



COMPETENT LEADERSHIP **IN A NUTSHELL**

A TOASTMASTER'S GUIDE

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COMPETENT LEADERSHIP OBJECTIVES

Project 1 - Listening and Leadership Objectives

Determine your current listening skills,
Identify the seven steps to better listening,
Practice listening skills in various meeting roles.

Project 2 - Critical Thinking Objectives

Determine your current critical thinking skills,
Practice critical-thinking skills in various meeting roles.

Project 3 - Giving Feedback Objectives

Determine your current skills in giving feedback,
Identify the steps in giving feedback effectively,
Practice giving feedback as you serve in various meeting roles.

Project 4 - Time Management Objectives

Determine your current time-management skills,
Identify steps to effectively manage time,
Practice time-management skills in various club roles.

Project 5 - Planning and Implementation Objectives

Determine your current planning and implementation skills,
Identify steps in planning and implementation process,
Practice planning and implementation skills in various club roles.

Project 6 - Organising and Delegating Objectives

Determine your current skills in organising and delegating,
Identify steps in the organisation and delegation process,
Practice skills in organising and delegation during various club roles.

Project 7 - Developing your Facilitation Skills Objectives

Determine your present facilitation abilities,
Identify facilitation strategies,
Practice facilitation skills in various meeting roles.

Project 8 - Motivating People Objectives

Determine your current motivational skills,
Identify conditions that motivate people,
Practice motivational skills while serving in club roles.

Project 9 – Mentoring Objectives

Determine your current mentoring skills,
Identify the steps in being a good mentor,
Practice mentoring skills in various club roles.

Project 10 - Team Building Objectives

Determine your current team-building skills,
Identify the steps in building a team,
Practice team-building skills while serving in various club roles.

FOREWORD

Greetings fellow Toastmasters,

Since I first started promoting the Competent Leadership programme at club committee meetings, I have been asked many questions and faced numerous challenges around this subject. In this guide I will share my learnings with you and demonstrate how you and your club can follow this scheme to best effect.

The Competent Leadership programme is much more elaborate than the individual Communication manuals that you are probably very familiar with already. The Communication manuals will give you either ten projects (Competent Communicator) or five (Advanced Communicator) each consisting of a single activity. The Competent Leadership manual however gives the learner a multitude of choices in their projects enabling them to focus on the roles that they enjoy most while maintaining the health and effectiveness of the club.

These choices can seem overwhelming at first sight however, within five minutes of reading this guide, you will know exactly how you can proceed and how you will complete up to 80% of your manual. The remaining 20% of the path that you choose will depend on your particular skills and interests, the status and culture of your club and the limits of your imagination.

Finally I would like to add that it is common for Toastmasters to underestimate the value of this scheme to them personally. Most people do not see themselves as a leader, associating that title instead with icons such as Nelson Mandela or Winston Churchill. Some people might think that the very word "Leadership" sounds like hard work and others just don't see how it would fit into their own life. Quite simply, "Leadership" in the Toastmasters context is not about being a manager or a champion of men but rather someone who is ready and able to make choices in their life. It is just about being prepared to take the initiative.

Every parent is a leader, the person who arranges a friend's birthday party is a leader and so is the person who takes the necessary action when it looks like your holiday travel arrangements look like they might fall apart. We can all benefit from practicing organising activities, making decisions, discussing our thoughts and feelings with others and helping each other to grow. This is what Competent Leadership is all about. Learning to live the life that you wish to lead has never been easier or more fun so why not encourage everyone in your club to start thinking about their leadership strategy today.

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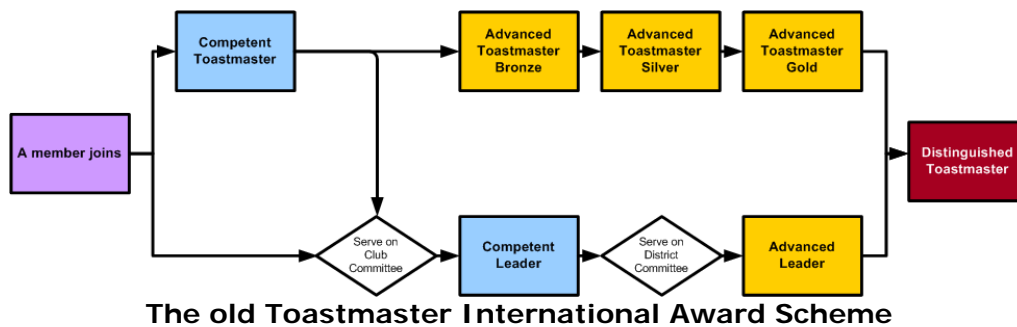
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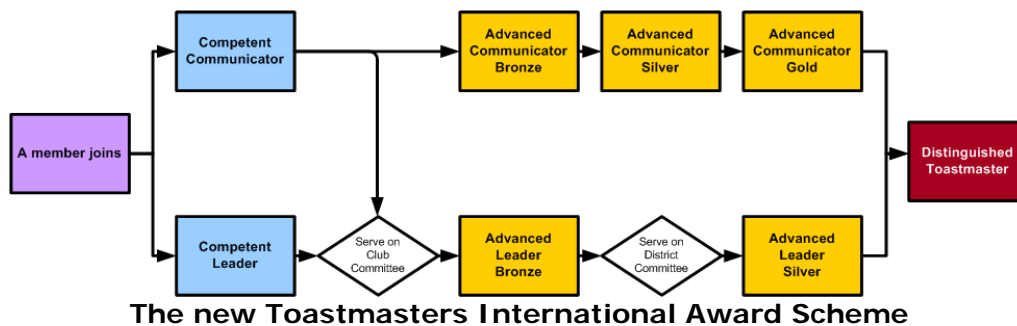
INTRODUCTION TO COMPETENT LEADERSHIP

Since the first Communication and Leadership manual was published by Toastmasters International in 1969, Toastmasters the world over have benefited from the skills and experience that were covered in these two tracks. In the first track, members would demonstrate and develop their communication skills by delivering increasingly specialised speeches. In the second, members would build upon their existing leadership skills initially by participating in club meetings and later progressing onto the club and then regional committees.

Unfortunately there were two limitations to the traditional Competent Leadership scheme. The first was that there was no recognition given to members who developed new skills and contributed to the success of meetings through participating in the available roles. The second was that the whole Leadership track excluded any members who missed the opportunity to serve on a club committee.



In July 2006, Toastmasters International announced a revised Award scheme. The old "Toastmaster" awards were renamed "Communicator" awards and a new entry level award for leadership was introduced. This new award was named the Competent Leader award, and the award of the same name from the old scheme became the Advanced leader Bronze award.



The advantages of this new scheme are numerous. All members now received a formalised education and mentoring in the Toastmasters model of leadership. The new scheme also gave the entire membership new projects that encouraged not just their own personal growth but also cooperation between members that lead to the evolution and growth of the clubs and organisation as a whole.

This document serves to explain the process of pursuing this new educational track and how both the members and their clubs can implement it in the most efficient and productive manner possible.

THE PROJECT MATRIX

The first thing to explain about completing the Leadership projects is that most of the tasks are optional. Of the 45 tasks described in the manual, only 21 are required to achieve the award and only two of these are not covered by typical participation in meetings. The easiest way to explain the choices is with the Project Matrix. This table is based on the matrix on page 76 of the CL manual however I have indicated which activities are required and which are optional. In effect the requirements are to complete all of the red items, plus one black activity in each column.

As you can see, simply delivering and evaluating speeches will take you a long way, a full third in fact. Another third consists of speaking to a Table Topic, or acting in the roles of Time Keeper, Ah-Counter or Grammarian. The rest is your choice entirely; however it is likely that six of the remaining tasks will consist of Table Topics Master, Toastmaster or General Evaluator.

Figure 1 - The Project Matrix

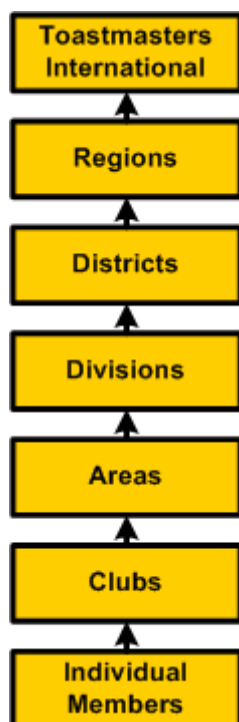
	PROJECT 1 ANY THREE	PROJECT 2 ANY TWO	PROJECT 3 ALL THREE	PROJECT 4 TIMER PLUS ONE	PROJECT 5 ANY THREE	PROJECT 6 ANY ONE	PROJECT 7 ANY TWO	PROJECT 8 ANY TWO PLUS ONE	PROJECT 9 ANY ONE	PROJECT 10 TWO OPTIONS
TIMER				!						
GRAMMARIAN	X	X	!	X						
AH-COUNTER	X									
TABLE TOPICS SPEAKER	X									
SPEAKER				X	X					
SPEECH EVALUATOR	X	X	!					X		
GENERAL EVALUATOR		X	!		X		X	X		X
TABLE TOPICS MASTER				X	X*		X*			
TOASTMASTER				X	X		X	X		X
BEFRIEND A GUEST							X			
MENTOR									!	
								AND 1 OF		OR 1 OF
CLUB SPEECH CONTEST						HELP WITH		CHAIR PERSON		CHAIR PERSON
CLUB SPECIAL EVENT						HELP WITH				CHAIR PERSON
CLUB PUBLIC RELATIONS CAMPAIGN						HELP WITH		CHAIR PERSON		CHAIR PERSON
CLUB MEMBERSHIP CAMPAIGN						HELP WITH		CHAIR PERSON		CHAIR PERSON
CLUB NEWSLETTER OR WEBSITE						HELP WITH				EDITOR/MANAGER

- ! Compulsory Role
- X Strongly Recommended Role
- X Project Option (* Recommended)
- X Project Option (but not recommended)

TYPICAL LEADERSHIP ROLES

- **Toastmaster** (Meeting Chairperson)
Responsible for planning a meeting and filling any vacant spaces in the agenda.
Opening the meeting and introducing each segment.
- **General Evaluator**
Responsible for evaluating all evaluators. Also evaluates any meeting participants other than those previously evaluated. This includes Chairperson, Grammarian, Time Keeper and Um-Counter.
- **Table Topics Master**
Plans a series of short improvised speeches by meeting guests.
Runs this section of the meeting, explaining the rules and introducing the speakers.
- **Table Topics Evaluator**
Evaluates the Table Topics Master and Speakers.
- **Speech Evaluator**
Evaluates speakers
- **Grammarian**
Introduces the "Word of the Day"
Explains the Grammarian's challenge, monitors the language used in the meeting and delivers a short report at the end of the meeting.
- **Time Keeper**
Monitors the timing of each meeting segment, signalling participants of their progress where necessary. Also delivers a short report at the end of the meeting.
- **Um-Counter**
Monitors speeches for the use of verbal crutches, delivers a short report at the end of the meeting.

ADVANCED LEADERSHIP ROLES



Toastmasters International is today a thriving and vibrant organisation that benefits people from all walks of life. With a membership of around a quarter of a million people in 2007 there are countless professional, social and even cultural benefits of being involved. Ultimately, however, as TMI continues to grow it becomes even more important to maintain the health of and relations between our component clubs, areas, and regions.

The Speech Contests are a perfect example of this initiative. TMI have defined five annual Speech contests including the famous International contest, as well as the Table Topics, Evaluation, Humorous and Tall Tales contests that run up to the District level. The success of these contests depends on clubs around the world working together to identify talent and recognise excellence in their area. As such the part played by people involved in these contests (Including contest chairpeople, contestants, judges and vote counters) is crucial. All of these roles are recognised and contribute towards one or more of the leadership projects.

To facilitate communication between clubs, and between each level of the organisation down towards individual members, recognition is also given to members who work to inform others about the culture and benefits of Toastmasters. Your choices range from helping out with the club website or newsletter to running a Public Relations Campaign, Membership Drive or Special Event. If you see an opportunity to contribute to your club and area in one of these ways, simply discuss your idea with your club committee.

Organisational Structure of TMI

WALKTHROUGH OF THE COMPETENT LEADER TRACK

Here is an example of how an ambitious Toastmaster (attending a bi-weekly club) might complete their CL in just over a year. The same Toastmaster attending a weekly club would have achieved this much faster.

Meeting	Description	Action	Project
1	First meeting attended	Gave a table topic	Project 1, Task 1/3
2		Listening Post	
3		Ah-Counter	Project 1, Task 2/3
4		Time Keeper	Project 4, Task 1/2
5	Gave Ice Breaker	Speaker	
6		Grammarian	Project 2, Task 1/2
7	Missed Meeting		
8	Bob visits meeting	Befriend a Guest	Project 7, Task 1/2
9	Gave Speech Two	Speaker	Project 5, Task 1/3
10		Asst. Sgt at Arms	
11	AGM	Volunteered to Edit Newsletter	Project 10 Complete
12	First Evaluation	Evaluator	Project 1 Complete
13	Gave Speech Three	Speaker	
14		Table Topics Master	Project 5, Task 2/3
15		Evaluator	Project 2 Complete
16		Grammarian	Project 3, Task 1/3
17	Gave Speech Four	Speaker	Project 4 Complete
18	Club Contest Night	Contest Chair	Project 8, Task 1/3
19		Evaluator	Project 8, Task 2/3
20		General Evaluator	Project 5 Complete
21	Gave Speech Five	Speaker	
22		Evaluator	Project 3, Task 2/3
23	Your Meeting	Toastmaster	Project 8 Complete
24	Christmas Party	Organised Food	Project 6 Complete
*** CHRISTMAS HOLIDAYS ***			
25	Gave Speech Six	Speaker	
26		General Evaluator	Project 3 Complete
27		Table Topics Master	Project 7 Complete
28		VP Ed congratulates you on progress, assigns a mentee.	Final Project Complete Competent Leader achieved!
29	Gave Speech Seven	Speaker	

FREQUENTLY ASKED QUESTIONS AND OBSERVATIONS

“Why should I do this? I am not a leader”

Everyone is a leader in some form or another. Any decision or communication that you make with another human being is a talent that should be encouraged and the Competent Leadership scheme is an ideal vehicle to achieve this.

“How can I find the time to do this? It is too hard”

The Competent Leadership scheme is designed to fit into the normal Toastmasters meeting format and culture. Out of the 21 required tasks, 19 require no special activity beyond performing typical meeting roles.

“The choices are too complicated; I don’t know where to start...”

The project matrix is listed in roughly the order of challenge that the tasks would present, with the easiest roles at the top and the ones that require the most preparation at the bottom. If you are comfortable offering regular evaluations but not the general evaluation, then you can elect to perform any of the tasks from Speech Evaluator and above. In this case, your VP Education and mentor are also available to help you to progress down the list picking up the skills and information that you require on the way.

“There are too activities, we don’t know how to schedule them all in...”

Scheduling these projects in a large club and keeping track of the progress of all members is a challenge. The Excel spreadsheets and mental gymnastics that worked well before are unlikely to cope.

In their place I would recommend that you use the website “www.easy-speak.com”. Easy-Speak is a free online club management application that can track all of your meeting assignments. It also provides a variety of reports to help you analyse your member’s progress towards person and club goals.

“How can we introduce Leadership evaluations”

There are three options for evaluations.

1. The VP Education can assign a dedicated Leadership Evaluator to the meeting to evaluate all projects. (This option is necessary if a General Evaluation assignment is being performed).
2. The candidate’s mentor can be responsible for ensuring that evaluations are performed (however the mentor will need to be present or delegate all meetings and their own roles and responsibilities should be carefully monitored to ensure that neither Toastmaster suffers).
3. Usually the best choice is to conduct the Evaluation in the same way that existing evaluations are performed. This way a Speech Evaluator, Table Topics Evaluator and the General Evaluators continue to present most of the feedback.

It should be noted however that special Leadership evaluators must be assigned for the purposes of evaluating the Speakers and GE because the Speech Evaluator will be committed to performing a Communication Evaluation and the GE typically would not have an evaluator themselves.

APPENDICES

PROJECT 1 - LISTENING AND LEADERSHIP CRITERIA

Assignment: Complete any three of four roles.

Speech Evaluator – Recommended

- Was the leader's manner attentive? Did the leader's posture indicate interest in what the speaker was saying?
- Did the leader's verbal evaluation indicate he/she had listened to and understood the speech's content?
- Did the leader appear to keep an open mind when evaluating the presentation, even if the leader may not have agreed with the speaker's perspective?
- What could the leader have done differently to listen better?
- What particular listening skills did the leader demonstrate?

Table Topics Speaker – Recommended

- How quickly did the leader appear to assimilate the idea in the Table Topic?
- Did the leader's response to the Table Topics question demonstrate that the leader understood the question?
- What could the leader have done differently to listen better?
- What particular listening skills did the leader demonstrate?

Ah-Counter

- Was the leader's manner attentive when listening to the various speakers? Did the leader's posture indicate interest in what the speakers were saying?
- Did the leader appear to focus on noticing the speaker's verbal crutches?
- What could the leader have done differently to listen better?
- What listening skills did the leader exhibit?

Grammarian

- Was the leader's manner attentive when listening to the various speakers? Did the leader's posture indicate interest in what the speakers were saying?
- Did the leader appear to focus on noticing speakers' grammatical errors as well as any outstanding uses of grammar and words?
- What could the leader have done differently to listen better?
- What listening skills did the leader exhibit?

PROJECT 2 - CRITICAL THINKING CRITERIA

Assignment: Complete any two of three roles.

Speech Evaluator – Recommended

- Did the leader appear to give careful consideration to the speech in the evaluation?
- How effectively did the leader demonstrate critical thinking skills in the verbal evaluation?
- Was the leader able to be objective and unbiased in the evaluation?
- What could the leader have done differently to provide a more thoughtful and helpful evaluation?
- What part(s) of the evaluation did the leader do well?

Grammarian

- How effective was the leader in noticing speakers' grammar and word usage errors and instances of good usage?
- Did the leader allow "Pet Peeves" to influence his or her analysis of the speaker' grammar and word usage?
- What could the leader have done differently to be a better critical thinker?
- What critical thinking skill did the leader exhibit?

General Evaluator

- How effectively did the leader analyse the club meeting?
- Did the leader refrain from letting personal biases affect his/her observations and analysis of the meeting?
- Did the leader determine the critical areas of the meeting that need attention?
- Did the leader determine aspects of the meeting that were especially well done?
- What could the leader have done differently to provide a better, more helpful analysis?
- What did the leader do especially well?

PROJECT 3 - GIVING FEEDBACK CRITERIA

Assignment: Complete all three roles.

Speech Evaluator – Compulsory

- Did the leader's evaluation focus on the speaker's presentation, not on the speaker's personality or qualities?
- How effectively did the leader cite examples of what the speaker did well during the presentation?
- How effectively did the leader offer the speaker specific suggestions for improvement? Did the leader provide examples?
- What could the leader have done differently to provide a more helpful evaluation?
- What part(s) of the evaluation did the leader do well?

Grammarian – Compulsory

- How effectively did the leader cite examples of the speaker's good grammar and word usage during the presentation?
- How effectively did the leader point out where the speaker's grammar and word usage needed improvement? Did the leader provide the speaker with specific examples and suggestions for improvement?
- What could the leader have done differently to provide more helpful feedback on grammar and word usage?
- What part(s) of the evaluation did the leader do well?

General Evaluator – Compulsory

- Did the leader's evaluation focus on the meeting itself and not on anyone's personality or qualities?
- How effectively did the leader cite examples of what went well during the meeting?
- How effectively did the leader point out areas of the meeting that could be improved? Did the leader offer specific suggestions and examples to reaffirm his or her observations?
- What could the leader have done differently to provide a more helpful evaluation?
- What part(s) of the evaluation did the leader do well?

PROJECT 4 - TIME MANAGEMENT CRITERIA

Assignment: Complete the role of Timer and one of the remaining four roles.

Timer – Compulsory

Did it appear that the leader had spent time before the meeting confirming the time requirements for each of the prepared speakers?

Was the leader able to listen to the speakers and accurately time and signal them while doing so? How effectively did the leader explain the timing rules and present the timer's report within the allotted period?

What could the leader have done differently to improve the timing of the meeting and its participants?

What did the leader do well that improved or helped the timing of the meeting and its participants?

Toastmaster – Not Recommended for this project

- Did it appear that the leader had prepared for the meeting in advance?
- Was enough time allotted for prepared speeches, Table Topics, evaluations and other meeting segments?
- Did the meeting begin and end on time?
- Did the leader have to adjust the times allotted for prepared speeches, evaluations, Table Topics and other meeting segments during the meeting itself? If so, why?
- What could the leader have done better to help the meeting flow more smoothly?
- What did the leader do well that helped the meeting flow more easily?

Speaker – Recommended

- Did it appear that the leader had prepared and rehearsed the speech in advance?
- Was the leader able to achieve the speech's purpose in the time allotted?
- What could the leader have done differently in the time allotted to make the speech more effective?
- What did the leader do well that contributed to the speech's effectiveness?

Grammarian

- How effectively did the leader explain the grammarian's role and present the grammarian's report?
- Was the leader able to adequately address speaker's grammar and word usage?
- What could the leader have done differently to present a more effective grammarian report?
- What part of the report did the leader do well?

Table Topics Master

- Was the leader able to state the purpose of Table Topics and introduce the session within the time allotted?
- Was the leader able to plan Table Topics so that as many people as possible participated in Table Topics within the allotted time on the agenda?
- What could the leader have done differently to make better use of the time allotted for Table Topics?
- In what way did the leader use the allotted time especially well?

PROJECT 5 - PLANNING AND IMPLEMENTATION CRITERIA

Assignment: Complete any three of four roles.

Speaker – Recommended

- Was the goal of the speech clear?
- How effectively did the main points support the speech's goal?
- Did the speech reflect careful planning?
- What could the leader have done differently that would have helped achieve the speech's goal?
- What did the leader do well that helped achieve the speech's goal?

General Evaluator

- Did the leader plan the evaluation portion of the meeting? Work with those serving in other meeting roles in advance of the meeting? Explain his or her goals for the meeting? Remind them of their responsibility? Make sure they knew how to fulfil them?
- Did the leader identify parts of the meeting that need improvement? Did he or she recommend appropriate goals for the club to achieve at subsequent meetings?
- What could the leader have planned differently that would have helped the evaluation team function more effectively?
- What did the leader do well that helped the evaluation team function more effectively?

Toastmaster

- Did the leader plan the meeting carefully, working with those serving in other meeting roles in advance of the meeting, explaining his or her goals for the meeting, reminding them of their responsibilities and making sure they knew how to fulfil them?
- What could the leader have planned differently that would have helped those serving in meeting roles to function more effectively?
- What did the leader plan well that helped those serving in meeting roles to function more effectively?

Table Topics Master – Recommended

- Did the topic questions reflect careful thought?
- Did the leader plan Table Topics so that as many people as possible participated within the allotted time?
- What could the leader have planned differently that would have helped the Table Topics session be more effective?
- What did the leader plan well that helped the Table Topics session be more effective?

PROJECT 6 - ORGANISING AND DELEGATING CRITERIA

Assignment: Complete any one of six roles.

Help Organise a Club Speech Contest

- Briefly describe the role the leader assumed for the contest.
- How effectively did the leader use organisational and delegation skills to fulfil the role?
- How or what could the leader have organised or delegated differently in his/her roles that would have helped the contest be better?
- What did the leader organise or delegate well in his/her role that helped the contest be successful?

Help Organise a Club Special Event

- Briefly describe the special event and the role the leader assumed for it.
- How effectively did the leader organise and delegate to fulfil the role?
- What could the leader have organised or delegated differently in his/her role that would have helped the event be better?
- What specifically did the leader organise or delegate well in his/her role that helped make the event a success?

Help Organise a Club Membership Campaign or Contest

- Briefly describe the membership campaign and the role the leader played in it.
- How effectively did the leader organise and delegate to fulfil the role?
- What could the leader have organised or delegated differently in his/her role that would have helped the membership drive be better?
- What did the leader organise or delegate well in his/her roles that helped the membership drive be successful?

Help Organise a Club Public Relations Campaign

- Briefly describe the public relations campaign and the role the leader played in it.
- How effectively did the leader organise and delegate to fulfil the role?
- What could the leader have organised or delegated differently in his/her role that would have helped the public relations drive be better?
- What did the leader organise or delegate well in his/her role that helped the public relations drive be successful?

Help Produce the Club Newsletter

- Briefly describe the role the leader assumed.
- How effectively did the leader organise and delegate to fulfil the role?
- What could the leader have organised or delegated differently in his/her role that would have helped improve the newsletter?
- What did the leader organise or delegate well in his/her role that helped to improve the newsletter?

Assist the Club's Webmaster

- Briefly describe the role the leader assumed.
- How effectively did the leader organise and delegate to fulfil the role?
- What could the leader have organised or delegated differently in his/her role that would have helped improve the website?
- What did the leader organise or delegate well in his/her role that helped to improve the website?

PROJECT 7 - DEVELOPING YOUR FACILITATION SKILLS CRITERIA

Assignment: Complete any two of four roles.

Toastmaster

- How effectively did the leader keep the meeting on track?
- Did the leader discourage interruptions and, if necessary, ask questions and repeat key points to facilitate understanding?
- What could the leader have done better to facilitate the meeting flow?
- What did the leader do well that helped the meeting flow more smoothly?

General Evaluator

- Did the leader's brief talk during the meeting adequately explain the purpose, techniques and benefits of evaluation to facilitate guests' understanding?
- How effectively did the leader coordinate and facilitate the reports or the evaluation team, including speech evaluators, timer, grammarian and Ah-Counter?
- What could the leader have done differently that would have helped him or her facilitate more effectively?
- What did the leader do well as a facilitator?

Table Topics Master – Recommended

- Did the leader's brief talk during the meeting adequately explain the purpose and benefits of Table Topics to facilitate guests' understanding?
- How effectively did the leader facilitate the Table Topics session
- Was the leader able to plan Table Topics so that as many people as possible participated within the allotted time?
- What could the leader have done differently to better facilitate Table Topics?
- What did the member do especially well to facilitate Table Topics?

Befriend a Guest at a Club Meeting – Recommended

- How effective was the leader in welcoming the guest, introducing himself or herself, and introducing the guest to other members?
- Did the leader adequately explain the different parts of the meeting, the various meeting roles members assume and the purposes of each to aid in the guest's understanding?
- What could the leader have done differently to make the guest feel welcome and/or to better understand the Toastmasters program?
- What did the leader do well that facilitated the guest's understanding or the Toastmasters program and/or make the guest feel welcome?

PROJECT 8 - MOTIVATING PEOPLE CRITERIA

Assignment: Complete three of the listed roles including chairperson of a club contest, membership campaign or club public relations campaign.

Club Contest Chairperson – Recommended (or Club Membership Campaign Chairperson)

- Did the leader adequately explain the purpose and importance of the contest to the club?
- How effectively did the leader motivate others to participate in the contest?
- Did the leader use praise and public recognition as a motivational tool?
- What could the leader have done differently that would have helped increase the motivation of club members to participate?
- What did the leader do well that helped to motivate club members to participate?

Club Public Relations Campaign Chairperson

- Did the leader adequately explain the purpose and importance of the campaign to the club?
- How effectively did the leader motivate others to participate in the campaign?
- Did the leader use praise and public recognition as a motivational tool?
- What could the leader have done differently that would have helped increase the motivation of club members to participate?
- What did the leader do well that helped motivate club members to participate?

Toastmaster

- Did the leader adequately explain to those with meeting roles the purpose and importance of having a well-run, enjoyable club meeting?
- How effectively did the leader motivate those with meeting roles to contribute to the success of the meeting?
- Did the leader use praise and public recognition as a motivational tool?
- What could the leader have done differently that would have helped increase the meeting participants' motivation to contribute to the success of the meeting?
- What did the leader do well that helped motivate meeting participants to contribute to the success of the meeting?

Speech Evaluator – Recommended

- Did the leader point out areas of the speech that could be enhanced and offer helpful, specific suggestions for improvement in a way that was encouraging and motivating?
- Did the leader comment on and praise the speaker when the speaker did something well?
- What could the leader have done differently that would have increased the speaker's motivation to do better next time?
- What did the leader do well that helped motivate the speaker to do better next time?

General Evaluator

- Before the meeting, did the leader adequately explain to those on the evaluation team the purpose and importance of their roles and how they contribute to a well-run, enjoyable club meeting?
- How effectively did the leader motivate those on the evaluation team to contribute to the success of their meeting?
- In the general evaluation, did the leader point out areas of the meeting that could be improved and in a motivating manner offer helpful, specific suggestions for improvement?
- Did the leader comment on and praise aspects of the meeting that went well or when a meeting participant did something exceptionally well?

PROJECT 9 – MENTORING CRITERIA

Assignment: Complete any one of three roles.

Mentor for a New Member

- Did your mentor address your concerns and offer helpful advice as you prepared for your assignments in the Competent Communication and/or Competent Leadership manuals and for other meeting roles?
- Did your mentor help you recognise skills that need improvement and offer suggestions to help you build those skills?
- Was the mentor available, patient, sensitive, knowledgeable, flexible and a good listener?
- What could he or she have done differently to be a better mentor?
- What did he or she do well?

Mentor for an Existing Member

- Did your mentor address your concerns and offer advice to help you develop the skills you want to develop?
- Did he or she help you recognise areas that need improvement and offer practical suggestions to help you build those skills?
- Was your mentor available, patient, sensitive, knowledgeable, flexible and a good listener?
- What could he or she have done differently to be a better mentor?
- What did he or she do well?

Guidance Committee Member

(for someone who is working on a High Performance Leadership Program Project)

- Did your mentor address your concerns and offer helpful advice?
- Did he or she help you recognise project areas that need improvement and offer practical suggestions to help you?
- Was your mentor available, patient, sensitive, knowledgeable, flexible and a good listener?
- What could the mentor have done differently to be more helpful to you?
- What did the mentor do well?

PROJECT 10 - TEAM BUILDING CRITERIA

Choose ONE assignment.

Assignment One: Complete the Toastmaster and the General Evaluator roles in separate meetings

Assignment Two: Complete any one of remaining roles.

PROJECT 10 CRITERIA - ASSIGNMENT ONE:

Toastmaster – Recommended

- Did the leader work with those serving in other meeting roles in advance of the meeting, explaining his or her goals for the meeting, reminding them of their responsibilities, and making sure they knew how to fulfil them?
- Did the leader establish a collaborative and trusting environment with those serving in meeting roles?
- Did the leader encourage those serving in meeting roles to ask questions?
- What could the leader have done differently that would have helped the team function better?
- What did the leader do well that helped the team function more effectively?

General Evaluator – Recommended

- Did the leader work with those serving in other meeting roles in advance of the meeting explaining his or her goals for the meeting, reminding them of their responsibilities, and making sure they knew how to fulfil them?
- Did the leader establish a collaborative and trusting environment with those serving in the meeting roles?
- Did the leader encourage those serving in meeting roles to ask questions?
- What could the leader have done differently that would have helped the team function better?
- What did the leader do well that helped the team function more effectively?

PROJECT 10 CRITERIA – ASSIGNMENT TWO:

Club Contest or Membership Campaign Chairman

- Did the leader select people to serve on the contest or membership campaign team who had the enthusiasm, skills, motivation and knowledge to accomplish the committee's goals?
- How effectively did the leader involve team members in planning and problem-solving?
- Did the leader establish a collaborative and trusting environment with those on the team?
- What could the leader have done differently that would have helped the team function better?
- What did the leader do well that helped the team function more effectively?

Club Public Relations Campaign Chairman

- Did the leader select people to serve on the public relations campaign who had the enthusiasm, skills, motivation and knowledge to accomplish the committee's goals?
- How effectively did the leader involve team members in planning and problem-solving?
- Did the leader establish a collaborative and trusting environment with those on the team?
- What could the leader have done differently that would have helped the team function better?
- What did the leader do well that helped the team function more effectively?

Club Speech Contest Chairman

- Did the leader select people to serve on the speech contest committee who have the enthusiasm, skills, motivation and knowledge to accomplish the committee's goals?
- How effectively did the leader involve team members in planning and problem-solving?
- Did the leader establish a collaborative and trusting environment with those on the team?
- What could the leader have done differently that would have helped the team function better?
- What did the leader do well that helped the team function more effectively?

Club Special Event Chairman

- Did the leader select people to serve on the event committee who had the enthusiasm, skills, motivation and knowledge to accomplish the committee's goals?
- How effectively did the leader involve team members in planning and problem solving?
- Did the leader establish a collaborative and trusting environment with those on the team?
- What could the leader have done differently that would have helped the team function better?
- What did the leader do well that helped the team function more effectively?

Club Newsletter Editor or Webmaster

- Did the leader select people to serve on the newsletter or website committee who had the enthusiasm, skills, motivation and knowledge to accomplish the committee's goals?
- How effectively did the leader involve team members in planning and problem solving?
- Did the leader establish a collaborative and trusting environment with those on the team?
- What could the leader have done differently that would have helped the team function better?
- What did the leader do well that helped the team function more effectively?