they tell how very little effort was needed when they used the resources available to them.

Another area needing a bit more attention by our members and officers is that of obtaining the necessary publicity about the organization and how its program will help members and organizations in the community. Oh yes, I have heard before—"the 'big' newspapers will not take our material," or "the radio or television stations are not interested." This is difficult to understand when some clubs and a few districts were able to generate full radio and television time over a two-month period that, if paid for, would have cost more than three-quarters of a million dollars.

Major newspapers have carried stories about the Toastmasters organization, club activities in the community, and how the program helps people and organizations develop their communication and leadership skills. All or some of the media resources are available to clubs and districts through your World Headquarters.

We need to continue to explore solutions to these and similar situations in the long-range planning being done by the Board of Directors/World Headquarters, districts, and clubs. After plans are made, it is imperative that we concentrate on results, and not on the mechanics for obtaining these results.

The future of the Toastmasters organization should include a new look at international development because the international need for the Communication and Leadership Program is greater than ever.

It is my hope that all present and future Toastmasters will utilize all the available resources both inside and outside the organization in developing their communication and leadership skills. It is also my hope that no time be spent on political games that would circumvent the established policies and organization but that time be devoted to providing positive suggestions for continued improvement to better meet the established TI goals.

Esther and I thank each of you for your wonderful fellowship and friendship which we have enjoyed.

Best wishes. □

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Terrence McCann



Named Executive Director

Terrence (Terry) McCann has been named by the Board of Directors to succeed the retiring Robert T. Buck Engle as Executive Director of Toastmasters International. The appointment is effective March 1.

A former Toastmaster, Mr. McCann comes to Toastmasters from Lions International, where he has served as treasurer and special assistant to the executive administrator since 1973. He received a B.S.C. in Business Administration from the University of Iowa and an M.B.A. in Marketing from Loyola University, Chicago.

Mr. McCann's appointment as Executive Director of Toastmasters International follows a career in business and service associations and an athletic record worthy of note.

After graduating from the University of Iowa, Mr. McCann served on the national headquarters staff of the United States Jaycees, where he planned and coordinated the activities of the service organization while also directing their publications.

He later joined the Knox Reeves Advertising Agency of Minneapolis, Minnesota, and, after three years with them, returned to his home town of Chicago to take a position with the Supermarket Institute of Chicago.

While working with the Institute, he developed management education programs and conducted seminars on management and training methods for middle and top-level executives. He later became manager of communications and public relations for the Institute.

While attending the University of Iowa, Mr. McCann compiled an impressive athletic record. He was a member of two Big Ten and NCAA championship wrestling teams and was three times national freestyle champion. He climaxed his wrestling career by winning a coveted gold medal at the 1960 Summer Olympic Games in Rome.

He and his wife Lucille have five daughters and two sons. □

Everything you've always wanted to know about leadership

In the past year, the leadership in all of the major world democracies has undergone an upheaval, as the world moves into an ever more uncertain future. Everywhere there are comments on the "crisis of leadership," as people await someone who can renew that lost sense of purpose and destiny which once pervaded Western civilization.

It is appropriate at this time to examine exactly what leadership is. Are leaders born or made? What are the qualities of a leader and how can we, as individuals, develop these qualities? This special issue of *The Toastmaster* will help answer those questions and give you a basis for future study into the subject of leadership. In a world desperate for leadership, at every level, there is ample opportunity for you to assume this role and fully develop your potential for quality in leadership. Toastmasters are the kind of people who don't just talk about a problem; we *do* something about it. This applies to leadership as well as communication.

We open this special issue by presenting the principles of leadership as they are understood today. Where specific

advice can be given, it is given. Where only general principles can be supplied, they are presented to help you get a "feel" for the quality of leadership which cannot really be taught; it has to be absorbed. Careful reading of this special issue and, especially, careful thought on how it applies to you, will launch you on the way to successful and effective leadership in today's world.

Everybody knows about the need for leadership; what are we going to do about it? Nearly every article we read these days sums up the problems, as if we weren't already aware of them, and concludes with an appeal for leaders. This leaves us exactly where we started: where do we get these leaders?

Communication

As Toastmasters, all of us are potential leaders. The Communication and Leadership Program is so named because Toastmasters recognize that a good communicator will also be in demand as a leader. This is inevitable. To paraphrase an old proverb: In a world where few can communicate their ideas, the one who can communicate will be elected president. The Toastmasters club is an ideal place to learn these leadership tech-

niques and every member should attend club office at least once and discuss what leadership is all about.

You've probably heard the saying "Leaders are born, not made," and perhaps you have decided not to bother trying to be a leader. If so, take time to reevaluate that decision and find out exactly what leadership means and how it relates to you.

While some people are born with characteristics that can help them become leaders, others develop their leadership ability because the situation demands. However, most of us become leaders through hard work and an understanding of the leadership principles. The average person is born with average abilities; it is up to him to develop those abilities to their fullest, using what he has to compensate for what he does not have. This is what Toastmasters is all about. The principle applies to leadership as well as speaking.

Granting, then, that some people born with so many advantages they can hardly help becoming leaders, and others have so many disadvantages they will have to struggle mightily to become le-

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ers, what can the rest of us do to develop our leadership abilities? The first step is to be appointed or elected leader. Every group of people needs a leader, and sometimes several leaders, and there is no reason why it shouldn't be you.

The leader in a group is really a servant of those being led and is to some extent a product of the situation the group is in. A good leader must combine a feeling of self-confidence with an underlying sense of humility and an appreciation of his responsibility for the group's welfare and achievement. The expression of his abilities is transmitted through the action of the group members, as the leader motivates and guides them towards the common goal. The leader may be thought of as a "front man" for the group, a symbol of the group's purpose. He is not a commander but a coach, encouraging his followers to use that drive that is within themselves to reach the goals before them.

How do you become a leader? The first way, and usually the worst, is to appoint yourself and push your way to the top despite all obstacles. When a person of this type becomes a leader in a crucial hour of need, he is referred to as a "born

leader." Yet, there are many more people who try this method in the wrong situation and never make it. While such leaders can provide temporary unity and clarity of purpose, their fatal flaw is ultimately themselves; leadership is for them an end in itself and such leaders soon lose sight of the needs and desires of their followers. Such leadership eventually becomes ineffective and the leader either loses his position or is surrounded by "yes-men," thus losing touch with real problems and workable solutions.

Group Selection

The second method of assuming leadership is to be selected by the group. This has great advantages, at least initially, because the leader already has the trust and shares the goals of the group as a whole. The leader's task is to maintain support, not to create it. As the term of leadership continues, the leader's greatest obstacle to excellence is the desire to please everybody and avoid measures he knows are both necessary and unpopular. Many times, the only requirement for becoming a leader is to be available and willing. Whether or not his leadership has quality will show up later and it requires great integrity on the part of

the leader to maintain this quality of leadership.

The third method of assuming leadership is to be appointed by your superiors. This is the most common method used in organizations, where a board of directors selects an executive, who in turn selects his subordinates. The standard procedures for receiving a promotion or obtaining a management position will put you in a leadership position. Once appointed as a leader, your main task will be to recognize that the group hasn't chosen you and to change group attitudes from a master-servant relationship to something approximating a partnership. The leader must show his subordinates that working for the common goal (the organization's) is also valuable to them as individuals. In this way your leadership role will become one of inspiration, not of force.

Almost anyone who wants to become a leader can become one, whether through self-selection, group selection, or appointment, because there are so many groups with special interests in modern society and most of them need leaders. When you accept leadership in one group, however small, you will probably become a

leader in other groups as well. Once you have begun a leadership role, you will need to examine the different styles of leadership to find which one best suits your personality and your particular situation.

Leadership styles may be pictured along a line, ranging from the style of a dictator at one end to the style of democracy at the other. In the dictatorial leadership style, the leader is absolute boss and anything he says goes. He makes all the decisions, one at a time so followers rarely see the whole picture, and rewards or punishes group members as individuals, not as part of the group. On the other hand, the democratic leader allows group discussion on decisions, encouraging group members and guiding them towards the best decision. He often suggests alternative ways of doing the

job and allows the group to choose one of the alternatives. The leader tries to be a group member in spirit, but leaves most of the actual work to his subordinates.

Democratic or Dictatorial

Since these two styles are ideal types, very few leaders fall strictly into either category. Most leaders are somewhere in between, with a tendency towards one or the other style. The leader's personality and the working situation help determine which style will be used. Research studies show that the democratic style is much more effective than the dictatorial, because it gives group members a feeling of self-worth and involvement. In the dictatorial situation, there is hostility towards the leader and a feeling of aggression, either on the surface or just "in the air"; as soon as the leader is absent, work grinds almost to a halt. For

these reasons, an effective leader should develop the ability to be as democratic as the situation allows. Working in a volunteer organization such as Toastmasters will help develop this skill, because fellow members cannot be ordered or pushed around. Experience in this environment will help you not to abuse power when you are in a position of complete authority.

Once you have established leadership and found your most effective style in a particular situation, your purpose should be to establish *quality* leadership, in order to keep your position and to serve your followers in an effective and meaningful way.

Writers on the subject of leadership are only too happy to supply long lists of traits necessary to becoming a successful leader. Many of these traits are obvious

New Members For Your Club

Beginning this month and for the next six months, an advertisement spotlighting the Toastmasters organization will appear in the *Training and Development Journal*, a magazine read by training directors and management development personnel in business, industry, government and service organizations.

The first advertisement is pictured here as it will appear in the March issue of the magazine. Each month, different topics of a similar nature will be highlighted, encouraging readers to write Toastmasters for more information about the organization and what it can do for them.

Since the person in your company responsible for training and personnel management will be interested in Toastmasters, the ad will be a great way to "break the ice" in talking to him about Toastmasters and discuss the merits of a company-sponsored Toastmasters club.

Provide the director with the necessary promotional material, especially "Communication For Your Organization" (101), and explain what Toastmasters can mean to the development of his company's employees.

As World Headquarters receives inquiries from the monthly advertisement, some of you will be asked to help in the follow-up. Every member should be active in building membership and forming new clubs, using this as a means of enriching your club variety and experience in helping others receive the same experience you have received through your membership in Toastmasters.

We will reprint the advertisement of the month in every issue of *The Toastmaster*, so you will know what ad your training director is reading each month. Only through your efforts can this ad campaign produce results. □



Toastmasters Tips

When You Introduce A Speaker

- Let the audience know the subject of the speech, but don't make a preliminary talk of your own on the same subject.
- Establish for the audience the speaker's expertise on the subject of the talk.
- Create a smooth transition in audience mood from the previous event to your speaker's subject, especially if one is humorous and the other is serious.
- Be brief and remember to always leave star billing for the speaker, not for yourself.

For your free copy of "Introducing the Speaker" and information on how the Toastmasters Communication and Leadership Program will help your employees and your organization, write Toastmasters International, 2200 N. Grand Ave., Santa Ana, CA 92711.

but the important qualities can be grouped into three categories. These are the internal qualities, or what you are; the analytical qualities, or what you understand; and the relational qualities, or the give and take between you and your followers. The idea to keep in mind is that most of these traits are important for becoming a complete *person*, not just a good leader, and you should work at developing these characteristics even before leadership is attained. Having these traits already developed will help others notice you as a potential leader and will increase your chances of being selected as the next leader of your group.

Your Internal Qualities

The first category, your internal qualities, includes the traits most difficult for you to modify. However, these traits are of such importance to maintaining leadership beyond the superficial level that it is well worth your time and effort to examine yourself and try to develop yourself in as many of these qualities as possible. You will never be a quality leader until there is something behind the mask, a depth and a character that all will recognize.

A prime requirement for leadership excellence is dynamic energy and an abundance of enthusiasm which can infect your followers and motivate them to attempt and reach new heights of success. An effective leader sets the example of hard work and drive, of endurance and vigor in mind and body. He knows his physical and mental limits and expends his energy constructively, wasting as little as possible. By "dramatizing" the dynamic part of his character, the effective leader puts excitement into the work of his group and gives his followers a feeling of identification with him and with the group goals, an identification which ultimately causes them to expend more of their own energies towards achieving those goals.

Purpose and Direction

A second internal quality necessary for leadership excellence is a sense of purpose and direction, not only in the immediate leadership situation, but in life as a whole. In this era of mass drifting and loss of purpose, people will be glad to follow someone who knows where he is and where he is going. An effective leader must have a consistent philosophy of life and an understanding of how each particular situation fits into that

larger framework. Having this awareness of ultimate meaning gives a leader the self-confidence necessary to create loyalty among his followers.

Another internal quality is self-integrity, or the ability to inspire trust in one's followers. This is one of the characteristics most often listed by employees as necessary in an effective leader. Self-integrity requires honesty, reliability, and courage. People look to their leaders for guidance in areas outside the immediate situation, and they want someone whom they can trust to be consistent and

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There is no reason why each of us cannot make the effort necessary to give depth to our leadership—to have something to say along with the ability to say it, and to have somewhere to lead as well as the authority to do the leading.

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decent in all areas of life. For example, factory workers often look to their shop supervisor for guidance in forming political opinions, even though the supervisor may know little about politics. The same might hold true for family problems or even deciding which car to buy. Followers must feel secure in approaching such a leader and they expect to have a leader who will protect them with his integrity and trustworthiness.

Emotional and moral maturity, an ability to accept responsibility, is another internal quality of good leadership. A

mature leader is self-controlled and relatively well adjusted to his situation. He resists the temptation to be prejudiced, arrogant, or moody, and is dependable and willing to accept the consequences for his actions. He doesn't blame heredity or society for his faults and mistakes, but faces them squarely and makes every effort to overcome them. People coming to him with problems, especially those of an emotional nature, know that such a leader will attentively listen to their side of the story and will reserve judgment until all the facts are in. Discipline will be fair and even-handed, not accompanied by loss of temper, and will be based on established rules and procedures. Above all, the leader will be as objective as possible and everyone in the group, even those whose views did not prevail, will know that their views were heard and judged fairly.

These traits of internal quality in leadership, and others which we all could list, add up to what a more sincere era called "character." Some of these traits were instilled in us as we were growing up and others must be worked out in our adult lives, but they are all a product of "will"; we can develop the character necessary to become a good leader if we *will* to do it. People respect someone who is trying to be fair and honest, to see a greater purpose and direction, and to suppress immature reactions as much as (or more than) someone who already has these elements of character fully developed. There is no reason why each of us cannot make the effort necessary to give depth to our leadership—to have something to say along with the ability to say it, and to have somewhere to lead people as well as the position and authority to do the leading. Only when the leader has a firm base of internal qualities can analytical and relational abilities be fully exercised.

The second category of traits necessary to effective leadership is analytical quality, or your ability to analyze a situation and conceive the proper solution to the problem. Many analytical qualities are inborn but, even more than internal qualities, they are ready for development. As with any other traits contributing to success in leadership, you can develop some qualities to a high degree in order to compensate for others you may lack.

The first analytical quality an effective leader should have is intelligence, or

mental ability, especially the ability to see relationships and "put two and two together." Before you say, "That lets me out," consider this fact: While all studies show that success in leadership is related to higher intelligence, recent findings also show that the most effective leader is only *slightly* more intelligent than his followers. Someone who is intellectually way ahead of the members of his group will have a difficult time relating to them; he will probably see them as incurably dense, while they will view him as a know-it-all snob.

Since a good leader should be slightly more intelligent than his followers, it is obvious that the potential leader should not attempt a higher position than he is capable of handling. This points to the need for an honest self-appraisal regarding your intelligence and abilities to analyze and solve problems. Because leaders are often called upon to make decisions alone, it would be most unpleasant to be "in over your head" day after day, with little hope of eventually catching on.

Idea Power

A second analytical quality for leadership is imagination, or idea power. This is the ability to create a plan of action in your mind before you do anything, and to mentally put things together in different ways until you find a combination that "clicks." This quality can usually be developed through practice, but it must be carefully watched; the "idea man" often turns into just another daydreamer. A leader must always keep his imagination on the practical level and take action when the ideas arrive.

One of the best ways to develop idea power is by having a broad range of interests; this is the third analytical quality of an effective leader. A person who has a developed sense of curiosity about many things, who reads on a variety of subjects, and enjoys planning and directing people on many different levels, instead of bogging down in the details, will tend to be a strong leader. Such a person usually has a rich life outside his job environment and many interests in a variety of pursuits. Having wide-ranging interests is one of the easiest of leadership qualities to cultivate; just pick some subjects you know nothing about, such as music, mountain-climbing, or soccer, and learn about them.

When you know the extent of your mental abilities and imagination and have

a broad range of interests and a variety of facts to call upon, you have gone a long way towards the fourth necessary analytical quality, that of decision ability or decisiveness. Knowing that you are mentally capable of handling your group's situation and having a broad background of seemingly unrelated, but potentially useful, knowledge (it's amazing how knowing something in one area will suddenly give you an idea of how to solve a problem in another area), you have a foundation of self-confidence and security necessary to make decisions and stick to

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**Making too many
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will let the group
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”

them. And, as the leader, you are expected to constantly make decisions and to usually be right. Considering all the possibilities and carefully weighing each one is the job of a good leader, but once the facts are in, the leader must close debate and make the decision, accepting the responsibility himself. Making too many wrong decisions may cause you to lose your position of leadership, but not making decisions at all, or putting them off until events force the decision, will let the group know they never even had a leader.

The final analytical quality we shall discuss is administrative ability, including knowledge of your job and the organizational structure you must operate in. Every group has specific activities which must be carried out and goals which must be selected and reached. It is the leader's responsibility to have an overview of his followers' jobs and to coordinate their efforts towards the common goal. While the leader often cannot have a mastery of the technical skills of each subordinate, he must have at least a working knowledge of what each one is doing and how it relates to the larger picture.

This is the ability to coordinate, the prime ingredient in administrative ability. The leader must know enough about his subordinates' roles to make sure that relevant opinions are heard before a decision is made and that irrelevant opinions are diplomatically shelved. The best picture of the leader's ability to coordinate is that of the orchestra conductor: he knows the principles of music, has working knowledge of each instrument, and knows the skills of conducting. His job is to put all the parts together in a coordinated way and to provide the "spark" which makes the whole greater than the sum of its parts. That is the role of the effective leader.

The Relational Qualities

We have seen how analytical skills are necessary for effective leadership, but upon a foundation of internal quality and integrity in the leader. We turn now to the way these values and skills are transmitted from the leader's personality into the group. This is the third major category of traits necessary for effective leadership: the relational qualities, or how you translate what is inside you into meeting the needs and goals of the group you are leading. Without these qualities, you are a "one-man band." Having no followers is equivalent to having no leader.

The first of these relational qualities which an effective leader must either have or develop is a general attitude of friendliness and the ability to let the other person know that you consider him valuable as a human being. A leader who shows sincere interest in his followers as individuals, who makes them feel at ease approaching him with their problems, and who projects a feeling of personal worth to his subordinates, will insure

the dedication and loyalty of his group and will be forgiven a large number of mistakes before losing the confidence of the group. People prefer to be influenced by someone who they feel has an interest in them and cares what happens to them, and they are looking for that open attitude when they accept a leader.

An important ingredient in this friendly and open demeanor is the possession of a sense of humor. This is an ability that probably cannot be learned, but it ties in closely with not taking yourself too seriously, an attribute that can indeed be learned. Injecting humor or some type of word-play into a situation at the right time will defuse emotional exchanges, ease tensions when there is a deadline to meet, and punch holes in the leader who has inflated himself into a pompous windbag. Indeed, some research studies have concluded that appropriate use of humor is "a virtually unmistakable mark of leadership ability."

Human Relations

The second relational quality of leadership is a social ability to move easily with people and to enlist their cooperation. This is the art or skill of human relations, on which many hundreds of books have been written. Successful leaders are those at ease with people, who care more about activities relating to people than about activities dealing with things. A classic example of misplaced leadership in this context would be the brilliant research scientist who spends long hours in the laboratory tinkering with his equipment until just the right solution is found. He is rewarded for his success by being promoted to research director and he must play corporation politics while managing a group of individualistic and stubborn scientists. He is unhappy because he misses his work, the other researchers are unhappy because he doesn't understand human relations, and the company is unhappy because the research department has suddenly stagnated. Leaders lead people, not things, and they must enjoy dealing with people or will never be successful.

The last relational quality of leadership we will look at is communication ability, a skill you joined Toastmasters to develop. The American Management Association says, "In the final analysis, the job of every executive or supervisor is communication." It is this ability to put the needs and goals of the group into words

—words that relate to the context of the group and its purpose—that marks the effective leader. It is useless to analyze a problem and create the solution if this solution cannot be effectively communicated to the group in terms they can relate to. Spoken and written communication are the primary means of influencing people to follow the course set by the leader. Research confirms that successful leaders have a considerably higher level of language development than others, regardless of educational background, illustrating once again the strong tie between communication and leadership.

An Overall View

We have seen the basic traits necessary for quality leadership and how they interrelate. The development of internal personal qualities which will inspire confidence and a feeling of security in the followers is basic to all effective leadership. Adding to this is the development of analytical qualities, the ability to understand and cope with the problems and needs of the followers. Completing these qualities is the need for relational abilities, in order to get the group to follow your lead and to give them a feeling of belonging to a "team," with every member working towards the common goal under the guidance of someone who cares about them as individuals and does not see them as objects to be manipulated.

Through a complete and honest examination of your own leadership abilities, you can find where your greatest potential lies and what areas you need most to work on. As stated above, when you become an effective communicator you will naturally be in demand as a leader, and leadership in one area is usually followed by leadership in other areas. It is up to you to make sure that your leadership is effective, successful and of high quality, so that people will follow you out of respect and inspiration. Only as you know yourself, your abilities and your limitations, can you inspire others to follow you. Above all else, you must develop your ability to be sensitive to human needs and to meet those needs while leading people to higher goals than they had even considered. By keeping your interest centered on your followers and not on yourself, you can sense their needs and lead them to rewarding goals without getting so far ahead of them that you can no longer relate to them. Your

followers must see the group objectives as extensions of their own identities and goals and they must be given objectives that will expand their horizons and enable their personalities to grow, not stagnate. It is the meeting of needs and the establishment of these goals that are the basic responsibilities of the effective leader. Putting these concepts into practice is the only way to get the job done.

The Leadership Feeling

This Special Leadership Issue is designed to give you the basic information necessary to develop yourself into an effective leader. By presenting different viewpoints, we hope to give you a perspective of the subject that would be lacking in a textbook. While there are many principles of leadership, the ultimate requirement for quality is a kind of "leadership feeling"; it is hoped that reading this special issue will help you to grasp that "feeling" and carry it with you in your further studies on the subject.

The Special Leadership Issue continues with a look at the art of persuasion, written by the author of the Toastmasters Communication and Leadership Program. Following this is an article designed for managers, but applicable to all leaders, on how you can encourage your subordinates to evaluate your leadership ability and tell you how you "come across" to those who must follow you. Next comes an examination of leadership as it was exercised by Vince Lombardi, recognized as one of the greatest sports leaders of all time. Seeing how Coach Lombardi put leadership principles into practice will help you understand what these principles really mean. Then we pause to hear what George Washington, another of the greatest leaders in history, had to say about the qualities necessary in a good leader. The issue continues with a brief view of some of the current research ideas on the subject of leadership written by International Director Hubert Dobson, himself a training coordinator, and concludes with a listing of the opportunities you have in Toastmasters to develop and perfect your leadership skills. □

Persuasion: An Investment Worth Cultivating

To possess the ability to persuade may be the highest assurance an individual may have of attaining his true leadership potential. But like any other form of wealth, it deserves and demands attentive care.

As far as I know, no survey has been conducted to determine precisely why individuals join Toastmasters. Many members would give many different reasons. Nevertheless, underlying them all, we might find one common goal that inspires every Toastmaster in his quest for personal improvement—the urge to become more persuasive.

In a world economy in which recession is eroding opportunities and inflation is eating away rewards, everyone is becoming increasingly alert to find investments that are genuinely and dependably sound. There is one investment that has proved its worth through all the long course of human history, in times of depression and in times of prosperity as well. This is the investment in personal effectiveness.

Persuasiveness

Toastmasters International is dedicated to the enhancement of individual ability in the two fundamental and essential qualities of communication and leadership. These two qualities blend and unite in the factor of persuasiveness.

To become increasingly persuasive is the highest assurance an individual may have of attaining substantial leadership through effective communication. The ability to persuade is wealth that can never be devalued nor stolen. Even so, it is not inviolate. It can, and often does, wither away. Like any other ability, it deteriorates unless it is maintained through constant attention. Like any other form of wealth, it deserves and demands attentive care.

Persuasiveness is an investment worth cultivating. It helps you win friends and

avoid hurting feelings. It helps make sales and win votes. It salves wounded feelings and improves morale. It is what distinguishes civilization from savagery.

Cicero, who was surely one of the half dozen greatest orators yet to appear on earth, praised persuasion in these terms: "This it is which first bound men by the chains of right and law, formed the bonds of civil society, and made us quit a wild and savage life."

When individuals or nations confront one another in anger or disagreement, only two solutions are possible. They can fight out their differences or they can talk them out. Talk often seems unsatisfactory, but Winston Churchill uttered an essential truth when he said, "Jaw, jaw is better than war, war."

In a family or in a local community, ill will and chaos would prevail if not for those individuals with the insight and skill to salve the wounds and set up common goals by speaking the right words in the right way at the right time. Conflict is savagery. Civilization is persuasion operative in personal relations at all levels.

One of the greatest books on public speaking, written by one of the greatest philosophers in the early period of Western history, is *The Rhetoric* by Aristotle. It is purely and simply a treatise on how to be persuasive. Aristotle did not bother to stress the importance of persuasion, for he knew that his countrymen, the Greeks of Athens, took it for granted. In any democratic society where judgments are formulated and applied by common agreement, rather than by dictatorial

force, persuasion is the channel through which people deal with one another.

According to Aristotle, persuasion rests upon three foundation pillars, each of which is indispensable.

The first basis of persuasion is fact. A search for what is true about the subject being discussed, together with the argument or reasoning that directly follows those relevant facts. Truth and justice are realities and it is the first duty of the speaker to present and to uphold them. In the long run, he cannot deny or avoid the consequences of what is true. In the immediate circumstances of his speech, showing the audience what is true is powerfully persuasive.

Emotions

The second basis of persuasion, Aristotle saw it, is emotion. He observed that individuals have a deep-seated tendency to believe whatever they wish to believe. In Book I of his *Rhetoric*, Aristotle pointed out: "Our judgments when we are pleased and friendly are not the same as when we are pained or hostile." In Book II he declared, "The emotions affect all those feelings that so change men as to affect their judgment." If our listeners are afraid of communism, they will respond to warnings that it may be truthfully undermining our national security. Since they are desirous of health and wealth, they willingly accept recommendations by the speaker that assure them of increased personal well-being.

Cicero, in Book I of his *Oratory*, warned aspiring public speakers that "All the emotions of the mind be-

by
Robert T. Oliver

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which nature has given to men, must be intimately known; for all the force and art of speaking must be employed in allaying or exciting the feelings of those who listen."

Charles Henry Woolbert, one of the founders of the modern speech profession, wrote that, "To study persuasion intensively is to study human nature minutely. . . . More than half of success in winning men is in understanding how they work."

Aristotle did understand that men "work" both rationally and emotionally. He knew that human beings are capable of objectivity and sound reasoning and that a speaker should strive, whenever possible, to help his listeners to renounce and rise above their prejudices and emotional biases. He also knew that emotion is a powerful force which impels people to accept only those interpretations and judgments that accord closely with their own feelings.

The External Challenges

These two bases of persuasion, the factual or logical and the emotional, are external challenges to every persuasive speaker. He cannot create, nor in the long run successfully distort, either the truth of the matter under consideration or the feelings his listeners bring to the subject. He can and must understand the substance of his chosen topic and have a clear idea of what fundamental emotions his listeners bring to bear upon it; otherwise his interpretation and presentation of his arguments or appeals cannot be successful.

Beyond these two external factors



affecting persuasion, there is, according to Aristotle, a third factor—a factor that is largely subjective and that is of the highest importance in determining the success or failure of persuasion.

This third factor is the way the speaker is regarded by his listeners. It arises from a combination of personality, character, and reputation. To put the matter simply, this factor consists of the attitude of the listeners towards the speaker as a person, in addition to their feelings about his specific presentation of this particular speech.

The Basic Questions

In your own experiences in Toastmasters, the question concerning this third basis of persuasion is: "Do your listeners want to believe and accept what you tell them?" Behind this question are many more, all interrelated and all of fundamental importance for your success as a persuasive speaker and, ultimately, as a leader.

Do your listeners believe that you are honest, open and trustworthy? Do they take it for granted that you would not knowingly misrepresent any situation, problem, or solution? Do they think you are intelligent, diligent, and conscientious enough so that you will be sure to understand rightly whatever subject you choose to discuss with them? Do they regard you as a "good fellow," one of their own kind, without pretensions or pomposity? Anyone who is regarded as

a phony, or who is disliked or distrusted for any reason, is and must be unpersuasive. People may be forced (by his facts and logic) to believe what he may tell them, but they cannot be forced to accept and act upon it.

Facts and Attitudes

Persuasion, then, in terms of the classical rhetorical tradition, depends upon a proper mastery and use of facts and emotions and upon the attitude the listeners have toward the speaker.

In listening to persuasive speeches, whether or not you are to be the Evaluator or are simply one of the audience, there are certain basic questions you should use as guidelines to determine how well the speaker succeeds and to help him understand how he may do better the next time.

1. Is the speaker well liked and trusted by his audience? If not, what should he do to improve his relations with his listeners?

2. Is the speaker in a position to know what he is talking about? By what means and how well has he mastered his subject matter?

3. Is the speaker taking into account the welfare of his listeners in what he proposes to them?

4. Does the proposal advocated by the speaker make sense? Would it, if put into effect, solve the problem? Does the proposal accord with all that the listeners know about the problem from sources

other than this particular speech? Do the speaker seem to be appealing to the prejudices of his listeners or to the facts? If his appeal is to fact and logic, does he show how the feelings of the audience need not be violated by their acceptance of his conclusion? Or does he ride roughshod over their emotions? If what the speaker says does not appeal to his listeners, what is the reason? Do they know relevant facts about the subject that he seems ignorant of? Does his reasoning seem to be invalid? Does he ignore, or simply not know, what basic feelings his listeners bring to bear on the subject and upon him as an individual?

These questions are guidelines, not only for judging persuasive speeches, but also for preparing your own. By studying them and attempting to prepare and present your own persuasive speeches with the principles of Aristotle in mind, your persuasive ability should steadily and helpfully increase and along with your success as a leader. □

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

Letters to the Editor

Plans have been made to include a "Letters to the Editor" column in future issues of the magazine. Letters should be short and should contain constructive suggestions for improvement. They will be printed at the discretion of the Executive Director, based on the content and appropriateness of the letter.

UNDERSTANDING THE LEADERSHIP PRINCIPLES

by KENNETH M. BURKE

DISTRICT 56

As an instructor of leadership training at the Officer's Training School at Lackland Air Force Base in San Antonio, Texas, I view leadership from perhaps a slightly different vantage point than the ordinary person. However, certain principles apply in every situation. Certainly there is a relationship between leadership as it is defined by the military and as it applies to the Toastmasters program.

The Air Force defines leadership as "the art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common goal." Now, let's analyze this definition and apply it to Toastmasters.

The Art of Leadership

As stated in the definition, leadership is an art, not a science. You can't just take a list of principles, apply them and become a leader. It's not like a math problem where you apply certain principles and come up with the right solution. No, leadership is an art that can only be acquired through diligent practice, trial and error, by searching and finding the right ways to do things.

Just as different artists use different methods to create beauty, different leaders use different methods to accomplish a goal. Harry Truman, Winston Churchill, and John Kennedy were all leaders; but they all used different methods to accomplish their goals.

How can we apply this to Toastmasters? There are many ways for us to accomplish our goals as Toastmasters and club, area, or district officers. Some goals are best accomplished through an abundance of enthusiasm and hard sell,

while others can be accomplished through quiet determination and persistent work behind the scenes. Whatever method we choose, let's use our imagination and find new and better ways to achieve our goals. Just because the old ways have worked in the past doesn't mean that there are not better ways to do the job.

Influencing Others

Leadership is the art of *influencing and directing people*. There are, of course, many ways to influence others towards greater achievements—sound plans, clear-cut directions, good organization, and confidently-expressed goals. But one of the best ways to influence people is through the example you set for them. The better speaker, the better club officer, the better Toastmaster you become, the more influence you will have on others.

Now, what are the common *goals or objectives* we are working for? Simply stated, our goals and objections should be set at making ourselves better speakers, better listeners, thinkers, and leaders. These are very worthwhile goals because they make us better people, better citizens of our country, and better citizens of the world.

While teaching these young men in the Air Force, I have found certain leadership principles that may also be applied to Toastmasters officers. They are as follows:

- Know your job as a club officer.
- Know yourself and seek self-improvement through effective use of the Toastmasters programs.
- Know your fellow members and

look out for their welfare through group and individual evaluations.

Keep your members informed by telling them what is going on in the various programs presented by World Headquarters.

Set a good example by coming to every meeting and by making sure your speeches are well presented.

Insure that a delegated task is understood, supervised, and accomplished—especially with new members.

Train your members as a whole so they can identify with the club.

Make sound and timely decisions that will be of benefit to everyone in the club.

Seek responsibility and develop this sense of responsibility among your fellow club officers.

Take responsibility for your actions. If you make a mistake, admit it. After all, you're only human.

Basic Psychology

Our students' leadership instruction also includes some basic psychology. They come to understand individual dynamics, or why people act the way they do; group dynamics, or how a group thinks and acts and how to satisfy the needs of a group; and problem solving and the problem solving method. In addition, we teach them a sense of mission, authority and responsibility, management, and many other subjects to equip them for their job as an Air Force leader. But let me remind you—there is no secret formula to becoming an effective leader. There is no checklist of principles which insures that you are an effective leader. We simply have to use every means available to us to accomplish our goals—our knowledge, experience, abilities, and any other outside resources we may be able to find.

Again, leadership is an art that can only be accomplished through practice and study, trial and error, and by searching and finding better ways to do things. It is "the art of influencing and directing people in a way that will win their obedience, confidence, respect, and cooperation in achieving a common objective." And there are many ways to accomplish our objectives as Toastmasters.

We simply have to develop enthusiasm in ourselves and in our club and find the best way to do the job. With the help of Toastmasters that shouldn't be too difficult.



Encouraging Feedback

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A vital part of the leadership process is finding out what your followers are thinking. Dr. William G. Dyer offers some methods of evaluating your leadership effectiveness which may surprise you.

by Dr. William G. Dyer

In much of our current organization life, people have learned to mask, hide, and cover up their feelings, particularly those towards people in positions of power and influence. Because of this, it is often difficult for a manager to know what his true impact on others has been. He may see only the polite smile, the ready agreement, the apparent consensus and may assume, falsely, that the external feedback cues really represent the total impact.

The person with good interpersonal skills has ways of checking out the data to determine his actual impact and to ascertain whether the problem, if any, is his own inability to correctly communicate his conscious intentions or if it is in the filter systems of others.

A Sensitive Skill

In the process of improving one's performance, probably no skill is more important than being able to gather accurate and honest feedback about one's impact on others. Yet this is also an area of sensitive skill, for most people feel fearful and inept when it comes to sharing their feelings about someone's performance directly with that person.

It is not easy for a person in a lower status position in an organization to go to a more powerful, higher status person and give feedback that is unsolicited and presumably unwanted. The risks involved, from the lower status person's perspective, are so great that unless the situation

becomes intolerable or he is ready to quit, the safest course appears to be remaining silent and hoping the passing of time will improve conditions.

This silent strategy seems to be widely used for coping with people who have negative impacts on us. It is also a minimal change strategy that masks the real conditions and keeps frustration and negativism underground. And until it surfaces, the negative consequences of a poor relationship are difficult to deal with.

If a manager initiates a process wherein he asks for feedback and sets a climate where a person feels safe or even rewarded for sharing information, more people seem willing to share sensitive feedback. So how do you go about doing this?

Probably the simplest method is to invite another person to a private, one-to-one session. This could be preceded by a written memo or verbal request stating the purpose of the meeting, thus giving the person time to prepare. (Example: Dear Ed: I would like very much to get your reactions about my management performance. Do you see anything I do that creates problems for others? Do you have any suggestions as to how I might improve my effectiveness? I'd like to get together with you next week and talk

about this. I'll have my secretary call and set up a time when I can come to your office to discuss this. Thanks. Don.)

In discussing this method with managers, they nearly all agreed that they would appreciate their boss coming to their office for such a discussion. Others felt it would not be inappropriate to discuss this in the boss's office at a regular report or discussion meeting.

A second method is to request (either verbally or by memo) the person to share his feeling in writing. (Example: "Ed, I'm trying to improve my own management effectiveness. Would you be willing to take some time out and write down any suggestions you have for my improvement? Try to be as honest as possible. I want the feedback and feel it's important that I find out what my impact on others is, both positive and negative.")

Stimulating Feedback

In the direct request for either verbal or written feedback, the person to whom the request is directed may feel on the spot. If his boss is making the request, he may feel obligated to say something but feel uneasy because of the risk involved. Direct request data is not anonymous and the person may wonder how direct he can be without creating problems. To stimulate the feedback, the following technique can be used.

This is a method of stimulating the flow of data by sharing some data already known. This process was observed in a training program where one participant was generating negative feelings in others. Every time a serious, deep or sensitive discussion was underway, this man would sit with what was later described as a sneer on his face. It was apparent that the other participants resented this and rumblings were evident.

The second day this man addressed the group. "Whenever I get emotional or nervous, I know that my face twitches

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up. It's something I can't seem to control. Some people have said it looks like a sneer. Have you been aware of this?"

This was a great releasing factor and people talked freely about their reaction to him. It became easy for them to discuss his behavior, since he had opened the subject and had some awareness of it. A manager could help release feedback in similar fashion. (Example: "Ed, I have been told that I cut people off in staff meetings and appear to reject their contributions. Have you been aware of this? Have you seen anything else I do that disturbs people? Do you have any suggestions how I might improve?")

Dividing the Staff

To assure more anonymity, managers can divide the staff into sub-groups of three or four people at a staff meeting. The sub-groups meet for 30 to 45 minutes following a request like this: "I am very concerned about my effectiveness as a manager. I would appreciate it if you all could help me. At the next staff meeting I would like to have each of you get into a sub-group and identify those behaviors that seem to reduce the effectiveness of our operation. Would you also list those things that you like and would want me to continue?"

"It would be helpful if you could give

me any concrete suggestions for improvement. I won't be present while you meet and you can just turn in a written summary to my secretary. No names need be attached. I'm more interested in getting the information than knowing who said it. If any sub-group would like to talk with me directly, I would also welcome that opportunity."

Using the Entire Staff

It is possible for a manager to use his total staff at a staff meeting to discuss his managerial style and to give him suggestions for improvement. This is usually an identified agenda item and people are aware this issue is going to be discussed. The dialogue is more open than in the sub-group format and there can be more direct exchange between the manager and his subordinates. Such a meeting requires a general climate of openness, a spirit of dealing directly with human issues in an atmosphere of concern and mutual help.

The meeting format can vary. The manager can summarize his impressions of his own style and ask for reactions. He can ask each person to express his reactions and share his feedback and suggestions. The group can form sub-groups for a few minutes and then come back for a total staff discussion.

The use of instruments provides another avenue for anonymous feedback. Here the manager or the personnel department circulates an instrument or questionnaire that gathers data about managerial performance as experienced by peers or subordinates. Such instruments are the Blake-Mouton Grid, Likert's Four Systems, Hall's Telemetrics Instruments and the Dyer-Daniels-Moffitt Management Profile.

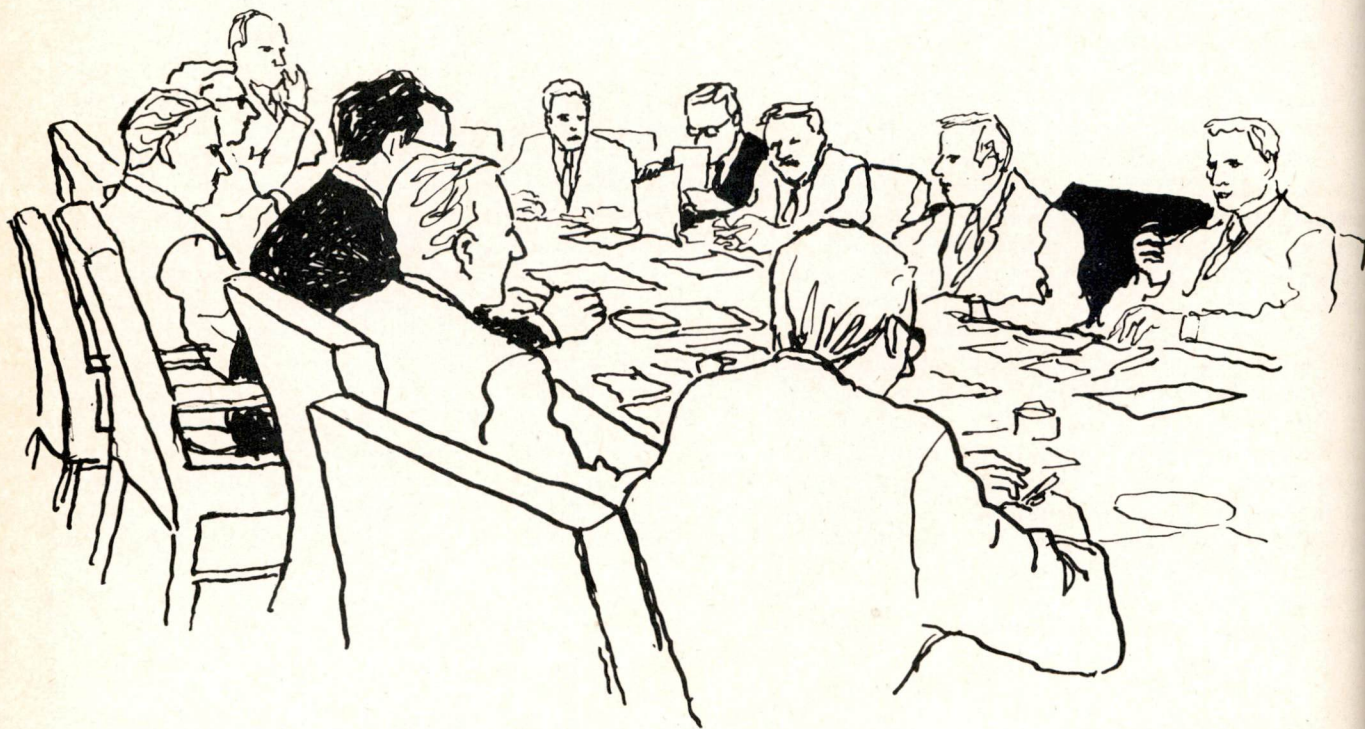
The data collected is tabulated and presented to the manager. Such information gives a general picture of impact but may not include any specific suggestions for improvement, nor will it provide specific information on how to improve performance with any one individual.

A Specialized Process

The advantage of the instrumented process is that it can be given to a large number of people, focuses on common areas, can be repeated at a later date and protects the anonymity of the respondents.

Similar to pump priming, the manager writes an assessment of his own performance and asks others to confirm or deny it, to share additional reactions and to make any suggestions for improvement.

Example: (Memo) "I have written the following assessment of my own per-



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"As I see myself, I feel I do the following things well: 1. I think I am punctual and never miss appointments or keep people waiting. 2. I feel I am dependable in taking care of assignments or requests given to me. 3. I see myself as a hard-working person who has great dedication and loyalty to the company and its goals.

"I also see the following critical things about my performance: 1. I feel that I am a rather closed person and that I don't communicate very much or very easily. I would like to improve this, but I'm not sure exactly how to do it. 2. I think I tend to cut people off in staff meetings and reject new ideas somewhat. I'm not exactly sure how people see or react to this: 3. I also think people are a little afraid of me and feel a bit uncomfortable talking with me. I don't know what gives people that impression or what I can do to reduce it."

Opposite each of these comments should be space for the reviewer's comments and suggestions.

The assistance of an outside person is another common method for gathering feedback data. This person can be from outside the organization or a person in the company's training or personnel department but not from the manager's department.

The consultant can use a variety of methods to gather feedback. He can observe the manager in action at meetings, at problem solving sessions, or in the work setting. He can interview peers and subordinates and get their direct expressions. He can administer instruments and tabulate a summary profile.

The Outsider

The advantage of the outsider is that he can often see things to which insiders have become oblivious and can probe in areas not available to the manager. A disadvantage is that the manager and subordinates may become dependent on the consultant and never learn to give and receive helpful feedback as a regular part of their on-going relationship.

For most people, sharing data with a superior is an especially high risk activity. When it is first attempted, the person usually watches his superior closely to gauge his reaction. And this reaction

usually determines whether such feedback will be given again.

Listen, don't explain or justify. There is a tendency to explain or justify actions when we receive feedback we feel is unwarranted or stems from a misunderstood action. When you ask for feedback, the burden is on you to listen and try to understand. This does not mean you are obligated to believe or accept the information, but your responsibility is to try to understand why the other person feels and reacts the way he does. Defensive behavior usually stifles the flow of feedback communications, for it tells the other person you are more interested in justifying yourself than in understanding him.

Ask for more. Especially in the open, verbal feedback process, there is an opportunity to get additional information. If the person eliciting the data can honestly keep saying, "That's extremely helpful. Tell me more. Is there anything else I should know about that?", this will support and encourage the continual flow of feedback.

Express an honest reaction. The person giving the feedback often wants to know what your reaction is to the data he has presented. The best guideline is to express your honest reaction.

Express appreciation and plan for the future. Acknowledge the risk that was involved for the person giving feedback and share your appreciation for his efforts. It is also a good time to plan ahead for future feedback sessions, which should be less disturbing and more productive than the initial encounter.

Sometimes the negative impact a person has is a result of an inability to translate his intentions into appropriate behavior. At other times, the other person's misperceptions lead to undesired consequences. In either case, the manager needs to discern the impact and engage in a process of exploring intentions, behavior, filter, and impact with the goal of reducing negative effects in mind.

Gathering feedback is the skill that starts the improvement of impact in motion. Several methods may be appropriate in stimulating a greater sharing of feedback from peers and subordinates. Such methods as personnel discussion, sub-groups, written communication, instruments, and outside consultation assistance are available to the manager who is willing to take the risk to begin this sensitive, difficult, but much-needed process. □

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LOMBARDIA



A Leadership Portrait



“If we would create something, we must be something. We make a mistake unless we keep working to win, to win, to win....”

The short, stocky man stood before 1000 corporate executives at the American Management Association’s annual personnel conference. “Once more,” said this man who had been described as one of the most successful leaders in the field of sports, “we need to develop in this country a strong spirit of competitive interest. We fail in our obligation unless we preserve what has always been an American zeal—that is, to win and to be first, regardless of what we do. . . .

“What is leadership? It’s the ability to direct people. But, more important, to have those people so directed accept it. . . . If you look at management objectively, I think its big trouble is its lack of leadership. . . .

“I think it is obvious that the difference between the group and the leader is not so much in lack of knowledge, but rather in lack of will. . . . Unless you maintain discipline, unless you enforce it in a perfect manner, I think you’re a potential failure at your job.”

If that famous sports figure, a football coach, appeared to be making a pep talk in the locker room at half time, it apparently had the desired effect on at least part of his audience. One businessman from a small company was quoted as

saying: “I don’t know how I will feel tomorrow, but right now I feel we can take on General Motors.”

Vince Lombardi, then head coach of the Green Bay Packers football team, had that effect on everybody.

The Lombardi Legend

Since his death in 1970, the Lombardi legend has been told and retold. The son of an immigrant Italian butcher, he grew up in Brooklyn, New York, and, after giving up thoughts of becoming a priest, went to Fordham University, where he graduated magna cum laude.

He studied law in night school and eventually landed a teaching job in a high school in New Jersey, where he taught physics, chemistry, algebra, and Latin and helped coach the football team. He went back to Fordham as a coach, then to West Point, and finally made it to the pros, serving as an assistant coach with the New York Giants and head coach with the Green Bay Packers and Washington Redskins.

When he went to Green Bay in 1959 at the age of 46, he had no idea that he would become the greatest sports figure since Babe Ruth, a distinction that brought him the admiration of such political notables as Richard Nixon and Robert Kennedy. Under his leadership, the Packers won 141 games, lost 39, and

tied four, winning five National League and two Super Bowl titles. But to fully understand the power of leadership that was Lombardi, one must understand the meaning of leadership.

A leader is pictured as an aggressive, intelligent human being who determines objectives, organizes people, and selects methods and instruments for implementation. He makes vital decisions, persuades subordinates to coordinated action, realizes goals, and enjoys the fruits of planned efforts. In short, the leader unifies his followers for cooperative action in order to achieve given objectives.

The Question of Leadership

It is often said of leadership that personality is not as important as the actual job itself and that most people with adequate motivation and intelligence could learn to be effective leaders. Some have hinted that the people who do become leaders probably obtain their positions because of affiliations, drives, connections, and the occurrence of vacancies. In following this line of reasoning, the personality traits which are required for a leader's job may then be developed after one assumes the leadership position.

Whatever the case may be, research has demonstrated the importance of certain personal attributes in those who are said to possess leadership abilities: social skills, including language fluency; humor, and sociability; ambition, including achievement, desire and decisiveness; and social direction, including diplomacy and poise under pressure.

In general, there seem to be six basic qualities that are essential for quality leadership: Intellectual capacity, Self-significance, Vitality, Training, Experience, and Reputation. When you talk about Vince Lombardi, you are speaking of all of these.

Intellectual capacity is essential if the leader is to be successful and includes such specific characteristics as mental, moral, and social sensitivity, a well-developed versatility or dexterity in coping with problems, an ability for intuitive action, and the talent for solving problems in coordinated ways.

Lombardi understood this and, oftentimes, used it to its greatest advantage. For example, some are convinced that his famous explosive fits of anger were calculated rather than spontaneous. According to Lombardi's one-man school

of applied psychology, a winning coach must be able to get inside his players' psyches and motivate them.

One of his favorite targets was Jerry Kramer, a Packer guard whom many regard as one of the all-time greats. "You look like a cow," Lombardi would yell at him. "You run like an old cow. Kramer, you're the worst guard I've ever seen."

Before Lombardi had come into the Packer organization, no one had ever talked to Kramer that way. But under Lombardi's constant torment, he once lost seven pounds in a single practice session. After that session, Kramer recalled later, he had literally crawled into the dressing room and nearly collapsed on one of the benches.

Lombardi seemed to have sensed that he had pushed the young guard far enough and, walking up to him, said, "Son, one of these days, you're going to be the greatest guard in the league." He was right.

Nicknamed "il Duce" because of his dictatorial methods, Lombardi apparently worked on the theory that the first year men were already scared enough and he seldom yelled at them. He often sought excuses to single them out for praise and carefully studied their personalities. It was not until the second year that he started yelling, criticizing, and pointing out defects at the top of his voice. But, by then, the former rookie was well established and able to survive and even profit from some of the advice.

The Clinical Psychologist

His subscription to an unwritten textbook of clinical psychology told him that a defeat called for a temporary easing of pressure, to make sure it would be forgotten and would not happen again. A victory, on the other hand, should be followed by the kind of criticism that is good for a man's soul—and for his head.

Once described by a Manhattan reporter as a combination of Knute Rockne, Billy Graham, and Lyndon Johnson, Lombardi believed that leadership requires mental toughness, and to have such mental toughness you need humility, spartanism, love, and a perfectly disciplined will.

"If we would create something," he once said, "we must be something. We make a mistake unless we keep working to win, to win, to win. . . . This is the age for heroes. The test of this century is whether we mistake the growth of wealth

and power for the growth of strength and character. We've weakened discipline and respect for authority and let freedom of the individual predominate."

Self-significance, the second of the essential qualities of leadership, was also understood by the astute Lombardi. Using this principle as a guideline, the leader asserts himself and makes others aware of his confidence in himself to do the job better than anyone else, to know what he wants and how to do it—to be the leader of the group.

Lombardi took great pride in his work and even greater pride in how he accomplished it. While assistant coach for the New York Giants, he once told Giants owner Wellington Mara, "When I have a meeting with my unit, I don't want any outsiders present. I'm going to have them criticize. I have to feel free to criticize my own way. I don't want any outsiders to hear that criticism. I don't want any of the players humiliated by having outsiders hear that criticism." It was the same at Green Bay when he took over as head coach and general manager. "I want it understood," he told his new board of directors, "that I'm in complete command."

When he went to Green Bay in 1959, the Packers were recovering from a dismal 1-10-1 season and his signing of a five-year contract as coach and general manager brought enthusiasm to the local fans. As new coach and general manager, he had the responsibility for restoring the team both to respectability in the standings and solvency at the box office. After his statement to the board of directors, there would be no one else to blame if things went wrong.

Developing the Winning Attitude

In Lombardi's self-adopted football creed (to win, to win, to win . . .) there was no room for second place. He felt important to develop the winning attitude and discipline his players as he would expect to be disciplined himself. "He's fair," said Henry Jordon, a defensive lineman with the Packers. "He treats all like dogs."

This attitude which became the Lombardi trademark also carried over into his personal life. His dedication and his fought enthusiasm were once described by his wife, Marie, in this way: "On Monday, Tuesday and Wednesday, we do talk. On Thursday, when practice tapers off, we say hello. On Friday, he is

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On Saturday, he is downright pleasant. And then on Sunday, Vince feels the game is in the boys' hands. He has done all he can. Sometimes, you have to poke him to keep him awake in the car driving to the game."

It was this feeling of self-significance and the awareness that one can only do his best and then relax when events move beyond his control that gave Lombardi his ability to constantly push his teams until victory was assured. His vitality as a leader was a necessary ingredient in this drive.

Vitality

Vitality is manifested in the physical, intellectual, or spiritual phases of life, and is the third quality essential for leadership. The possession of an abundance of energy and/or ample enthusiasm is a definite asset for the person who sets his sights on the top. Abundance of energy? Ample enthusiasm? Yes, this was the Lombardi that most people knew.

Vince's flair for the dramatic evolved throughout his childhood in Brooklyn. His mother was a sentimental, warm and sensitive person, while his father was often described as dictatorial, driving, demanding and ambitious, with a mercurial temper. The sum of these two personalities was Lombardi, the man whose winning habits and pattern of erupting with anger when a player achieved something too far short of perfection, combined with affection and sensitivity, made him a legend.

Even when he was hidden away in New Jersey as the coach of St. Cecelia's high school football team, Lombardi operated much as he did in the pros. He stressed football fundamentals, careful conditioning, and the need for players to accept discipline. His abrupt disciplinary action and his highly successful method of achieving it was known to everyone familiar with the game.

At the first Packers training camp under Lombardi, the rookies were required to show up before the full squad for extra conditioning and work. But at this particular camp, Max McGee, a veteran, also arrived early and a difference of opinion soon arose between McGee and the coach on whether the evening curfew and other such rules applied to the players who had reported early.

If a man was in training camp, Lombardi told McGee, he was subject to the same restrictions as the rookies. McGee

didn't see it that way; he left and did not return until the three day preliminary session was over.

On his return to camp, Max was met in the hallway by Lombardi, who grabbed him and started to bang his head against the wall, yelling until the window panes rattled.

"I'm not going to play for this so and so," McGee is supposed to have said. "He's a madman!" But McGee did play and later became one of Lombardi's most ardent admirers.

The coach's expression of vitality through discipline was only outdone by his demand for perfection. One week, he had spent several hours working with a promising rookie, an end, trying to get him to run the proper pattern without having to think about it. By Thursday, the young man was doing it right and this gave Lombardi considerable satisfaction. But in the last practice before the game, the play was called and the end ran it wrong. Lombardi gave a bellow of frustration and rage and charged out onto the field. The rookie took one look at him and ran for his life.

No one knows what he would have done to him had he caught him. It wasn't so much that the kid had made a stupid mistake, Lombardi told one of the other coaches later. What made him lose his temper was that the rookie hadn't seemed sorry enough about it.

Lombardi's vitality is best described by the quote that is most often attributed to him: "Winning isn't everything... it's the only thing!" It has been said that he came to regret this remark, because of the many interpretations it received. But it was the Lombardi philosophy as it applied to football and to life.

Leadership Training

The training that a leader receives does much to mold his character and outlook on life, and is the fourth ingredient of quality leadership. While it may be formal, informal, on the job, or in any education pattern, training is necessary for the development of his leadership capabilities. Lombardi received this kind of leadership training and it greatly influenced his career.

While serving as offensive coach at West Point, the young Lombardi received expert guidance and advice from a man who would have a great effect on his career — Colonel Red Blaik.

Blaik, a great admirer of General



Douglas MacArthur, took MacArthur's motto, "There is no substitute for victory," and adapted it to the football field. Pictured by many as a martinet, a dictator and a tyrant, he was often thought of as unapproachable and cold. Never mind his successes as a football coach, many had said, look at him as a man—he's mean. Little did Lombardi know that, at the peak of his coaching career, the same things would be said of him.

Collecting the Experience

The young men in Lombardi's charge at West Point were ideal subjects for his coaching methods. They were trained to take orders without questioning them and to accept discipline as a matter of course. But even while serving on Blaik's staff at West Point and later on the staff of the New York Giants, he did not have the security or the command presence that later became one of his trademarks. But while serving under these very influential people, Lombardi was already collecting the experience necessary for quality and effective leadership—though not to the same extent as in Green Bay and Washington.

Lombardi could not fully exercise his leadership capabilities until he was on his own. The effective leader must actually experience the weight and loneliness of leadership, coupled with the responsibility of holding the careers and, possibly, the lives of subordinates in his hands. The depth of experience in leadership is the fifth requirement on the road to becoming successful at it.

Lombardi knew this. His experience had taught him that when a team was not up (mentally prepared) for a game, a considerable blame must go to the coach or leader. He also believed that one of the coach's functions was the care and feeding of the diverse psychological hangups that affect a person's skills. But experience as a coach—especially a head coach—also brought him many heartaches.

The Final Cut

When a football coach is asked to make his final cut, to reduce his team down to the required number of players, the names of the players cut usually appear as a mere statistic, to be read or passed over like the obituary column of a daily newspaper. But Lombardi knew the psychological effect this could have on men, and this is what disturbed him most.

"When a kid has given you the best he

has to give, and you have to tell him it wasn't good enough, that's when you ache inside and think maybe there's a better way to make a living; maybe football isn't worth it. But when you tell a man he's through, and you know he has the talent to stick but hasn't put it to work, then you don't feel sorry at all. He's got it coming. Maybe the worst of all is when you have to give the word to a veteran, a man who's been with you for years, a man who's given you everything, who's part of you. You can't face him, you don't know how to tell him, but you have to. I've had to do that, and I don't mind telling you, I've cried."

Of all the qualities said to be necessary for leadership, the one Vince Lombardi had least to worry about was that of reputation. While reputation can only come after leadership has been established, it is the necessary final ingredient that produces a quality leader. Reputation makes respect for the leader's authority automatic, rather than having to be constantly reasserted. To be considered the possessor of intelligence, drive, determination, imperturbability of spirit, and sound judgment is the ideal goal of anyone who attempts to lead. To have the reputation of being a successful leader gives vitality and opportunity to the experience, training, and intellectual capacity.

Vince's reputation brought him fame and glory and put him onto a plateau which was considered the object of every boy's dreams. Stories about the fabled coach were often used at luncheons and banquets—sometimes in jest, but most often in supreme admiration.

The Horrible Pressure

But along with the fame that his reputation as the winningest coach in pro football had brought came also problems. When you're at the top, how much higher can you climb? When your game is won, what else is there to do but win the next game? These are the things that Lombardi had to contend with.

"The pressures were so horrible," Lombardi had said upon his retirement as coach of the Green Bay Packers. "The pressures of losing are bad—awful—because it kills you eventually. But the pressure of winning is worse—indefinitely worse—because it keeps on torturing you and torturing you...I felt I wouldn't be able to raise myself to the right pitch for the big games and then I wouldn't be

able to raise them to their best effort. I knew I couldn't ever deceive them about it, because they were an extension of my personality."

During his nine seasons with the Green Bay Packers and even during his short year with the Washington Redskins before his untimely death, Lombardi had molded, developed, and maintained loyalty for himself and the organization not only among his followers, but among others as well. Leaders create love, devotion, confidence, and respect in the hearts of followers and, having produced such attitudes, foster continued enlargement of these feelings so that the power of leadership will grow with the passing time.

"He saved my life," said Paul Hornung about Lombardi.

"He was all the man there is," said Willie Davis.

"He meant everything to me," said Bart Starr.

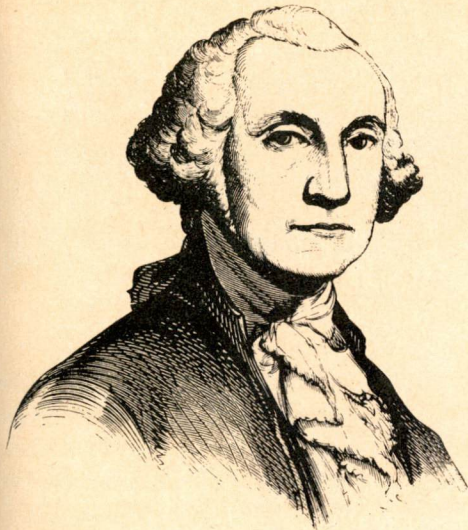
This is the kind of love that Lombardi fostered wherever he went. From Cecelia's to Green Bay to Washington he carried with him quality leadership such as the sports world will never forget.

Intellectual capacity. Self-significance. Vitality. Training. Experience. Reputation. Loyalty. He had them all, as a competent leader should. While there may never be another Lombardi, there will be other leaders to organize people and point them in the right direction using the Lombardi philosophy as a constant reminder of the need to win whatever you do.

"Every year I try to think of a new word for it," he once said, describing the phenomenal success of the Packers. "Last winter at the Super Bowl, I called it something that I have been sorry about ever since. When these tough sportswriters asked me what made the Packers click, I said 'love.'"

"Now you fellows know what kind of love I meant. It was the kind that means loyalty, teamwork, respecting the dignity of another—heart power, not hate power."

That was Lombardi, the leader. □



Civility and Decent Behaviour

*A look at some essential
qualities of leadership from
one of history's greatest
leaders.*

George Washington was fifteen or sixteen when he set down in a copybook, in his precise eighteenth century penmanship, a set of rules of civility and polite behavior he deemed necessary for the effective leader in company and in conversation.

TURN not your back to others, especially in speaking; jog not the table or desk on which another reads or writes; lean not on any one.

WHEN you deliver a matter, do it without passion and indiscretion, however mean the person may be you do it to.

WHEN your superiors talk to anybody, hear them; neither speak nor laugh.

WRITE no comparisons; and if any of the company be commended for any brave act of virtue, commend not another for the same.

SPEAK not when others speak, sit not when others stand and walk not when others stop.

THEY that are in dignity or office have in all places precedency, but whilst they are young they ought to respect those that are their equals in birth or other qualities, though they have no public charge.

LET your discourse with men of business be short and comprehensive.

STRIVE not with your superiors in argument, but always submit your judgment to others with modesty.

UNDERTAKE not to teach your equal in the art he himself professes; it savors of arrogancy.

WHEN a man does all he can, though it succeeds not well, blame not him that did it.

BREAK not a jest when none take pleasure in mirth. Laugh not aloud, nor at all without occasion. Deride no man's misfortunes, though there seem to be some cause.

LET your countenance be pleasant, but in serious matters somewhat grave.

SHOW not yourself glad at the misfortune of another, though he were your enemy.

WHEN another speaks, be attentive yourself, and disturb not the audience. If any hesitate in his words, help him not, nor prompt him without being desired; interrupt him not, nor answer him till his speech be ended.

DETRACT not from others, but neither be excessive in commending.

GO not thither where you know not whether you shall be welcome or not. Give not advice without being asked; and when desired, do it briefly.

IF two contend together, take not the part of either unconstrained, and be not obstinate in your opinion; in things indifferent be of the major side.

BEING to advise or reprehend any one, consider whether it ought to be in public or in private, presently or at some other time, also in what terms to do it; and in reproving show no signs of choler but do it with sweetness and mildness.

THINK before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.

UNDERTAKE not what you cannot perform; but be careful to keep your promise.

EVERY action in company ought to be with some sign of respect to those present.

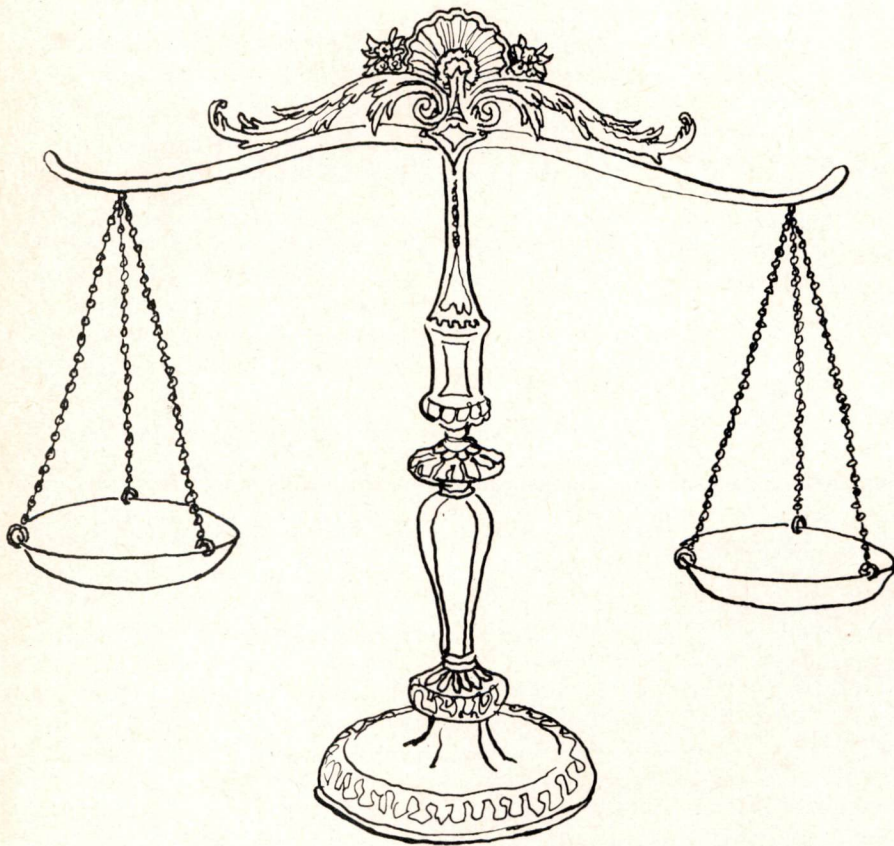
LABOR to keep alive in your breast that little spark of celestial fire called conscience.

WHEREIN you reprove another be unblamable yourself, for example is more prevalent than precept.

BE not hasty to believe flying reports to the disparagement of anyone. □

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The Leadership



Modern man has, over the years, evolved through many conceptual changes in his understanding of leadership and his relation to his environment. Throughout this century, the efforts of his leaders to cope with and share their environment have followed identifiable themes.

During the early part of the century, the focus was on "human engineering," rationalizing the way work was done. Then the movement focused on "human relations" and identifying man's social needs. Today, the trend is focused on total "human needs" and constructing the work environment with people in mind. This movement endeavors to build industry and business around the needs of people and no longer to force-fit people into predesigned cubicles.

The numerous writings of our founder, Dr. Ralph Smedley, leave little doubt that he recognized the imbalance of autocratic leadership patterns and the fact that worker response could be improved through communication training. The Toastmasters program proved a timely opportunity to study, practice, and improve communication techniques. Personal development resulted and the balance between leadership and followership was improved.

A Leadership Pendulum

The social, racial, economic, and environmental trend in our society can be seen as a pendulum, influenced in large measure by styles of leadership and communication techniques. Technological advances, knowledge levels, government programs (including Equal Employment Opportunity and Environmental Protection), and many related factors contribute

Balance

ally influence actions and response. The swing of the pendulum seems violent at times, since most major problems today are, in reality, crises to which people must react. Today's level of technological competence and human progress casts an image which gives us the potential of seeing the future and thus achieving balance in all things. But this is not happening.

Today, industrial and business surveys reflect common problems and needs. The greatest problem is communication. The greatest need is leadership. The imbalance of leadership patterns, changed manyfold since 1924, and communication techniques, which have substantially advanced, remains a major factor in achieving success or generating failure.

The Human Aspects

Leaders with the best records of performance, past and present, are generally those who focus primary attention on the human aspects of their subordinates' problems and interests. This requires a keen sensitivity and appreciation for changing human values.

Leadership patterns of this decade are being influenced by changing values as human conditions improve. For example, man is more independent today, has more choices of work, wants more meaningful activity, and seeks satisfaction of emotional desires as his security needs are filled by most employers.

In general, organizations and their members now reflect the tenor of changing human values as well as the influence of current regulatory controls. Thus, successful leadership development must be built first around changing human

values and, second, by harmonizing such values with organization needs.

Knowledge and technology of the behavioral sciences concerning such processes as individual motivation, power, communication, interpersonal relationships, and intergroup relations is essential to grasping the changing value of human needs. The seventies conjure up a different picture than the twenties did, and so will future decades. The pendulum of balance will continue to swing with an ever-changing environment. However, in any era, achievement of profitability and morale in an organization can be accomplished to the degree that its leaders' desires are kept in harmony with human needs.

A myriad of behavioral scientists' theories have influenced the pursuit of management and leadership development in recent years. Each scientist has contributed another realm of communication interests—to understand and to be understood.

The intent of these behavioral scientists is to provide insights into human behavior and is aimed at bringing about change in a predetermined direction. That change is usually concerned with the human side of the leadership process. While grounded in a belief that the needs and motivations of people are a prime concern, there is acceptance of the value of the individual, without whom the organization fails to fulfill its purpose as a social entity.

Group Participation

Research has shown repeatedly that people are more deeply committed to a course of action if they have had a voice in planning it. Experience in industry

indicates that the most effective means of gaining commitment and involvement is by obtaining participation by a group or work force in reaching the decisions and plans of action that affect them.

In any profit or non-profit organization, two major objectives should serve as basic guides for each leader:

1. To contribute to profitability or viability.
2. To maintain the high morale of its people.

Specific objectives may be developed from the above, through which definitive plans and actions would follow. Thereafter, each action is evaluated in terms of organization betterment, including sustained high morale. Such is the measure of competent and skillful leaders in today's changing environment.

The continual development of leadership skills and ability is paramount to understanding human needs and achieving effective leadership in a changing environment. Many studies on thousands of leaders list various key factors for successful leadership. The following are five significant leadership characteristics:

1. *Interpersonal Competence*—The ability to work in harmony with all levels of talent; understanding self, being self-responsible, communicating skills, and possessing the ability to manage conflict and have tolerance for ambiguity.

2. *Problem-Solving Competence*—The ability to extract facts from received information; a facility for organizing facts into two classes—important and unimportant; and developing an attitude of seeking solutions, not adding problems.

3. *Goal-Setting Competence*—The

ability to lay down a specific plan in keeping with organization goals and in balance with human needs. While these goals must be specific and measurable, the feedback of results to everyone involved is essential to maintaining harmony of relationship at all levels.

4. *Planning Competence*—The ability to define an objective course with a purpose, establish priorities, organize details, assign functions and follow up. Fundamentally, planning is a matter of answering six key questions: 1. What? 2. Why? 3. How? 4. When? 5. Where? 6. Who?

5. *Training Competence*—The ability to instruct or train others to achieve mutual performance goals. Training changes the way people think and by thinking differently, people behave differently. The ability to help or train and motivate others for optimum performance is a barometer of successful leadership.

Your Personal Growth

Personal growth starts when one considers personal needs, then conscientiously and systematically pursues appropriate answers to achieve the desired goals. Have you ever taken the time to ask yourself about your own self-development? Consider your present job; do you know:

1. What is expected of you?
2. How are you doing?
3. How can you improve?

Whether you are foreman, supervisor or department head, your continued leadership success depends on your ability to give candid answers to the above basic questions.

All development is self-development. The process of self-development, or developing your personal potential, includes:

1. Identifying the job and its requirements.
2. Taking a personal inventory of strengths and weaknesses.
3. Developing a plan of action to build strengths and strengthen weaknesses.
4. Following through to achieve desired goals.

In recent years, we have learned to appreciate the value of a clean and healthy environment. We have learned the meaning of the word "ecology" as it relates to

Enhancing Your TI Experience

by Gene Gunther, ATM
District 26

Toastmasters pride themselves on improvement in public speaking. Most cherish their newly acquired skills in conversation, debate, conducting meetings, listening, and even the ability to become better thinkers.

These are certainly important accomplishments, but is this everything you can get from Toastmasters?

Each member has an opportunity to become a club, area, or district officer. This leadership experience can be one of the greatest benefits you will receive as a Toastmaster. It gives you the opportunity to learn new management techniques and provides you with the job experience needed to see if you really like being a manager. It's an opportunity to show others your leadership abilities, to demonstrate whether or not you can motivate others.

environment. U. S. Anderson, in a recent book, *The Greatest Power In The Universe*, defines Ecology as "the focus of balance" or the "balance of opposites" —space/time, energy/matter, appeasement/exploitation, materialism/spirituality.

Leadership may also be identified with ecology or balance. Balance is harmony. Harmony is accord, consent, agreement, beauty, melody, conformity, symmetry. Effective leadership in our changing environment results when goals of the organization and needs of the people who support them are in balance.

In 1924, Dr. Smedley clearly identified an ecological imbalance of leadership and communication. Since then, the

Business spends millions annually to find out which of their personnel can manage and lead. They spend vast sums for developing the needed management techniques in their potential executives. You, as a Toastmaster, have a golden opportunity to get this training and testing as a manager and leader—at an unbelievably low cost. All it takes is a little time and desire.

If you are presently holding an office of any kind, don't waste this valuable leadership opportunity. Jump in with both feet. Decide what you want to accomplish as an officer, plan how to do it and then follow through to get it done.

Not only you, but every Toastmaster will benefit. If you are not presently an officer, don't sit around and wait for someone to ask you; let them know that you have a burning desire to gain this valuable experience. □

progress has been immeasurable. In 1970 the ever-changing environment provoked a need to constantly develop personal skills and abilities in both leadership and communication. The challenge of maintaining a balance in leadership and human needs will continue to be as vital to productivity and morale as clean air is to our environment. □

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Put Leadership Into Practice

As a member of Toastmasters, you are provided with a wide range of leadership training opportunities designed to help you realize your leadership ability. All that is left for you to do is to put these programs to use.

In this special issue of *The Toastmaster*, we have explored some of the many aspects of and qualities associated with the subject of leadership.

We have come to see that, in today's complex society of political, economic, and social problems, quality leadership is something that must concern all of us, whether it be in our government, our business or our Toastmasters club.

Your membership in Toastmasters provides a wide range of leadership training opportunities designed to assist you in developing your leadership potential.

The first and probably the finest of the leadership training programs offered by Toastmasters is accomplished through your participation as a club, area, or district officer.

When you serve as a Toastmasters officer, you receive your leadership training through actual working experience with your fellow Toastmasters. While you develop a working relationship with your members, your training experience is reinforced with the educational material provided in the communication and Leadership manuals.

Your Opportunity for Leadership

No attempt is made to "teach" you leadership. This must be accomplished on your own. What Toastmasters does provide you with is the "opportunity" to develop your leadership potential.

You will develop the ability to look ahead, to think ahead, to plan ahead, and then influence and motivate people to move ahead with you and your plan. Your ability to communicate — a quality of vital importance to the effective leader — will also strengthen as you progress through the Communication and Leadership Program.

When you assume your role as a club, area, or district

officer, you are not only helping your fellow members meet their goals through effective member/officer communication and cooperation, but you are also furthering your own self-improvement efforts through special studies and training available to you as an officer.

YLP and Speechcraft

The Youth Leadership and Speechcraft programs also provide the individual Toastmaster with the "on the job" opportunity and experience needed to develop his leadership capabilities.

Through these two programs, you are given the opportunity to organize and provide the necessary leadership for these community projects, while instilling enthusiasm and motivating at the same time.

Sponsored and conducted by Toastmasters International and its local clubs, the Youth Leadership Program supplements other communication programs by providing emphasis on specialized skills, with attention to individual needs. Designed for young people who wish to improve their ability to effectively communicate their feelings and ideas to others, the program, through the effort and leadership provided by the coordinator, helps them realize their goal of becoming tomorrow's men and women of influence.

The Speechcraft Program provides you with the opportunity of exercising your communication and leadership abilities and creating club program variety, which in turn increase the interest and attendance of all your club's members.

The speechcrafter becomes a part of your club meeting. Under your guidance, he gets to know and like the fellow-ship, while gaining valuable confidence and knowledge that

he is improving his communication and leadership abilities.

Like a sculptor molding a piece of clay into a work of fine art, the Speechcraft or Youth Leadership coordinator is given the opportunity of observing the program participants develop their communication skills which, ultimately, can be put to use as they begin to realize their own leadership ability.

"Self expression," said Dr. Ralph C. Smedley on the importance of communication to the effective leader, "is one of the first steps towards leadership. Sometimes a man gets hold of an idea and it shapes his whole life."

Whether he realizes it or not, the program coordinator is making a valuable contribution to his community while furthering his own leadership development.

The Special Resource

Experience has shown that many possess the leadership quality without realizing it. Their talents lie dormant and, in some cases, may never be awakened. Another way of discovering this latent talent is through Toastmasters' Specialist Resource Program.

Suppose you are interested in furthering the Toastmasters programs and developing your leadership ability but do not have the time to devote to the full responsibilities of an elected office or a Speechcraft or YLP coordinator. The Toastmasters Specialist Resource Program may be just for you.

Through this program, you will become a member of your area governor's "talent bank," because of your considerable experience as a member and because you have excelled in one particular program or procedure, such as membership-building or community relations. You will take your ideas that worked in past experiences and apply them to new situations, using current programs and procedures.

While your help will be used only on an occasional basis, you will discover still another foundation on which to

build your leadership ability. At different times, you will be contributing your experience and "know how" to some of the basic Toastmasters programs and problem areas, including club, area, or district educational programs, planning, publicity, club management, new club organization, fiscal management, or officer training.

There are, of course, many other aspects of programing and procedures of which the Special Resource may avail himself — all designed to enhance his total Toastmasters experience and satisfy his need for leadership training.

Conferences and Committees

While a member of Toastmasters, you are also given the opportunity to participate in district and regional conferences, leadership and planning, as well as assuming important committee chair positions at the club, area, and district levels. Both provide valuable leadership experience and training for the individual who is serious in his self-improvement efforts.

In this article, we've taken a look at some of the many leadership training opportunities provided through the Toastmasters Communication and Leadership Program. There are, needless to say, many more.

Dr. Smedley, recognizing the close relation between communication and leadership, once said: "The well balanced, intelligent speaker is the natural leader in any group of which he is a part." This has not changed.

Through the effective use of the total Toastmasters program and manuals, your desire to improve may be accomplished with relative ease. You, too, will come to realize the importance of communication upon leadership and its place in today's society.

But the realization will only take place when you participate in the programs and use them in your self-improvement efforts. Only then will you come to recognize your effective development as a communicator, a motivator, and, ultimately, a leader of people. □

Special Leadership Issue

Additional copies of this Special Leadership Issue are available from World Headquarters for 25 cents. Why not use them to show your prospective members what leadership training opportunities are available through the Toastmasters program.

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Got the FUMBLES?

When someone asks about TI programs and literature, do you fumble around, asking members if they've ever seen a particular manual or information flyer? Your problems will be solved if your club has a Club Reference File. It contains samples of essential information, including manuals, handbooks and program descriptions. Here is a list of contents:

EDUCATION

Debate Handbook
Mr. Chairman
Effective Speech Evaluation
C & L Manual
Advanced C & L Manual
Membership Sales Program
Humor Handbook
Audiovisual Handbook
Recognition in Focus
Listening to Learn
Patterns in Programming
Your Club Bulletin
Table Topics
They're All Around Us
Introducing the Speaker

ADMINISTRATION

Speechcraft Action
Youth Leadership Program
C & L Program
Introducing the Action People
Communication For Your Organization
Prospect to Guest to Member
Reading Program
How to Organize a TM Club
Club Constitution
Membership Application Form
Sample Proclamation
Community Contact Team
Member Interest Survey
Supply Catalog
Club Directory

Purchased separately, these materials would cost over \$15.00. Your club can have this complete Toastmasters library for only \$10.00. Order catalog number 1550.

California orders add 6% sales tax.
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