

Meeting Roles

At each club meeting, there are between eight to twelve roles. These roles are listed below in the order that a new member will want to perform them:

1. Joke Master
2. Timer
3. Grammarian/ Ah Counter
4. Table Topics Master
5. Speakers (usually three each meeting)
6. Evaluators (one evaluator per speaker)
7. General Evaluator
8. Toastmaster

This section will provide an introduction to and the guidelines for performing each role.

The Joke Master

This role helps you become more comfortable with using humor when speaking to an audience. Humor is one of the most critical elements of effective public speaking.

Before the Meeting

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

At the Meeting

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

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

The Timer

As timekeeper, you have the opportunity to practice standing and giving brief reports throughout the course of the meeting. You will report whether or not the participants spoke within their allotted time and are eligible to receive ribbons for their participation.

Table Topics: 2.0 minutes

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

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

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

Note: Advance Speeches can range from 8 to 20 minutes, timing sequence must be adjusted.

Evaluations: 3.00 minutes

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

At the Meeting

When the General Evaluator calls on you at the beginning of the meeting to explain your function, stand at your seat and say words to this affect:

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

Explain the timing sequence for Table Topics, Speakers and Evaluators when prompted to give timing sequence.

When called upon to give a report, stand and give a report of how long each speaker spoke.

Grammarian/Word of the Day

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

At the Meeting

- Retrieve tracking sheets from Sgt. of Arms.
- From the moment the meeting starts--even if it is before you have stood to explain your duty--listen for and make note of any incorrect grammar used by any speakers.
- When the General Evaluator calls upon you to explain your function, stand from your seat and say words to this effect:

“Mr. /Madam Toastmaster, fellow Toastmasters, and welcomed guests, as Grammarian, I carefully observe the language used in the meeting: word choice, pronunciation, sentence structure, and particular phrases. I not only take note of improper language, but also exceptionally skillful usage. I will report on grammar at conclusion of meeting.”

I will also listen for the word for the day. The word for today is _____ . (Point to the word, define it, and use it in a sentence.) I will keep track of all those who use the word of the day. I will report on use of filler words and use of the word of the day at conclusion of meeting.”

- Listen to everyone's word usage. Write down any awkward use or misuse of the language (incomplete sentences, sentences that change direction in midstream, incorrect grammar, or malapropisms) with a note of who erred. For example, point out if someone used a singular verb with a plural subject. "One in five children wear glasses" should be "One in five children wears glasses." Note when a pronoun is misused. "No one in the choir sings better than she" should be "No one in the choir sings better than her."
- When called on by the general evaluator during the evaluation segment, stand by your chair and give your report. Try to offer the correct usage in every instance where there was misuse, instead of only explaining what was wrong. Report on creative language usage as well.

Before the Meeting

- Choose a **Word of the Day**, preferably a verb or adjective, and look up the word's official definition in a dictionary. Write the definition down and bring it to the meeting. Prepare a sample sentence using the word and be ready to share the word, its definition, and the sample sentence. An excellent resource is the *Readers Digest Word Power and Miriam-Webster* home page.
- Do not select words that are unusual and have little potential for practical use (such as "synapse" – a very tiny junction between nerve cells through which a nerve impulse is transmitted) nor words that are very commonly used in daily language (such as "surprise"). You could choose a word that is often used improperly or confused with a similar sounding word, for example, "bought" versus "brought." Print the word (many people use large computer font and print it) on TWO sheets of paper. One is to hang from the lectern for the club members to see. The other is to place on the lectern for the speaker to see.

At the Meeting

- Paste the word of the day on the lectern facing the audience, and on the lectern BEFORE THE MEETING STARTS.
- Retrieve tracking sheets from Sgt. of Arms.
- When called upon by the General Evaluator to report, stand at your seat, say:

Ah Counter

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

“Mr. /Madam Toastmaster, fellow Toastmasters, and welcomed guests, my duty as Ah Counter is to listen for the use of filler words such as ‘ah’, ‘um’, ‘er’, ‘you know’, ‘and’, ‘so’.

- When called upon by the General Evaluator to report, stand at your seat, say:

“Thank You Mr. /Madam General Evaluator”, state number of fillers used for each, which Toastmaster or guest used the word.

Table Topics Master

With TABLE TOPICS™, the Topics Master gives members who aren't assigned a speaking role the opportunity to speak during the meeting. The Topics Master challenges each member with a subject, and the speaker responds with a one- to two-minute impromptu talk.

Before the Meeting

- Several days before the meeting, check with the Toastmaster to find out if a theme meeting is scheduled. If so, prepare topics reflecting that theme.
- Confirm who the prepared speakers, evaluators and general evaluator will be so you can call on other members at the meeting to respond first. You can call on program participants (speakers last) at the end of the topics session if time allows.
- Select subjects and questions that allow speakers to offer opinions. Don't make the questions too long or complicated and make sure they don't require specialized knowledge.
- Phrase questions so the speakers clearly understand what you want them to talk about.

At the Meeting

When the Toastmaster introduces you, walk to the lectern and assume control of the meeting:

- Briefly state the purpose of Table Topics.
- If your club has a word of the day, encourage speakers to use that word in their response.
- Be certain everyone understands the maximum time they have for their response and how the timing device works (if the timer hasn't already done so).

Then begin the program:

- Give each speaker a different topic or question and call on speakers at random.
- Avoid going around the room in the order in which people are sitting.
- Don't ask two people the same thing unless you specify that each must give opposing viewpoints.
- State the question briefly – then call on a respondent.
- You may wish to invite visitors and guests to participate after they have seen one or two members' responses. But let visitors know they are free to decline if they feel uncomfortable.
- Watch your total time. You may need to adjust the number of questions so your segment ends on time. Even if your portion started late, try to end on time to avoid the total meeting running overtime.

The Evaluator

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

Before the Meeting

- Contact the General Evaluator to find out who you will be evaluating. If the speaker is speaking from the basic manual, review the objectives and evaluation criterion of that speech.
- Contact the speaker to ask if, in addition to the criteria of the speech, if there is anything the speaker would like you to make note of.

During the Meeting

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

Speech Evaluation Form

Speaker: _____ Date: _____

Subject: _____

Time Required: _____

Time Taken: _____

Evaluator: List your constructive comments under the appropriate headings. Emphasize the strong and the weak points. In your oral comments, stress the outstanding qualities and be specific in pointing out the weaknesses of the talk. Write details on this sheet and hand it to the speaker at the close of the meeting. This form can be used as an optional supplement to the Competent Communicator manual.

As I Saw You

(Approach, position, personal appearance, facial expression, gestures, distracting mannerisms)

As I Heard You

(Vocal variety, speed, organization, confidence, articulation, pauses, enthusiasm)

Voice

(Voice Projection, Fluency {did the speakers voice FLOW throughout the speech }, Tone (was the tone consistent with the type of speech))

As I Reacted to You

What was the purpose of this talk? _____

Was the purpose achieved? _____

Was the talk interesting? _____

To improve your next speech, I suggest that you _____

Another Speech Evaluation Form

Speaker _____

Topic _____

Rate the speaker on each point:	E-excellent	G-good	A-average	F-fair	P-poor
INTRODUCTION		DELIVERY			
Gained attention and interest	E G A F P	Began speech without rushing			E G A F P
Introduces topic clearly	E G A F P	Maintained strong eye contact			E G A F P
Related topic to audience	E G A F P	Avoided distracting mannerisms			E G A F P
Established credibility	E G A F P	Articulated words clearly			E G A F P
Previewed body of speech	E G A F P	Used Pauses effectively			E G A F P
BODY	E G A F P	Used vocal variety to add impact			E G A F P
Main points clear	E G A F P	Presented visual aids well			E G A F P
Main points fully supported	E G A F P	Communicated with enthusiasm			E G A F P
Organization well planned	E G A F P	Departed from lectern without rushing			E G A F P
Language accurate	E G A F P	OVERALL EVALUATION			
Language clear	E G A F P	Met assignment			E G A F P
Language appropriate	E G A F P	Topic challenging			E G A F P
Language effective	E G A F P	Specific purpose well chosen			E G A F P
CONCLUSION	E G A F P	Message adapted to audience			E G A F P
Prepared audience for ending	E G A F P	Speech completed within time limit			E G A F P
Reinforced central idea	E G A F P	Held interest of audience			E G A F P
Vivid ending	E G A F P				

What did the speaker do most effectively? _____

What should the speaker pay special attention to next time? _____

The Speaker

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

Before the Meeting

- Select a topic that allows you to concentrate on the particular aspect of speaking that this project stresses.

- You should present manual projects in order because the Toastmasters program was designed to teach one skill at a time, with each new skill building on the preceding skills.

- Pick a topic with which you are familiar, and tell personal stories. They are the secret to good speeches!

- Contact the Toastmaster to give him/her your introduction information and title.

- Contact the Evaluator to apprise him/her of your speech objectives, and what it is they might focus on in addition to the requirements of the project (being organized, not scratching your head, playing with jewelry, etc.)

- Practice so you speak within your allotted time.

- Practice, practice, and practice some more--at a minimum, twice. If you really want to shine, practice seven times!

At the Meeting

- If your speech requires props or special equipment, speak with the Sergeant-at-Arms about where to store the materials until needed. The Sergeant-at-Arms may be able to assist you at the time of your speech.
- Give your manual to your Evaluator.
- Sit close to the lectern, if possible.
- When introduced, walk to the lectern, shake the Toastmasters hand, and take a position wherever you choose that is appropriate for your speech. BREATH.
- Address the group as **"Mr./Madam Toastmaster, fellow Toastmasters, and welcomed guests."** The timer starts the clock with your first word.
- Deliver your speech, keeping an eye on the Timer's signals. If it appears that you might run over time, reduce the speech and make your closing statement when you see the red light.
- At the conclusion of the speech, turn to the Toastmaster and say, **Mr. /Madam Toastmaster,**" This signals that you are finished with your speech. DO NOT SAY, "THANK YOU." It weakens your conclusion.
- Remain at the lectern until the Toastmaster walks up to you and shakes your hand.
- At the end of the meeting, have a mentor sign and date your manual.

NOTE: *Speakers may choose their own subject. However, no subject should ever be used that would embarrass anyone present. No ethnic references, derogatory remarks about religious or political or nationalities should be used.*

We must remember that we are here as friends and if we injure a friend, we may just lose someone who is valuable to us.

The General Evaluator

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

Before the Meeting

- Contact the Toastmaster to obtain the theme for the meeting.
- Contact scheduled evaluators and functionaries (Timer, Grammarian/Ah Counter) a few days before the meeting to confirm their attendance. If substitutes are needed, contact the VP of Education for assistance. Also, some participants may have forgotten that they are on the program. Early contact gives participants time to prepare.
- When you contact the evaluators, make sure they understand their responsibilities. Encourage them to speak with the person whose speech they will be evaluating. Each book speech emphasizes different aspects of public speaking (such as using gestures) and the evaluator needs to understand these before the speech.

At the Meeting

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

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

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

Our Evaluators for today are: (Name the Evaluators from agenda & ask them to raise their hand)

Evaluator 1 - _____ who will be Evaluating

Evaluator 2 - _____ who will be Evaluating

Evaluator 3 - _____ who will be Evaluating

_____”

We also have a Grammarian and Time Keeper that will take part in the meeting today. The Grammarian and Ah – Counter today is **(name)**.

A. **(Name)**, will you please stand and briefly state the purpose of your Role & also give us the word of the day. *(In general, the Grammarian introduces new words to the members, comments on language usage, and provides examples of eloquence-gracefulness in speech. As the Ah- Counter they note any word or sound, such as (um, ah, er) used as a crutch by anyone speaking during the meeting and will report this information at the end of the meeting)*

B. The Timer today is **(name)**. **(Name)**, will you please stand and briefly state the purpose of your Role. *(In general, the Timer monitors the time for each meeting and each speaker; operates the timing signal; indicates to each speaker how long he/she has been talking.)”*

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

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

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

General Evaluator Checklist

1. Introduction

- Briefly explain the purpose of evaluations:
 - To give constructive feedback to speakers.
 - To promote better listening on the part of evaluators.
 - To practice giving honest reaction to a speech.
- Ask Timer and Grammarian to stand and briefly explain their duties.

2. Prepared Speech Evaluations

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

3. Meeting Evaluation

- Ask for Grammarian's/Ah Counter report.
- Give a general evaluation of meeting (2 minutes):
 - How did the Toastmaster do?
 - How did the Topicsmaster do?
 - How did our Evaluators do?
 - Was the meeting well organized? Example
 - Was the meeting productive? Example
 - Was everyone on time for the meeting?
 - Was the meeting run on time? Example
 - Were our guests welcomed, asked to return, and asked for comments?
 - Was the meeting's participants responsibilities explained to the members present?

4. Conclusion

- Return control of the meeting to the Toastmaster.

General Evaluator Guidelines - Evaluating the Topics Master

Did the Topics Master...

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

General Evaluator Guidelines - Evaluating the Toastmaster

Did the Toastmaster...

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

The Toastmaster

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

Before the Meeting

- Select a theme for the meeting (check with a Mentor for assistance). The theme introduction should take no more than a couple of minutes.
- Contact program participants early (several days before the meeting). If substitutes are needed, this will provide time to find them. Also, some participants may have forgotten they are on the program. Early contact gives participants time to prepare. (If a role is unfilled, contact the Vice President of Education to recruit substitutes)
 - Topics Master
 - General Evaluator
 - Speakers
- Focus on key program participants: Speakers and Table Topics. These roles require more preparation. It is typically easy to recruit substitutes at the meeting for the other roles.
- Let the Topics Master and General Evaluator know what the theme is. Ideally, everyone should follow the same theme throughout the meeting (except for the speakers).
- Get whatever information you need from your Speakers so that you may properly introduce them. (See "Speaker Information Sheet.")

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

At the Meeting

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

Toastmaster Checklist

1. Introduction

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

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

- General Evaluator
 - General Evaluator will introduce the Evaluators, Timer and Grammarian/Ah Counter.

3. Joke Master

Introduce Joke Master with words to this extent:

To bring a little levity to our meeting today, _____ will now come up and share a joke with us.

4. Better Speaking – Prepared Speeches

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

5. Better Thinking - Table Topics

- Introduce Topics Master.

6. Better Listening - Evaluations

- Introduce General Evaluator.

6. Wrap-Up

- Give closing statement.
- Return control to the President.

Toastmaster Guidelines - Speaker Introductions

1. Before meeting obtain the:

- Name of speaker
- Speech title
- Speech length
- Speech number/manual
- Speech objectives
- Prepare introduction remarks. Some ideas might include:
 - How long as person been with the Club?
 - Hobbies
 - Vacation plans
 - Favorite pets
 - Favorite movies, etc...
 - Why did the speaker join the Toastmaster Club?

2. At the meeting:

- Give introductory remarks.

“Our next speaker likes music, cars, and plants. She has been with the Toastmaster Club for six months, and is a ...”
- Give Speech number and manual:

“She is speaking from the Competent Communicator, Speech number. _ Title of Speech Objective”
- Give Objectives:

“The objective of the speech is to convince the audience of a subject she feels very strongly about...”
- Give speech length: ***“This speech is five to seven minutes long.”***
- Give title of the Speech: ***“The title of the speech is, Vote to Vote!”***

- NOW say the person's name, slowly and with emphasis and pride, and lead applause as speaker approaches the lectern.
- Always save speakers name until last as it clues the audience when to clap, and when the speaker should approach.

“Won’t you join me in welcoming to the lectern, Ms. Nina... Gray?”