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# Introduction

Thank you for your interest in learning more about the Toastmasters meeting roles. The meeting roles not only help the meeting run smoothly and provide support to the speakers, but they also benefit and provide knowledge to the person performing the role.

People join Toastmasters for various reasons, though improving your speaking skills is usually one of them. You improve your skills through *practice* and evaluation. Each meeting role gives you the opportunity to speak before an audience in greater and increasing complexity. In addition, each meeting role has specific learning points that help you grow as a speaker and leader.

Each role is described in the *Starring Role Program* document as follows:

* Description
* Preparation (before, during, and after the meeting)
* Skills
* Benefits
* “Describe Your Role”
* Review
* Evaluation
* Optional forms related to performing the role

**Note:** This is a locally-based program developed by [Spirited Speech Masters](https://spiritedspeechmasters.org/) of [District 56](https://toastmastershouston.com/) and is not endorsed or credited by Toastmasters International. An online version of this documentation is available for view and print at <https://spiritedspeechmasters.org/star/>

## Program Requirements

* Participants must sign up for a role ahead of the meeting.
* Each role performance must have a written (or typewritten) evaluation.
* Only one role may be credited per meeting.
* Roles are generally presented in order of increasing complexity. Therefore, it is recommended that newer members perform roles at least once in the order specified by the guide before proceeding to the next role. More experienced Toastmasters should feel free to perform roles in the order that works best for them and their club.
* Each role must be performed 3 times.
* After the third performance of a role, the participant should complete a self-evaluation.
* Participants should retain evaluation forms for verification purposes.

## How to Use This Program

The roles are ordered as to complexity, so it is best to start with the easier roles first. The program will require you to complete each role three times. You should have completed a role at least once before moving to the next. However, you may move around in the program repeating roles prior to moving forward. This program will likely take 10-12 months to complete.

In smaller clubs, you may often be required to perform multiple roles. Only one role per meeting may be counted toward this program.

Be sure that you complete the role’s review, obtain an evaluation from another member, and note the date on the Starring Role Completion List at the end of this section each time you perform a role. Please keep this information to provide to the Vice President Education (VPE) for credit toward your award.

## Performing a Role

* **Read through the role description** to understand how this role is performed in your club. Note the tasks before, during and after the meeting.  
  For experienced Toastmasters, please be aware that the description may be somewhat different from the way you have performed the role in the past.
* **Complete the review section.**
* **Sign up for the role ahead of time** through your club’s sign-up tool or contact the VPE or Toastmaster of the Day.
* **Print your evaluation form** and give to someone before the meeting for an evaluation.
* **Print or collect any forms used for the meeting** if the role requires it.
* **Have the “Describe Your Role” script** handy to read in the meeting.

## After the Meeting

* Perform any after-the-meeting activities as described in the role.
* Collect your evaluation. Add notes on what you thought went well, or things you might like to do differently next time (optional).
* If this is the third instance of performing the role, complete the self-evaluation.
* Record the date on a copy of the Starring Role Completion List (included below).

Be sure to retain your evaluations to show the VPE upon completion of the program; this is for verification purposes only.

**A NOTE FOR THE   
VICE PRESIDENT EDUCATION**

This program was designed to introduce new members to the meeting roles and encourage all members to sign up for roles ahead of time. While patterned after the old “Competent Leader Manual,” it is not the same. It is also not endorsed or credited by Toastmasters International. Awards for this program come from the club only.

### Important: Please Read

This program was designed based on the required roles, and their descriptions are based on specific club usage. Please review and adjust descriptions to match how your club works. You may wish to add other roles that your club uses.

### For More Information

Feel free to adjust the program to your needs. If you are interested, we have a template for a larger, multi-member chart, and some graphics associated with the program.

We welcome comments and improvements. Contact [Spirited Speech Masters](https://spiritedspeechmasters.org/) via email at [education@spiritedspeechmasters.org](mailto:education@spiritedspeechmasters.org) for questions, comments, and suggested improvements.

# Starring Role Completion List

|  |
| --- |
|  |
| Name |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Date/ Evaluator | Date/ Evaluator | Date/ Evaluator | Self-Eval Date | VPE Initials |
| Ah Counter |  |  |  |  |  |
|  |  |  |  |  |  |
| Timer |  |  |  |  |  |
|  |  |  |  |  |  |
| Grammarian |  |  |  |  |  |
|  |  |  |  |  |  |
| Speaker |  |  |  |  |  |
|  |  |  |  |  |  |
| Evaluator |  |  |  |  |  |
|  |  |  |  |  |  |
| Topics Master |  |  |  |  |  |
|  |  |  |  |  |  |
| General Evaluator |  |  |  |  |  |
|  |  |  |  |  |  |
| Toastmaster |  |  |  |  |  |
|  |  |  |  |  |  |

# Ah Counter

## Description

Many new participants might incorrectly describe this as the “Ah-ha” Counter. While the results of your report may be a revelation to the participants, your role is to count the number of *ah*s and other filler and crutch words used by each speaker.

In everyday conversation, we sometimes feel the need to fill dead space with sound. Often when thinking of what to say next, we will utter *er* or *um*. These filler words are most common when we are nervous or trying to think of what we want to say next. The Ah Counter also takes note of crutch words that we sometimes say without thinking. Common occurrences are *and*, *so*, and *well*, which can create run-on sentences. One challenge of this role is careful differentiation between appropriate and ineffective use of these words.

The greatest advantage of taking the role of Ah Counter is that of increasing your own awareness of crutch words. The greatest benefit is the honing of your listening skills.

The Ah Counter is given a list of words but note that any word can be used as a crutch, depending upon the speaker. One person may have an unusual crutch, such as regularly ending a sentence with *too*. While uncommon and not listed on the form, this is a crutch word and should be noted. In addition, some crutch words have a proper usage. In the sentence, “I wanted some ice cream, so I went to the store,” the word *so* is not being used as a crutch. Compare this example with, “So today I will tell you the story of the Three Bears.” No causation is implied and, thus, the use of *so* is unnecessary.

The challenge for the Ah Counter is to listen closely to all speakers and to provide them with information to help them improve their awareness of crutch words, without being too critical. When reporting, a small number of crutch words may be reported with an actual count. “You had one *and* and two *so*s.” However, when a speaker uses many crutch words, you might simply say, “You had a lot of *um*s and your favorite word is *so*.” Keep in mind that people who are speaking outside their primary language will have a lot of filler words as they translate.

*Note: The Ah Counter and Grammarian Roles are sometimes combined.*

### Before the Meeting

Print a copy of the Ah Counter form and have it available at the meeting.

### During the Meeting

Listen carefully for all filler and crutch words and note them on the Ah Counter form. Be considerate of newer participants when reporting and only give a summary. For more experienced participants with few filler words, you may opt to give a full count.

### After the Meeting

No tasks. Some clubs may collect the Ah Counter report.

## Skills

Listening, grammar, evaluation

## Benefits Gained from This Role

In addition to cultivating better listening skills, you will also gain awareness of your own use of crutch and filler words. Learning to differentiate when specific words are crutches or grammatically correct is a benefit that will develop over time. This role also instructs newer members in providing constructive feedback and learning to tailor feedback to the recipient’s level of experience.

## “Describe Your Role”

My role as Ah Counter is to count the crutch and filler words used by each participant in the meeting. These words include fillers, such as ah and um as well as crutch words such as and, so, you know, and others that are inappropriately used.

## Review

Answer these 3 questions (multiple choice):

1. What might you count as a crutch word?
   1. Any time someone uses a word on the Ah-Counter form
   2. Words that are used to fill the silence while thinking of what to say next
   3. Phrases that are grammatically incorrect, such as *ain’t got.*
   4. All of the above
2. Susy delivers her Icebreaker speech, employing a lot of crutch words. At the same time, Bob gives the final speech of his Level 5 project. How might your reporting of their Ah Count results differ?
   1. “Susy, you had 27 *uh*s, 5 *you know*s and 15 *so*s. Bob, you might have had something, but I was so into your speech, I wasn’t really listening.”
   2. “The group as a whole – speakers, table topic participants, and evaluators – did pretty well. A few *um*s, a couple of *and*s and *so*s.”
   3. “Susy, a lot of *uh*s, but that’s to be expected. Your favorite word was *so*. Bob, one *and* and two *so*s.”
   4. B and C.
3. What are the benefits of the Ah Counter role?
   1. Improved time management skills
   2. Sharper awareness of crutch words in your own speaking
   3. Being able to start your report with the word *uh*
   4. Learning a new word at the meetings

**Answers:** 1. b; 2. c; 3. b

## Evaluation: Ah Counter

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Evaluator Name |  | Timer Name |  | Meeting Date |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Average | Room for Growth |
| The Ah Counter provided a clear explanation of his or her role when asked to do so. | 3 | 2 | 1 |
| The Ah Counter listened carefully to each speaker, noting  crutch words for each. | 3 | 2 | 1 |
| The Ah Counter report was constructive, summarizing for less experienced speakers, and giving details for the more  experienced. | 3 | 2 | 1 |

What was done especially well?

What are some areas for growth?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Self-Evaluation: Ah Counter

My greatest discovery:

Next time, I will:

## Ah Counter Form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name |  |  |  | Meeting Date |

**Sample Script:** As “Ah” Counter, I will be listening for words and sounds used as a crutch or as filler. I will keep a tally of the use of interjections such as ***and*, *well*, *but***, and ***so*** when the use of such is unnecessary. I will also listen for sounds such as ***ah*, *um*,** and clicks of the tongue. Finally, I will note double clutches – words or phrases that are repeated. For example “I-- I-- ” or “this means-- this means--.” These mistakes disrupt flow and can make speech less compelling. I will provide a summary of each speaker's use of these expressions at the end of today's meeting.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *And* | *Well* | *But* | *So* | *Like*/*You* *Know* | Double Clutch | Ah-Um-Er | Other | Other (details) |
| Toastmaster: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
| Gen. Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
| Speaker #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
| Speaker #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
| Topics Master: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
| Table Topic #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
| Table Topic #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
| Table Topic #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
| Table Topic #4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
| Evaluator #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |
| Evaluator #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |  |  |  |  |

# Timer

## Description

The Timer records the times for every speech, Table Topics speech, and evaluation and provides a Timer report at the end of the meeting. The Timer will also indicate when the following points are reached, using a color-based signal for each:

* **Green:** qualifying time is reached
* Yellow: the halfway point between the qualifying and ending times has been reached
* Red: the ending time has been reached.

Disqualifying times (30 seconds after the ending time or red signal) are important in contests and, in some clubs, may be used to determine a speaker’s eligibility for the “best” vote. In addition, the Timer is sometimes asked to time 1 minute between speeches to allow time for member feedback and for voting for the best speaker, Table Topics speaker, and best Speech Evaluator.

The Timer’s role is important because it enables speakers to learn to speak within a specific timeframe. In addition, the timer helps to keep the meeting running smoothly. Depending on the meeting format, speakers may be allowed to speak until they finish. However, in some clubs -- especially those operating on a tight schedule -- a long-winded speaker may receive applause (started by the timer) after a certain overage of time.

The Toastmaster will call on people to explain their roles (see the “Describe Your Role” section). You will also be called upon to report the recorded speaking times at the end of the meeting.

### Before the Meeting

Ensure you have a copy of the Timer’s form. A sample is included in this document but is also available on our website.

### During the Meeting

For in-person meetings, a battery-powered stoplight timer is used. A stopwatch is usually available, although most smart phones include a stopwatch feature. The official Toastmasters International app also includes a timer feature and is available in the AppStore for Apple or Google Play for Android.

For online meetings, find objects such as folders to hold up for green, yellow, and red. When you hold them up to your webcam, say the color that corresponds to the time. Alternately, you may opt to change your virtual background to reflect the stoplight colors.

Whether meeting online or in person, decide which timer you will use, whether you will record on paper or electronically, and fill in as many of the names as possible ahead of time.

### After the Meeting

No tasks.

## Skills

Time management, meeting preparation, explaining role functions, tracking and recording details during meetings, and being ready to speak at the right time

## Benefits Gained from This Role

Timing benefits the group by helping to ensure speeches and Speech Evaluations stay within prescribed limits so the structure of the meeting can be maintained. In addition, the Timer helps speakers and Speech Evaluators to be cognizant of the time elapsed. The Timer benefits by practicing the following skills: meeting preparation, explaining role functions, tracking and recording details during meetings, and being ready to speak at the right time.

## “Describe Your Role”

My name is … and I will be your Timer for today. I will be recording the times for speeches, Table Topics, and Speech Evaluations; and providing a Timer report at the end of the meeting. I will also indicate when the following points are reached: qualifying time is reached, almost time to finish, and time to finish by using green, yellow, and red respectively.

## Review

Answer these 3 questions (multiple choice):

1. Which task is NOT performed by the timer?
2. Time and signal for every speech, Table Topic, and Speech Evaluation
3. Listen and note each usage of the Word-of-the-Day
4. Time a minute between speeches to allow for member feedback
5. Report speaking times when called upon
6. What must the Timer provide in an online meeting?
7. An audible signal
8. Report of speaker times
9. Objects that are red, yellow, and green
10. All of the above
11. What are the benefits to the Timer?
    1. Time management, improved grammar, listening skills
    2. Preparation, reporting, listening skills
    3. Time management, preparation, tracking and recording details
    4. Meeting management, introductions, keeping on schedule

**Answers:** 1. b; 2. d; 3. c

## Evaluation: Timer

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Evaluator Name |  | Timer Name |  | Meeting Date |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Average | Room for Growth |
| The Timer was prepared for the meeting. | 3 | 2 | 1 |
| Details were properly and accurately recorded. | 3 | 2 | 1 |
| The Timer was ready to speak when timing. | 3 | 2 | 1 |
| The Timer explained the function well. | 3 | 2 | 1 |

What was done especially well?

What are some areas for growth?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Self-Evaluation: Timer

My greatest discovery:

Next time, I will:

## Timer Form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name |  |  |  | Meeting Date |

**Sample Script:** As Timer, I will track time for both prepared and unprepared speeches. A green light will be signaled once the qualifying time has been reached; at mid-point, a yellow light; and a red light when 30 seconds remain. In an official Toastmasters speech contest, a participant is disqualified 30 seconds after a red light is shown.

**Times by Speech**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Speech Type | Disqualify if Less than | Green Light | Yellow Light | Red Light | Disqualify if  More than |
| Icebreaker (IB) | 3:30 | 4:00 | 5:00 | 6:00 | 6:30 |
| Prepared Speech (PS) | 4:30 | 5:00 | 6:00 | 7:00 | 7:30 |
| Table Topic (TT) | ─ | 1:00 | 1:30 | 2:00 | 2:30 |
| Evaluation (EV) | 1:30 | 2:00 | 2:30 | 3:00 | 3:30 |

**Times by Speaker**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Role | Name | Speech Type | Qualified | Speech Time |
| Toastmaster |  |  |  Y  N |  |
| Speaker #1 |  |  |  Y  N |  |
| Speaker #2 |  |  |  Y  N |  |
| Speaker #3 |  |  |  Y  N |  |
| Table Topic #1 |  |  |  Y  N |  |
| Table Topic #2 |  |  |  Y  N |  |
| Table Topic #3 |  |  |  Y  N |  |
| Table Topic #4 |  |  |  Y  N |  |
| Table Topic #5 |  |  |  Y  N |  |
| Evaluation #1 |  |  |  Y  N |  |
| Evaluation #2 |  |  |  Y  N |  |
| Evaluation #3 |  |  |  Y  N |  |

# Grammarian

## Description

When you hear the word “grammar,” you may think about a system of rules, seemingly designed to provide an endless source of correction. But mastering the grammar of a particular language can help you understand what makes language clear, interesting, and precise. In this way, developing good grammar or, at the very least, ***contextually appropriate grammar*** will make you a better speaker. Much in the way that Toastmasters helps speakers gain prowess by providing detailed evaluations of their prepared speeches, the Grammarian role is designed to help speakers – both prepared and extemporaneous – correct technical issues that can sometimes arise when even the most experienced speaker writes or delivers a speech, issues which can undermine a speaker’s influence.

As with the Evaluator role, you catch more flies with honey than vinegar; you should be sure to listen not only for mistakes in spoken word but also *exceptional* or *exceptionally interesting* turns of phrase. This could be anything that stands out to you, some examples of which might include:

* The employ of the “catching more flies with honey” expression as a metaphor for enticement by offering something pleasant
* The appropriate usage of a foreign word or phrase, such as *quid pro quo* or *ingenue*
* Correct enunciation of a series of challenging words or sentences

Even something simple like a speaker managing to convey a conversation between two or more parties by mimicking different vocal affectations might fall under the purview of the Grammarian’s evaluation.

### Before the Meeting

The Grammarian is responsible for choosing the Word of the Day for the session. This shouldn’t be viewed as an opportunity for pedantry – inappropriately showing off your knowledge. The word should not be so esoteric as to be unusable in common speech, though this is subjective. In general, the word you choose should also be a *positive* one unless you want members snarkily referring to one another as *pedants*. If you are unsure of how the word should be correctly pronounced, be sure to look up a pronunciation key prior to the meeting.

Print a copy of the Grammarian form and have it available at the meeting.

### During the Meeting

Introduce the Word of the Day you chose. Your introduction should ideally provide a spelling of the word, an indication of what part of speech it is (noun, adjective, preposition, etc.), along with a definition and an example of correct usage.

* If meeting in person, the Word of the Day should be prominently displayed throughout the meeting, perhaps on a whiteboard, overhead projector, or flipchart.
* If meeting online, the Word of the Day should be – at the very least – shared over text chat, so attendees can see how the word is spelled.

After introducing the Word of the Day, it will be your responsibility to listen for and note its – hopefully correct – usage throughout the meeting. Alternate versions of the word should be accepted when used correctly, such as *alternate – alternately*. When called upon to deliver the Grammarian’s report, you should mention how many times each speaker successfully made use of the Word.

*Note: Many* club*s find it helpful to provide visual or audible recognition of when the Word of the Day is used. If your* club *decides to do this, try to ensure that whatever signal is used isn’t too distracting to the speaker. We have successfully used 2-3 gentle snaps of the finger.*

As you listen to each speaker during the meeting, try to make note of at least one point of improvement along with 1-2 things you really enjoyed about the person’s speech. When called upon during the Evaluation portion of the meeting, report upon how many times each speaker used the Word of the Day, as well as good and bad instances of grammar. Try your best to balance any negative observations with uplifting comments.

### After the Meeting

No tasks. Some clubs may collect the Grammarian report.

## Skills

Listening; familiarity with the grammar rules of the language in which your meetings are conducted

## Benefits Gained from This Role

The ability to provide constructive, non-critical feedback, balancing opportunities for improvement with positive observations

## “Describe Your Role”

My role as Grammarian is to introduce the Word of the Day and encourage its use by all participants. Today’s word of the Day is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. It is a(n) noun, verb, adjective, etc. that means \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If you hear it used by any member or guest, I encourage you to (explain and/or demonstrate your club’s recognition gesture or sound). As Grammarian, I will also be listening for grammatical errors as well as exceptional turns of phrase.

## Review

Answer these 3 questions (multiple choice):

1. Which of the following are benefits of serving as Grammarian?
   1. Improving your ability to notice and correct errors
   2. The ability to deliver scathing feedback intended to demoralize the recipient
   3. The potential to expand your vocabulary
   4. A and C
2. What type of word would be a poor choice for the Word of the Day?
   1. A word with positive connotation
   2. An idiom or common metaphor
   3. A narrowly focused medical term
   4. A word that can easily be included in everyday conversation
3. Which of the following would be an inappropriate incident for the Grammarian to note?
   1. The Toastmaster-of-the-Day uses a mixed metaphor during his or her introduction.
   2. A table topics speaker misusing the German word *blitzkrieg*.
   3. Someone giving a prepared speech runs 45 seconds over time.
   4. A table topics speaker uses the Word of the Day correctly.

**Answers:** 1. d; 2. c; 3. c

## Evaluation: Grammarian

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Evaluator Name |  | Grammarian Name |  | Meeting Date |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Average | Room for Growth |
| The Grammarian provided a clear explanation of his or her role when asked to do so. | 3 | 2 | 1 |
| The Grammarian arrived prepared to introduce a Word of the Day, along with its definition, part of speech, and an example of its usage. | 3 | 2 | 1 |
| The Grammarian paid careful attention during the meeting,  making note of instances of good and bad grammar, as well as correct uses of the Word of the Day. | 3 | 2 | 1 |
| The Grammarian’s report was constructive, sharing both  opportunities for improvement as well as positive observations of interesting or enjoyable uses of language. | 3 | 2 | 1 |

What was done especially well?

What are some areas for growth?

## Self-Evaluation: Grammarian

My greatest discovery:

Next time, I will:

## Grammarian Form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name |  |  |  | Meeting Date |

**Sample Script:** My role as Grammarian is to introduce the Word of the Day (WOD) and encourage its use by all participants. Today’s word of the Day is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Its meaning is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If you hear it used by any member or guest, I encourage you to (explain and/or demonstrate your club’s recognition gesture or sound). As Grammarian, I will also be listening for grammatical errors as well as exceptional turns of phrase.

|  |  |  |  |
| --- | --- | --- | --- |
|  | # WOD Uses | Exceptional Turns of Phrase | Misuse of Grammar |
| Toastmaster |  |  |  |
| Ah Counter |  |  |  |
| Timer |  |  |  |
| General Evaluator |  |  |  |
| Speaker #1 |  |  |  |
| Speaker #2 |  |  |  |
| Table Topics Master |  |  |  |
| Table Topic #1 |  |  |  |
| Table Topic #2 |  |  |  |
| Table Topic #3 |  |  |  |
| Table Topic #4 |  |  |  |
| Evaluator #1 |  |  |  |
| Evaluator #2 |  |  |  |
| Other |  |  |  |

# Speaker

## Description

Speakers present both the speaking and the leadership side of Toastmasters. Ralph Smedley, the founder of Toastmasters, said, “*Speakers are leaders.*” The better able you are to organize and articulate your thoughts, the more likely you are to advance in your career or volunteer organization. In addition to gaining confidence as you improve your speaking skills, you gain experience in time management, planning, organization, implementation, and accepting feedback.

This guide covers the process of giving a speech. If you are new to speaking, work with your mentor on topics, organization, and doing some dry runs. Your Ice Breaker speech is the baseline for your future improvement.

All speeches in Toastmasters have the following steps:

1. READ THE PROJECT – Pathways has great instruction for getting started!
2. Come up with a topic.
3. Put it on the calendar.
4. Create your outline (fill in as desired). Try to avoid memorizing a written speech word for word.
5. Practice with a timer and adjust as needed.  
   Hint: Memorize your opening and closing.
6. Do a dry run with your mentor (optional for later speeches).
7. Present your speech!
8. Review your evaluation.
9. Complete your project.

To get the most effect from your speaking experience, try to speak regularly. Once a month or every other month is good. You may certainly speak more often if you wish. However, if you stretch it out too long between speeches, you may lose all you have learned from the experience.

Spirited Speech Masters member Brittney Edwards says:

“Don’t put things off until tomorrow… Tomorrow might be filled with those things that are for tomorrow.”

### Before the Meeting

* Read the project.
* Sign up for a speech on the appropriate agenda.
* Prepare and practice your speech.
* Send a copy of your evaluation form to your Evaluator.

### During the Meeting

* Expect to be nervous.
* Watch your time. Some clubs start clapping if you go a full minute over time.
* If you get lost, just go on.

### After the Meeting

* Review your evaluation and any comments.
* Save your evaluation for future reference.
* Complete your project in Pathways.
* Schedule your next speech!

## Skills

Time management, planning, organization, implementation

## Benefits Gained from This Role

Improving your speaking skills gives you confidence. You will have a greater impact in meetings, interviews, and on the perceptions of your colleagues and management.

**From the Competent Communicator Manual:** *“More than four million people will confirm that the Toastmasters program works, but it works only when you prepare carefully, actively participate, and speak as often as possible. Apply yourself, and you will experience the benefits you want in all aspects of your life.”*

## “Describe Your Role”

*While it is not necessary to describe your role in the meeting, it is useful to write a brief introduction to be shared with your evaluator or the Toastmaster for the introduction of your speech.*

## Review

Answer these 3 questions (multiple choice):

1. Ralph Smedley said:
   1. “Practice with a timer!”
   2. “Don’t put things off until tomorrow.”
   3. “Put it on the calendar!”
   4. “Speakers are leaders.”
2. Skills gained through speaking:
   1. Time management
   2. Planning and organization
   3. Implementation
   4. All of the above
3. Some tips for giving speeches include:
   1. Never give a speech without your mentor’s approval
   2. Memorize your opening and closing
   3. Write out your speech and memorize word for word
   4. When you see the red light, ignore it. Speak as long as you wish.

**Answers:** 1. d; 2. d; 3. b

## Evaluation: Speaker

*Note: This evaluation is in addition to the formal speech evaluation in Pathways.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Evaluator Name |  | Speaker Name |  | Meeting Date |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Average | Room for Growth |
| The speaker met the time requirement for the speech. | 3 | 2 | 1 |
| The speaker delivered a well-developed speech that displayed forethought and planning. | 3 | 2 | 1 |
| The speaker discussed speech goals and concerns with the evaluator before the meeting. | 3 | 2 | 1 |

What was done especially well?

What are some areas for growth?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Self-Evaluation: Speaker

My greatest discovery:

Next time, I will:

# Speech Evaluator

## Description

The Speech Evaluator’s role in the meeting is to provide constructive and encouraging feedback that supports the speaker to improve their public speaking skills and confidence. The Evaluator focuses on the speaker during the speech, making only a few notes. Seek to understand the speaker’s viewpoint. Feedback is often given with statements such as “I heard,” “I saw,” “I felt,” and avoiding “you” statements, which can be discouraging.

Consider the speaker’s experience level when giving feedback. The goal of feedback is to motivate, help, and build confidence. An inexperienced speaker can be overwhelmed with too much feedback. Pick only one or two items as the focus of your evaluation. Repeating a couple elements of the speech shows you were listening. Do not recount the whole speech.

Be sure you have the evaluation form for the speech. The speaker should provide it, but you can download the form from the full agenda for the meeting, or from Basecamp at the [Toastmasters.org](https://toastmasters.org) site.

### Before the Meeting

* Sign up for the role ahead of the meeting, so you have time to interact with the speaker.
* Ask for the evaluation form or find it on the agenda page.
* Ask the speaker if there are any special concerns they want you to cover.

### During the Meeting

* Give your full attention to the speaker while they are speaking; limit yourself to a few notes.
* Flesh out your feedback after the speech. If the speaker is new, limit your improvements to one or two items.
* Use “I” statements instead of “you” statements. (See resources.)
* Give your feedback, focusing as much as possible on the positives in the 2-3 minutes allotted.

### After the Meeting

* Complete the evaluation form and give or email to the speaker as soon as reasonably possible.

## Skills

* **Listening:** focus on the speaker.
* **Critical thinking:** use to understand the speaker’s ideas. Whether you agree with them or not is irrelevant.
* **Constructive feedback:** Give feedback in a non-critical way that offers just the right amount of information for the speaker’s skill level.
* **Motivation:** encourage the speaker to learn and improve.

## Benefits Gained from This Role

Listening and critical thinking bring heightened awareness in business and life situations. Learning to give feedback rather than criticism enables us to better regard the feedback (or criticism) we might be given.

## “Describe Your Role”

*Not applicable*

## Review

Answer these 3 questions (multiple choice):

1. What are the skills gained as a speech evaluator?
   1. Listening, critical thinking, feedback
   2. Listening, outlining the speech, noting mistakes
   3. Listening, criticism, defining faults
   4. Focus, feedback, failures
2. Where might you acquire the evaluation form for the speaker?
3. From the speaker before the meeting
4. From the meeting agenda page
5. From the evaluation and feedback section in Basecamp
6. All of the above
7. Which is not a benefit of speech evaluation?
8. Listening skills
9. Leadership skills
10. Minimizing crutch words
11. Time management

**Answers:** 1. a; 2. d; 3. c

## Evaluation: Speech Evaluator

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Evaluator Name |  | Speech Evaluator Name |  | Meeting Date |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Average | Room for Growth |
| The speech evaluator engaged the speaker using eye  contact and other nonverbal behavior to show interest. | 3 | 2 | 1 |
| The evaluator showed insight into the speaker’s feelings  about his or her topic. | 3 | 2 | 1 |
| The evaluator highlighted the speaker’s strengths and weaknesses in an encouraging way. | 3 | 2 | 1 |

What was done especially well?

What are some areas for growth?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Self-Evaluation: Speech Evaluator

My greatest discovery:

Next time, I will:

## Resources

* Evaluating a Speech  
  <https://spiritedspeechmasters.org/resources/>
* Effective Evaluation Manual  
  <https://www.toastmasters.org/-/media/files/department-documents/education-documents/202-effective-evaluation.ashx>
* Evaluate to Motivate (training)  
  <https://www.toastmasters.org/resources/evaluate-to-motivate>

# Table Topics Master

## Description

The Table Topics Master is a fun and creative role that presents the opportunity to develop a rapport with the audience while presenting a fun activity that encourages audience members to present short speeches on impromptu subjects. In its simplest form, the Table Topics Master asks questions of participants who then respond for a minimum of one minute to a maximum of two minutes. Because of the time expected from participants, it is important for the Table Topics Master to provide open-ended questions that provide a starting point for participants to build into a short speech.

The goal of Table Topics is to provide participants an opportunity to think on their feet in a safe environment. Over time, members will learn to construct an effective and structured answer to a posed question without hesitation. As Table Topics Master, one’s job is to provide a supportive environment for members, encouraging them to step up and try their hand at impromptu speaking.

The number of question-and-answer sessions will vary from meeting to meeting depending on the agenda and run time of the meeting. On average, you can expect around 2 to 5 questions to be asked and answered during a meeting. Verify the timing with the Toastmaster if you feel you may be running out of time. The Table Topics Master will want to have a variety of questions on hand and perhaps overprepare to minimize delays.

### Before the Meeting

Prior to the meeting, the Table Topics Master should prepare a list of topics or questions. These may be based around a theme, images, group storytelling, or “sell the object.” Many additional options can be found online by searching for “Table Topics ideas.”

### During the Meeting

During the meeting, the Table Topics Master will give a description of their role, giving information on timing and inviting visitors to participate if they choose (see Describe Your Role, below). The Table Topics Master will then present the topics. Alternate methods include inviting speakers before or after the question is given or simply assigning topics to members. Participation should be encouraged, but no one should be forced to speak. People with other roles in the meeting, especially Evaluators, should be excluded, or asked last.

In some clubs, the Table Topics Master will ask for a timer’s report and voting for Table Topics at the end of this section.

### After the Meeting

No tasks.

## Skills

Time management, preparation, facilitation

## Benefits Gained from This Role

Whether it’s participating in a brainstorming session, interviewing a notable individual, or getting to know a person more intimately, being able to draw out answers from people you’ve asked questions of is an important skill that helps to develop relationships and fosters clear communication that can be directed to a number of objectives in life.

## “Describe Your Role”

As Table Topics Master, I will be presenting a series of questions for audience members to answer in impromptu speeches of one to two minutes. This will allow members the chance to practice their public speaking skills alongside their wit in a low-key environment for a short period of time. Visitors are welcome to participate but are not required to do so if uncomfortable. Remember to speak until you reach the green notification from the Timer.

## Review

Answer these 3 questions (multiple choice):

1. The skills for a Table Topics Master include
   1. Time management, preparation, facilitation
   2. Listening, time management, grammar
   3. Time management, recording, reporting
   4. Listening, impromptu speaking, grammar
2. Participants have how long to answer a Table Topic Question?
   1. 2-3 minutes
   2. 5-7 minutes
   3. 1-2 minutes
   4. 3-5 minutes
3. Visitors are:
   1. Welcome to participate in Table Topics
   2. Encouraged but not required to speak
   3. Included in the voting for best Table Topics
   4. All of the above

**Answers:** 1. a; 2. c; 3. d

## Evaluation: Table Topics Master

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Evaluator Name |  | Table Topics Master Name |  | Meeting Date |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Average | Room for Growth |
| The Table Topics Master prepared topics reflecting the meeting’s theme. | 3 | 2 | 1 |
| The Table Topics Master adjusted the number of questions so the segment ended on time | 3 | 2 | 1 |
| The Table Topics Master kept comments short and direct. | 3 | 2 | 1 |
| The Table Topics Master called first on members who were not already assigned a speaking role. | 3 | 2 | 1 |

What was done especially well?

What are some areas for growth?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Self-Evaluation: Table Topics Master

My greatest discovery:

Next time, I will:

# General Evaluator

## Description

Toastmasters meetings are conducted using a set of standardized roles and procedures, ensuring that meetings held on one side of the country are similar to meetings held on the other. As head of the evaluation team – a team comprised of the Ah Counter, Grammarian, Timer, and any speech Evaluators – the General Evaluator oversees the use of these procedures, reporting upon those areas where participants may have fallen short at the possible expense of continuity.

In addition to leading the evaluation team, the General Evaluator relieves the Toastmaster of the Day of the responsibility of running the meeting at the conclusion of Table Topics. Because of this responsibility, many consider General Evaluator to be one of the more challenging roles.

### Before the Meeting

Ensure that any scheduled, prepared speeches have an assigned evaluator. Some General Evaluators might wish to ask scheduled speakers if they have a preference of evaluators. Ensure that any scheduled evaluators are prepared to fulfill the role. For newer evaluators, it may be helpful to emphasize the importance of beginning one’s evaluation with one or more positive observations before delivering any points of possible improvement and ending the evaluation on a high note.

* If meeting in person, consider reminding newer speakers to be sure to bring the correct evaluation form to the meeting.
* If meeting online, consider downloading and emailing an electronic copy of the correct evaluation form to the scheduled evaluator (or remind the speaker to do so).

### During the Meeting

Once Table Topics have concluded, you will accept control of leading the meeting from the Toastmaster of the Day, marking the beginning of the evaluation portion of the meeting. For the benefit of any guests present, you should briefly explain the importance of evaluation within Toastmasters before calling upon the assigned evaluator for each of the prepared speeches that were given (in the same order that speeches were given). In the event that an evaluator does not provide a constructive evaluation – either no positives were recognized, or no points of improvement mentioned – the General Evaluator should be prepared to give a few comments of his or her own.

After all evaluations have been completed, the General Evaluator calls upon the remaining three members of the evaluation team – the Ah Counter, Grammarian, and Timer – to deliver their reports.

Finally, and taking note of the remaining time for the meeting, the General Evaluator should deliver an evaluation of the meeting as a whole, using notes taken throughout the meeting. This evaluation should help promote a high standard of excellence during each session. As with the more targeted prepared speech Evaluators, the General Evaluator should strive for a mix of positive recognition and opportunities for improvement. A sample page outlining some of the specific meeting aspects to be potentially observed and commented upon is enclosed.

### After the Meeting

No tasks. Individual clubs may assign additional responsibilities, such as turning in the sheet used to formulate your general evaluation.

## Skills

Familiarity with the structured format of a standard Toastmasters meeting, along with any specific modifications adopted by your individual club; a willingness to lead a meeting and call upon others to solicit their contributions

## Benefits Gained from This Role

The ability to provide constructive, non-critical feedback, balancing opportunities for improvement with positive observations

## “Describe Your Role”

My role as the General Evaluator is to preside over the evaluation portion of our meeting. Evaluation is valuable as it fosters continuous improvement by assessing the things that worked well along with those that could be improved.

## Review

Answer these 3 questions (multiple choice):

1. Which of the following are among the responsibilities of serving as General Evaluator?
   1. Asking for a Timer’s report
   2. Ensuring every prepared speech has a speech Evaluator
   3. Printing evaluation sheets for each prepared speaker
   4. A and B
2. Which of the following roles is not considered part of the evaluation team?
   1. The Ah Counter
   2. Table Topics Master
   3. The Grammarian
   4. The Timer
3. Which of the following would be an inappropriate incident for the General Evaluator to note?
   1. A member graciously agrees to fill more than one role due to an absence.
   2. The total time for Table Topics exceeds that which has been allotted.
   3. Visitors were not properly welcomed and introduced.
   4. All of the above are appropriate incidents worthy of note.

**Answers:** 1. d; 2. b; 3. d

## Evaluation: General Evaluator

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Evaluator Name |  | General Evaluator Name |  | Meeting Date |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Average | Room for Growth |
| The General Evaluator assumed control of the evaluation portion of the meeting, explaining the value of evaluation to those present. | 3 | 2 | 1 |
| The General Evaluator provided an overall evaluation of the meeting that went beyond surface-level observations or statements of fact. | 3 | 2 | 1 |
| The General Evaluator’s evaluation was constructive, sharing both opportunities for improvement as well as positive observations. | 3 | 2 | 1 |
| Through his or her evaluation, the General Evaluator demonstrated familiarity with the proper format and flow of a Toastmasters meeting. | 3 | 2 | 1 |

What was done especially well?

What are some areas for growth?

## Self-Evaluation: General Evaluator

My greatest discovery:

Next time, I will:

## General Evaluator Notes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name |  |  |  | Meeting Date |

Use the following agenda-based table to take notes for your end-of-meeting evaluation. While aspects like starting and ending on time are important, there is greater value in providing a more in-depth evaluation ***when time allows***.

|  |  |  |
| --- | --- | --- |
|  | Things You Enjoyed | Things that Might be Improved |
| **Before the Meeting (Physical)**   * Gavel, flag, banner with ribbons, and timer equipment * Ballot sheets distributed * Agenda displayed |  |  |
| **Presiding Officer**   * Timeliness * Visitor greeting(s) * Visitor introduction(s) |  |  |
| **Toastmaster of the Day**   * Opening * Speaker transitions * Role explanations |  |  |
| **Table Topics**   * Introduction < 1 minute * Quality of questions * Noteworthy respondent improvements |  |  |
| **Speech Evaluation #1**   * Began on a positive note? * Constructive feedback? * Encouragement at close? |  |  |
| **Speech Evaluation #2**   * Began on a positive note? * Constructive feedback? * Encouragement at close? |  |  |
| **General Observations**   * Role fulfillment (grammarian, timer, ah counter, etc.) * Preparedness of speakers * Agenda adherence |  |  |

## General Evaluator Script

|  |  |
| --- | --- |
| Objective | Sample Script (optional) |
| **Introduction:** The Toastmaster will invite you to the floor to conduct the evaluation portion of the meeting. Explain the purpose of evaluation. | “Now we begin the evaluation portion of our meeting. Evaluation is valuable as it fosters continuous improvement by assessing the things that worked well along with those that could be improved.” |
| **Evaluators:** For each prepared speech, call upon the designated Evaluator to provide an evaluation. | “Our (first) evaluator is [Name of Evaluator 1], evaluating [Name of Speaker 1]’s speech, [Speech Title]. Please help me welcome [Name of Evaluator 1].” (repeat as necessary for each evaluator) |
| **Best Evaluator:** If there were multiple evaluators, ask members to vote for who they thought was best. | “Thank you, [Names of Evaluators] for helping to foster the development of speaking skills. At this time, I invite you all to use your ballot forms to vote for ‘Best Evaluator’” (or online equivalent). |
| **Timer Report:** Ask the Timer to provide his or her report. | “Our Timer [Name of Timer] will now report on how well we have managed our time.” |
| **Ah Counter Report:** Ask the Ah Counter to provide his or her report. | “Our Ah Counter [Name of Ah Counter] will now provide his/her report on today’s use of filler words.” |
| **Grammarian Report:** Ask the Grammarian to provide his or her report. | “Our Grammarian [Name of Grammarian] will now provide his/her report on excellent uses of language, opportunities for improvement, and uses of the Word of the Day.” |
| **Vote Counter Results:** Turn control of the meeting over to the Vote Counter to allow for the distribution of any awards. | “Our Vote Counter [Name of Vote Counter] has carefully tallied your votes and will now present awards to the winners.” (If meeting online, the General Evaluator may instead wish to present the winners at the time of voting.) |
| **General Comments:** Using theinformation you have collected on the opposite side of the sheet, provide an evaluation of the meeting as a whole. | “Now I have a few comments on today’s meeting as a whole …” |
| **Cede control to the Toastmaster.** | “This concludes the evaluation section of our meeting. Please welcome back our Toastmaster of the Day [Name of Toastmaster].” |

# Toastmaster

## Description

The Toastmaster’s role in the meeting is to act as the Master of Ceremonies (MC). As the major role of the meeting, it can be very rewarding and exciting. The Toastmaster is the “face” of Toastmasters to any visitors to the meeting. It is important to set a positive tone.

The requirements for the Toastmaster role may vary for each club. Central to this role are:

* Get the meeting started by describing the meeting format.
* Introduce the various roles or functionaries and invite them to explain their roles.
  + Initiate applause at an introduction of a person coming to the stage (or online equivalent), and after the presentation of a role.
* Manage the various sections of the meeting, keeping them on time.
* Introduce the major participants in the meeting and give control of the meeting, with applause and a handshake (or online equivalent), to each as required.
  + Introduce each speech Evaluator who introduces a Speaker.
  + Request time for comments after each speaker.
  + Introduce Table Topics Master for their section of the meeting.  
    *Monitor to keep this section on time.*
  + Introduce General Evaluator for their section of the meeting.
* Ensure control of the meeting returns to the Presiding Officer for closing.

In many clubs, the Toastmaster may also do the following:

* Choose a theme for the meeting and publicize it prior to the meeting.
* Ensure that all roles are filled prior to or at the beginning of the meeting.
* Welcome, and possibly introduce guests at the beginning of the meeting.
* [Optional] Present an oratorio on the theme of the meeting (if time allows).

### Before the Meeting

* If the Theme for the meeting is not pre-assigned, select a theme and publicize it for the members.
* Review the role assignments, including Speakers, and discuss with the VP Education if necessary.
* If your club does not pre-assign roles, it is the Toastmaster’s responsibility to ensure that all roles are filled prior to the start of the meeting.
  + Contacting members directly before the meeting is a very effective way to fill role positions. It is useful to arrive early to fill any open roles.

Be aware of the timing for the meeting. It is usually included on the agenda. Having a printed copy of the agenda is especially useful and may be used as a guide for conducting the meeting.

### Upon Arrival at the Meeting

* Arrive early to complete any last-minute details, including filling open role positions.
* Check with the speakers to address any last-minute changes.
* Sit near the front of the room and ask that speakers do the same for quick and easy access to the lectern or stage.

### During the Meeting

* Preside with energy and enthusiasm. Remember, you are in charge of how the meeting progresses.
* Strive to begin and end the meeting on time. Follow the agenda timings to ensure each segment is on time. You may need to adjust the schedule as you go.
* Introduce each person you call to the stage/lectern/online equivalent. Lead the applause and shake hands before and after each person comes forward.
* Call for written comments after each speaker, and voting after speakers, table topics, and evaluations, if not done by another role.
* Call for a Timer’s report after all speakers have spoken.
* Follow the agenda through each segment. Different clubs vary on who shall close the meeting. If the Toastmaster closes the meeting, you may wish to include the following:
  + Present the final vote tallies and awards.
  + Invite guests to comment on the meeting.
  + Call for announcements.
  + Adjourn the meeting with a single rap of the gavel.

### After the Meeting

Congratulate yourself on a job well done! You may wish to speak with your mentor or an officer on areas of improvement and review your evaluation if this role was evaluated.

## Skills

Preparation, organization, time management, facilitation, motivation, and team-building

## Benefits Gained from This Role

The ability to bring people together, provide a positive and constructive environment, and to keep a meeting running on time are great benefits for persons in any role in their lives. The benefits are most obvious in a work environment with frequent meetings; however, other opportunities for applying learning from this role are available. Consider:

* Meetings and events in volunteer organizations
* Family or social gatherings: parties, weddings, etc.

## “Describe Your Role”

The Toastmasters role is not described in the meeting. However, the Toastmaster does describe the process of the meeting. This can be done in multiple ways (see the Toastmaster’s script for an alternate description). For example:

The main body of our Toastmasters Meeting has three parts. We call it the “PIE”. First are the Prepared speeches, prepared in advance and given by members working through the educational program. The second part is Impromptu speaking, which we call Table Topics. This is an opportunity for anyone to come up and practice speaking ‘off the cuff.’ This develops the skills to shine in an interview or respond to a quick question from your boss. All attendees, including guests are welcome to participate if you feel comfortable. The final section is our Evaluation section, where we evaluate the first speakers, gather our reports, and evaluate the meeting. Everyone can partake in at least one piece of this pie! But first, let me introduce those who will be performing roles in our meeting…

## Review

Answer these 3 questions (multiple choice):

1. What are some of the most important skills gained from the Toastmaster role?
   1. Opening and closing the meeting
   2. Giving an oratorio on the Theme for the day and describing the meeting
   3. Facilitation, preparation, and time management
   4. Tracking the Word of the Day and crutch words spoken at the meeting
2. Your meeting is an hour long and you have 3 speakers. On arriving, you find that one of the speeches is 10 minutes long. How might you adjust the agenda to keep the meeting on time?
   1. Reduce your oratorio to a one-sentence description of the theme.
   2. Shorten your meeting description or eliminate if there are no visitors.
   3. Reduce or eliminate Table Topics.
   4. Any or all of the above as needed.
3. What are the best tools to keep the meeting on time?
   1. The Timer and clapping down long-winded speakers (who go way over time)
   2. The meeting agenda and your watch
   3. Your watch and the gavel
   4. Your meeting description, explaining that everyone will stay on time

**Answers:** 1. c; 2. d; 3. b

## Evaluation: Toastmaster

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Evaluator Name |  | Toastmaster Name |  | Meeting Date |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent** | **Average** | **Room for  Growth** |
| The Toastmaster ensured that all meeting roles were filled before the meeting. | 3 | 2 | 1 |
| The Toastmaster ensured that each meeting segment stayed on time. | 3 | 2 | 1 |
| The Toastmaster demonstrated careful planning and forethought for the meeting as a whole. | 3 | 2 | 1 |

What kind of obstacles did the Toastmaster face, if any? What strategies did he/she use to overcome those obstacles?

What was done especially well?

What are some areas for growth?

## Self-Evaluation: Toastmaster

My greatest discovery:

Next time, I will:

## Resources

Keep in mind that the Toastmaster’s responsibilities vary slightly in each Toastmasters club, usually based on meeting time. The links below represent a generic way to perform the role. Please consult with your Vice President Education for specific details.

* <https://www.toastmasters.org/resources/a-toastmaster-wears-many-hats>
* <https://www.toastmasters.org/membership/club-meeting-roles/toastmaster>

## Toastmaster Notes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Name |  |  |  | Meeting Date |

**Pre-meeting checklist** (things you should do the week of the meeting where you will serve as Toastmaster):

* Optional: Select a meeting theme. Use this theme for the basis of your introduction as Toastmaster of the Day.
* Send an email to all members to stimulate interest in the upcoming meeting. If you have selected a meeting theme, be sure to include it in your email so the Topics Master and Grammarian can incorporate it into their roles.
* Contact members again as needed to try to fill as many roles before the meeting as possible. Include a link to the page for the upcoming meeting date.

## Toastmaster Script

|  |  |
| --- | --- |
| Objective | Sample Script (optional) |
| **Introduction:** You should provide a brief introduction to the meeting, preferably no longer than 3-4 minutes. If you have chosen a theme, be sure to explain and incorporate it into your intro. | “Thank you, [Name of Presiding Officer] and thank you, everyone! I am honored to serve as your Toastmaster-of-the-Day today. I hope you’re ready for what will be a fun and rewarding meeting…” |
| **Role Introductions:** Ask the following roles to explain what they will be doing during the meeting: Ah Counter, Grammarian, Timer, General Evaluator. | “Our Ah Counter today is [Name of Ah Counter]. [Name of Ah Counter], can you please explain your role.?” *(repeat as necessary)* |
| **Meeting Structure:** Introduce the meeting agenda (on screen) and explain the three portions of our meeting. | “For the benefit of our guests and new Toastmasters, our meetings are divided into 3 parts:   * The first part is for prepared speeches, speeches given by members in an effort to meet an educational objective. * The second part of the meeting is for table topics. These are short, 1-2-minute speeches given extemporaneously in response to prompts from our Topics Master. * The third part of the meeting is devoted to evaluation. This is where participants get immediate feedback on their speeches from our peers. These evaluations help us all become better speakers. |
| **Introducing Evaluators or Speakers:** Depending upon the club, the Toastmaster may call upon the designated Evaluator to introduce their speakers or may alternately introduce the speaker himself or herself. After each speech, give brief comments to provide a bridge between the speakers. Ask the audience to supply feedback to the speaker using ballot forms or an online equivalent. Pass around Speaker-specific bucket to collect feedback (or use online equivalent). | “Our (first) evaluator is [Name of Evaluator 1] who will be introducing [Name of Speaker 1]. Please help me welcome [Name of Evaluator 1]” *(repeat as necessary).* |
| **Collecting Feedback:** For each prepared speech, ask members and guests to make brief, constructive comments. These comments should be collected in the appropriately labeled tub (ballot forms or online equivalent). | “Please take one minute to use your ballot form to write some constructive feedback for [Name of Speaker 1]. Timer, could we please get 1 minute on the clock?” *(or online equivalent, and repeat as necessary)* |
| **Voting for Best Speaker:** If more than one speech was given, ask members and guests to vote on which speech was their favorite. Pass around the Best Speaker bucket to collect votes on ballot forms (or online equivalent). | “At this time, I would ask that you please use the supplied ballot form to vote for your favorite speaker. As a reminder, [Name of Speaker 1] spoke first, and [Name of Speaker 2] spoke second” *(or online equivalent).* |
| **Introduce Topics Master:** Invite the Topics Master to conduct the extemporaneous speaking portion of the meeting. The Topics Master will cede control of the meeting to you when finished. | “Please help me welcome [Name of Topics Master] to run the Table Topics portion of our meeting.” |
| **Voting for Best Table Topic:** Ask members and guests to vote on which Table Topic speech was their favorite. Pass around the Best Table Topic bucket to collect votes on ballot forms (or online equivalent). | “At this time, I would ask that you please use the supplied ballot form to vote for your favorite Table Topic Speaker. As a reminder, [Name of Speaker 1] spoke first, [Name of Speaker 2] spoke second, and [Name of Speaker 3] spoke third” *(or online equivalent).* |
| **Introduce the General Evaluator:** Conclude the speaking portion of the meeting and cede control to the General Evaluator who will run the remainder of the meeting. | “It has been a pleasure to be your Toastmaster today. I now cede control to our General Evaluator [Name of General Evaluator] who will conduct the evaluation portion of our meeting.” |

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