

TOASTMASTERS INTERNATIONAL®

COMPETENT COMMUNICATION

A Practical Guide to Becoming a Better Speaker

TOASTMASTERS INTERNATIONAL

WHERE LEADERS ARE MADE



COMPETENT COMMUNICATION

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TOASTMASTERS INTERNATIONAL

WHERE LEADERS ARE MADE

www.toastmasters.org

TOASTMASTERS INTERNATIONAL MISSION

We empower individuals to become more effective communicators and leaders.

CLUB MISSION

We provide a supportive and positive learning experience in which members are empowered to develop communication and leadership skills, resulting in greater self-confidence and personal growth.

TOASTMASTERS INTERNATIONAL CORE VALUES

- Integrity
- Respect
- Service
- Excellence

A TOASTMASTER'S PROMISE

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

A Toastmaster's Promise

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

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

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THE TOASTMASTERS EXPERIENCE

You may be more comfortable communicating by electronic mail or telephone than in person. Speaking to large or small groups, or even one-to-one, may intimidate or frighten you. Yet good communication skills are vital if you want to be successful. Corporate leaders say that the ability to communicate well orally is one of the most important skills their recruiters look for in job candidates. Businesses want people who express themselves clearly and confidently, and are persuasive and comfortable communicating with a wide range of people, from top executives to assembly-line workers.

Most schools and universities don't offer this type of training. Toastmasters does. In Toastmasters you'll learn how to formulate, express, and sell your ideas and yourself with poise and confidence. You'll improve your ability to listen and evaluate others' ideas, and you'll learn leadership skills along the way.

By joining your Toastmasters club, you've embarked on a journey that will greatly improve your life.

HOW IT WORKS

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

During club meetings you'll build "quick thinking" skills as you give one- to two-minute speeches on general subjects during Table Topics.® You'll introduce speakers, conduct meetings, and perform other roles that will give you plenty of practice in a variety of communication experiences. But your greatest learning will come from preparing and presenting speeches based on the projects in this manual.

This manual has 10 speech projects, each designed to develop your speaking skills one step at a time. Every project builds upon what you've learned in the preceding project, so you should present the speeches in numerical order. You'll begin with "The Ice Breaker" speech. Since it will be your first speech before the club, it will be based on an easy subject—yourself. In subsequent speeches you'll learn the importance of organization, speech purpose, proper word usage, body language, and vocal variety. You'll also learn how to do research, use visual aids, speak persuasively, and inspire others. Read each project and Evaluation Guide carefully before you prepare your speech. This is your workbook, so you may write in it.

Most of your talks will be only five to seven minutes long. This gives you enough time to develop your topic while still keeping club meetings to a reasonable length, but the principles you learn in a five- to seven-minute speech apply to a 40-minute formal address or a two-minute impromptu speech. You'll learn to speak with confidence, clarity, persuasiveness, and enthusiasm.

An evaluator will give you verbal and written feedback on every speech you present. The evaluator provides a personal opinion of your talk, pointing out its strengths and offering suggestions for improving your next speech. Evaluations have one purpose: to help you become a more effective speaker. Eventually, as you gain more experience, you will evaluate the speeches of others.

This manual teaches you the basics of public speaking. After you finish it, you can begin refining and enhancing your basic speaking skills with the *Advanced Communication Series*. This series consists of 15 manuals with five speech projects each. Some manuals focus on career-related presentations, such as public relations and technical speeches, while others address topics such as interpersonal communication, humor, and storytelling. You choose the manuals to complete and the skills you want to learn.

LEADERSHIP TRAINING

You'll learn more than just communication skills in your club. You'll build leadership skills when you complete the 10 projects in the *Competent Leadership* manual. You can develop additional skills by serving as a club officer, formulating and implementing plans to help the club meet members' needs. You may also complete the *High Performance Leadership* program, working on a leadership project related to your personal or professional life. Serving in leadership positions at other levels of the organization also will help improve your leadership skills.

THE REWARDS ARE MANY

Not only will you learn speaking and leadership skills, you will be recognized for your efforts. At any club meeting, you may present one speech for award credit. Once you've completed all 10 projects in this manual, you will receive the Competent Communicator award, a certificate you can display at home or in the office. If you wish, Toastmasters International World Headquarters will also send a letter to your employer about this accomplishment.

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

THERE'S MORE!

Toastmasters offers other communication and leadership opportunities as well, from speech contests to speakers bureaus.

Throughout this manual you'll find references to manuals, books, and other programs that may help you further develop your speaking and leadership skills. You may purchase these items online at **www.toastmasters.org/shop**.

HOW DO I GET STARTED?

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

1. **Ask your vice president education for a mentor.** A mentor is a friendly, experienced fellow member who will help you with your first few speeches and answer any questions you may have as you begin working in the Toastmasters educational program. The mentor was once a new member like you and knows how important help can be to someone just starting the program.
2. **Ask the vice president education to schedule you to give your first speech, "The Ice Breaker," which is Project 1 in this manual.** If the schedule permits, most likely you will give your first speech at the next meeting or at least be assigned to another meeting role that requires speaking up in front of fellow club members. The sooner you begin speaking in the club, the faster you will learn. Also ask the vice president education to orient you to the club. During this orientation, the vice president education explains how the club operates, the learning opportunities the club provides, and your responsibilities as a member. Both of you will discuss your goals and how the club can help you achieve them.
3. **Read the section "About Your Club."** This section explains what happens at a club meeting, as well as the meeting roles you will be asked to fill and how to fill them.You will also learn about the club's leaders and their responsibilities.
4. **Study *Effective Evaluation* (Item 202) online at www.toastmasters.org.** Every speech you give in the club will be evaluated by another member, and you also will be asked to evaluate others' speeches and leadership roles. Evaluations provide the feedback all members need to improve their skills, so it is important that you know how to evaluate. *Effective Evaluation* (Item 202) reviews how to evaluate and what to do with the evaluations you receive. Read *Your Speaking Voice* (Item 199) and *Gestures: Your Body Speaks* (Item 201) after you have completed two or three speech projects. Both will help you develop some key speaking skills.
5. **Finally, begin preparing your first speech.** Carefully read Project 1, including the Evaluation Guide, and work with your mentor to develop a speech about yourself. Prepare thoroughly and practice your speech repeatedly. Preparation and practice, not only for this first speech but for every speech you give, will help you overcome any nervousness you may have and make you a better speaker.

ONE LAST THOUGHT

More than four million people will confirm that the Toastmasters program works, but it works only when you prepare carefully, actively participate, and speak as often as possible.

Apply yourself, and you will experience the benefits you want in all aspects of your life.

PROJECT 1

THE ICE BREAKER

EXECUTIVE SUMMARY:
For your first speech project, you will introduce yourself to your fellow club members and give them some information about your background, interests and ambitions. Practice giving your speech to friends or family members, and strive to make eye contact with some of your audience. You may use notes during your speech if you wish. Read the entire project before preparing your talk.

OBJECTIVES:
- To begin speaking before an audience.
- To discover speaking skills you already have and skills that need some attention.

Time: Four to six minutes

By now you've heard speeches by club members and have probably participated in Table Topics. This is your opportunity to give your first prepared talk and "break the ice."

The best way to begin your speaking experience is to talk about a familiar subject—yourself. Of course, this subject is too broad for a short four- to six-minute presentation. You must narrow it by selecting three or four interesting aspects of your life that will give your fellow club members insight and understanding of you as an individual. These might include your birthplace, education, or family. You could explain how you came to be in your present occupation and tell the audience something about your ambitions. Or you could explain the effect an incident from your youth has had on your life. One speaker donned hats as she talked about her life. She wore a chauffeur's hat as she talked about driving her children to their activities, a fireman's hat as she discussed the crises or "fires" she encountered daily at her work, and a chef's hat as she told of her love of cooking.

Once you have the highlights of your talk in mind, weave them into a story, just as if you were telling it to a group of friends. Share significant personal experiences. The more personal your talk, the warmer the relationship will be between you and the audience.

OPENING, BODY, AND CONCLUSION

Like any good story, your talk needs a clear beginning and ending. Create an interesting opening sentence that captures the audience's attention. Memorize it, if necessary, and use it even if a better idea occurs to you just before you speak. Then devise a good closing and memorize it, too.

A memorized beginning and ending enable you to start and finish your talk with confidence and ease. In any speech, it's best to select a few main points (three or four at the most) and emphasize them by using examples, stories, or anecdotes. If you merely state a fact and then continue, most of your audience will miss the point. You should make a point, say it again in different words, illustrate the point, and then state it once more in order to be clearly understood. This is a good skill to learn. Choose your points and illustrations carefully. Too much information may overwhelm the audience.

A memorized beginning and ending enable you to start and finish your talk with confidence and ease.

If you think you will need notes, write a brief speech outline on note cards, which you can place on the lectern. Refer to them only when you need them. Remember, you're speaking, not reading. Many speakers begin

by writing out an entire speech, then breaking it into parts, with a key word for each part, and finally writing just the key words on one note card.

PREPARING YOURSELF

Now the talk is ready, but are you ready to present it? Practice the talk until you are comfortable with it. You won't need to memorize the body of the talk, since you already know all about the subject. As mentioned earlier, you should memorize the opening and conclusion.

Present the talk to a family member, a friend, or your Toastmasters mentor. Ask for comments. They may give you some helpful suggestions. If you have an audio recorder, record the talk and listen to it carefully, making any necessary improvements. Using a recording is one of the best ways to improving your speaking ability.

Instead of thinking of this presentation as making a speech, think of it as a talk before a group of friends, sharing information of interest. Don't be afraid of the audience. They have already experienced the same feelings you're having. They want you to succeed and they're eager to help you!

Appearance is important. Be well-groomed and appropriately dressed for your presentation. When you look right, you feel good about yourself. You'll then forget about your appearance and concentrate on your talk. You will have increased confidence because you know you've made a good first impression with the audience.

PRESENTING YOUR TALK

Once you've prepared and practiced your talk, relax. Nervousness is common to every speaker, no matter how experienced. In fact, you can put this nervous energy to work for you by using it to add excitement to your delivery. No one is going to notice a little quavering in your voice, and it will soon disappear anyway as you become involved with what you're saying. (More information about controlling nervousness appears on page 79.)

While being introduced, take a deep breath and slowly exhale. This will help your voice sound resonant and natural. Begin by facing the Toastmaster and saying, "Mr. (or Madam) Toastmaster," then face the audience and say, "Ladies and gentlemen…" or "Fellow members and guests…" Pause, then begin with your memorized opening.

> Don't be afraid of the audience. Think of them as friends who want you to succeed and are eager to help you.

While speaking, make eye contact with various members of the audience, first looking directly at one person for a few seconds, then looking at another, so people feel included in your talk. As you do this, glance periodically at the timer. If the red light comes on while you're talking, move smoothly to your conclusion and finish quickly. Observe time limits whenever you speak.

Don't worry about what to do with your hands. Leave them at your sides if this makes you more comfortable. You'll have opportunities to practice gestures later.

Finish with your memorized conclusion. Some speakers say "thank you" at the very end to signal to the audience that they are finished, but this is not necessary. Instead, after you say your concluding words, nod at the Toastmaster of the meeting and say, "Mr. (or Madam) Toastmaster" and enjoy the applause.

YOUR EVALUATION

After you finish, you'll probably begin evaluating yourself even before you return to your seat. You may think you left out some of the best parts. Every speaker thinks that. Just congratulate yourself on having delivered your first speech, then write down the things you did well and the things you want to improve to make your next speech even better.

To supplement your self-evaluation, an experienced club member has been assigned to evaluate your efforts. Before the meeting begins, give this manual to your evaluator so he or she may make notes on the evaluation page of this project. This gives you a permanent record of your progress. If you want the evaluator to observe something in particular, be sure to inform the evaluator in advance.

Ask other members for additional comments after the meeting (some may give you their own brief written comments during the meeting). All of these comments may not be useful to you, but you should consider them carefully. Remember, each evaluation is an opinion of how that person perceived you and your presentation. These opinions usually (but not always) will be helpful to your self-development.

SPEAKER'S CHECKLIST

- Bring this manual to the meeting whenever you are scheduled to speak.
- Review your presentation with your mentor.
- Discuss any special points with your evaluator before giving the speech.
- Give the evaluator your manual before you speak, so he or she can make written comments on your performance.
- Have the vice president education initial the Project Completion Record after you complete each project. This will give you credit toward your Competent Communicator award.
- Don't be discouraged if your evaluator misunderstood your point. Evaluators have varying degrees of experience in speaking, and evaluation is a learn-by-doing skill, just as speaking is.
- If you have not already done so, read *Effective Evaluation* (Item 202). It will help you understand how to get the most out of the Toastmasters program.

EVALUATION GUIDE FOR **THE ICE BREAKER**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: In this speech the new member is to introduce himself/herself to the club and begin speaking before an audience. The speech should have a clear beginning, body, and ending. The speaker has been advised to use notes if necessary and not to be concerned with gestures. Be encouraging and point out the speaker's strong points while gently and kindly mentioning areas that could be improved. Strive to have the speaker look forward to giving another speech. Your evaluation should help the speaker feel glad about joining Toastmasters and presenting this speech. In addition to your verbal evaluation, please write answers to the questions below.

- What strong points does the speaker already have?

- How well did the audience get to know the speaker?

- Did the speech reflect adequate preparation?

- Did the speaker talk clearly and audibly?

- Did the speech have a definite opening, body, and conclusion?

- Please comment on the speaker's use of notes.

- What could the speaker have done differently that would have improved the speech?

- What did you like about the presentation?

PROJECT 2

EXECUTIVE SUMMARY:
Good speech organization is essential if your audience is to follow and understand your presentation. You must take the time to put your ideas together in an orderly manner. You can organize your speech in several different ways; choose the outline that best suits your topic. The opening should catch the audience's attention, the body must support the idea you want to convey, and the conclusion should reinforce your ideas and be memorable. Transitions between thoughts should be smooth.

OBJECTIVES:

- Select an appropriate outline which allows listeners to easily follow and understand your speech.
- Make your message clear, with supporting material directly contributing to that message.
- Use appropriate transitions when moving from one idea to another.
- Create a strong opening and conclusion.

Time: Five to seven minutes

ORGANIZE YOUR SPEECH

You have delivered your first prepared speech and participated in Table Topics and other meeting roles. Now you're ready to concentrate on structuring an effective speech.

As a speaker, your role is to tell others about your ideas and occasionally persuade them to take some action. Your audience will be more receptive to your efforts if you take the time to assemble your thoughts in a logical manner. Well-organized speeches have several benefits for the audience. They are:

- **Easier to understand.** Your audience wants to know what your speech is about and the point you are trying to make. A well-organized speech helps them do so.
- **Easier to remember.** A well-organized speech enables the audience to better identify and remember the points you made.
- **More credible.** Speakers who take the time to carefully organize their presentations are perceived as more knowledgeable and believable than those who give rambling, disjointed speeches.
- **More enjoyable.** Audiences appreciate presentations that are thoughtfully crafted and lead them step by step from the beginning to the end.

Organizing your speech helps you, too. When you plan the points you want to make and the order in which you want to present them, you will be less likely to forget anything and your presentation will be more effective.

SELECT YOUR TOPIC

Your first step in creating your speech is to decide what to talk about. Novice speakers sometimes find this difficult. The world is full of possible speech topics. Your challenge is to select the best one for you and your audience. Finding a topic doesn't require special ability or long hours of research or thought. Consider, for example,

- Discussions you've had recently with friends or coworkers
- Magazine or newspaper articles that attracted your interest
- Your expertise on certain topics—real estate, writing, personal computers, etc.
- Everyday experiences—shopping, commuting, family relationships.

Any of these can generate speech ideas.

Eventually, as you become a more experienced speaker, you will encounter situations that will cause you to think, "That would make a good speech topic." Write down these ideas and file them. You can refer to them later.

You'll find more tips on selecting speech topics in the Appendix and in *The Better Speaker Series* presentation *Selecting Your Topic* (Item 274).

Be sure the topic is not too broad. For example, instead of talking about sports—a general topic—narrow the subject to children's sports or, more specific still, children's gymnastics. Remember, you will be speaking for only a few minutes, and you will need all of that time to fully develop a single facet of the larger subject. Be sure your topic is timely and relevant for your audience.

Once you know your topic, determine the point you want to make. If the topic is children's sports, for example, do you want to convince listeners that adults are making children's sports too competitive? Do you want to entertain your audience with funny stories about your child's soccer team?

MAKE AN OUTLINE

The next step in preparing your speech is to logically assemble your ideas into a sequence that will help you achieve your objective. There is no "best" way to organize your speech. There are several different ways to organize, and the method you choose often depends on the topic you select and your objective.

Chronological. The topic is arranged by time. For example, in a speech about your town's upcoming centennial celebration, you would begin with details about its founding, followed by information about its growth over the years, then its current status. Or your speech could describe steps in a process, such as a speech about the five steps in making a career change.

Select the three best or most important facts or ideas that most effectively express your message as the foundation for the body of your speech.

Spatial. This type of speech follows a direction. For example, in a speech about planning a flower garden, you could first discuss low-growing flowers appropriate for the front of a garden, followed by slightly taller flowers suitable for the center of the garden, then taller flowers appropriate for the rear of the garden.

Causal. This type of speech shows cause/effect relationships. Often the effect is discussed first, then the cause. A speech about hurricanes that describes how a hurricane is formed and its destructiveness fits this organizational pattern.

Comparative. You compare and contrast different proposals or plans, usually to persuade the audience that one plan or proposal is better. For example, in a presentation to your company's executives, you could compare and contrast two different proposals concerning a new product to convince the executives that one proposal is better than the other.

Topical. This speech splits the main topic into subtopics. For example, a speech about changing radio programming could address three different types of programming: music, news, and talk shows.

Problem-solution. You present a problem that needs to be solved and a solution to that problem. This type of organization is effective if you are trying to motivate your audience to take some kind of action. For example, a speech describing the effect of water pollution on people and the environment fits this organizational pattern, provided it lists sources of water pollution in your town and describes what can be done to stop it.

DEVELOP THE OPENING

In Project 1 you learned that every speech has an opening, body, and conclusion.

The opening should immediately catch the audience's attention and tell the audience what you will be talking about. Examples of a good opening are:

- A startling question or a challenging statement
- An appropriate quotation, illustration, or story
- A display of some object or picture
- An attention-getting generalization that ties in with your subject

Avoid these weak openings:

- An apologetic statement
- A story or joke that does not relate to your topic
- A commonplace observation delivered in a commonplace manner
- A long or slow-moving statement or story
- A trite question, such as "Did you ever stop to think…?"

DRAFT THE BODY

The body is the main part of your speech and consists of the facts or ideas you want to present. The amount of information you include in the body will be limited by the amount of time available to you and how much the audience can remember. Most listeners will remember only three to five main facts or ideas. For a five- to seven-minute talk, three facts or ideas are plenty.

What facts or ideas do you want to convey? You may find it helpful to write down all of those related to your topic on small note cards, using one card per idea or fact and one sentence per idea or fact. Then select the three best or most important facts or ideas. These will be the main facts or ideas you will present. Arrange them in the order that will most effectively present your message.

Subpoints clarify or prove a speech's main ideas. Support material further reinforces the subpoints.

For example, if you are writing a speech about the benefits of eating fruits and vegetables, the three main points you could select are:

1. Eating fruits and vegetables provides nutrients your body needs to function.
2. Eating fruits and vegetables protects against the effects of aging.
3. Eating fruits and vegetables reduces the risk of cancer and heart disease.

The next step in developing the body of your speech is to elaborate on each main point with subpoints. A subpoint clarifies, emphasizes, or proves the idea or fact it supports. Subpoints make the speech more interesting and help listeners remember the main point or idea. For example, a subpoint for point number one above could be: "They contain carbohydrates, proteins, and fats the body uses to generate energy or build cells."

Supporting material then follows each subpoint. Supporting material can include:

- **Statistics.** These are numerical ways of conveying information about incidents, data, and events.
- **Testimony.** These are quotes or opinions from people with expertise on the matter.

- **Examples, stories, or anecdotes.** These usually relate an event that happened to you or someone you know, or someone you've read about.
- **Visual aids.** These could be diagrams, charts, pictures, models, or other objects. (More information about using visual aids appears in Project 8.)
- **Facts.** Facts are verifiable information.

Whichever support method you choose, make sure it is relevant to the point you are making.

THE CONCLUSION

The conclusion is your final opportunity to convey your message and main points in a manner that will help the audience remember them. It should reinforce your ideas and leave listeners with a lasting impression. If you were informing the listeners, you could conclude with a summary of the ideas presented in the body of the speech. If you were persuading or motivating the audience to take some action, you could suggest a course of action listeners could take. You could then conclude with a final remark, such as a challenge, question, anecdote, or quotation.

Occasionally, as you deliver the conclusion, you may remember something you forgot to say earlier. Resist the temptation to talk about it now. Introducing new material in the closing may confuse the audience. Also, don't apologize for anything you may or may not have done or said during your talk. Finish forcefully and confidently.

SAMPLE SPEECH OUTLINE

Following is an outline for a speech containing three main points:

A. Opening
   1. Captures audience attention
   2. Leads into speech topic

B. Body
   1. Main point
      a. Subpoint
      b. Support material
   2. Main point
      a. Subpoint
      b. Support material
   3. Main point
      a. Subpoint
      b. Support material

C. Conclusion
   1. Review or summary
   2. Call to action or memorable statement

PAY ATTENTION TO TRANSITIONS

Audiences need help in moving smoothly from one topic to another. Transitions provide these valuable bridges, helping the audience to follow the ideas being presented and to see the relationship of those ideas. Transitions usually are used as you move:

- from the speech introduction to the body
- from a main point to a subpoint
- from a subpoint to support material
- from support material to another main point
- from the last support material to the conclusion.

Transitions can be words, phrases, statements, or questions. Some transitional words are *afterward, also, but, consequently, consider, finally, instead, later, meanwhile, moreover, next, then, yet*. Some transitional phrases are: *according to, as a result, for example, for instance, in addition, let's begin with, more importantly, this means, to illustrate*. Some transitional statements or questions are: "If this program is so valuable, why is everyone resisting it?" "We must consider three things in developing this new product. First is…Second is…Third is…"

YOUR ASSIGNMENT

In this project, the focus is on effective speech organization.

- Select an outline that's appropriate for your topic and allows your listeners to easily follow and understand your presentation.
- Make your message clear to the audience; the main points, subpoints, and support materials should contribute to that message.
- Use appropriate transitional words, phrases, statements, or questions as you move from one idea to another.
- Create a strong opening and conclusion. You may find it helpful to memorize them as you did in Project 1.
- Incorporate suggestions from your evaluation for Project 1 as you prepare and rehearse this speech.

For more information on speech organization, refer to *The Better Speaker Series* presentation *Organizing Your Speech* (Item 276). Review the Speaker's Checklist in Project 1 as you prepare your speech.

EVALUATION GUIDE FOR **ORGANIZE YOUR SPEECH**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to present a talk that is organized in a manner that leads the audience to a clearly defined goal. The speech includes a beginning, a body, and a conclusion; major facts or ideas; and appropriate support material, with smooth transitions between the facts and ideas. In addition to your verbal evaluation, please complete this evaluation form by rating the speech in each category and offering comments or specific recommended action where warranted.

5 = Excellent
4 = Above average for the speaker's experience level
3 = Satisfactory
2 = Could improve
1 = Needs attention

CATEGORY	RATING	COMMENTS / SUGGESTIONS
Speech Value (Interesting, meaningful to audience)	5 4 3 2 1	
Preparation (Research, rehearsal)	5 4 3 2 1	
Organization (Logical, clear)	5 4 3 2 1	
Opening (Captivating, led into topic)	5 4 3 2 1	
Body (Flowed smoothly, appropriate support material)	5 4 3 2 1	
Conclusion (Effective)	5 4 3 2 1	
Transitions (Appropriate, helpful)	5 4 3 2 1	

- What could the speaker have done differently to make the speech more effective?

- What did you like about the presentation?

PROJECT 3

GET TO THE POINT

EXECUTIVE SUMMARY:
Every speech must have a general and a specific purpose. A general purpose is to inform, to persuade, to entertain, or to inspire. A specific purpose is what you want the audience to do after listening to your speech. Once you have established your general and specific purposes, you'll find it easy to organize your speech. You'll also have more confidence, which makes you more convincing, enthusiastic, and sincere. Of course, the better organized the speech is, the more likely it is to achieve your purpose.

OBJECTIVES:

- Select a speech topic and determine its general and specific purposes.
- Organize the speech in a manner that best achieves those purposes.
- Ensure the beginning, body, and conclusion reinforce the purposes.
- Project sincerity and conviction and control any nervousness you may feel.
- Strive not to use notes.

Time: Five to seven minutes

As you plan a speech, you must be absolutely clear about what you want the audience to do or know at the end of your talk. Your speech must have a purpose. Once you know your purpose, all other decisions relating to the speech—what information to include, organization, and delivery—are easy to make, since you will measure them against their helpfulness in achieving your purpose.

There are two types of purposes: general and specific.

GENERAL PURPOSE

A general purpose is the broad intent of your speech. Most speeches fall into one of four general purposes:

To inform. You present a speech to inform when you want your audience to learn about a new subject, develop a new skill, or learn more about a subject they already know something about. Lectures, briefings, and demonstrations are all informative talks.

To persuade. A persuasive speech strives to change the audience's attitudes or behaviors, or to convince the audience to accept or approve your point of view. Sales presentations and campaign speeches are examples of persuasive speeches.

To entertain. An entertaining speech strives to amuse or provide enjoyment for the audience. Humorous speeches are the most obvious kind of entertaining speech. However, any speech may be entertaining without being laugh-out-loud funny simply by including anecdotes, such as a speech about some unusual experiences you had while on a business trip.

To inspire. Inspirational speeches ask people to achieve noble goals or ideals or reach their highest potential. They draw on emotions and sentiment. A commencement speech is a typical example of a speech intended to inspire.

Perhaps you've heard a speech that seemed to have two purposes—for example, an informative speech that also was entertaining because the speaker told some funny stories. Using humor doesn't mean the speech had two general purposes. The speech's purpose was to inform, but the speaker used humor to help convey his message. Although it's possible for a speech to have two general purposes, it's not recommended. Your speaking time is limited, making it difficult to effectively achieve two purposes. Also, your audience can be overwhelmed and confused when presented with too much information.

SPECIFIC PURPOSE

Suppose you are planning to give an informative speech about remodeling a home. This is a very broad purpose, and you would have difficulty adequately addressing the subject in a five- to seven-minute speech or even a 30-minute

speech. Narrowing the general purpose into a more clearly defined specific purpose will make the presentation more practical and manageable for you, as well as more beneficial for the audience.

The specific purpose is a one-sentence statement about what you hope to accomplish in your speech. It should meet three criteria. The statement should be:

1. **Worded from the audience's viewpoint.** What do you want the audience to be able to do after listening to your speech?
2. **Specific.** The wording is precise.
3. **Attainable.** The specific purpose should be realistic and possible to achieve.

Write the statement from the audience's viewpoint. Instead of saying your purpose is "to inform the audience about remodeling a home," you could say, "After hearing my presentation, the audience will be able to identify the five steps in hiring a competent contractor." In a persuasive speech, your specific purpose could be, "After hearing my speech, the town council will approve the proposal to build an art center."

Be sure to keep the specific purpose reasonable. "After hearing my speech, the audience will be able to repair a bicycle" is not a realistic statement. This is better: "After hearing my speech, the audience will be able to do two simple maintenance tasks that will keep their bicycles safe."

Keep the specific purpose clear and concise. Write it down, paying careful attention to the verbs you use. If you are giving an informative speech, the specific purpose statement could include verbs such as *compare, identify, name, prepare, analyze,* and *list,* while a statement for a persuasive speech could include verbs such as *buy, contribute, join, offer,* and *vote*. Avoid using words like know, understand, recognize, and be aware—they're vague and not readily measurable. The statement should be worded so that, after your speech, you could actually test the audience to see if you achieved your specific purpose.

A general purpose is the broad intent of your speech—to inform, persuade, entertain, or inspire.

Once you have written your specific speech purpose, you can decide the main points you want to make, the facts and ideas that best support the main points, and the most appropriate speech outline to follow. Occasionally you maybe tempted to digress. Be careful to include only the main points and supporting facts and ideas that directly contribute to your specific speech purpose.

As you write the speech, make its purpose clear to the audience. The audience wants to know what you are going to talk about, so the beginning of your speech should tell them this succinctly. The body of your speech should provide the information you promised; the conclusion should reiterate what you've told them. By the time you conclude the speech, the audience should be able to state in one simple sentence the specific purpose of your talk.

SPEAK WITH CONFIDENCE

In Project 2 you learned the importance of speech organization. Knowing your specific purpose and being able to effectively organize your speech to achieve that purpose provide a big benefit for you as a speaker: increased confidence. When you are clear about what you want to accomplish with the speech and the method by which you will accomplish it, you feel better and more confident about yourself and your speech.

You may have discovered, too, that when you are interested in your topic and have strong feelings about it, it is easier to prepare and present the speech. Why? Because you are

enthusiastic about the subject, believe in what you have to say and believe your audience will be interested in it, too. This makes you more convincing and sincere. When you are confident, enthusiastic, sincere, and convincing, you have more credibility. As a result, the audience pays attention to you and is willing to consider your viewpoint.

When you speak on a subject that interests you and/or evokes strong feelings, you'll experience yet another benefit: You'll become so involved with your talk that you will forget your nervousness. In Project 1 you learned that some nervousness is normal for any speaker. However, if you have been feeling very nervous when speaking, now is the time to confront it.

The specific purpose is a one-sentence statement about what you hope to accomplish in your speech.

First, you should realize that your Toastmasters club members are a receptive, friendly, and pleasant audience. They want to help you in your efforts to become a better speaker; you have no reason to be afraid of them. Take advantage of your nervous energy to add excitement to your talk—this will help the audience catch your enthusiasm. Also, use the nervous energy toward thoroughly preparing and rehearsing your speech. When you have a subject that excites you, a clear purpose and well-organized material, and you have rehearsed the speech so much that you are comfortable with it, you no longer have reason to be nervous. You'll find more tips about controlling nervousness on page 79.

TRY IT WITHOUT NOTES

For this speech, try not to use notes. You'll want to convey confidence, enthusiasm, and sincerity; by relying on notes you might convey the opposite impression. By maintaining eye contact with the audience and speaking from your heart rather than from a script, you'll be more effective.

If you're not ready to abandon notes entirely, try this method: Write each main point of your speech in large letters on a single card in a simple phrase. You can then read each card with a quick glance, which will allow you to keep eye contact with the audience.

YOUR ASSIGNMENT

This project focuses on knowing your speech's purpose.

- Select a speech topic and determine its general and specific purposes.
- Organize the speech in a manner that best achieves those purposes.
- Ensure that the beginning, body, and conclusion all tie into and reinforce the purposes.
- Project sincerity and conviction, and control any nervousness you may feel.
- Strive not to use notes.
- Incorporate suggestions from previous evaluations as you prepare and rehearse this speech.

Review the Speaker's Checklist in Project 1 as you prepare your speech.

EVALUATION GUIDE FOR **GET TO THE POINT**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to prepare a speech that has a clear general purpose (to inform, persuade, entertain, or inspire) and a specific purpose. The speech is to be organized in a manner that best achieves these purposes. The beginning, body, and conclusion should all tie into and reinforce the purposes. The speaker is to project sincerity and conviction and strive not to use notes. Any nervousness displayed should be minimal. In addition to your verbal evaluation, please complete the evaluation form below by rating the speech in each category.

5 = Excellent
4 = Above average for the speaker's experience level
3 = Satisfactory
2 = Could improve
1 = Needs attention

CATEGORY	RATING	COMMENTS / SUGGESTIONS
The general purpose of the speech was clear.	5 4 3 2 1	
The specific purpose of the speech was clear.	5 4 3 2 1	
The speech organization supported the speech's specific purpose.	5 4 3 2 1	
The main points and supporting material contributed to the speech's specific purpose.	5 4 3 2 1	
The beginning, body, and conclusion reinforced the specific purpose.	5 4 3 2 1	
The speaker achieved the specific purpose.	5 4 3 2 1	
The speaker appeared confident and sincere, with minimal nervousness.	5 4 3 2 1	
The speaker did not rely on notes throughout the speech.	5 4 3 2 1	

- What could the speaker have done differently to make the speech more effective?

- What did you like about the presentation?

PROJECT 4

HOW TO SAY IT

EXECUTIVE SUMMARY:
Words are powerful. They convey your message and influence the audience and its perception of you. Word choice and arrangement need just as much attention as speech organization and purpose. Select clear, accurate, descriptive, and short words that best communicate your ideas and arrange them effectively and correctly. Every word should add value, meaning, and impact to the speech.

OBJECTIVES:
- Select the right words and sentence structure to communicate your ideas clearly, accurately, and vividly.
- Use rhetorical devices to enhance and emphasize ideas.
- Eliminate jargon and unnecessary words. Use correct grammar.

Time: Five to seven minutes

A clear purpose and effective organization are the foundations of any speech. However, your presentation's success ultimately depends on the words you use and how you place them together. Words are powerful; they communicate your message and affect how the audience perceives you and your message. Clear, simple, vivid, and forceful words add excitement to your presentation, stimulate the audience and communicate a specific message, while good grammar and proper pronunciation give you credibility. If you have a good command of language, your presentations will sparkle with energy and you'll have great influence on your listeners.

WRITE FOR THE EAR

When you don't understand a section of a book or magazine article, you can read it again and again until the meaning is clear to you. When you speak, your listeners don't have this luxury. What you say must be immediately clear to your audience. For this reason, spoken language is much less formal and more repetitious than written language. Repetition and simple, clear language help listeners remember certain points. If you want listeners to understand and accept you, be sure to speak the same way they speak, using familiar words and concepts. Construct your speech in an oral style, using:

Short words. Some people believe they impress others when they use long, convoluted words. In speaking, the most effective and memorable words are short—usually comprised of only one syllable. Short words are easier for listeners to follow and remember. Review your speech draft and count the number of syllables in each word. If most have three, four, five, or more syllables, your audience may have difficulty understanding your message. This doesn't mean every word you use should have one syllable—only that most of your words should.

> You want to use concrete, specific words that communicate exactly what you mean.

Short sentences. Shorter sentences are easier for a speaker to say, easier for the audience to understand, and they have more power and impact. However, a speech made up entirely of short sentences is boring and tedious to hear. Use longer sentences periodically to add variety, but make sure the audience can easily follow them. To tell if a sentence is too complex, look for commas. More than one or two commas indicate the sentence structure is too complicated.

Short paragraphs. A paragraph develops one idea or thought. When you limit your paragraphs to a few sentences, your audience will more readily follow

your logic. Pausing between paragraphs also gives your listeners time to assimilate what you've said.

BE SPECIFIC

Some words are general and have a number of meanings. You want to use concrete, specific words that communicate exactly what you mean.

If you said, "Andrew has a large collection of letter openers," one person may think Andrew has 10 letter openers in his collection, while another may think he has more than 100. If you said, "This suit is cheap," you could mean that the suit is inexpensive, affordable, or poorly made. Depending on a person's viewpoint, the statement "Francois ate a nice dinner" could mean that Francois dined on a hamburger or on filet mignon. *Criminal* could mean a pickpocket, bank robber, embezzler, or murderer. Words like *liberal* and *conservative* may have a different meaning for every person in your audience. As you prepare your speech, select words that leave no opportunity for misunderstanding.

Many words carry special associations or suggestions beyond their dictionary meanings. This is called *connotation.* The dictionary definition of a dog is "any of a large and varied group of domesticated animals related to the fox, wolf, and jackal" and literally has no emotional value associated with it. However, a woman who has been bitten by a dog may attach fear and pain to the word dog, while a little boy with a beloved puppy may attach affection to the word. The words you choose should give listeners the connotations you wish to convey.

VIVID WORDS

The words in your speech should appeal to the senses and stir the audience's imagination. The words should be so descriptive that the audience can see, touch, hear, smell, and taste whatever you describe. Instead of stating, "Alice's feet hurt as she walked to town" say, "As Alice trudged along the dirt road to town, she grimaced in pain as the blisters on her aching feet swelled." Instead of saying, "This proposal will result in more money for our school" say, "This proposal will boost the school's income by $20,000, enough to buy new textbooks and classroom supplies for the next year."

Select verbs carefully. Verbs conveying action add power to your presentation. As you write your speech, use verbs that have energy. *Shake, roll,* and *wiggle* have more energy than move. *Bellow, shout, whisper, scream,* or *whine* could replace speak. *Hobble, creep,* and *trudge* could be used instead of walk.

Use active voice. In the English language, sentences have a voice. This voice is defined by the verb in the sentence. The verb indicates whether the subject performs the action. In the active voice, the subject does something. "The club *elected* Marion president"; "We *reviewed* the programs." The active voice clearly states who is doing what. In the passive voice, something is done to the subject. "Marion was elected president by the club"; "The programs were reviewed by us." The active voice uses fewer words, is easier to follow, and sounds more lively and interesting.

The verbs *is, are, was,* and *were* weaken your message because they don't show action. Instead of saying, "There are two remaining proposals," say "Two proposals remain." "Restricting automobile traffic in our parks is a way to protect the trees and wildlife" can be changed to "We can protect the trees and wildlife in our parks by restricting automobile traffic." "It is a fact that Barbara is a candidate" can be changed to "Barbara announced her candidacy."

INCORPORATE RHETORICAL DEVICES

Rhetorical devices are special ways of arranging words to make an idea or thought sound more pleasing and easier for listeners to remember. Some of the more effective devices are:

- **Simile.** A simile is a comparison that uses the words *like* or *as*. "If we deny our children an education, ignorance will grow like a cancer."
- **Metaphor.** A metaphor merely implies the comparison. "Ignorance is a cancer that must be cured."
- **Alliteration.** In alliteration, the initial sounds in words or in stressed syllables within the words are repeated in a pleasing or memorable manner: "Unnoticed and unused," "hallowed halls," "protect and preserve peace."
- **Triads.** Ideas, adjectives, and points are grouped in threes. Expressed in threes, thoughts have a pleasant rhythm, are dramatic, and become more memorable. "We mutually pledge to each other our lives, our fortunes, and our sacred honor."

USE WORDS ECONOMICALLY

Strive to say a lot in as few words as possible. Many words are unnecessary or are used as fillers, and they detract from and dilute your message. For example, phrases such as *as you know; needless to say; it has been shown that* can be eliminated. Replace clichés such as *tried and true* and *quick as a flash* with more appropriate, descriptive words or phrases.

Other phrases can be reduced to one or two words. *A large number of* can be reduced to *many. At the present time* can become *now,* and in the event of can become *if. Conduct an investigation of* can be reduced to *investigate; take into consideration* can be changed to *consider; exhibits a tendency* can become *tends; in view of the fact* can be reduced to *because.*

Pay attention to redundant words, too, such as *sum total, joint collaboration, future plans, unexpected surprise,* and *new record*. The extra words have no meaning or value.

WATCH FOR JARGON

Perhaps you have heard speakers use sports terms as they talk about business or politics, or incorporate business words in a speech about art or theater. Use specialized terminology only when speaking to people familiar with those terms. Some buzz words can be considered jargon even though they are not related to a specific profession. Following are some of these words and the more acceptable ones to use instead:

JARGON	BETTER
conceptualize	*imagine*
downsizing	*laying off*
finalize	*finish*
implement	*begin, use*
infrastructure	*framework*
interface	*talk with*
operational	*working*
output	*results*
parameters	*limits*
strategize	*plan*
utilization	*use*
viable	*possible*

SAY IT CORRECTLY

Grammar and word pronunciation are major factors in your ability to influence your audience. Audiences perceive good grammar and pronunciation as indicators of a well-educated and credible person. Some common grammar problems are:

- **Subject/verb agreement.** A singular subject requires a singular verb, and a plural subject requires a plural verb. Lilian *runs* home. Lilian and Sean *run* home. One in five children *has* eyeglasses. Five children *have* eyeglasses. Statistics *is* a confusing subject. The statistics *are* not available.
- **Misplaced modifiers.** Keep related words together and in the order that communicates their intended meaning. "Arturo telephoned to talk about the meeting yesterday" and "Yesterday Arturo telephoned to talk about the meeting" have two different meanings simply because of the placement of one word. Similarly, "The child chased the sheep wearing the hat" gives listeners a different image than "The child wearing the hat chased the sheep."
- **Misused pronouns.** Use the correct pronoun in subjective and objective cases. "He and I raced through the course"; "The supervisor chose between him and me"; "A few of us employees rallied behind her"; "No one in the choir sings better than she."

Use correct grammar and pronunciation so your audience will perceive you as well-educated and credible.

Some people have difficulty pronouncing words such as *nuclear, statistics,* and *aluminum*. Spell a problem word phonetically on paper and practice saying it. If you continue to have problems, replace the word with an appropriate substitute that still conveys your meaning. If you plan to say a foreign-language name or expression, make sure you know the correct pronunciation and can say it smoothly.

YOUR ASSIGNMENT

This project focuses on language.

- Select a topic that allows you to use vivid, descriptive words. Pay attention to the words you select and their arrangement. Your words should be so colorful that the audience can "see" them in their minds. Words should be clear, accurate, descriptive and as short as possible, and verbs should convey action.
- Keep sentence and paragraph construction simple and short.
- Use rhetorical devices to enhance and emphasize ideas.
- Eliminate jargon and unnecessary words and use correct grammar.

Your speech should incorporate what you learned in previous projects about purpose and organization and include appropriate suggestions from the evaluations you received. Review the Speaker's Checklist in Project 1 as you prepare your speech.

EVALUATION GUIDE FOR **HOW TO SAY IT**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to use words and arrangements of words that effectively communicate his or her message to the audience. The speaker should select clear, accurate, descriptive and short words and choose verbs that convey action. Sentence and paragraph construction should be simple and short. The speaker needs to include rhetorical devices, avoid jargon and unnecessary words, and use correct grammar. The speech must have a clear purpose and be appropriately organized. Please complete the evaluation form below by checking the appropriate column for each item.

	EXCELLENT	SATISFACTORY	COULD IMPROVE	COMMENTS / SUGGESTIONS
▸ Was the speech topic appropriate for this particular assignment?	_____	_____	_____	
▸ Did the speaker use simple, short, and clear words?	_____	_____	_____	
▸ Did the speaker use vivid, descriptive words that created mental images?	_____	_____	_____	
▸ Did the speaker use words that had more than one meaning or were inaccurate?	_____	_____	_____	
▸ Were the speaker's sentences short, simple, and understandable?	_____	_____	_____	
▸ Did the speaker use rhetorical devices to enhance his or her ideas?	_____	_____	_____	
▸ Did the speaker avoid jargon and unnecessary words?	_____	_____	_____	
▸ Did the speaker use proper grammar and pronunciation?	_____	_____	_____	
▸ Was the speech purpose clear?	_____	_____	_____	
▸ Was the speech effectively organized?	_____	_____	_____	

▸ What could the speaker have done differently to make the speech more effective?

▸ What did you like about the speech?

PROJECT 5

YOUR BODY SPEAKS

EXECUTIVE SUMMARY:
Body language is an important part of speaking because it enhances your message and gives you more credibility. It also helps release any nervousness you may feel. Stance, movement, gestures, facial expressions, and eye contact help communicate your message and achieve your speech's purpose. Body language should be smooth, natural, and convey the same message that your listeners hear. Read *Gestures: Your Body Speaks* (Item 201) online at **www.toastmasters.org.**

OBJECTIVES:

- Use stance, movement, gestures, facial expressions, and eye contact to express your message and achieve your speech's purpose.
- Make your body language smooth and natural.

Time: Five to seven minutes

When you talk to your friends or co-workers, you move your hands and arms, walk around, make eye contact, and change facial expressions. These movements are called body language. Body language is as important in public speaking as it is in everyday conversation. Imagine a speaker who is sincere about her topic but stands stiffly before the audience during the entire speech, not moving or even looking at anyone as she speaks. Her words say she cares about the subject, but her body communicates otherwise. The result? Her audience doubts her message.

Not only does body language communicate confidence and power, it enhances your believability, illustrates and emphasizes the points you are making, and helps to release any nervous energy you may have. Body language is expressed in stance, movement, gestures, facial expressions, and eye contact.

STANCE

Although you should move during a presentation, occasionally you'll stand still as you speak, usually during your opening and closing words or as you make an important point. The stance you assume while standing still is important because it indicates your confidence and comfort level. If you slouch your shoulders and fix your eyes on the floor, your audience thinks you're shy and weak. If you repeatedly shift your weight from one foot to another, you appear uncomfortable and nervous, and your audience may be distracted by your movement. But if you stand straight—feet slightly apart and your weight evenly distributed on each foot—and look directly at your listeners, you convey confidence and poise.

MOVEMENT

Movement during a speech provides variety for the audience. When you walk from one place to another, you attract listeners' attention and get them involved as their eyes and heads follow you.

Your movement from your seat to the lectern or podium is actually the beginning of your presentation and the first opportunity to use body language. You want to appear confident and eager to speak, so walk purposefully to the front of the room with your head up and shoulders back. Turn and face your audience directly, then begin speaking. When you've finished speaking, return to your seat in the same manner.

Any movement during your speech should be purposeful as well. Avoid pacing, fidgeting, swaying from side to side or bouncing up and down on your toes. These are nervous habits that distract the audience. Instead, deliver part of your speech from one spot, then move crosswise two or three steps as you transition to another point in your speech and deliver that point from your new

location. Step toward the audience to emphasize important points. If you want to dramatize a specific point, use movement. For example, if you are describing a physical action such as throwing a ball or shivering from the cold, act out your description by moving your body appropriately. The movement should take place slightly before the verbal point it reinforces.

GESTURES

Gestures are the most expressive part of body language and consist of movements of the head, shoulders, arms, hands, or some other part of the body. Some basic gestures show:

- **Size, weight, shape, direction, and location.** These physical characteristics call for hand gestures. "He went that way!" you may exclaim as you dramatically point out the direction.
- **Importance or urgency.** Show your audience how important your point is. Hit your fist into your open palm.
- **Comparison and contrast.** Move both your hands in unison to show similarities; move them in opposition to show differences.

To be most effective, gestures should be made above your elbow and away from your body, and they should be vigorous and definite to show conviction and enthusiasm. A sweeping wave of your arm to show distance and a rapid, repeated up-and-down-nod of your head to indicate approval will add more to your message than a half-hearted hand wave or a barely noticeable dip of your head. Gestures also should be full and varied rather than partial and repetitious—the same movement over and over is distracting. Make your gestures larger for large audiences to ensure that even people in the back of the room can see them.

> Your movements during a speech attract listeners' attention so any movement should be purposeful.

Gestures can mean many things and these meanings may vary from culture to culture, so be sensitive to your audience. Generally, clenched fists show power or anger. If you want your audience to join you in fighting some injustice, for example, you could clench your fist as you urge them to take action. Opening your palms indicates generosity and caring, so you may display your open palms when describing how a kindly tourist helped someone in need.

In North America, a forefinger pointed toward the ceiling means people should pay attention to what you are saying. Folding your arms across your chest projects strength and determination. Clasping your hands together in front of your chest conveys unity. Of course, body language and its meaning will vary in different countries and cultures.

FACIAL EXPRESSION

Your face unwittingly conveys cues about how your listeners are supposed to react or feel. If you are talking about a terrible automobile accident, yet you are smiling and nodding, your audience will be confused, not sad. Your facial expression must be consistent with the feelings or information you are communicating.

Your eyes, eye movement, eyebrows, and mouth play vital roles in showing sadness, fear, happiness, anger, frustration, nervousness, excitement, boredom, interest, wonder, exhaustion, aggressiveness, confidence, and uncertainty. When you show these feelings, your audience will emulate them. Show sadness by lowering your eyelids, turning down your mouth slightly, and bowing your head. Show surprise or disbelief by widening your eyes and raising your eyebrows. Smile broadly to show happiness.

EYE CONTACT

Have you ever conversed with someone who did not look at you directly? The person looked over your shoulder, above your head, at the floor, or even at someone else—everywhere but at you. What did you think?

Most likely you doubted that person's interest, honesty, and confidence. Or you may have felt excluded or ignored. Eye contact plays a major role in how people perceive one another, and as a speaker you should pay special attention to it.

In Western cultures, people more readily believe people who look them in the eyes while speaking. If you make eye contact with your listeners, they'll think you are sincere, credible, friendly, and honest. These feelings have a great impact on your message and listeners' willingness to accept it.

Eye contact has another benefit. It allows you to establish a bond with listeners. By looking at them, you command their attention and they will have difficulty ignoring you.

As you speak, look at the people in the audience. Don't simply gaze around the room. Look directly at one person until you finish a thought, then move on to another person. Make eye contact randomly throughout the room and avoid moving your head from side to side like an oscillating fan. Look at people toward the back of the room as well as at those in front. Be careful that you don't look at someone too long—you could make that person uncomfortable. Also, looking at each person too quickly may make you appear nervous or deceitful.

Body language should look natural and unrehearsed and be consistent with the meaning of the words being spoken.

If your audience is small, making eye contact is fairly simple, because you will be able to look at each member of the audience at some point. But if the audience is large, you won't be able to do this. Instead, make eye contact with someone in each section of the room, front and back.

MAKE IT NATURAL

Body language should look natural and unrehearsed and be consistent with the meaning of the words being spoken. Using body language that is comfortable for you and enjoyable for the audience takes thought and practice.

After you have drafted your speech, read it and note any places where body language would be appropriate and help convey your message. Try several different ways of using your arms, hands, and facial expressions.

Match your gestures to your words. You should be compelled to gesture and make facial expressions when your thought requires such action. This means your gesture or facial expression should be done slightly before or as you speak, not afterward, to look natural.

Don't worry if at first your movements are stiff and awkward. Natural positions and smooth movements will come the more you rehearse your speech and become familiar with it.

If you have access to video equipment, use it in your rehearsals to help you improve. Rehearsing in front of a mirror also is helpful.

YOUR ASSIGNMENT

This project focuses on body language.

- Select a topic that facilitates the use of body language.
- Use stance, movement, gestures, facial expressions, and eye contact to express your message and achieve your speech's purpose.
- Ensure that body language enhances and clarifies your words and helps the audience to visualize your points and overall message. The message your listeners see should be the same one they hear.
- Make your body language smooth and natural.

Be sure to incorporate what you learned in previous projects about purpose, organization, and language and use appropriate suggestions from the evaluations you received. As you prepare your speech, review the Speaker's Checklist in Project 1 and *Gestures: Your Body Speaks* (Item 201), available as a free PDF at **www.toastmasters.org**. You may also refer to *The Better Speaker Series* presentation *Using Body Language* (Item 279).

EVALUATION GUIDE FOR **YOUR BODY SPEAKS**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to use stance, body movement, gestures, facial expressions and eye contact that illustrate and enhance his or her verbal message. Movement, gestures, facial expressions and eye contact should be smooth and natural. Body language should enhance and clarify the speaker's words and help the audience visualize the speaker's points and overall message. The message you see should be the same one you hear. The speech must have a clear purpose and appropriate organization. Also, the speaker must use words and arrangements of words that effectively communicate his or her message to the audience. In addition to your verbal evaluation, please complete this evaluation form by checking the appropriate space for each item. Add your comments for those items deserving praise or specific suggestions for improvement.

	COMMENTS / SUGGESTIONS
Topic selection:	___ Facilitated body language ___ Satisfactory ___ Could improve
Preparation:	___ Excellent ___ Satisfactory ___ Could improve
Manner:	___ Confident, enthusiastic ___ Satisfactory ___ Nervous, tense
Posture:	___ Poised, balanced ___ Satisfactory ___ Could improve
Gestures:	___ Natural, evocative ___ Satisfactory ___ Could improve
Body movement:	___ Purposeful, smooth ___ Satisfactory ___ Awkward, distracting
Eye contact:	___ Established visual bonds ___ Satisfactory ___ Could improve
Facial expression:	___ Animated, friendly, genuine ___ Satisfactory ___ Could improve
Speech purpose:	___ Clear ___ Satisfactory ___ Could improve
Speech organization:	___ Logical, clear ___ Satisfactory ___ Could improve

- What could the speaker have done differently to make the speech more effective?

- What did you like about the presentation?

EVALUATE YOUR PROGRESS

PART 1

Congratulations! You've now completed five speech projects. This is a good opportunity to evaluate your progress and to set new goals. Complete the evaluation form below, rating your abilities in each category using the following guide. Circle the appropriate rating for each statement:

5 = Excellent, a personal strength
4 = Very good, little room for improvement
3 = Satisfactory, but could be better
2 = Could improve, needs more attention
1 = A real weakness for me, needs plenty of attention

1.	I feel confident and comfortable about giving a speech.	5 4 3 2 1
2.	I enjoy speaking before an audience.	5 4 3 2 1
3.	I easily find good speech topics.	5 4 3 2 1
4.	I am able to organize my speeches so they effectively convey my message.	5 4 3 2 1
5.	My speech openings capture the audience's interest and lead into my topic.	5 4 3 2 1
6.	My speech conclusions are strong and memorable.	5 4 3 2 1
7.	My speeches are free of such verbal crutches as "ah" and "um."	5 4 3 2 1
8.	I am careful to use words that precisely and vividly carry my message to the audience.	5 4 3 2 1
9.	I am able to think quickly and clearly in an impromptu speaking situation.	5 4 3 2 1
10.	I do not depend on notes when giving a speech.	5 4 3 2 1

What skills would you like to improve? Set your goals in the space below.

Don't worry if you found some skills that you would like to improve. You'll have more opportunity to practice in the next five projects! There is still much more to learn. In the next projects, you'll study how to use your voice effectively, how to research your topic, how to use visual aids, and how to persuade and inspire your audience.

PROJECT 6

VOCAL VARIETY

EXECUTIVE SUMMARY:
Your voice has a major effect on your audience. A lively, exciting voice attracts and keeps listeners' attention. A speaking voice should be pleasant, natural, forceful, expressive, and easily heard. Use volume, pitch, rate, and quality as well as appropriate pauses to reflect and add meaning and interest to your message. Your voice should reflect the thoughts you are presenting. Review *Your Speaking Voice* (Item 199)—a free PDF at **www.toastmasters.org**.

OBJECTIVES:
- Use voice volume, pitch, rate, and quality to reflect and add meaning and interest to your message.
- Use pauses to enhance your message.
- Use vocal variety smoothly and naturally.

Time: Five to seven minutes

Your voice is the link between you and your listeners. It is the primary medium for conveying your message. What kind of voice do you have? Is it rich, exciting and easy to listen to? All speakers should work to develop a voice that enhances their words and attracts listeners' attention. A good speaking voice has several qualities. It is:

Pleasant, conveying a sense of friendliness.

Natural, reflecting the true personality and sincerity of the speaker.

Forceful, conveying vitality and strength, even when it isn't especially loud.

Expressive, demonstrating various shades of meaning, never sounding monotonous and emotionless.

Easily heard, as a result of proper volume and clear articulation.

If listeners can't hear you, or if they find your voice annoying, they will not pay attention and your message will be lost.

THE ROLE OF POSTURE AND BREATHING

A good-quality voice begins with good breathing. Your voice is supported by a column of air. The depth and steadiness of this air affects your voice. You'll find that breathing deeply, from your abdomen or lower chest, will provide better vocal quality than breathing shallowly from your upper chest. Abdominal breathing will help you manage your breathing as you speak. Inhale during logical pauses in your speech, before you run out of air. Then release the air slowly so you don't run out of air or lose projection after the first few words.

> A good speaking voice should be balanced between extremes of volume, pitch, rate, and quality.

Posture has a great impact on your voice. Air must flow freely through your lungs and vocal chords. If you slouch when speaking, with your shoulders hunched and your head down, your lungs and vocal chords are blocked and air flow is reduced. For maximum control of your breath and voice when you speak, stand straight, knees slightly flexed, head straight and shoulders back.

CHARACTERISTICS OF A GOOD VOICE

A good speaking voice should be balanced between extremes of volume, pitch, rate, and quality.

Volume. Being able to control the loudness or softness of your voice helps to keep the audience's attention. Speaking too loudly for a long time will bother your audience. Speaking too softly for a long time will annoy listeners too, as they struggle to grasp your words. Volume level depends on the size and shape of the room. However, you should also vary your volume level for emphasis. For example, if you're conveying anger, you will want to increase your volume. If you are sharing something secretive with the audience, lower the volume.

Pitch. The pitch of a sound is how high or low it is on the musical scale. Vary your pitch as you speak—droning on in a monotone voice will quickly put listeners to sleep, and speaking in a squeaking voice will make them want to cover their ears. You should adapt the pitch of your voice to the material you are presenting. For example, a high pitch conveys excitement and enthusiasm, while a low pitch indicates sadness or thoughtfulness.

Your voice should be expressive to add meaning to the words you use, enhance your message, and add interest for the audience.

Rate. This is the number of words you speak per minute. Speak too fast and your audience will not be able to keep up with you. Speak too slowly and your listeners will lose interest. You want to speak fast enough so that people have to pay attention, but slow enough that they can digest what you are saying. The most effective speaking rate is approximately 125-160 words a minute. You should vary the rate, moving quickly through some of the material but slowing to emphasize important information or to communicate a complex idea.

Quality. Your voice should convey friendliness, naturalness, and confidence, and be enjoyable and pleasant to the ears. Listen to yourself on tape. Does your voice sound harsh, breathy, shrill, thin, or nasal? You can improve it by relaxing, eliminating any tension from your voice.

SILENCE CAN BE GOLDEN

At times you won't want to use your voice. Well-timed silences or pauses add impact to your words and are a powerful speaking technique. A pause can be used to:

- **Emphasize your main points.** A moment of silence before a statement tells listeners that you are about to say something important. A brief pause after you make a statement tells listeners that what you just said is important.
- **Breathe.** Appropriate pauses are your opportunity to inhale.
- **Punctuate.** Pauses often serve as punctuation, telling listeners that you have ended a sentence or thought.
- **Attract attention.** When you feel that listeners are distracted, pause. Your silence will attract their attention back to you.

BE EXPRESSIVE

Your voice should be expressive, showing a wide range of emotion. An expressive voice adds more meaning to the words you use, enhances your message, and adds interest for your audience. Read these passages aloud using the tone of voice appropriate to each:

I appreciate all you have done for me, and I hope to return the favor some day. (simple, honest statement, or sarcasm)

Kindness! Do you call that kindness? I wouldn't treat a stray dog the way you've treated me! (resentment, anger, unfriendliness)

If each of us does one kind thing for someone else every day, we could help make the world a better place to live. (deep feeling of earnestness and conviction)

Notice how your tone and effect vary with the different thoughts you express. See how easy it is to change the meaning by changing your emphasis.

As another experiment, call a friend on the telephone and talk for several minutes on some topic of mutual interest. Vary your tone of voice, rate, pitch, and volume. Use pauses to emphasize a point or arouse interest in what you will say next. At the same time, keep your vocal experimentation within the context of normal conversation.

THE VALUE OF REHEARSAL

Like body language, your speaking voice should be natural and consistent with the meaning of the words being spoken. Achieving a speaking voice that is comfortable for you and enjoyable for the audience takes thought and practice.

After you have drafted your speech, read it and note any places where you can vary the rate, pitch, volume, and vocal quality, or pause to add emphasis and meaning. Speak clearly and project your voice. Try several different methods to see which one is most effective.

Match vocal variety to your words. You should be compelled to change your voice when your thought or words require it. Don't worry if at first your efforts at vocal variety are awkward. The more you rehearse your speech and become familiar with your voice, the more comfortable you will become. If you have access to an audio recorder, use it in rehearsals to help you improve.

YOUR ASSIGNMENT

This speech focuses on vocal variety.

- Choose a subject that calls for vocal variety. It could be a topic that requires a display of emotion, one that enables you to quote or imitate different tones of voice or manners of speaking, or one that involves a great deal of description.
- Use a voice that is pleasing to listen to, with proper balance of volume, pitch, and rate.
- Use pauses to enhance your message.
- Use your voice to reflect and add meaning and interest to the thoughts you are presenting.

Be sure to incorporate what you've learned in previous projects about purpose, organization, word usage, and body language, and use appropriate suggestions from the evaluations you received. As you prepare your speech, review the Speaker's Checklist in Project 1 and *Your Speaking Voice* (Item 199), a free PDF available at **www.toastmasters.org**.

EVALUATION GUIDE FOR **VOCAL VARIETY**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to use a voice that is pleasing to listen to, with proper balance of volume, pitch, and rate, and use pauses to enhance his or her message. The speaker's voice should reflect and add meaning to the thoughts he or she is presenting. The speaker is to incorporate lessons learned in previous projects about purpose, organization, word usage, and body language. In addition to your verbal evaluation, please complete this evaluation form by checking the appropriate space for each category. Add comments where praise is warranted or where you can offer specific suggestions for improvement.

Topic selection:	___ Facilitated vocal variety	___ Satisfactory	___ Could improve
Volume:	___ Excellent	___ Satisfactory	___ Too loud or soft
Rate:	___ Excellent, varied	___ Satisfactory	___ Too fast or too slow
Pitch:	___ Varied, conversational	___ Satisfactory	___ Monotonous, artificial
Quality:	___ Pleasant, friendly	___ Satisfactory	___ Harsh, monotonous
Pauses:	___ Appropriate, effective	___ Satisfactory	___ Could improve
Expressiveness:	___ Conveyed emotion, meaning	___ Satisfactory	___ Could improve
Vocal variety:	___ Enhanced speech	___ Satisfactory	___ Could improve
Organization:	___ Logical flow of ideas	___ Satisfactory	___ Should improve
Word usage:	___ Vivid, descriptive, accurate	___ Satisfactory	___ Could improve
Body language:	___ Natural, expressive	___ Satisfactory	___ Unnatural, distracting

- What could the speaker have done differently to make the speech more effective?

- What did you like about the speech?

PROJECT 7

EXECUTIVE SUMMARY:
Your speech will be more effective if you can support your main points with statistics, testimony, stories, anecdotes, examples, visual aids, and facts. You can find this material on the Internet, at a library, and in other places. Use information collected from numerous sources and carefully support points with specific facts, examples, and illustrations, rather than with just your own opinions.

OBJECTIVES:
- Collect information about your topic from numerous sources.
- Carefully support your points and opinions with specific facts, examples, and illustrations gathered through research.

Time: Five to seven minutes

RESEARCH YOUR TOPIC

The most challenging part of preparing a speech is gathering the material. If you want to convince an audience, you need the facts to support your message. But how do you find the information you need?

In Project 2 you learned about the different types of support material:

- **Statistics.** These are numerical ways of conveying information about incidents, data, and events.
- **Testimony.** These are quotes or opinions from people with expertise on a particular subject.
- **Examples, stories, or anecdotes.** These relate an event that happened to you or someone you know, or someone you've read about.
- **Visual aids.** These could be diagrams, charts, pictures, models, or other objects. (More information about using visual aids appears in Project 8.)
- **Facts.** Facts are verifiable information.

Lots of resources offer these types of information. Your challenge is to find the ones that will help you with your presentation.

HOW TO BEGIN

Start your research by compiling what you already know or have on your speech subject. You may have had personal experience with the subject matter, perhaps even have files, magazines, and other literature about it. Organize what you already know or have and see where any gaps exist. Your research goal will be to fill in these gaps.

SEARCH THE WEB

Today the most convenient research source is the Internet. You can comfortably sit at your desk with your personal computer and find a variety of information on numerous subjects on the Internet through common search engines such as Yahoo and Google. Some encyclopedia companies put versions of their books online. Many magazines and newspapers are available online too. Government agencies post information and statistics, and so do publishers of books and journals. You'll also find sites containing quotations, biographies, and other helpful resources. Much of the information you'll find from these sources is free; some sources may charge per use, monthly, or annual fees for access to their data. Because the Web contains so much data, finding the specific information

you're looking for will take time. In some cases, you may not find the substantive information you need.

Search engines are software tools that allow you to ask for a list of Web pages containing certain words or phrases from a search index. The search engine then indexes the findings for your review.

If you are looking for information on breeding Siamese cats, for example, you could type "Siamese cats" in the search box. The search engine then looks for Web pages containing the words, combinations, or phrases containing the words "Siamese cats." You can program the engine to look for an exact match or for a close match. Usually the engine will rank its findings based on their closeness to the words you typed. Be aware, though, that the process is automated. No person screens the Web pages to see whether they are applicable to your needs. For example, someone's personal Web page may contain the words "Siamese cats" only as it relates to his or her family's pets.

For best results, define your search as narrowly as possible. "Siamese cats" yields an index of more than one million Web pages—a lot for you to review. "Applehead Siamese cats" yields about 40,000 Web pages—more manageable. "Breeding Applehead Siamese cats" results in about 10,000 Web pages, even better yet.

> The goal of research is to fill the gaps in your existing knowledge with facts to support your message.

Be thorough in your search and remember to use a variety of search engines. One engine may produce a larger index than another and provide that select piece of information you are seeking, while others may offer next to nothing on your topic. You'll find more information about the various search engines available and how to use them on the Internet by typing "search engines" in the "search" box on your Web browser.

Web directories can be useful too. Similar to a subject index in a library, a Web directory is categorized by different topics, such as business, health, or sports, which are broken into subtopics. Most directories have a search engine that allows you to search within the directory.

Many libraries offer their catalogs and periodical indexes online. However, they usually offer only brief descriptions of available items, not the full text. Searching a library's online catalog and periodical index may tell you if the library has information on your topic, but you still have to go in person to the library to access that information.

THE LIBRARY

A good library offers more information than you'll find on the Internet. University libraries are the best, but public libraries also are good resources. You'll find books, magazines, newspapers, videos, DVDs, audio tapes, and other items. You can search the library's catalog and periodical indexes for the latest books and articles on your topic.

The best part of library research is that people are available to help you. The reference librarian can recommend periodicals, direct you to books on the subject, and even help you search for information on the Internet. In some libraries the reference librarian will do the research for you for a small fee.

Whether you are searching the Internet or visiting your local library, you'll be sure to find helpful links or references to other documents on your topic.

OTHER INFORMATION SOURCES

The Internet and the library are the most common sources of information, but they may not be necessary for some types of research. If you're looking for information about the number of new businesses in your community, call the local chamber of commerce. Looking for tips on growing roses? The staff at a nearby garden store may be able to help. Do you have some questions about etiquette? A bookstore will have lots of material on the subject. What do people in your neighborhood think about the town's redevelopment plans? Ask them, or read the letters and editorial pages in your newspaper.

As you do the research, remember to:

1. Keep an open mind. The information you discover may cause you to change your mind about a topic or prove it to be inappropriate or incorrect.
2. Use different sources. Read as many different books or articles about the subject as possible to give you a broader view.
3. Record the information. Take notes on important points and the publication in which you found it, in case you want to cite it, are asked about it later, or want to check it again.

VARY THE SUPPORT

Most likely you will collect far more information than you need. Your challenge is to pick out the material that best supports your ideas. It should add color to your presentation, explaining or reinforcing points, and illustrating your message.

Keep your speech interesting by using different types of support materials. Citing statistics may be appropriate for one point, but a story or anecdote may be the best support for another. Avoid using the same type of support material throughout the speech. Excessive use of statistics can be dull; too many anecdotes will make them lose their effectiveness.

KEEP IT AT THEIR LEVEL

Research can be impressive, but only if your audience understands it. If your support material is complex or involves statistics, find the human interest side and include that information in your speech. For example, if your research shows that 20 percent of adults read at a fifth-grade level or lower, make this statistic more meaningful to your audience by saying, "One of five adults in this room reads at or below the fifth-grade level." When you relate numbers or facts to their everyday lives, your listeners will be appreciative.

YOUR ASSIGNMENT

This project emphasizes using research to support your message.

- Choose a subject that will interest your listeners, one that requires a large amount of research.
- Collect information from numerous sources. This will be the most thoroughly researched presentation you have given to date.
- Carefully support your points and opinions with specific facts, examples, and illustrations.

Be sure to incorporate what you learned in previous projects about purpose, organization, word usage, body language, and vocal variety and use appropriate suggestions from the evaluations you received. As you prepare, review the Speaker's Checklist in Project 1.

EVALUATION GUIDE FOR **RESEARCH YOUR TOPIC**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to select a subject of importance to the audience that requires a large amount of research. The speaker is to collect information from numerous sources and carefully support points with specific facts, examples, and illustrations, rather than with just the speaker's own opinions. The speaker is to incorporate what he or she has learned in previous projects about purpose, organization, word usage, body language, and vocal variety, as well as use appropriate suggestions from the evaluations received. In addition to your verbal evaluation, please write answers to the questions below.

- How well did the speaker's topic apply to the audience?
- Was the topic well researched?
- How well did the speaker support his or her main points?
- Was the support material appropriate for the point made?
- Did the speaker vary the types of support material?
- How clear was the speaker's purpose?
- Was the speech effectively organized?
- Did the speaker take advantage of body language and vocal variety?
- What could the speaker have done differently to improve the speech?
- What did you like about the speech?

PROJECT 8

EXECUTIVE SUMMARY:
Visual aids help an audience understand and remember what they hear; they are a valuable tool for speakers. The most popular visual aids are computer-based visuals, overhead transparencies, flipcharts, whiteboards, and props. The type of visual aid you choose depends on several factors, including the information you wish to display and the size of the audience. Visuals must be appropriate for your message and the audience, and be displayed correctly with ease and confidence.

OBJECTIVES:

- Select visual aids that are appropriate for your message and the audience.
- Use visual aids correctly with ease and confidence.

Time: Five to seven minutes

GET COMFORTABLE WITH VISUAL AIDS

Projects 2 and 7 mentioned visual aids as one type of support material for a speech. Because people remember best what they simultaneously see and hear, visual aids are powerful tools for a speaker.

They offer five benefits:

1. **They increase understanding.** Ours is a visual age. Most of what we learn is ingested through our eyes—not our ears. Visual aids help you convey messages in the dimension best suited to clear understanding.
2. **They save time.** Information presented visually is received and processed by the brain faster than a verbal message. Visual aids are especially useful in helping people quickly understand complex or abstract ideas.
3. **They enhance retention.** People remember an average of just 10 percent of a spoken message a week after it is presented. However, they remember up to two thirds of what they both see and hear.
4. **They promote attentiveness.** People think much faster than you speak, so their minds tend to wander during a speech. Visuals help keep them focused on your message; they also add variety and interest to a presentation.
5. **They help control nervousness.** Displaying visual aids gives you purposeful physical activity that lets your body process nervous energy without distracting the audience.

SELECTING THE RIGHT VISUAL AID

The most common visual aids are computer-based aids, overhead transparencies, flipcharts, whiteboards, and props. Your choice for a particular speech depends on several factors, including:

- The information you wish to convey
- The size of the audience
- The equipment available to you
- The time available to prepare visuals
- The amount of money you can afford to spend

Computer-based visuals. The technology for computer-based visual presentations is rapidly changing. Using a laptop computer, presentation software, a screen and other equipment, you can produce and display dramatic visual aids,

including animation and simulations. Computer-based visuals are becoming the standard for most presentations. They can be used for large and small audiences and can convey simple as well as complex information. If you use a remote control, you can change the visuals while walking about the room, giving you more freedom of movement. However, the equipment needed can be expensive to purchase or rent and, like most electronic equipment, sensitive. Plan to devote plenty of time to creating the visuals in advance, to making sure all of the electronic components work together and to rehearsing with them. Have a backup plan in case technical problems occur during the presentation.

Overhead transparencies. While not as high-tech as computer-based visuals and clumsy to use, overhead transparencies work well for small audiences and are inexpensive to make. They require only a projector and a screen to use, and many meeting facilities have the equipment available for a small fee. Transparencies can easily be produced on a computer and printed on a laser printer or copy machine. You also can write on the transparencies as you speak and use colored markers on them.

Visual aids are a complement to a presentation. You don't need a visual aid for every sentence or point.

Flipcharts. Flipcharts are used for small-group trainings or briefings and for brainstorming sessions. They are great for recording audience responses, but you can also use them to display information. You can prepare flipchart pages in advance, but you have the flexibility to add to them as you speak. Write on every second or third page—so succeeding visuals won't show through—using colorful crayons or markers. During your presentation you can then tear pages from the pad and tape them to the wall for display.

Whiteboards. These are available in many meeting rooms. They are useful for small audiences, allowing you to display simple lists, graphs, and diagrams and to record audience responses. However, they require thorough cleaning before each use and you can't save the material on the board unless you transcribe it to a computer or paper.

Props. A prop is an object that contributes to your speech. It can be a book, a ball, a tool, a model, or any other item that helps you make your point or helps the audience to better understand and remember your message. You may need a table to place a prop on when you are not using it, and perhaps a cloth to cover the prop from view until you need it.

WHEN TO USE THEM

Visual aids are intended to complement a presentation, not to be the presentation. Charts, graphs, diagrams, models, pictures, and printed words can stimulate your audience and increase their retention of your material. But you don't need a visual aid for every sentence you say or every point you make. If you emphasize everything, then nothing seems important! You should use them only:

- To reinforce a main point. A visual aid tells the audience that what you just said, or are about to say, is important and something they should remember.
- To enhance understanding/remembrance of complex material. Visual aids help the audience understand things such as relationships, construction, and statistics.
- To save time. Sometimes the same message is communicated faster and better through visuals rather than spoken words.

Some people use visual aids as prompts for their presentations, relying on them as notes. Visual aids do not replace preparation. You still must be so thoroughly familiar with your presentation that you can give it even without using visual aids.

DESIGN GUIDELINES

To be effective, visual aids should be easy to read and understand as well as pleasing to view. Whatever types of aids you are creating or using, consider the following guidelines:

- **Make them visible.** Everyone in the room must be able to see your visual aid. Use the largest possible lettering and both upper and lower cases. Use blank space to make text stand out.
- **Limit each visual to only one main thought or point.** More than one point distracts the audience.
- **Use no more than six lines of text and no more than six words per line per visual.** This keeps the text big enough for the audience to read.
- **Keep them simple.** Avoid cluttering a visual aid with too much artwork or fancy graphics. Your audience should be able to quickly grasp the visual aid's point.
- **Use color carefully.** Colors add interest and improve retention. Choose colors that enhance readability. For example, black letters on a dark blue background are difficult to read. Avoid using too many colors; two or three are enough.
- **Make them consistent.** Including some consistent design elements, such as font, colors and/or artwork, will make your visual aids more pleasing to the eye.
- **Use different types of aids.** Variety adds interest. If you're giving a presentation with computer-based visuals, for example, follow a bar chart with a text visual or a diagram.

> Effective visual aids are easy to read and understand and are pleasing to view.

Proofread all visuals for spelling and grammar. If your visual is a graph, table, chart, or diagram, be sure to title it so the audience knows what it is.

DISPLAY TIPS

Using visual aids successfully requires practice. Displaying them too soon, too late, or too quickly will decrease their impact. Consider these tips:

1. **Display a visual just before you are ready to talk about it.** Your audience will look at a visual the moment you display it. Pause, giving the audience time to read and comprehend it, then begin discussing the point.
2. **Maintain eye contact with the audience as you display the visual.** Don't talk to the screen or flipchart or read from it.
3. **Display it long enough.** Show the visual as long as it takes you to discuss the point it makes, then remove it. If you are using an overhead projector, display black or opaque transparencies between visuals to avoid showing a bright white screen. Don't continue to show a visual after you have moved on to a new point.
4. **Don't block the visual.** The entire audience must be able to see it. If you're projecting a visual onto a screen or using a flipchart, stand off to the left side. To point out something on the screen or chart, use your left hand or a pointer. If you're holding an object for the audience to see, display it to the left or right of your body.

5. **Don't write as you speak.** If you're writing on a flipchart or overhead transparency, pause as you write. Then turn back to the audience and begin to speak.
6. **Display the correct visual.** If you forget part of your presentation or present material out of sequence, you may unwittingly display the wrong visual. If possible, before you display a visual, check that it is the correct one.
7. **Have them ready.** Before your presentation, check the room to make sure listeners will have clear views of your visual aids. Put them in place and ready for use. Double-check any electronic equipment to make sure it is functioning.
8. **Rehearse.** Practice with your visuals until you can display them smoothly and confidently.

HAVE A BACKUP PLAN

If you are using computer-based visuals, an overhead projector or other electronic equipment, be prepared for technical failures. If something goes wrong, keep speaking and don't waste the audience's time while you try to replace a burned-out light bulb or change a cable. If necessary or appropriate, have paper copies of your visuals ready to distribute to the audience.

YOUR ASSIGNMENT

This project focuses on visual aids.

- Select a speech subject that allows you to use two or more visual aids.
- Select visual aids that are appropriate for your message and the audience.
- Display the visual aids correctly with ease and confidence.

Be sure to incorporate what you learned in previous projects about purpose, organization, word usage, body language, vocal variety, and research and use appropriate suggestions from the evaluations you received. Review the Speaker's Checklist in Project 1 as you prepare your speech.

EVALUATION GUIDE FOR **GET COMFORTABLE WITH VISUAL AIDS**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to present a speech that uses two or more visual aids. The visual aids selected must be appropriate for the message and audience, and be displayed correctly with ease and confidence. The speaker is to incorporate what he or she has learned in previous projects about purpose, organization, word usage, body language, and vocal variety. The speaker also is to use appropriate suggestions from the evaluations received and thoroughly research the subject. Please complete this evaluation form by checking the appropriate column for each item. Add comments for items where special praise is warranted or where you can offer specific suggestions for improvement.

	EXCELLENT	SATISFACTORY	COULD IMPROVE	COMMENTS / SUGGESTIONS
▸ Were the visual aids appropriate for the speech and message?	_____	_____	_____	
▸ Did each visual aid help you to understand and remember the speaker's point?	_____	_____	_____	
▸ Was each visual aid clearly visible?	_____	_____	_____	
▸ If the speaker used computer-based visuals or overhead transparencies, was each visual easy to read and well-designed?	_____	_____	_____	
▸ Did the speaker use the visual aids smoothly and with confidence?	_____	_____	_____	
▸ How clear was the speaker's purpose?	_____	_____	_____	
▸ Did the speaker use body language to reinforce the message?	_____	_____	_____	
▸ Was the speaker's word choice effective and appropriate?	_____	_____	_____	
▸ Was the speech well-researched?	_____	_____	_____	

▸ What could the speaker have done differently to make the speech more effective?

▸ What did you like about the speech?

PROJECT 9

EXECUTIVE SUMMARY:
The ability to persuade people—getting them to understand, accept, and act upon your ideas—is a valuable skill. Your listeners will more likely be persuaded if they perceive you as credible, if you use logic and emotion in your appeal, if you carefully structure your speech, and if you appeal to their interests. Avoid using notes because they may cause listeners to doubt your sincerity, knowledge, and conviction.

OBJECTIVES:

- Persuade listeners to adopt your viewpoint or ideas or to take some action.
- Appeal to the audience's interests.
- Use logic and emotion to support your position.
- Avoid using notes.

Time: Five to seven minutes

PERSUADE WITH POWER

Today we are bombarded by persuasive messages. Advertisements try to persuade us to buy a particular brand of soft drink, coffee, or antacid. Salespeople try to persuade us to buy an automobile, a personal computer, or a cellular telephone. We do it too, by trying to persuade our spouses to vacation in the Bahamas, persuade a salesclerk to refund our money, or convince our boss that a certain proposal is better.

People who can speak persuasively have a great deal of influence. The ability to get others to understand, accept, and act upon your ideas is a skill you can use every day at home, at work, and in the community. It is also a characteristic of a good leader. Throughout history people have rallied around those who can speak persuasively.

TYPES OF PERSUASION

In a persuasive speech, your primary purpose is to influence the thinking or behavior of listeners. You can influence them in several ways:

- **Inspire.** Your goal is to excite your listeners about your topic or reinforce their existing ideas or beliefs, not necessarily to alter their opinions or beliefs. Sermons and commencement addresses fall into this category of persuasive speech. You'll learn more about this type of speech in Project 10.
- **Convince.** You want your listeners to change their opinions or to develop the same opinion you have. You may not want them to do anything at the moment but change their minds. A presentation convincing listeners that extraterrestrial life exists is an example of this type of speech.
- **Call them to action.** You want listeners to do something after hearing your presentation, such as sign a petition, read a book, or buy a product.

YOUR ROLE

Impressions count, and this is especially true in persuasive speaking. While the content of your message is important, of equal weight is the audience's opinion of you. Your listeners must like, trust, and respect you before they will adopt your ideas. They should view you as someone they can identify with—someone whose needs and interests are similar to theirs. They base their opinion of you on your:

- **Knowledge.** You must be qualified to discuss the subject and offer evidence to support your position. You must know the subject well and be able to present plenty of evidence to support your ideas.

- **Reputation.** Your reputation is based on your past performances, accomplishments, and honors. Make sure the audience is familiar with your qualifications through your introduction, advance publicity, or your speech itself.
- **Sincerity.** You communicate your ideas with conviction and believe that what you are proposing will truly benefit the audience. Audiences are naturally suspicious of anyone who is trying to change them in any way, so you must make it clear that you have their interests in mind and are not seeking their support for selfish reasons.
- **Delivery.** If you appear timid, the audience will be less likely to accept your ideas. Speak firmly and confidently, and establish direct eye contact with listeners.

THE AUDIENCE

The way you present your persuasive message will depend on who your listeners are and what attitudes they hold toward your subject. Your audience may be:

- **Agreeable.** This audience already agrees with your opinion or viewpoint, so you simply have to strengthen and reinforce this agreement.
- **Apathetic.** Your listeners don't care about your subject, or your views, so you must convince them that the issue directly affects them. This is the most common type of attitude.
- **Hostile.** The audience is opposed to you, your subject and/or your viewpoint. You must help listeners to recognize the merits of your position and make them reconsider their own views.
- **Uninformed.** Your listeners aren't apathetic; they just don't know anything about your subject. You will have to educate them and convince them of its importance.
- **Mixed.** The audience contains more than one of the above types. You must inform audience members and convince them of your subject's importance, the merits of your viewpoint, and why they should reconsider their own views.

BURDEN OF PROOF

You must arouse listeners' interest, help them assimilate new information, provide the proof they need to change their minds and guide them into forming new beliefs.

Changing people's minds is difficult. Your listeners think they already have a rational view of your subject, whatever that view may be. Your task is to provide the proof they need to change their minds. You must arouse listeners' interest, help them to assimilate new information into their existing knowledge and guide them into forming new beliefs. The more help you can provide in the process, the more successful you will be in persuading your listeners.

You already know about the importance of credibility in any speech. It's even more crucial in a persuasive speech. If listeners don't perceive you as credible, you will have difficulty persuading them to adopt your viewpoint or to take action. Two other factors also have a major influence on the audience:

Logic. To convince your audience you must provide evidence—outside sources that provide proof or lend support to your position. Research is invaluable in this respect. Your evidence and reasoning must be consistent and support your position.

Emotion. Few people are persuaded by logic alone. Emotions contribute a large part in people's willingness to change their minds. Arousing emotions such as happiness, sadness, fear, anger, guilt, and love in listeners and relating them to your subject is an effective tool.

Remember, listeners always want to know, "What's in it for me?" The most successful persuasive speeches answer this question. Build your speech on points of major concern to the audience, not on your own concerns. For example, if you want to persuade the town council to build a walking path along the riverfront, point out how the townspeople and local businesses will benefit from the path instead of how the path will benefit you, an avid hiker.

ORGANIZING YOUR MESSAGE

Once you've determined your purpose and audience and gathered information supporting your purpose, you're ready to organize your presentation. You can take one of several approaches.

- **Problem/solution.** State the problem, then present your solution, explaining why it is the best one. Then discuss how to put the solution into effect and what the audience can do to contribute. For example, you could begin a speech on local water pollution by stating that water pollution has increased dramatically in your community, and that last year more than 2000 fish died in the local lake because of it. Then follow with the effects this pollution and loss of fish have on the community, the sources of pollution, your solution to the problem, and what listeners can do to help.

> The primary purpose of a persuasive speech is to influence the thinking or behavior of listeners.

- **Proposition to proof.** Begin with a statement of your proposition, then follow with proofs that support it. For example, if your purpose is to persuade listeners to vote for a proposal, you would begin by stating, "Vote for Proposition A, which provides more money for our schools," then continue with reasons and a strong closing statement. In this pattern, you are telling listeners immediately what you want from them. This approach works best with audiences who are agreeable, apathetic, or uninformed, but it could further alienate hostile listeners.
- **Comparative advantage.** Begin with a statement of the problem, then identify possible solutions and compare their respective advantages and disadvantages. Explain your solution and show why it has more advantages and fewer disadvantages than the others.
- **Motivated sequence.** This five-step speech structure, developed by Dr. Alan H. Monroe, a noted professor of communications, can be adapted to almost any topic.

    1. **Attention.** Seize the audience's attention with your opening and direct that attention toward your topic. "Our rapidly escalating property taxes are supporting a spending spree by our government."
    2. **Need.** State the existing need or problem, explaining why it's important to listeners. "Property taxes must be lowered and government spending brought under control."
    3. **Satisfaction.** Present your solution to the need or problem, showing how it meets the need or solves the problem. Support your position with evidence. "Proposition X will reduce property taxes and limit government spending."
    4. **Visualization.** Draw a picture of future conditions, intensifying audience commitment to your position. Show how things will be if your solution is adopted or what might happen if it is rejected. "If this proposition fails, our taxes will continue to escalate, and many people will lose their homes."

5. **Action.** Turn the agreement and commitment you've gained into positive action or attitude by your listeners. "Vote 'yes' on Proposition X."

Whichever approach you choose for your speech, don't neglect the opposition's position. Refute their arguments, beginning with their strongest and concluding with their weakest. Listeners remember best what they hear last, so they will think the opposition's position is weak. Consequently, the last point you make should be the strongest one because your audience is more likely to remember it.

YOUR ASSIGNMENT

This project focuses on persuasion.

- Persuade listeners to adopt your viewpoint or ideas or to take some action. (Do not give an inspirational speech; this type of speech will be addressed in Project 10.)
- Analyze your audience and appeal to their interests.
- Use logic and emotion to support your position.
- Organize your thoughts carefully and choose words that will add power to your message. Use body language and vocal variety to add even more impact. Use visual aids if they contribute to your message.
- Avoid using notes; they may cause the audience to doubt your sincerity, knowledge, and conviction.

Incorporate appropriate suggestions from the evaluations you received in previous speeches. As you prepare your speech, thoroughly research your subject and review the Speaker's Checklist in Project 1.

EVALUATION GUIDE FOR **PERSUADE WITH POWER**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to present a persuasive speech that combines logical support for his/her viewpoint with a strong emotional appeal. The speech should focus on the self-interest of the audience. The speaker also has been asked to avoid using notes, if possible. In addition to your oral evaluation, please complete this evaluation form by checking the appropriate column for each item. Add your comments only for those items where special praise is warranted, or where you can offer specific suggestions for improvement.

	EXCELLENT	SATISFACTORY	COULD IMPROVE	COMMENTS / SUGGESTIONS
▸ Did the speaker project sincerity and conviction?	_____	_____	_____	
▸ Was the speaker a credible source of information about this topic?	_____	_____	_____	
▸ Did the speaker phrase his/her appeal in terms of the audience's self-interest?	_____	_____	_____	
▸ Did the speech opening capture the audience's interest?	_____	_____	_____	
▸ Did the speaker use facts and logical reasoning to support his or her views?	_____	_____	_____	
▸ Did the speaker properly use emotion to persuade the audience to support his or her views?	_____	_____	_____	
▸ Was the speech organization effective?	_____	_____	_____	
▸ Did the speaker's body language and vocal variety contribute to the message?	_____	_____	_____	
▸ Were you persuaded to accept the speaker's views?	_____	_____	_____	

▸ What could the speaker have done differently to make the speech more effective?

▸ What did you like about the speech?

PROJECT 10

INSPIRE YOUR AUDIENCE

EXECUTIVE SUMMARY:
An inspirational speech motivates an audience to improve personally, emotionally, professionally, or spiritually and relies heavily on emotional appeal. It brings the audience together in a mood of fellowship and shared desire, builds the audience's enthusiasm, then proposes a change or plan and appeals to the audience to adopt this change or plan. This speech will last longer than your previous talks, so make arrangements in advance with your vice president education for extra time.

OBJECTIVES:

- To inspire the audience by appealing to noble motives and challenging the audience to achieve a higher level of beliefs or achievement.
- Appeal to the audience's needs and emotions, using stories, anecdotes, and quotes to add drama.
- Avoid using notes.

Time: Eight to 10 minutes

In Project 9 you learned about the three types of persuasive speeches: those that inspire, those that convince, and those that call listeners to action. This project focuses on the first type, speeches that inspire.

The purpose of an inspirational speech is to motivate an audience to improve personally, emotionally, professionally, or spiritually. It encourages listeners to experience greater success, adopt higher goals or ideals, or contribute to the success or goals of an organization. The most common inspirational speeches are commencement addresses, speeches to motivate business or sports teams, political rally speeches, and religious sermons.

An inspirational speech brings the audience together in a mood of fellowship and shared desire, builds the audience's enthusiasm, then proposes a plan and appeals to the audience to follow this plan. The inspirational speech relies more heavily on emotional appeal than on the logical appeal found in the other types of persuasive speeches. It strives to:

1. Connect with listeners' feelings, fears, or goals at this particular time and occasion.
2. Explain why and how the situation is changing or why these feelings, fears, and goals may be inadequate or counterproductive.
3. Motivate and challenge listeners to adopt higher, nobler feelings, values, and goals, including the benefits of doing so.

CONNECTING WITH THE AUDIENCE

To inspire listeners, you must speak to a desire, need, or concern that they already feel or one that they may not have yet recognized. Psychologist Abraham Maslow identified five human needs:

- Physiological needs—air, food, drink, sleep, shelter, warmth
- Safety needs—security, stability, protection from harm, structure, orderliness
- Belongingness and love—acceptance and approval, affection, part of a group
- Esteem—self-esteem, self-respect, self-confidence, achievement, reputation, prestige, recognition, status, competence, independence
- Self-actualization—realization of potential, self-fulfillment

If you tap into and build onto these needs in your speech, you will be able to inspire your audience.

For this type of speech, a thorough understanding of the occasion and listeners is essential. What is the purpose of your talk? What message do you want to convey? What are the listeners' backgrounds? What needs do they have? What is unique about them? What are they thinking? What do they want to hear? Using this information, you can better address their needs and concerns and develop a plan to inspire them.

Suppose you are a corporate executive and your company is undergoing a major reorganization. You want your presentation to inspire employees to embrace the changes and help the company become even better than its competitors. Employees will be concerned about their jobs *(Will I have one? How will it change? What about pay?)*—the "Safety" level in Maslow's hierarchy. They will be concerned about being part of a team *(Will I fit in with a new group of people and a new work environment? Does the company like me?)*—the "Belongingness and Love" level in Maslow's hierarchy. They will be concerned about their value to the company *(Will I keep my current position or be demoted? Are my skills still important?)*—the "Esteem" level of Maslow's hierarchy. They will be concerned about their personal growth *(Will there be opportunities for promotion? Will I be able to achieve my goals?)*—the "Self-actualization" level of Maslow's hierarchy.

Before you can inspire these people to welcome the changes ahead and strive to perform to the best of their abilities, you must address these concerns at each level. After all, an employee will have difficulty embracing a noble cause like helping the company to become more productive if he is worrying about losing his job in the process. You want to assure employees first that their jobs are secure, that they are valued as a team and individually and that the company recognizes their many contributions and wants them to achieve their potential.

Once listeners realize that you understand their concerns and recognize their accomplishments, they will be more receptive to your message.

CHANGING THE STATUS QUO

After connecting with the audience, your next step is to explain why and how changes will be occurring, or why listeners' current attitudes, feelings, values, concerns, hopes, desires, fears, and goals may be inadequate or counterproductive.

For example, in a commencement speech you could discuss how students are leaving the safety and security of their school, their friends and families to enter the business world or university life, the ways in which their lives will change, and the challenges they will encounter.

In an inspirational speech at a political rally, you could discuss how and why the current political leadership came into power, their mistakes, how these mistakes have affected the community and listeners themselves, and how listeners' complacency will allow more mistakes to happen.

INSPIRE THEM

The last portion of an inspirational speech is devoted to the need for change, what listeners can do to bring about this change, and the benefits this change will bring for everyone. You motivate and challenge listeners to adopt higher, nobler attitudes, feelings, values, hopes, desires, behaviors, and goals and elaborate on the advantages changes will bring to listeners. In some situations, you may want to mention the struggles that will be encountered in the process and what will happen to those who don't cooperate or who try to prevent the change from happening.

For example, if your purpose is to motivate a sales team to achieve new goals, you could explain why the goals are necessary and introduce the new sales plan. Then you could explain the advantages of this plan. Appeal to their pride and professionalism toward their work and toward the company. Point out that those who don't help the company move forward will

not have a place in the organization, but those who do will have new opportunities and will experience the excitement of being part of a winning team. Then reenergize their enthusiasm and commitment to the company and to the sales goals.

HOW YOU SAY IT

You can add drama and impact to your speech if you:

- **Use quotes, stories, and anecdotes throughout the speech.** Human interest stories and anecdotes about overcoming adversity and achieving success attract the audience's interest and add meaning to your message.
- **Use language that unites listeners and establishes a bond** between you and them, such as *you* and *we*.
- **Use vivid words** that allow listeners to visualize all of the good things that will happen if they do what you say needs to be done.
- **Use action verbs** to convey power.
- **Use positive words**, not criticism, to stir them to action.

This type of speech, more than any other, depends on the quality and style of your delivery. Your presentation should be direct and urgent, showing that you really care about how your listeners react. You must prove to listeners that you are sincere and believe in your message.

Be confident and forceful, and show enthusiasm and vitality. Use body language to demonstrate your conviction. Your gestures should convey energy and power.

Your conclusion should be emotionally powerful and dynamic. It should challenge listeners or demand that they commit to your cause, and the conclusion should dramatize the benefits of doing so. Finish with a memorable final statement.

YOUR ASSIGNMENT

This project emphasizes speaking to inspire.

- Select an occasion for which an inspirational speech would be necessary or appropriate. It could be something suitable for your club members, such as a speech about the importance of doing your best when preparing for meeting assignments. Or your talk could be for an imaginary occasion, such as a team pep talk or a commencement address. If you plan to present a talk that would fit a hypothetical special occasion, tell the Toastmaster of the meeting what occasion you are assuming, so it can be announced to the audience.
- Appeal to noble motives and challenge the audience to achieve a higher level of beliefs or achievement.
- Appeal to the audience's needs and emotions, and use stories, anecdotes, and quotes to add drama.
- Avoid using notes, since they may cause the audience to doubt your sincerity and conviction.

Your speech also should include what you learned in previous projects about purpose, organization, word usage, body language, vocal variety, research, visual aids (if appropriate), and persuasive techniques. Incorporate appropriate suggestions from the evaluations you received in previous speeches. Review the Speaker's Checklist in Project 1 as you prepare your speech.

Congratulations!

You've finished your tenth speech! You are now eligible for the Competent Communicator award.

Applying is easy and you can submit your award application in several ways. Simply complete the Competent Communicator Award Application (Item 1225) including the Project Completion Record. Make sure the vice president education signs the application. (Don't sign your own application.) Your vice president education may apply online for you through the Toastmasters International website at **www.toastmasters.org**. Or you can mail or fax the application to World Headquarters (the address and fax number are on the application). Or you can scan the application and email it as an attachment to **educationprogram@toastmasters.org**.

You will receive:

- **Free manuals.** If this is your first Competent Communicator award, you are entitled to receive any two manuals from the *Advanced Communication Series* free. Be sure to mark on the application which two manuals you want.
- **A letter to your employer.** If you want, World Headquarters will send a letter about your Competent Communicator award to your employer. If you want this letter sent, be sure to include the necessary information on the application.
- **A handsome certificate.** You will be proud to display this personalized certificate at home or at work.

THERE'S STILL PLENTY TO LEARN!

You have conquered the basics of public speaking. Now you are ready to refine those skills and become a masterful speaker able to successfully handle any type of presentation.

Toastmasters International's *Advanced Communication Series* consists of 15 manuals, each with five speech projects.

You also have the opportunity to learn leadership skills in Toastmasters. By completing *Competent Leadership* (Item 265) and *High Performance Leadership* (Item 262), serving as a club or district leader, and completing other leadership-oriented activities, you will learn and practice valuable leadership principles that you can use at home, at work, or in the community.

YOU CAN RECEIVE MORE RECOGNITION!

The Competent Communicator award is just the first step in the learning process. You can earn additional recognition for completing speeches from manuals in the *Advanced Communication Series* and for leadership achievements.

EVALUATE YOUR PROGRESS

Are you curious about your progress in learning and enhancing your speaking skills? Take a moment to complete the questionnaire on page 55.

Would you like to help your club? Answer the questions about the service your club provided for you in Evaluate Your Club, and give the completed questionnaire to your club's president. Your answers will help your club recognize what it can do to improve and what it is already doing well.

Don't stop now! The fun and learning have just begun!

EVALUATION GUIDE FOR **INSPIRE YOUR AUDIENCE**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The speaker is to inspire the audience to improve personally, emotionally, professionally, or spiritually, relying heavily on emotional appeal. The speech should appeal to noble motives and challenge the audience to achieve a higher level of beliefs or achievement. The speaker is to use the skills learned in previous projects and not use notes. In additional to your verbal evaluation, please complete this evaluation form by checking the appropriate column for each item. Add comments for those items where special praise is warranted, or where you can offer specific suggestions for improvement.

	EXCELLENT	SATISFACTORY	COULD IMPROVE	COMMENTS / SUGGESTIONS
▸ Was the speech topic relevant to the occasion selected?	_____	_____	_____	
▸ Did the speaker understand and express the feelings and needs of the audience?	_____	_____	_____	
▸ Was the speaker forceful, confident, and positive?	_____	_____	_____	
▸ Did the speaker effectively use stories, anecdotes, and/or quotes to help convey his or her message?	_____	_____	_____	
▸ Did the speaker's words convey strong, vivid mental images?	_____	_____	_____	
▸ Did the speaker's use of body language enhance his or her message?	_____	_____	_____	
▸ Did the speech uplift the audience and motivate them as the speaker intended?	_____	_____	_____	

▸ What could the speaker have done differently to make the speech more effective?

▸ What did you like about the speech?

EVALUATE YOUR PROGRESS

PART 2

You've completed 10 speech projects. In addition, you've participated in Table Topics, served in various leadership capacities at club meetings and had opportunities to evaluate other members' speeches. Now is a good time to evaluate the progress you've made by answering the questions below. Compare your answers to questions one through 10 with your answers to the questionnaire on page 31 to see how much you've improved in the last five speeches. Questions 11 through 25 address the skills you've learned since then.

Circle the appropriate rating for each statement:

5 = Excellent, a personal strength
4 = Very good, little room for improvement
3 = Satisfactory, but could be better
2 = Could improve, needs more attention
1 = A real weakness for me, needs plenty of attention

1. I feel confident and comfortable about giving a speech.	5 4 3 2 1
2. I enjoy speaking before an audience.	5 4 3 2 1
3. I easily find good speech topics.	5 4 3 2 1
4. I am able to organize my speeches so they effectively convey my message.	5 4 3 2 1
5. My speech openings capture the audience's interest and lead into my topic.	5 4 3 2 1
6. My speech conclusions are strong and memorable.	5 4 3 2 1
7. My speeches are free of such verbal crutches as "ah" and "um."	5 4 3 2 1
8. I am careful to use words that precisely and vividly carry my message to the audience.	5 4 3 2 1
9. I am able to think quickly and clearly in an impromptu speaking situation.	5 4 3 2 1
10. I do not depend on notes when giving a speech.	5 4 3 2 1
11. I speak with sincerity and enthusiasm.	5 4 3 2 1
12. I support the main points of my speeches with relevant data or examples.	5 4 3 2 1
13. My transitions smoothly lead the audience to the next point.	5 4 3 2 1
14. My voice is easily heard and pleasant to listen to.	5 4 3 2 1
15. I use vocal variety to add emphasis and meaning to my words and message.	5 4 3 2 1
16. My delivery is free of distracting movements or mannerisms.	5 4 3 2 1

17. My gestures, body movements, and facial expressions are purposeful, natural, and spontaneous. 5 4 3 2 1

18. I use eye contact to establish bonds with my listeners. 5 4 3 2 1

19. I can easily find the appropriate facts, statistics, stories, anecdotes, and quotes for my speeches. 5 4 3 2 1

20. I am comfortable using visual aids to help convey my message. 5 4 3 2 1

21. My visual aids are appropriate for my speech and help the audience to understand and remember my message. 5 4 3 2 1

22. I am able to tailor my speeches to the needs and interests of my audience. 5 4 3 2 1

23. I gracefully accept others' evaluations of my speeches and strive to learn from them. 5 4 3 2 1

24. I listen carefully and analytically to others' speeches. 5 4 3 2 1

25. I evaluate others' speeches carefully and offer helpful, constructive suggestions for improvement. 5 4 3 2 1

You may find that although you've made great progress overall, you still would like to improve more in some areas. List below the areas in which you would like to improve and work on them as you work in the *Advanced Communication Series* manuals.

PROJECT 1

OBJECTIVES:

- Entertain the audience by relating a personal experience.
- Organize an entertaining speech for maximum impact.

Time: Five to seven minutes

THE ENTERTAINING SPEECH

Entertainment is a universal human need, more in demand today than ever before. Conventions and civic, professional, and social club meetings always need entertaining speakers for their programs. Many speakers assume that entertaining is easy and end up boring their audience to tears. Taking time to learn and practice the fundamentals will help you project that lighthearted relaxation audiences love.

A speech that entertains is like the sizzle in a steak. It is not substantial within itself and it is not meant to be. Its value lies in the enjoyment of the audience. People do not want to work hard mentally, and they don't want to hear anything negative or gloomy.

While some entertaining speeches include humor, a speech need not be funny in order to entertain. The dramas you watch on television, for example, may not have a single funny line in them and yet you thoroughly enjoy them. Your audience may be entertained by your presentation of interesting information or the story of your recent trip. Hearing a dramatic narrative can be just as pleasurable as a humorous talk.

Whatever your approach, keep in mind that you are not there to give the audience deep understanding. Your purpose is to provide an interesting diversion. This doesn't mean the speech can't have a message. But the message should not be the major focus of the speech.

SELECTING A TOPIC

Consider what you do in your free time, what you enjoy reading about and your general interests, and use these subjects as the basis for your talk. You could also speak about a common experience with which your audience is familiar. For example, you could talk about driving, shopping or other day-to-day experiences your audience will have shared.

If the group you will be speaking to has a specific purpose, relate your talk at least loosely to the group and its purposes. For example, if you will be speaking to a gardening club, your talk should be related to gardening and your gardening experiences. When a speaker is personally involved with a topic, most likely the audience will become involved as well. The more personal involvement, interest, and enthusiasm you bring to a speech, the more likely your audience will respond positively.

ORGANIZING YOUR SPEECH

An entertaining speech is more loosely organized than most other types of speeches, but it still should have the following structure:

- **Opening.** The opening should provoke an immediate response from the audience, setting the mood for the talk.
- **Body.** There should be a general direction to your speech, but it need not be rigidly organized into points and transitions. Make the body of the speech a sequence of little buildups to a climax or punch line, followed by a breathing space for the audience to get ready for the next buildup. The construction may be loose and casual, but it should never be careless. Keep the momentum going all the way to the end.
- **Conclusion.** The conclusion should be brief, sudden, and definite. Save some of your best material for last. Your conclusion should not be an anticlimax. Avoid leaving the impression that you have suddenly run out of material. The audience should feel that your intention has been accomplished and you have reached a natural stopping point.

HAVE A GOOD TIME

If you want your audience to enjoy themselves, you must appear to be enjoying yourself. Be good-natured and optimistic. Avoid focusing on negative things except to make fun of them. The audience does not want argument, persuasion, or lecture. They want to be entertained and they expect you to be their leader. As you construct your speech, keep these points in mind:

- **Simplicity.** The audience should not have to work too hard to follow your presentation. Keep your thoughts and speech organization simple.
- **Vividness.** Choose your words carefully and make them have impact. For example, instead of saying, "He stood up" say, "He leaped up from his chair, his eyes blazing." Strive to create images so real they will linger in listeners' minds.
- **Twists.** The secret of a successful story is the use of unexpected twists and turns. Your audience is ready to be delighted and thrilled by the unexpected, just as if they were in an amusement park. Don't disappoint them by plodding along in a straight line.

YOUR PROJECT SPEECH

For this project, prepare, rehearse and deliver a five- to seven-minute speech whose purpose is simply to entertain the audience. Relate some personal experience. Build up the aspects of the experience to keep the audience entertained. If you wish, assume that your Toastmasters club audience represents some specific group, and practice your ability to relate your talk to their purpose and interests (be sure to advise the Toastmaster of the meeting of this fact).

EVALUATION GUIDE FOR **THE ENTERTAINING SPEECH**

Title _____

Evaluator _____ Date _____

Note to the Evaluator: The purpose of this talk is for the speaker to entertain the audience in a five- to seven-minute talk by relating a personal experience. Pay particular attention to the structure of the talk. Although it will not be as rigidly organized as other types of speeches, it should have some readily apparent organization. In addition to your oral evaluation, please give written answers to the questions below.

- What indicated to you that the audience was entertained?

- Briefly describe the talk's organization as you perceived it.

- How effectively did the speaker use vivid descriptions and anecdotes or stories?

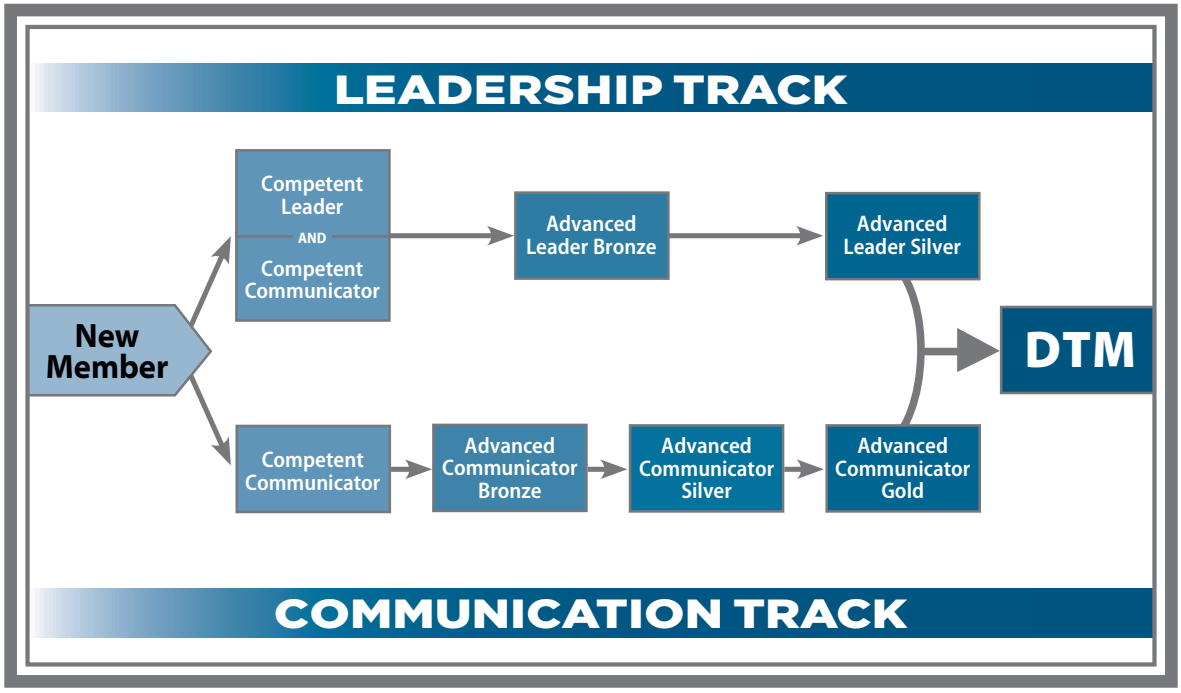
- How did the conclusion relate to the rest of the talk?

- How could the speaker improve the talk?

- What would you say is the speaker's strongest asset in speaking entertainingly?

TOASTMASTERS
EDUCATION PROGRAM

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



EDUCATIONAL
AWARD REQUIREMENTS

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

COMMUNICATION TRACK

COMPETENT COMMUNICATOR (CC)

Requirements:

- Completed the *Competent Communication* manual

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

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

ADVANCED COMMUNICATOR BRONZE (ACB)

Requirements:

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

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

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

ADVANCED COMMUNICATOR SILVER (ACS)

Requirements:

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

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

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

ADVANCED COMMUNICATOR GOLD (ACG)

Requirements:

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

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

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

Earning Multiple Awards

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

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

LEADERSHIP TRACK

COMPETENT LEADER (CL)

Requirements:

- Completed the *Competent Leadership* manual

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

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

ADVANCED LEADER BRONZE (ALB)

Requirements:

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

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

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

ADVANCED LEADER SILVER (ALS)

Requirements:

- Achieved Advanced Leader Bronze award (or former Competent Leader award)
- Served a complete term as a district officer (district director, program quality director, club growth director, administration manager, finance manager, public relations manager, division director, area director)
- Completed the *High Performance Leadership* program
- Served successfully as a club sponsor, mentor, or coach

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

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

DISTINGUISHED TOASTMASTER (DTM)

Requirements:

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

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

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

OTHER COMMUNICATION AND LEADERSHIP OPPORTUNITIES

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

LEADERSHIP TRACK

Your club also provides the environment in which you can learn and practice leadership skills. The 10 projects in *Competent Leadership* (Item 265) give you the opportunity to learn such valuable skills as listening, critical thinking, planning, organizing, facilitating, motivating, and team building. You'll receive helpful feedback from an evaluator, enabling you to become a powerful, respected leader. By serving as your club's sergeant at arms, treasurer, secretary, vice president public relations, vice president membership, vice president education, or president, you will learn additional leadership skills.

HIGH PERFORMANCE LEADERSHIP

This five-project program (Item 262) offers instruction and practice in such vital leadership skills and activities as developing a mission and vision, goal-setting and planning, identifying values and building a team. You are evaluated on your efforts by your own guidance committee. Contact World Headquarters to order your copy.

LEADERSHIP OUTSIDE THE CLUB

Toastmasters International has other leadership development opportunities at other levels of the organization. You can serve as an area director or a division director in your district, helping clubs to function effectively. You can even become public relations manager, club growth director, program quality director, or district director. Service in the district positions provides the opportunity to learn new skills and to work with a variety of people all concerned with achieving common goals, and you will earn credit toward the Advanced Leader Silver award as well. Eventually you could be elected to the Toastmasters International Board of Directors and maybe even to the presidency of our organization. The possibilities are endless.

THE LEADERSHIP EXCELLENCE SERIES

The Leadership Excellence Series (Item 310) offers tips and techniques for developing leadership skills. You can deliver each 10-minute presentation to your club. Titles include The Visionary Leader, Developing a Mission, Values and Leadership, Goal Setting and Planning, Delegate to Empower, Building a Team, Giving Effective Feedback, The Leader as Coach, Motivating People, Resolving Conflict, and Service and Leadership. Visit the Toastmasters International online store at, www.toastmasters.org/shop, to order the series.

THE BETTER SPEAKER SERIES

The Better Speaker Series (Item 269) is a set of 10-minute presentations on speech preparation and delivery that you can present to your club. Titles available are Beginning Your Speech, Concluding Your Speech, Controlling Your Fear, Impromptu Speaking, Selecting Your Topic, Know Your Audience, Organizing Your Speech, Creating an Introduction, Preparation and

Practice, and Using Body Language. See the Toastmasters International website to order the series.

THE SUCCESSFUL CLUB SERIES

A successful Toastmasters club is every member's responsibility, not just the responsibility of club officers. *The Successful Club Series* (Item 289) is a set of presentations you can deliver to your club that address various aspects of quality club meetings, emphasizing what every member can do to help the club and other members. Available titles include Moments of Truth, Finding New Members for Your Club, Evaluate to Motivate, Closing the Sale, Creating the Best Club Climate, Meeting Roles and Responsibilities, Mentoring, Keeping the Commitment, Going Beyond Our Club, The Toastmasters Education Program, and How to Be a Distinguished Club. See the Toastmasters International website, **www.toastmasters.org/shop**, to order the series.

SUCCESS/LEADERSHIP AND SUCCESS/COMMUNICATION

You can learn valuable communication and leadership skills by conducting or participating in these workshops. Each program can be conducted within the club for members' education or outside of the club in your company or community to build good will. See the Toastmasters International website, **www.toastmasters.org**, for more information on these workshops or order the brochure Expanding Your Horizons (Item 211) from World Headquarters.

YOUTH LEADERSHIP

The Youth Leadership program (Item 811) is an opportunity for members to work with young people, helping them to learn speaking and leadership skills they will need to be successful adults. For information about starting a program, order the Youth Leadership Information Brochure (Item 801) from World Headquarters or see the Toastmasters International website at **www.toastmasters.org**.

SPEECH CONTESTS

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

ACCREDITED SPEAKER PROGRAM

This program is for individuals who have demonstrated outstanding speaking skills in major presentations outside of Toastmasters. For program requirements and an application, download the Accredited Speaker Program Rules & Application at **www.toastmasters.org**.

SPEAKERS BUREAU

Participation in a speakers bureau offers you experience in speaking before new and different audiences. You get to participate in worthwhile community projects, and at the same time the community learns about Toastmasters.

Toastmasters International does not endorse any other organization or cause. For that reason, your participation in a Toastmasters speakers bureau is voluntary and speakers must make it clear that they speak for themselves, not for their club or for Toastmasters International.

Clubs are not obligated to have a speakers bureau, although many do. Some districts also have speakers bureaus.

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

CONFERENCES AND CONVENTION

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

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

ABOUT YOUR CLUB

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

THE CLUB MEETING

A Toastmasters club meeting consists of three basic parts:

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

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

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

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

SAMPLE MEETING AGENDA

TIME	
00:00	**PRESIDENT** Call meeting to order Invocation (optional) Introduce guests Introduce Toastmaster
00:05	**TOASTMASTER** Introduce Ah-Counter, grammarian, General Evaluator, timer, etc.
00:10	**TOASTMASTER** Introduce speaker #1 Manual speech Introduce speaker #2 Manual speech Introduce Topicsmaster
00:26	**TABLE TOPICSMASTER** Explain Table Topics and theme Conduct Table Topics session Return control to Toastmaster

00:43 **TOASTMASTER**
Introduce General Evaluator

00:45 **GENERAL EVALUATOR**
Call for reports:
Speech evaluators
Timer
Grammarian
Ah-Counter
Make general comments on meeting
Leader evaluators
Return control to Toastmaster

00:55 **TOASTMASTER**
Present awards
Return control to president

00:57 **PRESIDENT**
Thank guests for attending and allow them to comment if they wish
Closing remarks

01:00 **ADJOURN**

MEETING ROLES AND RESPONSIBILITIES

In Toastmasters, you learn by participating. During club meetings you will participate in many roles, and each one is a learning experience. Following are the roles you will be called upon to fulfill and tips for doing a good job. Roles and responsibilities may vary from club to club, so check with your vice president education or mentor when you are assigned a role.

SPEAKER

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

Preparation is essential to success when you are the speaker.

Prior to the meeting

- Check the meeting schedule to find out when you are to speak. In order to get the most benefits from the program, prepare a speech based on a manual project. Present the speeches in numerical order because each project builds on the skills learned in previous projects.
- Before your meeting ask the General Evaluator for your evaluator's name. Speak to your evaluator and talk about the manual speech you'll be giving. Discuss with the evaluator your speech goals and personal concerns. Emphasize where you feel your speech ability needs strengthening. Remember to bring your manual to the meeting.

When you enter the room

- Arrive early. Check the microphone, lighting, etc. before everyone arrives. Protect yourself from all of the problems that can ruin your talk.
- Sit near the front of the room for quick and easy access to the lectern.
- Carefully plan your approach to the lectern and speech opening.
- Be sure that you give your manual to your evaluator before the meeting starts.
- If you don't write your own speech introduction, make certain that the Toastmaster of the meeting has prepared a good one for you.

During the meeting

- Give your full attention to the speakers at the lectern. Avoid studying your speech notes while someone else is talking.
- When introduced, smoothly leave your chair and walk to the lectern as planned.
- As you begin your speech, acknowledge the Toastmaster and the audience (Toastmasters and guests).
- When finishing your speech, wait for the Toastmaster to return to the lectern, then return to your seat.
- During the evaluation of your speech, listen intently for helpful hints that will assist in building better future talks. Pay attention to suggestions from other members.

After the meeting

- Get your manual from your evaluator. At this time discuss any questions you may have concerning your evaluation to clarify any misinterpretations.
- Have the vice president education (or other current club officer if you are the vice president education) initial the Project Completion Record in the back of your manual.

Resources

- *Competent Communication* (Item 225), included in your New Member Kit
- *Your Speaking Voice* (Item 199) Free PDF at **www.toastmasters.org**
- *Gestures: Your Body Speaks* (Item 201) Free PDF at **www.toastmasters.org**

EVALUATOR

People join a Toastmasters club to improve their speaking and leadership skills, and these skills are improved through evaluations. Members prepare and present speeches based on projects in *Competent Communication* (Item 225), or they serve in leadership roles to complete projects in *Competent Leadership* (Item 265). You may be asked to serve as an evaluator and evaluate a speaker or leader. In addition to your verbal evaluation, you will give a written evaluation using the guide in the manual.

Your evaluation is an opportunity to practice such leadership skills as listening, critical thinking, feedback, and motivation. When evaluating a speaker, your purpose is to help the speaker become less self-conscious and a better speaker. When evaluating a leader, your purpose is to help the leader become confident and more effective and able to lead a team to achieve goals. You should be aware of the member's skill level, habits, and mannerisms, as well as his or her progress to date. Your overall evaluation should be encouraging and motivate the speaker or leader to improve.

Prior to the meeting

- Review carefully *Effective Evaluation* (Item 202) at **www.toastmasters.org**.
- Talk with the speaker or leader to find out which manual project he or she will present. Review the project goals and what the speaker or leader hopes to achieve.
- Evaluation requires careful preparation if the speaker or leader is to benefit. Study the project objectives as well as the evaluation guide in the manual. Remember, the purpose of evaluation is to help people develop their speaking or leadership skills in various situations. By actively listening and gently offering useful advice, you motivate members to work hard and improve. When you show the way to improvement, you've opened the door to strengthening their ability.

At the meeting

- When you enter the meeting room, look for the speaker or leader and get his or her manual.
- Meet briefly with the General Evaluator to confirm the evaluation session format. Then confer with the speaker or leader one last time to see if he or she has any specific things for you to watch for.

During the meeting

- Record your impressions in the manual, along with your answers to the evaluation questions. Be as objective as possible. Remember that good evaluations may give new life to discouraged members and poor evaluations may dishearten members who tried their best. Always leave the speaker or leader with specific methods for improving.
- If giving a verbal evaluation, when introduced, stand and give your evaluation. Begin and end your evaluation with a note of encouragement or praise. Though you may have written lengthy responses to manual evaluation questions, don't read the questions or your responses. Your verbal evaluation time is limited. Don't try to cover too much in your talk.
- Praise a successful speech or leadership assignment and specifically tell why it was successful. Don't allow the speaker or leader to remain unaware of a valuable asset such as a smile or a sense of humor. Don't allow the speaker or leader to remain ignorant of a serious fault: if it is personal, write it but don't mention it aloud. Give the speaker or leader the deserved praise and tactful suggestions in the manner you would like to receive them.

After the meeting

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

Resource

- *Effective Evaluation* (Item 202) at **www.toastmasters.org**

TIMER

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

Prior to the meeting

- Confirm scheduled program participants with the Toastmaster and General Evaluator.
- Confirm time required for each prepared speech with the speakers.
- Write out your explanation in the clearest possible language and rehearse it. For the benefit of guests, be sure to emphasize timing rules and how timing signals will be given.
- Upon arrival at the meeting—Get timing equipment from the sergeant at arms. Be sure you understand how to operate the stopwatch and signal device and make certain the timing equipment works.
- Sit where the signal device can be seen easily by all.

During the meeting

- When introduced, explain the timing rules and demonstrate the signal devise.
- Throughout the meeting, signal each program participant as indicated below. In addition, signal the chairman, Toastmaster, and Topicsmaster with red when they have reached their allotted or agreed upon time.
- Record each participant's name and time used. When called to report by the Topicsmaster, Toastmaster, and/or General Evaluator, stand by your chair, announce the speaker's name and the time taken. State those eligible for awards if your club issues awards. Generally topic speakers should be more or less 15 seconds of allowed time; prepared speakers must be more or less 30 seconds . However, these times may vary from club to club.

After the meeting

- Return the stopwatch and timing signal device to the sergeant at arms.
- Give the completed timer's report to the secretary for recording speech times in the minutes if this is done in your club.

TOPICSMASTER

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

Prior to the meeting

- Check with the Toastmaster to find out if a theme meeting is scheduled. If so, prepare topics to carry out that theme. If no theme is scheduled, choose a wide selection of topics. Review the *Toastmaster* magazine and other publications for ideas. Do not repeat the previous week's Table Topics ideas or items.
- Find out who the prepared speakers, evaluators, General Evaluator, and Toastmaster are so you can call on the other members first. Only if time permits at the end of the topics session should you call on program participants (speakers last).
- When choosing your specific questions: Select ones that will inspire the speakers to expound on them, give their opinions, etc. Don't make the questions too long or compli-cated. Phrase them in such a way that the speaker clearly will know what you want them to talk about.

- Keep your comments short. Your job is to give others a chance to speak, not to give a series of mini-talks yourself.
- Remember, Table Topics has a twofold purpose: First, to give everyone in the room an opportunity to speak—especially those who are not on the program—and, second, to get people to learn to think and speak coherently in impromptu situations.

During the meeting

- When introduced, briefly state the purpose of the topics session.
- Set the stage for your topics program. Keep your remarks brief but enthusiastic. If the club has a word of the day, encourage speakers to use the word in their response.
- Be certain everyone understands the maximum time they have for their response and how the timing lights/device works (if the timer hasn't already done so).
- State the question briefly, then call on a respondent. This serves two purposes: First, it holds everyone's attention—each one is thinking of a response should he or she be called on to speak; and second, it adds to the value of the impromptu element by giving everyone an opportunity to improve his or her listening and thinking skills.
- Call on speakers at random. Avoid going around the room in the order in which people are sitting. Give each participant a different question. Don't ask two people the same thing unless you ask each specifically to give the "pro" or "con" side.
- Watch your total time! Check the printed agenda for the total time allotted to Table Topics and adjust the number of questions to end your segment on time. Even if your portion started late, try to end on time to avoid the total meeting running overtime.
- If your club presents a Best Table Topics Speaker award, at the end of the Table Topics session ask the timer to report those eligible for the award. Then ask members to vote for Best Table Topics Speaker and pass their votes to the sergeant at arms or vote counter. If the club has a Table Topics evaluator, ask for his or her report and then return control of the meeting to the Toastmaster.

Resources

- *Master Your Meetings* (Item 1312)
- *Think Fast! Table Topics Handbook* (Item 1315)
- TableTalk (Item 1318)
- Chat Pack (Item 1319)

GENERAL EVALUATOR

The General Evaluator is just what the name implies—an evaluator of anything and everything that takes place throughout the meeting. The responsibilities are large, but so are the rewards. The General Evaluator is responsible to the Toastmaster who will introduce you; at the conclusion of the evaluation segment of the meeting, you will return control to him or her. You are responsible for the evaluation team, which consists of the timer, grammarian, Ah-Counter and Table Topics evaluator if your club has one.

The usual procedure is to have one evaluator for each major speaker, but this is not necessary. You are free to set up any procedure you wish, but each evaluation should be brief, yet complete. Methods for conducting the evaluation sessions are limitless. Review *Effective Evaluation* (Item 202) for ideas.

Prior to the meeting

- Check with the Toastmaster to find out how the program will be conducted and if there are any planned deviations from the usual meeting format. Remember, always be ready when the meeting starts.
- Call all of the evaluators to brief them on their job and to tell them whom they're evaluating and what evaluation format you will be using. Suggest each evaluator call his or her speaker to talk over any special evaluation requirements suggested in the manual for the speech.
- During the briefing, emphasize that evaluation is a positive, helping act. As conscientious Toastmasters, their goal must be to help fellow Toastmasters develop their skills. Emphasize that evaluations should enhance or at least preserve the self-esteem of the speaker.
- Call the remaining members of the evaluation team to remind them of their assignments.
- Prepare a brief but thorough talk on the purpose, techniques, and benefits of evaluation (for the benefit of the guests). Evaluation is a positive experience designed to help people overcome weak habits and add power to good ones.

Upon arrival at the meeting

- Ensure the individual evaluators have the speakers' and leaders' manuals and understand the project objectives and how to evaluate them.
- Greet all evaluators who are present. If an evaluator is not present, consult with the vice president education and arrange for a substitute.
- Verify each speaker's time and notify the timer.
- Sit near the back of the room to allow yourself full view of the meeting and its participants.

During the meeting

- Take notes on everything that happens (or doesn't but should). For example: Is the club's property (trophies, banner, educational material, etc.) properly displayed? If not, why? Were there unnecessary distractions that could have been avoided? Create a checklist from which you can follow the meeting. Did the meeting, and each segment of it, begin and end on time?
- Cover each participant on the program. Look for good and less than desirable examples of preparation, organization, delivery, enthusiasm, observation, and general performance of duties. Remember, you are not to reevaluate the speakers, though you may wish to add something that the evaluator may have missed.
- Before Table Topics**,** you will be asked to stand and brief the audience on your team's means and methods of evaluation. Describe how your team will handle evaluations.
- Identify the grammarian, Ah-Counter and timer. Have these members briefly state the purpose of their jobs.
- Request the word of the day, if your club has one, from the grammarian.
- When introduced to conduct the evaluation phase of the meeting, go to the lectern and introduce each speech evaluator. After each recitation, thank the evaluator for his or her efforts.
- If the Toastmaster neglected to call for the timer's report and vote for Best Speaker (if your club has this award), do it before individual evaluations are given.

- Give your general evaluation of the meeting, using the notes you took as suggested above. You may wish to comment on the quality of evaluations. Were they positive, upbeat, helpful? Did they point the way to improvement? Then introduce each leader evaluator. After each recitation, thank the evaluator for his or her efforts.

TOASTMASTER

The main duty of the Toastmaster is to act as a genial host and conduct the entire program, including introducing participants. If the Toastmaster does not perform the duties well, an entire meeting can end in failure. For obvious reasons this task is not usually assigned to a member until he or she is familiar with the club and its procedures. Program participants should be introduced in a way that excites the audience and motivates each member to listen. The Toastmaster creates an atmosphere of interest, expectation, and receptivity.

Prior to the meeting

- Check with the vice president education to find out if a special theme has been set for the meeting and if there are any program changes.
- Call the Topicsmaster to discuss his or her duties. Also provide the Topicsmaster with a list of program participants to ensure these people will not be called on for responses.
- Call all speakers in advance to remind them that they are speaking. Interview them to find out their speech title, manual project number, purpose to be achieved, time requested, and something interesting which you can use when introducing them (job, family, hobbies, education, why this topic for this audience, etc.).
- Call the General Evaluator to confirm the assignment. Ask the General Evaluator to call the other members of the evaluation team (speech evaluators, leader evaluators, Topicsmaster, timer, grammarian, Ah-Counter, etc.) and remind them of their responsibilities.
- Prepare introductions for each speaker. A proper introduction is important to the success of the speaker's presentation.
- Prepare remarks which can be used to bridge the gaps between program segments. You may never use them, but you should be prepared to avoid possibly awkward periods of silence.
- Remember that performing as Toastmaster is one of the most valuable experiences in your club work. The assignment requires careful preparation in order to have a smoothly run meeting.

At the meeting

- Arrive early in order to finish any last-minute details.
- Check with the speakers for any last-minute changes.
- Sit near the front of the room and have your speakers do likewise for quick and easy access to the lectern.

During the meeting

- Preside with sincerity, energy, and decisiveness. Take your audience on a pleasant journey and make them feel that all is going well.
- Always lead the applause before and after the Table Topics session, each prepared speaker, and the General Evaluator.

- Remain standing near the lectern after your introduction until the speaker has acknowledged you and assumed control of the meeting; then be seated.
- Introduce the General Evaluator as you would any speaker; the General Evaluator will then introduce the other members of the evaluation team.
- Introduce the Topicsmaster as you would any speaker. If the Topicsmaster forgets to call for the timer's report and vote for Best Table Topics Speaker, you do it.
- Introduce each speaker in turn.
- At the conclusion of the speaking program, request the timer's report and vote for Best Speaker.
- Briefly reintroduce the General Evaluator. If the General Evaluator forgets to call for the timer's report and vote for Best Evaluator, you do it.
- While votes are being tallied, invite comments from guests and announcements (such as verification of next week's program).
- Award trophies if your club does so.
- Request the thought for the day if your club has one.
- Adjourn the meeting, or if appropriate, reintroduce the chairman.

Resources

- *Chairman* (Item 200)
- *Master Your Meetings* (Item 1312)

GRAMMARIAN

Being grammarian is truly an exercise in expanding your listening skills. You have two basic responsibilities: First, to introduce new words to members, and second, to comment on the use of English during the course of the meeting.

Prior to the meeting

- Select a word of the day if this is done in your club. It should be a word that will help members increase their vocabulary—a word that can be incorporated easily into everyday conversation but is different from the way people usually express themselves. An adjective or adverb is suggested since each is more adaptable than a noun or verb, but feel free to select your own special word.
- In letters large enough to be seen from the back of the room, print your word, its part of speech (adjective, adverb, noun, etc.), and a brief definition. Prepare a sentence showing how the word is used.
- Prepare a brief explanation of the duties of the grammarian for the benefit of the guests.

Upon arrival at the meeting

- Place your visual aid at the front of the room where it can be seen by all.
- Get a blank piece of paper and pen ready on which to make notes, or get a copy of the grammarian's log, if your club has one, from the sergeant at arms.

During the meeting

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

- Briefly explain the role of the grammarian.
- Throughout the meeting, listen to everyone's word usage. Write down any awkward use or misuse of the language (incomplete sentences, sentences that change direction in midstream, incorrect grammar, malapropisms, etc.) with a note of who erred. Write down who used the word of the day (or a derivative of it) and note those who used it correctly or incorrectly.
- When called on by the General Evaluator during the evaluation segment, stand by your chair and give your report. Try to offer the correct usage in every instance where there was misuse instead of only explaining what was wrong. Report on creative language usage and announce who used the word of the day (or a derivative of it) correctly or incorrectly.

After the meeting

- Give your completed report to the treasurer for collection of fines if your club does this.

Resources

- Word of the Day (Item 1415)

AH-COUNTER

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

Prior to the meeting

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

Upon arrival at the meeting

- Get a pen and blank piece of paper on which to make notes, or get a blank copy of the Ah-Counter's log, if your club has one, from the sergeant at arms.

During the meeting

- When introduced prior to Table Topics, explain the role of the Ah-Counter. In some clubs, small fines are levied on members who do or do not do certain things. (For example, members are fined who use crutch words, are not wearing their Toastmasters pin to the meeting, etc.) If your club levies fines, explain the fine schedule.
- Throughout the meeting, listen to everyone for crutch sounds and long pauses used as fillers and not as a necessary part of sentence structure. Write down how many crutch sounds or words each person used during all portions of the meeting.
- When called on by the General Evaluator during the evaluation segment, stand by your chair and give your report.

After the meeting

- Give your completed report to the treasurer for collection of fines if your club does this.

OPTIONAL MEETING PARTICIPANTS

Your club may have other meeting participants, such as joke master, parliamentarian, and word master. Check with your club officers for guidelines for any additional positions the club may have.

YOUR CLUB'S LEADERSHIP

Meeting participants play an important role in making the club educational and enjoyable. But another group of people has even more responsibility for meeting quality and the long-term success of the club. This group is called the club executive committee. Following are the titles and standards of each executive committee member.

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

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

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

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

Vice President Education. The vice president education is responsible for planning successful club meetings so that each member has the opportunity to achieve his or her educational goals. He or she is the second-highest ranking club officer, presiding at club and executive committee meetings in the absence of the president.

Standards outside of the club meeting are to plan club meetings, completing schedules and assignments at least three weeks in advance and confirming each schedule five to seven days before the meeting; promote participation in the educational program. Get commitment from new members to achieve the CC award within one year or less and schedule them to speak accordingly. Get commitment from CCs to earn ACB awards within one year, and get

commitment from ACB and ACS recipients to earn the next award within one year. Get commitment from members to earn the CL award, and get commitment from CLs to earn the ALB award within one year. Track all members' progress toward these awards; orient new members to the Toastmasters program within two meetings after they join; assign every new member a mentor; attend club executive committee meetings and preside when the president is absent; attend district council meetings and vote the club's proxy vote at regional and International business meetings; attend district-sponsored club-officer training; arrange for a replacement if unable to attend club meeting; prepare successor for office.

Standards at the club meeting are to assign each new member to be a Table Topics participant at the first meeting after joining, to a meeting role at the third meeting or earlier, and to complete a project in *Competent Communication* (Item 225) or *Competent Leadership* (Item 265) at the fourth meeting or sooner; ensure that a club member conducts *The Successful Club Series* programs Evaluate to Motivate, Moments of Truth, Mentoring, and Finding New Members for Your Club at least once per year; monitor club performance quarterly in cooperation with the club president; initial members' Project Completion Record and ensure eligible members fill out their award applications; preside over the meeting when the president is absent.

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

Standards outside of the club meeting are to conduct ongoing membership building programs and efforts. Promote the membership goal of one new member per month and, if the club has fewer than 20 members, achieving 20 members by year-end or sooner. Promote club and Toastmasters International membership building programs and conduct a minimum of two formal club membership programs annually; follow-up on and keep track of guests, new members joining, and members not attending meetings. Send follow-up note to guests; explain the educational program to all prospective members, get their commitment to join and collect membership applications. Bring the applications to the club for voting and, if the members are accepted, collect dues and fees and give them to the treasurer with the applications; attend club executive committee meetings; attend and vote at area council meetings; attend district-sponsored club-officer training; arrange for a replacement if unable to attend club meeting; prepare successor for office.

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

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

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

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

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

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

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

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

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

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

Sergeant at Arms. The sergeant at arms is the seventh-ranking club officer. Standards outside of the club meeting are to schedule meeting location; maintain club equipment in working order and check after every meeting to ensure adequate supplies are available; attend club executive committee meetings; attend district-sponsored club officer training; arrange for a replacement and for assistance if necessary; prepare successor for office.

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

How to conquer nervousness and other handy hints

YOUR TOASTMASTERS SURVIVAL GUIDE

Nervousness, speech anxiety, stage fright, platform panic—it's known by many names, but it's a problem every speaker must confront. Actually, feeling nervous before a speech is healthy. It shows that your speech is important to you and that you care about doing well. But unless you learn to manage and control nervousness, it can keep you from becoming an effective speaker.

Here's how:

1. **Know the room.** Become familiar with the place in which you will speak. Arrive early and walk around the speaking area. Stand at the lectern, speak into the microphone. If you'll be using visual aids, practice with them. Walk around the area where the audience will be seated. Walk from where you'll be seated to the lectern, as you will when you're introduced.
2. **Know the audience.** If possible, greet audience members as they arrive and chat with them. It's easier to speak to a group of friends than to a group of strangers.
3. **Know your material.** If you are not familiar with your material, your nervousness will naturally increase. Practice your speech and revise it until you can present it with ease.
4. **Relax.** You can ease tension by doing exercises. Sit comfortably with your back straight. Breathe in slowly, hold your breath for four to five seconds, then slowly exhale. Repeat 10 to 20 times. Or do physical exercises. Stand straight, arms extended over your head. Then bend over and touch your toes. Repeat 10 times. Stand with your feet apart. Extend your arms out at your sides, then turn your head and torso to the left. Return to center, then turn to the right. Repeat 10 times. To relax facial muscles, open your mouth and eyes wide, then close them tightly. Repeat five times.
5. **Visualize yourself giving your speech.** Imagine yourself walking confidently to the lectern as the audience applauds. Imagine yourself speaking, your voice loud, clear, and assured. Picture the audience applauding as you finish and return to your seat. When you visualize yourself as successful, you will be successful.
6. **Realize that people want you to succeed.** Audiences want speakers to be interesting, stimulating, informative, and entertaining. They want you to succeed—not to fail. This is especially true in your Toastmasters club, where your audience will always be understanding and supportive.
7. **Don't apologize.** Most of the time your nervousness doesn't show at all. If you don't say anything about it, nobody will notice. If you mention your nervousness or apologize for any problems you think you have with your speech, you'll only be calling the audience's attention to it. Had you remained silent, your listeners may not have noticed anything.
8. **Concentrate on the message—not on the medium.** Your nervous feelings will dissipate if you focus your attention away from your own anxieties and outwardly toward your message and your audience.

9. **Turn nervousness into positive energy.** The same nervous energy that causes platform panic can be an asset to you. Harness it, and transform it into vitality and enthusiasm.
10. **Gain experience.** Experience builds confidence, which is a key to effective speaking. Most beginning speakers find that their anxieties decrease after each speech they give.

SPEECH TOPIC SUGGESTIONS

Are you spending more time thinking about what to talk about than you spend preparing your speech? Don't despair. Speech topics are all around you. You simply need to learn to see them.

What do you know that others may find of interest? Are you an expert gardener? Do you know a lot about the stock market? Have you started your own business? Are you an experienced traveler? If so, what advice or information could you give listeners that they would find helpful?

For example, if you are an experienced traveler, you may be able to speak about these topics:

- How to pack a suitcase
- Traveling with children
- Ways to reduce travel expenses
- Local weekend vacation spots
- First aid items every traveler should carry
- How to protect valuables from theft

Personal experiences can yield a wealth of speech ideas. Have you experienced or witnessed a situation that disturbed you or made you think? For example, perhaps you witnessed a kind act a child did for an elderly person. You could describe the incident, analyze its significance, then build a message around it that would be of value to your listeners. Maybe a relative was recently diagnosed with a serious illness. You could research this illness to help listeners learn more about it and help them determine if they too are at risk. Or perhaps you had a childhood experience that had an impact on you. Maybe a schoolmate came from a poor family, you were caught cheating on an exam, or you had the opportunity to participate in a special program. What lessons did you learn from the experience that you can share?

You can also get speech ideas from outside sources like books, magazines, newspapers, television, and the Internet. News, entertainment, sports, science, medicine, and business and economic developments all can provide speech topics. Likewise, advice columns, letters to the editor, and commentaries are rich in ideas.

Still stuck? One of these themes may generate an idea or two:

- Advertising
- Books
- Community service
- Diet
- Discipline
- Exercise
- Habits
- Heroes
- Integrity
- Manners
- Retirement
- Television programs

Speech ideas can appear suddenly and disappear just as quickly. Keep a pen and paper or handheld computer with you at all times. When an idea strikes, immediately write it down and file it for later use. Soon you'll have a number of ideas to choose from the next time you are scheduled to give a speech.

For more information on finding speech topics, see *The Better Speaker Series* presentation *Selecting Your Topic* (Item 274).

TABLE TOPICS

The ability to think and speak quickly is an important skill that will help you be successful. That's why the Table Topics portion of the Toastmasters club meeting was developed. Table Topics provides you with the opportunity to practice thinking and speaking quickly. You learn how to present your thoughts in a clear, organized manner with a minimum of preparation.

The Table Topics portion of the club program is conducted by the Topicsmaster. The Topicsmaster announces a topic and calls on members, one at a time, who give impromptu one- to two-minute talks on the topic. Or the Topicsmaster may assign subjects individually.

You'll frequently be called upon to speak during the Table Topics portion of your club's meeting. Following are tips to help you prepare for impromptu speaking:

- **Read.** You will be able to respond better if you're knowledgeable about current events. Read major magazines and newspapers, and listen to newscasts.
- **Organize your thoughts.** When you're given your topic, pause to decide what the main point of your response will be. For example, if you're asked to give your opinion about an issue, determine your viewpoint. Then support your viewpoint with two or three reasons.
- **Structure your thoughts.** Like a prepared speech, an impromptu talk has an opening, body, and conclusion.
- **Remain calm.** Remember, your audience will think you are confident if you appear confident.

Toastmasters International's *Think Fast! Table Topics Handbook* (Item 1315) and *The Better Speaker Series* program, *Impromptu Speaking* (Item 273) offer more suggestions for Table Topics.

HOW TO INTRODUCE A SPEAKER

Eventually, as you participate in your club, you will serve as Toastmaster of the meeting. One of your roles as Toastmaster will be to introduce the speakers. Every speaker deserves a thoughtful and helpful introduction. The best introductions help the speaker and the audience establish a common bond.

An introduction is a small speech—less than a minute in your Toastmasters club—which contains all the elements of a full speech. It has an opening, which grabs the audience's attention and makes them aware of the importance of the upcoming subject. It has a body, which explains why the subject was chosen, why the speaker is qualified to address it, why it is appropriate for this audience, and why this time is appropriate to discuss it. It has a conclusion, which in this case allows the speaker to begin the presentation.

Your introduction should tell the audience about the speaker's expertise and give relevant background information. You should set the mood of the audience for this particular speech, an especially challenging task if there is a marked change from the mood of the preceding talk.

While covering these points, be careful not to give the speaker's speech. Allusions to the topic will arouse audience interest without taking away from the speaker's impact. Build expectation and end your introduction when interest peaks. Weave the speaker's name into the introduction as much as possible, so the audience will clearly relate this speaker with this topic. Above all, don't overdo it. Say what needs to be said, then sit down.

An introduction requires almost as much preparation as a full speech. You will need to contact the speaker in advance and discuss the relevant information about the speech and speaker. You should then make an outline of your introduction and rehearse it. Good preparation will clearly show, and both the audience and the speaker will appreciate it.

Consider this example of a poorly prepared introduction:

Our speaker, Linh Singh, has been a Toastmaster for two years and is currently our vice president membership. Tonight Linh is going to tell us about teenage drivers. Ladies and gentlemen, please welcome Linh Sing.

Then compare it with this example of a proper introduction:

Two years ago Linh Singh's 17-year-old son died in a traffic accident. What Linh learned after the accident stunned him. One in five teenage drivers has a crash in their first year of driving, and motor vehicle crashes are the leading cause of death for 15- to 20-year-olds. In the two years since his son's death, Linh has worked with our state's motor vehicle department to develop a program for teenagers about safe driving and advocates stricter laws for teenage drivers. Many of us have children who are learning to drive or who will be driving in the next few years. In his speech entitled "Help Them Arrive Alive," Linh will tell us what we must do as parents to ensure our children drive safely. Please welcome Linh Singh.

For more information, read Toastmasters International's *The Better Speaker Series* presentation, *Creating an Introduction* (Item 277).

THANKING A SPEAKER

Your role as Toastmaster of a meeting also includes thanking a speaker when he or she has finished.

As the speaker finishes, you should lead the audience's applause as you return to the lectern. Then express appreciation to the speaker on behalf of the audience. If you wish, you may comment on some aspect of the presentation or its appropriateness. For example, you could state, "Last week two more teenagers in our town were killed in car crashes. Thank you, Linh, for telling us what we can do to prevent these tragic deaths."

Keep your acknowledgement brief and be pleasant, gracious, and sincere, even if you don't agree with the speaker's viewpoint. Avoid offering your own opinions or making a speech of your own. Be courteous and stay focused on the speaker.

EVALUATE YOUR CLUB

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

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

_____

_____

_____

11. What do you like about your club? _____

_____

_____

_____

12. Do you plan to continue in your club? __ **Yes** __ **No**

Why? _____

_____

_____

COMPETENT COMMUNICATOR
AWARD APPLICATION

TO APPLY:

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

- Complete all 10 projects in the *Competent Communication* manual.
- Complete this application and attach the completed Project Completion Record.
- A current club officer must sign and date the application.
- Ask a current club officer to submit your application online at **www.toastmasters.org**.
  If no current officer has online access, email, mail **OR** fax (one method only please) the completed form to:

Education Awards
Toastmasters International
9127 South Jamaica Street, Suite 400, Englewood, CO 80112

Fax: +1 303-799-7753
Email: educationprogram@toastmasters.org

ATTACH PROJECT COMPLETION RECORD FROM MANUAL

PLEASE PRINT OR TYPE:

Member No. ☐☐☐☐☐☐☐☐☐☐ Club Name & No._____ District _____

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

Permanent Address Change? ☐ Yes ☐ No

Address 1_____

Address 2_____

City _____ State/Province _____ ZIP/Postal Code_____

Country _____ Email Address_____

Phone _____

Complete all requirements before submitting award applications to World Headquarters.

CLUB OFFICER VERIFICATION

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

_____ Date: _____
SIGNATURE PRINT NAME CLUB OFFICE HELD

(Members may not sign their own application even if they are a current club officer.)

Advanced Communication Series *Check the boxes to indicate your selections.*

- ☐ The Entertaining Speaker (226A)
- ☐ Speaking to Inform (226B)
- ☐ Public Relations (226C)
- ☐ Facilitating Discussion (226D)
- ☐ Specialty Speeches (226E)
- ☐ Speeches by Management (226F)
- ☐ The Professional Speaker (226G)
- ☐ Technical Presentations (226H)
- ☐ Persuasive Speaking (226I)
- ☐ Communicating on Video (226J)
- ☐ Storytelling (226K)
- ☐ Interpretive Reading (226L)
- ☐ Interpersonal Communication (226M)
- ☐ Special Occasion Speeches (226N)
- ☐ Humorously Speaking (226O)

If this is your first CC you may select two of the above manuals at no charge. Purchase additional manuals at **www.toastmasters.org/products** or call Supply Orders at +1 720-439-5050.

PROJECT COMPLETION RECORD

PROJECT NUMBER	SPEECH TITLE	DATE	VPE INITIALS
Project 1			
Project 2			
Project 3			
Project 4			
Project 5			
Project 6			
Project 7			
Project 8			
Project 9			
Project 10			

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

_____ By initialing here, I am confirming that I have written consent to provide Toastmasters International the below person's contact information for the purpose of sending confirmation of my education award achievement.

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

Name of Employer/Supervisor _____

Company Name _____

Address 1 _____

Address 2 _____

City _____ State/Province _____

ZIP/Postal Code _____ Country _____

Email _____

Rev. 5/2018 Item 1225

COMPLETE LISTING OF
THE ADVANCED COMMUNICATION SERIES

The *Advanced Communication Series* (Item 226Z) trains you for speaking situations you may encounter outside of your Toastmasters club. Each of the following five-project manuals may be used toward the Advanced Communicator Bronze, Advanced Communicator Silver, and Advanced Communicator Gold awards.

THE ENTERTAINING SPEAKER (Item 226A) Entertaining speakers are always in demand. Projects address preparing and delivering an entertaining speech, finding good stories and anecdotes to include in speeches, using humor, incorporating drama into presentations, and presenting an after-dinner speech.

SPEAKING TO INFORM (Item 226B) Informational speeches are common, so it's likely you will be asked to present one sometime. This manual contains information about organizing an informational speech, tailoring your speech to the audience, conducting a demonstration, presenting a report, and delivering a speech about an abstract subject.

PUBLIC RELATIONS (Item 226C) Everyone benefits from the ability to present a good public image. Projects cover preparing a speech that will generate a favorable attitude toward you and your product, company or service; presenting a positive image of yourself and your company or organization on a radio talk show; persuading an audience to accept your viewpoint; addressing a hostile audience; communicating with the public during a crisis situation.

FACILITATING DISCUSSION (Item 226D) Group discussions are common, and this manual provides instruction in facilitating the most common types of discussions. Learn about moderating a panel discussion, facilitating a brainstorming meeting, leading a problem-solving discussion, handling challenging people during discussions, and helping a problem-solving group achieve a consensus.

SPECIALTY SPEECHES (Item 226E) Speakers are often called on to give different kinds of talks. This manual contains information about giving those considered most common: impromptu talks, inspirational speeches, selling a product, reading aloud, and introducing a speaker.

SPEECHES BY MANAGEMENT (Item 226F) Managers encounter a variety of speaking situations in the work environment. This manual offers instruction in giving briefings, providing feedback, persuading and inspiring an audience, convincing an audience to accept change, and delivering bad news.

THE PROFESSIONAL SPEAKER (Item 226G) Professional speakers can give a variety of presentations to many audiences. This manual offers guidance in preparing and presenting a keynote address, an entertaining speech, a sales training speech, a seminar, and a motivational speech. It also includes information about marketing yourself as a professional speaker.

TECHNICAL PRESENTATIONS (Item 226H) Presenting technical information in a way that doesn't bore the audience is challenging. Learn how to prepare technical briefings, design and present a proposal, talk about a technical subject to a nontechnical audience, present a technical paper, and enhance a technical talk with the Internet.

PERSUASIVE SPEAKING (Item 226I) Successful people know how to influence and persuade others to accept their ideas, products or services. Projects cover selling a product, making "cold calls," preparing a winning proposal, convincing an audience to consider your side of a controversial issue, and persuading listeners to help bring a vision and mission to reality.

COMMUNICATING ON VIDEO (Item 226J) Video presentations require special preparation and attention to details. Learn how to present an editorial, appear as a guest on an interview program, host an interview program, conduct a press conference, and use video to train others.

STORYTELLING (Item 226K) A good story enhances your speech and makes it memorable. This manual offers instruction in telling folk tales, personal stories, stories with morals, emotional stories, and stories about historical events or people.

INTERPRETIVE READING (Item 226L) Reading words written by someone else requires a special set of skills. Projects include reading stories, poetry, monodramas, plays, and famous speeches.

INTERPERSONAL COMMUNICATION (Item 226M) Daily life presents many challenging communication situations. Topics covered in this manual include conversing with ease, negotiating, handling criticism, coaching someone to improve performance, and expressing dissatisfaction effectively.

SPECIAL OCCASION SPEECHES (Item 226N) Special events present special speaking opportunities. This manual provides instruction in mastering the toast, speaking in praise, delivering a "roast," presenting awards, and accepting awards.

HUMOROUSLY SPEAKING (Item 226O) Every speaker benefits from using humor. Learn how to incorporate humorous anecdotes and jokes into a speech to enhance its beginning, middle, or end. Also, learn how to prepare and present an entirely humorous speech.

ADVANCED COMMUNICATION LIBRARY SET (Item 226Z) Save $15 by purchasing all 15 Advanced Communication Series (Item 226Z) manuals.

These materials are available only to members of Toastmasters International.
To order, please visit **www.toastmasters.org/education/communication-track**.

NOTES



www.toastmasters.org