

**VICE PRESIDENT  
EDUCATION & TRAINING**

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# Vice President Education (VPE)

Club Officer Training



# Agenda



- ▶ VPE  
Role



- ▶ VPE  
Responsibilities



- ▶ VPE  
Resources



# Session Objectives

- ▶ Identify your role
- ▶ Fulfill your responsibilities
- ▶ Find resources that help you



# VPE Role



# VPE Responsibilities



The Club Meeting



Outside the Club Meeting



The Executive Committee

# The Club Meeting

- ▶ Before Club Meetings
- ▶ Upon Arrival at Club Meetings
- ▶ During Club Meetings



# Before Club Meetings

- ▶ Review scheduled roles.
- ▶ Offer support to the Toastmaster.
- ▶ Schedule education sessions.



# Before Club Meetings

- ▶ Ensure a member conducts presentations from The Successful Club Series (Item 289).
- ▶ Notify the club president of education awards.





# Upon Arrival at Club Meetings

- ▶ Verify assigned members have arrived and are prepared.
- ▶ Remind members to select an evaluator.
- ▶ Assist the Toastmaster.



# Upon Arrival at Club Meetings

- ▶ Greet guests.
- ▶ Inform Topicsmaster of any guests willing to participate.





# During Club Meetings

- ▶ Initial project completion records.
- ▶ Ensure members fill out award applications.
- ▶ Recognize members for achievements.



# During Club Meetings

- ▶ Preside over meeting when necessary.
- ▶ Answer education program or speech contest questions.



# Outside the Club Meeting

- ▶ Plan club meetings.
- ▶ Promote participation in the education program.
- ▶ Orient new members.
- ▶ Encourage new members to participate.



# Outside the Club Meeting

- ▶ Assign a mentor.
- ▶ Attend club executive committee meetings.
- ▶ Attend district council meetings.



# Outside the Club Meeting

- ▶ Facilitate member progress on Base Camp.
- ▶ Arrange for your replacement or assistance.
- ▶ Prepare your successor for office.





# The Executive Committee

- ▶ Prepare and present education program reports.
- ▶ Share information on upcoming speech contests.



# How to Fulfill the VPE Responsibilities



- ▶ How
- ▶ When
- ▶ Who
- ▶ What

# VPE Responsibility Action Plan

- ▶ How will you fulfill this responsibility?
- ▶ When will each action be completed?
- ▶ Who is available to help you?
- ▶ What materials and resources can you use?



# VPE Resources



# Getting Started

- ▶ Attend district-sponsored club-officer training program
- ▶ Read materials
- ▶ Meet with the outgoing executive committee
- ▶ Meet with the outgoing VPE
- ▶ Meet with the current executive committee

# Getting Started

- ▶ Invite 1-3 members to serve on education committee
- ▶ Meet with each member to discuss educational goals

# Additional Resources

## Vice President Education Resources

Speech contest information	<a href="http://www.toastmasters.org/speechcontests">www.toastmasters.org/speechcontests</a>
<i>Speech Contest Rulebook</i> (Item 1171)	<a href="http://www.toastmasters.org/1171">www.toastmasters.org/1171</a>
<i>Distinguished Club Program and Club Success Plan</i> (Item 1111)	<a href="http://www.toastmasters.org/1111">www.toastmasters.org/1111</a>
Distinguished Club Program Goals (Item 1111C)	<a href="http://www.toastmasters.org/1111C">www.toastmasters.org/1111C</a>
Wall Chart Set (Item 306)	<a href="http://www.toastmasters.org/306">www.toastmasters.org/306</a>
<i>Competent Leadership</i> (Item 265)	<a href="http://www.toastmasters.org/265">www.toastmasters.org/265</a>
Accredited Speaker Program	<a href="http://www.toastmasters.org/accreditedspeakerrules">www.toastmasters.org/accreditedspeakerrules</a>
Education program FAQs	<a href="http://www.toastmasters.org/edfaq">www.toastmasters.org/edfaq</a>
Member Achievement Record (Item 1328)	<a href="http://www.toastmasters.org/memberachievementrecord">www.toastmasters.org/memberachievementrecord</a>
Educational achievement, gifts and recognition	<a href="http://www.toastmasters.org/shop">www.toastmasters.org/shop</a>

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**This concludes the session.**

Club Officer Training



Good morning XXXXXX. I am so happy you will be joining us! As the VP of Education for the club, it's my job to get you oriented and on your path. Please let me know what your schedule looks like the next couple weeks so we can work out a time to meet up and chat about your goals. A few items to get you started:

- 1) You will be interacting with 2 websites. The 1<sup>st</sup> is the international website where you will work on your curriculum called Pathways. You can also find many resources there. You get an email to join that site as soon as your application is entered. Make sure you go there and set up your log in. The 2<sup>nd</sup> is a club site where you can sign up for speeches and roles at our meetings. You will receive a welcome email asking you to opt in (check your spam as it will probably end up there- it will be from freetoastserver not Henderson Toasters). I have attached **"Navigating Henderson Toasters Club Website"** to help you with that site.
- 2) Pathways offers 11 different learning paths to help tailor your experience based on your personal interests and goals. I have attached the **"Getting Started with Pathways"** guide, which will show you how to get started and choose your path. It should only take about 10-15 minutes, so I encourage you to do that as soon as possible. I have also attached a pdf of the 1<sup>st</sup> project **"Ice Breaker"**. Please feel free to get started on that right away.
- 3) After orientation, you will be assigned a mentor. This is the person who can help you with questions, walk you through the first few meetings, and help you with any speech crafting. Please don't hesitate to reach out to me or your mentor.

I'm excited to help you start your Toastmaster journey and I look forward to meeting with you soon!





# ICE BREAKER

LEVEL 1 PROJECT







# TABLE OF CONTENTS

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**TOASTMASTERS INTERNATIONAL**

[www.toastmasters.org](http://www.toastmasters.org)

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# INTRODUCTION



You may have participated in an ice breaker activity at an event sometime in your life. These are activities that are designed to help people relax and get to know one another. Ice breaker activities that are well-designed and well-executed engage an audience and encourage them to invest in the success of the event.

## BEGINNING

This project marks the beginning of your Toastmasters journey. It is your opportunity to introduce yourself to the group and share something about yourself.

## CULMINATION

This project culminates in you giving a 4- to 6-minute speech, the first one that all Toastmasters present to their clubs.

As you work through this project, you will learn how to recognize skills you already have, build upon those skills to foster confidence, and identify areas for improvement.

You will learn to distinguish the basic elements of speech structure and utilize rehearsal techniques that balance preparation and spontaneity.

# YOUR ASSIGNMENT



**Purpose:** The purpose of this project is to introduce yourself to the club and learn the basic structure of a public speech.

**Overview:** Write and deliver a speech about any topic to introduce yourself to the club. Your speech may be humorous, informational, or any other style that appeals to you.

**For all assignment details and requirements, review the Project Checklist on page 13.**

Throughout this project you will see icons in the margins next to the text. These icons indicate additional resources available online.



**Video:** Sign in to Base Camp to watch a video that supports this project.



**Interactive Activity:** Sign in to Base Camp to complete an interactive activity.



**Resource:** Sign in to Base Camp to view this resource online.



# ASSESS YOUR SKILLS

Evaluate your current skill level by rating each statement.



Select the appropriate number based on your skills today:

**5**  
EXEMPLARY

**4**  
EXCEL

**3**  
ACCOMPLISHED

**2**  
EMERGING

**1**  
DEVELOPING

Pre-Project					Statement	Post-Project				
5	4	3	2	1	I am confident and calm when speaking in front of groups.	5	4	3	2	1
5	4	3	2	1	I understand the structure of a basic speech.	5	4	3	2	1
5	4	3	2	1	I am aware of my strengths as a communicator and leader.	5	4	3	2	1
5	4	3	2	1	I am aware of where I need to improve my communication (listening, thinking, and speaking) and leadership skills.	5	4	3	2	1
5	4	3	2	1	I have clear communication and leadership goals.	5	4	3	2	1
5	4	3	2	1	I recognize how this project applies to my life outside of Toastmasters.	5	4	3	2	1

# COMPETENCIES



**The following is a list of competencies that you will learn and practice in this project.**

- Recognize the elements of a basic speech structure.
- Balance preparation and spontaneity when delivering your speech.
- Demonstrate self-confidence when speaking in front of an audience.
- Identify your communication and leadership skills.
- Define communication and leadership goals.

# YOU AND YOUR GOALS



The Ice Breaker is your first opportunity to share something about yourself and your goals with other members of your club. You may want to include the following information in your speech to help club members get to know you:

- The reason you joined Toastmasters (if a person or incident influenced you to join, share that story)
- Your communication and leadership goals



When you took your Pathways Assessment, you were asked to identify your basic public speaking and leadership goals—the reason you came to Toastmasters and what you hoped to gain. It may be helpful to think back to that experience and share some of those goals in your “Ice Breaker” speech.

You may also use the Ice Breaker Speech Outline Worksheet on page 17 to help you collect and develop your thoughts. A clear, thorough outline will assist you in crafting your speech and sharing your communication and leadership goals with the audience within the allotted time.

## ORGANIZE YOUR SPEECH

Your Ice Breaker is a story about you. The four elements of a good story are:

- **Interesting topic**
- **Opening**
- **Body**
- **Conclusion**

Give your speech an opening, body, and conclusion to effectively communicate your overall purpose.

Begin by introducing yourself. In the body of your speech, share information you would like your fellow members to know about you. Conclude with a funny or interesting anecdote that relates to your desire to become a better speaker and leader.

If you have completed an Ice Breaker before, focus on your goals for your current path.

# PREPARE AND PRESENT

## WRITE IT OUT

Write your speech, memorize the opening and conclusion, and rehearse everything else until you feel comfortable. Ideally, this will give it a natural and spontaneous feel.

## REMEMBER YOUR OUTLINE

Create notecards or an outline with a few bullet points from your speech on one page. This makes it easier to remember the main points of your speech, and you can refer to it when presenting to your club. The goal is to remember your outline and not read your speech word for word.

## CONNECT WITH THE AUDIENCE

Effective speaking requires you to look up from a written speech and connect with your audience. Your presence and connection with the audience members increase the possibility that your message has impact.



## TECHNIQUES FOR PRACTICE

Before you give your Ice Breaker, set aside time for practice. There are many ways to practice. Here are a few examples. Choose a technique that works for you or develop one of your own.

### Rehearse with Friends or Family

Rehearse your speech in front of friends or family to get feedback. Listen to constructive feedback and implement productive comments that could possibly work for you.

### Record Yourself

Record yourself giving the speech and watch the footage. Do not be overly critical. Concentrate on constructive responses.

### Use a Mirror

Practice in front of a mirror. The feedback is immediate and you can make adjustments as you go.

### Practice Sections

Divide your speech into sections. First, practice your opening. Then move on to the body of your speech, which will include the main points you want to cover. Finally, practice your conclusion. When you feel comfortable with each section, put them all together.

### Time Yourself

While you practice, remember that your Ice Breaker is 4- to 6-minutes in length. Time yourself. If you are running too close to the time limit, make sure all of your points are relevant and on-topic. If you are running short, re-examine the content and elaborate on topics that are under-represented.



## RELAX, BREATHE, AND ENJOY

Check your pacing as you begin. If nervousness or fear begins to get the better of you, stop, breathe, and relax. Your fellow Toastmasters want you to succeed and begin your journey in a positive way.

### Timing

When you present your speech before the club, the timer will use a signal device or cards as you speak to keep you informed of how much of the allotted time remains.

### Pacing

You'll soon become aware of whether you speak faster or slower in front of an audience and can adjust your time accordingly.

### Organization

Whether you end early, on time, or over your allotted time, use the experience to enhance your understanding of how to organize and time your speech.

### Review

If timing was an issue (whether you took more or less than the allotted time to deliver your speech), review the reasons and be aware of why they occurred.

### Moment to Moment

After your speech, take time to write down if you became nervous and lost your place, repeated a section, or had to pause for laughter. This is all part of the learning process.

## OVERCOME ANXIETY

Fear and anxiety are typical for first-time speakers. If you're feeling this way, review your goals and focus on your reasons for joining Toastmasters. Remind yourself that your club meeting is a safe, supportive environment established as a place to practice communication and leadership skills. In meetings, you are encouraged to try new things, learn from the evaluations you receive, and celebrate your successes.

## AFTER YOUR SPEECH



You receive feedback from your evaluator before the club meeting is finished. The evaluator gives your verbal evaluation in front of the club, and provides you with written feedback in the agreed-upon way.

Listen to your evaluator, be courteous, and be open to feedback. Thank your evaluator and consider all feedback as you work toward your next project and speech. Depending on the practice of your club, you may receive written evaluations from the other members. It is helpful to save these evaluations for future reference. After the meeting, ask your evaluator questions to clarify anything you didn't understand. Talk to your mentor to gain additional feedback you can use in future speeches.



You can read about the evaluation process in the *The Navigator* (Item 8722), but it is helpful to review some elements outlined in this section.

### EVALUATING YOURSELF

When your speech is complete, take time to think about how well you did. Regardless of your feelings—relief, excitement, nervousness, or a combination of emotions—be proud. You took a chance and challenged yourself. It may be helpful to meet with your evaluator to discuss feedback or ask any questions that you have.

## REVIEW AND APPLY



Before you complete the assignment, take a moment to read through the questions you see here. If you are not able to answer them comfortably, review the project.

- What are some strategies you can use to balance preparation and spontaneity when delivering your speech?
- List your strongest communication and leadership skills.
- What communication and leadership skills do you want to develop?
- List your immediate goals for communication and leadership.
- What are the elements of basic speech structure?

## COMPLETE YOUR ASSIGNMENT



Now that you have read through the project, plan and prepare your speech or report.

**Review:** Return to page 3 to review your assignment.



**Organize:** Use the Project Checklist on page 13 to review the steps and add your own. This will help you organize and prepare your assignment.

**Schedule:** Work with the vice president education to schedule your speech.



**Prepare:** Prepare for your evaluation. Review the evaluation resources on pages 14–16 and share all resources with your evaluator before your speech. You may choose to share your evaluation resources online.

# PROJECT CHECKLIST

## Ice Breaker

**Purpose:** The purpose of this project is to introduce yourself to the club and learn the basic structure of a public speech.

**Overview:** Write and deliver a speech about any topic to introduce yourself to the club. Your speech may be humorous, informational, or any other style that appeals to you.

**This project includes:**

- A 4- to 6-minute speech

Below are tasks you will need to complete for this project. Please remember, your project is unique to you. You may alter the following list to incorporate any other tasks necessary for your project.

Schedule your speech with the vice president education.

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Write your speech.

---

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Rehearse your speech.

---

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After you have completed all components of the assignment, including your speech, return to page 4 to rate your skills in the post-project section.

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# EVALUATION FORM

Ice Breaker

Member Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Speech Length: 4 – 6 minutes

**Speech Title**

## **Purpose Statement**

The purpose of this project is for the member to introduce himself or herself to the club and learn the basic structure of a public speech.

## **Notes for the Evaluator**

This member is completing his or her first speech in Toastmasters. The goal of the evaluation is to give the member an effective evaluation of his or her speech and delivery style. Because the “Ice Breaker” is the first project a member completes, you may choose to use only the notes section and not the numerical score.

## **General Comments**

You excelled at:

You may want to work on:

To challenge yourself:

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING	
<b>Clarity:</b> Spoken language is clear and is easily understood					Comment:
5	4	3	2	1	
<b>Vocal Variety:</b> Uses tone, speed, and volume as tools					Comment:
5	4	3	2	1	
<b>Eye Contact:</b> Effectively uses eye contact to engage audience					Comment:
5	4	3	2	1	
<b>Gestures:</b> Uses physical gestures effectively					Comment:
5	4	3	2	1	
<b>Audience Awareness:</b> Demonstrates awareness of audience engagement and needs					Comment:
5	4	3	2	1	
<b>Comfort Level:</b> Appears comfortable with the audience					Comment:
5	4	3	2	1	
<b>Interest:</b> Engages audience with interesting, well-constructed content					Comment:
5	4	3	2	1	



# EVALUATION CRITERIA

## Ice Breaker

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

### Clarity

- 5 – Is an exemplary public speaker who is always understood
- 4 – Excels at communicating using the spoken word
- 3 – Spoken language is clear and is easily understood
- 2 – Spoken language is somewhat unclear or challenging to understand
- 1 – Spoken language is unclear or not easily understood

### Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

### Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

### Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

### Audience Awareness

- 5 – Engages audience completely and anticipates audience needs
- 4 – Is fully aware of audience engagement/needs and responds effectively
- 3 – Demonstrates awareness of audience engagement and needs
- 2 – Audience engagement or awareness of audience requires further practice
- 1 – Makes little or no attempt to engage audience or meet audience needs

### Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

### Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

# SPEECH OUTLINE WORKSHEET

## Ice Breaker

Use this outline to help you organize the information you want to include in your speech.

**Speech Title**

### About Yourself/Main Points

List two to four things about yourself that you would like fellow club members to know.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Reasons for Joining Toastmasters (Optional)

If it's relevant to your speech, you might want to tell the audience your reason(s) for joining Toastmasters.

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### Goals (Optional)

Do you have goals that you would like to achieve in Toastmasters? If so, list them here.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Opening

### A. Greeting

You may thank the Toastmaster or person who introduced you and acknowledge fellow Toastmasters and guests.

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### B. Capture audience interest

Begin with something about yourself that will capture the interest and attention of the audience.

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### C. Introduce yourself

Following your opening, provide a brief introduction. You might want to include why you joined Toastmasters.

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---

### D. Transition

Write a brief statement to transition smoothly from your introduction to what you'll discuss next.

---

---

---

**Body**

**A. Main point 1**

Use some of the About Yourself/Main Points from page 1.

---

---

---

**Transition**

This is a sentence or two that connects main point 1 with main point 2.

---

---

---

**B. Main point 2**

---

---

---

**Transition**

---

---

---

C. Main point 3

---

---

---

**Transition**

Signal that the conclusion of the speech is approaching.

---

---

---

**Conclusion**

D. Restate the main points of your speech

---

---

---

E. Close with impact

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---

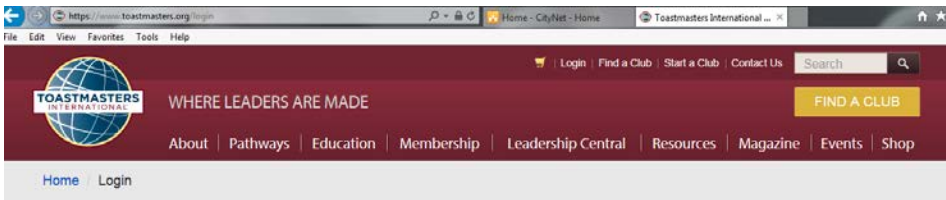
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[www.toastmasters.org](http://www.toastmasters.org)

# Getting Started with Pathways

## 1. Log in to toastmasters.org



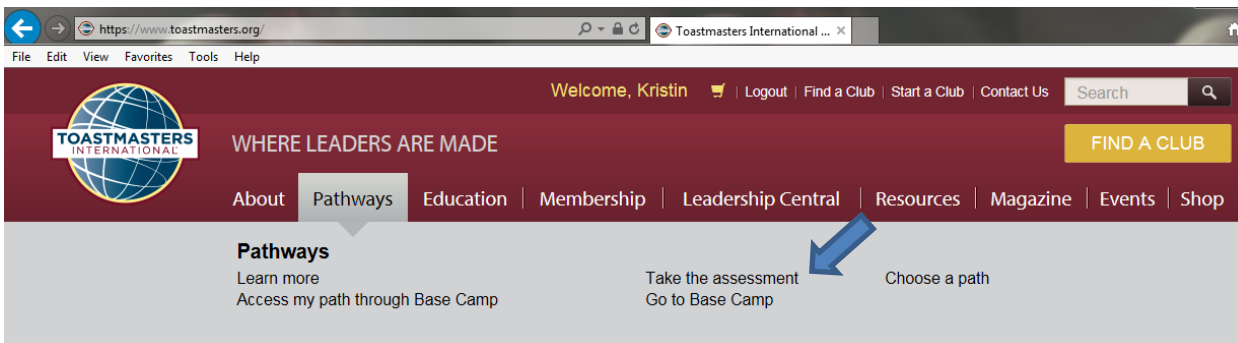
Log In

Username \*

Password \*

Log In

## 2. Click on Pathways in the top ribbon and click on Take the assessment.



## 3. Choose Take Your Assessment and complete the 5 minute assessment. Choose the answers that best fit your goals/objectives/interests.

Pathways materials are available online through Base Camp or offline in print. View the comparison below to help you decide which choice is best for you. It will be available in the following languages: Arabic, French, German, Japanese, Portuguese, Simplified Chinese, Spanish and Traditional Chinese.

Recommended	
<b>Base Camp</b> \$ 20	<b>Printed Materials</b> \$ 45 (Plus \$25 materials fee)
<p>Base Camp is your online gateway to Pathways. Embarking on your Pathways journey through Base Camp is recommended because it offers full access to the Pathways learning experience and includes:</p> <ul style="list-style-type: none"><li>▶ 10 paths in English and eight other languages*</li><li>▶ Customized path recommendation based on your Pathways Assessment results</li><li>▶ Engaging videos, interactive activities and quizzes</li><li>▶ A unique evaluation resource for each project that can be completed and stored electronically</li><li>▶ Opportunity to earn and give digital badges</li><li>▶ Ability to share feedback online</li></ul> <p>*If you plan to work in a path in any language other than English, it is highly recommended that you use Base Camp. This way, you can choose from all 10 paths as directed to live.</p> <p><b>Take Your Assessment</b></p>	<p>Select paths are available in print. Although you will have the resources you need to complete your path, your experience and path options are limited when compared to Base Camp. Choosing printed materials offers only partial access to the Pathways learning experience and includes:</p> <ul style="list-style-type: none"><li>▶ Five paths in English</li><li>▶ Two paths available in eight languages</li><li>▶ A unique evaluation resource for each project</li><li>▶ Full-color, professionally bound materials</li><li>▶ Standard shipping (with applicable fees)</li></ul> <p>Note: You will not be able to take the Pathways Assessment or have access to your path online.</p> <p><b>Purchase Printed Materials</b></p>

Note: If this is your first path, the cost is free. Additional paths will show the \$20 fee. It is possible to purchase the written materials for \$45, but this is not recommended as not all paths are available in this format

## 4. Choose your path. Pathways will recommend the top 3 based on your answers, but you can pick any of the 10 paths.



## Navigating Henderson Toasters Club Website

1. Go to [hendersontoasters.toastmastersclubs.org](http://hendersontoasters.toastmastersclubs.org) and click on Member Login

2. Start typing your name and it will appear in the dropdown, choose your name and enter your password (if 1<sup>st</sup> time, leave password blank and click authenticate, you will be emailed a link to set up a password)

**To sign up for roles on an agenda –**

1. Click on Meeting Agendas.
2. Click on the Sign Up button next to the role.
3. To sign up for a future agenda, click the drop down arrow next to View Another Agenda and choose the date from the list.
4. To indicate you will not be at the meeting, click the drop down arrow next to Are you planning to attend this meeting? and choose NO from the list.

Time*	Role / Agenda Item	Member
12:00PM	Sergeant-at-Arms Calls Meeting to Order	Gerald Gunny
12:02PM	Pledge	
	<input type="checkbox"/> Role filled by Gerald Gunny	
12:02PM	Sergeant-at-Arms Introduces President	Jason Anderson, CC
12:03PM	Welcome Guests	
	<input type="checkbox"/> Role filled by Jason Anderson, CC	
12:03PM	President Conducts Business Meeting	Jason Anderson, CC
12:08PM	Officer Reports, Old Business, New Business SPECIAL EVENT - New member inductions	
	<input type="checkbox"/> Role filled by Jason Anderson, CC	
12:08PM	President Introduces the Toastmaster	DaWane Wanek, ACG, ALB, LD5, TC5
12:09PM	Toastmaster of the Day	
	<input type="checkbox"/> Role filled by DaWane Wanek, ACG, ALB, LD5, TC5	
12:09PM	Toastmaster Turns Lectern to the Grammarian	
12:12PM	Grammarian (Word of the Day)	
12:12PM	Toastmaster Turns Lectern to the Humorist	
12:15PM	Humorist (Joke-master)	

**OR**

Option: If you receive the email of the meeting agenda, click Sign Up next to the role in the email and it will redirect you to the website to log in and sign up.

**Toastmasters Club 4948682 Meeting Agenda for May 3, 2018**

Kristin Baker ACS ALB <agenda@toastmastersclubs.org>  
If there are problems with how this message is displayed, click here to view it in a web browser.  
Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Sent: Tue 5/1/2018 8:02 AM

To: Kristin Baker

Retention Policy: 15 Month Delete (1 year, 3 months) Expires: 8/1/2019

12:02PM	<b>Order</b> Pledge	Gunny
12:02PM	<b>Sergeant-at-Arms Introduces President</b>	Jason Anderson, CC
12:03PM	Welcome Guests	
12:03PM	<b>President Conducts Business Meeting</b> Officer Reports, Old Business, New Business SPECIAL EVENT - New member inductions	Jason Anderson, CC
12:08PM	<b>President Introduces the Toastmaster</b>	<a href="#">Sign Up</a>
12:09PM	<b>Toastmaster Turns Lectern to the Grammarian</b> Grammarian (Word of the Day)	<a href="#">Sign Up</a>
12:12PM	<b>Toastmaster Turns Lectern to the Humorist</b> Humorist (Jokemaster)	<a href="#">Sign Up</a>
12:15PM	<b>Educational Moment</b>	Kristin Baker
12:18PM		

**SAMPLE**

**To add/change your member bio or photo –**

1. Click on Edit Your Profile.
2. Choose the Member Bio/Photo Tab.
3. Enter your bio in Brief Member Bio box.
4. Click on Upload Your Photo to browse for a photo on your computer to upload.
5. Click Save and Close.

The screenshot shows the 'Edit Your Member Profile' window. On the left, a sidebar menu has an arrow pointing to 'Edit Your Profile'. The main window has tabs for 'Basic Information', 'Email Settings', 'Social Links', and 'Member Bio/Photo', with an arrow pointing to the last tab. Below the tabs is a text area for 'Brief Member Bio' with an arrow pointing to it. Below the text area is an 'Upload Your Photo' button with an arrow pointing to it. At the bottom right are 'Save' and 'Close' buttons, with an arrow pointing to the 'Close' button.



# NEW MEMBER PROFILE

## Personal Data

Name \_\_\_\_\_ Occupation \_\_\_\_\_

Best way to contact you \_\_\_\_\_ Employer \_\_\_\_\_

Accomplishments and interests \_\_\_\_\_

Personal and career goals \_\_\_\_\_

Name of sponsor \_\_\_\_\_ Name of mentor \_\_\_\_\_

## Communication and Leadership Goals

What objectives do you hope to accomplish as a member of this club? \_\_\_\_\_

Does your job or profession require you to speak in front of an audience? \_\_\_\_\_

How would you describe your current skill level as a speaker? \_\_\_\_\_

How would you describe your current skill level as a leader? \_\_\_\_\_

Do you have any specific concerns relative to speaking in front of an audience? \_\_\_\_\_

Do you have any specific concerns about leading a group? \_\_\_\_\_

Why did you decide to join a Toastmasters club? \_\_\_\_\_

## Communication and Leadership Skills

Pathways path chosen: \_\_\_\_\_

What specific skills do you want to improve?

- |  |   |
|--|---|
| <input type="checkbox"/> Persuading others                           | <input type="checkbox"/> Leading meetings                               |
| <input type="checkbox"/> Expressing ideas clearly                    | <input type="checkbox"/> Listening effectively and critically           |
| <input type="checkbox"/> Improving public speaking skills            | <input type="checkbox"/> Evaluating others tactfully and constructively |
| <input type="checkbox"/> Writing and delivering speeches             | <input type="checkbox"/> Accepting helpful criticism gracefully         |
| <input type="checkbox"/> Improving self-confidence                   | <input type="checkbox"/> Other (specify) _____                          |
| <input type="checkbox"/> Thinking quickly and clearly under pressure | <input type="checkbox"/> Other (specify) _____                          |

**TOASTMASTERS**  
INTERNATIONAL

## A Toastmaster's Promise

- As a member of Toastmasters International and my club, I promise  
To attend club meetings regularly
- To prepare all of my speech and leadership projects to the best of my ability, basing them on projects in the Competent Communication, Advanced Communication, or Competent Leadership manuals
- To prepare for and fulfill meeting assignments
- To provide fellow members with helpful, constructive evaluations
- To help the club maintain the positive, friendly environment necessary for all members to learn and grow
- To serve my club as an officer when called upon to do so To treat my fellow club members and our guests with respect and courtesy
- To bring guests to club meetings so they can see the benefits Toastmasters membership offers
- To adhere to the guidelines and rules for all Toastmasters education and recognition programs
- To maintain honest and highly ethical standards during the conduct of all Toastmasters activities

# ***Toastmasters Meeting Functionary Roles and Responsibilities***

**Toastmaster** - The main duty of the Toastmaster is to act as a genial host and conduct the entire program, including introducing participants. The Toastmaster prepares the meeting agenda and ensures the meeting runs smoothly.

**Grammarian** - The Grammarian selects a 'Word for the Day'. It should be a word that can be incorporated easily into everyday conversation but is different from the way people usually express themselves. During the meeting announce the 'Word of the Day', state its part of speech, define it, use it in a sentence, and ask that anyone speaking during any part of the meeting use it. During the meeting the Grammarian listens to everyone's word usage and writes down any awkward use or misuse of the language (incomplete sentences, sentences that change direction in midstream, incorrect grammar, malapropisms, etc.) with a note of who erred. Write down who used the 'Word of the Day' (or derivative of it) and note those who used it correctly or incorrectly. The Grammarian reports to offer the correct usage in every instance where there was misuse instead of only explaining what was wrong. The Grammarian also reports on creative language usage and announces who used the 'Word of the Day'.

**Humorist (Jokemaster)** - The humorist will tell a joke or funny story.

**Prepared Speeches** - A major portion of each meeting is centered on one or two speakers. Their speeches are prepared based on their education path and are generally 5-7 minutes, depending on the project.

**Evaluation of Prepared Speeches** - After every prepared speech, the speaker receives an evaluation (written and oral) by other members. The purpose of the evaluation is to help the speaker become less self-conscious and a better speaker. The Evaluator will indicate what the speaker did well in their speech and also offer suggestions on what they could improve upon to become a competent communicator.

**Table Topics Master** - The Table Topics portion of the meeting is conducted by the Table Topics Master. The Table Topics Master announces a topic and calls on participants, one at a time, to give impromptu 30-90 seconds talks on the topic. Or the Table Topics Master may assign subjects individually. Topics will be realistic and useful to participants; they may address current events or issues, for example. Your goals as a respondent are to present ideas worth listening to, without prior preparation, and to communicate true feelings on the subject with skill and conviction.

**Ah/Vote Counter** - The purpose of the Ah Counter is to note words and sounds used as a 'crutch' or 'pause filler' by anyone who speaks during the meeting. Words may be inappropriate interjections such as 'and, well, but, so, you know.' Sounds may be 'ah, um, er'. The Ah Counter also notes when a speaker repeats a word or phrase such as 'I, I' or 'This means, this means' or 'like.' The Ah Counter will also tally votes for Best Speaker, Best Evaluator, and Best Table Topics.

**Timer** - One of the lessons to be practiced in speech training is that of expressing a thought within a specific time. Prepared speeches, Table Topics and Evaluations are all timed by the Timer. At the end of the meeting the Timer will report the times of each participant. This will let the members know if they delivered their presentation within the allotted time frame.

**General Evaluator** - The General Evaluator evaluates the meeting in general. The General Evaluator comments on the quality of the evaluations given by the evaluators of the prepared speeches and table topics.



**TOASTMASTERS**  
INTERNATIONAL



A TOASTMASTER  
**WEARS MANY HATS**



**WHERE LEADERS  
ARE MADE**

# MEMBER MEETING ROLES

Toastmasters club meetings provide an opportunity for members to learn and practice communication and leadership skills by assuming a variety of roles. Each meeting role has a unique set of responsibilities and skills for you to explore.

## ▶ WHEN YOU ARE A **SPEAKER**

A major part of every Toastmasters meeting revolves around two or more scheduled speakers. Members prepare their speeches based on projects in Toastmasters Pathways learning experience or the current education program.

Giving a prepared speech provides an excellent opportunity to practice your communication and leadership skills, including planning, organization, and time management.

The suggestions below are designed to help you enhance your experience before, during, and after you deliver your speech.

### **Prior to the Meeting**

- ▶ Check the meeting schedule for your time to speak.
- ▶ Begin working on your speech enough in advance to allow time for research, organization, and rehearsal. If you plan to give a speech based on a Pathways project, be sure to make use of the project checklist provided. It will give you a comprehensive overview of each step you need to accomplish to complete your project.
- ▶ Write a speech introduction or ensure that the Toastmaster of the meeting prepares one for you. For more information, see The Introducer section below.
- ▶ Request the name of your evaluator. Depending on your club, you may need to contact the General Evaluator, Toastmaster, or vice president education for the information. Communicate with your evaluator about your project and the speech you will be presenting. If possible, email the evaluation resource for your Pathways project to your evaluator.
- ▶ Be sure to discuss your goals and any personal concerns about your speaking skills with your evaluator. Emphasize areas you are working on that you would like your evaluator to note.
- ▶ You may also choose to bring a printed version of your Pathways evaluation resource to your meeting. If you are working in the current education program, remember to bring your manual to the meeting.



### **Upon Arrival at the Meeting**

- ▶ Arrive early so you can check the microphone, lighting, and any props or equipment needed for your speech before everyone arrives.
- ▶ Sit near the front of the room for quick and easy access to the lectern.
- ▶ If you have a printed version of your evaluation resource, or are working in the current education program, provide your evaluator with the resource or your manual before the meeting begins.



## During the Meeting

- ▶ Give your full attention to the speakers at the lectern. Avoid studying your speech notes while someone else is talking.
- ▶ When introduced, walk with confidence to the lectern.
- ▶ After you finish your speech, wait for the Toastmaster to return to the lectern before taking your seat.
- ▶ During your speech evaluation, listen for helpful advice that will assist you in delivering better speeches in the future.

## After the Meeting

- ▶ When your evaluator returns your written evaluation to you, ask him or her any questions you have about your scores or any written comments.
- ▶ Take a moment to review any evaluations or comments you receive from other club members in the form of written notes.
- ▶ Request feedback from club members on Base Camp and read through any feedback that has been posted.
- ▶ If you have completed all the requirements for a level and you are ready to move on, send the level completion request to your vice president education.
- ▶ When you complete a project in the current program, ask the vice president education to initial the Project Completion Record in your manual.

## Resources

- ▶ There are many resources available on Toastmasters Base Camp. If you are in the current education program, you can find information in *Competent Communication* (Item 225).

# ▶ WHEN YOU ARE AN EVALUATOR

Serving as an evaluator is an opportunity to practice leadership skills, including listening, critical thinking, providing feedback, and motivation. At first, it can be intimidating to provide feedback. Always remember that the most important benefit of Toastmasters for members is the honest, fair, and supportive evaluation of their presentations and leadership accomplishments.

Make use of the Pathways evaluations to help you clearly identify where speakers succeeded and where there is room for continued growth and improvement. For each presenter you evaluate, find a few things they did well and mention them in your evaluation. Your purpose is to help members be more self-confident and improve their speaking skills.

When you have the opportunity to provide feedback for a member fulfilling a leadership role, your goal is to help the member become more effective so they are better able to achieve their goals. Offering support for what they did well and fair, supportive feedback for places where their leadership skills can be enhanced and improved will move them toward that result.

The most effective evaluators make themselves aware of the member's skill level, habits, and mannerisms, as well as their progress to date whenever possible.

## Prior to the Meeting

- ▶ Communicate with the member you will be evaluating for information about the project they are completing. Review the Pathways evaluation resource on Base Camp or provided to you by the member. If the member is completing a project in the current education program, review the project objectives from their manual.



- ▶ It may also be helpful to take a moment to revisit the content in the Pathways “Evaluation and Feedback” project to review strategies for providing feedback and completing an evaluation. You may also review *Effective Evaluation* (Item 202) if you are working in the current education program.

### Upon Arrival at the Meeting

- ▶ When you enter the meeting room, greet the member you will be evaluating. If you have any questions about the project they are completing or need to review specific concerns the member wants you to address in your evaluation, be sure to clarify them as soon as possible. If time permits, review the Evaluation Criteria section of the evaluation resource with the member and clarify any questions that arise.
- ▶ If the member you are evaluating is working through a manual in the current education program, collect it before the start of the meeting.
- ▶ Meet briefly with the General Evaluator to confirm the evaluation section format.

### During the Meeting

- ▶ Record your impressions on the first page of the Evaluation Form. As you record scores, refer to the Evaluation Criteria section to be sure you are accurately reflecting the member’s speech and delivery. Remember, a score of 3 on a competency means the member met that expectation.
- ▶ A score of 4 or 5 reflects achievement above and beyond meeting the competency. Only the very best public speakers will ever achieve a 5. The scale reflects an understanding that there is always room to grow and improve as a public speaker and a leader.
- ▶ Remember that the best evaluations encourage and motivate members to improve. In addition to mentioning areas to be strengthened, suggest specific solutions or actions to build any needed skills and behaviors.
- ▶ When giving a verbal evaluation, you may stand when you’re introduced, walk to the lectern, and provide your evaluation. Begin and end with a note of encouragement or praise. Though you may have written lengthy responses to sections of the evaluation, refrain from reading them. Your verbal evaluation time is limited; cover what is essential to encourage and support the member while giving honest feedback.
- ▶ Praise a successful speech or leadership assignment and give reasons to explain why it succeeded. Share specific ideas the member could apply in the future such as strengthening content or working with a mentor on speech delivery techniques. Be respectful and focus on skills and accomplishments rather than personal attributes.

### After the Meeting

- ▶ When delivering the written evaluation to the member, give them a few words of encouragement and congratulations.

## Resources

- ▶ Pathways learning experience project “Evaluation and Feedback”
- ▶ *Effective Evaluation* (Item 202) [www.toastmasters.org/202](http://www.toastmasters.org/202)
- ▶ *The Navigator* (Item 8722)

## ▶ WHEN YOU ARE THE TIMER

A hallmark of effective speakers is the ability to express themselves within a specific amount of time. Members rely on the timer to pace speeches and practice adhering to a time frame. The timer is also responsible for tracking every part of the meeting agenda.

To fulfill the role of the timer, you must know each presenter’s speech length. In Pathways, speeches range in length from a short report of two to three minutes to a much longer speech of up to 20 minutes. It is the timer’s responsibility to confirm the length of the speeches being presented before the start of each meeting.

The Toastmaster of the meeting will call on you to explain the timing rules at the start of the meeting. Be clear and concise as you describe your duties and report times to the club. The timer’s role is fundamental to the success of every meeting.

### Prior to the Meeting

- ▶ Confirm members who are scheduled to participate with the Toastmaster and the General Evaluator.
- ▶ Confirm the time allotted to each prepared speech with all speakers.
- ▶ Write your explanation of timing in the clearest possible language and rehearse it. For the benefit of guests, be sure to emphasize timing rules and how timing signals are given.

### Upon Arrival at the Meeting

- ▶ Collect timing equipment (stopwatch and signal device) from the sergeant at arms. Check that the timing equipment is working properly and that you are comfortable with its use.
- ▶ Choose a seat where the signal device can be seen easily by everyone.



## During the Meeting

- ▶ When introduced, explain the timing rules and demonstrate the signal device.
- ▶ Throughout the meeting, listen carefully to each participating member and signal speakers based on the policy of your club. You will also need to signal the Toastmaster and Topicsmaster with red when they have spoken for their allotted or agreed-upon time.
- ▶ Record each participant's name and the exact time they required to complete their speech.
- ▶ When called to report by the Topicsmaster, Toastmaster, and/or General Evaluator, you may stand near your seat to announce each speaker's name and the duration of their speech. Review club policy for reward eligibility and your reporting responsibilities.

## After the Meeting

- ▶ Return the timing equipment to the sergeant at arms.
- ▶ If your club secretary maintains records of speech times in meeting minutes, give the completed timer's report to the secretary.

# ▶ WHEN YOU ARE THE TOPICSMASTER

The Table Topics® session is the portion of the meeting designed to give every member and guest of the club an opportunity to speak extemporaneously for a minute or two. The Topicsmaster is responsible for preparing and issuing an original, creative topic or topics. Each speaker may be given an individual subject or presented with a choice of subjects from which they choose or draw at random.

Serving as Topicsmaster supports leadership skills including planning, preparation, organization, time management, and facilitation.

## Prior to the Meeting

- ▶ Confirm any scheduled meeting theme with the Toastmaster. If one has been selected, choose topics that coordinate well with that theme. If there isn't a theme, choose a wide selection of topics. Avoid repeating Table Topics from recent meetings.
- ▶ Create a list of speakers, evaluators, General Evaluator, and Toastmaster for the meeting so you can call on other members first. If time permits, call on participants already scheduled to speak.

## During the Meeting

- ▶ When introduced, briefly state the purpose of the Table Topics session.
- ▶ Announce your topics and keep your remarks brief but enthusiastic. If the club has a word of the day, encourage speakers to use it in their responses.
- ▶ Review the maximum time allowed for each speaker's response and remind members of the timing signal if the timer hasn't already done so.





- ▶ State the question or topic and randomly select a member to respond. Working through members randomly supports the impromptu nature of Table Topics.
- ▶ Keep your comments short. Your job is to give others a chance to speak.
- ▶ Check the printed agenda for the time allotted to Table Topics and adjust the number of questions or topics to end your segment on time. Even if you start late, adjust your time so the meeting ends at the established time.
- ▶ If your club presents a Best Table Topics Speaker award, ask the timer at the end of the Table Topics session to report those eligible for the award. Invite members to vote for Best Table Topics Speaker and pass their votes to the sergeant at arms or vote counter. If the club has a Table Topics evaluator, ask for his or her report and then return control of the meeting to the Toastmaster.

## Resources

- ▶ TableTalk (Item 1318)
- ▶ *Master Your Meetings* (Item 1312)

# ▶ WHEN YOU ARE A TABLE TOPICS SPEAKER

Table Topics helps develop your ability to organize your thoughts quickly and respond to impromptu questions or topics. The Table Topics section of the meeting usually follows the prepared speech presentations. The Toastmaster of the meeting introduces the Topicsmaster, who gives a brief description of the purpose of Table Topics.

The Topicsmaster states the question or topic briefly and then calls on a member or guest at random to respond. Each Table Topics speaker receives a different topic or question.

As a Table Topics speaker, you may stand next to your chair or move to the lectern to give your response depending on the policy of your club. The Topicsmaster will specify the allotted time for responses.



## ▶ WHEN YOU ARE THE **GENERAL EVALUATOR**

The General Evaluator is the member who evaluates everything that takes place throughout the meeting. The General Evaluator role provides excellent practice in leadership skills such as critical thinking, planning, preparation, organization, time management, motivation, and team building.

The General Evaluator is responsible to the Toastmaster of the meeting. General Evaluators are responsible for the evaluation team, which consists of the timer, grammarian, Ah-Counter, speech evaluators, and Table Topics evaluator, if your club has one.

Traditionally, there is one evaluator for each prepared speech, but this isn't essential. As members, you are free to set a procedure that is effective for your club. Each evaluation should be brief, yet complete.

At the conclusion of the evaluation section of the meeting, you return control to the Toastmaster.

### **Prior to the Meeting**

- ▶ Check with the Toastmaster to confirm the program for the meeting and any planned changes to the usual meeting format.
- ▶ Communicate with all evaluators to confirm whom they will be evaluating and the evaluation format needed for that member. Encourage them to prepare for their roles by contacting the speakers to discuss any special evaluation requirements. When you communicate with evaluators, emphasize the importance of positive, supportive, and honest evaluations. Their goal as evaluators is to help fellow members develop their skills.
- ▶ Communicate with remaining members of the evaluation team to remind them of their assignments.
- ▶ For the benefit of any guest at the meeting, prepare a brief talk on the purpose, techniques, and benefits of evaluation.

### **Upon Arrival at the Meeting**

- ▶ Ensure that the individual evaluators have the materials they need to complete an evaluation for the members who are speaking or fulfilling club leadership roles at the meeting. Ensure that evaluators understand the criteria for the speech and are comfortable fulfilling the role.
- ▶ Greet all evaluators. If one is absent, consult with the vice president education to arrange a substitute.
- ▶ Check with the grammarian for any word of the day.
- ▶ Verify each speaker's time and notify the timer.
- ▶ Sit near the back of the room for a better view of the meeting and participants.

### **During the Meeting**

- ▶ Take notes about everything that happens, including anything that doesn't, but should. For example, check that the club's property (trophies, banner, and education materials) are properly displayed. Watch for unnecessary distractions that could have been avoided. Be aware of the time to evaluate if the meeting and each section of it began and ended on time.
- ▶ Evaluate each participant on the meeting program. Look for good examples of preparation, organization, delivery, enthusiasm, observation, and performance of duties. Although members who present a speech or fulfill a leadership project have evaluators assigned to them, you are free to add comments if you wish.
- ▶ Before Table Topics, you may be asked to stand and present your team's means and methods of evaluation. Briefly describe the evaluation process.
- ▶ Identify the grammarian, Ah-Counter, and timer. Ask these members to briefly state the purpose of their roles.
- ▶ When prompted to conduct the evaluation section of the meeting, stand at the lectern and introduce each speech evaluator. Afterward, thank each for his or her efforts.

- ▶ Give your general evaluation based on the notes you took throughout the meeting. Phrase your evaluation to encourage and support club members while identifying areas for growth. As the general evaluator of the meeting, provide feedback on individual speech and leadership role evaluations. Be sure to note where evaluations followed the defined criteria and provided specific, meaningful feedback.

## ▶ WHEN YOU ARE THE TOASTMASTER

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The main duties of the Toastmaster are to coordinate and conduct the entire meeting, introduce participants, and act as a genial host. The Toastmaster sets the tone for the meeting. This task is generally reserved for members who are quite familiar with the club and its procedures.

Serving as Toastmaster is an excellent way to practice planning, preparation, organization, time management, facilitation, motivation, and team-building skills as you strive to make the meeting one of the club's best.

### **Prior to the Meeting**

- ▶ Communicate with the vice president education for a list of members scheduled to speak or fulfill meeting roles. Confirm any special theme for the meeting and any program changes.
- ▶ Reach out to the Topicsmaster to review their responsibilities and provide them with a list of members scheduled to participate as speakers or in meeting roles.
- ▶ Communicate with all speakers in advance to remind them that they are scheduled to speak.
- ▶ Based on your club policy, you may be responsible for creating an introduction for each speaker. Take time to confirm each speaker's speech title, project, time requested, and anything interesting to include in your introduction. Prepare an introduction for each speaker.
- ▶ Confirm the General Evaluator for the meeting. Encourage them to contact the other members of the evaluation team (speech evaluators, Topicsmaster, timer, grammarian, and Ah-Counter) and review their responsibilities for the meeting.
- ▶ Prepare remarks to bridge the gaps between program sections.
- ▶ Remember that serving as Toastmaster is one of the most valuable experiences in your club work. The assignment requires careful preparation to facilitate a well-run meeting.

### **Upon Arrival at the Meeting**

- ▶ Arrive early to complete any last-minute details.
- ▶ Check with the speakers to address any last-minute changes.
- ▶ Sit near the front of the room and ask that speakers do the same for quick and easy access to the lectern.

### **During the Meeting**

- ▶ Preside with sincerity, energy, enthusiasm, and decisiveness.
- ▶ Strive to begin and end the meeting on time. You may have to make adjustments to the schedule during the meeting to accomplish this task. Ensure each part of the meeting adheres to the established schedule.
- ▶ Lead the applause before and after the Table Topics session, each prepared speech, and the General Evaluator's remarks.
- ▶ Introduce each speaker. After your introduction, remain near the lectern. Once the speaker takes their place, return to your seat.
- ▶ Introduce the General Evaluator as you would any speaker. They are responsible for introducing other members of the evaluation team.
- ▶ Introduce the Topicsmaster.



- ▶ At the conclusion of the speaking portion of the program, request the timer's report. If your club awards a best speaker for the meeting, collect the vote.
- ▶ While votes are tallied, invite comments from guests and make announcements.
- ▶ Present awards.
- ▶ Request the thought for the day if your club has one.
- ▶ Adjourn the meeting.

### Resources

- ▶ *Chairman* (Item 200)
- ▶ *Master Your Meetings* (Item 1312)
- ▶ *TableTalk* (Item 1318)

## ▶ WHEN YOU ARE THE GRAMMARIAN

The responsibilities of the grammarian are to introduce new words to members, comment on the language used during the course of the meeting, and to provide examples of good grammar and word usage.

### Prior to the Meeting

- ▶ Select a word of the day. Choose a word to help members build their vocabularies and that they can incorporate into everyday conversation.
- ▶ Prepare a brief description of the grammarian's duties for the benefit of guests.
- ▶ Communicate the word of the day for inclusion in the agenda or develop a visual aid. Include the word, part of speech (verb, noun, adjective, or adverb), definition, and use it in a short sentence.

### Upon Arrival at the Meeting

- ▶ Place any visual aid at the front of the room where it can be seen by everyone.
- ▶ Be prepared to take notes as people speak during the meeting. You may need to use the grammarian's log provided by your club. Collect it from the sergeant at arms.

### During the Meeting

- ▶ When introduced, announce the word of the day. State the part of speech, the definition, use it in a sentence, and invite everyone speaking during the meeting to use it.
- ▶ Briefly explain the role of the grammarian.
- ▶ Throughout the meeting, listen to each speaker's word usage. Write any awkward use or misuse of language (such as incomplete sentences or incorrect grammar) with a note of who erred.
- ▶ Create a list of members who used the word of the day (or a form of it) and note those who used it correctly.
- ▶ When called on by the General Evaluator during the evaluation section, you may stand near your chair and give your report. Offer examples of correct usage in every instance in which there was misuse of grammar. Report the use of creative language and announce who used the word of the day (or a form of it) correctly.

### After the Meeting

- ▶ The grammarian's responsibilities conclude with the meeting.



## Resources

- ▶ Word of the Day (Item 1415)

## ▶ WHEN YOU ARE THE AH-COUNTER

The purpose of the Ah-Counter is to note unnecessary words and sounds used by members who speak during the meeting. Words or phrases that may be used inappropriately or unnecessarily include *and*, *well*, *but*, *so*, and *you know*. Sounds may include *ah*, *um*, and *er*. Serving in the Ah-Counter role provides an excellent opportunity to practice listening skills.

### Prior to the Meeting

- ▶ Prepare a brief explanation of the duties of the Ah-Counter for the benefit of guests.

### Upon Arrival at the Meeting

- ▶ Be prepared to take notes as people speak during the meeting. You may need to use the Ah-Counter's log provided by your club. Collect it from the sergeant at arms.

### During the Meeting

- ▶ When introduced, explain the role of the Ah-Counter.
- ▶ Throughout the meeting, listen to speakers and note unnecessary words, sounds, and pauses. Tally the sounds or words each person uses throughout the meeting.
- ▶ When called on by the General Evaluator during the evaluation section, you may stand near your chair and give your report.
- ▶ The responsibilities of the Ah-Counter conclude with the meeting.

## ▶ WHEN YOU ARE THE INTRODUCER

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The role of introducer is not required, but it is found in many clubs. A good introduction paves the way for a positive experience for the speaker and the audience. It is the responsibility of the introducer to develop an introduction for each speech and present it well to the club. An introduction requires almost as much preparation as a full speech.

### **Prior to the Meeting**

- ▶ Contact each speaker you will introduce to collect relevant information about the speech and the speaker.
- ▶ Prepare your introductions.

### **Upon Arrival at the Meeting**

- ▶ Greet the speakers you will be introducing and confirm the title of their speeches and any pertinent information that may have changed.
- ▶ Select a seat near the front of the room for quick and easy access to the lectern.

### **During the Meeting**

- ▶ Introduce each speaker. After your introduction, remain near the lectern. Once the speaker takes their place, return to your seat.
- ▶ The responsibilities of the introducer conclude with the meeting.

## ▶ OPTIONAL MEETING PARTICIPANTS AND ACTIVITIES

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Your club may have other meeting participants, such as Joke Master, parliamentarian, and Word Master. Check with your club officers for guidelines affecting these positions.

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**TOASTMASTERS INTERNATIONAL**

[www.toastmasters.org](http://www.toastmasters.org)

## Education

	Path #1	Path #2
<b>Level 1: Mastering Fundamentals</b>	<b>Date</b>	<b>Date</b>
Ice Breaker		
Evaluation & Feedback		
<i>Part 1: Speech</i>		
<i>Part 2: Speech Improved</i>		
<i>Part 3: Speech Evaluator</i>		
Researching & Presenting		
<b>Level 2: Learning Your Style</b>	<b>Date</b>	<b>Date</b>
Required Project 1		
Required Project 2		
Intro to TM Mentoring		
<b>Level 3: Increasing Knowledge</b>	<b>Date</b>	<b>Date</b>
Required Project 1		
Elective 1		
Elective 2		
<b>Leadership Roles</b>	<b>Date</b>	<b>Date</b>
Toastmaster		
Speech Evaluator		
Table Topicsmaster		
<b>Level 4: Building Skills</b>	<b>Date</b>	<b>Date</b>
Required Project 1		
Elective 1		
<b>Level 5: Demonstrating Expertise</b>	<b>Date</b>	<b>Date</b>
Required Project 1		
Elective 1		
Reflect on Your Path		



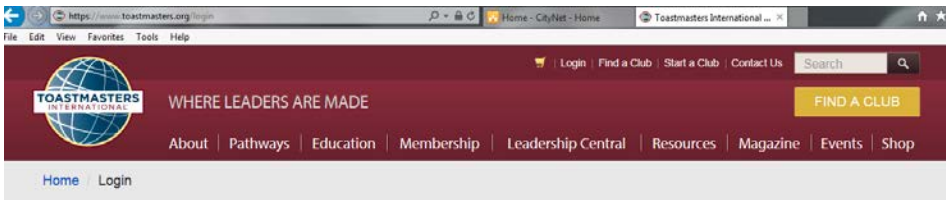
# **SCREENSHOT TRAINING THROUGH LEVEL 1**

**Written by:**

**Kristin Baker, DTM**

# Getting Started with Pathways

## 1. Log in to toastmasters.org



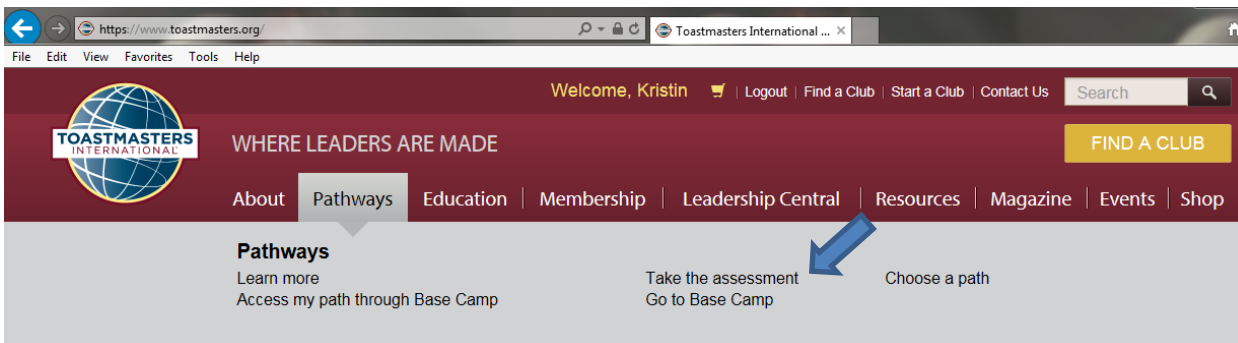
Log In

Username \*

Password \*

Log In

## 2. Click on Pathways in the top ribbon and click on Take the assessment.



## 3. Choose Take Your Assessment and complete the 5 minute assessment. Choose the answers that best fit your goals/objectives/interests.

Pathways materials are available online through Base Camp or offline in print. View the comparison below to help you decide which choice is best for you. It will be available in the following languages: Arabic, French, German, Japanese, Portuguese, Simplified Chinese, Spanish and Traditional Chinese.

Recommended	
<b>Base Camp</b> \$ 20	<b>Printed Materials</b> \$ 45 (Plus \$25 materials fee)
<p>Base Camp is your online gateway to Pathways. Embarking on your Pathways journey through Base Camp is recommended because it offers full access to the Pathways learning experience and includes:</p> <ul style="list-style-type: none"><li>▶ 10 paths in English and eight other languages*</li><li>▶ Customized path recommendation based on your Pathways Assessment results</li><li>▶ Engaging videos, interactive activities and quizzes</li><li>▶ A unique evaluation resource for each project that can be completed and stored electronically</li><li>▶ Opportunity to earn and give digital badges</li><li>▶ Ability to share feedback online</li></ul> <p><small>*If you plan to work in a path in any language other than English, it is highly recommended that you use Base Camp. This way, you can choose from all 10 paths as directed to live.</small></p> <p><b>Take Your Assessment</b></p>	<p>Select paths are available in print. Although you will have the resources you need to complete your path, your experience and path options are limited when compared to Base Camp. Choosing printed materials offers only partial access to the Pathways learning experience and includes:</p> <ul style="list-style-type: none"><li>▶ Five paths in English</li><li>▶ Two paths available in eight languages</li><li>▶ A unique evaluation resource for each project</li><li>▶ Full-color, professionally bound materials</li><li>▶ Standard shipping (with applicable fees)</li></ul> <p><small>Note: You will not be able to take the Pathways Assessment or have access to your path online.</small></p> <p><b>Purchase Printed Materials</b></p>

Note: If this is your first path, the cost is free. Additional paths will show the \$20 fee. It is possible to purchase the written materials for \$45, but this is not recommended as not all paths are available in this format

## 4. Choose your path. Pathways will recommend the top 3 based on your answers, but you can pick any of the 10 paths.

## Navigating Level 1 in Pathways

1. Click on your name at the top of the screen to access your profile, then click on Go to my transcript for your path.

The screenshot shows the user profile for Kristin K. Baker, ACB, ALB. At the top, there is a navigation bar with 'Welcome, Kristin', 'Logout', 'Find a Club', 'Start a Club', 'Contact Us', and a search bar. Below this is a header with the Toastmasters International logo and the tagline 'WHERE LEADERS ARE MADE'. The main content area is divided into several sections: a profile picture with a camera icon and buttons for 'Club Central' and 'District Central'; an 'Account Information' section with fields for 'ADDRESS', 'HOME PHONE', and 'PRIMARY EMAIL', and an 'Edit' link; a 'Member Summary' section with details like 'MEMBER NUMBER 5038224' and 'MEMBER SINCE October 1, 2015'; and a 'PATHWAYS' section with a 'Go to my transcript' link. A blue arrow points to the 'Go to my transcript' link.

Note: You can edit your account information in the upper right by clicking the edit link and add or change your photo on the upper left by clicking on the camera icon.

2. Click on Open Curriculum from your transcript to access your projects.

The screenshot shows the 'Education Transcript' page for Kristin Baker. The page has a navigation bar with 'Home', 'Tutorials and Resources', and 'Check Compatibility'. Below this is a user profile section with 'Kristin Baker' and tabs for 'Base Camp Profile', 'Feedback', 'Transcript', and 'E-portfolio'. The main content area is titled 'Education Transcript' and includes instructions on how to use the transcript. Below the instructions is a table of training projects with filters and a search bar. A blue arrow points to the 'Open Curriculum' button for the 'Effective Coaching' project.

Active	By Title	All Types	Search for training
Search Results (4)			
	<b>Effective Coaching</b> Due: No Due Date Status: In Progress	<b>Open Curriculum</b>	
	<b>How to Evaluate</b> Due: No Due Date Status: In Progress	<b>Launch</b>	
	<b>Ice Breaker—Evaluation Resource</b> Due: No Due Date Status: In Progress	<b>Mark Complete</b>	
	<b>The Navigator</b> Due: No Due Date Status: Registered	<b>Launch</b>	



3. Click on Launch to open your Ice Breaker project.

TOASTMASTERS PATHWAYS learning experience

Home Tutorials and Resources Check Compatibility

Kristin Baker > Education Transcript > Effective Coaching

### Effective Coaching

Options ▾

0% CURRICULUM PROGRESS

**Effective Coaching**

- LEVEL 1
- LEVEL 2
- LEVEL 3 >
- LEVEL 4 >
- LEVEL 5 >

**Level 1** ⓘ  
0% Completed: 0 Min Required: 4 Total Items: 4

- Ice Breaker**  
Status: In Progress Due: No Due Date  
This foundational project is designed to introduce you to your club and the skills you need to begin your Toastmasters journey. **Launch** ▾
- Evaluation and Feedback**  
Status: Pending Prior Training Due: No Due Date  
This project addresses the skills needed to give and receive feedback. You will learn about giving, receiving and applying feedback.
- Researching and Presenting**  
Status: Pending Prior Training Due: No Due Date  
This project addresses strategies for selecting a topic, suggestions for research and methods for producing a well-organized speech.
- Level 1 Completion—Effective Coaching**  
Status: Pending Prior Training Due: No Due Date  
Use this resource to help you through the process of requesting that your vice president education approve your completion of Effective Coaching Level 1.

4. Open and print the project checklist.

## COMPLETE YOUR ASSIGNMENT

Now that you have read through the project, plan and prepare your speech or report.

**Review:** Use the menu screen page to return to the "Your Assignment" screen and review your assignment.

[Project Checklist](#)

**MORE**

TOASTMASTERS INTERNATIONAL WHERE LEADERS ARE MADE

Select to move to another section: ▾

Note: Clicking MORE will always give you additional information

## COMPLETE YOUR ASSIGNMENT

Now that you have read through the project, plan and prepare your speech or report.

[Project Checklist](#)

**Review:** Use the menu screen at the bottom of the page to return to the "Your Assignment" screen and review your assignment.

**Organize:** Select the Project Checklist on the left side of this screen. Review the steps and add your own to organize and prepare your assignment.

**Schedule:** Work with the vice president education to schedule your speech.

**Prepare:** Prepare for your evaluation. Go to the "Your Evaluation" screen and review the evaluation criteria. Print or send the evaluation resource to your evaluator.

Directions ▾

TOASTMASTERS INTERNATIONAL WHERE LEADERS ARE MADE

Select to move to another section: ▾

Effective Coaching 1: Ice Breaker

Note: You can always click on this dropdown to get to any section of your current assignment.

5. Click the dropdown at the bottom of the page to access the parts of your project.

**COMPLETE YOUR ASSIGNMENT**

Now that you have read through the project, plan and prepare your speech or report.

**Review:** Use the menu screen at the bottom of the page to return to the "Your Assignment" screen and review your assignment.

[Project Checklist](#)

**MORE**

**Directions**

Select to move to another section: ▼

Effective Coaching 1: Ice Breaker

WHERE LEADERS ARE MADE

6. Take the Assess Your Skills – Before quiz.

**COMPLETE YOUR ASSIGNMENT**

Now that you have read through the project, plan and prepare your speech or report.

**Review:** Use the menu screen at the bottom of the page to return to the "Your Assignment" screen and review your assignment.

[Project Checklist](#)

- Navigation
- Introduction
- Your Assignment
- Assess Your Skills—Before
- Competencies
- Video Navigation
- You and Your Goals
- Prepare and Present
- After Your Speech
- Review and Apply
- Complete Your Assignment
- Your Evaluation
- Assess Your Skills—After

**Directions**

Effective

WHERE LEADERS ARE MADE

Note: You can click on any of these sections to get helpful information and tips – this guide only covers sections that are required to complete the project, but it is recommended that you use all of them to help you learn and grow

7. Click on Your Evaluation.

**COMPLETE YOUR ASSIGNMENT**

Now that you have read through the project, plan and prepare your speech or report.

**Review:** Use the menu screen at the bottom of the page to return to the "Your Assignment" screen and review your assignment.

Project Checklist

Navigation  
Introduction  
Your Assignment  
Assess Your Skills—Before  
Competencies  
Video Navigation  
You and Your Goals  
Prepare and Present  
After Your Speech  
Review and Apply  
Complete Your Assignment  
Your Evaluation  
Assess Your Skills—After

Directions

Effective Coaching 1: Ice Breaker

WHERE LEADERS ARE MADE

8. Click on the Ice Breaker Speech Outline and use it to write your speech.

9. Click on the Evaluation Resource and print the evaluation sheets.

Toastmasters Pathways >> Ice Breaker - Internet Explorer

https://toastmasters.csod.com/lms/scorm/clientLMS/ScormFrames.aspx?aicc\_sid=AICCaVFKB5Qr\_Ntc5G-8RdTcd9IPQGgL3PVBpBcSCnIOe3c&

**YOUR EVALUATION**

5 4 3 2 1

Select the tabs above to review the criteria for the evaluation in this project. Your evaluator will use the following scale:

5 Exemplary  
4 Excels  
3 Accomplished  
2 Emerging  
1 Developing

After your speech, log in to complete the second portion of your self-assessment on the "Assess Your Skills—After" screen.

**RESOURCES**

Evaluation Resource  
Print My Project  
Ice Breaker Speech Outline Worksheet

Directions

Effective Coaching 1: Ice Breaker

WHERE LEADERS ARE MADE

Select to move to another section:

Note: You can print the entire project from this screen with the link provided if you prefer

10. On your scheduled speaking day: give the evaluation sheets to your evaluator and GIVE YOUR ICE BREAKER 😊

11. Take the Assess Your Skills – After quiz.

**COMPLETE YOUR ASSIGNMENT**

Now that you have read through the project, plan and prepare your speech or report.

**Review:** Use the menu screen at the bottom of the page to return to the "Your Assignment" screen and review your assignment.

Project Checklist

- Navigation
- Introduction
- Your Assignment
- Assess Your Skills—Before
- Competencies
- Video Navigation
- You and Your Goals
- Prepare and Present
- After Your Speech
- Review and Apply
- Complete Your Assignment
- Your Evaluation
- Assess Your Skills—After

Directions

Effective Coaching 1: Ice Breaker

Effective Coaching

5% CURRICULUM PROGRESS

Effective Coaching

- LEVEL 1
- LEVEL 2
- LEVEL 3
- LEVEL 4
- LEVEL 5

**Effective Coaching**

25% Completed: 1 M

**Level 1**

- Ice Breaker**  
Status: Complete  
This foundational project is designed to introduce you to your club and the skills you need to begin your Toastmasters journey.
- Evaluation and Feedback**  
Status: Not Activated Due: No Due Date  
This project addresses the skills needed to give and receive feedback. You will learn about giving, receiving and applying feedback.
- Researching and Presenting**  
Status: Not Activated Due: No Due Date  
This project addresses strategies for selecting a topic, suggestions for research and methods for producing a well-organized speech.
- Level 1 Completion—Effective Coaching**  
Status: Pending Prior Training Due: No Due Date  
Use this resource to help you through the process of requesting that your vice president education approve your completion of Effective Coaching Level 1.

## CONGRATULATIONS!

Congratulations! You have completed this project. You are now ready to advance to the next project on your path.

Note: When you return to your curriculum, you will see the Ice Breaker checked, Level 1 progress bar at 25%, and other projects have become available

12. Click to Activate the next project.

13. Click to Launch the next project.

Effective Coaching

5% CURRICULUM PROGRESS

Effective Coaching

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

**Level 1**  
25% Completed: 1 Min Required: 4 Total Items: 4

**Ice Breaker**  
Status: Completed Due: No Due Date  
This foundational project is designed to introduce you to your club and the skills you need to begin your Toastmasters journey.

**Evaluation and Feedback**  
Status: Registered Due: No Due Date  
This project addresses the skills needed to give and receive feedback. You will learn about giving, receiving and applying feedback.

**Researching and Presenting**  
Status: Not Activated Due: No Due Date

Evaluate

Launch

Activate

14. Use the dropdown at the bottom of the page to access and print your project checklist from the Your Assignment section (see step 5 above). Follow steps 6 and 7 above. Print all 3 Evaluation Resources.

## YOUR EVALUATION

5 4 3 2 1

Select the tabs above to review the criteria for the evaluation in this project. Your evaluator will use the following scale:

5 Exemplary  
4 Excels  
3 Accomplished  
2 Emerging  
1 Developing

After your speech, log in to complete the second portion of your self-assessment on the "Assess Your Skills—After" screen.

### RESOURCES

[Evaluation Resource—First Speech](#)  
[Evaluation Resource—Second Speech](#)  
[Evaluation Resource—Evaluator](#)  
[Print My Project](#)

Directions

TOASTMASTERS WHERE LEADERS ARE MADE

Select to move to another section:

Effective Coaching 1: Evaluation and Feedback

15. On your scheduled speaking day: give the evaluation sheets for speech 1 to your evaluator and give a 5-7 minute speech on any topic. Schedule a time to give your next speech.

16. Use the feedback from your speech to rewrite the same speech or a new speech.

17. On your scheduled speaking day: give the evaluation sheets for speech 2 to your evaluator and give a 5-7 minute speech on any topic, applying feedback to improve on speech 1.

18. Sign up to be an evaluator. On your evaluation day: give the evaluator sheets to any experienced evaluator in your club to provide you feedback on your evaluation skills.

19. Take the Assess Your Skills – After quiz (see step 11 above).

Effective Coaching

Options ▾

**Level 1** 50% Completed: 2 Min Required: 4 Total Items: 4

**Ice Breaker**  
Status: Completed Due: No Due Date  
This foundational project is designed to introduce you to your club and the skills you need to begin your Toastmasters journey. Evaluate ▾

**Evaluation and Feedback**  
Status: Completed Due: No Due Date  
This project addresses the skills needed to give and receive feedback. You will learn about giving, receiving and applying feedback. Evaluate ▾

**Researching and Presenting**  
Status: Not Activated Due: No Due Date  
This project addresses strategies for selecting a topic, suggestions for research and methods for producing a well-organized speech. Activate ▾

Note: When you return to your curriculum, you will see the Evaluation/Feedback checked, Level 1 progress bar at 50%, and other projects have become available

20. Click to Activate the next project.

21. Click to Launch the next project.

Effective Coaching

Options ▾

**Level 1** 50% Completed: 2 Min Required: 4 Total Items: 4

**Ice Breaker**  
Status: Completed Due: No Due Date  
This foundational project is designed to introduce you to your club and the skills you need to begin your Toastmasters journey. Evaluate ▾

**Evaluation and Feedback**  
Status: Completed Due: No Due Date  
This project addresses the skills needed to give and receive feedback. You will learn about giving, receiving and applying feedback. Evaluate ▾

**Researching and Presenting**  
Status: In Progress Due: No Due Date  
This project addresses strategies for selecting a topic, suggestions for research and methods for producing a well-organized speech. Launch ▾

22. Use the dropdown at the bottom of the page to access and print your project checklist from the Your Assignment section (see step 5 above). Follow steps 6 and 7 above. Print the Evaluation Resource.

## YOUR EVALUATION

5 4 3 2 1

Select the tabs above to review the criteria for the evaluation in this project. Your evaluator will use the following scale:

- 5 Exemplary
- 4 Excels
- 3 Accomplished
- 2 Emerging
- 1 Developing

After your speech, log in to complete the second portion of your self-assessment on the "Assess Your Skills—After" screen.



### RESOURCES

- [Evaluation Resource](#)
- [Print My Project](#)
- [Research Worksheet](#)
- [Speech Outline Worksheet](#)

[Directions](#)



Select to move to another section: ▼

Effective Coaching 1: Researching and Presenting

23. Print the Research Worksheet and use it to research a topic you do not already know about. Print the Speech Outline Worksheet and use it to write your speech based on your research. Schedule your speech.

24. On your scheduled speaking day: give the evaluation sheets to your evaluator and give your 5-7 minute speech.

25. Take the Assess Your Skills – After quiz (see step 11 above).

Effective Coaching

15% CURRICULUM PROGRESS

Effective Coaching

- LEVEL 1
- LEVEL 2
- LEVEL 3
- LEVEL 4
- LEVEL 5

Effective Coaching

75% **Level 1** Completed: 3 Min Required: 4 Total Items: 4

- Ice Breaker**  
Status: Completed Due: No Due Date  
This foundational project is designed to introduce you to your club and the skills you need to begin your Toastmasters journey. Evaluate
- Evaluation and Feedback**  
Status: Completed Due: No Due Date  
This project addresses the skills needed to give and receive feedback. You will learn about giving, receiving and applying feedback. Evaluate
- Researching and Presenting**  
Status: Completed Due: No Due Date  
This project addresses strategies for selecting a topic, suggestions for research and methods for producing a well-organized speech. Evaluate
- Level 1 Completion—Effective Coaching**  
Status: Not Activated Due: No Due Date  
Use this resource to help you through the process of requesting that your vice president education approve your completion of Effective Coaching Level 1. Activate

Note: When you return to your curriculum, you will see the Research/Presenting checked, Level 1 progress bar at 75%, and the final approval has become available

26. Click to Activate the final approval. This is not a project, just an approval process you need to follow.



27. Click to Launch the final approval.

The screenshot shows the 'Effective Coaching' interface. On the left, a circular progress indicator shows 15% completion. Below it, a sidebar lists curriculum levels from EL 1 to EL 5. The main content area is titled 'Effective Coaching' and includes a sub-section for 'Level 1' with a 75% completion bar and a list of four items:

- Ice Breaker**: Status: Completed, Due: No Due Date. Description: This foundational project is designed to introduce you to your club and the skills you need to begin your Toastmasters journey. Action: Evaluate.
- Evaluation and Feedback**: Status: Completed, Due: No Due Date. Description: This project addresses the skills needed to give and receive feedback. You will learn about giving, receiving and applying feedback. Action: Evaluate.
- Researching and Presenting**: Status: Completed, Due: No Due Date. Description: This project addresses strategies for selecting a topic, suggestions for research and methods for producing a well-organized speech. Action: Evaluate.
- Level 1 Completion—Effective Coaching**: Status: Registered, Due: No Due Date. Description: Use this resource to help you through the process of requesting that your vice president education approve your completion of Effective Coaching Level 1. Action: Launch.

A blue arrow points to the 'Launch' button for the 'Level 1 Completion—Effective Coaching' item.

28. Follow the instruction sheet to finalize Level 1 by clicking on Mark Complete.

The screenshot shows the 'Effective Coaching' interface after progress. The circular progress indicator now shows 15% completion. The sidebar lists curriculum levels from LEVEL 1 to LEVEL 5. The main content area is titled 'Effective Coaching' and includes a sub-section for 'Level 1' with a 75% completion bar and a list of four items:

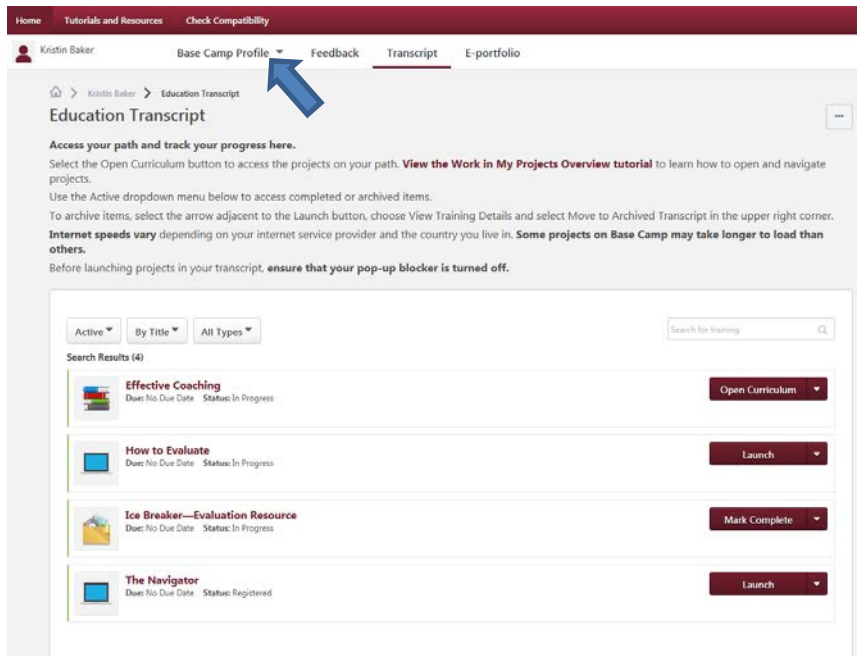
- Ice Breaker**: Status: Completed, Due: No Due Date. Description: This foundational project is designed to introduce you to your club and the skills you need to begin your Toastmasters journey. Action: Evaluate.
- Evaluation and Feedback**: Status: Completed, Due: No Due Date. Description: This project addresses the skills needed to give and receive feedback. You will learn about giving, receiving and applying feedback. Action: Evaluate.
- Researching and Presenting**: Status: Completed, Due: No Due Date. Description: This project addresses strategies for selecting a topic, suggestions for research and methods for producing a well-organized speech. Action: Evaluate.
- Level 1 Completion—Effective Coaching**: Status: In Progress, Due: No Due Date. Description: Use this resource to help you through the process of requesting that your vice president education approve your completion of Effective Coaching Level 1. Action: Mark Complete.

A blue arrow points to the 'Mark Complete' button for the 'Level 1 Completion—Effective Coaching' item.

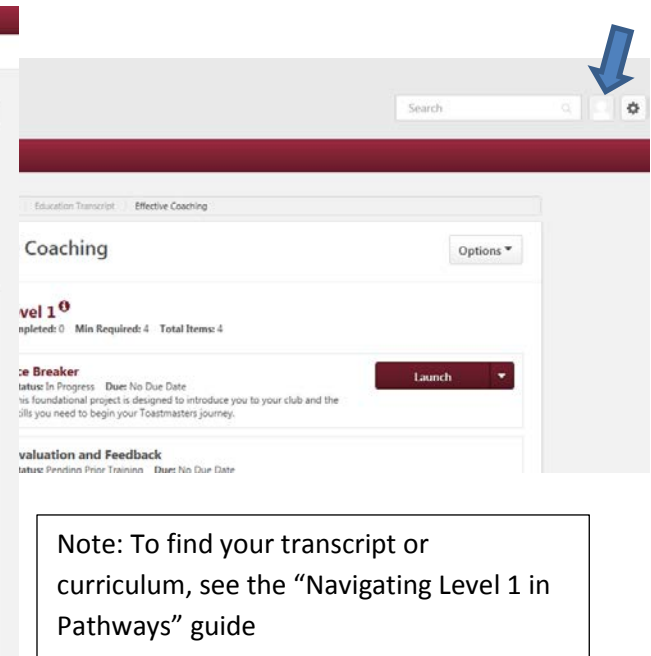
CONGRATULATIONS! You have completed Level 1. Your VP of Education will verify that you gave all the speeches and completed all the roles prior to approving your completion request. Once the VPE approves your Level 1, then Level 2 projects will become available in your curriculum.

## How to Get Credit for Support Roles in Pathways

1. From your transcript, click on Base Camp Profile or from your curriculum, click on the picture icon.



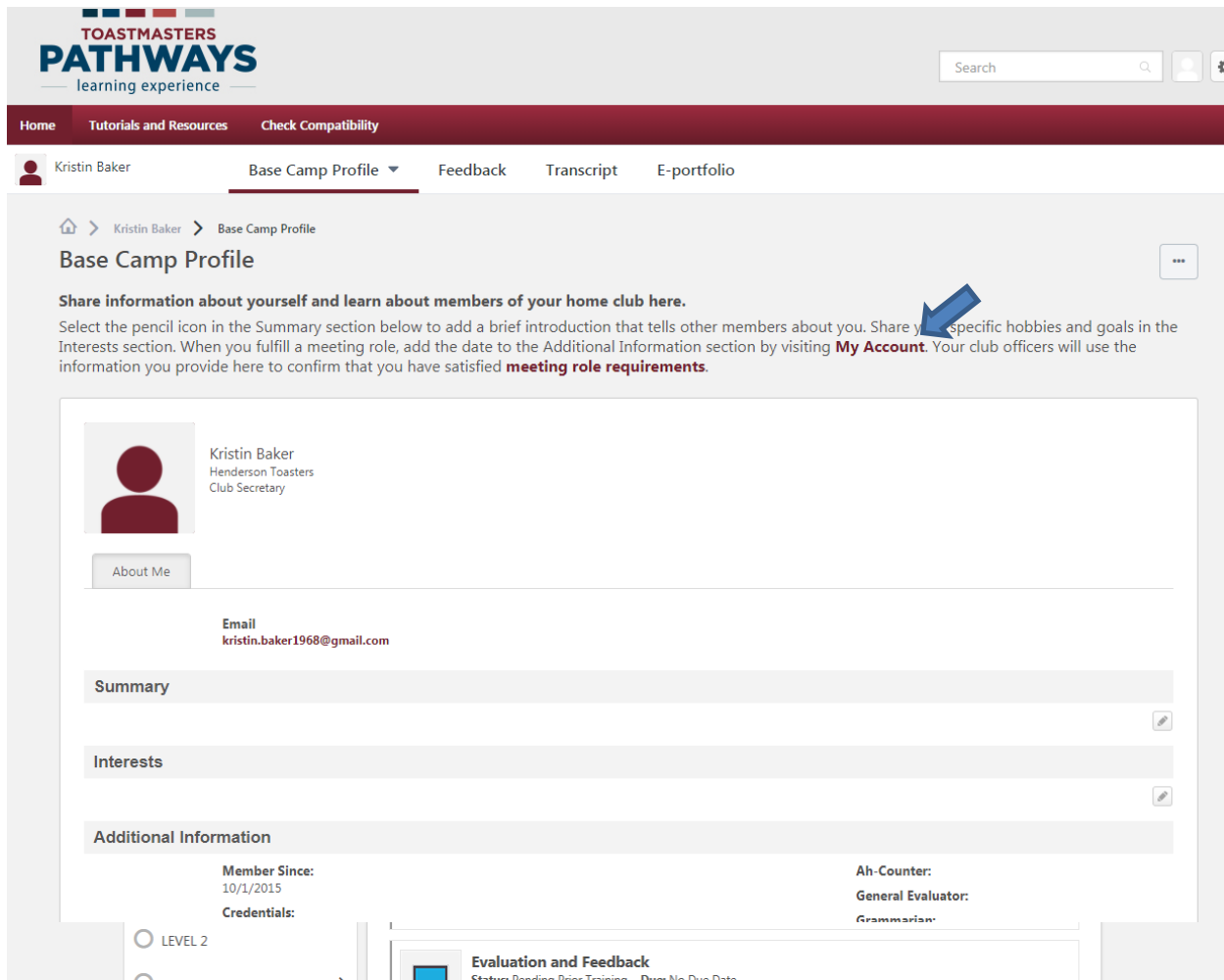
The screenshot shows the 'Education Transcript' page for Kristin Baker. The navigation bar includes 'Home', 'Tutorials and Resources', and 'Check Compatibility'. Below the navigation bar, the user's name 'Kristin Baker' is displayed, followed by a dropdown menu with options: 'Base Camp Profile', 'Feedback', 'Transcript', and 'E-portfolio'. A blue arrow points to the 'Base Camp Profile' option. The main content area is titled 'Education Transcript' and contains instructions on how to access projects and use the active dropdown menu. Below the instructions, there are search filters (Active, By Title, All Types) and a search bar. The search results show four items: 'Effective Coaching', 'How to Evaluate', 'Ice Breaker—Evaluation Resource', and 'The Navigator'. Each item has a corresponding button: 'Open Curriculum', 'Launch', 'Mark Complete', and 'Launch'.



The screenshot shows the 'Coaching' page for Kristin Baker. The navigation bar includes 'Home', 'Tutorials and Resources', and 'Check Compatibility'. Below the navigation bar, the user's name 'Kristin Baker' is displayed, followed by a dropdown menu with options: 'Base Camp Profile', 'Feedback', 'Transcript', and 'E-portfolio'. A blue arrow points to the settings icon in the top right corner. The main content area is titled 'Coaching' and contains instructions on how to access projects and use the active dropdown menu. Below the instructions, there are search filters (Active, By Title, All Types) and a search bar. The search results show four items: 'Effective Coaching', 'How to Evaluate', 'Ice Breaker—Evaluation Resource', and 'The Navigator'. Each item has a corresponding button: 'Open Curriculum', 'Launch', 'Mark Complete', and 'Launch'.

Note: To find your transcript or curriculum, see the “Navigating Level 1 in Pathways” guide

2. From the Base Camp Profile, click on the My Account link.



The screenshot shows the 'Base Camp Profile' page for Kristin Baker. The navigation bar includes 'Home', 'Tutorials and Resources', and 'Check Compatibility'. Below the navigation bar, the user's name 'Kristin Baker' is displayed, followed by a dropdown menu with options: 'Base Camp Profile', 'Feedback', 'Transcript', and 'E-portfolio'. A blue arrow points to the 'My Account' link. The main content area is titled 'Base Camp Profile' and contains instructions on how to share information about yourself and learn about members of your home club. Below the instructions, there is a profile card for Kristin Baker, Henderson Toasters Club Secretary. The profile card includes a photo placeholder, a name, a title, and a button labeled 'About Me'. Below the profile card, there are sections for 'Email', 'Summary', 'Interests', and 'Additional Information'. The 'Additional Information' section includes fields for 'Member Since' (10/1/2015), 'Credentials' (LEVEL 2), 'Ah-Counter', and 'General Evaluator' (Grammarian). Below the 'Additional Information' section, there are buttons for 'LEVEL 2' and 'LEVEL 3'.

3. Use the dropdowns to fill in the dates you performed the listed support roles.

My Account > Preferences

## Preferences

Kristin Baker  
Henderson Toasters  
Club Secretary

Note: You can add or change this picture by hovering your cursor over it and clicking the dropdown that appears

Settings

Time Zone:  
Please select a time zone. ▾

Select Signature  
Kristin Baker ▾

Ah-Counter:  
Select a date clear

General Evaluator:  
Select a date clear

Grammarian:  
3/15/2018 clear

Speech Evaluator:  
Select a date clear

Timer:  
Select a date clear

Toastmaster:

Note: The dates you performed the support roles must be after your Pathways enrollment date. Roles prior to Pathways enrollment will not count for Pathways projects

# PATHWAYS PROGRESS

Toastmaster	Path	Level 1 Mastering Fundamentals				Level 2 Learning Your Style			Level 3 Increasing Knowledge			Level 4 Building Skills		Level 5 Demonstrating Expertise		
		Ice Breaker	Evaluation & Feedback		Researching & Presenting	Required Project 1	Required Project 2	Intro to TM Mentoring	Required Project 1	Elective 1	Elective 2	Required Project 1	Elective 1	Required Project 1	Elective 1	Reflect on Your Path
1																
2																
3																
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- 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
- TC Team Collaboration
- VC Visionary Communication