

## HIGH PERFORMANCE LEADERSHIP

A Toastmasters International  
Leadership Development  
Program

### TOASTMASTERS INTERNATIONAL

P.O. Box 9052 • Mission Viejo, CA 92690 • USA

Phone: 949-858-8255 • Fax: 949-858-1207

[www.toastmasters.org/members](http://www.toastmasters.org/members)

© 2011 Toastmasters International. All rights reserved. Toastmasters International, the Toastmasters International logo, and all other Toastmasters International trademarks and copyrights are the sole property of Toastmasters International and may be used only with permission.



**WHERE LEADERS  
ARE MADE**

# TABLE OF CONTENTS

## PART 1: LEARNING ABOUT LEADERSHIP

<b>STUDY.....</b>	7
The Need for Leadership Today .....	7
Leaders and Managers.....	8
Formal Authority and Earned Authority .....	8
To Lead is to Serve.....	9
The Six Dimensions of Service Leadership .....	10
Service Leadership Chart.....	10
Vision and Values .....	10
Direction .....	11
Persuasion.....	11
Support .....	12
Development .....	12
Appreciation .....	13
How to Become a More Effective Leader .....	13
<b>ACTION.....</b>	14
Quiz: Assess Your Knowledge of Leadership .....	14
Assessing Your Current Leadership Skills .....	16
Your Leadership Profile.....	18
Selecting a Project.....	18
<b>FEEDBACK.....</b>	20
Recruiting Your Guidance Committee.....	20
Guidance Committee Meeting Agenda .....	22

## PART 2: CHOOSING YOUR OBJECTIVE

<b>STUDY.....</b>	23
Vision, Mission, and Core Values.....	23
Forming a Vision.....	23
Turning a Vision into a Mission .....	24
Defining Core Values.....	25
Communicating Your Vision and Mission .....	25

<b>ACTION</b>	27
Describe Your Vision	27
Write Your Mission Statement	28
Define Your Core Values	29
Plan Your Speech to the Club	30
Present Your Speech to the Club	31
<b>FEEDBACK</b>	32
Guidance Committee Meeting Agenda	32
Evaluation Guide for "Sharing Your Vision"	33

## PART 3: WINNING COMMITMENT TO YOUR OBJECTIVE

### Action Phase #1:

<b>STUDY</b>	34
How to "Enroll" Others in Your Vision	34
How to Form an Action Team	35
How to Create an Action Strategy	35
Developing an Action Plan	36
How to Decide on Roles, Goals, and Timetables	37
<b>ACTION</b>	38
Recruit Your Action Team	38
Build Your Team by Sharing Ownership	39
Create an Action Strategy	40
Begin to Develop an Action Plan	41
Define Roles, Goals, and Timetables	42
Write the Plan	43
Action Plan	44
Project Plan & Timetable	45
<b>FEEDBACK</b>	46
Meet with Your Guidance Committee	46

## PART 4: WORKING THE PLAN

### Action Phase #2:

<b>STUDY</b>	47
Helping Your Team Accomplish its Mission	47
Support	47
Development	47
Appreciation	47

Hold Periodic Progress Review Meetings .....	48
Reviewing Your Personal Progress So Far .....	48
Dealing with Obstacles, Setbacks, and Problems.....	49
Dealing with People Problems .....	49
When and How to Rethink Your Direction .....	50
<b>ACTION.....</b>	<b>51</b>
Review Your Progress Against Your Plan .....	51
Overcoming Problems.....	52
Handling Conflict.....	53
Reevaluate the Overall Plan .....	54
Get Feedback from the Team .....	55
Re-evaluating Your Leadership Skills.....	56
Your Leadership Profile.....	58
<b>FEEDBACK.....</b>	<b>60</b>
Meet with Your Guidance Committee .....	60

## PART 5: ANALYZING AND PRESENTING YOUR RESULTS

<b>STUDY.....</b>	<b>61</b>
Reviewing Results .....	61
Present Results to Your Club .....	61
How to Receive the Leadership Excellence Award .....	62
<b>ACTION.....</b>	<b>63</b>
Plan Your Speech to the Club .....	63
Review the Speech with Your Guidance Committee.....	64
Present Your Speech to the Club .....	65
Evaluation Guide for "Presenting the Results" .....	66
<b>FEEDBACK.....</b>	<b>67</b>
Meet with Your Guidance Committee .....	67

## Appendix

Glossary .....	68
Leadership Excellence Award Application .....	70
Toastmasters Educational Program.....	71
Toastmasters Recognition.....	72
Leadership/Distinguished Toastmaster Awards Application .....	74

# HOW TO USE THIS PROGRAM

This exciting Toastmasters International action-learning program will help you develop your leadership skills. You will learn by doing.

Using Toastmasters' proven three-part learning process of study, action, and feedback, your first step will be to select a project providing you with a leadership role. This project will be a practical workshop in which to learn leadership skills, put those skills into action, and then receive feedback on your performance and progress.

What sort of project might provide a leadership role? Perhaps you would enjoy taking on a project for your Toastmasters club or district while serving as an officer or committee chair. Or, if you are an employee or supervisor in a business organization, you could do a leadership project related to the needs of your organization. Other possibilities include projects for your community, church, an association or professional group, or some other organization. Your project, in fact, can be almost anything, so long as it is legal, ethical and socially responsible, and your activities are not represented as being endorsed by Toastmasters International.

This program requires you to do the following:

1. Recruit a guidance committee to meet with you at the completion of each of the five parts of this program and provide helpful feedback and suggestions for improvement.
2. Study the learning materials in this manual carefully and apply them in your own situation.
3. Select a worthwhile project which you intend to complete by working with other people in a leadership capacity, either formal or informal.
4. Work with your team to accomplish the goal, or at least to make enough progress so you can show the results of your learning process.
5. Make a presentation on your project to your club and get helpful feedback from the members; then submit results to Toastmasters International to receive the Leadership Excellence award certificate and credit toward the Advanced Leader Silver award.

The projects in this manual require considerable thought, preparation and time. The rewards you receive will depend upon the effort you expend. Complete each project to the best of your ability and challenge yourself to do even more. Only in this way will you become a true leader.

## THE NEED FOR LEADERSHIP TODAY

As populations increase and cultures and people become increasingly diverse, more issues – and more problems – face us than ever before. Many people assume these major problems and important issues will be taken care of by government agencies, but this assumption is becoming less and less of a reality. Many of the critical issues and problems today are the kind government is least equipped to handle. And some of the issues and problems are caused by government itself.

This is why the world needs strong, competent leaders now more than ever before. Progress can happen only when someone assumes a leadership role – when someone decides there is a problem, a need or an injustice, and takes action to solve the problem, fulfill the need or correct the injustice.

History can relate the stories of many leaders who saw a problem, a need or an injustice and took action.

For example, Mohandas Gandhi led the Indian people in a revolution of nonviolent disobedience that finally toppled the entire British colonial government in India.

And black civil rights leader Martin Luther King Jr. studied many of Gandhi's ideas, incorporated them with his own thoughts, and unified people in a movement that led to sweeping social reforms in the United States.

Mother Teresa, the Missionaries of Charity nun dedicated to helping the poor, moved thousands of people to action with no other authority than that of her moral conviction and strength of determination.

You don't have to be a Gandhi, a Martin Luther King or a Mother Teresa to make changes. Nor is it necessary to have the political stature of national leaders such as Winston Churchill and Abraham Lincoln, or the military might of a legendary general such as George S. Patton. Average citizens, working together under a unified purpose, are just as capable of making contributions as the most empowered world leaders.

Consider, for example, the collapse of communist regimes in eastern Europe and other totalitarian regimes around the world, all pressured to change by their own people. The USSR, once the world's model of communism, virtually disintegrated under the pressure from its people.

In the United States, a group of women calling themselves "Mothers Against Drunk Driving" (MADD) launched a campaign to make the laws and penalties for driving under the influence of alcohol much tougher. Their efforts resulted in nationwide attention, eventually spurring legislators and law enforcement people to act on a solution.

You, too, can be a leader without ever leaving your own community.

## LEADERS AND MANAGERS

Leaders are not the same as managers. Chances are a good manager will be a good leader. But a person can be an effective leader without having any formal management responsibilities at all. Businesses and other organizations have paid much attention over the years to matters of management but not nearly enough to leadership. We now realize it is important to shift our focus to leadership.

Indeed, Dr. Warren Bennis, the distinguished professor at the University of Southern California business school, contends there is too much management and not enough leadership in the business world today. According to Bennis, "Today's employee is overmanaged and underled." Bennis reminds us, "You don't hear people talking about great world managers – they're world leaders. We don't admire great military managers or political managers. We admire people who can lead – people who can capture our imaginations, turn us on to important ideas, and recruit our energies for great and noble purposes."

Toastmasters International needs such leaders at all levels. From your club – the heart of Toastmasters – to the area, district and international levels, we need committed leaders to ensure the organization achieves its mission of service.

Progress happens when someone decides that a better way exists and influences others to find that better way. Most likely you have situations you would like to change. You probably see or experience problems within your work place, community, church, Toastmasters club, association, or other organizations that need attention; still, you feel powerless to make a difference. *But you can create change!* You can influence events by influencing people and by providing leadership in just about any area you choose. It simply takes some knowledge and understanding of leadership principles and techniques... which is just what this program provides.

## FORMAL AUTHORITY AND EARNED AUTHORITY

What makes a great leader? Have history's great leaders possessed certain qualities, skills or special abilities? What made people follow them? Why are some people successful in areas such as politics, the military, public life and corporate management while many others try and fail? What must you do to have people put you in charge?

Earlier we named some of history's great leaders. Some of them, such as Churchill and Lincoln, had a formal title or rank that commanded respect and attention. People followed them because they were the boss; this is called formal authority. Other leaders, however, have not had this authority. Their authority has been informal or earned, derived from personal relationships built with others. Although these leaders were not designated as bosses, other people considered them to be leaders who could help them achieve their goals. In all cases, leaders were individuals who knew how to influence others. They understood people, and they knew how to use the tools of authority. Not all of history's leaders were well-educated, and not all of them were morally motivated. But they all knew how to be leaders.

The ideal way to influence is to have both formal authority and earned authority. However, if you have little or no formal authority, you can still be effective if you have high earned authority. In fact, it is common for a person with no formal authority and high earned authority to have greater influence over others than someone who has high formal authority but little or no earned authority. We all know of executives, managers or supervisors who are unsuccessful despite their formal authority because they have not earned the respect, trust and allegiance of those who work for them.

This program's design is based on the assumption that you want to accomplish something in an area where you do not have formal authority. It provides the basic elements of leadership you need to learn and use when you are not directly in charge. Of course, if you are an executive, manager, supervisor or business owner, you will have the additional advantage of formal authority. But to meet

the needs of most people who will use this program, we will be focusing on ways to earn the authority you need to influence others to act.

## TO LEAD IS TO SERVE

One of the Latin titles given to the Pope is *servus servorum*, which means "the servant of servants." This viewpoint suggests that the role of a leader, no matter what type of authority is involved, is to lead by helping or enabling others, not by forcing them.

Today, leaders are being asked to provide a new kind of authority: service leadership. Gone are the days when the simple command and control style would work. This style no longer fits with contemporary social values, as people now expect positive personal relationships with their leaders. People want relationships that help them focus their energies so they may do their best work and even surpass their own expectations. Today's workers demand relationships that give them a sense of satisfaction in what they have done.

Service leadership requires the capacity to lead both with a focus on service to those benefiting from the end result, and to those who do the work in achieving the objectives. Such leadership requires working with a spirit and set of values that emphasize worthwhile contributions. Service leaders see their role as enabling or empowering others to accomplish something worthy.

Service leaders are willing to place empowerment above personal power; contribution above their own ego satisfaction; and the needs of the team above their own needs for credit and acclaim.

## THE SIX DIMENSIONS OF SERVICE LEADERSHIP

A good service leader is one who is effective in six major areas or dimensions:

- ▶ Vision and Values
- ▶ Direction
- ▶ Persuasion
- ▶ Support
- ▶ Development
- ▶ Appreciation

Let's examine each of these dimensions in detail.

### SERVICE LEADERSHIP

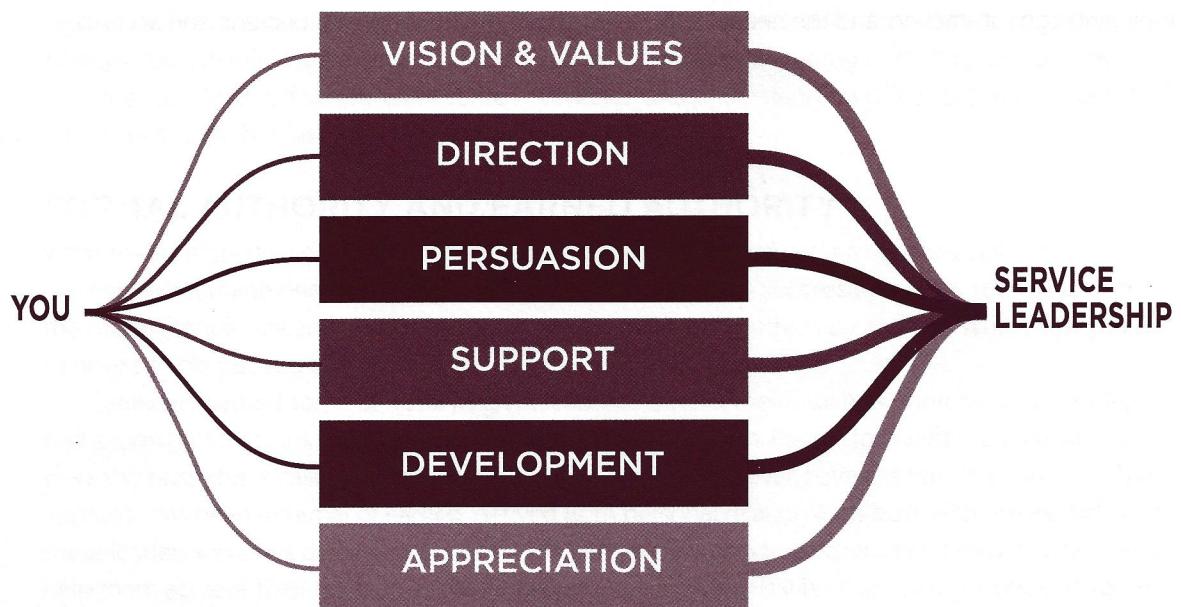


FIGURE 1

### VISION AND VALUES

Good leaders: 1) imagine or envision what they would like to have happen; 2) understand what is happening now; and 3) decide what needs to be done to make their vision become reality. They convey their vision to their team – those who will be helping them.

Leaders also identify and personify the basic beliefs or values which guide their actions as leaders. For example, some leaders value honesty, integrity and quality, and they communicate these values to others through their words and actions.

Specifically, a leader ...

1. **Has a vision for the team.** A clearly defined vision is necessary for your team to be successful. What do you want to accomplish? How will the team contribute?
2. **Keeps abreast of current events.** Leaders are knowledgeable about current events in their field of interest and in the world. Do you regularly read newspapers and trade magazines to keep up with the latest developments? Do you keep in contact with other leaders in your field of interest, seeking their viewpoints and input?
3. **Spots problems.** Good leaders are proactive, not reactive. Do you predict possible problems you and your team may encounter? Can you plan how to overcome them?
4. **Is knowledgeable about the work to be done.** Facts and figures are often the raw material of effective decisions. Are you well-informed?
5. **Is decisive.** Leaders afraid of being wrong usually act conservatively and don't accomplish as much as those willing to take a risk. Can you make decisions quickly? Are you willing to accept the risks involved in decision-making?
6. **Practices values.** People expect leaders to be role models for the values critical to the team's success. Do you practice the values you promote?

## DIRECTION

Leaders help people accomplish tasks necessary to turn the vision into a reality. Leaders set goals, establish priorities and delegate responsibility as necessary.

Specifically, a leader ...

7. **Sets goals.** People work more effectively and enthusiastically when they have specific results to achieve. Do you set goals for your team and help them organize their efforts?
8. **Delegates effectively.** A leader delegates specific responsibilities and the authority to act to capable people and makes sure they understand priorities so they can be productive. What responsibilities should you personally assume and what should you give to others?

## PERSUASION

Leaders also persuade others to see, understand and believe in their vision. Bennis calls this leadership skill the ability to "enroll others in your vision." When others believe as you do, they are more likely to commit themselves to achieving the objective.

Specifically, a leader ...

9. **Projects self-confidence.** Team members must trust and accept their leaders, and this trust and acceptance usually depends upon how leaders present themselves. Are you confident in your abilities? Are you comfortable working with and leading people? Do you convey self-confidence to others?
10. **Communicates the big picture.** For people to work well as a team, each needs to understand the contribution, direction and priorities of the team and the progress being made. Do you help the people on your team to understand the group's purpose? Do you keep them informed of progress and new developments that affect them?
11. **Calls attention to goals.** It is easy for team members to get caught up in routine tasks and forget about goals. Do you frequently remind people about the team goals and mission? Do you keep attention focused on goals?

12. **Communicates one-to-one.** The ability to communicate well is critical. Are you able to listen effectively and clearly express your own ideas? Can you put people at ease? Do you help them to express themselves clearly? Are they comfortable in coming to you with problems as well as with good news?
13. **Follows through.** To be a credible leader, you must stand behind your decisions and see them through to completion. Do you follow through on your decisions? Do you make it clear to team members that you expect them to carry out actions once you have made the decision?

## SUPPORT

Leaders make sure everyone functions well as a team, is equipped with the necessary resources to accomplish tasks, and has effective systems and methods to work productively. Leaders encourage creativity. When the team encounters problems, leaders provide the guidance necessary to resolve the problems quickly and effectively.

Specifically, a leader ...

14. **Keeps informed on progress.** A leader monitors progress in order to detect potential problems early. Do you stay up-to-date on the team's work? Do you meet regularly with the team?
15. **Uses resources wisely.** Leaders have many resources at their disposal to help them achieve goals, including people, money and equipment. Leaders must accomplish the most with the resources they have. Do you make the most of your resources?
16. **Is creative.** Leaders must have fresh, innovative ideas to solve many of the problems they encounter, and they must be analytical thinkers as well. How well can you analyze and identify the cause of a problem? Can you produce imaginative solutions?
17. **Manages time well.** Leaders keep their minds on priorities and avoid wasting time on less important tasks. Do you manage your time well? Do you give your attention to the important work?

## DEVELOPMENT

Team members will be more willing to help if they personally benefit from doing so. Leaders are aware of the personal needs and goals of team members and provide opportunities to fulfill these needs and goals. Leaders challenge team members to learn new skills, too. Leaders make it clear that team members are expected to work to the best of their abilities.

Specifically, a leader ...

18. **Develops people.** Leaders provide team members with learning experiences and challenges that help them to grow as individuals. Do you insist that team members give their best efforts all the time? Do you set high standards of excellence? Do you encourage team members to find new and better ways to do things?
19. **Teaches and coaches.** When team members are unskilled, leaders teach them what they need to know and do to perform tasks to the leaders' standards. Leaders also work with team members whose performances do not meet expectations, gently pointing out problem areas and coaching them to improve performance. Do you guide team members? Do you teach them new jobs and functions? Do you coach those whose performances are not satisfactory?
20. **Builds team spirit.** Leaders create and maintain a spirit of teamwork among team members through individual contacts, group meetings and other activities. Do your members feel like a real team? Do you help them to work together cooperatively?

## APPRECIATION

Psychologist William James said, "The deepest craving in human beings is the need to be appreciated." Everyone, no matter how sophisticated, educated or mature, wants respect and recognition. Good leaders know this and recognize team members for their efforts and accomplishments.

Specifically, a leader ...

21. **Gives praise and positive recognition.** Leaders show team members they care about them. Through the simplest of actions – a greeting, a smile, a few words – leaders tell team members they are important. In return, the loyalty, dedication and productivity of the team increases. Do you greet team members with a smile when you see them? Do you frequently chat with them?
22. **Respects the ideas and opinions of others.** Often the best ideas come from the people closest to the work. Leaders encourage everyone to contribute ideas and leaders value these ideas. Do you react negatively or positively to ideas team members present? Do you encourage team members to make contributions?
23. **Uses ritual, celebration and ceremony.** Effective leaders understand the use of symbolic communication and recognize that humans are nurtured by a certain amount of ritual, celebration and ceremony. Do you give team members an opportunity to celebrate successes? Do you call special meetings to announce good news? Do you have parties or social gatherings for team members to thank them for their work?

## HOW TO BECOME A MORE EFFECTIVE LEADER

All of the skills described are individual behaviors that contribute to effective leadership. By thinking about them one at a time, you can get a clearer picture of your personal strengths and determine skills which can be strengthened.

But keep in mind that leadership is just as much an art as a science. Only when you put all of these skills together into a unified approach can you appreciate the total impact of all six critical leadership dimensions.

Don't concern yourself with the age-old question, "Are good leaders born or made?" It is true that some people have personalities, social skills and sometimes even certain physical traits that make it easier for them to influence other people. However, you can learn the principles and techniques you need to be effective in working with others. Just understand your present skills and focus on what you need to learn to be an effective leader.

To be an effective leader, you need more than a goal to pursue or a pleasant personality. You need a combination of knowledge, attitudes, skills and habits that will equip you to chart an effective course, win the support of others for following that course, help them accomplish the necessary tasks to achieve the goal and then derive personal satisfaction from being part of the enterprise. The ancient Chinese philosopher Lao Tzu had the following observation about leaders:

*A leader is best when people barely know he exists. Fail to honor people, and they fail to honor you. But of a good leader – who talks little when his work is done, his aim fulfilled – they will all say, 'We did this ourselves.'*

# ACTION

## QUIZ: ASSESS YOUR KNOWLEDGE OF LEADERSHIP

Now it's time to apply what you're learning about leadership. Following is a quiz to help you assess your knowledge. Try to answer all the questions without referring back to the material. Work at memorizing the key points you've read. Answers are at the end of the quiz.

1. Name, from memory, the six key dimensions of service leadership:

---

---

---

---

---

---

Circle the correct answer for each of the following questions.

2. The two kinds of authority a leader can have are:
  - a. Planned and unplanned
  - b. Coordinated and uncoordinated
  - c. Formal and earned
  - d. Organizational and social
  - e. Military and civilian
3. Mohandas Gandhi, Martin Luther King Jr., and Mother Teresa are examples of leaders with:
  - a. High formal authority and high earned authority
  - b. Low formal authority and low earned authority
  - c. High formal authority and low earned authority
  - d. Low formal authority and high earned authority
  - e. Neither formal authority nor earned authority
4. Firing people is a skill under the leadership dimension of:
  - a. Vision and Values
  - b. Persuasion
  - c. Development
  - d. Appreciation
  - e. None of these

5. Practicing key values is a skill under the leadership dimension of:
- Vision and Values
  - Direction
  - Development
  - Appreciation
  - None of these
6. Setting goals effectively is a skill under the leadership dimension of:
- Direction
  - Persuasion
  - Development
  - Appreciation
  - None of these
7. Projecting self-confidence is a skill under the leadership dimension of:
- Vision and Values
  - Persuasion
  - Support
  - Appreciation
  - None of these
8. Contributing creative ideas is a skill under the leadership dimension of:
- Direction
  - Persuasion
  - Support
  - Appreciation
  - None of these
9. Teaching and coaching people is a skill under the leadership dimension of:
- Direction
  - Persuasion
  - Development
  - Appreciation
  - None of these
10. Using "ritual, celebration and ceremony" is a skill under the leadership dimension of:
- Direction
  - Persuasion
  - Support
  - Appreciation
  - None of these

## ANSWERS TO LEADERSHIP QUIZ

1. Vision and Values, Direction, Persuasion, Support, Development, Appreciation

- |      |      |       |
|------|------|-------|
| 2. c | 3. d | 4. e  |
| 5. a | 6. a | 7. b  |
| 8. c | 9. c | 10. d |

## ASSESSING YOUR CURRENT LEADERSHIP SKILLS

Your answers to the following questions will give you a profile of your leadership skills as you now see them. If you don't currently have a specific leadership role, think about the various situations in which you did have opportunities to lead others. Using these experiences, evaluate your skills.

**INSTRUCTIONS:** Rate yourself on each of the following factors by writing a number ranging from 1 to 5 next to each item, with 1 being a low score and 5 being a high score.

Average the scores within each of the six dimensions by adding up the individual scores and dividing by the number of items in that group as shown. You will have six group scores, each ranging between 1 and 5.

Then plot the six scores on the corresponding axes on the chart in Figure 2.

### Vision and Values:

- \_\_\_\_\_ 1. I clearly visualize what my team should accomplish.
  - \_\_\_\_\_ 2. I keep abreast of current events that may affect my team and its mission.
  - \_\_\_\_\_ 3. I spot possible problems and plan how to overcome them.
  - \_\_\_\_\_ 4. I have the information I need to make decisions.
  - \_\_\_\_\_ 5. I can act boldly and decisively when necessary.
  - \_\_\_\_\_ 6. I personally practice the values that are important to the team's success.
- Group total (Vision and Values)  
Divide total by 6 to get average

### Direction:

- \_\_\_\_\_ 7. I effectively set goals and strategies for my team.
  - \_\_\_\_\_ 8. I am effective at getting various members of the team to take on the tasks that have to be done and at making sure they understand priorities.
- Group total (Direction)  
Divide total by 2 to get average

### Persuasion:

- \_\_\_\_\_ 9. I project self-confidence in dealing with others.
  - \_\_\_\_\_ 10. I help the people on my team understand and appreciate the purpose of what we're doing.
  - \_\_\_\_\_ 11. I regularly remind team members about the goals we have to accomplish.
  - \_\_\_\_\_ 12. I communicate well and listen carefully to others.
  - \_\_\_\_\_ 13. I follow through on decisions and make sure they are implemented.
- Group total (Persuasion)  
Divide total by 5 to get average

**Support:**

- 14. I keep up to date on the team's progress.
  - 15. I use people, funds and materials wisely in achieving our mission.
  - 16. I am creative and a good problem solver.
  - 17. I manage my time well and get my work done.
- Group total (Support)
- Divide total by 4 to get average

**Development:**

- 18. I help team members develop their skills and knowledge.
  - 19. I teach and coach people to help them handle specific challenges and problems and to improve unsatisfactory performance.
  - 20. I nurture a sense of team spirit.
- Group total (Development)
- Divide total by 3 to get average

**Appreciation:**

- 21. I give praise and recognize team members for their efforts and achievements.
  - 22. I show respect for the ideas and opinions of everyone on the team.
  - 23. I provide opportunities to celebrate accomplishments, showing team members that their contributions are appreciated.
- Group total (Appreciation)
- Divide total by 3 to get average

Once you have scored yourself on the six dimensions of service leadership, plot your six scores on the wheel diagram in Figure 2 on the next page. Connect the dots on the axes with six lines to form a polygonal figure that shows your overall leadership assessment at a glance. Then review the scores and spot the areas in which you need further development. A score of 3 is a rough dividing line. If you're well above that, you see yourself as relatively strong on that factor. If you're well below 3, you see yourself as needing to strengthen that factor.

You may want to make photocopies of the completed scoring diagram of Figure 2 for discussion with your guidance committee.

Later in this program, you will take this same self-assessment profile and compare your results after some leadership experience with your current self-perception.

## YOUR LEADERSHIP PROFILE

Plot your leadership profile on this chart

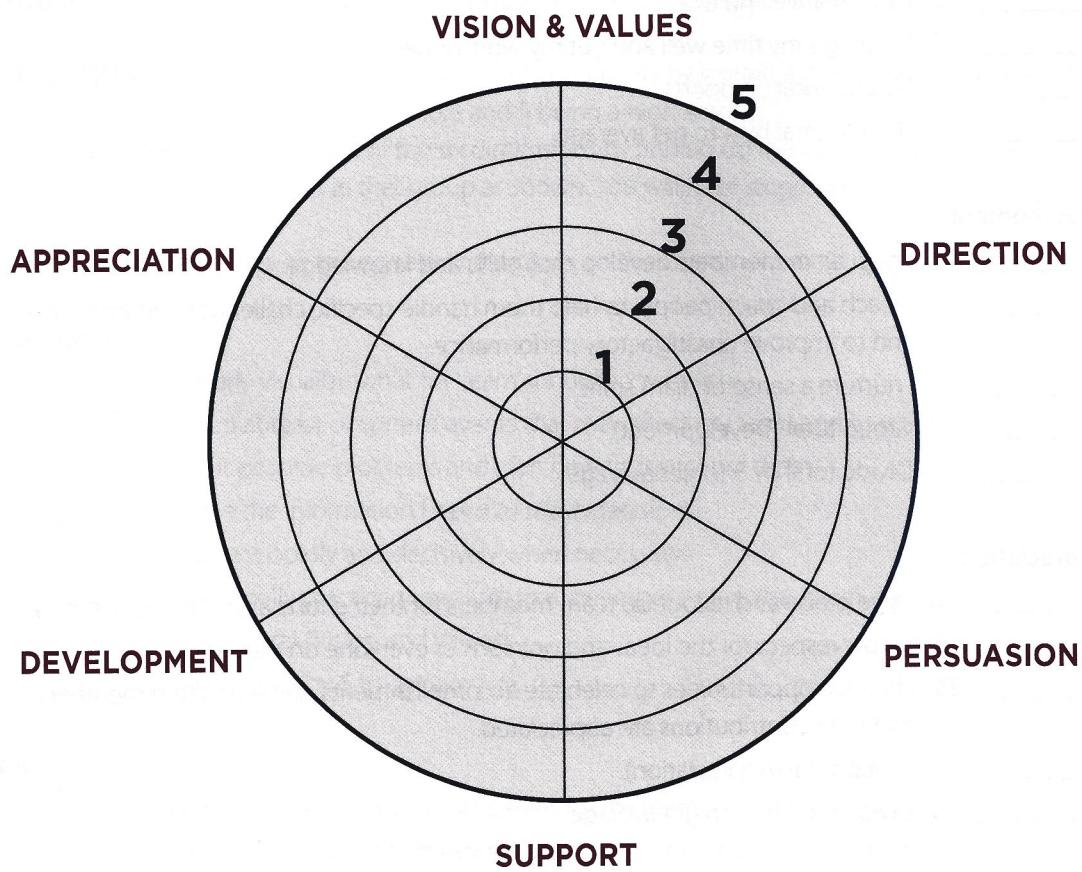


FIGURE 2

## SELECTING A PROJECT

Now that you are familiar with the six dimensions of leadership, begin thinking about the project you would like to do to complete this manual.

As mentioned earlier, this project can be almost anything, provided it is legal, ethical and socially responsible. Remember, however, that any project not related to Toastmasters cannot be represented as being endorsed by Toastmasters International. If you are a supervisor in a business, you can select some leadership project related to the needs of the business. If you are an employee without supervisory duties, you may want to ask your superior if you could be put in charge of some project where you could exercise leadership skills. Or you may do a project for your community, your church, an association, service club or professional group. For example, you could serve as fundraising committee chair for your child's school band, trying to raise money for new uniforms. Or you could lead a group of people protesting the proposed sale of a neighborhood park to developers.

Of course, you can always work on a project for your Toastmasters club or district, perhaps while serving as an officer or committee chairman. For example, if you are vice president education for your club, you are chairman of the education committee. During your office term you could lead the

committee to accomplish certain things, such as improved club meetings and variety in meeting programs. If you are serving as district lieutenant governor marketing, you could lead your committee to build new clubs and increase overall club membership.

In all cases, the project should be one that promises to make a positive contribution to the cause you choose. You should be able to see concrete results in a reasonably short period, and the project must involve several other people with whom you can work in a leadership capacity. You may have to recruit people for the project.

Your objective should not be too broad or too vague – it should be clear, specific, focused and realistic. For example, “to end world hunger” is a broad, vague and unrealistic objective. However, “establishing a program for my church to feed local homeless people once a week” is more specific and practical.

Leadership opportunities are everywhere. List below some project ideas you have. It's not necessary to decide now which project to tackle. Discuss your ideas first with your guidance committee before choosing one.

### **Project Ideas**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# FEEDBACK

## RECRUITING YOUR GUIDANCE COMMITTEE

Now you will get feedback on your learning process. An important step in your leadership program is to recruit the members of your guidance committee. These are the people who will help you evaluate your progress in your leadership learning program, give you advice about your approach, and offer helpful feedback based on their perceptions of your learning process.

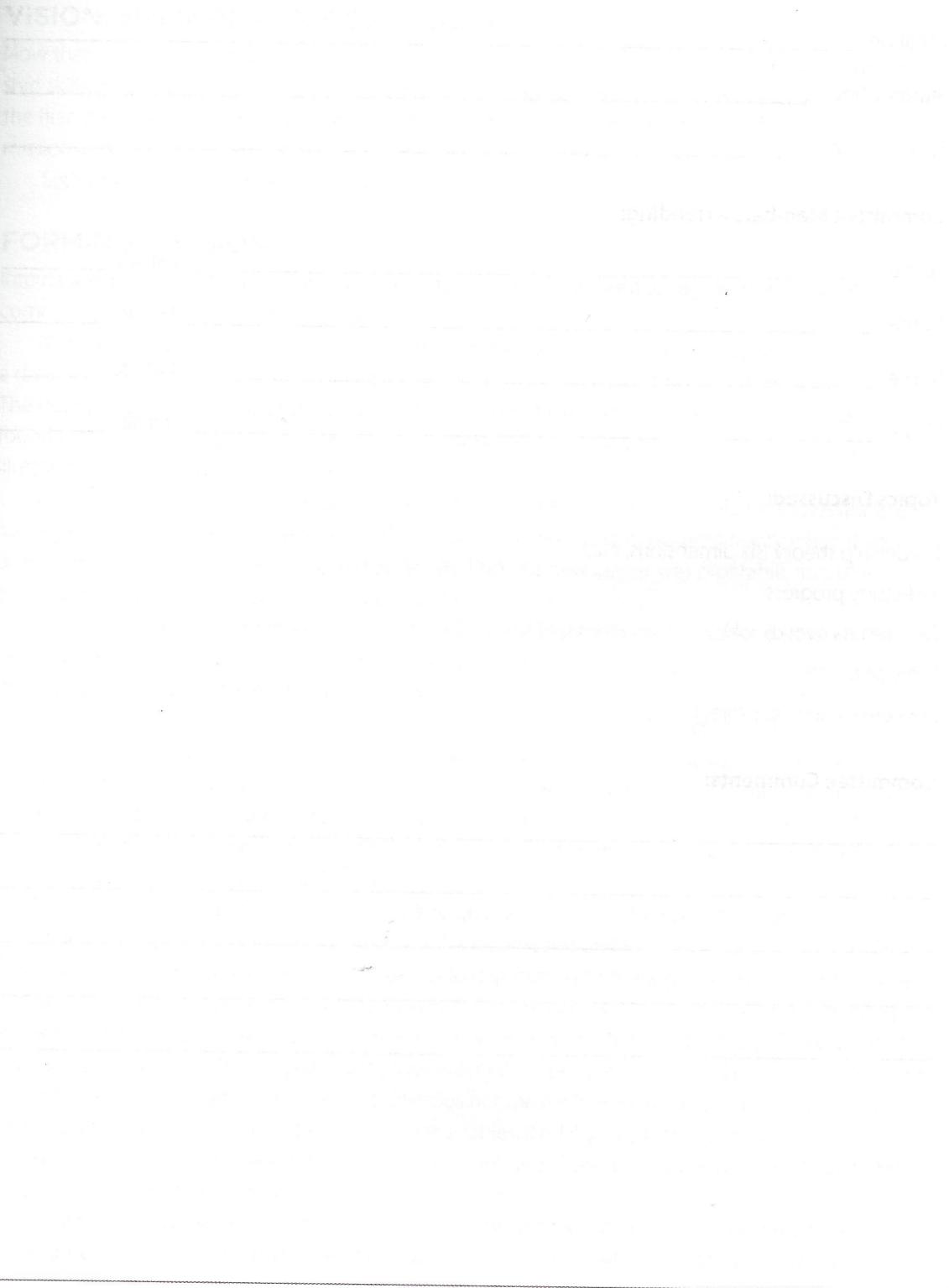
This is an important step, and one that deserves careful thought. You might prefer to work with just one person, two or three people or even a larger group, depending on the nature of your leadership project and the availability of qualified people to advise you. When choosing your committee, keep in mind that you will need to work with the committee for weeks or months – even a year or more if your project is an ambitious one. Make sure they will be available for the entire time. This project manual is based on the assumption that you will recruit a guidance committee of two or three people.

Each committee member should be mature, practical and available to meet with you as necessary. At least one committee member should be an active member of a Toastmasters club (preferably your own club) for the duration of your project. Other committee members can be from your place of employment, or they can be friends or colleagues, or associates in the area related to your project. Committee members must be willing to meet together at least five times during the course of your project, for about one to two hours at a time, and review the guidance committee handbook before each meeting. They do not need to choose a chairperson for these meetings unless they want to, since you are responsible for establishing meeting dates, determining meeting location, providing agendas, etc.

Here are the steps involved in recruiting the members of your guidance committee:

1. Make a list of possible candidates.
2. Contact each one, explain your need, and ask him or her to participate.
3. When you have a final list, call each person and arrange a suitable time and place for the first review meeting.
4. Be sure you have finished studying the material in Part I of this manual, taken the quiz, and completed the exercises.
5. Make sure you have enough guidance committee Handbooks so each member has one. Three are included with this package; additional handbooks may be ordered from World Headquarters. You may want to have one for yourself, too. The handbook is important as it briefly summarizes the material in your workbook, helping the committee member to understand your work. Distribute the handbooks several days before the meeting, and ask each committee member to review the information in Project 1 in the handbook. It's important that they arrive at the meeting prepared for the discussion.
6. Review the agenda on the following page.
7. On the meeting day, arrive early and make sure the room set-up is appropriate. Conference-style seating is best, with a table and enough chairs to accommodate everyone. If possible, provide refreshments. Be sure to bring the agenda with you.

8. When members arrive, make them comfortable, introduce them to one another, and start the meeting on time. On the agenda, write the name of each member attending and have the member initial it.
9. Follow the agenda for the meeting.
10. Finish the meeting by the designated time, thank the committee members for their participation, and adjourn.



## **GUIDANCE COMMITTEE MEETING AGENDA**

Use the following agenda for the first meeting of your guidance committee. Ask each committee member attending to initial the agenda next to his or her name.

### **Project Review Meeting #1**

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Starting Time: \_\_\_\_\_

Ending Time: \_\_\_\_\_

### **Committee Members Attending:**

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

### **Topics Discussed:**

Leadership theory (six dimensions, etc.)

Self-study progress

Quiz results (workbook)

Exercise results

Possible leadership projects

### **Committee Comments:**

---

---

---

---

---

## PART 2 CHOOSING YOUR OBJECTIVE

# STUDY

### VISION, MISSION, AND CORE VALUES

Now that you are familiar with the six dimensions of leadership, have analyzed your present leadership skills, met with your guidance committee and selected a project, you are ready to proceed with the first dimension of your leadership project, *Vision and Values*. This involves identifying your vision, mission and core values, and communicating your vision to others.

Let's examine each of these in detail.

### FORMING A VISION

Internationally respected physician and researcher Dr. Hans Selye liked to say, "To make a great dream come true, you must first have a great dream."

In the late 1970s, Allen H. Neuharth, Chairman of the Gannet Corporation publishing company, had a dream. In his dream he saw a national newspaper, devoted to news from across the United States. The newspaper was designed for busy people who did not have time to read the lengthy stories found in the average daily newspaper. The news stories in this dream paper were short, concise and illustrated with colored charts and graphs.

Neuharth became excited about his dream paper. He was confident it would be successful, and he began working toward its creation. In 1982 Neuharth's dream paper became reality when it appeared on newsstands across the United States. By 1987 the newspaper was profitable, and USA Today became the largest daily newspaper in the country.

Neuharth imagined something that others did not. He looked beyond today's newspapers into the future and saw something others missed. He had a vision of a newspaper that could be – something different from what already existed. He worked passionately to bring his vision to life.

Leaders create visions for their organizations. They imagine what they would like to happen in the future. Their vision gives them purpose and direction, which they turn into goals, plans and activity.

You have visions, too. Your vision may be to own your own business, have a certain job or career, invent a new product, have a home of your own, or even give a great speech to your Toastmasters club.

To form your own vision for your project, close your eyes and think about your project. What do you want to achieve? Use your imagination.

For example, if your project is to raise funds to buy new uniforms for your child's school band, you could imagine band members wearing new, handsome red uniforms with gold epaulets as they march down a street in a parade. If your project is to improve club meetings during your term as vice president education, visualize a club meeting in which every participant is prepared, every meeting segment is fast-paced, fun and educational, and everyone is enthusiastic and friendly. Do you want to help your church establish a program to feed local homeless people? Imagine a large room with tables at which needy people are seated eating a delicious hot meal while fellow volunteers ladle bowls of steaming soup or pass baskets of bread around the tables. And if your project is to start your own business selling antiques, imagine a store full of beautiful antiques from around the world that catch the admiring attention of well-dressed and discerning customers.

Be detailed. Imagine how people are dressed and what they are saying. If you envision owning your business, for example, picture the business in as much detail as possible. Visualize yourself

contacting vendors to order supplies. See customers coming into your store, buying your product or service, and leaving pleased with their experience. Picture your employees or associates working with you to make the business succeed. Choose positive images that create positive feelings.

Once you have your mental picture, put it into words by recording it on paper. For example, imagine your new and improved club meeting. See the cheerful members arriving as the hour draws near. Now hear the president pounding the gavel on the lectern, calling the meeting to order promptly at the starting time. Can you picture the Topicsmaster presenting amusing and thought-provoking topics, and the tension and excitement as members are called upon, one by one? Write it down!

## TURNING A VISION INTO A MISSION

Once you have a vision, you are ready for the next step – defining your mission.

A mission statement is a simplified version of your vision. The statement defines the purpose of your project clearly and concisely and provides the foundation for your efforts.

Let's consider the mission of a Toastmasters club. What could a mission statement be? You might suggest, "The mission of a Toastmasters club is to help people become better speakers and leaders."

This is indeed a simple and concise statement, but it doesn't say enough. A mission statement should also indicate the benefits members will receive, who will receive these benefits, and why these benefits are important.

For example, the published mission of a Toastmasters club is:

*... to provide a mutually supportive and positive learning environment in which every member has the opportunity to develop communication and leadership skills, which in turn foster self-confidence and personal growth.*

Let's look at possible mission statements matching the visions described earlier. For the antique shop, a mission statement could be:

*Our mission is to attract and keep a loyal following of antique collectors by offering attractive, premium-quality antique furnishings from all over the world, in a retail environment emphasizing the exceptional qualities of antiques as well as a respect for the traditions and human values they represent.*

A mission for the school band fundraiser might be:

*Our mission is to work within the community with band members and their families to raise funds in a variety of ways to replace old, worn school band uniforms with new uniforms. This will enable our band to represent the school with pride and dignity in competitions throughout the state.*

For the church project, a mission statement could read:

*We will provide one nutritious hot meal for homeless people in our community once a week. The meal will be served by caring church members in a friendly environment that promotes fellowship and contributes to the self-esteem and well-being of our guests.*

Note that a mission statement doesn't state how you will achieve the mission. It merely describes your objective.

## DEFINING CORE VALUES

Values are beliefs about what is good or bad, important or not important. Your beliefs, and the beliefs others have, affect your life daily. The dry cleaner who loses your suit and replaces it with a new one shows that he believes good service and correcting mistakes are important. You'll probably continue to give him your business. On the other hand, the auto mechanic who charges for work he did not do shows he believes money is more important than doing a good, honest job. Once you realized you were being cheated, you would take your car elsewhere for repairs.

The values you have should help you to achieve your mission. Although you have many values, only a few are probably most essential to achieving your mission. These are called core values. These core values should be reflected in your words and actions.

Let's consider some core values for the mission statements mentioned earlier. For the antique shop, some core values could be:

- ▶ Every customer is special and will be treated with special attention
- ▶ Only genuine antiques will be sold – no reproductions
- ▶ Employees must be knowledgeable and enthusiastic about antiques and able to share this knowledge and enthusiasm with customers

Similarly, core values for your term as vice president education might be:

- ▶ All prepared speeches will be based on manual projects, for that is how members improve their speaking skills
- ▶ Every evaluation should be helpful, pointing out strong and weak areas and offering specific suggestions for improvement
- ▶ Meeting participants must be prepared for their roles

Core values for the fundraising project might include:

- ▶ All fundraising activities will be safe and legal
- ▶ Community members and businesses making donations will be recognized for their contributions

Core values for the church program might be:

- ▶ Each meal will be hot and nutritious
- ▶ All guests will be treated with respect and courtesy
- ▶ No needy person will be turned away

The values you choose will, of course, reflect your own beliefs and attitudes as a leader.

## COMMUNICATING YOUR VISION AND MISSION

A vision seen only by the leader is not enough. A leader must get others to see the vision, too. A leader must communicate his or her dream in a positive compelling manner, so others understand it and also want it to become a reality. This is the Persuasion dimension in the six-dimension leadership model you are learning to use.

As mentioned in Part I, Warren Bennis refers to this crucial skill as "enrolling others in your vision." A good example of a leader communicating a vision is found in Dr. Martin Luther King Jr.'s 1963 speech, "I Have a Dream," given on the steps of the Lincoln Memorial in Washington, D.C., U.S.A.

In part, he said:

*I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream.*

*I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."*

*I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a desert sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.*

*I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character...*

*This is our hope. This is the faith with which I return to the South. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day...*

His audience of 250,000 was enthralled and motivated. King's dreams and beliefs became their dreams and beliefs, and the civil rights movement swelled.

Of course, leaders do not have to be as eloquent as Dr. King. But they must be able to verbalize the importance of their vision and the impact it could have if it became reality. Leaders must also understand the needs and wants of others and be able to verbally tie their vision to those needs and wants.

When others want what the leader wants, they will support and assist the leader any way they can. Dr. King gathered the support of his audience when he said he wanted a better world for his children. What parent does not want a better world for his or her child? What parent does not want his or her child considered equal to others?

In Dr. King's case, his vision was very broad, and one which he alone could not achieve. He had to enlist the hearts, minds and hands of many other people in the cause. And the objective was so vast, so global in nature, that it will always be difficult to prove it has been fully achieved. Certainly the status of civil rights in America is not perfect, although much has been accomplished since Dr. King spoke those eloquent words on the Lincoln Memorial steps.

A more specific vision, although still a very ambitious one, was the one United States President John F. Kennedy set forth in 1960 when he launched the American space program. He declared: "I believe our nation should commit itself to the objective of landing a man on the moon and bringing him safely back to Earth within this decade."

That speech launched the \$23 billion Apollo program, resulting in the first manned lunar landing in 1969. Apollo was one of the most focused, unified and universally embraced national objectives ever announced. It moved forward on its own momentum, even though John Kennedy did not live to see it happen.

# ACTION

DEFINING YOUR CORE VALUES     MISSION STATEMENT  
Define your core values and mission statement to help you communicate your idea to your club.

For this assignment, you will develop and describe a vision, write a mission statement based on that vision, define core values that will guide the project, and then communicate your idea to your Toastmasters club in a five- to six-minute presentation. Be sure to have the vice president education schedule time during a club meeting. As you prepare your speech, you may want to review Project Nine, "Persuade with Power," in the *Competent Communication* manual.

## DESCRIBE YOUR VISION

1. In the space below, describe your vision in detail. Refer to the examples in this section to help you.

## WRITE YOUR MISSION STATEMENT

2. In the space below, write a mission statement based on your vision. Keep it to 50 words or less. Be clear and concise. Refer to the examples in this section to help you develop a clear mission statement.

Sample Mission Statement:

To build relationships with people, companies, and organizations around the world that will help them succeed in their personal and professional lives.

The World Bank's mission statement is a good example of how to develop the core mission statement for your organization. It begins by stating the core purpose and ends with a brief explanation of how it will do its job effectively. This is a great way to start off your mission statement. Once you have a basic outline, you can add more details to make it more specific to your needs.

MISSION STATEMENT  
Our mission is to build relationships with people, companies, and organizations around the world that will help them succeed in their personal and professional lives.

As you can see, this mission statement is very similar to the one above. It starts with the core purpose and ends with a brief explanation of how it will do its job effectively. This is a great way to start off your mission statement. Once you have a basic outline, you can add more details to make it more specific to your needs.

Once you have a basic outline, you can add more details to make it more specific to your needs. This is a great way to start off your mission statement. Once you have a basic outline, you can add more details to make it more specific to your needs.

Once you have a basic outline, you can add more details to make it more specific to your needs. This is a great way to start off your mission statement. Once you have a basic outline, you can add more details to make it more specific to your needs.

Once you have a basic outline, you can add more details to make it more specific to your needs. This is a great way to start off your mission statement. Once you have a basic outline, you can add more details to make it more specific to your needs.

Once you have a basic outline, you can add more details to make it more specific to your needs. This is a great way to start off your mission statement. Once you have a basic outline, you can add more details to make it more specific to your needs.

Once you have a basic outline, you can add more details to make it more specific to your needs. This is a great way to start off your mission statement. Once you have a basic outline, you can add more details to make it more specific to your needs.

Once you have a basic outline, you can add more details to make it more specific to your needs. This is a great way to start off your mission statement. Once you have a basic outline, you can add more details to make it more specific to your needs.

Once you have a basic outline, you can add more details to make it more specific to your needs. This is a great way to start off your mission statement. Once you have a basic outline, you can add more details to make it more specific to your needs.

## DEFINE YOUR CORE VALUES

3. In the space below, make a list of the core values that you want to guide your leadership project. Keep the list short, limiting it to three or four items. Refer to the examples in this section if you need help.

## **PLAN YOUR SPEECH TO THE CLUB**

BEIJAV BROG RUCY BHIREG

4. In the space below, make some notes about the content, organization and presentation of your speech to the club about your leadership project. Then develop an outline for the presentation. Review the speech with your guidance committee before presenting it to the club.

## PRESENT YOUR SPEECH TO THE CLUB

5. After reviewing your progress with your guidance committee and making any improvements or revisions necessary in your vision, mission, core values and speech plan, arrange with the vice president education to present your speech to the club. Be sure an evaluator is assigned. The evaluation guide for your evaluator is at the end of this section. Be sure to bring this book, with the evaluation guide, to the meeting and give it to your evaluator before you speak.

# FEEDBACK

## GUIDANCE COMMITTEE MEETING AGENDA

Use the following agenda for the second meeting of your guidance committee. Ask each committee member attending to initial the agenda next to his or her name.

### Project Review Meeting #2

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Starting Time: \_\_\_\_\_

Ending Time: \_\_\_\_\_

### Committee Members Attending:

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

### Topics Discussed:

Vision Statement

Mission Statement

Core Values

### Committee Comments:

---

---

---

---

## EVALUATION GUIDE FOR “SHARING YOUR VISION”

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**Note to the Evaluator:** The Toastmasters member is working to develop leadership skills. As part of the learning process, the member is asked to select a project and assume a leadership role to complete the project. The leadership role and project may be within the Toastmasters club or outside of the club in the community or work place. For this part of the project, the Toastmasters member is asked to describe to the club his or her vision – what he or she would like to accomplish with the project – in a manner that generates interest and enthusiasm in the audience.

Evaluate the oral presentation, answering the questions below. Comment on the positive aspects as well as the negative ones of both the presentation and proposed project, and offer specific suggestions for improvement. Be sure to read the entire section of the leadership manual beforehand.

- ▶ How effectively did the speaker describe his or her vision?
- ▶ How effectively did the speaker convey the importance of the vision and the impact it could have if it became reality?
- ▶ Was the vision stated in a positive manner?
- ▶ How did the speaker tie the vision to the needs and wants of listeners?
- ▶ A vision should be communicated persuasively to listeners so they will embrace it as their own. As a listener, how persuasive was the speech? If you had the opportunity, would you want to assist the leader in making the vision a reality?

# STUDY

## ACTION PHASE #1

# PART 3

## WINNING COMMITMENT TO YOUR OBJECTIVE

### HOW TO "ENROLL" OTHERS IN YOUR VISION

Think of history's great leaders and you will soon be able to see some similarities in their ability to persuade others. Consider Winston Churchill, for example, who – by the force of his energy, commitment and personality – unified the British and the Allied cause during World War II.

Then there is General George S. Patton, who was lacking social polish and sometimes good judgment, but could nevertheless galvanize people by the sheer force of his determination and single-mindedness.

French President Charles De Gaulle was another charismatic leader. He was both determined and articulate; those traits helped him win people to the causes he believed in.

American consumer advocate Ralph Nader, despite opposition from many special-interest groups, managed to popularize the concept of product safety and buyer awareness. His work led to many changes in American consumer legislation and ultimately to safer products.

Throughout the world, environmental activists continue to have a tremendous influence on public, corporate and governmental awareness of "green" issues. Many of these activists have been strong, effective leaders.

Enrolling others in your vision begins by finding people who have needs you can meet. These are your stakeholders: people who have an interest in your efforts, would benefit by them or whose support or cooperation you will need in order to accomplish your project.

If your vision is to open your own antique business, the stakeholders may be your family, your acquaintances, or your prospective business partners. If it's setting up the church program to feed the homeless, your stakeholders are the homeless people themselves, fellow church members who will be volunteering their time, and businesses that donate supplies. About to do fundraising for the school band? Your stakeholders will be the band members, their families and school officials.

Not all stakeholders may be in favor of your project. Some will be helpers and others may initially resist it. You have to recruit the helpers and put them to work influencing the resisters.

Start by listing all of the stakeholders you can think of. Who has an interest in your project?

Next, divide your list of stakeholders into potential helpers and potential resisters. Focus first on the helpers, then the resisters. Think of at least one reason why each person might be willing to join you in your effort. What benefits – psychological, social or material – might win that person's help? Write them next to the person's name.

The next step is to contact your key helpers. Those are the individuals who you feel will be instrumental in making your vision a reality. Key helpers are also the people who might eventually make up the action team that will contribute to your project's success. Once you have contacted your key helpers, explain your idea and the kind of help you need. Consider sharing your vision, mission and core values. If you do, be careful not to overwhelm your helpers or make them feel you've got everything worked out and do not need their ideas. By the time you form your action team, you'll want to share the process of defining strategy and tactics. This tactic will provide team members with a sense of ownership and will build commitment to the project.

Once you have identified a nucleus of interested people, you can start assembling your action team. The size of the team is your decision. Three or four people may be just the right number, or you might want as many as eight or 10. Just be sure the size is manageable for you. Pick out people with whom you can work effectively and invite them to a meeting for the purpose of forming an action team. And if you doubt the effectiveness of some of your volunteers, include them in some small way that won't diminish their enthusiasm. They still may make valuable contributions!

## HOW TO FORM AN ACTION TEAM

Convene a team meeting to discuss the mission and ways to fulfill it. Lead the meeting and keep it on track, using the following guidelines:

1. Convene the meeting. Ask people to introduce themselves.
2. Explain that you are working on a leadership project and have an idea for an objective you would like to accomplish. Ask team members to share why they are interested in your idea, too.
3. Review your progress so far. Discuss with them your vision, mission and core values and any other thoughts you have on carrying out the mission.
4. Ask what they think about the vision, mission and core values just as you described. Do they agree with what you have done?
5. Remember, people need to feel involved. Ask for their ideas, and be open to suggestions for improvement.

## HOW TO CREATE AN ACTION STRATEGY

Once you have agreement on the vision, mission and core values, the next step is to generally determine how you are going to accomplish your mission. This is called an action strategy and is part of the Direction dimension of our six-dimension leadership model. The key to a good action strategy is leverage, or knowing where to exert energy to cause things to happen.

Leveraging is similar to using a crowbar to open a door. You can beat on the door with the bar if you like, but it isn't likely to help much. But if you can insert the crowbar between the door and its frame, you may be able to pry it open. In a similar way, if you know the leverage points in the situation you want to change, you can work out tactics for putting pressure on each of them.

For example, some people who want to change laws or get others to change their ways may resort to agitation and public demonstrations. These kinds of activities often make people feel they are working hard and doing important things, but they may very well have little or no leverage effect. On the other hand, a well-placed telephone call, a carefully worded letter, or a courteous visit to the right person might have a huge impact. Strategies such as these are successful in opening doors that would otherwise remain stuck.

No fixed formula exists for choosing an action strategy. There are many options to consider. Your approach will depend on the person or organization you want to influence, and the overall results you want to achieve. You might simply approach the other interested parties directly and try to negotiate a mutually satisfactory relationship. This would be the case, for example, in starting the antique store mentioned earlier.

Other kinds of projects might call for more extensive activities. For example, regarding the church project to feed the homeless, you might first need to get the support of the pastor and other church officials. Then you'll need to solicit participation from the congregation.

Other situations call for corporate or governmental action. Perhaps you want the leaders of a company to change a policy. Or, some cases require direct political pressure on an individual or organization.

Generating media interest, contacting appropriate advocacy groups, or even forming an advocacy group yourself are all possible options. Or how about forming a large network of volunteers to carry out certain actions, perhaps taking an educative approach, i.e., informing people of a problem and the role they can play in solving it?

Whatever approach you take, choose it carefully. Set your action strategy based on its leverage value, i.e., its ability to influence people and events strongly enough to make things happen. Make sure it's an approach the members of your action team are comfortable with and will support.

## DEVELOPING AN ACTION PLAN

Once you have a general action strategy, the next step is to work with your team to develop an action plan. This requires breaking down the action strategy into key result areas.

Key result areas are smaller areas requiring specific actions in order to accomplish your mission.

Using the examples of the missions developed in Part 2, you might define some key result areas for opening the antique shop as:

- ▶ Acquiring the product line (locating distributors, etc.).
- ▶ Establishing the location (finding a shop, negotiating the lease, getting equipment, etc.).
- ▶ Securing funds (financing, personal resources, etc.).

For the school band fundraiser, some key result areas might include:

- ▶ Determining several methods by which funds can be raised.
- ▶ Recruiting people to help with each method.
- ▶ Purchasing supplies and making other arrangements. For example, if one fundraising method is to be a car wash, a location must be found and car washing supplies purchased. Likewise, if a candy sale also is planned, a candy supplier must be contacted.
- ▶ Getting publicity for the cause.

For the church project to feed the homeless, some key result areas might be:

- ▶ Getting church commitment for the project.
- ▶ Soliciting donations for food and other necessities.
- ▶ Obtaining any necessary health and food service permits, etc.
- ▶ Recruiting helpers.

For the project concerning the Toastmasters club, some key result areas might be:

- ▶ Recruiting members for the education committee.
- ▶ Scheduling meeting and theme programs.
- ▶ Improving evaluations.

Breaking up the work into specific areas helps people see the project as manageable more than overwhelming. It also splits the work into natural categories of action, making it easier to determine what work needs to be done, who will do the work, and when the work needs to be accomplished.

## HOW TO DECIDE ON ROLES, GOALS, AND TIMETABLES

Now that you have determined your vision, mission, core values, action strategy and key result areas, it's time to assign people to a specific key result area.

Working with your team, discuss the various skills or other contributions each person can bring to the project. One person may have computer skills, another may be an accomplished public speaker, and still another may have contacts with influential people. What resources do you have available within the team?

Once you know, assign your members to key result areas where their special abilities will be useful. For example, if a team member is a commercial real estate broker, assign her to help find a location for your antique store. If another team member has good writing skills, you may have him help with fundraising publicity. Several people may be assigned to each key result area, although some cases may require just one worker.

Next, have the members of each key result area team identify at least one specific goal for their particular key result area.

A goal is a specific objective the team must achieve as they work to accomplish their mission. For example, one goal concerning the church project could be: "To meet with the pastor by April 15 to discuss the proposal regarding a program to feed the homeless." For your Toastmasters club, a goal could be: "To conduct the Toastmasters program, 'The Art of Effective Evaluation,' for the club by July 1." One of the goals for opening your antique shop might be: "To have a signed lease on an acceptable store location by February 28;" for the fundraising project, "To raise \$1,000.00 in candy sales by March 25."

A goal is:

- ▶ Specific. It clearly states what must happen.
- ▶ Measurable. Results can be validated.
- ▶ Realistic. It is practical and achievable.
- ▶ Time-bounded. It contains a timetable for achievement.
- ▶ Action-oriented. It begins with the word "to," followed by a verb.

Each of these features is important. When goals are unrealistic or vague, they only confuse or demotivate team members. After all, it is difficult to accomplish something when you don't know what needs to be accomplished.

Collect all of the goal statements and review them. Make sure the goals are stated according to the guidelines given above. Also, goals should be mutually compatible and work toward achieving the mission. If a goal needs rewriting, work with the person responsible for its creation.

Now arrange all of your project information on one document. Begin by writing down your vision, mission, core values, action strategy and key result areas. Next, list appropriate goals under each key result area, including deadlines and responsible team members. Keep the document simple, limiting it to one or two pages. This is your action plan. Give each person on the team a copy of the plan and any other information they may need, such as telephone numbers of other team members, data pertinent to their assignments, etc.

# ACTION

For this assignment you will recruit others interested in helping you achieve your mission, form an action team and develop an action strategy. Then you will create a plan with your teammates, working out key result areas and goals as well as assigning responsibilities.

## RECRUIT YOUR ACTION TEAM

1. Using the method outlined in the Study section, identify prospective team members, meet with them, sell them on your project and get them to agree to be part of your action team. Use the space below to record your recruitment experiences.

When you have identified potential team members, it's time to start reaching out to them. You may want to send an email or message to each person individually, or you may prefer to have a group meeting where you can introduce everyone to each other and explain the purpose of the team. It's important to be clear about what you're asking of them and what they can expect from the team. You may also want to provide them with some information about the project and its goals, so they can make an informed decision about whether or not to join.

Once you've recruited your team, it's time to start planning the next steps. This includes setting up a meeting to discuss the team's mission and goals, as well as establishing roles and responsibilities for each member.

It's also important to establish communication channels between team members and the project manager. This will ensure that everyone is on the same page and can work together effectively. You may want to consider using a messaging app or platform like Slack or Microsoft Teams, which allows for real-time communication and file sharing. Another option is to use email or a shared Google Doc to keep everyone updated on progress and any changes to the plan. It's important to establish a regular cadence for check-ins and updates, such as weekly or bi-weekly, to keep the team engaged and aligned.

Finally, it's important to remember that this is a team effort. While the project manager is ultimately responsible for the outcome, the success of the team depends on the collaboration and commitment of all members. By working together and supporting each other, you can achieve great things and reach your goals.

## BUILD YOUR TEAM BY SHARING OWNERSHIP

2. Using the method outlined in the Study section, bring the prospective team members together for a meeting and reach agreement on the vision, mission and core values that will guide the project. After the meeting, comment in the space below about the discussion and any changes or decisions made concerning the project vision, mission and core values.

## CREATE AN ACTION STRATEGY

3. Using the method outlined in the Study section, work with team members to develop an action strategy. In the space below, record the general strategy and comment on your experience in developing an action strategy.

## DEBRIEF YOUR ACTION TEAM

After the team has developed its action strategy, have each member share their thoughts on the process. Encourage them to reflect on what worked well and what could be improved. This is also a good time to discuss any challenges or obstacles they may have faced during the process.

## BEGIN TO DEVELOP AN ACTION PLAN

- Using the method outlined in the Study section, work with team members to develop key result areas for the project. Write the key result areas below and comment on your experience in developing them.

## DEFINE ROLES, GOALS, AND TIMETABLES

5. Using the method outlined in the Study section, work with team members to set goals and deadlines for each key result area, then assign responsibilities for each area. Write the goals, deadlines and assignments in the space below and comment on your experience developing them.

## **WRITE THE PLAN**

6. Using the following work sheets, write out the plan for your project. Give copies of the plan to all team members and be prepared to review the plan with your guidance committee.

A faint watermark grid overlay on a worksheet titled "OUR KEY RESULT AREAS". The grid consists of 16 boxes arranged in a 4x4 pattern. The columns are labeled "Key Result Area A", "Key Result Area B", "Key Result Area C", and "Key Result Area D". The rows are labeled "Topic 1", "Topic 2", "Topic 3", and "Topic 4". Each box contains a small, illegible text snippet, likely a placeholder for project details.

## ACTION PLAN

Our Overall Objectives:

---

Our Vision:

---

Our Mission:

---

Our Core Values:

---

Our Action Strategy:

---

### OUR KEY RESULT AREAS

Key Result Area #1

Key Result Area #2

Key Result Area #3

---

Goal:

---

Goal:

---

Goal:

---

Goal:

---

Goal:

---

Goal:

**FIGURE 3**

## PROJECT PLAN & TIMETABLE

Tasks to be Accomplished	Jan	Feb	Mar	Apr	May	Jun
--------------------------	-----	-----	-----	-----	-----	-----

Task #1

Task #2

Task #3

Task #4

Tasks to be Accomplished	Jul	Aug	Sep	Oct	Nov	Dec
--------------------------	-----	-----	-----	-----	-----	-----

Task #1

Task #2

Task #3

Task #4

# FEEDBACK

## MEET WITH YOUR GUIDANCE COMMITTEE

Use the following agenda for the third meeting of your guidance committee. Ask each committee member attending to initial the agenda next to his or her name.

### Project Review Meeting #3

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Starting Time: \_\_\_\_\_

Ending Time: \_\_\_\_\_

### Committee Members Attending:

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

### Topics Discussed:

Recruiting people to join your cause

Forming your team

Creating your action strategy

Developing your plan for the project

Specifics of roles, goals and timetables

Your written plan for the project

### Committee Comments:

---

---

---

## HELPING YOUR TEAM ACCOMPLISH ITS MISSION

Your action team is assembled. You have written your vision, mission statement, core values, action strategy, key result areas and specific goals in a brief, concise action plan for your team to follow. You've given a copy to each team member.

Now it's time to carry out the plan. Concentrate on the key result areas and their goals and then monitor progress closely. At this point the three remaining dimensions of service leadership come into play: Support, Development and Appreciation.

### SUPPORT

Support can be psychological, logistical or monetary. It may involve coordination of efforts and improvement of communication among team members. It can even require pitching in to help when needed. Indeed, providing appropriate support means keeping in touch with each team member so you will know when your support is needed. Then you may be needed to help people solve problems, make decisions or resolve any conflicts between team members. Also consider that you may be called upon to represent the team when dealing with others connected to the project.

Support also means knowing when to step back and let others do their work. Don't insist everyone do things your way. Enthusiastic participation and commitment occurs when people feel ownership. This means trusting their judgment and giving them the freedom to act and take responsibility for the results.

### DEVELOPMENT

Helping team members to learn and grow as they work allows for development. If qualified, for example, you can teach and coach others so they learn new skills – or team members can teach one another. Maybe someone wants to learn computer skills. Another would like to design brochures and promotional materials. Some may even want to develop their own leadership skills. Provide learning opportunities for your team members!

### APPRECIATION

Let your team members know their contributions are valued! As a leader, you are also a cheerleader, praiser and encourager. Occasionally the team may encounter problems or disagree about how to proceed.

Team members may get frustrated and discouraged at times. This is normal. During these down periods, as well as when things are going smoothly, remind team members they are doing a good job. Praise and recognition can boost morale and increase commitment to the project.

Don't be reluctant to insist that people concentrate on their assigned tasks, deliver quality results, and fulfill their obligations to their teammates. And don't be reluctant to praise and recognize them when they do. Think of service leadership as giving, supporting and enabling, rather than demanding, pushing and controlling. You may find it helpful to review the 23 leadership behaviors in Part 1 again and refresh your memory.

## HOLD PERIODIC PROGRESS REVIEW MEETINGS

As work progresses on the project, continue to hold review meetings with your team. These meetings:

- ▶ Keep everyone up-to-date on progress toward the overall objective.
- ▶ Help members understand how their assigned tasks contribute to the project.
- ▶ Allow members to share opinions about handling any problems.
- ▶ Involve members in making decisions that affect the team.
- ▶ Build team spirit.
- ▶ Provide opportunities to show your appreciation – and allow others to do the same.

Here are some tips for holding efficient and effective review meetings:

- ▶ Notify everyone well in advance of the meeting so they can plan to attend.
- ▶ Start the meeting on time; expect others to be on time as well.
- ▶ Provide a written agenda.
- ▶ Address the highest priority items first, to make sure you accomplish as much as possible in the allotted time. However, if one particular issue is complicated or controversial, it might be more efficient to discuss the easier items first.
- ▶ Make sure everyone has a chance to speak and that no one monopolizes the meeting.
- ▶ Keep the meeting moving and discussion focused on the agenda item at hand.
- ▶ When the team has finished discussing an agenda item, move on to the next agenda item.
- ▶ Assign someone to make careful notes of the topics discussed and decisions made. If appropriate, distribute them to team members.
- ▶ Save the last five minutes of the meeting to discuss the meeting itself. How effective was the meeting? Were all objectives met? Did everyone participate? Was the meeting chaired effectively and the time well spent? How can the next meeting be improved? Addressing these issues will make the group more conscious of using its time and energies effectively.

## REVIEWING YOUR PERSONAL PROGRESS SO FAR

As the team's project is progressing, review your own progress in developing leadership skills. You may be ready to do this after several weeks – or you may not be ready for several months – depending upon how many opportunities you have had to exercise leadership skills. If you have had frequent interaction with team members, guiding, coordinating and solving problems, and enough experience working the plan, you are ready for a progress review.

The first measure of your leadership ability is the team's effectiveness in achieving the mission. Are people accomplishing their tasks? Are goals being met by their deadlines? Is the rate of progress acceptable?

The second measure of your leadership ability is in the team's effectiveness as a team. Are people working together effectively? Do they have a sense of team spirit? Do they cooperate with one another? Do they make the best use of their knowledge and skills? Does the team tolerate differences of personality, diversity of views and different thinking styles, yet still reach agreement on critical issues?

The third measure of your leadership ability is how team members feel about your work, as well as their own efforts. Ask them for feedback individually or during a group meeting. If you set a positive

tone for the meeting and don't respond defensively, team members most likely will give you valuable information.

A fourth measure of your leadership ability is a personal assessment of your own leadership skills. In Part I, your answers to a questionnaire helped determine the leadership skills you already had and what you needed to work on. Answering the questionnaire now will enable you to see your progress and identify the skill areas which still need strengthening.

## DEALING WITH OBSTACLES, SETBACKS, AND PROBLEMS

Expect to encounter obstacles, unexpected events and even setbacks as the project progresses. In fact, another measure of your effectiveness as a leader will be the way you handle these challenges.

Wanting to quit when you encounter the first problem is natural! But if you give in to this feeling, you will never be an effective leader. Problems can and should be viewed as manageable challenges, which motivate the team to work harder and even more closely in resolving the problem. Keep people focused on the plan, and help them pull together as a team.

Don't give in to an obstacle, but do be realistic about overcoming it. Every problem, obstacle or setback tests your plan as well as your leadership abilities. Ask yourself, "Is our plan still realistic, now that this has happened? Can we still accomplish our mission? How should we adapt to this new development?" If you decide your original plan still is possible, then solve the problem as effectively as you can. If it's necessary to revise the plan, then work with the team to create new goals and timetables.

## DEALING WITH PEOPLE PROBLEMS

Sometimes you may encounter people problems in your role as leader. Personality conflicts or other personal disagreements may affect team members' work. In some cases the team members may spend more time fighting with one another than they spend working. As leader, it is your job to handle these problems. The many books devoted to this complex subject preclude a more thorough discussion here. However, here are some guidelines to follow when dealing with people problems:

- ▶ Prevent them if you can. Invest extra time and effort encouraging people to communicate with one another and thinking positively. Help team members resolve conflicts before small disagreements escalate into big battles.
- ▶ Insist on following the plan. Clear direction and a good plan are your best tools for settling disputes and preventing animosities. Once people accept the vision, mission, core values and goals, you can insist they honor the overall direction of the project whenever there is conflict. Whatever is best for the entire project should prevail.
- ▶ Be fair. Avoid favoritism. Listen to all sides of a story before making judgments when conflicts occur. As philosopher Aldous Huxley said, "It is not who is right, but what is right that counts."
- ▶ Address conflicts immediately. When there is conflict or disagreement, don't ignore the situation. Hold an open discussion with all concerned parties immediately.
- ▶ When possible, allow conflicts to be resolved among team members. Often other team members can influence disagreeing parties to reach an agreement simply by pointing out how conflict is impeding the team's work.
- ▶ Use your authority as leader to settle conflicts when necessary. If you have earned a high level of trust and informal authority, this can be accomplished gracefully and with the support of team members. If your decision makes one person a winner and another a loser, be sure to meet separately with each to heal any wounds caused by the conflict.

- ▶ Replace team members if necessary. Occasionally you may encounter a member whose performance impairs the team's work. If that person's performance is still not satisfactory after you discuss areas in which improvement could be made, do not hesitate to remove the member from the team. Most likely this will result in increased team morale and productivity.

## WHEN AND HOW TO RETHINK YOUR DIRECTION

It is possible you and your team discover at some point that the whole approach designed at the beginning just is not working. You may have taken on too ambitious a project, or perhaps you misjudged the chosen course of action. You may discover the team does not have the necessary skills or knowledge to achieve the mission. Or possibly the situation changed dramatically, making the original plan inappropriate.

If this happens, reevaluate your direction. For example, you might decide that the vision, mission and core values still make sense, but the key result areas need reworking. Or the key result areas could still be valid, but the goals under those areas must be changed. You may even need to rethink the mission and take a different approach. And, of course, it is even possible the original vision no longer makes sense, which means you will have to reevaluate the entire project.

In any case, remain open-minded. Work with your team members to re-evaluate and revise the plan as necessary. It may well be that this experience makes the team even stronger.

# ACTION

## HANDLING CONFLICT

Developing leadership and conflict handling skills are important parts of your leadership development.

For this assignment, you will: 1) review your progress against your plan; 2) describe any obstacles, problems or setbacks experienced and how they were handled; and 3) discuss any people problems encountered and how they were handled. Next, analyze your current feelings about the appropriateness of your original plan. You will then discuss with team members their feelings about the project, their progress and your direction. Finally, you will assess your leadership skills again and compare the results with those in Project 1.

### REVIEW YOUR PROGRESS AGAINST YOUR PLAN

1. In the space below, write a summary of your team's progress in each of the key result areas and for each of the goals in those key result areas.

## **OVERCOMING PROBLEMS**

2. In the space below, describe any obstacles, problems or setbacks you experienced and explain how you handled them.

### **LEADERSHIP: THE DIRECTION YOU TAKE**

Leadership is about direction. It's about setting the course for your team, your organization, your company, your country. It's about every decision being made with a clear sense of purpose and intent. It's about making sure that every action taken is aligned with the overall goal. It's about being a role model for others, showing them the way forward. It's about being a source of inspiration and motivation for those around you. It's about being a leader who can inspire others to follow their dreams and achieve success.

### **LEADERSHIP: A GUIDE TO LEADING YOUR TEAM**

Leadership is a guide to leading your team. It's a set of principles and practices that help you lead effectively and ethically. It's a way of thinking and acting that helps you inspire and motivate others. It's a way of working that helps you build strong relationships and trust. It's a way of leading that helps you achieve success and make a difference.

### **LEADERSHIP: THE WAY FORWARD**

Leadership is the way forward. It's a path that leads to success, achievement, and fulfillment. It's a path that requires hard work, dedication, and commitment. It's a path that requires a clear vision, a strong sense of purpose, and a willingness to take risks. It's a path that leads to a better future for everyone involved.

HANDLING CONFLICT  
MANAGE THE OVERLAP PLAN

3. In the space below, describe any people problems you encountered as leader and explain how you handled them.

## REEVALUATE THE OVERALL PLAN

TOURNOO BHICHAN

4. In the space below, summarize your current feelings about the appropriateness of your original vision, mission, core values, action strategy and action plan. Do you still believe the overall approach you designed at the beginning is appropriate to the objective? If not, how would you modify it?

## GET FEEDBACK FROM THE TEAM

5. One indicator of your performance as a leader is how team members feel about their work and your efforts. Meet with team members individually or as a group and discuss the project as well as their efforts and your efforts. The following questions may help you lead the discussion:

- ▶ Are we accomplishing our tasks?
- ▶ Are goals being met by deadlines?
- ▶ Is the rate of progress acceptable?
- ▶ Are we working well together?
- ▶ Is the leader working well with the group?
- ▶ Does our group have team spirit?
- ▶ Have conflicts and diversity of views been handled well?
- ▶ Are team members' skills and talents being used effectively?
- ▶ How do you feel about the work we are doing?
- ▶ How do you feel about the leader's efforts?

After meeting with your team, write answers to the following questions in the spaces provided.

- ▶ What changes or improvements can be made to increase the team's effectiveness in achieving the mission, goals, tasks, etc.?
- ▶ What changes or improvements can be made to enhance teamwork, make the best use of member skills, and deal constructively with conflict?
- ▶ What action can be taken to improve my efforts as team leader?

## RE-EVALUATING YOUR LEADERSHIP SKILLS

6. In Part I, you evaluated your leadership skills with the 23-item behavioral profile. Now that you have had plenty of opportunities to demonstrate leadership skills, it is again time to evaluate these skills and compare results with your initial evaluation.

**Instructions:** Rate yourself on each of the following factors by writing a number ranging from 1 to 5 next to each item, with 1 being a low score and 5 being a high score.

Average the scores within each of the six dimensions by adding up the individual scores and dividing by the number of items in that group as shown. You will have six group scores, each ranging between 1 and 5.

Then plot the six scores on the corresponding axes on the chart in Figure 4.

### Vision and Values:

- \_\_\_\_\_ 1. I clearly visualize what my team should accomplish.
  - \_\_\_\_\_ 2. I keep abreast of current events that may affect my team and its mission.
  - \_\_\_\_\_ 3. I spot possible problems and plan how to overcome them.
  - \_\_\_\_\_ 4. I have the information I need to make decisions.
  - \_\_\_\_\_ 5. I can act boldly and decisively when necessary.
  - \_\_\_\_\_ 6. I personally practice the values that are important to the team's success.
- Group total (Vision and Values)  
\_\_\_\_\_  
Divide total by 6 to get average  
\_\_\_\_\_

### Direction:

- \_\_\_\_\_ 7. I effectively set goals and strategies for my team.
  - \_\_\_\_\_ 8. I am effective at getting various members of the team to take on the tasks that have to be done and at making sure they understand priorities.
- Group total (Direction)  
\_\_\_\_\_  
Divide total by 2 to get average  
\_\_\_\_\_

### Persuasion:

- \_\_\_\_\_ 9. I project self-confidence in dealing with others.
  - \_\_\_\_\_ 10. I help the people on my team understand and appreciate the purpose of what we're doing.
  - \_\_\_\_\_ 11. I regularly remind team members about the goals we have to accomplish.
  - \_\_\_\_\_ 12. I communicate well and listen carefully to others.
  - \_\_\_\_\_ 13. I follow through on decisions and make sure they are implemented.
- Group total (Persuasion)  
\_\_\_\_\_  
Divide total by 5 to get average  
\_\_\_\_\_

**Support:**

- 14. I keep up to date on the team's progress.
- 15. I use people, funds and materials wisely in achieving our mission.
- 16. I am creative and a good problem solver.
- 17. I manage my time well and get my work done.

Group total (Support)

Divide total by 4 to get average

**Development:**

- 18. I help team members develop their skills and knowledge.
- 19. I teach and coach people to help them handle specific challenges and problems and to improve unsatisfactory performance.
- 20. I nurture a sense of team spirit.

Group total (Development)

Divide total by 3 to get average

**Appreciation:**

- 21. I give praise and recognize team members for their efforts and achievements.
- 22. I show respect for the ideas and opinions of everyone on the team.
- 23. I provide opportunities to celebrate accomplishments, showing team members that their contributions are appreciated.

Group total (Appreciation)

Divide total by 3 to get average

Once you have scored yourself on the six dimensions of service leadership, plot your six scores on the wheel diagram in Figure 4 on the next page. Connect the dots on the axes with six lines to form a polygonal figure that shows your overall leadership assessment at a glance. Then review the scores and spot the areas in which you need further development. A score of 3 is a rough dividing line. If you're well above that, you see yourself as relatively strong on that factor. If you're well below 3, you see yourself as needing to strengthen that factor.

You may want to make photocopies of the completed scoring diagram of Figure 4 for discussion with your guidance committee.

## YOUR LEADERSHIP PROFILE

Plot your leadership profile on this chart

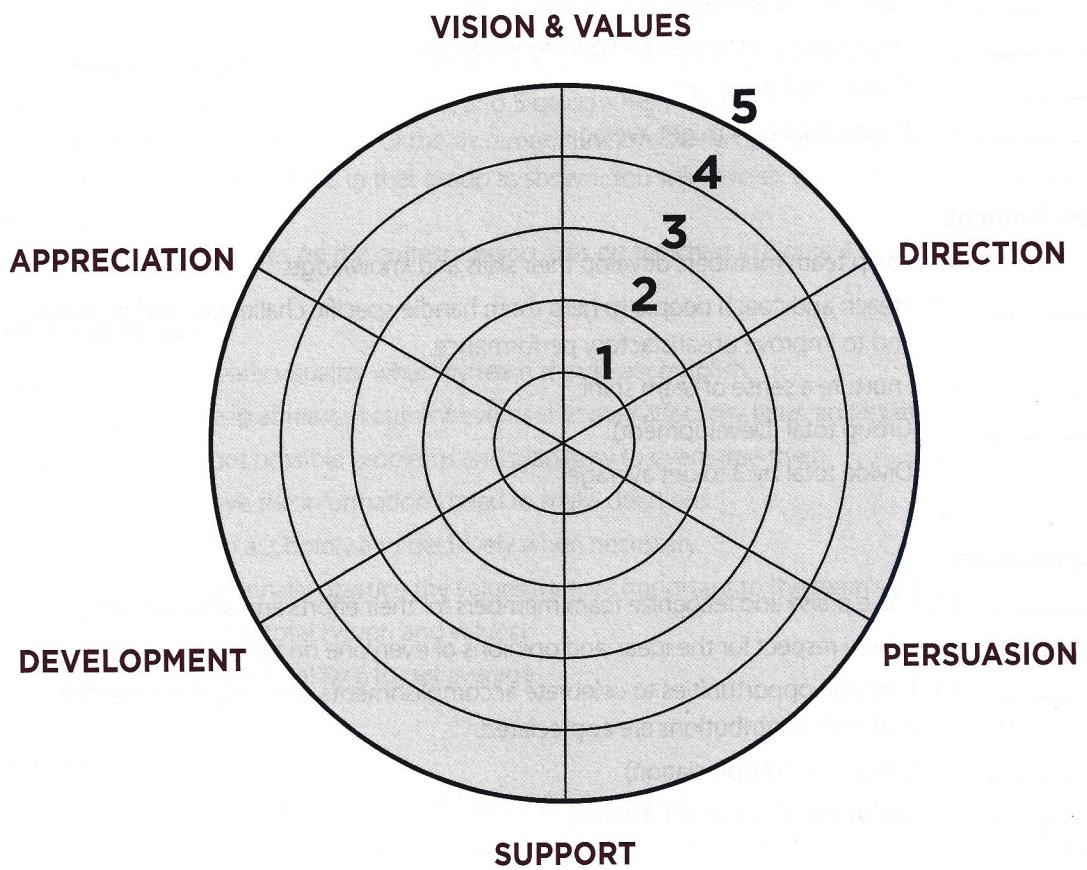


FIGURE 4

Compare the results from Part 1 with the results from this section and answer the following questions.

- ▶ In what areas do you have strong leadership skills?

- ▶ In what areas have you improved?

# FEEDBACK

## MEET WITH YOUR GUIDANCE COMMITTEE

Use the following agenda for the fourth meeting of your guidance committee. Ask each committee member attending to initial the agenda next to his or her name.

### Project Review Meeting #4

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Starting Time: \_\_\_\_\_

Ending Time: \_\_\_\_\_

### Committee Members Attending:

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

### Topics Discussed:

Progress on the plan so far

Obstacles, problems or setbacks encountered; how you dealt with them

People problems encountered, if any; how you dealt with them

Validity of the original plan

Feedback from team members

### Committee Comments:

---

---

---

---

# PART 5 ANALYZING & PRESENTING YOUR RESULTS

## STUDY

### ACTION PHASE #3

#### REVIEWING RESULTS

By now you have learned something about each of the six components of the service leadership model, and you have worked through all of the leadership steps: creating a vision, developing a mission, identifying core values, recruiting an action team, developing an action strategy with key result areas and goals, preparing a written plan, and working with team members to achieve your mission.

If you have achieved your mission or are well on the way to doing so – congratulations! You should be proud of yourself and your team. But if your efforts were unsuccessful, don't be discouraged. Leaders are not always initially successful.

Whether you were successful or unsuccessful, take the time to analyze your efforts. If you were successful, to what can you attribute the success? Was it the team's outstanding work? Your ability to overcome a particularly tough obstacle? What, if anything, would you do differently? If you were unsuccessful, to what can you attribute the failure? An unrealistic or unclear vision and mission? Poor planning? Lack of team support? A change in circumstances that made the vision and mission obsolete or impractical? What, if anything, would you do differently?

#### PRESENT RESULTS TO YOUR CLUB

Now it is time to share what you have learned with your Toastmasters club in a five- to seven-minute speech. It will be quite a challenge to condense all of your experience into this time frame. Here are some guidelines for preparing your speech.

- ▶ Don't try to include all the details of your project; cover the highlights.
- ▶ Share your feelings about your learning process. What did you learn about leadership? Other people? Yourself?
- ▶ Select one or two of the most interesting or appealing aspects of the experience to which all of your listeners can relate.
- ▶ Review a few of the key leadership behaviors you personally found most valuable or most significant.
- ▶ Include anecdotes or stories from your experience to emphasize key points.

Once you have developed the plan or outline for your speech, schedule a last review meeting with your guidance committee. Share with them your findings, discuss the learning process, and present your speech plan for review. Incorporate their feedback and revise your speech plan if appropriate. This will be your last meeting with the committee.

Arrange with the vice president education to present your speech. Meet with your evaluator before the speech to discuss the speech evaluation, making sure the evaluator understands the speech's purpose.

## **HOW TO RECEIVE THE LEADERSHIP EXCELLENCE AWARD**

After you have completed your speech to the club, complete the Leadership Excellence award application in the Appendix. Be sure to have the members of your guidance committee sign the application and write their addresses and telephone numbers where indicated.

Also, have your club's vice president education sign it. If you are the VPE, have any other current club officer sign the application. Mail the completed form AND the completed Evaluation Guide for "Presenting the Results" to Toastmasters International. After verifying the information on the application, World Headquarters will send you the Leadership Excellence certificate.

# ACTION

## PLAN YOUR SPEECH TO THE CLUB

1. In the space below, write the key topics and points you want to include in your speech to the club about your leadership learning experience. Then develop a speech outline.

## **REVIEW THE SPEECH WITH YOUR GUIDANCE COMMITTEE**

2. Schedule a meeting with your guidance committee. Be prepared to discuss your entire learning experience, as mentioned in the following Feedback section, and to present your plan for your speech to the club. This is your last meeting with the committee, so be sure to thank them for their help and have them sign the Leadership Excellence application, writing their addresses and telephone numbers where indicated.

# PRESENT YOUR SPEECH TO THE CLUB

3. Give the speech describing your leadership experience to the club. Be sure the evaluator completes the evaluation guide on the next page.

## EVALUATION GUIDE FOR “PRESENTING THE RESULTS”

Title \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Note to the Evaluator:** The Toastmaster presenting this speech project has been working on the Toastmasters International High Performance Leadership self-study program. As part of the program, the Toastmaster selected a project for which he or she could exercise leadership skills. In this speech, the Toastmaster is to share the results of the project with club members and discuss his or her learning experience. In addition to your oral evaluation, please write answers to the questions below.

- ▶ How effectively did the speaker summarize his or her leadership project and experience? Did the speaker adequately explain the nature and scope of the project?
  
- ▶ How did the speaker make the talk and his or her leadership experience relevant to the audience?
  
- ▶ How successful was the speaker’s leadership project?
  
- ▶ How well did the speaker explain what he or she learned from the leadership experience?
  
- ▶ How did the speaker use anecdotes or stories to emphasize key points?
  
- ▶ What, if anything, could the speaker have done to help you better understand the project and his or her leadership experience?

# FEEDBACK

## Action Plan

### MEET WITH YOUR GUIDANCE COMMITTEE

Use the following agenda for the fifth meeting of your guidance committee. Ask each committee member attending to initial the agenda next to his or her name and sign the Leadership Excellence award application in the Appendix.

#### Project Review Meeting #5

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Starting Time: \_\_\_\_\_

Ending Time: \_\_\_\_\_

#### Committee Members Attending:

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

Name: \_\_\_\_\_ Initials: \_\_\_\_\_

#### Topics Discussed:

The success of your project

What you've learned about leadership, people and yourself during the project

Key points you plan to cover in your speech to the club

#### Committee Comments:

---

---

---

---

# APPENDIX

## GLOSSARY

Following are definitions of some of the terms used in this program.

<b>Leadership</b>	the capacity to mobilize people to accomplish worthwhile results.
<b>Service leadership</b>	the capacity to lead with a service focus; the leader serves those who serve others.
<b>Formal authority</b>	power over others granted to a leader by virtue of the leader's formal rank and position in an organization or in a power structure.
<b>Earned authority</b>	informal or personal authority; influence over others derived from their respect and regard for the leader as a person, unrelated to any formal authority the leader might have.
<b>Objective</b>	a worthwhile result or outcome chosen as the overall focus of efforts. It is the motive for a leader's actions and the guiding idea for the team's efforts. <i>Note: Many experts on management and leadership disagree on the use of the terms goal and objective. Some call the desired overall result the goal and refer to the intermediate targets as objectives. Others say the opposite, with the objective being the overall result and the goals being the sub-parts. To avoid misunderstanding and to keep the terminology simple, the discussion in this manual refers to the overall desired result as the objective and to the sub-parts as goals.</i>
<b>Vision</b>	a mental image or concept of a desired outcome to be achieved; a picture of what the team, organization, business, or enterprise should accomplish. A vision statement helps others imagine the accomplishment of the objective.
<b>Mission</b>	a statement of how a leader intends to operate to achieve the vision.
<b>Values</b>	the basic beliefs which guide a leader's actions; the things a leader and team members regard as important and worthwhile in connection with a particular enterprise.
<b>Core Values</b>	the few critically important values necessary to accomplish the mission.
<b>Action Strategy</b>	the single action most likely to bring about change. One action strategy might be to arouse public opinion. Another might be to apply extreme pressure on selected political figures. Another might be to quietly communicate

with lawmakers. Another might be to get maximum media exposure for the cause. Each action strategy has its own merits and drawbacks. The action strategy selected by a leader should be the one most likely to result in achievement of the objective.

**Action Plan**

a brief, specific, written plan for accomplishing the leader's objective. It contains a list of definite goals and tasks to be completed to accomplish the goals, and a timetable for accomplishment. The action plan includes the specific responsibilities assigned to team members.

**Key Result Areas**

general categories for action and accomplishment that help the leader and team members focus on what needs to be done.

**Goals**

specific targets, results or outcomes to be achieved to reach the overall objective. A goal has a very specific, well-defined result and a deadline for achieving it.

**Tasks**

specific actions or activities that must be done to achieve goals.

**Timetable**

a schedule showing tasks that must be done to achieve specific goals and deadlines for completion of these tasks.



## Toastmasters International **LEADERSHIP EXCELLENCE CERTIFICATE APPLICATION**

To receive the Leadership Excellence certificate, complete this form and mail **OR** fax (one method only please):

**Education Department**  
**Toastmasters International**  
**P.O. Box 9052, Mission Viejo, CA 92690 USA**

**Fax: 949-858-1207**

Be sure to have guidance committee members and your vice president education sign the form where indicated **and** to attach the evaluation guide for "Presenting the Results" on page 66. Only current members are eligible for awards.

**PLEASE PRINT OR TYPE**

Member No.       Club No. & Name \_\_\_\_\_ District \_\_\_\_\_  
Name \_\_\_\_\_ Date \_\_\_\_\_  
Address \_\_\_\_\_  
Address 2 \_\_\_\_\_  
Email \_\_\_\_\_ Phone \_\_\_\_\_

**Guidance Committee:**

The following served on my guidance committee and can confirm my efforts and completion of this program:

Name \_\_\_\_\_  
Address \_\_\_\_\_

Daytime Telephone No. \_\_\_\_\_  
Signature \_\_\_\_\_

Name \_\_\_\_\_  
Address \_\_\_\_\_

Daytime Telephone No. \_\_\_\_\_  
Signature \_\_\_\_\_

Name \_\_\_\_\_  
Address \_\_\_\_\_

Daytime Telephone No. \_\_\_\_\_  
Signature \_\_\_\_\_

Name \_\_\_\_\_  
Address \_\_\_\_\_

Daytime Telephone No. \_\_\_\_\_  
Signature \_\_\_\_\_

**Signed:** \_\_\_\_\_

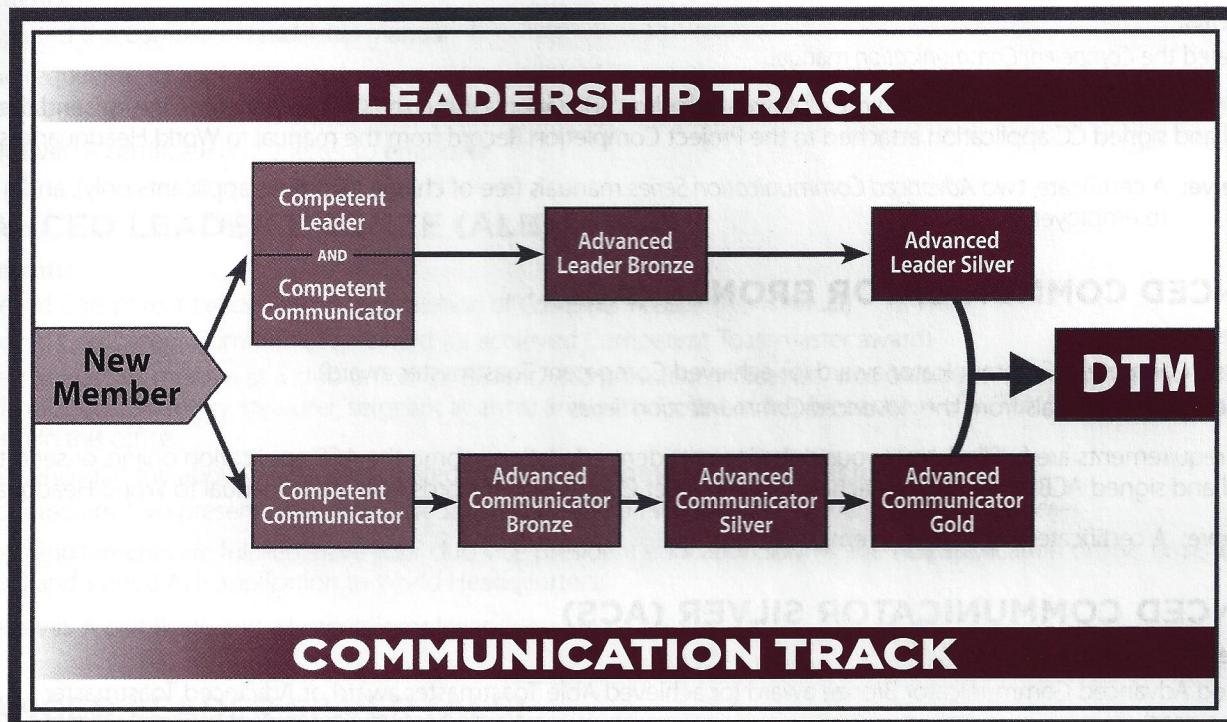
*Vice President Education*

*[If the VPE is the applicant, another current club officer must sign]*

# TOASTMASTERS EDUCATION PROGRAM



The Toastmasters education program consists of two tracks – a communication track and a leadership track. You are encouraged to participate in both tracks. The two tracks are not mutually exclusive, and you can work in both at the same time. Both provide recognition for specific accomplishments. The awards and their requirements appear on the next page. The diagram below shows the award progression in each track.



# EDUCATIONAL AWARD REQUIREMENTS



Following are the awards you can earn in each track and a brief explanation of its requirements. For complete details about requirements, see the actual award applications.

## COMMUNICATION TRACK

### COMPETENT COMMUNICATOR (CC)

**Requirements:**

- ▶ Completed the *Competent Communication* manual

When the requirements are fulfilled, have your club vice president education submit the CC application online, or send the completed and signed CC application attached to the Project Completion Record from the manual to World Headquarters.

**You'll Receive:** A certificate, two *Advanced Communication Series* manuals free of charge (first time applicants only), and a letter to employer

### ADVANCED COMMUNICATOR BRONZE (ACB)

**Requirements:**

- ▶ Achieved Competent Communicator award (or achieved Competent Toastmaster award)
- ▶ Completed two manuals from the *Advanced Communication Series*

When the requirements are fulfilled, have your club vice president education submit the ACB application online, or send the completed and signed ACB application attached to the Project Completion Records from each manual to World Headquarters.

**You'll Receive:** A certificate and a letter to employer

### ADVANCED COMMUNICATOR SILVER (ACS)

**Requirements:**

- ▶ Achieved Advanced Communicator Bronze award (or achieved Able Toastmaster award or Advanced Toastmaster Bronze award)
- ▶ Completed two additional manuals from the *Advanced Communication Series*
- ▶ Conducted any two presentations from *The Better Speaker Series* and/or *The Successful Club Series*

When the requirements are fulfilled, have your club vice president education submit the ACS application online, or send the completed and signed ACS application attached to the Project Completion Records from each manual to World Headquarters.

**You'll Receive:** A certificate and a letter to employer

### ADVANCED COMMUNICATOR GOLD (ACG)

**Requirements:**

- ▶ Achieved Advanced Communicator Silver award (or achieved Able Toastmaster Bronze award or Advanced Toastmaster Silver award)
- ▶ Completed two additional manuals from the *Advanced Communication Series*
- ▶ Conducted a presentation from *The Success/Leadership Series*, *The Success/Communication Series*, or *Youth Leadership* program
- ▶ Coached a new member with the first three speech projects

When the requirements are fulfilled, have your club vice president education submit the ACG application online, or send the completed and signed ACG application attached to the Project Completion Records from each manual to World Headquarters.

**You'll Receive:** A certificate and a letter to employer

## Earning Multiple Awards

Each time any Toastmaster wishes to complete the series of awards on the communication track (ACB, ACS, and ACG), he or she must complete two new *Advanced Communication Series* manuals for each award. This means that each time a member earns an ACG award, he or she must complete six different *Advanced Communication Series* manuals – two for ACB, two for ACS, and two for ACG. Each time any Toastmaster wishes to repeat an award on the communication track, he or she is permitted to repeat the manuals used for a previously earned communication award. For example: If a member completed “The Entertaining Speaker” (Item 226A) and “Speaking to Inform” (Item 226B) for their first ACB, the member may repeat these manuals for credit toward a second ACB or any other communication award being repeated.

A member cannot repeat any *Advanced Communication Series* manuals while working toward a single award (ACB, ACS, ACG). For example: The member cannot complete “The Entertaining Speaker” twice for the same ACB.

# LEADERSHIP TRACK

## COMPETENT LEADER (CL)

### Requirements:

- ▶ Completed the *Competent Leadership* manual

When the requirements are fulfilled, have your club vice president education submit the CL application online, or send the completed and signed CL application attached to the Project Completion Record from the manual to World Headquarters.

**You'll Receive:** A certificate and a letter to employer

## ADVANCED LEADER BRONZE (ALB)

### Requirements:

- ▶ Achieved Competent Leader award (completion of *Competent Leadership* manual)
- ▶ Achieved Competent Communicator award (or achieved Competent Toastmaster award)
- ▶ Served at least six months as a club officer (president, vice president education, vice president membership, vice president public relations, secretary, treasurer, sergeant at arms) and participated in the preparation of a Club Success Plan while serving in this office
- ▶ While serving in the above office, participated in a district-sponsored club officer training
- ▶ Conducted any two presentations from *The Successful Club Series* and/or *The Leadership Excellence Series*

When the requirements are fulfilled, have your club vice president education submit the ALB application online, or send the completed and signed ALB application to World Headquarters.

**You'll Receive:** A certificate and a letter to employer

## ADVANCED LEADER SILVER (ALS)

### Requirements:

- ▶ Achieved Advanced Leader Bronze award (or former Competent Leader award)
- ▶ Served a complete term as a district officer (district governor, lieutenant governor, public relations officer, secretary, treasurer, division governor, area governor)
- ▶ Completed the *High Performance Leadership* program
- ▶ Served successfully as a club sponsor, mentor, or coach

When the requirements are fulfilled, have your club vice president education submit the ALS application online, or send the completed and signed ALS application to World Headquarters.

**You'll Receive:** A certificate and a letter to employer

## DISTINGUISHED TOASTMASTER (DTM)

### Requirements:

- ▶ Achieved Advanced Communicator Gold award (or achieved Advanced Toastmaster Gold award)
- ▶ Achieved Advanced Leader Silver award (or achieved Advanced Leader award)

Distinguished Toastmaster is the highest recognition a member may receive. When requirements are fulfilled, have your club vice president education submit the DTM application online, or send the completed and signed DTM application to World Headquarters.

**You'll Receive:** A plaque and a letter to employer

# ADVANCED LEADER/DISTINGUISHED TOASTMASTER (AL) (DTM) AWARD APPLICATION



## TO APPLY:

You must be a current member of the club listed below at the time your application is received at World Headquarters to be eligible for the award.

- ▶ Complete both sides of this application.
- ▶ A current club officer must sign and date the application.
- ▶ Ask a current club officer to submit your application online at [www.toastmasters.org/members](http://www.toastmasters.org/members). If no current officer has online access, mail OR fax (one method only please) the completed form to:

Member Services - Education Awards  
Toastmasters International  
P.O. Box 9052, Mission Viejo, CA 92690 USA

Fax: 949.858.1207

## PLEASE PRINT OR TYPE:

Member No.  Club Name & No. \_\_\_\_\_ District \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

PLEASE PRINT OR TYPE (AS YOU WOULD LIKE IT TO APPEAR ON CERTIFICATE)

Permanent Address Change?  Yes  No

Address 1 \_\_\_\_\_ DTM APPLICANTS MUST PROVIDE A STREET ADDRESS, NOT A P.O. BOX

Address 2 \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_ ZIP/Postal Code \_\_\_\_\_

Country \_\_\_\_\_ Email Address \_\_\_\_\_

Phone \_\_\_\_\_

REQUIRED FOR DTM APPLICATIONS

Complete all requirements before submitting award applications to World Headquarters. Check award for which you are applying.

Advanced Leader Bronze (complete Section I)  Advanced Leader Silver (complete Section II)  Distinguished Toastmaster (complete Section III)

## I. Advanced Leader Bronze (ALB)

- ▶ Achieved Competent Leader (CL) award for completing *Competent Leadership* manual Date \_\_\_\_\_ Club/District No. \_\_\_\_\_
- ▶ Achieved Competent Communicator (CC) award (or achieved Competent Toastmaster award) Date \_\_\_\_\_ Club/District No. \_\_\_\_\_
- ▶ Served at least six months\* as a club officer (president, vice president education, vice president membership, vice president public relations, secretary, treasurer, or sergeant at arms) **and** participated in the preparation of a Club Success Plan while serving in this office.

(\*You must have served as an officer from July 1 through December 31 or January 1 through June 30 to fulfill this requirement. Other six-month periods do not qualify. The six months must be completed at the time you submit this application.)

Office held \_\_\_\_\_ in Club No. \_\_\_\_\_

Served six months as follows (check one and fill in year)

\_\_\_\_\_ July 1 – December 31, \_\_\_\_\_ January 1 – June 30, \_\_\_\_\_

Date you helped prepare a Club Success Plan for your club \_\_\_\_\_ MONTH \_\_\_\_\_ YEAR \_\_\_\_\_  
(must coincide with above officer term)

- ▶ While serving as a club officer, participated in a district-sponsored club-officer training program.  
(Applicants in undistricted clubs need not complete this requirement.)

Date attended training \_\_\_\_\_

- Conducted two presentations from *The Successful Club Series* and/or *The Leadership Excellence Series*. (*Success/Communication, Success/Leadership, Youth Leadership* and *The Better Speaker Series* do not qualify.) Presentation date may not be one used previously.

Presentation Name

Date Presented

1. \_\_\_\_\_
2. \_\_\_\_\_

## II. Advanced Leader Silver (ALS)

- Received Advanced Leader Bronze award (or "old" Competent Leader award)
- Served a complete term\* (July 1 – June 30) as a district officer (district governor, lieutenant governor, public relations officer, secretary, treasurer, division governor, area governor). (Applicants in undistricted clubs need not complete this requirement.) (\*Term must be completed at the time you submit this application.)

CLUB NO.

CERTIFICATE NO. (If applicable)

DATE RECEIVED

Office held \_\_\_\_\_ District No. \_\_\_\_\_

Date served (fill in years) July 1, \_\_\_\_\_ through June 30, \_\_\_\_\_

- Completed the High Performance Leadership program.

Club No. \_\_\_\_\_ Certificate No. \_\_\_\_\_ Date Received \_\_\_\_\_

IF APPLICABLE

- Served successfully as sponsor\* (up to two allowed) or mentor\*\* (up to two allowed, appointed by the district governor) of a new club. Name must appear on Application to Organize (Form 5).

(\*Members are successful sponsors when the new club charters and sends World Headquarters a letter verifying that the sponsor performed his/her duties. World Headquarters must receive this letter no later than 90 days after the club charter date.)

(\*\*Members are successful mentors after they have worked with the new club for at least six months following its charter and the new club sends World Headquarters a letter verifying that the mentor performed his/her duties for those six months.)

New Club Name \_\_\_\_\_ New Club No. \_\_\_\_\_ Date Chartered \_\_\_\_\_

**OR** Served successfully as a club coach or club specialist (Up to two allowed per club. Coaches and specialists must be appointed by the district governor and World Headquarters must have the appointment notice on file.)

Club Name \_\_\_\_\_ Club No. \_\_\_\_\_ Appointment Date \_\_\_\_\_

## III. Distinguished Toastmaster (DTM)

- Received Advanced Communicator Gold award (or Advanced Toastmaster Gold award)
- Received Advanced Leader Silver award (or Advanced Leader award)

CLUB NO.

CERTIFICATE NO. (If applicable)

DATE RECEIVED

CLUB NO.

CERTIFICATE NO. (If applicable)

DATE RECEIVED

## CLUB OFFICER VERIFICATION

The Toastmaster whose name appears above has completed all of the requirements for this award.

SIGNATURE

PRINT NAME

CLUB OFFICE HELD

Date: \_\_\_\_\_

*(Applicants may not sign their own applications, even if they are a current club officer.)*

**OPTIONAL:** Please send a letter about my award to my employer or supervisor listed below.

(Type or print neatly and do not abbreviate title or company name.)

Name of Employer/Supervisor \_\_\_\_\_

Company Name \_\_\_\_\_

Address 1 \_\_\_\_\_

Address 2 \_\_\_\_\_

City \_\_\_\_\_ State/Province \_\_\_\_\_ ZIP/Postal Code \_\_\_\_\_

Country \_\_\_\_\_

Email: \_\_\_\_\_

