

TOASTMASTERS INTERNATIONAL®

COMPETENT LEADERSHIP

A Practical Guide to Becoming a Better Leader

WHERE LEADERS ARE MADE



COMPETENT LEADERSHIP

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WHERE LEADERS ARE MADE

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 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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INTRODUCTION

"But just what do we mean by 'leadership?' It would appear to be the capacity to look ahead, think ahead, plan ahead, and then influence other people to go ahead on the plan."

– Ralph C. Smedley

What makes a leader? There are many books and many different opinions on the subject. Ralph Smedley, founder of Toastmasters International, believed that some people are born with the qualities of a leader, just as some are born with a natural talent for music or sports. He also believed that people can discover their latent leadership talents by participating in the regular activities of a Toastmasters club.

You may intend to be one of the world's great leaders in business or politics, or you may be a person who sometimes needs to motivate a group of people to work together to achieve a common goal. In either case, the projects in *Competent Leadership* (Item 265) will provide you with opportunities to build your leadership skills by serving in various Toastmasters meeting roles. By completing the projects in this manual, you can learn how to listen, think critically, plan, organize, manage time, facilitate, motivate, mentor, and build a team.

HOW IT WORKS

Each of the 10 projects in this manual focuses on a different leadership skill. Each project consists of two parts: a short, informative introduction to the skill and an assignment that's designed to provide you with an opportunity to practice and learn an aspect of that skill. For most projects, you can choose from a list of several meeting roles to serve in; others require you to help your club in other ways. While leadership skills can be learned in every meeting role, some meeting roles provide better learning experiences than others. You needn't complete the projects in order, although it is beneficial to do so.

As you complete the projects in this manual, keep the following requirements in mind:

- You may only receive credit for one meeting role per meeting. For example, if you serve as a speech evaluator and a grammarian, you can earn credit for only one of these roles.
- Some roles fulfill the requirements for multiple projects, but cannot be used as credit toward multiple projects in one meeting. For example, you have the option to be a speech evaluator in four projects throughout the manual, but you can apply credit to only one of these projects per meeting. To receive this credit for all four projects, you would need to serve as a speech evaluator four different times.

When you complete a project, a leadership evaluator will give you feedback. Just like a speech evaluator, a leadership evaluator can be any club member, and he or she will provide a personal opinion of your performance in the leadership role, identifying strengths as well as suggestions for improvement.

THE REWARDS ARE MANY

Once you've completed all 10 projects in this manual and turned in your award application, you will receive the Competent Leader award. You will receive a certificate and, at your request, Toastmasters International will send a letter to your employer announcing your accomplishment.

But that's only the beginning. Toastmasters offers two tracks to grow your skills. When you participate in the communication track to develop your presentation skills, you can be recognized as a Competent Communicator, 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 can complete the manual at your own pace, and you can work in it at the same time you are working in *Competent Communication* (Item 225) or the *Advanced Communication Series* manuals.

The ultimate recognition is the Distinguished Toastmaster award, given to those who have worked in both tracks and have received the Advanced Communicator Gold and Advanced Leader Silver awards.

For a list of available awards and the requirements for each, visit **www.toastmasters.org/Members/MemberExperience/EducationalProgram/CommunicationTrack** and **www.toastmasters.org/Members/MemberExperience/EducationalProgram/LeadershipTrack**.

HOW DO I GET STARTED?

1. **Ask your vice president education (VPE) for a mentor.** An experienced fellow member will help you with your first few assignments and answer any questions you may have as you begin working in the Toastmasters education program.
2. **Ask your VPE to schedule you to serve in your first meeting role.** The sooner you begin participating in the club, the faster you will learn. Also ask the VPE to orient you to the club. During this orientation, the VPE will explain how the club operates, the learning opportunities the club provides, and your responsibilities as a member. You will discuss your goals and how the club can help you achieve them.
3. **Begin preparing for your first meeting role.** Work with your mentor to prepare for your first meeting role, following the project guidelines. Preparation will help you overcome any nervousness you may have and make you a better leader.
4. **Bring *Competent Leadership* (Item 265) to every meeting.** Fulfilling meeting roles is part of being a Toastmaster, and you'll achieve your Competent Leader award in less time if you get credit for each role you fulfill. Even if you're not scheduled for a meeting role, you may be asked to fill in for a member who is absent.

USING THE PROJECT COMPLETION RECORD

The Project Completion Record at the back of the manual serves two purposes: it provides an easy reference to the project requirements in *Competent Leadership* (Item 265), and a way for the VPE to sign off on your projects as you complete them. When you have completed all 10 projects in this manual, send a copy of this form along with a copy of the Competent Leader Award Application (Item 1227) to World Headquarters to receive your Competent Leader certificate. (Detailed instructions for submitting your application to World Headquarters appear on the Competent Leader Award Application (Item 1227).

READ BEFORE YOU BEGIN

It is important that you read each project carefully before you embark on each assignment.

PROJECT 1

LISTENING

EXECUTIVE SUMMARY

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

OBJECTIVES

- Evaluate your ability to listen.
- Identify and apply effective listening skills.

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

A leader's listening skills play a major role in team building. Leaders must be able to connect with their teams, showing concern for them and their work. This connection is accomplished through listening to what team members think, to their plans, and to their ideas. When they believe you are listening to them, team members feel important and respected. In turn, they trust and respect you and perform to the best of their abilities.

HOW WELL DO YOU LISTEN?

In order to evaluate your current ability to listen, determine how often you can honestly make the following statements. After you've completed this entire project, repeat the exercise to measure your progress.

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

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

HOW TO LISTEN

While listening may seem like it should be easy to do, it can be very difficult, often requiring more mental effort than speaking. To learn to listen better:

1. **Keep an open mind.** Avoid making assumptions and judgments before the speaker finishes.
2. **Maintain eye contact.** Give the speaker your full attention.
3. **Watch your body language.** Relax. Uncross your arms and legs, and refrain from tapping your fingers or making other nervous gestures. Instead, lean toward the speaker and nod and smile when appropriate.
4. **Listen for key ideas and full understanding.** Seek out and remember the speaker's main ideas and points. For example, if the speaker is relaying the reasons why a major project is being delayed, listen carefully for each specific reason.
5. **Rephrase what the speaker is saying.** Show the speaker you understand what he is saying and allow him to clarify if you are missing the point. For example, say something like, "If I understand correctly, the main reason for the delay is the design change."
6. **Ask questions.** Confirm your understanding and get more information: "Why was the previous design inadequate?" "How much will the design changes cost?"
7. **Evaluate.** When the speaker is finished, think carefully about what he said before you respond.

When team members believe you are listening to them, they feel important and respected. In turn, they trust and respect you and perform to the best of their abilities.

YOUR ASSIGNMENT

Apply the behaviors of a good listener by performing any three of the following roles (each at a different meeting).

- Speech evaluator
- Table Topics™ speaker
- Ah-Counter
- Grammarian

Learn about these roles at **www.toastmasters.org/meetingroles**.

EVALUATION GUIDE FOR **LISTENING**

Note to the Evaluator: Please read the project carefully before the meeting. Offer comments and specific recommendations about the performance of the role, focusing on the information provided in this project. If any aspect of the role was performed outside of the meeting, conduct an interview to gain the details you need for a complete evaluation.

Speech Evaluator

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The speech evaluator engaged the speaker, using eye contact and other nonverbal behavior to show interest.	3	2	1
The speech evaluator devoted his or her entire attention to the speaker and did not perform other tasks while the speaker was talking.	3	2	1
The speech evaluator summarized the content of the speech and/or repeated key phrases from the speech in his or her evaluation.	3	2	1

Assess the speech evaluator's behavior as a listener. What specific behaviors demonstrated that the evaluator understood the speaker's ideas? Did the evaluator remember the speaker's main ideas and points?

Table Topics Speaker

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The speaker devoted his or her entire attention to the Topicsmaster and did not perform other tasks while the Topicsmaster was talking.	3	2	1
The speaker demonstrated complete understanding of the topic.	3	2	1
The speaker listened politely to all other Table Topics speakers.	3	2	1

Assess the speaker's behavior as a listener. Did the Table Topics speaker's body language indicate that he or she was listening to the Topicsmaster as the topic was delivered? How did the Table Topics speaker's answer demonstrate his comprehension of the topic?

Ah-Counter

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The Ah-Counter devoted his or her entire attention to all speakers and did not perform other tasks while the speakers were talking.	3	2	1
The Ah-Counter's reports clearly demonstrated that he or she listened intently to all speakers during the meeting.	3	2	1
The Ah-Counter's body language clearly demonstrated that he or she listened to all speakers during the meeting.	3	2	1

Assess the Ah-Counter's behavior as a listener. What body language cues did the Ah-Counter use to show he or she was listening? What other listening behaviors did the Ah-Counter demonstrate during the meeting?

Grammarian

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The grammarian demonstrated good listening skills by repeating key phrases the speakers used when delivering his or her report.	3	2	1
The grammarian noted each instance that the word of the day or a derivative was used correctly during the meeting.	3	2	1
The grammarian remained alert during the meeting. He or she displayed acute awareness during the meeting and identified and clarified all distinctive grammar usage.	3	2	1

Assess the grammarian's behavior as a listener. Did the grammarian identify and repeat key phrases used by the speakers? What specific behaviors indicated that he or she was listening for the word of the day and distinctive grammar usage?

PROJECT 2

CRITICAL THINKING

EXECUTIVE SUMMARY

A leader gathers information, then analyzes, interprets, and understands it before acting. Critical thinkers question what they read and hear. Then they determine the quality of a piece of information and use logical reasoning to reach conclusions. Critical thinkers make better decisions.

OBJECTIVES

- Evaluate your ability to think critically.
- Identify and apply successful critical-thinking practices.

A successful leader gathers information, then carefully analyzes, interprets, and understands it before acting. This process is called critical thinking. Critical thinking is about how to approach problems, questions, and issues.

HOW WELL DO YOU THINK CRITICALLY?

To evaluate your critical thinking skills, determine how often you can honestly make the following statements. After you've completed this entire project, repeat the exercise to measure your progress.

	Always	Sometimes	Never
When confronted with a problem, I spend time gathering information about it from several sources.	3	2	1
I ask questions to get more information.	3	2	1
I examine beliefs, assumptions, and opinions and weigh them against facts.	3	2	1
I refrain from making judgments or decisions until I've considered all facts.	3	2	1
I try to see the merits of others' opinions even if they are different from mine.	3	2	1
I enjoy finding new solutions to problems.	3	2	1

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

CRITICAL THINKING

Critical thinkers question what they read and hear. They determine the quality, merits, and faults of an idea and can distinguish between fact and opinion. They use logical reasoning and analysis to reach conclusions. Critical thinkers consider information in several ways:

- They **interpret** the meaning of experiences, situations, data, and judgments. Critical thinkers can paraphrase someone else's ideas, recognize how someone is feeling from the look on their face, or clarify the meaning of a graph or chart.
- Critical thinkers **identify and analyze** relationships between events, statements, concepts, and situations. For example, they can recognize the differences and similarities in two newspaper accounts of the same event.

- They **assess credibility** by determining the logical strength of a statement, description, or interpretation and judging if the evidence supports the conclusion being drawn.
- Critical thinkers **infer** by forming hypotheses and deducing the consequences of data or events. For example, they use reasoning to determine the consequences of a certain course of action before moving forward.

HOW TO THINK CRITICALLY

- **Be informed.** Collect information from numerous sources. The Internet, books, magazines, journals, newspapers, videos, and CDs are good sources of information. Consulting with colleagues and employees also is useful.
- **Refrain from making decisions too early.** Make sure you have all the facts, and allow yourself time to think about them. Quick decisions may lead to regrets.
- **Keep an open mind.** You may find information that changes your perspective of the problem.
- **Ask questions.** Do not make assumptions. Probing questions that begin with "why" or "how" help you get more information. "Why do you believe this is the reason?" "How does this system work?"
- **Be honest about yourself.** Acknowledge your biases, and avoid letting them influence you.
- **Weigh opinions against facts.** Be wary of placing more value on opinions than on facts. Someone may tell you they are in favor of a proposal, but their reasons for it may be based on personal biases rather than facts.
- **Be persistent.** The entire process takes time, and you may encounter difficulties. Don't give up.
- **Be organized.** Sort the information you collect, and devise criteria for evaluating it. Write down important points or things you would like to investigate further.
- **Consider and analyze all options.** This is the most important part of critical thinking. Only after analyzing the options can you decide which one is best.

> Critical thinkers make better decisions. They determine the quality of a piece of information and use logical reasoning to reach conclusions.

YOUR ASSIGNMENT

Apply the critical-thinking practices discussed in this project by performing any two of the following roles (each at a different meeting).

- Speech evaluator
- Grammarian
- General Evaluator

Learn more about these roles at **www.toastmasters.org/meetingroles**.

EVALUATION GUIDE FOR **CRITICAL THINKING**

Note to the Evaluator: Please read the project carefully before the meeting. Offer comments and specific recommendations about the performance of the role, focusing on the information provided in this project. If any aspect of the role was performed outside of the meeting, conduct an interview to help you in your evaluation.

Speech Evaluator

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The speech evaluator demonstrated understanding of the speaker's ideas.	3	2	1
The evaluator's appraisal of the speech was well-organized.	3	2	1
The evaluator showed insight into the speaker's feelings about his or her topic.	3	2	1

Evaluate the critical-thinking practices the speech evaluator used. How did the evaluator demonstrate his or her understanding of the speaker's ideas? How did the evaluator reveal that he or she had gained insight into the speaker's point of view? Did the evaluator analyze the speech and/or the speaker's presentation style?

Grammarian

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The grammarian addressed specific issues relating to grammar.	3	2	1
The grammarian demonstrated good critical thinking skills.	3	2	1
The grammarian provided well-informed suggestions for improvement.	3	2	1

How did the grammarian go about clarifying grammar issues? What specific suggestions did the grammarian provide that demonstrated his or her knowledge of English grammar?

General Evaluator

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The General Evaluator demonstrated a clear understanding of a successful club meeting.	3	2	1
The General Evaluator's appraisal of the meeting was well-organized.	3	2	1
All evaluators for the meeting were well-prepared due to the preparation of the general evaluator.	3	2	1
The General Evaluator offered specific suggestions to help clarify what is needed for the club to become more successful and useful to members.	3	2	1

Did the General Evaluator comment on the quality of the meeting's evaluations, such as whether they were positive and helpful and pointed the way to improvement? What other suggestions did the General Evaluator make to ensure the club is meeting the needs of each member?

PROJECT 3

GIVING FEEDBACK

EXECUTIVE SUMMARY

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

OBJECTIVES

- Evaluate your ability to give feedback.
- Identify and apply successful practices for giving feedback.

Successfully giving constructive performance feedback is a crucial leadership skill. Nevertheless, many leaders are uncomfortable evaluating the performance of others. We view it as criticism, knowing that most people—on both the giving and receiving end—consider criticism a negative experience. So we hesitate, for any number of reasons:

- We never told the other person what we expected of them.
- We assume the other person understood.
- We blame ourselves when the other person misunderstands.
- We hope that the situation resolves itself.
- We hope our team member figures out for herself what we want.
- We are afraid of alienating team members.
- We feel guilty for criticizing others.

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

HOW WELL DO YOU GIVE FEEDBACK?

To evaluate your ability to give feedback, determine how often you can honestly make the following statements. After you've completed this entire project, repeat the exercise to measure your progress.

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

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

HOW TO GIVE FEEDBACK

To be most helpful, feedback should be given immediately after the behavior occurs in a respectful, calm, encouraging way that is tailored to the individual team member. Take the following steps to offer feedback effectively:

- **Describe the specific behavior that needs correction:** "Cam, the weekly shipment to our Brazil division was two days late. This is the second time this month that this shipment has been late. In both instances, the shipment was packed on time but did not leave here on the scheduled day." Don't try to analyze the reason behind the behavior: "Cam, I know you are upset because you didn't get that promotion." Instead, just describe the behavior.
- **Explain the behavior's effect:** "The Brazil division lost three sales because of the late shipments. This cost the company thousands of dollars, and our team members in Brazil couldn't meet their sales goals."
- **Listen.** The team member may offer explanations: "Two of our staff were sick that week," or "I was in a meeting all day." Acknowledge them, but stay focused on the problematic behavior.
- **Ask for a change in behavior:** "The shipments must leave here on schedule."
- **Reaffirm the person's ability to make the change:** "By calling our freight company earlier, you can ensure that the shipment will leave here on schedule."
- **End on a positive note:** "Cam, you've been shipping supervisor for five years, and I appreciate all you have done to help our company grow."
- **Follow up.** Observe the team member's subsequent performance. If improvement occurs, be sure to offer praise: "Cam, the Brazil division told me their last two shipments arrived a day early. Thank you!"

> Feedback can be a positive experience. It can be an opportunity for the receivers to recognize what they are doing well and to learn what they can do better.

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

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

RECOGNIZE GOOD PERFORMANCE

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

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

YOUR ASSIGNMENT

Apply the practices for giving feedback by performing all three of the following roles (each at a different meeting).

- Speech evaluator
- Grammarian
- General Evaluator

Learn about these roles at **www.toastmasters.org/meetingroles**.

EVALUATION GUIDE FOR **GIVING FEEDBACK**

Note to the Evaluator: Please read the project carefully before the meeting. Offer comments and specific recommendations about the performance of the role, focusing on the information provided in this project. If any aspect of the role was performed outside of the meeting, conduct an interview to help you in your evaluation.

Speech Evaluator

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The evaluator offered feedback only on the speaker's presentation, not on his or her personality or qualities.	3	2	1
The evaluator offered specific suggestions for improvement.	3	2	1
The evaluator offered specific examples of what the speaker did well.	3	2	1
The evaluator concluded by encouraging the speaker.	3	2	1

How did the evaluator tailor his or her feedback to the speaker? Did the evaluator understand the speaker's goals? How did the evaluator demonstrate his or her understanding?

Grammarian

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The grammarian offered feedback only on the speaker's presentation, not on his or her personality or qualities.	3	2	1
When the grammarian noted incorrect grammar usage he or she supplied the correct usage.	3	2	1
The grammarian called attention to members employing creative language usage.	3	2	1
The grammarian announced who used the word of the day (or a derivative of it) correctly or incorrectly.	3	2	1

Give examples of how the grammarian provided specific suggestions for improvement. Did the grammarian's report provide encouragement to the speakers?

General Evaluator

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The General Evaluator offered specific suggestions for improvement when needed.	3	2	1
The General Evaluator offered specific examples of what meeting participants did well.	3	2	1
The General Evaluator concluded his or her evaluation on a positive note and encouraged meeting participants to continue improving.	3	2	1

Did the General Evaluator provide comments that enabled fellow Toastmasters to develop their skills? How well was the General Evaluator able to explain her suggestions for improving the meeting?

PROJECT 4

TIME MANAGEMENT

EXECUTIVE SUMMARY

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

OBJECTIVES

- Evaluate your ability to manage time.
- Identify and apply successful time-management practices.

Good time-management skills are invaluable to leaders. Meetings, paperwork, crises—they all consume our time and leave little available for what leaders are expected to do: provide leadership now and plan for and lead into the future.

HOW WELL DO YOU MANAGE TIME?

To evaluate your ability to manage time, determine how often you can honestly make the following statements. After you've completed this entire project, repeat the exercise to measure your progress.

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

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

HOW TO MANAGE TIME

To meet the challenge of time management, you must be able to do the following:

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

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

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

The following practices can help you budget your time and accomplish projects and tasks efficiently:

- **Identify long- and short-term goals.** Long-term goals are those you want to accomplish months or years from now. Short-term goals are those you want to accomplish within days or weeks.
- **Make a daily to-do list.** Base the list on your long- and short-term goals, specifying tasks that will help you accomplish them.
- **Prioritize the list.** Identify items that are 1) urgent and important, 2) important but not urgent, and 3) nice to do when you have the time.
- **Make a schedule.** Block out time for the urgent and important items and for those that take a lot of time to complete. In the remaining time, schedule other items. Break down large tasks into smaller, more manageable ones. Plan to do more difficult items when you are at your best. Some people work best in the morning, while others do better in the afternoon or evening.

When you wait until the last minute to tackle a big project, you put additional stress on yourself and risk making mistakes or doing a poor job.

- **Delegate whenever possible.** Do not spend valuable time doing something that someone else is capable of doing.
- **Leave time for emergencies.** No matter how carefully you plan, something unexpected inevitably occurs that needs your immediate attention. Build time into your daily schedule to handle these emergencies.
- **Manage interruptions.** Interruptions consume valuable time. When you are working on an important task, isolate yourself from others if you can.

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

Keep your schedule realistic. If it causes you stress, or if you continually cannot accomplish the tasks on your daily to-do lists, rethink and adjust your schedule.

YOUR ASSIGNMENT

Apply the time-management practices by performing the role of timer and any one of the remaining four roles (each at a different meeting).

- Timer (mandatory)
- Toastmaster
- Speaker
- Grammarian
- Topicsmaster

Learn about these roles at **www.toastmasters.org/meetingroles**.

EVALUATION GUIDE FOR **TIME MANAGEMENT**

Note to the Evaluator: Please read the project carefully before the meeting. Offer comments and specific recommendations about the performance of the role, focusing on the information provided in this project. If any aspect of the role was performed outside of the meeting, conduct an interview to help you in your evaluation.

Timer

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The timer understood how to operate the timing and signal devices smoothly and accurately.	3	2	1
The timer explained the timing rules and how timing signals would be given.	3	2	1
The timer was organized.	3	2	1
The timer recognized when meeting segments were not meeting the established time requirement.	3	2	1

What steps did the timer take to keep the meeting on schedule? How did the timer demonstrate his preparedness for the role?

Toastmaster

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The Toastmaster was prepared and adhered to the times in the meeting agenda.	3	2	1
The Toastmaster ensured that the meeting began and ended on time.	3	2	1
The Toastmaster avoided awkward interruptions or gaps in meeting flow by using fluid transitions between meeting segments.	3	2	1
The Toastmaster's introductions for speakers were tightly organized and brief.	3	2	1

How did the Toastmaster control interruptions in the meeting schedule? What evidence did you see that the Toastmaster had begun preparing for this role several days before the meeting?

Speaker

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The speaker met the time requirement for the manual project.	3	2	1
The speech was organized so that the speaker presented the necessary information in the available time.	3	2	1
The speaker displayed detailed knowledge of the speech topic, indicating that the topic was well-researched.	3	2	1

How did the speaker make adjustments to keep his or her speech within time limits? Did the speaker try to cover too much information in his speech? Suggest improvements.

Grammarian

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The word of the day was well-researched and easily incorporated into everyday conversation.	3	2	1
The grammarian prioritized his or her comments to the best benefit of meeting participants within the allotted time.	3	2	1
The visual aid for the word of the day was prepared in advance and placed for maximum effect at the meeting.	3	2	1

Was the grammarian able to adhere to the time limit? If not, how could he or she improve?

Topicsmaster

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
Topics were well-researched and reflected the meeting's theme.	3	2	1
The Topicsmaster's comments were short, giving respondents more opportunity to speak.	3	2	1
The Table Topics segment ended on time.	3	2	1

What evidence did you see that the Topicsmaster had begun preparing for this role several days before the meeting? Offer methods for managing and simplifying this preparation.

PROJECT 5

PLANNING AND IMPLEMENTATION

EXECUTIVE SUMMARY

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

OBJECTIVES

- Evaluate your ability to plan and implement.
- Identify and apply successful planning and implementation practices.

Leaders need a plan to ensure they will accomplish their goals in an efficient manner. A plan provides direction for the team. The planning process involves setting goals and objectives, and preparing plans and schedules for implementing them. Planning is the thinking that precedes the work and yields the following positive results:

- **Planning makes leaders future-oriented.** They are forced to look beyond their everyday activities and think about the future.
- **Planning enables leaders to coordinate decisions.** When making decisions, good leaders take into consideration the effects on the future. For example, spending $25,000 for furniture this month may not leave sufficient funds to upgrade the company's software six months from now.
- **Planning reinforces goals.** Because goals are the starting point for a plan, they reinforce what the organization is trying to achieve. If your company's goal is to provide its clients with the most current and accurate financial data every day, then most of the company's decisions are made with this goal in mind.

HOW WELL DO YOU PLAN AND IMPLEMENT?

To evaluate your ability to plan and implement, determine how often you can honestly make the following statements. After you've completed this entire project, repeat the exercise to measure your progress.

	Always	Sometimes	Never
I establish clear goals and objectives.	3	2	1
I involve others in the planning process.	3	2	1
I carefully develop plans for accomplishing goals and objectives.	3	2	1
I communicate goals and objectives to others.	3	2	1
I establish timetables and deadlines and communicate them to everyone.	3	2	1
I establish a communication system for coordinating efforts and providing feedback.	3	2	1

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

HOW TO PLAN AND IMPLEMENT

The planning and implementation process can be broken down into five steps:

- **Determine goals.** A goal is a clearly written statement that communicates the results you want to achieve. It specifies what and when, not why or how: "Our committee's goal is to raise $1,000 for the church library by October 31."
- **Establish strategies.** List the specific steps or tasks that must be taken to achieve the goal. Strategies for the church committee may include holding a bake sale or car wash to raise funds, or to solicit money from the congregation.
- **Set a timetable.** Priorities and scheduling are critical to planning. Make a list of tasks according to their priority and establish deadlines for completion of each. For example, the church committee's timetable may include a bake sale on December 12.
- **Assign responsibilities.** Delegate tasks to your team. Be clear about what you want each person to do. Consider the various skills or other contributions each person can bring to the project, and assign people to tasks that make use of their skills. For example, if a church committee member knows the owner of a printing company, the committee member may be able to persuade the owner to donate printing services to the committee.
- **Anticipate obstacles.** Leaders anticipate problems and turn them into possibilities. Often, obstacles motivate the team to think more creatively.

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

COMMUNICATION

For your team to be successful, everyone must understand the goal and embrace it. Your responsibility as a leader is to communicate the goal to team members in a manner that excites and motivates them. Explain to them how their work contributes to the achievement of the goal and how they benefit by reaching it. Get them involved by asking for their ideas and comments.

Your responsibility as a leader is to communicate the goal to team members in a manner that excites and motivates them.

Before the team begins its work, you need a system in place to ensure the work proceeds according to plan. A clear system for gathering, processing, and transmitting information within the team (including between the team and the leader) is vital if the team is to move forward.

The communication system can include in-person meetings, telephone calls, and all forms of electronic communication. By monitoring the team's progress, you can see what the team is doing well and discover any problems.

YOUR ASSIGNMENT

Apply the planning and implementation practices by performing any three of the following roles (each at a different meeting).

- Speaker
- General Evaluator
- Toastmaster
- Topicsmaster

Learn about these roles at **www.toastmasters.org/meetingroles**.

EVALUATION GUIDE FOR **PLANNING AND IMPLEMENTATION**

Note to the Evaluator: Please read the project carefully before the meeting. Offer comments and specific recommendations about the performance of the role, focusing on the information provided in this project. If any aspect of the role was performed outside of the meeting, conduct an interview to help you prepare your evaluation.

Speaker

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The speaker delivered a well-developed speech that demonstrated planning and forethought.	3	2	1
The speaker displayed confidence in the quality of her speech.	3	2	1
The speaker discussed her speech goals and concerns with her evaluator before the meeting.	3	2	1

Did the speaker meet the objectives of the speech assignment? Did the speech reflect careful planning? What could the speaker have done differently to demonstrate better planning skills?

General Evaluator

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The evaluation portion of the meeting demonstrated careful planning and forethought.	3	2	1
In his report, the General Evaluator provided guidance for the planning of future meetings.	3	2	1
The evaluation team (timer, grammarian, Ah-Counter, and speech evaluators) demonstrated careful planning and forethought in the completion of their duties, as led by the General Evaluator.	3	2	1

How did the General Evaluator prepare to overcome obstacles, such as the unexpected absence of an evaluation team member? Was the General Evaluator's report effective? Why or why not?

Toastmaster

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The Toastmaster was prepared with thoughtful, well-planned introductions for each speaker.	3	2	1
The Toastmaster ensured that the meeting began and ended on time.	3	2	1
The Toastmaster demonstrated careful planning and forethought in the conduct of the meeting as a whole.	3	2	1

How did the Toastmaster prepare to overcome obstacles, such as the unexpected absence of a meeting participant? Was the Toastmaster's preparation effective? Why or why not?

Topicsmaster

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
Topics were well-researched and reflected the meeting's theme.	3	2	1
The Topicsmaster's comments were short, giving respondents more opportunity to speak.	3	2	1
The Table Topics segment ended on time.	3	2	1

What evidence did you see that the Topicsmaster had begun preparing for this role several days before the meeting? Offer methods for managing and simplifying this preparation.

PROJECT 6

ORGANIZATION AND DELEGATION

EXECUTIVE SUMMARY

Leaders must ensure the team is organized enough to accomplish its goals and objectives, and provide the structure in which the team operates. Delegation plays a major role. A good leader performs functions that only he has the knowledge and authority to perform, delegating all other tasks to team members.

OBJECTIVES

- Evaluate your ability to organize and plan.
- Identify and apply successful organization and delegation practices.

Leaders must ensure organization, smoothing the road for the team to accomplish its goals and objectives. By delegating tasks to team members, leaders are able to perform functions that require their special knowledge and authority.

HOW WELL DO YOU ORGANIZE AND DELEGATE?

To evaluate your ability to organize and delegate, determine how often you can honestly make the following statements. After you've completed this entire project, repeat the exercise to measure your progress.

	Always	Sometimes	Never
I determine the resources needed to achieve goals and make sure they are available.	3	2	1
I can determine how many people are needed for the work involved.	3	2	1
I can divide work into tasks and groupings that make sense.	3	2	1
I set up timetables and checkpoints to measure progress.	3	2	1
I establish clear lines of authority.	3	2	1
When delegating work, I emphasize the results desired, not how to accomplish them.	3	2	1
When delegating work, I brief the team member(s) on the details I'm aware of.	3	2	1
When delegating work, I select the team member(s) carefully.	3	2	1
When delegating work, I make sure each team member knows what I expect.	3	2	1
I refrain from doing work that others could do.	3	2	1

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

HOW TO ORGANIZE

People have difficulty being productive in a chaotic environment. One of your responsibilities as a leader is to provide structure and organization so that the team functions efficiently and effectively.

- Divide work into logical tasks and groupings to prevent overlapping assignments and gaps.
- Provide the resources the team needs. When a team doesn't have enough staff, the right technology, or the appropriate materials, it doesn't function well.

- Determine lines of responsibility and authority. Who reports to whom? Who makes what types of decisions?
- Establish a communication network for coordinating efforts and providing feedback.

Careful organization enables leaders to establish a foundation and climate that supports the team in its efforts to accomplish its objectives and goals.

DELEGATION

Delegation is essential to a leader's effectiveness. As discussed briefly in Project 5, a good leader relies on the team to carry out responsibilities. A good leader performs functions that only she has the knowledge and authority to perform and delegates all other tasks, such as the following, to team members:

- Minor decisions that are made routinely
- Tasks for which the leader is least qualified
- Work that provides experience for other team members
- Tasks that others are able to do or could learn to do

Careful organization enables leaders to establish a climate that supports the team's effort to accomplish its objectives and goals.

Delegating often causes hesitation that hinders effectiveness, so it's important to adjust your thinking when you catch yourself making these familiar excuses:

- "I can do it better myself. Others will make mistakes."
- "My team members won't like me. Assigning them a lot of work will generate resentment and dislike."
- "What if a team member outperforms me? I don't want to look bad to others."
- "I could complete the work myself in the time it would take to explain it to someone else."

Succumbing to these thoughts diminishes your effectiveness as a leader.

HOW TO DELEGATE

To be effective, you must delegate appropriately. Follow these steps:

- **Choose the right person.** Select someone who is capable, is willing, and shows initiative. When possible, match tasks to a team member who has experience in that area. For example, if someone is a skilled writer, make that person responsible for producing reports.
- **Make expectations clear.** Describe the project or task, the expected results, and the timetable for completion.
- **Establish how and when you want progress reports.** Do you prefer daily verbal reports? Would a weekly email be more convenient?

- **Give appropriate authority.** Nothing is more frustrating to a team member than being expected to do something she doesn't have the power to do. For example, it would be fruitless to expect a team member to prepare progress reports when other team members are not authorized to share data with her.
- **Get agreement.** Ideally, the person charged with the task willingly commits to carrying out the work.

YOUR ASSIGNMENT

Apply the organization and delegation practices by performing any one of the following tasks.

- Help organize a club speech contest.
- Help organize a club special event.
- Help organize a club membership campaign or contest.
- Help organize a club public relations campaign.
- Help produce a club newsletter.
- Assist the club webmaster.

For an explanation of these tasks, see the **Appendix**.

EVALUATION GUIDE FOR **ORGANIZATION AND DELEGATION**

Note to the Evaluator: Please read the project carefully before the meeting. Offer comments and specific recommendations about the performance of the task, focusing on the information provided in this project. If any aspect of the task was performed outside of the meeting, conduct an interview to help you in your evaluation.

Help organize a club speech contest

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The member ensured that required resources were available when needed.	3	2	1
Tasks were completed on time.	3	2	1
The member collaborated successfully with others on the team.	3	2	1

In what ways did the member's organizational skills contribute to accomplishing objectives and goals? Did the member work well with others on the team and delegate tasks appropriately?

Help organize a club special event

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The member ensured that required resources were available when needed.	3	2	1
Tasks were completed on time.	3	2	1
The member was organized.	3	2	1
The member collaborated successfully with others on the team.	3	2	1

In what ways did the member's organizational skills contribute to accomplishing objectives and goals? Did the member work well with others on the team and delegate tasks appropriately?

Help organize a club membership campaign or contest

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The member ensured that required resources were available when needed.	3	2	1
Tasks were completed on time.	3	2	1
The member was organized.	3	2	1
The member collaborated successfully with others on the team.	3	2	1
The membership campaign was successful.	3	2	1

In what ways did the member's organizational skills contribute to accomplishing objectives and goals? Did the member work well with others on the team and delegate tasks appropriately?

Help organize a club public relations campaign

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The member ensured that required resources were available when needed.	3	2	1
Tasks were completed on time.	3	2	1
The member was organized.	3	2	1
The member collaborated successfully with others on the team.	3	2	1
The public relations campaign was successful.	3	2	1

In what ways did the member's organizational skills contribute to accomplishing objectives and goals? Did the member work well with others on the team and delegate tasks appropriately?

Help produce a club newsletter

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The member ensured that required resources were available when needed.	3	2	1
The newsletter was published on time.	3	2	1
Strategies for planning, organizing, and completing tasks were carried out systematically.	3	2	1
The member collaborated successfully with others on the team.	3	2	1

In what ways did the member's organizational skills contribute to accomplishing objectives and goals? Did the member work well with others on the team and delegate tasks appropriately?

Assist the club webmaster

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The member ensured that required resources were available when needed.	3	2	1
The Web site was maintained with up-to-date information.	3	2	1
Strategies for planning, organizing, and completing tasks were carried out systematically.	3	2	1
The member collaborated successfully with others on the team.	3	2	1

In what ways did the member's organizational skills contribute to accomplishing objectives and goals? Did the member work well with others on the team and delegate tasks appropriately?

PROJECT 7

FACILITATION

EXECUTIVE SUMMARY

A facilitator's primary job is to make the team's job easier. More specifically, a facilitator guides discussions among group members and manages and resolves conflicts. Conflicts are not unusual any time two or more people are required to work together and good facilitation skills can help the group reach a resolution.

OBJECTIVES

- Evaluate your ability to facilitate.
- Identify and apply facilitation skills.

One role a leader plays is that of facilitator. A facilitator manages the structure the team needs to function effectively, ensures the structure is working, and removes obstacles impeding progress. For example, suppose your team missed a critical deadline and no one seems to know why. Your role as facilitator requires you to bring the team together to discuss the situation and reach a conclusion. You lead the discussion, allowing everyone to have input. Was there a misunderstanding among team members? Was important information missing? Did a supplier fail to deliver a product? Through your questions and moderation of the discussion, you enable the team to discover the cause of the problem and resolve it.

HOW WELL DO YOU FACILITATE?

To evaluate your ability to facilitate, determine how often you can honestly make the following statements. After you've completed this entire project, repeat the exercise to measure your progress.

	Always	Sometimes	Never
I encourage team members to use their own methods to do the tasks they've been assigned.	3	2	1
I encourage team members to communicate with one another.	3	2	1
I encourage team members to communicate with me.	3	2	1
I ask questions to clarify information.	3	2	1
I help the team focus on its objectives.	3	2	1
I encourage the team to resolve issues together.	3	2	1
I remain neutral and don't try to influence the group's efforts.	3	2	1
When disagreements arise, I ensure all parties have the opportunity to discuss their concerns.	3	2	1

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

FACILITATION

A facilitator empowers the team, encouraging the team to take control and assume responsibility for proceeding with its work. Here are some of the ways this is done:

- Interpret information
- Clarify tasks
- Define team members' roles, determining clear lines of responsibility and authority

- Plan projects
- Identify processes
- Establish a communication network
- Resolve conflicts

A facilitator empowers the team to take control and assume responsibility for proceeding with its work.

Facilitators remain neutral. They do not express personal opinion, display bias, or influence the team's efforts. Instead, they focus on the processes and methods the team uses to do their work. The best way to enhance your facilitation skills is by routinely practicing these tasks:

1. **Observe.** Watch how the team works together. Be alert for problems that the team may not have noticed yet. How does the team handle conflict?
2. **Listen.** Pay attention to how team members talk to one another and to you. Do they share ideas freely? Do they talk through their differences?
3. **Ask questions.** A well-timed question can enable the team to understand the real issue and how to resolve it.
4. **Keep the team focused on its objectives.** Teams can become sidetracked. A facilitator helps the team keep its overall direction in mind.

CONFLICT AND CONSENSUS

Conflict is not necessarily a bad thing. When it is addressed and resolved, conflict often leads to positive changes, increased productivity, better decisions, innovation, and bonding. Unresolved conflict can lead to poor productivity, low morale, distrust, and failure.

Many consider that reaching a consensus is the best goal when a conflict arises. A decision made by consensus takes into consideration everyone's concerns and opinions. Therefore, it can be supported by every participant without necessarily being everyone's preferred choice. It is a decision with which no one strongly disagrees. Reaching a consensus has several benefits:

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

HOW TO FACILITATE

Reaching a consensus requires more time than other decision-making processes. It also requires a facilitator who listens, asks questions, clarifies, and manages disagreements.

As the facilitator, consider these guidelines during a discussion intended to reach a consensus:

- Keep a respectful, empathetic, caring, and neutral attitude toward everyone.
- Be a good listener.
- Allow others to speak without interruption.
- Acknowledge what they say and repeat their key points to prevent misunderstanding.
- Ask questions if needed.
- Prevent the discussion from dissolving into accusations, blame, or debates over who is right or wrong.

- Limit the discussion to the facts and the present situation.
- Help the group focus on solutions once the issues have been identified.

With these guidelines in mind, you can begin a conflict-resolution discussion directed toward reaching a consensus. A successful discussion follows a specific order:

1. **Present the issue.** Explain how the conflict is affecting team members' performances and preventing the team from achieving its goals. Then allow participants to ask questions about it.
2. **Explain the process for arriving at a consensus.** Be sure to set ground rules before starting – do not interrupt a speaker, do not raise voices, do not call names.
3. **Open the discussion to all parties.** Invite team members to share their opinions, ideas, and suggestions. Allow each team member to present his view of the situation.
4. **Identify priorities.** The discussion may involve a number of points with varying degrees of importance. As a group, prioritize the points. Then focus first on the most important ones.
5. **Identify areas of agreement.** Find topics or ideas on which everyone concurs, such as common goals, interests, and values.
6. **Identify areas of disagreement or concern.** Ask team members to state their objections. Discuss these objections so that the group can discover the fundamental problem: George objects to people coming in late when he is expected to be here at 8 o'clock, but his fundamental objection is that certain people are paid the same for working fewer hours.
7. **Identify possible solutions.** All team members work together to create a list of possible solutions.
8. **Identify areas of agreement and disagreement with each possible solution.** Repeat this step as needed until most of the concerns have been resolved.
9. **Call for a consensus.** Identify the decision with which no one strongly disagrees and which can be supported by all team members. This decision likely isn't everyone's first choice, but one that everyone can accept.

At the end of the discussion, every group member should be able to make the following statements honestly:

- "I had the opportunity to voice my opinions."
- "I believe my teammates understood my opinions."
- "I can support the final decision."

YOUR ASSIGNMENT

Sharpen your facilitation skills by performing any two of the following roles or tasks (each at separate meetings).

- Toastmaster
- General Evaluator
- Topicsmaster
- Befriend a guest

Learn about the meeting roles at **www.toastmasters.org/meetingroles**. For an explanation of the task, see the **Appendix**.

EVALUATION GUIDE FOR **FACILITATION**

Note to the Evaluator: Please read the project carefully before the meeting. Offer comments and specific recommendations about the performance of the role or task, focusing on the information provided in this project. If any aspect of the role or task was performed outside of the meeting, conduct an interview to help you in your evaluation.

Toastmaster

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The Toastmaster ensured that all meeting roles were filled.	3	2	1
The Toastmaster ensured that each meeting segment stayed within the prescribed time limit.	3	2	1
The meeting began and ended on time.	3	2	1

What kinds of obstacles did the Toastmaster face? What strategies did he use to overcome these obstacles?

General Evaluator

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The speech and leadership project evaluators knew and understood their responsibilities.	3	2	1
The evaluation team (timer, grammarian, and Ah-Counter) understood and was prepared to perform its duties.	3	2	1
The General Evaluator appraised each activity during the meeting and commented on significant flaws or special successes.	3	2	1
The appropriate evaluation format was used for each type of evaluation.	3	2	1

In what ways did the General Evaluator assist the members of the evaluation team with the completion of their tasks? Suggest methods the General Evaluator can use to sharpen his or her facilitation skills.

Topicsmaster

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The Topicsmaster prepared topics reflecting the meeting theme.	3	2	1
The Topicsmaster adjusted the number of topics so that the Table Topics segment ended on time.	3	2	1
The Topicsmaster kept his or her comments short and direct.	3	2	1
The Topicsmaster called first on members at the meeting who were not already assigned a speaking role.	3	2	1

How effectively did the Topicsmaster facilitate the Table Topics discussion? Was he or she able to plan the Table Topics session so that as many people as possible could participate? Why or why not?

Befriend a club guest

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The member helped the guest overcome his or her fears and influenced them to join the club or attend another meeting.	3	2	1
The member discussed the guest's goals and concerns.	3	2	1
The member described how the Toastmasters program would help the guest achieve his or her goals.	3	2	1
The member made him- or herself available to the guest outside of the club meeting.	3	2	1

How well did the member use questions to clarify the guest's concerns? What did the member do to make it easier for the guest to join the club?

PROJECT 8

MOTIVATION

EXECUTIVE SUMMARY

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

OBJECTIVES

- Evaluate your ability to motivate.
- Identify and apply leadership practices that effectively motivate people.

The ability to motivate people—to instill in them a desire to perform in a superior fashion—is one of the most valuable skills a leader can have. A motivated team overcomes obstacles of all types to achieve its goals. To inspire the team, a leader understands the differing needs of team members and tries to satisfy them. Although you can't force them to be motivated, you can create and maintain an environment where team members are likely to become motivated.

HOW WELL DO YOU MOTIVATE?

To evaluate your ability to motivate, determine how often you can honestly make the following statements. After you've completed this entire project, repeat the exercise to measure your progress.

	Always	Sometimes	Never
I treat other people with respect.	3	2	1
I provide clear direction and purpose when leading a team.	3	2	1
I am honest with team members.	3	2	1
I know what each team member values and reward accordingly.	3	2	1
I work with team members to identify performance barriers and methods for improvement.	3	2	1
I reward people immediately after their achievement.	3	2	1

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

HOW TO MOTIVATE

Motivation is based on several principles:

- People like to do meaningful work. When people believe what they are doing is important, they feel good about their work.
- People must find their leader credible. Team members must know that you mean what you say and do what you promise. Your actions must be consistent with your words.
- People prefer rewards over punishment. Reinforce your instructions with the promise of a reward rather than the threat of punishment.
- Misused rewards discourage people. If you overuse praise or reward the wrong people, team members don't value the reward, or you.

- People want you to act like a leader. They want you to provide clear direction and purpose and not to retreat when you are confronted with tough decisions or difficulties.

Find out what motivates your team members. Then develop reward systems that match what they value. There are a number of concepts that motivate most people:

- **Respect:** People want to be treated with respect. They want to feel important.
- **Interesting work:** Many people prefer work that is not routine or repetitive.
- **Purpose:** People want their work to have meaning. Make sure team members understand how their work helps to achieve a greater purpose or goal.
- **Praise:** People like to know they are appreciated. Make a point to meet with team members and thank them. Follow up with written notes of appreciation.
- **Public recognition:** Acknowledgment in meetings and the company newsletter may inspire team members.
- **Challenge:** Some team members enjoy solving problems and figuring out ways to do something better.
- **More responsibility:** Giving team members greater control over their work often gives them more satisfaction and a desire to perform well.
- **Promotion:** People typically like the opportunity to achieve and advance in the organization.
- **Skill development:** People like to learn new skills and sharpen existing ones.
- **Camaraderie:** People usually enjoy being part of a team that works well together.
- **Money:** People appreciate being rewarded with money for their work.

REWARDING PROPERLY

Team members do what you want them to do when you make your expectations clear and reinforce these expectations. Leaders look for ways to reward team members for doing the right things. Whatever the reward may be, it's very important that you offer it properly:

- **Recognize immediately.** Don't wait until December to reward someone for something they did in June. Reward someone as soon as possible after the achievement. This encourages repetition of the behavior.
- **Be specific.** Explain why the reward is being given.
- **Match the reward to the achievement.** A team member who completes a year-long, complex project deserves to be rewarded more substantially than a team member who spent an extra hour reviewing a document.
- **Reward only the desired behavior.** Reward only the specific behavior that you want to encourage, and reward only when performance is better than the standard.
- **Correct undesirable behavior.** If you do not deal with those who are not performing to your expectations, you give them the message that their behavior is acceptable. This encourages the undesired behavior and discourages team members who do perform well.

To inspire the team, a leader understands the differing needs of team members and tries to satisfy them.

- **Eliminate discouraging factors.** Certain circumstances can frustrate a team. For example, if team members don't have the right equipment to complete their tasks, it is difficult for them to work efficiently. Removing such problems creates a more positive work environment for the team.

YOUR ASSIGNMENT

Apply the behaviors of a motivator by performing any two roles (each at a different meeting) and any one task.

Roles:

- Toastmaster
- Speech evaluator
- General Evaluator

Tasks:

- Chair a club membership campaign or contest
- Chair a club public relations campaign

Learn about the meeting roles at **www.toastmasters.org/meetingroles**. For an explanation of the tasks, see the **Appendix**.

EVALUATION GUIDE FOR **MOTIVATION**

Note to the Evaluator: Please read the project carefully before the meeting. Offer comments and specific recommendations about the performance of the role or task, focusing on the information provided in this project. If any aspect of the role or task was performed outside of the meeting, conduct an interview to help you in your evaluation.

Toastmaster

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The Toastmaster used motivation techniques tailored to specific members to encourage these members to fill meeting roles.	3	2	1
The Toastmaster motivated the General Evaluator to contact the evaluation team and prepare them for their responsibilities at the club meeting.	3	2	1
The Toastmaster ensured that the Topicsmaster had the information he or she needed to call on members at the meeting who did not have a speaking role.	3	2	1
The Toastmaster led the applause during the meeting.	3	2	1

How did the Toastmaster motivate members to fill meeting roles? Were these methods successful? Why or why not?

Speech Evaluator

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The evaluator highlighted the speaker's strengths and weaknesses in an encouraging way.	3	2	1
The evaluator provided clear suggestions for improvement.	3	2	1
The evaluator understood the speaker's specific needs for improvement and the evaluation fulfilled those needs.	3	2	1

How did the evaluator motivate the speaker to improve? Were the evaluator's motivational techniques effective? Why or why not?

General Evaluator

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The General Evaluator ensured that all members of the evaluation team believed in the importance and meaning of their work.	3	2	1
The General Evaluator suggested stimulating and varied approaches to each evaluation team member's task.	3	2	1
The General Evaluator helped speech evaluators recognize their own skill development when delivering positive and negative feedback to speakers.	3	2	1

How effectively did the General Evaluator motivate the members of the evaluation team to contribute to the success of the meeting? What specific motivational techniques did the General Evaluator employ with his or her team?

Chair a club membership campaign or contest

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The chair created and maintained a motivating environment.	3	2	1
The chair developed a reward system that matched team values.	3	2	1
The chair treated the team with respect.	3	2	1
The chair provided clear direction and purpose to the team.	3	2	1

What motivation techniques did the chair use to acknowledge team members' performance? Were the motivation techniques successful? Did the team achieve its goal(s)?

Chair a club public relations campaign

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The chair provided clear direction and purpose to the team.	3	2	1
The chair recognized only positive performance by team members.	3	2	1
The chair's recognition of team members' achievement was appropriate and timely.	3	2	1
The chair ensured that the team had all of the materials it needed to conduct the public relations campaign.	3	2	1

What motivation techniques did the chair use to acknowledge team members' performance? Were the motivation techniques successful? Did the team achieve its goal(s)?

PROJECT 9

MENTORING

EXECUTIVE SUMMARY

A mentor recognizes an individual who has less experience, cultivates her potential and talents, and helps her succeed. Leaders are mentors. You can be a mentor by offering opportunities for skill development – pointing out areas needing improvement, providing helpful advice, being a role model, and encouraging the person to think for herself.

OBJECTIVES

- Evaluate your ability to mentor.
- Identify and apply effective mentoring skills.

Leaders need talented and experienced people to help with the challenges they face. Effective leaders are mentors who recognize potential in less-experienced individuals and aid them in the development of their skills and talents.

HOW WELL DO YOU MENTOR?

Serving as a mentor is both a challenge and an opportunity for personal growth. In order to evaluate your ability to mentor, determine how often you can honestly make the following statements. After you've completed this entire project, repeat the exercise to measure your progress.

	Always	Sometimes	Never
I observe people to identify their potential.	3	2	1
I am a good listener.	3	2	1
When people come to me with problems, I encourage them with possible solutions.	3	2	1
I allocate the time necessary to help others develop their skills.	3	2	1
I like to help others grow and advance in their careers.	3	2	1
I am tactful and sensitive to the needs of others.	3	2	1

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

MENTORING

Mentoring has several benefits:

- **Mentoring reduces turnover.** Many people leave organizations because their careers are not developing as they had hoped. A mentor can be influential in helping such a person in her career and convincing her to stay. This is especially true in your Toastmasters club. New members who have mentors are more likely to participate and remain in the club.
- **Mentoring cultivates talent.** Often an organization faces a shortage of qualified personnel. Mentors can be helpful in finding and training others to fill the void.
- **Mentoring develops leaders.** Leaders groom others to assume leadership positions. In your Toastmasters club, having more leaders means having a larger pool of qualified people available to share the responsibilities involved in running the club.

Mentoring calls for a certain type of person. Good mentors exhibit the following attributes:

- **Accessibility:** Mentors make themselves available, taking the time to spend with someone, make observations, listen carefully, and offer guidance.
- **Patience:** People learn at varying speeds, and some need more guidance than others. It's important to be willing to provide whatever it takes to help.
- **Sensitivity:** Tact and diplomacy are vital. A mentor's role is to motivate and encourage.
- **Respectfulness and Respect:** Everyone is different. Mentors respect these differences. In turn, mentors are recognized and admired by peers, supervisors, and even by outsiders.
- **Flexibility:** Mentors need to adapt to various situations and be willing to try a new approach if one mentoring method fails to achieve the desired results.
- **Knowledge:** Before they can help someone else, mentors have acquired experience and knowledge, which lend credibility to the guidance they give.
- **Confidence:** Mentors are self-assured and friendly.
- **Attentiveness:** Mentors care about other people and truly want to help. Often, just listening – without taking on the other person's problem – can be of great help because it enables the other person to articulate the problem and sort things out.

Effective leaders are mentors who recognize potential in less-experienced individuals and aid them in the development of their skills.

HOW TO MENTOR

Mentors provide positive, nurturing environments that benefit the people they mentor. To create a positive, nurturing environment, do the following:

- **Offer opportunities for skill development.** Provide special projects and assignments that build new skills. Refer people to books or articles about that skill.
- **Point out areas needing improvement.** Often, a gap exists between a person's existing skills and the skills needed to complete a project or to advance in a career. Draw attention to that gap; then guide her to discover what she can do to close it.
- **Provide helpful advice.** Offer ideas or information based on your superior experience in the subject matter at hand: "It might be useful to look at the data from last year."
- **Be a role model.** We all listen to people we respect and admire. Be aware that people watch you to see how you handle difficult or challenging situations.
- **Encourage people to think for themselves.** Don't simply solve problems; instead, encourage people to find possible solutions themselves: "You have several options. Which one do you think is best?"

YOUR ASSIGNMENT

Develop your mentoring skills by performing any one of the following tasks:

- Mentor a new member with the first three projects in ***Competent Communication*** (Item 225)
- Mentor an existing member with their next three speaking and/or leadership projects
- Serve on the guidance committee of a ***High Performance Leadership*** project

For an explanation of these tasks, see the **Appendix**.

EVALUATION GUIDE FOR **MENTORING**

Note to the Evaluator: Please read the project carefully before the meeting. Offer comments and specific recommendations about the performance of the task, focusing on the information provided in this project. If any aspect of the task was performed outside of the meeting, conduct an interview to help you in your evaluation. **Note:** For this project, it is acceptable for the mentored member to provide the evaluation for the mentor.

Mentor a new member with the first three projects in *Competent Communication* (Item 225).

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The mentor provided support, personal contact, and reassurance.	3	2	1
The mentor's communication with the new member was always alert and thoughtful.	3	2	1
The mentor provided opportunities and resources for skill development.	3	2	1

What did the mentor do to help the new member learn about Toastmasters? Was the mentor successful in meeting the new member's needs? Why or why not?

Mentor an existing member with his or her next three speaking and/or leadership projects.

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The mentor provided support, personal contact, and reassurance.	3	2	1
The mentor's communication with the existing member was always alert and thoughtful.	3	2	1
The mentor provided opportunities and resources for skill development in areas of specific interest to the existing member.	3	2	1

What did the mentor do to help the existing member learn about Toastmasters? Was the mentor successful in meeting the member's needs? Why or why not?

Serve on the guidance committee of a *High Performance Leadership* project.

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The guidance committee member was always available for guidance committee meetings.	3	2	1
The guidance committee member was experienced and knowledgeable about the principles of leadership.	3	2	1
The guidance committee member freely offered pertinent advice, ideas, and information.	3	2	1

What did the guidance committee member do to help the member complete the High Performance Leadership project? Was the member successful in meeting his or her needs? Why or why not?

PROJECT 10

TEAM BUILDING

EXECUTIVE SUMMARY

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

OBJECTIVES

- Evaluate your ability to build teams.
- Identify and apply successful team-building practices.

A team is a group of people who work together to accomplish a common goal. Team members often share responsibility for the team's tasks and depend on one another to achieve them. Leaders know that teams are the most effective means to achieve an organization's mission and goals. Team members have a variety of knowledge and skills. Teamwork often results in more creativity and greater productivity. Successful teams give leaders more time to devote to leadership issues, allowing leaders to spend less time on day-to-day supervision and activities.

HOW WELL DO YOU BUILD TEAMS?

To evaluate your ability to build teams, determine how often you can honestly make the following statements. After you've completed this entire project, repeat the exercise to measure your progress.

	Always	Sometimes	Never
I choose team members who meet position requirements and work well with others.	3	2	1
I involve team members in planning and problem solving.	3	2	1
I encourage people to work together.	3	2	1
I encourage team members to be open and honest.	3	2	1
I am open and honest with team members.	3	2	1
I ensure that team members have the necessary training to fulfill their roles.	3	2	1
I understand that conflict is not unusual.	3	2	1
I help the team resolve conflict quickly.	3	2	1

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

TEAM BUILDING

Leaders are judged by the work of their teams. Working with teams means the following things:

- You, as the team leader, must focus less on what you can accomplish by yourself and more on how you can empower others.
- Your success depends on your ability to help team members visualize the future and share your passion for it.

- You must be able to share power with team members and allow them to direct their own work.
- You will be more successful when you let everyone contribute as much as they can.
- Your role is to inspire team members and allow them to assume more responsibility, authority, and autonomy.

HOW TO BUILD A TEAM

Organize the team quickly so that they can begin work as soon as possible.

- **Select team members.** Ideally, team members already have the skills and knowledge needed to perform the tasks at hand. Strive to select those who are competent and reliable. Look for motivated, enthusiastic, hardworking, intelligent people who work well with others. For example, if you chair a public relations campaign for your club, select creative, enthusiastic team members who have good speaking and writing skills, media experience, and time to contribute.
- **Review goals.** Describe the general goals to team members and how these goals contribute to the organization's goals. Then let the team set its own more specific goals. This fosters a sense of ownership, commitment, and enthusiasm in team members about the tasks to be done.
- **Establish parameters.** Agree on the rules and procedures for the team to follow. Establish how team members communicate with one another: daily meetings or weekly meetings? Verbal reports or written reports? Decide how to solve problems and authorize certain team members to make decisions as appropriate.
- **Develop a plan.** Develop a realistic plan of action for the team to meet its goals. Assign roles and responsibilities. Identify the responsibilities of each team member. Team members need to understand how their responsibilities relate to one another and to the team's goals.
- **Establish controls.** Explain how you intend to monitor the team's performance. Will you require reports from team members, or rely on personal observation? Clarify the standards you expect the team to meet. Commit to providing feedback to team members or their supervisors.
- **Build team trust.** Team members must be able to speak openly with one another. This depends on trust. Hold regular meetings and social activities in which members can interact and bond. Trust develops as team members learn to count on one another to consistently fulfill responsibilities. This trust promotes team members' commitment to the organization's goals and objectives and results in high morale, pride, willingness to take risks, and willingness to change. It also helps the team to resolve disagreements.

Leaders know that teams are the most effective means to achieve an organization's goals. Teamwork often results in more creativity and greater productivity.

YOUR ASSIGNMENT

Apply team-building practices by performing both roles (each at separate meetings) or one task.

Roles:

- Toastmaster
- General Evaluator

Tasks:

- Chair a club membership campaign or contest.
- Chair a club public relations campaign.
- Chair a club speech contest.
- Chair a club special event.
- Serve as club newsletter editor or webmaster.

Learn about the meeting roles at **www.toastmasters.org/meetingroles**. For an explanation of the tasks, see the **Appendix**.

EVALUATION GUIDE FOR **TEAM BUILDING**

Note to the Evaluator: Please read the project carefully before the meeting. Offer comments and specific recommendations about the performance of the role or task, focusing on the information provided in this project. If any aspect of the role or task was performed outside of the meeting, conduct an interview to help you in your evaluation.

Toastmaster

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The Toastmaster demonstrated reliability to all who held meeting roles.	3	2	1
The Toastmaster worked with team members to identify skills, work around any skill gaps, and help each member do his or her best.	3	2	1
The Toastmaster expressly conveyed the team's expected standards.	3	2	1

Describe the Toastmaster's level of success in organizing and motivating his or her team. What team-building tasks did he or she perform particularly well? What needed improvement?

General Evaluator

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The General Evaluator demonstrated reliability to all members of the evaluation team.	3	2	1
The General Evaluator worked with team members to identify skills, any skill gaps, and help each member do his or her best.	3	2	1
The General Evaluator expressly conveyed the team's expected standards.	3	2	1

Describe the General Evaluator's level of success in organizing and motivating his or her team. What team building tasks did he or she perform particularly well? What needed improvement?

Chair a club membership campaign or contest

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The chair selected competent, reliable team members who possessed the necessary skills and knowledge.	3	2	1
The chair worked with the team to develop a realistic plan to meet goals.	3	2	1
The chair expressly conveyed the team's expected standards.	3	2	1

Evaluate the methods the chair used to organize and motivate the team. Was the membership campaign or contest successful? Why or why not?

Chair a club public relations campaign

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The chair selected competent, reliable team members who possessed the necessary skills and knowledge.	3	2	1
The chair worked with the team to develop a realistic plan to meet goals.	3	2	1
The chair expressly conveyed the team's expected standards.	3	2	1

Evaluate the methods the chair used to organize and motivate the team. Was the public relations campaign successful? Why or why not?

Chair a club speech contest

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The chair selected competent, reliable team members who possessed the necessary skills and knowledge.	3	2	1
The chair worked with the team to develop a realistic plan to meet goals.	3	2	1
The chair expressly conveyed the team's expected standards.	3	2	1

Evaluate the methods the chair used to organize and motivate the team. Was the special event successful? Why or why not?

Chair a club special event

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The chair selected competent, reliable team members who possessed the necessary skills and knowledge.	3	2	1
The chair developed a realistic plan to meet goals.	3	2	1
The chair expressly conveyed the team's expected standards.	3	2	1

Evaluate the methods the chair used to organize and motivate the team. Was the special event successful? Why or why not?

Serve as club newsletter editor or webmaster

Evaluator _____ Date _____

	Outstanding	Average	Needs Work
The newsletter editor or webmaster selected competent, reliable team members who possessed the necessary skills and knowledge.	3	2	1
The newsletter editor or webmaster developed a realistic plan to meet goals.	3	2	1
The newsletter editor or webmaster expressly conveyed the team's expected standards.	3	2	1

Evaluate the methods the editor or webmaster used to organize and motivate the team. Was the team successful in producing a quality product? Why or why not?

APPENDIX

Following is an explanation of the tasks listed as project assignments. Meeting roles are described on the Toastmasters website at ***www.toastmasters.org/meetingroles****.*

HELP ORGANIZE A CLUB SPEECH CONTEST (PROJECT 6)

Your club may conduct several speech contests annually. Assist with one of these contests, serving on the contest committee in some capacity other than chair (since serving as chair is a requirement for another project).

You and others on the team should strive to hold a well-run, enjoyable contest that follows contest rules and procedures.

Resources are available onine or in print. Visit **www.toastmasters.org/speechcontestkits**.

TIP: To see the online store page for an item, type **www.toastmasters.org/itemnumber** into your Web browser. For example, type **www.toastmasters.org/1169TT** to see the Tall Tales Speech Contest Kit (Item 1169TT) in the store.

HELP ORGANIZE A CLUB SPECIAL EVENT (PROJECT 6)

Occasionally your club may hold a special event, such as a banquet to celebrate its anniversary. Assist with one of these events, serving on the committee in some capacity other than chair (since serving as chair is a requirement for another project). You and others on the team should strive to hold a well-run, enjoyable event.

HELP ORGANIZE A CLUB MEMBERSHIP CAMPAIGN OR CONTEST (PROJECT 6)

Your club probably conducts several membership-building campaigns or contests each year under the direction of your vice president membership. Assist with one of these membership campaigns, serving on the committee in some capacity other than chair (since serving as chair is a requirement for another project).

Resources

- *Membership Growth* (Item 1159) (**www.toastmasters.org/1159_flier**)
- Membership-Building Contests (Item 1620) (**www.toastmasters.org/1620_flier**)
- Success 101 (Item 1622) (**www.toastmasters.org/success101**)
- Membership Building page (**www.toastmasters.org/membershipbuilding**)

HELP ORGANIZE A CLUB PUBLIC RELATIONS CAMPAIGN (PROJECT 6)

Your club builds goodwill in the community by teaching the public about the club and how members benefit. As a result, the club attracts new members. Assist with one of these campaigns, serving on the committee in some capacity other than chair (since serving as chair is a requirement for another project). You and others on the team should strive to make your club well-known in the community.

Resources

- Vice President Public Relations (**www.toastmasters.org/clh#page=31**)
- *Let the World Know* (Item 1140) (**www.toastmasters.org/Let_World_Know**)

HELP PRODUCE A CLUB NEWSLETTER (PROJECT 6)

Every club should have a newsletter to provide information to club members as well as the general public. Assist with the production of the club's newsletter, serving on the committee in some capacity other than editor (since serving as editor is a requirement for another project). Strive to produce the best newsletter possible.

Resource

- Vice President Public Relations (**www.toastmasters.org/clh#page=31**)

ASSIST THE CLUB WEBMASTER (PROJECT 6)

Every club should have a website to provide information to club members and to the general public. Assist with creating or maintaining the club's website in some capacity other than webmaster (since serving as webmaster is a requirement for another project).

Resources

- Build It and They Will Come (**www.toastmasters.org/BuildIt**)
- Use of Web Pages (**www.toastmasters.org/Web_Use**)

BEFRIEND A GUEST (PROJECT 7)

How a guest is treated often determines whether that person joins the club. Make a guest feel welcome by greeting her before the meeting begins. Introduce yourself and then introduce her to other members. Sit with the guest during the meeting to explain the meeting agenda and answer questions. Show the guest *Competent Communication* (Item 225), *Competent Leadership* (Item 265), and other club materials; be sure to explain the purpose of each material you share.

Resources

- *A Toastmaster Wears Many Hats* (Item 1167D) (**www.toastmasters.org/1167D**)
- *Competent Communication* (Item 225) (**www.toastmasters.org/225**)
- *Advanced Communication Series* (Items 226A-O) (**www.toastmasters.org/thecommunicationtrack**)
- *Competent Leadership* (Item 265) (**www.toastmasters.org/265**)
- All About Toastmasters (**www.toastmasters.org/124**)
- Promotional Welcome Ribbons (Item 393W) (**www.toastmasters.org/393w**)

CHAIR A CLUB MEMBERSHIP CAMPAIGN OR CONTEST (PROJECTS 8 & 10)

With the approval of your vice president membership, select and lead a committee to organize and conduct a membership-building campaign.

Resources

- *Membership Growth* (Item 1159) (**www.toastmasters.org/1159_flier**)
- Membership Building Contests (Item 1620) (**www.toastmasters.org/1620_flier**)
- Success 101 (Item 1622) (**www.toastmasters.org/success101**)
- Membership Building page (**www.toastmasters.org/membershipbuilding**)

CHAIR A CLUB PUBLIC RELATIONS CAMPAIGN (PROJECTS 8 & 10)

Your club builds goodwill in the community by teaching the public about the club and how members benefit. As a result, the club attracts new members. With the approval of your vice president public relations, select and lead a committee to organize and conduct a public relations campaign.

Resources

- Vice President Public Relations (**www.toastmasters.org/clh#page=31**)
- *Let the World Know* (Item 1140) (**www.toastmasters.org/Let_World_Know**)

MENTOR A NEW MEMBER WITH THE FIRST THREE PROJECTS IN *COMPETENT COMMUNICATION* (ITEM 225) (PROJECT 9)

Help a new member with the first three speech projects in *Competent Communication* (Item 225) and with projects in *Competent Leadership* (Item 265). Help the new member become familiar with the club, its operations, and how to complete various meeting assignments.

Resources

- *A Toastmaster Wears Many Hats* (Item 1167D) (**www.toastmasters.org/1167D**)
- Club Mentor Program Kit (Item 1163) (**www.toastmasters.org/1163**)
- *Master Your Meetings* (Item 1312) (**www.toastmasters.org/1312**)
- *Competent Communication* (Item 225) (**www.toastmasters.org/225**)
- *Competent Leadership* (Item 265) (**www.toastmasters.org/265**)

MENTOR AN EXISTING MEMBER (PROJECT 9)

Help an experienced member develop new skills or enhance existing ones. For example, a long-time club member may need assistance learning how to use humor in presentations.

SERVE ON THE GUIDANCE COMMITTEE FOR A *HIGH PERFORMANCE LEADERSHIP* PROJECT (PROJECT 9)

The *High Performance Leadership* program requires a member to lead a project of his choosing. This may be a project outside the club environment. While serving on the guidance committee, you provide feedback to the project leader.

Resource

- *High Performance Leadership* (Item 262) (**www.toastmasters.org/HighPerformanceLeadership**)

CHAIR A CLUB SPEECH CONTEST (PROJECT 10)

Your club may conduct several speech contests annually. With the approval of your vice president education, select and lead a committee to organize and conduct a well-run, enjoyable contest that follows contest rules and procedures.

Resources

- *Speech Contest Rulebook* (Item 1171) (**www.toastmasters.org/rulebook**)
- International Speech Contest Kit (Item 1169) (**www.toastmasters.org/1169**)
- Humorous Speech Contest Kit (Item 1169H) (**www.toastmasters.org/1169H**)

- Evaluation Speech Contest Kit (Item 1169E) (**www.toastmasters.org/1169e**)
- Tall Tales Contest Kit (Item 1169TT) (**www.toastmasters.org/1169TT**)
- Table Topics Contest Kit (Item 1169TBL) (**www.toastmasters.org/1169tbl**)

CHAIR A CLUB SPECIAL EVENT (PROJECT 10)

Occasionally, your club may hold an event that's out of the ordinary, such as Speechcraft, Youth Leadership, or simply a banquet to celebrate its anniversary. With the approval of the club's executive committee, select and lead a committee to organize and conduct the best special event possible.

Resources

- *Put On a Good Show* (Item 220) (**www.toastmasters.org/220**)
- *How to Build a Toastmasters Club* (Item 121) (**www.toastmasters.org/build**)
- Speechcraft Starter Kit (Item 205) (**www.toastmasters.org/205**)
- Youth Leadership Kit (Item 811) (**www.toastmasters.org/811**)

SERVE AS CLUB NEWSLETTER EDITOR OR CLUB WEBMASTER (PROJECT 10)

Every club should have a newsletter and/or website to provide information to club members and to the general public. With the approval of your vice president public relations, select and lead a committee to produce the best newsletter or website possible.

Resource

- Vice President Public Relations (**www.toastmasters.org/clh#page=31**)

WEB RESOURCES

Advanced Leader/Distinguished Toastmaster Award Application (Item 1228)	www.toastmasters.org/AL-DTMApps
Club Web Pages	www.toastmasters.org/Web_Use
Communication and Leadership Tracks	www.toastmasters.org/membereducation
Competent Leader Award Application (Item 1227)	www.toastmasters.org/CL_app
Free Promotional Materials	www.toastmasters.org/freepromotionalmaterials
Leadership Excellence Series	www.toastmasters.org/LES
Logos	www.toastmasters.org/logos
Meeting Roles	www.toastmasters.org/meetingroles
Membership Building	www.toastmasters.org/membershipbuilding
Membership-Building Contests	www.toastmasters.org/membershipcontests
New Member Mentors	www.toastmasters.org/MentorAMember
Put on a Good Show (Item 220)	www.toastmasters.org/putonagoodshow
Speech Contests	www.toastmasters.org/speechcontests
Success/Leadership Series & *Success/Communication Series*	www.toastmasters.org/successprograms
Toastmaster's Promise	www.toastmasters.org/TMpromise

USEFUL ARTICLES ON THE WEB

Did you know that the Toastmasters Web site contains numerous *Toastmaster* magazine articles to help you develop your leadership skills? Listed below are a few that might help you complete some of the projects in this manual:

10 Ways to Promote Toastmasters International
www.toastmasters.org/promote

How To: Finding a Voice for Your Club Newsletter
www.toastmasters.org/newslettervoice

Build It and They Will Come
www.toastmasters.org/buildit

The Power of Publicity
www.toastmasters.org/powerofpublicity

Talking Up Toastmasters on the Radio
www.toastmasters.org/talkupradio

Manner of Speaking: Giving Courage Through Encouragement
www.toastmasters.org/encouragement

Membership Building: Lift Your Club's Quality Bar
www.toastmasters.org/qualitybar

EVALUATE YOUR CLUB

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

1. When you attended your first club meeting, were you warmly welcomed? __Yes __No
2. When you joined the club, were you inducted in a special ceremony? __Yes __No
3. Did the club assign a mentor to help you with your first few projects and answer your questions? __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 meeting role or task? __Yes __No
6. Did you receive evaluations that were positive and helpful? __Yes __No
7. Were your club's meetings well-planned? __Always __Usually __Sometimes __Never
8. Were your club's meetings enjoyable? __Always __Usually __Sometimes __Never
9. Were you offered the opportunity to serve as a club officer? __Yes __No
10. What would you like your club to change? _____

_____

_____

_____

11. What do you like about your club? _____

_____

_____

_____

12. Do you plan to continue in your club? __Yes __No

Why? _____

_____

_____

COMPETENT LEADER
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 *Competent Leadership* (Item 265).
- 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/members**. If no current officer has online access, mail **OR** fax (one method only please) the completed form to:

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

Fax: 949.858.1207

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 _____

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.)

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

PROJECT COMPLETION RECORD

Use this form to keep track of your *Competent Leadership* (Item 265) projects as you complete them. When all 10 projects are complete, submit a copy of this record along with the Competent Leader Award Application (Item 1227) to receive your Competent Leader award.

PROJECT	ROLES	DATE	VPE INITIALS
PROJECT 1: Listening COMPLETE 3 OF 4	Ah-Counter		
	Speech Evaluator		
	Grammarian		
	Table Topics Speaker		
PROJECT 2: Critical Thinking COMPLETE 2 OF 3	Speech Evaluator		
	Grammarian		
	General Evaluator		
PROJECT 3: Giving Feedback COMPLETE 3 OF 3	Speech Evaluator		
	Grammarian		
	General Evaluator		
PROJECT 4: Time Management COMPLETE TIMER +1	Timer		
	Toastmaster		
	Speaker		
	Topicsmaster		
	Grammarian		
PROJECT 5: Planning and Implementation COMPLETE 3 OF 4	Speaker		
	General Evaluator		
	Toastmaster		
	Topicsmaster		
PROJECT 6: Organization and Delegation COMPLETE 1 OF 6	Help Organize a Club Speech Contest		
	Help Organize a Club Special Event		
	Help Organize a Club Membership Campaign or Contest		
	Help Organize a Club PR Campaign		
	Help Produce a Club Newsletter		
	Assist the Club's Webmaster		
PROJECT 7: Facilitation COMPLETE 2 OF 4	Toastmaster		
	General Evaluator		
	Topicsmaster		
	Befriend a Guest		
PROJECT 8: Motivation COMPLETE 1 CHAIR + 2 OTHER	Membership Campaign or Contest Chair		
	PR Campaign Chair		
	Toastmaster		
	Speech Evaluator		
	General Evaluator		
PROJECT 9: Mentoring COMPLETE 1 OF 3	Mentor for a New Member		
	Mentor for an Existing Member		
	HPL Guidance Committee Member		
PROJECT 10: Team Building COMPLETE TOASTMASTER + GENERAL EVALUATOR	Toastmaster		
	General Evaluator		
OR 1 OF THE FOLLOWING	Membership Campaign Chair		
	Club PR Campaign Chair		
	Club Speech Contest Chair		
	Club Special Event Chair		
	Club Newsletter Editor		
	Club Webmaster		

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www.toastmasters.org