

the Toastmaster

november 1994

SPECIAL ISSUE

The Art of Mentoring



LESSONS FROM THE BEST MANAGERS

Challenging your employees to create new standards of excellence creates powerful and positive results.

YOU'LL NEVER BE THE SAME

The 1994 World Champion of Public Speaking explains why winning is great – but competing is even better.

Mentors Make a Difference



Mentors make a difference. They make a change for the better in others – and in themselves.

Mentoring a new club or new member is a rewarding and satisfying experience. A good mentor leaves an indelible mark in the memory of the protégé.

The mentor who stands out most prominently in my memory assisted the first Toastmasters club I joined. That was 13 years ago. Today, the TNT Club is a solid, successful club. Through the years, members have accomplished a great deal because our club continually offers us new opportunities to build our speaking and leadership skills. And, by working together, the TNT Club has been a President's Top Five Distinguished Club and groomed several Area, Division, District and International Officers.

All of this was possible because the TNT Club got off to a strong start: Our

sponsoring club was committed to the task at hand. The mentor assigned to our club was dedicated. And there was an exceptional sponsor who did as much mentoring as he did sponsoring. That is what made the difference then – and continues to make a difference now.

The main responsibility of a club mentor is to ensure that members accomplish what they joined Toastmasters to accomplish. A club mentor encourages, cajoles, supports and makes certain club members and officers perform their best.

Fortunately, that was how Gerald Harris mentored the TNT Club. He encouraged us to speak even when we were not assigned to do so. He insisted that we stay within our allotted time limits. And, above all, he required that we get the most out of our Toastmasters membership.

Occasionally, those of us who were a bit naive and inexperienced thought he expected too much. In fact, on one occasion, we even went so far as to change his title to the "tor-mentor." But the long-term assistance he provided had just as much staying power as that title. The "tor-mentor" continues to stand out in my mind as a symbol of excellence in club mentoring.

The mentor or coach of a new member has similar influence. Beyond that, bonds are built between two Toastmasters that allow both parties to grow. The new member benefits from the coach's knowledge and encouragement; the coach sharpens existing skills by sharing knowledge and experience in a supportive manner. Both share a great sense of pride in their achievements.

Does your club have a mentor program? If not, make a change for the better! Assign mentors to new Toastmasters as a part of their induction ceremony. Do you personally want to make a change for the better? Coach a new member or mentor a new club. Mentors and coaches *do* make a difference.

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the Toastmaster

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Publications Department FAX: (714) 858-1207

november 1994
volume 60, no. 11

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THE TOASTMASTER Magazine (ISSN 0040-8263) is published monthly by Toastmasters International, Inc., 23182 Arroyo Vista, Rancho Santa Margarita, CA 92688, U.S.A. Second-class postage paid at Mission Viejo, CA, and additional mailing office. POSTMASTER: Send address change to THE TOASTMASTER Magazine, P.O. Box 9052, Mission Viejo, CA 92690, U.S.A.

Published to promote the ideas and goals of Toastmasters International, an organization dedicated to helping its members improve their ability to express themselves clearly and concisely, develop and strengthen their leadership and executive potential and achieve whatever self-development goals they may have set for themselves. Toastmasters International is a nonprofit, educational organization of Toastmasters clubs throughout the world. The first Toastmasters club was established by Dr. Ralph C. Smedley on October 22, 1924. Toastmasters International was organized October 4, 1930, and incorporated December 19, 1932. This official publication of Toastmasters International carries authorized notices and articles regarding the activities and interests of the organization, but responsibility is not assumed for the opinions of authors of other articles. Copyright by Toastmasters International, Inc. All rights reserved. Reproduction in whole or in part without written permission is prohibited. Not responsible for unsolicited material. The name "Toastmasters" and the Toastmasters emblem are registered trademarks of Toastmasters International, Inc. Marca registrada en Mexico. PRINTED IN U.S.A. All correspondence relating to editorial content should be addressed to THE TOASTMASTER Magazine, P.O. Box 9052, Mission Viejo, CA 92690, U.S.A. Phone (714) 858-8255. Members' subscriptions are included in international dues.

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TOASTMASTERS ON TOUR

Using guidelines set forth in *The Toastmaster*, our club recently took "our show on the road" and went before the Mount Prospect Chamber Women's Council.

We came equipped with a Toastmaster, Table Topics Master, Speaker and Evaluator. As audience members arrived, we gave them a handout describing Table Topics and asked them to write down one or two questions. The Table Topics Master then used the audience's questions to quiz the other Toastmasters.

After giving a speech and being evaluated by a fellow member, our speaker gave a new, improved presentation by incorporating the evaluator's recommendations!

Our club president, who served as Toastmaster, familiarized the audience with our club and the Toastmasters organization. We also provided a "Tips on Public Speaking" reference sheet and invited everyone to come visit one of our regular club meetings.

Our touring Toastmasters received a favorable response from the Women's Council and are enthusiastically looking forward to visiting another local civic group!

Barbara Burns
Mount Prospect Club 1500-30
Mount Prospect, Illinois

LETTER FROM THE EDITOR

Alan Perlman's response to Phil Theibert's article, "Speechwriters of the World, Get Lost!" reminds me of a point I wanted to make when Theibert's article

appeared in your May issue.

Theibert cites as a "good example" of effective speechmaking a fund-raising speech which closes with: "Plain and simple, we need money to run the foundation, just like you need money to develop new products. We need money to make this work. We need money from you. Pick up that pledge card. Fill it out. Turn it in at the door as you leave. Make a statement about your commitment ...Make it a big statement."

What Theibert doesn't mention is that this speech was written by a professional speechwriter for a speaker other than herself to deliver. It seems that speechwriters really are capable of writing good speeches.

John Cowan
Editor, *Speechwriter's Newsletter*
Chicago, Illinois

MAKE SMEDLEY'S ARTICLES TAMPER PROOF

I read with interest Michael Clark's letter, "Rewrite Smedley?" in the June 1994 issue. Rewrite Smedley? Never!

We live in an age where sexist language is not tolerated and we should do everything in our power to ensure that our language usage is appropriate. But rewriting historical documents such as Dr. Smedley's is, I feel, misguided. Dr. Smedley's articles serve to remind us that things have changed since the organization first started, both in society and in Toastmasters. We should be grateful those changes have occurred and not seek to rewrite history.

I believe Dr. Smedley's articles are an inspiration to us all as they stand. To tamper with them is to remove some of their character. Bowdler showed what a mistake it was to alter literature written in an "unacceptable" language. Shall we start on Shakespeare or St. Paul after we have revised Smedley? What is in the past is in the past. Accept it for what it is, and then let's build on it for the future.

Christopher J. Spiegel, ATM
Civic Club 5683-70
Newcastle, New South Wales, Australia

REMIND US OF OUR WRONGS

As a newcomer to Toastmasters, and a woman, I would like to state that the male bias in the articles from the organization's early days is indeed offensive, as I suspect it would be to many current Toastmasters if they specified "white" or "Protestant" as well as "male."

I agree, however, that history should not be rewritten. Not only should we be reminded of the wrongs of our predecessors, as Bob Van Der Poel points out, but historical dishonesty sets a bad precedent.

Instead, each historical article should be prefaced by a statement to the effect that even Toastmasters has a history that is not entirely without error, and that current Toastmasters especially must be careful not to allow unconscious bias to color our speaking.

Dian Hardison
Kennedy Space Center Club 3695-47
NASA, KSC, Florida

ACCEPT THE FACTS

The June '94 issue lived up to its usual good articles, but I was upset by Michael Clark's letter "Rewrite Smedley?" He suggests that you should exercise your editorial authority and change the wording of Dr. Smedley's articles - because they contain sexist language. Dr. Smedley's articles are valuable to us as Toastmasters, not only because he was the founder of our organization, but also because of the wisdom and knowledge he possessed. *Toastmasters* was an all-male organization, and we should be able to accept that fact; to change the wording would be to deny the truth.

I am a woman who is very proud of being a Toastmaster, and I don't feel in any way threatened or demeaned by reading words that reflect what happened in another time.

Betty D'Arcy, ATM
Trinity Club 1190-50
Dallas, Texas

"O" NO!

I wanted to advise you of a typo that appears on page 27 of the July '94 issue of *The Toastmaster*.

In the New Year's toast attributed to Ben Franklin there is an extra letter in the first line. It is not "voices" but "vices" - "be at war with your vices."

Being an avid Benjamin Franklin fan, that came to my immediate attention and I wanted to bring it to yours.

Dan Kalenak, ATM
Wildcat Club 1160-44
Odessa, Texas



Words of encouragement will send your members soaring.

by *Stanford Hamblin, ATM*

Go Fly a Kite!

■ I ONCE HEARD SOMEONE REMARK THAT she would rather have a root canal than give a speech. I know the feeling. When asked to introduce myself at my first Toastmasters meeting, I couldn't even remember my first name. That was some 30 years ago, and I still can feel the butterflies in my stomach whenever I give a talk.

At the time, however, I was starting a career in insurance and knew that I needed help communicating with my clients. So, despite my nervousness, I joined a club in Redondo Beach, California. I envied the Toastmasters who seemed so sure of themselves and asked my mentor how they had become so accomplished. He replied, "All our members bring their kites to the meetings and see how high they can fly them."

"Kites?!" I said, totally baffled. "What do you mean by that?"

"Well, you may want to put labels on them — self-esteem, confidence, experience, with a little egotism thrown in. Members fly their imaginary kites as high as they'd like. It's about time you built one."

Wanting to emulate my fellow Toastmasters, I built my first kite. It wasn't as big as most kites, but it was mine. As a World War II veteran, I painted it red, white and blue and attached a short string. I came to our next meeting clutching my new toy close to my side. As the meeting progressed, I slowly let my kite out to soar with the others. To my amazement, I won the best Table Topics Award that night!

From then on I brought my kite to every session, letting it fly a little higher each time. My kite really soared a couple months later when I was chosen to represent my

club at the area level in the International Speech Contest.

Judging from the applause, I was sure I had won the Area Speech Contest. My kite was flying so high that the room couldn't hold it anymore. I stepped outside to watch it soar up among the stars. Then our club president came out and said, "Terrific talk, Stan, but..."

"But what?" I asked.

"You didn't qualify. You were five seconds overtime."

Suddenly my beautiful kite began to swallow tail and dip back and forth. With a resounding crash, it fell into a crumpled heap at my feet.

My mentor called the next day to console and counsel me. "Stan," he said, "we Toastmasters not only help new members build kites, we also help repair them."

Ashamed at my attitude, I replied, "All right. I'll build a new kite on one condition."

"Name it!"

"That you and the other members help me fly it again." I went to my study and started building a new kite, making sure to include all the good things I had learned about myself. I finished my kite by decorating it with a big, yellow smiling face and attaching lots of string so it could fly high with the rest of them.

Fearfully clutching my new kite to my chest I went to the next meeting and tentatively opened the door. As one, my fellow club members stood up and applauded! My new kite jumped out of my arms and sailed up into the room.

Later that year, I tried flying my kite in my professional life by selling insurance. It

was the best year I ever had. I became president of my Home Owners Association, president of our local Life Underwriters Association, and president of my Toastmasters club. In between those commitments I had a banner sales year.

A new member once asked me, "Why do you keep coming to Toastmasters?"

Why? There have been times I have come to meetings feeling very low and sorry for myself — with a myriad of worries and low self-esteem. But I walk into the meeting and someone will stand, shake my hand and say, "Glad you could make the meeting." Another Toastmaster will smile and add, "You look great today."

Throughout the weeks, months and years that I have attended Toastmaster meetings, members from all over the area have unselfishly helped me fly my kite when it needed flying. *That's* why I keep coming back!

T

Stanford Hamblin, ATM, is a member of the Vista Sunrise Club 276-5 in Vista, California.



membership building

■ "THAT WAS SOME SPEECH, JOHN! YOU certainly earned that Best Speaker Award; I want you to know how proud I am of you."

"I couldn't have done it without you, Mary. The help you've given me since I joined this club has been tremendous."

"That's what being a mentor is all about, John. I've watched your progress and have been pleased to feel a part of it. I've grown right along with you!"

The first few months of Toastmasters membership turned out to be much easier for John with Mary as his mentor. They discussed each manual speech assignment in advance, and became close friends in the process. Their mutual respect had grown and

veloping the theme of the speech.

Ideally, this is accomplished face-to-face. After the relationship is firmly established, a phone call may suffice. The mentor should continue to guide the new member until he or she feels comfortable working alone.

In some cases, the mentor may be needed for only two or three speeches. In other cases, he or she may be needed for all 10. It's the new member who ultimately decides.

A new member also needs guidance each time he or she tackles a leadership or evaluation assignment for the first time. The first time a member is Table Topic Master, Toastmaster of the Day, Evaluator or General Evaluator, he or she should discuss the assignment with a mentor well in advance.

“I couldn't have done it without YOU”

Revitalize your club's health with an active mentor program.

both enjoyed satisfaction in John's progress.

John and Mary were just one of several mentor/new member teams in their club. Members developed a mentor program about a year ago and have reaped significant benefits ever since.

New Toastmasters are now far more comfortable with their first few assignments, and the retention rate has increased significantly. Feelings of camaraderie within the club are strong. Members are rapidly improving their communication skills – and having fun doing so!

WELCOME TO THE FAMILY

A mentor's job is to be a big brother or big sister to a new member. In other words, he or she provides guidance and emotional support. As a result, the new member feels acceptance, support and comradeship.

The mentor and new member discuss each speaking assignment prior to speech preparation. In most cases, the mentor guides the new member in topic selection, and in de-

In addition, it's usually beneficial for the two to discuss minor assignments such as Timer or Grammarian the first time the member performs those duties.

As a mentor, watch the club schedule and contact the new member at least a week prior to each assignment. It's important that you accept responsibility for initiating contact, since the new member may be afraid of imposing.

GOT WHAT IT TAKES?

The club's executive committee should periodically review the membership list for potential mentors. The criteria to look for include experience, initiative and empathy. Candidates include those DTM, ATM and CTM's who sincerely want to provide guidance and support to new members.

Most Toastmasters who have progressed to the CTM and beyond have developed a deep respect for the Toastmasters program

by James L. Connell, ATM

and for the type of people who are attracted to it. The ideal candidate views the mentor assignment as a challenge and an opportunity to grow.

Each mentor candidate should also demonstrate sufficient initiative and sense of responsibility to actively monitor a new member's scheduled activities and continuing progress. He or she must be willing to initiate contact with the new member prior to each assignment, rather than waiting for that person to make contact.

MAKING THE MATCH

When a new member is formally accepted into a club and receives his or her Toastmasters pin, the president advises the initiate about the club mentor program.

"Now that you're a member of this club, we'd like you to have a mentor to help you with your first few assignments. Please see our Vice President Education immediately after we adjourn tonight, and he or she will show you the list of qualified mentors who are currently available for assignment."

"Feel free to chat with two or three of them before deciding. Or, if you prefer, we can select one for you. Either way, we'd like you to have a mentor two weeks from tonight."

EVERYONE WINS

A strong mentor program benefits new members, mentors and the club as a whole. New members who are paired with mentors tend to learn faster, but the benefits occur primarily on an emotional level.

The awareness that someone cares is in-

valuable when a new Toastmaster is trying to settle his or her butterflies. Having someone to "talk it over with" can reduce the apprehension all of us experience early in our Toastmasters careers. A sensitive mentor working alongside a new member helps that person feel that he or she belongs.

Effective mentors usually gain more than they give. One of the greatest ways to learn is by teaching. Beyond that lies the sheer satisfaction of watching another Toastmaster grow. And realizing that you contributed to that growth adds inches to your own stature as a Toastmaster.

Clubs with active mentor programs boast a high level of camaraderie. New members feel warmth and concern from more established members and return warmth and re-

spect. Member turnover in such clubs is minimal.

How about your club? Do you have a healthy mentor program? Do your new members feel ready support and concern? Does your club have a New Member Orientation Kit?

If not, schedule time at an upcoming meeting to discuss the matter.

Your members will probably arrive at a consensus within minutes and welcome a mentor program into the club. You can't

miss – it's a *winning* situation! **T**

James L. Connell, ATM, is a former Toastmaster and freelance writer living in Spokane, Washington.

Reprinted from the June 1987 issue of The Toastmaster.

"Clubs with active mentor programs boast a high level of camaraderie. Member turnover in such clubs is minimal."

TOASTMASTERS TOOLS FOR MENTORING

Member Interest Survey (Catalog No. 403)

Handy reference for compiling a list of experienced members who have expressed an interest in serving as a mentor.

New Member Profile Sheet (Catalog No. 405)

Every new member joining your club should complete one. Later, they can be used to match mentor and protegee teams according to similar interests.

New Member Orientation Kit (Catalog No. 1162)

Refer to the script at the new member's induction ceremony to formally acknowledge the mentoring commitment.

The kit also includes a flier with tips for successful mentoring.

The Art of Mentoring

Young King Arthur had Merlin the magician. U.S. Presidents James Madison and James Monroe both had Thomas Jefferson. South Asian history tells of Chandragupta, an exiled nobleman who, guided by Kautilya Chanaka, became one of India's strongest leaders.

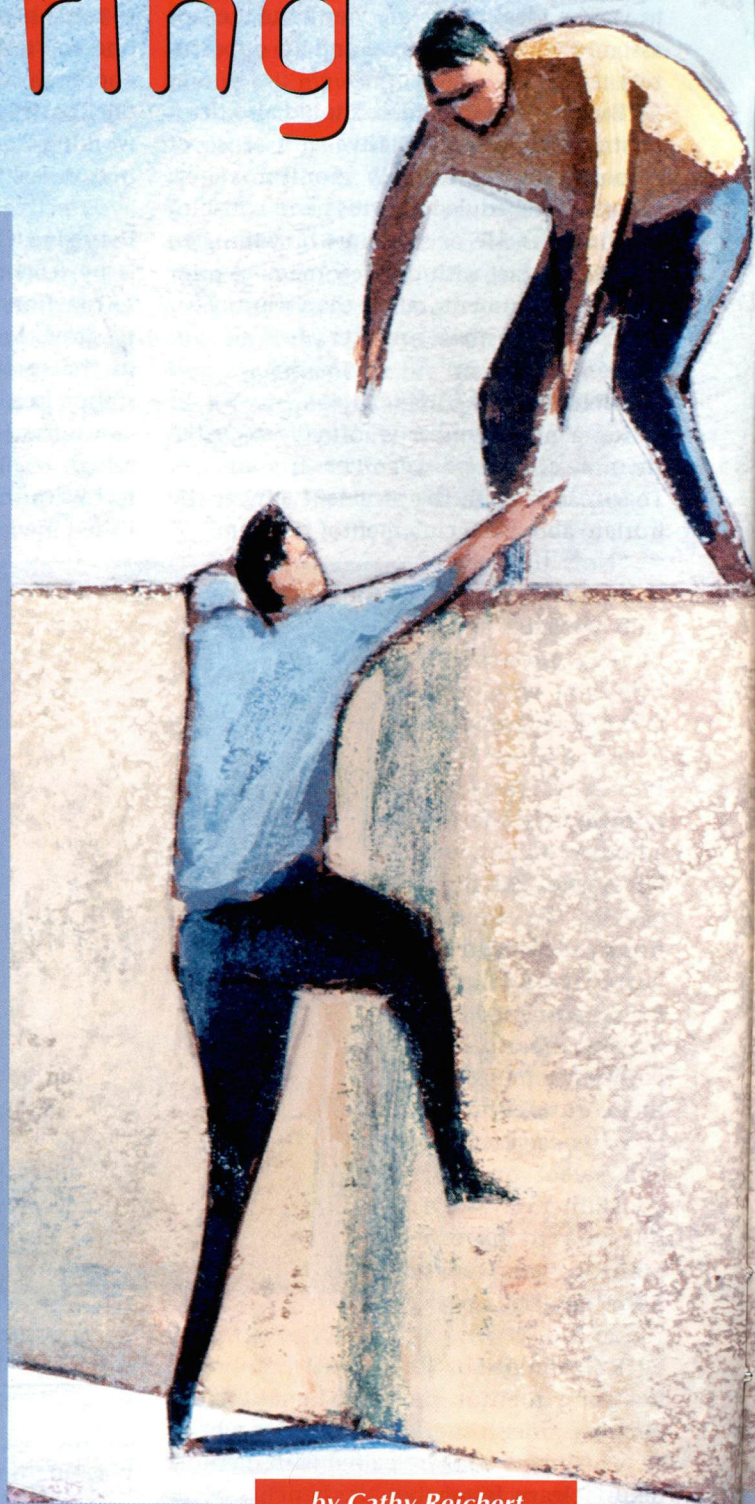
What is it that these successful people had in common? Each benefitted from the support of an individual who recognized their potential, cultivated their talents, and helped them to succeed. Each had a mentor.

The process of mentoring is an age-old concept. The word "mentor" has its roots in Greek mythology. Homer tells the story of Odysseus, King of Ithaca, who set off for the Trojan War, entrusting the guardianship of his son Telemachus to his valued servant and advisor Mentor. For 10 years, Mentor served as a model, counselor and teacher to Telemachus, who in turn became his apprentice, disciple and student.

Today's mentor-protégé relationships operate in much the same fashion. Lee Iacocca, the former chief executive officer of Chrysler Corp., attributes his success to Charlie Beacham, who was Ford's East Coast regional manager during the 1940s. Iacocca met Beacham after being hired by the company as a salesman in Chester, Pennsylvania. Beacham taught him all about sales. A decade later, when Beacham was promoted to head of car and truck sales and relocated to corporate headquarters, he took Iacocca with him as the national truck marketing manager. By 1960, with Beacham's support, Iacocca was named general manager of Ford's biggest division. He went on to become president of Ford, and later CEO of Chrysler.

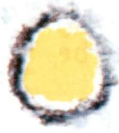
WHY MENTORING?

Mentor relationships and arrangements are as diverse as the people they involve. The individual pairings can run the gamut, from student and professor to fledgling entrepreneur and corporate CEO. In more formal relationships, the mentor-protégé program is established and administered by a company or organization. For example, a company may match inexperienced employees with more experienced employees who provide guidance and assistance. A number of businesses have become increasingly interested in career development processes for



by Cathy Reichert

ILLUSTRATION: PAUL SCHULENBERG



It's your opportunity to connect with the past and contribute to the future.

employees and have had favorable results with mentoring programs. In many instances, mentoring programs have been found to:

- **Help reduce high turnover in early career stages.** Many promising young people leave companies in large numbers because their careers are not developing as they had hoped. Having a mentor can influence these people to stay.
- **Develop enough talented people to replace those retiring or being promoted.** Often an organization faces a shortage of qualified personnel because employees are retiring or advancing and no one has been "groomed" to replace them. Mentors can be helpful in finding and training others to fill the void.
- **Assist people trapped in the wrong job.** Mentors can help employees whose talents are being wasted in their present positions to find another position within the company.
- **Provide ways in which people can continue to contribute to the organization until they retire.** As employees prepare to retire, their job responsibilities often decrease – causing their value to the company to decrease as well. Allowing these people to serve as mentors lets them share accumulated knowledge with less experienced employees and continue to contribute to the company.

In Toastmasters clubs, a new member may be paired with a more experienced member who provides feedback on speech preparation and presentation, coaches the new member on the first few manual speeches, and orients the new member as to Club operations and procedures. This helps the beginning Toastmaster feel comfortable and confident, making the experience a positive one.

Informal mentoring relationships are established spontaneously and voluntarily. There is no obligation to build a relationship or participate in one by either party; in some instances, neither party may even be consciously aware of the relationship. Instead of being "assigned" to one another, they gravitate toward each other, perhaps through shared enthusiasm for a particular cause or project. Usually

the mentor recognizes potential in the novice and initiates a mentoring relationship. The novice also may see the more experienced person as a source for guidance and support.

Volunteer mentors may come in the form of a caring teacher who saw something special in a student or an encouraging colleague. In Toastmasters, it may be a district officer who sees leadership potential in a member and encourages the member to serve as a club or district officer. Chances are that you have been part of a mentor-protégé relationship, although you may not have realized it at the time.

QUALITIES OF A SUCCESSFUL MENTOR

Serving as a mentor is both a challenge and an excellent opportunity for personal growth. Many people think they aren't qualified – that they're lacking the necessary knowledge or experience to help someone else. Usually this isn't the case. Look around and you'll see plenty of people who could benefit from your encouragement and support. What about the new mail clerk at work who shows so much enthusiasm and potential? Or the student intern working in your office for the semester? And how about that new member in your Toastmasters club? Surely you can help someone in some way.

It has to be acknowledged, however, that not everyone is cut out to be a mentor. For example, people who are stalled in their own careers may not make good mentors, nor will people who are self-absorbed. Good mentors possess certain qualities that make them suitable for the job. The most effective mentors are:

- **Powerful.** A strong mentor is one with a direct line to the top of the organization. A mentor has influence.
- **Respected by others.** A good mentor receives support from peers, as well as those higher in rank.
- **Secure in their own position.** Mentors must be interested in their protégés' development and ideas. Protégés should avoid people who might feel threatened by their achievements.
- **Good teachers.** Mentors can effectively communicate what they know.
- **Good coaches.** Mentors can give constructive criticism and offer advice.
- **Compatible with their protégés.** Mentors and protégés should share similar views and values. They should have the same outlook on their organization, goals and careers, and their personalities must mesh.
- **Stable.** Since mentoring may take months or years, mentors must have long-term plans to stay with the organization.
- **Patient.** Mentors realize it will take time for the protégé to develop.
- **Available.** Mentors must have time to spend with protégés. Mentors whose days are filled with business and family commitments may not have enough time to spend with protégés.

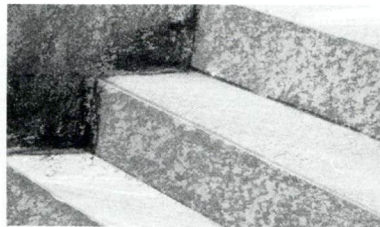
WHEN YOU ARE A MENTOR

As a mentor, you will be called on to act in a number of capacities: as a role model, guide, tutor, coach and confidante. By far, a mentor's most important function is to help the protégé grow and think for themselves. You don't want to tell them what to do or rescue them every time they make a mistake. Sometimes protégés want their mentor to resolve problems or handle crises for them - to step in and take over responsibility. This may solve an immediate problem, but it is not beneficial in the long run. The protégé may become dependent on the mentor for assistance and avoid developing the ability to handle such situations alone. Instead, mentors can best serve their protégés by:

- Listening carefully, without taking on the other person's problem or giving advice. This enables the protégé to articulate the problem and sort out solutions.

- Feeding back the emotions they have expressed to confirm that you have heard them and understand their difficulty.

“ A new member may be paired with a more experienced member who provides feedback on speech preparation. ”



- Providing ideas or information, when asked, that will enable the protégé to find a solution.

What should mentors do when their protégés are about to make a serious mistake or are not performing within basic guidelines? Toastmasters are familiar with evaluations. But many people do not take kindly to evaluation or criticism, no matter how carefully the message is worded. And, as mentioned earlier, a mentor's role is not to dictate, but to enable protégés to determine the appropriate course of action for themselves. There are two possible ways this can be done.

HELPING THEM TO HELP THEMSELVES

The first approach is to draw attention to current activity or results, then point out the desired activity or results. While this shows that a "gap" exists between what is and what should be, it also leaves the responsibility of determining how to bridge that gap in the protégé's hands. Take, for example, someone who consistently misses important deadlines at work. Frustrated, this person turns to a mentor for comfort and a possible solution. But instead of dealing directly with the problem, she starts making excuses for the delays: "Ed Jones didn't give me the data in time" or "I thought it was due *next* Friday." So the mentor draws attention to the consistency of the problem and the importance of meeting deadlines. Now it is up to the protégé to identify steps she can take to solve the problem and meet future deadlines. The mentor should focus the protégé's attention toward possible solutions - such as keeping telephone calls and social visits to a minimum and asking for data earlier - but these specific ideas should be determined by the protégé herself.

The second method involves the use of "I" statements. When confronting a protégé about questionable plans or actions, it is best to avoid "you" statements, such as "You made a mistake," or "Are you sure you know what you're doing?" Instead, use "I" statements, which generally have three parts: a neutral description of what you perceive the protégé intends to do, a statement of the potentially negative effects on the protégé

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or others involved, and the feelings or emotions you are having about the protégé's plan.

Since "I" statements don't dictate behavior, the protégé is less likely to become defensive. Instead, the protégé is given the opportunity to reconsider the plan and make a decision whether to carry it out.

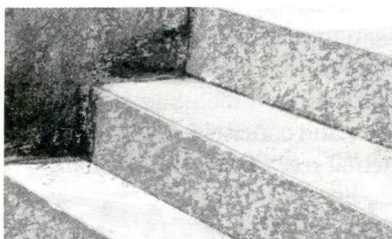
STAGES OF THE RELATIONSHIP

Though no two mentor-protégé relationships are alike, there does seem to be a general pattern that they follow. Most pass through several stages:

- **Initiation.** During this time the relationship begins and becomes important to both people. Expectations are formed and realized. The mentor provides coaching, challenging work and visibility. The protégé provides technical assistance, respect, and desire and willingness to be coached.
- **Cultivation.** The mentor's contributions increase to a maximum, and both people continue to benefit from the relationship. Both are emotionally linked.
- **Separation.** One party is promoted or relocates – or one party desires independence – and the relationship as it had existed draws to an end.

- **Redefinition.** The mentor and protégé become peers or colleagues and gradually come to share feelings of mutual regard and respect.

"By far, a mentor's most important function is to help the protégé grow and think for themselves."



A healthy mentoring relationship does not last forever, nor should it. The purpose of a mentor, as mentioned earlier, is to teach the protégé to think independently. Once a protégé has developed to the degree of being able to perform effectively without close assistance, the mentor is no longer needed. In fact, the greatest compliment that can be paid to a mentor is for a former protégé to be recognized with a promotion or election to an office or position. At that point, the mentoring relationship has been fulfilled, and a new relationship begins.

If you think you have what it takes to be a good mentor, don't waste another minute. There are people all around you who can benefit from what you know.

And, in the process, you just might learn a couple of things, too. Mentoring provides opportunities, challenges and rewards – for both the protégé and the mentor! **T**

Cathy Reichert is a freelance writer living in Dallas, Texas.



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■ BEING GRAMMARIAN IS ABOUT AS enjoyable as drinking hemlock. The job too often involves fault-finding, error-trapping and nit-picking. New members in our club have often commented that the job of Grammarian is one they are most reluctant to try. Why is that? A common answer is: "I don't know enough English to pick out mistakes."

The Grammarian has a strongly negative image. Let's change this. Our basic aim as Toastmasters is to help our members express themselves clearly and concisely. This should be the fundamental role of the Grammarian.



THE GRAMMARIAN AS Coach

(12

Rather than blowing the whistle, take time out for a pep talk.

When I am Grammarian in our club, I usually start my report by saying, "I am not a critic, but a coach." Just as an athletic coach works to help the team members develop and hone their game skills, so the Grammarian seeks to help club members develop and hone their language skills.

Sound coaching follows four basic principles:

1 Avoid drawing attention to a negative behavior. Doing so usually raises the performer's anxiety level and focuses on the problem instead of on the solution. A basketball coach who says, "John, you always miss your lay-ups!" just perpetuates the problem; "John, let's work on improving your accuracy!" moves toward a solution. Rather than saying, "John, you use too many run-on sentences," the grammar coach will try, "John, I think you might work with your mentor to improve your sentence structure."

2 Indicate direct and attainable methods of reaching the desired standards of behavior. Our basketball coach might

suggest, "Shoot a little sooner." In your report as Grammarian, you will point out correct grammar or usage (and, if you can, explain why it is preferred).

3 Link the recommended change with a desired result. "Shooting a fraction of a second sooner will give you a better angle off the backboard and put you in a better position to score" might work for our basketball player. "Finding other ways to link your ideas will avoid the repetition of too many 'ands'" might work for our speaker. "Stronger linking words will give your speaking more variety, clearer organization and better style."

4 Give immediate recognition for partial or gradual improvement. "You're catching the rim now, so you'll soon be sinking them" sets up the player of moderate ability to eventually become a star performer. And if you acknowledge the gradual progression shown by a club member, odds are that the improvement will continue at a steady rate: "I noticed tonight that you incorporated a variety of linking words into

by Tom Gray, ATM



your speech such as 'next', 'later', and 'after that' – a great demonstration of how your spoken words are flowing clearly and effectively!"

Perhaps you really can't recognize even the most glaring of errors. Rather than avoiding the job or giving a "whitewashed" report, take responsibility for your own learning and growth. Get a book on basic English from your local library or bookstore (e.g., *The Elements of Style*, William Strunk & E.B. White, MacMillan Publishing Co.). Your Vice President Education may also be able to provide helpful materials or assistance. Ask your mentor or another club member whose grammar you respect to coach you or present an education session for the club.

Suppose you aren't able to recognize excellent, descriptive or colorful language. Try the "Towards More Picturesque Speech" section of *Reader's Digest* for some examples. Listen to experienced speakers, Evaluators and Grammarians, and ask them for their opinions and viewpoints. When you read, be aware of the effect certain words have. Take note of anything that strikes you as

particularly clear, catchy, annoying or confusing.

If you have a working knowledge of English (or whatever language your club uses), feel free to rely on your own immediate responses to a speech and ignore the technicalities for the time being. Instead, ask yourself, "Was the speaker's message clear and concise? Was the language plain or elaborate? Colorful or commonplace? Original or trite?" Learn to listen for such variances and then report them to your fellow club members.

Some of the world's best athletic coaches are not terrific players. But it is important that they have an extensive knowledge of the sport, and they do need to recognize excellent athletic performance in order to effectively train their players. Likewise, you don't need a Ph.D. in English to be a Grammarian! But as you come to know the "sport" of public speaking and recognize excellent language, you will continue to increase your effectiveness in the role.

Next time you're Grammarian, don't anticipate a gulp of hemlock. Use the positive methods so famous in Toastmasters, combine them with careful coaching, and the job will go down like tonic. **1**





Tom Gray, ATM, is a former member of the Energizers Club 5330-42 in Leduc, Alberta, Canada.

"Our basic aim as Toastmasters is to help our members express themselves clearly and concisely."

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by Peter B. MacFadden

Imagine you're watching the New York Yankees play in August 1993. On the last pitch of the game, the batter grounds to short and the game is over. The Yankee pitcher has just pitched a no-hitter. His name is Jim Abbott – and he has only one hand.

Now, ask yourself: Could someone with a speech impediment win a speech contest at the district level?

and is willing to take suggestions. But it is important not only to care enough to mentor, but to be able to individualize your mentoring to each person. Analyze the situation to plan your strategy.

While there are mentoring skills that go across the board, mentoring someone with a speech disability requires some extra effort. After talking with several of the people involved – both speakers and mentors, three

Impediments don't necessarily add up to impossibilities.

Not only could they have done it, they *have*. Steve Chapman, who has a mild case of cerebral palsy, was the 1993-94 District 7 Humorous Speech Contest winner and captured second in the 1994 Region I contest. Matt Shiveley, who has less than 20 percent hearing in either ear, was runner-up in the 1993 District 7 International Speech Contest.

Can these accomplishments be duplicated? A lot of handicapped Toastmasters

effective tactics emerged: thoughtful and caring candor; pronunciation techniques; and encouraging the speaker to coach someone that he or she can help in turn.

❑ **Don't pull any punches.** Don't candycoat speech evaluations. The last thing disabled Toastmasters want is a whitewashed evaluation. They want growth, not pleasant words. If there is something they are doing wrong, they want to hear about it. Offer

Be a public speaker

might echo Steve Chapman's feelings when he first considered entering a speech contest: "How can I be a public speaker with my voice?" Is there a way to help people with speaking impediments not only participate in Toastmasters, but also compete in – and win – speech contests, or is this just one inspiring anecdote? What is the secret?

There is no secret, but these two winners did benefit from having an active circle of mentors guiding and nurturing them on to excellence. Both men have triumphed over disabilities through perseverance and because of committed, strategic mentoring.

A mentor is, in essence, someone who gives constructive criticism and encouragement to someone who wants to improve

them feedback. For instance, many deaf people tend to drop consonant endings off words, especially words with "ed" and "s"; they need to know if they are still dropping those consonants. It is also important to let them know whether the largely non-hearing impaired audience can understand them.

❑ **Use speech exercises and pronunciation drills to discipline speech patterns.** These can make an enormous difference in anyone's speech and especially people with speech impediments. There are three important tactics: breaking down tricky words; listening to a tape recorder; and reading out loud. If there is a particular word or set of words that gives a person trouble,

break the words down into units. Have the person say the words until they know their fundamental sounds, syllable by syllable. As noted, many deaf people have trouble with word endings. People with cerebral palsy, on the other hand, often have trouble with beginnings of words.

Next, listen to a tape recorder. Any speaker can profit from this exercise, but it becomes critical for a speaker with an impediment. They need to hear how they actually sound, whether their voice sounds tinny or harsh or whether they are dropping consonants. Additionally, some deaf people both sign and speak. Since sign language does not use indefinite or define articles (such as "a," "an" or "the"), they may leave these out when speaking. A tape recorder will reveal any omissions. This is something a speaker can do alone, but another person is always quicker to spot mistakes.

Lastly, have them read aloud. Dramatic or interpretive reading is an excellent method for improving articulation and enunciation. Barbara Brink, who teaches voice in Wash-

ington and Oregon, says oral reading is particularly valuable. She suggests: "Reading aloud from a book to try to get in the expression that needs to be done. The raising of the voice, the lowering of the voice, the timber and quality needed for good speaking, to able to hold an audience. You don't hold an audience when you talk in a monotone." Though reading aloud obviously can be done alone, the person will get much more out of it if someone gives them feedback on how they sound.

Get them involved in critiquing other people's speeches. Encourage them to help and mentor someone else. Recent studies suggest that we learn and remember 10

percent of what we see, 20 percent of what we hear, 30 percent of what we read, but 70 percent of what we speak. This is probably because the effort of communicating knowledge to others helps us to refine and distill it. Have you heard the saying, "Learn one; do one; teach one"? At that point we have cemented it in our minds.

In the 1960s, very few people would have predicted that a young boy with one hand would someday become a Major League baseball player, much less pitch a no-hitter. So it's certainly possible that someone with a speech impediment can be a talented and successful public speaker. Committed and strategic mentoring can help a speaker overcome profound disabilities. Think about it the next time you meet a person with a speech impediment - you just might be looking at a future speech contest winner! **T**

Peter B. MacFadden is a member of the Filibusters Club 1262-7 in Portland, Oregon.

"It is important not only to care enough to mentor, but to be able to individualize your mentoring to each person."

with **MY** voice?

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Lessons from the best Managers

by Paul B. Thornton

Business has never been more challenging and demanding than it is today. Increased competition, constant change and staggering workloads are commonplace. Managers are being challenged to reduce costs, improve quality and increase customer satisfaction. And, in addition to all that, they are being asked to reduce staff, cut back, downsize. In short, to do more with less.

What's the answer?

Modern managers of all shapes and sizes are speaking the language of enlightened leadership. Words such as empower, delegate, coach, listen and trust are used to describe how managers need to operate in the '90s.

I believe these are valuable words and concepts. However, understanding the concept is one thing – implementing the ideas is another matter altogether.

Most managers don't fail for lack of talent. Rather, they fail for lack of execution. They don't do the mundane blocking and tackling that great managers consistently do well. What is needed in the work force is not more quick-fixes, one-minute solutions or the latest fads, but better execution of the basics. In 1990, Thomas Stenberg, founder of Staples Office Supplies, said, "We will win only because we have better execution, not because there is this huge wall that keeps other people out of the industry."

Think about football, baseball and hockey teams. Those that make it to the championship game do the basics well. The same applies to the best managers. They do the basics well. They execute.

During the past 15 years, I have done extensive research on how the best managers operate – how they execute, how

they get more done in less time, how they work smarter, not harder. In 1991, I published a book called *Lessons from the Best Managers*. It describes 36 simple and proven techniques that can produce big results. This article describes four of the lessons that will help managers improve their communication and coaching skills.

Lesson 1 – DEFINE YOUR TERMS

According to an American Management Association study, most managers spend at least 20 percent of their time coping with misunderstandings. Think about that. If you are a manager, one-fifth of your time at work is spent dealing with communication breakdowns of one kind or another. It's not surprising when you consider that the 500 most commonly used words in the English language have an estimated 10,000 different meanings. When a manager says, "Complete this assignment as soon as possible," does it mean in the next two minutes, two hours or two days?

For a recent off-site training program, attendees were instructed to dress casual. One person came in a three-piece suit (although his vest was unbuttoned), another wore a sport coat and tie, and a third showed up wearing sandals, shorts and a T-shirt. Each person had a unique interpretation of the word "casual."

When my 14-year-old daughter started going out with her friends, I would tell her to be home early. Guess what? Her definition of "early" and mine were quite different.

I coached my son's baseball team when he was 7 years old. I gave the

Challenging your employees to create new standards of excellence produces powerful and positive results.

players two signals: one to bunt and one to steal. During the first inning, I gave the signal to steal several times. Nothing happened. I called the players together and said, "Why aren't you stealing?" One boy looked up at me and asked, "What's a steal?"

The best managers define their terms. It's not uncommon to hear them make comments such as: "My definition of that is..." or "As it applies here it means..." Likewise, when listening to others, the best managers ask, "How do you define significant?" or "What do you mean by *slight* overrun and *minor* reorganization?" Acronyms are spelled out. If jargon is used, terms are defined and explained. It's critical to have a common understanding of what the words mean.

The best managers not only define their terms, but also provide concrete examples. Examples and illustrations can provide tangible reference to drive home the point. For example, superior customer service in some organizations might be defined as answering the phone within three rings and responding to all customer complaints within two hours. "Whenever I talk blue sky, abstract theory," one manager says, "I follow it with a concrete, specific example."

Defining key terms and phrases pays big dividends. It reduces communication breakdowns, which in turn saves a lot of wasted time and effort. Define your terms. Make sure you and the receiver are on the same wavelength.

Lesson 2 - TEST THE TRANSFER

Defining a word or concept is often all that's needed to successfully communicate a thought or feeling. However, at other times,

testing the transfer may be necessary. Stephen Pister, CEO of Ames Department Stores, says, "Like any good manager, I test people to check that they understand my directions." Testing the transfer is a simple technique whereby the sender of a message asks the receiver to explain his or her interpretation.

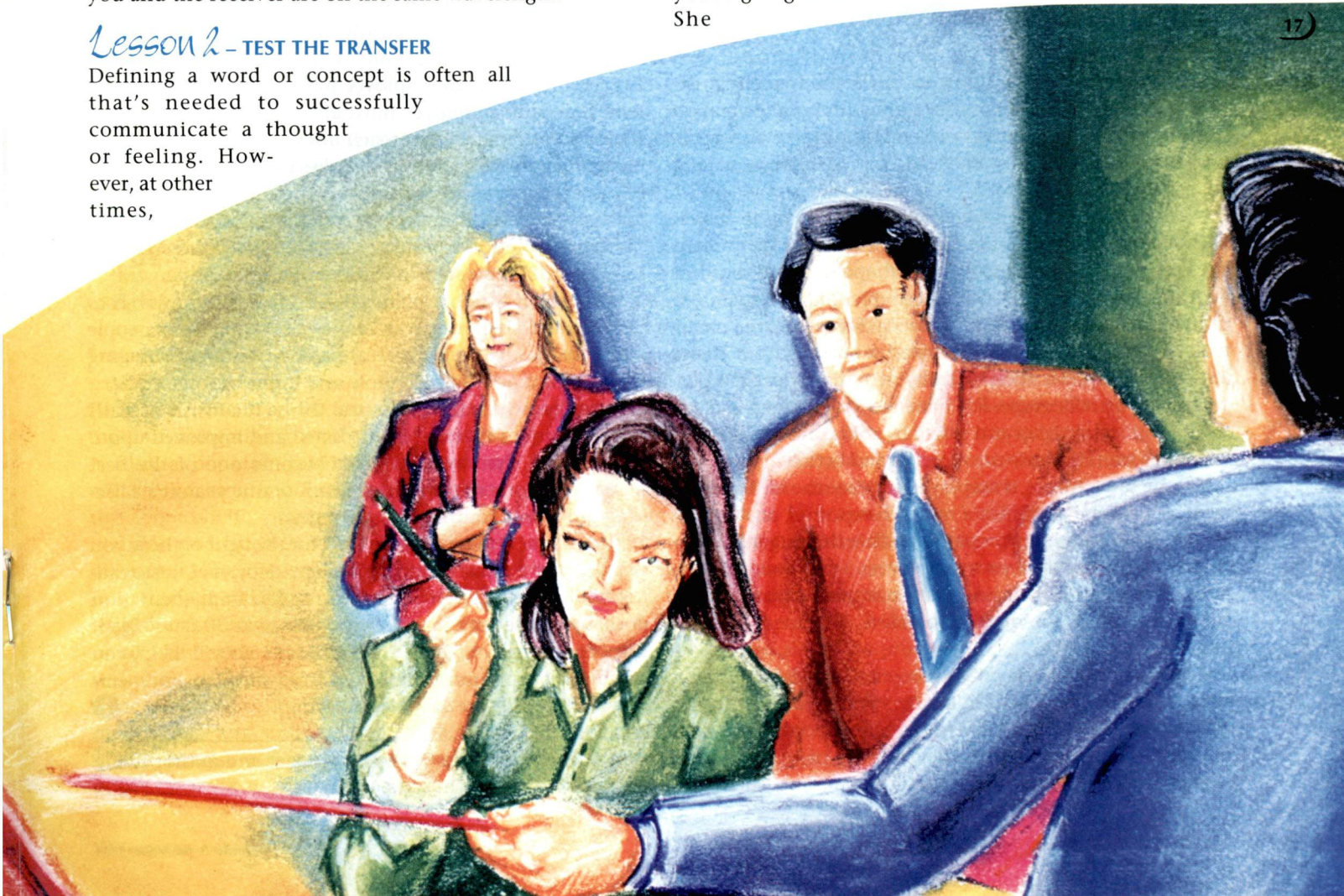
When we throw a baseball to someone, we can simply watch to see if the person catches it. When we throw out an idea, however, we can't be sure it's caught. Only by having the employee play back his understanding of the message will you know whether or not the message was understood as intended.

After assigning a task or project, many managers simply ask the employee, "Do you know what you are supposed to do?" The employee almost always responds, "Yes," and the manager is no more the wiser. Instead, managers should test that transfer by asking questions: "Why don't you explain what is expected on this assignment?" or "Would you mind telling me how you understood what I just said?"

Answers to questions such as these are the true test of communication. Going that extra step to check the receiver's understanding can save a lot of grief.

A few years back, I sat down with my secretary and explained three things I wanted her to do. After finishing, I then said, "I want to make sure you are clear about what you have to do, so will you explain what you're going to do?"

She



looked at me and started laughing. I asked, "What's the matter?" She said, "I wasn't listening." So again I explained what had to be done. From that point on, I had her undivided attention whenever we spoke.

In addition, it's wise to test the transfer when you are the *receiver* of the message. Validate your understanding of the message. Comments like, "My understanding of your point is..." or "I interpret you to be saying..." are typical lead-ins to validating the message. Take time to test the transfer – make sure the thought or idea has been communicated correctly.

Lesson 3 – SHOW WHAT GOOD PERFORMANCE LOOKS LIKE

The best managers take the mystery and guesswork out of what performance is expected or what the finished product should be. Whether assigning work, setting performance standards or coaching employees, the best managers demonstrate or point out what good performance looks like.

"Most managers don't fail

for lack of talent. Rather, they fail for lack of execution. They don't do the mundane blocking and tackling that great managers consistently do well."

Show your employees how to run a good meeting, deliver a good presentation, write a good proposal or make a quality part. Seeing the desired performance or end product helps employees to clearly and concretely understand what's expected of them.

You can't expect a player to make the right moves without knowing what the right moves are. As one manager put it, "Telling employees to shape up, work hard or do their best doesn't send a clear picture of what's expected." Consider the example set by Steve DeVare, chairman of Syber Vision, who founded a business that trains athletes to improve their skills by watching idealized performances on videotape. For instance, golfers who can see the proper stance, grip and swing in golf are more likely to learn and imitate those movements and actions.

By the same token, if employees can see the ideal way to greet a customer, organize a research report or answer the phone, they are better prepared to "hit the target." Every chance you get, show your employees what good performance looks like. Pointing out examples can motivate people to climb out of their comfort zone and set new targets of excellence.

I mentioned earlier that 20 percent of a typical manager's time is spent coping with misunderstandings. If managers define terms, test the transfer, and show employees what top performance looks like, they can dramatically reduce confusion and misunderstanding.

Lesson 4 – MAKE PEOPLE THINK FOR THEMSELVES

American industry has traditionally forced workers to check their brains at the door. Workers have been told, "You're not paid to think." To get more done with less people, however, it's critical to tap everyone's brain. The best managers make people think for themselves. They do it by asking simple questions like, "What are the options? What's the cost? How would you proceed? What concerns do you have? How does the competition do it?"

"What if" questions are asked to see if problems and opportunities have been thought out. Michael Eisner, former CEO of Disney, was dubbed "Mr. What If" by one of his college professors because of all the questions he asked.

Another frequently asked follow-up question is "Why?" Bruce Gissing, executive vice president of operations for Boeing Commercial Airplane Group, said, "World class managers are curious. They want to know why a process is performed and why it's done a certain way. In the search for hidden problems their favorite question is 'Why?'" Answers to this simple question get at the facts, reasons and assumptions that back up the opinion or recommendation. These types of questions force people to think for themselves. One manager says, "A big part of coaching is asking people questions to help them find alternatives and make decisions." Learn to challenge their thinking; make them curious.

Managers need to resist the "ego" temptation of trying to provide all the answers to an employee's problems or questions. One manager I know has this policy: When an employee presents him with a problem, that same employee must also recommend three potential solutions. This approach not only sharpens employees' problem-solving skills, but makes implementation easier because people support solutions they help create. Harry Plate, publications manager at Caterpillar Corporation, says, "When people solve problems on their own, they're eager to prove that their solutions will work."

Your job is not to provide all the answers. Your job is to develop and challenge your employees. Make your people think for themselves by asking questions and encouraging them to find new ways to grow and improve.

Management is not a mystical thing. It consists of skills and techniques that can be predicted and improved upon. Execution is the key. You can't become one of the best managers in one minute, one month or one year. It's a life-long process of continual improvement.

These four lessons provide food for thought on how you can become a more effective manager. However, just reading about them doesn't produce results. Implementation does. Try these techniques during the next 30 days. See if the results are positive. I'm confident they'll help you successfully communicate, coach and develop your employees through the 1990s and beyond. **1**

Paul B. Thornton is a personnel manager and author living in Chicopee, Massachusetts.



■ MOST OF US WANT TO BE SUCCESSFUL and, to that end, technology has placed plenty of tools at our disposal. But even with the aid of sophisticated computers, illustrated manuals and step-by-step videos, nothing replaces one of the oldest, most invaluable tools of success – the mentor.

Of course, it *is* possible to be successful without the benefit of a mentor. It's also possible to start a fire by rubbing sticks together, build a house without a hammer, or turn the pages of this magazine with your

thing I said to come out garbled. It was a nightmare I never wished to repeat... but I had already accepted an invitation to speak to another group the following week.

I sought Pastor Bill's help, and he immediately took me under his wing and became my mentor. Bill now suggests workshops and courses he thinks I might gain from. When he reads an article of interest, he saves it for me. If I start to veer in the wrong direction, Bill gently steers me straight.

Everything I learned under Bill's tutelage

Calling All Mentors

FIND ONE OR BE ONE!

by Joanne Sherman

nose – but why choose the more complex route if there is a better way?

A mentor is someone with knowledge that comes from experience who helps and guides the beginner, the neophyte, the rookie. In other words, the person who has it and passes it on.

My public speaking mentor also happens to be my minister. The first time I was asked to speak to a group about writing, I thought I would simply stand and talk. Writing is my passion and I never tire of discussing it. Pastor Bill, who in addition to being famous for his moving, thought-provoking sermons, is also a popular, inspirational keynote speaker, generously offered to give me some tips about public speaking.

I declined his offer. Tips? Why would I need tips? I knew how to talk. All I had to do was stand up and open my mouth, right?

It didn't turn out to be that uncomplicated. I had never experienced the feeling of seeing all those expectant faces staring at mine, or having people laugh at serious comments, then turn somber-faced at jokes. No matter, I had such severe dry mouth that my upper lip stuck to my teeth causing every-

over the past several years I probably could have learned on my own, but it would have taken me much longer. Without the encouragement of a mentor, someone I respected and trusted, I'm sure I would have given up.

What my mentor *didn't* do was tell me *what* to do. That's not the role of a mentor. Nor does a mentor merely teach. A true mentor is an advisor and a guide. The path to success in any endeavor – real estate, the arts, insurance, medicine, politics, sales, education, parenthood – is strewn with obstacles and dark corners. This is exactly why a mentor is such an asset; he has already travelled that path and can help light the way.

There is another side to mentoring. Recently, a former student from one of my writing courses phoned me. Immediately I noticed the tears in her voice.

For more than a year, we have maintained close contact, and she calls if she has a question or is confused about the process of submitting manuscripts. Recognizing that she is a gifted writer, I became *her* mentor, offering encouragement in the face of rejections, suggesting editors she might contact, saving articles of interest and perhaps most

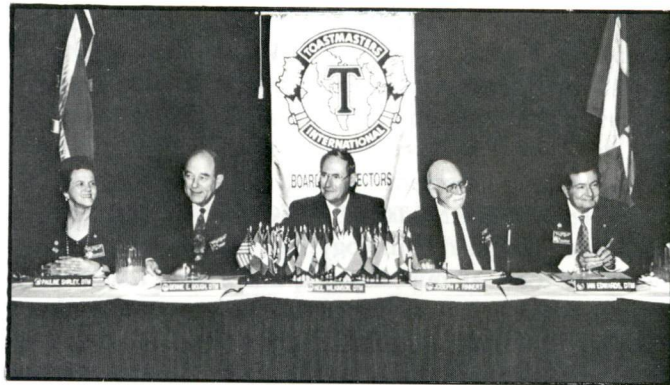
important, repeatedly urging my 80-year-old protégé not give up. And she didn't. She called that day crying tears of joy because she had just sold her first article. I was so happy that I cried, too!

Having a mentor has taught me how beneficial it is to learn from the experiences and knowledge of another. Being a mentor has taught me the benefits and rewards of sharing my own experiences and special knowledge.

If you don't have a mentor, find one. If you aren't a mentor, be one. It's that simple. Pass it on. **T**

Joanne Sherman is a frequent contributor to *The Toastmaster*. She is a freelance writer living in Shelter Island, New York.

Looking To The Future



In his address at the 1994 International Convention, International President Neil Wilkinson reflected on his travels and experiences of the past year. Expressing both amazement and pride, he told members and the Board of Directors: "Toastmasters really works. It really changes people's lives. Members from all over the world have told me and showed me that this is true...We are indeed 'People Building People.'"

The accomplishments of 1993-94 reinforced his conclusions. Members worked throughout the year to ensure that more people experienced the benefits of Toastmasters. The number of Clubs increased .57 percent, for a total of 8,079. Although membership decreased two percent, the number of members completing the Communication and Leadership Program manual increased 1.6 percent.

A review of the organization's growth and development during the past year was only one reason for the Board of Directors' meeting. The Board also focused its attention on the future, making plans and policies to ensure the organization continues to grow and meet the needs of its members and Clubs. The Board made the following decisions regarding administrative and educational matters:

BOARD ACTION:

- Approved electronic transfer of funds by non-United States Clubs and Districts.
- Increased per diem allowance of District Governors who attend the International Convention events from \$25 per day/maximum \$100 to \$30 per day/maximum \$120.
- Hired the law firm of Silk, Adler and Colvin as General Counsel for non-profit matters.
- Approved the compilation of an anthology, or series of booklets, of articles gleaned from previous issues of *The Toastmaster* magazine. Availability will be announced in *TIPS*.
- Reaffirmed that the annual International Speech Contest, Evaluation, Humorous, Table Topics and Tall Tales contests must be conducted in English.
- Adopted procedural rules for campaigns by International Officer and Director candidates. The rules cover both campaigns at District Conferences and campaigning at Regional Conferences.
- Adopted campaign ethics for all levels of the organization to ensure that Toastmasters political campaigns are conducted in a positive manner and that campaigning for Office at all levels is a positive experience which fosters self-confidence and personal growth.
- Since the purpose of the Regional Midyear Meeting is to train the top three District Officers, clarified the policy on the Regional Midyear Meeting that candidates for International Officer and Director may not be invited. So that the meeting can stay focused on its purpose, political activities and Club meetings are prohibited.
- Amended policy to clarify the reimbursement policy for District Officers and International Speech Contestants at the Regional and International levels who move out of the geographic boundaries of the District. Reimbursement shall be based on either the residence of the Officer at the time of election or the Speech Contestant at the time of the Speech Contest or the current residence, whichever is less.
- Adopted procedural rules for campaigns for District Office and the elections of District Officers.
- Amended the procedural rules for the District Nominating Committee whereby the District Governor shall not be a member of the District Nominating Committee.
- Developed a policy on external use of Toastmasters educational materials. Programs, such as Speechcraft, Youth Leadership, the Success/Leadership modules, the Successful Club Series, the Better Speakers Series and the Communication and Leadership Program, are to be presented by Club members. The programs may be conducted outside of the Club by members for non-members as a means to promote the Club within the community or company and increase membership. No individuals, educational

institutions or other organizations may derive financial gain either directly or indirectly from the presentations of these programs.

THE BOARD ALSO:

■ Reviewed the proposal to improve the education system and offered recommendations to World Headquarters. The revised proposal will be reviewed at the February 1995 Board meeting.

■ Reviewed a draft of the revised Speechcraft program and made recommendations. The revised program will be available in 1995.

Announcements about availability will appear in *The Toastmaster*.

■ Reviewed a draft of a proposed program on mentoring and recommended that it be positioned as a Successful Club Series module. The program will be available in late 1995. Announcements about availability will appear in *The Toastmaster*.

■ Discussed the French and International Taped Speech Contests and recommended the French Taped Speech Contest be discontinued. The last contest will take place in 1995. The Board recommended that the

International Taped Speech Contest be continued, with increased promotion where possible. The 1996 deadline will be March 31.

■ Reviewed the proposed Member Achievement Program and recommended that World Headquarters proceed with the program, to be administered by Clubs at their option. Announcements about availability will appear in *The Toastmaster*.

■ Discussed training and resources that can be provided by Districts and Toastmasters International and recommended that sample training agendas of

varying lengths be included in the Regional Conference Planning Guide. It was also recommended that additional items be included in the Public Relations Resource Guide, such as a sample public relations plan, the Vice President Public Relations Manual and a list of additional public relations resources.

■ Reviewed the Distinguished District Program and changed the per capita goal to 1 percent net growth. Also recommended that restructured Distinguished District, Division, Area and Club Programs be developed for review at the February 1995 Board meeting.

New Advanced Manuals!

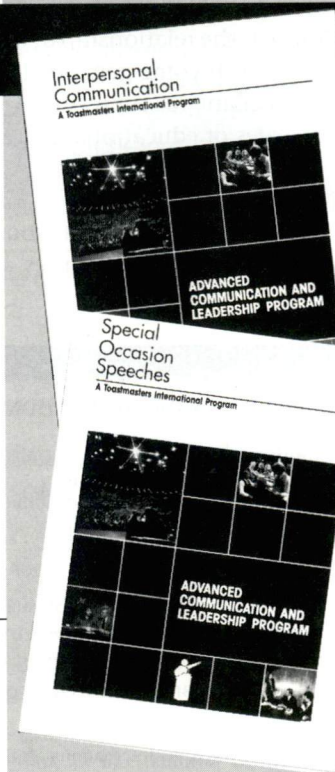
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**Toastmasters
International**

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financial report

The financial statements of Toastmasters International were prepared by the independent certified accounting firm of Frazer & Torbet. The statements were prepared in conformity with generally accepted accounting principles.

The Board of Directors of Toastmasters International controls the organization's funds and, with the Executive Director, is responsible for assuring that management fulfills its fiduciary responsibility. The Bylaws of Toastmasters International require that the corporation's financial status be reported to its member Clubs annually. To keep our entire membership informed, we are exceeding this requirement by reporting our financial results to all members.

Following are the year-end financial statements. The usual format has been expanded to include a bar graph and pie chart, which we hope will provide a clearer picture of Toastmasters International's financial activities during 1993-94.

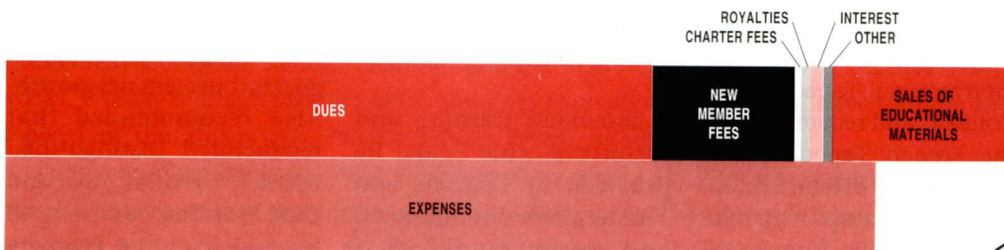


EXHIBIT A

REVENUES/EXPENSES

Exhibit A shows the relationship of individual revenue sources to expenses. You can see that income generated from dues, new member fees, charter fees, and miscellaneous sources is insufficient to cover our total expenses. We rely on sales of educational materials to be profitable.

MEMBERSHIP DUES

Exhibit B shows how each of your dues dollars is spent. A detailed explanation of these expenditures appears in the November/December issue of *TIPS*.

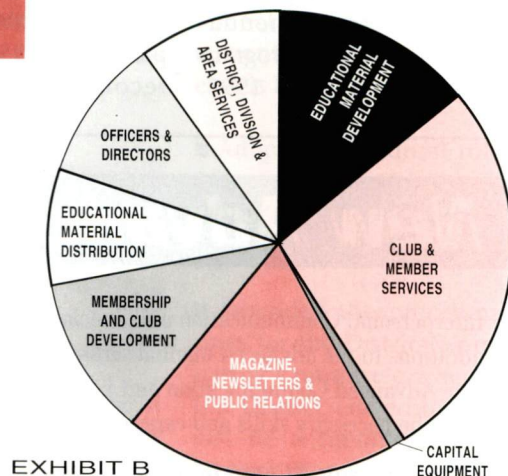


EXHIBIT B

TI FINANCIAL STATEMENT 1993-94

STATEMENT OF FINANCIAL POSITION AS OF JUNE 30, 1994

ASSETS	
Cash and temporary investments	\$ 3,063,959
Restricted cash and short term investments	\$ 672,396
Accounts receivable, net of allowance for doubtful accounts of \$8,998	\$ 106,678
Marketable securities	\$ 2,614,944
Deposits, prepaid postage and other	\$ 116,622
Note receivable	\$ 109,698
Property, building and equipment, net of accumulated depreciation	\$ 4,363,648
TOTAL ASSETS	\$ 11,047,945
LIABILITIES AND NET ASSETS	
Liabilities:	
Accounts payable	\$ 166,076
Funds held for Toastmasters International Regions	\$ 42,499
Deferred revenue	\$ 112,183
Capital lease payable	\$ 7,421
Total Liabilities	\$ 328,179
Net Assets:	
Unrestricted	\$ 7,432,426
Temporarily Restricted	\$ 3,089,061
Permanently Restricted	\$ 198,279
Total Net Assets	\$ 10,719,766
TOTAL LIABILITIES AND NET ASSETS	\$ 11,047,945

STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 1994

INCOME:	
Membership charges:	
Membership fees	\$ 3,800,826
Magazine revenue	\$ 519,590
New member service charges	\$ 972,111
Total membership charges	\$ 5,292,527
Other income:	
Charges for educational materials and supplies	\$ 1,227,123
Charter fees	\$ 53,520
Interest	\$ 90,478
Other	\$ 122,733
Total other income	\$ 1,493,854
Total income	\$ 6,786,381
OPERATING EXPENSES:	
Executive Director, Officers, Directors	\$ 473,945
Marketing	\$ 551,650
Finance and Policy Administration	\$ 1,629,315
District and Club Administration	\$ 1,813,354
Educational materials and supplies	\$ 925,223
Allowance for uncollectible note receivable	\$ 200,000
Depreciation	\$ 270,499
Total expenses	\$ 5,863,986
INCREASE IN UNRESTRICTED NET ASSETS	\$ 922,395

GLOSSARY OF EXPENSES:

EXECUTIVE DIRECTOR/OFFICERS/DIRECTORS – Includes travel and expenses at Board meetings, District visits, Regional Conferences and outside professional services, such as legal counsel.

MARKETING – Includes processing new member applications, developing and distributing new member and new Club materials, promoting, selling, processing and shipping member and Club supplies and membership and new Club development programs and awards.

FINANCE AND POLICY ADMINISTRATION – Includes processing and mailing of semiannual reports, Officer lists, Club and District billings, financial reports, Constitution and Bylaws administration, data processing services, production and warehousing of materials.

DISTRICT AND CLUB ADMINISTRATION – Includes District

operations, developing new educational materials, serving Clubs through Officer training and Club visits by District Officers, the Distinguished District, Division and Area Programs, travel reimbursements to District Officers to International and Regional meetings, processing educational completions, i.e., CTM, ATM and DTMs, production and mailing of *The Toastmaster*, *TIPS*, and the *District Newsletter* and cost of planning and operating the International Convention.

EDUCATIONAL MATERIALS AND SUPPLIES – Includes costs of materials sold through the Supply Catalog.

ALLOWANCE FOR UNCOLLECTIBLE NOTE RECEIVABLE – Allowance recorded as a precautionary measure due to decline in value of security of note receivable.

DEPRECIATION – The reduction in the value of fixed assets.

THE RALPH C. SMEDLEY MEMORIAL FUND

This fund was established to provide financial support for Toastmasters International's educational programs. These include creation of new and innovative educational materials for club and member use, and development of new Communication and Leadership Programs, such as the Success/Leadership Series.

The fund is comprised of donations from individual Toastmasters and Toastmasters Clubs and the interest earned on those donations. The fund had a balance of \$187,043 as of June 30, 1994.

NOTICE OF ACCEPTANCE OF NOMINATIONS FOR INTERNATIONAL OFFICE

People have asked what qualifications are needed to hold International Office. Following are the qualifications:

FOR INTERNATIONAL OFFICER:

- active member of a Toastmasters Club during the entire 12-month period immediately preceding nomination.
- served a two-year term on the Board of Directors

FOR INTERNATIONAL DIRECTOR: (DISTRICTS WITHIN REGIONS)

- active member of a Toastmasters Club during the entire 12-month period immediately preceding nomination.
- served an entire term as District Governor at the time of election

- not more than one of the elected Directors may be from any one Club or any one District.

FOR INTERNATIONAL DIRECTOR AT LARGE: (DISTRICTS OUTSIDE REGIONS; ELECTED IN EVEN-NUMBERED YEARS)

- active member of a Toastmasters Club during the entire 12-month period immediately preceding nomination.
- served an entire term as District Governor at the time of election; or Chairman or Chief Officer of a non-District administrative unit during the entire administrative year immediately before the unit became a District or Provisional District; or as District Governor during the entire administrative year in which the unit became a District or Provisional District.

If you are interested in running for International Office at the 1995 International Convention and meet the qualifications stated above, please write or call the Policy Administration Department at World Headquarters for a booklet called "Information for Candidates to the Board of Directors of Toastmasters International." This booklet contains a "Letter of Intent" to be sent to the International President by December 31, 1994.

The experience gained from competing earnestly in the International Speech Contest – at any level – will leave you a winner every time. And it doesn't matter what the judges think. That's right! You see, even if you don't win, applying the lessons learned from *not* winning will bring you to new levels of proficiency. Equipped with this attitude, disappointments are temporary and behind you. Growth is forward and forever.

by Morgan J. McArthur, DVM, ATM

I joined Toastmasters nearly eight years ago. As a veterinarian, I was giving seminars to groups of clients on topics ranging from cattle herd health to first aid for horses. But I had no poise on the platform. I was ineffective and my presentations were a wreck. Seeking help, I reached out to the Rise n' Shine Toastmasters in Idaho Falls, and they reached out to me. Little did they know what their encouragement would create!

The 1994 World Champion of Public Speaking explains why winning is great – but competing is even better.

YOUR CLUB AS A LEARNING LAB

24

To begin with, our club never lets anyone fail. I view our club meetings as a laboratory. Here I safely experimented, developing a sense of style on the journey to achieving my CTM. While building a foundation of fundamentals in the basic manual, I was also finding out what techniques worked best for me as a speaker. I took risks with every manual speech by stretching the limits of my vocal variety, daring myself to be more dramatic, and exploring eloquent English.

Much of my later success as a contest speaker can be attributed to that signature style and solid grounding in the fundamentals of public speaking. Both were acquired while working on speeches in the Communication and Leadership manual.

I was an International Speech Contest finalist in 1993 and 1994

and used visual aids both years in my speeches at the district, region and international levels. Remember Speech #4 – “Show What You Mean”? That project and the supplement on visual aids revealed that I was a much more effective communicator using a prop or visual aid. Those early lessons really paid off.

The most important lesson I've learned about props is that you have to be absolutely comfortable using them. If the speaker is comfortable, so is the audience. This is akin to making the butterflies fly in formation. If you appear unruffled and in control, then the audience has no reason to think otherwise. The same holds true for the use of props: Know why you're using them, prepare like crazy, then go for it like you mean it!

NEIGH SAYERS AND OTHER HURDLES

An interesting story can be told about visual aids and my speech at the 1993 World Championship of Public Speaking. Following my Region I victory, several credible Toastmasters told me that no speaker had ever won

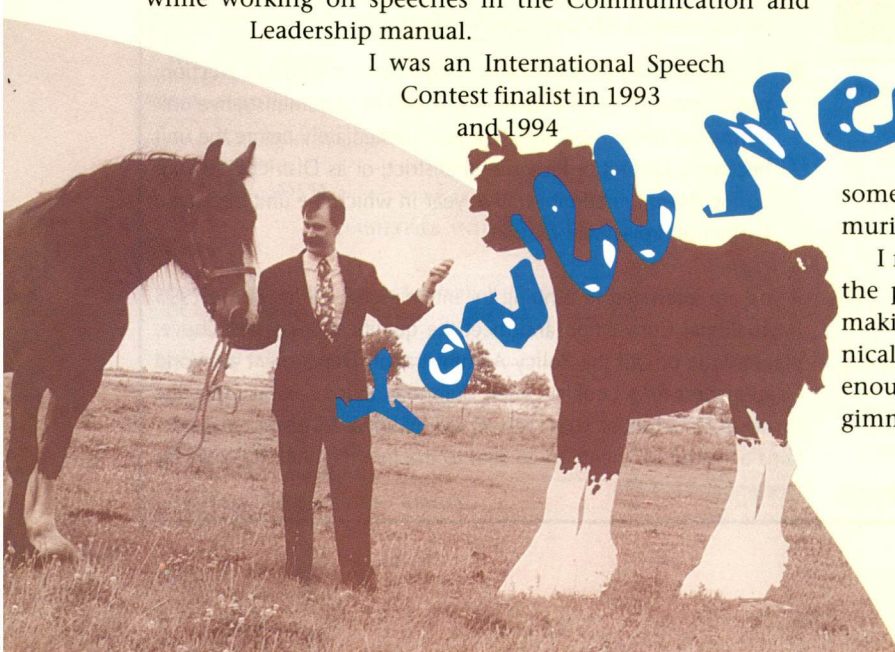
the International Speech Contest using a prop. As my speech, “The Difference is Horsepower,” began to take shape, I knew I wanted to show the audience how large a draft horse really is. I needed a prop – a *big* prop.

I joked with contest officials a month before the contest about bringing a full-size horse to Toronto for my speech. Nobody laughed. A prop of that magnitude had never been used before.

There were concerns about maintaining the professional integrity of the contest. How would a conservative audience receive something so...different? I also heard the inevitable murmuring of “It's never been done.”

I needed to be prepared to do the presentation without the prop, even at the last minute. It's a disaster in the making if a prop is the cornerstone of your talk and “technical difficulties” arise. The speech would have to be strong enough in its own right so that the prop wouldn't appear gimmicky. Did I mention my speech was about persis-

You will never be



tence? Believe me, I needed it!

On the morning of the contest, I was on stage from 2 to 5 a.m. practicing deployment of my collapsible horse. This was a challenging prop – 8 feet long by 7 feet tall – and it accorded into three folds. It had to be presented professionally in the speech so it would augment, rather than detract from, my message. After all, this was *the* contest. It had to be just right, so I practiced and practiced and practiced some more.

As it turned out, the speech worked, the big horse deployed flawlessly, and I earned runner-up honors in the 1993 International Speech Contest.

YOU CAN'T DO IT ALONE

If you have a speech that you like or that seems particularly effective, don't just shelve it in order to

to be

same

pursue another manual project.

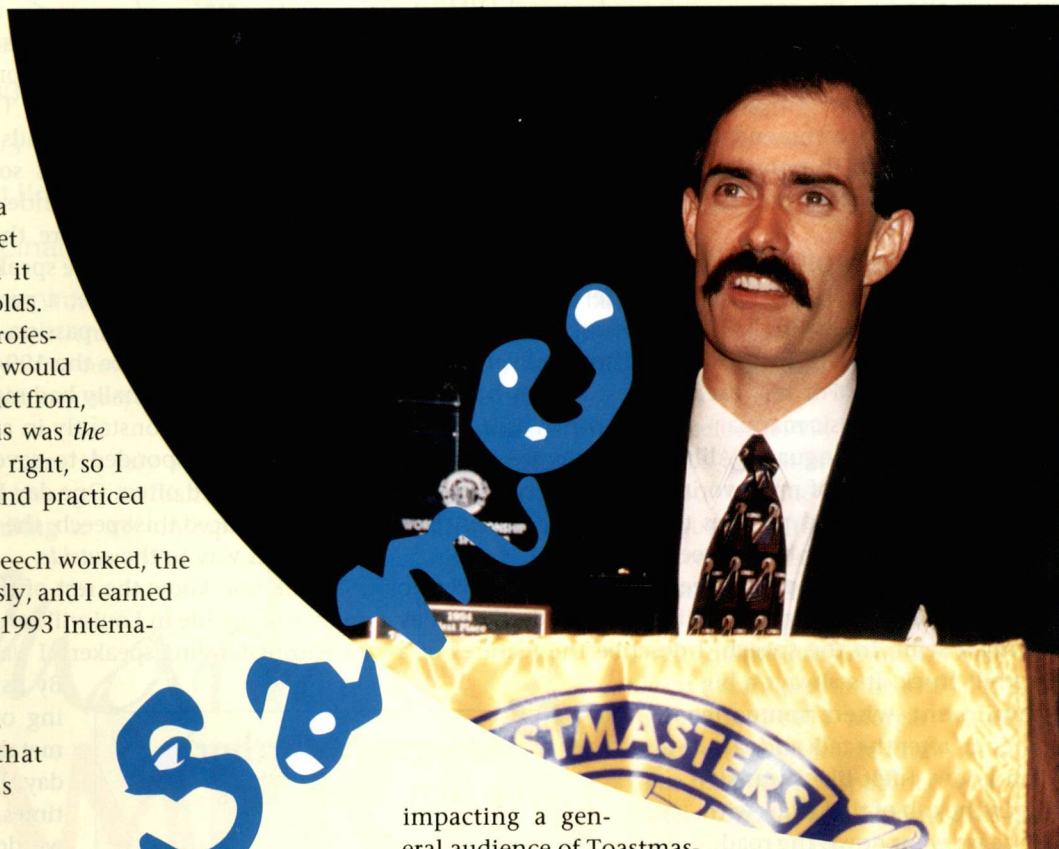
For me, no speech is even passable until it's been worked over and delivered at least three times. So give your speech again as a different manual project. Take the time and effort to craft a good speech into one that people will still be talking about years later. One thing is certain: you can't do it alone. Others can see in your speech that which you cannot see yourself. I rely on club evaluations, the advice of mentors, and suggestions from specialists. Armed with their feedback, I spend lots of time wordsmithing and rehearsing my speeches.

Evaluators can be found within your own club or in other clubs that you visit as you hone your speech. Often, clubs would give me "round robin" evaluations of contest speeches as I prepared for higher level competitions. This kind of feedback provides a feel for how your material is

impacting a general audience of Toastmasters. By doing this, you will find that feedback is varied but voluminous, and all that's left to do is sort out what is useful. Even in non-contest situations, this kind of feedback is invaluable for improving your speech. Speak often and to different groups.

Then there are the trusted mentors who are chosen as advisors because of their talent or insight. I work with a group of five or six dedicated Toastmasters who convene to gently dissect and inspect a speech so that it can be reassembled as a stronger performance. ("Again? Do I have to do it for you guys again? This is the fifth time!") For any speech worth giving more than once, this is a tremendous tool.

Outside specialists are also useful training resources. For example, I sought out a drama coach at a local university to help me access emotions and delivery techniques that enhanced my connection with audiences. Does that mean I'm *acting* when I speak? No, on the contrary, it helps me be more "real." And the more real I can be, the better my link with the listener. It's an "inside-out" thing: the more of what's *inside* the speaker that gets *outside* to the audience,



the more effective the connection between the two. Drama training can be a tremendous addition to your speaking skills. I recommend it to anyone interested in boosting performance on the platform.

WORKING WITH WORDS

Effective writing is demanding. I write out my contest speeches word for word. In a seven and a half minute speech, I have about 850 words at my disposal. Every one of them must count. For me, each contest speech harkened back to #6 in the basic manual – “Work with Words.” I love to play with the language. Alliteration, rhyme and dual meanings are some of my favorite rhetorical techniques. I also try to paint word pictures that take the audience to places they have never before been.

One of my most popular speeches is called “Driven to Dream.” It’s about realizing a childhood dream of one day driving a semi. In the speech, I describe the features of a Peterbilt truck. It’s always a big compliment when someone comes up after the talk and says, “You know, I felt like I was sitting in the cab of that truck with you as we went down the road.” Mission accomplished.

And here’s an idea: Rather than quote someone else, why not labor over your own words and create a phrase someone will one day attribute to you. At the opening of “Driven to Dream” I tell my audiences, “People living in a dream world never want to wake up – but people who pursue their dreams never want to sleep!”

WATER FROM THE WELL

My winning speech from this year’s International Speech Contest, “Stuck to a Bucket,” was the hardest speech I have ever written. Inspiration was like rain in the middle of a drought – absent. I assembled many ideas, quotations, stories, jottings on napkin scraps...but none spoke to me passionately as speech

Your Style is like Your Signature.
Develop it.
Be proud of it.
Morgan J. McArthur

material. The right one hadn’t surfaced yet. Time continued to slip by.

Then one day welcome clouds formed on the horizon. Drops soon fell from the heavens and a gentle shower began. Relief. Three weeks before the contest a very personal idea seemed to be speaking to me. It quickly came

together. It was all there: a personal story, a strong message, word play, drama, passion, and my beloved visuals. A scant two weeks before the 1994 World Championship of Public Speaking, I finally had my speech.

I rehearsed it constantly in a gravel pit near my home. My mentors responded to several emergency calls. The speech changed often. One day I altered it three times! The more I practiced this speech, the more I could feel the *inside* finding its way to the *outside*.

Well, you know the rest of the story. I gave the performance of my life in Louisville and, in the company of eight other outstanding speakers, I was judged to be the winner.

By using the metaphor of finding one’s wet hand stuck to a metal bucket on a frigid winter’s day, I illustrated how we sometimes get stuck in our lives. But we don’t have to be. We have choices. We can get stuck in our speaking routines, too. But we don’t have to be. Make choices. Take risks. Use the Toastmasters learning laboratory to develop your signature style and be proud of it.

And if you jump into the International Speech Contest, you’re in for one heck of a ride. Why? Because you will learn more about your strengths and weaknesses as a speaker. You will add tools to your speaking toolbox that will, from that point on, strengthen every speech you ever give. And you will never be the same speaker you once were!



Morgan J. McArthur, DVM, ATM, is a member of the Rise n’ Shine Club 3505-15 in Idaho Falls, Idaho.

Morgan McArthur’s Top Ten Trade Tips

1. You learn more from losing than from winning.
2. Winning is more fun than losing.
3. I lost less when I learned lessons from my earlier losses. (Practice saying this rapidly and repeatedly; it strengthens elocution.)
4. Celebrate other people’s victories.
5. There are very few new ideas. Creative packaging sells an old idea uniquely.
6. No one can deliver your material better than you. Make it your own.
7. Your style is like your signature. Develop it and be proud of it.
8. If you have a good speech, it’s like a hit song on the radio – audiences will want to hear it over and over again.
9. Ignore the pressure to write a great speech. Write one you can’t wait to give and the rest will take care of itself.
10. If it isn’t fun, it shouldn’t be done.

Once heard a man being interviewed by a group of reporters on his 100th birthday. "Funny thing," he said, "For 99 years nobody paid me much attention. But now that I'm a hundred, everybody seems to think I'm fascinating."

by David Brooks, DTM

Winning the Toastmasters World Championship of Public Speaking is a parallel experience. You get letters and phone calls from people you've never met asking for advice. An intrusion? Quite the contrary. I consider it a compliment.

One such compliment came in July 1993. The phone rang; it was a call from a stranger in Idaho Falls, Idaho. Morgan McArthur was calling to ask my opinion about

The Mark of a CHAMPION

using props in the International Speech Contest.

It turned out to be a fortuitous event: He got his question answered; I was honored to be considered a knowledgeable resource; and we formed a friendship and professional relationship from which we both have learned. This is mentoring – a two-way learning process from which both parties prosper.

Those who succeed in any endeavor understand what the ancient Greek historian Herodotus (c. 485-425 B.C.) meant when he wrote: "It is contact with others that teaches all one knows." Or, more simply: "In others we find ourselves."

In Morgan McArthur, I found several traits I admire.

✓ **He was a willing student.** It was apparent when Morgan first called that he knew a lot about the art of speaking – but he was eager to learn more. It's been said that a good teacher isn't supposed to teach you everything you need to know. Rather, a good teacher shows you what you don't know, and instills in you a burning desire to learn it. Morgan must have had a few good teachers along the way, because his desire to learn burned brightly. This is the mark of a champion.

✓ **He intuitively knew what advice to accept and what to reject.** When well-intentioned friends say: "This is what you should do...", what they mean is: "This is what I would do..." Morgan knew the difference – not instantly, but instinctively.

In that first phone call, he told me he was considering using a prop – a *big* prop – in the International Speech Contest. He asked my opinion. Instead, I asked back, "What is *your* opinion?" He said he wanted to use a prop, but most people were advising against it. "Too risky," they said. "Too different. It hasn't been done before."

I reminded him that before 1990, none of the World Championship contestants had attempted to elicit audience response, and everyone told me it would be a bad idea to break tradition. But I trusted instinct over advice. And it worked. Now everybody tells me what a great idea it was.

We also discussed a favorite Mark Twain quotation: "A man with a new idea is a crank...until the idea succeeds." In 1993 and 1994, Morgan trusted instinct over advice. He knew what was right for him. His speeches were completely original and uniquely his own. This, too, is the mark of a champion.

✓ **His goals and objectives were distinctly defined.** Though "goals and objectives" are sometimes used interchangeably, Morgan saw an important distinction between the two. In both years' competition, his goal was to win the World Championship. As is the case with all serious competitors, he had his eyes on the prize.

But he was not so obsessed with the sparkle of the trophy that he lost sight of the objective: to be a better speaker – each time better than the last.

Morgan says he is glad he placed second in 1993. I believe him. Because in the ensuing months I saw him grow. In 1994 he was a better speaker than the year before. And, as any champion will tell you, this is the true measure of success. **T**

David Brooks, DTM, won the International Speech Contest in 1991. He is a member of the West Austin II Club 6379-56 in Austin, Texas.

IT IS OFTEN WHILE
TEACHING OTHERS
THAT WE LEARN
THE MOST ABOUT
OURSELVES.



INTERNATIONAL SPEECH CONTEST RULES

Before entering the International Speech Contest, study the rules, especially those pertaining to eligibility, speech length, originality, timing and protests.

In addition, attend the pre-contest briefing for all contestants, held by the contest chairman, who will tell you when the briefing of rules and procedures will be held. During the briefing, contestants draw for speaking positions and become familiar with the speaking area. This is your opportunity to ask any questions about the contest.

Familiarity with contest rules and procedures often makes the difference between winning and losing. Be a winner – know the rules and procedures.

1. PURPOSE

- A. To provide an opportunity for speakers to improve their speaking abilities and to recognize the best as encouragement to all.
- B. To provide an opportunity to learn by observing the more proficient speakers who have benefited from their Toastmasters training.

2. APPLICABILITY

These rules, unless otherwise noted, apply to all Toastmasters speech contests which select contestants for the annual International Speech Contest, which is conducted in English only. These rules may not be supplanted or modified, and no exceptions may be made.

3. SELECTION SEQUENCE

- A. Club, Area, District. Each Club in good standing may select a contestant to compete in the Area contest. An alternate should also be selected. The Area speech contest winner then proceeds to the Division contest (if applicable). The Division winner then proceeds to the District contest. Should an Area or Division contest winner be unable to participate in the next level contest, the highest placed available contestant will advance to that level. NOTE: The District contest chairman informs World Headquarters of the name and address of the winner and alternate in the District contest. Information concerning the Regional contest is then mailed to the winner and alternate.

- B. In those Areas with four Clubs or less, the two highest placed available contestants from each Club may compete in the Area contest. In those Divisions with four Areas or less, the two highest placed available contestants from each Area may compete. In Districts with four Divisions or less, the two highest placed available contestants from each Division may participate in the District contest.

- C. Each Region shall select a winner and an alternate. The contest chairman, usually the first-year Director, informs World Headquarters of the name and address of the winner and alternate in the Regional contest. Information concerning the International Speech Contest is then mailed to the winner and alternate. Eight speakers, one from each Region, compete in the International contest. A ninth speaker, selected in a special speech contest among Districts outside of North America, also competes in the International contest.

4. ELIGIBILITY

- A. To be eligible to compete at any level of the International Speech Contest, an individual must:
 1. Have been an active Toastmaster in good standing since the previous July 1 of a Club in good standing.
 2. Have completed at least six projects in the Communication and Leadership Program manual.
- B. Only one kind of exception may be made to the requirements listed above. A charter member of a Club

chartered since the previous July 1 is eligible to compete. (The Club must be officially chartered prior to the Area contest.)

- C. The following are ineligible for competition in any contest: incumbent International Officers and Directors; District Officers (Governor, any Lieutenant Governor, Division Governor, Area Governor, Secretary, Treasurer or Public Relations Officer) whose terms expire June 30; International Officer and Director candidates; Immediate Past District Governors; District Officers or announced candidates for the term beginning the upcoming July 1.
- D. The winner of the contest finals held each August during the International Convention is not eligible to compete again at any level.
- E. Toastmasters who are members in more than one Club and who meet all other eligibility requirements may compete in each Club contest in which membership in good standing is held. However, should they win more than one Club International Speech Contest, the contestant may represent only one of the Clubs at the Area level. No contestant can compete in more than one Area International Speech Contest, even if the two Areas are in different Divisions or different Districts.
- F. A contestant must be a member in good standing of the Club, Area, Division, District or Region being represented when competing in a speech contest at the next level.

5. SPEECH SUBJECT AND PREPARATION

- A. Subject for the prepared speech shall be selected by the contestant.
- B. Contestants must prepare their own five- to seven-minute speeches, which must be substantially original and certified as such in writing to the chief judge by the contestants prior to the presentation of the speeches (on form 1183, Speaker's Certification of Speech Originality). Any quoted material must be so identified during the speech presentation.
- C. All contestants will speak from the same platform or area designated by the contest chairman with prior knowledge of all the judges and all the contestants. The contestants may speak from any position within the designated area and are not limited to standing at the lectern/podium.
 1. A lectern/podium will be available. However, the use of the lectern/podium is optional.
 2. If amplification is necessary, a lectern/podium fixed-mounted microphone and a portable microphone should be made available, if possible. It is suggested that the fixed-mounted microphone be nondirectional. The selection and use of a microphone is optional for each contestant.
 3. All equipment will be available for contestants to practice prior to the contest. Contestants are responsible for arranging their preferred setup of the lectern/podium microphone and other equipment in a quiet manner before being introduced by the Toastmaster.
- D. Every participant must present an entirely new and different speech for the Regional and for the International contests than given in any contest that same year. Up to and including the District contest, contestants may use the same speech, but are not required to do so.
- E. Winners of each District contest shall present a detailed outline of their winning speech in the District contest to the chief judge of the Regional contest. Winners of the Regional contest will prepare and mail to World Headquarters outlines of their District and Regional winning speeches, which will be given to the chief judge at the International contest.

6. GENERAL PROCEDURE

- A. At the Club or Area level contests, a contest chairman, chief judge, at least five judges, three counters and two timers are appointed. These appointments will be as far as practical at the Club level, but required for the Area level.

At the Division or District level contests, there should be at least seven judges or equal representation from the Areas composing the Division or District in addition to a contest chairman, chief judge, three counters and two timers.

At the Regional or International contest, there should be at least nine judges or equal representation from the Districts or Regions respectively; no judge shall be a member of the Club represented by a contestant. In addition to these judges, five qualifying judges, a contest chairman, chief judge, three counters and two timers are appointed.
 - B. Before the contest, contestants are briefed on the rules by the contest chairman. Judges, counters and timers are briefed on their duties by the chief judge. Contestants will then draw for their speaking position with the contest chairman.
 - C. If a contestant is absent from the briefing, the alternate speaker, if present, may be included in place of the primary contestant. When the contest Toastmaster is introduced, if not present, the primary contestant is disqualified and the alternate officially becomes the contestant. Where the primary contestant arrives and makes this known to the contest chairman and has all required paperwork in good order prior to the introduction, and missed the briefing, disqualification shall not occur and the primary contestant may speak in the drawn order, but waives the opportunity of a briefing.
 - D. Introduce each contestant by announcing the contestant's name, speech title, speech title and contestant's name.
 - E. There will be one minute of silence between contestants, during which the judges will mark their ballots.
 - F. Contestants may remain in the same room throughout the duration of the contest.
 - G. Announcement of contest winners is final.
- ## 7. TIMING OF THE SPEECHES
- A. Speeches will be five to seven minutes. A contestant will be dis-

qualified from the contest if the speech is less than four minutes 30 seconds or more than seven minutes 30 seconds.

- B. Upon being introduced, the contestant shall proceed immediately to the speaking position. Timing will begin with the contestant's first definite verbal or nonverbal communication with the audience. This will usually be the first word uttered by the contestant, but would include any other communication such as sound effects, a staged act by another person, etc.
- C. Timers shall provide warning signal lights to the contestants, which shall be clearly visible to the speakers but not obvious to the audience.
 1. A green light will be turned on at five minutes and remain on for one minute.
 2. An amber light will be turned on at six minutes and remain on for one minute.
 3. A red light will be turned on at seven minutes and remain on until the conclusion of the speech.
 4. No signal shall be given for the overtime period.
 5. Any sightless contestant may request and must be granted a form of warning signal of his or her own choosing, which may be an audible device. The contestant must provide any special device required for such signal.
 6. In the event of technical failure of the signal, a speaker is allowed 30 seconds extra overtime before being disqualified.

8. PROTESTS

- A. Protests will be limited to judges and contestants. Any protest will be lodged with the chief judge and/or contest chairman prior to the announcement of the winner and alternate(s). The contest chairman shall notify the contestant of a disqualification regarding originality or eligibility prior to that announcement before the meeting at which the contest took place is adjourned.
- B. Before a contestant can be disqualified on the basis of originality, a majority of the judges must concur in the decision. The contest chairman can disqualify a contestant on the basis of eligibility.
- C. All decisions of the judges are final.



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

DTM

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

- Joseph "Mike" Brady, 4617-2
- James Clark, 4152-5
- Malcolm S. Macmillan, 1506-12
- Kay Presto, 2330-12
- Rosetta Nicewarner, 7213-12
- Aletha Richardson, 4607-14
- Lindsey M. Johnson, 5307-14
- Kermit Clark, 6931-14
- Suellen K. Brown, 170-16
- Ollie Bee Henderson, 454-16
- Michael D. Boyd, 7174-18
- Marianne A. Lee, 4989-22
- Arthur L. Kilpatrick, 2668-26
- James L. Spencer, 8400-33
- Anastasio Escobedo Ponce, 8191-34
- Helen R. Beale, 1732-35
- Lorraine A. McCall, 1031-39
- Victoria Morse, 2349-39
- Beverly Tindall, 6110-42
- Larry D. Collins, 1295-47
- Sandy Gordon, 3610-53
- Gwendolyn S. Sawyer, 127-54
- Kathy Blair, 181-56
- Mercedes Balli, 6486-56
- Colin Holbrow, 2303-60
- J. Andree Brooks, 1011-66
- Robert Bonfield, 3110-69
- Ian Hall-Kenney, 1988-72
- Leo Baxendale, 2176-72
- Alois Schatzdorfer, 7686-72
- Carl Horn, 9360-72
- Leslie H. Ager, 163-73
- Michael William Broberg, 4203-73
- Pat Haslam, 9263-73
- Adelina C. Royo, 4933-75

ATM Silver

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

- Lee P. Wagner, 2531-3
- Audrey Cousins, 618-9
- Don C. Hunt, 627-16

- Martha W. Westgard, 6619-17
- Laurie Krzynowek, 1743-30
- John M. Smilek, 4532-40
- Sherry E. Feron, 7305-40
- Robert Weaver, 4472-58
- Harold Usher, 3726-60
- Paul Fee, 1738-63
- Stephen John Meade, 2982-70
- E. C. Everett, 5868-70
- Nigel Mattison, 3593-72
- Michael Frank Tartelin, 4675-72

ATM Bronze

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

- Eleazar "Bill" Baker, 1240-U
- Matt Corrigan, 4220-F
- Richard M. Snow, 5538-2
- Robert Chisholm, 5553-5
- Peter R. Germann, 2919-6
- Francilda Ann Venable Erickson, 4626-8
- Connie J. Slagle, 7116-11
- Sandra A. Garrett, 5997-14
- Margaret Jo Carr, 794-15
- Marie Lindquist, 3109-23
- Akber Nazir Sarfaraz, 1728-25
- Anne G. Carter, 2348-25
- Dale L. Moyer, 8913-27
- Ron Adams, 156-30
- Laurie Krzynowek, 1743-30
- Joanne M. Linzer, 5577-30
- Donald K. Macintyre, 2277-31
- Karen K. Purple, 2453-31
- Vernon Valero, 7984-31
- Shirley Lorraine, 8400-33
- Earl T. Akey, 1438-35
- Patricia Akey, 1438-35
- Victor Veizaga, 7473-36
- Constance Parr Leni, 6778-39
- Brett T. Distel, 3258-41
- Francis Sue Carter, 4219-44
- John F. Buchalski, 1094-45
- Paula Horwitz, 2081-46
- Mark LaVergne, 8926-46
- Donald K. Rosen, 2445-47
- Paul J. Spiewak, 6003-47
- Larry Eskridge, 1196-54
- Stacey E. Morrison, 745-56
- Thomas L. L. Saulsberry, III, 4948-56
- David F. Edwards, 2797-57
- Berry Birrell, 4189-60
- Margaret Holubowich, 3319-61
- Mary Wade Wright, 3264-63
- David C. McClees, 3431-66
- Phillip Albritton, 2306-68
- Andrew D. Pollock, 3474-72
- Rustico V. Bernacer, 6355-75

ATM

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

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- Fionnuala C. Anderson, 587-F
- Jan P. Dwyer, 2495-F
- Paul A. Wood, 7493-F
- Vernon Meurer, 8354-F
- Daphne Green, 9342-F
- Sheila Harris, 401-1
- Carol C. Torkko, 3491-2
- Ashok K. Jain, 1283-3
- Rick Bright, 2607-3
- Roy Blomquist, 7406-3
- Linda Abbott, 7657-3
- Minoru Yanagihashi, 8068-3
- Steven E. Sloan, 2032-4
- Ofelia C. Albrecht, 2697-4
- Mona Gilmer, 7168-4
- Teresa Aidee Rodriguez, 772-5
- Linda Jackson, 1815-5
- Nan Miller, 9387-5
- Dorothy M. Wrigley, 175-6
- Einar William Nordstrom, 208-6
- John A. Ward, 958-6
- Judy LeFevre, 2003-6
- Arlen Arthur Axdahl, 4026-6
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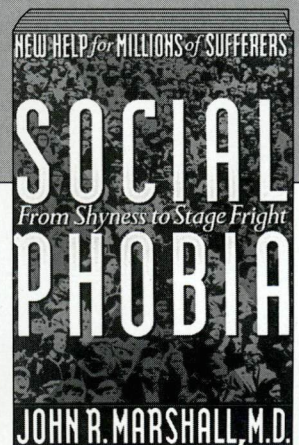
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