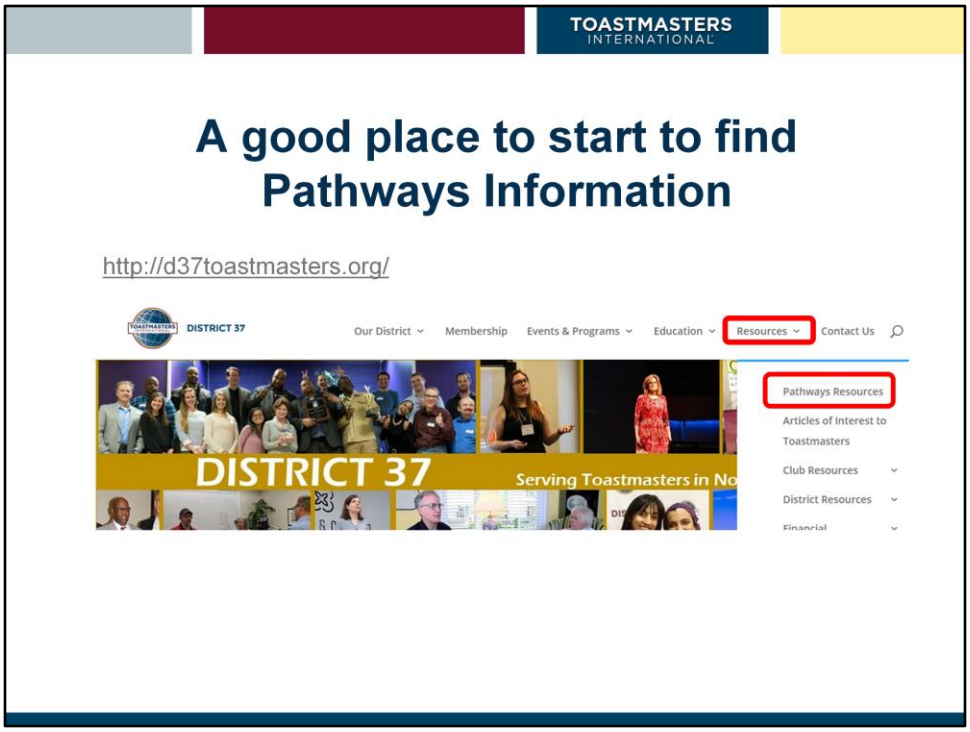
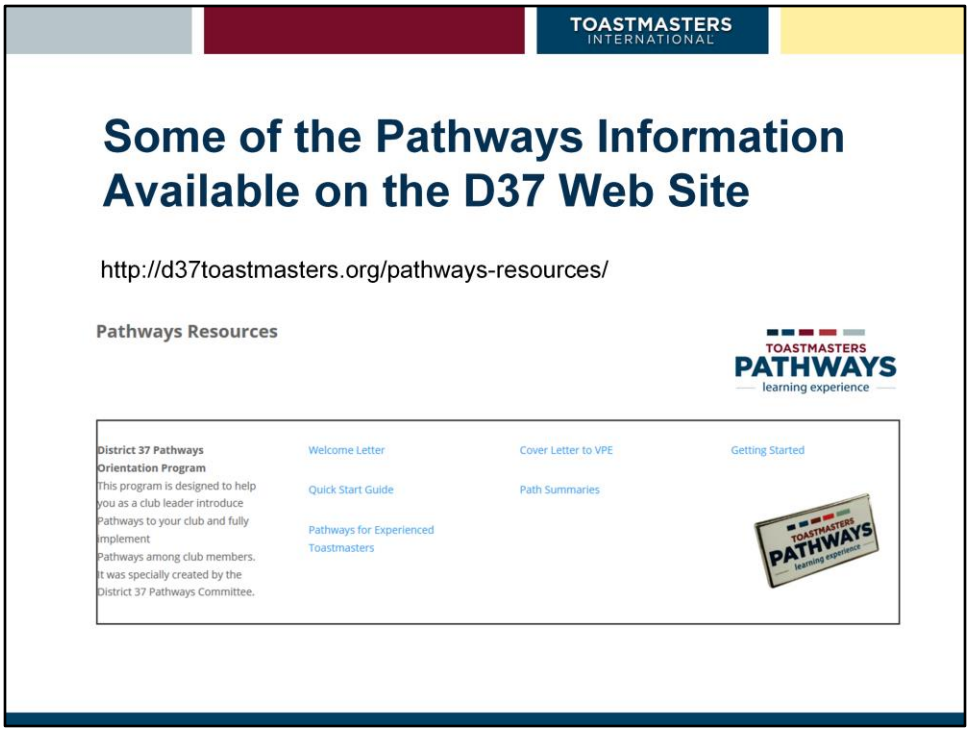
These slides were prepared in response to questions from members of the Bell Tower Toastmasters Club in Chapel Hill.



This slide shows the URL for - and an image of - the current Internet home page for Toastmasters District 37. At the far right is a drop-down menu that links to various resources available on the district's web site, and I've highlighted the link to the page containing quite a few Pathways resources.

I assume that once the district splits on July 1st the information will be available on a new District 117 web site.

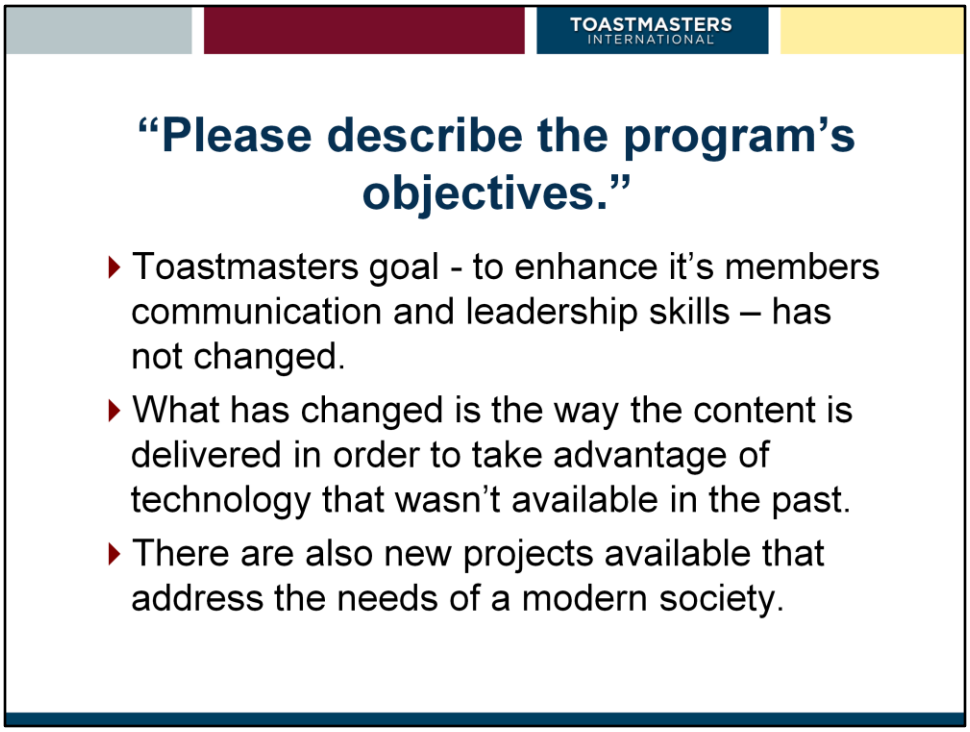


This slide gives the URL that will take you directly to the Pathways Resources page mentioned on the previous slide, and shows what the top of the page looks like. The material has been arranged in several sections, only one of which is shown here. Members are encouraged to explore this material, as they are likely to find the answers to most of their questions here.

A complete list of the different sections is as follows:

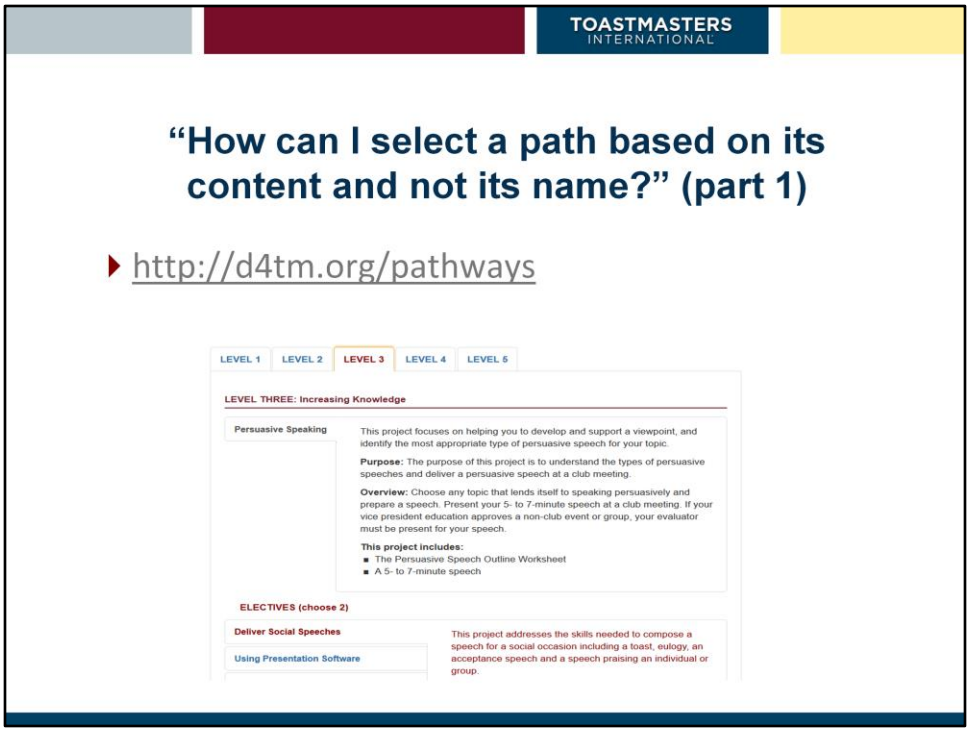
- Model Orientation Program – designed to help club leaders introduce their members to the program
- Tutorials on different tasks in the program, one set for members and the other for Base Camp Managers
- Helpful information found in various places on the Internet
- Videos produced by the district's public relations team

(Note: Pathways is still evolving, so some of the information may not be as up-to-date as it should be.)



The legacy CC/CL program was originally developed in the 70's, and has not kept up with modern developments. There was no information, for example, on how to prepare and present a podcast or a webinar. And beyond that, the information that was available was only available in a single format – the "manuals" that so many remember so fondly. Finally, while there was some room for customization, you were also limited in how much you could adjust the program to fit your needs. If you were only interested in a single project from one of the advanced manuals, for instance, you still had to complete the other four in order to earn the associated educational credit.

With Pathways, there are many new projects addressing skills that were not considered in the legacy program – the afore-mentioned podcasting module being one of them. There is also more of a focus on actually building the skill, rather than just talking about it. The new "Networking" project, for instance, requires you to actually attempt to build your personal or professional network. The projects also take much more of a multi-media approach, with videos available to illustrate or expand on key points, and interactive questionnaires to help you judge your level of understanding. Finally, with eleven paths available, each with multiple elective projects to choose from, you are able to customize your learning program to an extent that wasn't possible under the legacy program.



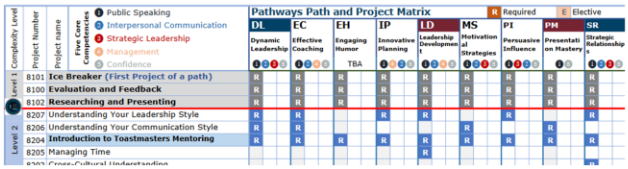
The URL in this slide is a link to an excellent resource prepared by the people in Toastmasters District 4 (basically the San Francisco Bay area). There is also a link on the D37 Pathways Resource page: look for the link to "Detail of the Pathways Learning Experience."

The rest of the slide shows an example of the information that's available on this site. Here I've elected to look at the content associated with Level 3 of a particular path (I think it's the Effective Communications path). In this case it's displaying information about the one required project in this level, as well as information about one of the electives you can select. There are several other electives listed that are not displayed here, and if you click on the elective's title it brings up a description of that project.

TOASTMASTERS INTERNATIONAL

"How can I select a path based on its content and not its name?" (part 2)

- http://d37toastmasters.org/wp-content/uploads/2019/04/Pathways_Path_and_Project_Matrix_EN.pdf

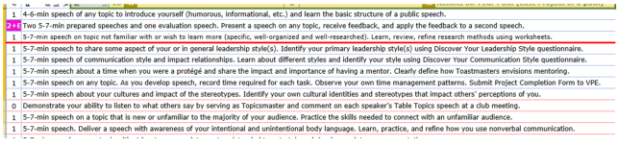


Pathways Path and Project Matrix

R Required E Elective

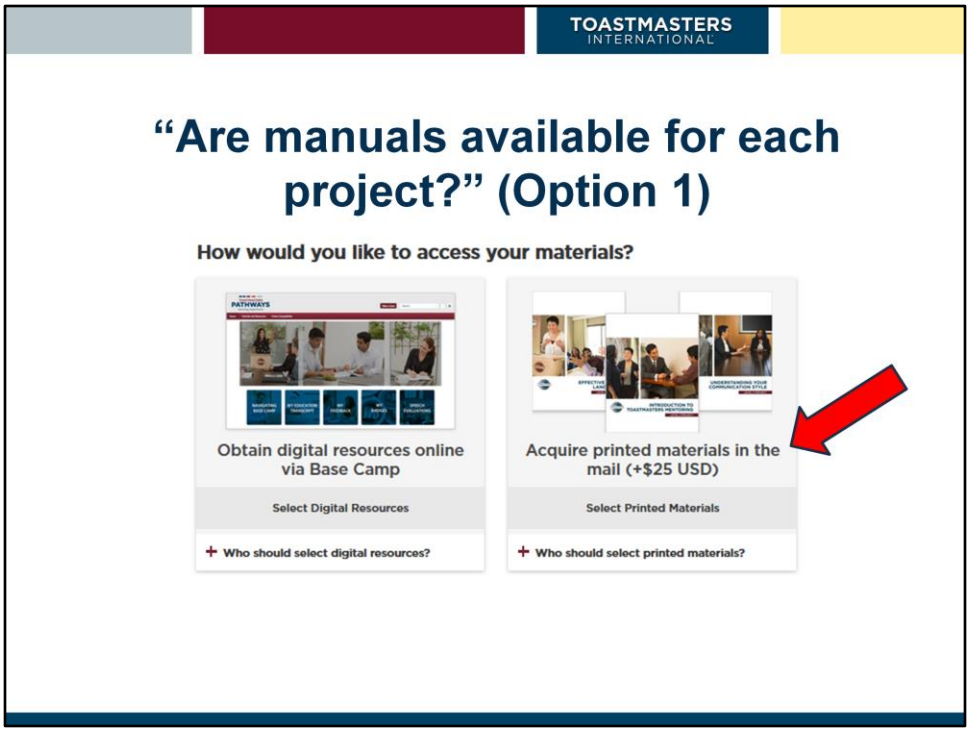
Five Core Competencies: Public Speaking; Interpersonal Communication; Strategic Leadership; Management; Confidence

Complexity Level	Project Number	Project name	DL Dynamic Leadership	EC Effective Coaching	EH Engaging Humor	IP Innovative Planning	LD Leadership Development	MS Motivational Strategies	PI Persuasive Influence	PM Presentation Mastery	SR Strategic Relationships
Level 1	8101	**Ice Breaker (First Project of a path)**	R	R	R	R	R	R	R	R	R
	8100	**Evaluation and Feedback**	R	R	R	R	R	R	R	R	R
	8102	**Researching and Presenting**	R	R	R	R	R	R	R	R	R
	8207	Understanding Your Leadership Style	R	R		R	R		R		R
Level 2	8206	Understanding Your Communication Style	R	R				R		R	
	8204	**Introduction to Toastmasters Mentoring**	R	R	R	R	R	R	R	R	R
	8205	Managing Time					R				
	8203	Cross-Cultural Understanding									R



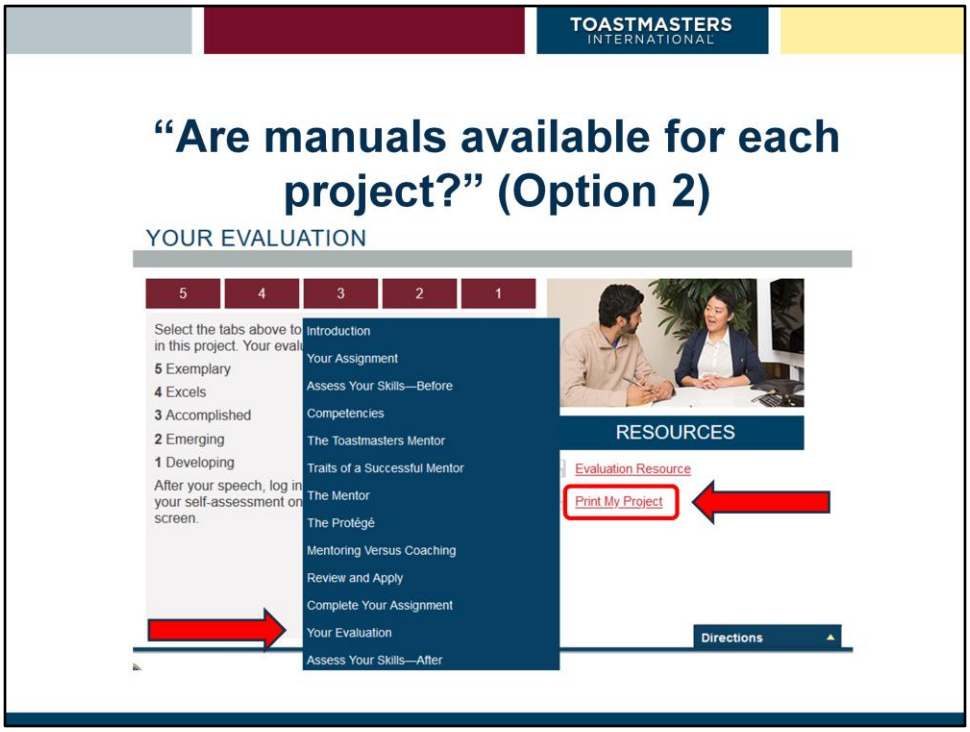
1	4-6-min speech of any topic to introduce yourself (humorous, informational, etc.) and learn the basic structure of a public speech.
2 to 4	Two 5-7-min prepared speeches and one evaluation speech. Present a speech on any topic, receive feedback, and apply the feedback to a second speech.
1	5-7-min speech on topic not familiar with or wish to learn more (specific, well-organized and well-researched). Learn, review, refine research methods using worksheets.
1	5-7-min speech to share some aspect of your or in general leadership style(s). Identify your primary leadership style(s) using Discover Your Leadership Style questionnaire.
1	5-7-min speech of communication style and impact relationships. Learn about different styles and identify your style using Discover Your Communication Style questionnaire.
1	5-7-min speech about a time when you were a protégé and share the impact and importance of having a mentor. Clearly define how Toastmasters envisions mentoring.
1	5-7-min speech on any topic. As you develop speech, record time required for each task. Observe your own time management patterns. Submit Project Completion Form to VPE.
1	5-7-min speech about your cultures and impact of the stereotypes. Identify your own cultural identities and stereotypes that impact others' perceptions of you.
0	Demonstrate your ability to listen to what others say by serving as Topicsmaster and comment on each speaker's Table Topics speech at a club meeting.
1	5-7-min speech on a topic that is new or unfamiliar to the majority of your audience. Practice the skills needed to connect with an unfamiliar audience.
1	5-7-min speech. Deliver a speech with awareness of your intentional and unintentional body language. Learn, practice, and refine how you use nonverbal communication.

This is another link that's available from the D37 Pathways Resources page. It's a massive chart that lists every project available in Pathways and shows which ones are applicable in each path. On the far right of the chart (shown in the bottom image here for convenience) is a summary of the objectives and/or tasks associated with that project. This chart might make it easier for you to compare different paths since everything is in front of you at once, but the resource on the previous slide can give you a more in-depth view of what each project entails. May suggestion is to use both resources – using this chart to make a preliminary path selection, then using the other resource to refine your decision.

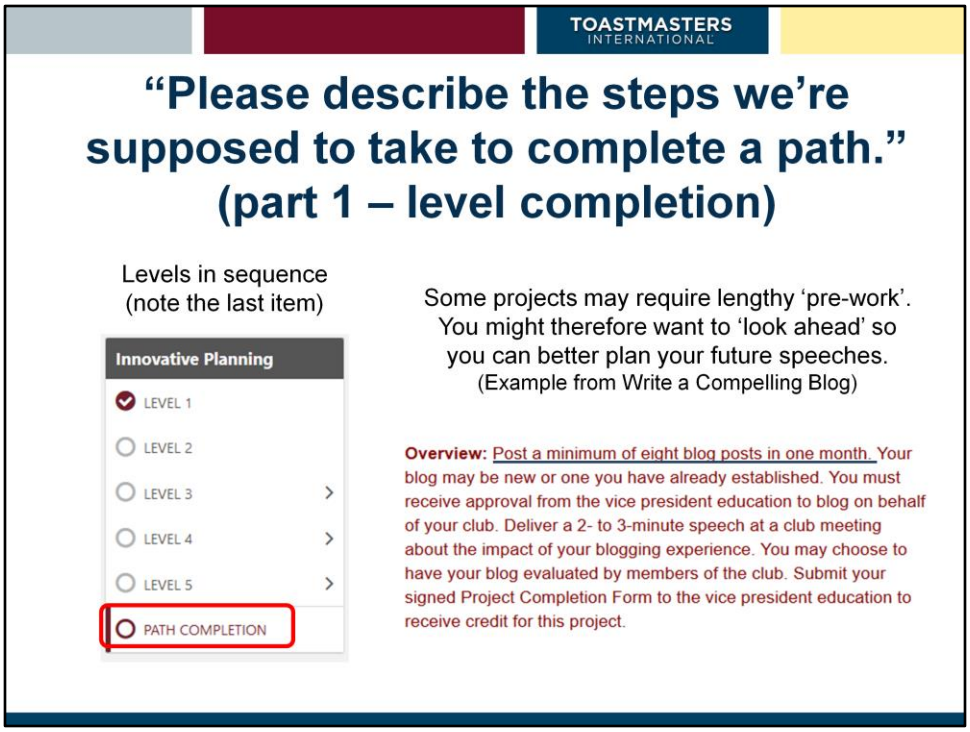


When you select a new path, you have the option of receiving your material on-line (the recommended option) or of ordering a print version.

The print version will have the same look-and-feel of the manuals from the legacy program – except I believe they will only contain a single project instead of the multiple projects from e.g. the CC manual. This option might be preferred if you have limited access to a computer. However, there is an extra cost associated with the print version. Also, at this time only five of the eleven paths are available in the print version, and you won't get all of the material at once time. TI spreads the material out over three deliveries, and you must show you've completed each set of projects before they will send you the next set.



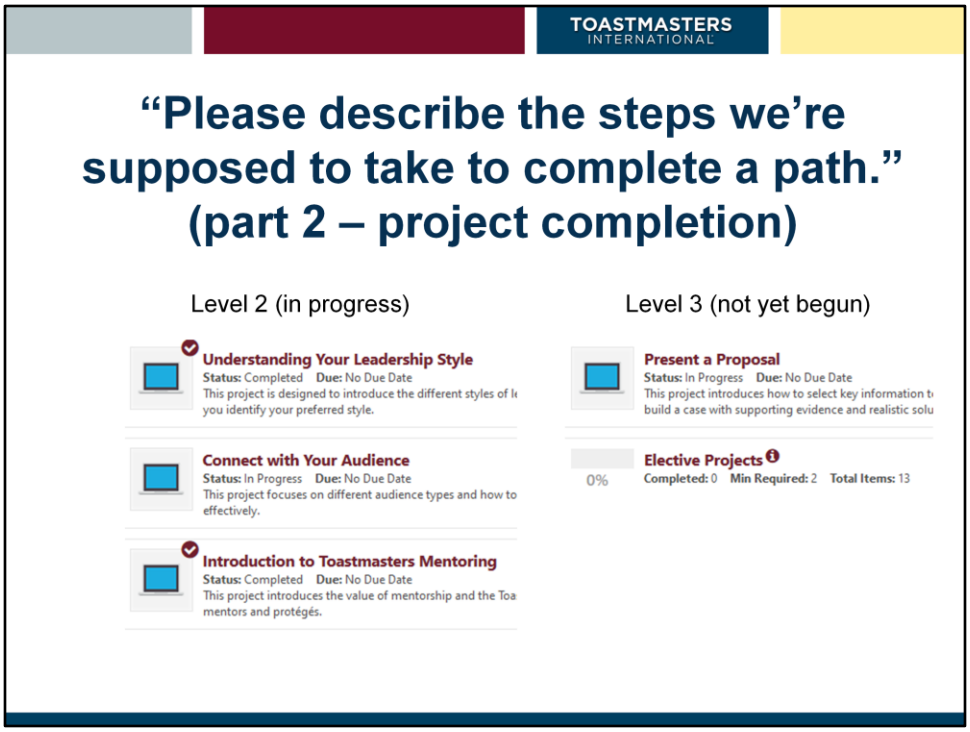
The alternate way of getting a printed copy of each project is to use the "Print My Project" link that is available in each one. To access this link, select the "Your Evaluation" entry from the drop-down menu at the bottom of each slide in the on-line project. (In this case I'm showing the full set of options after opening the drop-down menu, so I'm hiding part of the screen.) This link is available for every project in every path, and the resulting document is the same as what you would get if you ordered the printed version of the path – you just won't get the fancy binding and glossy paper. On the other hand, you will also still have access to the videos and interactive content of the on-line version of the project.



Pathways was designed so that projects in a given path built upon your previous work. The expectation is therefore that you would complete all of the projects in Level 1 before beginning any of the Level 2 projects, etc. When you complete your Level five projects, though, you're not done. Every path includes an extra 'level' that's required in order to complete the path. This extra 'level' includes a "Reflect on Your Path" project, and a "Path Completion" task.

Starting last September, Toastmasters relaxed this requirement – so you are now able to complete individual projects in pretty much any sequence you want. This would be handy if, say, you had to give a speech at work that fit an elective project in Level 4 – but you're still working in Level 2. This also allows you to "look ahead" for projects that require a lot of advance work. In the example shown on the right, for example, you have to maintain a blog for at least one full month before you can even think of giving the speech associated with this project. If you know this in advance, you can give speeches from other projects while you're completing the pre-requisites of this one.

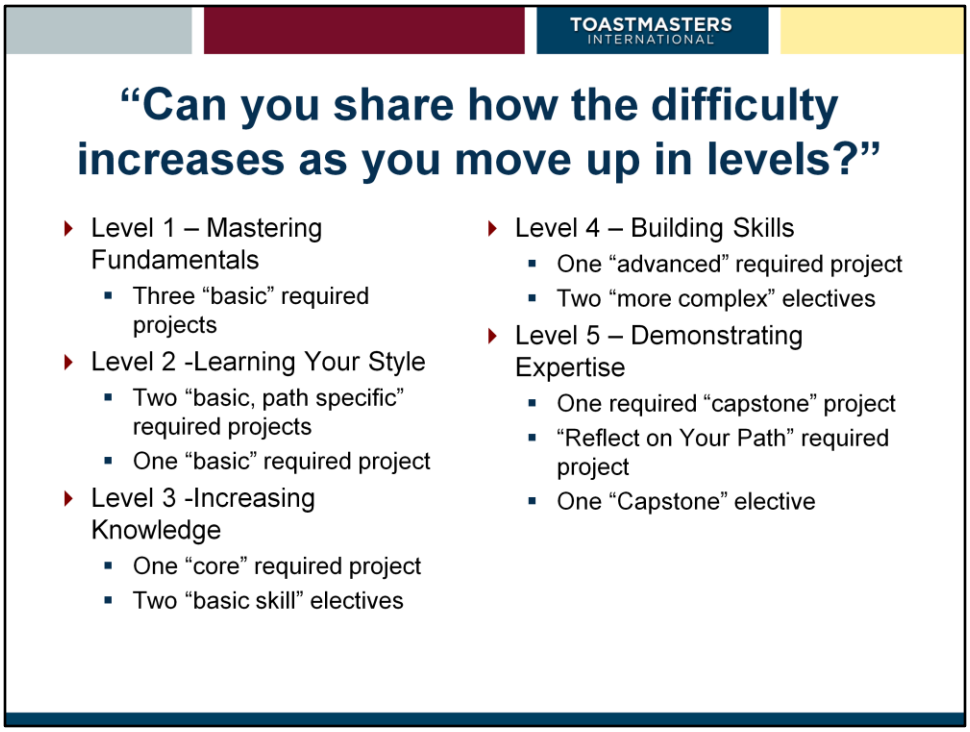
IMPORTANT NOTE: This ability to complete your levels in any order only applies within Pathways. Level completions submitted to Club Central for award certification and club DCP credit MUST be submitted in sequence.



Projects within each level are listed with required projects listed first and elective projects later, and you should try to follow this sequence as much as possible. When Pathways first came out, in fact, you couldn't activate a later project until all of its pre-requisites had been completed. Even then, however, electives could be finished in any order because they are all independent of each other.

On the left you'll notice that I've completed two of the three (all 'required') Level 2 projects. You can see that I've completed the 'third' project (Introduction to Toastmasters Mentoring) before the second one (Connect with Your Audience).

On the right, you can see that Level 3 of this path has one required project (Present a Proposal), and that you are required to select two elective projects from a list of 13 available choices.



The three projects in Level 1 are the same in every path. The first project – the Ice Breaker – is meant to help new members get over that hurdle of standing in front of an audience for the first time, while the other two projects cover two of the most basic skills in Toastmasters – giving and receiving critiques of our speeches, and finding content for their bodies.

Two of the Level 2 projects present material that can be considered fundamental to that path. In the Persuasive Influence path, for example, they include "Understanding Your Leadership Style" and "Active Listening". In the Engaging Humor path, on the other hand, they are "Know Your Sense of Humor" and "Connect With Your Audience." The third project is "Introduction to Toastmasters Mentoring", which can be considered essential Toastmasters knowledge but which is really not developing a skill.

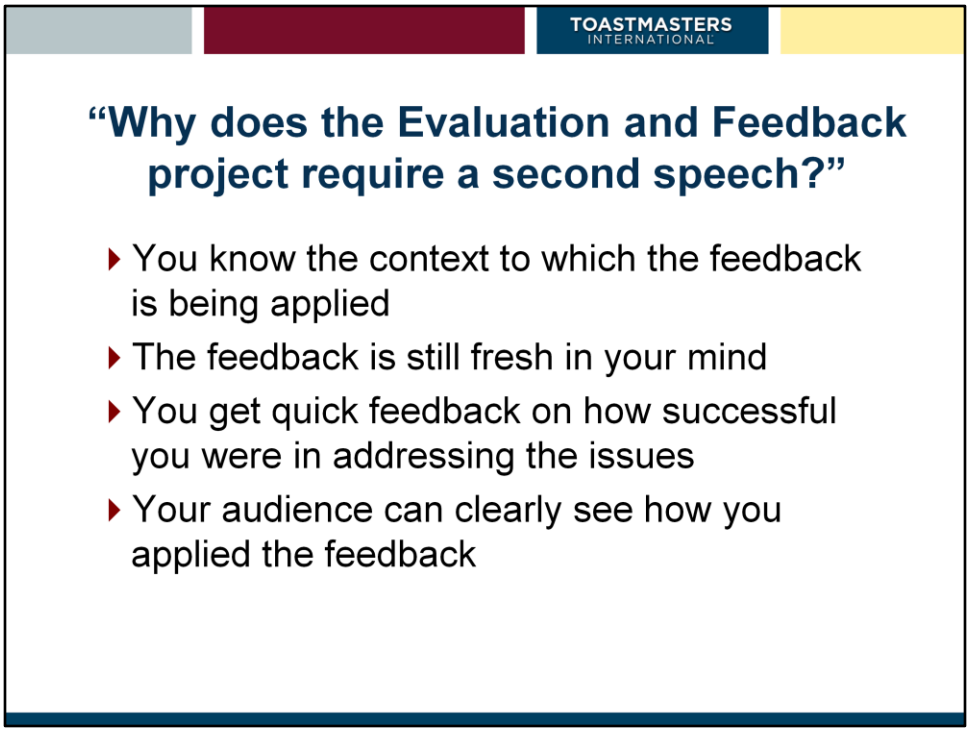
The single required Level 3 project represents the point where you start to address the specific path-related skills you're going to develop. In the Effective Coaching path the required project is "Reaching Consensus", while in Presentation Mastery it's "Persuasive Speaking". The available electives, on the other hand, are intended to improve your general speaking skills – and include projects like "Using Presentation Software", "Understanding Vocal Variety", and "Effective Body Language".

The required project in Level 4 gives you a "deeper dive" into the material specific to

your path – sort of like the courses you took during your junior and senior years in college. The project in Innovative Planning, for example, is “Manage Projects Successfully.” The electives at this level are also more complex than the earlier ones, often require more time to complete (many require a lot of “pre-work” activity), and address fairly advanced skills such as “Manage Online Meetings” or “Public Relations Strategies.”

The projects in Level 5 can all be considered “capstone” projects, i.e. projects that require you to use most – if not all – of the skills you’ve built throughout the rest of the path. In many of the paths, this project is a “High Performance Leadership” project. Those of you familiar with the legacy educational program will recognize this name, but this project isn’t quite the same; for one thing, it generally has a narrower scope than the traditional HPL projects. (The old HPL, required for the Distinguished Toastmaster award, has been replace by the DTM project. And yes, I agree this is confusing.) The Level 5 electives are also “capstone” projects, most of which require an extended period of ‘preparation’ and a much-longer speech.

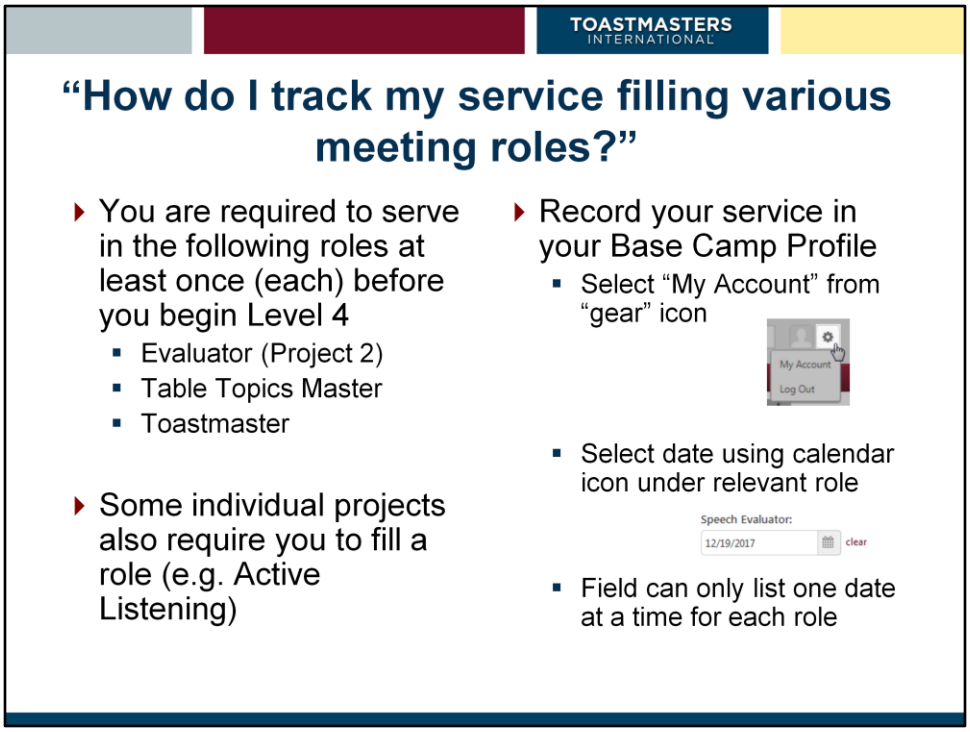
Here are two Level 3 electives, chosen pretty much at random, that focus on skills that will improve the speeches you give at a club meeting. At least nine of the available Level 3 electives, however, address this need. Other projects, for example, discuss the use of presentation software, the importance of body language, the need to use colorful and descriptive language, etc. Pretty much any of the projects for the legacy program's CC manual can be found as one of these electives.



(These comments are only my opinion, as Toastmasters has not – to my knowledge – released any explanations for why the various projects in Pathways are structured the way they are. They do, however, reflect a certain understanding of educational theory gained by teaching university-level engineering for six years.)

A good speech evaluator will not just tell you what you did well in your speech – and what could have been done better. They will also give you specific examples of where they saw these items. Even if they don't, though, you'll probably recognize the remarks you made that they're referring to. This allows you to focus your attention on "how do I address these issues" when you revise your speech – rather than on "where should I apply them." Your task is also made simpler by the fact that you're not trying to create new content while also critiquing it at the same time. It also makes it easier for you to compare the two presentations to see what changes you've made have had a positive impact, which ones didn't work so well, and which ones had no effect on the listener(s).

You do lose some of these benefits if you elect to prepare a new presentation for your second speech, principally because your trying to do two things at once – create new content, and simultaneously self-evaluate it to see if you're addressing your evaluator's concerns. You are still applying the feedback fairly quickly, though, which is helpful even if it isn't the optimal approach.



Requirements listed in Resources and Tutorials / Base Camp FAQs

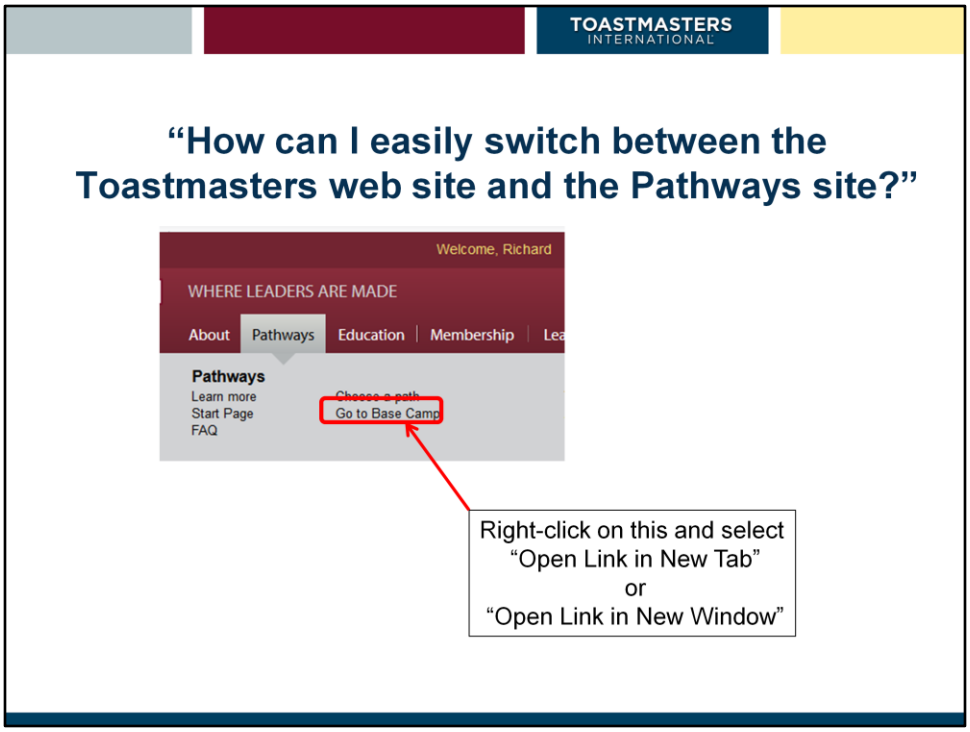
Just about everyone is aware of the fact that you have to serve as a speech evaluator in the Level 1 "Evaluation and Feedback" project, but a lot of people don't realize you need to fill certain other meeting roles sometime when you're in the first three levels. That's because the requirements are buried deep in the program under "Resources and Tutorials / Base Camp FAQs". In general, though, you're only 'required' to fill these roles once while working in a given path, although if you're a "good corporate citizen" you will do so more often. Pathways does provide a place to record this information in your Pathways profile, but its capacity is extremely limited. The feature is offered for your convenience, and its use is optional.

If your club sets up its agendas using the FreeToastHost service (which most 'public' clubs seem to do), the site tracks who filled the different roles at different meetings automatically. Club officers can click a link at the top of the agenda (the icon looks like a little chess pawn or game piece) to generate a report of who filled which role during each meeting. The accuracy of this information will depend, of course, on how well your club updates the agendas to reflect any last-minute changes.

Toastmasters does offer a Pathways Achievement Tracker that clubs can purchase for $15. If your club is interested in this, you can find out more about it at the following location:

https://www.toastmasters.org/shop/meetings/supplies/823--Pathways-Achievement-Tracker

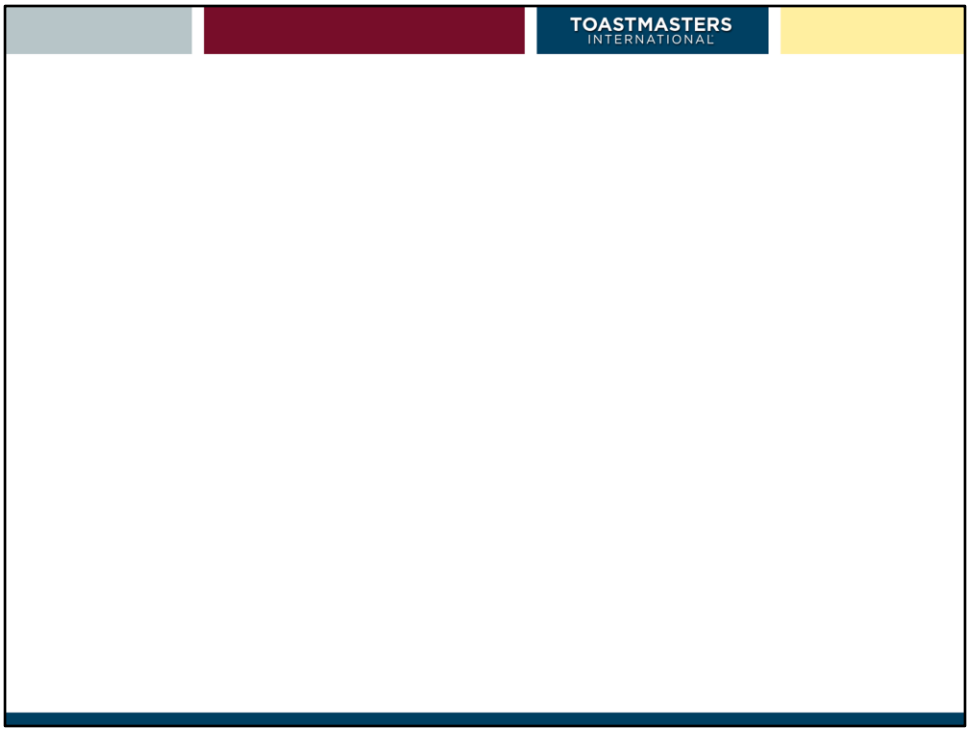
(By the way, one would hope that you serve in the different meeting roles because you want others to serve in those roles for you.)



My first reaction to this question was "why would you want to be able to do so?" The only time I can see this being a convenience is when your club's VPE is entering his member's educational achievements into Club Central and is reviewing the information using the Base Camp Manager tools. Otherwise, I don't see there being a lot of information from the one site that's needed to navigate the other. (And remember, these are two separate web sites maintained by two independent organizations.)

If you really do need to do this, though, the only way I've figured out to do it is to open each site on a different tab or in a different window. This way, when you want to change to the other application all you have to do is click on the appropriate tab or window to make it active.

If you do take advantage of this technique, though, keep in mind that both sites will automatically log you out if it feels you've gone too long without generating any activity.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