

Northern Beaches Toastmasters Club

moving forward, getting ahead

Club no 609136 Area 22

Hawkesbury Division, District 70 Toastmasters

January 2005

Assignment Guide



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

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This book is a 'guide only' and some assignments/timing may vary according to the meeting agenda. You are encouraged to add your 'personality' to your presentation.

PHONE TREE

AIM

- To ensure that all members are aware of the roles they need to carry out for a specific meeting.
- And that alternate arrangements can be made for members who cannot complete their roles

PREPARATION

1. The Phone Tree should be distributed to all club members at least one-week prior to each meeting.
2. Contact may be via email or telephone but each member must be contacted about his or her role at the upcoming meeting.
3. The Vice President Education initiates the phone tree by contacting the Chairman.
4. The Chairman contacts the following roles: Welcome, Inspirational/Point of View, Toast, Table Topics Master, Master of Ceremonies for Speeches and Master Evaluator.
5. The Master of Ceremonies for the Speeches contacts the following roles: Speakers and Timer.
6. The Master Evaluator contacts the following roles: Speech Evaluators, Meal Evaluator, Timer and Grammarian.
7. The Table Topics Master contacts the following roles: Table Topics Evaluators, Listening Post and Tonic.
8. If any member knows they cannot complete their assignment they should contact the Vice President Education immediately.
9. If during the phone tree, a member is identified as not being able to complete their assignment, the Vice President Education should be contacted immediately.

The Phone Tree is an important communication tool and for meetings to be truly effective should be carried out completely and in time for members to prepare for their upcoming assignments.

Forward copies of meeting roles are handed out at meetings and can be found on the club website www.nbtc.org.au.

CHAIRMAN

AIM:

- To ensure the smooth and efficient running of the meeting.
- To introduce each speaker on the agenda.
- To ensure the meeting runs according to agenda timing.
- In the Business Session, it is the Chairman's responsibility to find and carry out the will of the meeting by democratic techniques.

PREPARATION:

1. Your responsibility, as Chairman of the Meeting, starts 2-3 months prior to the meeting night. It's your responsibility to select a venue for the meeting.
 - No clubs or hotels.
 - Select a restaurant on the Northern Beaches (between Seaforth and Mona Vale).
 - A private room at no extra cost - there must be no other patrons in the room.
 - Cost should be in the range of \$20 to \$30 for a 2 course meal, including corkage and coffee; members should be charged between \$25 and \$35.
 - The restaurant should be BYO.
 - Piped music and/or other intercom systems into the room must be isolated.
 - Book for 25-30 people - the room should be able to hold at least 30 people - there must be space for a speaking area.
 - You may book restaurants previously used, but a new one is preferred.
 - You should make the booking at least 3 months ahead and confirm the booking a month before the meeting and then again closer to the meeting date, confirm the numbers.
 - Contact the President and the VPE once the booking is made so it can be included on the forward program.
2. Read through your Assignment Guide so you are familiar with all the meeting assignments.
3. **One week prior** to the meeting, you should initiate the Phone Tree (this is provided by the Vice President Education).
4. Brush up on your parliamentary procedure - read the relevant chapters in "A Guide for Meetings" by N.E. Renton. If you do not have a copy, borrow one. Areas to review are procedures dealing with: minutes; reports; points of order; substantive motions or amendments; procedure motions.
5. Finally, in the lead up to your meeting, prepare a few light-hearted remarks to address to the meeting after the President introduces you.

This concludes the preparation for your meeting and, if you have followed this advice, then on the night of the meeting you should be cool and calm, knowing that everything is in order.

ON THE NIGHT:

- Choose a standard of dress that is suitable for a person who is to be treated with respect.
- Arrive at least 30 minutes before the meeting is due to start. Check with the VPE to determine if there are any last minute program changes and amend your copy of the agenda.
- The four most desirable qualities you should embody as Chairman are:
 - impartiality
 - firmness
 - tact
 - common sense

Don't talk too much during the meeting, and don't be dictatorial – you are responsible for the meeting's orderly conduct and you can do this without being verbose or riding roughshod over all and sundry.

- Here are some points to remember:

1. Maintain order
2. Recognise and secure a hearing for those who are entitled to speak
3. See questions are adequately debated
4. Limit long winded speakers
5. Decide points of order promptly and fairly
6. Maintain balance, calm and self restraint
7. Be just, fair and impartial
8. Introduce each speaker and lead the applause
9. Make sure you have noted any program changes, so you know who is doing each role
10. Do not comment too much on each speaker – that is the task of the General Evaluator
11. At the end of the meeting hand the meeting and gavel back to the President

AWARD PRESENTED AT MEETING:

Excellence Award

EDUCATIONAL AIDS:

Renton's Guide for Meetings

To follow is a script that you may find useful for the Chairman's role.

The Chairman stands to receive the gavel from the President. *Thank you Mr/ Madam President – Toastmasters and guests ...*

The Chairman then gives a mini speech to introduce the theme of the meeting if applicable.

Chairman *With the permission of the members, I will conduct this meeting seated.*
Chairman then sits.

Chairman *If there are any motions to be put before the chair, please ensure that I have them before the commencement of the business session. Motions are to be in once sentence, in writing and signed.*

VPE Asks for apologies.

Chairman Once relayed, the Chairman asks *will someone please move that these apologies be accepted?*
Is there a seconder?
All in favour say aye, all against no.
The ayes have it, the motion is carried.

Chairman Now calls upon the VPE to advise any program alterations.

The Chairman now introduces the award.

1. Excellence Award

Awarded by the Chairman.

Chairman Call upon the Welcome, Inspirational/Point of View, Toast and Grammarian (to introduce the word of the evening). Use the format such as *Please welcome ... to the lectern* in the general introduction for all future tasks. This continues down the agenda. The Chairman is responsible for introducing each session on the agenda and thanking the toastmaster who has undertaken the assignment – brief comments can be made – and leading the applause.

When declaring the meeting in recess, be very specific about how long the break is (the Chairman does have the discretion to extend the recess if this is appropriate eg. for a large number of guests), and be very clear about what time members are due back. This will help the Sergeant at Arms.

Tips For A Business Session:

Chairman *Would the Secretary present the minutes as recorded.*

Secretary Presents minutes. *I moved that the minutes be confirmed.*

Chairman *Is there a seconder?*
Are there any alterations to the minutes?

*All those in favour of confirming the minutes say aye, against no.
The ayes have it, the motion is carried.
Is there any matters arising from the minutes?*

Chairman *I now call for the Treasurers Report.*

Treasurer *Presents report. I call for my report to be adopted.*

Chairman *Is there a seconder?
All those in favour say aye, against no.
The ayes have it, motion carried.
Are there any matters arising from the Treasurers report?*

Chairman *Repeat the above process I now call on for the*

- o Sergeant at Arms Report*
- o Vice President Public Relations Report*
- o Vice President Membership Report*
- o Vice President Education Report and*
- o Presidents Report.*

Each Executive Committee member asks for their report to be adopted.

CHECKLIST FOR GENERAL BUSINESS SESSION:

The Chairman opens the session and may wish to explain to the members and guests what it is all about.

The Chairman should clearly state how much time is allowed for this general business session and hold to that timing. Ask the Timer to tell you when there is 1 minute left, which allows you time to wind up the debate by explaining that *the allocated time is up, the motion will now be put to the vote*. The Chairman does have the discretion to allow the debate to continue, but this should only occur if they feel the members do not have adequate information to vote on the motion.

Chairman *Before commencing the business session, the Chairman must ask the Sergeant at Arms if there is a quorum (50% + 1 of the active membership of the club).*

Chairman *Are there any motions to be put before the Chair?
Or I have received a motion which I will read aloud.*

Motion *The motion before the chair is that ...*

Chairman *The motion is proposed by ... Would you like to speak to the motion? Note: this gives the proposer the opportunity to explain the motion. Timing for this speech should not exceed 2 minutes.*

Chairman *Do we have a seconder for the motion? Do you (the seconder) wish to speak now or would retain your right to speak later? Note: remember to come back to this person later if they have reserved their right to speak. This speech must take no longer than 1 minute.*

Chairman *Do we have a speaker against the motion?*
Do we have a speaker for the motion?
Continue in this way until the motion has been debated in full or the time is exceeded. Speakers for or against the motion must not exceed 1 minute.

If an amendment is raised during the debate, the Chairman must take note of the amendment in one sentence.

Chairman *Read the amendment to the meeting.*
Do we have a speaker for the amendment?
Do we have a seconder for the amendment?
Do we have a speaker against the amendment?

All those in favour of the amendment raise their hands?
All those against?

The Sergeant at Arms is responsible for counting the votes.

Chairman *The aye's / no's have it. The amendment is carried / lost.*

Chairman To finalise the debate and put the motion to the vote ...

In closing this debate, I ask the seconder who reserved his/her right to speak for the motion (if this occurred).

Or in closing this debate, I ask the proposer of the motion to speak for the motion.

The Chairman now re-reads the motion, and says *we will now vote on the motion.*

All those in favour of the motion, please raise your hand.

The Sergeant at Arms will count the votes.

All those against.

Again the SAA is responsible for counting the votes.

Chairman *The aye's/ no's have it. The motion is carried / lost.*

Motions & Amendments:

1. Must be specific.
2. Must be in one sentence, beginning with the word THAT.
3. Amendments must be related to the original motion.
4. Amendments must not contradict the motion or related to any amendments previously adopted.
5. Amendments must be proposed and seconded, but this cannot be done by the Chairman, or the proposer or the seconder of the original motion.

Chairman To close the business session – *I declare the business session closed.*

Chairman Introduce the next session on the agenda.

GRAMMARIAN

AIM:

- To help Toastmasters express themselves clearly and concisely by reporting on good expressive use, and incorrect use, of the English language.
- To present a 'Word of the Evening' which should improve or expand the vocabulary of Toastmasters.
- To enhance your listening skills.
- To report in an instructive way on the use of the English language as used during the evening.

PREPARATION:

Select a Word of the Evening for the Toastmasters to incorporate into their assignments. The idea is to help members expand their vocabulary, so pick a word that can be used in daily conversation, but is not commonly used, or is different from the way we usually express ourselves.

Have the word of the evening ready to display on two large piece of paper that they can be stuck to the lectern and to the table in front of the Chairman. You may also include a brief explanation of the word or examples on how to use the word. The word should be clearly visible from either end of the room.

ON THE NIGHT:

Early in the meeting you will be asked to present the "Word of the Evening". Stand and address the Chairman and Members.

Make sure you know the correct spelling; give an example of the correct use of the word in a sentence and encourage members to use it during the meeting.

If you have prepared a sign of the word, affix it in a prominent position as a reminder during the meeting.

As the meeting progresses, **listen and note the following examples** in all assignments including the Chairman, the speakers.

1. Words/phrases that have impact, create pictures, provide colour, express subtle shades of meaning. Anything in the "I wish I had said that" category - ie. memorable words.
2. Any obvious/awkward misuse of the language eg:
 - a **new** innovation (tautology)

- “Joe and his Dad was fishing” (Joe & his Dad **were** ...)
 - “He set forth on the stream of public life, where he climbed to the peak of success” (mixed metaphors)
 - over-use of cliches (as clear as mud!).
 - “I walked myself with the dog” (misuse of myself)
3. Mispronunciation of words, poor enunciation, slurring of syllables and endings (runnin, comin)
 4. Note everyone who uses the *Word of the Evening* and how many times.

PRESENTING YOUR REPORT:

- Proceed to the lectern and acknowledge the Chairman and Members.
- Summarise the use of the “*Word of the Evening*” - who used it most successfully and how many times.
- Select the best examples of the memorable words/phrases - repeat them and compliment those who used them. This encourages us all to be more expressive.
- Point out any glaring misuse of language or sentences that are confusing or annoying.
- If you are mentioning a grammatical error or mispronunciation, it is good to offer the correct form.
- Hand the meeting back to the Chairman.

POINTS TO REMEMBER:

- Don’t become pedantic and obsessed with schoolbook grammar - it can destroy creativity and vibrancy in a presentation.
- Do not apologise for your own limited knowledge of grammar. Everyone is learning. If in doubt about a point, ask someone. This will help everyone.
- Include visitors in praise, not in errors.
- If you are complimenting, mention the name of the Toastmaster. If you are pointing out an error, it may not be appropriate to mention the name, especially if a new Toastmaster or one who has difficulty with grammar, is just as effective to preface your report with *Tonight, I heard.... or one speaker said*

EDUCATIONAL AIDS:

The Dictionary

TIMING: Introduction - 2 minutes;
Report - 2 minutes

WELCOME

AIM:

- To welcome members and visitors and make them feel at ease, relaxed and looking forward to a great night.
- To give our visitor's background information on the Toastmasters program and what they can expect to hear during the next 2 3/4 hours.
- To set the atmosphere for the rest of the evening - the warmth and sincerity of your welcome is important.

PREPARATION:

- Arrive early!
- Approach anyone who may be a visitor and introduce yourself.
- Find out visitors names, whether they have attended a Toastmasters meeting before, and any background information, which may 'personalise' your welcome.
- Check the correct spelling and pronunciation of people's names.
- Make all visitors welcome by introducing them to other members.

ON THE NIGHT:

Approach the lectern and commence *Mr / Madam Chairman, Toastmasters and Guests* then tailor your welcome according to the guests. It is not necessary to include the areas below, if there are a significant number of guests or visitors, you can simply welcome them by name.

Incorporate *some* of the following in your welcome -

1. who we are
 2. our aims and objectives
 3. how we try to achieve them
 4. why we are pleased to have visitors
 5. what they can expect to hear and learn
 6. how they contribute to our meeting's success
 7. invitation to come again
 8. invitation at end of the night to give us their comment and impressions
- **If no Guests:**
Welcome the members; mention those who may have missed last meeting; those who have returned after an illness or holiday; make it as personal as you can.

Special Guests:

If the Club has a contest, you may have special guests (judges or speakers from another club). Make sure you know the names and where they are seated in the room. Introduce these guests to the audience and welcome them.

Chairman.

Conclude your assignment by handing back the Meeting to the Chairman with *Mr/Madam that concludes my assignment.*

POINTS TO REMEMBER:

- You should always welcome Toastmasters dignitaries first, in order of rank, for example Division Governor is welcomed before Area Governor. Welcome all Area Governors next, then other Toastmaster guests (club name and status) and finally visitors.
- If the Area Governor is a member and on an official visit, then he/she should be introduced as Area 22 Governor.....
- You may ask all guests and visitors to stand when their name is called, members to welcome by applause at the end.
- **Don't** ask a guest to say anything (other than their name if you did not have time to obtain before the meeting).
- **Don't** mistake a new member for a guest.
- **Don't** overlook anyone. If you realise later you have overlooked a guest, give the name to the Chairman during the recess so the Chairman can make an appropriate comment.
- **Do** sit near the door and be prepared to welcome and introduce latecomers at any stage.
- Hand the list of guests to the President who may call on them at the end of the meeting to offer comments.

EDUCATIONAL AIDS:

C & L Manual

The Toastmaster magazine

TIMING: 2 minutes

THE TOAST

AIM:

- To pay formal tribute to a person, group, or special event with which the meeting will readily identify.
- To present a brief mini-speech with an opening, body and close.
- To set a positive, light tone for the rest of the evening. Avoid too serious topics.

PREPARATION:

Research your Assignment –

- What is the theme for the night?
- What significant or relevant time of the year is it?
- What special day or event is being celebrated?

You can construct your toast around any of these ideas or you can make up one yourself.

ON THE NIGHT:

Remember to take your drink to the lectern and place it nearby.

Ensure that everyone has a drink with which to Toast. This can be done **before** the meeting starts or when you are at the lectern by stating *Please make sure you have your glasses ready for the Toast.*

Commence your assignment with *Mr / Madam Chairman, Toastmasters and Guests*

Give the subject of the toast and then continue with a mini speech on why Toastmasters should propose a toast to your subject.

When you are ready:

- ask everyone to stand and take up their drink
- wait until everyone is ready, ask them to raise their glasses to join the *Toast to*
- allow people to repeat the toast (that is why it is important to be succinct
- if necessary, prompt the audience response, then take a sip from your glass
- after everyone has toasted, ask the audience to be seated
- wait until everyone is seated and settled
- hand back to the Chairman with *Mr/Madam Chairman.*

POINTS TO REMEMBER:

- Do not leave the audience guessing as to who or what you are toasting - ensure this is clear in your opening remarks.

- Avoid cliches like “be upstanding”, “down the hatch”; A well-presented toast can simply start “please join me in toasting.....”
- Ensure your Toast is short, sharp and concise; no more than 3 or four words.
- The toast can contain humour; it should be warm, sensitive, special, and sentimental.

TIMING: 2 minutes

TABLE TOPICS MASTER

AIM:

- To encourage Toastmasters to think quickly, accurately and express their thoughts intelligently and articulately.
- To make this a lively and enjoyable session - the Table Topics Master can canvas opinions on social/community issues or use a variety of ideas to improve impromptu speaking skills.
- The session must be featured by enthusiasm, variety, interest and the presentation of an achievable challenge to each speaker.

PREPARATION:

- Prepare a list of 10-12 questions in advance.
- The questions can be on any topic, current, historical event, or even abstract. Questions that may cause offence or embarrassment should be avoided eg. religion, sex.
- The questions can have a theme or thread and your Toastmaster Magazine has several alternative suggestions for this assignment.
- Keep the questions short and to the point, not longer than one sentence.
- Have some topics, that possess a humorous vein and some that are topical - funny topics do not always get funny answers.
- If possible, write out the questions before the meeting and have a copy available for each evaluator (Remember to ask the questions in the same order). If evaluators were assigned at the previous meeting, it is your responsibility on the telephone chain to contact them as a reminder of their assignment.

ON THE NIGHT:

During the early part of the meeting, note the names of the Toastmasters next to the questions.

Ask those with without assignments first, then those with minor assignments. Avoid asking people with major assignments (eg. chairman, speakers) unless you do not have enough other members to call on at the meeting.

1. Proceed to the lectern. Address the meeting and, if guests are present, **briefly** explain the purpose and procedure of the session.
2. Advise the timer that each speaker is expected to speak for 1 minute.
3. Announce the evaluators of the odd and even numbered speakers and remind them that each evaluation should be an average 30 seconds .
4. Announce the first question - **then** nominate the speaker eg. *Should the Australian flag be changed?* Jennifer. Call on speakers at random anywhere in the room, and ask them to stand at their place and speak immediately.
When announcing the questions it is helpful to evaluators to say *question No. 3* as in this way there can be no confusion as to which question number it is and who is evaluating.

5. After presenting all the questions, call the evaluator of the odd numbered questions, then the evaluator of the even numbered questions to give their evaluations from the lectern.
Prior to the commencement, you may ask the visitors if they would like to participate. If yes, give them a question that will not be too difficult for them to answer.
6. Continue until you finish your questions, and hear the evaluations. Thank the evaluators, timer and participants and hand back the meeting to the Chairman.

POINTS TO REMEMBER

- Avoid framing the question to suit the speaker – but do match the difficulty of the question to the experience and ability of the person.
- Do not press a visitor to take a question (unless previously arranged).
- Remember your task is to give others a chance to speak so keep the introductions and questions brief.
- Remember that members always anticipate a stimulating session.

This assignment offers scope for variety and initiative. Many Toastmasters find Table Topics a challenging assignment so relish your role as Topics Master - one thing you know for sure, you won't get a question this meeting!

EDUCATIONAL AIDS:

The Toastmaster magazine

TIMING: approx 20 - 25 minutes for entire session (depending on how meeting is running to time)

TABLE TOPICS EVALUATOR

AIM:

- To assist Toastmasters to improve their impromptu speaking skills.
- To provide useful feedback to the speaker and the meeting on the Table Topics responses.

HINTS ON EVALUATING:

- As the evaluator of the impromptu speaking segment, you have only 30 seconds per speaker to present your evaluation.
- Evaluations should be brief and to the point - restrict yourself to 2 or 3 points of praise and 1 or 2 aspects you consider could be improved.
- Remember the method of effective evaluation - Praise, Improve, Praise.
- **Do not repeat the question, this wastes time.**
- Do not evaluate whether the content of the answer was right or wrong.

Concentrate on:

- The physical appearance, posture, eye contact, voice modulation, voice clarity, gestures.
- Was the answer a mini speech with an opening, body and close?
- Were they very evident?
- Was the question addressed?
- Did the speaker use humour?

PREPARATION:

Read the assignment guide on Table Topics Master so you are familiar with how the session is run. Review any material you have on Effective Evaluations.

ON THE NIGHT:

- Obtain any special instructions from the Table Topics Master and, if possible, a list of the questions.
- Make sure you are clear whether you are evaluating the Odd or Even numbered questions.
- When called upon to give your evaluation:
 - Go to the lectern and acknowledge the Table Topics Master.
 - Commence your evaluation by naming the speaker.
 - Give a brief evaluation of the speakers allocated to you.
 - Hand back to the Table Topics Master.

POINTS TO REMEMBER:

- Look and listen intently - and choose the points that will prove most useful to the speaker. With an experienced/effective Table Topics speaker it is often difficult to find more than one point for improvement so this is why it is necessary to employ all your listening and evaluating skills.
- It may be useful to point out to the audience a feature that made the speech particularly effective, eg. the word picture, the construction.

- Evaluations are for the benefit of the whole meeting and not just for the speaker. If you say that one speaker had a pleasant smile and confident stance, these are characteristics we can all try to adopt when we next speak. Similarly if you comment that eye contact was poor or that hand gestures would have enhanced the Table Topics answer, we can all consider how effective we are in these areas and seek to improve in our public speaking. In this way each and every evaluation helps all of us improve.
- As the evaluations are for everyone, address your comments to the meeting and not directly to the person (as in “you”), eg. Joan’s voice showed her enthusiasm for the subject and I could see from her natural hand gesture that Joan felt very comfortable answering this question.

EDUCATIONAL AIDS:

The Toastmaster Magazine

TIMING: 30 seconds maximum for each speaker

TABLE TOPICS Guidelines for Evaluation

	✓ Praise	✓ Improve
Physical : What I saw		
Appearance
Use of hand gestures
Eye Contact with audience
Facial Expressions
 Voice : What I Heard		
Tone
Vitality
Volume
Vocal Variety
 Structure of Answer : What I Understood		
Did opening get our attention
Did response develop as mini speech
Was there a clear ending
 Language:		
Appropriate use of words
Word pictures
Emotive words
Use of humour
 Manner:		
Enthusiastic
Confident
Poised
 Timing:		
Was speaker able to round off within time

TONIC

AIM:

- To put the meeting on a bright, positive note.
- To make people laugh, with short clean jokes, humorous anecdotes or stories.
- The idea of telling jokes or stories is to allow you to relax about the content and concentrate on the delivery.
- To give you the opportunity to speak with humour.

PREPARATION:

Remember that great joke you heard recently - start practising so you don't forget the punch line!

If you have difficulty remembering jokes, canvas newspapers and magazines for amusing short stories.

ON THE NIGHT:

1. Be ready at the lectern when you are called to give your assignment. Remember you are setting the tone for meeting - be enthusiastic!
2. Acknowledge the meeting and commence your assignment. Conclude by acknowledging the Chairman.

SUGGESTIONS:

- A joke (remember it should be in good taste and not likely to cause offence)
- A humorous story or anecdote - perhaps about yourself, a family member, or friend
- An amusing article - Readers Digest, newspapers and magazines often have suitable short stories.

POINT TO REMEMBER:

- This is a short but important assignment so make the most of your time - be theatrical, inspirational, funny, uplifting and sparkling. It is a chance to use your imagination!
- When you are at the lectern, you are casually talking, NOT reading from notes.

TIMING: 2 minutes

INSPIRATIONAL/POINT OF VIEW/POETS CORNER

INSPIRATIONAL

AIM:

- To inspire by leaving everyone with something to think about.
- To bring the audience to a realisation of a truth or to create within each person a deep-seated acceptance of your thoughts and the desire to live out the principle(s) you place before them.

PREPARATION:

- Devise a mini-speech that develops an introduction to capture interest, a body that established and consolidates your message, and a conclusion that reaffirms this.
- This assignment enjoys maximum impact when done with minimal use of notes, which signals greater internal conviction in what you are saying. This implies significant preparation.

ON THE NIGHT:

1. Be ready at the lectern when you are called to give your assignment.
2. Acknowledge the meeting and commence your assignment.
3. Deliver the mini speech with due regard to pausing for impact and to give people a chance to dwell on the significance of what you have said.
4. Conclude by acknowledging the Chairman.

POINT TO REMEMBER:

This is a short but important assignment so make the most of your time - be theatrical, inspirational, funny, uplifting and sparkling. It is a chance to use your imagination!

EDUCATIONAL AIDS:

From anywhere - your own experiences or maybe things you have read - the life of someone famous or someone you know, a fable or piece of received wisdom.

TIMING: 3 minutes

POINT OF VIEW

AIM:

To make a short persuasive speech. It can be on a subject that concerns you or an up-to-date comment on current affairs. It should not be written out and ideally should be presented without notes.

PREPARATION:

- Choose a topic of current interest.
- It is okay to introduce controversy if handled with due respect for others' opinion, but avoid religion and politics.
- Concentrate on the structure of your talk. Make sure people understand right from the start what your point is – back up your point with reasons, facts and examples – end with a repeat of your point and an appeal for others to follow.

ON THE NIGHT:

1. Be ready at the lectern when you are called you give your assignment.
2. Acknowledge the meeting and commence your assignment.
3. Deliver a mini speech in the style of a 2 minute table topic.
4. Conclude by acknowledging the Chairman.

POINTS TO REMEMBER:

This simulates the common situation where you are asked to stand up and give your thoughts about a subject of interest. Sound logical structure is the key.

EDUCATIONAL AIDS:

From anywhere – newspapers, television, seminars.

TIMING: 3 minutes

POETS CORNER/READ OR RECITE**AIM:**

To understand the differences between poetry and prose and to recognise how poets use imagery, rhythm and rhyme to convey the meanings and emotions of their poetry.

PREPARATION:

- Select a poem that you feel would be of interest to your audience – you may only have time to read or recite a part of the poem.
- Rehearse your poem using vocal technique to capture the imagery and rhythm of the poem and to convey the mood, meaning and emotions of the poet.

ON THE NIGHT:

1. Be ready at the lectern when you are called to do your assignment.
2. Acknowledge the meeting and commence your assignment.
3. Deliver your poem within the time frame allowed – speaking slower than you would when reading prose (the audience needs time to hear the words, create the images and respond).
4. Conclude by acknowledging the Chairman.

POINT TO REMEMBER:

- In planning and rehearsing your poem, you should realise that reading poetry aloud differs from reading prose aloud.
- Rhythm is the regular recurrence of stress and accent – it adds to the emotion being expressed.
- Rhyme is the correspondence of sounds in two or more words – it accentuates the rhythm of the poem.
- Don't get carried away with rhythm and rhyme to create a sing-song effect that will ruin the mood of the poem.
- Read the poem in phrases – not in lines.
- Direct eye contact should be less than when reading prose – direct eye contact may inhibit the audience's response.

EDUCATIONAL AIDS:

From libraries, the internet.

TIMING: 3 minutes

THE TOASTMASTER/MASTER OF CEREMONIES

This assignment gives you experience introducing speakers to an audience - in some situations this would be described as Master of Ceremonies. The introductory remarks by which speakers are presented to their audiences are an important part of public speaking and should create an atmosphere of expectation and interest. The primary duty of the Toastmaster is to act as a friendly, good-natured host. You establish and maintain the atmosphere of the prepared speech part of the meeting and carry the responsibility of making it a success or failure.

AIM:

- To conduct the prepared speech session, introducing the speakers to the audience and putting each speaker at ease in front of the audience.
- To prepare the audience for the speech session (create the atmosphere!).
- To introduce the evaluators.

PREPARATION:

At least one week prior to your assignment, contact each speaker to find out the following:

- Speech Title
- Purpose of the assignment (.C&LM, AC&LM, other purpose)
- Obtain any helpful information to introduce the speaker (eg. if an Advanced Manual speech you may like to know why the speaker chose that particular manual) – consider, Why this speech, Why this speaker, Why this time.
- Timing
- Because all meetings are held in restaurants, special requirements such as whiteboards are not available.
- Prepare a short 2 minute introduction to the night's speeches, as well as the introduction to each speaker.

ON THE NIGHT:

As the speeches are held in the second half of the meeting, re-check the details with the speakers during the recess to make sure they have not changed their title, etc. Make sure all the requirements for the session are in place **before** you commence your assignment (lectern, a chair at either side of speaking area for you to sit on during speeches). Note any program changes so you know who the evaluators are for each speaker and if there have been any changes to the speaking program.

1. Introduction

Approach the lectern and introduce the prepared speech session with a few brief remarks - What will happen? Why do we make prepared speeches? An introduction may be long the lines of: *We now come to an important part of the Toastmasters program - prepared speeches. Tonight I have*

the pleasure of introducing speakers. After the speeches have been given I will be calling on their evaluators to represent their report on how the speakers have fulfilled the objectives of their assignments..

2. Timer

Give the timer advice on light signals required as per speech requirements - if all speeches are the same length, just give one instruction to the timer at start of session. For example:

Madam/Mr Timer - our three speeches this evening are 5 - 7 minutes. Please assist the speakers by giving a - green light at 5, amber light at 6 and a red light at 7.

Evaluations should last no more than three minutes.

If the timing is different for each speech, make sure you give instructions to the timer during your introduction of each speaker.

3. Evaluator

Mention the evaluator when you introduce each speaker so there is no confusion as to who is evaluating which speaker. Ask the Evaluator to stand and read the objectives of the speech during your introduction.

4. Introducing Speakers

You are now ready to introduce the first speaker. Give his/her name, evaluator and some background material to 'set the scene' for the audience and speaker. eg.

Our first speaker is Tom Green. Tom is an ex-school teacher. He has 3 children all of whom are now grown up and have also become teachers. Tom is still very keen to assist children in education and currently attends the local primary school to help in reading session with the children. Tom is giving a presentation from the Advance C & L Manual - Speaking to Inform.Please join me in welcoming Tom to the lectern with his speech entitled "Class Room Assistance".

Lead with enthusiastic applause and remain at the lectern until the speaker arrives. Greet the speaker with an encouraging smile and handshake and exit from the area as quickly and quietly as possible to the closest chair. Don't walk in front of the speaker or cross behind the speaker as you exit.

When the speaker has finished his speech, lead the applause as they return to his/her seat and pass a brief complimentary or relevant remark before you introduce the next speaker.

Introduce each successive speaker in the same manner until all speakers have completed their assignment.

5. Evaluations

At the conclusion of all speeches you will be calling on the evaluators. If guests are present you may like to give a brief explanation of why we evaluate speeches. Introduce the first evaluator,

Our first evaluation is of the speech by Tom Green entitled "Class Room Assistance". The evaluator is James Brown. Please welcome James to the lectern".

Lead the applause, and when the evaluator reaches the lectern, exit to a convenient seat. When the evaluator has finished, thank him and introduce the next evaluator until all evaluations have been completed.

At the conclusion of the session, make brief closing remarks thanking the speakers, evaluators and timer, eg. *Ladies and gentlemen, I have enjoyed the opportunity to be Toastmaster for this part of*

our meeting. Thank you to our speakers (name them if you want but DO NOT EVALUATE); thank you to our evaluators for your assistance and to our timer. Mr Chairman, that concludes my assignment.

POINTS TO REMEMBER:

Introductions need not be flat, dull and stereotyped. They can be graceful, fun to give and interesting to hear provided you remember the following:

- Give star billing to the speaker - don't be a scene stealer. Direct the group's attention to the speaker, not to yourself.
- Know what the speaker will be talking about - do your preparation so you can tailor your introductory remarks and make the speaker/audience feel at ease.
- It is good to have some sort of link between the speakers as part of your introduction, as if one speech naturally flows on from the next.
- Set the mood for the speaker and the speech - if Jim has just given an hilarious speech about his fishing vacation and the next speaker you are about to introduce will be talking about the need to support cancer research, your audience must be mentally prepared for the subject transition. Your introduction needs to shift the mood from humorous to serious.
- Be brief - 30 seconds to 1 minute for an introduction is adequate.

Here is a Speaker Introduction guideline that you may find useful to:

- help you gather the required information each speaker
- help you display this information in an easy to read format

Speaker Number	
Name	
Current Award	
Speech No	
Manual	
Time	
Timing instructions	
Name of Evaluator	
Evaluator to read objectives	
Introduction	
Speech title	
Welcome	

WHEN YOU'RE THE SPEAKER

As a speaker you should help to prepare a worthy introduction for yourself. Work with the Toastmaster to ensure they receive the background for your presentation (objectives, why you are speaking about the chosen topic).

If there is a special reason you are presenting the speech (eg. it is relevant to your work, sporting interests) tell the Toastmaster so they can include in the introduction.

Contact your evaluator before the meeting and talk about the manual speech you are giving. Discuss the objectives of the assignment and if you would like the evaluator to pay particular attention to any area of your presentation. Remember to bring your manual to the meeting so a written evaluation can be given.

Giving prepared speeches is one of the highlights of your contributions at a meeting. It is where you put in the most effort, receive the most detailed feedback, and where you reap the most substantial rewards.

The purpose of each speech is given in the manual that you are working from. You should endeavour to make every speech a manual speech.

PREPARATION:

1. Consult first the manual, and establish what the objective of the speech are. This is fundamental.
2. Do not be overly concerned with content. Concentrate on putting together a well structured speech that you feel confident in delivering. The emphasis is on delivery, not content.
3. Source material can be from anywhere, perhaps your own experiences or maybe things you have read, an opinion you have, advice you have been given...
4. **Prepare and rehearse to ensure correct timing.**

ON THE NIGHT:

- Before the speech take a few deep breaths.
- Remember to relax.
- Acknowledge the Toastmaster and audience, then deliver your material.
- When finished, hand back to the Toastmaster.

EDUCATIONAL AIDS:

Additional hints can be found in your C & L Manual.

TIMING: According to your speech assignment in the manual.

SPEECH EVALUATOR

AIM:

- To help the speaker improve his public speaking skills by providing useful, honest, helpful feedback for the speaker and the meeting.
- Many believe that this is the most important job in Toastmasters. It is where the most value can be gained from participation, for the speaker, the evaluator and the rest of the audience.

PREPARATION:

- Contact the speaker a few days before the meeting to discuss his assignment.
- Ask if there are any particular areas the speaker would like you to pay close attention to.
- If you have the same speech manual, read and familiarise yourself with the objectives of the assignment.
- Draw up a page to help take notes more efficiently. Assemble headings to guide your thinking. Include space for positives and areas for improvement.

ON THE NIGHT:

- Early in the night, obtain the speaker's manual and read previous evaluations. In this way you will be able to pay special attention to areas, which were previously suggested, for improvement.
- Always keep in mind the aim of the manual speech.
- Make precise and concise notes during the speech. For positives, state what was good and why. Give examples. For points for improvement, state what could be improved and how to fix it.
- Assemble your notes into a speech. Use the formula, Praise, Improve, Praise.
- Finish with a positive and encouraging conclusion.
- Avoid commenting or adding to the content, unless it is part of the evaluation criteria.

THE FORMAT OF AN EVALUATION

While each has their own ideas on how this should be done, and different speeches and speakers may call for different techniques, an evaluation should proceed on these lines:

Praise:

Show the speaker that you listened to and appreciated his presentation. This will create a sound bond between speaker and evaluator. Be generous with your praise.

Improve: Identify Weak Points - What Can Be Improved

Discuss any negative reactions you may have had to the presentation and suggest ways the speaker can improve on these areas.

Praise:

Finish on a positive, encouraging note by restating the strengths of the speaker.

WHAT TO EVALUATE:

Refer to the Table Topics Evaluation sheet for basic guidelines. Select three or four areas for praise and one or two areas for improvement that you feel are the main strengths and weakness of the speaker.

Voice:

Volume too little or too loud? Tone too shrill or pleasantly pitched? Uninteresting monotone or change of tone used to highlight material and arouse interest? Diction - words slurred, run together, could words be heard clearly.

Appearance/Manner:

Confident, organised, appearance, enthusiasm, apologetic, sincere, nervous.

Speech Content:

Appropriate, logical, interesting, enough material or too much, analytical, quality and impact of introduction and conclusion.

Structure:

Look for an opening, body & conclusion; are the ideas of reasoning well presented?

Gestures:

Inappropriate, forced, absent, natural, relaxed, eye contact, added impact

Effectiveness:

Did the speaker achieve what he set out to do? Did he achieve the objectives of the assignment? Did he maintain interest? Was the speech well received?

Did the speaker use visual aids, were they clear?

HOW TO EVALUATE:

Whatever points you choose to praise or comment on, the following should be borne in mind if your evaluation is to be useful.

What: Identify strengths and weakness as above

Why: Analyse why this aspect of the presentation affected you as it did; for example: *Jane's concern for preserving endangered birds certainly came through in her speech.*

How: Give positive suggestions on how to improve eg. *The presentation would have more impact if Bob could arrange his visual aids so that he did not need to turn his back on the audience. Or, I feel I would have appreciated Jane's point more if she had given specific data on endangered birds.*

When you are called upon to give your Evaluation by the Toastmaster:

- Proceed to the lectern
- Acknowledge the Toastmaster, *Mr/Madam Toastmaster, Ladies and Gentlemen.*
- Deliver your evaluation, keep it brief and to the point.
- At the end of the assignment, acknowledge the Toastmaster and return to your seat.

POINTS TO REMEMBER:

- Your assignment starts the moment the speaker's name is called.
- Each manual speech has objectives - make sure you emphasise these in your evaluation and whether or not the speaker has achieved the speech objectives, including the timing.
- Complete the written evaluation for the speaker in the manual and discuss the evaluation with the speaker at the end of the meeting.
- Evaluate in the third person, so that all the audience is included, not just the speaker.
- Be just, kind and generous in your praise - but don't give a worthless whitewash.
- Remember your aim is to assist the speaker, not to dazzle the audience with your word power.
- Don't waste time repeating the title of the speech or explaining what the speech was about - evaluation requires analysis of the speech, not description of the content.
- Avoid negative sounding words like "fault" and "wrong".

EDUCATIONAL MATERIALS:

Effective Speech Evaluation Booklet provided with your New Member kit

TIMING: 3 minutes

MASKED WINE

AIM:

To provide a fun segment, with audience participation.

PREPARATION:

1. You will need to spend a weekend at a winery or at least a day in the shop sampling various wines.
2. After you have chosen the wine, you will need to come up with various questions – reading the label is a help. Normally, the label will say what sort of taste/aroma the wine has (Riesling is fruity). About 8 questions, should be ample, with the questions starting off easy and then getting harder. The questions, of course, depend on the wine.
e.g.
Is this a blended wine? Is this a shiraz? Is there a fruity aroma? Does it have a silky texture? Is this a cabernet sauvignon? Has this wine been French oaked? Was the wine released before 2000? Is this wine from the Hunter Valley? Is this wine from the Barossa Valley?
3. You will need to buy enough wine (2 bottles) for everyone at the meeting (sampling glasses are provided by the club).

ON THE NIGHT:

- You will need to spend about 10 minutes preparing – getting a tray, and pouring the wine into the tasting glasses.
- Be ready for your session when the Chairman introduces you.
- Hand out the sample glasses of wine (get some assistance if needed).
- Confirm that everyone has a sample glass of wine.
- Ask everyone to stand and when you call the question, hands on head if they believe the answer to be YES and hands on bottom, if they believe the answer to be NO.
- Those who get the incorrect answer are asked to sit down, while the questions continue for those who remain standing.
- The last person to remain standing is the winner.
- Thank the winner, the participants and hand the meeting back to the Chairman.

POINT TO REMEMBER:

- This session is just for fun.
- The person who wins, gets to conduct the masked wine session at the following meeting.

EDUCATIONAL AIDS:

Wine guides, the internet.

TIMING: 10 minutes

MEAL EVALUATION

AIM:

- To provide an opinion on the food, the service and the venue.

ON THE NIGHT:

This requires no prior preparation – simply tasting and/or eating all food that is served to be able to evaluate. You may comment on:

- the suitability of the venue
- whether the service was efficient and the manner in which the food was served (open platters for self-serve, individual portions, timing of service)
- the food - the ingredients (freshness, pre-packaged, frozen)
- the temperature of the food (was it warm enough, too hot)
- the ease with which it could be eaten/adequacy of the eating utensils provided
- whether there was enough food
- the variety of the dishes served
- the appropriateness of the dishes selected to the people in attendance

POINTS TO REMEMBER:

Do not be too harsh on the chef. Chefs are very volatile people. This is your opinion only, everyone has different taste and even if you don't like the food, look around – if everyone else is eating it enthusiastically and their plates are empty, it must be good.

TIMING: 5 minutes

LISTENING POST

AIM:

- To help all club members with their listening skills.
- To improve your listening skills by listening during the meeting to prepare the list of questions.
- To test everyone's listening skills by preparing some questions to ask them, at the end of the meeting.

ON THE NIGHT:

- Record interesting key points of information mentioned during the entire meeting, and note who said it.

Example:

Who said a rose by any other name? (Jamie)

How many slaves built the pyramids? (3,500)

- The above examples would have been mentioned by members during table topics, speeches, evaluations or other duties.
- At the end of the meeting, you will be called upon to stand at the lectern and quiz the other members with your questions. The members will call out the answers (if they have been listening).
- While the aim of this assignment is to test club members listening skills, this duty should be performed in a fun manner, it is a pleasant way of reminding members the importance of listening.

POINTS TO REMEMBER:

- The questions should be able to be answered based purely from good listening skills. They should not be trivial – nor should you be testing people's skills at cryptic thinking.
- It is good to ask questions on important points that were learned during the evening (in educational).
- You may well have prepared more questions than you can fit into your time. When your time is up, end your assignment – this shows consideration and professionalism.

TIMING: 2 minutes

TIMER

AIM:

- To assist the meeting to run on time.
- To assist all speakers to speak within time constraints by use of timing equipment.
- To notify the Chairman if the meeting is not proceeding according to the agenda timing.

Your efforts will ensure our meeting proceeds according to the agenda and our speakers gain a sense of time while speaking. You will also practice your speaking skills while presenting your report to the meeting.

PREPARATION:

Make sure you read the agenda and are familiar with the times for the individual assignments.

ON THE NIGHT:

- Arrive early and familiarise yourself with the agenda, timing device and stop watch.
- Make sure you have the timing guide to record the starting and ending times of the various sessions and assignments.
- According to instructions given during the meeting (eg. from Chairman for Business Session, Table Topics Master and Toastmaster) indicate elapsed time by use of the bell or timing lights.
- Notify the Chairman as you become aware the meeting is going over time and not according to the agenda timing.
- Keep a record of people's times.
- Present a simple report of 2 minutes on how well the meeting and individual speakers were able to keep on time.
- When presenting the report at the end of the night, avoid reading out all times on your list. Note the chief offenders or very good performers, but give times for all prepared speeches and speech evaluations.
- If an entire session has gone over time, eg Table Topics due to lengthy introduction/questions, bring this to the attention of the meeting in your report and suggest a way this could be overcome in future meetings. (Ideally, this situation should not arise as it is up to you to notify Chairman.)

POINTS TO REMEMBER:

- In an effort to keep on meetings to time all assignments which go significantly over time will be given an indication by bell - eg. if the Toast is still being given at 3 minutes, ring the bell; if a speech is more than 1 minute over the allocated time, ring the bell. Use your discretion when doing this.

TIMING: 2 minutes

GENERAL EVALUATOR

AIM:

- To evaluate assignments which have not already been evaluated.
- To provide a comment on the overall conduct of the meeting which will serve as a useful guide for future meetings
- To point out any 'significant' areas you feel an evaluator may have overlooked which maybe useful to the speaker or meeting. Be careful doing this - do not pick up on minor issues!

It's a great assignment - hard work, but challenging. You have to listen carefully. You'll be scribbling all evening yet you will have to be selective about what you say because of time constraints.

PREPARATION:

Read the assignment guide. Check the aims/responsibilities of the assignments so you know what to expect from each assignment.

ON THE NIGHT: *Note: comment only on those assignments in your session*

1. The overall tone of the meeting.
 - Was it lively?
 - Orderly?
 - Entertaining?
 - Dull?
 - Dragging?
 - Too serious or too frivolous.
 - What didn't you like?
2. **The Sergeant-at-Arms** -
 - Did the meeting start on time with a firm introduction and handing over of the gavel.
 - Was everything in place eg. banner, lectern, the water and glasses.
 - Were the visitors made welcome before the meeting?
3. **Welcome** -
 -
 - Was it sincere, informative, welcoming, different?
 - Were the visitors given enough information?
 - Were any props used (eg. manual, Toastmaster magazine).
4. **The Toast** -
 - Was it appropriate, topical, too long, dull, inspiring?
 - Did the Toastmaster remember his glass?
 - Was the Toast itself short enough for the audience to repeat?
5. **Table Topics Master** -

- Did the Toastmaster explain the purpose for visitors?
 - Was there a theme?
 - Was it an imaginative session?
 - Were the questions too long or too difficult?
 - Was the overall session lively?
 - Did he ensure members without a major assignment received a question?
 - Were the visitors asked if they would like a question?
 - Did he give clear instructions for the timer and evaluators?
 - DO NOT evaluate the speakers.
6. **Table Topics Evaluators -**
- Did the evaluators waste time by repeating the question?
 - Did they offer a point of praise and a point for improvement?
 - Were the evaluations likely to help the speakers and audience?
7. **Table Tonic -**
- Did it add sparkle to the meeting?
 - Was it something different?
 - Was it in good taste?
8. **Toastmaster -**
- Did he put the audience at ease and outline the purpose of the prepared speeches?
 - Was the room set up correctly for each speaker (and himself)?
 - Did he introduce the speakers clearly and make them feel comfortable?
 - Did he name the evaluators and instruct the timer?
 - Did the introductions show he had prepared his comments in advance?
 - Was the Toastmaster too showy, did he try to upstage the speakers?
 - DO NOT evaluate the speakers.
9. **Speech Evaluators -**
- Did the evaluators give worthwhile and valuable evaluations - eg. praise/improve/praise.
 - Were they familiar with the objectives of the speech?
 - Were the evaluations too tough, too kind?
 - Did they miss any noteworthy points?
 - Do not mention any specific areas in the speech unless you feel it was overlooked by the evaluator and was important to the speaker.
- Reports -** Do not evaluate the Business Session and Reports - this is covered by the Parliamentarian.
10. **Reports by the Meal Evaluator, Grammarian, Listening Post, Timer:**
- Did they give us the information we wanted?
 - Were the reports concise?
 - Did the grammarian give a balanced report of praise and improve?
 - Did the timer keep the meeting to time?

Finally, don't forget to evaluate -

11 **The Chairman -**

- Did he open the meeting well?
- Did he fill the position with courtesy tact and firmness?
- Did he lose control?
- Did he keep the meeting flowing?
- Had he prepared in advance?

Note: Please do not evaluate any Toastmasters dignatories that are attending in an official capacity during their report eg. Area Governor.

POINTS TO REMEMBER:

- This is a detailed and challenging task and to cover it in the scheduled time you have to be concise and precise in what you report. Too many General evaluators are guilty of exceeding the time imposed.
- Your presentation should be positive, upbeat, instructive and basically congratulatory.

EDUCATIONAL AIDS:

C and L Manual
Toastmasters magazines

TIMING: 10 minutes (depending on whether the meeting is running to time)