



## **SESSION 2: Enhance Club Quality**

# **AREA AND DIVISION GOVERNOR TRAINING**

**PARTICIPANT WORKBOOK**

## **TOASTMASTERS INTERNATIONAL**

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**[www.toastmasters.org/members](http://www.toastmasters.org/members)**

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## SESSION 2: ENHANCE CLUB QUALITY

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

### Overview

In this session, the following topics are presented:

- ▶ Quality clubs
- ▶ Get to know your clubs
- ▶ Club visits
- ▶ Resources

### Objectives

After completing this session, you will be able to do the following:

- ▶ 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

### Duration

- ▶ One hour and 30 minutes

## QUALITY CLUBS

### The Member Experience

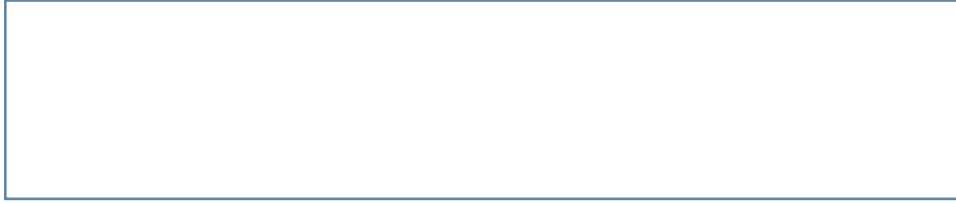
Why did you join Toastmasters?

Why have you stayed?

What makes a club a quality club?

## Membership, the Toastmasters Education Program, and Club Leadership

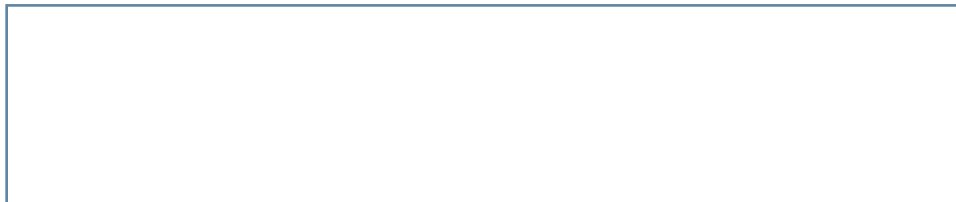
Membership: How do clubs attract and retain members?



The Toastmasters Education Program: How can the club help its members meet their personal and professional education goals?



Club Leadership: How do club officers affect club quality and the member experience?



## GET TO KNOW YOUR CLUBS

### Build Trust

How do area governors build trust with clubs?

### Gather Information

How can area governors gather information about a club before calling, emailing, or visiting it?

## Get to Know Your Clubs Scenarios

### Scenario 1: Low Membership

Area Governor Malone reviews Cookie Club's DCP report and discovers the club has low membership.

What could Area Governor Malone ask Cookie Club's president in order to gather helpful information about this issue?

### Scenario 2: Education Awards

Area Governor Martin reviews Cat Lover Club's DCP report and discovers no one has earned an education award this year.

What could the Area Governor Martin ask Cat Lover Club's president in order to gather helpful information about this issue?

### Scenario 3: Outdated Website

Area Governor Martínez looked up Club Actually's website and found outdated information.

What could Area Governor Martínez ask Club Actually's president in order to gather helpful information about this issue?

## CLUB VISITS

### Build Trust

How do area governors build trust with clubs?

### First Club Visit

What does the area governor do during the first club visit?

During the first club visit, how can the area governor continue to build on the trust established before the visit?

What does the area governor do after the first club visit?



## Second Club Visit

What does the area governor do during the second club visit?

What does the area governor do after the second club visit?

## Club Visit Scenarios

### Scenario 1: Low Attendance

As area governor, you visit a club and find only seven members present. You ask about the rest of the membership and discover the club has 20 paid members. Concerned about the low attendance, you ask one of the club officers how many members attend regularly. As it turns out, the seven members present are the club's seven officers, and they have been the only ones attending club meetings for the past five weeks.

What else do you ask the club officers?

Describe two solutions the club could implement to increase attendance.

## Scenario 2: Neglected Guests

As area governor on a club visit, you don't realize that three guests are present who have never attended a Toastmasters club meeting until you hear the sergeant at arms say "It's refreshing when new people visit." The guests are not introduced at the meeting. The program and meeting responsibilities are not explained. Guests look confused and have difficulty following the format of the meeting. At the end of the meeting, club officers are so interested in talking with you that the guests are not asked if they are interested in joining and are basically ignored.

What else do you ask the club officers?

Describe two solutions the club could implement to help with guest visits.

Note best practices shared by fellow area and division governors.

## RESOURCES

Who helps area and division governors?

How do area and division governors find solutions to club issues?

### Skill Development

- ▶ "Crucial Conversations" Toastmaster magazine, March 2009  
[www.toastmasters.org/crucialconversations](http://www.toastmasters.org/crucialconversations)
- ▶ *Effective Evaluation* (Item 202)
- ▶ *Evaluate to Motivate* (Item 292)
- ▶ *How to Listen Effectively* (Item 242)
- ▶ *Interpersonal Communication* (Item 226M)
- ▶ "Leadership Lessons from Coaches" Toastmaster magazine, October 2010  
[www.toastmasters.org/leadershiplessons](http://www.toastmasters.org/leadershiplessons)
- ▶ *The Art of Effective Evaluation* (Item 251)

### Club Officer Roles and Responsibilities

- ▶ *Club Leadership Handbook* (Item 1310) [www.toastmasters.org/CLH](http://www.toastmasters.org/CLH)
- ▶ "Infuse Your Club with Vitamin C...Creativity" Toastmaster magazine, January 2009  
[www.toastmasters.org/infuseyourclub](http://www.toastmasters.org/infuseyourclub)
- ▶ "Making the Most of Club Officer Roles" Toastmaster magazine, July 2011, page 28 (hardcopy only)
- ▶ Meeting Roles [www.toastmasters.org/meetingroles](http://www.toastmasters.org/meetingroles)
- ▶ *Meeting Roles and Responsibilities* (Item 295)

## Membership

- ▶ *Membership Growth* (Item 1159)
- ▶ *Finding New Members For Your Club* (Item 291)
- ▶ Member Retention [www.toastmasters.org/membershipretention](http://www.toastmasters.org/membershipretention)

## Standards of Club Quality

- ▶ Area Governor's Club Visit Report (Item 1471)
- ▶ Branding [www.toastmasters.org/vbp](http://www.toastmasters.org/vbp)
- ▶ *Club Leadership Handbook* (Item 1310) [www.toastmasters.org/CLH](http://www.toastmasters.org/CLH)
- ▶ Club Officer Resources [www.toastmasters.org/clubofficerresources](http://www.toastmasters.org/clubofficerresources)
- ▶ Club Officer Training [www.toastmasters.org/clubofficertraining](http://www.toastmasters.org/clubofficertraining)
- ▶ District Central [www.toastmasters.org/login](http://www.toastmasters.org/login)
- ▶ *Distinguished Club Program and Club Success Plan* (Item 1111)
- ▶ *District Leadership Handbook* (Item 222) [www.toastmasters.org/DLH](http://www.toastmasters.org/DLH)
- ▶ *Effective Club Service and Club Visits* (Item 219)
- ▶ *Moments of Truth* (Item 290)
- ▶ *Success 101: Your Club's Pattern for Success* (Item 1622)
- ▶ *Successful Club Series* (Item 289)
- ▶ *The Toastmasters Educational Program* (Item 300)  
[www.toastmasters.org/districtleaderresources](http://www.toastmasters.org/districtleaderresources)

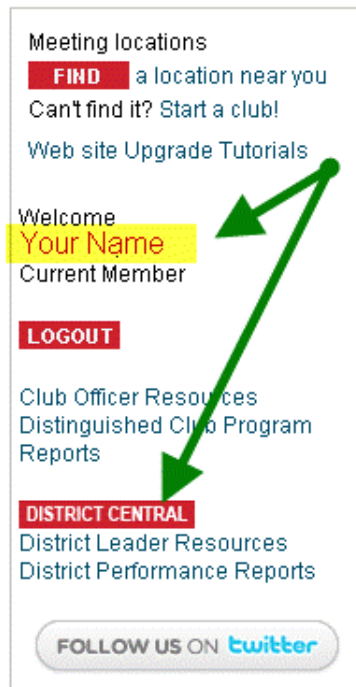
## Access District Central

Go to [www.toastmasters.org/login](http://www.toastmasters.org/login).

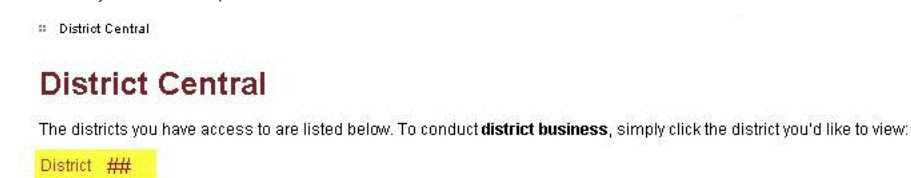


Type your user name and password.

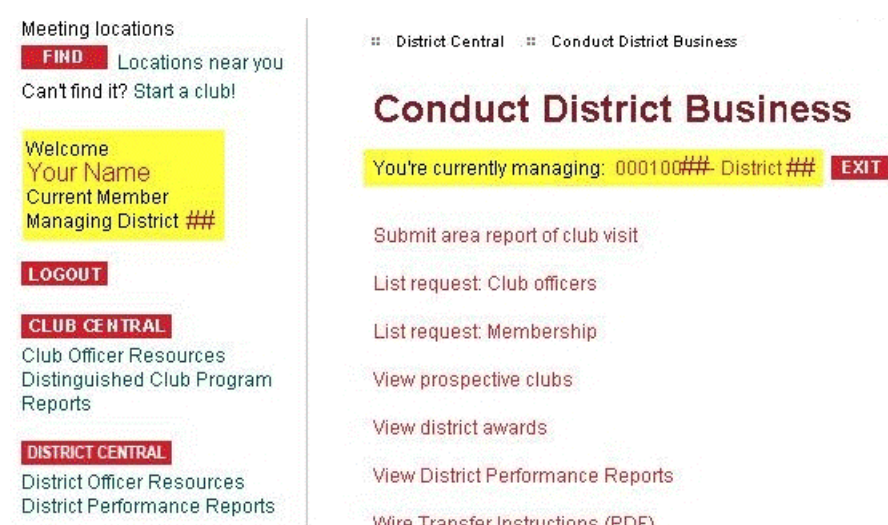
After logging in, you will see your name on the left-hand side of the screen. Click the link to District Central.



From the District Central Web page, select your district. You will only be shown districts you are responsible for.



Select an option from the list available to you. You will only see options available to leaders in your role. The screenshot below displays a sample list of options for an area governor. For help, contact District Services at [districts@toastmasters.org](mailto:districts@toastmasters.org).



## 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 area or division.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials provided by the speaker were well-done and supported learning.	<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"/>