

# The TOASTMASTER

NOVEMBER 2002

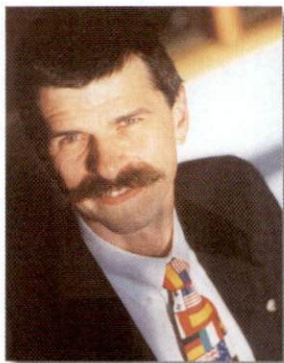
ALSO INSIDE:

Audience Etiquette

•  
And the Award Goes To...

SPECIAL ISSUE

*The Key to  
Effective Evaluations*



## VIEWPOINT

# Leave Your Footprint

I joined Toastmasters after two traumatic experiences at University. As a fourth-year engineering student I was required to deliver two seminars on technical subjects to an audience of my peers, lecturers and professors.

This was one of the greatest challenges of my life. I was facing an audience that knew more than I did! To add to my trauma, during the question-and-answer session, some audience members asked questions they knew the answer to, knowing that I probably didn't.

As a young professional, I wanted to be comfortable communicating with my peers and speaking in front of an audience. The month after I graduated, I saw a poster on the notice board at work saying that a Toastmasters club would be formed in my city. This was my opportunity!

Townsville Toastmasters Club decided to charter a third club in the city because they saw the need to share with others their wealth of experience in communication and leadership development. The club that I joined – Tropic City – was the third club in Townsville, and by the time my wife Bea and I left Townsville eight years later, there were 11 clubs – in a city with a population of 110,000!

What if Townsville Club had not decided to charter a new club? I may not have had the life-changing experience of joining Toastmasters, and had the opportunity to sponsor and mentor clubs so others could benefit from the Toastmasters experience.

You and your fellow members should charter a club. If you are a sponsor or mentor, you can count the experience toward your AL award. Other club members could deliver Leadership Excellence, Successful Club and Better Speaker Series speeches, and count them toward their ATM-S and CL awards.

Talk to people in your district who have been club sponsors or mentors. They will be able to share with you their knowledge and expertise on how to successfully start a club. Forming a new club is a fantastic experience. You will develop your own skills and be part of a very special experience in helping others to be the best they can be.

What if no one had had the foresight to start your club? You would not have had the chance to hone your communication and leadership skills and meet so many positive enthusiastic people in your community or workplace.

Think how much you have gained from Toastmasters and think about sharing your experience so that others can gain those benefits too. You'll leave your footprint in the sands of time and not only bring out the best in others, but the best in yourself.

*Gavin Blakey*  
Gavin Blakey, DTM  
International President

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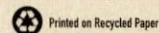
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### *The Toastmasters Vision:*

Toastmasters International empowers people to achieve their full potential and realize their dreams. Through our member clubs, people throughout the world can improve their communication and leadership skills, and find the courage to change.

### *The Toastmasters Mission:*

Toastmasters International is the leading movement devoted to making effective oral communication a worldwide reality.

Through its member clubs, Toastmasters International helps men and women learn the arts of speaking, listening and thinking – vital skills that promote self-actualization, enhance leadership potential, foster human understanding, and contribute to the betterment of mankind.

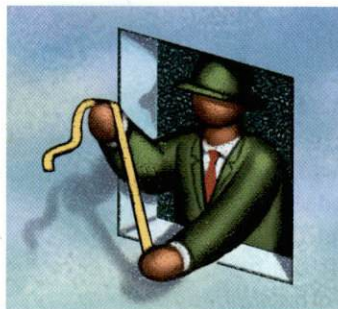
It is basic to this mission that Toastmasters International continually expand its worldwide network of clubs thereby offering ever-greater numbers of people the opportunity to benefit from its programs.

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## LETTERS

### WATCH QUICKLY

I am grateful for the July article, "Fast-Forward Your Way to a Better Presentation." The author discovered his distracting gestures while fast-forwarding through his videotaped speeches. I agree with that! By watching our speeches on videotapes, we can evaluate ourselves honestly and critically. Peer evaluations tend to be too favorable or too critical. Self-evaluations are definitely more beneficial to the members.

Ng Yee Chong, ATM-G • CPA Advanced Club 5225-51 • Singapore

### INTERNATIONALLY KNOWN

During a recent vacation in the Bahamas, I met a shop vendor wearing a Toastmasters T-shirt. I asked him if he was a Toastmaster, and he explained that it was a family tradition. His father was a member, he himself was a member and his children will become members. I never thought that I would meet a fellow Toastmaster while vacationing. I've been a member for only a short time, but this further validates what a truly great, worldwide organization Toastmasters is.

Stephen L. Morris • Timely Talkers Club 5568-54 • Aurora, Illinois

### DIRTY LANGUAGE

In the article "Understanding Teen-Speak" (August) Kimberly Porrazzo cites the book *Flappers 2 Rappers: American Youth Slang* by Tom Dalzell regarding the word "suck" or "sucky." I have no issue with the author's comments on current usage of the word. However, the claim that it "originated in the '80s and at that time had a sexual innuendo attached to it" is off the mark. The term was in use in the early '60s along with its parent phrases, which were definitely considered "dirty" language. It was already taking on its current meaning of something not-so-good, but its sexual origin was well-known even then by all of us teenage boys who used it.

George K. Reynolds, CTM • Gunpowder Club 2562-18 • Edgewood, Maryland

### ROCKING THE BOAT

President Abraham Lincoln could never have won a speech contest in Toastmasters. Same goes for Martin Luther King Jr. Not a chance. And Norman Vincent Peale and Robert H. Schuller wouldn't have made it past "area level" in a contest, either. You see, Toastmasters do not like "political" or "religious" speeches. So we blithely leave out those two "world-moving" topics because they're dangerous. Too taboo. Members might get worked up, might get emotional. And that would never do.

My 30 years in Toastmasters have convinced me that a political or religious speech will never win the International Speech Contest. Please – somebody prove me wrong!

Tom Ware, ATM-G • Parramatta Club 2272-70 • Parramatta, New South Wales, Australia

### POWERFUL THOUGHTS

I read with much interest the August 2002 article, "The Power of Your Thoughts." I recently delivered my second speech, which dealt with clinical depression and my personal experiences with it. My treatment for depression included being introduced to a concept known as "Learned Optimism." This concept was put forward by Martin Seligman, a famous American psychologist, in his book of the same name. I can't tell you enough how this concept has helped me in my recovery, together with my faith. Thanks for your timely article on a subject we can all take to heart and act on.

Robert ten Kate • Killara Club 4870-70 • Killara, New South Wales, Australia

### CAN WE WRITE GOOD?

Of all the advice offered in our magazine pertaining to perfecting our speaking and presentation skills, little seems to be written about perfecting our English usage. An article in the September issue, "Defusing a Hostile Audience," contains the finest example of redundancy with the phrase "repeated back." It's a sister to "reflected back." If you repeat something, it's automatically "going back" just as something that is reflected goes in only one direction – back! Finding other similar examples – that are the same – and presenting them to your club just might be your next perfect project.

Laurie James, ATM-S • San Francisco Club 1771-4 • San Francisco, California

### AUTHOR IMPRESSES

I was impressed with Ken Askew's ability to grab my attention and vividly communicate key material gleaned from his considerable experiences as a speechwriter. In his concise article "If You Chase Two Rabbits, Both Will Escape" (September), Mr. Askew used terrific anecdotes and drew heavily on his personal experiences working with various great leaders to provide the content for the tightly organized and well-written article. I have read from various authors on the subject that did not cover it nearly as well in book form as he did in his single-page article. I passed my copy of the magazine around and it came back tattered and torn from all the aggressive reading it received.

Peter Roosen, CTM • EarthSave Club 8237-21 • Vancouver, British Columbia, Canada



By Craig Harrison, DTM

*"Men die of fright and live of confidence."* – Thoreau

## FINDING CONFIDENCE: Toastmasters Can Take You There!

I HEARD THERE WAS A PLACE CALLED CONFIDENCE, AND I SO wanted to find it. Others had been there, and it showed. But I hadn't found Confidence yet for myself.

I set out knowing only its general direction. Mine was to be an uphill journey. I drove and drove with nary a clue. At first the road was long and flat. Slowly it began to rise, and then to twist and turn as it entered the foothills. After an hour, I saw a sign saying I'd reached 3,000 feet. The air seemed thinner and my pace slowed. Yet I pressed on. I wanted to find Confidence. I needed to find Confidence.

I was getting tired. It was getting late. I wondered if I'd ever find it. I knew I was heading in the right direction. But then discouragement began to overtake me. I reached 4,000 feet. And then I saw it. It wasn't the sign I had expected. This sign said I was now approaching ... Turnback Creek!

The thoughts of quitting I had been ignoring hit me with the force of a grizzly bear. Confidence seemed so elusive. Should I turn back? Was I hopelessly lost? Would I ever find Confidence?

Indeed this was my moment of truth! I thought to myself, If I quit, would my effort be in vain? What if I was actually close to my goal? Just how important was it for me to find Confidence? Would I forever look at myself in the mirror and see a quitter? It was decision time.

I wavered for what seemed like an hour. It was probably only five to seven minutes. I was giving a speech to myself. Could I convince my audience of one that I should persevere?

I remember having similar doubts when I first joined Toastmasters. After visiting a club for the first time, I pondered not going back. After my first Table Topic – 57 seconds of terror – I wanted to hide under the table and never resurface. And after my Ice Breaker, I questioned whether I'd ever overcome my fear of public speaking. It took three weeks for me to return to my second meeting. Yet in each case I con-

tinued on my journey. However daunting, I persisted in my quest to find Confidence as a communicator.

And as I hung my head and saw a stick at my feet, I took it as a sign. I would stick to it! Now I had renewed vigor, stronger resolve, and a clearer vision of my journey. I felt an inner confidence that my objective would be met.

It's true; it's darkest just before dawn. And wouldn't you know it? Just a few miles past Turnback Creek, I actually found Confidence!

The sign welcomed me: "Confidence, California. Altitude: 4,200." I felt sky high. I had finally found Confidence. It was here all along. I learned that day that you don't just stumble onto Confidence. You don't just reach Confidence. You experience it!

- What a feeling to find what you set out to find.
- How rewarding to know that one's toil is ultimately rewarded.
- How fulfilling to finally grasp the elusive.

And having now experienced Confidence, I knew I could help others discover it too.

The sign said "population: 50." Surely, more than 50 people had found Confidence! The locals in the Confidence Café explained that once people found their town, they could go anywhere, do anything and be whoever they wanted to be. Many former residents were sharing the spirit of Confidence with others worldwide; one of the ways they did so was through Toastmasters.

Fellow Toastmasters, Confidence beckons. She awaits you. Embrace her and all things are possible. Let Toastmasters be your guide to finding Confidence. **T**

**Craig Harrison, DTM**, is a professional speaker and a member of Speakers Bureau Forum (9338-57) in Lafayette, California. Visit his Web site, [www.craigspeaks.com](http://www.craigspeaks.com).





## FOR THE NOVICE

By Sophie Waghorn. CTM

**Focusing on structure, content and delivery makes evaluations as easy as 1, 2, 3.**

# The Ease of Evaluations

I love doing evaluations! But I haven't always. And I've noticed that some fellow Toastmasters seem to worry about giving good evaluations. You probably fall into – or have been included in – that category, if:

- You've ever sat down after giving your evaluation and suddenly remembered an important point that you wished you'd said.
- You've been so caught up in scribbling notes before and after a speaker's presentation that you missed half of the speech and the meeting.
- You've felt as if you were clutching at any comments that came to mind randomly, but were not quite getting the whole picture.

I've come up with a technique that takes the stress out of giving evaluations and helps me feel I'm providing the most rounded and helpful feedback I'm capable of. And it allows me to enjoy the remainder of the meeting.

My system: a simple skeleton to hang my comments on, in a logical and concise order. It works for me; I need simplicity. If you're interested, read on!

First, I focus on three generic aspects of a speech that I consider important: structure, content and delivery. I create a "skeleton" before the speech begins. On a sheet of paper, I draw three boxes equidistant from each other and title them Structure, Content and Delivery (see diagrams). These form the evaluation's backbone.

As the speech is given, I focus on its quality, based on those three aspects. As soon as a comment occurs to me, I jot it down in the appropriate box – fleshing out the skeleton. It helps to divide each box into two sections, with one area for commendable aspects and one area for aspects to work on.

By the end of the speech, I have a logical list of comments that are easy to read and help me to instantly prioritize the key issues.

So, how does this system work in practice? Let's consider one box at a time:

### STRUCTURE

Say the speech has shown excellent structure in terms of a clear beginning, middle and end. Write down something like "Beg, Mid, End" as a point in the commendable side of the box.

If, however, the middle section was confused, with a meandering story that was hard to follow, write something like "Mid – confused" in the suggestion side.

When it comes to delivering your evaluation later, you need only a couple of key words to jog your memory. Your page's layout will help remind you what you are aiming to get across, so that with a quick glance you've got it.

### CONTENT

The same principle works for the other boxes. For example, if the speaker's topic was about how to control nerves when giving a speech, write "Relevant to audience" in the commendable side of the content box.

If, on the other hand, you felt that the speech didn't go into enough detail about dealing with butterflies in the stomach, write "More on butterflies" on the suggestion side. That's it!

Remember, the positioning on either side of the box will remind you whether the issue was done well or needs improvement; you don't need to write a whole sentence and lose valuable listening or scribbling time.

### DELIVERY

If the speaker used a wide range of voice volume, from whispering to shouting, write: "vocal variety" in the commendable side of the Delivery box.

If the speaker stood stone-still throughout the entire speech, a comment like "body gestures" under the

improvement side of the box will do. As you're presenting your evaluation, flesh out your note, explaining that the vocal variety was excellent, showing an interesting range of volume that kept the audience interested and involved. You can mention that using more body gestures, such as flapping the arms when discussing the "butterflies," would have enhanced the speech.

You can work outside the box as well. Think about these additional ways you might strengthen your evaluation:

- Quotes are a useful way of illustrating points to a speaker, so draw a line outward from a specific entry in a box and write down the gist of the quote there.
- Write - in another box or out to the side - any particular objectives that the Toastmaster mentioned as the speaker was introduced. Keep an ear to determine whether the speaker fulfilled - or didn't fulfill - these objec-

STRUCTURE	
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CONTENT	
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DELIVERY	
+	-
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tives and jot a brief reminder down in this category.

- A handy mnemonic I learned from a club in New Zealand was: "Commend, Recommend, Commend." Try to cover the most positive aspects at the beginning of your evaluation, discuss suggestions in the middle and end with more praise, leaving the speaker on a high.
- At the top and bottom of your sheet of paper, write a word or two for your introductory and ending sentence. Just as in a speech, beginnings and endings greatly enhance delivery. It's always a good idea to prepare these before you give your evaluation.
- One more thing - don't forget how valuable it is to go up to speakers after a meeting and give personal feedback - whether or not you were an evaluator. **T**

Sophie Waghorn. CTM. is a freelance writer living in Fort Collins, Colorado.

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# The Collaborative Evaluation

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*Speech evaluators are responsible for encouraging, supporting and coaching their assigned speakers. If they fulfill this role with sensitivity, skill and practical insights, they enrich the educational experience for everyone in the room. A powerfully good (or bad) evaluation also affects our potential members and guests.*

Guests attend Toastmasters meetings because they have heard about our supportive and educational atmosphere. They are intently watching, eager to observe both elements. They pay special attention to speech evaluations; if support or educational value is absent, we'll likely not see those guests again.

Our challenge is to provide comprehensive, compassionate evaluations at every meeting. We are all students, practicing and refining the skills it takes to become good communicators, coaches and leaders. We are subjective and opinionated, attempting to expand beyond our attitudes and assumptions in order to develop lucid, objective viewpoints.

Alone, each evaluator has limitations and challenges; within our clubs, members possess diverse strengths and experiences to draw upon. In this article, I will describe how the evaluator's role can be expanded to include perspectives and insights from more than one person. Collaborative evaluations allow us the opportunity to tap the talent within our meeting and maximize the learning experience for all.

**Speaker and Evaluator - the Primary Collaborative Relationship:** When an evaluator begins the two-to three-minute talk with: "John asked me to address some

additional elements in his presentation today," the speaker and evaluator have entered into a collaborative relationship. They spoke prior to the meeting, and will spend a few minutes together afterward to exchange final comments. The speaker will provide feedback to the evaluator, so that both can benefit.

It's often productive for the speaker and evaluator to share in a Consultative ("Tell and Listen") Evaluation during the meeting itself. I found this helpful when I was assigned to evaluate "Kathy," an experienced and talented member. This speech was far below her usual performance level, and I suspected she hadn't prepared adequately.

Rather than stating my assumption (which may have been wrong), I began by asking Kathy to share her own observations. Kathy was comfortable with this and readily pinpointed areas where she felt she could have done better. She also shared strategies she intended to use for her next assignment. This unusual approach allowed Kathy to demonstrate her







experience, self-awareness and maturity in taking responsibility for her performance. It was of more value and interest to everyone in the room than my own report would have been.

Consultative evaluations may take a few minutes longer than a typical evaluation, so the evaluator needs to keep an eye on the time. A consultative evaluation is not recommended for new speakers, who need guidance and practical advice. Try it with your more experienced speakers, with their prior consent.

**2 Your Techno-Collaborator – a Video Camera:** Many clubs have access to video equipment. To track your growth, bring in a tape and ask that your speech (and its evaluation) be recorded. Whether you watch the tape alone, with non-Toastmaster friends or with your mentor, you'll have access to an objective record of your presentation.

Play the tape normally to review your pronunciation, vocal variety, pace, logic and overall structure. View it with the sound off to study your facial expressions (Do they convey the appropriate emotions?) and your general movements. Fast-forward to catch problems such as repetitive, narrow gestures, fidgeting or lack of balance in addressing the audience. (These may be too subtle to notice when the tape is playing at regular speed.)

For the benefit of guests and new members, the Toastmaster of the Day should point out that the video camera is being used by members who want to document and analyze their progress. This educational resource is often viewed as a valuable asset, attracting new members to your club.

**3 Collaborative Team Evaluations:** Horizontal Evaluations are conducted by a panel of three or more evaluators, each assigned to observe and analyze specific elements within the prepared speeches. These would include:

- Speech opening, speech conclusion
- Body of speech (organization), logic and supporting facts
- Gestures, eye contact, visual aids, vocal variety

After all speeches have been presented, each evaluator uses two to three minutes to deliver a summary report, including feedback for all speakers. This exercise encourages evaluators and the audience to isolate and explore several elements of public speaking. (Be sure to allocate sufficient time for all the evaluators who will participate in this session.)

▲ **The Two-Person (Content and Delivery) Evaluation** uses two evaluators: One concentrates on content, and the other on delivery. When Russ and I tried this technique, we evaluated three speakers. Russ analyzed the content of the first speech, using one to two minutes; I followed with one to two minutes of my observations concerning that speaker's delivery. Then we moved to the remaining speakers. The next time I participate in a two-person evaluation, I will be eager to evaluate speech content.

Many data-driven people are familiar with focusing on content. Our initial tendency is to summarize the

entire speech, but we eventually learn to step back and examine the speech's structure and the effectiveness of the speaker's points. This allows us to formulate and share strategies for developing ideas in a more logical and persuasive manner.

Other members are drawn to the vocal and physical aspects of public speaking. When we evaluate delivery, we need to go beyond simple enjoyment and learn to analyze and master these presentation skills ourselves. An evaluator's confident demonstration of effective gestures and vocal variety encourages other speakers to develop these talents.

▲ **Panel Discussion** among several experienced evaluators is moderated by the General Evaluator. The panel assembles at the front of the room after all speeches are completed. Panelists are not limited to discussion of isolated speech elements or individual speakers; they share observations about all of the speeches. The moderator guides the discussion by posing relevant questions and ensuring that each speaker receives feedback from the group. The moderator must keep the conversation lively and productive. Since different perspectives are being shared, occasional disagreement may arise. As long as a positive, supportive atmosphere is maintained, disagreement is beneficial.

**4 The Audience as Collaborator:** Round Robin evaluations also require careful moderation, but are led by the Speech Evaluator. This requires tact, experience and astute listening skills. Toastmasters pro Nicole begins her Round Robin evaluations by defining the nature of the comments she will solicit from the audience. "I want to focus on three elements in Dave's speech: gesture, voice and organization. Before I give my observations about Dave's gestures, who has a comment you'd like to share?" Nicole respects differing viewpoints, supports all participants and maintains a positive, nurturing atmosphere. She gently controls the discussion and stays within the agreed time limit of five minutes.

When a seasoned Toastmaster leads a Round Robin, everyone becomes personally involved in the evaluation process. It's one of the most interactive learning experiences and can be rewarding and enjoyable.

▲ **"Mini-Sandwich" Evaluations** can also involve several audience members. After the assigned evaluator has finished, he or she can ask audience members to share additional comments. I call this a "mini-sandwich" because even in these brief comments, it's helpful for participating members to practice the "sandwich" technique. Rather than simply saying, "I think his chart was confusing," the member should be encouraged to place a single observation into a mini-sandwich of "praise – suggestion – praise." For example: "I can see that Rob knows a lot about tax law, but I would have understood him

better if his chart had laid out the five points he was making. I want to remember those tips when I do my own taxes."

**Silent Collaboration via Written Feedback:** Feedback slips are the most common medium for allowing the audience to share feedback with speakers. We are fortunate that our members and guests have diverse opinions and knowledge. I am thrilled when someone includes an unexpected tidbit, such as "blue or purple would complement your skin tone better than the green you're wearing," or "The FAA just published the results of the study you mentioned." These comments probably weren't included in my oral speech evaluation, but they are thoughtful, helpful and enriching to my learning experience.

I believe every feedback slip should be signed. This allows a speaker, who needs clarification, to identify a comment's source. It also reminds the writer to take responsibility for his or her statements. The most troubling feedback slips I've received may not have been intended to confuse or discourage me, but since they weren't signed, I couldn't follow up with the writer to clarify the message.

Customized evaluation slips may be developed by your club to provide more space and structure for the feedback comments you hope to receive from the audience. Our preprinted feedback slips are small; a larger format (at least the size of a 3" x 5" index card) provides enough space for a "sandwich" evaluation. Here's one simple format:

"What I liked most about your speech was ..."

"My main suggestion for improvement is ..."

"Your greatest strength is ..."

Your club may prefer a larger form with space to share feedback about organization, vocal variety, gestures, eye contact. Provide enough room for complete thoughts, and avoid any format that encourages people to classify speech elements as "good" or "poor." Limit the number of categories so that audience members are not overwhelmed by trying to provide too many comments for each speaker.

**Master Collaborator - The General Evaluator:** The General Evaluator's job is to evaluate the meeting, not the speakers. However, when I'm General Evaluator I observe each speech as if I were the evaluator. I jot down my own notes about the speakers' strengths and weaknesses. Then I listen to the assigned evaluators and compare our observations.

As General Evaluator, my job is to coach the evaluators to excellence. I also must provide valid educational information to all persons in the room. I will praise a new evaluator and compliment an experienced member for the knowledge and skills demonstrated in his or her

evaluation. However, if I feel that a critical element of the speech has been overlooked or that a strong and debatable opinion has been stated, I owe it to the evaluator, the speaker and the audience to address the issue.

For example, if an Ice Breaker speaker is told, "You talked too long about your father, so you did not fulfill the objective of introducing yourself to us," this evaluator's opinion could be misinterpreted by the speaker and other audience members as an important "rule" within Toastmasters.

The General Evaluator may say, "I enjoyed Lee's Ice Breaker speech. As Joe pointed out, Lee spent a lot of time focusing on his father. Joe, that may seem like an unusual choice for an Ice Breaker, but it can be an effective way to help an audience get to know the speaker. When someone describes what he or she values in another person and in their relationship, we learn a lot about the speaker's character and how they relate to other people."

Any of the above strategies and exercises can be used to create a richer evaluation environment within your club. Not every meeting needs to take a collaborative approach, but when used, it provides a refreshing change of pace and a valuable learning experience for your members.

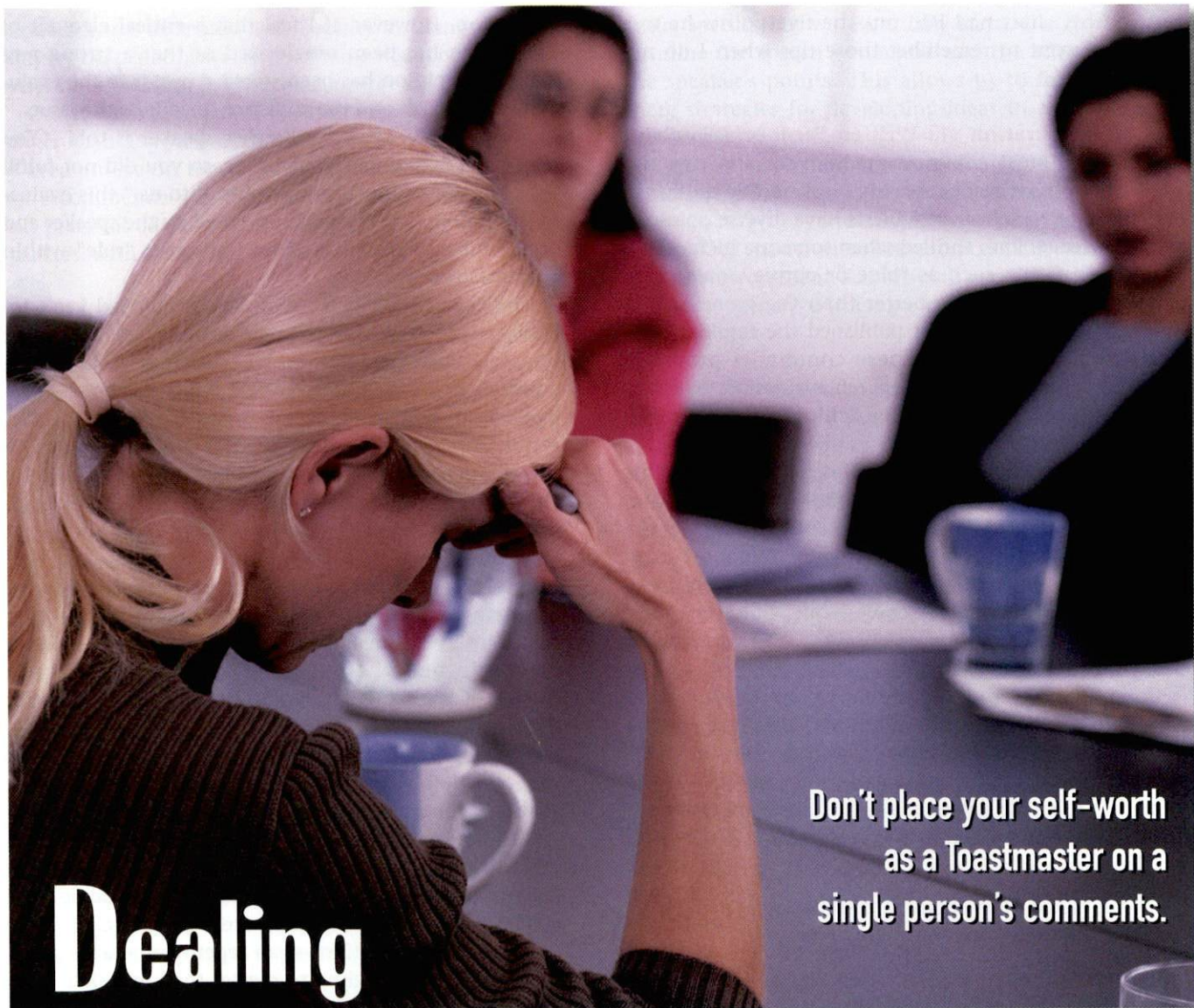
Your club's Vice President Education should also be seen as a vital collaborator in this effort. If your meeting quality has been affected by a tendency among evaluators to be too harsh or to "whitewash" speeches, your VPE will want to address this as a club priority. Your officers may decide to schedule an educational module from *The Successful Club Series*: "Evaluate to Motivate."

Sometimes evaluations seem repetitive because several speakers are struggling to master the same skill. (You may have noticed that a significant number of members are reluctant to speak without notes, or that your meetings have a chronic problem of speeches running overtime.) If there is a specific challenge shared by many in your club, the VPE or another seasoned Toastmaster can deliver a customized speech to address the issue. The entire club will receive helpful suggestions for overcoming a common problem, and the presenter will have completed a manual assignment uniquely suited for its target audience.

Through enrichment of our evaluation atmosphere, meetings will truly embody the spirit of the Toastmasters Mission: "... to provide a mutually supportive and positive learning environment in which every member has the opportunity to develop communication and leadership skills, which in turn foster self-confidence and personal growth." **1**

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**Shelia Spencer, DTM**, lives in Elmhurst, New York, and is a member of several clubs in District 46.



# Dealing

Don't place your self-worth as a Toastmaster on a single person's comments.

## with a **Bad** Evaluation

By Linda Adams, CTM

**T**oastmasters clubs offer a friendly environment for members to practice public speaking. Evaluations provide positive feedback that helps everyone improve their communication skills. But sometimes evaluations can be negative, even destructive. What do you do if you receive a bad evaluation?

First, don't overreact. It's tempting for all of us – especially if we're afraid of public speaking – to believe that the negative opinion must be right. This is borne out of the fear that we really aren't that good and that the person is only speaking the truth that no one else will.

But is it really the truth? Or is it the evaluator's lack of experience? Many people don't understand how to give criticism positively, and it's a difficult skill to learn. They grasp the concept that they should be honest, but that's where the breakdown occurs. They think honesty is like medicine – it may taste terrible, but it's good for you. They don't realize that there is a differ-

ence between saying a speech is terrible and telling the speaker how to improve.

Of course, knowing that might not help you overcome your feelings when you hear the evaluation. Negative words can wound deeply, and can create a powerful sense of outrage that may make it difficult to think rationally. But it's important to remember the evaluator is only commenting on the speech. It's not a personal attack directed at you.

Still, you may feel that it is. But you must separate yourself from the speech. Don't place all your self-worth as a Toastmaster on a single person's comments, assuming that "I must be a terrible speaker because John said so."

Evaluations are someone else's opinion and may be based on a variety of things – possibly none of them having to do with your speech. Perhaps the evaluator had a bad day or a personal gripe against the subject. Or maybe he's still learning how to evaluate.

The opinion itself is not right or wrong, nor are you obligated to agree with it. If you find yourself reacting negatively, consider all the speeches you've made before. Suppose you've given six other speeches, all evaluated by different members. What did they say? Remember their words of positive encouragement. They thought you did pretty well.

You may need to take a step back and let your emotions settle down so you can see things more clearly. People have quit clubs on the crest of emotions, discarding their power to handle hurt and anger. What power? Confidence in yourself. One member, after being told that she would never get anywhere in Toastmasters if she didn't change her accent, laughed and gave another speech.

Talk to other members about what happened. You may discover they liked the speech and your delivery of it. Maybe the speech wasn't as bad as the person who gave the evaluation thought.

Consider giving the speech again, but this time with a different evaluator. At the very least, you may want to ensure that the negative evaluator doesn't evaluate any of your speeches again. A Toastmaster in California, after

receiving the same negative comment on more than one occasion, finally told the Vice President Education not to schedule the man as his evaluator. In this case, the speaker was not offended by the negative comment but felt that the evaluator could not overcome a personal bias and thus could not offer useful suggestions.

What about confronting the negative evaluator? It's probably not a good idea. The hurt and rage you may experience over the bad evaluation could cause you to

say things you don't mean and cause bad feelings. However, after the meeting, some of the other club members may take that evaluator aside and explain what he or she needs to work on.

But what if it's a club problem? There are several ways you can help – and develop your leadership skills as well.

Volunteer as General Evaluator for meetings. You can use the

role to address the issue. The key is to lead by example, showing the proper way to do an evaluation. Offer praise for several things each speaker excelled at and offer one place for improvement. Finish with a compliment. And don't forget to praise the speakers.

Volunteer to serve as Toastmaster of the Day. You can invite an experienced Toastmaster from another club – or even your own area governor – to deliver a speech on effective evaluations. You also can arrange for a joint club meeting and invite the other club's members to do the evaluations. All of these set examples that will resonate in your club.

A third option is to coordinate a training session, using the materials offered by Toastmasters International. *The Success/Communication Series* offers an in-depth look at "The Art of Effective Evaluation."

Let's hope you never receive a bad evaluation. But if you do, ignore the little voice that says the evaluator might be right and remind yourself that you are a good speaker. And, if you see the situation arise with another speaker, use your own experience to lead by example. **1**

## Evaluate to Motivate

**T**oastmasters International has a variety of evaluation materials to help you and your club. They can be purchased from the Supply Catalog or online at [www.toastmasters.org](http://www.toastmasters.org).

- Effective Speech Evaluation (Catalog No. 202)
- Effective Evaluation, Video (Catalog No. 4008-P)
- Evaluate to Motivate, *The Successful Club Series* (Catalog No. 292)
- Evaluation Kit (Catalog No. 167)
- The Art of Evaluation, *Success/Communication Series* (Catalog No. 251)

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# BUILD YOUR SKILL



**Make your evaluation shine  
by going beyond the formula approach.**



**E**ven seasoned Toastmasters may feel a pit in the bottom of their stomachs as they stand before a group to give an impromptu evaluation of a well-rehearsed speech. Evaluating speeches is part of being a Toastmaster. A poorly delivered evaluation can damage relationships and decrease membership. Strong evaluations energize speakers and build club membership.

Unlike manual speeches, where we put a great deal of time and thought into our words and delivery, evaluations are given off the cuff and can be a source of concern and anxiety for those giving them. Our club teaches its members to use a "formula" evaluation. Step One: Emphasize an area where the speaker did well. Step Two (often overlooked): Suggest a way to improve the speech. And Step Three: Come full circle, and again point out something the speaker did well.

The formula approach is a solid foundation upon which to build your evaluation skills. The key words are "foundation" and "build." But wouldn't you like to go a step further and really wow your audience? To make your evaluation shine, heed these six steps:

### **1 Bring your personality into your evaluation.**

Perhaps in your club you're known best for your quiet, persuasive manner of speaking. But when asked to evaluate a humorous speech, you strive to be lighthearted and jolly, aiming to match the tone of the speech. Your words fall flat. Why? Because you're not being yourself. If you try to be someone you're not, the audience picks up on this, and your evaluation loses credibility. Being yourself means knowing and using your strengths.

Instead of following the speaker's style, know the strengths of your own personality and don't be shy about using them. For example, my strength is humor. I'm not afraid to bring lighthearted and respectful humor to my evaluations, even when critiquing speeches of a serious nature. Close to Halloween, I started an evaluation with an eerie cackle, warning the speaker to "Be afraid. Be very, very afraid." Everyone laughed, the speaker most of all. Using humor works for me because my club's members are familiar with this side of my personality.

Take time to discover your strengths, and then use them in force. Be loud. Be calm and reflective. Just be yourself. Club members pay more attention when they know it's you speaking and not someone trying to impersonate an evaluator.

### **2 Don't be afraid to make suggestions for improvement.**

This is important. Suggesting ways to improve is not the same as telling speakers what they've done wrong. I've witnessed otherwise top-notch evaluators skip this step or, worse, perform it incorrectly. Learning

to make uplifting, positive and specific suggestions for improvement is for the betterment of the club, the evaluator and the speaker. Toastmasters is a learning environment. Speakers attend meetings because they want to know how to improve. Don't let them down. Give them something to work on for next time.

Not pointing out something a speaker needs to work on weakens your credibility as an evaluator and may earn you the label of a "white-washer." Don't be an evaluator who stands before a speaker and says, "Your speech was perfect. You did everything just right. I can't think of anything I'd change."

Well, maybe the speech was nearly perfect. But even the best speakers can do better. You'll be seen as a skilled evaluator if you point out areas for improvement. A caution: Limit yourself to two suggestions. That's all a speaker can focus on at one time. Pointing out more will only lead to a deflating evaluation, which is contrary to Toastmasters' purpose.

If you've been in your club for a while and have heard previous evaluations of the speaker, you already have some sense of his target areas for improving. Be sure to comment on these, especially if there is still work to be done. "Tom, you've improved greatly in making sustained eye contact. You're looking out at your audience more often than before. Allowing your eyes to roam across the entire room, rather than focusing on the people sitting in the first three rows, would improve your eye contact even more."

### **3 Spot the non-obvious.**

Make it your goal to spot, then to state, what may fly below the radar for others. If in competition three evaluators before you praised the speaker's eye contact and use of gestures, think how you'll stand out when you rise and announce, "What I enjoyed most about this speech was the courage it took to give it. Karen took the emotional topic of her grandfather's illness and gave us a comical look at the grieving process. Karen took the risk of creating a humorous speech out of a serious topic, and her speech was the stronger for it. I applaud her courage."

How do you spot the non-obvious? Start by looking for what you think the speaker was trying most to convey and comment on it. Did the speaker present a moral message? If so, state what meaning the message had for

you. Was she practicing a speech for an upcoming sales event? Tell the speaker why her words moved you to purchase her product or caused you to decide not to buy it. Let her know you focused on more than the basics of voice inflection and strong organization of material in listening to her speech. I've had speakers approach me later with tears in their eyes to tell me how much my evaluation meant to them. They could tell that I gave them my full attention. And all I did was listen.

**4 Evaluate outside the speech.** Good evaluators pay attention to more than just the speaker. The minute you walk through the meeting-room door, start taking in details that you can refer to in your evaluation. Take mental notes or jot them down. Pay attention to chatter, opening remarks, prior speeches.

I participated in a district evaluation contest last December. During opening remarks, the Toastmaster for the weekend noted what a diverse group we were, and how the diversity of our clubs and our members brought richness to the Toastmasters experience.

I referred to the Toastmaster's opening remarks in my evaluation of our target speaker the next day. I complimented the speaker on finding and selecting a speech topic that was appropriate and informative to all our district members. Not an easy task, given the group's diverse makeup. By pulling in comments other speakers made early in the session, I added to my credibility as an attentive evaluator.

**5 Pay attention to nonverbals.** Nonverbals are the fine points in your evaluation. Although they may go unnoticed if the evaluation is performed correctly, they will leave gaping holes in your evaluation if neglected. As a Toastmaster, you should be well aware of most of these. They are:

- **Eye Contact** – It should be strong. Scan the room while giving an evaluation in the same manner you do when presenting a speech. The speaker you're evaluating will receive the majority of your attention, but do not look only at him. The other club members are there to learn and benefit from your evaluation too. I try to look directly at the speaker as I make a major point: "Even though Linda gave a persuasion speech, her words took on a storybook quality and really captured my attention." I then scan the room as I offer examples to back up my statement.
- **Smile** – If you appear to be enjoying giving an evaluation, people will enjoy hearing it. In addition, this helps you relax.
- **Speak up, and speak clearly** – No matter how great your evaluation, if we can't hear or understand you, your message is lost.
- **Gestures** – They're just as effective in evaluations as they are in speeches. Use bold gestures to emphasize

your points, and place your hands at your side when not using them otherwise.

- **Vocal variety** – Again, remember to bring in your personality with your vocal variety, and let us see the individual behind the evaluator.
- **Note cards** – These are perfectly acceptable for an evaluator to use to keep on track. Don't rely heavily on them, but don't be afraid to use them.

**6 Visualize Success.** Visualize yourself giving a winning evaluation. You've heard this before, but for those of you who have heard about visualization, yet haven't tried it, here's another chance. Give it a go. It works.

There are as many different ways to visualize success as there are people. Play with different scenarios and techniques until you find what works best for you. I'll share my technique to get you started.

Whether preparing for a speech or evaluation, I start my visualization process no less than a week before the event. For a week I visualize myself confident and smiling in front of my Toastmasters group. I may picture a guest or two in the audience, and I see them studying me intently, wondering if they might ever be as gifted a speaker as I am.

I imagine myself throwing my arms open wide in gesture, as I make a compelling point, and my smile widens as I draw the crowd into a joke and make them laugh. I am always sure to visualize the congratulatory remarks and handshakes I receive at the end of the meeting.

When do I perform these visualizations? Usually, every time I think about the upcoming evaluation, I go through a quick, positive visualization about it. The reason I do most of my visualizing during the week before a speech is that it is most on my mind then. If you want more structure, use the time you spend brushing your teeth or taking a shower to visualize your success.

By the day of my speech, my visual image of myself as a strong, intelligent and amusing evaluator is firmly in place. I'm looking forward to translating my vision into reality and giving an inspiring evaluation. More than half the battle of giving a positive evaluation is won before I ever set foot inside the meeting-room door, because I have already visualized my success.

Providing skilled and useful evaluations will build club membership, and it is essential in helping your club members improve their communication skills. Evaluating more than just the standards of eye contact, gestures and voice inflection shows club members that you as an evaluator – and as a person – care about their speech, their success, and about them. Start using these guidelines as you prepare for and give your next evaluations. Over time, they will become second nature, and you will surely deliver that winning evaluation. **T**

**Dena Harris, CTM,** is a member of Rocking Hammers Club 4327-37 in Wentworth, North Carolina.





By Ken Askew

## The delicate matter of negative feedback.

# The Penguin Test

EARLY IN MY CAREER AS A GHOSTWRITER, I SCRIBED FOR A U.S. senator whose speeches were often delivered in black tie, to an audience of black ties – “penguins.”

As the speech reached its glorious conclusion – “We must gird our loins for the challenges of the future” was his favorite delicacy – I’d position myself at the back of the hall and duck into the men’s room at the first hint of applause. There, I’d primp at the mirror, a fly on the wall, and make note of comments as the penguins filtered in.

I listened for three categories of comment. One, positive reaction to the speech. Fairly rare, and highly prized. Two, negative reaction. Even more rare, but still not too bad (unless it centered on the speaker’s combover). Three, “how ’bout them dawgs?” The worst and sadly by far the most common comment. Back to the office, back to the typewriter; back to the unholy VCR truth in the debriefing session with the horrified client; back to the matter of progressing the speaker.

Ah, the delicate matter of feedback.

Negative feedback. In electronics, “negative feedback” is a technique of comparing a signal – music, say – as it exits a circuit, against the original signal before entering the circuit. Whatever difference may exist is considered distortion, and canceled out.

Negative feedback to a speaker is treated the same way – distortion to be canceled out. Harsh criticism raises defenses and rarely results in improvement. Therefore there stand only two effective categories of criticism to public speaking:

- That was done well.
- That could have been done better.

Why the velvet glove? Because aside from matters that junk e-mail addresses – love life, appearance and wealth – very few are topics more sensitively personal than public speech. “These are my ideas, my looks, my behaviors, my thoughts, my interaction with the world. What do you mean with your criticism, you cur? *Mene mene tekel upharsin?* I have been weighed in the balance and found wanting?”

Rough criticism is like zealotry – you can be blinded by the truth. Keep it gentle.

The soufflé of substance. Content criticism concerns ghostwriters on an intellectual level. Delivery is more an

aesthetic concern; it leavens the content’s ideas and helps them rise. Therefore the lessons wrought by the Toastmasters process are crucial to the recipe. The rising argument of persuasive rhetoric lifts information to persuasion, persuasion to commitment, commitment to action.

Not all speeches are required to puff to the top, but each stage builds on the previous, so each must bear weight. Otherwise, the rising argument will collapse. (Please forgive the implication of hot air in this illustration.) Therefore it behooves the speaker to hold well in mind what the speech is meant to accomplish. Inform? Persuade? Include? Incite? A speech with no apparent mission is random background noise and is difficult to judge.

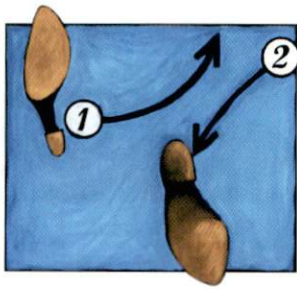
The speech is a process, not an event. Ghostwriters soon learn that a 12-minute speech is, in truth, a two-month process: gathering and building an argument, preparing the speaker, delivering the words, leveraging the outcome. But the process actually extends even further; a client must grow or the next speech is a chore.

The trick – and it can involve deceitful manipulation – is to make the speech fun. Not funny – fun. Because there are few things in this life more downright fun than ringing up a terrific speech, my first step with a reluctant client is to manufacture a single success. Sadly, most speakers have never felt that pulse of triumph at the temples. Instead, they enter the speech feeling fear, and exit feeling relief.

My sly *modus operandi* is to select a venue preemptively, choose a topic or audience outside the comfort zone, and then offer control over the process – outstanding content and rehearsal. The first time a client feels true triumph on the podium, it becomes, for the first time, fun. Your credibility rises with the client; you well may find you’ve created a monster eager for more; reluctance transforms into willingness into eagerness; a sense of duty into a sense of opportunity; thus the process of growth continues.

Progress, not perfection. Improvement infects. What’s the goal? Perfection? Uh, no. Progress? Yes. **T**

**Ken Askew** is a former White House speechwriter whose current clients include Fortune 50 CEOs, executives from small businesses and a variety of other communicators.



## HOW TO

By Patricia L. Fry, CTM

### Are you a considerate audience member?

# Audience Etiquette

**A**re you a courteous spectator? Do you show your peers the same respect during their presentations as you desire for your own? Are you considerate of fellow audience members?

Being a Toastmaster doesn't always mean standing at the front of the room. In fact, a club member's most common role is as observer. Consider this: 90 percent of your time at meetings is spent watching and listening to others. And, if you're like many Toastmasters, your audience participation extends beyond your club. Perhaps you sit in on business conferences. Maybe you belong to other organizations and attend their meetings, seminars and lectures. You may also go to movies, your children's school plays and community programs.

What is your opinion of today's audience members? Do you often wish someone would hand out audience etiquette rulebooks to everyone entering a theater, convention center or town hall? Are you becoming a little lax in your conduct as an audience member? What behavior would you most like to see enforced while you're giving a presentation or sitting in an audience?

Following are 10 rules of audience etiquette to remind us how we should behave:

**1 Arrive early and take care of business before being seated.** It's distracting to the speaker and fellow audience members when someone comes strolling in after a presentation has started. Likewise, it's disruptive when someone leaves in the middle of the program to use the restroom, make a phone call or buy refreshments. If you have to come in late or must leave your seat during a performance, do so during intermission or when there's a break between speakers.

I know one Toastmaster who, because of her job, is almost always late to the weekly meetings. She has requested that a chair be left open near the entrance. And she always waits to enter until she hears applause or another indication that a transition is occurring. She says, "I know how distracting it can be to have someone come in and search for a seat while you're speaking."

**2 Exit without being noticed.** If you plan to leave early from a meeting or lecture, sit near the exit. A few years ago I belonged to an organization that had monthly programs in a large, second-story room with creaky wood floors. It was impossible to move around that room unnoticed. Yet, there always seemed to be someone sitting in the front row (the exit was in the back) despite knowing they had to leave before the presentation was over.

**3 Be prepared to meet your needs.** If you plan to take notes, have your materials ready before the talk begins. It's annoying to have someone fumbling around in a briefcase or purse for a pen and a scrap of paper. Likewise, if you plan to eat something during a movie, for example, remove the wrapper before the feature starts.

At many Toastmasters clubs, it's often necessary to eat during the program because time is limited. However, if possible, stop eating at least during the speeches.

**4 Listen intently.** Presumably you are in an audience because you are interested in what's being presented. Sometimes, you are there to hear a particular speaker or just to support one of the people involved. Show respect to all of those who have put forth the effort to provide this experience for you.

At a Toastmasters meeting, for example, a certain amount of business must be taken care of. The timer is watching his stopwatch and making notes. The evaluators are jotting down their thoughts and observations. The grammarian is noting various uses of language. These activities are necessary, but should be done as inconspicu-



ously as possible. Don't distribute sign-up sheets or handouts during speeches, evaluations or Table Topics.

**5 Hold questions until they are requested.** There's nothing as irritating as having someone blurt out a question during your well-planned speech. Remember this when you are part of the audience: Remain silent until questions and comments are invited.

**6 Speak up when called upon.** The question-and-answer portion of a presentation is not a private affair. It's for the benefit of everyone in attendance. If you have a question or comment, stand up and speak so that everyone can hear you.

**7 Formulate your question in advance.** Preparation helps to ensure that you'll receive the most appropriate response to your question. I heard a man ask an author who was speaking at a seminar, "What would you suggest to someone who wants to write a book about his life?" The author responded with elaborate guidelines for determining if the man's story was worth telling and whether it would be a salable item. As it turned out, all this man really wanted to know was "Where can I go to learn how to write memoirs?"

**8 Don't monopolize the speaker with your personal issues.** We've all sat in audiences where one or two people attempted to receive free counseling at the rest of the audience's expense. If you have a pet project that you believe the speaker would be interested in or if you would like some extensive guidance from this person,

speak to him or her after the meeting. Offer to pay for a consultation, if appropriate.

**9 Thank the speaker.** We all like to be acknowledged. I appreciate it when someone approaches me after a Toastmasters meeting or an outside presentation and makes a positive comment about my performance. As a Toastmaster, you know what goes into speeches and other presentations. And you know the value of positive feedback. Express your appreciation or admiration for the speaker's effort and skill. It's a gracious gesture and one that will make you feel as good as it does him or her.

**10 Give equal applause.** I'll never forget the time that I stepped onto a makeshift, outdoor stage with two others to accept awards for our work in historic preservation. The audience consisted of just a handful of people – some of whom I knew. One woman received her award, and only those of us on stage applauded. It was the same when I received my award. When the third person's name was called, the small audience broke into great cheers and applause as if he were in some sort of popularity contest.

Now, what would it have taken away from my colleague had the audience expressed support for everyone who received an award that day?

The next time you're part of an audience, adopt these 10 rules of etiquette and see if you don't have a more pleasurable experience. **T**

**Patricia L. Fry, CTM,** is a freelance writer living in Ojai, California.

# AND THE AWA

William Shakespeare said, "All the world's a

**I**t was that time of year again. The Golden Globes, the Emmys, the Tonys, the Grammys and, of course, the Oscars were all awarded. As I watched and thought about how the entertainment industry recognizes its members' best performances, Shakespeare's wisdom had new meaning. I decided to explore the Academy Award best-picture nominees, and consider – If we were cast in the lead role in each picture, would our performances deserve nomination for an award?

## **NOW, OUR FIRST NOMINEE ... A BEAUTIFUL MIND**

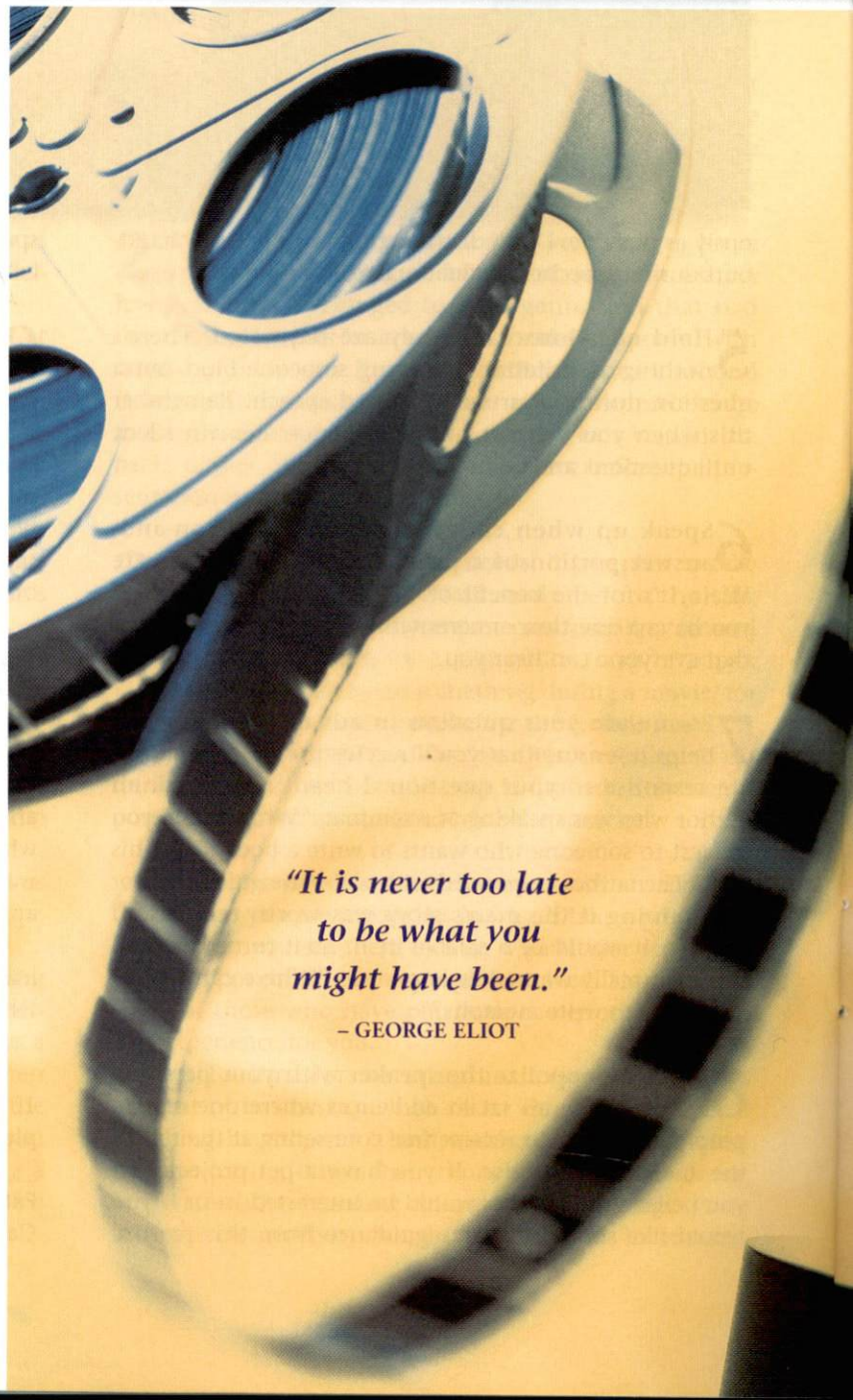
*A Beautiful Mind* is a human drama inspired by the life of John Forbes Nash Jr., a man blessed with genius, then tormented by schizophrenia.

If you were cast in this role, would you be nominated for how well you have used your greatest asset – your mind?

In *The Book of Fathers' Wisdom*, edited by Edward Hoffman, Ph.D., I read that a teenager who was seated next to Albert Einstein at a public gathering asked the famous scientist what he did for a living. Einstein modestly responded, "I study physics." The teenager said, "At your age! I finished physics two years ago!"

You never finish learning, but you can quit. The best advice I have about learning came from a magazine advertisement. It showed a young boy scaling a brick wall to see what was on the other side. In the corner, the ad simply said, "Stay curious." When we learn to talk, we constantly ask, "Why?" Don't stop asking.

BY MIKE GRADY ATM - S



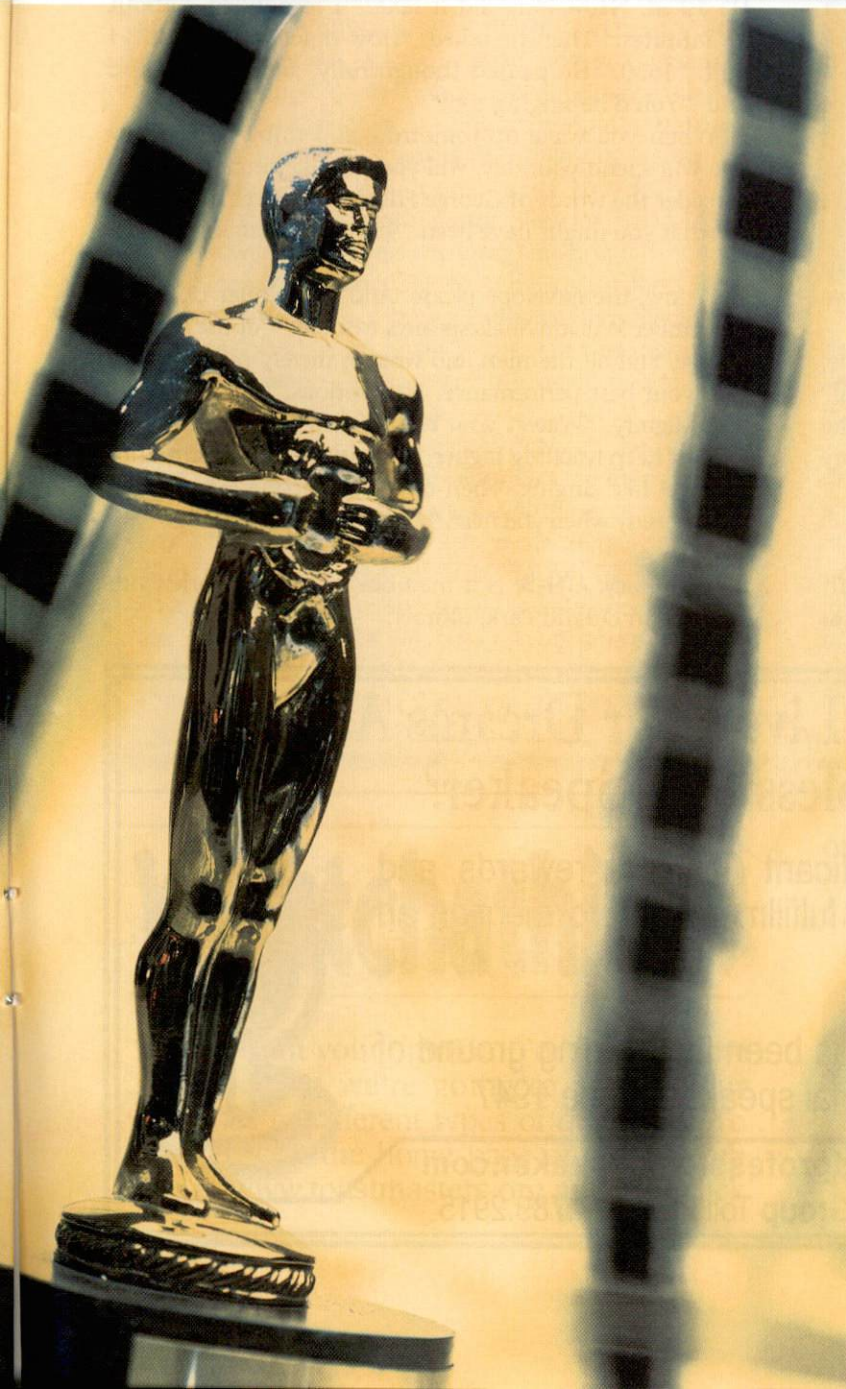
*"It is never too late  
to be what you  
might have been."*

– GEORGE ELIOT

# WARD GOES TO...

stage..." How well are you playing your part?

PHOTOGRAPH BY CORBIS



## OUR NEXT NOMINEE ... *GOSFORD PARK*

*Gosford Park* is about a weekend gathering at the country estate of Sir William McCordle in 1930s England. The movie explores the inner dynamics and interaction of the privileged guests and their servants. When somebody is found murdered, a bewildered detective arrives and finds no shortage of suspects who would have liked to see the victim dead.

If you were cast in this role, would you be nominated for how well you have treated the people in your life?

George Burton Adams (1851-1925) said, "There is no such thing as a 'self-made' man. We are made up of thousands of others. Everyone who has ever done a kind deed for us, or spoken one word of encouragement to us, has entered into the make-up of our character and of our thoughts, as well as our success."

We succeed as the people we know help support and lift us. Every time we treat someone unfairly or shabbily, our support base is weakened and we are prone to fall. The classic example is the ambitious salesman who ignores the receptionist, assuming she can't do anything to help his career. Then he learns she just became engaged to the CEO. Treat everyone you meet with dignity.

## OUR NEXT NOMINEE ... *IN THE BEDROOM*

*In the Bedroom* is about a family whose son is involved in a love affair with a single mother and how they deal with an unexpected tragedy.

If you were cast in this role, would you be nominated for how well you have prioritized your relationships with family and friends?

One Valentine's Day, I gave my wife a gardenia plant and wrote, "With proper care and attention, this plant, like our relationship, will grow and flourish forever." The plant died. Fortunately, our relationship has grown. Relationships do need care and attention to stay healthy and grow.

We can't live for those we love or protect them from harm that their decisions may cause. But we can make those relationships a priority. Let those you care about know how you feel; support and encourage them, and share your best guidance. Then, if something happens to them, you won't have any regrets about the role you played in their lives.

#### **OUR NEXT NOMINEE ... THE LORD OF THE RINGS: THE FELLOWSHIP OF THE RING**

In this fantasy tale, the future of civilization depends on the actions of the hobbit, Frodo Baggins. He inherits a powerful ring and must destroy it before it falls into the wrong hands.

If you were cast in this role, would you be nominated for how well you have contributed to society?

The phrase "grab the brass ring" originated from carousel rides. If your horse was at the right height at the right time, and you made an extraordinary effort, you could grab the brass ring and win a prize.

In Toastmasters, we learn that if we take small steps and make steady progress, we can "grab the brass ring" of improved communication skills and confidence. Most people come to Toastmasters because of their fear of public speaking. Through Toastmasters they come to realize that the ability to speak publicly actually builds confidence. It's not an ending; it's a beginning. That's why we learn leadership. What better use for our new skills?

When a child captured the brass ring and won a prize, do you think he or she went home or asked to ride again? When you experience the exhilaration of "grabbing the brass ring," get back on and reach higher until you are "Lord of the Rings!" Make your contribution to society.

#### **OUR FINAL NOMINEE ... MOULIN ROUGE!**

*Moulin Rouge!* is a modern musical about the affair between a young poet and the Parisian nightclub's most

beautiful star. In this movie, the characters always sing, whether they are celebrating or heartbroken.

If you were cast in this role, would you be nominated for how well you express joy in life?

I needed a root canal once. My dentist warned me that the specialist he was recommending was a little unusual but did excellent work. When I went for the appointment, everything seemed normal. The specialist looked average, was dressed in typical medical attire and the surroundings were common - right down to the "dentist's office" music. After he comfortably numbed my mouth, he returned to work. That's when I found out why I was warned. He sang along with every song as he worked, serenading me the whole time. I still have, "Brandy, you're a fine girl, what a good wife you would be..." playing in the back of my mind.

Later, I told my father about my unusual experience. He asked, "How long did it take?" I responded, "About 45 minutes." Then he asked, "How much did it cost?" I said, "\$650." He paused thoughtfully, smiled slyly and said, "You'd be singing too!"

When you wake up tomorrow and think about how you will spend your day, will you feel like singing? If not, consider the words of George Eliot, "It is never too late to be what you might have been." It's time for change.

And now, the envelope please. And the winner is... you! Remember William Shakespeare's wisdom, "All the world's a stage, and all the men and women merely players." Go, give your best performance. Stay curious. Treat everyone with dignity. "Water" your relationships with family and friends. Keep reaching higher. And pursue your dream until you feel like singing. Then draft your acceptance speech and be ready when you hear, "And the award goes to..." **1**

**Michael Grady, ATM-S.** is a member of Orland Park Club 4871-30 in Orland Park, Illinois.

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## Results From Our

# Online Poll

By Dr. Ken Tangen

In the August issue, we asked readers what they tell people when asked why they joined Toastmasters. The following summary is based on 100 respondents, randomly selected from the 363 who responded to the online poll.

The reasons for joining Toastmasters included improving organizational skills, decreasing verbosity and communicating more eloquently. Language improvement often mentioned expanding vocabulary and improving second language skills. Job advancement and employment goals were also cited. Several wanted to be more productive in conducting staff meetings, developing leadership ability and "thinking (speaking) on my feet."

By far the most common reason given for joining Toastmasters was to conquer shyness, stagefright or fear of public speaking. Some said they couldn't enter a room without worrying about talking to people. One mentioned that she joined to be better at the interview portion of beauty pageants. One noted: "I love an audience ... particularly a captive audience."

Several people distinguished between the reasons they joined (job, fear of speaking) and the reasons they stay (positive atmosphere, leadership skills, "cheap therapy"). One said, "When my wife joined an early morning club, I had to go too, in order to get breakfast on Thursday mornings." People say they stay because it is fun. As one noted, "It's like a drug - I became addicted."

The vast majority (92%) were active members of a Toastmasters club. Most live in the U.S. (71%), Canada



(14%) or Australia (3%), but 12 other countries were also mentioned. To take the current poll, simply go to [www.toastmasters.org](http://www.toastmasters.org) and click the button on the home page. **1**

**Dr. Ken Tangen** has more than 20 years of experience as a research psychologist and management consultant specializing in surveys and the independent, third-party evaluation of training programs. He is an expert in information processing, memory, and the integration of cognitive science, psychometric assessment and strategic planning. Visit [www.kentangen.com](http://www.kentangen.com) for more information.

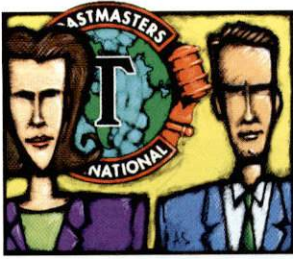
## Whatchathink?

We want your opinion. For the next few months we're going to ask for your response to different types of questions. To answer, visit the home page of the TI Web site at [www.toastmasters.org](http://www.toastmasters.org) and click

on the button to take our online poll. The results will be posted in a future issue of *The Toastmaster*. This month's question is:

**What's the best way to communicate confidence?**

*We look forward to hearing from you!*



## TI BOARD REPORT

# Destiny Under Control

**A**t the August Board of Directors meeting in San Antonio, Texas, USA, 2001-02 International President Alfred R. Herzing, DTM, reported on the organization's progress during his year in office: "Membership is up an incredible four percent to 185,000 members and we built a record 816 new clubs, for a total of 9,208. This is outstanding," he said. "Also, 36 districts and 3,500 clubs achieved Distinguished, Select Distinguished or President's Distinguished recognition. And we broke all records in all categories for educational accomplishments. I credit the Distinguished Club Program and the hard work of our volunteer leaders with these successes."

During his term Herzing visited 11 districts, where he met with corporate and government leaders and promoted the organization in radio, newspaper and television interviews. "Margie, Adam and I had a fantastic time on each visit," Herzing reported. "We found something special about every district and location we visited."

"I am grateful for everybody's hard work to move the organization forward in such a positive way," Herzing said. "From the club officers to the district officers to the Board of Directors, you all played a key role in our organization's success this past year. This is just one example of what you can accomplish when you Take Control of Your Destiny!"



*President Herzing leads the Board of Directors.*

### BOARD ACTION:

The Board of Directors made the following decisions to ensure the continued progress and growth of the organization:

- Approved the acquisition of an Association Management System and accompanying accounting system that will provide improved service to members and clubs.
- Decided that the Manual of Management Operations, containing all the policies governing the organization, be available online via the Web site so that members have access to the most current information.
- Discussed the issue of mandating divisions within districts and decided to leave this as optional, as currently defined in the District Administrative Bylaws.
- Reviewed the potential of reforming District 51 into two districts, since the number of clubs exceeds 300 and



the district's continued growth is beginning to present management challenges. Directed the District 51 leadership to undertake a needs analysis and submit a plan for reformation.

- Discussed the current order of district officer roles and the pros and cons of changing the order to allow the third-ranking office to be that of Lt. Governor Education and Training, and the second ranking office Lt. Governor Marketing. Decided that the current role order shall be retained.

- Approved boundary changes, effective July 1, 2002, between District 7 and District 9 and between District 40 and District 28.

- Discussed the use of audio/video presentations and electronic media in international officer and director campaigns, and changed policy to allow candidates to produce and distribute audio, video and/or electronic materials. However, these materials may not be played at district and regional conferences, or at the International Convention.

#### IN ADDITION, THE BOARD:

- Discussed the effective dates for boundary changes approved by the Board of Directors and stated that the following practice would be observed: changes to district boundaries made by the Board at its August meeting would be effective retroactively to July 1; and changes to district boundaries made by the Board at its February meeting would be effective the following July 1. The Board of Directors reserves the right to make exceptions to this practice by majority vote, if circumstances dictate.

- Completed the triennial review of the Distinguished District, Division and Area Programs. The Distinguished District Program was changed so that districts can earn points for the number of CL, AL and DTM awards given in the district. The Distinguished Area Program goals concerning Distinguished Clubs and 20-plus membership were switched. Beginning with the 2003-04 program year, Distinguished Areas must have 60 percent of their clubs be Distinguished, and Select Distinguished Areas must have 60 percent of their clubs at 20-plus membership.

- Revised policy to make it clear that only district executive committee members, club presidents, vice presidents

education, or proxies for the club president and vice presidents education may participate in district council deliberations.

- Approved a district officer installation/commitment ceremony that will be included in district management materials.

- Discussed the financial process for chartering clubs and identified appropriate methods for prospective clubs to collect and manage funds. These will be included in Toastmasters International's club-building materials.

- Reviewed Policies and Procedures Section VI C 2, "Minimum Club Standards," as it relates to teleconferencing, videoconferencing and Internet clubs and recommended that the following statement be added to the policy: "Regular meetings shall be conducted in person/face-to-face." Although the organization does not provide for clubs that meet exclusively using remote technology, clubs may occasionally use these media for programming variety.

- Reviewed the Communication and Leadership Program manual and offered suggestions for improvement. These suggestions will be incorporated in the manual at its next reprinting.

- Reviewed a draft of the revised Advanced Communication and Leadership Program manual "Public Relations" and made suggestions for improvement. The revised manual will be available when the stock of the current manual is depleted.



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### Toastmasters Share Their Lessons Learned

# I'm Innocent; I Didn't Do Anything

**T**imes are changing. People used to get in trouble for doing something wrong or bad. That's still true. But now we also seem to get in trouble for NOT doing things. If we're going to get called on the carpet anyway, why not have some say about it? Be a proactive

Toastmaster. Speak up! And, above all, be a doer – in keeping with the Toastmasters Vision and Mission. Read these statements from time to time for inspiration. You'll find them on *The Toastmaster* magazine's "Contents" page.

Some doers "speak up" in this column – giving tips to help fellow Toastmasters realize their full potential. By sharing ideas, Toastmasters contribute to our mission – making effective communication a worldwide reality and ultimately fostering human understanding and the betterment of mankind.

■ *Toastmasters' club and district Web sites are common now. What about a Web site for YOU, the member? You could use it to launch an outside speaking career – or to "sell" yourself as a speaker to a wider audience. I'm a librarian, researcher and trainer, and I established my Web site to build a consulting business and to receive more invitations to give talks. The World Wide Web has created many opportunities that didn't exist a few years ago. To reach an audience with your message then, you might have advertised in a local newspaper.*

■ *I'm still updating my speechmaking skills even though I'm a DTM. I've served as a Toastmasters club president and I recently celebrated my 20th anniversary as a Toastmaster. A short time ago, I started the Interpersonal Communication advanced manual and gave a speech/role play on "Conversing with Ease." I have learned that everyday conversation comes in four levels: (1) small talk, (2) fact disclosure, (3) viewpoints and opinions, and (4) personal feelings. In a gradual progression of conversation, we can relate personal and casual information and, at the same time, have a purposeful interest in learning the other person's viewpoints and opinions. It has been written that "we never grow old; when we stop growing, we become old."*

■ *Being an area governor has many challenges and rewards. Serving in this position has helped me to grow in the Toastmasters program while being able to share ideas from club to club. Some tips I've offered to clubs as an area governor are:*

MICHAEL CHARTON • WAYNE, NEW JERSEY

1. Assign a "Tipsmaster" to every meeting to share ideas to help fellow members in their Toastmasters experience.

2. Have a "hot seat." If a scheduled speaker can't make a meeting, the Toastmaster can call on someone to be in the "hot seat" for a five- to seven-minute impromptu speech. This encourages members to always have a speech in their "back pocket."

CHUCK GNAEDINGER, CTM • WASHINGTON, D.C.

3. Conduct theme meetings, with written agendas. Clubs that have tried this found it made them more successful and that their members have more fun than before.

ALEX PASSARIS, DTM • BRISBANE, QLD, AUSTRALIA

JOY SILBER GOUYD, ATM-G/AL • JUPITER, FLORIDA

■ I usually take Table Topics cards and "Word of the Day" cards with me to club meetings. These materials enable me to help out when a member forgets to bring the word or is not prepared for Table Topics. They also have proved useful when attendance was poor.

VIMAL GOYLE • WICHITA, KANSAS

■ I often go over a planned speech during my daily six-mile jog. I allow two weeks for preparing a speech. During the first week I memorize the material, reading through my research just before I leave the house. I then rearrange material as needed and work on the "angle" that I think would be best suited to my audience. At least four days before I am to give the speech, I refine it, using the treadmill timer as I jog at the gym.

CAROL TRISSELL STULL, CTM • SCOTTSDALE, ARIZONA

■ To help remember key points in your speech, be creative. In left margins – about one-and-a-half inches – of your prepared speech, draw mnemonic images. They'll help you remember what you want to say – without having to constantly check your notes – so that you can focus your energy on eye contact and effective gesturing.

BARBARA KONDILIS • PROVIDENCE, RHODE ISLAND

■ I learned the hard way that a speaker should always have a backup story. I had planned to use a well-known anecdote as part of my presentation at a division speech contest, but I was the last speaker in the competition and the speaker before me – the ultimate winner – used the story. I had to decide quickly whether I should delete the story from my speech. Instead, I used an abbreviated story, referring to the previous speaker's presentation. But under the circumstances, I didn't tell the story with the passion I had intended. I feel the judges probably thought that I had availed myself of the other speaker's material.

JOHN HOLTERMAN, ATM-G, CL • SYDNEY, NSW, AUSTRALIA

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# I N T E R N A T I O N A L

# Speech Contest Rules



**B**efore entering the International Speech Contest, study the rules, especially those pertaining to eligibility, speech length, originality, timing and protests.

In addition, attend the pre-contest briefing for all contestants, held by the contest chairman, who will tell you the rules and procedures. During the briefing, contestants also draw for speaking positions and become familiar with the speaking area. This is your opportunity to ask any questions about the contest.

Familiarity with contest rules and procedures often makes the difference between winning and losing. Be a winner – know the rules and procedures.

## 1. PURPOSE

- A. To provide an opportunity for speakers to improve their speaking abilities and to recognize the best as encouragement to all.
- B. To provide an opportunity to learn by observing the more proficient speakers who have benefited from their Toastmasters training.

## 2. APPLICABILITY

These rules, unless otherwise noted, apply to all Toastmasters speech contests which select contestants for the annual International Speech Contest, which is conducted in English only. These rules may not be supplanted or modified, and no exceptions may be made.

## 3. SELECTION SEQUENCE

- A. Club, Area, District. Each Club in good standing may select a contestant to compete in the Area contest. A Club may choose its contestant by whatever means the Club desires. If a contest is held, it must comply with all these rules and the contest result is final. The Area speech contest winner then proceeds to the Division contest (if applicable). The Division winner then proceeds to the District contest. Should an Area or Division contest winner be unable to participate in the next level contest, the highest placed available contestant will advance to that level. NOTE: The District contest chairman informs World Headquarters of the name and address of the winner and alternate in the District contest. Information concerning the Regional contest is then mailed to the winner and alternate.
- B. In those Areas with four assigned Clubs or less eight weeks prior to the Area contest, Districts have the option to allow the two highest placed available contestants from each Club to compete in the Area contest.

Should additional Clubs charter prior to the Area contest, the two highest placed available contestants from each Club may compete. In those Divisions with four assigned Areas or less, Districts have the option to allow the two highest placed available contestants from each Area to compete. In Districts with four assigned Divisions or less, Districts have the option to allow the two highest placed available contestants from each Division to participate in the District contest.

The decision whether or not to allow two contestants to advance from Club to Area, from Area to Division, and/or from Division to District must be made and communicated throughout the District prior to the commencement of the contest cycle – i.e. prior to any Club contests being held. Once the decision is made, it must be implemented consistently throughout the District in all Areas and Divisions affected. If a District decides to allow two contestants to advance from Club to Area, its decisions regarding the number to advance from Area to Division and/or from Division to District need not be the same.

- C. Each Region shall select a winner and an alternate. The contest chairman, usually the first-year Director, informs World Headquarters of the name and address of the winner and alternate in the Regional contest. Information concerning the International Speech Contest is then mailed to the winner and alternate. Eight speakers, one from each Region, compete in the International contest. A ninth speaker, selected in a special speech contest among Districts outside of North America, also competes in the International contest.

## 4. ELIGIBILITY

- A. To be eligible to compete at any level of

the International Speech Contest, an individual must:

1. Be a Toastmaster in good standing of a Club in good standing.
  2. Have completed at least six manual speeches in the Communication and Leadership Program manual prior to the Club contest.
  3. If a new, dual, or reinstated member, have dues current with Toastmasters International.
  4. A member must maintain eligibility at all levels of any contest. If at any level it is discovered that a contestant was ineligible to compete at any previous level, the contestant must be disqualified even if the ineligibility is not discovered until a later level and has been corrected.
- B. Only one kind of exception may be made to the requirements listed above. A charter member of a Club chartered since the previous July 1 is eligible to compete. (The Club must be officially chartered prior to the Area contest.)
  - C. The following are ineligible for competition in any contest: incumbent International Officers and Directors; District Officers (Governor, any Lieutenant Governor, Division Governor, Area Governor, Secretary, Treasurer, or Public Relations Officer) whose terms expire June 30; International Officer and Director candidates; Immediate Past District Governors; District Officers or announced candidates for the term beginning the upcoming July 1.
  - D. The winner of the contest finals held each August during the International Convention is not eligible to compete again at any level.
  - E. Toastmasters who are members in more than one Club and who meet all other eligibility requirements may compete in

each Club contest in which membership in good standing is held. However, should they win more than one Club International Speech Contest, the contestant may represent only one of the Clubs at the Area level. No contestant can compete in more than one Area International Speech Contest, even if the two Areas are in different Divisions or different Districts.

- F. A contestant must be a member in good standing of the Club, Area, Division, District, or Region being represented when competing in a speech contest at the next level.
- G. Each contestant must complete the Speaker's Certification of Eligibility and Originality (form 1183) and submit it to the chief judge prior to the contest.

## 5. SPEECH SUBJECT AND PREPARATION

- A. Subject for the prepared speech shall be selected by the contestant.
- B. Contestants must prepare their own five- to seven-minute speeches, which must be substantially original and certified as such in writing to the chief judge by the contestants prior to the presentation of the speeches (on form 1183, Speaker's Certification of Eligibility and Originality). Any quoted material must be so identified during the speech presentation.
- C. All contestants will speak from the same platform or area designated by the contest chairman with prior knowledge of all the judges and all the contestants. The contestants may speak from any position within the designated area and are not limited to standing at the lectern/podium.
  - 1. A lectern/podium will be available. However, the use of the lectern/podium is optional.
  - 2. If amplification is necessary, a lectern/podium fixed-mounted microphone and a portable microphone should be made available, if possible. It is suggested that the fixed-mounted microphone be nondirectional. The selection and use of a microphone is optional for each contestant.
  - 3. All equipment will be available for contestants to practice prior to the contest. Contestants are responsible for arranging their preferred setup of the lectern/podium microphone and other equipment in a quiet manner before being introduced by the Toastmaster.
- D. Every participant must present an entirely new and different speech for the Regional and for the International contests than given in any contest that same year. Up to and including the District contest, contestants may use the same speech, but are not required to do so.
- E. Winners of each District contest shall present a detailed outline of their winning speech in the District contest to the chief judge of the Regional contest. Winners of the Regional contest will prepare and mail to World Headquarters outlines of their District and Regional winning speeches, which will be given to the chief judge at the International contest.

## 6. GENERAL PROCEDURE

- A. At the Club or Area level contests, a contest chairman, chief judge, at least five judges, three counters, and two timers are appointed. These appointments will be as far as practical at the Club level, but required for the Area level.

At the Division or District level contests, there should be at least seven judges or equal representation from the Areas composing the Division or District in addition to a contest chairman, chief judge, three counters, and two timers.

At the Regional or International contest, there should be at least nine judges or equal representation from the Districts or Regions respectively; no judge shall be a member of the Club represented by a contestant. In addition to these judges, five qualifying judges, a contest chairman, chief judge, three counters, and two timers are appointed.

All judges will judge all contestants.

- B. Before the contest, contestants are briefed on the rules by the contest chairman. Judges, counters, and timers are briefed on their duties by the chief judge. Contestants will then draw for their speaking position with the contest chairman.
- C. If a contestant is absent from the briefing, the alternate speaker, if present, may be included in place of the primary contestant. When the contest Toastmaster is introduced, if not present, the primary contestant is disqualified and the alternate officially becomes the contestant. Where the primary contestant arrives and makes this known to the contest chairman and has all required paperwork in good order prior to the introduction, and missed the briefing, disqualification shall not occur and the primary contestant may speak in the drawn order, but waives the opportunity of a briefing.
- D. Introduce each contestant by announcing the contestant's name, speech title, speech title, and contestant's name.
- E. There will be one minute of silence between contestants, during which the judges will mark their ballots.
- F. Contestants may remain in the same room throughout the duration of the contest.
- G. In contests with five or more participants, a third place winner (if wanted), a second place winner, and a first place winner will be announced. In contests with four or fewer participants, a second place and first place winner will be announced.
- H. Announcement of contest winners is final unless the list of winners is announced incorrectly, in which case the chief judge, ballot counters, or timers may immediately interrupt to correct the error.

## 7. TIMING OF THE SPEECHES

- A. Speeches will be five to seven minutes. A contestant will be disqualified from the

contest if the speech is less than four minutes 30 seconds or more than seven minutes 30 seconds.

- B. Upon being introduced, the contestant shall proceed immediately to the speaking position. Timing will begin with the contestant's first definite verbal or non-verbal communication with the audience. This usually will be the first word uttered by the contestant, but would include any other communication such as sound effects, a staged act by another person, etc.
- C. Timers shall provide warning signal lights to the contestants, which shall be clearly visible to the speakers but not obvious to the audience.

- 1. A green light will be turned on at five minutes and remain on for one minute.
- 2. An amber light will be turned on at six minutes and remain on for one minute.
- 3. A red light will be turned on at seven minutes and remain on until the conclusion of the speech.
- 4. No signal shall be given for the overtime period.
- 5. Any sightless contestant may request and must be granted a form of warning signal of his or her own choosing. Acceptable warning signals would include, but not be limited to: a buzzer, a bell, or a person announcing the times at five, six, and seven minutes. If any special device and/or specific instructions for such signal is/are required, the contestant must provide same.
- 6. In the event of technical failure of the signal, a speaker is allowed 30 seconds extra overtime before being disqualified.
- D. Prior to announcing results, the chairman should announce if time disqualification(s) occurred, but not name the contestant(s) involved.

## 8. PROTESTS AND DISQUALIFICATIONS

- A. Protests will be limited to judges and contestants. Any protest will be lodged with the chief judge and/or contest chairman prior to the announcement of the winner and alternate(s). The contest chairman shall notify the contestant of a disqualification regarding originality or eligibility prior to that announcement before the meeting at which the contest took place is adjourned.
- B. Before a contestant can be disqualified on the basis of originality, the contestant must be given an opportunity to respond to the judges. A majority of the judges must concur in the decision to disqualify.

The contest chairman can disqualify a contestant on the basis of eligibility.
- C. All decisions of the judges are final.



## HALL OF FAME

The following listings are arranged in numerical order by district and club number.

### DTM

**C**ongratulations to these Toastmasters who have received the Distinguished Toastmaster certificate, Toastmasters International's highest recognition.

Stephen Mayer 316-F, Irvine, California  
Ronald Jung 3828-F, Cerritos, California  
Nancy Mayhew 5221-F, Pasadena, California  
Robert J. Clark 6463-F, San Clemente, California  
David Wiemers 9452-F, Pasadena, California  
Nazeer M. Al-Ghazal 1059-U, Dhahran, Saudi Arabia  
Namel Ibanez Gilongos 2789-U, Riyadh, Saudi Arabia  
Sonny Varghese 7148-U, Doha, Qatar  
Lancy John D'Souza 8259-U, Al Khobari, Saudi Arabia  
Mazhar Jamil 9462-U, Riyadh, Saudi Arabia  
Michele R. Sapper 743-1, Los Angeles, California  
Philip Carlisle Stewart 4404-1, Inglewood, California  
Pamela Ziemann 5092-2, Bellevue, Washington  
Tony Cupic 7137-2, Monroe, Washington  
Marian P. Sjostrom 6541-3, Flagstaff, Arizona  
Lee R. Ellis 9395-3, Peoria, Arizona  
Richard Preston 27-4, Redwood City, California  
Dino Kachhi 2697-4, South San Francisco, California  
Gordon Leonard Pettus 126-5, La Mesa, California  
Eileen G. Hope 7991-5, San Diego, California  
George Kane 981-6, Richfield, Minnesota  
Joan Kastner 2140-6, Robbinsdale, Minnesota  
James D. Miller 9893-6, Eagan, Minnesota  
Julie Ann Bunnell 3548-7, Salem, Oregon  
Janmarie Dielschneider 4238-7, Bend, Oregon  
Allan D. Edinger 6996-7, McMinnville, Oregon  
Joyce Kelly 4043-8, Columbia, Missouri  
Katherine Mandusic Finley 5187-11, Indianapolis, Indiana  
Chieko Keagy 130-12, Riverside, California  
Richard R. Snyder 7213-12, Claremont, California  
Paulyne Patterson Depp 2823-14, Atlanta, Georgia  
William James Miranda 3133-14, Sandy Springs, Georgia  
Joy Lewis 4941-14, Alpharetta, Georgia  
D.J. Calderwood 548-15, Idaho Falls, Idaho  
Paritosh K. Das 1691-16, Bartlesville, Oklahoma  
Tom Traynor 7515-19, Fairfield, Iowa  
Kerry Deschamps 2171-21, Prince George, BC, Canada  
Vera Ganderson 4666-21, Delta, BC, Canada  
Joann M. Fisher 3355-22, Kansas City, Missouri  
Merideth Paxton 4013-23, Albuquerque, New Mexico  
Roy Powers Crawford 5731-23, Albuquerque, New Mexico  
Mark Purnell 455-24, Omaha, Nebraska  
M. Connie Wanek 6169-24, Lincoln, Nebraska  
Priscilla A. Hollis 629-25, Fort Worth, Texas  
G.E. Hill 4987-25, Southlake, Texas  
David R. Hostler 6850-25, Arlington, Texas  
Robyn Hammonds 8570-25, Dallas, Texas  
Joan D. Rhoads 2237-26, Greeley, Colorado  
Steven F. Hesprich 8358-26, Englewood, Colorado  
Diane E. Brockington 3314-27, Washington, D.C.  
Nita L. Chase 5805-29, Ocean Springs, Mississippi

Bruce Brown 1290-32, Centralia, Washington  
Suezy L. Proctor 3205-32, Federal Way, Washington  
Richard W. Temple 878-33, Goleta, California  
Eldon R. Edwards 7510-33, Santa Barbara, California  
Arlene Stepputat 7510-33, Santa Barbara, California  
Clemmie Smith 8815-33, Lompoc, California  
Judith Bauer 4046-35, Wauwatosa, Wisconsin  
Margaret "Peggy" Beach 6819-37, Raleigh, North Carolina  
Veronica Anne Bucki 7672-37, Cary, North Carolina  
Alfred Joseph Breaux Jr. 3735-38, Spring House, Pennsylvania  
Patricia Ramsey 3043-39, Sacramento, California  
Kavita T. Dorai 3075-39, Rancho Cordova, California  
Bob Sheridan 5243-39, Sacramento, California  
Laura R. Chaves 1242-40, Wright-Patterson AFB, Ohio  
Doreen Willerth 6321-42, Indian Head, SK, Canada  
Joy ryan 6925-42, Saskatoon, SK, Canada  
Heather Banica 7878-42, Saskatoon, SK, Canada  
Mavis Anne Oberding 8981-42, Calgary, NB, Canada  
Robert A. Spencer 3702-43, North Little Rock, Arkansas  
Louella Wooley 8017-43, Memphis, Tennessee  
Margaret Meacham 884-44, Lubbock, Texas  
Debra E. Nowak 2156-45, Brunswick, Maine  
Richard E. Habins 2669-45, Brunswick, Maine  
Roger N. Davies 4227-45, Manchester, New Hampshire  
Jennifer Anderson-Habina 6487-45, Bath, Maine  
Mark Lavergne 451-46, New York, New York  
Noreen Ryan 2311-46, Kenilworth, New Jersey  
Frances C. Okeson 8011-46, Staten Island, New York  
Beth Yu Lin 8069-46, Upton, New York  
Amelia L. Abad 8685-46, Elmhurst, New York  
John Arthus Pancoast 22-47, West Palm Beach, Florida  
William T. Leclere 546-47, Jacksonville, Florida  
Margaret Wan 968-47, Tampa, Florida  
Brenda Dearmond 1066-47, Orlando, Florida  
John Ryan 1176-47, Dunnellon, Florida  
Joy Silber Gouyd 1177-47, Jupiter, Florida  
Godfrey Alexander Springer 1600-47, Nassau, Bahamas  
James Logan Miller 1841-47, Kissimmee, Florida  
Cindy Bean 1958-47, Sarasota, Florida  
Jeffrey R. Jacobs 2463-47, Miami, Florida  
Rauha I. Jessup 2492-47, Tallahassee, Florida  
Paul W. Rauch 8114-47, Land O'Lakes, Florida  
Joseph A. Boniface 9269-47, Melbourne, Florida  
John W. Vernon 9322-47, Miami, Florida  
Karen M. Cope 3549-50, Dallas, Texas  
Arthur R. Townsend 5569-50, Plano, Texas  
Ginger Huey Everitt 8041-50, Dallas, Texas  
Terry Halterman 8110-50, Plano, Texas  
Louis Tham 2574-51, Kota Kinabalu Sabah, Malaysia  
Mohamad Ariff Irwant Azahari 7011-51, Kuching, Sarawak, Malaysia  
Kin Fung Kan 7413-51, Singapore  
AP Lim 9118-51, Singapore  
Christopher Liew 9764-51, Kota Kinabalu Sabah, Malaysia  
Karl Lance Miller 2374-52, Hollywood, California  
Richard P. Hastings 1701-53, Bethel, Connecticut  
Patricia F. Shedlock 7253-54, Danville, Illinois  
Mack C. Lindsey 6755-55, Austin, Texas  
Atheria C. Scott 9761-55, Universal City, Texas  
Joyceland Myers-Farrow 3150-57, Oakland, California  
Leslie G. Hughes 1453-58, Spartanburg, South Carolina  
Fred Malone 4513-58, Charleston, South Carolina  
Douglas W. Wilson 4848-58, Sumter, South Carolina  
Frank Hoffmann 5095-59, Munich, Germany

Susan Chew 1744-60, Toronto, ON, Canada  
Renate Zorn 5456-60, Mississauga, ON, Canada  
Bob Cassels 8602-60, Barrie, ON, Canada  
Bertillia Christian 180-61, Ottawa, ON, Canada  
Lionel Masse 1838-61, Quebec, Canada  
George L. Richardson 2827-61, Montreal, QC, Canada  
Carole Laurila 7706-61, Ottawa, ON, Canada  
Jill Perry 2826-62, Flint, Michigan  
Sallie Ann Spreen 8060-62, Marine City, Michigan  
Sandra C. Schulte 1266-63, Knoxville, Tennessee  
Wayne Goodman 3586-63, Nashville, Tennessee  
Cindy Kubica 5276-63, Brentwood, Tennessee  
Keith A. McLusky 5276-63, Brentwood, Tennessee  
Nancy Morgan 5276-63, Brentwood, Tennessee  
Deborah A. Edmondson 8256-63, Nashville, Tennessee  
Karen Keppler 9274-64, Winnipeg, MB, Canada  
Jonathon Wright 2875-65, Binghamton, New York  
Gordon V. Penniston 7620-65, Rochester, New York  
Delaney H. Bryant 2619-66, Hampton, Virginia  
David Breaux 4897-68, Baton Rouge, Louisiana  
Dale G. Gaudet 6571-68, Angola, Louisiana  
Rickie Westfall 6571-68, Angola, Louisiana  
Jeff Sandoz 7252-68, Lafayette, Louisiana  
Ivy Foster 1281-69, Bribie Island, QLD, Australia  
Ingrid Elizabeth Duane 2763-69, Maroochydore, QLD, Australia  
Bruce George 9256-69, Inverell, NSW, Australia  
Donalda Hill 2716-70, Penrith, NSW, Australia  
Nigel Bryan 5335-70, Epping, NSW, Australia  
John Edward Lewis 3511-72, Tauranga, New Zealand  
Graham John Kaywood 7525-72, Paraparaumu, New Zealand  
Christine Meyer 8550-72, Mt. Maunganui, New Zealand  
Chris Bennett 3979-73, Kallista, VIC, Australia  
Margaret Cochrane Reeler 4049-74, Harare, Zimbabwe  
Peter T. Fujiyama 1674-76, Tokyo, Japan  
Hide Kobayashi 2419-76, Tokyo, Japan

## Anniversaries

### OCTOBER

#### 55 years

San Carlos-Belmont 530-4, Belmont, California  
Merritt 539-54, Oakland, California

#### 50 years

Northeast 1161-2, Seattle, Washington  
Lafayette 1127-11, Lafayette, Indiana  
Business & Professional 1169-68, Kenner, Louisiana

#### 45 years

Naval R & D 2539-5, San Diego, California  
Town & Country 2488-12, Colton, California  
Georgia-Carolina 2523-14, Augusta, Georgia  
HUD Toastmasters 1795-27, Washington, D.C.  
Kit Carson 2299-39, Carson City, Nevada  
Endicott 2584-65, Endwell, New York

40 years

Nashua-Hudson 2440-45, Nashua, New Hampshire
Concord West 2107-70, Concord West, NSW, Australia

35 years

Speakeasy 1789-6, St. Louis Park, Minnesota
Ft. Myers 1702-47, Ft. Myers, Florida
TM Club of Singapore 357-51, Singapore
Advance 3050-69, Brisbane, QLD, Australia
Sea Eagles 2951-70, Sydney, NSW, Australia

30 years

Gear Gassers 3079-28, Troy, Michigan
Friendly 3040-37, Greensboro, North Carolina
Stanthorpe 1659-69, Stanthorpe, QLD, Australia
Boomerang 1791-69, Rockhampton, QLD, Australia
Canterbury-Hurlestone Park 3783-70, Hurlestone Park, NSW, Australia

25 years

Border Toastmaster 2127-23, El Paso, Texas
Good Evening 3164-47, Hollywood, Florida
Metrocrest 3318-50, Addison, Texas
Centre 2404-69, Brisbane, QLD, Australia
Ponsonby 2420-72, Auckland, New Zealand

20 years

University of Washington 1151-2, Seattle, Washington
The Ravens 1773-14, Robins AFB, Georgia
Off-Broadway 4986-16, Edmond, Oklahoma
Word Weavers 2029-32, Puyallup, Washington
River City 4018-41, Pierre, South Dakota
The University 4974-70, Canberra, ACT, Australia
Foveaux 4978-72, Invercargill, New Zealand
George 4983-74, George, South Africa
TMXP Plant 2 4928-75, Lapulapu City, Philippines

40 years

Keira 3558-70, Wollongong, NSW, Australia

35 years

SSA 2884-18, Baltimore, Maryland

30 years

Highnooners 3171-20, Bismarck, North Dakota
Woodridge 983-30, Woodridge, Illinois
Puget Sound Naval Shipyard 1174-32, Bremerton, Washington
Huntington Centennial 2869-40, Huntington, West Virginia
Anderson 1946-58, Anderson, South Carolina
Belleville 1617-60, Belleville, ON, Canada

25 years

Speakeasy II 3557-26, Boulder, Colorado
First Nevadans 3799-39, Sparks, Nevada
Oakland City Center 1250-57, Oakland, California
Early Bird 3719-62, Grand Rapids, Michigan
Flin Flon 2065-64, Flin Flon, MB, Canada
Mackay 3283-69, Mackay, QLD, Australia

20 years

University 4995-3, Tempe, Arizona
Tabor Toastmasters 4999-7, Portland, Oregon
Grand Center 5000-8, St. Louis, Missouri
Nightowl Revenooers 5003-14, Doraville, Georgia
Wichita Downtown 4989-22, Wichita, Kansas
Onde Nalco 5004-30, Naperville, Illinois
TOSA/Medical 5010-35, Wanwatosha, Wisconsin
Possum Town 3843-43, Columbus, Mississippi

In memory of Phyllis A. Slane, ATM-B, from Eight Friends Who Miss Her
Double C Toastmasters Club 8502-70
Past International Director Joan Johanson, DTM, and Past District Governor Jacque Johanson, in memory of Evelyn-Jane Burgay, DTM, International Director 1991-93
Saturday Morning Live Toastmasters Club No. 9691-6, in memory of Marty McLaughlin
All Stars Toastmasters Club No. 1627-16, in memory of Phyllis Slane, ATM-B
Blue Ah-Busters Toastmasters Club 6757-24, in memory of Connie Pullen
Past International President Pauline Shirley, DTM and J. D. Shirley, Past International President Robert E. Barnhill, DTM, and International Director Jana Barnhill, DTM, in memory of Phyllis Slane, ATM-B
Robert J. Dersch, in memory of Judson A. Fisher, District 28 Governor 1961-62
International City Advanced Toastmasters Club No. 1377-1, in memory of Robert Hastings
Blue Ribbon Toastmasters Club 2081-46, in memory of World Trade Center and Pentagon Losses
Blue Ribbon Toastmasters Club 2081-46, in memory of Dolores Okulewicz, DTM
Alfred R. Herzing, DTM, International President 2001-02, in honor of the 2001-02 Distinguished Districts, Divisions, Areas and Clubs
Cherry Creek Toastmasters Club 2977-26

Contributor

Past International Director Ruth Kraft, DTM, in memory of Connie Pullen
Dagny M. Diamond, in memory of Ann Thompson
District 1 Lt. Governor Education & Training David Bliss, DTM, in memory of Bob Hastings
Tom McEvoy and Ursula McEvoy, in memory of Phyllis A. Slane, ATM-B
Past International President Robert W. Blakeley, DTM, in memory of Eldon Phillips, DTM, International Director 1970-72
Bismarck Toastmasters Club 717-20, in memory of Richard Corcoran, District 20 Governor 1968-69

NOVEMBER

65 years

Frank E. Balmer 95-9, Pullman, Washington
Noventa 90-33, Santa Barbara, California

60 years

Gavellers 238-9, Spokane, Washington

55 years

Chamber 540-2, Seattle, Washington
Philadelphia's First 541-38, Philadelphia, Pennsylvania
Franklin 524-40, Westerville, Ohio
Megacity 553-40, Kettering, Ohio

50 years

Forest City 1185-10, Cleveland, Ohio
Carlsbad 1182-23, Carlsbad, New Mexico
Racine 481-35, Franksville, Wisconsin
Valley Forge 1128-38, Norristown, Pennsylvania
Pierre 1195-41, Pierre, South Dakota
Tamaraw 1164-75, Manila, Philippines

45 years

Diamonds in the Rough 2598-7, Salem, Oregon
West Side 2606-10, Rocky River, Ohio
New Castle's First 2292-13, New Castle, Pennsylvania
Tazewell 5702-54, Pekin, Illinois

Ralph C. Smedley Memorial Fund

Associate

Saturday Morning Live Toastmasters Club 9196-6, in memory of Marty McLaughlin

Statement of Ownership, Management, and Circulation form for The Toastmaster magazine, November 2002 issue.

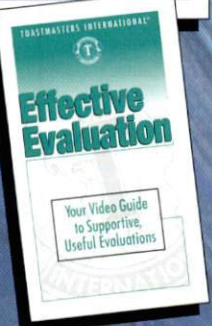
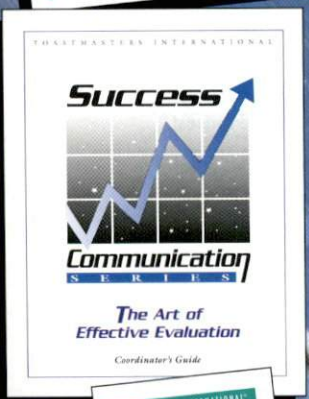
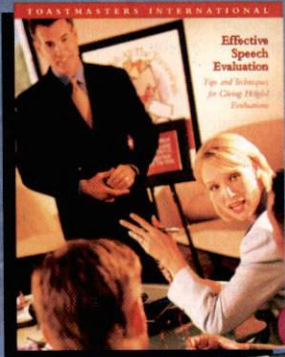
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QTY

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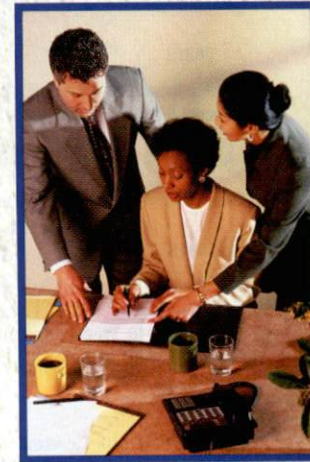
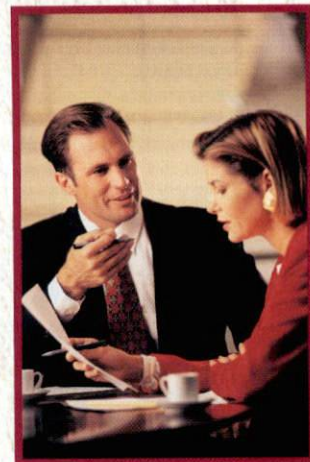
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