

MENTOR ASSIGNMENT NOTICE



Mentor _____ Date _____

Thank you for volunteering to serve as a mentor. The member listed below will be your mentee:

Name _____

Address _____

Cell No. _____

Telephone No. Day _____ Evening _____

Fax No. _____ E-mail _____

This person is a (check one)

New member

Experienced member who wants to develop the following special skill(s): _____

Please contact this person and review the responsibilities listed below to be sure you understand your role as mentor.

RESPONSIBILITIES WHEN MENTORING A NEW MEMBER

At the first club meeting

1. **Sit with the new member.** Explain the various parts of the meeting, such as business session, Table Topics™ prepared speeches, and evaluations as they happen and answer any questions the mentee may have.
2. **Orient the new member to club customs and procedures.** If your club has special awards, events or other procedures, explain those to the mentee. Help the mentee become comfortable and a part of the club in any way you can.
3. **Explain how to sign up.** Ask the vice president education to schedule the mentee's Ice Breaker speech as soon as possible, then encourage the mentee to serve on a club committee. Also advise the mentee what to do and whom to contact if he or she is scheduled to fill a meeting role but is unable to attend the meeting.
4. **Help with the Ice Breaker.** Many experienced Toastmasters still consider the first speech to be the most difficult. This is because new members are not only uncomfortable speaking before a group, they are also speaking before relative strangers. Your assistance can help the mentee overcome any fears and start off well. Discuss speech ideas with the mentee and offer suggestions for organization if necessary. Listen to the mentee practice the speech and offer feedback.

At the second meeting within the next month

1. **Make the mentee aware of resources.** If your club has a library, show it to the mentee. Point out material in the *Toastmaster* magazine. Also discuss district conferences. Explain the roles of club officers and the information they can provide.
2. **Provide positive feedback.** The first few weeks of membership are critical. Mentees must feel they are already benefiting from the Toastmasters experience. Compliment them on their progress.
3. **Explain responsibilities.** Membership requires more than just giving speeches and receiving evaluations. It also means a commitment to helping the club and its members be successful. Review "A Toastmaster's Promise" (Item 402) with the mentee.

4. **Help with speeches and other assignments.** Continue to help your mentee prepare speeches and use evaluations to improve them. Offer your own feedback, too. Help the mentee prepare for assigned meeting roles and offer tips for fulfilling them successfully.

Eventually

1. **Tell how you've benefited.** Share your own goals and aspirations with the mentee and how you have benefited from the program. You are proof that they can achieve their own goals.
2. **Invite the mentee to other events.** Toastmasters speech contests, conferences, and other club meetings all offer mentees the opportunity to extend their learning and participation.
3. **Acknowledge progress.** Ask for time during a club meeting to mention your mentee's progress in the program. Such recognition shows that the club cares about the mentee's progress and motivates the mentee to continue.
4. **Explain officers' duties.** Describe how the mentee can develop leadership skills by serving as a club officer. Help the mentee select a club office in which to serve and discuss when the mentee would serve. Be sure these goals are reasonable.
5. **Explain speech contests.** Discuss the purpose of speech contests, the types of contests conducted by the club, and how some contests progress to area, division, district, and sometimes International levels. Help mentees assess their readiness to participate in contests.
6. **Describe the Toastmasters organization.** Acquaint the mentee with Toastmasters International's structure, including the area, division, district, and International levels, and the purpose of each. Help the mentee understand how the organization works, the mentee's role in the organization, and the leadership opportunities available beyond the club.

Responsibilities When Mentoring Experienced Members

If you are mentoring a more experienced member, your responsibilities will differ depending on what your mentee wants to learn—for example, your mentee may want to develop certain leadership skills or learn how to use humor in speaking. Whatever skill the mentee wants to learn, you can help by:

- ▶ Providing your own insights on and experiences with the subject
- ▶ Observing, listening, and providing feedback on the mentee's efforts
- ▶ Referring the mentee to books, websites, or other materials on the subject which you have found helpful
- ▶ Introducing the mentee to other people who may be able to help, too

More Mentoring Tips

When working with your mentee, remember that your function is to help the mentee learn to think and act successfully and independently. Don't tell the mentee what to do or do the mentee's work yourself. Simply guide and offer feedback.

Keep in mind, too, that for the mentor/mentee relationship to be successful, you must be:

- ▶ **Available.** You must have time to spend with a member – at least 15 minutes or more each week to help with speeches and answer questions. New members may require additional time.
- ▶ **Patient.** People learn at varying speeds, and some need more guidance than others.
- ▶ **Sensitive.** Tact and diplomacy are vital. Be careful to say and do things that will motivate and encourage the mentee. Be loyal and take care not to betray the mentee's confidences.
- ▶ **Respectful.** Everyone is different. Respect the differences between yourself, the mentee, and others.
- ▶ **Flexible.** You must adapt and adjust to various situations and accept that the mentee may make decisions with which you may not agree.
- ▶ **Supportive of the club.** You must be proud of your club and what it has done and can do for members.
- ▶ **Knowledgeable.** Before you can help someone else, you must be familiar with the club, its operations, the educational program, and even the Toastmasters International organization itself. You should have completed at least several projects in the *Competent Communication* or *Competent Leadership* manuals, have served in most meeting roles, and have enough speaking skills yourself to be of help to your mentee.
- ▶ **Confident.** You should be self-assured and friendly.
- ▶ **A good listener.** Often simply listening, without taking on the other person's problem, can be of great help to the mentee. Just by listening you can enable the protégé to articulate the problem and sort things out.
- ▶ **Concerned about others.** You must care about your mentee and truly want to help.



New Communication & Leadership Designations Acronyms

CC: Competent Communicator

CL: Competent Leader

ACB: Advanced Communicator Bronze

ALB: Advanced Leader Bronze

ACS: Advanced Communicator Silver

ALS: Advanced Leader Silver

ACG: Advanced Communicator Gold

Most Commonly Used Acronyms in Toastmasters

IP: International President

IPIP: Immediate Past International President

PIP: Past International President

ID: International Director

IPID: Immediate Past International Director

PID: Past International Director

AS: Accredited Speaker

WCPS: World Champion of Public Speaking

PWCPS: Past World Champion of Public Speaking

DD: District Director

IPDD: Immediate Past District Director

PDC: Past District Director

AD: Area Director

DTM: Distinguished Toastmaster

ATM: Advanced Toastmaster or Able Toastmaster

ATMS: Advanced Toastmaster Silver

ATMG: Advanced Toastmaster Gold

CTM: Competent Toastmaster (now Competent Communicator)

AL: Advanced Leader



Meeting Structures for a New Member

The following section is a breakdown of how your meeting should be structured. Keep in mind this is only a guideline to follow. Each mentoring relationship will be different and you will need to tailor your mentoring accordingly. Depending on how often your club meets, whether it is weekly or monthly, will determine how you schedule your meeting. You should keep in contact with your Mentee in between these scheduled meetings. We have broken this into four meetings, but if you feel this is too much information for a meeting, by all means break it up into as many meetings as you feel necessary.

The First Meeting

The Purpose of the first meeting is the “Get to Know You” phase. Try not to overwhelm your Mentee at the first meeting. Toastmasters is a process not a race.

The Mentor should reach out to the mentee for the first meeting and schedule this meeting with the new member within two weeks of receiving the mentor assignment.

The Mentor should bring the New Mentee Assignment Packet (exhibit A) and go over the information briefly. In the following meetings, you will be going over the information in more detail.

If your mentee has received the New Member Packet from Toastmasters International, review the contents with them.

Discuss the frequency of meeting and locations, calls and/or emails. Plan to talk/email as frequently as possible (at least once a week). Find out what method works best for both of you.

Go over how to log into the club website and sign up for meeting roles.

Mention the two manuals they have received; the Competent Communicator (CC) & the Competent Leadership (CL). If your Mentee does not have his/her manuals at the time of this meeting, bring your copies. Make sure they understand that this is not a race to complete both manuals in a year. It takes the average member 12 to 18 months to complete both manuals. They need to work at a pace that works for them.

Answer any questions they may have regarding Toastmasters in general. Also show them where they can find answers either on the District 13 website or at Toastmasters International.

Make sure that the Mentee has received the Mentor/Mentee Liaison Notice from the VP of Education. If not, give this information to your Mentee. Explain the role of the Mentor/Mentee Liaison.

After talking for a few minutes and getting acquainted with your Mentee, focus on the reasons why they joined Toastmasters. Complete the New Member Profile with your mentee. This form will be the basis of what they want to accomplish.

The Second Meeting

The purpose of this meeting is to go into more detail about the following items:

The Competent Communicator Manual.

1. Review the Ice Breaker Project. Get a feel about when they would like to complete their first speech. Discuss the purpose of the speech introductions and speech titles.
2. Make a list of 15 to 20 things they like to do, hobbies or just subjects that interest them, use that list to help them identify the subjects for their first ten speeches.
3. Go over the importance of doing the speeches in order they are presented in the manual. Stress the point of learning the objective of each project before moving on to the next speech. We want quality speeches, not quantity of speeches.

The Competent Leader Manual.

1. Review the Projects in the back of the manual. Explain what each role entails and when they should expect to fill that role.
2. Have them sign up for a meeting role such as Timer, Grammarian or Ah-Counter. Let them know that you will be sitting right there beside them to help.
3. Make sure they understand that every time they complete a Leadership role to enter it into their manual.

Table Topics

1. Explain the reasoning behind why we do Table Topics.
2. Even though Table Topics is a one to two minutes talk, let them know that it is not about the length of time that they have spoken; it is the fact that they got up and spoke. Congratulate them even if their Table Topic answer was only 15 seconds. This goes a long way to building their confidence, especially when they are extremely afraid to talk in front of people.
3. Encourage them to get up every week or every meeting and answer a Table Topics question. The more they speak in front of the group, the more confident they will become when they need to give their first speech.

If they are fulfilling more than one meeting role in a meeting, explain to them that they only get credit for doing one role. They will need to let the VP of Education as to which role they want credit.

If they haven't done their Ice Breaker speech yet, ask to see a copy of the speech to review. Find out when they expect to be ready to give their first speech. Let them know that you will be evaluating their first speech in addition to the assigned speech evaluator at the meeting (if you are not doing this evaluation yourself). This way you both will have better understanding of where they are and where they want to be. Remind them that you will be giving them extra feedback; more than what it is on the evaluation form. Be specific but respectful in your evaluation. Ask if you can video tape the speech. This way you can go over the speech together, especially if for some reason you are unable to evaluate their Ice Breaker.

Review the Toastmasters Etiquette power point presentation with your mentee that outlines the protocol to use during a Toastmasters meeting or event. This can be found on the District 13 website: www.dtm13.com.

The Third Meeting

The purpose of this meeting is to discuss the following items:

The Ice Breaker (if completed)

1. Go over with them all the good points of their speech. Go into detail of exactly what they have done extremely well. Point out all their natural abilities.
2. Go over the areas that need improvement. Be specific and respectful. Pick one or two items to improve for the next speech they give. Remember that NO ONE can fix everything from one speech to the next.
3. If they Ice Breaker speech wasn't completed, work on a completion date.
4. Talk about their next speech (if applicable) and schedule when they plan to give the speech.

The Leadership roles

1. Praise them on any of the leadership roles that they have completed. Point out respectfully any corrections to the role they need to make. Tell them what you liked about the role they performed and why you liked it.
2. Make sure that they are signing up for Leadership roles each and every week. Most roles must be done several times in the Competent Leader Manual but with different objectives. Make sure they read the project objectives for the role they are performing that meeting. Let them know that they can do the same role over and over again until they feel they have mastered the role.
3. Encourage them to branch out to be the Table Topics Master. Let them know that they can do a search on the internet for Table Topic subjects.

Speeches

If you have a person who is comfortable with giving speeches, this would be a good time to go over giving quality speeches.

1. Go over the importance of having a great opening to their speech.
2. Make sure that every speech has a definite opening, body and conclusion.
3. Keep all speeches within the time frame allotted. If your speech goes over, then you probably have two speeches.
4. Make sure that every speech is well organized and has smooth transitions from one point to another.

5. Notes. If a person is very disorganized in their speech presentation, then encourage the use of notes. The general rule is notes can be used until the 4th speech. However, this will depend of the individual. Remember each person works at their own pace. We are making members into powerful and confident speakers and it may take long for some people.

Other Toastmaster activities

1. Talk about contests. Go over the rules for each contest so they have an understanding of how they work and who can participate. If they are eligible for an upcoming contest, encourage them to compete. They just might surprise themselves and actual win it.
2. Conferences. Explain the benefits of going to the Conferences. The Break-out Sessions and the networking opportunities are worth the money they will spend. A lot of valuable information is shared at these events.
3. Club Officer roles and TLI Training. Explain each officer role and the importance of attending TLI Training.

The Fourth Meeting

The purpose of this meeting is to go over the progress your mentee has made.

Competent Communicator

1. Talk about all areas where you have seen improvement. Be specific. Talk about any areas that still need improvement and set a plan to correct them.
2. Talk about their next set of speeches and set a schedule.
3. Review the Competent Communicator portion of the Mentee Progress report. Remind your Mentee that not all areas on the form will pertain to them at this time. Only complete the areas that your Mentee has done. You can discuss the other areas on the form and formulate a plan on when they want to complete all areas.

Competent Leader

1. Talk about all areas where you have seen improvement. Be specific. Talk about the areas that still need improvement and set a plan to correct them.
2. Depending on which speech they have completed, talk to them about being Toastmaster, General Evaluator or an Evaluator. An individual should have completed at least their first three speeches and been Timer, Grammarian and Ah-counter before taking on one of these roles. Go over each role in detail and why these roles are extremely important to an effective meeting.
3. Go over the Projects at the back of their book and see which ones they have completed. Encourage them to make sure they are following Leadership track at the same time they are working on their speeches.
4. Remind them that by doing Leadership roles in between their speeches helps them develop not only their communication skills but also their Leadership skills.

Discuss the Toastmaster Curriculum and Leadership paths in more detail.

Use the Educational Program Achievement Checklist and the Communication and Leadership Track diagram. Explain to them that after they finish their first two books, that there is a whole world of learning opportunities in the advanced manuals. Remind them that when they complete their Competent Communicator that they get two advanced manuals for free. These sixteen manuals are where they can hone certain speaking styles such as Humorous speaking, Storytelling, or Speeches to Management.

Discuss all the Club Officer Roles and who holds that office for the current Toastmaster Year.

1. **President:** The President services as the club's chief executive officer, responsible for the general supervision and operation of the club.
2. **VP of Education:** The Vice President of Education is responsible for planning successful club meetings so that each member has the opportunity to achieve his or her education goals.
3. **VP of Membership:** The Vice President of Membership is to promote membership building programs and membership goals of the club.
4. **VP of Public Relations:** The Vice President of Public Relations is responsible for promoting the club to the local media and producing and distributing a club new letter as well as maintaining the club website.
5. **Secretary:** The Secretary is responsible for maintaining an accurate membership roster, handling all club general correspondence and maintaining the club files.
6. **Treasurer:** The Treasurer is responsible for preparing a budget, keeping the club's financial records and processing club dues payments (new and renewing) in a timely manner.
7. **Sergeant at Arms:** The Sergeant at Arms is responsible for scheduling meeting locations and maintaining club equipment and supplies.

Discuss all the District Officers and who holds that office for the current Toastmaster Year.

1. **District Director:** The District Director is responsible for directly overseeing and managing the District's day to day operations, finances, and human resources.
2. **Program Quality Director:** The Program Quality Director is responsible for all aspects of education and training with the District.
3. **Club Growth Director:** The Club Growth Director is responsible for all aspects of marketing, club-building and member and club retention efforts within the District.
4. **Public Relations Manager:** The Public Relations Manager is responsible for coordinating publicity efforts in the District by establishing and maintaining lines of communication between the District and its members as well as between the District and the public.
5. **Administration Manager:** The Administration Manager is responsible for maintaining the historical records of the District as well as recording and distributing meeting minutes and keeping accurate and timely records of District business.
6. **Finance Manager:** The Finance Manager is responsible for the fiscal oversight and management of the District. Works closely with the District Trio to ensure that the District is making cost-effective decisions-within policy-that result in effective fiscal management.
7. **Logistics Manager:** The logistics manager selects meeting locations and organizes the room, ensuring the atmosphere is conducive to successful events, such as business meetings, speech contests, and training.
8. **Webmaster:** The webmaster assists the district director and club growth director with updates to the district website. This involves posting district announcements, removing outdated content, and troubleshooting functionality issues
9. **Area Director:** The Area Director serves as the direct liaison between the district and the clubs. They conduct club visits twice a year within their respective areas to understand and support club needs and are appointed by the district directors.
10. **Division Director:** The Division Directors lead and support the division through the supervision and support of the area governors. They coordinate division activities, set division goals, and assists in the training of area and club leaders.

Parting Notes

At the end of the official Toastmasters mentor/mentee relationship, both you and your mentee will be asked to complete a survey and return it to the VP of Education. The information on these surveys will help keep the mentoring program on track. Your club will need to know of any corrections or additions needing to be made to their mentoring program. It will also help the District keep up to date on the Mentoring Program.

Just remember that once you are someone's mentor, you will always be their mentor. So, lead by example, step up, give great speeches, do leadership roles and be inspiring!



Mentee Progress Report Competent Communicator Track

The Purpose of this form is to evaluate the progress of the Mentee during the Mentoring relationship. We recommend reviewing their progress several times throughout their Competent Communicator track. Only complete the questions that apply at the time of the review. By the end of the Mentoring relationship all questions should be answered.

Name: _____ Date: _____

Mentor: _____

- | | |
|--|-----------|
| 1. Feels confident and comfortable giving speeches | yes or no |
| 2. Enjoys speaking before an audience | yes or no |
| 3. Finds good speech topics | yes or no |
| 4. Organizes speeches to effectively convey message | yes or no |
| 5. Speech openings capture audience's interest and attention | yes or no |
| 6. Speech conclusions are strong and memorable | yes or no |
| 7. Speeches are free from crutches such as "ah" and "um". | yes or no |
| 8. Uses words precisely and vividly to carry message to audience | yes or no |
| 9. Able to think quickly and clearly in an impromptu speaking situation | yes or no |
| 10. Does not depend on notes | yes or no |
| 11. Speak with sincerity and enthusiasm | yes or no |
| 12. Supports main points of speech with relevant data or examples | yes or no |
| 13. Transitions smoothly to lead the audience to the next point | yes or no |
| 14. Voice is easily heard and pleasant | yes or no |
| 15. Uses vocal variety to add emphasis and meaning to words and message | yes or no |
| 16. Speeches are free of distracting movements or mannerisms | yes or no |
| 17. Body movements and facial expressions are natural and spontaneous | yes or no |
| 18. Eye contact establishes bonds with the audience | yes or no |
| 19. Can easily appropriate facts, statistics, stories, anecdotes, quotes in speeches | yes or no |
| 20. Comfortable with visual aids | yes or no |
| 21. Knows the difference between a prop and a visual aid – uses correctly | yes or no |
| 22. Accepts evaluations gracefully and strive to learn from them | yes or no |

Suggestions and/or Areas for Improvement:



Mentor/Mentee Liaison Notice

Mentee: _____

Date: _____

Name: _____

Address: _____

Telephone Number Day _____

Telephone Number Evening _____

Cell Phone Number _____

E-mail _____

Duties of the Mentor/Mentee Liaison:

1. To offer additional support in your mentoring program.
2. To offer help with any and all problems you may be experiencing
3. Keeps all information confidential
4. To act as go between with you and your mentor
5. Evaluates how the mentor/mentee relationship is progressing
6. Shares all your successes with the Club

EXECUTIVE SUMMARY:

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

OBJECTIVES:

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

Time: Four to six minutes

THE ICE BREAKER

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

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

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

OPENING, BODY, AND CONCLUSION

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

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

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

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

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

PREPARING YOURSELF

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

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

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

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

PRESENTING YOUR TALK

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

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

While speaking, make eye contact with various members of the audience, first looking directly at one person for a few seconds, then looking at another, so people feel included in your talk. As you do this, glance periodically at the timer. If the red light comes on

while you're talking, move smoothly to your conclusion and finish quickly. Observe time limits whenever you speak.

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

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

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

YOUR EVALUATION

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

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

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

SPEAKER'S CHECKLIST

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



Toastmasters Etiquette

- **Never leave the lectern unattended.**
 - When welcoming the next speaker to the front of the room, wait until they arrive, shake their hand to signal the exchange of the speaking role, and then return to your seat
- **Properly Greeting the Audience**
 - **When you are the Toastmaster:**
 - Good afternoon Fellow Toastmasters, Welcome Guests (if applicable), and especially our District Officers in attendance (if applicable)
 - NOTE: Please check with your mentor or one of the club officers to determine if a District Officer is in attendance.
 - **When you are the Speaker/Table Topics Master/General Evaluator:**
 - Good afternoon Mister/Madame Toastmaster, Fellow Toastmasters, and Welcome Guests (if applicable)
 - **When you are the Table Topics Participant:**
 - Good afternoon Mister/Madame Table Topics Master, Fellow Toastmasters, and Welcome Guests (if applicable)
 - **When you are an Evaluator:**
 - Good afternoon Mister/Madame Table Topics Master, Fellow Toastmasters, and Welcome Guests (if applicable)
 - **When you are a Timer:**
 - Good afternoon Mister/Madame General Evaluator, Fellow Toastmasters, and Welcome Guests (if applicable). The Timer's report is as follows:
 - **When you are an Ah-Counter/Grammarian:**
 - Good afternoon Mister/Madame General Evaluator, Fellow Toastmasters, and Welcome Guests (if applicable). The Ah-Counter/Grammarian report is as follows: