

Toastmasters Club Meeting Guide

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The Ahhh Counter

This role offers the opportunity to deliver a short, prepared comment at the beginning of the meeting and a short extemporaneous comment at the conclusion of the meeting. It requires your very best listening skills and gives you a chance to closely examine the speaking patterns used by others



At the Meeting

- Prepare a list of members in attendance to use as a tally sheet for ahs.
- ~~• The money bucket should be within your reach~~ 
- From the moment the meeting starts--even if it is before you have stood to explain your duty--listen for and record each person who uses ahs, ers, ums or filler words.
- When the Toastmaster calls upon to explain your function, stand from your seat and say words to this effect:

“Mr./Madam Toastmaster, fellow Toastmasters, and welcomed guests. I am serving you today as the Ahhh Counter. As the Ahhh counter, I will be listening very carefully for the use of ‘ah’, ‘um’, ‘er’, or filler words such as “you know,” “and,” or “so.” At the conclusion of the meeting, I will report my findings. Each member will be fined 10 cents per ‘ah’ up to \$1.00. Guests are exempt from this fine.”

- When called upon by the General Evaluator to report, stand from your seat ***“Thank You Mr./Ms General Evaluator...”*** and state number of fillers used for each Toastmaster and guest.
- ~~• Initiate the circulation of the money bucket, reminding guests that they got to “ah” for free.~~

The Vote Counter

This role offers the opportunity to speak very briefly at the lectern, but perform a very important function--announcing the Table Topics, Speaker, and Evaluation winners.



At the Meeting

- Make sure everyone has a ballot
- When the Toastmaster calls on you, stand at your seat and say words to this effect:

“Mr./Madam Toastmaster, fellow Toastmasters, and welcomed guests. As Awards Master, I will be giving ribbons for the best in each of the following categories: Table Topics, Evaluator, and Speaker based on YOUR votes.”

You will be asked to vote after each segment in the meeting. Please use the ballots provided. Write the name of the Toastmaster you feel was best in the various categories. I will collect the votes and tally them and present the ribbons at the end of the meeting.”

- Gather the votes and tally them.
- If there is a tie, then you, as Awards Master, should cast the tie-breaking vote but **do NOT mention the tie**. (Hints: If the tie is between a person who has already won a ribbon in another category and one who has not, **award the ribbon to the person without the ribbon**. If the tie is between an experienced and a new speaker, **award the ribbon to the newer speaker**.)
- When the Toastmaster calls for the ribbons, you approach the lectern, shake the Toastmaster’s hand and present the ribbons in this order:
1) Table Topics 2) Evaluator 3) Speaker,
- Lead the applause as winners approach the lectern to take the ribbon from you. Shake their hands.
- Return control to the Toastmaster.

The Evaluator

In this role, you have the opportunity to increase your listening and observation skills. You'll practice giving a short presentation with limited preparation time. You will learn how to provide positive, constructive feedback



Before the Meeting

- Contact the General Evaluator to find out who you will be evaluating. If the speaker is speaking from the basic manual, review the objectives and evaluation criterion of that speech. Also, review the Guide to Effective Evaluation found in the back of your Basic Manual (Communication and Leadership Manual).
- Contact the speaker to ask if, in addition to the criteria of the speech, if there is anything the speaker would like you to make note of.

During the Meeting

- Obtain the manual from the Speaker. If it is a manual for which you've not previewed the criterion, do that before speaker speaks.
- Keep the speaker's criteria in mind while you listen to the speech. When called upon by the General Evaluator, present your evaluation according to these guides:
 - Use the hamburger approach – good points, suggestions for improvement, good point (see Tip Section – Hamburger Evaluation)
 - Never criticize without giving an appropriate corrective measure (for example, if you note that a person fiddles with his ring while talking, suggest that he remove the ring to avoid the temptation and break the habit).
 - Never give more than 2 corrective points in any one evaluation
 - Emphasize the good points to open and close the evaluation.
- After giving your evaluation, return control of the meeting to the General Evaluator.
- Give the manual back to the speaker, with the evaluation form completed, dated and signed.
- You might consider talking to speaker after meeting for additional feedback.

The General Evaluator

This role affords you the opportunity to expand your evaluation skills beyond speeches. You are learning to evaluate key functionaries, evaluators, and the meeting as a whole. Special emphasis is placed on evaluating the Table Topics Master and the Toastmaster. This role requires that you've given at least 2 speech evaluations.



Before the Meeting

Contact the Toastmaster to obtain the theme for the meeting. Contact scheduled evaluators and functionaries (Timer, Ah Counter, Word of the Day, Vote Counter) a few days before the meeting to confirm their attendance. If substitutes are needed, this will provide time to find them. Also, some participants may have forgotten that they are on the program. Early contact gives participants time to prepare.

If anyone indicates they cannot fulfill their role, remind them that it would be helpful if they attempt to find a replacement. Alert the Educational Vice President of any vacancies and assist in recruiting substitutes.

When you contact the evaluators, make sure they understand their responsibilities. Encourage them to speak with the person whose speech they will be evaluating. Each book speech emphasizes different aspects of public speaking (such as using gestures) and the evaluator needs to understand these before the speech.

The back of your Communication and Leadership manual also has a section on the General Evaluator. You might review that as well.

At the Meeting

Make sure Evaluators are present. If a substitute is needed, coordinate with the Educational Vice President and Toastmaster to recruit one and advise that person to obtain the manual of the speaker they are evaluating ASAP so they can review the speech criterion.

When the Toastmaster calls upon you to explain your duty, you will stand at your seat and say words to this effect:

“Mr./Madam Toastmaster, fellow Toastmasters, and honored guests. I am the General Evaluator. I will be watching and listening to ensure that the meeting is conducted properly. I will lead the Evaluation segment of the meeting, and provide a general evaluation of the meeting at the end.”

Review the checklist for Table Topics Master and Toastmaster to familiarize yourself with what you watch for in those roles.

The Toastmaster will give you control of the meeting after the last speaker concludes. At this time you will approach the lectern, shake the Toastmaster’s hand, and assume control of the meeting.

- Explain the evaluation portion of the meeting (speakers receive written and oral evaluations). A critical component of TM is to not only speak, but develop listening skills as well.
- Introduce each evaluator by name only (no introductory remarks, please) and which speaker and speech they are evaluating.
- Ask for timers report when evaluators have finished
- Call for vote from the audience
- Ask for the report of the Ah Counter and Word of the Day
- Give your general evaluation, focusing on the role of the Evaluators, Table Topics Master, and Toastmaster. Limit evaluation to two minutes.
- Return control to the Toastmaster. Wait at lectern to shake the Toastmaster’s hand.



General Evaluator Checklist

1. Introduction

- Briefly explain the purpose of evaluations:
 - To give constructive feedback to speakers.
 - To promote better listening on the part of evaluators.
 - To practice giving honest reaction to a speech.

2. Prepared Speech Evaluations

- Introduce the evaluators for each of the prepared speeches.
- After the last evaluator speaks, call on the Time Keeper for a report.
- Ask the audience to vote for the best evaluator.

3. Meeting Evaluation

- Ask for Grammarian's/Word of the Day report.
- Ask for Ah Counter's report.
- Give a general evaluation of meeting (2 minutes).

4. Conclusion

- Return control of the meeting to the Toastmaster.



General Evaluator Guidelines - Evaluating the Table Topics Master

Did the Table Topics Master...

- Bring enthusiasm and energy to the program?
- Appear prepared and confident about the program?
- Select an appropriate theme that was original, well-executed and well received by the audience?
- Explain the rules of Table Topics for the guests?
- Know which members to call on?
- Manage his/her time well, to allow as many people as possible to participate?
- Lead the applause when a respondent exceeded the grace period?
- Make guests comfortable and aware of all their options if they were called on? (guest options: take a topic, introduce self, abstain)
- Call for the Time Keeper's report at conclusion?
- Call for a vote from the audience?
- Stay at the lectern until the respondent arrived?
- Approach the lectern quickly when respondent finished, to release him/her ?
- Call on people in the proper sequence? The proper sequence is:
 - Members not on program (~~black side of name plate showing~~)
 - Minor program roles (opening thought, closing thought, Grammarian, Ahh Counter, Time Keeper, Joke Master, etc.)
 - Guests
 - Evaluators
 - The Toastmaster and General Evaluator do not participate.



General Evaluator Guidelines - Evaluating the Toastmaster

Did the Toastmaster...

- Bring enthusiasm and energy to the program?
- Appear prepared and confident about the program?
- Develop a theme for the meeting? Was the theme appropriate, well-executed, and well received by the audience?
- Remember and pronounce people's names correctly?
- Transition easily and smoothly between speakers?
- Do a good job of introducing the speakers and their speeches?
- Call for the Time Keeper's report at conclusion of the speeches?
- Remind the audience to complete their individual evaluation forms and comment slips?
- Remind the audience to vote for best speaker?
- Leave the lectern unattended?
- Put some thought into the preparation of the program?

Grammarian / Word of the Day

This role offers the opportunity to sharpen your listening skills, increase your vocabulary and that of the club, deliver a short, prepared comment at the start of the meeting, and extemporaneous comments at the close of meeting.



Before the Meeting



- Choose a *Word of the Day*, preferably a verb or adjective, and look up the word's official definition in a dictionary. Write the definition down and bring it to the meeting. Prepare a sample sentence using the word and be ready to share the word, its definition, and the sample sentence. An excellent resource is the *Readers Digest Word Power and Miriam-Webster* home page (see Web Resources).

Do not select words that are unusual and have little potential for practical use (such as "synapse" – a very tiny junction between nerve cells through which a nerve impulse is transmitted) nor words that are very commonly used in daily language (such as "surprise"). You could choose a word that is often used improperly or confused with a similar sounding word. For example, "bought" versus "brought."

- Print the word (many people use large computer font and print it) on TWO sheets of paper. One is to hang from the lectern for the club members to see. The other is to place on the lectern for the speaker to see.
- Bring pen and paper and scotch tape.

At the Meeting

- Paste the word of the day on the lectern facing the audience, and on the lectern BEFORE THE MEETING STARTS. Prepare a list of members in attendance to use as a tally sheet for use of the word.
- When the Toastmaster calls upon you to explain your duty, please stand at your seat and say words to this effect:

“Mr./Madam Toastmaster, fellow Toastmasters, and welcomed guests, my duty as Grammarian is to provide a word for the day and listen for good or poor use of the English language.

The word for today is _____. (Point to the word. Define it, and use it in a sentence.)

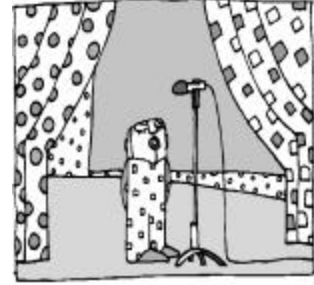
I will keep track of all those who use the word of the day. I will also report on good and poor use of the English language at conclusion of meeting.”

- Listen for:
 - Colorful/descriptive words
 - Good vocabulary
 - Mispronounced or misused words
 - Flabby sentence structure
 - Incomplete sentences
 - Grammatical errors.

- When called upon by the General Evaluator to report, stand at your seat, say ***“Thank You Mr./Ms General Evaluator”*** and state which Toastmaster or guest used the word. If you made notes of good or poor use of English language, share that too.

Invocation

This role provides you an opportunity to learn about and use resource materials that may be utilized in prepared speeches.



Before the Meeting

- Research a poem, quotation, or inspirational thought--something with meaningful content that you'd like to share with your fellow members. It should not exceed 1 minute.
- An excellent resource is the Reader's Digest *Quotable Quotes* or *Personal Glimpses*.
- It is best to refrain from a religious theme or refer to a deity. We are not gathered at a Temple, church, Mosque or Synagogue. We demonstrate our respect for their beliefs by not imposing our own. The invocation is intended as a "setting" device, not a sermon. A simple warm thought will do. As an example,

"Abraham Lincoln once said that a man is about as happy as he makes up his mind to be. Lets make up our minds to be happy, cheerful and helpful today and everyday."

At the Meeting

- When called upon to share your thought, stand and deliver it. Aim to convey earnestness and feeling. Practice meaningful eye contact.



The Joke Master

This role helps you become more comfortable with using humor when speaking to an audience. Humor is one of the most critical elements of effective public speaking. If you've an especially good joke you wish to share, notify the Educational Vice President.



Before the Meeting

- Select a tasteful and appropriate joke to tell at the meeting itself. The joke should help put a smile on everyone's face. **It should not exceed one minute.**
- Commit the joke to memory.

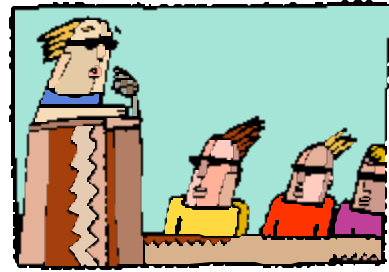
At the Meeting

- When called upon, you stand at your seat and share your joke.
- Add as much vocal variety, gestures and animation as you feel comfortable. Remember that stretching your comfort zone is healthy!

Telling a good joke is a critical component of a good speech

The Speaker

In this role, you are fulfilling what you joined Toastmasters for, improving public speaking skills. This is your opportunity to express yourself on any subject you wish.



Before the Meeting

- Select a project from the Basic Manual or one of the advanced manuals. Select a topic that allows you to concentrate on the particular aspect of speaking that this manual assignment stresses.

It is not necessary to complete the speech assignments in the Basic Manual in the order that they appear, but Speech No. 1 (The IceBreaker) should be first, and Speech No. 10 (Speaking with Inspiration) should be the last.

It isn't necessary to follow the format of the Toastmaster's manual for every speech, but it is encouraged. When deviating, advise the Toastmaster, Evaluator, and General Evaluator so that your speech may be introduced and evaluated properly.

- Pick a topic with which you are familiar, and tell personal stories. They are the secret to good speeches!
- Contact the Toastmaster to give him/her your speaker material
- Contact the Evaluator to apprise him/her of your speech assignment, and what it is they might focus on in addition to the requirements of the speech assignment (being organized, not scratching your head, playing with jewelry, etc.)
- Practice so you speak within your allotted time. If you exceed your grace period you will be ineligible to receive a ribbon! ***Ice Breakers are exempt from this limitation.***
- Practice, practice, and practice some more--at a minimum, twice. If you really want to shine, practice seven times!

At the Meeting

- If your speech requires props or special equipment, speak with the Sergeant-at-Arms about where to store the materials until needed. The Sergeant-at-Arms may be able to assist you at the time of your speech.

- Give your manual to your Evaluator.
- Sit close to the lectern, if possible.
- When introduced, walk to the lectern, shake the Toastmasters hand, and take a position wherever you choose that is appropriate for your speech. BREATH.
- Address the group as ***“Mr./Madam Toastmaster, fellow Toastmasters, and welcomed guests.”*** The timer starts the clock with your first word
- Deliver your speech, keeping an eye on the Timer’s signals. If it appears that you might run over time, reduce the speech and make your closing statement when you see the red card.
- At the conclusion of the speech, turn to the Toastmaster and say simply, ***“Mr./Madam Toastmaster.”*** This signals that you are finished with your speech. DO NOT SAY, “THANK YOU.” It weakens your conclusion.
- Remain at the lectern until the Toastmaster walks up to you and shakes your hand.
- At the end of the meeting, have the Educational Vice-President sign and date your manual.

NOTE: Speakers may choose their own subject. However, no subject should ever be used that would embarrass anyone present. No sexual or “blue” material. No ethnic references, derogatory remarks about religious or political or nationalities should be used. We must remember that we are here as friends and if we injure a friend, we may just lose someone who is valuable to us.

The Timer

As timekeeper, you have the opportunity to practice standing and giving brief reports throughout the course of the meeting. You will report whether participants spoke within their allotted time and are eligible to receive ribbons for their participation.



Before the Meeting

- Review and understand all of the timing guidelines explained here. You will use the club-supplied timing device (timing cards that stand independently) and the stopwatch.
- **Be aware that you will be called upon by the Toastmaster, Table Topics Master, and General Evaluator** to present timing reports. Timings are listed below.

Table Topics: 2.0 minutes

Green – 1:00 min.
Yellow – 1:30 min.
Red – 2:00 min.
Grace Period – 30 seconds

Prepared Speeches (most will be 5-7 minutes, check with speakers at meeting)

Green – 5:00 min
Yellow – 6:00 min
Red – 7:00 min
Grace Period – 30 seconds

Evaluations: 3.00 minutes

Green – 2:00 min
Yellow – 2:30 min
Red – 3:00 min
Grace period – 30 seconds

At the Meeting

- When the Toastmaster Calls on you at the beginning of the meeting to explain your function, stand at your seat and say words to this affect:

“Mr./Madam Toastmaster, fellow Toastmasters and honored guests. I am the Time Keeper. My role is to keep track of the time for table topics, formal speakers and evaluators “

Then proceed to explain the timing for Table Topics, Speakers and Evaluators

- When called upon to give a report, stand and give a report of who DID NOT MEET THE TIMING STANDARDS. It is not necessary to cite the times for each individual speaker. In essence, a speaker either spoke under time or beyond the grace period. For example, for Table Topics you might say:

“Madam/Mr. Toastmaster, the person(s) not eligible to receive a vote are Keith Bruin who spoke undertime and Sally Fletcher, who spoke overtime. If any of you would like to know your exact time, see me at end of the meeting. “

If everyone was within time, you can simply say

“Madam/Mr. Toastmaster, everyone was within time.”

The Toastmaster

The Toastmaster of the meeting has the key role in the success of the meeting. The primary duty of the Toastmaster is to ensure a well-run, up-beat meeting and act as a genial host to smooth the transition between program participants. You'll work on the art of introductions and lectern etiquette.



Before the Meeting

- Select a theme for the meeting (check with the Educational Vice President to determine if a theme has already been planned). The theme introduction should take no more than a couple of minutes.
- Contact program participants early (several days before the meeting). If substitutes are needed, this will provide time to find them. Also, some participants may have forgotten they are on the program. Early contact gives participants time to prepare.
 - Table Topics Master
 - General Evaluator
(Remind General Evaluator to contact Timer, Ahh Counter, Grammarian, Vote Master and Evaluators.)
 - Speakers
(If anyone indicates they cannot fulfill their role, remind them that it would be helpful if they would find a replacement. Alert the Educational Vice President of any vacancies and assist, if necessary, in recruiting substitutes.)
- Focus on key program participants: Speakers and Table Topics. These roles require more preparation. It is typically easy to recruit substitutes at the meeting for the other roles.
- Let the Table Topics Master and General Evaluator know what the theme is. Ideally, everyone should follow the same theme throughout the meeting (except for the speakers).
- Get whatever information you need from your Speakers so that you may properly introduce them. (See "Speaker Information Sheet.")

Remember that it is your meeting! How smoothly and professionally the meeting goes will be a function of how much time and effort you have put into planning. A poorly planned meeting always looks it. A job well done does not happen by accident. Be encouraging and supportive to those who will be on your program. Get them enthusiastic about their roles and it will make for an enthusiastic meeting for all. Use your theme as a vehicle for introducing them. Above all, don't forget to have fun!

At the Meeting

- Arrive early.
- In conjunction with the Educational Vice President, check the agenda with participants that arrive. Give any changes to the President, who will announce the changes at the opening of the meeting.
- Take a seat near the lectern.
- When the President turns control of the meeting over to you, move to the lectern and shake the President's hand. Now you are in charge of the meeting.
- For an outline to use in the meeting, follow guidelines included in the "Toastmaster Checklist."
- You lead applause:
 - AFTER functionaries have explained their duties
 - After introducing the Table Topics Master and General Evaluator, and after they have concluded
 - After introducing a speaker, and after the speaker concludes.
- Practice lectern etiquette.
- If the Table Topics master or General Evaluator forgets to call for timers report or for votes, YOU call for timers report and remind the audience to vote for their favorite table topic response or evaluator.
- Plan to return control to the President by specified time. Thank everyone for their participation. Gratitude is the attitude!

Toastmaster Checklist

1. Introduction

- Make opening remarks.
- Introduce Theme.
- Explain meeting format
 - Table Topics
 - Prepared Speeches
 - Evaluations.

2. Introduce Functionaries (lead applause AFTER functionary has explained duty)

- Ahh Counter
- Grammarian/Word of Day
- Timer Keeper
- General Evaluator
- Vote Counter.

3. Table Topics

- Introduce Table Topics Master.

4. Prepared Speeches

- Make introductions (See Toastmaster guidelines on "Introductions").
- LEAD THE APPLAUSE until the speaker reaches the lectern, and shake the speakers hand.
- At the end of each speech, lead the applause and offer a brief word of appreciation. Your function in this step is to bridge the gap between presentations and maintain the interest of the audience.
- Remind audience to complete evaluation sheets or comment slips.
- Thank each speaker after they've spoken.
- Call for Timer Keeper's report at the conclusion of all speeches.
- Ask audience to vote and pass ballot to vote counter.

5. Evaluations

- Introduce General Evaluator.

6. Wrap-Up

- Call for awards master.
- Give closing statement.
- Return control to the President.

Toastmaster Guidelines - Speaker Introductions

1. Before meeting obtain the:

- ❑ Name of speaker
- ❑ Speech title
- ❑ Speech length (5-7 min?)
- ❑ Speech number/manual
- ❑ Speech objectives.

- ❑ Prepare introduction remarks. Some ideas might include:
 - How long as person been with the Club?
 - Where does speaker work on campus? Doing What. For how long?
 - How long has speaker been with UCLA?
 - Hobbies? Vacation plans? Favorite pets? Favorite movies, etc...
 - Why did the speaker join Toastmasters?

2. At the meeting:

- ❑ Give introductory remarks.

“Our next speaker likes music, cars, and plants. She has been with Toastmasters for 10 years, and is a Charter member of our club...”

- ❑ Give Speech number and manual:

“She is speaking from the Basic Manual, Speech No. 2, Speaking with Sincerity”

- ❑ Give Objectives:

“The objective of the speech is to convince the audience of a subject she feels very strongly about...”

- ❑ Give speech length: *“This speech is five to seven minutes long.”*

- ❑ Give title of the Speech: *“The title of the speech is, Vote to Vote!”*

- ❑ NOW say the person’s name, slowly and with emphasis and pride, and lead applause as speaker approaches the lectern. (Always save persons name until last. It clues the audience when to clap, and when the speaker should approach.

“Won’t you join me in welcoming to the lectern, Ms. J-o-a-n...Murphy!”

Addenda

Nervous?!



According to one survey, public speaking is one of the top three fears of adults in America today. For some, public speaking ranks scarier than death itself and lends credibility to the statement, "I'd rather *die* than speak in public!"

When asked to speak, many people respond with, "Oh, I could never do that! I'd be too *nervous*." In fact, it seems that nervousness *is* the fear of public speaking. People don't want to look or feel nervous.

One dictionary defines being *nervous* as "characterized by or exhibiting restlessness, anxiety, tensions, etc." However, it *also* defines being *nervous* as "having vigor, force, and vitality." Don't we all want vigor, force and vitality when we speak? Unless we're giving a death benediction, the answer is "of course!"

Lets examine two facts about nervousness:

1. **Nervousness is the spark and energy that will make your speech shine.**
Any performer will tell you that the time to really be nervous is when you are NOT "keyed -up" with nervous energy before a performance.

2. **Most nervousness is not visible.**

Speakers often relate that they felt like fainting or were shaking and sweating - and they were certain everyone in the audience knew it. The fact is, if you don't tell, the audience can't tell how nervous you are... they'll never know!

How can you minimize the nervousness you feel?

- Prepare, prepare, prepare! Rehearse your speech three to seven times!
- Breathe – take 2 deep breaths while being introduced.
- Visualize yourself giving a successful presentation.
- Don't expect perfection - there is no such thing as a perfect speech.

The following are excerpts from THE ART OF PUBLIC SPEAKING by Stephen E. Lucas:

Calming the Nerves...Tips from a Pro

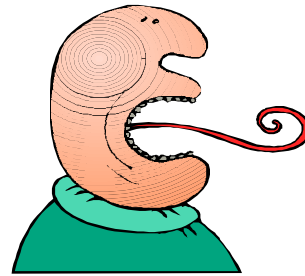
- Be at your best physically & mentally. It's not a good idea to stay up until 4:00 a.m....the night before. A good night's sleep will serve you better.
- As you are waiting to speak, quietly tighten and relax your leg muscles, or squeeze your hands together and then release them. Such actions help reduce tension by providing an outlet for your extra adrenaline.
- Take a couple of slow, deep breaths before you start to speak. Most people, when they are tense, take short, shallow breaths, which only reinforces their anxiety. Deep breathing breaks this cycle of tension and helps calm your nerves.
- Work especially hard on your introduction. Research has shown that a speaker's anxiety level begins to drop significantly after the first 30 seconds of a presentation. Once you get through the introduction, you should find smoother sailing the rest of the way.
- Make eye contact with members of your audience. Remember that they are individual people, not a blur of faces. And they are your friends.
- Concentrate on communicating with your audience rather than on worrying about your stage fright. If you get caught up in your speech, your audience will too.
- Use visual aids. They create interest, draw attention away from you, and make you feel less self-conscious.

Conveying Your Message with Vocal Variety

Dr. Albert Mehrabian, a professor and researcher at UCLA, reported that only 7% of any message is communicated through words! 38% of a message is relayed by our *voice* ! (55% is conveyed by our non-verbal body language).

Vocal Variety is use of:

- Volume (loud/soft)
- Pitch (squeaky/low)
- Rate (fast/slow)
- Pauses
- Repetition
- Accenting of words or sounds



Vocal Variety can convey:

- Enthusiasm/boredom
- Pleasure/pain
- Sincerity/sarcasm
- Happiness/sadness

Psychologists and physicians are trained to listen not only to words, but to voice. The voice is a reflection of what is going on inside of us! Why not use the voice to enhance what is going on in your next speech!

Things to Consider

- If you think you don't have vocal variety, listen to yourself when you talk about your pet peeve, favorite activity or passion. Chances are you are quite operatic!
- Pauses go a long way. Use them instead of "and," "er," and "um." One Gallop Poll reveals that vocalized pauses annoyed 69% percent of people surveyed. Use pauses immediately after you've made a point, shared a story, cracked a joke, or forgotten what you were going to say next!
- Watch your RATE of speech. Biggest culprit of effective speaking is speaking too fast. Gallop Poll reveals that talking too fast annoys 55% of people surveyed. Slowing down can improve a speech 100%.
- Emphasizing a few words or sounds adds interest and emphasis to your message.
- Repetition is very effective for message retention and adds rhythm to a speech

Table Topics



Here is a technique that is very useful when responding to a Table Topic question. It facilitates a thorough yet succinct and well organized response.

Try this technique the next time you are asked a question in a business meeting, a party or an interview! It works like a charm.

Here it is.

Someone asks you a question. You:

1. Repeat the question asked of you
2. Turn it into a statement
3. Explain your statement
4. Give an example
5. Conclude with your statement

This is how it looks:

Question: *What do you think makes a better pet – a cat or a dog?*

1. Repeat question: *What do I think makes a better pet - cat or dog?*
2. Turn it into a statement: *I think a cat makes a better pet.*
3. Explain your statement: *I think that because cats are so independent*

4. Give an example: *For example. They can feed themselves. They can bathe themselves; they can go to the bathroom by themselves*
5. Conclude with your statement: *That is why I think cats make better pets*

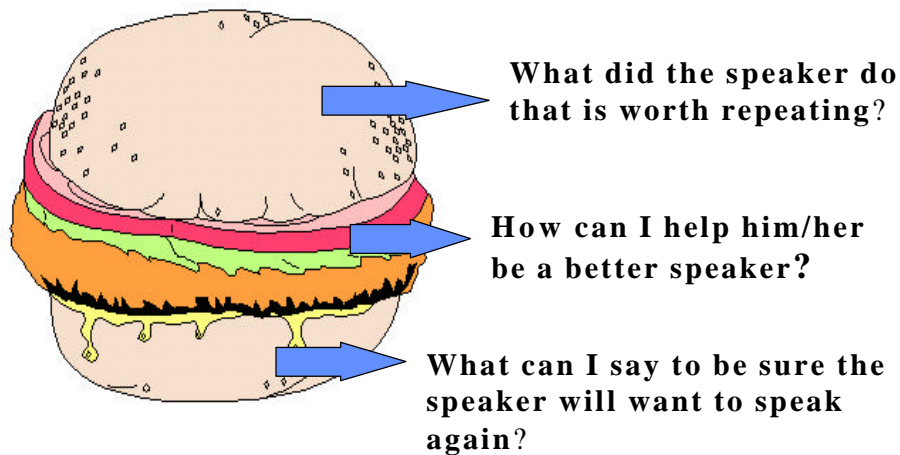
Take the Bite out of Evaluation Jitters

“WHO ME?” is a frequent response from beginning Toastmasters when invited to perform an evaluation. They have the notion that one must be a very accomplished speaker to be able to perform an evaluation. Nothing could be further from the truth!

Imagine for a moment you are on a camping trip. The camp site next to yours is raided by a bear in the middle of the night. As pots and pans rattle and things fall about, all four family members fly out of their tent partially clothed - first the father, then the mother, son, and daughter. They are running faster than the dickens to save their lives. The bear leisurely hangs around to rummage through their ice chest and eat their food.

Now, do you need to be an expert speaker to tell your family and friends what you saw, heard, and felt while watching this drama? Of course not. The same is true when you perform an evaluation of a speaker. YOU are the all-important audience member watching, listening, and feeling. You simply report your response to the speech.

There is a formula, however, that you may find helpful in outlining your response called the "Hamburger Evaluation." It looks like this:



The top bun is the biggest. This is where you point out three or four things the speaker did right--things that you liked and would recommend they do again. (Good eye contact. Loud voice. Good joke. Good story. Good topic.)

Then comes the critical “meat” of your evaluation--the all important "protein" of your observations that enables a speaker to grow big and strong. This is where you make a couple suggestions for improvement. (Perhaps use more gestures. Speak with a bit more vocal variety. Perhaps organize the speech so that the most effective story is last.)

The bottom, skinny bun is where you end your evaluation with one or two more positive things about the speaker and/or the speech. Your comments are ones that make the speaker want to get up and speak again.

The "recipe" of the Hamburger Evaluation can be used any time you are giving someone feedback--whether to a speaker, colleague, spouse, or child. This type of evaluation lends itself to being positive, nurturing, helpful--a "hamburger" that anyone can sink his or her teeth into!

Mistakes to Avoid When It's Your Turn at the Lectern



In comedy skits (like *Saturday Night Live*), sometimes the camera opens on “the naked lectern.” It stands alone. There is no person behind it. It just looks...silly. Why?

It sends the message that no one is in control.

Many people do not recognize good lectern etiquette--consciously, that is. However, when it is absent, the unconscious message conveyed is a lack of professionalism and control. When lectern etiquette is present, the opposite is conveyed.

To help YOU appear in control, here are some tips on lectern etiquette.

- **Never Leave the Lectern Unattended**

Stay at the lectern until the person you call arrives and shakes your hand. Think of it as playing “tag.” You don’t move from the lectern until someone has “tagged” you with a handshake. Step back from the lectern to allow the approaching person to step in front of you.

This doesn’t mean that you can’t move away from the lectern while you are in control. Many speakers set the lectern aside while they are “performing.” When finished, however, stay put until the next person to resume control arrives and shakes your hand.

- **Don’t Lean on the Lectern**

The lectern is there to hold your notes. Period.

- **Do Lead the Applause**

When a program calls for the audience to applaud, you lead by applauding first.

The following article is reprinted with permission from author and Toastmaster John Stesney, CTM. Nova Toastmasters, District 52.

Lectern vs. Podium

So what's the most embarrassing thing you can do as a Toastmaster? Blank out, in mid-sentence? Blurt out a four-letter word? Discover you have spinach between your teeth? Leave your fly open? No, the most embarrassing thing you can do as a beginning Toastmaster, or even as an experienced one, is to mistake a lectern for a podium.

I suppose it would be a good idea to explain the difference between the two, since mistaking them is supposed to be a Bad Thing. A lectern is "a reading stand for a public speaker." A podium is "an elevated platform for an orchestra conductor, lecturer, etc." (The definitions are from the American Heritage dictionary.)

Speakers confuse lecterns and podia all the time, with appalling results. I remember one speaker who thought a podium was a lectern. She placed her notes on the podium and had to squat down every time she flipped a page. When looking down, she had to noticeably squint to read her notes. (I'm sure her high heels didn't help) She accidentally stepped on her notes too.

I also remember the time a rather bulky male Toastmaster mistook a lectern for a podium. When he stood on the lectern, it collapsed. So did the table it was set upon. The Toastmaster took a trip to the emergency room (to treat his concussion) and never gave a speech again.

Admittedly, these were extreme cases, but even the garden variety "It feels great to be behind the podium" causes embarrassment. Without fail, an old-school Toastmaster will be around, and will bark out "It's not a podium, it's a lectern." (Toastmasters really are a supportive bunch, and heckling is NOT encouraged, but for some reason, calling a podium a lectern prompts this knee-jerk reaction from the old-schoolers.) Then everybody rolls their eyes and looks uncomfortable. You see this, and suddenly you start to worry about spinach in your teeth, your fly, and the like.

So avoid it! A good idea is in all cases to say "lectern." Forget the word "podium" ever existed. This works because just about every Toastmasters club has a lectern, and virtually none have a podium.

Another approach is to immediately correct yourself:

--"I'm not used to being at the podium especially since this is a lectern."

--"Don't grip the podium or this lectern, either."

--"I'm feeling more comfortable behind the podium in an alternative Universe."

Finally, for you advanced speakers, don't use a lectern when you speak! Not only will you not be tempted to talk about the darn thing, you will connect better with your audience.

Just don't call a lectern a podium, unless you're trying to distract your audience from the spinach caught in your teeth.



Toastmaster Contact Trees

Prior to each meeting, participants need to contact other functionaries as follows:

The Toastmaster contacts:

1. The Speakers to obtain:
 - Title of the speeches
 - Speech assignments they are fulfilling (which speech in the manual)
 - Some information about them to prepare introductions.
2. The General Evaluator to verify participation and remind him/her to contact the evaluators and functionaries (see below).
3. The Table Topics Master to verify participation.

The General Evaluator contacts:

1. The evaluators to confirm participation.
2. The functionaries to confirm participation (Ah Counter, Grammarian/Word of day, Timer, Vote Counter).

The Evaluator contacts: The Speakers to ask if there is anything in particular they would like him/her to watch for?

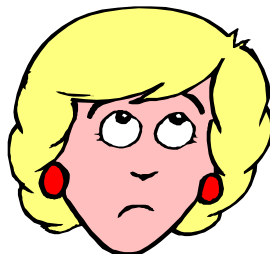
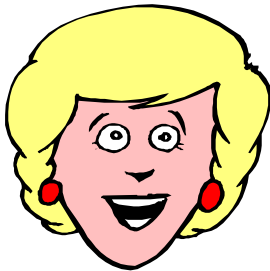
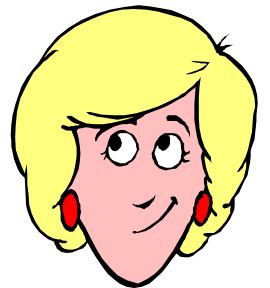
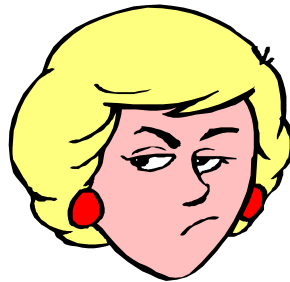
Speakers contact: The Toastmaster and the Evaluator (if they haven't already heard from them).

IMPORTANT NOTE:

Whatever function you sign-up for, if you must cancel, it is most helpful and appreciated if you find your own replacement. Please notify the Educational Vice President of cancellations/changes.

Facial Expressions

Your face adds mood and meaning to your message!



Gestures and Body Language

What do each of these positions convey to an audience?

