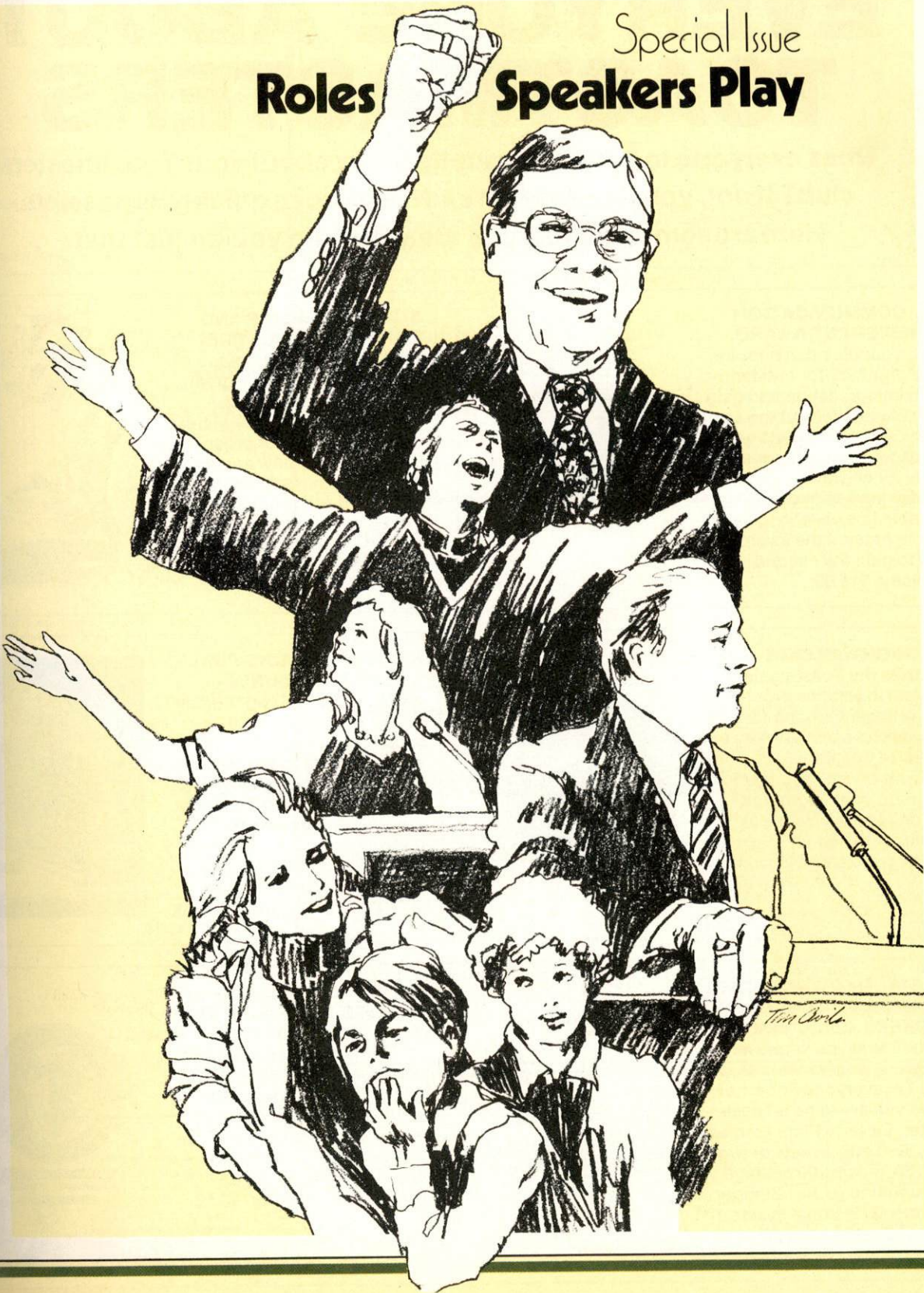


# The Toastmaster

MARCH 1979

## Special Issue Roles Speakers Play



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# The Toastmaster

March 1979

Vol. 45 No. 3

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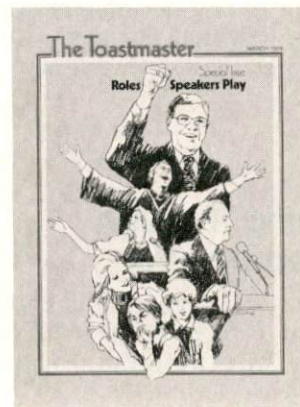
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## COVER

*Like an actor in a play, a speaker must define his role and get into character before he goes on stage. Speakers play many roles, and each requires a unique approach, a different mental attitude. In this special issue of The Toastmaster, you'll learn how to handle a number of popular speaking roles with assurance. Imagine yourself as a candidate, an inspirational speaker, a lecturer or a parent counseling a child. You can play all these roles and many others successfully if you know your character well and start rehearsing your part well in advance of the speaking occasion.*



Published monthly to promote the ideals and goals of Toastmasters International, an organization devoted to improving its members' ability to express themselves clearly and concisely; to develop and strengthen their leadership and executive potential; and to achieve whatever self-development goals they may have set for themselves. Toastmasters International is a non-profit, educational organization of Toastmasters clubs throughout the world. The first Toastmasters club was established by Dr. Ralph C. Smedley on October 22, 1924. Toastmasters International was organized October 4, 1930 and incorporated December 19, 1932. This official publication of Toastmasters International carries authorized notices and articles regarding the activities and interests of the organization, but responsibility is not assumed for the opinions of authors of other articles. Second class postage paid at Santa Ana, California. Copyright 1979 by Toastmasters International, Inc. All rights reserved. The name "Toastmasters" and the Toastmasters emblem are registered trademarks of Toastmasters International, Inc. Marca registrada en Mexico. PRINTED IN U.S.A. □ All correspondence relating to editorial content or circulation should be addressed to THE TOASTMASTER Magazine, 2200 N. Grand Ave., P.O. Box 10400, Santa Ana, California 92711. Telephone: (714) 542-6793. Non-member price: \$6.00 a year. Single copy: 50¢ (ISSN 0040-8263).

## "Thanks" for Your Condolences

I wish to thank Toastmasters all over the world for the beautiful letters I have received regarding Clark's devotion to Toastmasters and the dedication he always had for the movement.

Mrs. J. Clark Chamberlain  
San Diego, California

## Going Bilingual

The December article "How to Break the Language Barrier: Go Bilingual" was of special interest to our Defense Language Institute (DLI) Toastmasters Club, 3824-4, in Monterey, California.

Our membership consists mostly of foreign-born faculty members of DLI who teach a total of 27 foreign languages.

In 1976 we decided to create sections within our Toastmasters club for members who want to give speeches in foreign languages. And we are now working in this direction.

The December article was most welcome among our members since it confirmed that our originality is appreciated by Toastmasters worldwide.

J.M. Vesel, ATM  
Monterey, California

## Learning Through The Toastmaster

Just a note of praise and encouragement: I recently joined Toastmasters International and have found *The Toastmaster* to be very helpful, informative and, most important, a learning experience.

Being a new member, I look forward to each and every issue of *The Toastmaster* and try to use as much of the information as I can. I feel that *The Toastmaster* is a very useful tool for new members. I know it has been a great help to me. Please keep up the good work!

J.J. Cobb  
San Pedro, California

## Welcome To Australia

I was surprised to find a comment from the editor in the letters section of the October issue, which said that North American Toastmasters will be welcome at the Downunder Convention to be held in Sydney, Australia, in 1980.

Let me assure you that Toastmasters will not have to wait until 1980 to attend and participate in a multi-district convention in Australia. There will be a convention of Districts 69, 70, 72 and 73 in Adelaide, South Australia, May 18-20 of *this year*. As secretary for the 1979 Convention, I issue a very warm invitation to any North American Toastmasters who may want to attend the convention.

Chris Palmer  
Unley, South Australia

## A Catalyst For Thought

In his essay "How to Attend a Conference," Hayakawa writes:

"Few people . . . have had much training in listening. Living in a competitive culture, most of us are most of the time chiefly concerned with getting our own views across, and we tend to find other people's speeches a tedious interruption of the flow of our own ideas.

"Hence, it is necessary to emphasize that listening does not mean simply maintaining a polite silence while you are rehearsing in your mind the speech you are going to make the next time you can grab a conversation opening. Nor does listening mean waiting alertly for the flaws in the other fellow's argument so that later you can mow him down. Listening means trying to see the problem the way the speaker sees it. . . . Listening requires entering actively and imaginatively into the other fellow's situation and trying to understand a frame or reference different from your own."

Why quote Hayakawa here? Toastmasters are interested in new ideas and listening techniques, and this quote offers some points for

consideration, right? Also, it may act as a catalyst, as it did for me, to extended thought and study on techniques of listening — and may even spark a few recalls of ideas on listening expressed in *The Toastmaster*.

In this regard, each monthly issue of *The Toastmaster* acts as a catalyst for thoughts on how to handle a variety of Toastmasters activities and how to do a better job of communicating.

I've discovered that new insights can be gleaned from rereading past issues. For a thin (32-page) magazine, *The Toastmaster* packs a wallop in the field of communications.

Michael L. Wardinski, ATM  
Alexandria, Virginia

## Making Seniors Honorary Toastmasters

When is Toastmasters International going to start doing something for senior citizens? Some states have lotteries benefiting seniors. In some areas, discounts are given for drugs, medical services, picture shows and bus service.

We have quite a few elder statesmen in our clubs who have paid their dues for decades. They have given their time and knowledge unselfishly, and now in the twilight of their lives, they still pay their full membership dues.

With inflation taking a much larger cut from their retirement funds, I think it would be a splendid gesture to make these Toastmasters honorary members so they can participate without straining the budgets.

Donald F. Sabo  
Johnstown, Pennsylvania

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All letters are printed on the basis of their reader interest and constructive suggestions. If you have something to say that may be of interest to other Toastmasters, please send it to us. Letters are subject to editing for reasons of brevity and clarity and must include the writer's name and address.

## Add Polish to Your Act

"The world is all a stage and we are only actors in it," wrote William Shakespeare. Are you conscious of actually being on stage each time you communicate — at home, on the job, in church, at social gatherings? The stage setting may vary with each performance, but the ingredients are similar. The words you use, your physical gestures and your appearance represent your communications act.

Theatre or other staged productions that attract large audiences usually are those with top performers. Sports classics are so labeled because they include star performers. Leaders in business and industry who attract the best talents usually are those with the best record of performance. Success begets success. But one factor seems to stand out among the top performers. They constantly polish their acts.

Your effectiveness as a speaker, writer, reader or listener depends on the degree to which you polish these skills. I like the analogy of Orison S. Marden, who said, "The ability to communicate well is to a man what cutting and polishing are to the rough diamond. The grinding does not add anything to the diamond. It merely reveals its wealth."

To develop your communication skills, you must start with the basics. Toastmasters' basic Communication and Leadership Program encompasses 15 projects designed to lead you through all the steps of a speech presentation. Recent additions to Toastmasters' Advanced Communication and Leadership Program offer opportunities to specialize in subject areas that best suit personal needs. The program provides vital information that allows you to constantly polish your skills just like the top performers do.

Today, three new advanced manuals are available. Each contains five projects that focus on particular aspects of skill development. These are: The Entertaining Speaker, Speaking To Inform and Public Relations.

Two more manuals — The Conference Leader and Specialty Speeches — are now being written. They are scheduled to be printed and ready for distribution by mid-1979. When all the manuals have been published, Toastmasters who are about to begin the advanced program will receive three of their choice. The additional two manuals may be purchased at \$1 a piece.

Members who now are using the old Advanced Communication and Leadership manual will have an option to continue the project series in the old manual or purchase any or all of the new manuals to fulfill project requirements for award purposes.

I encourage all members to use these manuals to add polish to their acts, to fine tune their communication and leadership skills. Of course, we are born free and equal in our right to succeed or fail. But this I know to be true — top performers are those who first pursue the basics of a skill and then constantly strive for improvement. They stay on top as long as they keep polishing. School is never out for the pro. ■



*Hubert E. Dobson*

If you want your speaking act to be a success, you've got to get into character before you go to the podium. . .

# Roles Speakers Play

by Carole Anne N. Facas



**W**hen I'm asked to give a speech, the first thought that invariably comes to my mind is, "What am I going to say?" Then I have to remind myself to back up several steps because there are more important questions to be answered at this point, questions such as "Who am I?" and "Why am I giving this presentation?"

You'll be better qualified to search, organize and write your speech if you have defined your speaking role before you start these tasks. Will your audience expect you to be an expert on your subject? Are you the moving force behind a controversial project? Are you being honored for a special achievement? Are you an advocate for your subject or are you expected to present unbiased information?

A speaker needs to define role and purpose before preparing a speech for the same reason a salesperson needs to have complete product and market information before attempting a sales presentation: No one can operate effectively in an information vacuum.

Content, language and style of delivery are basic components of any speech. Each is significantly affected by the speakers' role and purpose. For example:

- *Content* — The information you include in your speech is based almost entirely on your role. An expert with no axe to grind will present

the facts on an issue — good or bad.

An advocate will tend to minimize or omit unfavorable points, unless he is sure that the audience is aware of them. In that case, he might mention a negative point in order to disarm opponents, then load the rest of his speech with the strongest arguments against that point.

A speaker honoring a retiree will tell humorous anecdotes and praise the retiree for his positive contributions; he will not make any negative remarks about the guest of honor.

A speaker trying to inspire his audience will concentrate on the view from the mountain top, not on the miserable climb it's going to take to get there.

• *Language* — The English language is the most expressive in the world. A speaker can express shades of meaning impossible in any other language.

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**If your role isn't defined for you, ask questions. You must know who you are before you can determine what to say.**

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A speaker who wants only to inform his audience uses neutral words while an advocate will use words with connotative meanings that are biased in his favor. An inspirational speaker often chooses the most abstract words appropriate to his subject.

• *Style of delivery* — An inspirational speaker legitimately pound on the lectern and exhort the audience. An after-dinner speaker is expected to be witty and entertaining, even when his topic is serious. An informative speaker will have a calm delivery. A persuasive speaker usually will project enthusiasm, dismay, anger, or other, more dramatic emotions in an attempt to move the audience. Although style of delivery depends partly on the speaker's personality, a good speaker also varies his style to suit a particular role or subject.

Knowing who you are and why you're speaking gives you a founda-

tion on which to build an appropriate presentation. The time you spend determining role and purpose will save you time you might otherwise spend developing inappropriate material.

If your role is not defined for you by the person who asked you to speak, request any information you need to make that determination.

Find out the basics: When is the meeting at which you are speaking and where? Will you be addressing a mid-afternoon rally on the steps of the university library, or will you be speaking to the local civic club after its monthly dinner in a restaurant "meeting"?

Will you have an audience of 1000 or 25? Are you the keynote speaker, one of several in a panel discussion, or the moderator of a roast? Are you the first of several speakers, the last, or the only one on the program? Will a public address system be needed (and working)? Will you be expected to provide visual aids, and what facilities are available for slides, overhead projections or the like?

The intent of the presentation influences content, language and style of delivery: Is the program being sponsored by the PTA to hear both sides of a controversial project being considered in the school system? Are you supposed to be for the project, against it, or neutral? Should you be calm or inflammatory? Should you dwell on one point in depth or cover the general topic superficially?

Audience analysis is a key factor that will help you determine the intent of the program. Ask straightforward questions before writing your speech. Is it an audience of experts or novices? What is the general interest level in the topic on which you've been asked to speak? Will you have to spend time arousing interest or can you jump to the heart of the issue? If the topic is controversial, what is the general feeling of the audience — mildly pro or actively hostile?

A little reading between the lines can sometimes help you identify the true intent of the program. An "informative round table discus-

sion" is not likely to be an academically detached examination of the facts if three of the four speakers are known to be outspoken in favor of the touchy subject. If you are the fourth speaker, plan accordingly.

After you have obtained as much information as possible from the program's sponsor, you need to ask yourself some questions: "Why me? Why was I asked and not someone else? Do I have some special qualifications or sources of information that the audience expects me to share? Do I have a reputation for no-holds-barred advocacy? Am I known as a fair-minded, unbiased investigator? Am I a last-minute substitute, or is the program built around my presentation?"

After you have decided why you were asked, you should consider what purposes, if any, you might have that the audience doesn't anticipate. If the audience expects a straightforward discussion of a topic, and you want to persuade

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**"No one can operate effectively in an information vacuum."**

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your listeners to adopt a certain view, you will be well advised to be subtle in your use of persuasive techniques.

If you have been asked to participate in a program to honor someone whom you believe to be a hypocrite you might want to decline or to damn with faint praise. Declining is probably the more polite choice.

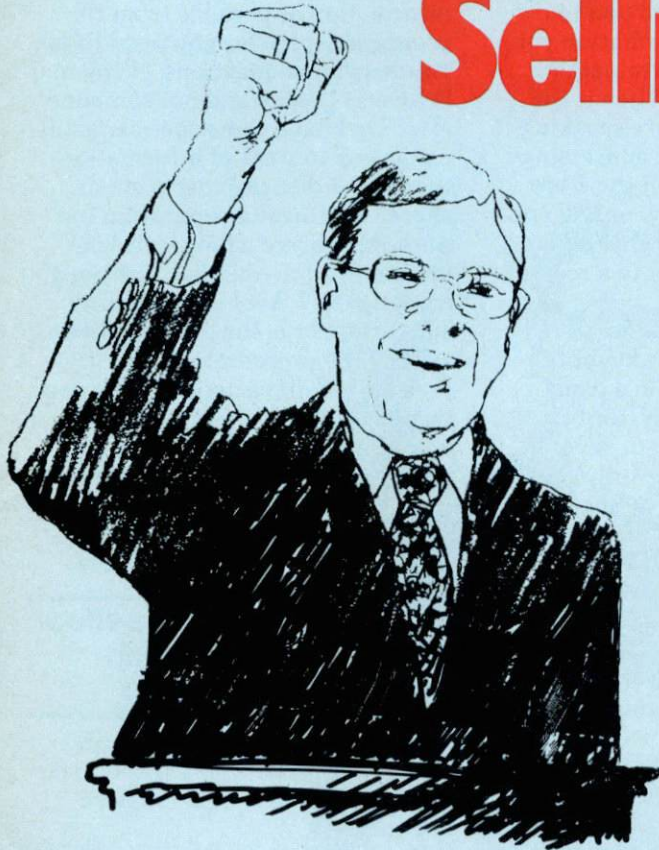
Whatever the circumstances when you are asked to speak, you have the responsibility and the need to determine your role and purpose. You must be the one to ask the questions. You must be the one to come up with a clear picture of the situation in which you'll be speaking. No speaker, however talented, can reach a goal without knowing who he is as well as how he intends to get there. ■

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*Carole Anne N. Facas is a freelance writer and a business and management communications consultant. She lives in Avondale, Maryland.*

The candidate must resolve a number of paradoxes and dilemmas before he can give a convincing campaign speech.

# The Candidate's Role Selling Yourself on the Campaign Stump



by Leon Fletcher

**I**f you ever become a candidate for an elected position of any kind, be prepared for a challenge. Your speaking skills are liable to be put to a grueling test as you vie for that coveted office.

The role of a candidate is one of the most difficult a speaker can face because the manuals that outline the elements of a good campaign speech are full of paradoxes and dilemmas. For instance, a candidate must talk about himself, yet he must not sound egotistical. He must tell his constituents what he plans to do when elected, but he shouldn't make promises he can't keep. Often he has to speak about complex problems, yet he must present them clearly, simply. He should cover a wide variety of issues, yet speak briefly.

#### Appeal to Your Audience's Interest

It's tough to prepare a speech that meets such conflicting requirements — but not impossible. The first and most important step is to recognize and accept exactly what it is you're attempting to do when you decide to run for an election position: *The candidate's job is to sell himself.*

Others may speak in your behalf, but your own speeches will be the most influential, by far. You may

have a staff that helps behind the scenes, but you are the one who must be up front, on stage, before audiences at every possible opportunity. Family and friends will offer suggestions, contribute and campaign with you, but your basic task remains the same — you must sell yourself.

The techniques that will enable you to accomplish that goal are essentially the same whether you're seeking a top-level government position or an officer's seat in a Toastmasters club.

If your campaign speeches are to be effective, you'll need to appeal to your audience's self-interest. You'll need to give your listeners the facts they need to make the decision to vote for you. And you'll need to arouse their emotional commitment to that decision.

#### Answer the Most Crucial Questions

Use the following questions as guidelines when planning your campaign speeches and chances are you get the votes you want:

- How well do you project your deep belief in yourself?
- How closely do your speeches relate to the interests of your listeners?



- How effectively do you use facts to support your views?
- Do your conclusions motivate your listeners to make a commitment to vote for you?
- How effectively are your audiences persuaded to vote for you?

The speeches you give should answer two primary questions:

1. What are the requirements of the office you seek?
2. How well do you meet those requirements?

The success of your campaign speeches will be determined to a large degree by how well you answer those questions. You must convince your audience that you are the best qualified candidate.

In selling anything, you obviously must talk about the product. But when you're selling yourself, you need to know how to mention the "product" — yourself — without sounding conceited. You can do that by

substituting a variety of expressions for the word "I" when you refer to yourself. Consider these examples:

- Instead of "I believe that. . ." use "My view is that. . ."
- Instead of "I want to. . ." say "Voters here seem to prefer to. . ."
- Avoid "I know. . ." and say "We've studied that and have found that. . ."
- Replace "I hear. . ." with "Many people tell me they. . ."
- Instead of "I think. . ." say "Polls show that. . ."
- Don't say "I will. . ." Instead, use "Our goal will be to. . ."
- Avoid "I can. . ." and use "With your help we can. . ."

You can come up with many more such variations, of course. However, you need not eliminate the word "I" — just avoid overusing it. As the American statesman of the last century, John Milton, wrote: "Who would succeed in the world should be wise in the use of his pronouns. Utter the *you*, twenty times, where you once utter the *I*."

The way you say that word also is important. You've no doubt heard some speakers say "I" with such reverence, assurance and forcefulness that they convey self-glorification. Yet others can say the same word in a quiet, respectful, unemotional tone that communicates nothing more than the fact that the speaker is the source of the statement to follow. To find out if you use this word to your best advantage, tape record some of your own campaign speeches and listen objectively to how you sound when you say the word "I."

### Make Campaign Promises You Can Keep

The dilemma of how to tell an audience what you intend to do when in office without promising more than you can deliver, has been solved to some degree in recent years by a small but growing number of office-seekers. For years we've been hearing politicians claim they can solve all our problems, ease all our burdens, reduce taxes at the same time they extend services, streamline the government bureaucracy while increasing protection from crime and fraud. But audiences are changing.

Just 25 years ago, the average adult quit school after only one year of high school; today, the average adult has completed at least some college study. A quarter-of-a-century ago, only a third of our population graduated

from high school; today, a third of our students go on to graduate from a four year college or university.

Many successful candidates are changing the style of their campaign speeches in response to that educational trend. Campaign speeches are becoming more honest, more realistic. More and more candidates are saying such things as "I don't have all the answers"; "That problem may not be solveable"; "I'll have to learn more about that issue"; "All our goals may not be met."

### Speak Clearly and Be Specific

Another problem the candidate must solve is how to present complex issues in clear, specific terms. One way is to eliminate jargon. "The thrust of our objective will be to. . ." can become, simply, "We'll try to. . ." Rather than saying, "Those amongst us who are limited in their financial resources. . ." just say, "The poor. . ." In every phrase and sentence you use, search for words you can eliminate, simplify clarify.

Complex problems also become more understandable when the speaker uses specific examples that relate to the audience's own experiences. You can develop that skill by studying almost any article in *Reader's Digest*. Those articles usually are full of brief, specific examples.

In your campaign speeches, avoid such statements as "We need to improve the specialized educational services our institutions provide youngsters who are limited by physical handicaps." Instead, give an example: "A child who must cling to a pair of crutches as he climbs aboard a playground swing needs more help from our schools."

### Covering the Issues

Finally, today's campaign speeches usually are significantly shorter than those of the past. Many candidates speak for only 10 to 20 minutes. That's a sharp contrast to the afternoon of speaking popular at many political rallies just a few generations ago. So today's candidate must cover a lot of issues in a short time.

Many office-seekers discuss only three to five issues in any one speech, but try to cover different issues with each audience. Your main points should be stated briefly, then supported with but two or three specific quotations, statistics, examples or illustrations.

You may want to mention additional issues in a statement such as "There are, of course, many other problems of concern to you and to me . . . (Name about 10 using just a few words for each.) If you'd like to know my views on any of those topics, or anything else, please read my literature, or ask me now. Questions?"

It's difficult to give a different speech to each audience, but this technique has one additional and significant benefit if you are a candidate in an election that might be covered by TV and radio. Those media tend to give more airtime to candidates who can keep coming up with something different to say. That, of course, greatly extends the size of your audience. And when you're trying to sell yourself, the more people who hear you and see you, the greater your chances of succeeding will be. ■

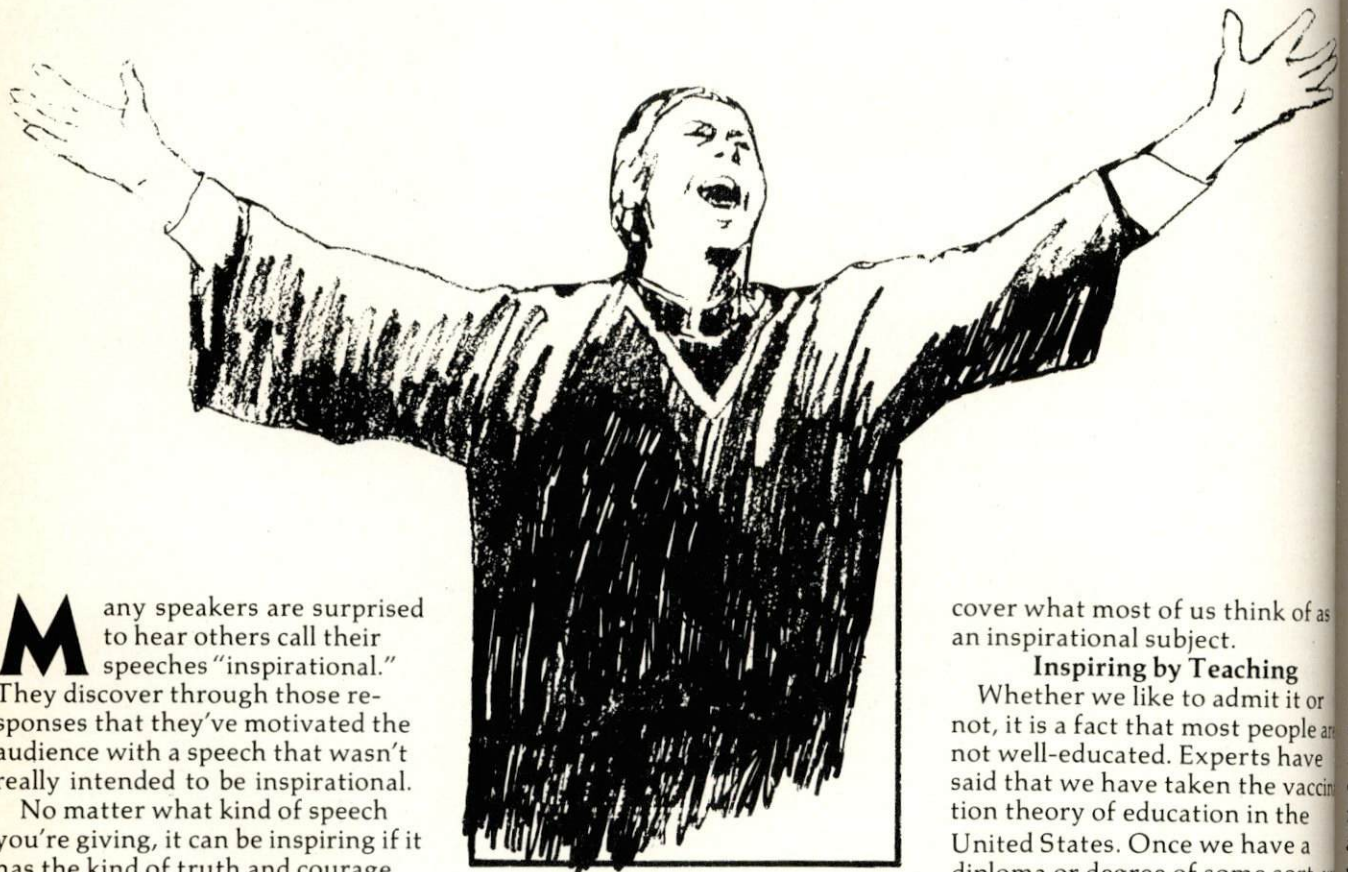
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*Leon Fletcher is an instructor of speech at Monterey Peninsula College in California. He is the author of more than 200 publications, including the college self-instructional test, How to Design and Deliver a Speech. Mr. Fletcher is a frequent contributor to The Toastmaster.*

If you're a person of integrity, courage and vision,  
you have the powers of a motivational speaker. . .

# Be An Inspiration to Your Audience

by Earl Nightingale



**M**any speakers are surprised to hear others call their speeches "inspirational." They discover through those responses that they've motivated the audience with a speech that wasn't really intended to be inspirational.

No matter what kind of speech you're giving, it can be inspiring if it has the kind of truth and courage that motivates people to make positive changes in their lives.

The greatest inspirational leaders of all time were those who carried truth and justice as their banners and had the courage of their convictions, even if it meant dying for them. Socrates was such a man, as were Jesus and Ghandi. They inspired millions and earned permanent immortality in the process.

Emerson said, "What a new face

courage puts on everything." And how wonderfully true that statement is. A country or a business can be dying, but let a person of courage and vision come along, and suddenly everyone is courageously working in unity toward a goal of great difficulty.

So I have come to believe that an inspirational speech is one that gives courage and hope to an audience. It doesn't necessarily have to

cover what most of us think of as an inspirational subject.

## Inspiring by Teaching

Whether we like to admit it or not, it is a fact that most people are not well-educated. Experts have said that we have taken the vaccination theory of education in the United States. Once we have a diploma or degree of some sort, we have a great sigh of relief and consider ourselves educated — vaccinated against any recurrence of the problem.

I remember reading of a university president who reported hearing a graduating student say to another, "Thank God it's graduation. I'll never open another book as long as I live!"

While it may strike some as humorous, it is a sad comment,

indeed. Yet that attitude is typical of a large percentage of the American people. Most adults have extremely limited educations. And for those people, a speech providing information they should have acquired on their own often proves to be inspiring.

I believe, therefore, that every person who wants to do some public speaking should be involved in an ongoing, never-ending educational program. A good speaker is curious about everything. You should be an alert observer and a tireless information gatherer. Your pockets should be filled with notes and clippings from newspapers and magazines.

You should have an excellent, steadily building library. Get into the habit of reading and underlining important points. And always give credit to your sources.

The statement: "I clipped an interesting article from this morning's *Wall Street Journal*," doesn't turn an audience off. On the contrary, the fact that you clipped it indicates that it's authoritative and that you are serious in your efforts to bring your listeners information they can trust and use.

Newspaper clippings also can help you remind people that our greatest opportunities, as a nation or as persons, lie directly in our biggest problems. It's inspiring for people to hear that with knowledge and faith, we can find an answer to every dilemma.

### Setting an Example

We also can inspire others by setting a good example. Einstein once commented that example is not only the best teacher, it is the only teacher. We learn and are motivated most by those we respect and admire. The job of the parent is not to be a pal to his children; they will have pals their own age. The job of the parent is to earn the youngster's respect and admiration so the child will want to emulate the parent.

The speaker has a similar role. He brings to the lectern a lot more than his physical presence. He also projects his personality, his personal sense of identity, his degree of confidence. The educated observer knows whether a person is qualified

to speak on a subject he has chosen, and the observer is motivated when he sees the speaker as a person with knowledge and integrity.

### Commanding Respect

We are inspired by people we respect and trust, people who seem like one of us, not a remote authority speaking from an inaccessible tower.

When the former astronaut, Frank Borman, took over an ailing Eastern Airlines, he flew to every Eastern market to shake hands with thousands of Eastern employees. He told them of his plans to put Eastern on top of the heap where it belonged, and his smiling courage and enthusiasm, his willingness to work with employees, brought about a near-miracle at Eastern — the employees agreed to take a pay cut to help the airline out of its financial problems. Borman personally appeared on the airline's television commercials and the public believed him because it was obvious that he was a man of integrity who meant what he said.

Parents often come up to me after a talk I have given and ask, "How can we motivate our children to become the kind of people you talk about?" The answer is easy: Set an example.

It won't always work because, as psychiatrist Karl Lewin explains, our children have many experiences beyond our control. But the odds are excellent that children will become the kind of adults we want them to be if they have loving parents who set a good example.

My daughter Pamela is a professional chef and nutritional expert. She once accepted the position of manager of food services for a Bahamian resort. She found herself in charge of a dozen or so Bahamian women who looked at her with suspicion and disdain. However, when she left the islands a year later to return to the United States, there was a tearful goodbye at the dock that she will never forget.

The Bahamians had learned to love her and to respect her talents. When asked what they liked about her, they said, "She rolled up her sleeves and worked with us. She showed us how to make all those recipes herself. She knew what she

was doing and she enjoyed working with us." They had learned a great deal during Pam's stay on the islands, and they were highly motivated when she left.

It is widely said that before we can *do* something, we must *be* something. It is not what we *have*, but what we *are* that makes the difference.

Dr. Eva Brann of St. John's College at Annapolis, Maryland, said in a commencement address, "The test of our humanity is what we settle for. Therefore the next most important thing must be what we say 'no' to."

### Speaking with Enthusiasm

When we walk to the lectern before a group of our peers, many of whom are wise, very intelligent people, it is soon apparent to them what we have settled for, whether we run deep or shallow, whether we truly believe in what we're saying, or are attempting to patronize and placate them.

I have a good friend who gives talks on aviation along with slide and film presentations on the subject. He is a top-flight real estate salesman, but his consuming avocation is flying. He belongs to the Confederate Air Force, a group that has restored many airplanes used in World War II, to flying condition. He owns an airplane and flies all over the country. His presentations are always well accepted — even though he is not the world's best speaker — because his heart is in his presentation along with his encyclopedic knowledge of his subject.

You don't have to have the experience of a long-time professional broadcaster to inspire others. You can even speak with an impediment and still succeed if you put heart and enthusiasm into every presentation. ■

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*Earl Nightingale, the recipient of Toastmasters International's 1976 Golden Gavel Award, is known as "the most listened-to" radio and television personality on earth. Called the dean of personal motivation, his calm, deliberate voice reaches millions of listeners through his five-minute radio and television program Our Changing World.*

**T**he essence of what I have to say grows out of an experience that I had in Toronto, Canada. I was invited to participate in a pole-vaulting exhibition, and while I was there, I had the opportunity to observe one of the most fantastic sports accomplishments that I have ever seen. George Duthie, the sports director of Canada, asked me if I would like to watch 16 men and women try to swim Lake Ontario.

Part of the Canadian exhibition was a challenge to the youth of Canada to see if any one of them could swim Lake Ontario. Now this lake is 39.5 miles across at its narrowest point and the temperature of the water, at this particular time, was 50 degrees. Because of the inclement weather, they almost postponed the swim; it seemed impossible. However, at the insistence of the swimmers, they finally went ahead with the plans.

I was in the back of a boat and watched the contestants plunge into the cold Ontario water and begin to stroke their way out across

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**Everyone is endowed with an instinctive impulse to become a champion. . .**

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the lake. At one, two and three miles, many of them dropped out. Some of them kept on swimming for seven or eight miles, until their lips were blue and cold and their whole bodies were numb. Gradually all of them quit except for one lone swimmer by the name of Clifford Lungsen.

Somehow this big, barrel-chested fellow kept reaching out, stroking his way through the water. He reached the halfway mark, the coldest point, and kept right on swimming. His sweetheart happened to be in the back of our boat, and she kept urging him on, giving him encouragement. As I sat there watching this boy numb with cold, fighting his way along almost oblivious of pain, I asked myself why men try to do such impossible things. I watched him as, again and again, he resisted being taken out and went on swimming.

To make a long story short, he made it to the other side. He touched his hand down on the

Bob Richards, an Olympic gold medalist, is a perfect role model for motivational speakers. In this inspiring article he offers advice on how you can become a champion. . .

# Aiming for the Top

by Bob Richards



shore over on the Toronto side, and as the roar of 10,000 people greeted him, he stood up to acknowledge the ovation. As he tried to lift his hand, however, he collapsed into the arms of two doctors. He received treatment for two weeks. Again and again the thought has gone through my mind: Why do men try to do such impossible things?

I've seen the same spirit in the world of track and field. You watch a runner as he perspires all over, as he gasps for air; you watch him

struggling through fatigue, and you see him as he picks up his knees and drives with all he's got down the straightaway into the tape. Why? Because he wants to break four minutes in the mile, he will run down to the very nub in order to accomplish this.

As I have watched many and many a boy strive for it, and some of them do it, the same question presents itself: Why do they keep aiming for the top, taxing their bodies, minds and spirits to the ultimate?

I have come to believe that the

answer lies in the fact that every man and woman is endowed with an instinctive impulse to get to the top; that when the sports world is analyzed, it can only be explained in terms of people who have a peculiar psychology of wanting to break records, to do the impossible, to accomplish what has never been accomplished before.

This spirit is not only evident in the sports world; it may be found in every realm of life. For example, no matter how good a business is, the owner wants to make it bigger and better, to attain something even beyond profit, to do something with it nobody else has done. Many people tell me that the only reason businessmen work is for money. I don't believe it. I think many of them are trying to accomplish something tremendous with their lives.

Deep in the heart of every person are great goals that he wants to accomplish. In some people it is a burning desire, an obsession, while in others it may be a faintly-felt thing. But it is in every human being.

No matter how much you may accomplish, you will always be frustrated. No matter how much you gain in the way of wealth, no matter how much you achieve in the way of athletic greatness or in scientific progress, there will still be that gnawing within you, that sense of not having done enough. People cannot be content because if they are, progress stops.

This frustration is the indispensable prerequisite of progress; as long as you refuse to be content with your efforts, as long as you keep having goals beyond those that you have already attained, you will be carried on to greater achievements.

The Olympic slogan, three words in Latin meaning "higher, longer, faster," expresses it beautifully. These words written on every Olympic Stadium in the world portray the human spirit: No matter how high we have gone we want to go higher, no matter how much distance we have traversed we want to go longer; no matter how fast we have run a race we want to run it faster.

Sometimes we forget that there are certain qualities of life that are

indispensable to those who would reach the top. It's not enough to sit by idly gazing at the mountain peaks one would climb; it is not enough to look across a great expanse of lake and wish one could swim it. It's not enough to watch others run the mile in four minutes and wish for the same strength.

The first indispensable quality is *self-control*. Most of the great champions of the world learn to hold their emotions in check; they have a certain amount of emotional stability. On the other hand, I have seen some potentially great athletes miss their goals, miss reaching the top, because they couldn't control themselves.

I think of one athlete I knew who was endowed with a tremendous body — 6 feet 4 inches tall, 195 pounds, supple and well coordinated. He could run the 100 yards in 9.8, he could broad jump 25 feet, he could run the hurdles in 14 flat and he starred in football

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**When you are discouraged,  
use Lou Gehrig's philosophy  
and make one less mistake  
each day. . .**

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and basketball. There wasn't anything he couldn't do — he was "a natural," if there ever was one. But while he had this tremendous development, he lacked one very important mental trait: *He couldn't control his temper.*

I have seen this boy in competition after competition, way out ahead of everyone, his splendid body working for him, when all of a sudden he would raise a crossbar, wobble a discus throw and then — as we say in track and field — he would blow his top. He would argue with the officials, quarrel with his competitors and — even worse — fight with himself. Whenever that happened, he was helpless; he just went to pieces. He could have been great; he wasn't.

I always think of self-control when I watch a hammer-thrower. A big 200-pounder will take a 16-pound ball and whirl it around his head three times, twirling like a top, lean back at a 45-degree angle and let the hammer go with a

terrific grunt. But I have seen these fellows lose control of the hammer, misplace their feet for just a fraction of a second — and literally throw themselves out of the ring.

I wonder if that isn't a symbol of life; our emotions, our will, the dynamic force within us is that whirling hammer, and if we lose control of it for a split second, it can literally throw us. The great question in life is: Am I going to throw it or is it going to throw me? If you want to be great in sports, you've got to learn to control your emotions. And it is so in all of life.

Secondly, you must use your mind. Now this may sound strange, because in the sports world, too often we think that any man seven feet tall makes a great basketball player, and that 250 pounds of man makes a good football player. But I have found in this sports world that there is a lot more to it than the body, that at least 50% of success depends on the mind: your thoughts, your goals, your faith, your determination and your creative imagination.

In the field of pro football, I think of Doak Walker, the only man ever to make All-American three times. He once told me: "I have been able to play big-time football for just one reason: I try to outthink the other fellow. When I am off the field, I am watching defensive maneuvers, trying to find a crack in the defense. When I go into the game again, I am still trying to outthink that one man. As I run with the ball, I try to think whether I can dodge him; I try to use my blockers to the best advantage. If there has been any success in my running with the ball, it has been because I have had such fine blockers — fellows who think with me as we move down the field."

Do you see what I mean when I say that the mind is involved? In music, art, the world of the intellect, science, business, in the home, in religion, in our communities, there are tremendous things that have still to be done. And these things will only be done if we stop thinking that the only way is the old way. We've got to think!

# Richards to Receive Golden Gavel Award

Bob Richards, the world famous motivational speaker and Olympic gold medalist, has been named the 1979 recipient of Toastmasters International's highest award — the Golden Gavel.

A man who has inspired millions through speeches that have numbered nearly 10,000 in the past 30 years, Richards will accept the award during the International Convention to be held August 22-25 at the Raddison Downtown Hotel in Minneapolis, Minnesota. The presentation will be made at the Golden Gavel luncheon August 22, when Richards will be recognized for a variety of extraordinary achievements.

Richards, an Illinois native, has been an international hero for decades — ever since he won the Olympic gold medal in pole vaulting in 1952 and returned four years later to claim the award a second time, becoming the only man in history to win two gold medals in that event.

There have been many other athletic victories for Richards. He has won a total of 26 National Indoor and Outdoor Championships. He won the All-Around Championships in 1951 with a new world's record. The same year, he was named the "Outstanding Athlete in North America" and awarded the Helms World Trophy. He also received the Sullivan Award as the top amateur athlete in America in 1951.

Richards retired from active athletic competition in 1957, the same year the United States Jaycees named him one of the "Ten Outstanding Young Men in America." But after his retirement, he stayed in the world limelight, representing America as a Good Will Ambassador to Asia, becoming the only American to photograph the first Rus-

sian/United States Track Meet in Moscow and covering the Olympic Games as a radio and television broadcaster.

A graduate of the University of Illinois and teacher of philosophy, Richards also served on the President's Council for Youth Fitness during Eisenhower's Administration. He originated the idea for the National Jr. Champ Program to encourage young people to participate in sports. And he promoted physical fitness by organizing the Bob Richards Fitness Crusade and riding his bicycle 3,300 miles across the United States, from Los Angeles to New York.

As he promoted athletics, he earned fame as a public speaker with a special kind of magnetism. He's well known as a man who inspires others to reach for greatness.

Richards travels half a million miles to deliver more than 100 speeches every year, and he always gets a standing ovation. He has received thousands of letters from people who says his speeches have changed their lives. He receives more speaking invitations than anyone could handle, but he accepts as many as possible because he believes in his message and wants to share it with everyone. That message challenges people to work toward the highest goals they can imagine.

"Don't be content with mediocrity — strive to live up to the greatness within you," he says in his book *The Heart of a Champion*.

Richards has always taken that advice, and that's why he deserves Toastmasters International's highest honor. Richards earned the Golden Gavel by speaking from the heart, demonstrating a lifelong dedication to the goal of helping others experience success as he has in every endeavor. ■

Thirdly, you just can't be discouraged. Now I know this may sound trite, but in the sports world you come up against it every day. How many great champions, at one time or another, have been discouraged? I have never talked to a champion who hasn't told me that at one time he was ready to give up, that he has reached a point where he just couldn't see his way out, and in disappointment and disillusionment he was just about to quit when suddenly he regained his faith in himself and in what he could do and went on to accomplish some great thing.

With this in mind, I think of the greatest baseball player who has ever lived. Some of you may disagree with me as to who that baseball player is, but I think of a boy who wasn't a natural, who had to do everything the hard way.

As a boy he was fat and awkward — he just couldn't seem to do things the easy way; he made error upon error. The story goes that, as a bungling kid, he made an error and the winning run was scored against his team. One of his teammates came up to him, threw his glove down in front of him and said, "For heaven's sake, why don't you quit? You're always ruining our team!"

The boy looked up and said, "I know I have made mistakes, but I am going to make one less mistake every day and I am going to accomplish something in baseball."

This boy, tempted to give up in that minute of discouragement, worked after hours. He began to practice his swing until he could hit the ball. He worked at first base until he could make the plays — and to make the story short, that wobbly, awkward kid hardened down to rock. He made the New York Yankees baseball team; he played 2130 consecutive ball games for the greatest record in baseball.

He tied the great Babe Ruth in home runs in one year. He had a lifetime batting average of well over .300. In terms of spirit, attitude and determination, he was the greatest baseball player in history. His name was Lou Gehrig. When you are discouraged, use

Gehrig's philosophy and start by saying this, "I am going to make one less mistake per day!"

Lastly, you've got to really aim for the top. I have known many athletes who limited themselves by the failure to comprehend what they really could do. Oh, they had a little goal, or some small thing they wanted to accomplish, but it wasn't really big enough to challenge them, or great enough to pull out the deepest within them.

I have seen athletes with enormous potential drifting along when they could be great — and all of a sudden, someone would lift their mental horizons with a vision of what they could *really do*. I have seen men with such vision do the fantastic, whittling 10ths of seconds off world's records. It's amazing what can happen when you really aim for the top. You never know what potential you've got within you until you reach out for the highest. You never know what you've got until you try something that pulls out everything within you.

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**"You never know what potential you've got within you until you reach out for the highest."**

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I think of a race between John Landy and Jim Bailey. Landy had come to town as one of the very few sub-four-minute milers, and a huge crowd came out to the Los Angeles Coliseum to see him run. Running against him was Jim Bailey, an unknown from Oregon University.

Landy took off at a very fast pace; his first three-quarters time was only 3:01.5. He was on the way to run the mile under four minutes.

Back in third spot was Jim Bailey, about 10 yards behind. All of a sudden Bailey got an idea: "Maybe I can push John to a new world's record." He began to reach out, pumping his legs as he never had before; he closed the gap on Landy and as they hit the backstretch, he was only about five yards behind. Then he got another idea: "Maybe I can *tie* John Landy!"

Blazing down the backstretch, he caught Landy, and in the middle of the curve, with about 100 yards

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to go, another idea hit him: "Maybe I can *beat* John Landy."

Running with muscle and mental faith that he never had before, Bailey moved out and went by Landy, drove into the tape to win in the greatest performance of his life — 3:58.6 — and experts believe he could have run 3:56 if he had only thought about it earlier.

But the fantastic thing about this story is that until this time, Jim Bailey hadn't run a mile in under 4:05.6; he just couldn't seem to get below that. It wasn't until this race, when a champion set the standard high for him, that Jim Bailey began to think in terms of something better than 4:05.6; then he accomplished the great feat of his career. This is what happens when people reach out, when they aim for the top, when they really go for it.

We must not only aim for the top in terms of athletic records, but in terms of character. As I think of this, I think again of Landy, of the boy who was beaten, who back in Australia before coming to the U.S. had trained for two months for the Australian championships.

This was in Melbourne; 50,000 people came out to watch John Landy because it looked as if he was going to break his own world's record of 3:58. He took off; the first lap was tremendous, and at the end of the half Landy was running strongly.

The roar of the crowd greeted him as he blazed around the curve. A smile broke across his face and he *knew* this was it; he raced down the backstretch at a sensational

pace, but as he did so a young high-school boy running against him stumbled and fell, and John Landy, without thinking, stopped, reached down and pulled the boy up.

To the consternation of the crowd he stood there until he found that the boy was all right, then at the urging of the boy, he went on. The others had gone on beyond him but Landy caught them and went into the tape in 4:04.2. Experts say that his time would have been 3:59, or under, if he hadn't stopped.

Here was a man for whom stopping to help a fallen runner was more important than a national championship. When the greatest sport stories are written, they won't forget the story of the boy for whom character meant more than fame.

This is what I have found in the sports world: That men want to go to the top, that men embody within themselves the qualities that make the top obtainable; they have self-control and they rigorously control themselves.

They use their minds, their creative imaginations; they are discouraged; they keep looking for the peak and they aim for the highest. And I hope and I pray that every person who reads this will set his goals a little higher and reach out for the truly greatest in life. ■

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*Reprinted with permission from The Heart of a Champion by Bob Richards. Published by Fleming H. Revell Company, Old Tappan, New Jersey.*

**A** talented, successful businessman seeking advice from a fellow Toastmaster confides: "I never know what my daughter is thinking. I know she's unhappy, but I have no idea what's going on inside that child. How can I get her to talk to me?"

A bright, attractive 16-year-old girl who has run away from home reflects on her relationship with her mother: "I just can't talk to her at all. I try to tell her about my friends and the pressures I feel at school, but she just gets mad. She'll say stuff like, 'Why don't you stand on your own two feet?' or 'I just don't understand kids these days!' So I lie. I don't like to, but it gets her off my back. We never show how we really feel when we talk to each other."

A Toastmaster who recently left his wife says the main reason for the separation was "lack of communication." He also had trouble talking to his children — "The kids kept clamming up and avoiding me."

These are not unusual examples of how family members "pull the shades down" on each other, neglecting or refusing to share what's really happening inside. As a result of communication problems, we miss thousands of opportunities to help our relatives, share exciting moments and develop closer relationships.

Why do family members "write each other off" as sources of help when they have personal problems? Why do they stop talking about things that really bother them?

Why do they keep their successes and joys to themselves rather than sharing them?

#### **Building Strong Relationships**

Just how can we build better, stronger family communications? One of the key answers lies in the use of attentive, accepting listening skills — the same listening skills discussed in your Toastmasters Effective Speech Evaluation manual! Good listeners are as necessary in the living room as they are before the lectern.

Although all of us would acknowledge that we love and care for our family members, we often have trouble expressing those feelings. Too often, we judge, preach, criticize, moralize and nag when we could convey the same message in a positive way.

Good listening skills enable us to turn an unaccepting attitude around — to build relationships that allow relatives to grow, solve problems and become happy, mentally healthy individuals. The process of changing your listening behavior isn't easy, but here are some suggestions that may help you communicate more effectively with family members.

#### **Be Attentive**

- *Make a mental commitment to listen.*

Most people don't think about whether they want to listen, yet this is a very important consideration. If you are only partially committed to the conversation, your lack of interest will be obvious in your hazy eyes and half-hearted responses — and that may well discourage the speaker from starting other conversations with you.

The next time your spouse or child begins a conversation with you, quickly decide whether you are





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ready or able to listen at that moment. Don't wait until you are waist-deep in details to realize that you didn't want to listen after all. Your body language will have sent that turnoff message long ago anyway!

- *Offer an alternative.*

If you are swamped with bills and budgeting tasks or deeply involved in your favorite television program, say so. Offer an option. Use suggestions such as, "I'm almost finished with this project; let's talk in ten minutes." Or, "I'm really not feeling well right now. I'll let you know when my headache goes away." These phrases are much more honest and loving than uncommitted silence or inattentive listening.

### **Controlling Your Environment**

- *Set the stage.*

When you are available to listen to a family member, select a warm, friendly spot to talk. Better yet, allow the family member to suggest the place that would make him or her feel most comfortable. Whether it's a walk in the woods, a chat before the fireplace, or a pause over a soda pop, the environment provided for the family member is vital.

- *Eliminate distractions.*

Just as clanging glasses or a clumsy waitress disrupt a Toastmasters meeting, other family members, pets and television programs interfere with good listening at home.

How easy it is to take family relationships for granted! Are you among those of us who wouldn't hesitate to ask a club noisemaker to "shhh" yet often don't demand quiet at home until distractors already have interfered? It's easy to eliminate distractions before the

conversation begins, but this step is often neglected.

Other family members can be very helpful and their support can have unexpected benefits. For instance, when you ask another child to "answer the phone while John and I talk," it gives that child a feeling of involvement in the family and a sense of responsibility. And when you say to your spouse, "Suzy and I are going to walk to the store while she tells me about her school day," you let Suzy know that she is a valuable member of the family and that what happens to her at school matters to both parents.

### **Using Body Language**

- *Get 'em going.*

Sometimes it's not necessary to help a person begin to talk. In fact, if you find yourself in the midst of a violent tirade, the best thing you can do in most cases is to let it flow uninterrupted until the person is exhausted!

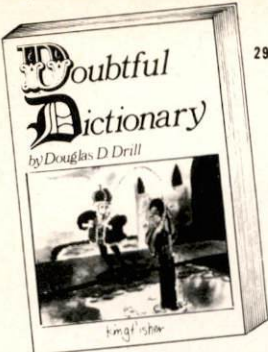
There probably will be just as many conversations in which you will have to help a family member begin to verbalize his or her feelings because you haven't talked freely and openly with that person for some time.

You can encourage people to talk by using body language such as open gestures, relaxed posture and good eye contact — those same skills that work at the lectern. (Remember that if eye contact is too intensive, you can make the speaker feel exposed and defensive. An occasional glance away as you're listening gives the speaker a chance to collect his thoughts and emotions.)

Neutral phrases like "uh-huh," "yes," "tell me more," and "I'm interested" encourage people to

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talk. Avoid compassionate-sounding but frustration-producing phrases like, "I understand" and "I know how you feel." Though well-intended, they often sound condescending.

If the speaker pauses momentarily, you can emphasize by remaining silent, nodding your head, or perhaps touching the person while he's gathering his thoughts. If you rush to comment while the speaker is searching for words, you may restrict him and never really hear what he has to say. Often a speaker will "work through" three or four superficial topics before he gets to the *real* issue.

### Keep an Open Mind

- *Suspend judgments.*

The last time a family member complained, "I've got a headache," were you tempted to respond, "Why don't you take an aspirin?" Or if one of the children tearfully blurts, "I called three of my friends today and none of them wanted to come over," are you likely to comment, "Tomorrow will be better," or "Why don't you play with your sister?"

Often we respond in ways that make us, not the speaker, feel better. We find ourselves suggesting ways to eliminate the problem rather than responding to the speaker's feelings about the problem.

We can also become captives of the "color book syndrome," a curious phenomenon in which we "color" important people in our lives (especially family members) to be just like we want them to be. If the color wears away during a conversation, we as listeners may interrupt the speaker's story to offer a not-very-appreciated "What made you do a thing like that?" or a common "That doesn't sound like you!" But family members will feel more comfortable — and more talkative — if we avoid such statements and adjust our idealized mental images of loved ones so they will conform to reality.

- *Listen through words.*

Are you aware of the tremendous time differential between a person's rate of speech (100-150 words per minute) and his rate of thought (400-500 words per minute)? You have enough time as a listener to search for meaning and to reflect

on the content of the speaker's message.

### Mixed Messages

Even with time, it can be very difficult to interpret a message. We all speak on three levels. There are the words actually spoken, the feelings behind the words and gestures that communicate body language. We don't always communicate the same message on all three levels. For example, someone may say, "I don't care. You do what you want!" but the shoulder shrug and tone of voice clearly indicate that the speaker does care very much or was angry or hurt.

- *Be ready to respond.*

When your spouse or child has finished talking, be ready to share your thoughts and feelings with that individual. Remember that your communication link with anyone will remain open longer if your thoughts are expressed *as your thoughts*, not as an evaluation of the person.

Avoid phrases like "you did..." and "you forget..." Overuse of the word "you" places blame and causes people to become defensive. You can convey the same type of message by beginning your statements with "I feel..." or "It seems to me that..." These phrases work well when you're giving a speech evaluation, and they're just as effective when you want to give a family member feedback without alienating him or causing him to lose self-confidence.

### Listening Power

Although your responses in any conversation are important, you've got to be a good listener if you want to keep the lines of communication between family members open.

It's easy to rush into home situations with the same enthusiasm we bring to the lectern, forgetting that speaking is only one side of effective communication. Remember, the understanding, empathy and love we express through attentive listening also can have a powerful — and very beneficial — impact on our loved ones. ■

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

## How to Prepare for an Impromptu Speech

**Q** Impromptu speaking situations tend to throw me. How can I improve my ability to give an impromptu speech?

**A** The most common misconception about the impromptu speech is that it must be done without any preparation whatsoever. To the skilled and knowledgeable speaker, impromptu doesn't mean unprepared.

You can build your reservoir of impromptu material well in advance through wide reading, listening and careful organization of your thoughts. Keep abreast of the latest developments in your field. Attend conferences, seminars, conventions and workshops.

You should always be ready for the possibility that you might be called on to "say a few words." It helps to think and plan ahead and have a few remarks and stories ready.

Other important points that will help you handle any impromptu speaking situation:

- Focus your thoughts on the subject and the occasion.
  - Refer to what was said by the previous speaker.
  - Comment on topical views expressed by others in attendance.
  - Contrast a before and after situation.
  - State the problem and suggest a solution.
  - Compare advantages and disadvantages.
  - Consider political, economic or social aspects of the topic.
  - Consider geographical influences — city, state, country or world.
  - Never begin by apologizing.
- Keep your mind well stocked with opinions and facts.

## The Lectern Debate

**Q** Is it necessary to stand behind a lectern when you give a speech?

**A** Although the lectern is appropriate in most speaking situa-

tions, it certainly is not essential. It's really up to the speaker to decide whether the lectern will be an advantage or disadvantage. Some speakers prefer to roam at will and occasionally return to the lectern. Others feel the lectern prevents them from communicating intimately with their audience and, therefore, don't use it at all.

There are many speaking situations in which a lectern just has no place — a seated round table discussion, an impromptu speech given from the audience, a casual group conversation, a workshop or seminar.

The most important factor to consider when deciding whether or not to use a lectern is the objective of your speech. Ask yourself, "How can I communicate most effectively with my audience?" If you give serious thought to that vital question, you're bound to come up with the right answer.

## Judging the Humorous Speech

**Q** I'm having trouble distinguishing the judging criteria for a "serious" speech contest from the criteria for a "humorous" speech contest. Can you clarify this matter?

**A** As stated in the judging criteria of the standard speech contest manual, "The ideas should be important ones, but this does not preclude a humorous presentation of them."

Humor can very effectively be incorporated into the serious treatment of a topic or question. For instance, consider the satiric wit of Mark Twain. His humor was serious and he took it seriously.

The principles of evaluation in the standard judge's guide and ballot can be applied to any contest speech, whether or not humor is involved. It would be unfair to judge against a person for offering humorous observations in a "serious" speech contest.

The primary difference between judging criteria for the standard

speech contest and the strictly humorous speech contest lies in the treatment of material. The humorous speech requires an obvious conscious use of comedic elements intended to inform and entertain. The humor must be there. The most important factor to be aware of when judging the speech is the speaker's point of view or attitude of humor. In the speech, the speaker should convey a contrast between the normal and abnormal, the expected and unexpected. Humor involves a sudden change.

Excessive sentimentality, bitterness, depravity, exaggeration, any conspicuous straining for effect or flat dullness upsets the balance of humor. The speaker also should avoid language, anecdotes or references that might offend anyone in the audience.

It may be of interest to you and other Toastmasters that the 1980 speech contest manual will feature separate criteria for humorous speeches and a special humorous speech contest judging form, which will differ from the standard contest form in purpose, content, style and weight of points awarded. The emphasis in the humorous speech contest judging criteria will be on delivery and audience response more than on the significance of content. ■

*If you have questions about public speaking and you're looking for answers that can help you become an accomplished speaker, write to Speakers Forum. The experts on our World Headquarters staff will give you sound advice and the facts you need to reach your speaking goals. Beginning with this issue, Speakers Forum will appear in The Toastmaster every other month, alternating with "How To. . ." Because of space limitations we may not be able to publish all questions that are submitted. Those of broad interest to Toastmasters will be given first priority for publication. Please send your name, address and club and district number with your question to Toastmasters International, Publications Department, 2200 N. Grand Ave., P.O. Box 10400, Santa Ana, CA 92711, Attention: Speakers Forum. —Ed.*

At 97, J. Gustav White is still active in Toastmasters — and very much involved in life.

## J. Gustav White – Veteran Toastmasters Leader

They call him the “King Pin” of Toastmasters in Whittier, California, and it’s a title well-earned by a man who has been involved in Toastmasters International for more than a half a century.

At 97, J. Gustav White, a practicing psychologist and counselor, is still an active member of the club he founded — Quakertowne Toastmasters Club 19-F in Whittier. He attends meetings regularly and often gives speeches in his community.

White started his career in the YMCA as did Dr. Ralph Smedley, the founder of Toastmasters International. When White met Dr. Smedley through the YMCA, he discovered they have a common interest in promoting an educational program to help YMCA members become more effective communicators. Following Dr. Smedley’s lead, White organized Toastmasters Club 3-52 in the Los Angeles YMCA in 1927, and he continued to support the growth of the organization through the speeches he gave as a YMCA officer.

After an intensive career in the YMCA, which included assignments in Berlin, Geneva and London as well as in the United States, White joined the Whittier College faculty as a professor of applied psychology. He later started his own practice as a psychologist and he is still counseling clients today along with his wife, Helen.

White’s interest in Toastmasters has never waned.

“I first prized the Toastmasters Club as a YMCA educational activity that developed its members into helpful, outgoing persons,” he explains. “I’m still active in my Toastmasters Club and I’ll still encouraging others to join because it’s my deep conviction that men and wo-



men should broaden their outlooks on life and develop the ability to speak effectively if they want to become effective members of their communities.”

The Toastmasters club White belongs to in Whittier is just one part of his busy life. White has retired three times in the past 36 years, but he was never content without his work. Now, in addition to seeing his clients daily, he plays chess by mail, writes a column for the *Whittier Daily News*, and adds to his “Present Day Psalms,” which now number almost 100. He also is writing more booklets for his series, “Laughing With Oldsters,” which will add to the five other books he has in print. And he’s an active

Rotary Club member with a perfect attendance record.

White takes the advice he gives to others: Focus outward. Stay involved in life no matter how old you are.

He believes his “game plan” for life is sure to produce winners. “Almost all teams play well in the first and second quarters of the game,” he explains. “After the halftime, they come back and play pretty hard. But the ones that play hard in the fourth quarter are the real achievers.”

That game plan obviously has worked well for White. Now in his “fourth quarter,” he’s still playing hard at everything he does. And he’s definitely a winner! ■

A good lecturer is more than a teacher — he is a veteran explorer who takes his listeners on an exciting journey. . .

# The Speaker as a Lecturer

by James C. Humes

The man who can make hard things easy is the educator." Ralph Waldo Emerson in his movie *Paper Chase*, John Houseman conveys a powerful impression of a Harvard Law professor. The burly tweed-jacketed academician may be just like the rest of us as a father or a host in his own home but in the classroom he is utterly sure of himself — because he mastered his field of law.

You know why college professors are so casual in their clothes — the patched tweed coat, the old pull-over, the creaseless flannels? Because they don't have to prove anything.

A men's fashion consultant recently wrote that businessmen wanting to be successful must try to look successful, in blue pinstriped three-piece suits. But he added that the academician, unless he is college president or vice president for alumni relations, doesn't have to impress anyone. Why? Because when he strides to the head of the classroom he is boss, however he dresses.

But no matter how absent-minded he seems to be about his appearance, he is all business about his specialty — be it ancient history or modern literature. The teacher we remember 20 years later is the one whose enthusiasm for the Roman republic made Cicero's speech against Catiline as exciting as Watergate, or one whose reading of Dylan Thomas made Bob Dylan seem pale by comparison.

To an audience a good lecturer is more than a teacher — he is a guide, a veteran explorer who takes his listeners hand in hand through new cultures and antique lands. But to play the role of lecturer you don't have to be an Einstein of physics or a Galbraith in economics; you only have to feel that you know more about your speech topic than anyone else in the audience. You don't have to persuade the audience of

your point of view like an advocate; you only have to persuade them that you are an expert.

An expert was once described as a stranger from the next town with a starched shirt, a shoeshine and a briefcase. It is much easier to be an expert in a strange town than in your own home town. When I speak in Williamsport, Pennsylvania, I am still Jamie Humes, who at the age of six tried to learn to ride a bike down the steepest hill while reading a book and ended up with a telephone pole breaking my ribs.

But when I go across the country

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**You don't have to be an Einstein to play the role of lecturer; you just have to know more than anyone in your audience.**

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lecturing, I am James Calhoun Humes, lawyer and author, former White House speech writer and State Department planner. After all, the resume sent to the program chairman is the only information the audience has on me. They want to believe I'm important or else they have wasted their evening coming to hear me.

## Speaking in a Strange Town

Now there are some tips on how to seem more of an expert lecturer when speaking to your lodge on amateur photography or to your civic club on your recent trip to Moscow. But first let's treat the "easier" situation, in which you're the guest expert in the strange town.

I put the quotation marks around "easier" because, while it is easier to have yourself built up 10 feet tall, you also have longer to fall if you are a disappointment. After all, you can't disappoint friends at Elks and Kiwanis too much; they didn't think you an expert in the first place —

only a nice guy who happened to have an interesting experience or fascinating hobby.

First, the most important research you can do for your speech is not in the library but on the telephone to the program chairman. How big is the audience? Who is in it — professional people, businessmen, housewives, or mixed?

What is the average age? Are they college educated? Is the program chairman going to send a release and your picture to the paper, or is there a publicity chairman? Is the program chairman going to make the introduction or is someone else? To whom should you send biographical material?

## Promoting Yourself

When you send your biographical material, don't just send a copy of your latest job resume. You are looking for a better introduction not better employment. Prepare another biographical background sheet. List all those activities that generally and specifically prepared you for your speech topic.

For example, when I speak on a historical subject, I include the fact that I was a history major, that I have written numerous articles on history as well as two books, and that one of my interests is taking children to various historical sites around the country.

In other words, write down only data that would strengthen the thrust of an introduction. Does it really add anything when the introducer says that I was once chairman of Kiwanis Brotherhood Day or even that I have two daughters by the names of Mary and Rachel?

Instead, pick out from your education, travels, civic activities, hobbies, as well as job background, those items that add to your area of expertise. Then take that sheet of relevant data, put it into the envelope along with a glossy picture and a news release if you have

one, and send it to the program chairman.

### Writing the Introduction

Of course, even then you still can't be sure of a good introduction. For that, there is only one sure-fire method — write your own. Do what George Bernard Shaw used to do in his early career. He wrote interviews of himself and submitted them to the newspapers.

Of course, the self-made introduction like the self-made man has its risks. Remember what the Illinois Congressman told Horace Greeley one day: "Mr. Greeley, you are looking at a self-made man."

"That sir," said Greeley, "relieves the Almighty of a great responsibility."

### Making Fun of Yourself

Pomposity is not an endearing trait in speakers. And yet how do you convey to the audience your background and accomplishments without appearing self-satisfied? The answer is — make an introducer tout your laurels and then poke fun at yourself.

My brother Sam, who has a doctorate in government, tells of overhearing his son answering the phone and saying, "Yes, this is where Dr. Humes lives, but he's not the kind of doctor that does anybody any good."

In my opening remarks I sometimes tell about an incident that occurred shortly after I was appointed a White House assistant. I flew home to Williamsport, the town of my birth, and struck up a conversation with an old baggage clerk while waiting to be picked up by a car. The old man didn't recognize me and thought I was a stranger to north central Pennsylvania. Along in the conversation I said, "Didn't I read somewhere that a guy from here is now working in the White House?"

"Yup," was the reply.

"Well, what do people say about that?"

"They don't say anything — they just laugh."

### Entertaining the Audience

The appeal of the "famous and funny" ingredients to the lecture circuit illustrates another secret of speaking success. People want to be entertained as they are being enlightened. They want to laugh as they learn. A Ph.D. may enhance

the credentials of the lecturer, but heaven help the lecturer who gives a speech on the doctoral dissertation that gave him the Ph.D.

Recently I talked on the phone to a woman who was program chairman of a luncheon meeting that I was to address. "Mr. Humes, we hear you are very entertaining. We like that — but don't think we'd be satisfied with just a succession of funny stories. That's like eating bonbons — it's fun while you eat them but afterward you feel guilty wondering why you did what you did. We want some meat with our dessert — we want to walk away from the speech with the feeling we got something solid to think about."

Perhaps the most successful American lecturer of all time was Mark Twain. Once at the end of a speech someone in the audience said, "Mr. Twain, you're amazing. You seem to know an anecdote to fit each point." Afterward, Twain confided to a friend, "What they don't know is that before each speech I run through all my stories

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**"People want to be entertained as they are being enlightened. They want to laugh as they learn. . ."**

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and see which I can weave into my talk."

### Ransacking Your Memory

I use anecdotes like raisins in toast. They make every point, like every bite, sweeter to swallow.

That doesn't mean you have to buy a collection of humorous stories (although my book *Podium Humor* is, in my biased opinion, the best humor book for illustrating speech points). It does mean that you should ransack your memory for all comical personal experiences, funny stories, confrontations with the great or anecdotes about famous people for a point or punch line that can dramatize a step in a how-to-do-it talk or an insight into a certain era of history.

If anecdotes and personal illustrations brighten a lecture, nothing deadens it so much as legalese, medicalese, bureaucratise or any other form of polysyllabic gobbledegook.

When I was a teenager attending an English school, I was assigned a

paper on 18th century British poets. The due date arrived but my paper was not even begun. I called the house matron and told her to tell the infirmary that I was suffering from ergasiophobia and would have to stay in bed for the day. The distraught woman asked me what the symptoms were. I replied, "Fatigue and lack of energy." It took to the end of the day, when I had finished the paper, for the school doctor to find me out.

"Humes," he said, "you do have 'ergasiophobia' — it means morbid aversion to work or just plain laziness."

Such an "inflated euphemism," in George Orwell's words, is verbal adolescence. It is how dull hacks, clerks and drones talk when trying to look important.

### Organizing Facts

The great advantage of the "lecture" over the "advocacy" speech is that you don't have to do research in an unfamiliar field. You already know the subject. All you have to do is assemble the pieces of your knowledge in the right way. It's just a matter of organizing your facts and insights in the best framework.

That framework is *generalize* — *fragmentize* — *philosophize*. Imagine yourself on an afternoon helicopter tour of New York City. First at a distance you see the whole city spreading before you, then you pass over each of the sections and mark the special landmarks — the Statue of Liberty in the harbor; the Empire State Building, Rockefeller Center, the United Nations building and Wall Street in Manhattan; Shea Stadium in Queens — and finally at dusk you fly away, seeing the profile skyline.

Or, to put it another way, you make your audience stand behind your shoulder — first at a distance to see the whole picture, then up close, and finally at a distance again as you sum up your impressions.

The artist Picasso once said the way to look at a painting is "to hang it a little crooked and stand back. Then you can get an arresting perspective."

How do you get the audience in the beginning to stand behind your shoulder? Well, for one thing you should try to explain the whole picture in terms of the audience's experience.

The opening generalization can be a preface to a book or it may be a catchy description — something that gives the audience an overall view of the whole subject.

My English friend, Jamie Dugdale, gives many talks on art in this country to men's groups and business clubs. To get their attention he says:

Going to an art auction is like going to the stock market. There are the reliable blue-chip paintings of old masters, the paintings of faddish artists like the glamour boys, and there are the unknown with long-term potential. Buying paintings is not only a less complex field to master than the stock market, it is also less risky and a better investment.

### A Step-By-Step Approach

After you provide an opening insight into your topic, you are then ready for the main meat of the speech. Here is where you fragmentize. You know why I cut up the meat for my daughters at dinner? Not because they could not do it themselves but because the big slab of beef does not look appetizing — it's too much to tackle. But, once I carve it up in small pieces, they start on the meat and end up eating it all.

In how-to-do-it speeches on photography or furniture refinishing, you break your speech up into five or six easy steps. In a speech on the stock market you may divide it up into stocks, bonds and mutual funds. A book reviewer may discuss plot, characterizations and style. You may separate a historical address into time periods or a travelogue into geographical regions.

When I deliver my "Crossing the Potomac" speech, I tell the audience that Washington like Gaul is divided into three parts — Bureaucratic Washington, Diplomatic Washington and Political Washington.

And in giving my speech entitled "Instant Eloquence," I divide it into the E.A.S.E. acronym of advocacy speeches: *exemplify, amplify, specify, electrify.*

The U.S. artist Robert Henri once gave some advice about painting that could be applied to "lecture fragmentizing":

"Every stave in a picket fence should be drawn with wit, the wit of one who sees each stave as new

evidence about the fence. The staves should not repeat each other. A new fence is stiff but it doesn't stand long before there is movement through it, which is the trace of its life experience."

And so with wit, insight and imagination you should describe each era of the Aztec civilization, each step in cooking a soufflé or each city in your trip to the Orient. A lecturer is a historian, guide, or explorer but above all he is a teacher. And, as Anatole France said, "The art of teaching is the art of making an audience so curious that they would like one day to try it themselves."

### Philosophizing

Any lecture should be a story of adventure — exploring the kitchen, risking an investment, discovering antiques, trekking through Africa, fathoming the intrigues of *Realpolitik*, examining prehistoric fossils, snaring the inside tidbits of Hollywood gossip, mastering the tricks of copywriting or the techniques of Georgetown party giving.

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## Use wit, insight and imagination to make your lecture a story of adventure.

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During the Middle Ages, three stonemasons were asked what they were doing as they were working on their jobs. One looked down and said, "I am shaping a stone" and the second said as he looked up, "I am making a wall." But the third proudly proclaimed, "I am building a cathedral."

What a philosophy to live by — not only in work but in our interests. And we should communicate the insights that we have learned from our vocation and avocation. That is the final part of the lecture — *philosophize.*

"Philosophy," wrote Rabelais, "is nothing but sophisticated poetry to sum things up." And that is what you do in your closing of a lecture. You sum up your impressions or insights.

### Ending Eloquently

When I closed a speech about Washington life, I said:

*We make so much fun of politicians, it is a wonder that enough people are willing to risk their careers to enter public life.*

*Politicians, you know, rank in a recent national poll on occupations 19th — just above used-car dealers. What an irony — the American dream is that every child can grow up to be President, but a Gallup poll says 86 percent of the mothers interviewed don't want their child to go into politics.*

*Yet I believe our bureaucratic system is as Churchill said, the worst form of government except for every other that has been tried from time to time. Sure, our country has not lived up to its ideals, but then no country ever had higher ideals to live up to.*

With such a close a reader may say, "That's fine for the professional lecturer, but I would look a little foolish waxing so eloquent on home photography to the boys from the Elks lodge." The answer is, say what you have learned in your heart about your job or hobby.

Don't worry about being a lecturer, even in your own home town. All you have to remember is three things. First, don't read your speech.

A young man giving a lecture for the first time asked Winston Churchill how he thought his speech went. Churchill replied, "First, you read your speech; second, you read it badly; and third, it wasn't worth reading."

If you are an expert, you don't read a speech. You choose a subject you know well so you can talk 30 minutes just referring to notes.

And second, if you use visuals like slides, don't let the machine master the man. No lecturer should play introducer to every picture or every rock. It is the quickest way to put your audience to sleep. Remember, you are not an "usher" but a "professor." Your visual should reinforce your message and not say it for you. Don't let flip cards be the speech. Only use a picture when it is worth a thousand words.

Third, try to talk slowly and even quietly. Sam Ervin once told me that only young men unsure of themselves — unsure that they can keep their audience's attention — speak loud and fast. It is the judge, the philosopher or the professor who speaks slowly and quietly — knowing every word will be weighed as wisdom. ■

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*From the book Roles Speakers Play by James C. Humes. Reprinted with permission of Harper and Row, Publishers, Inc., copyright 1976.*

Your clothes transmit a nonverbal message that can make you a winner — or a loser — before you even start to give your speech.

# Dressing for Success

by Sherry Angel



Robert, a stockbroker, has been asked to give a speech to a group of college students. Although he always wears a suit and tie when he's dealing with clients, he decides the students are more likely to accept his investment advice if he dresses as casually as they do, so he selects slacks and a sport shirt for the event.

An experienced public speaker, Robert delivers his speech eloquently. But as soon as the question-answer session begins, he realizes something has gone wrong. Many of the questions start with phrases like, "But how do you know. . ." And Robert leaves the lectern with a feeling that even his detailed answers didn't convince the students he was an expert whose authority on the subject of stock investment should be respected.

Why was an informative, smoothly delivered speech so ineffective?

John T. Molloy, a leading New York wardrobe consultant and author of the best selling book *Dressing for Success*, would tell Robert he made his mistake when he decided to dress like a student instead of like a stockbroker.

## Reaching the Audience

Speakers lose their credibility when they fail to dress in a way that matches their audience's expectations, Molloy says. Robert's clothes didn't fit his role as an investment expert, so the students didn't give him credit for having the expertise of a professional stockbroker.

Your clothes transmit a nonverbal message that has an immediate and lasting impact on your audience. If that message is offensive or inappropriate in any way, you're going to have a hard time reaching your audience no matter what you say, according to Molloy.

On the other hand, if you wear the right clothes for the occasion, you'll be well on your way to capturing the attention and respect of your listeners before you even start to speak.

It's not difficult — or expensive — to put together a "high credibility" outfit. You can do a lot to enhance your image just by using common sense and observing a few



basic rules of dress.

### Eliminating Distractions

If you've been wearing anything that distracts the audience's attention from your words to your appearance, you need to reevaluate your dressing — and grooming — habits.

Make sure your clothes fit well so you won't have to do any tugging or adjusting on stage. Take the loose change out of your pockets before you go to the lectern. Don't wear dangling jewelry, hats, short skirts, clothes with uneven hems, glasses that reflect into the audience or glasses with dark shades. Comb your hair neatly. Don't wear wrinkled clothes or scruffy shoes.

And never wear anything sexy. If you do, you'll get attention, but your message will be lost on an audience that is either watching you without listening or not taking you seriously because your clothes are too frivolous to command respect.

To dress properly for any speech, you also should avoid loud, distracting patterns. Molloy says speakers should wear solid colors whenever possible — but not just any color.

You have to be seen to get attention, so make sure your clothes don't blend into the background. If you aren't able to find out what color the background will be before you get to the speaking hall and your outfit just happens to be the same color as that background, you may have to take your jacket off before you speak. That's advisable no matter how formal the occasion is because, Molloy explains, "It's much better to look inappropriate than to have the audience ignore you."

### Contrasting Colors

Wear a high contrast outfit to every speech and you're sure to be noticed, Molloy adds. The best way to achieve that effect is to combine a white shirt or blouse with a dark solid color.

Also, make sure the colors you choose are as well coordinated from a distance as they appear to be up close. Your tie may match the pinstripe in your suit perfectly, but if the suit looks like a solid color from the back of the room, people might be wondering why you selected that tie when they should be listening to your speech.

Think about colors in abstract as well as practical terms. It's not enough to wear clothes that match. You also must choose colors that will have the right psychological impact on your audience.

### The Authority Image

Fashion consultants say the darker the color you wear, the stronger your image as an authority will be. However, that doesn't mean you have to wear black to get your message across.

Marge Swenson and Gerrie Pinckney, wardrobe consultants who own the Fashion Academy in Costa Mesa, California, advise their clients to avoid black if they want to be liked as well as respected. Black is so forceful that it puts the speaker on a pedestal, and that distance can be detrimental — especially if you're talking to people with whom you work, Ms. Pinckney says. Navy blue, on the other hand, is an authoritative color that fosters a cooperative spirit; it commands respect without alienating people.

### High Credibility Outfits

Molloy agrees that the darker shades of blue are the safest colors for any speaking situation. But he goes a step further and describes the outfits that give men and women the highest credibility with listeners of varied backgrounds and socio-economic classes.

Molloy says his extensive research shows that the best speaking outfit for men is a dark blue suit with a white shirt and dark blue or maroon-patterned tie. For women, he recommends a similar outfit — a two-piece blue skirted suit with a white blouse and maroon scarf.

Both outfits have simplicity and high contrast — characteristics that will help you get attention quickly and hold the audience's interest throughout your speech.

There are, of course, situations in which a less formal or more conservative outfit might be more appropriate. You can identify those exceptions by answering these questions: How does the audience expect me to dress? How will my audience be dressed?

### Winning Respect

The audience's expectations are crucial; the problem Robert the stockbroker had when he dressed too casually for his college audience

illustrates that point. But the consequences can be equally disastrous if you don't consider the clothes your listeners will be wearing. You must make that determination so you can dress better than your listeners do — you need that edge to win their respect. But don't go overboard. Your audience may find it hard to relate to you — and you may offend your listeners — if you overdress.

In some speaking situations, you can wear casual clothes and still be dressed better than your audience. But unless you're so famous that the audience is sure to listen to you no matter what you wear, it's risky to dress casually — particularly if you're a woman.

Even with the advancements women have made in the business world in recent years, many men still aren't used to accepting them as authority figures, so the clothes a woman wears must transmit a strong, authoritative nonverbal message.

### Women's Success Clothes

Wardrobe experts say a woman can't create an authority image when she's wearing pants. The pantsuit look is too casual for most speaking situations and, besides, Ms. Swenson of the Fashion Academy says, most women just don't look as good in pants as they do in skirts and dresses.

Ms. Swenson advises women to stick to tailored skirt suits and simple dresses for another reason — because many men say they feel threatened by a woman wearing pants. You'll need to have the men in your audience on your side if you want to win their respect, and that will never happen if you try to dress as they do, Ms. Swenson says. That doesn't mean you have to wear frills. Just be yourself; you don't have to abandon your femininity to succeed.

Women should, however, dress more conservatively than the men in their audience — particularly if they are speaking in a traditionally male role such as that of a lawyer or an engineer. In any situation, Molloy says, a woman can strengthen her authority image by carrying a briefcase instead of a purse, wearing glasses and standing in front rather than behind a podium that might appear to overwhelm her.

# Books in Brief

Add to your reading enjoyment — and your self-development efforts — with one or more of these fine books. All are available from World Headquarters, and all can be of great benefit to you! May we suggest. . .

## ROLES SPEAKERS PLAY

by James C. Humes

(B-2) \$9.95

Reading **Roles Speakers Play** is like having a personal conversation with the author. In a warm, intimate style, almost as if he were speaking to an audience, he talks to the reader about how to prepare a speech easily and quickly for every occasion.

Humes segregates the "roles" associated with speaking into seven different categories or situations: advocate, lecturer, commemorator, toastmaker, moderator, introducer and honoree. He describes the problems of each role and offers suggestions to help you deal with them effectively.

What greatly enhances this book is the wealth of personal experience that Humes draws on to enliven the concepts and principles with colorful and accurate examples.

This is one of the few books on public speaking that offers entertaining sidelights as well as educational method and insight. It is a valuable addition to the library of anyone interested in self-development through speech communication.

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Molloy says women should even go so far as to sit on a briefcase or book if they are speaking as part of a seated panel. Whether you're a man or a woman, you'll have more credibility if you appear to be as tall as — or taller than — the other participants in a panel discussion. (Of course, this effect is lost — and shouldn't even be attempted — if the audience can see what you are sitting on.)

## Pre-Selling Intelligence

Whatever you do to enhance the way you look on stage, the most important point to remember is that your appearance makes a difference and careful wardrobe planning should be a key part of your speech preparations.

It's possible to give an effective speech without dressing appropriately for your speaking role, but you have to be exceptionally good to do that. And even the best speakers tend to dress well because they want to make use of every possible advantage when they strive for a goal.

The right clothes can help an inexperienced speaker compensate for any flaws there may be in his speech or the way he delivers it. Molloy explains that if you send out the right nonverbal message, it's hard to get into trouble. Even if you are not an authority on stock investment, but have the appearance of being one, you may finish your presentation before the audience realizes you're not.

Ms. Swenson and Ms. Pinckney also stress the importance of dressing appropriately because, they say, your clothes can pre-sell your intelligence. "People subconsciously judge you by your appearance," they explain. "If you look like a winner, becoming and being a winner is easier. Your personal appearance has a significant influence on your success."

Your appearance also has a significant impact on your self-image. If you're confident that you look your best, you'll feel good about yourself. You'll speak with authority, and people will listen because they'll know just by looking at you that you have something important to say. ■

Sherry Angel is editor of The Toastmaster.

A checklist to help you plan the event, build enrollment and meet the expectations of all participants.

# How to Produce a Successful Seminar

by Donald Kirkpatrick

A successful seminar doesn't just "happen." It's produced by people who have spent many hours organizing it and making sure their plans are carried out. When it's over, success comes as no surprise to those who have been preparing well in advance of the event.

You can judge the success of a seminar by evaluating the financial outcome and the response of the participants.

Financially, your income should exceed expenses by whatever amount you have set as your goal. Some seminars are planned to make money for the organization. Others are planned to break even. Occasionally, a seminar is designed to lose money and be subsidized by the organization.

You'll know your seminar has been a success if you reach your financial goals — and hear participants saying, "I'm glad I came. I'd like to attend another seminar in the future." Also, the reaction of those who conducted the seminar should be considered. They should be glad they were in charge, and they also should want to participate in future seminars.

It's pretty obvious that these two criteria are unrelated. A seminar could be run at a huge financial loss and still receive an enthusiastic response from participants. Or a seminar can attract a large crowd and make a lot of money and still be a disappointment to those who attend. The idea is to accomplish both objectives through effective

planning and implementation.

In the planning stage, you should consider the following factors:

- **Target Audience** — The first decision is to identify the target audience. Who is the program aimed at? Is it for first-level shop foremen, office supervisors, middle-level managers from both the shop and the office? This decision is basic to the rest of the planning.

- **Objectives** — What are you going to try to accomplish? Are you trying to improve knowledge, develop skills, change attitudes, or do you have a combination of goals?

- **Date and Time** — When the target audience has been identified,

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## You could lose money on a seminar and still receive an enthusiastic response from participants.

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the most convenient date and time should be selected. For example, is a Saturday the best time or should the seminar be held on a week day? Should it last all day or just for an afternoon or evening?

- **Location and Facilities** — When deciding where to hold the seminar, you should consider not only what will be convenient for participants but also what will be most suitable for a successful event. Cost also should be a factor, but the quality of the facilities is most important.

- **Subjects** — Topics should be carefully selected to reflect the interests and needs of the participants. If it's up to the participants

to decide whether or not to attend, their interests should be the main criteria for subject selection. If their bosses make the decision, then needs as well as interests should be considered. Obviously, it would be best if subjects meet both the interests and needs of participants. A survey usually is the best way to identify what employees and employers want to gain from the seminar.

- **Speakers** — This decision is probably the most important, and great care should be taken to select the best possible seminar speakers. Their financial requirements must be considered so the seminar is a financial success, but the goal of pleasing participants is just as important.

When choosing speakers, *be very selective*. Try to hear the person yourself if possible so you can make a firsthand judgment. Be very cautious about taking the recommendations of others. And be *extremely* cautious about accepting volunteers.

This doesn't mean you should never accept recommendations. But try to verify recommendations by checking with several people who have actually heard the speaker at a seminar. Remember that you are looking for someone who knows the subject and how to teach it effectively in a seminar setting.

Don't let the financial requirements be the final criterion for selection. Some leaders who charge a high fee aren't worth it. And some "freebies" are excellent. But do

have some money in the budget to pay for one or more featured speakers. Don't try to get by with a policy that says, "We don't pay anyone a fee." Very few seminars succeed when this policy is enforced.

- **Meals and Refreshments** — These are the extra things that help make a seminar successful. The small extra cost of rolls or donuts in the morning and dessert at lunch is well worth the money. Good meals and refreshments can't make a seminar successful, but poor meals and no refreshments can make it unsuccessful.

- **Schedule** — The proper schedule for a program should take into consideration the subjects covered, the effectiveness of the speakers and the comfort and desires of the participants.

Refreshment and lunch breaks should be long enough for relaxation. The larger the group, the more time you will need for breaks. As a rule of thumb, refreshment breaks should last about 20 minutes and lunch should take an hour to 75 minutes.

The length of time for speeches and workshops will vary. If much participation is included, the sessions should be longer. In general, 45 minutes is usually about right for a speaker while 60 to 90 minutes should be allowed for "workshop" sessions.

Starting and quitting times should be set for the convenience of participants. If the seminar is on Saturday, an earlier quitting time is desirable.

As with meals and refreshments, a well-planned schedule can't make a seminar successful. However, a

poor schedule can help to ruin it.

- **Handouts** — Participants like to be given materials to take home. This means that folders or notebooks with blank note paper, schedules and other pertinent information are necessary. The folder also gives participants a place to put handouts from the speakers.

Each leader should be encouraged to provide handouts. But one word of caution: Try to prevent seminar speakers (especially consultants) from distributing handouts that are strictly promotional. Be sure the handouts have educational value.

- **Audio-Visual Aids** — These aids have two purposes: They get

**You'll make your most important decisions when you choose speakers for the seminar. Be very selective. . .**

and hold the attention of the audience and help the speaker communicate. The second purpose is the most important.

Seminar speakers should be encouraged to use some type of audio or visual aid. The most common and easiest to provide are overhead projectors, flip charts with blank paper and chalkboards. Also, speakers should be encouraged to use movies, slides, prepared charts and other types of aids to help them communicate.

Great care should be taken to establish good communications between seminar planners and speakers to be sure the aids are appropriate and work properly.

- **Finances** — Questions to be answered include:

How much money must we spend to have a successful seminar? (Consider the cost of speakers, materials, audio-visual aids, promotion and food and refreshments.)

How much money do we want to make?

How many participants do we expect?

How much should we charge each participant? (Remember, the amount of the enrollment fee may have a big impact on attendance.)

Should we allow discounts for early enrollment and/or for multiple enrollments from the same organization?

When these decisions have been made, budgets should be established and strictly controlled.

- **Publicity and Promotion** — Always promote more aggressively than you think you need to. It is much easier to turn down enrollments than to have to find more at the last minute. This phase of planning should be taken very seriously and properly controlled to be sure it's done right. Many well-planned seminars have been unsuccessful because of poor publicity.


- **Evaluation** — Finally, plans should be made to evaluate the seminar. It will be very easy to evaluate the financial success by counting enrollments and money. It isn't as easy to evaluate the response of participants.

One of the simplest (and best) methods of determining the response is to have each person complete a reaction sheet before leaving the meeting. A question-answer form should be included in the folder of materials and its importance should be emphasized in introductory remarks.

If several speakers participated, make sure you get reactions to each. Criteria for evaluation of speakers might include motivation, communication, time management and assertiveness.

Remember, it isn't enough to simply ask: "How did you like the seminar?" It's important to evaluate the various ingredients of the seminar to identify its specific strengths and weaknesses. This is necessary if you want to repeat the strengths and eliminate the weaknesses in future seminars.

If you consider all these factors when preparing for your seminar,



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**Cassettes**

you'll have a well-planned event that will run smoothly without too much effort on the day of the program. A poorly planned seminar can't be saved by frantic last-minute efforts. To be sure your seminar runs as planned:

- Stay on schedule from beginning to end.
- Provide coordinators who are responsible for taking care of the speakers. Be sure that the coordinators help the speaker with room set up, audio-visual aids, handouts and any other needs. Also, the speaker should be properly introduced to the audience with a brief explanation of why he has been chosen to cover his subject.

- Be ready, willing and able to handle any emergencies that might occur. These might include faulty visual aids, a cold room, a shortage of coffee, a cancellation from a speaker.

In addition, those responsible for the seminar must be sure that persons with specific jobs understand what is expected of them. Also, you must make sure each person does what is expected. If someone is not performing, immediate action should be taken to see that the person does fulfill his responsibilities. If this can't be done, the person should be removed and the job assigned to someone who will do it.

Running a seminar is serious business. The success of one will be instrumental in determining the success of the next one. People who have spent time and money to attend a poor one aren't likely to come back, and they'll probably tell others about their bad experience.

I am in the seminar business at the University of Wisconsin's Management Institute, and I've learned that our seminars must be successful. My job depends on it. When you plan and run a seminar, you also should act as if your job depends on it. Then you'll be successful. ■

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*Donald Kirkpatrick is professor of management development in the department of Business and Management at the University of Wisconsin — Extension in Milwaukee. His manual, How to Plan and Conduct Productive Business Meetings (Dartnell), is considered to be one of the most comprehensive in the field today.*

## The Idea Corner

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### Club Bulletins: How To Make the "Top 10"

A bulletin is one of the best tools Toastmasters clubs can use to keep members interested and actively involved in the organization, so it's well worth your time to produce a publication of award-winning caliber.

That message comes from District 63's Governor, *Marcia Taylor, ATM*, who has some valuable suggestions on how Toastmasters can improve their bulletins. Ms. Taylor, editor of the *Volunteer Blazon* for District 63 in Kingsport, Tennessee, says bulletins should be attractive as well as informative. As in the introduction of a speech, your first objective is to get attention, so use artwork and borders and select a catchy title to draw reader interest.

Then, keep that interest by packing your news columns with information on topics of specific interest to your club members. Write about ways to improve your club, upcoming events, opportunities for self-improvement, special club projects. Report on Area, District, Regional and International news that relates to your club members. And remember that, above all, people like to read about themselves and other people, so be sure to include personality profiles, welcomes for new members, election results and names of contest winners.

Ms. Taylor also recommends that you set aside space for editorials, a president's message or columns written by club officers. These articles can be highly motivating, encouraging members to participate more actively in club events.

Other topics you may want to cover in your bulletin include reports on business meetings, announcements of deadlines for dues, financial reports and budgets.

Just as important as the topic is the way you present it. Few readers have the time or patience to wade through articles that aren't written clearly and concisely. Also, check carefully for grammar, punctuation, spelling and typographical errors. Mistakes like these will discourage club members from reading your bulletin.

A good bulletin can bring many benefits to a Toastmasters club. Ms. Taylor says: "Editing or contributing to a bulletin is a rewarding and challenging opportunity for any Toastmaster. A good bulletin can develop the personality of the group and serve as an idea stimulator while keeping members informed, involved and growing."

Clubs that take Ms. Taylor's advice will have a good chance of scoring high in the annual Top 10 Bulletin Awards Program. And even if you don't make the "Top 10," you can learn from the evaluation you'll receive from World Headquarters.

Entries for the 1978-79 bulletin awards program are now being accepted. Any club may enter the competition as long as bulletins are submitted by the June 1 deadline. To participate, you must send at least three different issues of your club's bulletin with a request for evaluation to the Publications and Communications Department at World Headquarters. District bulletins will automatically be entered in the awards program. ■

# Hall of Fame

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

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### 418-3 ABC

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### 1939-4 Steinbeck

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### 560-6 Minnesota Mutual Life

St. Paul, MN — Fri., 11:30 a.m., Minnesota  
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### 2771-7 TEAA

Portland, OR — Mon., 5:30 p.m., Harrison  
Square, 1800 SW 1st, 3rd Floor West  
(232-7498).

### 825-17 Roadrunners

Broadus, MT — Wed., 7 p.m., 2nd Week,  
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Community Hall, Belle Creek (427-5371).

### 1001-46 Visionaries

Newark, NJ — Thurs., noon, 1100 Raymond  
Blvd., Rm. 108 (648-2211).

### 568-68 Slidell

Slidell, LA — Thurs., noon, Pinewood Coun-  
try Club, 405 Country Club Blvd.  
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### 1920-72 Tamatea

Tamatea, Napier, NZ — Wed., 7:45 p.m.,  
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### 1763-U The H.O.D. Ledaber

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Tri-City 1438-35, Wisconsin Rapids, WI  
West Allis 1480-35, West Allis, WI  
Saint John 1479-45, Saint John, B.C., Can  
Hardware City 1461-53, New Britain, CT  
Port City 1424-62, Muskegon, MI  
Elmira 1498-65, Elmira, NY  
Tidewater 1469-66, Norfolk, VA

### 20 Years

Overlake 2889-2, Bellevue, WA  
Greater Cleveland 2825-10, Cleveland, OH  
Goldmine 241-37, Concord/Kannapolis, NC  
Delta 2883-57, Pittsburg/Antioch, CA

### 15 Years

DeWitt 3744-19, DeWitt, IA  
Engineering 3724-24, Lincoln, NE  
Boeing Vertol 3716-38, Philadelphia, PA

### 10 Years

Centennial 484-F, Fullerton, CA  
NWNL 3107-6, Minneapolis, MN  
Redmond 468-7, Redmond, OR  
Downtowners 1325-19, Davenport, IA  
Floyd Valley 1753-19, Le Mars, IA  
Road Toasters 1761-24, Lincoln, NE  
Arkla-Barkers 2480-25, Barksdale AFB, LA  
Visalia Breakfast 909-33, Visalia, CA  
Sarto 3371-36, Forestville, MD  
Early Risers 2939-37, Charlotte, NC  
Eye Openers 3718-40, Columbus, OH  
Lakes Region 2559-45, Laconia, NH  
1210 Toastmasters 3375-46, Bound Brook, NJ  
Ingham 3208-69, Ingham, Qld., Aust

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- Don't Underestimate Your Audience
- Aim and Hang Loose
- Speak in the Language of Your Audience
- Keep Things in Order
- Preparing a Talk
- Visual Aids
- No Small Parts
- Stay Tuned for Feedback
- Who Do You Think You're Talking To?
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