

THE ENTERTAINING SPEAKER

**TOASTMASTERS
INTERNATIONAL**

Advanced Communication Series

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 THE ENTERTAINING SPEECH

OBJECTIVES

- Entertain the audience by relating a personal experience.
- Organize an entertaining speech for maximum impact.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- What indicated to you that the audience was entertained?
- Briefly describe the talk's organization as you perceived it.
- How effectively did the speaker use vivid descriptions and anecdotes or stories?
- How did the conclusion relate to the rest of the talk?
- How could the speaker improve the talk?
- What would you say is the speaker's strongest asset in entertaining speaking?

PROJECT 2 RESOURCES FOR ENTERTAINMENT

OBJECTIVES

- Draw entertaining material from sources other than your own personal experience.
- Adapt your material to suit your topic, your own personality, and the audience.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- What indicated to you that the audience was entertained?
- What was the theme or message of the speech? How effectively was it supported by stories, anecdotes, or quotations?
- How comfortable did the speaker appear when telling the stories, anecdotes, or quotations? Was the material presented in the speaker's own words and suitable to his/her personality?
- What parts of the speech were most effective? Which, if any, did not work well? Why?
- How did the speaker's body language and vocal variety add impact to the talk?
- What could the speaker have done differently to be more effective?

PROJECT 3 MAKE THEM LAUGH

OBJECTIVES

- Prepare a humorous speech drawn from your own experience.
- Strengthen the speech by adopting and personalizing humorous material from outside sources.
- Deliver the speech in a way that makes the humor effective.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- What indicated to you that the audience was entertained?
- What made the speech humorous?
- How well did the jokes and stories fit the theme of the talk?
- How well did the speaker deliver the jokes or stories?
- How comfortable and confident did the speaker appear to be while telling the jokes or stories?
- How did the speaker's body language and vocal variety add impact to the talk?
- What could the speaker have done differently to be more effective?
- What did the speaker do well?

PROJECT 4 A DRAMATIC TALK

OBJECTIVES

- Develop an entertaining dramatic talk about an experience or incident.
- Include vivid imagery, characters, and dialogue.
- Deliver the talk in an entertaining manner.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- What indicated to you that the audience was entertained?
- Describe the dramatic impact of the talk upon you.
- How well did the speaker build in your mind vivid images of the situation being described?
- How did the speaker's use of vocal variety, body language, and facial expressions add to the speech?
- What parts (if any) of the speech did not work well? How could the speaker improve them? What parts of the speech seemed most effective?
- How well did the speaker build to a powerful climax?

PROJECT 5 SPEAKING AFTER DINNER

OBJECTIVES

- Prepare an entertaining after-dinner talk on a specific theme.
- Deliver the talk using the skills developed in the preceding projects.
- Time: 8 to 10 minutes

EVALUATION GUIDE

- What indicated to you that the audience was entertained?
- How effectively did the speaker capture the audience's attention and hold it?
- What was the theme of the talk? How easy was it for you to follow?
- How effectively did the speaker deliver the jokes, stories, and/or anecdotes? Did they fit the talk's theme?
- What is your overall impression of the speaker's approach to entertaining the audience?

APPENDIX

THE PAUSE

- WHEN NO ONE LAUGHS

SPEAKING TO INFORM

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 SPEAKING TO INFORM

OBJECTIVES

- Select new and useful information for presentation to the audience.
- Organize the information for easy understandability and retention.
- Present the information in a way that will help motivate the audience to learn.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- What made the speech interesting?
- How effectively did the speech opening capture and hold your attention?
- How comfortable and familiar did the speaker appear to be with his/her material?
- How confident and in control did the speaker appear to be?
- What was the organizational structure of the speech?
- How did the speaker encourage the audience to learn?
- How effectively did the speaker relate new information to the common experiences and knowledge of the audience?
- What could the speaker have done to make the talk more effective?
- What would you say is the speaker's strongest asset in informative speaking?

PROJECT 2 RESOURCES FOR INFORMING

OBJECTIVES

- Analyze your audience regarding your chosen subject.
- Focus your presentation at the audience's level of knowledge.
- Build a supporting case for each major point using information gathered through research.
- Effectively use at least one visual aid to enhance the audience's understanding.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How well was the speech directed to the interests and background of the audience?
- What methods did the speaker use to support his/her major points? How effective were these methods?
- How did the visual aid(s) enhance audience understanding?
- How knowledgeable did the speaker appear to be about the subject?
- Did the speech appear to be well researched?

PROJECT 3 THE DEMONSTRATION TALK

OBJECTIVES

- Prepare a demonstration speech to clearly explain a process, product, or activity.
- Conduct the demonstration as part of a speech delivered without notes.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How did the speaker make the talk relevant to the audience's interest?
- Describe the demonstration's impact on you.
- How appropriate was the choice of demonstration method?
- Was each part of the demonstration clearly explained?
- What could the speaker have done to make the demonstration more effective?
- What was the most effective part of the demonstration?

PROJECT 4 A FACT-FINDING REPORT

OBJECTIVES

- Prepare a report on a situation, event, or problem of interest to the audience.
- Deliver sufficient factual information in your report so the audience can make valid conclusions or a sound decision.
- Answer questions from the audience.
- Time: 5 to 7 minutes for the speech, and 2 to 3 minutes the question-and-answer period.

EVALUATION GUIDE

- How well did the speaker explain the purpose of the report to the audience?
- Was the report organized clearly and logically?
- If the speaker used visual aids, did they help the audience to understand the information more easily and quickly?
- Was enough information given on which the audience could base a sound decision or draw valid conclusions?
- How prepared did the speaker appear to be for the questions that were asked?
- How effective was the speaker in responding in a positive manner to the questions that were asked?
- How well did the speaker conclude the question and answer period?

PROJECT 5 THE ABSTRACT CONCEPT

OBJECTIVES

- Research and analyze an abstract concept, theory, historical force, or social/political issue.
- Present the ideas in a clear, interesting manner.
- Time: 6 to 8 minutes

EVALUATION GUIDE

- How did the speaker define the scope of the speech subject?
- Was the topic narrow enough to explain sufficiently in the time allotted?
- How effectively did the speaker draw on experts' opinions while discussing the subject?
- How did the speaker make the talk interesting to the audience? How could the speaker have built greater interest?

APPENDIX

USING VISUAL AIDS

- CREATING YOUR VISUALS
- DISPLAYING THE VISUAL

PUBLIC RELATIONS

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 THE GOODWILL SPEECH

OBJECTIVES

- Prepare a talk that will build goodwill for your organization by supplying useful information of interest to the audience.
- Favorably influence the audience by skillful and friendly delivery of your talk.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How did the audience react to the speaker?
- How was Toastmasters mentioned in the speech? Was it brought in smoothly and naturally, or did it seem forced like an advertisement?
- Comment on the information presented. Did the speaker perform a service for the audience?
- Assuming you knew nothing about this organization beforehand, would you be favorably impressed after this presentation? Why?
- What else might the speaker have said to promote Toastmasters?

PROJECT 2 THE RADIO TALK SHOW

OBJECTIVES

- Present a positive image of you and your company or organization on a simulated radio talk show.
- Prepare a talk designed to build goodwill toward an organization by presenting factual information.
- Understand the dynamics of a successful radio talk show.
- Prepare for the questions that may be asked of you during the radio interview.
- Time: 3 to 5 minutes for the presentation, plus 2 to 3 minutes for questions and answers.

EVALUATION GUIDE

- Was the guest's expertise clearly established in the host's introduction?
- How relevant was the speech to the audience and its interests and goals?
- How thorough was the speaker's research?
- How well did the speaker use vocal variety in conveying his or her message? Did it detract from or enhance the message?
- How effectively did the speaker answer the questions asked?
- Assuming you had no previous knowledge of the speaker's organization, were you favorably impressed with the organization after listening to the presentation and the questions and answers? Why?
- How effective did you think the speaker would have been on a real talk show?

PROJECT 3 THE PERSUASIVE APPROACH

OBJECTIVES

- Direct a persuasive appeal to the audience's self-interests using a combination of fact and emotion in a speech delivered in such a manner that it appears extemporaneous.
- Persuade the audience to adopt your viewpoint by the use of standard persuasive techniques.
- Use at least one visual aid to enhance the audience's understanding.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How convincing was the speaker's argument on his or her viewpoint?
- How effective was the speaker's emotional appeal?
- How closely did the presentation relate to the audience's interests?
- Comment on the smoothness and effectiveness of the talk.
- How did the visual aid(s) contribute to the speaker's persuasive effort?
- How persuasive was the speech?
- Did the speaker change your opinion? How?
- What else might the speaker have done to convince you?

PROJECT 4 SPEAKING UNDER FIRE

OBJECTIVES

- Prepare a talk to persuade a hostile audience to at least consider your position on a controversial issue.
- Demonstrate sincerity when presenting your viewpoint.
- Time: 3 to 5 minutes for the presentation, plus 2 to 3 minutes for questions and answers.

EVALUATION GUIDE

- How effective was the speech's organization?
- How did the speaker use logic and facts in support of his or her viewpoint?
- How effectively did the speaker use emotion and appeals to the audience's self-interest in support of his or her viewpoint?
- How well did the speaker use eye contact to demonstrate sincerity?
- How did the speaker use his or her voice to influence the audience?
- If the speaker used visual aids, how did they contribute to the presentation?
- How effectively did the speaker answer the questions?
- Assuming you were initially opposed to the speaker's position, how would you feel after the presentation?

PROJECT 5 THE CRISIS MANAGEMENT SPEECH

OBJECTIVES

- Learn strategies for communicating to the media about a company crisis.
- Prepare a speech for the media about a company crisis that builds and maintains a positive image for the company.
- Answer questions from the media in a manner that reflects positively on the company.
- Time: 4 to 6 minutes for the presentation, and 3 to 5 minutes for question-and-answer period.

EVALUATION GUIDE

- How effectively did the speaker present his or her message?
- How convincing was the speaker in explaining the company's position on the situation?
- How effectively did the speaker create and maintain a positive image of the company?
- How skillfully did the speaker handle the questions?
- What, if anything, could the speaker have said to better handle the situation?

APPENDIX

ANSWERING QUESTIONS

FACILITATING DISCUSSION

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 THE PANEL MODERATOR

OBJECTIVES

- Select a topic for a panel discussion.
- Identify different viewpoints to be addressed by panelists.
- Organize and moderate a panel discussion.
- Recommended Time: 28 to 30 minutes
- Optional Time: 22 to 26 minutes

EVALUATION GUIDE

- Was the topic selected appropriate for a panel discussion?
- In opening the panel discussion, how well did the moderator explain the topic and its purpose?
- How well did the moderator introduce each panelist and their presentation topics?
- How effectively did the moderator control the panel's time?
- How effectively did the moderator manage the question-and-answer session?
- How could the moderator have been more effective?
- What did the moderator do well?

PROJECT 2 THE BRAINSTORMING SESSION

OBJECTIVES

- Select a problem for a brainstorming session for which you serve as facilitator
- Conduct a brainstorming session.
- Have participants reduce the list of ideas to the three best.
- Recommended Time: 31 to 33 minutes
- Optional Time: 20 to 22 minutes

EVALUATION GUIDE

- Was the topic narrow enough and appropriately worded that the group could accomplish its objectives within the allotted time?
- How well did the facilitator encourage participants to contribute ideas?
- What could the facilitator have done differently to help the group generate ideas?
- How effectively did the facilitator guide the group in reducing the list of ideas to the three best or most practical ones?
- In what way(s) could the facilitator have been more helpful to the group in making their decisions?
- How well did the facilitator remain neutral during the discussion?
- What did the facilitator do well?

PROJECT 3 THE PROBLEM-SOLVING DISCUSSION

OBJECTIVES

- Discuss the three ideas generated in Project 2.
- Determine which one best resolves the problem.
- Recommended Time: 26 to 31 minutes
- Optional Time: 19 to 23 minutes

EVALUATION GUIDE

- Was the topic narrow enough and worded appropriately that the group could reach a decision within the allotted time?
- How well did the facilitator use different types of questions to encourage participants to contribute ideas, opinions, and suggestions?
- Was the facilitator able to remain neutral during the discussion?
- In what way(s) could the facilitator have been more helpful to the group as it tried to reach a decision?
- How did the facilitator control the flow of the discussion so everyone had the opportunity to be heard?
- What did the facilitator do well?

PROJECT 4 HANDLING CHALLENGING SITUATIONS

OBJECTIVES

- Select a problem and ask club members to discuss and resolve it by either majority vote or by compromise.
- Serve as facilitator for the discussion.
- Effectively handle any member's behavioral problems that may interfere with the discussion.
- Recommended Time: 22 to 32 minutes
- Optional Time: 12 to 21 minutes

EVALUATION GUIDE

- Was the topic narrow enough and worded appropriately that the group could reach a decision within the allotted time?
- How well did the facilitator encourage participants to contribute ideas, opinions, and suggestions?
- How well did the facilitator remain neutral during the discussion?
- How effectively did the facilitator handle those people with behavioral problems?
- What could the facilitator do differently that may be more effective in handling the behavioral problems?
- What did the facilitator do well?
- In what way(s) could the facilitator be more helpful to the group as it tried to reach a decision?

PROJECT 5 REACHING A CONSENSUS

OBJECTIVES

- To select a problem for the group to discuss and resolve.
- As facilitator, help the group reach a consensus.
- Recommended Time: 31 to 37 minutes
- Optional Time: 20 to 26 minutes

EVALUATION GUIDE

- Was the topic narrow enough and worded appropriately that the group could reach a consensus within the allotted time?
- How well did the facilitator encourage participants to contribute ideas, opinions, and suggestions?
- Did the facilitator help the group identify areas of agreement and disagreement?
- How effectively did the facilitator help the group explore alternatives?
- How well did the facilitator remain neutral during the discussion?
- In what way(s) could the facilitator have been more helpful to the group as it tried to reach a consensus?
- What did the facilitator do well?

APPENDIX

THE FACILITATOR'S CHECKLIST ROLE PLAY ASSIGNMENTS FOR PROJECT 4

- THE TALKER
- THE INTERRUPTER
- THE CHATTERER
- THE ARGUER
- THE SILENT TYPE
- THE PERSONALITY CONFLICT

SPECIALTY SPEECHES

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 **IMPROMPTU SPEAKING**

OBJECTIVES

- Develop an awareness of situations in which you might be called upon to deliver an impromptu speech.
- Understand how to prepare for impromptu speaking.
- Develop skill as a speaker in the impromptu situation by using one or more patterns to approach a topic under discussion; for example, comparing a past, present, and future situation or before and after.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How effectively did the speaker organize his or her ideas?
- What pattern or patterns were used?
- Did he or she present a clear and definite message?
- How well did the speaker draw upon his or her background of special knowledge?
- Did the speaker let the audience know that he or she was knowledgeable in that particular subject area?
- Did the speaker convey confidence in his or her authority to discuss the topic?
- Did the speaker base his or her statements on fact or opinion?
- What was the audience reaction?

PROJECT 2 **UPLIFT THE SPIRIT**

OBJECTIVES

- Identify and understand the basic differences and similarities between inspirational speeches and other kinds of speeches.
- Learn how to evaluate audience feeling and establish emotional rapport.
- Develop a speech style and delivery that effectively expresses inspirational content by moving the audience to adopt your views.
- Time: 8 to 10 minutes

EVALUATION GUIDE

- How did the audience respond to the speaker? Were they respectful? Tuned in to what was said? Were they emotionally moved? Did they believe in his or her views?
- Comment on the information presented: Was it well thought out and easily understood? Did you detect any element of confusion, doubt, or uncertainty?
- Comment on the speaker's style and delivery, voice and gestures: Were they of a superior quality of expression and did they fit the occasion?
- Did the speech satisfy the expectations of the audience? Did it uplift the spirit of the audience? Ask them.

PROJECT 3 SELL A PRODUCT

OBJECTIVES

- Understand the relationship of sales techniques to persuasion.
- Skillfully use the four steps in a sales presentation: attention, interest, desire, action.
- Identify and promote a unique selling proposition in a sales presentation.
- Be able to handle objections and close a prospective buyer.
- Time: 10 to 12 minutes

EVALUATION GUIDE

- Did the speaker get and hold the audience's attention?
- Did the speaker generate interest and desire by focusing on the benefits of the product or service to the customer?
- Did the speaker offer a unique selling position (USP)?
- Did the speaker build value into his or her speech through the use of positive word choice, personal enthusiasm, and effective use of displays and audiovisuals?
- If any objections were voiced, did the speaker handle them effectively?
- Did the speaker make the close (action) smoothly and at the appropriate time?
- Did the speaker sell? If not, why not?

PROJECT 4 READ OUT LOUD

OBJECTIVES

- Arrive at an understanding of the elements that comprise oral interpretation and how it differs from preparing and giving a speech.
- Learn the preparation or planning techniques of effective interpretation.
- Learn the principles of presentation and develop skill in interpretive reading with regard to voice and body as instruments of communication.
- Time: 12 to 15 minutes

EVALUATION GUIDE

- Was the theme clearly understandable and the narrative or story line clear?
- Did the reader make effective use of vocal variation, tone, mood, inflection, rhythm, and body movements to create an auditory and visual experience for the audience?
- Did the reader convey a sense of the author's style? If not, suggest technical areas the reader might work on.
- Did the reader present the work leading to a crisis or major climax?
- Were the introduction and transitions informative and effective?
- Did the reader create an illusion of spontaneity during the presentation?

PROJECT 5 INTRODUCE THE SPEAKER

OBJECTIVES

- Focus on the special occasion talk from the standpoint of the introducer (function chairman, toastmaster, master of ceremonies).
- Become knowledgeable and skilled in the functions associated with master of ceremonies.
- Handle the introduction of other speakers at a club meeting.
- Time: The duration of a club meeting (To be arranged with the vice president education)

EVALUATION GUIDE

- Did the toastmaster make reference to the program to warm up the audience?
- Did the toastmaster refer to the other speakers and their topics?
- Did the toastmaster stimulate the interest of the audience and start the applause?
- Did the toastmaster make reference to the qualifications of the other speakers?
- Did the toastmaster highlight the other speaker's backgrounds directly related to the subjects of the talks?
- Did the toastmaster convey too much information about the other speakers' topics?
- Did the toastmaster wait for the other speaker to arrive the lectern before sitting down?

APPENDIX

THE WRITTEN SPEECH

- WRITING THE SPEECH
- AN EFFECTIVE DELIVERY

SPEECHES BY MANAGEMENT

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 THE BRIEFING

OBJECTIVES

- Organize your briefing material, tailoring it to your audience's needs.
- Give a briefing according to a specific objective (explain, instruct, persuade, or report) so the audience will have an understanding of the information.
- Effectively handle a question-and-answer session following the briefing.
- Time: 3 to 5 minutes for speech; 2 to 3 minutes for question period.

EVALUATION GUIDE

- Did the speaker make the purpose of the briefing clear?
- How did the speaker tailor the briefing to the audience?
- Did the speaker use easy-to-understand language to explain complex or multi-faceted ideas? Give examples.
- During the introduction, did the speaker supply necessary background information? Was the objective clear? State the objective.
- Were the main ideas summarized? When during the briefing were they summarized? How many times were they mentioned?
- Did the briefing include an introduction, factual support, and a conclusion? Were the transitions between sections smooth?
- Did the briefing include information that was not essential to the purpose? If so, give examples.
- How well were the main ideas summarized during the conclusion?
- How effectively did the speaker make use of visual aids? If they were not effective, explain why and how they could have been. (It is not required that the speaker use visual aids.)
- How well did the speaker wrap up the Q&A session? Suggest improvements.

PROJECT 2 APPRAISE WITH PRAISE

OBJECTIVES

- Give a speech demonstrating the importance of how you personally use feedback techniques in your daily life.
- Use constructive evaluation to help someone improve their performance.
- Offer support to empower them to change.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How did the speaker's presentation about the feedback process improve your understanding of that process?
- Did the speaker use negative words in the evaluation? If so, suggest alternative words or phrases.
- Were the evaluation techniques the speaker used effective in helping his or her partner to set new goals? If they were not effective, why weren't they?
- Did the evaluation contain information that was not essential to the purpose? If so, give examples.
- If the speaker used the techniques he or she used to influence you, would they be effective? Why? Why not?

PROJECT 3 PERSUADE AND INSPIRE

OBJECTIVES

- Understand the concept of motivation.
- Use the described strategies to align the audience's goals with your objectives.
- Deliver a motivational speech and influence your audience to a specific action.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- Did the speaker make his or her proposal understood? State the speaker's goal.
- Did the speaker establish mutual understanding? Did he or she appeal to the beliefs and values of the listeners?
- Was the speaker positive? Did he or she show enthusiasm?
- How did the speaker show the advantages of the proposal?
- How and when did the speaker make use of gestures? Were they dynamic? Were they effective?
- Did the speaker describe how his or her proposal would support the audience's intrinsic motivators? How did he or she describe it?
- Did the speaker inspire the audience? Describe briefly what techniques were used. Were they effective? How could they be improved?
- Did the speaker persuade and inspire the audience to act? Ask the audience to comment on whether or not the speaker caused them to feel an emotional commitment.

PROJECT 4 COMMUNICATING CHANGE

OBJECTIVES

- Introduce a new idea or change to established operations or methods.
- Show the audience how the change will benefit them.
- Overcome any resistance to the new idea and gain the audience's support.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- Did the speaker adequately explain the nature and scope of the change? How could the speaker improve?
- How well did the speaker follow the four steps to develop their message?
- Describe how the speaker overcame any audience resistance.
- How did the speaker showcase the benefits to the audience?
- Were you convinced that the change proposed by the speaker would benefit you? Why or why not?

PROJECT 5 DELIVERING BAD NEWS

OBJECTIVES

- Deliver bad news with tact and sensitivity.
- Organize your speech appropriately for your audience.
- Conclude with a pleasant note and maintain the audience's goodwill.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- Did the speaker use the direct or indirect method for delivering bad news? How did the speaker use this method effectively?
- How could the speaker improve his or her use of inclusive language?
- What did you notice about the speaker's tone of voice? How could the speaker improve?
- Suggest ways the speaker could have organized his or her facts more effectively.
- How would you have felt if the speaker used the demonstrated techniques to deliver bad news to you? What could the speaker do to make you more receptive to the news?

APPENDIX

USING VISUAL AIDS

- GENERAL GUIDELINES FOR USING VISUAL AIDS EFFECTIVELY
- CREATING EFFECTIVE POWERPOINT SHOWS

CONFERENCE CALL ETIQUETTE

THE PROFESSIONAL SPEAKER

**TOASTMASTERS
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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 THE KEYNOTE ADDRESS

OBJECTIVES

- Identify the basic differences between keynote speeches and other kinds of speeches.
- Learn how to evaluate audience feeling and establish emotional rapport.
- Learn and use the professional techniques necessary for a successful keynote presentation.
- Develop a speech style and delivery that effectively inspires and moves the audience to adopt your views as a collective reaffirmation of its own.
- Time: 15 to 20 minutes — longer if club program allows

EVALUATION GUIDE

- What did the speaker say and do to arouse audience interest following the introduction?
- Did the speaker communicate to the listeners that he or she was united with them by bonds of sympathy, common experience, and understanding?
- How did the speaker project confidence and authority (voice, language, platform presence)?
- Was the speaker's language and style inspirational? Describe how.
- Did the inspirational tone interpret or reinterpret existing feelings in the audience? Ask the audience. Did the speaker express audience emotion?
- Did the speaker use appropriate humor to create a lightness of spirit in meeting audience expectations?
- Did the speaker use interesting transitions to move from one point to the next?
- Did the speaker use word pictures and dynamic examples?
- Did the speaker give the audience a final thought to take away after the speech? What was it? What manner of closing was used to convey it?
- What positive suggestions can you offer to assist the speaker in improving his or her performance?

PROJECT 2 SPEAKING TO ENTERTAIN

OBJECTIVES

- Entertain the audience through the use of humor drawn from personal experience and from other material that you have personalized.
- Deliver the speech in a way that makes the humor effective.
- Establish personal rapport with your audience for maximum impact.
- Time: 15 to 20 minutes — longer if club program allows

EVALUATION GUIDE

- How was the opening handled? Was it effective? If not, why?
- Briefly describe the organization (basic outline) of the speech as you perceived it.
- What indicated to you that the audience was entertained?
- What techniques did the speaker use that were especially effective? Were there any that did not work? Why not?
- What techniques did the speaker use in the body of the speech to establish and maintain humorous tone and rhythm?
- How was the closing handled? Was it effective? If not, why?
- What would you say is the speaker's strongest asset in entertaining an audience?
- What positive suggestions can you offer to assist the speaker in improving his or her performance?

PROJECT 3 THE SALES TRAINING SPEECH

OBJECTIVES

- Tell a sales audience how to sell a product by using a planned presentation.
- Inform a sales training audience about the human experience of the buyer-seller relationship.
- Use entertaining stories and dynamic examples of sales situations.
- Inspire salespeople to want to succeed in selling.
- Time: 15 to 20 minutes — longer if club program allows

EVALUATION GUIDE

- What was unique about the speaker's use of showmanship? How could it be improved?
- Was the speaker's opening effective? Why? If not, why not?
- Did the speaker give the audience a system for selling? What was it called?
- How did the speaker involve the audience? What techniques were used?
- In what way did the speaker illustrate the buyer-seller relationship?
- In what way did the speaker indicate how to handle buyers' objections?
- Was the speaker's close effective? If not, why not?
- Did the listeners feel they benefited from hearing the speaker? Ask them.
- Did the speaker inspire the audience to go out and succeed in selling? Ask them.
- What positive suggestions can you offer for improvements of the speaker's presentation?

PROJECT 4 THE PROFESSIONAL SEMINAR

OBJECTIVES

- Plan and present a seminar with specific learning objectives.
- Relate to the audience by using a seminar presentation style.
- Use seminar presentation techniques to promote group participation, learning, and personal growth.
- Time: 20 to 40 minutes

EVALUATION GUIDE

- In opening the presentation, how did the speaker establish immediate rapport and hold audience attention?
- Did the speaker orient the audience to specific learning objectives? What were they?
- How did the speaker serve as a role model for the audience?
- How effectively did the speaker relate to the audience (excellent, good, fair, poor)?
- What behaviors or characteristics did the speaker project, e.g., enthusiasm, preparedness, humor, clarity and directness, encouraging feedback? Suggest areas for improvement.
- Did the speaker both teach and entertain? Was the seminar interesting and important to the audience? Ask members to respond. Will it help them grow and personally benefit?

PROJECT 5 THE MOTIVATIONAL SPEECH

OBJECTIVES

- Understand the concept and nature of motivational speaking.
- Apply a four-step motivational method with the purpose of persuading and inspiring.
- Deliver a motivational speech to persuade an audience to emotionally commit to an action.
- Time: 15 to 20 minutes — longer if club program allows

EVALUATION GUIDE

- Did the speaker make his or her proposal understood?
- Did the speaker establish mutual understanding? Did he or she appeal to the beliefs and values of the listeners?
- Was the speaker positive? Did he or she show enthusiasm?
- How and when did the speaker make use of gestures? Were they dynamic? Were they effective?
- Did the speaker build an incentive into the talk? What was the incentive?
- Did the speaker inspire the audience? Describe briefly what techniques were used. Were they effective? How could they be improved?
- Did the speaker persuade and inspire the audience to act? Ask the audience to comment if the speaker caused them to feel an emotional commitment.

APPENDIX

HOW TO MARKET YOURSELF AS A PROFESSIONAL SPEAKER

- YOUR IMAGE AS A PROFESSIONAL SPEAKER
- MARKETING ITEMS AND DIGITAL MEDIA
- WHAT THE AUDIENCE WANTS FROM YOU AS A PROFESSIONAL SPEAKER
- PREPARING YOURSELF FOR A SUCCESSFUL APPEARANCE
- CONNECTING WITH THE AUDIENCE
- TIPS FOR THE SUCCESSFUL USE OF VISUAL AIDS
- SEVEN GUIDELINES FOR THE USE OF VISUAL AIDS
- DIRECTED AIDS
- PROJECTED AIDS

TECHNICAL PRESENTATIONS

**TOASTMASTERS
INTERNATIONAL**

Advanced Communication Series

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 THE TECHNICAL BRIEFING

OBJECTIVES

- Using a systematic approach, organize technical material into a concise presentation.
- Tailor the presentation to the audience's needs, interests, and knowledge levels.
- Time: 8 to 10 minutes

EVALUATION GUIDE (EXCELLENT / SATISFACTORY / SHOULD IMPROVE for each)

- In your opinion, was this speech interesting?
- Was the technical material suitable for the interests and knowledge levels in the audience?
- Did the speaker state his/her main message at the onset of the briefing?
- Did the points and support data contribute to understanding and acceptance of the main message?
- Was the technical material presented concisely and logically?
- Did the speaker's delivery enhance the overall presentation effectiveness?

PROJECT 2 THE PROPOSAL

OBJECTIVES

- Prepare a technical presentation advocating a product, service, idea, or course of action.
- Present your viewpoint logically and convincingly, using an inverted pyramid approach.
- Effectively use Microsoft PowerPoint with a laptop computer to illustrate your message.
- Effectively handle a question-and-answer period.
- Time: 8 to 10 minutes for speech; 3 to 5 minutes for Q&A

EVALUATION GUIDE (EXCELLENT / SATISFACTORY / SHOULD IMPROVE for each)

- Was the speaker's main message clearly stated in terms of audience benefits?
- Did the speaker clearly and logically support his/her main message?
- Did the speaker state his/her main message at the onset of the briefing?
- Was the proposal appropriate in intent for the audience?
- Was the proposal organized according to the "inverted pyramid" method?
- Did the speaker effectively deal with audience questions?
- During Q and A, did the speaker respond in a way that supported the main message?
- How effective were the visual aids?
- Was the speaker's delivery as effective and convincing as his/her content?

PROJECT 3 THE NONTECHNICAL AUDIENCE

OBJECTIVES

- Understand the principles of communicating complex information to nontechnical listeners.
- Build and deliver an interesting talk based on these principles.
- Answer audience questions that arise during the presentation.
- Use overhead transparencies to illustrate your message.
- Time: 10 to 12 minutes

EVALUATION GUIDE (EXCELLENT / SATISFACTORY / SHOULD IMPROVE for each)

- Topic selection (interesting, relevant)
- Absence of complexity (easy to understand)
- Opening (attention-getting)
- Organization (clear, logical)
- Support material (examples, comparisons that clarify and simplify)
- Transitions (smooth, easy to follow)
- Language (simple, without technical jargon)
- Responses to audience (questions answered simply and directly)
- Visual aids (bold, simple, visible, smoothly handled)
- Delivery (vocal variety, body language, etc.)

PROJECT 4 PRESENTING A TECHNICAL PAPER

OBJECTIVES

- Deliver an interesting speech based on a technical paper or article.
- Effectively use a Microsoft PowerPoint slideshow to illustrate your theme.
- Provide additional information, such as answers to questions, using a flipchart.
- Time: 10 to 12 minutes

EVALUATION GUIDE

- Did the speaker discuss only the highlights of the technical paper or article during the verbal presentation?
- Was the presentation tailored for the audience's interests and knowledge levels?
- How did the speaker make the presentation interesting?
- What evidence indicated that the speaker prepared diligently for this project?
- How effective were the speaker's visual aids and the way they were used?
- What presentation strengths does this speaker have, as displayed during this speech?
- In your opinion, how could the speaker improve his or her delivery in subsequent speeches?

PROJECT 5 ENHANCING A TECHNICAL TALK WITH THE INTERNET

OBJECTIVES

- Understand the nature and process of a technical presentation supported with professional-level visual aids.*
- Arrange pre-meeting communications via email.
- Find or create a post-meeting website for further dissemination of information supporting or enhancing your verbal presentation. You may create a web page and add it to your club's website, making use of podcasting, webcasting, or a basic internet template.
- Use a desktop computer, Microsoft Word, a web browser, a simple graphics program for photos and other images, Microsoft PowerPoint, as well as the venerable flipchart to support your presentation.
- Time: 12 to 15 minutes—longer if club program allows

**Arrangements for this presentation should be made with your club's vice president education well in advance, taking into consideration the requirements for high-tech visual aids. Also, you should arrange to have printouts of your pre- and post-communications for your evaluator to see at the lecture. Time mentioned does not include these other forms of sharing information.*

EVALUATION GUIDE (EXCELLENT / SATISFACTORY / SHOULD IMPROVE for each)

- Were extra materials on hand for those who needed them?
- Did the speaker clearly and logically support his/her main message?
- Did the presentation's subject matter appear to be well-coordinated with the pre- and post-communications?
- Did the electronic communications include enough pertinent material? What could have been added?
- Did the electronic communications avoid unnecessary overlap? What could have been deleted?
- Did the speaker effectively deliver the in-person portion of the presentation?
- Did the speaker discuss the pre- or post-talk communications in a smooth and prepared manner?
- Were the visual aids well-designed and well-presented to coordinate with the pre- and post-communications?
- Please rate the overall effectiveness of the presentation.

APPENDIX

USING VISUAL AIDS

- CREATING EFFECTIVE POWERPOINT SHOWS

PERSUASIVE SPEAKING

**TOASTMASTERS
INTERNATIONAL**

Advanced Communication Series

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 THE EFFECTIVE SALESPERSON

OBJECTIVES

- Learn a technique for selling an inexpensive product in a retail store.
- Recognize a buyer's thought processes in making a purchase.
- Elicit information from a prospective buyer through questions.
- Match the buyer's situation with the most appropriate product.
- Time: 8 to 12 minutes

EVALUATION GUIDE

- How well did the speaker explain the persuasive process used in retail sales of inexpensive items?
- Was the speaker able to build rapport with the buyer?
- How effective were the questions the speaker asked? How did the speaker use follow-up questions to elicit more information?
- What did the speaker do to show attentiveness to and concern for the buyer?
- How knowledgeable did the speaker appear to be about the product(s) he or she was selling?
- Was the speaker friendly, courteous, and polite?
- How effective were the speaker's efforts to obtain commitment from the buyer?
- What could the speaker have said to be more effective?
- What did the speaker do especially well in the sales process?

PROJECT 2 CONQUERING THE COLD CALL

OBJECTIVES

- Learn a technique for cold call selling of expensive products or services.
- Recognize the risks buyers assume in purchasing.
- Use questions to help the buyer discover problems with his or her current situation.
- Successfully handle buyer's objections and concerns.
- Time: 10 to 14 minutes

EVALUATION GUIDE

- How well did the speaker explain the persuasive process used in cold call sales of expensive items?
- How effective were the questions in eliciting information from the buyer?
- How effective were the questions in helping the buyer discover a problem exists?
- Did the speaker avoid talking about his product until the buyer asked about it?
- How well did the speaker handle any objections or concerns the buyer raised?
- What could the speaker have said that would have been more effective?
- What did the speaker do well?

PROJECT 3 THE WINNING PROPOSAL

OBJECTIVES

- Prepare a proposal advocating an idea or course of action.
- Organize the proposal using the six-step method provided.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How clear was the proposal's objective?
- How well was the proposal directed to the intended audience?
- Did the speaker address the negative and positive aspects of the proposal?
- Was the proposal well organized and logical?
- How effective was the speaker's delivery?
- What could the speaker have said to make the proposal more effective?

PROJECT 4 ADDRESSING THE OPPOSITION

OBJECTIVES

- Prepare a talk on a controversial subject that persuades an audience to accept or at least consider your viewpoint.
- Construct a speech to appeal to the audience's logic and emotions.
- Time: 7 to 9 minutes for the speech, and 2 to 3 minutes for the question-and-answer period

EVALUATION GUIDE

- How convincing was the speaker's presentation on his or her viewpoint?
- How effectively did the speaker appeal to the listeners' logic and emotions?
- How well did the speaker use stories, anecdotes, and humor to add impact to the presentation?
- Did the speaker appear sincere, friendly, and concerned for the audience?
- How did the speaker's voice and use of eye contact contribute to the presentation's effectiveness?
- How persuasive did you find the speech? Why?
- What could the speaker have said to be more effective?
- What did the speaker say that was especially effective?
- How prepared did the speaker appear to be for the questions that were asked?
- How effective was the speaker in responding in a positive manner to the questions that were asked?

PROJECT 5 THE PERSUASIVE LEADER

OBJECTIVES

- Communicate your vision and mission to an audience.
- Convince your audience to work toward achieving your vision and mission.
- Time: 6 to 8 minutes

EVALUATION GUIDE

- How effectively did the speaker convey the vision and mission?
- How did the speaker connect the vision and mission to the needs, wants, and hopes of the audience?
- Did the speaker use stories and anecdotes to enhance the persuasive message?
- What other devices (gestures, body language, vocal variety, etc.) did the speaker use to make the presentation more persuasive?
- Did the speaker convince and motivate the audience to act?
- What could the speaker have said to be more effective?
- What did the speaker do well?

APPENDIX

THE ROLE PLAY (PERSUASIVE SITUATIONS)

COMMUNICATING ON VIDEO

**TOASTMASTERS
INTERNATIONAL**

Advanced Communication Series

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 **STRAIGHT TALK**

OBJECTIVES

- To effectively present an opinion or viewpoint in a short time.
- To simulate giving a presentation as part of a video broadcast.
- Time: 3 minutes plus or minus 30 seconds

EVALUATION GUIDE

- What was the news event or current issue on which the editorial was based?
- What reaction did the speaker have toward the news event or issue? Was it clearly presented?
- Did the speaker show sound logic and reasoning in explaining his or her viewpoint?
- Were the words carefully chosen, short, and clearly pronounced?
- Did the speaker relate convincingly to the camera?
- Was the speaker's appearance appropriate? How did his or her appearance affect the editorial?
- How effective do you feel the editorial would have been had it actually been broadcast?

PROJECT 2 **THE INTERVIEW SHOW**

OBJECTIVES

- To understand the dynamics of an interview or "talk" show.
- To prepare for the questions that may be asked of you during an interview program.
- To present a positive image on camera.
- To appear as a guest on a simulated video talk show.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How prepared was the speaker? What indicated this?
- How effectively did the speaker answer the questions? Did the speaker show enthusiasm?
- How did the speaker use a story or anecdote to illustrate or emphasize a point?
- Did the speaker appear relaxed, confident, and poised? Were the speaker's gestures/body movements appropriate for the special requirements of video? Did the speaker relate appropriately to the studio audience?
- How did the speaker's appearance (clothing, makeup, etc.) enhance or detract from the presentation?
- How effective do you feel the speaker would have been on a real talk show?

PROJECT 3 WHEN YOU'RE THE HOST

OBJECTIVES

- To conduct a successful television interview.
- To understand the dynamics of a successful television interview or talk show.
- To prepare questions to ask during the interview program.
- To present a positive, confident image on the television camera.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How well prepared was the speaker?
- How effectively did the speaker lead the interview? Were questions clear? Were they in logical sequence?
- What was the guest's field of expertise? Did the speaker make this clear in the guest's introduction?
- Did the speaker appear relaxed, confident, and poised? Were gestures/body movements appropriate for the special requirements of video?
- How well did the speaker relate to the television camera and the studio audience? Was eye contact with the camera made at the appropriate times?
- How did the speaker's appearance (clothing, makeup, etc.) affect your impression of the presentation?
- How effective do you feel the speaker would have been on a real talk show?

PROJECT 4 THE PRESS CONFERENCE

OBJECTIVES

- To understand the nature of a video broadcast press conference.
- To prepare for an adversary confrontation on a controversial or sensitive issue.
- To employ appropriate preparation methods and strategies for communicating your organization's viewpoint.
- To present and maintain a positive image.
- Time: 3 to 5 minutes for presentation, 2 to 3 minutes for question period.

EVALUATION GUIDE

- How effectively did the speaker present his or her message?
- Was the speaker able to maintain control of the conference during the question-and-answer period?
- How convincing was the speaker in explaining the company or organization's position on the issue or situation? Was he or she prepared?
- How effective was the speaker in building or maintaining a positive image for himself or herself and the company or organization?
- Comment on the speaker's appearance, gestures, and body movements. Were they appropriate?

PROJECT 5 INSTRUCTING ON THE INTERNET

OBJECTIVES

- To learn how to develop and present an effective training program on the Web.
- To receive personal feedback through the videorecording of your presentation.
- Time: 5 to 7 minutes for the presentation, plus 5 to 7 minutes for playback of the video.

EVALUATION GUIDE

- What were the objectives of the training program? How effectively did the speaker fulfill the objectives?
- How was the training program directed toward the needs of the audience?
- Was the training program organized clearly and logically? Was the audience given the information necessary to accomplish what the speaker wanted done?
- Comment on the speaker's voice, gestures, and facial expressions. Were they used with moderation or did they overpower the television viewer? Was the voice modulated in pitch and volume?
- Did the speaker appear relaxed, confident, and poised? How well did the speaker relate to the television camera? What, if any, distracting mannerisms did the speaker display?

APPENDIX

ENRICH YOUR VIDEO EXPERIENCE

- YOU AND THE CAMERA
- GESTURES / BODY MOVEMENT
- MICROPHONES
- VISUAL AIDS

CUES

STORYTELLING

**TOASTMASTERS
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Advanced Communication Series

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 THE FOLK TALE

OBJECTIVES

- To tell a folk tale that is entertaining and enjoyable for a specific age group.
- To use vivid imagery and voice to enhance a tale.
- Time: 7 to 9 minutes

EVALUATION GUIDE

- How did the speaker attract your interest to the story? Were you entertained?
- What techniques (tempo, rhythm, inflection, pause, volume) did the speaker use that were especially effective?
- Comment on the speaker's use of vocal variety in telling the story.
- What parts of the story were most exciting? What parts (if any) slowed the story? What delivery technique(s) created or distracted from the effectiveness of the story?
- What was the idea or mood the speaker was trying to convey? How was the idea or mood conveyed?
- Was the speaker successful?
- Were you able to visualize the story in your mind? What parts of the story were most impressive?

PROJECT 2 LET'S GET PERSONAL

OBJECTIVES

- To learn the elements of a good story.
- To create and tell an original story based on a personal experience.
- Time: 6 to 8 minutes

EVALUATION GUIDE

- How was the point of the story developed? How well did the plot support the point of the story?
- How did the story build to a climax?
- Were the characters well developed? How did you learn about them?
- How did the speaker use description and dialogue to add ambiance to the story?
- Were you able to picture the characters and action as the speaker told the story? What, if anything, could the speaker have done to help you better visualize the characters and action?

PROJECT 3 THE MORAL OF THE STORY

OBJECTIVES

- To understand that a story can be entertaining yet display moral values.
- To create a new story that offers a lesson or moral.
- To tell the story, using the skills developed in the previous two projects.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- Was the story presented simply and clearly?
- How did the speaker capture and hold your interest?
- Were all the elements of a good story included (plot, setting, characters, action, etc.)? If not, which ones were missing and how did this affect the story?
- How did the speaker use vocal variety to add to the story?
- What was the twist to the story? Was it successful? Why or why not?

PROJECT 4 THE TOUCHING STORY

OBJECTIVES

- To understand the techniques available to arouse emotion.
- To become skilled in arousing emotions while telling a story.
- Time: 6 to 8 minutes

EVALUATION GUIDE

- What emotions did you experience as the speaker told the story? How did the speaker use descriptive words and phrases to evoke emotion?
- How did the speaker use dialogue to evoke emotion?
- Did the story contain the basic elements of setting, characters, plot, conflict, and action? If not, which were missing? How did this affect the story?
- Were the characters well developed? How did the speaker use description and dialogue to give them life?
- How was the story developed? Was the point of the story clear?
- How did the speaker build to a powerful climax?

PROJECT 5 BRINGING HISTORY TO LIFE

OBJECTIVES

- To understand the purpose of stories about historical events or people.
- To use the storytelling skills developed in the preceding projects to tell a story about a historical event or person.
- Time: 7 to 9 minutes

EVALUATION GUIDE

- Was the plot of the story clear?
- To what degree did the speaker succeed in building the story to a climax?
- How did the speaker develop the characters?
- Did the speaker make effective use of description and dialogue in telling the story?
- Did you gain greater insight into the historical event or person the speaker was telling about?
- How effectively did the speaker use vocal variety while telling the story? Did the speaker display distracting gestures or mannerisms?

INTERPRETIVE READING

**TOASTMASTERS
INTERNATIONAL**
Advanced Communication Series

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 READ A STORY

OBJECTIVES

- To understand the elements of interpretive reading.
- To learn how to analyze a narrative and plan for effective interpretation.
- To learn and apply vocal techniques that will aid in the effectiveness of the reading.
- Time: 8 to 10 minutes

EVALUATION GUIDE

- Was the theme understandable and the storyline clear?
- To what degree did the speaker achieve the author's purpose in projecting the meaning and the emotions of the message?
- How did the speaker emphasize the words which were important in revealing the narrative's meaning and emotions?
- How did the speaker build the story's climax?
- Did the introduction and transitions (if any) help you better understand the narrative?
- Was the speaker able to establish and maintain eye contact with the audience?
- Did the speaker appear to be spontaneous during the presentation?
- What could the speaker have done differently to improve the presentation?
- What did you like about the presentation?

PROJECT 2 INTERPRETING POETRY

OBJECTIVES

- To understand the differences between poetry and prose.
- To recognize how poets use imagery, rhythm, meter, cadence, and rhyme to convey the meanings and emotions of their poetry.
- To apply vocal techniques that will aid the effectiveness of the reading.
- Time: 6 to 8 minutes

EVALUATION GUIDE

- How was the speaker able to express the thoughts and emotions of the poem?
- Did the speaker understand the poem? Was the speaker able to envision the pictures painted by the poet?
- Did the speaker make effective use of pauses, rhythm, and cadence?
- Did the speaker avoid a “sing-song” rhythm?
- What kind of eye contact did the speaker have with the audience? Was it appropriate for the type of presentation?
- Was the speaker well prepared and familiar with the material?
- What could the speaker have done differently to improve the presentation?
- What did you like about the presentation?

PROJECT 3 THE MONODRAMA

OBJECTIVES

- To understand the concept and nature of the monodrama.
- To assume the identity of a character and to portray the physical and emotional aspects of this character to an audience.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- Was the character clearly defined by the speaker?
- Did the speaker effectively express the conflict in which the character was involved?
- How effectively did the speaker use voice and gestures/body movements?
- Did the speaker successfully avoid eye contact with the audience?
- With what parts of the monodrama did the speaker appear most comfortable?
- Did the speaker display any distracting mannerisms?
- What could the speaker have done differently to improve the presentation?
- What did you like about the presentation?

PROJECT 4 THE PLAY

OBJECTIVES

- To adapt a play for interpretive reading.
- To portray several characters in one reading, identifying them to the audience through voice changes and movement.
- Time: 12 to 15 minutes

EVALUATION GUIDE

- Were the characters vocally, physically, and emotionally distinct? Were character changes smooth and quick?
- Did the pitch or tempo of any character distract you?
- Was the plot of the play clear? Was the play properly cut so it flowed smoothly? Were transitions clear?
- How did the speaker build to the climax of the play?
- Did the speaker have eye contact with the audience? Was eye contact appropriate for this presentation?
- What could the speaker have done differently to improve the presentation?
- What did you like about the presentation?

PROJECT 5 THE ORATORICAL SPEECH

OBJECTIVES

- To understand the structure of an effective speech.
- To interpret and present a famous speech.
- Time: 8 to 10 minutes.

EVALUATION GUIDE

- Did the speaker reveal the original speaker intelligently, significantly, and with adequate feeling?
- Was the speaker comfortable with the speech?
- How did the speaker establish rapport with the audience? Did the speaker address the audience, not the book?
- Did the speaker inspire the audience?
- What could the speaker have done differently to improve the presentation?
- What did you like about the presentation?

APPENDIX

ENHANCE YOUR READING

- GESTURES / BODY MOVEMENT
- PUNCTUATION AND PAUSES
- READING AND EYE CONTACT
- CUTTING

INTERPERSONAL COMMUNICATION

**TOASTMASTERS
INTERNATIONAL**

Advanced Communication Series

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 **CONVERSING WITH EASE**

OBJECTIVES

- Identify techniques to use in conversing with strangers.
- Recognize different levels of conversation.
- Initiate a conversation with a stranger.
- Use open-ended questions to solicit information for further conversation.
- Time: 10 to 14 minutes

EVALUATION GUIDE

- How well did the speaker explain the value of conversational skills and different conversational techniques?
- How effectively did the speaker initiate the conversation?
- How did the speaker establish common interest with the other person?
- How effectively did the speaker use open-ended questions to carry on the conversation?
- How did the speaker advance from one level to another? (The levels are small talk, fact disclosure, viewpoints and opinions, personal feelings.)
- How comfortable did the speaker appear to be in the conversation?
- What could the speaker have said differently that may have been more effective?

PROJECT 2 **THE SUCCESSFUL NEGOTIATOR**

OBJECTIVES

- Employ win/win negotiating strategies to achieve your goals.
- Enjoy the benefits of win/win negotiating.
- Time: 10 to 14 minutes

EVALUATION GUIDE

- How clearly did the speaker explain the negotiation process?
- How did the speaker break the ice and establish a good relationship with the other party?
- How effectively did the speaker address the needs and wants of the other party?
- Did the speaker clearly indicate his or her wants and needs and the reasons for them?
- Did the speaker achieve his or her goal?
- What could the speaker have said or done differently to be more effective?

PROJECT 3 DEFUSING VERBAL CRITICISM

OBJECTIVES

- Respond non-defensively to verbal criticism.
- Employ a five-step method to identify the problem, diffuse the attack, and arrive at a solution.
- Time: 10 to 14 minutes

EVALUATION GUIDE

- How effectively did the speaker explain how to handle verbal criticism?
- Did the speaker respond non-defensively to the criticism?
- How did the speaker indicate he or she was listening to the criticism with an open mind?
- How did the speaker determine the reason(s) for the criticism?
- Was the speaker able to discuss a solution with the criticizer?
- What could the speaker have said or done differently that would have been more effective?

PROJECT 4 THE COACH

OBJECTIVES

- Determine reasons for someone's substandard performance.
- Coach the person to improved performance.
- Time: 10 to 14 minutes

EVALUATION GUIDE

- How clearly did the speaker explain the coaching process?
- What was preventing the person from performing satisfactorily? How did the speaker determine this reason?
- How effectively did the speaker begin the coaching session?
- How did the speaker work with the person to arrive at a solution?
- Did the speaker focus on describing behavior rather than evaluating or judging it?
- How did the speaker avoid putting the person on the defensive?
- How effective was the coaching session? If you were the person being coached, would you be motivated to improve?

PROJECT 5 ASSERTING YOURSELF EFFECTIVELY

OBJECTIVES

- Enjoy the physical and mental benefits of being assertive.
- Employ the four-step method for addressing a problem and asking for help.
- Overcome resistance to your requests.
- Time: 10 to 14 minutes

EVALUATION GUIDE

- How well did the speaker explain how to express dissatisfaction effectively?
- How effectively did the speaker follow the four-step method when addressing the problem?
- Did the speaker clearly state the problem and the remedy?
- If you were the other person, would you want to fulfill the speaker's request?
- How did the speaker overcome resistance?

APPENDIX

THE ROLE PLAY (INTERPERSONAL SITUATIONS)

SPECIAL OCCASION SPEECHES

**TOASTMASTERS
INTERNATIONAL**

Advanced Communication Series

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 **MASTERING THE TOAST**

OBJECTIVES

- Recognize the characteristics of a toast.
- Present a toast honoring an occasion or a person.
- Time: 2 to 3 minutes

EVALUATION GUIDE

- How well did the speaker indicate the occasion or person being honored?
- Describe how effectively the speaker personalized the toast.
- Were stories, anecdotes, or quotes used?
- How effectively did the speaker use vocal variety and eye contact in presenting the toast?
- Was the toast appropriate for the occasion or person being honored?
- What could the speaker have done differently to make the toast more effective?
- What did you like about the toast?

PROJECT 2 **SPEAKING IN PRAISE**

OBJECTIVES

- Prepare a speech praising or honoring someone, either living or dead.
- Address five areas concerning the individual and his/her accomplishments.
- Include anecdotes illustrating points within the speech.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How well did the speech suit the occasion?
- What parts of the speech were most effective?
- How effectively did the speaker identify and illustrate the individual's qualities, accomplishments, power and inspiration sources, and his/her impact on society and history?
- How did the speaker use this individual's qualities and accomplishments to inspire the audience?
- How well did the speaker use stories and anecdotes concerning the individual to illustrate points?
- What could the speaker have done differently to make the speech more effective?
- What did you like about the speech?

PROJECT 3 THE ROAST

OBJECTIVES

- Poke fun at a particular individual in a good-natured way.
- Adapt and personalize humorous material from other sources.
- Deliver jokes and humorous stories effectively.
- Time: 3 to 5 minutes

EVALUATION GUIDE

- How well were the jokes and anecdotes adapted to the occasion and to the individual being roasted?
- How did the speaker's delivery contribute to or hinder the effectiveness of the humorous material?
- How effective were the jokes and anecdotes?
- How did the speaker's body language and vocal variety add to the impact of the roast?
- What could the speaker have done differently to make the speech more effective?
- What did you like about the speech?

PROJECT 4 PRESENTING AN AWARD

OBJECTIVES

- Present an award with dignity and grace.
- Acknowledge the contributions of the recipient.
- Time: 3 to 4 minutes

EVALUATION GUIDE

- Did the speaker clearly explain the purpose of the award?
- How effectively did the speaker convey the reasons the recipient deserved the award?
- How sincere was the speaker in his/her praise?
- What could the speaker have done differently to make the speech more effective?
- What did you like about the speech?

PROJECT 5 ACCEPTING AN AWARD

OBJECTIVES

- Accept an award with dignity, grace, and sincerity.
- Acknowledge the presenting organization.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How effectively did the speaker express gratitude to the organization presenting the award?
- How did the speaker recognize the organization presenting the award?
- How sincere was the speaker in his/her thanks and gratitude?
- Did the speaker appear comfortable and gracious while accepting the award?
- What could the speaker have done differently to make the speech more effective?
- What did you like about the speech?

HUMOROUSLY SPEAKING

**TOASTMASTERS
INTERNATIONAL**

Advanced Communication Series

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HOW TO USE THIS SERIES

INTRODUCTION

PROJECT 1 WARM UP YOUR AUDIENCE

OBJECTIVES

- Prepare a speech that opens with a humorous story.
- Personalize the story.
- Deliver the story smoothly and effectively.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How well did the opening story relate to the speech topic?
- Was the story appropriate for the audience?
- Was the story amusing to you?
- Did the story attract and keep your attention?
- How did the speaker's delivery of the story help or hinder the story's impact on you?
- How could the speaker improve the story's delivery? Comment on the setup, delivery, and pause.
- How comfortable and confident did the speaker appear to be while telling the story?
- Was the speech body organized clearly and logically?
- What could the speaker do to improve the speech?

PROJECT 2 LEAVE THEM WITH A SMILE

OBJECTIVES

- Prepare a serious speech that opens and closes with humorous stories.
- Prepare a closing story that reemphasizes the speech's main point.
- Deliver the stories smoothly and effectively.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How well did the opening story relate to the speech topic?
- How well did the closing story reemphasize the speech's main point?
- How appropriate were both stories for the audience?
- How amusing were the stories to you?
- How effectively did the closing story end the speech?
- How comfortable and confident did the speaker appear while telling both stories?
- How well did the speaker deliver the set-ups, pauses before the punch lines, punch lines, punch words, and the ending pauses for both stories?

PROJECT 3 MAKE THEM LAUGH

OBJECTIVES

- Prepare a speech that opens and closes with humorous stories.
- Include jokes in the speech body to illustrate points or maintain audience interest.
- Deliver the jokes and stories smoothly and effectively.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How well did the opening story relate to the speech topic?
- How well did the closing story reemphasize the speech's main point?
- How well did the jokes illustrate or emphasize the speaker's points?
- If the speech had any tedious or complex parts, were jokes used to break them up? If so, how effective were the jokes at doing so?
- How smooth were the transitions between the jokes and the speech body?
- How comfortable and confident did the speaker appear while telling the stories and jokes?
- How well did the speaker deliver the set-ups, pauses before the punch lines, punch lines, punch words, and the ending pauses for the stories and jokes?
- Were the stories and jokes appropriate? Were they amusing to you?

PROJECT 4 KEEP THEM LAUGHING

OBJECTIVES

- Prepare a speech that opens with a self-deprecating joke.
- String together two or three related jokes in the speech body.
- Close the speech with a humorous story.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- How effective was the opening joke in breaking the ice with the audience?
- How well did the jokes illustrate or emphasize the speaker's points?
- How well was each set of jokes in the speech body tied together?
- If any parts of the speech were tedious or complex, were jokes used to break them up? If so, did the jokes succeed in doing so?
- How smooth were the transitions between the jokes and the speech body?
- How well did the closing story reemphasize the speech's main point?
- How comfortable or confident did the speaker appear while telling the jokes and story?
- Were the story and jokes amusing to you? If not, why?

PROJECT 5 THE HUMOROUS SPEECH

OBJECTIVES

- Use exaggeration to tell a humorous story.
- Entertain the audience.
- Effectively use body language and voice to enhance the story.
- Time: 5 to 7 minutes

EVALUATION GUIDE

- What indicated to you that the audience was entertained?
- What made the speech humorous?
- How well did the jokes/stories fit the theme of the speech?
- Did any of the stories/jokes seem awkward to you? Which ones? Why?
- How did the speaker's body language and vocal variety add impact to the speech?
- How well did the speaker tie stories/jokes together? Were transitions smooth?
- What could the speaker have done to improve the presentation?

APPENDIX

WHAT DO YOU DO WHEN NOBODY LAUGHS

- AD LIBS FOR UNEXPECTED OCCURRENCES
- HUMOROUS SPEECH CONTESTS