

A Toastmaster Wears Many Hats At The SETA Changemakers



Experience Excellence!



Revised, June, 2023

"Leaders don't create followers, they create more leaders." –Tom Peters

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Purpose

The purpose of this manual is to supplement the Toastmasters Communication and Leadership program and is focused on this club, The Original Articulators.

1. It is designed as a check-off list for specific jobs and includes sample forms.
2. It is based on the experience of mentors from their years of involvement in Toastmasters.
 - Look over the material as soon as possible.
 - When you are assigned a job, look at the information for that particular job so you will be prepared to present it successfully at the meeting.
3. Use this in conjunction with the Pathways Navigator to understand your role as a Toastmaster.

Role Tents

Club meeting roles are also scripted on our 'Role Tents'.

- When there is scripted information, use it to get an understanding of the job. You may read it verbatim the first time you do a role. Practice before the meeting and once you know the role, try to paraphrase it during the meeting.
- Each job, no matter how big or small, is an opportunity to speak clearly and effectively.
- Feel free to ask questions. We are here to help you become successful in using the tools provided.

The Mission of the Club

**We provide a supportive and positive learning experience,
in which members are empowered to develop
communication and leadership skills,
resulting in greater self-confidence and personal growth.**

General Suggestions

- The place where we speak is called a lectern, (NOT a podium.)
- Clap while people are approaching or leaving the lectern.
- Standing at the lectern or in place indicates that you have control of the meeting.
- Do not leave the lectern unattended. Always wait for someone to take your place.
- Always welcome the speaker to the lectern by stepping back and shaking their hand.
- Shake hands firmly but not with excessive force or like the "limp fish."
- Keep your commitment to the club by preparing for your role.

Ranking Officer

Overview: In many clubs the President or next most senior officer starts the meeting.

- The Sergeant at Arms or the President opens the meeting. (According to Robert's Rules of Order, only the ranking officer can call a meeting to order.)
- Acknowledge guests and ask them to introduce themselves.
- Introduces the Toastmaster. (Ask the Toastmaster to supply an introduction.)

Prior to the Meeting

- In partnership with the VP of Education, determine that there is an assigned Toastmaster of the day and that they will be there or have found a replacement.
- If you can't attend, find a member who will be there and ask them to step up for you.

During the Meeting

- At 6:15 pm make introductory comments to welcome members.
- Acknowledge any guests, asking them to introduce themselves.
- Introduce the Toastmaster of the day.

At the End of the Meeting

- After the Toastmaster returns control of the meeting back to you, ask the group to further show appreciation to the Toastmaster.
 - Conduct the business part of the meeting.
 - End the meeting as close as possible to 7:30 pm.
-

Toastmaster of the Meeting

Goal: Preside with sincerity, energy, and decisiveness. Show leadership by giving your audience a pleasant experience and make them feel that all is going well.

Prior to the Meeting

- Determine that all assigned members with duties will be there or have found replacements.
- Inform the Word Master and Table Topics Master of the theme.
- Send an email reminder to club members by Tuesday.
- Prepare introductory and closing remarks based on the theme. (About two minutes each.)
Arrive early to help set up the room and finish any last minute details.
- Make sure all the roles are assigned
- Ask each speaker to send you the title and timing of their speech as well as a short introduction.
- Print out each introduction and take the time to read it and understand it before the meeting. (Tip: Using at least a 16 pt font helps you read the intro more easily.)

At the Meeting

- Sit near the front of the room since you will be getting up and down. *Tip: Do not sit behind the speaking area. Work with Sgt at Arms to make sure chairs are out of the speaking area to discourage people from sitting there and give room for movement.)*
- When the ranking officer introduces you, stand and go to the lectern.
- Always **lead the applause** before and after each component of the meeting.
Follow the agenda and gracefully fill in if someone forgets a job, such as asking for a report.
- Give a brief announcement and explanation of the theme of the day based on your prepared ideas.

- Use the prepared notes to introduce the speaker. End with “help me welcome Speakers name, with Speech Title” or “now our speaker, Speakers name, with Speech Title.” Use your own words but try to avoid fillers such as, “I would like to introduce” or “at this time.” Return to the lectern and thank the speaker when done. *Tip: Remain close to the lectern and be ready to go when the speaker is finished so they and the audience don’t have to wait.*
- After each speaker ask members to write brief, positive comments to the speaker and pass the notes to your neighbor. Do not throw notes across the table.
- Introduce the Table Topics Master.
- The Table Topics Master conducts the session and stays flexible with their time depending on the speech times. They will introduce the first Evaluator.
- When the first Evaluator introduces the second Evaluator.
- The last evaluator introduces the General Evaluator who evaluates the evaluators and calls on members for reports. The GE returns control to the Toastmaster.
- Summarize the meeting briefly (at most two minutes), using events from the meeting and/or prepared notes. Return control of the meeting to the ranking officer.

Table Topic Master

Prior to the Meeting

- Check on the theme from the Toastmaster and title of the speech to see if table topics can tie into the theme. (You may coordinate with the theme or choose your own topic.)
- Pick a topic and develop three to four questions to call upon members during table topics.
- Review the schedule and minutes. Choose participants:
 - Who have no duties or light duties for the meeting
 - Who have not been called upon for table topics lately.

During the Meeting

- When called on by the Toastmaster explain your role and introduce your team members: Wordmaster and Vote Counter.
- When called upon by the Toastmaster, go to the lectern and start your table topics presentation. You may give a brief introduction to set the mood for the questions you will ask. Watch the time and be flexible with your introductory comments in case the meeting is going over time.
- Repeat the word of the day and remind the participants to use it.
- Remind of the timing constraints of 1-2 minutes.
- State your question first.** This allows all people in the room to practice their 'Thinking on your feet' skills. This 'brain' exercise is what impromptu speaking is all about.
- Call on the first member with your prepared question.
- After the first person has spoken, ask guests if they would be willing to participate. This gives the guest a chance to see what is expected. *Call on another, more experienced member before asking the guest.* This encourages confidence and success for new speakers.

After the Last Table Topic Participant

- Ask for the Timer and Word Master reports. Ask closed-ended questions to save time:
"Timer, Did everyone qualify?"
"Wordmaster, did everyone use the word of the day?"
- Announce who is eligible for best Table Topics. (Must have used word of the day and be within the required time limit.)
Tip: *The more successful Table Topics Master will give a **very brief** summary of each person's response. It is recommended but not required.*
- Ask the members to vote for their favorite table topics participant and pass their vote to their neighbor.
- Introduce the first Evaluator.

General Evaluator

Prior to the Meeting

- Assure that there are evaluators for each role. Check with evaluators, grammarian and ah counter to see if they have particular goals for you to give them feedback.

During the Meeting

- When called upon by the Toastmaster, stand and explain what you will be doing.
 - *Emphasize that evaluation is a positive helping act. As a conscientious toastmaster, your goal is to help fellow toastmasters develop their skills. Emphasize that evaluations should preserve or enhance the self-esteem of the speaker.*
 - *The General Evaluator will look for good and unacceptable examples of preparation, organization, delivery, enthusiasm, observation and general performance of duties.*
 - *The General Evaluator also evaluates the speech evaluators to give them feedback for future evaluations. (Note: If time is short, this should be omitted or shortened.)*
- Introduce your team and ask them to explain their roles: Evaluators, Grammarian, Ah Counter, Timer. Timer gives timing constraints for all parts of the meeting.
- Take notes on everything that happens, or does not happen but should have.
- When asked to do so, come to the lectern and conduct the evaluation portion of the meeting. Lead the applause
- Ask for reports from the Grammarian, Ah Counter, and timer.
- Evaluate the Evaluators. Be sure to praise them and give them some suggestion for improvement. (If time is short this can be omitted or shortened.)
- End the evaluation portion with a summary of the positive aspects of the meeting as well as what can be improved. Note time management, involvement of a variety of members, etc. This is a good time for training moments.
- When done return control of the meeting to the Toastmaster.

Jokemaster

Prior to the Meeting

- Choose a saying, thought, or joke to present that is about 1 – 2 minutes long.
- Practice so you can deliver the joke or thought smoothly.
- Remember this is another opportunity to practice speaking.**
- The thought should give people something to ponder and help them grow. For instance: “The more I practice, the luckier I get.—Arnold Palmer” “If you think you can you can. If you think you can’t, you’re right—Mary Kay and Henry Ford (among others).”
- Know your audience when choosing material. Dirty, sexist, or racist jokes are usually not recommended, although some groups can handle the “blonde joke,” the “rabbi, priest, and minister,” joke, or the occasional Irish or Italian reference. Be sensitive.
- If choosing to read from an email list, pick just a few of the funnier items to stay within the 1-2 minute time frame. **Try to present without reading.**

During the Meeting:

- When called upon by the Toastmaster near the beginning of the meeting, stand and make your presentation to the group.

Word Master

Prior to the Meeting

- Select the word of the day. You may base it on the theme of the meeting or choose a word on an unrelated theme. The club also has a set of prepared words to choose from in club supplies.
- Have handouts of the word of the day and its definition available for handing out to the members the day of the meeting. You may fit several on a single sheet of paper to conserve.
TIP: Make a couple of copies with large letters so it can be easily seen from the lectern.

During the Meeting

- When introduced by the Table Topics Master, provide the word of the day to members. Say the word, define it, and use it in a sentence. Put the word on the lectern for the members called upon during Table Topics. Have additional copies accessible to the members.
- During Table Topics and the entire meeting note who uses the word of the day and who does not.
- After Table Topics, when called upon to do so by the Table Topics Master, stand and report who used the word of the day and who did not. Keep it short. If all used the word you might say, “Everyone used the word of the day.” If there was one person who didn’t, say, “Amy, John, and Cheryl used the word of the day.” omitting the one person who didn’t.

Vote Counter

Prior to the Meeting

- With the Sergeant at Arms, check to see if there are enough ballots and have them ready for the meeting.
Note: Ballots should be passed out before the meeting, if possible, or placed near the entrance so people can get their own.

During the Meeting

- When called upon, stand and explain your duties as Awards Master.

After Table Topics and Evaluations

- If the Table Topics master does not remember, ask members to pass their votes to you.
- Count the votes for the eligible contestants. (per Timer and Word Master reports)
- When asked by the Toastmaster announce the winners of the awards
*Tip: In order to maintain a positive climate DO NOT announce numbers of votes or say that so-and-so were neck-in-neck. **You will break a tie.***
- Return control of the lectern to the Toastmaster of the meeting.

Speech Evaluator

Prior to the Meeting

- Review *Tips for Evaluation* information in the back of this booklet.
- If the speaker is speaking from a Path:** Get the speaker's Evaluation form off of the TI website/Pathways and consult with the speaker about their specific goals and objectives.
- If the speaker is speaking from a legacy manual,** consult with the speaker about their specific goals and objectives.
- When called upon, state:
 1. Speaker's manual
 2. Speaker's project
 3. Speaker's "Objectives".
- Read the objectives from the gray box in the manual. (Every speech has the objectives listed on the first page of the project).
- End with the timing constraints.

Note: These objectives are read in order for the other members to know what specifics the speaker is going to be evaluated on.

During the Meeting

- Bring or obtain the speech evaluation page from the speaker. Review the evaluation guide following the instructions for the speech project. If the speech is an educational speech, evaluate the speech on the following three areas: (1) Organization (2) Content, and (3) Delivery. (form included in this booklet)
- During the speech, record your impressions of the speech in the evaluation form along with your answers to the evaluation questions. Be as objective as possible. Remember that good evaluations may give new life to discouraged members and poor evaluations may dishearten members who tried their best. Always leave the speaker with specific methods for improving.
- Be honest but kind and positive.
- When called upon, begin your evaluation. Remember that evaluation is your opinion and that you are evaluating the qualities of the speech, not the speaker as a person. Try to use "I" messages. You may, however, mention if the person dressed particularly well for the speech or if they displayed a confident manner.
- Points to remember:** Make eye contact with the entire audience. Begin and end your evaluation with a note of encouragement or praise, with suggestions for improvement in the middle. This is referred to as the "sandwich method" of evaluation. Do not read your written evaluation, but use it as a guide for your oral review which is time-limited (2-3 minutes). Give the speaker deserved praise and tactful suggestions for improvement.
- When done, return control of the meeting to the General Evaluator.
- After the meeting, return the evaluation form to the speaker and again provide a verbal word of encouragement. **Note: Please try to write legibly. It's nice if the speaker can read your handwriting. ☺**

An Evaluation is Not a Review

We hear it all the time in our various Toastmaster club meetings. For some reason it is a very common way to evaluate our speakers, but it is not the approved method. Nor is it logical or helpful. An evaluation which merely reviews the speech is fairly easy but does not generally point to improvement.

When an evaluator says something like, “You said this and then you said that and then you gave three points and then pointed to your chart . . .” it is not helpful to the speaker. If, however, your evaluation states specific actions and why they were effective or how they can be improved, it is more helpful to the speaker. For instance, “When you pointed to the chart you continued to speak to us with your back turned. In the future you might say what you want to tell us and then point to the chart or point, turn, and then address the audience.” In the last example you are being specific about what the speaker did but also including how it affected you.

With rare exceptions, speakers remember what they have said and done in delivering their speeches. They do not need to be reminded unless something is *significantly* incorrect and needs comment. What they *do* need is to be given guidance to help them improve in the future. The evaluation process is at the very heart of the Toastmasters experience. It is a direct means by which we learn how we are doing and how we can improve. When we turn it into a mere review, we nullify the process.

The two or three minutes allotted to each evaluation are too short and too potentially valuable to be wasted on a summary of what we have just seen and heard. Those valuable seconds must be used to point out to the speaker, in a kind and gentle manner, what he or she can work on to improve future speeches. This might include such aspects as organization, use of the voice, pacing, gestures, and flow of ideas.

We owe it to our speakers to give them evaluations of high substance in a clearly understandable manner. We owe them precise, honest, and substantive suggestions for improvement. We owe it to them to refrain from merely throwing their speeches back at them. It's the Toastmasters way.

Paraphrased from John Stark, DTM, PDG

One form of Evaluation is to Evaluate on Content, Organization, Delivery

Some use: What I Saw. What I Heard. What I Felt.

Pathways give some great suggestions for evaluations.

Positive Comments	Areas for Improvement
Content (What you said, relevance, interest to group)	
Organization (Was material presented in a clear and organized fashion?)	
Delivery (Gestures, vocal variety, facial expressions, poise, use of speaking area)	

Sample Form: Evaluation

Speaker _____ **Date:** _____

Speech Title: _____

Evaluator: _____

Was the topic of interest to the audience?

Did the speaker know the topic well? Were notes used?

Was the speech organized? Were the transitions smooth and was there a clear beginning, middle, and end?

Did the speaker use vocal variety, pitch, speed, or other voice tools to enhance the speech?

How was body movement used to enhance the speech? Give examples.

What areas are in need of improvement and what would you suggest?

What was your favorite part of the speech and why?

Additional comments:

Grammarian

Prior to the Meeting

- Pick up your **Role Tent** from the side table.
- Pick up the **Grammarian Form** from the side table.

During the Meeting

- When introduced by the General Evaluator, explain your role as specified on the role tent.

Note: Basically you will listen for incorrect or awkward uses of language and descriptive or interesting uses of language. None of us is a walking dictionary so use your best judgment.

- Listen to all speakers.
 - Note awkward use or misuse of the language.
 - Note colorful and descriptive uses of the language, as well.

Tip: It's all about the language. Don't try to evaluate the speech, just note the words you heard used well or not as well.

- When called upon by the General Evaluator, stand and give brief highlights (no more than 1-2 minutes) of what you heard, both positive and negative.
Be somewhat specific in identifying the person and the language but remember to keep criticism constructive and positive.

Sample Form: Grammarian

To listen to language used during a meeting, note the good uses, and comment on errors in usage to help speakers be aware and improve word usage.

During the meeting listen to phrases that catch your ear. Did someone use a particularly interesting word—maybe one you didn't know? Did anyone use a colorful phrase that was funny or painted an interesting word picture? Did anyone use incorrect language? (Such as, "we was," "ain't," "her and me.") List any speaker and what you heard them say.

Name of Member	Positive Use of Words	Negative use of words
Example: Jeremy	A picture of success	We was

Ah Counter

Prior to the Meeting

- Pick up your **Role Tent** from the side table.
- Pick up the **Ah Counter Form** from the side table.

During the Meeting

- When introduced by the General Evaluator, explain your role as specified on the role tent.
- When called upon by the General Evaluator, stand and give your report on the above “crutch” words, fillers, double-clutches, and long pauses when called upon to do so by the general evaluator.
 - *Use your best judgment to let people know where they need to improve without embarrassing them.*

Purpose: Listen for and record fillers and crutch words that do not add to the speech and the message being given. Examples: uhm, uh, er, y’know, well, and, so.

Note: Sometimes we use “and,” “so,” and “but” to connect several sentences instead of ending one and starting a new one. That is called a run-on sentence. Please note those as well.

Other Fillers:

- *I’d like to*
- *Good evening (every time a new person speaks)*
- *My name is (your name will be mentioned when you are asked to do your job, you don’t need to tell us what your name is again).*

Instructions: Listen to ALL speakers not just the people who give a prepared speech. Note the “filler” word and place a mark next to it each time you hear it.

When You Report, you may choose to let everyone know **how many times** they used their crutch words. Some like to know the amount so they will remember the number from their last speech and can measure their progress.

- Using Ah’s and Uhm’s are found to be a habit that most Toastmasters want to improve upon.

Sample Form: Ah Counter

Speaker	Uhs, ums, ers, ahs	Crutch words	Good Afternoon	Others
Example: John	Uh-III Ah-II	Y’ know	I	

Timer

Prior to the Meeting

- Pick up your **Role Tent** from the side table.
- Pick up your **Timing Sheet** from the side table
- Get the timing equipment (timer and cards) from the credenza. Be sure you understand how to use them.

During the Meeting:

- When introduced by the General Evaluator, explain your role and give timing constraints for speeches, Table Topics, and evaluations.
- When called upon, stand and give your timing report
Give your report of the Speakers and/or Evaluator's time as follows:
:
"All Speakers qualified" or "(Name of Speaker) spoke for _xx_ minutes _xx_ seconds"

After the Meeting

- Put the timing equipment back into the binder and return to the Sergeant at Arms.

Sample Form: Timers Report

Duties: Records time for each speaker, table topics speaker and evaluator and give reports when called upon.

You might say the following in italics or blue. Keep it short and concise. Timing depends on the length of the speech. Most of our speeches will be 5-7 minutes, just revise the time to show the cards

Speech: 5-7 minutes

- *At 5 minutes I will show the green card so the speaker knows they have reached the minimum time.*
- *At 6 minutes I will show the yellow card*
- *At 7 minutes I will show the red card. The speaker has another 30 seconds to wrap up their speech.*

The speaker qualifies at 4 minutes 30 seconds and is disqualified at 7 minutes 31 seconds.

Table Topics: 1-2 minutes

- *At 1 minute I will show the green card so the speaker knows they have reached the minimum time*
- *At 1 minute and 30 seconds I will show the yellow card*
- *At 2 minutes I will show the red card. The speaker has another 30 seconds to wrap up their speech.*

The speaker qualifies at 1 minute. Disqualified at 2 minutes 31 seconds.

Evaluator: 2-3 minutes

- *At 2 minutes I will show the green card so the Evaluator knows they have reached the minimum time*
- *At 2 minutes and 30 seconds I will show the yellow card*
- *At 3 minutes I will show the red card. The Evaluator has another 30 seconds to wrap up their speech.*

For the Evaluators I will show the green card at 2 minutes, the yellow at 2 1/2 minutes, and the red at 3 minutes.

The speaker qualifies at 1 minute 30 seconds. Disqualifies at 3 minutes 31 seconds.

Speeches			
Timing	4 to 6 Minutes (Icebreakers)	5 to 7 Minutes (most speeches)	8 to 10 Minutes
Green	4 minutes	5 minutes	8 minutes
Yellow	5 minutes	6 minutes	9 minutes
Red	6 minutes	7 minutes	10 minutes
Speakers have 30 seconds on either side to qualify			

Table Topics	
Timing	1 to 2 Minutes
Green	1 minute
Yellow	1 ½ minutes
Red	2 minutes
Qualify at 1 minute and disqualify at 2 minutes and 31 seconds	

Evaluations	
Timing	2 to 3 Minutes
Green	2 minutes
Yellow	2 ½ minutes
Red	3 minutes
Speakers have 30 seconds on either side to qualify	

Basic Toastmaster Protocol

Lectern protocol:

- Maintain control of the meeting by not leaving the lectern unattended.
- Always shake hands with the Toastmaster or other person who has control of the lectern.
- The person leaving the lectern should step back and allow the new person to move forward to the lectern.

Shaking Hands:

Avoid the “Big bruiser” and “limp fish” handshakes. Use a firm and confident grip.

How to Choose a Topic

Pick a relevant topic:

- Stick with what you know: Talk about a hobby, a special event, something you have learned.
- Non-controversial: For example, encourage people to vote in the next election because it is a hard-won privilege but don't tell people how to vote.
- Of interest to the audience: Raising children might not interest a group of men. Sports events may not engage a group of women.
- Know your audience. Choose topics that will be of interest or challenge their thinking.
- Remember, stuff happens. Pay attention. Keep a list of potential topics to use through your speaking career.

Have fun with it! This is a chance to try out an idea or technique in a supportive environment. Talk about things that are fun and interesting to you and your passion for the subject will be translated to the audience.

Speech Construction Basics

Think in threes:

- **Introduction:** Tell the audience what you are going to tell them.
- **Body:** Tell them what you want to tell them. Use about three main points with well-chosen examples
- **Conclusion:** Tell them what you told them.
Note: The most effective speeches have a catchy opening that ties in with the conclusion.

Write down your ideas:

- You may write out the entire speech. If you do, you will want to outline it or create notes with key phrases rather than trying to read it word for word.
- Use an outline format if that is comfortable for you.
- Write down key phrases to remind you of the order of the material you want to cover.

Practice:

- **Timing:** Practice helps you stay within the timing requirements.
- **Focusing of ideas:** Helps you decide what is most important.
- **Editing:** As you practice you may note some words that are less effective when spoken. Also ask yourself, "Does this idea or phrase serve my speech?"
- **Create an interesting speech:** The more you practice the more animated and confident you will be and the better your speech will "sell" to the audience.

Some Hints for Presentations:

- Take a deep breath before starting.
- **Resist responding to previous speakers.** Start speaking with your prepared speech. For instance, don't say, "I agree with Mary's comment about the weather (unless it relates to your speech)." Or "My name is Fred and I'm going to give my Ice Breaker today. Do say, "I can't remember when the training wheels came off, but I do remember that bicycling has always been a part of my life." Or start with a relevant quote. Use your imagination.
- Make sure notes are large and readable to make them easy to follow.
- Slide notes to one side, rather than turning them, to make them less conspicuous.
- When ending your speech it is helpful to summarize your main points and end with a phrase that pulls the audience back to your opening statement. This also keeps you focused on the original theme. Avoid, "in conclusion" or "in summary," which are phrases for beginning or non-speakers. If you start to summarize your key points effectively, the audience should know that you are concluding.
- Do not thank the audience. They should thank you for making the effort and presenting to them.

Tips for Speakers

Definitions

Applause- Toastmasters applaud when a person is introduced and after they have spoken to show appreciation and encouragement. For minor jobs applause is reserved for **after the job** has been done.

Lectern- Speaking aid used to hold notes. It can be a large freestanding device, the simplest “music” stand, or a table top device. People often use the term podium when they mean lectern. A podium is the stage on which the lectern (and the speaker) would stand.

Ice Breaker Speech- A 4-6 minute speech about a person that helps us get to know them while giving the first opportunity to prepare a speech. The style can vary and may be very creative.

Table Topics- A one- to two-minute speech designed to help us speak “off the cuff.” From job interviews to communication with spouses and children to TV spots, we all need to be able to organize our thoughts quickly to be understood. Like any good speech it should have an introduction, a body, and a conclusion.

Fillers- Words, sounds, or phrases that take up space when we are nervous. Sometimes they “hold our place” while we are thinking. Some examples of fillers are below.

- Saying “Good Evening” several times during a meeting. It seems to elicit a response from people and takes time away from your message.
- Saying your name and the title of your speech after you have been introduced.
- Using “ah,” “uhm,” “er,” “tsk,” “y’know,” “well,” “like.” Using any word excessively. (ie: actually)
- Connecting complete sentences with “and,” “so,” or “but,” to “hold your place.”