



Enhancing Evaluations

CLUB OFFICER TRAINING

TOASTMASTERS INTERNATIONAL

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PREPARE FOR TRAINING

Welcome to Club Officer Training. As a training facilitator, you are responsible for conveying the information that club officers need to fulfill their roles. Well-trained club officers are equipped to enhance club quality, develop and lead successful teams and thrive in the Distinguished Club Program. All of these abilities contribute to fulfill the club mission.

Club officers dedicate valuable time and provide a tremendous service to Toastmasters. It is important that they understand the importance of their roles and know how appreciated they are.

While many club officers will be content, and even enthusiastic, about their new responsibilities, others may feel uncertain and obligated. Attending the training and fulfilling their roles implies great commitment deserving of recognition.

As a training facilitator, it's important not to overwhelm club officers. Be sure to impart to them that support is close at hand. Their fellow club officers, district leaders, and the staff at World Headquarters are all available and eager to assist them.

Each session in the Club Officer Training consists of a facilitator guide and a PowerPoint presentation.

Facilitator Guide

This is a tool to guide the facilitator in teaching the session. Each session includes a corresponding facilitator guide. The facilitator should print him or herself a copy of the facilitator guide for each session.

PowerPoint Presentation

This is to be presented by the facilitator during the session. There is one presentation for each session. The facilitator downloads the presentation to his or her laptop before the training and makes sure to have a projector and screen available during the session. The PowerPoint slides correspond to instructions in the facilitator guide.

Facilitator Preparation

Before the training, review *From Speaker to Trainer* (Item 257A) for instructions about presenting, especially if you are new to facilitating training sessions.

Learn about the location where the training takes place. Determine the best way to set up the room, and confirm the equipment that is available there.

Communicate with participants well in advance. Make sure they know what to expect — where to go, what to bring, how long sessions last, and so on. Send reminders as the training date nears.

Visit the Virtual Brand Portal at www.toastmasters.org/vbp for templates to create professional-looking agendas, training invitations, name cards, and other material for the sessions.

USING THE FACILITATOR GUIDE

The facilitator guide is designed to be easy to use with detailed instructions. Nonetheless, be personable; it's okay to add your own anecdotes to the sessions and share what is unique in your district.

The facilitator guide of each session is organized the same way:

- The introduction begins with an explanation of the session.
- An overview lists the topics presented in the session.
- Objectives are what the club officers will be able to do as a result of attending the session.
- The materials you need to conduct the session are listed after the objectives.
- The length of time it should take you to conduct the session is suggested under the heading **Duration**.
- Beginning with the title of the first section, the guide presents a series of step-by-step instructions telling you exactly how to conduct the session.
- Throughout the guide, notes to the facilitator provide you with information to help you understand the purpose of the subsequent section or activity. By understanding what club officers are meant to learn, you can more easily guide discussions and answer questions.
- The outside margins provide space for you to take notes.

Verbs

To help the facilitator refer to the guide at a glance, a limited number of verbs are used to begin each of the numbered steps in the sessions:

1. **SHOW:** to present a visual aid
2. **PRESENT:** to impart knowledge pertinent to session objectives
3. **TELL:** to offer information not directly relevant to session objectives
4. **ASK:** to request actual answers from participants (At times, the question is followed by possible answers. Give participants an opportunity to offer answers; then share any that weren't covered.)
5. **INSTRUCT:** to tell participants to do something
6. **TIME:** to keep track of time
7. **WRITE:** to record ideas so they are visible to participants
8. **DISCUSS:** to facilitate a conversation among the group

Icons

The following icons appear in the margins throughout the facilitator guide to indicate specific actions the facilitator takes at that step:



Show a visual aid.



Ask questions.



Write on a flipchart.



Instruct participants to work in small groups.



10 minutes

Track time.

Bullet Points

Color-coded bullet points in the facilitator guide also help you stay on track:

- Session objectives and materials are listed in the overview of each session with yellow bullet points.
- Light blue bullet points indicate content-related information to share with participants.
- Questions are posed using navy blue bullet points.
 - At times, questions are followed by possible answers. Give participants an opportunity to offer answers; then share any that weren't covered.

Enhancing Evaluations

Introduction

The purpose of this session is to emphasize the importance of quality feedback and evaluations by reviewing evaluation criteria and coaching opportunities.

Overview

First, club officers review evaluation techniques and the importance of feedback as well as advice. Then club officers review current evaluation forms and the criteria associated with them. Using this, as well as brainstorming best practices, participants address and resolve any challenges that may be hindering the team from progressing.

In this session, the facilitator presents the following topics:

- Quality feedback and advice
- Evaluation criteria
- Overcoming potential obstacles
- Four steps of effective coaching

Objectives

After completing this session, club officers will be able to:

- State the importance of quality feedback
- Describe the evaluation criteria based on manual objectives
- Identify potential obstacles toward a quality evaluation
- Use the four steps of effective coaching in an evaluation

Materials

- PowerPoint
- Flipchart
- Markers
- One or two hand-held wireless microphones (depending on the group size)

Time

- 1 hour

Facilitator Resources

- [*Distinguished Club Program and Club Success Plan \(Item 1111\)*](#)
- [*Club Leadership Handbook \(Item 1310\)*](#)
- [*Foundation of Knowledge*](#)

Introduction

(5 minutes)

1. SHOW the Introduction slide.



2. PRESENT

- Congratulations! As an elected officer of your Toastmasters club, you have the opportunity to aid in your club's success and gain valuable hands-on leadership experience.

3. SHOW the Agenda slide.




4. PRESENT the session agenda.
 - Quality feedback and advice
 - Evaluation criteria
 - Overcoming potential obstacles
 - Four steps of effective coaching




5. SHOW the Session Objectives slide.

Objectives

- ▶ State the importance of quality feedback
- ▶ Describe evaluation criteria based on manual objectives
- ▶ Identify potential obstacles
- ▶ Use the four steps of effective coaching



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6. PRESENT the session objectives:
 - After completing this session, you will be able to
 - State the importance of quality feedback
 - Describe the evaluation criteria based on manual objectives
 - Identify potential obstacles toward a quality evaluation
 - Use the four steps of effective coaching in an evaluation

Quality Feedback and Advice

(15 minutes)

NOTE TO FACILITATOR

Ask the question of the participants. Answers may be provided by raising hands, with a passed microphone, or written on a flip chart to be referenced throughout the session.

1. ASK

- How would you define evaluation?
 - When you have listened and observed others and their work and offered feedback.

2. SHOW the Evaluations slide.



3. ASK

- Why do we complete evaluations?
 - So members continue to learn and grow their competencies toward public speaking.
- Who benefits from evaluations?
 - Speaker
 - Evaluator
 - Observers



4. SHOW the Importance of Evaluations slide.

Importance of Evaluations

“No Toastmasters club is fulfilling its obligation to its members unless it brings them the maximum of training in the art of constructive criticism.”

– Dr. Ralph C. Smedley,
From the book *Personally Speaking*

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5. PRESENT

- Evaluations are one of the things that make our education program unique.
- They allow a speaker to feel truly listened to and appreciated.
- Evaluations boost a member’s confidence and provide tangible direction.
- Evaluations are a skill that we all learn through participation.



6. SHOW the Feedback Verses Advice slide.

Feedback vs. Advice

Feedback
?
Advice

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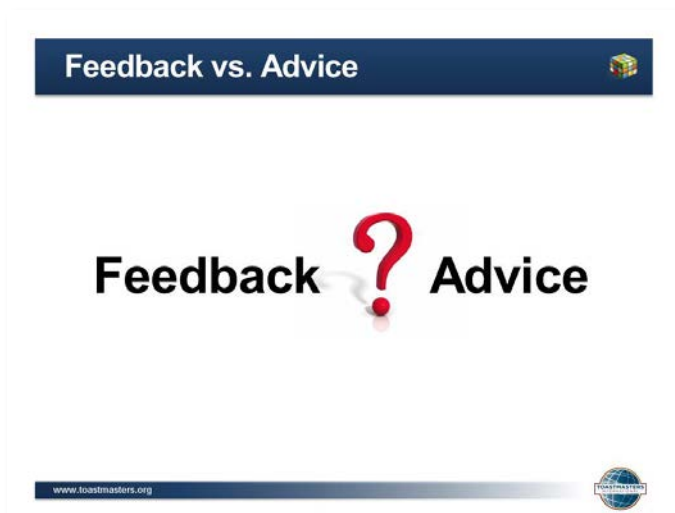
7. PRESENT

- Feedback is information about what was observed.

- This allows the speaker to better understand how he or she is being perceived.
- Typically feedback is given in a positive, improvement, positive format and is stated in “I” language.
 - The “I” format puts emphasis on what the evaluator observed rather than faulting the speaker.
- When positive feedback is given, the member’s confidence is boosted and he or she is often more willing to try to improve upon their speeches.
- Try to keep the constructive criticism to no more than three points so as not to overwhelm the speaker.
- Feedback is more easily received when specific examples are cited from the speech.
- Advice is an opinion.
 - This may be beneficial if the evaluator is offering suggestions on ways to improve.
- Acknowledge your tone and body language while delivering an evaluation.

Activity: Feedback or Advice?

1. SHOW the Activity: Feedback or Advice? slide.



NOTE TO FACILITATOR

Club officers will be shown one example of a feedback statement and an advice statement. On the next slide, three statements will be shown. Have the participants write down whether they think each statement is a feedback statement or an advice statement. For the advice statements, have the participants rewrite the statement as a feedback statement.

Example: "You need to stand up straight" could be rewritten as "I observed that your upper body was tilted forward."

2. INSTRUCT club officers to take out a piece of paper and writing utensil.



3. SHOW the Statements slide.

Feedback vs. Advice

1. I had difficulty hearing you
2. You should improve your eye contact
3. You used different tones throughout your speech

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4. INSTRUCT club officers to individually read the three statements on the slide. Then write whether they think each statement is a feedback statement or an advice statement.

5. INSTRUCT club officers to rewrite any advice statements as feedback statements.

- I had difficulty hearing you → Feedback
- You should improve your eye contact → Advice
 - Example rewritten: I saw that you were averting your eyes from the audience
- You used different tones throughout your speech → Advice
 - Example rewritten: I noticed you used great vocal variety throughout your speech

6. INSTRUCT club officers to share some of their responses at the end of the activity.
7. TIME 5 minutes.



5 minutes



Debrief: Quality Feedback and Advice

1. PRESENT

- Each club relies on its members to give quality evaluations of their speeches.
- By giving a quality evaluation using feedback, you are helping another member to improve his or her communication skills.
- Using "I" statements will assist in presenting your observations in a positive manner.

Evaluation Criteria

(15 minutes)



1. SHOW the Evaluation Criteria slide.

2. PRESENT

- Now that you have a better understanding of why we evaluate speeches, it is important to be able to recognize the criteria for a quality speech so that you can evaluate it.
- Each speech has an evaluation form to base the evaluation on.
- Use the evaluation form to take notes during the speech.
- This will help you to form an effective evaluation with specific examples of observations.
- Using this form also helps to standardize the criteria by which we evaluate one another and enables us to see specific areas for growth.

3. INSTRUCT club officers to write down two ways that the evaluation form has helped them when giving an evaluation.



4. ASK club officers to share some of their responses.

Debrief: Evaluation Criteria



1. PRESENT

- The evaluation forms are guides that your members use to effectively provide speakers with a quality evaluation.
- By using these forms, and encouraging members to take specific notes, quality evaluations are more likely to occur.

Overcoming Potential Obstacles

(20 minutes)



1. SHOW the Overcoming Potential Obstacles slide.



2. PRESENT

- As club leaders, you and your team will find areas of opportunity for giving a quality evaluation.
 - Acknowledging these as a point of interest can create development and growth.
- Other leaders may face similar challenges or have found a way to conquer them with ease.
- By sharing best practices and implementing ideas gathered, the member will benefit through stronger feedback and evaluations.

Activity: Overcoming Potential Obstacles

1. SHOW the Activity: Overcoming Potential Obstacles



NOTE TO FACILITATOR

During this activity you will facilitate participant discussion around two main questions:

What obstacles may hinder a member from giving a quality evaluation?

What obstacles may hinder a member from accepting and implementing a quality evaluation?

Once a few topics have been written on a flip chart, discuss best practices on how to combat these challenges.

You may wish to have two flip chart sheets with one question on each. This activity may further benefit from using different colors for the obstacle and the best practice.

If you need a place to start, here are some examples:

Giving a quality evaluation

Not enough time was given for an effective evaluation.

Evaluator did not understand topic or speaker's objectives.

Evaluator did not take sufficient and specific notes.

Evaluator was distracted.

Evaluator let previous personal judgments about the speaker affect the evaluation.

Accepting and implementing a quality evaluation

Speaker did not clearly understand the evaluator's feedback.

Speaker did not take clear notes and was unable to remember what was mentioned.

Speaker is not open to change or does not know how because no specific examples were noted.

Speaker let previous personal judgments about the evaluator affect his or her reaction to the evaluation.

2. INSTRUCT club officers to provide the facilitator with potential or realized obstacles they are facing while they, or other members, are trying to provide an effective quality evaluation.
3. INSTRUCT club officers to discuss different best practices on how to overcome these obstacles. Responses can be written on the flipcharts under the appropriate topic.
4. TELL club officers they can take notes on the best practices presented and discussed.

10 minutes



5. TIME 10 minutes.



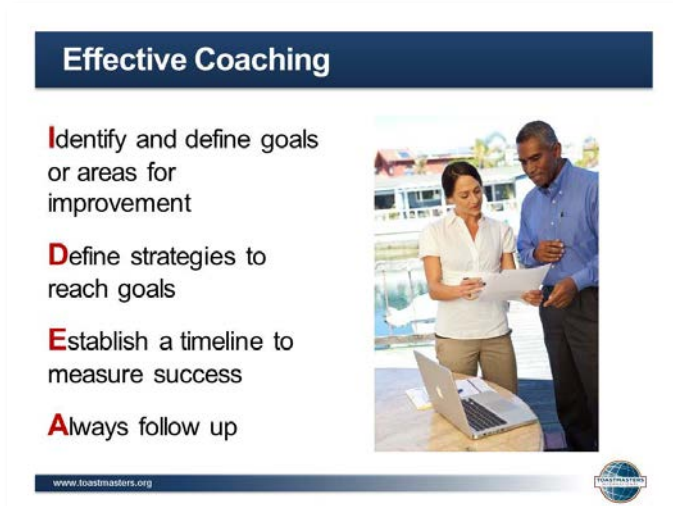
Debrief: Overcoming Potential Obstacles

1. ASK
 - What is one thing you learned from someone else that you plan to implement in your own club?
2. INSTRUCT club officers to share that one thing with a person from another club. The instructor may call upon a few to share with everyone.
3. PRESENT
 - Your fellow club officers have experience with similar challenges and are a valuable resource.
 - All clubs have areas of opportunity.
 - By sharing ideas and best practices, the club and its members benefit as more goals are accomplished.

Four Steps of Effective Coaching

(15 minutes)

1. SHOW the Four Steps of Effective Coaching slide.



2. PRESENT

- Now that you have some best practices on how to overcome obstacles relating to quality evaluations, we can build upon some coaching tools to assist while giving evaluations.
- You may have seen these four steps within the Leading the Club to Success session. While they are beneficial in a team setting, they can also be applicable to a quality evaluation.
 - Identify and define the goal or area of improvement
 - State the specific item observed during the speech that can be improved.
 - Define a strategy to reach this goal
 - This could be an example from personal success.
 - Establish a timeline to measure success
 - Give a measurable timeframe for when this should be implemented by the speaker.
 - Always follow up
 - Whether or not you are in the evaluator role, when you notice this person applies your feedback, be sure to congratulate him or her.

3. PRESENT

- Using the example from the beginning of the session, the following situation occurred: "An evaluator observed that the speaker was avoiding eye contact with the audience."



4. SHOW the Example slide.

Example

I"Suzy, I noticed that you were averting your eyes from the audience. **D**One technique I have tried is to think of the room as individuals instead of one group and look at each person for a few seconds before moving onto the next person. **E**On your next speech, maybe you could try that technique."

NEXT MEETING:

A"Hi Suzy, I noticed during your speech today you really made an effort to look at me and the other members. Great job!"

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5. ASK

- Which is the "Identify" statement?
- Which is the "Define" statement?
- Which is the "Establish" statement?
- Which is the "Always follow up" statement?



6. SHOW the Example Answer slide.

Example

I"Suzy, I noticed that you were averting your eyes from the audience. **D**One technique I have tried is to think of the room as individuals instead of one group and look at each person for a few seconds before moving onto the next person. **E**On your next speech, maybe you could try that technique."

NEXT MEETING:

A"Hi Suzy, I noticed during your speech today you really made an effort to look at me and the other members. Great job!"

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7. SHOW the Practice slide.

Practice

Scenario:

“I observed that your hands were in your pockets during the majority of the speech.”

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8. INSTRUCT club officers to pair up and write an I-D-E-A statement for the scenario shown on the slide.

Debrief: Evaluation Criteria

1. PRESENT

- Using the steps of effective coaching within an evaluation helps speakers to easily understand what they can improve upon and possible strategies for how to do so.
- It also defines a measurable time when they should try and implement the change by.
- The follow up by the evaluator encourages the speaker to continue trying and congratulates him or her when the task is completed.
- This type of coaching encourages continuous learning by the speaker as well as growth opportunities for the evaluator to come up with best practices and strategies to implement the change.



Conclusion



1. SHOW the Conclusion slide.



2. PRESENT

- Quality evaluations stem from giving informative and specific feedback to speakers.
- Referencing the criteria on the evaluation forms creates a standard process and system for all members to learn and grow.
- By identifying and sharing potential obstacles and best practices, members can benefit from other clubs and experiences.
- Applying the four steps of effective coaching to the evaluation process reinforces the speaker's motivation to improve with each speech.
- Constructively evaluating fellow members is a skill—one we all learn through participation. It's what sets the Toastmasters organization apart from other communication and leadership learning providers.

3. PRESENT

- There are several resources available to help you with your leadership roles:
 - *Club Leadership Handbook* (Item 1310)
www.toastmasters.org/clh

- *Distinguished Club Program and Club Success Plan* (Item 1111)
http://www.toastmasters.org/1111_dcp
- Club Officer Essentials
www.toastmasters.org/clubofficeressentials

4. INSTRUCT club officers to complete the session evaluation.



Evaluation

	BEGINNER	INTERMEDIATE	ADVANCED
What level of knowledge of the topic did you have prior to this session?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicate to what degree you agree with the following statements about this session.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Overall, I was satisfied with the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I will use the content to strengthen my club.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The learning objectives were met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Will you implement at least one idea from this session in the next 30 days?	<input type="checkbox"/>	<input type="checkbox"/>

Write your comments about the session.

Indicate to what degree you agree that the facilitator demonstrated the following:

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
Solid knowledge of the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excellent presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

