TOASTMASTERS INTERNATIONAL

Prepare for Training

AREA AND DIVISION GOVERNOR **TRAINING**

FACILITATOR GUIDE

ITEM 206AG

TOASTMASTERS INTERNATIONAL
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PREPARE FOR TRAINING

Welcome to Area and Division Governor Training. As a training facilitator, you are responsible for conveying the information that area and division governors need to fulfill their roles. Well-trained area and division governors are equipped to develop successful teams, enhance club quality, establish and support new clubs, conduct quality speech contests, and thrive in the District Recognition Program. All of these abilities contribute to fulfill the district mission.

Area and division governors 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 area and division governors 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 area and division governors. Be sure to impart to them that support is close at hand. Their fellow district leaders, region advisors, and the District Services team at World Headquarters are all available and eager to assist them.

Each session in the Area and Division Governor Training consists of a facilitator guide, a participant workbook, 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.

Participant Workbook

This is for the area and division governors. They answer questions and complete activities in the workbook during each session. Each session includes a corresponding participant workbook. The facilitator sends each area and division governor a link to the workbook for each session before the training. Area and division governors may either print a copy of the workbook or download it to a laptop if they intend to use one at the training.

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.

TRAINING SESSIONS SYNOPSES

SESSION 1: Develop Successful Teams

(One hour)

Area and division governors serve as liaisons between districts and clubs; to accomplish all the responsibilities of these important roles, they depend on the teams they build. The effectiveness of these teams is a reflection of the area and division governors' ability to lead and motivate. Area and division governors lay the groundwork for effective teamwork by creating and maintaining a team agreement at the beginning of their terms. In this session, area and division governors examine a team agreement and discuss motivation and conflict-resolution techniques to keep their teams strong and productive.

SESSION 2: Enhance Club Quality

(One hour and 30 minutes)

Part of the district mission is to enhance the quality and performance of clubs. As district leaders, area and division governors perpetuate this mission. Members are drawn to and stay in clubs that foster an environment of mutual support and enrichment. Area and division governors support clubs in creating this environment by soliciting club needs and offering perspective and knowledge. In this session, area and division governors consider how to gather information about clubs and identify ways to enhance their quality and performance.

SESSION 3: Establish and Support New Clubs

(One hour)

As district leaders, part of area and division governors' mission is to extend the network of clubs. New clubs allow more people access to the benefits of Toastmasters. An important responsibility of area and division governors is to establish and support new clubs. In this session, area and division governors identify the requirements for establishing clubs so that they will be able to take advantage of club-building opportunities.

SESSION 4: Conduct Quality Speech Contests

(One hour and 15 minutes)

Area governors oversee area speech contests, and division governors oversee division speech contests. When area and division governors have a good understanding of the contest process, rules, and resources, the contests' quality is enhanced. The roles that area and division governors play in speech contests vary by district. In this session, area and division governors learn how to find answers about contests using the *Speech Contest Rulebook* (Item 1171) and discover other resources so that they are equipped to oversee speech contests in their areas and divisions.

SESSION 5: Thrive in the District Recognition Program

(One hour and 15 minutes)

The focus of the District Recognition Program is on club quality and the member experience. Area and division governors play an essential role in earning Distinguished recognition for the district, division, and area, beginning with the club. In this session, area and division governors examine how Moments of Truth and the Distinguished Club Program serve as the foundation for the District Recognition Program. They learn how to create success plans based on their area and division Distinguished goals and how to track progress toward those goals.

LEARNING OBJECTIVES

After completing the training sessions, area and division governors will be able to do the following.

SESSION 1: Develop Successful Teams

- Recount the roles of the area and division governors
- Identify the members of the area and division councils and the ways the councils offer support to the area and division governors
- Describe a team agreement and its benefits
- Use team agreements to build trust and set expectations among team members
- Apply the Five Principles of Motivation to foster teamwork and productivity in teams
- Solve conflicts among team members using conflict-resolution techniques

SESSION 2: Enhance Club Quality

- Identify what is meant by club quality and a positive member experience
- Examine how the Toastmasters education program, club leadership, and membership contribute to club quality and a positive member experience
- Prepare for the club visit by building trust and gathering information
- Practice building trust during club visits
- Conduct an effective club visit
- Use resources to find answers and propose solutions for club challenges

SESSION 3: Establish and Support New Clubs

- Describe the relationship between establishing new clubs and the Toastmasters and district missions
- Identify district leader responsibilities for establishing new clubs
- Recognize the network of support a district can establish to build clubs
- Describe the club-building cycle
- Identify opportunities for new clubs in the area or division

SESSION 4: Conduct Quality Speech Contests

- State the types of speech contests officially recognized by Toastmasters International
- Explain how speech contests benefit contestants, the audience, and those who help conduct the contests
- Prepare a speech contest with their teams
- Solve speech contest challenges and answer questions using the *Speech Contest Rulebook* (Item 1171)

SESSION 5: Thrive in the District Recognition Program

- Describe how implementing Moments of Truth leads to club quality and a positive member experience
- Define the roles of area and division governors in the District Recognition Program
- Describe the Distinguished Club Program
- Identify the goals of the Distinguished Area and Distinguished Division programs
- Describe the importance of club, area, and division success plans
- Identify resources to find answers to questions about the District Recognition Program and Distinguished Club Program and to track progress in each

MATERIALS FOR PARTICIPANTS

At the beginning of each session is a list of materials. Each session lists a flipchart, markers, and the corresponding PowerPoint presentation. The following sessions call for every participant to have specific Toastmasters products:

SESSION	PRODUCT	AVAILABILITY
1	*Toastmasters International District Recognition Program* (Item 1490)	Mailed to each area and division governor
4	*Speech Contest Judges Training* (Item 1190)	Free to download at **www.toastmasters.org/1190**
4	*Speech Contest Rulebook* (Item 1171)	Free to download at **www.toastmasters.org/1171**
5	*Serving Clubs through Visits* (Item 219)	Free to download at **www.toastmasters.org/219**

You can make these Toastmasters products available to participants in a number of ways, depending on whether participants already have hard copies, whether they have access to laptop computers, and whether Internet access is available where the training takes place.

If participants already have hardcopies of the product, ask that they bring them to the session. In this case, plan enough in advance so that you can explain in an email or flier what participants are expected to have at the training. Send a reminder as the session draws near. It's a good idea to have a few of the items on hand for participants who forget.

If the product is available to download for free from the Toastmasters Online Store, you may print copies for each of your participants or request that they bring their own printed copies to the session.

You may encourage participants to bring laptop computers to take notes. If the training location offers access to the Internet, participants will be able to download these products at the training. Otherwise, ask that they save the products on their computers beforehand.

No matter how you make these products available, be sure to plan ahead. Give participants clear instructions comfortably in advance.

SAMPLE TRAINING AGENDA

Area and Division Governor Training ensures area and division governors have the knowledge and skills necessary to fulfill their roles. The training lasts six hours. The following full-day agenda may be modified so that training takes place for fewer hours per day over the course of multiple days.

8:30 a.m.	Registration
9 a.m.	Welcome
9:15 a.m.	Session 1: Develop Successful Teams
10:15 a.m.	Break
10:30 a.m.	Session 2: Enhance Club Quality
12 p.m.	Working lunch
12:15 p.m.	Session 3: Establish and Support New Clubs
1:15 p.m.	Break
1:30 p.m.	Session 4: Conduct Quality Speech Contests
2:45 p.m.	Session 5: Thrive in the District Recognition Program
4 p.m.	Closing words
4:15 p.m.	Adjournment

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 area and division governors 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 area and division governors 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.

5 minutes Track time.

Page 1:4 Refer to a specific page in the participant workbook.

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 black 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.

THE PARTICIPANT WORKBOOK

Well before Area and Division Governor Training, send all participants links to the participant workbook for each session:

- **Session 1: Develop Successful Teams**
  http://www.toastmasters.org/206BW
- **Session 2: Enhance Club Quality**
  http://www.toastmasters.org/206CW
- **Session 3: Establish and Support New Clubs**
  http://www.toastmasters.org/206DW
- **Session 4: Conduct Quality Speech Contests**
  http://www.toastmasters.org/206EW
- **Session 5: Thrive in the District Recognition Program**
  http://www.toastmasters.org/206FW

Depending on whether they intend to use a laptop at the training, instruct participants to either download a copy of these writable PDFs to their computers or to print hardcopies to use at the training.

Like the facilitator guide, the participant workbook provides an overview and objectives of each session. Participants answer questions that pertain to the material the facilitator presents. The facilitator guide indicates when to instruct participants to complete an activity in the participant workbook and when to encourage them to use the participant workbook to take notes.

At certain times, it's important for the facilitator to see exactly what is presented in the participant guide. In these instances, the facilitator guide features the material from the participant workbook in blue font. Therefore it's not necessary for you, as the facilitator, to have your own copy of the participant workbook. Even so, you are welcome to download it for your reference.

At the end of each session in the participant workbook is an evaluation to collect participant feedback. This feedback is important for making valuable improvements to future training. Decide ahead of time, amongst district leaders, who the feedback should be delivered to, and how. Perhaps the facilitator collects hardcopies of the participants' evaluations for the lieutenant governor education and training to review. Or maybe your district decides that participants should email their evaluations to the facilitator and district governor. No matter how your district decides to collect participants' evaluations, plan ahead so you can give clear instructions to participants and make the most of their valuable feedback.