

Achieving Success as **Vice President Education**

Club Leadership Training Session



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THE MISSION OF THE CLUB

The mission of a Toastmasters club is to provide a mutually supportive and positive learning environment in which every individual member has the opportunity to develop oral communication and leadership skills, which in turn foster self-confidence and personal growth.

TOASTMASTERS INTERNATIONAL

P.O. Box 9052 • Mission Viejo, California 92690 USA
949-858-8255 • Fax 949-858-1207

www.toastmasters.org
www.toastmasters.org/members

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Table of Contents

Club Leadership Training Session	3
Conducting the Session	3
In Your Own Words	3
Using Visual Aids Effectively	3
How to Use the Outline	4
Checklist for Training	4
Evaluation and Follow-up	4
 Outline	5
Standards for Success	5
Your Leadership Opportunity	6
Plan Club Meetings	8
Promote Participation in the Educational Program	8
Orienting New Members	11
Other Toastmasters Activities	12
Closing	15
Additional Resources	16
Evaluation	17

Club Leadership Training Session

The club is the heart of the Toastmasters program. It provides the environment and support members need to develop their communication and leadership skills. Club officers support the club and sustain consistent club quality to keep members satisfied. In order for a club to be successful, club officers must know their roles and responsibilities. That's why this training session is so important: it identifies performance standards and describes how to achieve them.

The cornerstone of a good training session is preparation. A good presenter of a club officer training session is familiar with all of the club officer manuals (Items 1310A-G). These items are available online at www.toastmasters.org/clubofficerroles.

Training does not end with the training session. It is a process that continues throughout an officer's term. Let your trainees know the area governor and district leaders are all available to help if questions arise during their term of office, and provide them with area and division governor contact information for their respective clubs.

Conducting the Session

Club vice presidents education (VPEs) are responsible for ensuring the club fulfills its mission and that members achieve their self-development goals. This training will identify the VPEs responsibilities and discuss some ways to fulfill them.

This product consists of three parts:

1. Definition and explanation of the session
2. A training outline
3. A PowerPoint presentation to be viewed along with the session

In Your Own Words

The outline is not a script and should not be read word-for-word. Instead, use the document as a guide for presenting the material with your own narrative style. This training session may be modified by each district as necessary.

Using Visual Aids and Handouts Effectively

Visual aids and handouts add interest and help your audience retain information. You are encouraged to use them. If you plan to use the PowerPoint slides for this session as visual aids, you will need a data projector, a laptop computer, a table to support them, and a screen for viewing. In the outline, in the right-hand column, are indications for placement of the PowerPoint slides and distribution of handouts. Each is numbered. Please note that the first slide in the PowerPoint show is a title slide and is not included in this numbering system.

If you cannot arrange for projection equipment but still would like to use visuals, you may copy the material onto a flipchart. Do this before the presentation. Use a heavy marking pen that does not seep through the paper, and write on every third or fourth page so succeeding visuals will not show through. Also, make your letters large and heavy with plenty of space between them.

Follow these tips when using visual aids:

- ▶ Set them up and test them before the meeting begins. Place them so they are easily visible to listeners. Place your projector so it projects a large, high, undistorted image on the screen. Focus the image.
- ▶ Bring spare equipment, such as a projector bulb, extension cord, and extra marking pens.
- ▶ Display your visuals only when they are needed. If you are using a flipchart, flip the page back out of view when you are finished with it.
- ▶ Remember not to stand between the screen or flipchart and your audience or you will block their view.
- ▶ Maintain eye contact with your listeners. Do not talk to the screen or flipchart. If you must turn your back to point out something, pause as you point it out, and then resume speaking only when facing your audience again.

How to Use the Outline

As you prepare for the session, keep two things in mind:

1. Fit your planned discussion into the time allocated.
2. Allow ample time for group discussion and participation.

Mention that trainees can find information on all of the duties of office in their club officer manual. Urge them to use the Web Resources page in the Appendix of their officer manual.

Checklist for Training

- ___ Visual aids prepared
- ___ Room arranged and properly equipped
- ___ Supplies and reference materials on hand
- ___ Laptop and projector available
- ___ Flipchart, easel, and marking pens available
- ___ Notepads and pencils available for each participant

Evaluation and Follow-up

Ask the participants to fill out the evaluation form at the end of the session. Use this information in planning future sessions.

Evaluate the use of materials. Be sure to follow up with the club leaders throughout their term. Keep in mind that learning is a continuous process. Hold formal or informal review sessions as frequently as possible. If necessary, hold a make-up session for those who were unable to attend.

Outline

Standards for Success

V#1

Club officers are responsible for fostering an environment of meaningful self-development within the club for all members. Officers accomplish this in part by meeting specific performance standards that:

- ▶ Help officers clearly understand their roles
- ▶ Provide a point of reference for club members to better understand what to expect from club officers
- ▶ Aid members when evaluating current leaders and candidates for office
- ▶ Facilitate communication when expectations differ among club officers and members

The following standards identify the performance that the VPE must demonstrate outside of the regular club meeting environment to ensure the club fulfills its mission and that members achieve their self-development goals.

Outside the Club Meeting:

V#2

- ▶ **Plan club meetings.** Well-planned meetings are enjoyable for everyone. The VPE's primary responsibility is to ensure the club is meeting members' needs. Use the Member Interest Survey (Item 403).
- ▶ **Promote participation in the educational program.** VPEs must understand the educational system (communication track and leadership track) and be able to explain it to members.
- ▶ **Orient new members.** The VPE must help new members prepare for their Toastmasters experience by:
 - Explaining materials and procedures
 - Matching new members with mentors
 - Arranging an induction ceremony
- ▶ **Encourage new members to participate.**
- ▶ **Assign a mentor** to every new member.
- ▶ **Attend club executive committee meetings** and preside when the president is absent.
- ▶ **Attend district council meetings** and vote the club's proxy.

V#3

- ▶ **Vote at international business meetings.**
- ▶ **Arrange for your replacement or assistance.**
- ▶ **Prepare your successor for office.**

The standards below identify the performance that the VPE must demonstrate inside of the regular club meeting.

At the Club Meeting:

V#4

- ▶ **Assign each new member before attending their fourth meeting:**
 - to be a Table Topics™ participant
 - to a meeting role
 - to give the “Ice Breaker” project from the CC manual
- ▶ **Ensure a club member conducts presentations from *The Successful Club Series*.**
- ▶ **Monitor club performance quarterly** in cooperation with the club president.
- ▶ **Initial speakers’ Project Completion Records** and help members apply for educational awards.
- ▶ **Preside over the meeting when the president is absent.**

V#5

Trainer: Ask trainees if they have questions about their duties that are not addressed in their officer manual. If so, address the questions. If not, continue the training.

Your Leadership Opportunity

V#6

Serving as VPE is an opportunity to develop and enhance leadership skills while serving the club and helping it become a Distinguished Club. To enjoy a successful and rewarding term a VPE must:

- ▶ Set realistic and attainable goals.
- ▶ Plan how to accomplish the goals.
- ▶ Delegate tasks as needed.
- ▶ Monitor progress toward goals.
- ▶ Coach team members when necessary.

Trainer: Divide trainees into small groups. Have each group develop three education goals for a club and a plan to accomplish the goals.

For example, one goal would be for a club to grow from 14 members to 18 members by year end. Your plan would include membership drives and a PR campaign to increase awareness of the club locally.

Discuss the goals and strategies developed by the small groups entire group.

Delegation

V#7

Club officers must carefully delegate authority to team members in order to accomplish the team's goals and objectives. Delegation is the process of transferring a responsibility from one person to another and empowering that individual to accomplish a specific goal. By following the five steps of delegation a leader not only creates opportunities for other team members to gain leadership experience but also builds a stronger team that can accomplish more.

Five Steps of Delegation:

1. Decide what to delegate
 - ▶ Prioritize your tasks
 - ▶ Identify what can be delegated
2. Decide who will do the task
 - ▶ Select a team member who is available and capable of completing the task
3. Assign responsibility
 - ▶ Allow the person to decide if they can handle the task
 - ▶ Clearly explain what needs to be done
4. Grant authority
 - ▶ Provide the necessary tools and resources
 - ▶ Confer the authority needed to make required decisions
5. Establish accountability
 - ▶ Define reporting requirements
 - ▶ Set a timeline with milestones

Sometimes leaders are reluctant to delegate tasks. Leaders must learn to recognize five of the common barriers to delegation and work to overcome them.

Barriers to Delegation:

V#8

- ▶ Lack of confidence in others' ability to do the job
- ▶ Fear of losing control of the team or project
- ▶ Selfishness – not wanting to share credit
- ▶ Insecurity – feeling bad about asking others to do things for you
- ▶ Reluctance – fear that another person will do so well that he or she will usurp leadership

Trainer: Solicit trainees for methods to overcome barriers. Discuss with the group. Conduct a discussion about delegation and how to use it within the scope of this office.

Trainer: Remind trainees to review the calendar and the Web resources in the Appendix of the officer manual.

Plan Club Meetings

V#9

VPEs are responsible for completing meeting schedules and confirming that meeting roles are filled. The Toastmasters Web site www.toastmasters.org/Software provides links to free software that can help the VPE stay organized, record member achievements, schedule speakers for meetings, and more.

Variety in meeting formats and programs keeps members interested and eager to attend club meetings. The Appendix in *When You Are the Vice President Education* as well as the manual *Master Your Meetings* (Item 1312) have suggestions for keeping meetings interesting and educational.

Trainer: Provide some examples of meeting programs from the programming suggestions in the Appendix of the VPE manual and/or from *Master Your Meetings* and then ask trainees to share their own ideas with the group.

Promote Participation in the Educational Program

V#10

The VPE is responsible for

- ▶ Coordinating the club's educational program which provides a proven curriculum that develops communication and leadership skills
- ▶ Ensuring members understand how to work through the leadership and communication tracks so they can develop communication and leadership skills one step at a time

Trainer: Briefly introduce educational awards and requirements for each if needed. Direct trainees to the Toastmasters Web site for information about the education tracks www.toastmasters.org/EducProgram. Recommend VPEs conduct The Successful Club Series presentation "The Toastmasters Educational Program" to orient new and established members to the education recognition system if needed.

Most clubs are familiar with the well-established communication track but some still struggle with the *Competent Leadership* manual. The following pointers will help VPEs establish how to use and integrate the manual into the club's educational program.

Tips for Integrating the *Competent Leadership* Manual

V#11

- ▶ Purchase the manual for display.
- ▶ Discuss evaluations.
- ▶ Educate mentors.
- ▶ Track progress.
- ▶ Include the manual in “sales pitch”.

10 Tips for Using the *CL* Manual

V#12

1. Assign CL evaluators at every meeting.
2. Increase member awareness by requiring that members bring their *Competent Leadership* manuals to every club meeting.
3. Display the *Competent Leadership* manual at every meeting.
4. Recognize members when they complete *CL* manual projects. Ribbons for each project are available from the Toastmasters store.
5. Work with the president to promote *Competent Leadership* at each club meeting. Emphasize how the manual functions as a valuable learning tool – training each member on the different roles of the meeting and helping them build beneficial skills for the working world and daily life.
6. Place equal importance on the leadership and communication tracks by including accreditations for both tracks in all correspondence, agendas, and programs for your club.
7. Post the *Competent Leadership Achievement Chart* during meetings and keep it up-to-date. Draw attention to the successes listed on the chart.
8. Ask members to perform and receive evaluations on at least three meeting roles for each speech he or she presents.
9. Use the club Web site and newsletter to remind members to bring their *CL* manuals to the meeting. Post a congratulatory list of those who have completed the manual.
10. Ask each member who achieves the CL award to mentor a new member in the manual.

V#13

Competent Leadership Project Evaluations

V#14

One of the hindrances to integrating the *CL* manual into the club culture is the issue of evaluations. Some options for handling *CL* manual evaluations are to:

- ▶ Provide verbal evaluations for leadership projects during meetings
- ▶ Provide verbal evaluations privately outside of the club meeting
- ▶ Provide only written evaluations for leadership projects
- ▶ Provide verbal evaluations during meetings for both speech and leadership projects but allow less time for each evaluation

Whatever the club decides, make it known to those joining the club.

Trainer: Ask trainees to share the ways their clubs have used the manual and/or how they integrate the manual and evaluations into the club.

For example, a club may use the CL manual emphasizing its importance as each role is fulfilled. At the end of each meeting the President may announce:

“For those of you who participated today, don’t forget to have your evaluation completed in your CL Manual”.

V#15

Recognition

Recognition helps maintain members’ enthusiasm and participation by offering incentives to complete manuals.

Always recognize members who receive CC, any AC award, CL, AL award, and DTM. A special presentation:

- ▶ Will tell the recipient that someone noticed and cared
- ▶ Benefits other club members by showcasing role models
- ▶ Further motivates the recipients
- ▶ Demonstrates the club’s standards of excellence

Recognition can be easy and inexpensive. For example, recognize members who receive awards with a special presentation of their certificate, notice on the club’s Web site, and in the newsletter, or notice in the district’s newsletter. Other suggestions are listed in the VPE manual.

Trainer: Mention the list in the VPE manual and that ribbons, pins, and certificates can be purchased from Toastmasters’ online store at www.toastmasters.org/shop.

V#16

Ensure All Members Know How to Evaluate

Evaluations are the means by which members improve so VPEs must understand what constitutes an effective evaluator and verify that all members know how to give written and verbal evaluations properly. To accomplish this, the VPE can:

- ▶ Conduct the “Evaluate to Motivate” presentation (Item 292) from *The Successful Club Series*.
- ▶ Conduct the *Success/Communication Series* module, “The Art of Effective Evaluation” (Item 251).
- ▶ Arrange for the club to view the *Effective Evaluation* video (Item 4008V or 4008 DVD).
- ▶ Encourage members to review the manual *Effective Evaluation* (Item 202), which they received as part of their New Member Kit.

Orienting New Members

V#17

VPEs are responsible for familiarizing new members with the Toastmasters program in general and the club proceedings in particular.

Orientations should focus on:

- ▶ Introducing and explaining materials and procedures
- ▶ Furnishing support to new members
- ▶ Talking to new members about educational materials and procedures
- ▶ Discussing the person's needs and expectations
- ▶ Having them fill out a New Member Profile (Item 405)

By the fourth meeting the new member attends, he or she has:

V#18

- ▶ Participated in Table Topics™
- ▶ Served in a meeting role
- ▶ Presented the “Ice Breaker” project from the CC manual

Match with a mentor

V#19

Mentors are an excellent way to help new members immerse themselves in the club without feeling like they are on their own. A mentor:

- ▶ Is experienced
- ▶ Builds a rapport with the new member
- ▶ Helps the new member set realistic goals
- ▶ Answers questions and offers detailed information

Trainer: Ask trainees how they usually interact with a new member.

- ▶ What methods do their clubs employ for orientation?
- ▶ Do their clubs use mentors?

Discuss how the trainees and their clubs view mentorship for new members.

- ▶ Is it useful?
- ▶ What kinds of results have the clubs observed?

Recommend conducting The Successful Club Series presentation “Mentoring” (Item 296) and starting a mentor program.

Other Toastmasters Activities

V#20

Toastmasters has learning opportunities beyond simple attendance at club meetings that provide members with a robust learning experience. These activities include:

- ▶ Helping with the club newsletter or Web site
- ▶ Serving on a committee
- ▶ Participating in speaker-evaluator exchanges with another club
- ▶ Participating in the club's speakers bureau
- ▶ Attending area, division, and district conferences and contests

Trainer: Discuss the types of Toastmasters activities trainees participate in, other than the usual educational program in their clubs. What do the trainees gain from participating? Discuss how they can motivate members to participate in other Toastmasters activities.

Organize Speech Contests

V#21

Another way for members to take their talents to a new level is to participate in speech contests as a contestant or as a contest official.

- ▶ Participating in speech contests as a contest official provides an opportunity to:
- ▶ Develop and practice listening skills
- ▶ Practice and exercise critical thinking skills
- ▶ Receive credit toward earning the CL award
- ▶ Practice objective observation skills
- ▶ Observe and learn from proficient speakers and emulate a higher standard of performance
- ▶ Hone skills such as organization, teamwork, written and verbal communication, and event coordination

Participating in speech contests as a contestant allows members to:

V#22

- ▶ Build confidence
- ▶ Gain contest experience
- ▶ Learn by observing other proficient speakers
- ▶ Try a new style or type of speech
- ▶ Share a unique personal message with a larger, more varied audience

The International Speech Contest is conducted annually. Each district establishes a contest schedule for the area, division, and district contests so VPEs must check the district's schedule and hold the club contest before the area contest.

VPEs may organize the club contest themselves or they may appoint a contest chair. All contests must be conducted fairly and follow the rules so VPEs and/or contest chairmen must have a firm understanding of the rules and requirements for speech contests. *The Speech Contest Rulebook* (Item 1171) and the *Speech Contest Manual* (Item 1173) are mailed in October to each club president of record. The rulebook is also available for download at www.toastmasters.org/rulebook.

The VPE or contest chair is responsible for gathering all materials needed to conduct contests such as:

- ▶ Contestant eligibility forms
- ▶ Judge's guides and ballots
- ▶ Tiebreaking judge's guide and ballot
- ▶ Timer record
- ▶ Participation certificates
- ▶ Trophies

Selecting qualified judges is also the duty of the VPE or contest chair. The best way to ensure quality judges for contests is to conduct training. Some districts conduct training seminars but VPEs can conduct such tutorials themselves using the *Speech Contest Judges Training Program* (Item 1190). Alternatively, members interested in serving as contest judges may complete the e-learning tutorial on Toastmasters' Web site.

Finally, it is imperative that the contest chair and/or VPE *always* checks contestants' eligibility with World Headquarters. Eligibility requirements are listed in the Speech Contest Rules (Item 1171) and may not be changed. Eligibility of each contestant must be verified before each contest in which he or she competes. Call World Headquarters or e-mail speechcontests@toastmasters.org for assistance in verifying membership.

V#23

Trainer: Ask trainees to discuss some of the problems their clubs have encountered regarding speech contests. Discuss solutions. If necessary, use the following scenarios to begin a discussion about speech contests.

Scenario 1

The Toastmaster of the division contest begins to announce the winners. As he reads the name of the third-place winner, the chief judge realizes the Toastmaster is reading the list in reverse. The name being announced as third-place winner actually is the first-place winner. The chief judge stands up and politely states that she believes the list is being read out of order. Someone else says that since the one name has been announced, no changes can be made.

Answer: The rules state, “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.” Since the mistake was caught while the list was being announced, the mistake can and should be corrected.

Scenario 2

At the area contest, only two people are competing. At the announced contest time, only one is present. After waiting a few minutes, the Toastmaster begins the contest. The only contestant gives her speech, the judges mark their ballots, and she is declared the contest winner. The second contestant then arrives. Some audience members want the contest reopened so the second contestant may compete.

Answer: The contest was already over when the second contestant arrived. Contests cannot be reopened. Even if the contest was one in which the two highest placed available contestants may advance to the next level, the late-arriving speaker would not be eligible to compete at the next level contest since he did not compete in the area contest.

No matter how few contestants are competing, an area contest must be held, the contestant(s) must be timed and judged, and contest results are final. For example, if only one contestant competes and that contestant goes overtime, he or she must be disqualified and the area will not be represented at the division contest.

Scenario 3

Just before a division International Speech Contest begins, you find out that a contestant has completed five projects in the *Competent Communication* manual. The contest speech will be her sixth.

Answer: The International Speech Contest Rules clearly state that a contestant must have completed at least six speech projects in the *Competent Communication* manual before the club contest. Since the contestant does not meet this requirement, she is not – and was not – eligible to compete and must be disqualified. Always check contestants' eligibility at every contest level to avoid this situation.

Closing

V#24

Serving as vice president education is not only a responsibility, it is a privilege. It is an opportunity to learn and practice communication, organization, and leadership skills as well as to support fellow members, educate new leaders, and contribute to the success of the club as a whole.

Additional Resources:

General Leadership

Laws for Positive Leadership

The article “Laws for Positive Leadership” (Toastmaster magazine, September 2006) by Victor Parachin describes how to be a leader others want to follow.

The Leadership Excellence Series Set (Item 310)

A complete set of *The Leadership Excellence Series* modules containing outlines and PowerPoint presentations. Individual module titles include: “Resolving Conflict,” “Building a Team,” “Motivating People,” and “The Leader as a Coach.”

“Leadership, Part I: Characteristics of Effective Leaders” (Item 255)

This educational seminar program explores the qualities, values, and styles effective leaders display.

“Leadership, Part II: Developing Your Leadership Skills” (Item 256)

“Leadership, Part III: Working in the Team Environment” (Item 258)

This educational program helps participants learn to use leadership skills as they pertain to working with and leading teams.

Delegation Techniques

Delegating Authority

The best way to wield power is to share it responsibly. In order to accomplish the team’s goals and objectives, a leader must carefully delegate authority to team members.

High Performance Leadership (Item 262)

This five-project program offers instruction and practice in vital leadership skills.

The 360° Leader (Item B119)

In *The 360° Leader*, international best-selling author, speaker, and consultant John C. Maxwell shows how 99% of all leadership in most organizations takes place in the middle. And he shares the secrets of how to increase your influence - from wherever you are.

“Delegate to Empower” (Item 315)

This presentation discusses how to effectively delegate tasks and responsibilities.

“Building a Team” (Item 316)

Build teams through delegation. This presentation reviews how to create and lead a team.

Conflict Resolution

“Effective Solutions for Team Conflict”

Renee Evenson’s article for the *Toastmaster* magazine explains that when you confidently manage conflict others will see you are a person of action and will respect your forthrightness and leadership.

“Turning Team Conflict into Team Harmony”

In his article for the *Toastmaster* magazine, “Turning Team Conflict Into Team Harmony,” Dave Zielinski cites team-building experts who offer advice on how to be a team leader, leading volunteer-based teams, and what to do when your team isn’t working.

Evaluation

Date: _____ Session Name: _____

Facilitator: _____

On a scale of one to five, five being the highest rating, please rate the course and facilitator on the following items by circling the number you find most appropriate:

1. How relevant was this session to your job in Toastmasters?	1 2 3 4 5
2. Rate the following:	
Course	1 2 3 4 5
Facilitator	1 2 3 4 5
Activities/exercises	1 2 3 4 5
3. Were the objectives clearly stated?	1 2 3 4 5
4. How was the lesson plan organized?	1 2 3 4 5
5. Did the instructional methods clearly illustrate the instructor's plan?	1 2 3 4 5
6. To what extent did the visual aids add to your understanding of the presentation?	1 2 3 4 5
7. How were the meeting facilities?	1 2 3 4 5

8. What are two things you learned that will make you a more effective club officer?

Additional Comments: