

COMPLETING THE NEW COMPETENT LEADER MANUAL

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20 August 2007

I have now completed the new Competent Leader manual for the first time. In this document I describe the activities I completed, with snippets from my evaluators as evidence of its completion. Copies of all evaluations, notes and agendas are held in my manual.

Project 1 – Listening and Leadership

For this project I completed the Evaluator, Ah-Counter and Grammarian roles.

Did the evaluation indicate listening and understanding?

Yes, paid attention to the speech and highlighted parts of it to illustrate aspects of the evaluation.

What listening skills did the leader exhibit?

Careful listening as she quoted various sayings.

Did the leader focus on grammatical errors?

Picked out interesting phrases/sentences. Covered grammatical errors but didn't identify any – this is more than just ums and ahs.

Project 2 – Critical Thinking

For this project I completed Grammarian and General Evaluator.

Did the leader allow pet peeves to influence her analysis of the speakers grammar and word usage?

Took note of who said/used word of the day and how often. A good choice for word of the day – “presience”.

Did the leader determine the critical areas of the meeting that need attention?

Yes, lack of applause; handover of speakers.

Project 3 – Giving Feedback

For this project I completed Evaluator, Grammarian and General Evaluator.

What part of the evaluation did the leader do well?

Energy, structure, pace, body language, and smile.

What parts of the grammarian role did the leader do well?

Humorous, supported the audience and speakers, motivational.

What parts of the general evaluation did the leader do well?

Explained how the written evaluation operates.

Project 4 – Time Management

For this project, the roles of Timer, and Speaker were completed.

Was the leader able to listen to the speakers and accurately time and signal them while doing so?

Yes, very creatively as lights were not available.

Was the leader able to achieve the speech's purpose in the time allotted?

Yes, persuaded the audience to do jury service if called upon to do so. Stay within time.

Project 5 – Planning and Implementation

Project 5 required three roles: Speaker, Toastmaster, and Table Topics Master were completed.

What did the leader do well that helped achieve the speech's goal?

Great explanation of what Speechcraft was – loved the anecdotes.

What could the leader have planned differently that would have helped those serving in meeting roles to function more effectively?

Overall very well organised. More help from members would have helped complete a more full programme.

In what way did the leader use the allotted time especially well?

Use of powerpoint as a visual aid/stimulant for table topics.

Project 6 – Organising and Delegating

This required only one project to be completed and I chose to Help Organise a Club Speech Contest, serving as ASA for the club contests in 2006.

What did the leader organise well that helped the contest be successful?

No fuss, no worry, just got on with it!

Project 7 – Facilitation Skills

This project required two of four meeting roles. Toastmaster of a Speechcraft Graduation Night and Table Topics Master were completed.

What did the leader do well that helped the meeting flow more smoothly?

Calm, relaxed, smiling, welcoming.

What could the leader have done differently to better facilitate Table Topics?

Told everyone up front that it would be the same topic for everyone to make it fair for those going 1st and 2nd. The topic was “My Winter Story”.

Project 8 – Motivating People

Project 8 requires three roles to be completed. I chose to Chair a Public Relations Campaign, serve as Evaluator and General Evaluator.

For the Public Relations role, I first completed a self-evaluation for the evaluator, outlining all the activities I had completed during the past Toastmasters year, and collated examples and printouts. These involved maintaining the club website and meeting reports, ensuring the club meetings were entered on local Event calendars, providing publicity material for a Speechcraft course, organising a new club roadside advertising flag, and having articles printed in local newspapers.

What did the leader do well that helped motivate club members to participate?

Dale: Constantly raising awareness of the benefits of publicity, showing members the results of publicity, and sending website links when meeting reports and news updated on the club website.

Rita: Dale was very prompt in supplying useful and relevant materials, especially for our speechcraft course.

What did the leader do well that helped motivate the speaker for next time?

Constructive praise given.

Did the leader point out areas of the meeting that could be improved?

Yes, engaged audience in offering suggestions, as well as offering own suggestions.

Project 9 – Mentoring

For this project I chose to mentor a Speechcrafter who was a friend and colleague from my workplace. After each Speechcraft meeting, I prepared a written evaluation and emailed it to her. At the conclusion of the course, I obtained a formal written evaluation from the mentee.

What did the mentor do well?

Going out of her way to send me weekly evaluations. Keeping me updated on up and coming Toastmaster events. Continually talking about various speech presentations.

Project 10 – Team Building

The last project involved the roles of Toastmaster and General Evaluator.

What could the leader have done differently as Toastmaster that would have helped the team function better?

I did not observe anything that could have been done better – it was a great fun-filled meeting.

Did the leader work with those serving in other meeting roles to ensure they knew how to fulfil them?

Yes, Dale talked to all evaluators before the meeting began, then gave a short presentation at the start of the meeting outlining the role of the general evaluator and how she would be conducting the general evaluation at the end of the meeting. Well done!

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