



Hallie Adams

Leaders for Tomorrow, #1573915
email: hallieadams1@gmail.com

Dear Kevin,

We are pleased to have you join our club this evening. I would like to welcome you on behalf of Leaders for Tomorrow Toastmasters. The mission of **Leaders for Tomorrow** is to touch the heart, challenge the mind and extend our hands to help grow the future leaders of District 3.

Everything we do is designed to promote strong speaking, leading, and critical thinking skills. Since no two meetings are alike, I have enclosed an agenda from an earlier meeting to give you some idea how the club conducts the meetings.

The organization has developed a great depth of resources, manuals, and programs to ignite your growth as a speaker and leader. The resources are here to support you in managing your growth and providing you with endless possibilities for success.

The club will assign you a mentor who will walk with you on your path to leadership. You have taken your first step. We encourage you to use this club as a resource to help you meet your future challenges.

We are so pleased that you wish to become a leader for District 3. It is the desire of Leaders for Tomorrow to help you achieve your goals.

Sincerely,

Hallie Adams, DTM, PDG



New Member Packet

Contents:

- Letter from the current president of the club welcoming new member
- A Toastmaster's Promise which is on the Membership Application
- Moments of Truth, Club Quality Standards Evaluation
- Current Agenda to help New Member understand flow of meeting
- A Toastmaster Wears Many Hats - Description of Functionary duties
- Acronyms
- New Member Orientation Checklist for Pathways Learning Experience
- Paths and Core Competencies-11 Paths, 5 Core Competencies
- Ice Breaker, Speech Outline Worksheet, for Pathways
- Evaluation Form for Ice Breaker-For Evaluator and other members
- Etiquette Page for Essential EMAIL Etiquette
- Member Interest Survey
- Mentor Interest Survey
- Current Toastmasters' Magazine
- District 3 Website: aztoastmasters.org
- Toastmasters International Website: toastmasters.org

District Director:	Jim Eng, DTM
Program Quality Director:	Pete Salazar, DTM
Club Growth Director:	David Hopper, ACS, ALB
Finance Manager:	Beatriz Herrera, CC, ALB
Administration Manager:	Rose Swearingen, DTM, PRA
Public Relations Manager:	Lisa Raymond, ACS, ALB
Logistics Manager:	Sheldon Holdreid



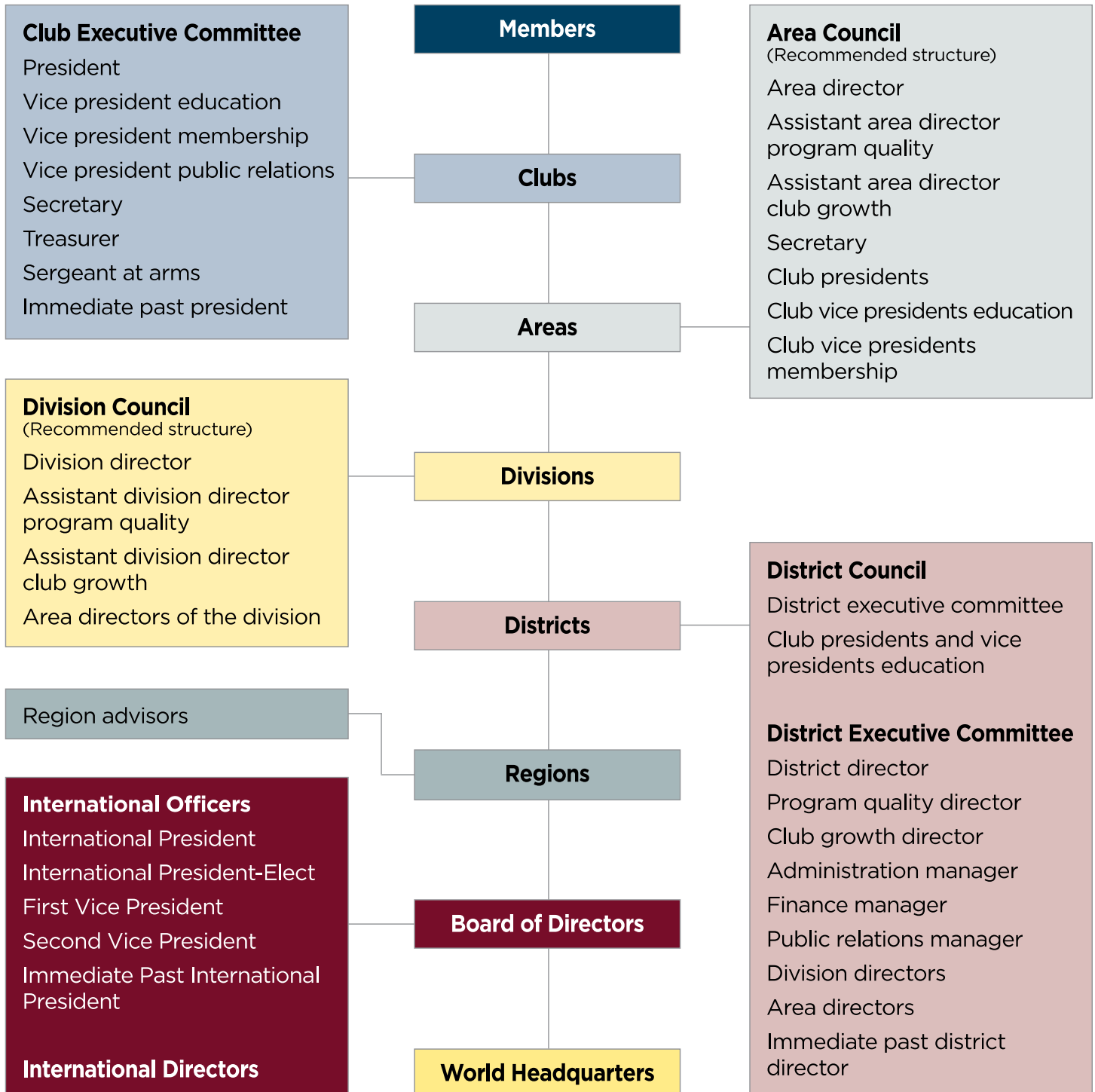
2.Acronyms

ACB	Advanced Communicator Bronze	DvG	Division Governor
ACG	Advanced Communicator Gold	ELG	Education Lt. Director (obsolete)
ACS	Advanced Communicator Silver	FM	Finance Manager (7/1/15)
AD	Area Director (7/1/15)	HPL	High Performance Leadership
AG	Area Governor	ID	International Director
ALB	Advanced Leader Bronze	IPDG	Immediate Past DG
ALS	Advanced Leader Silver	LGET	Lt. Governor Education and Training
ALG	Administrative Lt. Director	LGM	Lt. Governor Marketing
AM	Administration Manager (7/1/15)	LM	Logistics Manager (7/1/15)
ATM	Able Toastmaster	MAC	Minutes Approval Committee
ATM	Advanced Toastmaster	PDD	Past District Director
ATMB	Advanced Toastmaster Bronze	PDG	Past District Governor
ATM-G	Advanced Toastmaster Gold	PID	Past International Director
ATM-S	Advanced Toastmaster Silver	PIP	Past International President
C&L	Communication & Leadership	PQD	Program Quality Director (7/1/15)
CC	Competent Communicator	PRA	Past Region Advisor
CGD	Club Growth Director (7/1/15)	PRM	Public Relations Manager (7/1/15)
CL	Competent Leader	PRO	Public Relations Officer
CTM	Competent Toastmaster	RA	Region Advisor
D3	Distinguished three years	SAA	Sgt. at Arms
DCP	Distinguished Club Plan	TI	Toastmasters International
DEC	District Executive Committee	TLI	Toastmasters Leadership Institute
DG	District Governor	USPS	United States Postal Service
DTM	Distinguished Toastmaster	WHQ	World Headquarters
DD	District Director (7/1/15)		
DvD	Division Director (7/1/15)		

MAP OF SERVICE TO MEMBERS



Members are the heart and foundation of Toastmasters International. Below is a representation of each service level in support of the member.





Leaders For Tomorrow Toastmasters

Meeting Agenda

President

Kathy Smith, ACS,
ALB

VP Education

Brittany Randall, DTM

VP Membership

Katlyn Ewens, ACG,
ALB

VP Public Relations

Tammy Gallagher,
DTM

Secretary

Hannellie M.
Mendoza, CC, ALB

Treasurer

Hallie Adams, PDG,
DTM

Sergeant at Arms

Edwin J. Weston, DTM

Immed. Past Pres.

Randy Tudor, ACB,
ALS

Location can be found
on our website

[https://
leadersfortomorrow.
toastmastersclubs.org](https://leadersfortomorrow.toastmastersclubs.org)

Toastmasters
International
www.toastmasters.org

Club Mission

We provide a supportive
and positive learning
experience in which
members are

Time	Role / Agenda Item for September 10, 2019	Member
6:30PM	Theme of the Day Effective Coaching <i>Build interpersonal communication, leadership and coaching skills</i>	-
6:30PM	President Opens meeting and introduces the Toastmaster	Kathy Smith, ACS, ALB
6:32PM	Toastmaster Briefly comment on the Theme of the Day, Introduce Grammarian, AH Counter, Timer	Tom Lindsey, ACB, CL, EC4
	Grammarian Presents the "WORD OF THE DAY", keep track of those who use the word of the day, keep track of grammatical errors.	Alan Claypool
	AH Counter Counts and tabulates the "AH's and other connecting words	Hallie Adams, PDG, DTM
	Timer Responsible for making sure the meeting starts and adjourns on time, times the Speakers, Evaluator and Table Topic Respondents	Mary Hart ACB,CL
6:42PM	Toastmaster Ask Evaluator to read speech objectives. Then Toastmaster introduces the speaker.	Tom Lindsey, ACB, CL, EC4
6:44PM	Speaker #1	Katlyn Ewens, ACG, ALB
6:51PM	Toastmaster Ask Evaluator to read speech objectives. Then Toastmaster introduces the speaker.	Tom Lindsey, ACB, CL, EC4
6:53PM	Speaker #2	Edwin J. Weston, DTM
7:00PM	Toastmaster Introduce Table Topics Master	Tom Lindsey, ACB, CL, EC4
7:01PM	Table Topic Master Ask 2 - 3 questions based on the Theme of the Day	David Schneider, ACS, ALB
7:11PM	General Evaluator Introduce Evaluators; give evaluation of the entire meeting including the Speech Evaluators when done turn the meeting back over to the President	Tammy Gallagher, DTM
7:15PM	Evaluator #1 Give an oral and written evaluation of the Speakers perform-	Brittany Randall, DTM

empowered to develop communication and leadership skills, resulting in greater self-confidence and personal growth.		mance, ensuring the objectives were met at the level based on the manual guide	
	7:18PM	Evaluator #2 Give an oral and written evaluation of the Speakers performance, ensuring the objectives were met at the level based on the manual guide	
	7:21PM	Mentor Minute Provide a tip, trick or inspiration related to Mentoring, turn the meeting back over to the President	Christina Mencuccini, DTM
	7:24PM	President	Kathy Smith, ACS, ALB
	7:30PM (end)	Final club business	

Meeting Notes:

MOMENTS OF TRUTH

Club Quality Standards Evaluation



First Impressions

- ▶ Guests greeted warmly and introduced to officers and members
- ▶ Guest book and name tags provided
- ▶ Professionally arranged meeting room
- ▶ Convenient meeting location
- ▶ Guests invited to address the club
- ▶ Guests invited to join

Membership Orientation

- ▶ Formal induction, including presentation of membership pin and manuals
- ▶ Assignment of mentor
- ▶ Education programs and recognition system discussed
- ▶ Learning needs assessed
- ▶ Speaking role(s) assigned
- ▶ Member involved in all aspects of club activities

Fellowship, Variety, and Communication

- ▶ Guests greeted warmly and made welcome
- ▶ Enjoyable, educational meetings planned
- ▶ Regularly scheduled social events
- ▶ Members participate in area, district, and International events
- ▶ Inter-club events encouraged
- ▶ Club newsletter/website published and updated regularly

Program Planning and Meeting Organization

- ▶ Program and agenda publicized in advance
- ▶ Members know program responsibilities and are prepared to carry out all assignments
- ▶ All projects are manual projects
- ▶ Meetings begin and end on time
- ▶ Creative Table Topics™ and activities
- ▶ Positive and helpful evaluations

Membership Strength

- ▶ Club has 20 or more members
- ▶ Members are retained
- ▶ Promotion of club in the community or within its organization
- ▶ Club programs varied and exciting
- ▶ Toastmasters sponsoring new members recognized
- ▶ Regular membership-building programs

Achievement Recognition

- ▶ Award applications immediately submitted to World Headquarters
- ▶ Progress charts displayed and maintained
- ▶ Member achievements formally recognized with ceremony
- ▶ Club, district, and International leaders recognized
- ▶ Club and member achievements publicized
- ▶ DCP is used for planning and recognition

Etiquette Page

BE MORE PROFESSIONAL! WIN MORE BUSINESS!

One email; one topic

Write the topic of the email in the subject line. One topic. Every email should address one specific topic so that it's easy for recipients to reference.

Stick to business

Before sending out an email to a colleague or client, ask yourself if the content is something you'd put on your company's letterhead or post in the lunchroom for everyone to see.

To whom it may concern

Always begin your email with a salutation, just as you would with written communication.

Introduce yourself

If you're sending an email to a new business contact, briefly introduce yourself. Don't assume the recipient will recognize who you are through your email address.

Use good grammar

Email can be a little less formal, but don't forget to follow standard writing protocol. Spelling, grammar and punctuation matter anytime you're drafting a communication.

Keep it short

Just as your subject line should be clear, your content needs to be succinct. Get to the point. And make sure that the topic fits the subject line.

Keep it down

Writing in ALL CAPITAL LETTERS makes it appear as though you are shouting. Always use sentence case.

Watch your tone

Or rather, lack thereof. Where you can pull off being clever or "joking around" when communicating in person, those "jokes" won't fly in an email. Be direct and clear in your message so that your email is interpreted as you intended.

No shortcuts

While it's important to "keep it short," business emails are not the place to showcase all of the texting shortcuts you've learned. Using "Gr8" and "TY" in work emails is unacceptable.

Pick up the phone

If the topic of the email communication goes astray—and questions and confusions are flying back and forth – best to pick up the phone and get back on the same page.

Sign your name

Close your email with "Sincerely," or "Regards" or "All the best" – any of these are acceptable. Follow the closing with a signature has your full name and contact information.

Watch the "reply all"

Only reply to those who are of continued relevance to the communication.

ESSENTIAL EMAIL ETIQUETTE

Toastmasters International

MEMBER INTEREST SURVEY



Member Name _____

Club Name _____

Goals

List two goals you wish to accomplish this year as a Toastmaster:

1. _____

2. _____

List two objectives you want to accomplish in the next few months in support of those goals:

1. _____

2. _____

Interests

Personal and Vocational	High Interest	Some Interest	No Interest
Improve critical-thinking skills			
Improve meeting-management skills			
Improve listening skills			
Improve leadership skills. If so, what? _____			
Improve communication skills. If so, what? _____			
Improve evaluation skills			

Club Involvement	High Interest	Some Interest	No Interest
Serve as a mentor for a new member			
Help increase club membership			
Serve as a club officer. If so, which role? _____			
Help the club with public relations or publicity			
Contribute to or edit the club newsletter or website			
Learn about parliamentary procedure			

Outside the Club	High Interest	Some Interest	No Interest
Lead or help with a Speechcraft program			
Lead or help with a Youth Leadership program			
Lead or help with a youth communication module			
Visit other Toastmasters clubs			
Compete in a speech contest			

Within the District	High Interest	Some Interest	No Interest
Judge a speech contest			
Organize a new Toastmasters club			
Serve as a district leader. If so, which office? _____			
Other (specify): _____			

Club Quality Characteristics

Rate your satisfaction on each of the following club quality characteristics.

Characteristic	Extremely Satisfied	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Not Satisfied
Welcoming					
Friendly/relaxed atmosphere					
Positive/Supportive					
Organized meetings					
Supportive club leaders					
Opportunities to participate					
Creative Table Topics®					
Effective evaluations					
Provides professional development					
A networking environment					
Promotion of club in the community					
Varied and fun meetings					
Toastmasters sponsoring new members recognized					
Member achievements formally recognized with ceremony					
Club and member achievements publicized					

Overall Experience

What do you like most about your club?

What do you like least about your club?

What recommendations for improvement can you provide?

Is there anything more specific you would like to learn about?

SPEECH OUTLINE WORKSHEET

Ice Breaker

Use this outline to help you organize the information you want to include in your speech.

Speech Title

About Yourself/Main Points

List two to four things about yourself that you would like fellow club members to know.

1. _____
2. _____
3. _____
4. _____

Reasons for Joining Toastmasters (Optional)

If it's relevant to your speech, you might want to tell the audience your reason(s) for joining Toastmasters.

Goals (Optional)

Do you have goals that you would like to achieve in Toastmasters? If so, list them here.

1. _____
2. _____
3. _____
4. _____



Opening

A. Greeting

You may thank the Toastmaster or person who introduced you and acknowledge fellow Toastmasters and guests.

B. Capture audience interest

Begin with something about yourself that will capture the interest and attention of the audience.

C. Introduce yourself

Following your opening, provide a brief introduction. You might want to include why you joined Toastmasters.

D. Transition

Write a brief statement to transition smoothly from your introduction to what you'll discuss next.

Body

A. Main point 1

Use some of the About Yourself/Main Points from page 1.

Transition

This is a sentence or two that connects main point 1 with main point 2.

B. Main point 2

Transition

C. Main point 3

Transition

Signal that the conclusion of the speech is approaching.

Conclusion

D. Restate the main points of your speech

E. Close with impact



EVALUATION FORM

Ice Breaker

Member Name _____ Date _____

Evaluator _____ Speech Length: 4 – 6 minutes

Speech Title

Purpose Statement

The purpose of this project is for the member to introduce himself or herself to the club and learn the basic structure of a public speech.

Notes for the Evaluator

This member is completing his or her first speech in Toastmasters. The goal of the evaluation is to give the member an effective evaluation of his or her speech and delivery style. Because the "Ice Breaker" is the first project a member completes, you may choose to use only the notes section and not the numerical score.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

EVALUATION FORM – Ice Breaker

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING	
Clarity: Spoken language is clear and is easily understood					Comment:
5	4	3	2	1	
Vocal Variety: Uses tone, speed, and volume as tools					Comment:
5	4	3	2	1	
Eye Contact: Effectively uses eye contact to engage audience					Comment:
5	4	3	2	1	
Gestures: Uses physical gestures effectively					Comment:
5	4	3	2	1	
Audience Awareness: Demonstrates awareness of audience engagement and needs					Comment:
5	4	3	2	1	
Comfort Level: Appears comfortable with the audience					Comment:
5	4	3	2	1	
Interest: Engages audience with interesting, well-constructed content					Comment:
5	4	3	2	1	

EVALUATION CRITERIA

Ice Breaker

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

Clarity

- 5 – Is an exemplary public speaker who is always understood
- 4 – Excels at communicating using the spoken word
- 3 – Spoken language is clear and is easily understood
- 2 – Spoken language is somewhat unclear or challenging to understand
- 1 – Spoken language is unclear or not easily understood

Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

Audience Awareness

- 5 – Engages audience completely and anticipates audience needs
- 4 – Is fully aware of audience engagement/needs and responds effectively
- 3 – Demonstrates awareness of audience engagement and needs
- 2 – Audience engagement or awareness of audience requires further practice
- 1 – Makes little or no attempt to engage audience or meet audience needs

Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed



Coaching a New Member through their Pathways Level 1 Projects

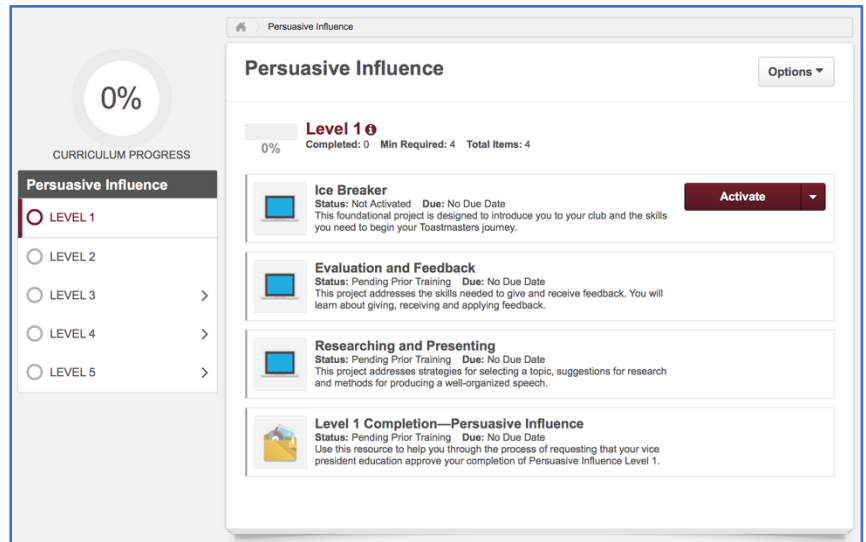
Every Level 1, regardless of Path selection, begins with the foundational Ice Breaker project.

1. Ice Breaker Project

Prepare a 4-6 min speech about any topic that relates something about yourself.

No other Level 1 project detail is made available to the member until the Ice Breaker project is activated, launched, and completed.

For a new member, this project has the same objectives as the traditional program Ice Breaker. For existing members that have completed a traditional Competent Communicator, or have completed another Path in Pathways, this same Ice Breaker project must be completed again with every subsequent Path selected. For existing members, they should craft this speech in a way that demonstrates their current level of speechwriting and speaking skills.



The two remaining Level 1 projects can be done in any order/sequence preferred by the member. These two projects consist of:

2. Evaluation and Feedback

- Prepare a 5-7 minute speech on any topic of choice and, as usual, receive feedback from an assigned Evaluator.
- The member will then revise the speech, incorporating the feedback that was received, and give the speech again. The revised speech should demonstrate improvements made based on the previous feedback received.
 - It is beneficial to have the same Evaluator assigned to the subsequent speech.
 - It is also an option for the speaker to choose to give an entirely new speech, however, the new speech should still reflect some or all of the feedback from their first speech.
- Lastly, the member will serve as a Speech Evaluator and be evaluated on the quality and delivery of their feedback on the speaker's presentation.

3. Research and Presenting

- Similar to the Competent Communicator Research Your Topic project; the member will prepare a 5-7 minute speech on a topic they want to learn more about; then organize and incorporate the research results in the speech delivery.

Once all three of the Level 1 projects display the status of "Completed" in Base Camp, the Level 1 Completion button will change to "Mark Complete". The member will launch that option to initiate the Level 1 Approval Request which will alert the Base Camp Manager (BCM) to review/approve the Level 1 Completion. (The "Mark Complete" includes an option to launch a step-by-step PDF with instructions for submitting the approval request). Upon BCM approval of the request, the member will be awarded their Level 1 Completion certificate and the VP Education can submit the Level 1 Award & DCP recognition through Club Central.

TOASTMASTERS
INTERNATIONAL



A TOASTMASTER
WEARS MANY HATS



**WHERE LEADERS
ARE MADE**

MEMBER MEETING ROLES

Toastmasters club meetings provide an opportunity for members to learn and practice communication and leadership skills by assuming a variety of roles. Each meeting role has a unique set of responsibilities and skills for you to explore.

▶ WHEN YOU ARE A **SPEAKER**

A major part of every Toastmasters meeting revolves around two or more scheduled speakers. Members prepare their speeches based on projects in Toastmasters Pathways learning experience or the current education program.

Giving a prepared speech provides an excellent opportunity to practice your communication and leadership skills, including planning, organization, and time management.

The suggestions below are designed to help you enhance your experience before, during, and after you deliver your speech.

Prior to the Meeting

- ▶ Check the meeting schedule for your time to speak.
- ▶ Begin working on your speech enough in advance to allow time for research, organization, and rehearsal. If you plan to give a speech based on a Pathways project, be sure to make use of the project checklist provided. It will give you a comprehensive overview of each step you need to accomplish to complete your project.
- ▶ Write a speech introduction or ensure that the Toastmaster of the meeting prepares one for you. For more information, see The Introducer section below.
- ▶ Request the name of your evaluator. Depending on your club, you may need to contact the General Evaluator, Toastmaster, or vice president education for the information. Communicate with your evaluator about your project and the speech you will be presenting. If possible, email the evaluation resource for your Pathways project to your evaluator.
- ▶ Be sure to discuss your goals and any personal concerns about your speaking skills with your evaluator. Emphasize areas you are working on that you would like your evaluator to note.
- ▶ You may also choose to bring a printed version of your Pathways evaluation resource to your meeting. If you are working in the current education program, remember to bring your manual to the meeting.



Upon Arrival at the Meeting

- ▶ Arrive early so you can check the microphone, lighting, and any props or equipment needed for your speech before everyone arrives.
- ▶ Sit near the front of the room for quick and easy access to the lectern.
- ▶ If you have a printed version of your evaluation resource, or are working in the current education program, provide your evaluator with the resource or your manual before the meeting begins.

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, walk with confidence to the lectern.
- ▶ After you finish your speech, wait for the Toastmaster to return to the lectern before taking your seat.
- ▶ During your speech evaluation, listen for helpful advice that will assist you in delivering better speeches in the future.

After the Meeting

- ▶ When your evaluator returns your written evaluation to you, ask him or her any questions you have about your scores or any written comments.
- ▶ Take a moment to review any evaluations or comments you receive from other club members in the form of written notes.
- ▶ Request feedback from club members on Base Camp and read through any feedback that has been posted.
- ▶ If you have completed all the requirements for a level and you are ready to move on, send the level completion request to your vice president education.
- ▶ When you complete a project in the current program, ask the vice president education to initial the Project Completion Record in your manual.

Resources

- ▶ There are many resources available on Toastmasters Base Camp. If you are in the current education program, you can find information in *Competent Communication* (Item 225).

▶ WHEN YOU ARE AN EVALUATOR

Serving as an evaluator is an opportunity to practice leadership skills, including listening, critical thinking, providing feedback, and motivation. At first, it can be intimidating to provide feedback. Always remember that the most important benefit of Toastmasters for members is the honest, fair, and supportive evaluation of their presentations and leadership accomplishments.

Make use of the Pathways evaluations to help you clearly identify where speakers succeeded and where there is room for continued growth and improvement. For each presenter you evaluate, find a few things they did well and mention them in your evaluation. Your purpose is to help members be more self-confident and improve their speaking skills.

When you have the opportunity to provide feedback for a member fulfilling a leadership role, your goal is to help the member become more effective so they are better able to achieve their goals. Offering support for what they did well and fair, supportive feedback for places where their leadership skills can be enhanced and improved will move them toward that result.

The most effective evaluators make themselves aware of the member's skill level, habits, and mannerisms, as well as their progress to date whenever possible.

Prior to the Meeting

- ▶ Communicate with the member you will be evaluating for information about the project they are completing. Review the Pathways evaluation resource on Base Camp or provided to you by the member. If the member is completing a project in the current education program, review the project objectives from their manual.



- ▶ It may also be helpful to take a moment to revisit the content in the Pathways “Evaluation and Feedback” project to review strategies for providing feedback and completing an evaluation. You may also review *Effective Evaluation* (Item 202) if you are working in the current education program.

Upon Arrival at the Meeting

- ▶ When you enter the meeting room, greet the member you will be evaluating. If you have any questions about the project they are completing or need to review specific concerns the member wants you to address in your evaluation, be sure to clarify them as soon as possible. If time permits, review the Evaluation Criteria section of the evaluation resource with the member and clarify any questions that arise.
- ▶ If the member you are evaluating is working through a manual in the current education program, collect it before the start of the meeting.
- ▶ Meet briefly with the General Evaluator to confirm the evaluation section format.

During the Meeting

- ▶ Record your impressions on the first page of the Evaluation Form. As you record scores, refer to the Evaluation Criteria section to be sure you are accurately reflecting the member’s speech and delivery. Remember, a score of 3 on a competency means the member met that expectation.
- ▶ A score of 4 or 5 reflects achievement above and beyond meeting the competency. Only the very best public speakers will ever achieve a 5. The scale reflects an understanding that there is always room to grow and improve as a public speaker and a leader.
- ▶ Remember that the best evaluations encourage and motivate members to improve. In addition to mentioning areas to be strengthened, suggest specific solutions or actions to build any needed skills and behaviors.
- ▶ When giving a verbal evaluation, you may stand when you’re introduced, walk to the lectern, and provide your evaluation. Begin and end with a note of encouragement or praise. Though you may have written lengthy responses to sections of the evaluation, refrain from reading them. Your verbal evaluation time is limited; cover what is essential to encourage and support the member while giving honest feedback.
- ▶ Praise a successful speech or leadership assignment and give reasons to explain why it succeeded. Share specific ideas the member could apply in the future such as strengthening content or working with a mentor on speech delivery techniques. Be respectful and focus on skills and accomplishments rather than personal attributes.

After the Meeting

- ▶ When delivering the written evaluation to the member, give them a few words of encouragement and congratulations.

Resources

- ▶ Pathways learning experience project “Evaluation and Feedback”
- ▶ *Effective Evaluation* (Item 202) www.toastmasters.org/202
- ▶ *The Navigator* (Item 8722)

▶ WHEN YOU ARE THE TIMER

A hallmark of effective speakers is the ability to express themselves within a specific amount of time. Members rely on the timer to pace speeches and practice adhering to a time frame. The timer is also responsible for tracking every part of the meeting agenda.

To fulfill the role of the timer, you must know each presenter’s speech length. In Pathways, speeches range in length from a short report of two to three minutes to a much longer speech of up to 20 minutes. It is the timer’s responsibility to confirm the length of the speeches being presented before the start of each meeting.

The Toastmaster of the meeting will call on you to explain the timing rules at the start of the meeting. Be clear and concise as you describe your duties and report times to the club. The timer’s role is fundamental to the success of every meeting.

Prior to the Meeting

- ▶ Confirm members who are scheduled to participate with the Toastmaster and the General Evaluator.
- ▶ Confirm the time allotted to each prepared speech with all speakers.
- ▶ Write your explanation of timing in the clearest possible language and rehearse it. For the benefit of guests, be sure to emphasize timing rules and how timing signals are given.

Upon Arrival at the Meeting

- ▶ Collect timing equipment (stopwatch and signal device) from the sergeant at arms. Check that the timing equipment is working properly and that you are comfortable with its use.
- ▶ Choose a seat where the signal device can be seen easily by everyone.



During the Meeting

- ▶ When introduced, explain the timing rules and demonstrate the signal device.
- ▶ Throughout the meeting, listen carefully to each participating member and signal speakers based on the policy of your club. You will also need to signal the Toastmaster and Topicsmaster with red when they have spoken for their allotted or agreed-upon time.
- ▶ Record each participant's name and the exact time they required to complete their speech.
- ▶ When called to report by the Topicsmaster, Toastmaster, and/or General Evaluator, you may stand near your seat to announce each speaker's name and the duration of their speech. Review club policy for reward eligibility and your reporting responsibilities.

After the Meeting

- ▶ Return the timing equipment to the sergeant at arms.
- ▶ If your club secretary maintains records of speech times in meeting minutes, give the completed timer's report to the secretary.

▶ WHEN YOU ARE THE TOPICSMASTER

The Table Topics® session is the portion of the meeting designed to give every member and guest of the club an opportunity to speak extemporaneously for a minute or two. The Topicsmaster is responsible for preparing and issuing an original, creative topic or topics. Each speaker may be given an individual subject or presented with a choice of subjects from which they choose or draw at random.

Serving as Topicsmaster supports leadership skills including planning, preparation, organization, time management, and facilitation.

Prior to the Meeting

- ▶ Confirm any scheduled meeting theme with the Toastmaster. If one has been selected, choose topics that coordinate well with that theme. If there isn't a theme, choose a wide selection of topics. Avoid repeating Table Topics from recent meetings.
- ▶ Create a list of speakers, evaluators, General Evaluator, and Toastmaster for the meeting so you can call on other members first. If time permits, call on participants already scheduled to speak.

During the Meeting

- ▶ When introduced, briefly state the purpose of the Table Topics session.
- ▶ Announce your topics and keep your remarks brief but enthusiastic. If the club has a word of the day, encourage speakers to use it in their responses.
- ▶ Review the maximum time allowed for each speaker's response and remind members of the timing signal if the timer hasn't already done so.



- ▶ State the question or topic and randomly select a member to respond. Working through members randomly supports the impromptu nature of Table Topics.
- ▶ Keep your comments short. Your job is to give others a chance to speak.
- ▶ Check the printed agenda for the time allotted to Table Topics and adjust the number of questions or topics to end your segment on time. Even if you start late, adjust your time so the meeting ends at the established time.
- ▶ 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. Invite 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

- ▶ TableTalk (Item 1318)
- ▶ *Master Your Meetings* (Item 1312)

▶ WHEN YOU ARE A **TABLE TOPICS SPEAKER**

Table Topics helps develop your ability to organize your thoughts quickly and respond to impromptu questions or topics. The Table Topics section of the meeting usually follows the prepared speech presentations. The Toastmaster of the meeting introduces the Topicsmaster, who gives a brief description of the purpose of Table Topics.

The Topicsmaster states the question or topic briefly and then calls on a member or guest at random to respond. Each Table Topics speaker receives a different topic or question.

As a Table Topics speaker, you may stand next to your chair or move to the lectern to give your response depending on the policy of your club. The Topicsmaster will specify the allotted time for responses.



WHEN YOU ARE THE **GENERAL EVALUATOR**

The General Evaluator is the member who evaluates everything that takes place throughout the meeting. The General Evaluator role provides excellent practice in leadership skills such as critical thinking, planning, preparation, organization, time management, motivation, and team building.

The General Evaluator is responsible to the Toastmaster of the meeting. General Evaluators 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.

Traditionally, there is one evaluator for each prepared speech, but this isn't essential. As members, you are free to set a procedure that is effective for your club. Each evaluation should be brief, yet complete.

At the conclusion of the evaluation section of the meeting, you return control to the Toastmaster.

Prior to the Meeting

- ▶ Check with the Toastmaster to confirm the program for the meeting and any planned changes to the usual meeting format.
- ▶ Communicate with all evaluators to confirm whom they will be evaluating and the evaluation format needed for that member. Encourage them to prepare for their roles by contacting the speakers to discuss any special evaluation requirements. When you communicate with evaluators, emphasize the importance of positive, supportive, and honest evaluations. Their goal as evaluators is to help fellow members develop their skills.
- ▶ Communicate with remaining members of the evaluation team to remind them of their assignments.
- ▶ For the benefit of any guest at the meeting, prepare a brief talk on the purpose, techniques, and benefits of evaluation.

Upon Arrival at the Meeting

- ▶ Ensure that the individual evaluators have the materials they need to complete an evaluation for the members who are speaking or fulfilling club leadership roles at the meeting. Ensure that evaluators understand the criteria for the speech and are comfortable fulfilling the role.
- ▶ Greet all evaluators. If one is absent, consult with the vice president education to arrange a substitute.
- ▶ Check with the grammarian for any word of the day.
- ▶ Verify each speaker's time and notify the timer.
- ▶ Sit near the back of the room for a better view of the meeting and participants.

During the Meeting

- ▶ Take notes about everything that happens, including anything that doesn't, but should. For example, check that the club's property (trophies, banner, and education materials) are properly displayed. Watch for unnecessary distractions that could have been avoided. Be aware of the time to evaluate if the meeting and each section of it began and ended on time.
- ▶ Evaluate each participant on the meeting program. Look for good examples of preparation, organization, delivery, enthusiasm, observation, and performance of duties. Although members who present a speech or fulfill a leadership project have evaluators assigned to them, you are free to add comments if you wish.
- ▶ Before Table Topics, you may be asked to stand and present your team's means and methods of evaluation. Briefly describe the evaluation process.
- ▶ Identify the grammarian, Ah-Counter, and timer. Ask these members to briefly state the purpose of their roles.
- ▶ When prompted to conduct the evaluation section of the meeting, stand at the lectern and introduce each speech evaluator. Afterward, thank each for his or her efforts.

- ▶ Give your general evaluation based on the notes you took throughout the meeting. Phrase your evaluation to encourage and support club members while identifying areas for growth. As the general evaluator of the meeting, provide feedback on individual speech and leadership role evaluations. Be sure to note where evaluations followed the defined criteria and provided specific, meaningful feedback.

WHEN YOU ARE THE TOASTMASTER

The main duties of the Toastmaster are to coordinate and conduct the entire meeting, introduce participants, and act as a genial host. The Toastmaster sets the tone for the meeting. This task is generally reserved for members who are quite familiar with the club and its procedures.

Serving as Toastmaster is an excellent way to practice planning, preparation, organization, 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

- ▶ Communicate with the vice president education for a list of members scheduled to speak or fulfill meeting roles. Confirm any special theme for the meeting and any program changes.
- ▶ Reach out to the Topicsmaster to review their responsibilities and provide them with a list of members scheduled to participate as speakers or in meeting roles.
- ▶ Communicate with all speakers in advance to remind them that they are scheduled to speak.
- ▶ Based on your club policy, you may be responsible for creating an introduction for each speaker. Take time to confirm each speaker's speech title, project, time requested, and anything interesting to include in your introduction. Prepare an introduction for each speaker.
- ▶ Confirm the General Evaluator for the meeting. Encourage them to contact the other members of the evaluation team (speech evaluators, Topicsmaster, timer, grammarian, and Ah-Counter) and review their responsibilities for the meeting.
- ▶ Prepare remarks to bridge the gaps between program sections.
- ▶ Remember that serving as Toastmaster is one of the most valuable experiences in your club work. The assignment requires careful preparation to facilitate a well-run meeting.

Upon Arrival at the Meeting

- ▶ Arrive early to complete any last-minute details.
- ▶ Check with the speakers to address any last-minute changes.
- ▶ Sit near the front of the room and ask that speakers do the same for quick and easy access to the lectern.

During the Meeting

- ▶ Preside with sincerity, energy, enthusiasm, and decisiveness.
- ▶ Strive to begin and end the meeting on time. You may have to make adjustments to the schedule during the meeting to accomplish this task. Ensure each part of the meeting adheres to the established schedule.
- ▶ Lead the applause before and after the Table Topics session, each prepared speech, and the General Evaluator's remarks.
- ▶ Introduce each speaker. After your introduction, remain near the lectern. Once the speaker takes their place, return to your seat.
- ▶ Introduce the General Evaluator as you would any speaker. They are responsible for introducing other members of the evaluation team.
- ▶ Introduce the Topicsmaster.

- ▶ At the conclusion of the speaking portion of the program, request the timer's report. If your club awards a best speaker for the meeting, collect the vote.
- ▶ While votes are tallied, invite comments from guests and make announcements.
- ▶ Present awards.
- ▶ Request the thought for the day if your club has one.
- ▶ Adjourn the meeting.

Resources

- ▶ *Chairman* (Item 200)
- ▶ *Master Your Meetings* (Item 1312)
- ▶ *TableTalk* (Item 1318)

▶ WHEN YOU ARE THE GRAMMARIAN

The responsibilities of the grammarian are to introduce new words to members, comment on the language used 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. Choose a word to help members build their vocabularies and that they can incorporate into everyday conversation.
- ▶ Prepare a brief description of the grammarian's duties for the benefit of guests.
- ▶ Communicate the word of the day for inclusion in the agenda or develop a visual aid. Include the word, part of speech (verb, noun, adjective, or adverb), definition, and use it in a short sentence.

Upon Arrival at the Meeting

- ▶ Place any visual aid at the front of the room where it can be seen by everyone.
- ▶ Be prepared to take notes as people speak during the meeting. You may need to use the grammarian's log provided by your club. Collect it from the sergeant at arms.

During the Meeting

- ▶ When introduced, announce the word of the day. State the part of speech, the definition, use it in a sentence, and invite everyone speaking during the meeting to use it.
- ▶ Briefly explain the role of the grammarian.
- ▶ Throughout the meeting, listen to each speaker's word usage. Write any awkward use or misuse of language (such as incomplete sentences or incorrect grammar) with a note of who erred.
- ▶ Create a list of members who used the word of the day (or a form of it) and note those who used it correctly.
- ▶ When called on by the General Evaluator during the evaluation section, you may stand near your chair and give your report. Offer examples of correct usage in every instance in which there was misuse of grammar. Report the use of creative language and announce who used the word of the day (or a form of it) correctly.

After the Meeting

- ▶ The grammarian's responsibilities conclude with the meeting.



Resources

- ▶ Word of the Day (Item 1415)

▶ WHEN YOU ARE THE **AH-COUNTER**

The purpose of the Ah-Counter is to note unnecessary words and sounds used by members who speak during the meeting. Words or phrases that may be used inappropriately or unnecessarily include *and*, *well*, *but*, *so*, and *you know*. Sounds may include *ah*, *um*, and *er*. Serving in the Ah-Counter role provides an excellent opportunity to practice listening skills.

Prior to the Meeting

- ▶ Prepare a brief explanation of the duties of the Ah-Counter for the benefit of guests.

Upon Arrival at the Meeting

- ▶ Be prepared to take notes as people speak during the meeting. You may need to use the Ah-Counter's log provided by your club. Collect it from the sergeant at arms.

During the Meeting

- ▶ When introduced, explain the role of the Ah-Counter.
- ▶ Throughout the meeting, listen to speakers and note unnecessary words, sounds, and pauses. Tally the sounds or words each person uses throughout the meeting.
- ▶ When called on by the General Evaluator during the evaluation section, you may stand near your chair and give your report.
- ▶ The responsibilities of the Ah-Counter conclude with the meeting.

▶ WHEN YOU ARE THE INTRODUCER

The role of introducer is not required, but it is found in many clubs. A good introduction paves the way for a positive experience for the speaker and the audience. It is the responsibility of the introducer to develop an introduction for each speech and present it well to the club. An introduction requires almost as much preparation as a full speech.

Prior to the Meeting

- ▶ Contact each speaker you will introduce to collect relevant information about the speech and the speaker.
- ▶ Prepare your introductions.

Upon Arrival at the Meeting

- ▶ Greet the speakers you will be introducing and confirm the title of their speeches and any pertinent information that may have changed.
- ▶ Select a seat near the front of the room for quick and easy access to the lectern.

During the Meeting

- ▶ Introduce each speaker. After your introduction, remain near the lectern. Once the speaker takes their place, return to your seat.
- ▶ The responsibilities of the introducer conclude with the meeting.

▶ OPTIONAL MEETING PARTICIPANTS AND ACTIVITIES

Your club may have other meeting participants, such as Joke Master, parliamentarian, and Word Master. Check with your club officers for guidelines affecting these positions.

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