

A Practical Guide to Becoming a Better Leader



Competent  
Leadership

# Competent Leadership



## **Toastmasters International**

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

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

e-mail: [tminfo@toastmasters.org](mailto:tminfo@toastmasters.org)

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

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## **THE MISSION OF TOASTMASTERS INTERNATIONAL**

Toastmasters International is the leading movement devoted to making effective oral communication a worldwide reality.

Through its member clubs, Toastmasters International helps men and women learn the arts of speaking, listening, and thinking—vital skills that promote self-actualization, enhance leadership potential, foster human understanding, and contribute to the betterment of mankind.

It is basic to this mission that Toastmasters International continually expand its worldwide network of clubs, thereby offering ever-greater numbers of people the opportunity to benefit from its programs.

## **THE MISSION OF THE CLUB**

The mission of a Toastmasters club is to provide a mutually supportive and positive learning environment in which every individual member has the opportunity to develop oral communication and leadership skills, which in turn foster self-confidence and personal growth.

## A TOASTMASTER'S PROMISE

Being a Toastmaster means more than simply making a commitment to self-development. Everyone who joins a Toastmasters club is making a commitment to the club, to its members, and to the organization as a whole.

### A TOASTMASTER'S PROMISE

As a member of Toastmasters International and my club, I promise...

- ▶ To attend club meetings regularly
- ▶ To prepare all of my speeches and leadership assignments to the best of my ability, basing them on projects in the *Competent Communication* manual, the *Advanced Communication* manuals or the *Competent Leadership* manual
- ▶ To prepare for and fulfill meeting assignments
- ▶ To provide fellow members with helpful, constructive evaluations
- ▶ To help the club maintain the positive, friendly environment necessary for all members to learn and grow
- ▶ To serve my club as an officer when called upon to do so
- ▶ To treat my fellow club members and our guests with respect and courtesy
- ▶ To bring guests to club meetings so they can see the benefits Toastmasters membership offers
- ▶ To adhere to the guidelines and rules for all Toastmasters educational and recognition programs
- ▶ To maintain honest and highly ethical standards during the conduct of all Toastmasters activities



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# Introduction

**L**eadership is a popular topic today. People complain about current leaders and point out that we need more leaders. Leaders themselves talk about the formidable issues facing them.

*The world is complex and changing. Every organization needs leaders who can influence others to achieve goals, who can rise to the challenge, bring us together and take us into the future with purpose and confidence.*

What makes a leader? There are many books on that subject, and each author has a different opinion. Following are just a few of the of the qualities mentioned:

Leaders are...

- ▶ Bold
- ▶ Risk-takers
- ▶ Planners
- ▶ Inspiring
- ▶ Courageous
- ▶ Listeners
- ▶ Decisive
- ▶ Visionaries
- ▶ Passionate
- ▶ Motivators
- ▶ Organizers
- ▶ Critical thinkers

Your Toastmasters club offers you the opportunity to learn some of these leadership skills and more, enabling you to become a leader in your business and community. This manual will guide you through the learning process and give you practical leadership experience. This manual focuses on leadership skills you can learn by serving in various Toastmasters meeting roles. You can learn how to listen, think critically, plan, organize, manage time, facilitate, motivate, mentor and build a team. These and other skills, including visionary thinking, establishing values and strategic planning, may also be learned by serving in club officer roles



or by studying the modules in Toastmasters International's *The Leadership Excellence Series*.

## How It Works

The Toastmasters program is not a college, trade school or other formal course in public speaking and leadership. You'll find no instructors, professors or classrooms. No one's work is graded and no tests are administered. In Toastmasters, members learn by studying the manuals, practicing and helping one another. Learning takes place in the club environment. Club meetings are workshops where you study and practice leadership and communication skills with others who are there for the same reasons you are. You learn by doing and by watching fellow club members.

Each of the 10 projects in this manual focuses on a different leadership skill, providing background information and an assignment that requires you to serve in one or more specified meeting or club roles in which you may learn an aspect of that skill. Roles include evaluator, timer, Toastmaster, Ah-Counter and general evaluator—many clubs have additional roles as well. In most projects you can choose which roles to serve in. While leadership skills can be learned in every meeting role, some meeting roles provide better learning experiences than others. You needn't complete the projects in order, although it is beneficial if you do so.

Some meeting roles fulfill the requirements for



several different projects. For example, projects 1, 2, 3 and 8 give you the option to serve as an evaluator for a prepared speaker. Serving once as an evaluator meets the requirement for only one project, not for all four. To receive credit for all four projects, you are required to serve as an evaluator four different times.

An evaluator will give you verbal and written feedback on each leadership role you complete in this manual. The evaluator provides a personal opinion of your leadership role, pointing out strengths and offering suggestions for improvement for your next role. Evaluators have one purpose: to help you become a more effective leader.

You can complete the manual at your own pace, and you can work in it at the same time you are working in the *Competent Communication* manual or *Advanced Communication* manuals.

### **Other Leadership Opportunities**

Your club offers more leadership experiences. You can serve as a club officer, formulating and implementing plans to help the club meet members' needs. You may also complete the *High Performance Leadership* program, working on a leadership project related to your personal or professional life. Serving in leadership positions at other levels of the organization will help improve your leadership skills too.

### **Communication Training**

You'll learn more than just leadership skills in your club. You'll build communication skills when you present verbal evaluations and reports, give a prepared speech and serve in other meeting roles. You can develop additional communication skills by completing the speech projects in the *Competent Communication* manual. Each project in this manual helps you prepare and present an effective speech. Good speaking skills are an asset to any leader.

### **The Rewards are Many**

Not only will you learn leadership and speaking skills, you will be recognized for your efforts. Once you've completed all 10 projects in this manual, you will receive the Competent Leader (CL) award, a certificate you can display at home or in the office. If you wish, Toastmasters International

also will send a letter to your employer about this accomplishment.

But that's only the beginning. Toastmasters provides two educational tracks: a communication track, in which you develop your speaking skills, and a leadership track, in which you develop leadership skills. When you participate in the communication track, you can be recognized as Advanced Communicator Bronze, Advanced Communicator Silver and Advanced Communicator Gold. When you participate in the leadership track you can be recognized as a Competent Leader, as mentioned earlier, and as an Advanced Leader Bronze and Advanced Leader Silver. The tracks are not mutually exclusive. You may work in both tracks at the same time, and you are encouraged to do so. The ultimate recognition is the Distinguished Toastmaster award, given to those who have worked in both tracks and have received the Advanced Communicator Gold and Advanced Leader Silver awards.

For an illustrated list of available awards and the requirements for each, see the appendix.

### **There's More!**

Toastmasters offers other communication and leadership opportunities as well, from speech contests to speakers bureaus. See the appendix for more opportunities available to you.

Throughout this manual you'll find references to manuals, books and other programs that may help you further develop your speaking and leadership skills. You may purchase these items from Toastmasters International's World Headquarters. Place your order online at [www.toastmasters.org/shop](http://www.toastmasters.org/shop), by telephone at 949-858-8255 or by faxing to 949-858-1207.

### **How Do I Get Started?**

By now you realize just how much you can do and learn in Toastmasters, and you're eager to begin. You will get a great start if you do the following:

#### **1. Ask your vice president education for a mentor.**

A mentor is a friendly, experienced fellow member who will help you with your first few assignments and answer any questions you may have as you begin working in the Toastmasters educational program. The mentor was once a new member like you and knows how important



help can be to someone just starting the program. A mentor request form is included in your New Member Kit. Complete the form and give it to your club's vice president education (VPE). If you've misplaced the form, simply ask your VPE to assign a mentor to you.

- 2. Ask the vice president education (VPE) to schedule you to serve in your first meeting role.** If the schedule permits, most likely you will serve in a role at the next meeting. The sooner you begin participating in the club, the faster you will learn. Also ask the VPE to orient you to the club. During this orientation, the VPE explains how the club operates, the learning opportunities the club provides and your responsibilities as a member. Both of you will discuss your goals and how the club can help you achieve them.
- 3. Read the section "About Your Club," in the appendix.** This section explains what happens at a club meeting. You also will learn about the club's leaders and their responsibilities.
- 4. Study the booklet *Effective Evaluation* (Item 202),** which you received in the New Member Kit. Many leadership roles and every speech you perform in the club will be evaluated by another member, and you also will be asked to evaluate

others' leadership roles and speeches. Evaluations provide the feedback all members need to improve their skills, so it is important that you know how to evaluate. *Effective Evaluation* reviews how to evaluate and what to do with the evaluations you receive. You also received two other publications in the New Member Kit: *Your Speaking Voice* (Item 199) and *Gestures: Your Body Speaks* (Item 201). You need not read these booklets now, but be sure to keep them on hand. You will want to read them after you have completed two or three speech projects in the *Competent Communication* manual. Both will help you develop some key speaking skills.

- 5. Finally, begin preparing for your first meeting role.** Work with your mentor to prepare for your first meeting role, following the project guidelines. Preparation will help you overcome any nervousness you may have and make you a better leader.

### **Remember...**

You won't learn leadership skills simply by reading about them. You'll learn by serving in positions where you can practice them. Actively participate in your club, and you will become a purposeful and confident leader.



## PROJECT 1



# Listening and Leadership

### EXECUTIVE SUMMARY

Listening is an important leadership skill. Good listeners help you acquire information, enabling you to identify and clarify issues, make decisions, resolve conflict and be creative. Listening skills also play a major role in team-building. You can learn to be a better listener by following a few simple suggestions.



### OBJECTIVES

- ▶ Determine your current listening skills
- ▶ Identify the seven steps to better listening
- ▶ Practice listening skills in various club meeting roles

**L**eaders are always aware of what is going on around them.

They know what is happening in politics that could affect them and their company or organization and what is happening within the industry. Part of this awareness comes from the media. Newspapers, magazines, reports, radio, television and the Internet are sources of information about the world around us.

Leaders also know what is happening within their own business or organization. They get most of this information from listening to people. By knowing what is going on around them, leaders are better able to plan, solve problems and foster teamwork.

Listening is an important leadership skill. Through good listening skills you acquire information, enabling you to identify and clarify issues, make decisions, resolve

conflict and be creative. When you listen to your customers and to your employees, you can learn how to improve customer satisfaction, enhance your product, increase sales, increase productivity, decrease costs and maybe even generate some new product ideas.

A leader's listening skills play a major role in team building. Leaders must be able to connect with their teams, showing concern for them and their work. This connection is accomplished through listening – listening to what team members think, to their plans and to their ideas. If team members believe you are not listening, their creativity, enthusiasm and productivity diminish. When they believe you are listening to them, they feel important and respected. In turn, they will like, trust and respect you and will perform to the best of their abilities.



## Are You a Good Listener?

Evaluate your listening skills by answering the questions below. Circle the appropriate rating for each statement. After you've completed this entire project, take the assessment again to see your progress.

	ALWAYS	SOMETIMES	NEVER
▶ I focus my attention on the speaker and don't think about anything else.	3	2	1
▶ I do not anticipate what the speaker is going to say before he/she actually says it.	3	2	1
▶ I wait until the speaker has finished to formulate my response.	3	2	1
▶ I look the speaker in the eye, nod my head and smile, while listening, to show the speaker I'm interested.	3	2	1
▶ I do not do other tasks while someone is talking to me.	3	2	1
▶ I listen carefully to the speaker even when I disagree with what is being said.	3	2	1
▶ When the speaker has finished, I summarize what he/she said to ensure I understood correctly.	3	2	1
▶ I ask questions when I am not sure about something the speaker said.	3	2	1

**Scoring:** Add the circled numbers. If you scored 22-24 points, congratulations! You're an excellent listener. If you scored 17-21 points, your skills need some attention. If you scored 16 points or less, it's time to make some improvements!

## Tips for Good Listening

How many times have you been involved in a discussion with someone and your mind wandered? Perhaps you were hungry and thought about what you could have for dinner. Or you suddenly remembered a task your employer had asked you to complete by this afternoon. Or maybe you didn't like what the other person was saying, so you immediately began thinking of your own response before the other person finished speaking. Perhaps you already assumed what the other person would say, so you didn't think you needed to listen. Your mind wandered, or you interrupted the speaker to voice your own thoughts.

Such distractions and behaviors are barriers to listening. They prevent you from hearing and understanding what people are saying.

Listening seems like it should be easy to do. But it actually is difficult, sometimes requiring more mental effort than speaking requires. You can learn to listen better by following these suggestions:

1. **Keep an open mind.** Avoid making assumptions and judgments before the speaker finishes.
2. **Maintain eye contact.** Show the speaker your full attention.
3. **Watch your body language.** Relax. Uncross your arms and legs, and refrain from tapping your fingers or making other nervous gestures. Instead, lean toward the speaker and nod and smile when appropriate.
4. **Listen for key ideas and full understanding.** Seek out and remember the speaker's main ideas and points. For example, if someone is relaying the reasons a major project is being delayed, listen carefully for each specific reason.
5. **Rephrase what the speaker is saying.** This shows the speaker you understand what he is saying and allows him to clarify if you are missing the point. For example, say something like, "If I understand correctly, the main reason for the delay is the design change."



6. **Ask questions.** Questions confirm your understanding and help you get more information. “Why was the previous design inadequate?” “How much will the design changes cost?”
7. **Evaluate.** When the speaker is finished, think carefully about what she said before you respond.

### Practice in Your Club

Your Toastmasters club gives you the opportunity to learn and practice listening skills. Just about every meeting role involves listening, but the following roles provide the most opportunities to develop your listening skills:

**Ah-Counter.** In this role you listen to every person who speaks during the meeting and track the number and types of “filler” words each uses. “Filler” words include *ah, um, you know* and *like*. These words can be distracting to listeners and diminish the speaker’s impact.

**Speech evaluator.** The evaluator listens carefully to a speaker presenting a manual speech, then offers suggestions for improvement and comments on what the speaker did well.

**Grammarian.** The grammarian listens to the speakers’ grammar and language, noting grammatical mistakes as well as examples of good word usage, and offers suggestions for improvement.

**Table Topics speaker.** The Table Topics speaker listens carefully to the Table Topics question, then answers it.

### Your Assignment

Develop and practice listening skills by serving in any three of the four roles listed above over the course of several club

meetings. In the appendix you will find more information about preparing for and serving in each role.

Ask your vice president education to assign an evaluator to you for each role. The evaluator will observe you and give feedback on the leadership skills used by writing comments on the evaluation guide at the end of this project. You may have a different evaluator for each role. Also ask the VPE if the evaluator will give a verbal evaluation during the meeting. Some clubs may not be able to accommodate verbal evaluations of leadership projects during their meetings. If this is the case in your club and you would like a verbal evaluation, ask your evaluator beforehand to meet with you after the meeting to provide one.

**Note:** If you perform two or more of these roles during one meeting, such as ah-counter and evaluator, only one of the roles may be used to satisfy this project’s requirements. Nor may the other role(s) be used to satisfy the requirements of any other project(s) in this manual. To avoid overburdening the club and its members, in any one meeting you can be evaluated in only one leadership role.

Also, some meeting roles fulfill the requirement for several different projects. For example, projects 1, 2, 3 and 8 give you the option to serve as an evaluator for a prepared speaker. Serving once as an evaluator meets the requirement for only one project, not for all four. To receive credit for all four projects, you are required to serve as an evaluator at four different times.

After you have served in all three roles, be sure to complete the Project Completion Record in the appendix.

## Evaluation Guide for

# Listening and Leadership

**Note to the evaluator:** The leader is to practice good listening skills while serving in any three of the four meeting roles listed below. Please read the project carefully before the meeting, then answer the questions below pertaining to the role the leader performed during this meeting and offer comments or specific recommendations where warranted.

### Speech Evaluator

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Was the leader's manner attentive? Did the leader's posture indicate interest in what the speaker was saying?
  
- ▶ Did the leader's verbal evaluation indicate he/she had listened to and understood the speech's content?
  
- ▶ Did the leader appear to keep an open mind when evaluating the presentation, even if the leader may not have agreed with the speaker's perspective?
  
- ▶ What could the leader have done differently to listen better?
  
- ▶ What particular listening skills did the leader demonstrate?

### Table Topics Speaker

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ How quickly did the leader appear to assimilate the idea in the Table Topic?
  
- ▶ Did the leader's response to the Table Topics question demonstrate that the leader understood the question?



- ▶ What could the leader have done differently to listen better?
- ▶ What particular listening skills did the leader demonstrate?

### Ah-Counter

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

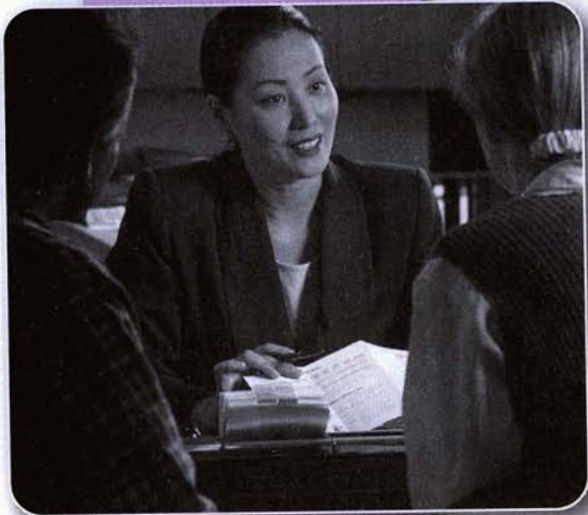
- ▶ Was the leader's manner attentive when listening to the various speakers? Did the leader's posture indicate interest in what the speakers were saying?
- ▶ Did the leader appear to focus on noticing the speakers' verbal crutches?
- ▶ What could the leader have done differently to listen better?
- ▶ What listening skills did the leader exhibit?

### Grammarian

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Was the leader's manner attentive when listening to the various speakers? Did the leader's posture indicate interest in what the speakers were saying?
- ▶ Did the leader appear to focus on noticing speakers' grammatical errors as well as any outstanding uses of grammar and words?
- ▶ What could the leader have done differently to listen better?
- ▶ What listening skills did the leader exhibit?

## PROJECT 2



# Critical Thinking

### EXECUTIVE SUMMARY

A leader gathers information, then analyzes, interprets and understands it before acting. Critical thinkers question what they read and hear, then determine the quality of a piece of information and use logical reasoning to reach conclusions. Critical thinkers make better decisions. You can learn to think more critically by following a few suggestions.



### OBJECTIVES

- ▶ Determine your current thinking skills
- ▶ Practice critical-thinking skills in various club roles

**H**ave you met someone who acts impulsively, making decisions based on whims, hearsay or prejudices? Most likely that person would not be a very good leader. A successful leader gathers information, then carefully analyzes, interprets and understands it before acting. This process is called critical thinking. Critical thinking is about how you approach problems, questions and issues.

### How Do You Think?

Evaluate your critical-thinking skills by answering the questions below. Circle the appropriate rating for each statement. After you've completed this entire project, take the test again to see your progress.

ALWAYS   SOMETIMES   NEVER

- |   |   |   |   |
|---|---|---|---|
| ▶ When confronted with a problem, I spend time gathering information about it from several sources. | 3 | 2 | 1 |
| ▶ I ask questions to get more information.  | 3 | 2 | 1 |
| ▶ I examine beliefs, assumptions and opinions and weigh them against facts.                         | 3 | 2 | 1 |
| ▶ I refrain from making judgments or decisions until I've considered all facts.                     | 3 | 2 | 1 |
| ▶ I try to see the merits of others' opinions even if they are different from mine.                 | 3 | 2 | 1 |
| ▶ I enjoy finding new solutions to problems.  | 3 | 2 | 1 |

**Scoring:** Add the circled numbers. If you scored 17-18 points, congratulations! Your critical-thinking skills are excellent. If you scored 12-16 points, your skills need some attention. If you scored 11 points or less, it's time to make some improvements!



## Characteristics of a Critical Thinker

Analytical thinkers question what they read and hear, determine the quality, merits and faults of an idea or piece of information, are able to distinguish between fact and opinion, and use logical reasoning and analysis to reach conclusions. People who reason most likely will make better decisions than someone who doesn't.

Critical thinkers are able to consider information in different ways. They can:

- ▶ **Interpret.** Critical thinkers are able to translate the meaning of experiences, situations, data and judgments. For example, they can paraphrase someone else's ideas into their own words, recognize how someone is feeling from the look on their face or clarify the meaning of a graph or chart.
- ▶ **Analyze.** Critical thinkers can identify the relationships among events, statements, concepts and situations. For example, they can recognize the differences and similarities in two newspaper accounts of the same event.
- ▶ **Assess credibility.** A critical thinker is able to assess the logical strength of a statement, description or interpretation, and judge if the evidence supports the conclusion being drawn. For example, he or she can determine whether a piece of information has any bearing on the situation at hand.
- ▶ **Infer.** Critical thinkers form hypotheses or deduce the consequences of data or events. For example, they use reasoning to determine the consequences of a certain action someone proposes.

Once critical thinkers have assessed a situation or problem, they are able to reach a conclusion and explain how they reached that conclusion.

## Tips for Critical Thinking

You can learn to reason more logically by following these suggestions:

1. **Be informed.** Collect information from numerous sources. Books, magazines, journals, newspapers, videos, CDs, audio tapes and the Internet are good resources for information. Consulting with colleagues and employees also is useful.
2. **Refrain from making decisions too early.** Make sure you have all the facts, and allow yourself

time to think about and analyze them. Quick decisions may lead to later regrets.

3. **Keep an open mind.** You may find information that will change your perspective of the problem.
4. **Ask questions.** Do not make assumptions. Probing questions that begin with 'why' or 'how' will help you get more information. "Why do you believe this is the reason?" "How does this system work?"
5. **Be honest about yourself.** Acknowledge your biases and avoid letting them influence you.
6. **Weigh opinions against facts.** Be wary about placing more value on opinions than on facts. Someone may tell you they are in favor of a proposal, but their reasons for it may be based on personal biases, not on the facts of this specific situation.
7. **Be persistent.** The entire process takes time, and you may encounter difficulties. Don't give up.
8. **Be organized.** Sort the information you collect and devise criteria for evaluating it. Write down important points or things you would like to investigate further.
9. **Consider and analyze all options.** This is the most important part of critical thinking. Only after analyzing the options should you decide which one is the best.

## Practice in Your Club

Your Toastmasters club offers the opportunity to develop and practice critical-thinking skills. The following roles require critical thinking:

**Speech evaluator.** The evaluator listens carefully to a speaker presenting a manual speech, then offers suggestions for improvement and comments on what the speaker did well.

**Grammarian.** The grammarian listens to speakers' grammar and language, noting grammatical mistakes as well as examples of good word usage, and offers suggestions for improvement.

**General evaluator.** The general evaluator evaluates everything that takes place throughout the club meeting, commenting on areas that need improvement, things that went well, and improvements that could be made at the next meeting.

## Your Assignment

Develop and practice critical-thinking skills by serving in any two of the three roles listed over the course of several club meetings. More information about preparing for and serving in each role is in the appendix.

Ask your vice president education to assign an evaluator to you for each role. The evaluator will observe you and give feedback on the leadership skills used, writing comments on the evaluation guide at the end of this project. You may have a different evaluator for each role. Also ask the VPE if the evaluator will give a verbal evaluation during the meeting. Some clubs may not be able to accommodate verbal evaluations of leadership projects during their meetings. If this is the case in your club and you would like a verbal evaluation, ask your evaluator beforehand to meet with you after the meeting to provide one.

**Note:** If you perform two or more of these roles during one meeting, such as grammarian and evaluator, only one of the roles may be used to satisfy this project's requirements. Nor may the other role be used to satisfy the requirements of any projects in this manual. To avoid overburdening the club and its members, in any one meeting you can be evaluated in only one leadership role.

Also, some meeting roles fulfill the requirement for several different projects. For example, projects 1, 2, 3 and 8 give you the option to serve as an evaluator for a prepared speaker. Serving once as an evaluator meets the requirement for only one project, not for all four. To receive credit for all four projects, you are required to serve as an evaluator at four different times.

After you have served in two roles, be sure to complete the Project Completion Record in the appendix.



## Evaluation Guide for Critical Thinking

**Note to the evaluator:** The leader is to practice good critical-thinking skills while serving in any two of the three meeting roles listed below. Please read the project carefully before the meeting, then answer the questions below pertaining to the role the leader performed during this meeting and offer comments or specific recommendations where warranted.

### Speech Evaluator

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did the leader appear to give careful consideration to the speech in the evaluation?
  
- ▶ How effectively did the leader demonstrate critical thinking skills in the verbal evaluation?
  
- ▶ Was the leader able to be objective and unbiased in the evaluation?
  
- ▶ What could the leader have done differently to provide a more thoughtful and helpful evaluation?
  
- ▶ What part(s) of the evaluation did the leader do well?

### Grammarian

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ How effective was the leader in noticing speakers' grammar and word usage errors and instances of good usage?
  
- ▶ Did the leader allow "pet peeves" to influence his or her analysis of the speakers' grammar and word usage?

▶ What could the leader have done differently to be a better critical thinker?

▶ What critical thinking skills did the leader exhibit?

### General Evaluator

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

▶ How effectively did the leader analyze the club meeting?

▶ Did the leader refrain from letting personal biases affect his/her observations and analysis of the meeting?

▶ Did the leader determine the critical areas of the meeting that need attention?

▶ Did the leader determine aspects of the meeting that were especially well done?

▶ What could the leader have done differently to provide a better, more helpful analysis?

▶ What did the leader do especially well?



## PROJECT 3

# Giving Feedback



### EXECUTIVE SUMMARY

Team members need to know what they are doing well, what they are not doing well and how they can improve. Giving performance feedback is a necessary leadership function. When done properly, feedback can relieve stress, improve interpersonal relationships and promote trust and respect for leaders and team members.



### OBJECTIVES

- ▶ Determine your current skills in giving feedback
- ▶ Identify the steps in giving feedback effectively
- ▶ Practice giving feedback as you serve in various meetings roles

If team members are to perform to their potential, they need to know what they are doing well, what they are not doing well, and how they can improve. Giving performance feedback successfully is a crucial leadership skill. Allowing an ineffective team member to continue his or her behavior can prevent a team from meeting its goals, and it can lower the morale and motivation of those team members who are performing well. Recognizing a team member who is doing well can motivate the member to continue and possibly even increase performance of the entire team.

Yet many leaders are uncomfortable evaluating the performance of others. They view it as criticism

and know that most people—on both the giving and receiving end—consider criticism a negative experience. After all, no one enjoys telling others—or being told—they are doing something wrong or are not performing to someone's satisfaction.

When done properly, however, feedback can be a positive experience. It can be an opportunity for the receivers to recognize what they are doing well and to learn how to do something better, and it is an opportunity for the leader to help the team function more effectively. Feedback can relieve stress, improve interpersonal relationships and promote trust and respect for leaders and team members.



## How Effectively Do You Offer Feedback?

Evaluate your feedback skills by answering the questions below. Circle the appropriate rating for each statement. After you've completed this entire project, take the test again to see your progress.

	<u>ALWAYS</u>	<u>SOMETIMES</u>	<u>NEVER</u>
▶ I talk with a team member about his performance when I am calm.	3	2	1
▶ I offer feedback only on the team member's actions, not on her personality or qualities.	3	2	1
▶ I describe the specific behavior or action that is the problem and give examples.	3	2	1
▶ I explain the effect this behavior has on the team.	3	2	1
▶ I ask for the team member's comments and explanations.	3	2	1
▶ I offer specific suggestions for improvement.	3	2	1
▶ I offer specific examples of what the team member does well.	3	2	1
▶ I conclude by encouraging the team member.	3	2	1

**Scoring:** Add the circled numbers. If you scored 22-24 points, congratulations! You have excellent feedback skills. If you scored 16-21 points, your skills need some attention. If you scored 15 points or less, it's time to make some improvements!

## Why We Hesitate

Are you uncomfortable offering feedback?

Sometimes we hesitate because we never told the other person what we expected of them. We just assumed the other person understood, and when it becomes apparent that the other person didn't understand, we blame ourselves and decide not to say anything. Or we hope that eventually the situation will resolve itself. You think that the team member will figure out for himself what you want and you will be spared a confrontation. Or you fear you will alienate team members for speaking up. You also may feel guilty for criticizing others when you know you're not perfect either.

## How to Give Feedback

To be most helpful, feedback should be given immediately after the behavior occurs. It should also be respectful, calm, encouraging and tailored to the individual team member. The following suggestions will help you offer feedback effectively:

1. **Describe the specific behavior that is bothering you.** "Eloise, the weekly shipment to our Brazil division was two days late. This is the second time this month this shipment has been late. In both instances the shipment was packed on

time, but simply did not leave here on the scheduled day." Don't try to analyze the reason behind the behavior ("Eloise, I know you are upset because you didn't get that promotion.") Instead, just describe the behavior.

2. **Explain the behavior's effect.** "The Brazil division lost three sales because of the late shipments. This cost the company thousands of dollars, and our team members in Brazil couldn't meet their sales goals."
3. **Listen.** The team member may offer explanations: "Two of our staff were sick that week," "I was in a meeting all day." Acknowledge them, but stay focused on the problem behavior.
4. **Ask for a change in behavior.** "The shipments must leave here on schedule."
5. **Reaffirm the person's ability to make the change.** "By calling our freight company earlier, you can ensure the shipment leaves here on schedule."
6. **End on a positive note.** "Eloise, you've been shipping supervisor for five years, and I appreciate all you have done to help our company grow."
7. **Follow up.** Observe the team member's subsequent performance. If improvement occurs, be sure to praise the team member. "Eloise, the



Brazil division told me their last two shipments arrived a day early. Thank you!”

Be tactful. How you say something affects the team member’s reaction. You want the team member to be receptive to your comments. Offer comments from your own experience or point of view. Don’t say “Everyone thinks...” or “People are saying...” Instead, speak for yourself. Say “I saw...” or “I am concerned...”

Avoid making the team member defensive. Say, for example, “When I don’t get the data on time, I can’t finish my report to the president.” Don’t say, “If you would just do your job, I wouldn’t have to keep calling you for the information.”

### Recognize Good Performance Too

Feedback also involves recognizing those who perform well. If you hope to promote continuous improvement in team members, recognize them for their accomplishments. Positive feedback can motivate people to perform even better. When you offer positive feedback, remember to:

1. **Be specific.** State what the team member did to deserve praise.
2. **Express your appreciation.** Explain why the team member’s effort was effective and how it contributed to the success of the team.
3. **Encourage them to do more of the same.**

### Practice in Your Club

Your Toastmasters club offers the opportunity to develop and practice feedback skills. The following roles require offering feedback:

**Speech evaluator.** The evaluator listens carefully to a speaker presenting a manual speech, then offers suggestions for improvement and comments on what the speaker did well. The evaluator presents a short verbal evaluation during the meeting, prepares a written evaluation that is given to the speaker after the meeting and may meet with the speaker (at the speaker’s discretion) to discuss the speech in more detail. The evaluation should be helpful and encouraging.

**Grammarian.** The grammarian listens to speakers’ grammar and language, noting grammatical

mistakes as well as examples of good word usage, and offers suggestions for improvement.

**General evaluator.** The general evaluator evaluates everything that takes place throughout the club meeting, commenting on areas that need improvement, things that went well, and improvements that could be made at the next meeting.

### Your Assignment

Develop and practice feedback skills by serving in the three roles listed above over the course of several club meetings. More information about preparing for and serving in each role is in the appendix.

Ask your vice president education to assign an evaluator to you for each role. The evaluator will observe you and give feedback on the leadership skills used, writing comments on the evaluation guide at the end of this project. You may have a different evaluator for each role. Also ask the VPE if the evaluator will give a verbal evaluation during the meeting. Some clubs may not be able to accommodate verbal evaluations of leadership projects during their meetings. If this is the case in your club and you would like a verbal evaluation, ask your evaluator beforehand to meet with you after the meeting to provide one.

**Note:** If you perform two or more of these roles during one meeting, such as grammarian and evaluator, only one of the roles may be used to satisfy this project’s requirements. Nor may the other role(s) be used to satisfy the requirements of any other project(s) in this manual. To avoid overburdening the club and its members, in any one meeting you can be evaluated in only one leadership role.

Also, some meeting roles fulfill the requirement for several different projects. For example, projects 1, 2, 3 and 8 give you the option to serve as an evaluator for a prepared speaker. Serving once as an evaluator meets the requirement for only one project, not for all four. To receive credit for all four projects, you are required to serve as an evaluator at four different times.

After you have served in all three roles, be sure to complete the Project Completion Record in the appendix.

## Evaluation Guide for Giving Feedback

**Note to the evaluator:** The leader is to practice feedback skills while serving in the three meeting roles listed below. Please read the project carefully before the meeting, then answer the questions below that pertain to the role the leader performed during this meeting, offering comments or specific recommendations where warranted.

### Speech Evaluator

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did the leader's evaluation focus on the speaker's presentation, not on the speaker's personality or qualities?
  
- ▶ How effectively did the leader cite examples of what the speaker did well during the presentation?
  
- ▶ How effectively did the leader offer the speaker specific suggestions for improvement? Did the leader provide examples?
  
- ▶ What could the leader have done differently to provide a more helpful evaluation?
  
- ▶ What part(s) of the evaluation did the leader do well?

### Grammarian

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ How effectively did the leader cite examples of the speakers' good grammar and word usage during the presentation?



- ▶ How effectively did the leader point out where the speaker's grammar and word usage needed improvement? Did the leader provide the speakers with specific examples and suggestions for improvement?
  
- ▶ What could the leader have done differently to provide more helpful feedback on grammar and word usage?
  
- ▶ What part(s) of the evaluation did the leader do well?

### General Evaluator

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did the leader's evaluation focus on the meeting itself and not on anyone's personality or qualities?
  
- ▶ How effectively did the leader cite examples of what went well during the meeting?
  
- ▶ How effectively did the leader point out areas of the meeting that could be improved? Did the leader offer specific suggestions and examples to reaffirm his or her observations?
  
- ▶ What could the leader have done differently to provide a more helpful evaluation?
  
- ▶ What part(s) of the evaluation did the leader do well?

## PROJECT 4

# Time Management



### EXECUTIVE SUMMARY

Time management helps leaders make the most of the time available to them. You can budget your time and accomplish projects and tasks efficiently by identifying long-term and short-term goals, make a daily to-do list, prioritize the list, make a schedule, delegate when possible, leave time for unexpected tasks, and manage interruptions.



### OBJECTIVES

- ▶ Determine your current time-management skills
- ▶ Identify steps to effectively manage time
- ▶ Practice time-management skills in various club roles

**G**ood time-management skills are valuable to leaders. Meetings, paperwork, crises—they all consume our time and leave little available for what leaders are supposed to do: Plan for the future. We have only 24 hours in a day, and we need to make the most of each hour.

### Evaluate Your Time-Management Skills

Are you accomplishing all you want to during a day? Answering the following questions will help you determine how efficiently you manage your time. After you've completed this entire project, take the test again to measure your progress.

	<u>ALWAYS</u>	<u>SOMETIMES</u>	<u>NEVER</u>
▶ I make a list of things to do each day.	3	2	1
▶ I set deadlines for myself.	3	2	1
▶ I prioritize the things I need to do.	3	2	1
▶ I delegate tasks when possible.	3	2	1
▶ I schedule more time for creative projects or important tasks.	3	2	1
▶ I break large projects into smaller, more manageable tasks.	3	2	1
▶ I do creative work at the time of day when I have the most energy.	3	2	1
▶ I allow time each day to handle unexpected problems or tasks.	3	2	1
▶ I handle every piece of paper on my desk only once.	3	2	1
▶ I complete unpleasant tasks first.	3	2	1

**Scoring:** Add the circled numbers. If you scored 27-30 points, congratulations! You have excellent time-management skills. If you scored 20-26 points, your skills need some attention. If you scored 19 or fewer points, it's time to make some improvements!



## Tips for Managing Your Time

Time management is challenging. You must be able to schedule the time available to you and plan how you will use it to achieve your goals. You want to:

- ▶ Understand what you can realistically achieve with your time
- ▶ Plan to make the best use of the time available
- ▶ Leave enough time for things you absolutely must do
- ▶ Allow some time to handle the unexpected
- ▶ Minimize stress by avoiding over-commitment to yourself and others.

Some people believe that by working faster and for more hours, they will get more done. Often working faster produces more problems because people make more mistakes. Working for a longer time period is tiring, which diminishes judgment and also creates more problems.

Do you put off projects or tasks that are unpleasant? Procrastination has a major effect on your efforts to manage time. When you wait until the last minute to tackle a big project or handle a pile of paperwork, you put additional stress on yourself and risk making mistakes or doing a poor job.

The following steps can help you budget your time and accomplish projects and tasks efficiently.

1. **Identify long-term and short-term goals.** Long-term goals are those you want to accomplish months or years from now. Short-term goals are those you want to accomplish within days or weeks.
2. **Make a daily “to-do” list.** Base the list on your long-term and short-term goals, incorporating tasks that will help you accomplish them. For example, if one of your short-term goals is to meet with your team to discuss its progress in solving a certain problem, your first task would be to notify the team about the meeting and the reason for it, and review the information you have on the problem so far to help you prepare for the meeting.
3. **Prioritize the list.** Identify items that are 1) urgent and important, 2) important but not urgent, 3) nice to do when you have the time.
4. **Make a schedule.** Block out time for the urgent

and important items, or those that will take a lot of time to complete. In the remaining time, schedule other items. Break down large tasks into smaller, more manageable ones. Plan to do more difficult items when you are at your best. Some people work best in the morning, while others do better in the afternoon or evening.

5. **Delegate whenever possible.** Do not spend valuable time doing something that someone else is capable of doing.
6. **Leave time for emergencies.** No matter how carefully you plan, something unexpected will occur that needs your immediate attention. Build time into your daily schedule to handle these emergencies.
7. **Manage interruptions.** Interruptions consume valuable time. When you are interrupted while working on a creative project, you may have difficulty picking up your train of thought when you are finally able to resume your work. When you are working on an important task, if possible close your office door or isolate yourself from others.

Should you find some spare time, such as that 10 minutes before lunch or a meeting, use it to accomplish tasks on the “important but not urgent” and “nice to do when you have the time” lists. Be sure to schedule time for yourself, too. Periodic breaks help keep you alert and focused.

Keep your schedule realistic. If it causes you stress or you consistently cannot accomplish your daily to-do lists, rethink and adjust your schedule.

## Practice in Your Club

Your Toastmasters club offers the opportunity to develop and practice time-management skills. The following roles require time management:

**Toastmaster.** The main duty of the Toastmaster is to coordinate the meeting, prepare and distribute an agenda, act as a host and conduct the entire meeting program within the allotted time.

**Speaker.** The speaker prepares and presents a speech that meets the project’s objectives within a specific amount of time.

**Topicsmaster.** The Topicsmaster balances the amount of time available for Table Topics with the number of respondents and the amount of time each uses to answer the question.

**Grammarians.** The grammarian listens to the speakers' grammar and language, noting grammatical mistakes as well as examples of good word usage, and offers suggestions for improvement, all within a specific amount of time.

**Timer.** The timer is responsible for keeping track of time during the meeting, ensuring that each meeting segment finishes on schedule.

### Your Assignment

Develop and practice time-management skills by serving as timer and any one of the remaining four roles listed above over the course of several meetings. More information about preparing for and serving in each role is in the appendix.

Ask your vice president education to assign an evaluator to you for each role. The evaluator will observe you and give feedback on the leadership skills used, writing comments on the evaluation guide at the end of this project. You may have a different evaluator for each role. Also ask the VPE if the evaluator will give a verbal evaluation during the meeting. Some clubs may not be able to accommodate verbal evaluation of leadership

projects during their meetings. If this is the case in your club and you would like a verbal evaluation, ask your evaluator beforehand to meet with you after the meeting to provide one.

**Note:** If you must perform two or more of these roles during one meeting, such as grammarian and evaluator, only one of the roles may be used to satisfy this project's requirements. Nor may the other role(s) be used to satisfy the requirements of any other project(s) in this manual. To avoid overburdening the club and its members, in any one meeting you can be evaluated in only one leadership role.

Also, some meeting roles fulfill the requirement for several different projects. For example, projects 1, 2, 3 and 4 give you the option to serve as grammarian. Serving once as grammarian meets the requirement for only one project, not for all four. To receive credit for all four projects, you are required to serve as grammarian at four different times.

After you have served in both roles, be sure to complete the Project Completion Record in the appendix.



## Evaluation Guide for Time Management

**Note to the evaluator:** The leader is to practice time-management skills while serving as a timer and in any one of the remaining four meeting roles listed below. Please read the project carefully before the meeting, then answer the questions below that pertain to the role the leader performed during this meeting, offering comments or specific recommendations where warranted.

### Timer

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did it appear that the leader had spent time before the meeting confirming the time requirements for each of the prepared speakers?
  
- ▶ Was the leader able to listen to the speakers and accurately time and signal them while doing so?
  
- ▶ How effectively did the leader explain the timing rules and present the timer's report within the allotted period?
  
- ▶ What could the leader have done differently to improve the timing of the meeting and its participants?
  
- ▶ What did the leader do well that improved or helped the timing of the meeting and its participants?

### Toastmaster

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did it appear that the leader had prepared for the meeting in advance?
  
- ▶ Was enough time allotted for prepared speeches, Table Topics, evaluations and other meeting segments?

- ▶ Did the meeting begin and end on time?
  
- ▶ Did the leader have to adjust the times allotted for prepared speeches, evaluations, Table Topics and other meeting segments during the meeting itself? If so, why?
  
- ▶ What could the leader have done better to help the meeting flow more smoothly?
  
- ▶ What did the leader do well that helped the meeting flow more easily?

### Speaker

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did it appear that the leader had prepared and rehearsed the speech in advance?
  
- ▶ Was the leader able to achieve the speech's purpose in the time allotted?
  
- ▶ What could the leader have done differently in the time allotted to make the speech more effective?
  
- ▶ What did the leader do well that contributed to the speech's effectiveness?

### Grammarian

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ How effectively did the leader explain the grammarian's role and present the grammarian's report?
  
- ▶ Was the leader able to adequately address speakers' grammar and word usage?



- ▶ What could the leader have done differently to present a more effective grammarian report?
- ▶ What part(s) of the report did the leader do well?

## Topicsmaster

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Was the leader able to state the purpose of Table Topics and introduce the session within the time allotted?
- ▶ Was the leader able to plan Table Topics so that as many people as possible participated in Table Topics within the allotted time on the agenda?
- ▶ What could the leader have done differently to make better use of the time allotted for Table Topics?
- ▶ In what way did the leader use the allotted time especially well?

## PROJECT 5

# Planning and Implementation



### EXECUTIVE SUMMARY

A plan provides direction for the leader and the team. The planning process involves setting goals and objectives and preparing plans and schedules to accomplish them. The process forces leaders to look beyond their everyday activities and think about what they want to happen in the future. Involving team members in the process will encourage their commitment.



### OBJECTIVES

- ▶ Determine current planning and implementation skills
- ▶ Identify steps in planning and implementation process
- ▶ Practice planning and implementation skills in various club roles

If you were to travel across country by car, most likely you would have a road map to guide you. The map will help you arrive at your destination by the fastest route. Leaders need road maps too, to ensure they can accomplish their goals in the most efficient manner.

A leader's road map is his or her plan. A plan provides the direction for the leader and team. The planning process involves setting goals and objectives and preparing plans and schedules to accomplish them. Planning is the thinking that precedes the work.

### Evaluate Your Planning Skills

How good are your planning skills? Find out by answering the following questions. Circle the appropriate rating for each statement. After you've completed this entire project, take the test again to see your progress.

	ALWAYS	SOMETIMES	NEVER
▶ I establish clear goals and objectives for my organization.	3	2	1
▶ I involve others in the planning process.	3	2	1
▶ I carefully develop plans for accomplishing goals and objectives.	3	2	1
▶ I communicate goals and objectives to others.	3	2	1
▶ I establish timetables and deadlines and communicate them to everyone.	3	2	1
▶ I establish a communication system for coordinating efforts and providing feedback.	3	2	1

**Scoring:** Add the circled numbers. If you scored 17-18 points, congratulations! Your planning skills are excellent. If you scored 12-16 points, your skills need some attention. If you scored 11 or fewer points, it's time to make some improvements!



## The Purpose of Planning

Planning is important for several reasons:

1. **It makes leaders more future-oriented.** They are forced to look beyond their everyday activities and think about what they want to happen in the future.
2. **It enables them to coordinate decisions.** Any decisions made should take into consideration their effects on the future. For example, if you spend \$25,000 for furniture for your small business this month, you may not have the funds to upgrade the company's software in six months.
3. **It reinforces goals.** Planning puts goals in the forefront. Because goals are the starting points for plans, leaders always reinforce what the organization is trying to achieve. If your company's goal is to provide its clients with the most current and accurate financial data possible, every day, most of the company's decisions will be made with this goal in mind.

## The Planning and Implementing Process

The planning and implementing process can be broken down into six steps:

1. **Determine goals.** A goal is a clearly written statement that communicates the results you want to achieve. It specifies "what" and "when," not "why" or "how." Put goals in writing. "Our bakery's goal is to deliver fresh-baked bread to local markets by 6 a.m. each weekday." "Our committee's goal is to raise \$1,000 for our church's library by October 31."
2. **Establish strategies.** Identify how you will achieve the goal. List the specific steps or tasks that must be taken. Strategies for the bakery might include hiring personnel to work nights, and purchasing a second delivery truck. The church committee's strategies may include holding a bake sale or car wash to raise funds, or to solicit money from the congregation.
3. **Set a timetable.** Priorities and scheduling are critical to planning. Make a list of tasks according to their priority and establish deadlines for completion of each. For example, the bakery's timetable may include hiring three bakers by April 1. The church committee decides to have a bake sale on December 12.
4. **Assign responsibilities.** Delegate tasks to your team. Be clear about what you want each person

to do. Consider the various skills or other contributions each person can bring to the project, and assign people to tasks where their skills will be useful. For example, if a church committee member knows the owner of a printing company, the committee member may be able to persuade the owner to donate printing services to the committee. More information about delegating is in Project Six.

5. **Anticipate obstacles.** Leaders anticipate problems and turn them into possibilities. Often obstacles motivate the team to think more creatively and work harder.

As you proceed with the process, strive to develop commitment in your team members. People usually commit to a goal when they have been involved in its creation. Involvement makes them feel important and needed, and it makes them feel responsible for results. They want to contribute because they have a personal stake in doing so.

## The Importance of Communication

For your team to be successful, everyone must understand the goal and its importance and embrace it. Your responsibility as a leader is to communicate this to team members in a manner that excites and motivates them. Explain to them how their work fits in relation to the goal and how they will benefit when the goal is reached. Get them involved by asking for their ideas and comments.

Once the team begins its work, you will need a system in place to make sure the work proceeds according to plan. You need feedback, and a communication network plays a major role in providing it. A clear system for gathering, processing and transmitting information among the team and the leader is vital if the team is to move forward.

The communication system can include regular meetings, telephone calls and e-mail. By monitoring the team's progress, you can see what the team is doing well and if there are any problems with processes.

## Practice in Your Club

By serving in the following roles in your Toastmasters club, you can learn and practice planning and organization skills:

**Speaker.** The speaker prepares and presents a speech that meets the project's objectives within a



specific amount of time. The speaker carefully plans the purpose of the speech and the points he or she wants to make, then implements that plan.

**General evaluator.** The general evaluator plans the evaluation portions of the club meeting and confirms the assignments of speech evaluators, timer, grammarian and Ah-Counter. The general evaluator also makes sure the members filling these positions know what is expected of them and helps them plan and carry out their roles. The general evaluator observes the various events that take place and considers how they could be improved to help the club achieve its mission. He or she then recommends appropriate goals for the club to meet at subsequent meetings.

**Toastmaster.** The Toastmaster coordinates and conducts the entire meeting and acts as a genial host, including introducing participants. The Toastmaster sets the tone for the entire meeting. The Toastmaster uses planning and implementation skills to make sure all members assigned meeting roles know and understand their responsibilities.

**Topicsmaster.** The Topicsmaster plans the Table Topics segment of the meeting. He or she finds out from the vice president education which club members do not have speaking assignments at the meeting, then plans a question for each one. He or she balances the amount of time available for Table Topics with the number of respondents and the amount of time each uses to answer the question.

## Your Assignment

Develop and practice planning and implementation skills by serving in any three of the four roles above over the course of several club meetings.

More information about preparing for and serving in each role is in the appendix.

Ask your vice president education to assign an evaluator to you for each role. The evaluator will observe you and give feedback on the leadership skills used, writing comments on the evaluation guide at the end of this project. You may have a different evaluator for each role. Also ask the VPE if the evaluator will give a verbal evaluation during the meeting. Some clubs may not be able to accommodate verbal evaluations of leadership projects during their meetings. If this is the case in your club and you would like a verbal evaluation, ask your evaluator beforehand to meet with you after the meeting to provide one.

**Note:** If you perform two or more of these roles during one meeting, such as speaker and Topicsmaster, only one of the roles may be used to satisfy this project's requirements. Nor may the other role(s) be used to satisfy the requirements of any other project(s) in this manual. To avoid overburdening the club and its members, in any one meeting you can be evaluated in only one leadership role.

Also, some meeting roles fulfill the requirement for several different projects. For example, projects 2, 3, 5, 7, 8 and 10 give you the option to serve as general evaluator. Serving once as general evaluator meets the requirement for only one project, not for all six. To receive credit for all six projects, you are required to serve as general evaluator at six different times.

After you have served in all three roles, be sure to complete the Project Completion Record in the appendix.



## Evaluation Guide for

# Planning and Implementation

**Note to the evaluator:** The leader is to practice planning and implementing skills while serving in any three of the four roles listed below. Please read the project carefully, then answer the questions below that pertain to the role the leader performed, offering comments or specific recommendations where warranted. Because some of the leader's activities may take place outside of the club meeting, where you can't observe, you may have to interview the member to get the information you need to answer some questions.

### Speaker

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Was the goal of the speech clear?
  
- ▶ How effectively did the main points support the speech's goal?
  
- ▶ Did the speech reflect careful planning?
  
- ▶ What could the leader have done differently that would have helped achieve the speech's goal?
  
- ▶ What did the leader do well that helped achieve the speech's goal?

### General Evaluator

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did the leader plan the evaluation portion of the meeting? Work with those serving in other meeting roles in advance of the meeting? Explain his or her goals for the meeting? Remind them of their responsibilities? Make sure they knew how to fulfill them?
  
- ▶ Did the leader identify parts of the meeting that needed improvement? Did he or she recommend appropriate goals for the club to achieve at subsequent meetings?

▶ What could the leader have planned differently that would have helped the evaluation team function more effectively?

▶ What did the leader do well that helped the evaluation team function more effectively?

### **Toastmaster**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

▶ Did the leader plan the meeting carefully, working with those serving in other meeting roles in advance of the meeting, explaining his or her goals for the meeting, reminding them of their responsibilities and making sure they knew how to fulfill them?

▶ What could the leader have planned differently that would have helped those serving in meeting roles to function more effectively?

▶ What did the leader plan well that helped those serving in meeting roles to function more effectively?

### **Topicsmaster**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

▶ Did the topic questions reflect careful thought?

▶ Did the leader plan Table Topics so that as many people as possible participated within the allotted time?

▶ What could the leader have planned differently that would have helped the Table Topics session be more effective?

▶ What did the leader plan well that helped the Table Topics session be more effective?



## PROJECT 6

# Organizing and Delegating



### EXECUTIVE SUMMARY

Leaders must ensure the team is organized and capable of accomplishing goals and objectives, and they must provide the structure in which the team will operate. Delegation also plays a major role. A leader should accomplish functions that only he or she has the knowledge and authority to do and delegate all other tasks to team members.



### OBJECTIVES

- ▶ Determine current skills in organizing and delegating
- ▶ Identify steps in the organization and delegation process
- ▶ Practice skills in organizing and delegating during various club roles

Once planning is underway, organization and delegating become important. Leaders must ensure the team is organized and capable of accomplishing goals and objectives, and then smooth the road for the team so it can accomplish its goals.

### Check Your Organizing and Delegating Skills

Determine your level of expertise in organizing and delegating by answering the following questions. Circle the appropriate rating for each statement. After you've completed the entire project, take the test again to see your progress.

	ALWAYS	SOMETIMES	NEVER
▶ I determine the resources needed to achieve goals and make sure they are available.	3	2	1
▶ I can determine how many people are needed for the work involved	3	2	1
▶ I can divide work into tasks and groupings that make sense.	3	2	1
▶ I set up timetables and checkpoints to measure progress.	3	2	1
▶ I establish clear lines of authority.	3	2	1
▶ When I delegate work, I emphasize the results desired, not how to accomplish them.	3	2	1
▶ When assigning work, I brief the person on the details I'm aware of.	3	2	1
▶ When assigning work, I select the assignee carefully.	3	2	1
▶ When I delegate a project, I make sure each person knows what I expect of them.	3	2	1
▶ I refrain from doing work that others could do.	3	2	1

**Scoring:** Add the circled numbers. If you scored 27-30 points, congratulations! Your organizing and delegating skills are excellent. If you scored 20-26 points, your skills need some attention. If you scored 19 or fewer points, it's time to make some improvements!



## Providing Organization

People have difficulty being productive in a chaotic environment. Team members need to work within some structure. One of your roles as a leader is to provide this structure, to organize the team so it can function efficiently and effectively.

Organization involves:

- ▶ Dividing the work into logical tasks and groupings. This prevents overlapping assignments and gaps.
- ▶ Providing the resources (materials, technology, etc.) the team will need. If the team is short-staffed, doesn't have enough money or is missing needed equipment, it will have difficulty functioning.
- ▶ Determining the lines of responsibility and authority. Who reports to whom? Who makes what type of decision?
- ▶ Establishing a communication network for coordinating efforts and providing feedback.

Careful organization creates a structure and climate that supports the team in its efforts and helps it accomplish its objectives and goals.

## Why Delegate?

A leader is only one person and can do the work of only one person. A leader relies on the efforts of a team to accomplish goals and objectives.

Delegation is key to a leader's effectiveness. As discussed briefly in Project 5, a leader assigns responsibilities to team members and relies on the team to carry them out. But delegation must be done carefully. A leader should accomplish functions that only she or he has the knowledge and authority to do and delegate all other tasks to team members.

## Why We Don't Delegate

Some leaders hesitate to delegate for several reasons:

- ▶ They think they can do it better themselves. They fear others will make mistakes.
- ▶ They think team members won't like them. Assigning someone a lot of work may generate resentment and dislike.
- ▶ They're afraid the person will perform too well. If the person outperforms the leader, the leader looks bad to others.

- ▶ They think they can do it faster. The leader rationalizes that she could do the job herself in the time it would take to explain it to someone else.

If you succumb to these reasons, your effectiveness as a leader will be dramatically diminished.

You should delegate the following:

- ▶ Minor decisions that are made routinely.
- ▶ Tasks for which you are least qualified.
- ▶ Work that will provide experience for team members.
- ▶ Tasks that others have the skills and ability to do, or that they could learn.

## How to Delegate

The following tips will help you delegate effectively:

1. **Choose the right person.** Select someone who is capable, able, willing and shows initiative. When possible, match tasks to someone who has experience in that area. For example, if someone is a skilled writer, make that person responsible for producing reports.
2. **Make expectations clear.** Describe the project or task to be completed, the results expected and the timetable.
3. **Establish how and when you want feedback on progress.** Do you prefer daily reports? A weekly e-mail?
4. **Give appropriate authority.** Nothing is more frustrating to a team member than being expected to do something but not having the power to do it. For example, it would be fruitless to expect a team member to prepare progress reports when other team members are not authorized to share data with her.
5. **Get the person's agreement.** The person should commit to and be willing to carry out the work.

## Practice in Your Club

The following roles in your Toastmasters club give you the opportunity to learn and practice organization and delegation skills:

**Help organize a club speech contest.** Your club may conduct several speech contests annually. Assisting with one of these contests in some capacity (but not as chairman; that's a requirement for another



project) will give you practice in organizing and implementing plans. Under the direction of the contest chairman, perhaps you could serve as chief judge, selecting and working with the judges and overseeing the judging process. Or you could serve as sergeant at arms for the event. Or you could be responsible for providing trophies and certificates for participants.

**Help organize a club special event.** Occasionally your club may hold an event that's out of the ordinary, such as a banquet to celebrate its anniversary. These events are opportunities to practice organization and delegation skills. Assist with planning one of these events, serving on the committee in some capacity (but not as chairman; that's a requirement for another project). Perhaps your club is hosting a "family meeting," where members bring their families to the meeting. You could serve as receptionist, making sure guests have name tags and sign the guest book. For the club's anniversary party, you could be responsible for contacting former members and inviting them to attend, or you could help to find a banquet room for the event.

**Help organize a club membership campaign or contest.** Your club conducts several membership-building campaigns or contests each year, under the direction of the club's vice president membership. These are good opportunities to practice organization and delegation skills. Assist with one of these events, serving on the committee in some capacity (but not as chairman, because that's a requirement for another project). For example, you could be responsible for tracking and reporting the number of new members joining the club and who was responsible for their joining.

**Help organize a club public relations campaign.** Your club seeks to promote itself and build goodwill in the community through public relations. For example, when articles about the club and its activities appear in local newspapers and magazines, the public learns more about the club and what it can do for people. Public relations

activities are a good way to learn organizing and delegating skills. Assist with one of the club's public relations campaigns in some capacity. For example, you could help the club's vice president public relations contact the local media.

**Help produce the club newsletter.** Many clubs have a newsletter to provide information to club members and/or to the general public. Helping to produce a newsletter is an opportunity to practice organizing and delegating skills. Assist with the production of the club's newsletter, serving on the committee in some capacity other than chairman. Perhaps you could plan a special issue of the newsletter or solicit articles from members.

**Assist the club's Webmaster.** A club Web site is another way to provide information about the club to its members and/or to the general public. Helping to create and maintain the Web site in some capacity other than chairman is an opportunity to practice organizing and delegating skills.

## Your Assignment

Develop and practice organization and delegation skills by serving in any one of the above roles. You'll find more information about each in the appendix.

Ask your vice president education to assign you an evaluator for the role. The evaluator will observe you and give feedback on the leadership skills used, writing comments on the evaluation guide at the end of this project. Also ask the VPE if the evaluator will give a verbal evaluation during the meeting. Some clubs may not be able to accommodate verbal evaluations of leadership projects during their meetings. If this is the case in your club and you would like a verbal evaluation, ask your evaluator beforehand to meet with you after the meeting to provide one. Remember, to avoid overburdening the club and its members, in any one meeting you can be evaluated in only one leadership role.

After you have served in a role, be sure to complete the Project Completion Record in the appendix.

## Evaluation Guide for

# Organizing and Delegating

**Note to the evaluator:** The leader is to practice organizing and delegating skills while serving in any one of the roles listed below. Please read the project carefully, then answer the questions below that pertain to the role the leader performed, offering comments or specific recommendations where warranted. Because some of the leader's activities take place outside of the club meeting, where you can't observe, you may have to interview the leader to get the information you need to answer the questions.

### Help Organize a Club Speech Contest

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Briefly describe the role the leader assumed for the contest.
  
- ▶ How effectively did the leader use organizational and delegation skills to fulfill the role?
  
- ▶ How or what could the leader have organized or delegated differently in his/her role that would have helped the contest be better?
  
- ▶ What did the leader organize or delegate well in his/her role that helped the contest be successful?

### Help Organize a Club Special Event

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Briefly describe the special event and the role the leader assumed for it.
  
- ▶ How effectively did the leader organize and delegate to fulfill the role?
  
- ▶ What could the leader have organized or delegated differently in his/her role that would have helped the event be better?



- ▶ What specifically did the leader organize or delegate well in his/her role that helped make the event a success?

### **Help Organize a Club Membership Campaign or Contest**

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Briefly describe the membership campaign and the role the leader played in it.
- ▶ How effectively did the leader organize and delegate to fulfill the role?
- ▶ What could the leader have organized or delegated differently in his/her role that would have helped the membership drive be better?
- ▶ What did the leader organize or delegate well in his/her roles that helped the membership drive be successful?

### **Help Organize a Club Public Relations Campaign**

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Briefly describe the public relations campaign and the role the leader played in it.
- ▶ How effectively did the leader organize and delegate to fulfill the role?
- ▶ What could the leader have organized or delegated differently in his/her role that would have helped the public relations drive be better?
- ▶ What did the leader organize or delegate well in his/her role that helped the public relations drive be successful.

## Help Produce the Club Newsletter

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Briefly describe the role the leader assumed.
  
- ▶ How effectively did the leader organize and delegate to fulfill the role?
  
- ▶ What could the leader have organized or delegated differently in his/her role that would have helped improve the newsletter?
  
- ▶ What did the leader organize or delegate well in his/her role that helped to improve the newsletter?

## Assist the Club's Webmaster

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Briefly describe the role the leader assumed.
  
- ▶ How effectively did the leader organize and delegate to fulfill the role?
  
- ▶ What could the leader have organized or delegated differently in his/her role that would have helped improve the Web site?
  
- ▶ What did the leader organize or delegate well in his/her role that helped to improve the Web site?



## PROJECT 7



# Developing Your Facilitation Skills



### EXECUTIVE SUMMARY

A facilitator establishes the structure the team needs to function effectively, ensures the structure is working and removes obstacles that may be impeding progress. A facilitator also resolves conflicts which are inevitable any time two or more people are required to work together. Good facilitation skills can help the group reach a resolution.



### OBJECTIVES

- ▶ Determine your present facilitation abilities
- ▶ Identify facilitation strategies
- ▶ Practice facilitation skills in various meeting roles

One role a leader plays is that of facilitator. Simply gathering people into a team and expecting them to work together toward a common goal is not enough. A facilitator establishes the structure the team needs to function effectively, ensures the structure is working and removes obstacles that may be impeding progress.

For example, suppose your team missed a critical deadline and no one seems to know why. Your role

as facilitator requires you to bring the team together to discuss the situation and reach a conclusion. You lead the discussion, allowing everyone to have input. Was there a misunderstanding among team members? Was some important information missing? Did a supplier fail to deliver a product? Through your questions and moderation of the discussion, you enable the team to discover the problem and resolve it.

## How Good are Your Facilitation Skills?

Answer the following questions to determine your current abilities in facilitating. After you've completed this entire project, take the test again to see your progress.

	<u>ALWAYS</u>	<u>SOMETIMES</u>	<u>NEVER</u>
▶ I refrain from telling team members what to do and how to do it.	3	2	1
▶ I encourage team members to communicate with one another.	3	2	1
▶ I encourage team members to communicate with me.	3	2	1
▶ I ask questions to clarify information.	3	2	1
▶ I help the team focus on its objectives.	3	2	1
▶ I encourage the team to solve its own problems.	3	2	1
▶ I remain neutral and don't try to influence the group's efforts.	3	2	1
▶ When disagreements arise, I ensure all parties have the opportunity to discuss their concerns.	3	2	1

**Scoring:** Add the circled numbers. If you scored 22-24 points, congratulations! You have excellent facilitation skills. If you scored 17-21 points, your skills need some attention. If you scored 16 points or less, it's time to make some improvements!

## A Facilitator's Responsibilities

A facilitator empowers the team, encouraging it to take control and assume responsibility for proceeding with its work. The facilitator does this by helping the team:

- ▶ Clarify tasks
- ▶ Define team members' roles
- ▶ Plan projects
- ▶ Make decisions
- ▶ Plan meetings
- ▶ Learn to work together better
- ▶ Identify processes
- ▶ Resolve conflicts
- ▶ Interpret information

Identifying processes is important. Facilitators help the team determine how decisions will be made, how the team will resolve conflict, and how team members will communicate with one another and with you, the leader.

The challenge facilitators face as they work with the group is to be neutral. Facilitators should not express personal opinion or display bias, nor should they try to influence the team's efforts. They simply focus on the process and methods the team

uses to do their work. If they tell the team what to do, how to do it and when to do it, the team will not learn how to function on its own.

A facilitator has experience in dealing with people and understands human nature and group dynamics. The facilitating process involves:

1. **Observing.** Watch how the team works together. Be alert for problems that may be occurring that the team itself may not be aware of yet. How does the team handle conflict?
2. **Listening.** Listen to how team members talk to one another and to you. Do they share ideas freely? Do they talk through their differences?
3. **Asking questions.** Sometimes a well-timed question from you will enable the team to understand the real issue and how to resolve it.
4. **Keeping the team focused on its objectives.** Sometimes teams become sidetracked. A facilitator can help the team look beyond the present situation and assess how it fits into the overall direction the team should be taking.

## Resolving Conflict

Any time two or more people are required to work together, conflict is likely to happen. Conflict is not necessarily a bad thing. When it is addressed and resolved, conflict often leads to positive



changes, increased productivity, better decisions, innovation and bonding. But conflict unresolved can lead to poor productivity, low morale, distrust and failure. If your team seems unable to resolve a conflict, use your facilitation skills to help it reach a solution.

1. **Allow all parties to speak.** Each team member takes turns presenting his or her view of the situation. Give yourself the opportunity to discuss how the conflict is affecting team members' performances and preventing the team from achieving its goals. Be sure to set ground rules before starting—do not interrupt a speaker, do not raise voices, do not resort to name-calling.
2. **Identify areas of agreement.** All parties find and discuss areas they agree on, such as common goals, interests and values.
3. **Identify areas of disagreement.** Determine each party's key differences and discuss them to find the real issue or problem.
4. **Search for solutions.** All parties work together to develop a list of possible solutions.
5. **Reach a consensus.** All parties review the list of possible solutions, evaluate each and reach a consensus on the best one.

In any effort to resolve conflict, open communication is important. Allow all team members to express their views. Keep a respectful, empathetic, caring and neutral attitude toward everyone. Be a good listener. Allow others to speak without interruption. Acknowledge what they say and repeat their key points to prevent misunderstanding and to assure them that you are listening. Ask questions if needed. Do not let the discussion dissolve into accusations and blame or debates about who is right or wrong. Previous disagreements and behaviors should not be brought up. Limit the discussion to the facts and what is happening now in the present situation. Once the issues have been determined, help the group focus on solutions.

## Consensus

Group decision-making can be challenging. Participants always have different concerns and opinions. The challenge of any problem-solving discussion is ensuring everyone has the opportunity to voice their concerns and opinions, yet make a decision the entire group will support.

Many consider consensus decision-making the best of all options. This method has several benefits:

1. **Better decisions.** All group members' ideas are considered, which means that decisions will be of a higher quality.
2. **Better teamwork.** Participants must work together.
3. **Better support.** Because participants had the opportunity to voice their opinions and are confident that others understood their position, they are more likely to accept and support the consensus.

A decision made by consensus is acceptable to every participant, although it does not mean that it's everyone's preference. It simply is the best decision that the group could arrive at; it is one with which no one has any strong disagreement.

Consensus decision-making requires more time than other decision-making processes. It also requires a facilitator who is good at listening, probing, clarifying and managing disagreements.

## Building Consensus

The facilitator begins the consensus process by:

1. **Identifying the issue.** The facilitator presents the problem, proposal or issue to the group, and participants have the opportunity to ask questions about it. "Our club's meeting place is no longer available to us and we have to find a new one. We have several other locations available, but none offer the same arrangement we've enjoyed at our present location. We're here to discuss our options and decide which would be best for the club. Are there any questions?"
2. **Reviewing the process the group will follow to arrive at a consensus.** "I'll list the options, then we'll discuss the good points and bad points about each. Afterward, we'll decide which one is the best."
3. **Opening discussion.** The facilitator invites participants to share their opinions, ideas and suggestions.
4. **Identifying priorities.** The discussion may address a number of points, some of which may not be important. The group should prioritize the points and focus first on the most important ones. "The community center closes at 7 p.m., and our meetings end at 7:30. If we want to



meet at the center, we may have to change our meeting time. How important is our meeting time to our members?"

5. **Identifying areas of agreement.** Find aspects that everyone appears to concur on. "So far we all agree that a convenient location is important."
6. **Identifying areas of concern.** Ask participants for their objections. "Elizabeth is concerned about the lack of parking near the Lemle office building."
7. **Asking for alternatives or modifications to the proposal.** "Does anyone have other ideas or suggestions concerning a possible meeting place?"
8. **Discussing alternatives or modifications, again identifying areas of agreement and concern.** Repeat this step as needed. "Linh Ho has stated that the public library on Main Street has a meeting room. What does everyone think about this?"
9. **When it appears that most of the concerns have been resolved, call for a consensus.** If no one expresses any more objections or concerns, the group has reached a consensus. "It appears that we agree that the community center would best meet our needs for a meeting place."

At the end of the discussion, group members should be able to state honestly that:

- ▶ They had the opportunity to voice their opinions
- ▶ They believe the group understood their opinions
- ▶ They can support the group's decision.

## Practice in Your Club

Your Toastmasters club offers the opportunity to develop and practice facilitation skills. The following roles involve facilitation:

**Toastmaster.** The main duties of the Toastmaster are to facilitate the meeting program, coordinating and conducting the meeting and acting as host.

**General evaluator.** The general evaluator evaluates everything that takes place throughout the club meeting, commenting on areas that need improvement, things that went well and improvements that could be made at the next meeting. The general evaluator facilitates the evaluation team, including the speech evaluators, timer, grammarian and Ah-Counter.

**Topicsmaster.** The Topicsmaster facilitates the Table Topics portion of the program, providing a

question for each participant and balancing the amount of time available for Table Topics with the number of respondents and the amount of time each uses to answer the question.

**Befriend a guest at a club meeting.** How a guest is treated often determines whether that person joins the club. Befriending a guest is an excellent opportunity to practice facilitation skills as you show how the club works and explain the members' roles.

## Your Assignment

Develop and practice facilitation skills by serving in any two of the four roles above over the course of several club meetings. More information about preparing for and serving in each role is in the appendix.

Ask your vice president education to assign an evaluator to you for each role. The evaluator will observe you and give feedback on the leadership skills used, writing comments on the evaluation guide at the end of this project. You may have a different evaluator for each role. Also ask the VPE if the evaluator will give a verbal evaluation during the meeting. Some clubs may not be able to accommodate verbal evaluations of leadership projects during their meetings. If this is the case and you would like a verbal evaluation, ask your evaluator beforehand to meet with you after the meeting to provide one.

**Note:** If you perform two or more of these roles during one meeting, such as Topicsmaster and befriending a guest, only one of the roles may be used to satisfy this project's requirements. Nor may the other role(s) be used to satisfy the requirements of any other projects in this manual. To avoid overburdening the club and its members, in any one meeting you can be evaluated in only one leadership role.

Also, some meeting roles fulfill the requirement for several different projects. For example, projects 2, 3, 5, 7, 8 and 10 give you the option to serve as general evaluator. Serving once as general evaluator meets the requirement for only one project, not for all six. To receive credit for all six projects, you are required to serve as general evaluator at six different times.

After you have served in two roles, be sure to complete the Project Completion Record in the appendix.



## Evaluation Guide for

# Developing Your Facilitation Skills

**Note to the evaluator:** The leader is to practice facilitation skills while serving in any two of the four meeting roles listed below. Please read the project carefully before the meeting, then answer the questions below that pertain to the role the leader performed during this meeting, offering comments or specific recommendations where warranted. Because some of the leader's activities take place outside of the club meeting, where you can't observe, you may have to interview the leader to get the information you need to answer the questions.

### Toastmaster

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ How effectively did the leader keep the meeting on track?
  
- ▶ Did the leader discourage interruptions and, if necessary, ask questions and repeat key points to facilitate understanding?
  
- ▶ What could the leader have done better to facilitate the meeting flow?
  
- ▶ What did the leader do well that helped the meeting flow more smoothly?

### General Evaluator

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did the leader's brief talk during the meeting adequately explain the purpose, techniques and benefits of evaluation to facilitate guests' understanding?
  
- ▶ How effectively did the leader coordinate and facilitate the reports of the evaluation team, including speech evaluators, timer, grammarian and Ah-Counter?

- ▶ What could the leader have done differently that would have helped him or her facilitate more effectively?
- ▶ What did the leader do well as a facilitator?

### **Topicsmaster**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

- ▶ Did the leader's brief talk during the meeting adequately explain the purpose and benefits of Table Topics to facilitate guests' understanding?
- ▶ How effectively did the leader facilitate the Table Topics session?
- ▶ Was the leader able to plan Table Topics so that as many people as possible participated within the allotted time?
- ▶ What could the leader have done differently to better facilitate Table Topics?
- ▶ What did the member do especially well to facilitate Table Topics?

### **Befriend a Guest at a Club Meeting**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

- ▶ How effective was the leader in welcoming the guest, introducing himself or herself, and introducing the guest to other members?
- ▶ Did the leader adequately explain the different parts of the meeting, the various meeting roles members assume and the purposes of each to aid in the guest's understanding?



- ▶ What could the leader have done differently to make the guest feel welcome and/or to better understand the Toastmasters program?
- ▶ What did the leader do well that facilitated the guest's understanding of the Toastmasters program and/or make the guest feel welcome?

## PROJECT 8

# Motivating People



### EXECUTIVE SUMMARY

A motivated team will overcome obstacles of all types to achieve its goals. A leader creates and maintains an environment where team members are likely to become motivated. Leaders find out what motivates team members, then develop reward systems that match what team members value. They also look for ways to reward team members for doing the right things.



### OBJECTIVES

- ▶ Determine your current motivational skills
- ▶ Identify conditions that motivate people
- ▶ Practice motivational skills while serving in club roles

One characteristic of a successful team is a high level of motivation. The ability to motivate people—get them to perform in a superior fashion—is one of the most valuable skills a leader can have. A motivated team will overcome obstacles of all types to achieve its goals.

Motivating people would be easy if people were all alike, if their motives were all the same, and if we all had the same interests, needs, wants and desires. As we all know, that's not the case. A leader understands the differing needs of team members and tries to satisfy them. Although you can't force them to be motivated, you can create and maintain an environment where team members are likely to become motivated.

### Evaluate Your Motivational Skills

Answer the following questions to determine your motivational skills. After you've completed this entire project, take the test again to see your progress.

	<u>ALWAYS</u>	<u>SOMETIMES</u>	<u>NEVER</u>
▶ I treat other people with respect.	3	2	1
▶ I provide clear direction and purpose when leading a team.	3	2	1
▶ I am honest with team members.	3	2	1
▶ I know what each team member values and reward them accordingly.	3	2	1
▶ I work with people who do not perform to expectations to find out why.	3	2	1
▶ I reward people immediately after their achievement.	3	2	1

**Scoring:** Add the circled numbers. If you scored 17-18 points, congratulations! You have excellent motivational skills. If you scored 12-16 points, your skills need some attention. If you scored 11 points or less, it's time to make some improvements!



## Basic Principles

Motivation is based on several principles:

- ▶ **People like to do meaningful work.** When people believe what they are doing is important, they will feel good about their work and want to do it.
- ▶ **People must find their leader credible.** Team members must know that you mean what you say and will do what you promise, and your actions must be consistent with your words.
- ▶ **People prefer rewards over punishment.** Reinforce your instructions with the promise of a reward rather than the threat of punishment.
- ▶ **Misused rewards demotivate people.** If you overuse praise or reward the wrong people, team members will lose their respect for you and their motivation to do well.
- ▶ **People want you to act like a leader.** They want you to provide clear direction and purpose and not to retreat when you are confronted with tough decisions or difficulties.

People are motivated by different things. Find out what motivates your team members, then develop reward systems that match what they value.

Following are some things that motivate people:

- ▶ **Respect.** People want to be treated with respect. They want to feel important.
- ▶ **Interesting work.** Many people prefer work that is not routine or repetitive.
- ▶ **Purpose.** People want their work to have meaning. Make sure team members understand how their work helps to achieve a greater purpose or goal.
- ▶ **Praise.** People like to know they are appreciated. Make a point to meet with team members and thank them. Follow up with written notes of appreciation.
- ▶ **Public recognition.** Acknowledgment in meetings and the company newsletter may inspire some team members.
- ▶ **Challenge.** Some team members enjoy solving problems and figuring ways to do something better.
- ▶ **More responsibility.** Giving team members greater control over their work might give them more satisfaction and a desire to perform well.

- ▶ **Promotion.** People typically like the opportunity to achieve and advance in their organization.
- ▶ **Skill development.** People like to learn new skills and sharpen existing ones.
- ▶ **Camaraderie.** People usually enjoy being around other people and being part of a team that works well together.
- ▶ **Money.** People prefer to be rewarded for their work—with money, recognition or other things.

## Reward Properly

Team members will do what you want them to do when you make your expectations clear and reinforce these expectations. Leaders look for ways to reward team members for doing the right things. Rewards can take many forms, as listed above, but whatever form you choose, offer it properly:

- ▶ **Recognize immediately.** Don't wait until December to reward someone for something they did in June. Reward someone as soon as possible after the achievement. This encourages repetition of the behavior. Be specific. Explain why the reward is being given.
- ▶ **Match the reward to the achievement.** A team member who completes a year-long, complex project should be rewarded more substantially than a team member who spent an extra hour reviewing a document.
- ▶ **Reward only the desired behavior.** Reward only the behavior that you want, and reward only when the person or team performs better than the standard.
- ▶ **Correct undesirable behavior.** If you do not deal with those who are not performing to your expectations, you will give them the message that their behavior is acceptable. This will allow the behavior to continue, and other team members who do perform well will become discouraged.
- ▶ **Eliminate demotivators.** Often factors in the environment can cause problems for and frustrate a team. For example, if team members don't have the right equipment to do some of their tasks, they'll have difficulty working efficiently. Removing such problems can create a more positive work environment for the team.



## Practice in Your Club

Your Toastmasters club offers the opportunity to develop and practice motivational skills. The following roles involve motivation:

**Membership campaign or contest chairman.** Your club conducts several membership-building campaigns or contests each year. With the approval of your club's vice president membership, organize and conduct a membership building contest, motivating members to participate and helping the club grow.

**Public relations campaign chairman.** Your club seeks to promote itself and build goodwill in the community through public relations. When articles about the club and its activities appear in local newspapers and magazines, or members appear on television and radio programs, the public learns more about the club and how they can benefit by the Toastmasters program. As a result, the club may attract new members. With the approval of your club's vice president public relations, organize and conduct a public relations campaign, motivating members to help and motivating the media, the public and other organizations to check out your club. For more information on how to do this, visit the Toastmasters International Web site, [members.toastmasters.org](http://members.toastmasters.org), or read *Let the World Know* (Item 1140).

**Toastmaster.** The main duties of the Toastmaster are to act as a host and coordinate and conduct the entire meeting program. You want to motivate those who have meeting roles to help make the meeting one of the club's best.

**Speech evaluator.** The evaluator listens carefully to a speaker presenting a manual speech, then offers suggestions for improvement and comments on what the speaker did well, following the evaluation guide for the project. The evaluator is enthusiastic and positive, encouraging the speaker and motivating him or her to keep learning or give more speeches.

**General evaluator.** The general evaluator evaluates everything that takes place throughout the club meeting, commenting on areas that need improvement, things that went well, and improvements

that could be made at the next meeting. The general evaluator phrases the evaluation in such a way that club members are motivated to improve.

## Your Assignment

Develop and practice motivational skills by serving in three of the roles listed above, at least one of which must be chairman of a club membership campaign or contest or chairman of a club public relations campaign. The remaining two roles are to be done over the course of several club meetings. More information about preparing for and serving in each role is in the appendix.

Ask your vice president education to assign an evaluator to you for each role. The evaluator will observe you and give feedback on the leadership skills used, writing comments on the evaluation guide at the end of this project. You may have a different evaluator for each role. Also ask the VPE if the evaluator will give a verbal evaluation during the meeting. Some clubs may not be able to accommodate verbal evaluations of leadership projects during their meetings. If this is the case in your club and you would like a verbal evaluation, ask your evaluator beforehand to meet with you after the meeting to provide one.

**Note:** If you perform two or more of the last three roles during one meeting, such as general evaluator and evaluator, only one of the roles may be used to satisfy this project's requirements. Nor may any role(s) be used to satisfy the requirements of any other project(s) in this manual. To avoid overburdening the club and its members, in any one meeting you can be evaluated in only one leadership role.

Also, some meeting roles fulfill the requirement for several different projects. For example, projects 2, 3, 5, 7, 8 and 10 give you the option to serve as general evaluator for a prepared speaker. Serving once as general evaluator meets the requirement for only one project, not for all six. To receive credit for all six projects, you are required to serve as general evaluator at six different times.

After you have served in all three roles, be sure to complete the Project Completion Record in the appendix.



## Evaluation Guide for Motivating People

**Note to the evaluator:** The leader is to practice motivational skills while serving in three of the roles listed below, at least one of which must be chairman of a club membership contest or chairman of a club public relations campaign. Please read the project carefully before the meeting, then answer the questions below that pertain to the role the leader performed, offering comments or specific recommendations where warranted. Because some of the leader's activities take place outside of the club meeting, where you can't observe, you may have to interview the leader to get the information you need to answer the questions.

### Club Membership Campaign or Contest Chairman

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did the leader adequately explain the purpose and importance of the contest to the club?
  
- ▶ How effectively did the leader motivate others to participate in the contest?
  
- ▶ Did the leader use praise and public recognition as a motivational tool?
  
- ▶ What could the leader have done differently that would have helped increase the motivation of club members to participate?
  
- ▶ What did the leader do well that helped to motivate club members to participate?

### Club Public Relations Campaign Chairman

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did the leader adequately explain the purpose and importance of the campaign to the club?
  
- ▶ How effectively did the leader motivate others to participate in the campaign?

- ▶ Did the leader use praise and public recognition as a motivational tool?
  
- ▶ What could the leader have done differently that would have helped increase the motivation of club members to participate?
  
- ▶ What did the leader do well that helped motivate club members to participate?

### **Toastmaster**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

- ▶ Did the leader adequately explain to those with meeting roles the purpose and importance of having a well-run, enjoyable club meeting?
  
- ▶ How effectively did the leader motivate those with meeting roles to contribute to the success of the meeting?
  
- ▶ Did the leader use praise and public recognition as a motivational tool?
  
- ▶ What could the leader have done differently that would have helped increase the meeting participants' motivation to contribute to the success of the meeting?
  
- ▶ What did the leader do well that helped motivate meeting participants to contribute to the success of the meeting?

### **Speech Evaluator**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

- ▶ Did the leader point out areas of the speech that could be enhanced and offer helpful, specific suggestions for improvement in a way that was encouraging and motivating?



- ▶ Did the leader comment on and praise the speaker when the speaker did something well?
- ▶ What could the leader have done differently that would have increased the speaker's motivation to do better next time?
- ▶ What did the leader do well that helped motivate the speaker to do better next time?

### **General Evaluator**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

- ▶ Before the meeting, did the leader adequately explain to those on the evaluation team the purpose and importance of their roles and how they contribute to a well-run, enjoyable club meeting?
- ▶ How effectively did the leader motivate those on the evaluation team to contribute to the success of the meeting?
- ▶ In the general evaluation, did the leader point out areas of the meeting that could be improved and in a motivating matter offer helpful, specific suggestions for improvement?
- ▶ Did the leader comment on and praise aspects of the meeting that went well or when a meeting participant did something exceptionally well?

## Mentoring



### EXECUTIVE SUMMARY

A mentor recognizes an individual who has less experience and cultivates that person's potential and talents and helps him or her succeed. Leaders also are mentors. You can be a mentor by offering someone opportunities for skill development, helping the person recognize areas needing work, providing helpful advice, being a role model, and encouraging the person to think for himself or herself.



### OBJECTIVES

- ▶ Determine your current mentoring skills
- ▶ Identify the steps in being a good mentor
- ▶ Practice mentoring skills in various club roles

**T**oday's business world is complex and demanding. Leaders need talented and experienced people to help with the challenges they face. Sometimes a leader simply hopes someone will come along with the necessary skills. But the most effective leaders try to develop such people themselves, seeking out those with potential and exposing them to experiences that will help develop their skills.

Such a relationship is called mentoring. A mentor recognizes an individual with less experience who has potential, cultivates their talents and helps that person succeed.

Mentoring has several benefits:

- ▶ **It helps reduce turnover.** Many people leave organizations because their careers are not

developing as they had hoped. A mentor can be influential in helping such a person in his career and convincing him to stay. This is especially true in your Toastmasters club. New members who have mentors are more likely to participate and remain in the club.

- ▶ **It helps develop talent.** Often an organization faces a shortage of qualified personnel. Mentors can be helpful in finding and training others to fill the void.
- ▶ **It helps develop leaders.** Leaders should be grooming others to assume leadership positions. In your Toastmasters club, having more leaders means having a larger pool of qualified people available to share the responsibilities involved in running the club.



## Evaluate Your Mentoring Skills

Serving as a mentor is both a challenge and an opportunity for personal growth. How are your mentoring skills? Take the following test. After you've completed the entire project, take the test again to see your progress.

	<u>ALWAYS</u>	<u>SOMETIMES</u>	<u>NEVER</u>
▶ I observe people to identify those with potential.	3	2	1
▶ I am a good listener.	3	2	1
▶ When people come to me with problems, I encourage them to think of and consider possible solutions.	3	2	1
▶ I have the time necessary to help someone develop their skills.	3	2	1
▶ I like to help others grow and advance in their careers.	3	2	1
▶ I am sensitive to the needs of others and am tactful.	3	2	1

**Scoring:** Add the circled numbers. If you scored 17-18 points, congratulations! You have excellent mentoring skills. If you scored 12-16 points, your skills need some attention. If you scored 11 points or less, it's time to make some improvements!

## Characteristics of Mentors

Effective mentors possess certain characteristics. A good mentor is

- ▶ **Available.** You must have time to spend with someone, observing him or her, listening carefully and offering guidance.
- ▶ **Patient.** People learn at varying speeds, and some need more guidance than others. It's important that you are willing to provide whatever it takes to help.
- ▶ **Sensitive.** Tact and diplomacy are vital. As a mentor, your role is to motivate and encourage.
- ▶ **Respectful.** Everyone is different. A mentor respects the differences between herself and the other person.
- ▶ **Respected.** A mentor is recognized and admired by peers, by others higher in rank and, in some situations, even by people outside the organization.
- ▶ **Flexible.** Not everything happens according to plan. You must adapt and adjust to various situations and accept that your "student" may make decisions you don't agree with.
- ▶ **Knowledgeable.** Before you can help someone else, you must be experienced and knowledgeable yourself.

▶ **Confident.** You need to be self-assured and friendly.

▶ **A good listener.** A mentor listens carefully. Often just listening, without taking on the other person's problem, can be of great help, because you enable the other person to articulate the problem and sort things out.

▶ **Concerned about others.** You must care about other people and truly want to help them.

## How to Be a Good Mentor

A mentor provides a positive, nurturing environment that benefits the other person. You can provide this environment by:

1. **Offering opportunities for skill development.**  
Provide special projects and assignments that will build new skills. Or refer the person to books or articles about that skill.
2. **Helping the person recognize areas needing work.**  
Often a gap exists between the person's existing skills and the skills needed to complete a project or to advance in a career. Draw attention to that gap, then let the person discover what he or she can do to close that gap.
3. **Providing helpful advice.** Offer ideas or information, when asked, that will enable the person to find a solution: "It might be useful to look at the data from last year."

4. **Being a role model.** We all listen to people we respect and admire. Know that people will watch you to see how you handle difficult or challenging situations.
5. **Encouraging people to think for themselves.** Don't solve your protégé's problems for him. Instead, encourage him to find possible solutions himself. "You have several options. Which one do you think is best?"

### Practice in Your Club

Your Toastmasters club offers the opportunity to develop and practice mentoring skills. The following roles involve mentoring:

**Mentor for a new member.** A mentor for a new member helps that member with the first three speech projects in the *Competent Communication* manual, with projects in the *Competent Leadership* manual, and to become familiar with the club, its operations and how to fill various meeting assignments.

**Mentor for an existing member.** A mentor for a more experienced member helps that person develop new skills or enhance existing ones. For example, a long-time club member may need assistance learning how to use humor in presentations.

**Guidance committee member for someone who is working on a High Performance Leadership program project.** The *High Performance Leadership* program requires a member to serve as a leader for a project

of his or her choice inside or outside of the Toastmasters environment. You can serve on the guidance committee for a member who is working on her project, providing feedback to the member as she works on the project.

### Your Assignment

Develop and practice mentoring skills by serving in one of the three above roles. More information about each role is in the appendix.

Ask your vice president education to assign you to serve as mentor for a new member working in the *Competent Communication* or *Competent Leadership* manual, or for an experienced member working in the Advanced Communication program. As you fulfill your role, the "mentee" will observe you and give feedback on your leadership skills, writing comments on the evaluation guide at the end of this project. Ask the VPE if your mentee/evaluator will give a verbal evaluation during a meeting. Some clubs may not be able to accommodate verbal evaluations of leadership projects during their meetings. If this is the case in your club and you would like a verbal evaluation, ask your mentee/evaluator beforehand to meet with you to provide one. Remember, to avoid overburdening the club and its members, in any one meeting you can be evaluated in only one leadership role.

After you have served in this role, be sure to complete the Project Completion Record in the appendix.



## Evaluation Guide for Mentoring

**Note to the evaluator:** The leader is to practice mentoring skills while serving in one of these three roles: mentor for a new member or mentor for an experienced member or member of the guidance committee for a member who is working on a *High Performance Leadership* program project. Please read the project carefully, then answer the questions below that pertain to the role the leader performed, offering comments or specific recommendations where warranted.

### Mentor for a New Member

Mentee/Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did your mentor address your concerns and offer helpful advice as you prepared for your assignments in the *Competent Communication* and/or *Competent Leadership* manuals and for other meeting roles?
  
- ▶ Did your mentor help you recognize skills that need improvement and offer suggestions to help you build those skills?
  
- ▶ Was the mentor available, patient, sensitive, knowledgeable, flexible and a good listener?
  
- ▶ What could he or she have done differently to be a better mentor?
  
- ▶ What did he or she do well?

### Mentor for an Existing Member

Mentee/Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did your mentor address your concerns and offer advice to help you develop the skills you want to develop?
  
- ▶ Did he or she help you recognize areas that need improvement and offer practical suggestions to help you build those skills?

- ▶ Was your mentor available, patient, sensitive, knowledgeable, flexible and a good listener?
  
- ▶ What could he or she have done differently to be a better mentor?
  
- ▶ What did he or she do well?

**Guidance Committee Member for Someone Who is Working on a High Performance Leadership Program Project**

*Mentee/Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

- ▶ Did your mentor address your concerns and offer helpful advice?
  
- ▶ Did he or she help you recognize project areas that need improvement and offer practical suggestions to help you?
  
- ▶ Was your mentor available, patient, sensitive, knowledgeable, flexible and a good listener?
  
- ▶ What could the mentor have done differently to be more helpful to you?
  
- ▶ What did the mentor do well?



## PROJECT 10

# Team Building



### EXECUTIVE SUMMARY

Teams offer great benefits. Team members have a variety of knowledge and skills, which results in more creativity and greater productivity. When a good team is in place, a leader has more time to devote to leadership issues. Team members must be carefully chosen and trained and encouraged to openly discuss issues with you and among themselves.



### OBJECTIVES

- ▶ Determine your current team-building skills
- ▶ Identify the steps in building a team
- ▶ Practice team-building skills while serving in various club roles



**L**eaders know that one person alone cannot achieve an organization's mission and goals; teams are the most effective means of accomplishing things. A team is a group of people who work together to accomplish a common goal. The team members share responsibility for the team's tasks and depend on one another to achieve them.

Teams offer great benefits. Team members have a variety of

knowledge and skills useful in accomplishing the organization's goals. Teamwork often results in more creativity and greater productivity. As a leader, you benefit as well. With successful teams in place, you have more time to devote to leadership issues because you spend less time on day-to-day supervision and activities.

## Evaluate Your Team-Building Skills

Evaluate your team-building skills by answering the questions below. Circle the appropriate rating for each statement. After you have completed this entire project, take the test again to see your progress.

	<u>ALWAYS</u>	<u>SOMETIMES</u>	<u>NEVER</u>
▶ I choose team members who meet job requirements and work well with others.	3	2	1
▶ I involve team members in planning and problem-solving.	3	2	1
▶ I encourage people to work together.	3	2	1
▶ I encourage team members to be open and honest with one another and with me.	3	2	1
▶ I am open and honest with team members.	3	2	1
▶ I ensure that team members have the necessary training to do their jobs.	3	2	1
▶ I understand that conflict is normal.	3	2	1
▶ I help the team resolve conflict quickly.	3	2	1

**Scoring:** Add the circled numbers. If you scored 22-24 points, congratulations! You have excellent team building skills. If you scored 16-21 points, your skills need some attention. If you scored 15 points or less, it's time to make some improvements!

## Your Leadership Role

A leader is judged by the work of his or her team. Working with teams means that you, as the team's leader, must focus less on what you can accomplish by yourself and more on how you can empower others. Your success depends on your ability to help team members visualize the future and share your passion for it. Then you must be able to share power with team members and allow them to direct their own work. You will be more successful when you let everyone contribute as much as they can. Your role is to inspire and allow team members to assume more responsibility, authority and autonomy.

## Organizing Your Team

Building a team is challenging. Team members must be carefully chosen and trained, and often they must change their attitudes and behaviors. The following six steps will help you organize your team as quickly as possible so its members can begin work.

1. **Select team members.** Ideally, you want team members who already have the skills and knowledge needed to do the tasks at hand. Strive to

select those who are competent and reliable. You should also look for people who are motivated, enthusiastic, hardworking and intelligent, and who work well with others. For example, if you will be chairing a public relations campaign for your club, you would try to select creative team members who have good speaking and writing skills, have experience working with the media, have the time to contribute and are enthusiastic about helping to promote the club.

2. **Review goals.** Discuss with the team the general goals they will be working toward and how these goals fit with the organizational goals. Then let the team set its own more specific goals. By explaining the organization's goals and how the team's efforts will help achieve these goals and allowing the team to participate in setting its own goals, team members are more likely to feel a sense of ownership about the tasks to be done. They will become committed to and be enthusiastic about their work.
3. **Establish parameters.** Agree on the rules and procedures the team will follow. How will team members communicate with one another and with you? For example, will you have daily or



weekly meetings? Or verbal or written reports? How will problems be solved? Who has authority to make decisions?

4. **Develop a plan.** Work with the team to develop a realistic plan of action that will help them meet their goals. Assign roles and responsibilities. You and the team must identify the responsibilities of each team member. Make sure all responsibilities are addressed and that team members understand how their responsibilities relate to one another and to the team's goals.
5. **Establish controls.** Agree on how you will monitor the team's performance and how often you will do it. For example, will you rely on reports from various team members or on personal observation? Discuss the standards you expect the team to meet. Be clear on when you will give feedback on how well the team and its individual members meet these standards. Will you give feedback to each team member or just to their supervisors?
6. **Build team trust.** Team members must be able to speak openly with one another and with you as equal members. Such open communication depends on trust. Trust develops as team members share experiences on the job, discover each other's weaknesses and strengths and demonstrate that they can be counted on to fulfill their responsibilities. Trust grows when members are truthful, open and willing to listen. Team members must show respect for one another and act consistently and with integrity. These behaviors promote loyalty and commitment to achieve the goals and objectives of the organization.

## Train the Team

Careful selection of your team's members doesn't guarantee that they will begin working well together immediately. They may have difficulties at first. This doesn't mean you have failed, but it may mean the team needs training. If you have team members who have not worked in teams before, train them in teamwork concepts and give them the opportunity to practice skills, such as communication and conflict resolution. Perhaps they

need training in solving problems, holding effective meetings, organizing or project management. By providing any needed training, you will help the team function more effectively and be successful.

## Foster Communication

As mentioned earlier, communication is important to any team effort. Team members must feel comfortable openly discussing issues and asking questions, because this is how a collaborative and trusting environment is established. Open communication between you and the team members, and among the team members themselves, results in high morale, pride, willingness to take risks and willingness to change. It also will help the team to resolve disagreements.

You can help foster communication by holding regular meetings and even social activities that will allow members to interact and bond.

## Your Changing Role

As the team grows and matures, your role as a leader will change too. Initially you will be deeply involved in forming the team and closely supervising its work. As team members settle into their roles, your role will become that of problem-solver and facilitator, then coach. Eventually, your role will primarily be that of monitor, tracking the team's performance and recognizing achievement.

## Practice in Your Club

Your Toastmasters club offers the opportunity to develop and practice team-building skills. The following roles involve team building:

**Toastmaster.** The main duties of the Toastmaster are to act as a host and coordinate and conduct the entire meeting program. You want to use team-building skills to help those who have meeting roles to work together to make each meeting one of the club's best.

**General evaluator.** The general evaluator evaluates everything that takes place throughout the club meeting, commenting on areas that need improvement, things that went well, and improvements that could be made at the next



meeting. The general evaluator leads a team of people, including speech evaluators, the timer, grammarian and other people as determined by the club. You want to use team-building skills to help the members filling these roles to work together.

**Club Membership Campaign or Contest Chairman.**

Your club conducts several membership-building campaigns or contests each year. With the approval of your club's vice president membership, use your team-building skills to select and lead a committee to increase club membership.

**Club Public Relations Campaign Chairman.** Your club seeks to promote itself and build goodwill in the community through public relations. For example, when articles about the club and its activities appear in local newspapers and magazines, or members appear on television and radio programs, the public learns more about the club and how they can benefit by the Toastmasters program. As a result, the club may attract new members. With the approval of your club's vice president public relations, organize and conduct a public-relations campaign, using team-building skills to select and lead a committee.

**Club Speech Contest Chairman.** Your club may conduct several speech contests annually. With the approval of your club's vice president education, organize and conduct one of the contests, using team-building skills to select and lead a contest committee.

**Club Special Event Chairman.** Occasionally your club may hold a special event, such as a banquet to celebrate its anniversary, a demonstration meeting to start a new Toastmasters club, a Speechcraft program or a Youth Leadership program. With the approval of the club's executive committee, organize the event, using team-building skills to select and lead the event committee.

**Club Newsletter Editor.** Every club should have a newsletter. With the approval of the club's vice president public relations, serve as newsletter editor, using team-building skills to select and lead a committee to produce the newsletter.

**Club Webmaster.** Every club should have a Web site. With the approval of the club's vice president public relations, serve as club Webmaster, using team-building skills to select and lead a committee to create and/or maintain the Web site.

## Your Assignment

Develop and practice team-building skills by serving as both Toastmaster and general evaluator over the course of several club meetings, *or* by serving in one of the remaining roles (club membership campaign chairman, club public relations campaign chairman, club speech contest chairman, club special event chairman, club newsletter editor or club Webmaster). More information about each role is in the appendix.

Ask your vice president education to assign you an evaluator for each role. The evaluator will observe you and give feedback on the leadership skills you used, writing comments on the evaluation guide at the end of this project. You may have a different evaluator for each role. Also, ask the VPE if the evaluator will give a verbal evaluation during the meeting. Some clubs may not be able to accommodate verbal evaluations of leadership projects during their meetings. If this is the case in your club and you would like a verbal evaluation, ask your evaluator beforehand to meet with you after the meeting to provide one. If you serve as both Toastmaster and general evaluator during one meeting, only one of the roles may be used to satisfy this project's requirements. Nor may the other role be used to satisfy the requirements of any other project in this manual. To avoid overburdening the club and its members, in any one meeting you can be evaluated in only one leadership role.

Also, some meeting roles fulfill the requirement for several different projects. For example, projects 2, 3, 5, 7, 8 and 10 give you the option to serve as a general evaluator. Serving once as general evaluator meets the requirement for only one project, not for all six. To receive credit for all six projects, you are required to serve as general evaluator at six different times.

After you have fulfilled the project requirements, be sure to complete the Project Completion Record in the appendix.



## Evaluation Guide for Team Building

**Note to the evaluator:** The leader is to practice team-building skills while serving as both Toastmaster and general evaluator, or by serving in one of these roles: club membership campaign chairman, club public relations campaign chairman, club speech contest chairman, club special event chairman, club newsletter editor or club Webmaster). Please read the project, then answer the questions below that pertain to the role the leader performed, offering comments or specific recommendations where warranted. Because some of the activities involved in serving as a committee chairman, newsletter editor and Webmaster take place outside of the club meeting, you may have to interview the member to get the information you need to answer the questions.

### Toastmaster

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did the leader work with those serving in other meeting roles in advance of the meeting, explaining his or her goals for the meeting, reminding them of their responsibilities, and making sure they knew how to fulfill them?
  
- ▶ Did the leader establish a collaborative and trusting environment with those serving in meeting roles?
  
- ▶ Did the leader encourage those serving in meeting roles to ask questions?
  
- ▶ What could the leader have done differently that would have helped the team function better?
  
- ▶ What did the leader do well that helped the team function more effectively?

### General Evaluator

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

- ▶ Did the leader work with those serving in other meeting roles in advance of the meeting, explaining his or her goals for the meeting, reminding them of their responsibilities, and making sure they knew how to fulfill them?

- ▶ Did the leader establish a collaborative and trusting environment with those serving in meeting roles?
- ▶ Did the leader encourage those serving in meeting roles to ask questions?
- ▶ What could the leader have done differently that would have helped the team function better?
- ▶ What did the leader do well that helped the team function more effectively?

### **Club Membership Campaign or Contest Chairman**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

- ▶ Did the leader select people to serve on the membership campaign or contest team who had the enthusiasm, skills, motivation and knowledge to accomplish the committee's goals?
- ▶ How effectively did the leader involve team members in planning and problem-solving?
- ▶ Did the leader establish a collaborative and trusting environment with those on the team?
- ▶ What could the leader have done differently that would have helped the team function better?
- ▶ What did the leader do well that helped the team function more effectively?

### **Club Public Relations Campaign Chairman**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

- ▶ Did the leader select people to serve on the public relations campaign who had the enthusiasm, skills, motivation and knowledge to accomplish the committee's goals?



- ▶ How effectively did the leader involve team members in planning and problem-solving?
  
- ▶ Did the leader establish a collaborative and trusting environment with those on the team?
  
- ▶ What could the leader have done differently that would have helped the team function better?
  
- ▶ What did the leader do well that helped the team function more effectively?

### **Club Speech Contest Chairman**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

- ▶ Did the leader select people to serve on the speech contest committee who had the enthusiasm, skills, motivation and knowledge to accomplish the committee's goals?
  
- ▶ How effectively did the leader involve team members in planning and problem-solving?
  
- ▶ Did the leader establish a collaborative and trusting environment with those on the team?
  
- ▶ What could the leader have done differently that would have helped the team function better?
  
- ▶ What did the leader do well that helped the team function more effectively?

### **Club Special Event Chairman**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

Describe event held \_\_\_\_\_

- ▶ Did the leader select people to serve on the event committee who had the enthusiasm, skills, motivation and knowledge to accomplish the committee's goals?
  
- ▶ How effectively did the leader involve team members in planning and problem-solving?
  
- ▶ Did the leader establish a collaborative and trusting environment with those on the team?
  
- ▶ What could the leader have done differently that would have helped the team function better?
  
- ▶ What did the leader do well that helped the team function more effectively?

**Club Newsletter Editor or Webmaster (circle position held)**

*Evaluator's Name* \_\_\_\_\_ *Date* \_\_\_\_\_

- ▶ Did the leader select people to serve on the newsletter or Web-site committee who had the enthusiasm, skills, motivation and knowledge to accomplish the committee's goals?
  
- ▶ How effectively did the leader involve team members in planning and problem-solving?
  
- ▶ Did the leader establish a collaborative and trusting environment with those on the team?
  
- ▶ What could the leader have done differently that would have helped the team function better?
  
- ▶ What did the leader do well that helped the team function more effectively?



## Appendix

*The projects in this manual require you to serve in many different meeting and club roles. Following is information about each role and helpful tips for successfully fulfilling each.*

### **Speaker**

A major portion of each meeting is centered around three or more speakers. Their speeches are prepared based on project objectives in the *Competent Communication* and *Advanced Communication* manuals.

Serving as a speaker is an excellent opportunity to practice leadership skills. Planning, preparation, organization and time management are essential to success as a speaker. You use all of these skills as you select a speech topic, do the research and organize the presentation so you can make your point within the allotted time. Because you want to present the best speech possible, you should allow plenty of time for the preparation process.

**Prior to the meeting** – Check the meeting schedule to find out when you are to speak. Begin working on the speech at least a week in advance so you have enough time to devote to research, organization and rehearsal.

If you don't write your own speech introduction, make certain that the Toastmaster of the meeting prepares a good one for you.

Ask the general evaluator for your evaluator's name. Speak to your evaluator and talk about the manual speech you'll be giving. Discuss with the evaluator your speech goals and personal concerns. Emphasize where you feel your speech ability needs strengthening. Remember to bring your manual to the meeting.

**At the meeting** – Arrive early. Check the microphone, lighting, etc. before everyone arrives. Protect yourself from all of the problems that can ruin your talk.

Sit near the front of the room for quick and easy access to the lectern.

Carefully plan your approach to the lectern and speech opening.

Be sure that you give your manual to your evaluator before the meeting starts.

**During the meeting** – Give your full attention to the speakers at the lectern. Avoid studying your speech notes while someone else is talking.

When introduced, smoothly and confidently leave your chair and walk to the lectern.

When finishing your speech, wait for the Toastmaster to return to the lectern, then return to your seat.

During the evaluation of your speech, listen intently for helpful hints that will assist in building better future talks. Pay attention to suggestions from other members.

**After the meeting** – Get your manual from your evaluator. At this time discuss any questions you may have concerning your evaluation to clarify and avoid any misinterpretations.

Have the vice president education initial the Project Completion Record in the back of your manual.

### **Resources** –

*Competent Communication* manual (Item 225), included in your New Member Kit

*Your Speaking Voice* (Item 199), included in your New Member Kit

*Gestures: Your Body Speaks* (Item 201), included in your New Member Kit

*They're All Around Us* (Item 1616)

### **Evaluator**

Members working in the *Competent Communication* manual present speeches. After every prepared speech, the speaker receives an evaluation. You may be asked to serve as an evaluator and evaluate one of the prepared speakers for the meeting. In addition to your verbal evaluation, you will give the speaker a written evaluation using the guide in the manual. When evaluating a leader, your purpose is to help the leader become confident and more effective and able to lead a team to achieve goals.

Your evaluation is an opportunity to practice such leadership skills as listening, critical thinking, feedback and motivation. When evaluating a speaker, your purpose is to help the speaker become less self-conscious and a better speaker. You also may be asked to serve as evaluator for someone working in the *Competent Leadership*



manual. You will give the leader a written evaluation and possibly a verbal evaluation. This requires you to be fully aware of the member's skill level, habits and mannerisms, as well as his or her progress to date. Your overall evaluation should be encouraging and motivating the speaker or leader to improve.

**Prior to the meeting** – Review carefully the *Effective Evaluation* manual that you received in your New Member Kit.

Talk with the speaker or leader to find out which manual project he or she will present. Review the project goals and what the speaker or leader hopes to achieve.

Evaluation requires careful preparation if the speaker or leader is to benefit. Study the project objectives as well as the evaluation guide in the manual. Remember, the purpose of evaluation is to help people develop their speaking or leadership skills in various situations. By actively listening and gently offering useful advice, you motivate members to work hard and improve. When you show the way to improvement, you've opened the door to strengthening their ability.

**At the meeting** – When you enter the meeting room, look for the speaker or leader and get his or her manual.

Meet briefly with the general evaluator to confirm the evaluation session format. Then confer with the speaker or leader one last time to see if he or she has any specific things for you to watch for.

**During the meeting** – Record your impressions in the manual, along with your answers to the evaluation questions. Be as objective as possible. Remember that good evaluations may give new life to discouraged members and poor evaluations may dishearten members who tried their best. Always leave the speaker or leader with specific methods for improving.

If giving a verbal evaluation, when introduced, stand and give your evaluation. Begin and end your evaluation with a note of encouragement or praise. Though you may have written lengthy responses to manual evaluation questions, don't read the questions or your responses. Your verbal evaluation time is limited. Don't try to cover too much in your talk.

Praise a successful speech or leadership assignment and specifically tell why it was successful. Don't allow the speaker or leader to remain unaware of a valuable asset such as a smile or a

sense of humor. Don't allow the speaker or leader to remain ignorant of a serious fault: if it is personal, write it but don't mention it aloud. Give the speaker or leader the deserved praise and tactful suggestions in the manner you would like to receive them.

**After the meeting** – Return the manual to the speaker or leader. Add a verbal word of encouragement that wasn't mentioned in the verbal evaluation.

**Resource** –

*Effective Evaluation* (Item 202), included in your New Member Kit

## Timer

The Toastmaster of the meeting will call on you to explain the timing rules. One of the lessons to be practiced is that of expressing a thought within a specific time. The timer is the member responsible for keeping track of time. Each segment of the meeting is timed. You should explain your duties and report to the club clearly and precisely. This exercise is an excellent opportunity to practice giving instructions and time management – something that we do every day.

**Prior to the meeting** – Confirm scheduled program participants with the Toastmaster and general evaluator.

Confirm time required for each prepared speech with the speakers.

Write out your explanation in the clearest possible language and rehearse it. For the benefit of guests, be sure to emphasize timing rules and how timing signals will be given.

**At the meeting** – Get timing equipment from the sergeant at arms. Be sure you understand how to operate the stopwatch and signal device, and make certain the timing equipment works.

Sit where the signal device can be seen easily by all.

**During the meeting** – When introduced, explain the timing rules and demonstrate the signal device.

Throughout the meeting, listen carefully to each program participant and signal them as indicated below. In addition, signal the chairman, Toastmaster and Topicsmaster with red when they have reached their allotted or agreed upon time.

Record each participant's name and time used.

When called to report by the Topicsmaster, Toastmaster and/or general evaluator, stand by your chair, announce the speaker's name and the



time taken. State those eligible for awards if your club issues awards. Generally topic speakers should be +/- 15 seconds of allowed time; prepared speakers must be +/- 30 seconds. However, these times may vary from club to club.

**After the meeting** – Return the stopwatch and timing signal device to the sergeant at arms.

Give the completed timer's report to the secretary for recording speech times in the minutes (if this is done in your club).

## Topicsmaster

The Toastmasters program has a tradition – every member speaks at a meeting. The Table Topics session is the portion of the meeting that ensures this tradition. The purpose of this activity is to have members “think on their feet” and speak for a minute or so. The Topicsmaster prepares and issues the topics; originality is desirable as much as possible. Each speaker may be given an individual subject, or a choice of subjects may be presented from which the members can draw at random.

The Topicsmaster provides good practice in such leadership skills as planning, preparation, organization, time management and facilitation. Work to balance the amount of time available for Table Topics with the number of respondents and the amount of time each uses to answer the questions.

**Prior to the meeting** – Check with the Toastmaster to find out if a theme meeting is scheduled. If so, prepare topics to carry out that theme. If no theme is scheduled, choose a wide selection of topics. Review the *Toastmaster* magazine and other publications for ideas. Do not repeat the previous week's Table Topics ideas or items.

Find out who the prepared speakers, evaluators, general evaluator and Toastmaster are so you can call on the other members first. Only if time permits at the end of the topics session should you call on program participants (speakers last).

When choosing your specific questions: Select ones that will inspire the speakers to expound on them and give their opinions. Don't make the questions too long or complicated. Phrase them in such a way that the speaker clearly will know what you want them to talk about.

Keep your comments short. Your job is to give others a chance to speak, not to give a series of mini-talks yourself.

Remember, Table Topics has a twofold purpose: First, to give everyone in the room an opportunity to speak – especially those who are not on the program – and, second, to get people to learn to “think and speak on their feet.”

**During the meeting** – When introduced, briefly state the purpose of the Table Topics session.

Set the stage for your topics program. Keep your remarks brief but enthusiastic. If the club has a “word of the day,” encourage speakers to use that word in their response.

Keep the program rolling; be certain everyone understands the maximum time they have for their response and how the timing lights/device works (if the timer hasn't already done so).

State the question briefly – then call on a respondent. This serves two purposes: First, it holds everyone's attention – each one is thinking of a response, should he or she be called on to speak. Second, it adds to the value of the impromptu element by giving everyone an opportunity to improve his or her “better listening and thinking” skills.

Call on speakers at random. Avoid going around the room in the order in which people are sitting. Give each participant a different question. Don't ask two people the same thing unless you ask each specifically to give the “pro” or “con” side. Watch your total time! Check the printed agenda for the total time allotted to Table Topics and adjust the number of questions to end your segment on time. Even if your portion started late, try to end on time to avoid the total meeting running overtime.

If your club presents a Best Table Topics Speaker award, ask the timer at the end of the Table Topics session to report those eligible for the award. Then ask members to vote for Best Table Topics Speaker and pass their votes to the sergeant at arms or vote counter. If the club has a Table Topics evaluator, ask for his or her report and then return control of the meeting to the Toastmaster.

## Resources –

*Patterns in Programming* (Item 1314)

*Think Fast* (Item 1315), a manual on Table Topics Stand Up and Speak! Table Topics Game (Item 1316)

Stand Up and Speak II Table Topics Game (Item 1317)

Tabletalk (Item 1318)



## General Evaluator

The general evaluator is just what the name implies – an evaluator of anything and everything that takes place throughout the meeting. The responsibilities are large, but so are the rewards. The general evaluator position provides excellent practice in such leadership skills as critical thinking, planning, preparation and organization, time management, motivation and team building.

The general evaluator is responsible to the Toastmaster who will introduce you; at the conclusion of the evaluation segment of the meeting, you will return control to him or her. You are responsible for the evaluation team, which consists of the timer, grammarian, Ah-Counter, speech evaluators and Table Topics evaluator, if your club has one. The usual procedure is to have one evaluator for each major speaker, but this is not necessary. You are free to set up any procedure you wish, but each evaluation should be brief, yet complete. Methods for conducting the evaluation sessions are limitless. Review *Effective Evaluation* for ideas.

**Prior to the meeting** – Check with the Toastmaster to find out how the program will be conducted and if there are any planned deviations from the usual meeting format. Remember, always be ready when the meeting starts.

Telephone all of the evaluators to brief them on their job and to tell them whom they will be evaluating and what evaluation format you will be using. Encourage them to prepare thoroughly for their role and to call the speakers to talk over any special evaluation requirements suggested in the manual for the speech.

During the briefing, emphasize that evaluation is a positive, helping act. As conscientious Toastmasters, their goal must be to help fellow Toastmasters develop their skills. Emphasize that evaluations should enhance or at least preserve the speaker's self-esteem.

Call the remaining members of the evaluation team to remind them of their assignments.

Prepare a brief but thorough talk on the purpose, techniques and benefits of evaluation (for the benefit of the guests). Evaluation is a positive experience designed to help people overcome weak habits and add power to good ones.

**At the meeting** – Ensure that the individual evaluators have the speakers' or leaders' manuals, that

they understand the project objectives and how to evaluate them.

Greet all evaluators. If an evaluator is absent, consult with the vice president education and arrange for a substitute.

Verify each speaker's time and notify the timer.

Sit near the back of the room to allow yourself full view of the meeting and its participants.

**During the meeting** – Take notes on everything that happens (or doesn't but should). For example: Is the club's property (e.g. trophies, banner and educational material) properly displayed? If not, why? Were there unnecessary distractions that could have been avoided? Create a checklist from which you can follow the meeting. Did the meeting, and each segment of it, begin and end on time?

Cover each participant on the program. Look for good and less than desirable examples of preparation, organization, delivery, enthusiasm, observation and general performance of duties. Remember, you are not to reevaluate the speakers, though you may wish to add something that the evaluator may have missed.

Before Table Topics, you will be asked to stand and brief the audience on your team's means and methods of evaluation. Describe what way and how your team will handle evaluations.

Identify the grammarian, Ah-Counter, and timer. Have these members briefly state the purpose of their jobs.

Request the "word of the day," if your club has one, from the grammarian.

When introduced to conduct the evaluation phase of the meeting, go to the lectern and introduce each speech evaluator. After each recitation, thank the evaluator for his or her efforts.

Give your general evaluation of the meeting, using the notes you took as suggested above. Phrase your evaluation so it is helpful and encouraging, yet motivates club members to implement the suggestions so the next meeting can be improved. You may wish to comment on the quality of evaluations. Were they positive, upbeat, helpful? Did they point the way to improvement? Then introduce each leader evaluator. After each recitation, thank the evaluator for his or her efforts.

## Toastmaster

The main duties of the Toastmaster are to coordinate and conduct the entire meeting and act as a



genial host, including introducing participants. The Toastmaster sets the tone for the entire meeting. For obvious reasons this task is not usually assigned to a member until he or she is quite familiar with the club and its procedures. Program participants should be introduced in a way that excites the audience and motivates them to listen. The Toastmaster creates an atmosphere of interest, expectation and receptivity.

Serving as Toastmaster is an excellent way to practice planning, preparation and organization skills, time management, facilitation, motivation and team-building skills as you strive to make the meeting one of the club's best.

**Prior to the meeting** – Speak with the vice president education to find out who is scheduled for various meeting roles, if a special theme has been set for the meeting and if there are any program changes.

Call the Topicsmaster to discuss his or her duties. Also provide the Topicsmaster with a list of program participants so he or she will know who already has a speaking role at the meeting.

Call all speakers in advance to remind them that they are speaking. Interview them to find out their speech title, manual project number, purpose to be achieved, time requested and something interesting for you to use when introducing them (job, family, hobbies, education, why this topic for this audience).

Call the general evaluator to confirm the assignment. Ask the general evaluator to call the other members of the evaluation team (speech evaluators, leader evaluators, Topicsmaster, timer, grammarian, Ah-Counter) and remind them of their responsibilities.

Prepare introductions for each speaker. A proper introduction is important to the success of the speaker's presentation.

Prepare remarks that can be used to bridge the gaps between program segments. You may never use them, but you should be prepared to avoid possibly awkward periods of silence.

Remember that performing as Toastmaster is one of the most valuable experiences in your club work. The assignment requires careful preparation in order to have a smoothly run meeting.

**At the meeting** – Arrive early in order to finish any last-minute details.

Check with the speakers for any last-minute changes.

Sit near the front of the room and have your speakers do likewise for quick and easy access to the lectern.

**During the meeting** – Preside with sincerity, energy, enthusiasm and decisiveness. Take your audience on a pleasant journey and make them feel that all is going well.

Pay attention to the time. Strive to begin and end the meeting on time. You may have to make adjustments to the schedule during the meeting to accomplish this. Make sure each meeting segment adheres to the schedule.

Always lead the applause before and after the Table Topics session, each prepared speaker and the general evaluator.

Remain standing near the lectern after your introduction until the speaker has acknowledged you and assumed control of the meeting, then be seated.

Introduce the general evaluator as you would any speaker; the general evaluator will then introduce the other members of the evaluation team.

Introduce the Topicsmaster as you would any speaker.

Introduce each speaker in turn.

At the conclusion of the speaking program, request the timer's report and vote for Best Speaker, if your club has this award.

Briefly reintroduce the general evaluator.

While votes are being tallied, invite comments from guests and announcements (such as verification of next week's program).

Award trophies if your club does so.

Request the "thought for the day" if your club has one.

Adjourn the meeting, or if appropriate, return control to the chairman.

### **Resources –**

*Introducing the Speaker* (Item 111)

*Chairman* (Item 200)

*Patterns in Programming* (Item 1314)

### **Grammarian**

Being grammarian is truly an exercise in expanding your listening skills. You have several responsibilities: To introduce new words to members, to comment on the use of English during the course of the meeting, and to provide examples of good grammar and word usage.



**Prior to the meeting** – Select a “word of the day” if this is done in your club. It should be a word that will help members increase their vocabulary – a word that can be incorporated easily into everyday conversation but is different from the way people usually express themselves. An adjective or adverb is suggested, since they are more adaptable than a noun or verb, but feel free to select your own special word.

In letters large enough to be seen from the back of the room, print your word, its part of speech (adjective, adverb, noun, verb), and a brief definition. Prepare a sentence showing how the word is used.

Prepare a brief explanation of the duties of the grammarian for the benefit of the guests.

**At the meeting** – Place your visual aid at the front of the room where it can be seen by all.

Get a blank piece of paper and pen ready to make notes, or get a copy of the grammarian’s log, if your club has one, from the sergeant at arms.

**During the meeting** – When introduced prior to Table Topics, announce the word of the day, state its part of speech, define it, use it in a sentence, and ask that anyone speaking during any part of the meeting use it.

Briefly explain the role of the grammarian.

Throughout the meeting, listen to everyone’s word usage. Write down any awkward use or misuse of the language (incomplete sentences, sentences that change direction in midstream, incorrect grammar or malapropisms) with a note of who erred. For example, point out if someone used a singular verb with a plural subject. “One in five children wear glasses” should be “One in five children wears glasses.” Note when a pronoun is misused. “No one in the choir sings better than her” should be “No one in the choir sings better than she.”

Write down who used the “word of the day” (or a derivative of it) and note those who used it correctly or incorrectly.

When called on by the general evaluator during the evaluation segment, stand by your chair and give your report. Try to offer the correct usage in every instance where there was misuse instead of only explaining what was wrong. Report on creative language usage and announce who used the “word of the day” (or a derivative of it) correctly or incorrectly.

**After the meeting** – Give your completed report to the treasurer for collection of fines if your club does this.

**Resources** –

Word of the Day (Item 1415)

Word of the Day II (Item 1416)

## Ah-Counter

The purpose of the Ah-Counter is to note words and sounds used as a “crutch” or “pause filler” by anyone who speaks during the meeting. Words may be inappropriate interjections, such as *and*, *well*, *but*, *so*, *you know*. Sounds may be *ah*, *um*, *er*. You should also note when a speaker repeats a word or phrase such as “I, I” or “This means, this means.” The Ah-Counter role is an excellent opportunity to practice your listening skills.

**Prior to the meeting** – Prepare a brief explanation of the duties of the Ah-Counter for the benefit of guests.

**At the meeting** – Get a pen and blank piece of paper for notes, or get a blank copy of the Ah-Counter’s log, if your club has one, from the sergeant at arms.

**During the meeting** – When introduced, explain the role of the Ah-Counter. In some clubs, small fines are levied on members who do or do not do certain things. (For example, members are fined who use “crutch” words, or are not wearing their Toastmasters pin to the meeting). If your club levies fines, explain the fine schedule.

Throughout the meeting, listen to everyone for “crutch” sounds and long pauses used as fillers and not as a necessary part of sentence structure. Write down how many “crutch” sounds or words each person used during all portions of the meeting.

When called on by the general evaluator during the evaluation segment, stand by your chair and give your report.

**After the meeting** – Give your completed report to the treasurer for collection of fines if your club does this.

## Help Organize a Club Speech Contest

Your club may conduct several speech contests annually. Contests are a good opportunity to practice planning, preparation and organization skills. Assist with one of these contests, serving on the contest committee in some capacity. (But not as



chairman. That's a requirement for another project.) You and others on the team should strive to hold a well-run, enjoyable contest that follows contest rules and procedures.

#### **Resources –**

*Speech Contest Rulebook* (Item 1171)  
*Speech Contest Manual* (Item 1173)  
Speech Contest Judges Training Program (Item 1190)  
International Speech Contest Kit (Item 1169)  
Humorous Speech Contest Kit (Item 1169H)  
Evaluation Speech Contest Kit (Item 1169E)  
Tall Tales Contest Kit (Item 1169TT)  
Table Topics Contest Kit (Item 1169TBL)

### **Club Speech Contest Chairman**

Your club may conduct several speech contests annually. Contests are a good opportunity to practice team-building skills, as you and a team strive to hold a well-run, enjoyable contest that follows contest rules and procedures. With the approval of your club's vice president education, organize and conduct one of the contests, using team-building skills to select and lead a contest committee.

#### **Resources –**

*Speech Contest Rulebook* (Item 1171)  
*Speech Contest Manual* (Item 1173)  
Speech Contest Judges Training Program (Item 1190)  
International Speech Contest Kit (Item 1169)  
Humorous Speech Contest Kit (Item 1169H)  
Evaluation Speech Contest Kit (Item 1169E)  
Tall Tales Contest Kit (Item 1169TT)  
Table Topics Contest Kit (Item 1169TBL)

### **Help Organize a Club Special Event**

Occasionally your club may hold a special event, such as a banquet to celebrate its anniversary. These events are opportunities to practice planning, preparation and organization skills. Assist with one of these events, serving on the committee in some capacity. (But not as chairman; that's a requirement for another project.) You and others on the team should strive to hold a well-run, enjoyable event.

### **Club Special Event Chairman**

Occasionally your club may hold a special event, such as a banquet to celebrate its anniversary or a demonstration meeting to start a new Toastmasters

club, a Speechcraft program or a Youth Leadership program. With the approval of the club's executive committee, organize the event, using team-building skills to select and lead the event committee. Strive to have the best event possible.

#### **Resources –**

*Put On a Good Show* (Item 220)  
*How to Build a Toastmasters Club* (Item 121)  
Speechcraft Starter Kit (Item 205)  
Youth Leadership Educational Packet (Item 811)

### **Help Organize a Club Public Relations Campaign**

Your club seeks to promote itself and build goodwill in the community through public relations. For example, when articles about the club and its activities appear in local newspapers and magazines, or members appear on television and radio programs, the public learns more about the club and what it can do for people. As a result, the club may attract new members. Public relations activities are a good way to practice such leadership skills as planning, preparation and organization. Assist with one of these events, serving on the committee in some capacity (but not as chairman; that's a requirement for another project). You and others on the team should strive to make your club well-known in the community.

#### **Resources –**

*When You are the Vice President Public Relations* (Item 1310D)  
Public Relations and Advertising Kit (Item 1150)  
*Let the World Know* (Item 1140)

### **Club Public Relations Campaign Chairman**

Your club seeks to promote itself and build goodwill in the community through public relations. For example, when articles about the club and its activities appear in local newspapers and magazines, or members appear on television and radio programs, the public learns more about the club and what it can do for people. As a result, the club may attract new members. Public relations activities are a good way to practice such leadership skills as planning, preparation and organization, motivation and team-building. With the approval of your club's vice president public relations, organize and conduct a public relations campaign, using team-building skills to select and lead a committee.



### Resources –

*When You Are the Vice President Public Relations* (Item 1310D)  
Public Relations and Advertising Kit (Item 1150)  
*Let the World Know* (Item 1140)

## Help Organize a Club Membership Campaign or Contest

Your club conducts several membership-building campaigns or contests each year under the direction of the club's vice president membership. These membership campaigns are good opportunities to practice planning, preparation and organization skills. Assist with one of these membership campaigns, serving on the committee in some capacity, other than as chairman. (That is a requirement for another project.)

### Resources –

*Membership Growth Manual* (Item 1159)  
Membership Building Contests (Item 1620)  
A Simple Membership Building Contest (Item 1621)  
Membership Building 101 (Item 1622)  
Your Membership Provides (Item 354)

## Club Membership Campaign or Contest Chairman

With the approval of your club's vice president membership, organize and conduct a membership building campaign for the club, using team-building skills to select and lead a committee as chairman.

### Resources –

*Membership Growth Manual* (Item 1159)  
Membership Building Contests (Item 1620)  
A Simple Membership Building Contest (Item 1621)  
Membership Building 101 (Item 1622)  
Your Membership Provides (Item 354)

## Help Produce the Club Newsletter

Every club should have a newsletter to provide information to club members and to the general public. Helping to produce a newsletter is an opportunity to practice planning, preparation and organization skills. Assist with the production of the club's newsletter, serving on the committee in some capacity other than as chairman. Strive to produce the best newsletter possible.

### Resources –

*When You Are the Vice President Public Relations* (Item 1310D)

## Assist the Club Webmaster

Every club should have a Web site to provide information to club members and to the general public. Helping to create and maintain the Web site is an opportunity to practice planning, preparation and organization skills. Assist with creating or maintaining the club's Web site in some capacity other than chairman.

## Club Newsletter Editor or Club Webmaster

Every club should have a newsletter and/or Web site to provide information to club members and to the general public. Serving as newsletter editor or Webmaster is an opportunity to practice planning, preparation, organization and team-building skills. With the approval of the club's vice president public relations, serve as newsletter editor or Webmaster, use planning, preparation, organization and team-building skills to select and lead a committee to produce the best newsletter or Web site possible.

### Resources –

*When You Are the Vice President Public Relations* (Item 1310D)

## Befriend a Guest at a Club Meeting

How a guest is treated often determines whether that person joins the club. Make a guest feel welcome by greeting him or her before the meeting begins, introducing yourself, and introducing the guest to other members. Sit with the guest during the meeting, explaining the different parts of the meeting and answering any questions the guest may have. If possible, show the guest the *Competent Communication* and *Competent Leadership* manuals and other materials and explain their purposes. Befriending a guest is an excellent opportunity to practice facilitation skills as you show how the club works and the members' roles.

### Resources –

A Toastmaster Wears Many Hats (Item 1167D)  
*Competent Communication* manual (Item 225)  
Advanced Communication manuals (Items 226A-O)  
*Competent Leadership* manual (Item 265)  
All About Toastmasters (Item 124)



### **Mentor for a New Member**

A mentor for a new member helps that member with the first three speech projects in the *Competent Communication* manual, with projects in the *Competent Leadership* manual and to become familiar with the club, its operations and how to fill various meeting assignments. Serving as a mentor is an opportunity to practice motivational and mentoring skills.

#### **Resources –**

A Toastmaster Wears Many Hats (Item 1167D)  
Club Mentor Program Kit (Item 1163)  
*Master Your Meetings* (Item 1312)  
*Competent Communication* manual (Item 225)  
*Competent Leadership* manual (Item 265)

### **Mentor for an Existing Member**

A mentor for an existing member helps that member develop new skills or enhance existing ones.

For example, a long-time club member may need assistance learning how to use humor in presentations. Serving as a mentor for an existing member is an excellent opportunity to practice motivation and mentoring skills.

### **Guidance Committee Member for Someone Who is Working on a High Performance Leadership Program Project**

The *High Performance Leadership* program requires a member to serve as a leader for a project of his or her choice inside or outside of the Toastmasters environment. You can serve on the guidance committee for a member who is working on his or her project. This is an excellent opportunity to practice mentoring skills as you help this member learn and practice leadership skills.

#### **Resources –**

*High Performance Leadership* (Item 262)

# Project Matrix

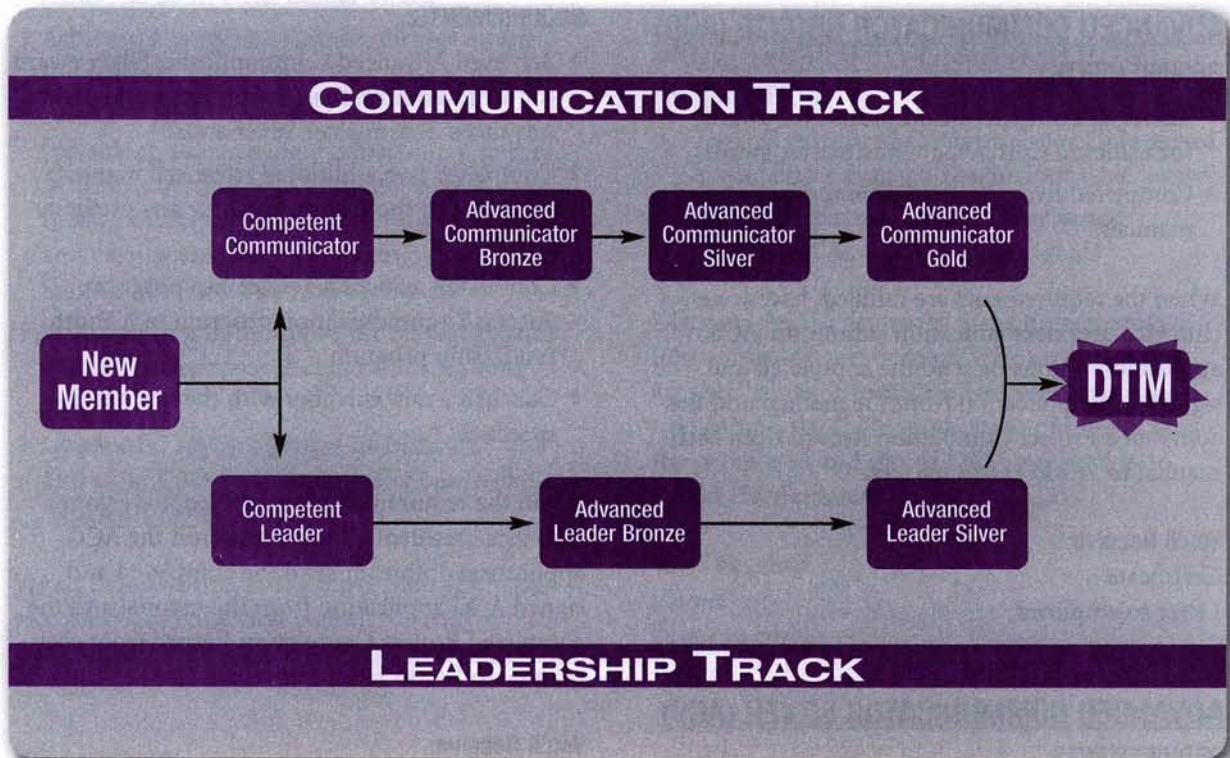
The following table shows what meeting or club roles fulfill project requirements in the Competent Leadership manual.

ROLE	PROJECT 1	PROJECT 2	PROJECT 3	PROJECT 4	PROJECT 5	PROJECT 6	PROJECT 7	PROJECT 8	PROJECT 9	PROJECT 10
Speaker				X	X					
Speech Evaluator	X	X	X					X		
Timer				X						
Grammarian	X	X	X	X						
Ah-Counter	X									
Table Topics Speaker	X									
Topicsmaster				X	X		X			
General Evaluator		X	X		X		X	X		X
Toastmaster				X	X		X	X		X
Help Organize a Club Speech Contest						X				
Club Speech Contest Chairman										X
Help Organize a Club Special Event						X				
Club Special Event Chairman										X
Help Organize a Club Public Relations Campaign						X				
Club Public Relations Campaign Chairman								X		X
Help Organize a Club Membership Campaign or Contest						X				
Club Membership Campaign or Contest Chairman								X		X
Help Produce the Club Newsletter						X				
Assist the Club Webmaster						X				
Club Newsletter Editor or Club Webmaster										X
Befriend a Guest at a Club Meeting							X			
Mentor for a New Member									X	
Mentor for an Existing Member									X	
Guidance Committee Member									X	



# Toastmasters International Communication & Leadership Tracks

**T**he Toastmasters educational 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 also 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.





# Award Requirements

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

## 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 from the manual and the completed Project Completion Record to World Headquarters.

#### **You'll Receive:**

Certificate  
Letter to employer  
Two advanced manuals

### **ADVANCED COMMUNICATOR BRONZE (ACB)**

#### **REQUIREMENTS:**

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

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

#### **You'll Receive:**

Certificate  
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 advanced manuals (may not be those completed for any previous award)
- ▶ Conducted any two programs 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 from the manual and the completed Project Completion Record from each manual to World Headquarters.

#### **You'll Receive:**

Certificate  
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 advanced manuals (may not be those completed for any previous award)
- ▶ Conducted a Success/Leadership program, Success/Communication program or a Youth Leadership program
- ▶ Coached a new member with the first three speeches

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

#### **You'll Receive:**

Certificate  
Letter to employer



## LEADERSHIP TRACK

### **COMPETENT LEADER (CL)**

#### **REQUIREMENTS:**

- ▶ Completed the *Competent Leadership* manual

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

#### **You'll Receive:**

Certificate  
Letter to employer

### **ADVANCED LEADER BRONZE (ALB)**

#### **REQUIREMENTS:**

- ▶ Achieved Competent Leader award
- ▶ 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 or 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 program
- ▶ Conducted any two programs from *The Successful Club Series* and/or *The Leadership Excellence Series*

When 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:**

Certificate  
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 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:**

Certificate  
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:**

Plaque  
Letter to employer





## Other Communication and Leadership Opportunities

*The more involved you become, the more you will benefit from Toastmasters. Following are some other learning experiences available to you as a Toastmasters club member.*

### Club Leadership

By serving as your club's sergeant at arms, treasurer, secretary, vice president public relations, vice president membership, vice president education or president, you will learn skills you can use in other aspects of your life and earn credit toward the Advanced Leader Bronze award in the leadership track.

### High Performance Leadership

This five-project program (Item 262) offers instruction and practice in such vital leadership skills and activities as developing a mission and vision, goal-setting and planning, identifying values and building a team. You are evaluated on your efforts by your own guidance committee. Order your copy at the Toastmasters International Web site, [www.toastmasters.org/shop](http://www.toastmasters.org/shop).

### Leadership Outside the Club

Toastmasters International has leadership development opportunities at other levels of the organization. You can serve as an area governor or division governor in your district, helping clubs function effectively. You even can become public relations officer, lieutenant governor marketing, lieutenant governor education and training or district governor. Service in the district positions provides the opportunity to learn new skills and to work with a variety of people all concerned with achieving common goals, and you will earn credit toward the Advanced Leader Silver award as well. Eventually you could be elected to the Toastmasters International Board of Directors and maybe even

to the presidency of our organization. The possibilities are infinite!

### The Leadership Excellence Series

*The Leadership Excellence Series* (Item 310) offers tips and techniques for developing leadership skills. You can present each 10-minute program to your club. Programs include: *The Visionary Leader, Developing a Mission, Values and Leadership, Goal Setting and Planning, Delegate to Empower, Building a Team, Giving Effective Feedback, The Leader as Coach, Motivating People, Service and Leadership and Resolving Conflict*. See the Toastmasters International Web site, [www.toastmasters.org/shop](http://www.toastmasters.org/shop), to order the series.



### The Better Speaker Series

*The Better Speaker Series* (Item 269) is a set of 10-minute programs on speech preparation and presentation that you can present to your club. Programs available are: *Beginning Your Speech, Concluding Your Speech, Take the Terror Out of a Talk, Impromptu Speaking, Selecting Your Topic, Know Your Audience, Organizing Your Speech, Creating an Introduction, Preparation and Practice and Using Body Language*. Order the series at the Toastmasters International Web site, [www.toastmasters.org/shop](http://www.toastmasters.org/shop).

### The Successful Club Series

A successful Toastmasters club is every member's responsibility, not just the responsibility of club officers. *The Successful Club Series* (Item 289) is a set of programs you can present to your club that



address various aspects of quality club meetings, emphasizing what every member can do to help the club and other members. Programs available include: *The Moments of Truth*, *Finding New Members for Your Club*, *Evaluate to Motivate*, *Closing the Sale*, *Creating the Best Club Climate*, *Meeting Roles and Responsibilities*, *Mentoring*, *Keeping the Commitment*, *Going Beyond Our Club*, *How to be a Distinguished Club* and *The Toastmasters Educational Program*. See the Toastmasters International Web site, [www.toastmasters.org/shop](http://www.toastmasters.org/shop), to order the series.

## Success/Leadership and Success/Communication Programs

You can learn valuable communication and leadership skills by conducting or participating in these learning programs. Each program can be conducted within the club for members' education or outside of the club in your company or community to build goodwill. See the Toastmasters International Web site, [www.toastmasters.org/shop](http://www.toastmasters.org/shop), for more information or order the brochure *Expanding Your Horizons* (Item 211) from World Headquarters.

## Communication Program

Your club provides the opportunity to learn another vital part of leadership: communication. The 10 projects in the *Competent Communication* manual give you the opportunity to learn such valuable skills as organizing material, body language, vocal variety, word usage and using visual aids. You'll also receive helpful feedback from an evaluator, enabling you to become a powerful, respected speaker. After you've finished this manual, you can begin refining and enhancing your skills in the Advanced Communication program. This program consists of 15 manuals with five speech projects each. Some manuals focus on career-related presentations, such as public relations and technical speeches, while others address topics such as interpersonal communication and humor. You choose the manuals to complete and the skills you want to learn. For more information on the manuals turn to page 86.

## Youth Leadership

The Youth Leadership program (Item 811) is an opportunity for members to work with young people, helping them learn speaking and

leadership skills they will need to be successful adults. For information about starting a program, order the Youth Leadership Information Brochure (Item 801) from World Headquarters or see the Toastmasters International Web site, [www.toastmasters.org](http://www.toastmasters.org).

## Speech Contests

Interested in competitive speaking? Toastmasters International offers several different speech contests in which you can participate as a contestant or as an official. Even if you are not interested in participating, you can learn just by observing the contestants. The biggest contest is the annual International Speech Contest, which culminates in the contest finals held during the Toastmasters International Convention in August. Speak with your vice president education about the contests your club conducts.

## Accredited Speaker Program

This program is for individuals who have demonstrated outstanding speaking skills in major presentations outside of Toastmasters. For program requirements and an application, see the Toastmasters International Web site, [members.toastmasters.org](http://members.toastmasters.org), or order the Accredited Speaker Program Application and Brochure (Item 1208) from World Headquarters.

## Speakers Bureau

Participation in a speakers bureau offers you experience in speaking before new and different audiences. You get to participate in worthwhile community projects, and at the same time the community learns about Toastmasters. **Please note:** Toastmasters International does not endorse any other organization or cause. For that reason, your participation in a Toastmasters speakers bureau is voluntary and speakers must make it clear that they speak for themselves, not for their club or for Toastmasters International. Clubs are not obligated to have a speakers bureau, although many do. Some districts also have speakers bureaus.

If your club or district doesn't have a speakers bureau and you would like to form one, speak with club or district officers and order the Speakers Bureau Brochure (Item 127) from World Headquarters for information on forming one.

## **Conferences and Convention**

Twice each year every district holds a conference and clubs and members are encouraged to attend. Most conferences offer educational seminars on speaking and leadership topics and offer training for club officers, among other activities. Watch for information from your district about upcoming conferences.

Every June each of the eight Toastmasters regions in North America has a conference, and members are invited to attend. These conferences also offer educational seminars, officer training and other activities. For information about regional

conferences visit the Toastmasters International Web site, **[members.toastmasters.org](http://members.toastmasters.org)**.

Every August Toastmasters International hosts the International Convention, open to all members around the world. The four-day event features educational seminars on speaking and leadership, award ceremonies, elections for international officers and directors and the finals of the International Speech Contest, where the World Champion of Public Speaking is selected. For information about the upcoming International Convention, visit the Toastmasters International Web site, **[members.toastmasters.org](http://members.toastmasters.org)**.



## About Your Club

Your club is the center of the Toastmasters learning experience. If you want to learn more about your club and how it works, the following information about the club meeting itself, meeting participants' roles and responsibilities and club leadership will help you.

### The Club Meeting

A Toastmasters club meeting consists of three basic parts:

**Prepared speeches.** During this portion of the meeting, several members present speeches based on projects in the *Competent Communication* and *Advanced Communication* manuals. Usually at least three speakers are scheduled; however, this may vary depending on the meeting program and length of the meeting.

**Evaluations.** Each prepared speech and leadership role is verbally evaluated by a fellow member in a helpful, constructive manner using given evaluation criteria. In addition, the evaluator prepares a written evaluation for the speaker, and all members are invited to submit written comments to the speaker, too.

**Table Topics.** In this segment, members not otherwise scheduled as program participants have an opportunity to present one- to two-minute impromptu talks.

Some clubs also conduct a business meeting at least once each month to handle club affairs. The business meeting provides an opportunity for members to practice parliamentary procedure and leadership skills. The order in which these segments are conducted may vary. Length of each portion may vary too, depending on meeting length. Some clubs meet for one hour or less, while some clubs meet for 90 minutes or more. Following is a sample agenda for a club that meets for one hour.

### SAMPLE MEETING AGENDA

#### TIME

00:00     PRESIDENT  
 Call meeting to order  
 Invocation (optional)  
 Introduce guests

	Introduce Toastmaster
00:05	TOASTMASTER Introduce Ah-Counter, grammarian, general evaluator, timer, etc.
00:10	TOASTMASTER Introduce speaker #1 Manual speech Introduce speaker #2 Manual speech Introduce Topicsmaster
00:26	TOPICSMASTER Explain Table Topics and theme Conduct Table Topics session Return control to Toastmaster
00:43	TOASTMASTER Introduce general evaluator
00:45	GENERAL EVALUATOR Call for reports: Speech evaluators Timer Grammarian Ah-Counter Make general comments on meeting Leader evaluators Return control to Toastmaster
00:55	TOASTMASTER Present awards Return control to president
00:57	PRESIDENT Thank guests for attending and allow them to comment if they wish Closing remarks
01:00	ADJOURN

### Your Club's Leadership

Meeting participants play an important role in making the club educational and enjoyable. But another group of people has even more responsibility for meeting quality and the long-



term success of the club. This group is called the club executive committee. Following are the titles and standards of each executive committee member.

**President.** The president serves as the club's chief executive officer, responsible for general supervision and operation of the club.

Standards outside of the club meeting are to: Ensure club officers meet club officer and club meeting standards; oversee plan to achieve Distinguished Club Program goals and ensure the club is a Distinguished Club; encourage communication and leadership development through promoting CC, AC, CL and AL awards; ensure the club has an ongoing membership building program; attend and vote the club's proxy at district council meetings or ensure a club member attends and votes; attend regional conference and International Convention and vote the club's proxy or send the proxy to the district governor; oversee administrative operation of the club in compliance with the Club Constitution and Bylaws; maintain relationship with the district and with Toastmasters International; schedule and chair monthly executive committee meeting; arrange for a replacement if unable to attend a club or executive committee meeting; search for leaders, ensuring all club offices are filled for the succeeding term, and ensure that timely elections are conducted; prepare successor for office; attend district-sponsored club-officer training.

Standards at the club meeting are to: Ensure meetings start and end on time; make sure guests are warmly and enthusiastically introduced; allow time before and after the meeting to speak with guests; read and/or display the club mission statement at every meeting; discuss the Distinguished Club Program and the club's progress in it; recognize member achievements in Toastmasters and in their personal lives; report on which "Moments of Truth" the club is achieving.

**Immediate Past President.** The immediate past president provides guidance and serves as a resource to club officers and members. He or she chairs the nominating committee, assists in the preparation of the Club Success Plan and promotes the club's efforts to become a Distinguished Club.

**Vice President Education.** The vice president education is responsible for planning successful club meetings so that each member has the opportunity to achieve his or her educational goals. He or she

is the second-highest ranking club officer, presiding at club and executive committee meetings in the absence of the president.

Standards outside of the club meeting are to: Plan club meetings, completing schedules and assignments at least three weeks in advance and confirming each schedule five to seven days before the meeting; promote participation in the educational program. Get commitment from new members to achieve the CC award within one year or less and schedule them to speak accordingly. Get commitment from CCs to earn ACB awards within one year, and get commitment from ACBs and ACS recipients to earn the next award within one year. Get commitment from members to earn the CL and AL awards. Track all members' progress toward these awards; orient new members to the Toastmasters program within two meetings after they join; assign every new member a mentor; attend club executive committee meetings and preside when the president is absent; attend district council meetings and vote the club's proxy vote at regional and International business meetings; attend district-sponsored club officer training; arrange for a replacement if unable to attend club meeting; prepare successor for office.

Standards at the club meeting are to: Assign each new member to be a Table Topics participant at the first meeting after joining, to a meeting role at the third meeting or earlier, and to give the Ice Breaker manual project at the fourth meeting or sooner; ensure that a club member conducts The Successful Club Series programs Evaluate to Motivate, Moments of Truth, Mentoring, and Finding New Members for Your Club at least once per year; monitor club performance quarterly in cooperation with the club president; initial speakers' Project Completion Records and ensure eligible members fill out their award applications or apply for awards online; preside over the meeting when the president is absent.

**Vice President Membership.** The vice president membership is the third-ranking club officer.

Standards outside of the club meeting are to: Conduct ongoing membership-building programs and efforts. Promote the membership goal of one new member per month and, if the club has fewer than 20 members, achieving 20 members by year-end or sooner. Promote club and Toastmasters International membership-building programs and conduct a minimum of two formal club member-



ship programs annually; follow-up on and keep track of guests, new members joining, and members not attending meetings. Send follow-up note to guests; explain the educational program to all prospective members, get their commitment to join and collect membership applications. Bring the applications to the club for voting and, if the members are accepted, collect dues and fees and give them to the treasurer with the applications; attend club executive committee meetings; attend and vote at area council meetings; attend district-sponsored club officer training; arrange for a replacement if unable to attend club meeting; prepare successor for office.

Standards at a club meeting are to: Greet guests and have each complete a guest card; report on current membership, promote membership campaigns and welcome new members; work with the president and vice president education to ensure each new member is formally inducted at the first meeting after being voted in by the club; help guests wishing to join complete the Application for Membership form; regularly speak with fellow members to determine if their needs are being met.

**Vice President Public Relations.** The vice president public relations is the fourth-ranking club officer.

Standards outside of the club meeting are to: Promote the club to local media; produce and distribute a club newsletter at least monthly; promote membership programs; attend club executive committee meetings; attend other Toastmasters events; attend district-sponsored club officer training; arrange for a replacement if unable to attend a club meeting; prepare successor for office.

Standards at the club meeting are to: Announce upcoming events and programs; ask for contributions to the newsletter; greet members and guests.

**Secretary.** The secretary is the fifth-ranking club officer.

Standards outside of the club meeting are to: Maintain an accurate membership roster and give it to the treasurer to submit with dues; mail club officer list to World Headquarters within 10 days after elections or add/change club officers online; handle general club correspondence; keep club files, including the club charter, Constitution and Bylaws, minutes, resolutions and correspondence; attend club executive committee meetings; attend district-sponsored club officer training; arrange for a replacement if unable to attend meetings; prepare successor for office.

Standards at a club meeting are to: Record and read meeting minutes; greet members and guests.

**Treasurer.** The treasurer is the sixth-ranking club officer.

Standards outside of the club meeting are to: Prepare a budget to be approved by the executive committee and membership within one month of taking office; provide the bank with a new signature card by July 1/January 1; prepare and send dues statements by August 15/February 15; collect and pay dues renewals to World Headquarters online by October 1 and April 1, and work with the vice president membership to contact members who have not paid dues; submit new member applications and dues to World Headquarters within 48 hours after receipt or add new members online; pay bills as due; keep records of all financial transactions; present verbal and written financial reports quarterly (October 15, January 15, April 15, and July 15); submit club accounts for audit; attend club executive committee meetings; attend district-sponsored club officer training; arrange for a replacement if unable to attend meeting; prepare successor for office.

Standards at the club meeting are to: Receive completed new member applications and dues; announce when dues are due and explain dues structure; greet members and guests.

**Sergeant at Arms.** The sergeant at arms is the seventh-ranking club officer.

Standards outside of the club meeting are to: Schedule meeting location; maintain club equipment in working order and check after every meeting to ensure adequate supplies are available; attend club executive committee meetings; attend district-sponsored club officer training; arrange for a replacement and for assistance if necessary; prepare successor for office.

Standards at a club meeting are to: Arrange the room at least 10 minutes before the meeting begins; make sure the lectern is in place, the banner displayed, evaluation forms and ballots distributed, awards, supply catalog, progress chart and educational material displayed, place cards arranged and name badges available; greet members and guests and arrange for guests to sit with members; greet the area governor and other visiting officers and escort them to the club president; arrange for food service at meal meetings; ensure the meeting starts on time; collect ballots and tally votes for awards.



# The Advanced Communication Series

The *Advanced Communication Series* trains you for speaking situations you may encounter outside of your Toastmasters club. Each of the following five-project manuals may be used toward the Advanced Communicator Bronze, Advanced Communicator Silver and Advanced Communicator Gold awards.

## The Entertaining Speaker (226A)

Entertaining speakers are always in demand. Projects address preparing and delivering an entertaining speech, finding good stories and anecdotes to include in speeches, using humor, incorporating drama into presentations and presenting an after-dinner speech.

## Speaking To Inform (226B)

Informational speeches are one of the most common types, so most likely you will be asked to present one sometime. This manual contains information about organizing an informational speech, tailoring your speech to the audience, conducting a demonstration, presenting a report and delivering a speech about an abstract subject.

## Public Relations (226C)

Everyone benefits from the ability to present a good public image. Projects cover preparing a speech that will generate a favorable attitude toward you and your product, company or service, presenting a positive image of yourself and your company or organization on a radio talk show, persuading an audience to accept your viewpoint, addressing a hostile audience and communicating with the public during a crisis situation.

## Facilitating Discussion (226D)

Group discussions are common, and this manual provides instruction in facilitating the most common types of discussions. Learn about moderating a panel discussion, facilitating a brainstorming meeting, leading a problem-solving discussion, handling challenging people during discussions and helping a problem-solving group achieve a consensus.

## Specialty Speeches (226E)

Speakers are often called upon to give different kinds of talks. This manual contains information about giving the most common ones, and it covers impromptu talks, preparing inspirational speeches, selling a product, reading out loud and introducing a speaker.

## Speeches by Management (226F)

Managers encounter a variety of speaking situations in the work environment. This manual offers instruction in giving briefings, preparing and presenting technical speeches, motivating a team, giving a status report and speaking to a hostile group.

## The Professional Speaker (226G)

Professional speakers can give a variety of presentations to a variety of audiences. This manual offers guidance in preparing and presenting a keynote address, an entertaining speech, a sales training speech, a seminar and a

motivational speech. Includes information about marketing yourself as a professional speaker.

## Technical Presentations (226H)

Presenting technical information in a way that doesn't bore the audience is challenging. Learn how to prepare technical briefings, design and present a proposal, talk about a technical subject to a nontechnical audience, present a technical paper and enhance a technical talk with the internet.

## Persuasive Speaking (226I)

Successful people know how to influence and persuade others to accept their ideas, products or services. Projects cover selling a product, making "cold calls," preparing a winning proposal, convincing an audience to at least consider your side of a controversial issue or subject and persuading listeners to help bring a vision and mission to reality.

## Communicating on Television (226J)

Television presentations require special preparation and attention to details. Learn how to present an editorial, appear as a guest on an interview program, be the host of an interview program, conduct a press conference and use television to train.

## Storytelling (226K)

A good story enhances your speech and makes it memorable. This manual offers instruction in telling folk tales, personal stories, stories with morals, emotional stories and stories about historical events or people.

## Interpretive Reading (226L)

Reading words written by someone else requires a special set of skills. Projects include reading stories, poetry, monodramas, plays and famous speeches.

## Interpersonal Communication (226M)

Everyday life presents many challenging communication situations. Topics covered in this manual include conversing with ease, negotiating, handling criticism, coaching someone to improve performance and expressing dissatisfaction effectively.

## Special Occasion Speeches (226N)

Special events present special speaking opportunities. This manual provides instruction in giving toasts, speaking in praise/giving a eulogy, "roasting" someone and presenting and accepting awards.

## Humorously Speaking (226O)

Every speaker benefits from using humor. Learn how to begin a speech with a humorous story to get listeners' attention, end a speech with a humorous story, use humorous stories and anecdotes throughout the body of your speech to emphasize points, incorporate jokes into presentations and prepare and present an entirely humorous speech.

## Advanced Communication Library Set (226Z)

Save by purchasing all 15 Advanced Communication manuals. (Save \$10.00.)

### CHARTS

Competent Communication Achievement Chart (307) . . . . .	\$2.50
Competent Leadership Achievement Chart (308) . . . . .	\$2.50
Advanced Communication Achievement Chart (309) . . . . .	\$2.50
Wall Chart Set (one of each of 307, 308, and 309) (306) . . . . .	\$6.00

BEST VALUE!

Each manual is \$4.00

**Advanced Communication Library Set (226Z) . . . . . \$50.00**

Prices are subject to change without notice. **These materials are available only to members of Toastmasters International.** California residents add 7.75% sales tax. To order, please visit our online store at [toastmasters.org/shop](http://toastmasters.org/shop) or call Toastmasters International at 949-858-8255.

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







# COMPETENT LEADER (CL) AWARD APPLICATION

**TO APPLY:**

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

- ▶ Complete all 10 projects in the *Competent Leadership* manual.
- ▶ Complete both sides of this application.
- ▶ Ensure a club officer signs and dates your application.
- ▶ Ask a club officer to submit your application online through the Club Business Section on the TI Web site, **members.toastmasters.org**, OR

Mail **or** fax completed form to:  
(one method only, please)

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

**Fax: 949-858-1207**

**IF YOU MEET THE CL REQUIREMENTS, YOU WILL RECEIVE:**

- ▶ A Competent Leader (CL) certificate, suitable for framing
- ▶ An optional letter of recognition, sent directly to your employer.

**PLEASE PRINT OR TYPE:**

Member No.

Club No./Name \_\_\_\_\_ District \_\_\_\_\_

Name \_\_\_\_\_  
(as you wish it to appear on your certificate)

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

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

City \_\_\_\_\_ State/Province \_\_\_\_\_

ZIP/Postal Code \_\_\_\_\_ Country \_\_\_\_\_

E-mail \_\_\_\_\_ Phone \_\_\_\_\_

Check here if this represents a change to your address on file at World Headquarters.

**Club Officer Verification:** The Toastmaster whose name appears above has completed all the projects in the Toastmasters *Competent Leadership* manual. He/she has earned the Competent Leader award.

Signature \_\_\_\_\_ Print Name \_\_\_\_\_

Club Office Held \_\_\_\_\_ Date \_\_\_\_\_

*(Members may not sign their own application.)*

## *Project Completion Record*

PROJECT NUMBER		DATE	VP EDUC INITIALS
Project 1	Listening and Leadership		
Project 2	Critical Thinking		
Project 3	Giving Feedback		
Project 4	Time Management		
Project 5	Planning and Implementation		
Project 6	Organizing and Delegating		
Project 7	Developing Your Facilitation Skills		
Project 8	Motivating People		
Project 9	Mentoring		
Project 10	Team Building		

OPTIONAL: Upon your request, Toastmasters International will send an appropriate letter to your employer or supervisor recognizing your accomplishment.

**PLEASE PRINT OR TYPE:**

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

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

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

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

City \_\_\_\_\_ State/Province \_\_\_\_\_

ZIP/Postal Code \_\_\_\_\_ Country \_\_\_\_\_



# Evaluate Your Club

*How well did your club help you achieve your goals? The following questionnaire is your opportunity to let the club know if it is providing good service to its members. Please take a moment to answer the following questions, then give the completed questionnaire to your club president.*

1. When you attended your first club meeting, were you warmly welcomed by club officers and members?  Yes  No
  2. When you joined the club, did the club induct you in a special ceremony?  Yes  No
  3. Did the club assign a mentor to help you with your first few projects and answer any questions about the educational program?  Yes  No
  4. Did the vice president education ask you what you wanted to learn in Toastmasters when you joined?  Yes  No
  5. Immediately after you joined were you assigned a leadership role at a club meeting?  Yes  No
  6. Did you receive evaluations that were positive and helpful?  Yes  No
  7. Were your club meetings well-planned?  Always  Usually  Sometimes  Never
  8. Were your club's meetings enjoyable?  Always  Usually  Sometimes  Never
  9. Were you offered the opportunity to serve as a club officer?  Yes  No
  10. What would you like your club to change? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  11. What do you like about your club? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  12. Do you plan to continue in your club?  Yes  No
- Why? \_\_\_\_\_  
\_\_\_\_\_



**TOASTMASTERS**  
INTERNATIONAL

ITEM 265