When You Are a Mentor
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.

The Mission of This Project

The mission for this project is to provide guidelines and resources for existing and prospective mentors which will aid them in forming a nurturing and supportive relationship with their protégés, to help the protégé achieve personal growth, and to better enable the club to fulfill its mission.

Vision

The author’s vision for this project was to create a manual for mentors that has enough information in it to allow prospective mentors to feel equipped as a mentor, regardless of what sort of example they had as a mentor themselves. It will describe in detail the training process for the top three functionary positions. The author’s vision for the end result is that both mentor and protégé will be successful in their respective roles. They will have a relationship that facilitates questions being asked and answers being provided. They may even develop a confidant relationship. The author envisions a club environment where every member is either a mentor or a protégé, possibly both, and both are satisfied and confident in their roles.

Values

- An environment consistent with the Toastmasters Promise and the Mission of the Club.
- Loyalty
- Honesty
- Excellence
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 speech and leadership projects to the best of my ability, basing them on projects in the *Competent Communication*, *Advanced Communication* or *Competent Leadership* manuals;
- 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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Your main duties include:
• Maintaining contact with your protégé
• Answering questions for your protégé
• Assisting the Vice President Education with orienting your protégé to the club customs and procedures
• Providing resources and ideas for a successful Toastmasters experience
• Encouraging your protégé to progress through the educational program
• Celebrating your protégé’s success
• Being your protégé’s number one cheerleader
• Training your protégé in functionary roles
• Coaching your protégé through the first three (or more) speeches
• Tracking your protégé’s progress
• Fulfilling requirements for completion of Competent Leadership Project 9: Mentoring, and coaching requirement for Advanced Communicator Gold award
• Being creative and having fun!

This manual contains the basic information you need to fulfill the role of mentor. In it you will find:
• An outline of the guidelines and suggested standards for a mentor
• Suggestions on coaching your protégé through the various roles in the Toastmasters organization
• Access to the tools and resources available to ensure a successful mentorship
Benefits of Mentoring

To you:
- Further refine skills
- Learn new skills
- Learn from your protégé
- Remain productive
- Assist others
- Receive recognition
- Clarify your own knowledge
- Continue your own progress through the Toastmasters educational program

To your protégé:
- Understand the Toastmasters program
- Learn club standards and customs
- Develop confidence
- Participate in club meetings and activities
- Quickly learn speaking skills
- Assimilate quickly
- Discover resources available

To the club:
- Increase membership
- Have more satisfied members
- Retain more members
As “Mentor” is not an official, defined position within the Toastmasters organization, there are no set “Standards for Success” as there are for the different officer positions. The standards described below are merely suggestions or guidelines.

“The mere act of mentorship helps us transcend selfishness. We can learn humility and patience by allowing people time and space to make mistakes, to suffer and to learn, as we did.” ~ Earl Hill, DTM

**Qualities of mentors:**
- Available
- Patient
- Sensitive
- Respectful
- Flexible
- Supportive of the club
- Confident
- A good listener
- Knowledgeable
- Concerned about others

**Prior to the club meeting:**
- Watch the meeting assignments to see when your protégé is scheduled to fill a functionary role for the first time (see functionary tracking sheet in appendix)
- Prior to the meeting, contact your protégé to make sure they are comfortable with their upcoming role
- If necessary, go over the role description and responsibilities and suggest resources

**At the club meeting:**
- Sit next to your protégé and assist or advise as needed
- Obtain Competent Leadership Manual from your protégé and fill out the evaluation for the role, if applicable (see CL tracking sheet in appendix)
- Provide additional verbal feedback following the meeting

**Outside of the club meeting:**
- Occasionally meet with or contact your protégé to ensure they are comfortable and confident in their roles and satisfied with their club experience
- Coach your protégé through the first three speeches – review speech objectives with them, brainstorm on topic ideas if needed, read their speech and offer feedback, watch and listen as they practice if needed
- Train protégé on top three functionary positions – instructions later in manual
There are several different ways you and your protégé could be paired up. Your club may utilize one or more of the following methods, or perhaps even a one that is not mentioned below.

- **Simple Assignment**
  This is a common method of pairing mentor and protégé. When a guest submits a completed membership application, the Vice President Education or other leader in the club refers to the list of willing mentors and assigns one to the new member.

- **Profile Match**
  When a new member joins the club, leaders may have that member complete a Member Interest Survey or other member profile survey. The protégé may then be matched to a mentor with similar interests, speaking styles, personalities, experiences, or other similar factors. This could be helpful in matching new members with aspirations of becoming a professional speaker or competing in speech contests with mentors who have such experience, or matching extremely shy new members with mentors who have overcome shyness.

- **By Request**
  If a new member has been attending as a guest for a while and has had an opportunity to see various members speak or serve in various roles, they may develop a preference for certain members as potential mentors. Simply asking them the question, “Have you seen any particular member that you would like to have as a mentor?” may be all it takes to match up mentor and protégé. There may be a limit to the practicality of this method, though, in that certain advanced speakers may end up being requested far more frequently than others and could potentially overload those particular members.

- **Mentor Initiative**
  A member who needs to complete the CL mentoring project or coaching requirement for the ACG award may request a protégé be assigned to them. They may also approach potential new members directly to fulfill the “Befriend a Guest” CL project and develop a connection with the new member that way that would lead naturally into a mentor-protégé relationship.

- **Combination**
  Obviously there is no reason a combination of methods cannot be used within the same club.
Your First Meeting

The ideal setting for your first meeting as mentor and protégé is wherever you are both comfortable and where conversation can occur easily.

If appropriate, you may consider

- A coffee house or other specialty store (e.g. Starbucks, Jamba Juice)
- A restaurant – fast food or otherwise
- A park
- Your regular club meeting place, before or after a club meeting

Suggested discussion topics

- Get to know each other – family, job, hobbies, etc.
- Tell your Toastmasters story – why you joined, how it has helped you so far, what your goals are
- Provide the big picture of the Toastmasters organization – see the Toastmasters 101 section of this manual for ideas
- Mention the club officers – visit the club website for photos and contact information, perhaps print out the page for them
- Introduce your protégé to the IceBreaker project – see the Speech Coaching section of this manual for ideas, perhaps print out the project for them (it can be found on the club website)
- Talk about what to do when your protégé has a planned vacation or unexpected issues preventing club attendance and fulfillment of assignments.
- Answer any questions your protégé may have and encourage them to come to you any time with questions or concerns

Enquire ahead of time with the Vice President Education to see if your protégé has attended orientation so you will have a general idea of how familiar they are with the Toastmasters program already.

This first meeting will be the start of your mentor-protégé relationship so make yourself as approachable as possible. Do some research so you may be well-informed and able to answer any questions. Print out and provide helpful information whenever you are able. Serving as a mentor should be a learning experience for you as well, so take advantage of it. Be creative and have fun!
In the event your protégé asks about the Toastmasters organization in general, here is some information you can relay.

**History**

Toastmasters began at a YMCA in Santa Ana, CA by Dr. Ralph C. Smedley, in October 1924. The mission at the time was “training in the art of public speaking and in presiding over meetings.” The name “Toastmaster” was chosen in the hopes it would appeal to the target people group of young men.

In 1930 the organization turned international with the opening of a club in British Columbia, Canada.

Eight years later, District 3 was organized, earning it the distinction of being the first District outside the state of California. These days, there are nearly 200 Toastmasters clubs with over 3,000 members in the Arizona District.

Today the 501(c)(3) non-profit educational organization boasts a membership of nearly 250,000 members in more than 12,500 clubs in 106 countries.

**Organizational Structure**

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<th>Description</th>
<th>Leader(s)</th>
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<td>Club</td>
<td>A group of approximately 20 (though this varies by quite a bit) Toastmasters</td>
<td>President and 7 other club officers</td>
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<tr>
<td>Area</td>
<td>A group of 4-6 Clubs in a relatively close geographical area – ours is called Area G5, which includes clubs in Gilbert and Mesa</td>
<td>Area Governor</td>
</tr>
<tr>
<td>Division</td>
<td>A group of 6-7 Areas in a relatively close geographical area – ours is called the Gila Division, which includes Areas in Tempe, Mesa, Chandler, Gilbert, and a few other smaller towns</td>
<td>Division Governor</td>
</tr>
<tr>
<td>District</td>
<td>Ours is District 3 – the State of Arizona</td>
<td>District Governor, Lt Governor of Education &amp; Training, Lt Governor of Marketing, Public Relations Officer, Secretary, Treasurer</td>
</tr>
<tr>
<td>(World Headquarters)</td>
<td>The paid staff of Toastmasters</td>
<td>Executive Director &amp; Management Staff</td>
</tr>
<tr>
<td>Toastmasters International</td>
<td>The whole of the organization</td>
<td>Board of Directors, President, Executive Committee</td>
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The Toastmasters Educational Program

There are two tracks in the Toastmasters educational program: The communication track and the leadership track. Most individuals focus only on the communication track – giving speeches – when they first join a Toastmasters club. There is so much more to the Toastmasters program than simply giving speeches. One of your tasks is to encourage your protégé to get fully involved in the program.

The leadership track is easy to work – all your protégé has to do is to bring their Competent Leadership manual with them each week, and they will find themselves completing it at about the same time they complete their Competent Communication manual.

Below is the full Toastmasters Educational Program so you can help encourage your protégé to pursue awards and answer questions about what comes next.

**Communication Track**

- Competent Communicator (CC)
  - Completed the 10 speech projects in the Competent Communication manual
- Advanced Communicator Bronze (ACB)
  - Achieved CC and completed two Advanced Communication manuals
- Advanced Communicator Silver (ACS)
  - Achieved ACB and completed two additional advanced communication manuals, conducted any two presentations from The Better Speaker Series and/or The Successful Club Series
- Advanced Communicator Gold (ACG)
  - Achieved ACS, completed two additional advanced communication manuals, conducted a Success/Leadership, Success/Communication or a Youth Leadership program, coached a new member with the first three speech projects

**Leadership Track**

- Competent Leader (CL)
  - Completed the 10 leadership projects in the Competent Leadership manual
- Advanced Leader Bronze (ALB)
  - Achieved CL and CC awards, served at least six months as a club officer and participated in district-sponsored officer training program and participated in the preparation of a Club Success Plan during that time in office, and conducted any two presentations from The Successful Club Series and/or The Leadership Excellence Series.
• Advanced Leader Silver (ALS)

Achieved ALB award, served a complete term as a district officer, completed the High Performance Leadership program, served successfully as a club sponsor, mentor or coach

**Distinguished Toastmaster**

The pinnacle of Toastmasters involvement, the Distinguished Toastmaster (DTM) award is the highest level of educational awards the organization bestows on its members. To become a DTM, the member must have:

• Achieved Advanced Communicator Gold award
• Achieved Advanced Leader Silver award

**Terms Used Above**

The Better Speaker Series: A set of ten 10-15 minute educational speeches about basic speech preparation and presentation.

The Successful Club Series: A set of eleven 10-15 minute modules addressing the quality of club meetings and offering tips on attracting and maintaining members.

Success/Leadership and Success/Communication: Presentations to help develop and practice various communication and leadership skills, designed to be conducted as a seminar for community members. Most are designed to be 1-3 hour interactive presentations. The most popular module is Speechcraft, which serves as an excellent recruitment tool for clubs. There are many others to choose from. For more information, visit the web address listed on the notes page.

Youth Leadership: Another community-based program. It is designed to be an 8-session program for groups of up to 25 children under the age of 18.

Leadership Excellence Series: A set of eleven modules which help members learn the skills they will need to be successful leaders inside and outside of Toastmasters.

High Performance Leadership Program: A five-project program offering instruction and practice in vital leadership skills and activities.
As mentioned earlier, one of the benefits of mentoring for the protégé is confidence. One thing you are tasked with as a mentor is to take advantage of this confidence gained by having someone to provide guidance and encouragement, by also empowering your protégé to act.

The first step to empowering your protégé is to encourage them to participate immediately in the club meetings. They can do this in multiple ways.

- Filling out speech evaluation forms – help your protégé to note the speech objectives printed in the meeting program and to go ahead and provide feedback to the speakers
- Talking to the Table Topics Master and requesting to be called upon to answer a question
- Volunteering to substitute for minor functionary roles
- Being able to fill in as a last-minute speaker by always being a speech ahead

It is important to let your protégé know that they are free to volunteer for available functionary roles even before they are assigned, and that you will be there for them to ensure they are equipped for the role. This will help your protégé progress through the Competent Leadership manual more quickly and will help to get them involved in the program right away.

Additionally, when it comes time for officer elections, let your protégé know they are able to run for an office if they are interested in doing so. A great place for a newer member to start is serving as Sergeant At Arms or Secretary. This will help them learn names and procedures and the Sergeant At Arms position in particular gets them up in front of the club membership on a weekly basis. However, they are free to run for any officer position. Be sure to let them know they will be expected to attend officer training.

A link to the description of each officer position can be found on the Web Resources page in the appendix of this manual.
Now that you have empowered your protégé to accept vacant functionary positions by assuring them you will be there to prepare them for and walk them through the role, here are the complete functionary descriptions, followed by some tips to provide your protégé. Be creative – add in your own tips and ideas and encourage your protégé to add in their own special touch. These are just guidelines and suggestions, not hard and fast rules.

**Jokemaster**

*Role/Function:*

- Help close the meeting with a bit of humor and entertainment
- Practice storytelling skills and/or the ability to effectively use humor in a group environment
- Recite a joke that is appropriate to the Toastmasters audience
- Add a touch of levity to the evening and “leave them with a smile!”

*Tips:*

Help your protégé to understand that this is a speaking opportunity, not just a tool to add levity to the meeting. They should take advantage of this speaking opportunity by selecting a joke to tell that is more than just one sentence long. However, they will need to take the meeting’s timing into consideration, so a long humorous story will probably not be appropriate either. You might also mention that a nice touch for this role is to find one related to the meeting theme, if possible.

**Word of Wisdom**

*Role/Function:*

- Help close the meeting on a positive note by leaving members and guests with a thought, idea, or “pearl of wisdom” to think about.
- You are welcome to explain the personal significance of the material and/or relate it to the theme of the meeting.

*Tips:*

Similar guidelines should apply to this role as to the Jokemaster role. You might suggest that if short, single-sentence quotes are chosen, that they select a couple of them to fully take advantage of the speaking role this position offers.
Ah-Counter

**Role/Function:**
Count and make note of the words or sounds that each speaker uses as a crutch or pause-filler. Use the clicker provided (found in the AH Counter can) to provide immediate feedback to speakers alerting them to the use of fillers. Do not click during prepared speeches or speeches given by guests, but do keep track of filler use and report at the end of the meeting. You may want to encourage speaker to not acknowledge the clicker (such as a thanks or apology) or their use of fillers but instead continue speaking as though it never occurred.

**Key responsibilities:**
- Listen for words like so, and, well, you know
- Listen for sounds like er, um, ah
- Listen for repetitive (“double clutch”) words or phrases like, “I, I”, “Well, well”

**Penalty:**
A penalty of 5 cents will be incurred for each infraction, with a maximum charge of 25 cents. Guests are exempt.

**Tips:**
There are clubs where the Ah-Counter does not use a clicker. During the Ah-Counter’s report at the end of the meeting, members are simply told how many fillers they used during the course of the meeting. When performed this way, the role ensures everyone is sensitive to the use of fillers, but it does little to encourage the elimination of fillers in the members’ speech.

The use of the clicker enables the speaker to receive immediate feedback when they have used a filler. This immediate feedback helps the brain to process the fact that a filler was just used to aid in reducing the use of fillers in speech. Here is the process the speaker goes through during their involvement in Toastmasters:

1. I didn’t even realize I used a filler, yet I just got clicked.
2. I didn’t see it coming, but I did just notice I used a filler and I heard the click.
3. I am about to use a filler but seem helpless to prevent it. I get clicked.
4. I am about to use a filler so I compensate and prevent myself from saying it.

This process makes the use of the clicker very important. Encourage your protégé to keep a thumb on the clicker at all times so as to provide audio feedback as quickly as possible. It may be annoying, but it is extremely effective.

Grammarian:

**Role/Function:**
Listen for and comment on the use of the English language.

**Key responsibilities:**
Listen for the inappropriate and correct use of language as well as the creative and interesting ways in which individuals express themselves.
Listen for and make note of:

- Word choice and usage
- Grammar
- Sentence structure
- Interesting and descriptive language

Feedback:

Provide suggestions on the appropriate and correct use of language. Offer ideas or recommendations on how to re-state a particular thought or phrase. Be sensitive to the time; meetings should adjourn by 8:30. If pressed for time, be selective in what you include in your functionary report and try to limit your report to 2-3 minutes.

Tips:

Toastmasters have described the Grammarian role as the most challenging. It doesn’t need to be. Members who tend to find grammar challenging often brush off the role by excusing themselves from putting in any effort, explaining that they are “not very good in this area but will be trying to listen anyway.” If your protégé finds grammar to be particularly challenging, encourage them to simplify the role and focus their critique of the meeting in ways that will ensure the role is still effective. Here are some suggestions on how to do that:

- Focus on grammatical issues familiar to the protégé: Most speakers have one or two areas in which they are particularly weak. For example, many speakers overuse the connector “and,” speaking in extremely long sentences. The protégé who struggles in the area of English grammar – particularly speakers for whom English is a second language – can end up giving a very thorough report just on issues they struggle with themselves. Other possibilities include focusing on repetitive phrases, overused clichés, verb-tense agreement, and other common English mistakes.

- Focus on descriptive language: Listening for phrases that truly enhance the speech with vivid descriptions or especially precise wording is another easy way to provide a thorough grammarian’s report. For points of improvement, your protégé could suggest words or descriptions that would have been more descriptive or precise than the words used, or expanding on a thought that seemed incomplete.

- Select a club-wide grammatical focus for the meeting: Choose a concept to introduce to the membership as an area of focus throughout the meeting. An example of this might be to focus on using proper adverbs – such as “well” instead of “good,” as in “I’m feeling well tonight,” or substituting the word “slowly” in the statement, “The car was driving too slow to be in the fast lane.”

Regardless of how your protégé chooses to simply their role (if that is needed at all), try to stress the fact that they need to keep one eye on the clock. There needs to be enough time left for the General Evaluator to present their evaluation of the meeting, and for the President to go through the meeting close routine.
If time is short, the Grammarian may limit their comments to general statements of common mistakes made throughout the meeting, such as “I heard a lot of dropped endings tonight” and other similar comments. If there is enough time, the grammarian may make specific comments to specific individuals, but always with one eye on the clock.

A good general rule, even when there is ample time for the Grammarian’s report, is to focus on the best and the worst of the evening, rather than providing comments directed at every individual who spoke. There may be many minor grammatical errors made throughout the meeting, but twenty such examples could make for a report that is too long. Encourage your protégé to site the best, most descriptive language used throughout the meeting, and the worst of the grammatical mistakes, and limit everything in between to generalized comments.

**Wordmaster:**

**Role/Function:**
Sometimes this is a part of the Grammarian’s role. Help members expand their vocabulary by introducing a new word, which is to be used by all speakers during the course of the meeting. Note: Choosing a word that somehow relates to the meeting theme may increase the likelihood that individuals will be able to use the word.

**Key responsibilities:**
- Introduce the “Word of the Day”.
- Define the word – its part of speech (noun, verb, etc.), its meaning and its use.
- Provide an example of how the word may be used in a sentence.
- If at all possible, display posters with the word and definition on it that is readable from some distance.
- Listen attentively and note the names of those speakers who fail to use the word during their speech or presentation.

**Penalty:**
Some clubs charge a penalty to those speakers failing to incorporate the “Word of the Day” into their presentations. Guests are generally exempt.

**Tips:**
The most common problem that comes up regarding the Wordmaster role is signage that is difficult to read. Suggest to your protégé that they prepare multiple copies of signs containing the word of the day, its part of speech and meaning. Encourage your protégé to enlarge the font size to as large as possible to allow audience members sitting in the back of the room the ability to read the word.

If your protégé is not technically savvy and is unable to create such a sign on the computer, let them know they may create hand-written signs, writing the information in large lettering with easily visible ink.

Don’t forget to mention to your protégé that selecting a word that somehow relates to the theme of the evening will facilitate opportunities to use the word.
Timer

Role/Function:
Learning to express your thoughts within a specific time interval is an important part of the training and practice that Toastmasters offers its members. As Timer, you will be informing the group of the timing guidelines, enforcing these guidelines, and reporting back to the membership on how well individuals did in meeting their timing objectives.

Key responsibilities:
Keep track of time and provide speakers with feedback regarding the length of their speech, and whether or not they “qualified” to be included in the voting process – Best Table Topics speaker, Speech of the Day and Best Evaluator. Please explain the qualification for awards or guests will be wondering “Qualify for what?” Timing begins the moment the speaker begins communicating with the audience, whether that is through speaking, singing, gesturing, chanting, etc. Timing objectives for prepared speeches are defined in the speech manuals and must be followed unless it is part of the club culture to be accepting of time changes.

• Table Topics:
Speaker qualifies for Best Table Topics vote if he/she speaks between 1 minute and 2 minutes 30 seconds. There is no 30 second grace period for Table Topics – a participant must speak a minimum of 1 minute to qualify for awards. Guests who participate may be considered automatically qualified. You should demonstrate the lighting device for the benefit of the guests, but to save time during your explanation, you only need to do this once.

The timing will be signaled at the following intervals:
  - 1:00: Green light, qualification for award
  - 1:30: Yellow light
  - 2:00: Red light
  - 2:30: Flashing red light, disqualification for award
  - 3:00: Time is up, begin applause

• Prepared Speeches:
Speaker qualifies for Speech of the Day vote if he/she speaks within 30 seconds plus or minus of their specified times. In other words, there is a 30 second grace period for award qualifications before the minimum time specification. Introduce speakers and the specified times for their speeches in presentation order.

For example: A 5-7 minute speech will be signaled at the following intervals:
  - 4:30 (or 30 seconds prior to minimum time): Qualification for award – no light signal for this
  - 5:00 (or minimum time): Green light
  - 6:00 (or midway point): Yellow light
  - 7:00 (or maximum time): Red light
7:30 (or 30 seconds past maximum time): Flashing red light, disqualification for award
8:00 (or 1 minute past maximum time): Time is up, begin applause

- **Speech Evaluations:**
Evaluator qualifies for Best Evaluation vote if he/she speaks between 2 minutes and 3 minutes 30 seconds. There is also a 30 second grace period for evaluations, so an evaluator qualifies if he/she speaks at least 1 minute 30 seconds. Keep that in mind when giving your report.

The timing will be signaled at the following intervals:

- 1:30: Qualification for award – no light signal for this
- 2:00: Green light
- 2:30: Yellow light
- 3:00: Red light
- 3:30: Flashing red light, disqualification for award
- 4:00: Time is up, begin applause

**Tips:**
The role of Timer requires some multi-tasking. The Timer needs to be able to listen while watching and operating the stopwatch and lighting device. This is one function that a new member often needs positive affirmation for after completing the role. Here are some common issues that come up regarding the Timer’s role:

- Quite often a new member may forget to start the timer, or forget to provide the lighting signals because they become so engaged in the speech. If anything like this happens, make sure they understand it is one of those things that every Toastmaster does at one time or another.

- Another common mistake is omitting part of the explanation of the role – such as forgetting to explain the timing constraints of the evaluations

- Frequently the Timer takes too long with the introductory explanation. One way to limit the length of the explanation is to demonstrate the lighting device only once and shorten the explanation for the remaining timing limits to simple minutes and colors. For example, a thorough explanation and demonstration of speech timing requirements and signals can be followed by abbreviated explanations, such as “Table Topics signals are green light at one minute, yellow at one-thirty, and red at two, evaluations will be signaled at two, two-thirty, and three.”

An occasionally eliminated special touch our club members traditionally practice is for the Timer to note the main topic or idea of each Table Topics participant to include in the Timer’s report. The purpose of this is to remind the audience who talked about what, and to review the names of the participants for newer members and guests so that all may be able to vote. However, encourage your protégé to keep this short, such as a few words or a short sentence summarizing the main idea of the Table Topics response.
The three functionary roles that contribute the most to the quality of a club meeting are Toastmaster, General Evaluator, and Table Topic Master. In this section, we will discuss these three roles and propose an idea for training your protégé in these roles.

For the basics of these roles and for more information, the Topics Master Hints, General Evaluator Hints, and Toastmasters Hints pages have been included in the appendix of this manual.

Training Your Protégé

A few of us have tried this process in the past with some success. A more formal effort on your part could make this training process a success for your protégé. As always, adapt these suggestions, add in your own creative flair, and improve upon the ideas.

With the large membership base our club enjoys, the opportunity to serve in the top three roles only comes around only once in a long while. Take advantage of your own assignments to these positions to demonstrate to your protégé what happens behind the scenes when serving in these roles.

The next time you are assigned as Toastmaster or General Evaluator, let your protégé know that you will be copying them on all the email you send out in relation to these roles. When you send out an email requesting confirmations, include a copy to your protégé, and keep them informed on the responses you receive. Let them know what you are doing during each step of the preparation work.

The night of the meeting, have your protégé sit with you and work with you so they can see all the last-minute work that goes on just before the meeting as well. You can even recruit them to help out, such as approaching members who walk in to serve as last minute substitutes, if necessary. Have them chat with the speakers about lectern location, prop set up, speech introductions, etc. so they can have the experience – under your supervision, of course.

When you serve as Table Topics Master, the process will obviously be a little different. Simply send little notes to your protégé letting them know what preparation work you are doing on your own and invite them to sit with you the night of the meeting and perhaps have them retrieve the award certificates for you. Let them know the process you go through in selecting the Table Topics participants.
Going through this process with you might help empower your protégé to volunteer for these top three functionary roles before the Vice President Education gets around to scheduling them. Keep in mind they will need to serve in these roles multiple times in order to complete their Competent Leadership manuals.

Table Topics Master

As you prepare your protégé to take on the role of Table Topic Master for the first time, there are many different things for you to think about and pass on to them. First of all, there are helps available to your protégé on the club website. However, try to guide your protégé through the process by describing your own experience performing this role. Here are some things you can think about mentioning to your protégé:

- What was your first experience as Table Topic Master like?
- What did you do that you could have done better if only someone had told you ahead of time?
- Did you have any problems? What were they?
- What kind of feedback did you receive after the fact?
- What did you wish you knew ahead of time?

There are a few topics about which you need to consider speaking in-depth with your protégé. These are examples of some common problems encountered, or common mistakes made with this role:

- **Issue:** Forgetting to get the awards certificates prior to the start of the meeting  
  **Solution:** Prior to the start of the meeting, remind your protégé they need to retrieve the awards certificates and have them signed by the presiding officer.

- **Issue:** Omitting the explanation of the Table Topics process and/or the reason why we do it  
  **Solution:** On the phone or in person before the meeting, have your protégé explain the Table Topics process and why we do it to you to ensure they understand, and remind them to provide that explanation when the Toastmasters turns control of the meeting over to them.

- **Issue:** Taking too long setting up the theme and/or questions  
  **Solution:** In addition to practicing impromptu speaking, another purpose of Table Topics is to ensure everyone has had the opportunity to speak sometime during the meeting. Your protégé should expend minimal amount of time setting up the theme and each question so as to enable the maximum number of participants.

- **Issue:** Questions are too narrow  
  **Solution:** Encourage your protégé to ask open-ended questions that allow extended responses. Questions that allow simple yes/no responses should have a follow-up question, such as “Why or why not?” or something additional to encourage the speaker to describe something. The important thing is the speaker’s ability to talk about the topic for over a minute.
• **Issue:** Calling on members who already have functions  
   **Solution:** Your protégé should arrive early with a pen and note paper in hand to make note of members who walk in who are not already assigned to roles. If attendance is light that night and there are not enough members without functions to call upon, have them start with the minor functionaries first.

• **Issue:** Calling on guests or inviting them to participate too early in the exercise  
   **Solution:** Encourage your protégé to speak with guests before the start of the meeting. They can let the guest know we will be doing this exercise during the meeting, that they can watch a few of the members participate first, and choose either to participate themselves or not. They can be asked at that time if they’d like to participate and if their approval is given ahead of time, your protégé may call upon them during the meeting. Advise your protégé to avoid calling any guests by name if they haven’t gotten approval from the guest ahead of time. Without prior approval, your protégé may issue an open invitation to the guests, such as “Would any of our guests like to participate at this time?” Your protégé should probably not call upon individuals during an open invitation so as to avoid pressuring an unwilling guest to participate.

• **Issue:** Asking guests really hard questions  
   **Solution:** Encourage your protégé to reserve especially easy questions for the guests. Another option is to invite the guest to answer any question that has been previously asked. Chances are the guest has already thought of answers to previous questions, or had an idea sparked by an earlier response.

• **Issue:** Running out of questions  
   **Solution:** Too many is better than not enough. Encourage your protégé to prepare for a packed room, particularly if there are shorter speeches scheduled (your protégé may contact the VPE for details on the evening’s speech lineup). Recommend your protégé prepare 10-12 questions.

• **Issue:** Going over time or under time  
   **Solution:** Encourage your protégé to keep the explanation and question set up short and always watch the time. Your protégé can check the length of the scheduled speeches in the meeting agenda. If all of them are 5-7 minute speeches, your protégé should probably shoot to ask the last question at or just before 7:30 pm. In the event there are shorter speeches, 7:35 is probably a good time to wrap up and if there are longer speeches, wrap up a little before 7:30. Your protégé can always verify this with the VPE and/or Toastmaster prior to the start of the meeting. The general time for Table Topics to be completed, though, is 7:30.

Other suggestions you might consider making to your protégé are where to get ideas for questions, considering all sides of a theme (for example, there are many different subtopics for the themes of “space” – outer, inner, physical, etc – or “nature” – plants & animals, human, etc), being creative (props, games, questions, etc), and more.

You are strongly encouraged to arrive to the meeting early to assist your protégé with filling this role for the first time, and sitting next to them during the meeting. Don’t forget, they are also the ballot counter.
Occasionally the question comes up about ties. That is definitely an area where your protégé can make their own decision, but you might suggest omitting their own votes unless a tie needs to be broken.

Another topic that is up for interpretation is whether to include the option of changing the question or otherwise not answering the question posed in the introductory explanation of the Table Topics exercise. Many Toastmasters opt to do this and it is up to your protégé whether they choose to do this as well or not. One thing to consider is the climate of the club. Most social applications of Table Topics (such as a casual conversation at a party or family gathering) do not require specifically answering the question posed. It is perfectly acceptable to tell your friend or family member that you don’t want to talk about something and to change the subject instead. However, if the club is currently made up of members seeking to improve their job interviewing skills, or working professionals who want to make the most out of the elevator ride with the boss, the Table Topics participants should probably be encouraged to answer the question posed – a potential employer won’t be impressed by an interviewee refusing to answer a question. Encourage your protégé to use their discretion with this issue.

Above all, remind your protégé to HAVE FUN with this role!

**General Evaluator**

One again, think back to the first time you served as General Evaluator. Pass on the lessons you learned from that experience to your protégé as they prepare to serve in this role for the first time. You may want to specifically mention a few key items, such as:

- Get started early requesting confirmations from the functionaries. There are a few who will wait until the last minute to respond, and a few who will probably never respond and must be contacted by phone.

- While most club members are accessible through email, encourage your protégé to consider picking up the phone to contact functionaries for confirmations. Email may be easy and convenient, but the phone is much more personal.

- Additionally, if your protégé chooses email as the medium to solicit confirmations for functionary roles, please encourage your protégé to email specific individuals, rather than simply sending out an email blast to the entire club membership. This will reduce the amount of email the members will have to receive each week and it will be much more personal for the recipient, who will be more likely to respond.

- When contacting members to request a confirmation, encourage your protégé to use specific wording that will serve as a gentle reminder that assigned functionaries should be recruiting their own replacements if they will be unable to attend. Such as, “Please confirm you will be there to fulfill your role, or let me know who your replacement will be,” or something similar.
• Though club etiquette tells us it is the functionary’s responsibility to recruit their own replacements when unable to fill the assigned role, the ultimate responsibility falls upon the General Evaluator to ensure all roles are filled prior to the start of the meeting. When scheduled members let your protégé know they will be unable to attend without providing a replacement, your protégé may need to consult the VPE for the best potential substitutes. Individuals who have not served in the functionary role for the longest time are the best potential substitutes, but only the VPE would know who those members are.

• If contacting specific members fails to yield a replacement for a vacant functionary role, it may be time for your protégé to send out an email to the entire club membership using the YahooGroups address. An alert club member or two will generally respond to such a request. Beyond that, a replacement can generally be found that evening by nabbing the first member who doesn’t have an assigned role walks in.

First timers to the General Evaluator role tend to run into problems for a few specific reasons. It may be prudent to have a talk with your protégé about the following items:

• **Follow the agenda.** A copy of the General Evaluator’s agenda is available for download at the club website and can be found in the appendix of this manual. Members tend to get tripped up in this role when trying to perform the duties from memory. Following the available agenda will eliminate this problem.

• **Don’t forget the Competent Leadership manual.** Your protégé will need to serve in the role of General Evaluator multiple times to complete the manual. Since this opportunity only comes around once or twice a year, it is important your protégé have one of the evaluations for the role completed each time.

• **Stick to your area of focus – leadership.** Encourage your protégé to resist the urge to provide additional comments on the speeches of the evening. Instead, the focus should be on the leadership of the meeting – comment on the evaluations (Were there points of improvement along with positive affirmations?), how well the functionaries did their jobs, how smoothly the meeting ran, etc. The General Evaluator should leave the speech evaluations to the assigned evaluators, but absolutely provide evaluations of the evaluators when appropriate.

• **Don’t omit the general evaluation of the meeting.** Feedback is the driving force for improvement in the Toastmasters organization. No matter how pressed for time your protégé is, encourage your protégé not to omit the general evaluation of the meeting. Doing so eliminates that vital tool for improvement. A suggestion your protégé makes during the general evaluation may lead to an improvement in the way meetings are run or the way members fulfill functionary roles.

• **Generalize comments made in the general evaluation.** When praising, your protégé may definitely name individuals, but suggest that any points of improvement be made in generalizations. Leave the specifics to the various functionaries, or to private conversations following the meeting.
• **Find something extraordinary to celebrate.** Your protégé may read up on the Vicky Treciak Spirit Award on the club website. The simple way to select the recipient of this award is to name someone who served as an emergency functionary substitute, but that is not necessarily the most significant contribution to the meeting that should be acknowledged with the award. Encourage your protégé to select someone who truly went above and beyond; someone who added that special spark to the meeting, rather than simply acknowledging members who have done what they should have done for the good of the club in stepping up to substitute.

**Toastmaster**

The Toastmaster – along with the Table Topics Master and General Evaluator – has the greatest responsibility for keeping the meeting run efficiently and on time. That efficiency starts well before the gavel hits the lectern to mark the start of the meeting.

Be sure to walk your protégé through each part of the responsibility of the Toastmaster: Prior to the day of the meeting, the night of the meeting before it starts, and during the meeting.

**Prior to the Meeting Day**

• The Toastmaster is responsible for confirming the speakers, Topic Master, and General Evaluator will be ready to fulfill their respective roles. The remaining functionary positions are the responsibility of the General Evaluator.

• Communication early and often with the various meeting players is key to successfully serving as the Toastmaster.

• Be creative! Consider the following for introducing the theme of the meeting, all while being brief and avoiding overlapping with the Table Topics Master’s responsibilities:
  - Dress in costume
  - Prepare quotes
  - Use props
  - Set up decorations
  - Research facts
  - A short soliloquy
  - Prepare special functionary introductions related to the theme
  - Other creative ideas

**Before the Meeting Starts**

• Arrive early with a copy of the Toastmaster’s agenda.

• Verify all the functionaries are present. Two of the most unprofessional things that could happen with the Toastmaster role is calling for a functionary introduction when the person is not there and having to fill a vacant role on the spot. Your protégé can avoid this simply by checking off the various functionaries as they members walk in, and communicating with the General Evaluator.
- Remind your protégé to obtain speech introductions and enquire about the need for or preferred location of the lectern.

- Be aware of the room. Take note of whether or not there is the word of the day taped to the lectern, notice where the speakers, Table Topics Master, and General Evaluator are all seated, and be aware of the clock for reference throughout the meeting.

- Encourage your protégé to promote enthusiasm even before they are introduced. This can be done by contributing mightily to the applause and hopping up when introduced. This means being ready to be introduced with all supplies in hand, not picking things up while the audience is clapping.

- Remind your protégé not to forget their Competent Leadership manual!

**During the Meeting**

- The Toastmaster holds a lot of responsibility for keeping the enthusiasm of the meeting up throughout the evening. Speaking up, leading in enthusiastic applause, avoiding long pauses, and maintaining energy will all help in this area.

- Encourage your protégé to follow the agenda to avoid skipping functionary introductions, losing place in the program, or forgetting important items (such as the 1 timed minute for evaluations, timer’s report, or call for vote).

- They should shoot to introduce the Table Topic Master by 7:15.

- The Toastmasters should never leave the lectern unattended. Always wait at the lectern when introducing the next speaker and shake hands with them.

You’ll want to be sure you are sitting next to your protégé as they serve as Toastmaster for the first time. Make sure they don’t get caught up in the meeting and forget to go back up to the lectern when the speech is over or at other key moments in the meeting. If they miss anything, give a gentle verbal prompt at the time, and lots of encouragement after the fact.

Do whatever you need to do to help your protégé feel confident and successful in the role of Toastmaster.
Many clubs struggle to get their members to work through the *Competent Leadership* manual, even though completion of this manual contributes to the improvement and progress of club members and to the success of the club with regard to the Distinguished Club Program. The likely reason for this is that the manual can be confusing.

This section of the Mentoring Manual will help you as the mentor better understand the *Competent Leadership* manual so that you can better explain it to your protégé. It is probably not as confusing as you may think.

**Competent Leadership Basics**

- You can work in both the Communication Track (speech manuals) and Leadership Track (*Competent Leadership* manual) at the same time
- You must complete both tracks in order to earn the ultimate Toastmasters distinction, the Distinguished Toastmaster award
- Leadership education helps you personally because leadership skills are used in all areas of life, including career, family, and community involvement
- Development of leadership skills will increase the pace and scope of your personal development
- Leadership education helps our club in many ways as well – the *Competent Leadership* manual trains you in the basic skills necessary to perform the functionary roles that make our meetings interesting and run on time

The leadership skills covered in the *Competent Leadership* manual are:

- Listening
- Critical Thinking
- Giving Feedback
- Time Management
- Planning and Implementation
- Organizing and Delegating
- Facilitation
- Motivating Other People
- Mentoring
- Team Building
How to Use the *Competent Leadership Manual*

Read the entire manual through one time. It will take you about an hour to skim it. This step will really help you understand how the manual works.

Compare the functionary assignments that you receive from the VPE with the manual. When you can match an assignment to a project in the manual, re-read the project.

Bring your manual to the meeting and ask your mentor or another member to evaluate your performance. Show them the section in the manual that pertains to what you are doing.

Track your progress with the Competent Leadership tracking chart included in the front of your Competent Leadership manual. A copy of this tracking chart is also included in the appendix of this manual.

When you complete all the assignments in a project, show your manual to the VPE or another officer to have it signed.

**Important Points**

It is not necessary to finish your *Competent Communication* manual before starting on the *Competent Leadership* manual. You can work in both at the same time.

To progress through the *Competent Leadership* manual faster, be watching for and take advantage of open functionary roles in our club and neighboring clubs. To find our more information about neighboring clubs – particularly smaller, struggling clubs where opportunities to serve in functionary roles abound – contact the Area Governor. Contact information can be found on the District 3 website at http://www.aztoastmasters.org/.

Whereas the speech manuals have a one to one correlation (one speech = one project), the projects in the *Competent Leadership* manual do not follow this pattern. Don’t feel like every assignment needs to be completed. For more details on this, see the tracking sheet in the appendix.

It is not necessary to finish the first project before doing parts of the following projects. You can work on the projects and sub-projects in any order.

The *Competent Leadership* manual is another great resource provided by Toastmasters International to help you reach your goals in life. Take advantage of it!
One of the requirements for the Advanced Communicator Gold award (and thus for the Distinguished Toastmaster award) is that you have coached someone through their first three speeches. Since you are serving as a mentor, this is the perfect time to go ahead and get that speech coaching requirement done. It will benefit both you and your protégé.

A key with speech coaching is not to tell your protégé what to do, but to offer suggestions and options.

**The Basics**

When a new Toastmaster is assigned to present their Ice Breaker speech, there are generally a few things that are frequently forgotten, usually because no one has told them about these things. Please be sure to mention the following specific items.

- **Read the speech project:** Occasionally you’ll witness a speech presentation that just does not seem to achieve the project goals. In such cases, the likely culprit is a Toastmaster who looked at the project name and made assumptions about the details of the assignment. Toastmasters International has spent 85 years developing its educational program, refining and improving the content of its speech manuals along the way. Encourage your protégé to take advantage of the decades of experience and read all of what the manual has to say about each project.

- **Title:** Many Ice Breaker speeches are given that don’t have titles. Suggest your protégé come up with a title for each of their speeches and include that title somewhere in the Toastmaster’s introduction when appropriate.

- **Evaluator:** Encourage your protégé to contact their speech evaluator prior to giving their speech to share their speech project, title, objectives, main topic, and what specific things they’d like their evaluator to watch or listen for.

- **Introduction:** Many first time speakers forget to – or more likely, don’t know they’re supposed to – prepare an introduction for the Toastmaster to read.

- **Lectern:** Point out to your protégé that they do not need to speak at/behind the lectern if they don’t want to, even right off the bat. They may choose to have the lectern repositioned or removed completely. Encourage them to mention their preference to the Toastmaster prior to the start of the meeting.

- **Props:** Mention to your protégé that whenever they use props, they can either set it in place before the meeting even starts, during the one minute of timed silence before they are introduced, or ask the Toastmaster to set it up for
them. They may choose any of these options over pausing to grab and set up their props after they are already introduced so that they may jump right into their speech.

- **Manual:** Remind your protégé not to forget to bring their speech manual with them the night they are speaking, and remind them to fill in the chart in the back of the manual and have the VPE sign off on the project.

- **Speech projects:** It is strongly suggested that your protégé present the speech projects in order so they may build on each skill being emphasized. However, if your protégé is preparing their third speech and is just itching to share their research on climate change with the club, it would probably be more appropriate to apply this speech toward project #7. Or perhaps a work-related PowerPoint presentation is coming up soon and they’d like to practice it in the club before presenting it to the clients or boss, your protégé may absolutely apply the speech to project #8. Going in project order is preferred, but not required.

- **Timing:** At least in our club where our meetings are run with a high degree of efficiency and professionalism, speech timing follows the parameters set for each speech project as defined in the manual. If your protégé has a lot to say on their topic and wants additional time to say it, they should have that change in timing approved in advance by the VPE. Following timing requirements is an underappreciated discipline outside the Toastmasters club environment. However, encourage your protégé to learn this discipline early and it will be appreciated not only by fellow club members, but also bosses, clients, coworkers, and more in a variety of situations and venues.

- **Avoid:** Apologizing (for using notes, for being nervous, for your accent, for fillers you expect to use, etc.) and thanking the audience for listening (simply signal the end of your speech by acknowledging the Toastmaster.

### Speech #1: The Ice Breaker

Different individuals have an interesting range of responses to the Ice Breaker speech. Some find it the easiest speech since they are experts on the subject, others find it difficult talking about themselves. Providing your protégé with some guidance on preparing for the Ice Breaker speech could very well help them get off to a great start in their speech manual.

#### Objectives

- **Introduce yourself to the club.** Members tend to love Ice Breaker speeches because it is often the only time we really get to know the new speaker. Encourage your protégé to focus on creating a clear beginning and ending and a body with a few main points. You might suggest they memorize the opening and conclusion, even if they feel the need to refer to notes during the body.

- **“To begin speaking before an audience.”** Acknowledging the fact that some people will have a really difficult time just getting up and speaking in front of others, the Ice Breaker project is designed to help the Toastmaster feel successful after just the first speech. It may help your protégé to understand
that their basic goal for this speech is to just get through it, and that everyone
in the audience will be rooting for them to succeed.

- “To discover speaking skills you already have and skills that need some
attention.” The beauty of this objective is that it is appropriate for your
protégé regardless of their background and it will help them chart a course for
improvement over the next several speeches. As Andrew Dlugan phrases it,
“Some new members have no public speaking experience, while others have
years of presentations behind them. No matter where you fit in this spectrum,
your goal is to improve from your starting point. This first speech helps club
members gauge your current strengths so that they can make specific
recommendations to help you improve.”

**Tips**

Encourage your protégé to:

- **Ask for help.** Make yourself available to sit down ahead of time with your
protégé to go over their speech – either on paper or if they choose to actually
“perform” it for you. Listen critically as though you were going to give the
evaluation for the evening.

- **Practice.** Practicing will definitely help alleviate nervousness. This is
especially important if your protégé is not a native English speaker to help
them avoid stumbling over certain words. Also encourage them to time
themselves giving their speech. There’s not much more discouraging for a
speaker to be only half way through a speech while looking at a red light, or
completing a speech even before the green light illuminates.

- **Be realistic.** If your protégé needs to use the lectern and/or notes, that is fine.
If they choose to give their speech without notes and stumble in their speech,
that is also fine. Encourage your protégé not to get too upset if the speech
contains a lot of fillers or is not performed with perfection, but they should also
resist the urge to preface their speech with something like “This is my first
speech so I’m very nervous,” or apologizing for fillers or a lack of a polished
presentation.

**Outlines to Suggest**

- **“Chronological:*** For many people, a series of chronological snapshots of
their life is the easiest to write and deliver.

- **“Topical:*** Discuss a series of elements of your life to provide a “sampling” of
your life.

- **“Common Thread:*** Select a common thread that runs through your life, and
share brief stories where this common element appears.

- **“One Key Event:*** Focus on one critical event which took your life in a
completely different direction.

- **“How I Got Here:*** A combination of the Chronological and One Key Event,
explain the series of decisions or events that brought you “here,” where “here”
might be the place you currently live, the job you currently have, the life you
lead, or the decision to join Toastmasters.”
Speech #2: Organize Your Speech

The ability to organize a speech effectively is a skill that your protégé will need for the rest of their Toastmasters experience and far beyond.

**Objectives**

- **“Select an appropriate outline which allows listeners to easily follow and understand your speech.”** [Andrew Dlugan summarizes the point of the second speech beautifully, asserting that in order ensure the audience really gets your message, “you need to organize your ideas to promote understanding.”](#)

- **“Make your message clear, with supporting material directly contributing to that message.”** A good suggestion for your protégé is a simple outline containing three clear points. It is hard to go wrong with a basic three point outline. The *Competent Communication* manual contains a great sample outline on page 15.

- **“Use appropriate transitions when moving from one idea to another.”** As an experienced Toastmaster, you can probably offer your protégé some great tips on transitions. A few suggestions you can pass on are pauses, changes in position, key phrases (the next point is, secondly, etc) or a phrase that is repeated throughout the speech at transition points (which may or may not be the speech title). The *Competent Communication* manual has a variety of suggestions to offer on page 16.

- **“Create a strong opening and conclusion.”** Strong openings include a “hook” that will grab the audience’s attention from the very beginning. Hooks can include a shocking statement, statistic, or declaration, music or singing, movement (a demonstration, dance, or gesture), silence, joke, rhetorical question, anecdote, quote, among other things. Encourage your protégé to be creative. Strong conclusions tie back to the introduction and leave the audience with something to think about, do, or remember.

**Outlines to Suggest**

Probably the most basic outline you can mention to your protégé is the standard “Tell them what you’re going to tell them, tell them, then tell them what you told them.” Some basic outlines you can suggest are:

- **“The Classic ‘Three Supporting Points’:** Begin by stating a premise… support it with three reasons or three supporting points… then summarize.

- **“Chronological:”** Describe a sequence of events… or a step-by-step technique.

- **“Geographical:”** A convenient method to organize a speech about travels, or… contrasting your topic across many locations.”
Speech #3: Get to the Point

The skills learned in Speech #3 will help your protégé keep all of their future speeches focused. It helps the speaker stay on track and avoid going off on tangents, and can help weed out less important information to remain within the defined timing requirements.

*The General Purpose: A Common Misunderstanding*

Many Toastmasters assume that the general purpose of a speech refers to the broad, simplified topic. If you read the lesson for the speech project, you’ll notice that is not correct. There are only four different types of general purposes and knowing exactly which one your protégé’s speech is will help them focus the speech content better.

Here are the four different general purposes:

- **To inform:** Educate the audience about something
- **To persuade:** Convince the audience to consider or accept a different point of view or take action on something
- **To inspire:** Motivate the audience to achieve a higher level of
- **To entertain:** Get the audience to feel something

*Objectives:*

- “Select a speech topic and determine its general and specific purposes.”
  After your protégé decides the topic they are going to talk about in their third speech, the general purpose should be easier to choose. The specific purpose should be simple and precise. A good way to think about the specific purpose is as the thesis statement of a research paper. Your protégé should be able to describe the specific purpose in a single sentence.

- “Organize the speech in a manner that best achieves those purposes.”
  Some outlines will be more appropriate to a specific purpose than others. Your protégé might keep in mind that the last point a speaker makes tends to be the one the audience remembers the best, while the least remembered information is in the middle of the speech. Therefore, the most important, intriguing, or convincing information should be saved for the end of the speech body, with the weakest or least important information in the middle of the speech, and whatever falls in between those two extremes should be toward the beginning.

- “Ensure the beginning, body and conclusion reinforce the purposes.”
  One of the biggest challenges a speaker has is to stay focused. If you have a chance to review and comment upon your protégé’s speech draft prior to them giving the speech at the club, watch to make sure every point, sub-point, and example reinforces the specific purpose. If something is said that doesn’t support the thesis of the speech, point that out to your protégé. If they are too attached to that particular thought, you can point out that they can save it for the next speech.
• “Project sincerity and conviction and control any nervousness you may feel.” It might help your protégé to develop a reasonable expectation of their upcoming experiences by pointing out that nervousness may not necessarily be eliminated, but instead controlled. We often say experience helps us teach the butterflies to “fly in formation,” rather than getting rid of the butterflies all together. Remind your protégé about breathing techniques, using pauses to avoid speaking too quickly, proper preparation, and other nerve-controlling techniques you use yourself.

• “Strive not to use notes.” The Competent Communication manual suggests memorizing the introduction and conclusion, which is definitely a great suggestion. Pass on to your protégé the techniques you use to get through a speech with minimal use of notes, such as note cards, a simple outline, speech landmarks, visual aids, and other techniques.

**Tips**

- Steps to meeting project objectives:
  - “Determine your general purpose.”
  - “Focus in on your specific purpose.”
  - “Ensure that the entire speech maintains focus on your objective.”

- Narrow the topic.
- Delete anything that does not reinforce your general and specific purposes.

**“Fight or Flight” – When Your Protégé is Ready to Flee**

Occasionally you will run into new speakers who have specific challenges to overcome. Extremely shy or introverted speakers may often feel the overpowering “flight” urge over the resolute “fight” urge when presenting a speech. This is why it is important for you as the mentor to be present for your protégé’s speeches. If your protégé appears to panic and perhaps ready to flee, it is okay to take some action.

For example, go ahead and talk to your protégé – even if it is in the middle of their speech. Suggest they talk directly to you as though they are simply having a conversation with you. If necessary, go ahead and join them at the lectern and encourage them to finish their speech by just chatting with you up there. Suggest deep breaths. Use a soft, calm voice to provide words of encouragement.

Another situation in which your protégé might struggle is if they are overly attached to their words. Really creative writers might want their speeches worded just right and getting lost in their speech (whether it is because they tried unsuccessfully to memorize every word, or they simply lost their place in their notes) can become a traumatic experience.

Regardless of the reason, if your protégé should leave the room in the middle of a speech or just after, follow them and provide comfort and encouragement. Take initiative if it looks like your protégé is getting ready to break down or flee.
Regardless of how many evaluations your protégé has received or observed, the first time they get up to evaluate another person’s speech will likely be a very intimidating time for them. Help prepare your protégé for this challenging experience by sharing what you know about evaluating.

Below are some specific topics and ideas for you to mention to your protégé.

**Questions to Consider**

- What suggestion did you receive in an evaluation was the most helpful and why?
- What techniques do you use in preparing to give an evaluation?
- What techniques do you use in presenting your evaluation?
- What feedback have you received from speakers that you evaluated helped you improve as an evaluator?
- What was your first experience as an evaluator like?
- As you progressed through your first speech manual, how did your needs and preferences for the type of evaluation you received as a speaker change?

**Common Evaluation Mistakes, by John Spaith**

*Common Mistake: No Suggestions for Improvement*

“John, your speech was so good, Cicero would bow down before you. Perfection! There was nothing wrong with it!”

“A wise Toastmaster once said that if you give a speech without getting an evaluation, you might as well have given it to your car. Getting a bad evaluation can be even worse.

“[G]etting an evaluation with no ways to improve is worse than giving a speech to your car. Your car won’t tell you that you’re Cicero, will it? Someone once told me when you see a speech you think was perfect, imagine you just paid $10,000 to hear it. I guarantee you’ll find something to improve.”
Common Mistake: Regurgitation Evaluation

“John, in your speech today you had three points which I’m going to repeat. Then you told a joke that I’m going to repeat and a story I’m going to repeat. I’m not going to do anything more than repeat what you’ve said. Thank you.

“How many times do you get an evaluator who really does no analysis of a speech, but gives it back in book-report form? Unless the speaker got hit in the head during the break and is suffering amnesia, they don’t need this. Say why and how a speech was and wasn’t effective.

“In particular, new evaluators tend to regurgitate. I’m guessing because they’re not confident yet. Just because you’re new doesn’t mean you can’t have an opinion. I’ve given the speech that inspired this article six times to five different clubs. The best feedback I received was from someone who was at his second meeting and wasn’t a member yet.

Less Common Mistake: Brady Bunch Evaluation

“John, your speech about your trip to Hawaii reminded me of the Brady Bunch episode where they went to Hawaii. Remember how Peter found the haunted Tiki and Alice hurt her back on the surfboard and... Three minutes pass. Anyway that was a great episode, wasn’t it?

“Making this mistake means you are not evaluating the speech at all, but instead talking about yourself or the Brady Bunch or anything but the speaker. I’ve never seen a full three-minute digression, but I have seen it take half an evaluation.

“While this is a less common mistake, it’s more obnoxious than the two above. Being too nice and the regurgitation mistakes are motivated by the understandable fear of hurting the speaker’s feelings. The Brady Bunch Evaluation is motivated by wanting to talk about yourself. Your job is to help the speaker. If you have an ego to satisfy, give a speech of your own. If your ego is boundless, name an evaluation scheme after yourself and publish it in the Toastmaster magazine.

Worst Mistake: Too Harsh

“Though it may not be as common, the worst mistake by far is being too harsh in an evaluation.

“As the saying goes: When in doubt, omit. Avoid mentioning anything outside the speaker’s control. When evaluating newer speakers, don’t forget the sheer terror you probably felt when you were in their shoes.”

Learning How to Evaluate

Encourage your protégé to:

*Listen to every speech as if you were going to give the oral evaluation*

Get yourself a cheap notebook to work in. When you arrive at a meeting, write each of the speech objectives from the agenda into your notebook. Leave yourself space to make notes. Add a section for suggestions you would offer.
During the speech, write out what you observed on each of the objectives. Then, during the oral evaluation, compare your notes to what the evaluator says. What did you miss? This provides you with feedback on things you need to observe more carefully. Did you catch something the evaluator missed? Good for you!

**Observe the structure used by good evaluators**

Did the evaluator follow any kind of basic outline? Was the structure effective? Why or why not?

**Discuss your evaluation notes with your mentor**

The best time to do this is immediately after the meeting. Make arrangements before the night of the meeting to go out for coffee with your mentor after the meeting.

**Note-Taking Techniques**

There are several methods your protégé can utilize for note-taking as they listen to a speech and prepare for their evaluation. Below are a few suggestions. Your protégé should absolutely experiment and develop their own style.

- **The Blank Sheet**: Simply watch and listen and write down anything you see, hear, and feel. Make sure you take note of both positive items and points of improvement.

- **Two Columns**: Have a note paper with two columns, one with the heading + or positives, the other with the heading – or points of improvement

- **Quadrants**: Make a large + on your notepaper. Label the top left quadrant “Excellent,” the top right “Very Good,” the bottom left “Good,” and the bottom right “Improve.”

- **Graph**: Make a large + on your notepaper. Label the left column with a +, the right column with a -, the top row with “Delivery,” and the bottom row with “Content.”

- **3 Points**: Have 3 sections and comment on the following items: Speech objectives, Suggestions for improvement, Good things (what the speaker did well).

**Evaluation Presentation Techniques**

Your protégé will probably need to experiment with different presentation techniques to figure out what their style is going to be like throughout their Toastmasters experience. Below are a few popular techniques for you to suggest. You may want to encourage your protégé to strive to have a clear introduction and conclusion to their evaluations.
• **Sandwich (or Oreo) Technique**

“The basic technique is as follows:

1. Begin the evaluation by highlighting **strengths** demonstrated by the speaker.
2. Then, discuss **areas for improvement** for the speaker.
3. Conclude by highlighting additional **strengths** of the presentation.

“The critical feedback is *sandwiched* between positive comments. The theory is that the speaker will be more receptive to listening to (and acting on) the criticism if positive statements surround it.

“This is a good basic formula for novice speech evaluators. It is the first method recommended in many Toastmasters clubs.”

• **G.I.F.T. Technique**

“**G**ood: Mention things the speaker did well. E.g. “Your use of gestures was excellent.”

“**I**nform: Inform the speaker about what worked, how it was accomplished and why it worked. Illustrate your point in a straightforward way that will be easily understood by the speaker and the audience. Use this as an opportunity to inform the audience about what the speaker did that really worked.

“**F**ix: Use constructive suggestions to highlight areas for improvement. E.G. “I believe that had you limited your talk to 4 main points… you would not have to rush so much. You could have then slowed right down when touching on the key ideas, to really emphasize them.

“**T**hank: Thank the speaker for the benefits the speech had for the audience. This refers to the audience-related purpose of the speech – such as to persuade, inspire, inform, or entertain. E.g. “Thank you for helping us all better understand the rationale for providing tax breaks to professional hockey teams.”

• **Anchor Techniques**

  **The Metaphor**

  The District 3 2010 evaluation contest winner utilized this technique very gracefully. A lot of the components that make this an artistic way to present an evaluation may be prepared ahead of time. For example, take a musical theme. You can know ahead of time you will be presenting a musically-themed evaluation and choose the sub-themes ahead of time, such as harmony (possibly how the main ideas flowed together toward a clear speech purpose), tempo (the pace of the speech), dissonant chords (possible areas for improvement), and others.
There are many other metaphors you could use, from painting or sculpting a masterpiece to a bike ride in a park... the key is to be creative, yet with appropriate comparisons and most definitely with concrete positives and points of improvement.

**Acrostic**

This technique requires creativity and the ability to think reasonably fast and keep comments succinct. In this technique, the evaluator develops an acrostic related to the speech content, then integrates the speech positives and points of improvement into the acrostic.

For example, a member gives a 5-7 minute speech about her honeymoon vacation on an Alaskan cruise. Since the speech was about a honeymoon, a convenient related word could be **LOVE**.

The evaluator could talk about how the speaker used **L**ovely descriptive **L**anguage to tell the audience about the scenery throughout the cruise. The evaluator could go on to site the speaker’s **O**utstanding use of gestures at key points in the speech, and superior **O**rganization. However, the evaluator feels the need to challenge the speaker in the area of **V**ocal **V**ariety, and perhaps utilize **V**isual aids that would have added to the descriptive language. The speech was made to be **E**ffective and **E**ntertaining, and simply **E**xcellent by the stories relayed about **E**xploring the state of Alaska.

As part of the conclusion, the evaluator could thank the speaker for sharing the **LOVE** with the audience and wish her decades of marital bliss.

This technique is challenging, but could be a fun stray from the standard sandwich evaluation technique. Be sure to choose a word that is both appropriate for the speech and short enough to fit in the evaluation timing requirements.
Larger clubs are wonderful in many ways – from providing varied background and experience levels among its members, many different perspectives of feedback, lots of potential mentors, ample leaders, and more. The biggest challenge for larger clubs arguably comes in juggling the variety of needs of its many members.

Members who wish to progress through the Toastmasters program more quickly may get impatient with the limited opportunities offered by a larger club. If your protégé complains about the limited opportunities available in our club, there are many additional opportunities outside of our club that you may want to mention.

**Dual Membership**

A nice balance of quality and opportunity might be found in joining both a large club like our own and a smaller club. A larger club will provide variety, quality, and excellence, while the smaller club will provide ample leadership opportunities (functionary and/or officer positions) and more frequent speaking opportunities. This will help your protégé progress through both the *Competent Leadership* and *Competent Communication* manuals much faster than membership in our club alone will allow, while still being in a high quality environment, with the added bonus of helping strengthen the smaller club.

If your protégé is interested in joining a smaller second club, they may visit Toastmasters International’s website, or contact our Area or Division Governor through the District 3 website for a referral. Both URLs may be found in the appendix of this manual.

**District Involvement**

There are many, many opportunities that will open up for your protégé if they choose to get involved in District activities. Occasionally, other clubs within our Area will hold speech-a-thon events and open up speaking opportunities to their neighboring clubs. To be informed about such events, your protégé will need to be in touch with our Area Governor.

Additional speaking opportunities are available for training facilitators, speaker-evaluator exchanges, or special event speakers. Your protégé will also need to contact our Area Governor to be informed about these opportunities.
Contests
Simply attending speech contests at the Area and Division levels provide opportunities to network and practice conversational skills. However, participating as a contestant is a great way for your protégé to supercharge their speaking experience. Being a contestant will force your protégé to consider things they wouldn’t normally – like speech gesture and inflection choreography, creativity, and critical thinking, among many other things. When contest time comes around, encourage your protégé to get involved. Keep in mind, though, that the International Speech Contest does have a minimum requirement of six manual speeches prior to contest day, but that is the only contest with such a requirement.

Contests do offer other opportunities for speaking and leadership. Your protégé could volunteer to provide the word of inspiration or invocation for a contest event, serve as Toastmaster, or perhaps even test speaker for an evaluation contest. Leadership opportunities associated with contests include completing the requirements for Competent Leadership projects 6 and 10 for helping to organize a contest, or other projects for serving in some of the functionary roles. Regardless of how your protégé chooses to participate in a contest – even if it is just as a member of the audience – the experience is fun and educational.

Another excellent contest-related opportunity for Toastmasters comes every couple of years with the Evaluation contest. Evaluation contests require a “Test Speaker.” The Test Speaker is a great opportunity for a Toastmaster who already has a good amount of confidence to really improve because it exposes the speaker to multiple evaluations. The higher the contest level, theoretically, the higher the quality of evaluations the Test Speaker will receive.

Conferences
District conferences occur twice a year – in the spring and in the fall – and provide a fun, educational, and inspirational way to experience the Toastmasters world at large. The weekend-long event gives the new Toastmaster the big picture and allows your protégé to network with Toastmasters from across the state of Arizona. Your protégé will get to experience the best of the best speakers in our state compete against each other in the various contests. Educational sessions will give your protégé ideas and tips on various topics related to communication and leadership.

Especially if your protégé has joined Toastmasters to conquer shyness, conferences offer ample opportunity for your protégé to step outside of their comfort zone to practice conversational skills on a larger scale. For lunch or dinner, they may opt to challenge themselves by deliberately sitting at a table where they don’t know anyone. And all of this is in the fun, non-threatening environment we are all accustomed to as Toastmasters.

Conferences also enable the Toastmaster to see District leadership at its best, from the acknowledgement of the event planners, to the beautiful and inspiring Distinguished Toastmaster ceremony, to parliamentary procedure in action at the business meeting, and so much more.

Visit the District 3 website for more information on District conferences.
**District Leadership & Committees**

There are far too many leadership opportunities at the District level to name here. Some of them – such as Area, Division, and District Governor – require some previous experience in the Toastmasters organization to be successful in, but others are open to your protégé at any time. Do keep in mind that to achieve the Distinguished Toastmaster distinction (specifically the Advanced Leader Silver award), your protégé will eventually need to serve as a District leader at some point in their Toastmasters experience.

For now, your protégé might like to chair or serve on a committee. If their skills lie in marketing, perhaps the membership or marketing committees would make good potential leadership opportunities. If they’d like to gain experience in website management, the website committee could be a great fit. If special event planning is what interests them, they can get involved in planning speech contests, conferences, or Toastmasters Leadership Institute. There are simply scores of committees they can join if they’d like to get involved in leadership at the District level. Again, visit the District 3 website for more information.

**Speaker’s Bureau**

If your protégé has joined Toastmasters for the purpose of preparing them for a career in professional speaking or training, they may be interested in joining the District 3 Speaker’s Bureau. This is a free service provided to the community by the District 3 Toastmasters organization. When an outside organization is looking for a speaker on a specific topic, they often check with the Speaker’s Bureau to see if there is a speaker with a profile that meets their needs on experience level, skills, and presentation topics.

If your protégé already has some speaking, presentation, workshop, or facilitating experience and is looking for more exposure toward a career in these areas, they may be interested in joining the Speaker’s Bureau.

For more information, visit the District 3 website and click on the Speaker’s Bureau link in the menu column.

**Other External Opportunities**

Occasionally, an opportunity may come up for your protégé to speak at a place of worship, school, or other venue outside the club. Provided they have a Toastmaster in the audience to serve as an evaluator, they may apply two such opportunities to projects in the *Competent Communication* manual. You may suggest your protégé check with other club members to see if there is someone who will be available to attend the event to evaluate, or check with the Area Governor for additional Toastmasters to approach.

Don’t forget about club special events, as well! A club anniversary party, holiday celebration, member anniversary, or any other gathering could provide opportunities for your protégé to present an extra speech or complete *Competent Leadership* projects, all while having fun fellowshipping with other club members.
Anytime you put different personalities together, there are bound to be disagreements and conflict. In a Toastmasters club, conflict can show up in many different settings between various key players. The key to dealing with such conflict within the club is doing so in a way that is in line with the Toastmasters Club Mission Statement and Toastmasters Promise and demonstrates the integrity of our club and its members.

Conflict Between You and Your Protégé

The first rule to coping with conflict between you and your protégé is to not take it personally. Not all personalities work best together. Your priority as a mentor is what is in the best interest of your protégé. If you feel it is in your protégé’s best interest to be reassigned to a different mentor, make sure that gets done.

If that should become necessary, talk to the mentoring program coordinator or the Vice President of Education. The Vice President of Education can then approach your protégé with a scenario that will foster positive feelings between the two of you, such as another member needs to serve as a mentor to achieve a goal, or another member better matches the protégé’s interests and skill level.

For the sake of maintaining integrity, keep any personal information that was shared with you confidential and keep any negative sentiments to yourself.

Conflict Between Your Protégé and Another Member

Part of your job as a mentor is to serve as confidant for your protégé. If your protégé is having a personality conflict with another member, you will want to find some balance between serving as confidant and helping your protégé to recognize the positive attributes of that other member. Ask questions to dig deeper to discover the source of hard feelings.

As is often the case with conflict, it may come down to something as simple as a misunderstanding or misinterpretation. You will likely know the member in question far better than your protégé. If the problem is the result of your protégé simply not being familiar with the member’s quirky sense of humor, or other misunderstanding, propose a “consider this” scenario. Avoid feeding your protégé’s dislike of the other member.

While attempting to subtly change your protégé’s opinion on the other mentor, be sure to find ways to maintain the trust between the two of you. Let them know you are there to listen and encourage.
Conflict Between Your Protégé and Club Procedures

Occasionally your protégé will express disapproval of the club’s long-time policies and procedures. Ask lots of questions to get to the heart of the issue and either explain the logic and reasoning behind the policy or procedure, or direct your protégé to provide feedback to the proper club officer.

The following are a few common complaints and questions that come up regarding club procedures:

- **“I don’t get to speak enough.”**

  Hopefully you have been following along with your protégé’s involvement in the club using the chart provided in the appendix of this manual. If the complaint is legitimate (i.e. your protégé has been a member for several weeks and has still not been scheduled for their IceBreaker speech), accompany your protégé in approaching the President and Vice President Education.

  If your protégé is voicing this complaint after having given speeches within a few weeks of each other, some further explanation of the scheduling process may be warranted. Point out the number of total members in the club and explain that each member is scheduled equally for speeches. If they’d like to have additional opportunities to speak, you may suggest volunteering to be an “On the Spot” speaker, or seeking additional opportunities outside the club.

- **“I’d like more functionary roles.”**

  Again, follow your protégé’s progress using the chart in the appendix. If your records show they haven’t had enough opportunities to serve in the various functionary roles (at least every 2-3 weeks) or if they are repeating roles before having the opportunity to serve in a new one, escort your protégé for a chat with the President and Vice President Education.

- **“I still haven’t received my manuals.”**

  If your protégé has been a member for a few weeks and has still not received their welcome packet from Toastmasters International containing their manuals, check with the Vice President Membership and Treasurer to ensure your protégé’s membership has been properly processed. The officers can verify the membership has been processed (and all information has been entered correctly) by checking the official club roster on the Toastmasters International website. Sometimes it is a simple error in the input of the address.

There are many other issues that come up. The key to dealing with the issues is ensuring appropriate communication. If nothing is reported, nothing will be resolved. Whatever problem comes up that needs to be reported, include the club President on that communication. That will provide the President with the opportunity to exercise leadership skills and accountability in seeing that the problem gets resolved. If your protégé is not willing to approach the appropriate person with a problem, accompany them and help them verbalize it to the appropriate person(s). Avoid doing nothing.
Essential Conversations Checklist

I talked to my protégé about…

□ Myself
  o My family, job, hobbies, etc
  o Why I joined Toastmasters
  o The benefits I’ve enjoyed
  o What my future Toastmasters goals are

□ Them
  o Their family, job, hobbies, etc
  o What brought them to Toastmasters
  o What their goals are and how Toastmasters can help them reach those goals

□ The Toastmasters Organization

□ The IceBreaker Speech
  o I coached them on this date:

□ The Functionary Roles
  o Jokemaster
  o Word of Wisdom
  o Ah Counter
  o Grammrarian
  o Timer
  o Topicmaster
  o Toastmaster
  o General Evaluator

□ Speeches 2 & 3
  o I coached them on #2 on this date:
  o I coached them on #3 on this date:

□ Evaluations

My protégé…
- joined on:
- was voted in on:
- was inducted on:
- achieved their CC on:
- achieved their CL on:
## Functionary Tracking Chart

<table>
<thead>
<tr>
<th>Role</th>
<th>Date Assigned</th>
<th>Date Filled</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jokemaster</td>
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<tr>
<td>Wisdom</td>
<td></td>
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<tr>
<td>Wordmaster</td>
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<tr>
<td>Ah-Counter</td>
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<tr>
<td>Grammarian</td>
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<td>Timer</td>
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<tr>
<td>Topic Master</td>
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<tr>
<td>Gen Evaluator</td>
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<tr>
<td>Toastmaster</td>
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<tr>
<td>Speech #1</td>
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<tr>
<td>Speech #2</td>
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<td>Speech #3</td>
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<tr>
<td>Evaluator</td>
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</tbody>
</table>
# Project Completion Record

Use this form to keep track of your Competent Leadership projects as you complete them. When all 10 projects are complete, submit a copy of this record along with the CL award application to receive your CL award.

<table>
<thead>
<tr>
<th>Project</th>
<th>Roles</th>
<th>Date</th>
<th>VPE Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project 1: Listening</strong></td>
<td>Complete 3 of 4</td>
<td>Ah-Counter</td>
<td>Speech Evaluator</td>
</tr>
<tr>
<td><strong>Project 2: Critical Thinking</strong></td>
<td>Complete 2 of 3</td>
<td>Speech Evaluator</td>
<td>Grammarians</td>
</tr>
<tr>
<td><strong>Project 3: Giving Feedback</strong></td>
<td>Complete 3 of 3</td>
<td>Speech Evaluator</td>
<td>Grammarians</td>
</tr>
<tr>
<td><strong>Project 4: Time Management</strong></td>
<td>Complete Timer +1 Timer</td>
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<td></td>
</tr>
<tr>
<td><strong>Project 5: Planning and Implementation</strong></td>
<td>Complete 3 of 4</td>
<td>Speaker</td>
<td>General Evaluator</td>
</tr>
<tr>
<td><strong>Project 6: Organization and Delegation</strong></td>
<td>Complete 1 of 6</td>
<td>Organize a Club Speech Contest</td>
<td>Organize a Club Special Event</td>
</tr>
<tr>
<td><strong>Project 7: Facilitation</strong></td>
<td>Complete 2 of 4</td>
<td>Toastmaster</td>
<td>General Evaluator</td>
</tr>
<tr>
<td><strong>Project 8: Motivation</strong></td>
<td>Complete 1 Chair + 2 Other</td>
<td>Membership Campaign or Contest Chair</td>
<td>PR Campaign Chair</td>
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<tr>
<td><strong>Project 9: Mentoring</strong></td>
<td>Complete 1 of 3</td>
<td>Mentor for a New Member</td>
<td>Mentor for an Existing Member</td>
</tr>
<tr>
<td><strong>Project 10: Team Building</strong></td>
<td>Complete Toastmaster + General Evaluator</td>
<td>Toastmaster</td>
<td>General Evaluator</td>
</tr>
</tbody>
</table>
Topicmaster Hints

1. In advance of the meeting develop ten to twelve (10 – 12) questions based on the theme of the evening which you will ask during your segment of the meeting. Have fun choosing your questions but keep the questions short and focused.

2. Ask the Toastmaster and the General Evaluator to meet with you about 15 minutes before the meeting so you can huddle and decide who in attendance shall be assigned table topics.

3. Eliminate those members with major functions (Toastmaster, General Evaluator, speakers and evaluators) altogether.

4. Your goal is to give everyone a chance to speak who does not have a function.

5. One of the mistakes that the Table Topicmaster makes is taking up too much time warming up the audience with their own comments, which cuts into the time of participants. Hold these warm up comments to about a minute or two.

6. If the attendance is low and you need to enlist those in attendance with functions to participate in table topics, start with those with lesser functions such as the Word of Wisdom functionary and Jokemaster. Start at the bottom of the schedule and work your way up.

7. Obtain the certificates for the winners of Best Table Topics, Speech of the Day, Best Evaluation from the Sergeant at Arms prior to the start of the meeting. Have the president sign each blank certificate. If he/she is not in attendance ask another officer to do so.

8. The Toastmaster for the day will introduce you. You then are to explain the purpose of Table Topics to the audience. This is especially important for guests.

9. See Page 66 of the Competent Communication manual for more information on being a Topicmaster.

10. Inform the guests that they will be invited to participate if they wish. No pressure.

11. For the greatest effectiveness ask the question first and then choose the person to speak. This is the preferred way because everyone has to listen to the question.

12. Try to finish up by 7:30 PM. Ask the General Evaluator to help you watch the time.

13. Ask for a timer’s report and ask members to vote for the person who they believe gave the best presentation.

14. At the end of the meeting, the General Evaluator will have the members pass their ballots to you. You count the ballots and write the names of the winners on the corresponding certificates.

15. As soon as you have completed filling in names of all certificates (Best Table Topics, Speech of the Day, Best Evaluation), give them to the General Evaluator who will present them to the winners. Your job has then ended.

GOOD LUCK – MAKE IT FUN!
General Evaluator Hints

1. Confirm with the Toastmaster that you will fulfill your role as General Evaluator.

2. Contact all the functionaries in advance of the meeting with the exception of the Toastmaster, Topicmaster and speakers. Ask them to confirm that they will fulfill their responsibilities or find a substitute to do so.

3. Acquire a copy of the Vicky Treciak Spirit award and have VP Education or President sign it.

4. You are to select the member who is to receive the Vicky Treciak Spirit Award. (Someone who has gone beyond the call of duty to help make the meeting successful). Information on Vicky is on our club website.

5. Manage the second portion or evaluation segment of the meeting.

6. Introduce each evaluator who will evaluate his/her speaker’s presentation.

7. After evaluations have been completed ask for a timer’s report, then ask members to vote and pass their ballot to the Topicmaster for counting.

8. Present the awards to winners. Topicmaster will supply you with winning names and certificates, with the exception of the Vicky Treciak Spirit Award for which you will choose the winner.

9. Give an evaluation of the meeting: Did it start on time? Areas we preformed well. Areas which we can improve. What kind of cooperation did you receive from those responsible for a function?

10. Turn control of the meeting over to the President.

Some hints and tools

- Get an e-mail out to functionaries on Friday or Saturday. Ask for response by Monday.

- Emphasize that it is the responsibility of the recipient to find a sub if they can’t make it, and get back to you with substitute’s name.

- Get on the phone Monday night to those who do not respond to e-mail.

- By Tuesday send out an e-mail to Club members if you are still in need of functionaries and ask for volunteers to fill that position.

- Touch base with the Toastmaster and Topicmaster with an e-mail progress report to help them with their planning, by Wednesday.

- When you arrive at the meeting huddle with the Toastmaster and Topic Master to discuss time available, changes, etc.

- You will be juggling the line up right up until meeting time.

- You can also find more information in your Competent Communications manual—pages 66 and 67.
## General Evaluator’s Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>☑ FUNCTIONARY / Action</th>
<th>Person Assigned</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 pm</td>
<td>SERGEANT AT ARMS</td>
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<tr>
<td>7:05 pm</td>
<td>CLUB PRESIDENT</td>
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<td>7:10 pm</td>
<td>TOASTMASTER</td>
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<tr>
<td></td>
<td>□ Opening remarks</td>
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<tr>
<td></td>
<td>□ Functionary introductions</td>
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<tr>
<td>7:15 pm</td>
<td>TABLETOPICS</td>
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<td></td>
<td>□ Explanation of Tabletopics</td>
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<td></td>
<td>□ Questions</td>
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<tr>
<td></td>
<td>□ Participants</td>
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<tr>
<td></td>
<td>□ No-pressure invitation for guests to participate</td>
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<tr>
<td>7:30 pm</td>
<td>TOASTMASTER</td>
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<td>□ Speech #1</td>
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<td></td>
<td>□ Speech #2</td>
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<td></td>
<td>□ Speech #3</td>
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<tr>
<td>8:00 pm</td>
<td>GENERAL EVALUATOR</td>
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<td></td>
<td>□ Introduce Evaluator #1</td>
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<td>□ Introduce Evaluator #2</td>
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<td>□ Introduce Evaluator #3</td>
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<td></td>
<td>□ Request a Timer’s report</td>
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<td></td>
<td>□ “Please vote for best evaluation”</td>
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<tr>
<td></td>
<td>□ Introduce the Jokemaster</td>
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<td></td>
<td>□ Introduce the Word of Wisdom</td>
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<td></td>
<td>□ Request Grammarian’s report</td>
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<td></td>
<td>□ Request Ah Counter’s report</td>
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<td></td>
<td>□ Request Wordmaster’s report</td>
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<tr>
<td></td>
<td>□ Give an overall evaluation of the meeting</td>
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<tr>
<td></td>
<td>□ Present awards</td>
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<td></td>
<td>□ Return control of meeting to the Club President</td>
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Additional Comments:
Toastmaster Hints

Here is some information on the Toastmaster function that may help you with your assignment as Toastmaster; you probably need about an hour of prep time to do the following.

IN ADVANCE OF THE MEETING

- Contact the Topic Master and General Evaluator to make sure that they will be in attendance or are providing a substitute.

- Contact the speakers and get them to commit to their assignment; ask for time of their speech and let them know that you will need a brief introduction the day of the meeting which should include, the speech title, manual being used, speech in the manual and a bit about themselves if they care to give it to you.

- In the event a speaker cannot make it; it is his/her responsibility to find a replacement and get back to you. There is an “on the spot speakers list which is part of the schedule for those who will fill in as speakers.

- You may have to call and e-mail the speaker a few times. Start working on this part of your assignment by the weekend prior to the meeting over which you will preside.

- You can keep track of those who have responded by using the printable agenda available on our website. Use a pencil because in most cases there will be last minute changes.

- To find a copy of the agenda, go to the club website (www.mavericktm.org). Go to the schedule page and scroll to the bottom to find the link to the printable agenda.

- It will be helpful to grab a seat close to the lectern.

- There is also helpful information in your Competent Communication manual—pages 67 & 68.

AT THE MEETING

- When you get to the meeting, huddle with the General Evaluator and the Topic Master to make changes to the lineup like a football coach does when adjusting for injuries.

- Check with the speakers to see if they want the lectern where it is, moved to a different position, or removed completely. There is a place at the top of the Toastmaster’s Agenda for this information.

- You will run the first half of the meeting and the General Evaluator the next portion.
Toastmaster Hints, continued

• Follow the agenda: The president will introduce you. Make a few comments about the meeting theme. However, you are the manager and it is your job to move the meeting along. To do so you need to limit your comments to allow as much time for others to speak (ie: Table Topics). The Topic Master should wrap up by about 7:30 PM, slightly later if there are less than 3 speakers.

• After your comments, introduce the functionaries ending with the Topicmaster.

• Follow the agenda! The agenda is tried and true and you will not get lost if you follow it.

• For all speakers (Tabletopics & formal speakers), if the Timer begins applauding, that signals the speaker has exceeded their maximum speaking time by 1 minute. Immediately rise to shake the speaker’s hand and escort him/her off the “stage” area.

• For the prepared speeches portion, follow this format:
  1. Read the speaker’s prepared introduction. If a speaker has forgotten his/her introduction, simply introduce the speaker with, “Please help me welcome, Ralph Smedley!” LEAD THE APPLAUSE after you have introduced the speaker, shake his/her hand, and take your seat.
  2. Ask the timer for one timed minute for the audience to fill out written evaluation forms. Remind the audience to remain quiet during this minute, if you see this is necessary.

• When all speakers have completed their speeches ask for a timer’s report.

• After the timer’s report, ask members to vote for the speaker “who has best met their objectives.”

• Return control of the meeting over to the General Evaluator and you are finished for the evening.

• You can find other information in your Communications Manual and on our website under functionaries.

• Have fun and if you have any further questions, contact your mentor, any of the officers, or any other seasoned member for clarification.

First time Toastmasters usually stumble on the following:

• Not following the agenda

• Not communicating in advance with speakers so we have three speakers.

• Taking up too much meeting time with their comments (the guiding principle of any Toastmasters Club is to give everyone a chance to talk in some manner).

• Not communicating with the GE and Topic Master for a few minutes before the meeting starts to be sure they all have the same players in place on the agenda.
<table>
<thead>
<tr>
<th>Time</th>
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<th>Notes</th>
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<tbody>
<tr>
<td>7:00 pm</td>
<td><strong>SERGEANT AT ARMS</strong></td>
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<td></td>
<td>☐ Call meeting to order</td>
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<td></td>
<td>☐ Lead the Pledge of Allegiance, read the Club Mission Statement or Toastmaster’s Promise</td>
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<td></td>
<td>☐ Introduce the Club President</td>
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<td>7:05 pm</td>
<td><strong>CLUB PRESIDENT</strong></td>
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<td></td>
<td>☐ Welcome any guests in attendance</td>
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<td></td>
<td>☐ Ask for any “Toastmasters Moments”</td>
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<td></td>
<td>☐ Introduce the Toastmaster</td>
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<td>7:10 pm</td>
<td><strong>TOASTMASTER</strong></td>
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<td></td>
<td>☐ Make opening remarks</td>
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<td>☐ Introduce the Wordmaster</td>
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<td>☐ Introduce the Grammarian</td>
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<td></td>
<td>☐ Introduce the Ah Counter</td>
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<td></td>
<td>☐ Introduce the Timer</td>
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<tr>
<td></td>
<td>☐ Introduce the Topicmaster</td>
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<tr>
<td>7:15 pm</td>
<td><strong>TOPICMASTER</strong></td>
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<tr>
<td></td>
<td>☐ Explain Tabletopics</td>
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<td>☐ Conduct Tabletopics</td>
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<td>☐ Request a Timer’s report</td>
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<td></td>
<td>☐ “Please vote for the best Tabletopics speech”</td>
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<td>☐ Return control of meeting to Toastmaster</td>
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<tr>
<td>7:30 pm</td>
<td><strong>TOASTMASTER</strong></td>
<td>Lectern? ☐ Yes ☐ No</td>
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<tr>
<td></td>
<td>☐ Introduce Speaker #1</td>
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<td></td>
<td>☐ Ask Timer for one timed minute</td>
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<td>☐ Introduce Speaker #2</td>
<td>Lectern? ☐ Yes ☐ No</td>
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<td>☐ Ask Timer for one timed minute</td>
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<td>☐ Introduce Speaker #3</td>
<td>Lectern? ☐ Yes ☐ No</td>
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<td>☐ As Timer for one timed minute</td>
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<td>☐ Request a Timer’s report</td>
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<td></td>
<td>☐ “Please vote for speaker who best met speech objectives”</td>
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<td></td>
<td>☐ Introduce General Evaluator</td>
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Note to the evaluator/protégé: Your protégé has been striving to meet your need for a mentor. Please answer the questions below pertaining to your mentor’s goals and suggested standards for success as a mentor, and offer comments or specific recommendations where warranted.

- How well did your mentor do in being available and approachable to you for answering your questions, coaching you, and providing regular feedback to you?

- Did your mentor develop a relationship built on trust and acceptance that made you feel comfortable and confident enough to ask your questions and express your concerns?

- Did your mentor adequately explain the objectives of the IceBreaker speech and provide the coaching and guidance that you needed?

- Did your mentor appear knowledgeable about resources and techniques for serving in the various roles?
Did your mentor explain the minor functionary roles adequately before your served in those roles and provide continued guidance to you at the meeting?

Did your mentor explain the walk you through the top three functionary roles adequately before you served in those roles and provide additional guidance the night you filled those roles?

What do you think your mentor could have done to make your experience in our club more productive, effective, and pleasant?

What was the most positive or beneficial experience you had with your mentor?

What lessons about mentoring have you learned from your mentor that will help you be an effective mentor?
Web Resources

**Toastmasters International**
- Home: http://www.toastmasters.org/
- Members: http://www.toastmasters.org/members
- Find a club: http://reports.toastmasters.org/findaclass/
- Article: *The Magic of Mentoring*:
  http://www.toastmasters.org/ToastmastersMagazine/ToastmasterArchive/2010/February/Mentoring.aspx
- Speech tips and techniques:
- Speech topic ideas:
- Evaluation helps:

**District 3 (Arizona) Toastmasters**
- Home: http://www.aztoastmasters.org/
- Speakers Bureau: http://www.aztoastmasters.org/speakers-bureau
- Area & Division Governors:
  http://www.aztoastmasters.org/district-officers/333
- District Committees: http://www.aztoastmasters.org/district-officers/240
- District Executive Team: http://www.aztoastmasters.org/district-officers/202
- Email questions: ask.ed@aztoastmasters.org
- Email feedback: tell.us@aztoastmasters.org
- Conference & other events:
  http://www.aztoastmasters.org/event-info-and-registration

**Your Toastmasters Club**
- Home:
- 
- 
- 

**Other:**
- 
- 
-
Notes


Thank you to the following contributors:
Liz Shaw, DTM
Jodie Kay Petra, DTM
Vince DiFranco, ACG
Stefan Petra, ATM
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