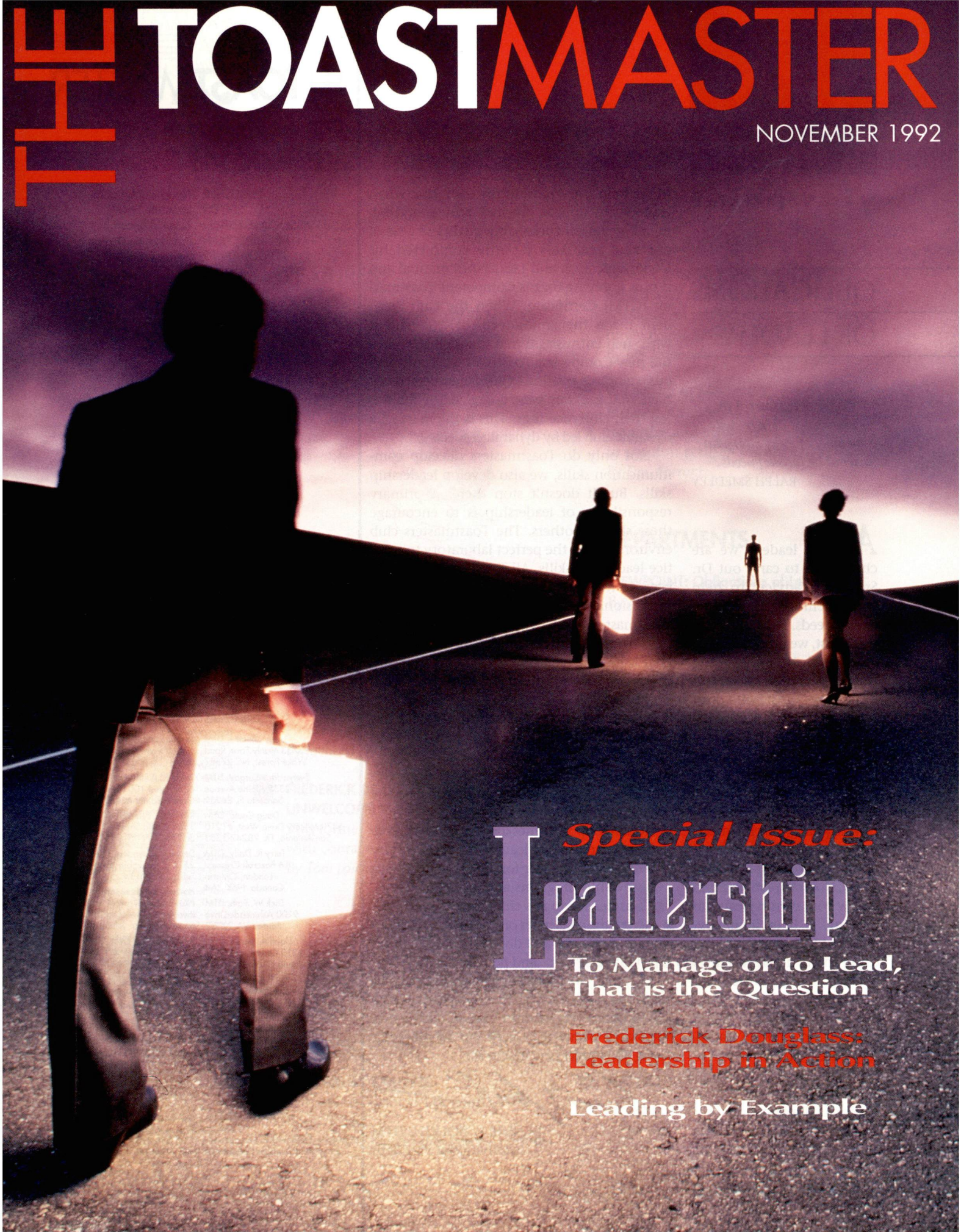


# THE TOASTMASTER

NOVEMBER 1992



*Special Issue:*  
**Leadership**  
To Manage or to Lead,  
That is the Question

**Frederick Douglass:  
Leadership in Action**

**Leading by Example**



## viewpoint

# OBLIGATIONS OF LEADERS

*"...the obligation of the leaders... is to help every member of every club gain what he [or she] needs."*

RALPH SMEDLEY

**A**s club leaders, we are challenged to carry out Dr. Smedley's advice: to help every member gain what he or she needs. How do we do this? First, we must strengthen our clubs by keeping them at charter strength. Second, we must build positive learning environments in which each meeting participant is committed to being the best he or she can possibly be.

Outstanding leaders know how to plan good club meetings, vary programming and use educational spots effectively. Now take a moment to review your own typical club meeting. Is it exciting? Dynamic? Mediocre? Poor? Exciting and dynamic meetings provide the culture for growth. In healthy clubs, membership building is easy. Members are satisfied and aspire to leadership roles. Moreover, these clubs enjoy dynamic meetings led by well trained and enthusiastic club leaders.

This enthusiasm is contagious. Have you ever noticed

in your club, as I have in my own, that when leaders are upbeat, excited and energized, members reflect these same qualities? One of our club members recently completed his Communication and Leadership manual and is now applying for his Competent Toastmaster (CTM) Certificate. When the club President made the announcement, she said it with such enthusiasm that the members gave the new Competent Toastmaster a spontaneous standing ovation! Club members often have told me they were energized by attending their club meetings. This is the mark of a dynamic club led by dynamic leaders.

Not only do Toastmasters develop communication skills, we also develop leadership skills. But it doesn't stop there. A primary responsibility of leadership is to encourage these skills in others. The Toastmasters club environment is the perfect laboratory to practice leadership skills. All Toastmasters benefit because they can carry these skills into their professional and private lives. That's what Toastmasters is all about.

Here are five suggestions that will enhance your leadership skills:

- Accept the opportunity to serve as a club officer.
- Ask an experienced Toastmaster who has served in a number of leadership roles to serve as your mentor.
- Practice your leadership skills by being creative and trying new ideas. Remember: the club environment is a laboratory.
- Accept opportunities beyond the club to demonstrate your leadership abilities. Try being a coordinator for Speechcraft, Youth Leadership programs and speech contests. Consider serving as chief judge.
- Accept the challenges of graduated leadership roles, from area and division levels, right on up to the district...and perhaps beyond!

Dynamic clubs deliver dynamic leaders. Our obligation as leaders is to develop dynamic clubs that focus on every member's needs. This focus is essential if we want to keep our membership strong and attract new members.

BENNIE E. BOUGH, DTM  
International President

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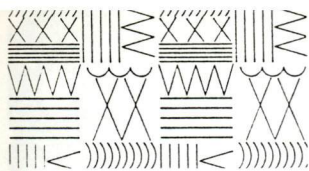
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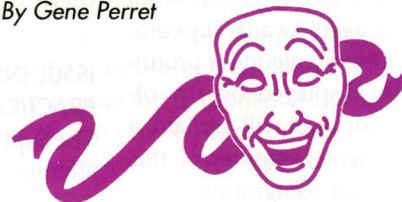
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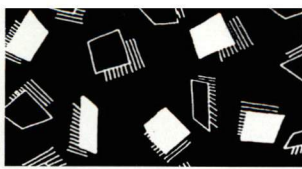
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## l e t t e r s

### OUTSTANDING ARTICLE

I've just finished reading "Meet the Five Outstanding Speakers of 1992" (August). As far as I'm concerned, it's one of the best articles I've read in any magazine for a long time. You see, my message to all my friends, co-workers and colleagues in Toastmasters is that of motivation and determination. And there's a lot of material in the article that will encourage members to remain on track and meet their objectives.

PIERRETTE LAVERGNE, CTM  
PRESIDENT, TELEGLOBE CLUB 5310-61  
MONTREAL, QUEBEC, CANADA

### TOP SPEAKERS SAY THANKS

Thank you for the letter and the commemorative plaque. It was a pleasure to be able to share my thoughts with your distinguished group of readers.

LEE IACOCCA  
CHRYSLER CORPORATION  
HIGHLAND PARK, MICHIGAN

I'm immensely honored to have been chosen to receive Toastmasters' 1992 Outstanding Speakers Award. The commemorative plaque is prominently displayed on my office wall and will remain a permanent reminder of this significant recognition.

Please extend my sincere appreciation to the members of Toastmasters International for their vote of confidence; I'll try to measure up.

PAUL HARVEY  
CHICAGO, ILLINOIS

### WHERE ARE THE WOMEN?

The August magazine featured the five Outstanding Speakers of 1992, all of whom are male, and all but one is white.

The Toastmasters bylaws were recently amended to state that we do not discriminate, implying that we are an inclusive organization. Perhaps it is time we also apply this thinking to the leaders we honor. The Mount Vernon Toastmasters Club, for one, encourages a broader consideration of outstanding speakers that may also include women and more people of color.

SALLIE BODIE, PRESIDENT  
MOUNT VERNON CLUB 3336-27  
ALEXANDRIA, VIRGINIA

**Editor's Note:** *The 1992 Outstanding Speakers were chosen strictly by majority vote from Toastmasters. While we agree that it would be nice to have more women and minorities represented, we have to honor those speakers receiving the most nominations. So please send us your ballot (appearing in the September issue) by Dec. 31, 1992, indicating which speakers you think should end up on our Outstanding Speakers list of 1993. The choice is yours!*

### ISSUE INSPIRES PRACTICAL PR

The September issue was outstanding! Congratulations on the most useful issue I have read to date. Our club immediately followed the suggestions in the article "How to Advertise Your Club For Free" and submitted public service announcements to our local cable television channel and radio stations.

We also took Douglas Strock's idea ("Public Relations in a Company Club"), inviting one of our company

executives to speak to our club, and he accepted. We plan to invite more executives in the future and, since our club is open to the public, invite outside speakers as well.

The September issue also has inspired the formation of a speakers bureau, as suggested in "Organizing a Speakers Bureau" and "Put More Punch in Your PR!" Furthermore, we are considering holding an open house and will incorporate other innovative ideas brought out in this issue. Thank you for providing us with so many simple, yet sound suggestions!

GRAHAM JOHNS, CTM  
VP PUBLIC RELATIONS  
CLARK COUNTY CLUB 7661-40  
WINCHESTER, KENTUCKY

### WAS COLUMBUS IN DENIAL?

In the sidebar to "What Do You Think?" (July), James Patterson ends his "Don't fall for fallacies" pitch with the following: "The truth of an idea is obviously not related to how long it has been around or how many people believe it. Remember how long people believed the earth was flat?"

Maybe it's time, especially in the 500th anniversary of Columbus' first voyage to the New World, to put an end to the flat-earth myth! It's been well known since at least the time of Pythagoras, who died about 500 B.C., that the earth is round: the shadow cast on the moon during a lunar eclipse is pretty unequivocal evidence. Three hundred years after Pythagoras, Eras-

tosthenes made a good estimate of our planet's size by measuring shadow lengths at places far apart in Egypt. Columbus chose to ignore Erastosthenes' estimate: that's why he thought he was sailing to India. The point is, you'd be hard put to identify any educated person during the last 2,500 years who thought the world was flat.

BARRY EVANS, ATM  
EARLY RISERS CLUB 2117-4  
PALO ALTO, CALIFORNIA

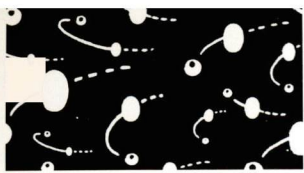
### WHEN "BEST" ISN'T BETTER

Regarding Providence Billings' letter in your June issue: What a relief to find someone else who feels as I do! I can't tell you how bewildered I was at my first Toastmasters meeting. The purpose was supposedly to help people learn to speak better. And yet, meeting after meeting, for at least two years, we had two speakers and two evaluators, followed by voting and awards at every meeting for "best"!

I'm continually astonished at people's insistence that competition helps people "learn." Giving a speech with an eye toward winning or giving the very best speech one is capable of are two different agendas with two different strategies. Toastmasters supposedly supports the latter but strongly encourages the former.

Still, in spite of my strong feelings, I love my club and the entire Toastmasters organization, and find them both to be unusually warm and nurturing.

KAY GREDELL, CTM  
MT. PROSPECT CLUB 1500-30  
MT. PROSPECT, ILLINOIS



---

COURAGE IS A MATTER OF  
BEING RATHER THAN DOING.

---

courage is apathy. Doing nothing because you don't care. Not really giving a hoot. Being apathetic does great harm to us and others. It eats away at the core of our being and leaves

# Courage is a Valuable Commodity

by Fred Pryor

■ Remember how the Wizard of Oz solved the problems of the cowardly lion by simply presenting him with a medal? Instant courage!

Ah, if that courage were so easy to come by! But yellow brick roads aside, it's a fact that courage has to be built in rather than pinned on. Courage is a matter of being rather than doing.

I like Vice Presidential Candidate Gen. James Stockdale's definition: "Courage is the ability to face fear and failure with emotional stability." That ability is something that lies within us – the word itself is related to the French word for "heart" – and it has to be nurtured and tended if it is to grow. Courage doesn't just come out of a vacuum when emergencies arise.

When adversity strikes the workplace – recession, layoffs, diminishing profits – courage becomes a highly valued commodity. Fear robs us of everything important in life and work. Being able to face downturns in fortune with strength gives those around us a role model for their own lives.

That doesn't mean a courageous person is without fear. A mature person knows the same fears as others do – fears of the unknown, of death, of loss, of the future, of loneliness and of change. But having the inner resources to face those fears can make us ready when tough times come.

If you want a strong, even courageous, team you can get it by establishing a set of personal values that includes honesty, thoughtfulness and open-mindedness. You can dispel half the fears that cripple organizations in a crisis if you have a track record for straight dealing, showing appreciation for personal initiative, and welcoming and considering differences of opinion.

We usually think of cowardice as the opposite of courage. But sometimes the opposite of

us unwilling to act, uncaring and ambivalent. Such paralysis can result from long-term poor management.

Encouraging – "making courageous" – the members of your team and helping them to take personal responsibility is a good start toward strengthening an organization. It's part of your job as a good manager or leader.

Here are some ways to do it:

- Serve as a role model. Remember that 95 percent of what we learn is by observation.
- Help your associates discover and reach their goals.
- Provide challenges. Make them definite: "Increase productivity by 10 percent."
- Give immediate and useful feedback.
- Establish a belief system that is honest, positive and optimistic – and make it so attractive that others will want to be a part of it.

Courage doesn't just result from a shot of adrenaline that helps people make dramatic rescues, lead great battles or survive flash floods. Rather, day to day living demands the sort of courage that can take years to "build in." Many business people are demonstrating that kind of courage this year as the economic recession affects organizations they have worked hard to develop. And they will be survivors.

Take a tip from these courageous managers and leaders. Don't wait for adversity. Build your inner resources and provide a role model for the people around you before hard times hit. If they do, your organization will be ready.

---

**Fred Pryor** is the founding publisher of *The Pryor Report* newsletter. T

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*Feeling less than lion hearted? Remember that "courage is fear holding on a minute longer."*

GEN. GEORGE PATTON

**Toastmasters  
"Star Trekking"  
requires steady  
piloting and a  
well-informed crew.**

**S**UPPOSE YOU WERE OFFERED A GREAT new job with NASA. Maybe former Toastmaster/Astronaut James Lovell put in a good word for you. You show up for work the first day, ready to start your new career as the person who performs the lift-off countdown. Instead, NASA officials are so impressed with your communication skills that they decide you should pilot the next spaceship destined to make contact with extraterrestrials.

"Fine," you respond, assuming this will give you a wonderful opportunity to sponsor planet after planet of new Toastmasters. "How do I fly this thing?"

"Figure it out for yourself," you are told. "Just make sure you're ready to take off on July 1st. And by the way, call the last person who commanded this mission and ask if the manual is still around."

Should you, having absolutely no training, really be entrusted with a multi-billion dollar rocket? What did James Lovell get you into anyway?

In many ways, Toastmasters is like the space program. You can reach for the stars, and, in many cases, actually touch them. But just as you cannot pilot a spaceship without

life was enhanced by King's speech, his power to influence that single life made him a leader.

#### **LEARN TO TAKE CHARGE**

Naturally there are many roles within Toastmasters to help you develop leadership skills. When serving as club Toastmaster, for example, you control the meeting. So if you are tired of working with a particular format, this is your chance to make a change. Perhaps you'll move Table Topics to the end of the meeting. Or maybe you'll set a specific meeting theme. It's your choice because, after all, it's your meeting to run as you see fit.

As a club officer, you also have the opportunity to ensure your club's success. All that's necessary is a generous supply of enthusiasm, combined with some quality training. But if you choose to pursue one of these leadership roles, remember that you should be ready, willing and able to lead competently.

Toastmasters is a wonderfully diverse organization. More countries send people to Toastmasters than to the Olympics! But no matter where you go in the Toastmasters world, there is one thing that every member has in

# Countdown to *Quality*

by John Feudo, DTM

proper instruction, you should not be thrust into a club or district officer role unless you have adequate training.

Throughout my Toastmasters travels, I have heard many members offer speeches encouraging us to "Put the L back in C & L." We're not just an organization teaching communication skills, they say, but leadership skills as well.

This is 100 percent correct. If you're in Toastmasters mainly to become a better listener, thinker or speaker, that's fine. But if you don't take advantage of the leadership training skills available, you're missing a whole galaxy of opportunities.

The voyage begins with your very first speech: from the lectern, you have the power to influence the thoughts and actions of others. For example, when Dr. Martin Luther King, Jr., gave his powerful "I Have a Dream" speech in Washington, D.C., in 1963, how many of his listeners were inspired to action? One? Ten? Thousands? My guess is closer to the latter figure. And how many people have been affected by that speech ever since? If only one person's

common - we all belong to a Toastmasters club. Without clubs, there would be no Toastmasters.

So what is it that makes you renew your club dues every six months? The need to develop your communication and leadership skills? Or the friendly atmosphere and the camaraderie? Either way, your continuing membership is directly related to how well your club is run. An organized meeting featuring ready participants, a set agenda and a closely held schedule makes it easier for you to achieve your educational goals. And if there is a planned effort to bring in new members, the club becomes a vibrant entity full of diverse backgrounds and new ideas.

So how can you ensure both a well-organized meeting and a well-run club? Training. Just what you'd need if you were chosen to pilot a spaceship.

#### **TRAINING AS SUCCESS FACTOR**

Professional, quality training in Toastmasters is intended to filter down through the organi-

zation. So every June, newly elected district officers (those *you* have elected to lead your district to success) are trained by members of the Board of Directors and the Toastmasters World Headquarters staff in how to manage and lead their districts. The district officers may then go back and provide the same kind of quality training for their own club and district officers.

"Training is the single most important factor in the success of a club," says Sandy Gordon, ATM, the Lieutenant Governor of Marketing for District 53. This should come as no surprise, especially since our Board of Directors and World Headquarters have increased their focus on providing quality training for club and district officers. But what exactly is "quality training"?

Perhaps the most effective training is the modular, interactive program many districts now employ. This entails setting up a series of workshop sessions in which a qualified trainer leads a discussion on how to be successful in a specific role. Ample time is allowed for interaction among the attendees, which, for obvious reasons, is often the most beneficial aspect of the training. Only so much information can actually be "taught." Many members throughout the years have mentioned that their

time at training sessions was best spent sharing ideas and experiences with fellow officers.

In District 53, for example, the training is geared to suit the individual needs of participants. "Our classes are highly participatory," says District 53's Gordon. "We follow the Train the Trainer Success Leadership module available through World Headquarters, using role plays, case studies and exercises to enhance impact...The members feel as if the training sessions are geared specifically for them."

In my opinion, officer training should be held twice a year, in July and January. Currently, many clubs are in the habit of waiting until September due to irregular summer meetings and officer vacations. So by the time September rolls around, semiannual reports are being completed and the club year is well under way. Training officers at that time really doesn't give them a whole year to serve. Furthermore, clubs that elect officers semiannually gain very little if their officers are trained in September, then changed in January.

## SAMPLE TRAINING TOPICS

Saturday seems to be the ideal day for training, although an evening may work if members don't mind a late night out.

From my perspective, having attended Toastmasters training sessions around the globe, here are examples of subjects that ought to be covered:

**PRESIDENT:** Sessions for the President should include informative topics such as Running Productive Meetings, Team Building, the Distinguished Club Plan, How to Represent Your Toastmasters Club in Your Company or Community, How the District Works, Organizing Executive Committee Meetings, etc.

**VP EDUCATION:** Ideas to be discussed in a VPE session are limitless, including Coordinating Your Educational Program, Educational Achievements and Member Progress, Success Leadership Programs, Theme Meetings, Club Mentors, and Speech Contests.

**VP MEMBERSHIP:** Workshops might cover Building Club Membership, Creating Membership Programs, Sponsoring New Clubs, and Maintaining Member Satisfaction.

**VP PUBLIC RELATIONS:** Topics to be discussed include How to Promote Toastmasters in Your Company or Community, and How to Get Your Message into the Media.

**SECRETARY:** Appropriate subjects for discussion might include Recording and Reporting Meeting Minutes, Maintaining Membership Lists, and Corresponding with TI.

**TREASURER:** Finance generally makes for a profitable topic of conversation!

**SGT. AT ARMS:** Greeting Guests and Members, Organizing the Meeting Room, Maintaining Club Materials, and Coordinating Special Programs are all examples of responsibilities to be mastered for this position.

**BULLETIN EDITOR:** A session on How to Create a Quality Newsletter and entering the TI Top 10 Newsletter Contest would be appropriate.

**NEW MEMBERS:** One approach that has worked well in District 31 is a planning session or two strictly for new members, which

could focus on How to Make the Most of Your Toastmasters Membership, What to Expect in Toastmasters, and The Benefits of Membership.

Finally, "general" sessions on subjects such as Speech Contest Judging, Developing Management or Leadership Skills, and Time Management may also attract an enthusiastic group.

Be sure to allow ample time during the day for discussion among the officers. For instance, roundtable sessions for each respective officer will give participants a chance to network and share ideas.

*"If you don't take advantage of the leadership training skills available through Toastmasters, you're missing a whole galaxy of opportunities."*

The benefits of membership in Toastmasters are limitless. The opportunities for leadership are plentiful. And the need for quality training has never been greater. It doesn't take a rocket scientist to reach for the stars. Let Toastmasters help you touch them. **T**

**John Feudo, DTM**, is a member of the Tufts Toastmasters Club 4934-31 in Boston and has held several club and district offices. He is the former Manager of Membership and Club Extension at Toastmasters World Headquarters.

# ty Training



# To Manage or to Lead? That

Managers do things right; leaders do the right things.

*"Leadership is not magnetic personality – that can just as well be a glib tongue. It is not 'making friends and influencing people' – that is flattery. Leadership is lifting a person's vision to higher sights, raising a person's performance to a higher standard, building a personality beyond its normal limitations."*

PETER DRUCKER

**W**e're at a critical juncture in American history. People are crying out for the leadership necessary to develop an intensive economic plan that will create jobs and cut the deficit. But haven't you intuitively felt the lack of effective leadership at a variety of levels? Are you happy with the people at work who call themselves leaders? And are you confident of your local, state and national leaders?





Wait a minute, you say. Isn't that a pretty big jump – from Toastmasters to the U.S. Army? Not really. After all, the Army has been training leaders for more than 200 years. And although most people's idea of military leadership involves yelling and threatening, those tactics just don't work in the modern military. In fact, civilians can learn a lot by studying how military leaders are trained. Take it from me – I've taught Army leaders about communication skills, and I've also studied and been a part of their leadership training.

The Army defines leadership as the process of influencing others to accomplish a mission (or job) by providing purpose, direction and motivation.

Army leaders are trained to understand the four factors of leadership:

1. **The Led** (your employees). Some will respond to strict authority and some need intense supervision. Others respond best to praise.
2. **The Leader**. You must know yourself. Analyze what you know, what you need to know and what you can do to make yourself a better leader. You must treat everybody with respect.
3. **The Situation**. What works in one situation may not work in another. What you do depends on the competence, motivation and commitment of your employees. The timing of a decision is also important.
4. **Communication**. You must communicate your vision through your speech, writing, physical gestures, or a combination of these methods. Your actions, tone, choice of words and conciseness should all blend into the leadership image you want to portray.

All four factors are always present, but how you use them will differ based on the situation and the people involved.

The Army teaches its important leadership principles through the BE, KNOW, DO approach:

### **BE...**

- a role model to your people
- a good, honorable person
- an example of individual values
- able to resolve complex ethical dilemmas.

### **KNOW...**

- yourself
- the four factors of leadership and how they work
- standards for job success
- human nature
- your job
- people's capabilities and limits.

### **DO...**

- set a purpose
- give direction and set goals; supervise, evaluate, teach, coach, counsel and mentor
- provide motivation, take care of your people, develop teams, reward excellence and correct low performance.

Most people just don't know what a leader is and what a leader should do. As Toastmasters, however, you're already developing the insight into important leadership skills that comes with the ability to listen, think and communicate clearly and coherently. We already know how Toastmasters clubs and districts conduct their leadership training. For the sake of comparison, let's take a further look at the concept of leadership as defined by the U.S. Army.

The best leaders are comfortable with themselves and flexible in the way they interact with people. The style a leader chooses to use depends on the person, the situation, and any change in the environment.

The three leadership styles are:

1. **Directing.** The leader makes all decisions and gives detailed instructions. Leaders use this style when time is short, or when people under their command lack experience, knowledge or competence. Keep in mind that yelling and demeaning people isn't a directing style; it's just plain unprofessional.
2. **Participating.** Use this style if your people support your goals and have some competence. This is where you, as the leader, involve the led in determining what to do and how to do it by asking for information and recommendations before making a decision. This can be a powerful team-building exercise, because it promotes trust, confidence and support for the final decision. And asking for advice is a sign of strength; your employees will respect you for it.
3. **Delegating.** Here the leader delegates problem-solving and decision-making authority to an employee or work group. This style is appropriate to use with highly competent, mature employees who support group goals and are motivated to perform their jobs. Of the three, this is the most efficient leadership style. But you must train your people to accept delegation.

Leadership experts Tom Peters and Warren Bennis say a lot of confusion about managing and leading comes from the way we train our so-called civilian leaders. Americans are an overmanaged and underled people, Bennis says. Why? Because we don't train people to be leaders; we train them to be managers.

What's the difference between the two? Most of us will

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***"A good leader sets a tone  
that allows and even encourages  
what baseball people call  
'errors of enthusiasm.'"***

---

agree that a good manager should be hardworking, tolerant and fair. Such a manager runs a smooth and efficient department or company and is proficient at planning, organizing, controlling and leading. He or she clarifies everybody's role and function, provides appropriate rewards and punishment, and is considerate and committed to the organization.

A good leader is all that a good manager is and much more. A good manager is, as they'd say in the military, "technically and tactically proficient." He or she influences people

to attain goals through the use of power. But a good leader must inspire and motivate people to go beyond what they ever thought they could accomplish.

In his book *Why Leaders Can't Lead* Bennis says, "Managers are people who do things right; leaders are people who do the right things." The difference between managers and leaders, according to another book by Bennis, *On Becoming a Leader* (Addison-Wesley Publishing Company), is that "The manager administers; the leader innovates. The manager is a copy; the leader is an original. The manager maintains; the leader develops. The manager focuses on systems and structure; the leader focuses on people. The manager relies on control; the leader inspires trust. The manager has a short-range view; the leader has a long-range perspective. The manager asks how and when; the leader asks what and why."

So if we want better leaders, we must train our best managers to be something more. They must know how to be good managers and:

- have a vision of the big picture that employees can identify
- help shape a corporate value system all can approve
- trust their people so as to earn their trust
- be less predictable
- create an atmosphere of change
- have the ability to communicate their vision to the people.

A true leader should stay away from the mundane decision-making best made at a lower level. For example, historians say former President Jimmy Carter was a leader who always got caught up in details. By doing that, he lost focus of the big picture.

Effective leaders establish clear and measurable goals based on input from diverse groups. Success here is based on the ability to truly listen. Moreover, the effective leader allows herself and others to take risks and be creative. A good leader sets a tone that allows and even encourages what baseball people call "errors of enthusiasm." This is how people and organizations grow.

The best leaders empower people by making them feel important, returning phone calls promptly and taking more than their share of blame (and a little less than their share of credit). They value lifelong learning and mastery (knowledge learned from mistakes). They make people feel they are a part of something greater, and they assign stimulating and fun work.

Some final advice? Be human, treat people with respect, know your people and know yourself. Have a grand vision of where you and your organization need to go and be able to clearly communicate that vision. Establish measurable goals so you know if you're reaching your target. Let every person know what they do makes a difference.

And remember: Real leaders face the music – even when they dislike the tune. **T**

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**James G. Patterson** is a training and marketing consultant from Tucson, Arizona, and is the editor and publisher of "The Cogent Communicator" newsletter.

# Leadership Assessment Test

■ HOW DO YOU STACK UP AS A LEADER? YOU CAN ASSESS your own competencies by taking this simple test, similar to one the U.S. Army uses.

Answer each question realistically rather than in terms of how you wish you were. If you feel you can't reply to a question, skip it. There are no right or wrong answers; this is simply a means of understanding your leadership potential.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

## JOB PROFICIENCY

1. I set high standards for myself. 1 2 3 4 5
2. I am competent in my job. 1 2 3 4 5
3. I work hard to improve my job knowledge. 1 2 3 4 5

## COMMUNICATIONS

4. When speaking, I explain ideas and concepts so all can understand. 1 2 3 4 5
5. I listen closely to others and pay attention to what they have to say. 1 2 3 4 5
6. I write effectively and am able to organize and explain thoughts clearly. 1 2 3 4 5
7. I convey appropriate excitement and enthusiasm to motivate my subordinates. 1 2 3 4 5

## PROFESSIONAL ETHICS

8. I accept responsibility for my decisions and the impact they have on others. 1 2 3 4 5
9. I am a credible role model and set the proper example for others to follow. 1 2 3 4 5
10. I demonstrate moral courage and stand firm on my values, moral principles and convictions. 1 2 3 4 5
11. I am open, honest and candid when dealing with others. 1 2 3 4 5

## PLANNING

12. I am proficient in developing courses of action, scheduling and organizing. 1 2 3 4 5
13. I establish clear priorities and goals. 1 2 3 4 5
14. I am flexible, able to handle uncertainty, and do not become easily frustrated. 1 2 3 4 5
15. I allow others to help me develop plans when appropriate. 1 2 3 4 5

## USE OF AVAILABLE SYSTEMS

16. I actively seek information needed to solve problems or develop recommendations. 1 2 3 4 5
17. I know how to organize things so information flows efficiently throughout the group or company. 1 2 3 4 5
18. I know how to use analytical techniques to solve problems or arrive at conclusions. 1 2 3 4 5
19. I can estimate the time it takes to get a job done and effectively manage time and competing priorities. 1 2 3 4 5

## DECISION MAKING

20. I know which decision to make and which decisions to delegate to subordinates. 1 2 3 4 5
21. I know how to build commitment for the decisions I make. 1 2 3 4 5
22. I include others in the decision-making process when appropriate. 1 2 3 4 5
23. I develop creative and imaginative solutions when faced with unfamiliar problems. 1 2 3 4 5

## TEACHING AND COUNSELING

24. I understand and accept my responsibility to teach, coach and counsel. 1 2 3 4 5
25. I am an effective teacher. 1 2 3 4 5
26. I demonstrate the patience and concern necessary to be an effective counselor. 1 2 3 4 5
27. I use good judgment with personal information and maintain confidentiality when appropriate. 1 2 3 4 5

## SUPERVISION

28. I give clear and concise instructions; others know what to do after receiving my directions. 1 2 3 4 5
29. I do not oversupervise or "micromanage." 1 2 3 4 5
30. I don't undersupervise or give too little guidance. 1 2 3 4 5
31. I know how to evaluate performance to determine whether standards are being met. 1 2 3 4 5

## TEAM BUILDING

32. My actions will help develop a healthy leadership climate. 1 2 3 4 5
33. I ensure that others receive credit for their contributions and accomplishments. 1 2 3 4 5
34. I accept the honest mistakes of others as a normal part of learning. 1 2 3 4 5
35. I help others learn by willingly sharing my experience and expertise. 1 2 3 4 5

# How to Attract Followers for Any Task

by Dr. William A. Cohen

■ Have you ever wondered how to get others to follow your lead? Research has found that most of the world's top leaders follow seven actions to attract followers. Amazingly, the actions are the same whether the leader is in charge of a fund raiser, a social group or a country.

If you are a club or district officer, or have to organize a group to do something at your home or at work, consider following the seven actions listed below. You'll be surprised at the results.

- 1 People won't follow you if your actions are geared toward making yourself feel important. In contrast, if you **make others feel important**, they will eagerly acknowledge your lead.
- 2 **Promote your vision.** No one will follow you simply because you've decided you want to lead. Some may not want to follow you although you've been appointed or elected leader. You need a clear idea of where you want to go, then you must promote your idea to your group and convince them that your goal is worthwhile.
- 3 **Treat others as you would like to be treated.** After all, would you want to follow someone who treated you badly?

- 4 **Admit your mistakes.** If you are the leader, you are responsible for everything the members of your group do or fail to do.
- 5 If people have earned your praise, let everyone know about it. Encourage others to earn praise also. But **dispense criticism in private**, so as not to cause unnecessary embarrassment. Frequently, just the fact that you are displeased is embarrassing enough.
- 6 **Be visible.** To really know what's going on, to fix what's wrong and to capitalize on what's going right, you need to get around. This provides additional opportunities to motivate your team members. You will even gain "secondary motivation" from those you talk with who repeat your words.
- 7 **Make competition a game.** People love to compete. That's one of the secrets of successful products, sports and video games. So try to beat past goals, other groups or old records. You'll exceed your expectations, and you and your followers will have fun in the process.

Only seven simple actions – can they really be so important in getting people to follow your lead? Try them – but look out! You just may become a world class leader yourself. **T**

*Dr. William A. Cohen* is author of *The Art of the Leader* (Prentice Hall, 1990) and a professor at California State University, Los Angeles.

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# Leadership from A to Z

## ■ WHAT MAKES A GOOD LEADER?

Organizational theorists have advanced countless theories of leadership over the years. Most of these theories stress the importance of a particular cluster of professional qualities: the ability to organize work effectively, for example, or the ability to motivate subordinates.

True leadership, however, demands strong and vibrant *personal* qualities that set forth ideals and prompt others to action. A number of those qualities – from A to Z – are listed below. Read these qualities now, but also check back from time to time and ask yourself whether these leadership characteristics can be used to describe you.

**A – Active.** A true leader is action oriented and tries to *make* things happen, as opposed to waiting for others to initiate action.

**B – Bold.** A leader is not afraid to experiment; she eagerly strikes out in new directions.

**C – Challenging.** A leader challenges others to acquire new knowledge and try new ways of doing things.

**D – Dedicated.** A leader exemplifies the kind of dedication he wants to see in others by practicing it himself.

**E – Enthusiastic.** A good leader is usually buoyant, building a sense of excitement and adventure among followers.

**F – Frank.** A leader is always candid, honest and aboveboard.

**G – Grateful.** A leader knows that she alone can't accomplish all that needs to be done. She is quick to recognize and thank her co-workers and staff.

**H – Humble.** However successful, a leader knows that much of his good fortune is due to those around him. He always generously credits other people.

**I – Innovative.** A leader takes risks. While she recognizes the importance of careful study and planning, she pursues novel approaches and encourages creativity in others.

**J – Just.** A leader looks at all sides of an issue before making a decision. She tries to be fair to those around her and encourages fairness in others.

**K – Knowledgeable.** While a leader may not be an expert in all things, she demonstrates mastery over crucial skills and is eager to share her knowledge.

**L – Listener.** A leader listens. He knows that he learns only through other people, and he is interested in what they're thinking.

by Richard G. Ensmann, Jr.

**M – Masterful.** A good leader is a good strategist. She knows how to systematically deploy physical and human resources to get the best results.

**N – Neighborly.** A leader is cooperative and works well with others.

**O – Organized.** A true leader knows how to keep her desk, agenda and mind clear.

She's able to keep tasks and responsibilities in their proper order and devote just the right amount of attention to each.

**P – Persistent.** While things may not always happen quite the way a leader wants, he's tenacious and keeps people moving toward goals – even when they seem elusive.

**Q – Quiet.** A leader doesn't need to be the center of attention. She's usually willing to let others bask in the limelight.

**R – Relaxed.** A leader enjoys herself both on and off the job. And she knows how to build and maintain a comfortable, yet goal-oriented atmosphere in the work place.

**S – Sensitive.** A good leader is perceptive to the thoughts, concerns and fears of others and tries to accommodate them.

**T – Thoughtful.** A leader is always thinking – analyzing competitors, new business strategies, new work methods and the future. He inspires others to look ahead as well.

**U – Understanding.** A leader knows that others don't always perceive things as he does, yet he tries to learn and appreciate different viewpoints.

**V – Versatile.** A good leader practices a variety of skills and quickly applies his

talents to emerging challenges.

**W – Winner.** A leader strives for excellence in all things. She wants to do the best job possible and inspires others to do the same.

**Y – Young at Heart.** A leader possesses an ever-present willingness to learn new things, to explore, to test. And while he wants to put new ideas to use, he's not afraid of failure.

**Z – Zestful.** There's an exuberance, a childlike eagerness in the heart and soul of a true leader, which in turn infects others.

Which of these traits describe you? More importantly, how many opportunities can you find in the days and weeks ahead to acquire and practice the skills of genuine leadership? **T**

Richard G. Ensmann, Jr., is a writer living in Rochester, New York.

How many  
of these  
traits do  
you have?



## l a u g h l i n e s

### Taking the Lead with

# Laughter

The best executives  
make time for  
funny business.

■ HUMOR IS A VALUABLE BUT OFTEN NEGLECTED leadership tool. Some executives, however, disagree. "Effective leadership requires decisiveness, organization, planning and taking charge," they say. "There's no room for something as wimpy and whimsical as humor."

They're wrong. Humor, when used wisely, can be very powerful. Case in point: Winston Churchill led England during a time of great turmoil, yet he maintained a magnificent sense of humor.

One story has it that Churchill attended an official ceremony in London and was recognized by a couple of gentlemen seated behind him. One of the men nudged the other and whispered, "There's Winston Churchill." The other whispered back, "Yes, and they say he's quite senile now." The first man nodded and said, "True. They say he's doing England more harm than good." His friend agreed and replied, "They say he should step aside and leave the running of this government to younger, more dynamic, effective people."

Finally, Churchill turned around and said loudly, "They also say he's deaf."

#### CUTTING TO THE CHASE

Humor can convey even the most complicated message effectively and decisively. For the past 20 years or so, I've done some script writing for legendary comedian Bob Hope. I remember one particular show – the final special of the season – and all of the writers had gathered in Hope's dressing room for post-show congratulations.

Since he was planning an appearance at Notre Dame University, Hope asked the writers to come up with some football jokes. But the staff had written plenty of football jokes during the television season. So one writer said, "Bob, you've got all kinds of football jokes. We've been writing them for months. You couldn't have used all of them. What do you need new jokes for?"

Hope looked at him and said, "I pay you with new money, don't I?"

He got his point across – and yes, we wrote more jokes.

#### BETTER THAN TEMPER TANTRUMS

A touch of wit can communicate your feelings better than any emotional display. Take the case of John McKay, the University of Southern California football coach who produced several national championship teams and even a few Heisman trophy winners.

by Gene Perret

At one point, however, McKay was disappointed with his team's performance. It had just lost and McKay felt the players hadn't played hard enough. Had he yelled at them, they would have argued with and resented him. Instead, McKay popped his head into the locker room after the game and said, "The team bus leaves in half an hour. Those who need showers, take 'em."

The players got his message – and accepted it.

#### WARD OFF CRITICISM

Humor also can be used to defuse an opponent's attack. Former President Ronald Reagan became a master at this and used it to his advantage.

While campaigning for reelection, Reagan's age became a serious issue. If elected, he would be the oldest serving president. Stories of how he had fallen asleep during meetings and even slept through several crises were publicized in the media. Many questioned his stamina and ability to serve as president.

Of course, Reagan's strategists had several valid counter arguments. The problem was that these arguments would have prompted a reply that would have continued, rather than end the debate. Still, as long as this issue stayed before the public, it damaged Reagan's chances of being reelected.

The President decided to dismiss the issue with humor. At one of the debates, a reporter implied that Reagan might be too old to carry out his presidential duties. The President retorted, "I will not make age an issue in this campaign. I refuse to exploit for political purposes the youth and inexperience of my opponent."

The reporters and the audience burst out laughing. The cameras even caught his oppo-

nent, Walter Mondale, chuckling. The following day, his quip was printed in newspapers across the nation and shown on virtually every broadcast news report. It effectively ended the age debate and helped get Reagan reelected.

Humor is perhaps most influential when used to convert controversial topics into lighthearted fare. Much of the late President John F. Kennedy's charm lay in his quick thinking and wit. When reporters asked whether his father's money helped him win the election, Kennedy didn't deny it; in fact, he joked about it. When they asked, after his narrow victory over Richard Nixon, why the voting was so close, Kennedy said, "Daddy didn't want to pay for a landslide."

When confronted about how he could appoint his brother, Robert Kennedy, who had never practiced law, to the position of Attorney General, Kennedy replied that he wanted his younger sibling "to get some experience before hanging out his shingle."

True leaders base their decisions on realistic facts. They are honest with themselves and with the people they represent. Whenever such a leader deals with people and with truth, humor shows its delightful face. Effective leaders capitalize on that humor. T

**Gene Perref** is the main comedy writer for Bob Hope. His articles on humor appear regularly in *The Toastmaster*, and his books can be purchased from World Headquarters.

***"Humor is perhaps most influential when used to convert controversial topics into lighthearted fare."***

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# WANTED



by Tom Laichas

## *Frederick Douglass:* **THE UNWELCOME VOICE**

This former slave led others to his cause with courage and fiery rhetoric.

■ A “CYCLONE OF PATRIOT ORATORY” – THAT’S HOW Mark Twain described the type of speech delivered when 19th century America celebrated its independence or went to war.

There’s one address that broke this pattern: Frederick Douglass’ 1852 speech, “What to the Slave is the Fourth of July?”, otherwise known as Douglass’ Fourth of July Oration. Born a slave, Douglass had in the years before the Civil War become the best-known African-American on both sides of

the Atlantic. But the blessings of liberty celebrated on the Fourth were brutally denied him even in the North.

So when invited by the Ladies’ Anti-Slavery Society in Rochester, New York to speak on the Fourth of July, he accepted – but on the condition that he speak on a different day. So on July 5, 1852, Frederick Douglass wondered aloud to his audience, “Why am *I* called upon to speak here today?” How, he asked, could inviting him to deliver the usual address



be anything less than an “inhuman mockery and sacrilegious irony.” The Fourth of July, Douglass declared, “is yours, not mine. You may rejoice, I must mourn.”

When the long and carefully crafted speech was over, the audience rose to cheer him. Douglass’ Fourth of July speech is considered perhaps the greatest anti-slavery oration ever given.

Though his country didn’t even recognize him as a citizen, Frederick Douglass in many ways embodied the American ideal of the self-made man. As a young plantation house slave, Douglass heard his master, “Mr. Hugh,” angrily order his wife to stop teaching the alphabet to the child. “Learning,” he told her, “will spoil the best nigger in the world. He should know nothing but the will of his master, and obey it.” But Douglass – “filled with the determination to learn to read at any cost” – used every spare moment to secretly teach himself.

Douglass’ determination redoubled with his discovery of *The Columbian Orator* in the plantation library, a collection of speeches delivered in the British Parliament. Here Douglass found some of the most stirring defenses of liberty ever delivered in the English language. As he read the addresses in the *Orator*, Douglass later recalled, he realized that the idea of slavery being ordained by God was just “nonsense.”

A few years later, Douglass tried to escape. He was caught and imprisoned for theft; in the early 19th century South, a slave who ran away could be punished for literally “stealing” his “owner’s” property. After some time in prison, Douglass’ master released him with a stern warning, a warning that only emboldened Douglass to make a second attempt. This time he succeeded. Douglass was, at age 21, a free man.

Being a free African-American in the North was not easy. Many Northern whites feared that free blacks would take their jobs and treated them with contempt and hatred sometimes exceeding that of Southerners. Despite his polished literacy – a rare commodity in the United States of the 1850s – Douglass had to begin at the lowest rung, as a laborer in America’s ports and iron works.

**W**hile working at one of these jobs, a friend handed Douglass a copy of *The Liberator*, an anti-slavery newspaper edited by William Lloyd Garrison. Struck by Garrison’s uncompromising opposition to the South’s “peculiar institution,” Douglass began attending meetings of Garrison’s American Anti-Slavery Society. The Society’s members were mostly white, their opposition to slavery hardened in churches or Quaker meetings.

For the Society, Douglass was literally a godsend. Here was a man who had actually *experienced* slavery, and who could tell his life story with the skill of a far more seasoned speaker. Within months of his first address, Douglass was sent on a lecture tour that proved a sensational success. By 1845, he had published his autobiography, a bestseller on both sides of the Atlantic.

In 1847, Frederick Douglass had dinner with radical abolitionist John Brown. Unlike Garrison, a pacifist, Brown believed that only violence could end slavery. Douglass understood Brown’s rage. He had seen free black men and women kidnapped and “returned” to slavery from African-American

Brown convinced Douglass to take a more militant line. So Douglass established his own newspaper, *The North Star*, and helped organize free African-Americans to take action on their own behalf.

In advocating direct action, Douglass had to confront the attitude that blacks ought to defer to the seasoned leadership of white abolitionists and put off their own

***“Though his country didn’t even recognize him as a citizen, Frederick Douglass in many ways embodied the American ideal of the self-made man.”***

liberation. Angered that the same men and women who admired Jefferson’s Declaration of Independence could deny the right of slaves to violently rebel, he attacked their inconsistency at every turn. Douglass delivered his Fourth of July Oration as an uncompromising rejection of such thinking:

*“...I fancy I hear some one of my audience say...[If you would] argue more and denounce less; persuade more, and rebuke less; your cause would be much more likely to succeed.*

*But, I submit, where all is plain there is nothing to be argued.*

*Would you have me argue that man is entitled to liberty?*

*What, am I to argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them with dogs, to sell them at auction, to sunder their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their masters?”*

In these four sentences, Douglass embedded many of the devices that made his speaking style so successful. The first was a debating technique: Rather than duck an issue many would never raise in polite company, Douglass made that issue – the patronizing racism of many moderate abolitionists – the centerpiece of his speech. Like John Kennedy, speaking in 1960 to a Baptist audience about his own Catholicism, Douglass disarmed his opponents before they could discredit him.

Having brought such attention to an uncomfortable matter, Douglass wanted his audience to remember his argument fully. His fourth paragraph is a rhythmic enumeration of slavery's hideous consequences. The vocabulary is stark and physical; the verbs alone are almost painful to hear: **work** them, **beat** them, **flay** their flesh, **load** their limbs, **hunt** them, **sell** them, **sunder** them, **knock out** their teeth, **burn** their flesh, **starve** them.

Just as Douglass chose every word with care and thought, he avoided others that might have detracted from his message. In the third sentence, he did not use the word "freedom." Douglass knew that *freedom*, in its abolitionist usage, always preceded the word "from": freedom from slavery. Such a "freedom" was passive, requiring only the quiet demise of slavery itself. Instead, Douglass spoke of "liberty." In 19th-century America, "liberty" was understood to require activity. A sailor between duties might call himself "free" even though he was still aboard ship; that same sailor would get his "liberty" only when the ship reached port and he roamed about on his own.

Douglass also paid close attention to organization. Each sentence quoted above is, in the original, a topic sentence. So tight was Douglass' structure that it's possible to skim just the first few lines of each paragraph and follow Douglass' argument. This would have been obvious to those who read Douglass' speech in the many newspapers that published it. His organization was further emphasized by the many topic sentences he turned into rhetorical questions: "Would you have me argue...?" "What, am I to argue...?" The conversational rhythm of these questions was reinforced by the rhythm

***"Angered that the same men and women who admired Jefferson's Declaration of Independence could deny the right of slaves to violently rebel, he attacked their inconsistency at every turn."***

of his vocabulary. The combination of the two made for a deceptively simple but very powerful speaking style.

There is a word for the clarity and directness of Douglass' speeches: integrity. Douglass communicated nothing less than his own righteous indignation, an indignation of mind, soul and heart. That indignation was no cynical front; it was not mere "technique."

Douglass matched his rhetoric with action. In 1859, he risked his own life by secretly supporting John Brown when, hoping to inspire Southern slaves to revolt, Brown led an abortive raid on the Federal Arsenal at Harper's Ferry, Virginia. Called a terrorist and convicted as a traitor, Brown was executed.

To Douglass, Brown had become a martyr, sacrificing his own life for a righteous cause. When Douglass' support for

Brown was discovered, the authorities moved to arrest him. He fled to Europe, fully expecting to live out his life there. Within two years of Brown's raid, however, the United States was shattered by the Civil War. The slaughter of Southern and Northern men was far worse than any violence Douglass or Brown could have imagined.

**L**eaders of the Union were officials of the new Republican Party, which included in its ranks friends and admirers of Douglass. He was now recognized as a leader of national stature. Douglass returned to the United States and soon became a party adviser. Introduced to Abraham Lincoln, he urged the President to authorize the U.S. Army to use African-American soldiers in combat. By 1865, the men of the "Sable Arm" constituted a tenth of the Union's fighting strength. For every three of these soldiers, only two came home.

After the war, it seemed for a time that Douglass' dream of freedom and liberty might come to pass. The 13th Amendment abolished slavery, the 14th granted African-Americans full citizenship, and the 15th guaranteed their right to vote. Douglass even won appointments from Lincoln's successors to a variety of posts and ended his distinguished career as Ambassador to Haiti.

But at Douglass' death in 1895, the United States had betrayed its promises. Southern Democrats had created a segregationist system that would rival apartheid in its harshness. Meanwhile, the Republican Party, turning its attention to economic issues, won Southern support for its programs by abandoning its commitment to equal rights.

By 1900, white mobs were lynching 80 black men and women a year. Gains in education and life expectancy had slowed nearly to a halt. And just one percent of the nation's African-Americans could vote.

For those who struggled against this grim reality in the 20th century, Douglass' legacy was rich. His insistence upon education,

pride, self-reliance and militant pursuit of liberty deeply influenced African-American leaders as diverse as W.E.B. DuBois, Booker T. Washington, Martin Luther King, Jr., and Malcolm X.

Through his speeches and other writings, Douglass has participated as fully in the Civil Rights movement of our twentieth century as he did in the abolitionist movement of the last century. In 1992, as we celebrate the 175th anniversary of Douglass' birth, we are reminded of just how important one voice can be in changing a nation. **T**

**Tom Laichas** teaches history at the Crossroads School in Santa Monica, California. He was a consultant for the Rhino Records CD collection of "Great Speeches of the 20th Century."

## DO YOU BELONG TO MORE THAN ONE CLUB?

Are there dual members in your club? Those members who belong to two or more Toastmasters clubs currently receive a copy of *The Toastmaster* magazine for each club. Many of these "extra" copies are given to new or prospective members for their use.

At the member's request, World Headquarters can send the "extra" copies to a library, doctor's office, friend or to another address. Some dual members, however, do not want to receive the "extra" copies, and do not wish to have them forwarded to another address. **These members may now request that magazine service be suspended for specific clubs.** These requests must be submitted in writing to World Headquarters. It is essential that the number(s) of the clubs for which service is to be suspended be included in the correspondence. There is no reduction of club dues when discontinuing the magazine.



## CHANGE IN ATM REQUIREMENTS

As of January 1, 1993, an applicant for the ATM award must:

- Have completed the basic Communication and Leadership Program manual and received the CTM award.
- Have completed three Advanced Communication and Leadership Program manuals.
- Have served a complete term as an elected club officer (President, Vice President Education, Vice President Membership, Vice President Public Relations, Secretary, Treasurer, Sergeant at Arms).
- Have given three speeches before non-Toastmasters groups.
- Have coordinated and conducted one Success/Leadership Program within two years of date of application.

The two-year continuous membership requirement has been eliminated.

All ATM applications received by World Headquarters after December 31, 1992,

## HERE'S THE FAX

World Headquarters staff is happy to receive information from members via the FAX machine. However, to keep operating costs low and make the best possible use of members' dues, we don't automatically use the FAX machine for sending information, responding to inquiries or confirming transmissions.

We do understand that from time to time members require information quickly. Therefore, we will FAX information, upon request, to members. However, there is a \$5 minimum charge for this service (charges depend on material FAXed, length of transmission and destination).



Our FAX number is (714) 858-1207.

must reflect the above requirements. If you have questions, contact the Education Department at World Headquarters.

## HAVE A NEED TO LEAD? GET WITH THE PROGRAMS!

Toastmasters International has two Success/Leadership Programs that can help you develop your leadership skills. "**Leadership, Part I: Characteristics of Effective Leaders**" defines the qualities that determine effective leaders. "**Leadership, Part II: Developing Your Leadership Skills**" teaches the skills and techniques needed to be an effective leader, such as communication, team building, motivation and coaching.

Speak with your Vice President Education about having these seminar-style programs conducted for your club. Each program includes a script, overhead transparencies and participants' workbooks. Consult your Supply Catalog for prices and order information.



## ANCHORS UNLIMITED HEALTH EDUCATION CORP.

(NON-PROFIT)

**Thank you Toastmasters!**

*If you would like to be considered for our 1993 Speakers Bureau Directory, the deadline is December 31, 1992. (\$10 will be added through January 15, 1992.) Your support has been appreciated! Beginning in 1995, profits will be given to community groups. Send SASE for more details.*

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**Quality Life Can Be Anchored By Good Health**

# Leading by

# EXAMPLE

*“Example is not the main thing in influencing others. It’s the only thing.”*

— ALBERT SCHWEITZER

■ “WHEN I PLAYED HIGH SCHOOL FOOTBALL, I had three coaches,” says John Schultz, a manager at Lockheed Missiles and Space Company. “The first two were exactly alike. Each said, ‘Men, while you are in training I don’t want you to smoke, drink, stay up late, or fool around with girls. Got that?’ Then we would watch our coaches during the season. They would smoke, drink, stay up late and fool around with women. So what do you suppose we did?”

“My third coach was the best I ever had. At the beginning of the season we had the same locker room sermon. Except this coach just said, ‘I have only one rule. You can do anything I do. If I smoke, drink, stay up late or fool around with women, then I would expect you to do the same. But if I don’t, you better not!’ That was the most difficult season I ever played football. The guy was a regular saint.” With this story, Schultz illustrates how leadership actions speak louder than words. We heard the same thought over and over in the cases we collected: You can only lead by example.

Leading by example is how leaders make their visions and values tangible. Leaders are role models, and their behaviors send powerful messages about what is and is not important to employees at all levels. Leaders set the standards by which other people in the organization calibrate their own choices and behaviors.

Do you lead by example? To set an example, you must first be clear about what you believe to be desirable and worthy ends and means. But more important than those espoused values are your actions. Every action

you take, or do not take, reflects your values and your seriousness about those values.

## CRITICAL INCIDENTS

Although it’s been more than 10 years, Betsy Sanders, general manager and vice president of Nordstrom, still clearly recalls how her boss, Bruce Nordstrom, demonstrated the seriousness with which the company cares about its customers. Sanders, a department manager at the time, was busily working one day when all five of the company’s executive officers trooped through the department. Suddenly, Sanders remembers, Bruce Nordstrom got the most terrible frown on his face, shook his head and walked toward her. He said, “Betsy, I just overheard something that really has me upset. See those two ladies over there. They were just saying how disappointed they were. Find out what we did to upset them and make it right.”

So Sanders approached the two women and told them that Bruce Nordstrom had overheard them and had asked her to find out what was wrong. “They were delighted to know that he cared,” she recalls. The women had fallen in love with the dresses in the Gallery, the expensive dress department, but they felt they couldn’t afford the prices. Sanders just happened to manage the moderately priced dress department, so she was able to help them. The result? Two more happy Nordstrom customers.

Sanders said she was really impressed with how her boss handled the situation. Especially when he came back hours later from a meeting

by James M. Kouzes and  
Barry Z. Posner

to check on what had happened with the customers. For Sanders, this event left an indelible mark. Bruce Nordstrom was clear about his values and his actions communicated the importance he placed on customer service.

### MOMENTS OF TRUTH

Jan Carlzon, president of Scandinavian Airline Systems (SAS) describes leading by example as "Moments of Truth." He estimates his business has 50 million moments of truth a year, representing the annual number of passenger-employee interactions. Each moment of truth is an opportunity for each SAS employee to demonstrate personal commitment to providing outstanding customer service. Similarly, for leaders every interaction with an employee, vendor, customer or other constituent is a moment of truth.

The message about what really counts in the organization is delivered, demonstrated and emphasized by how well each of these moments is orchestrated. Each must tangibly communicate and reinforce the company's intangible values.

Leading by example requires that you demonstrate priorities by how you spend your time, the questions you ask, the way you react to critical incidents and the behaviors and results you recognize and reward.

### HOW DO YOU SPEND YOUR TIME?

Time is the truest test of what you really think is important. While a leader may say that quality is important, how much time does he or she spend in the plant addressing quality-related issues? For example, some of the busiest days in neighborhood convenience stores are Christmas and New Year's Day. Robert Gordon, president of Store 24, wants the employees in his stores to know he cares about them, and he wants them to be able to spend time with their families. So he and other corporate officers work in the stores on these holidays. Gordon could easily delegate these shifts to others, but he believes it is important to demonstrate his concern, not just talk about it.

### WHAT QUESTIONS DO YOU ASK?

Questions not only highlight particular issues and concerns but also point people in the "right" direction. Your questions indicate whether the focus of a company, for example, is on control of operating costs, quality products or market share. The first question asked by a leader is an especially clear indicator of direction and interest. When we examine how


leaders make people aware of key concerns or shifts in organizational focus, it is readily apparent that the leaders' questioning style has a pervasive effect on the issues organizational members worry about.

### WHAT DO YOU RECOGNIZE AND REWARD?

Rewards send tangible messages to followers about what to pay attention to. If you place a premium on innovation and risk-taking, for example, you must be willing to "promote" in a variety of ways those who innovate. You must be attentive to how people are made to feel when they take risks and fail. Are people rewarded or punished when they fail? Is your energy funneled into searching for the culprit or assessing what has been learned from the experience? Your actions in such situations set the tone for future innovation and risk-taking. Who is rewarded, who is promoted and why are some of the clearest ways you can demonstrate your seriousness to a specific set of corporate principles.

### PROMOTING LEADERSHIP BY EXAMPLE

Scrutinize your current routines. Are these routines or habitual patterns of behavior consistent with what you say is most important to you and your organization? Noted management consultant Tom Peters has said, "Attention is all there is. You are as good as – or as bad as – your calendar." Start spending 15 to 20 percent of your time on your most important strategic priority. Book up your calendar for the next four months with activities demonstrating your interest and concern about this priority. Find someone or some department that is doing what you wish everyone else were doing, or at least moving in the right direction. Hold them up as models and make them heroes. Let everyone get a clear idea about what you are looking for and how rewarding doing the right thing can be.

The above mentioned suggestions are just a few examples of how you can develop your own capacity as a role model for others. 

**"You must be attentive to how people are made to feel when they take risks and fail. Are people rewarded or punished when they fail? Your actions in such situations set the tone for future innovations and risk-taking!"**

*James M. Kouzes* is President of the Tom Peters Group/Learning Systems in Palo Alto, California. *Barry Z. Posner* is professor of organizational behavior in the Leavey School at Santa Clara University. They are co-authors of the book, *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations* (Jossey-Bass, 1987).

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## 1991-92 board report

# Toastmasters Welcomes Mexico as Newest District

**D**URING THE PAST YEAR, TOASTMASTERS EVERYWHERE proved their allegiance to President Jack Gillespie's theme, "Toastmasters: Unleash Your Potential." Despite a worldwide recession, Toastmasters International experienced a 6.1 percent membership growth, amounting to an all-time high of 174,367 members in 7,898 clubs. The organization also formed a new provisional district in Mexico, assigning it the number 34P.

"It's been a great year," Gillespie said. "Meeting the individual Toastmasters at all stages of progress is a thrill I will never forget...I'd like to offer a big thank you to each Toastmaster for your commitment and dedication."

The Board of Directors didn't just reflect on the success of the past year, they also discussed many topics to make sure the organization continues to expand into the 21st Century. The Board made the following decisions regarding administrative and educational matters:

### BOARD ACTION:

- Discussed the mailing of *The Toastmaster* magazine to all members and approved a change to allow members the opportunity to suspend the magazine for a specific club(s) by written request, with no reduction in dues for magazine service suspension.
- Discussed credit card payment of dues and recommended that World Headquarters (WHQ) continue to accept credit cards for Supply Catalog purchases only.
- Approved development of two new Advanced Manuals on interpersonal communication and special occasion speeches.
- Reviewed the possibility of production of district directories at WHQ and decided

that WHQ should not produce district directories.

- Discussed the distribution of three free Advanced manuals upon completion of the Communication and Leadership Program manual and recommended the "free" Advanced manuals be limited only to members receiving the CTM award for the first time.

■ Approved the Sheraton New Orleans Hotel in New Orleans, Louisiana, as the site of the 1997 International Convention.

- Adopted a policy on translation and interpretation as follows: English is the official language of Toastmasters International (TI); non-English speaking Toastmasters attending TI events shall provide their own translators; the International Speech Contest shall be con-

ducted in English; WHQ does not provide oral or written translation services so communications sent to or sent by WHQ shall be in English; and translation of all educational and administrative materials must be done with TI's permission.

- Clarified the policy on minimum club standards requiring a club to maintain a minimum level of eight members, at least three of whom were members of the club during the last semiannual period.

■ Clarified the policy on Regional Conference funds. The Regional Conference is a TI event. All funds are the property of TI. All excess funds, after the return of the working fund deposits, must be forwarded to WHQ. An individual, district or region may not maintain a permanent bank account holding funds for future regional conferences or other activities.

- Adopted a policy on political ethics that preserves and protects the democratic principles upon which the organization was founded, including the rights and freedoms to seek and hold office. No action, written, oral, or otherwise, shall be taken that will interfere with the right of every individual qualified Toastmaster to seek and achieve election to any office at any level of the organization. In addition, no action shall be taken that will interfere with the right and duty of every delegate and of every proxy-holder at all times to vote solely as his or her conscience and best judgment dictates, and no actions shall be taken that might impinge upon the powers, duties, authority and responsibilities of the District Councils and of the district governors in fulfilling the mission of the district.

■ Clarified the policy on Regional Conferences. Since a

region is not an entity in and of itself, no region shall adopt sets of general policies, rules, regulations, instructions, guidelines or similar documents, nor shall they be maintained or continued in effect by any region.

- Approved boundary changes between District 6 and District 20 and between District 26 and District 41.

■ Created a policy on the use of the FAX machine for award deadlines. Documents pertaining to various Toastmasters recognition programs must be received by the specified deadline. Documents sent by FAX machine shall be received at WHQ by 5:00 p.m., Pacific Time, on the deadline date. Should the deadline fall on a weekend or holiday, documents sent via FAX shall be received by WHQ by 5:00 p.m., Pacific Time, on the last working day before the deadline. It is strongly recommended that members, clubs and districts use an express delivery service to avoid the risks involved in submitting documents via FAX machine to fulfill deadline requirements.

- Approved a proposal to develop a series of short educational seminars on club-related topics. The series will be available in late 1993.

■ Approved a policy change concerning suspended clubs. Clubs that fail to pay dues within 60 days after dues become payable shall be delinquent and not in good standing so long as the debt remains unpaid. Clubs whose dues are not received by the last day of the semiannual period (September 30 and March 31) will be suspended. The membership status of and services to members within suspended clubs will be suspended, including the

mailing of *The Toastmaster* magazine.

■ Reviewed the assignment of Club Sponsors and Club Mentors in the chartering process and recommended that Club Sponsors and Mentors be appointed on or before the date the club charters. Any change or addition to the Club Sponsor and Mentor assignments must be received at WHQ within 60 days after the club's charter date.

■ Discussed membership retention and recommended WHQ conduct further research.

■ Reviewed the Patterns in Programming manual and recommended it be updated. The revised manual will be available in late 1993.

■ Reviewed the Distinguished Club Program and recommended the points required to achieve Select Distinguished Club recognition in each membership category be raised, effective with the 1993-1994 program.

■ Recommended changes to policy that provide guidance to WHQ on when trademark protection should be obtained,

while providing some flexibility in determining the costs/benefits to pursuing protection.

■ Discussed strengthening divisions within the districts of TI and recommended that WHQ prepare a position paper to strengthen the division position in districts for review at the February 1993 Board of Directors meeting.

■ Examined the concept of Toastmasters University as a vehicle for club and district officer training and recommended that: Toastmasters University be conducted in ac-

cordance with existing district and club officer training; it should provide proper training to club and district officers; no other program considerations should interfere with this training; and supplemental training of district officers may be provided as part of a Toastmasters University.

■ Reviewed District Conferences and identified the essential purposes of these events. These purposes will be communicated in appropriate publications distributed by WHQ. **T**

## TI FINANCIAL STATEMENT 1991-92

### STATEMENT OF ASSETS AND LIABILITIES OF ALL FUNDS JUNE 30, 1992

#### ASSETS - GENERAL FUND

##### UNRESTRICTED:

Cash .....	\$1,043,052
Restricted cash .....	\$ 86,318
Accounts receivable, net of allowance for doubtful accounts of \$20,000 .....	\$ 87,610
Deposits, prepaid postage and other .....	\$ 86,620
Note receivable .....	\$ 291,398
Property, building and equipment, net of accumulated depreciation .....	\$4,694,870
Due from investment fund .....	\$ 23,250
<b>Totals - Unrestricted .....</b>	<b><u>\$6,313,118</u></b>

##### RESTRICTED:

Cash .....	\$ 326,981
<b>TOTAL .....</b>	<b><u>\$6,640,099</u></b>

#### INVESTMENT FUND

Marketable securities, at cost, (estimated market value of \$1,831,967) .....	<u>\$1,553,168</u>
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#### LIABILITIES AND FUND BALANCES

##### UNRESTRICTED:

Liabilities:	
Accounts payable .....	\$ 285,337
Funds held for Toastmasters International Regions .....	\$ 35,265
Deferred revenue .....	\$ 46,402
Capital lease payable .....	\$ 13,623
<b>Total Liabilities .....</b>	<b><u>380,627</u></b>
Unrestricted - General Fund balance .....	\$5,932,491
<b>Totals - Unrestricted .....</b>	<b><u>\$6,313,118</u></b>

##### RESTRICTED:

District Reserve Fund balances .....	\$ 273,953
Ralph C. Smedley Memorial Fund .....	\$ 42,657
District 37 Trust Fund .....	\$ 10,371
<b>Totals - Restricted .....</b>	<b><u>\$ 326,981</u></b>
<b>TOTAL .....</b>	<b><u>\$6,640,099</u></b>

#### INVESTMENT FUND

Due to General Fund .....	\$ 23,250
Investment Fund balance .....	<u>\$1,529,918</u>
<b>TOTAL .....</b>	<b><u>\$1,553,168</u></b>

### GENERAL FUND - UNRESTRICTED STATEMENT OF INCOME AND EXPENSES FOR THE YEAR ENDED JUNE 30, 1992

##### INCOME:

Membership charges:	
Membership fees .....	\$2,444,678
Magazine revenue .....	\$ 540,037
New member service charges .....	<u>\$ 802,908</u>
<b>Total membership charges .....</b>	<b><u>\$3,787,623</u></b>

##### Other income:

Charges for educational materials and supplies .....	\$1,168,188
Charter fees .....	\$ 55,250
Interest .....	\$ 65,978
Other .....	<u>\$ 80,160</u>
<b>Total other income .....</b>	<b><u>\$1,369,576</u></b>
<b>Total income .....</b>	<b><u>\$5,157,199</u></b>

##### OPERATING EXPENSES:

Executive Director's Office .....	\$ 300,111
Education and Club Administration .....	\$ 365,537
Finance .....	\$1,108,132
District Administration and Programming .....	\$ 411,200
Membership and Club Extension .....	\$ 527,864
Publications and Public Relations .....	\$ 919,153
Production and Warehouse .....	\$ 414,018
Merchandising and Policy Administration .....	\$ 141,768
Educational materials and supplies .....	\$ 774,497
Depreciation .....	<u>\$ 279,231</u>
<b>Total operating expenses .....</b>	<b><u>\$5,241,511</u></b>

##### DEFICIENCY OF INCOME

OVER EXPENSES .....	<u>\$ (84,312)</u>
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by Bill Jacobsen

**D**URING THE '92 DEMOCRATIC NATIONAL CONVENTION one minister gave such a narrowly partisan prayer that the moderator felt compelled to thank him for the "keynote prayer." Embarrassed laughter filled the room. Later a humorless minister, not to be outdone in the race to look inane, offered an invocation praising the "heroes and sheroes" of the land.

These two incidents suggest that it is possible to go overboard in catering to the whims and biases of an audience. God, after all, isn't a registered Democrat. And, surely, the concoction of ugly neologisms like "sheroes" and "herstory" doesn't advance the cause of gender equality.

Many irritating proposals have been advanced in the name of Political Correctness. Even so, it's important for us to increase our awareness of the varied sensitivities that exist in the areas of race, gender and religion. This article focuses on the many non-sectarian situations open to the general public: invocations at conventions, talks at business and club meetings, and participation in wedding and memorial services. What should you keep in mind when speaking at events like these? Consider this scenario:

**Y**ou are giving a talk at your club about the tensions in the Middle East and refer to "Mohammedans." You mean no disrespect, but the fact is that adherents of Islam insist on being called "Muslims" because that word emphasizes their submission to Allah alone, their point being that while Christians may worship Jesus Christ, Muslims do not worship the prophet Mohammed.

Some of you may say, "Who cares? I'll never meet one of those Muslims." Don't shrug your shoulders too quickly because there are now more Muslims than Episcopalians in the United States. Besides, it's a matter of good manners to use whatever nomenclature a group prefers.

A world of new names has emerged: It's not Indian, but Native American. The term "colored people" evolved into Negroes, became Blacks, African-Americans and then "people of color" as they united in common cause with other groups suffering discrimination. Evangelicals don't want to be called fundamentalists. Women aren't girls anymore. Indeed, you have to go back quite a while to recall when "papist" was used to refer to a Roman Catholic.

Even saying "Roman" Catholic suggests you are aware of other branches in Christendom that regard themselves as Catholic - Greek, Russian, Ukrainian, Armenian and Coptic, for example.

When Ross Perot addressed the National Association for the Advancement of Colored People (NAACP) last summer by using the phrase "you people," he sent shudders through the audience and shocked CNN viewers across the nation. I'm sure Ross Perot is a decent person, but as a speaker he was guilty of amazing insensitivity. "You people" is right up there with praising someone by saying, "You are a credit to your race" or "Some of my best friends are Jewish." Which brings us to the next example:

**P**ut yourself in the place of someone who worships in a synagogue or temple every Friday. You regard your faith as a vibrant part of your life and the Hebrew Bible as your special treasure. What are you to think when someone at a Toastmasters meeting gives a talk on ancient literature and refers to your sacred text as "the Old Testament"? You obviously don't regard your covenant as superseded by what Christians call their "New Testament." You've been disregarded.

Speakers, accordingly, should avoid what may be construed as the condescending term "Old Testament," perhaps substituting "the Hebrew Scriptures." In the same spirit, they need to be careful about using terms like B.C. (before Christ) or A.D. (Anno Domino: the year of our Lord) when addressing people who practice religions using other calendrical systems - Islam, Judaism, Buddhism and Bahaimism, to name a few. For the sake of convenience, historians retain the numbering of the Gregorian calendar, but use B.C.E. for Before the Common Era and C.E. for the Common Era. This is a convention speakers could easily adopt.

Another example: Think of how many times you've heard people refer to the United States as "America." Whatever happened to Canada and all of the Central and South American

**TREAD CAREFULLY THROUGH**

**Speaking on public occasions requires a finely tuned sensibility.**



nations? If you continue this usage after it's been drawn to your attention, it suggests you really don't care. Provincialism is an odious thing.

Sensitivity mines are strewn all over the place, but if you're eager to get your point across, don't begrudge the extra effort of avoiding those mines. Further, as a Toastmaster and community leader, you are called upon to act as ambassadors of goodwill, as well as models of excellence in speech. I'm sure you recall what Aristotle said: A vital ingredient of the speaking process is the very character of the speaker. Therefore, developing a sensitivity about words that can offend comes with the territory. Speakers need to become as scrupulous about selecting non-offensive language as they are about avoiding vulgarity, poor grammar, solecisms or malapropisms. Good speakers *do* care.

(Of course, if you are in a house of worship or in the privacy of your own home, you may have fewer inhibitions about expressing yourself. What might come across as unduly sectarian or self-serving elsewhere may be appropriate, even expected, in these settings. But once you enter a public sphere, the ground rules change.)

If by now you feel like you're being asked to walk on eggshells, the rest of this article will probably make you feel like you're being forced to walk on hot coals. Now we come to invocations, weddings and memorial services – occasions that seem to be religious, but which, because of their public nature, draw persons representing all faiths and even no faith.

## INVOCATIONS

You've been asked to give an invocation for a service club. While you are happy to give a testimonial to your Lord and Savior at the Baptist Church, you sense it is out of place here. As your eyes survey the audience, you recognize one person from India (Is he a Hindu?), another from First Unitarian (Is she a pantheist or a deist?), another from Temple Beth Am and yet another from the Buddhist Temple. There are also some in attendance who would never dream of darkening the door of a religious institution — they may be anti-clerical and anti-ecclesiastical, agnostic or even atheist. What a heterogeneous crowd!

Ending your invocation with "in Jesus' name we pray" is not only an inaccurate statement for the many people mentioned above, but might also be offensive. And beginning with "O Lord" might make non-theists feel like second-class citizens. However, take heart. There are solutions:

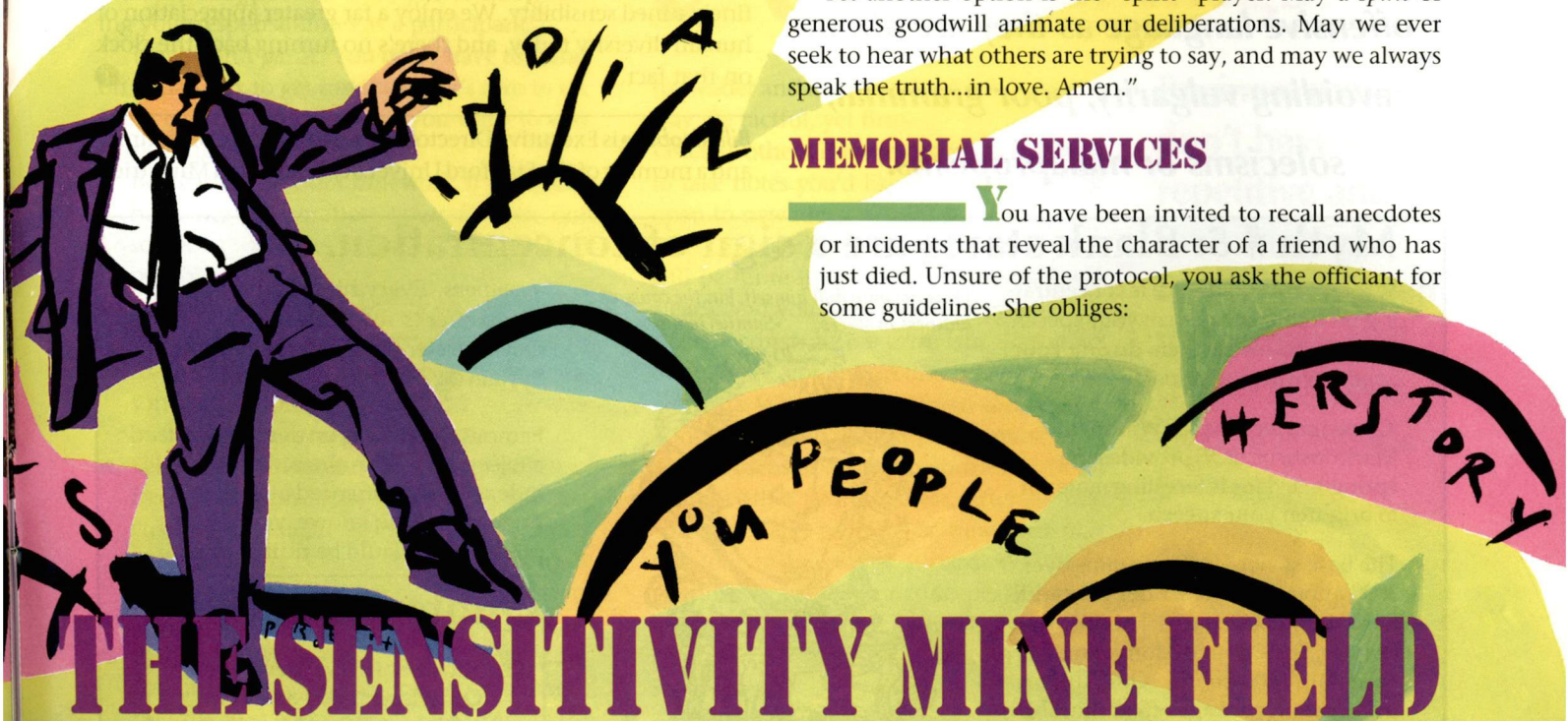
One possibility is the "lettuce" invocation: "Let us keep ever vigilant in the task of preserving our nation's liberties – never allowing ourselves to rest content with a rhetoric that congratulates itself on past accomplishments, even as it neglects the serious threats of the day."

Another alternative is the use of silence: "We pause for a moment of silence to refresh our spirits with a larger vision, a deeper awareness, a wider loyalty."

Yet another option is the "spirit" prayer: May a *spirit* of generous goodwill animate our deliberations. May we ever seek to hear what others are trying to say, and may we always speak the truth...in love. Amen."

## MEMORIAL SERVICES

You have been invited to recall anecdotes or incidents that reveal the character of a friend who has just died. Unsure of the protocol, you ask the officiant for some guidelines. She obliges:



# THE SENSITIVITY MINE FIELD

"Don't worry. You can't go wrong if you keep in mind what your function is. After all, you aren't being asked to give your opinion about what happens after death, or where Tom is right now, or if he even exists anymore. You shouldn't focus on how he died or make judgments about the fervor of his faith or lack of it.

"Rather, your job is to create a setting in which Tom comes alive as a three-dimensional human being so that family and friends can say their personal goodbyes. You do that by reaching into your memory to select something he said or did that is typical of him. The more distinctive, the better.

"What you share doesn't have to be pious or of great weight, but it must be real. And it's alright if you say something that provokes laughter. Tom did have a bizarre sense of humor – why not tell the people about some of the antics you recall from his college days. I wouldn't suggest this approach if Tom had died before attaining his adulthood; the pain would be too immense and lightheartedness would be out of place. But the reality is that Tom led a full life and was ready to call it quits. His aches and pains were increasing and most of his close friends had died before him. His sudden death was sobering but not the tragedy of an unrealized life. Tom wouldn't have wanted his memorial service to be like a funeral, would he?

"I remember when we were hiking together, and he noticed some joggers passing by. He muttered, 'Ah, to be 80

***"Speakers need to become as scrupulous about selecting non-offensive language as they are about avoiding vulgarity, poor grammar, solecisms or malapropisms."***

again.' That was Tom, wasn't it? Perhaps you'll come up with some insights about him that have escaped the rest of us. I'm looking forward to hearing what they might be."

## WEDDINGS

**S**ome friends from your Toastmasters club are getting married and ask you to read something at their wedding service. The groom's family has a Jewish background and the bride's family is Catholic. While neither of the family clans is particularly religious, they do have their sensitivities. Your assignment, should you choose to accept it, is to make everyone happy.

**Y**ou finally solve the problem by offering the couple two possible selections. The first is Shakespeare's witty sonnet on love, while the second is a somewhat erotic passage from the Bible, the Song of Solomon. They opt for the first choice because they know their parents enjoy wit and they suspect some guests will feel awkward about the sensuality of Solomon. In short, this is not a time for offending people.

Of course, there are other approaches. A few generations ago it was possible to believe that the holy triumvirate was the answer to becoming religiously inclusive. The traditional trio trotted out on all ceremonial occasions – Roman Catholic priest, Jewish rabbi and Protestant minister. All three shared the platform or would take a turn every third year.

That was an inadequate solution in the past; it is an impossible one today. Speaking on public occasions requires a finely tuned sensibility. We enjoy a far greater appreciation of human diversity today, and there's no turning back the clock on that fact. **T**

**Bill Jacobsen** is Executive Director of the Humanist Community and a member of the Stanford University Associated Ministries.

## Myth # 5: Blank stares are a sign of concentration.

**Wrong.** Your audience is concentrating on things **other** than your speech. Why not motivate them **during** your speech with quotations?

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*He is not only dull himself, but the cause of dullness in others. -Samuel Johnson*



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**T**HESE DAYS MANAGERS ANTICIPATE an upcoming meeting the way a housewife anticipates a trip to the supermarket: a tedious but necessary part of the weekly routine. (Necessary? Lots of times there's lively disagreement on that!)

One reason business people – top management on down – don't enjoy company meetings is the atmosphere of competition often present at such functions. In a way, every meeting is a gathering of opponents, each bringing a position, some prejudices and perhaps a defense against threatening moves by someone else. The best way to face such a contest is to have the attitude that you aren't just going to attend – you're going to win!

Meetings don't have to be repetitive and intimidating. Rather, they can be dynamic stepping stones to success, provided you plan ahead. That's right: You must position yourself for victory at these gatherings.

As a supervisor, maybe you've had experience in running meetings. You've called people together to discuss a new policy, talk about warehouse safety or pass on a new message from management. Perhaps you've done a great job of it. But how well do you take part in meetings? When you attend, do you sit impassively in the back of the room and fade into the background? If so, you're not meeting your responsibilities as a participant.

Now, don't panic. You don't have to stand on a soap box to get involved. Let's zero in on some guidelines to follow if you want to win at meetings.

- **Be Ready!** Do your homework. If you don't have the information yourself, seek out someone who does. Be as well armed as you possibly can.
- **Position yourself.** In all ways, project an image of confidence. Arrive early and sit in the front row – or as close to the chairperson as possible. Be brisk and pleasantly businesslike as you greet the others.
- **Seize the initiative.** Volunteer your ideas freely, but without monopolizing the discussion. Be prepared to back up your ideas with sound reasoning. Focus the group's attention on prime topics affecting your goals and objectives.
- **Redirect the discussion if it gets sidetracked.** Sometimes a "limelight-grabber" tries to direct things down a different path; sometimes the discussion just bogs down in trivialities. This is your chance to help



# Winning at meetings

the leader and re-orient the discussion your way. Be tactful, yet firm.

- **Listen to others.** Have notepad and pen handy to take notes you'd like to refer to later. Be open to new ideas.
- **Don't interrupt.** Be courteous and others will be more likely to listen to you. Speak clearly and you won't be interrupted.
- **Accept constructive criticism.** If you act defensively, you'll turn discussions into arguments. Weigh each criticism and, if valid, don't hesitate to amend your points.
- **Tie the ideas of others to your own.** Don't dismiss other people's ideas. After all, that "off the wall" product or new idea may turn out to be a huge success. Whenever possible, draw on the concepts of others and tie them to your own. This way, you can build a broad base of support for your suggestions.
- **Ask questions.** No one expects you to know everything. By speaking up, you may help clarify things for your colleagues as well.

**Business meetings don't have to be repetitive and intimidating. Position yourself for victory and they'll become stepping stones to success.**

by Don Farrant

**“If you act  
defensively,  
you’ll turn  
discussions into  
arguments.”**

■ **Help the meeting end on a solid note.**  
You can do this by confidently summing up all the conclusions you helped bring about.

■ **Follow up.** The leader may want certain things done as a result of conclusions reached. Jump on this, being sure to follow through on every resolve, especially those concerning your own interests.

If you really want your meeting to be remembered, use a bit of showmanship. Keeping your own points – as well as the whims and opinions of others – firmly in mind, make yourself unforgettable with one or more of the following four devices:

**1. Concrete examples** are especially useful when your points involve figures or statistics. An abstract figure may not sink in, but if you say, “As large as Saudi Arabia and Iraq together” or “As bulky as three home trash bags,” your listeners will remember.

**2. A dramatic illustration** will get your point across. If cleanliness standards are not maintained in a work area, for example, hold up a soiled floor mat and say, “This is how dirty it is on the third floor.”

**3. Touches of humor** can be contagious and help generate a positive attitude. Your own vigor, enthusiasm and personality can interest an audience far more than a mere procession of precise words.

**4. Asking for help with problems** is one of the best ways to get more input from other participants. Attendees who seem quiet, perhaps sullen with disinterest, will perk up when they hear details of someone else’s challenges.

When you have the floor, watch faces and body language to gauge how you’re coming across. If you are losing some of your listeners, use the above mentioned techniques to adapt and change your pace, voice level or style. Remember, although top management is quick to notice a leader, they also will recognize an able group member – a team player who works well with others to reach desired goals.

There are various purposes for a business meeting: to plan ahead, to inform, to make a decision, to formalize assignments...ad infinitum. If you wish to advance your position, do more than just attend. Be out to *win* and take every opportunity to boost your chosen goals and objectives. **T**

**Don Farrant**, a former Toastmaster, is a business writer whose articles have appeared in many newspapers and trade magazines. He lives on St. Simmons Island, Georgia.

# 5-minute test for meetings

Before you call a meeting, give it the 5-minute test to find out if you need to meet and if you’re ready to meet. Ask yourself:

- **Can I state**, in a sentence or less, the meeting’s purpose?
- **Do I understand** what objectives the meeting should accomplish?
- **Do I know** who must be there to ensure that we accomplish those things?
- **Could I accomplish** the same things with a memo or a phone call?

*Additional tip:* Don’t schedule a meeting and then design an agenda. Instead, decide what results you want and design an agenda that will produce those results. **T**

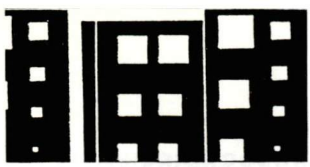
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**Town & Country**, 2488-12  
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**Nashua-Hudson**, 2440-45  
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40 years

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30 years

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25 years

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20 years

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15 years

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