



**SESSION 4: Conduct Quality Speech Contests**

AREA AND  
DIVISION DIRECTOR  
**TRAINING**

**PARTICIPANT WORKBOOK**

**TOASTMASTERS INTERNATIONAL**

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

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## SESSION 4: CONDUCT QUALITY SPEECH CONTESTS

Area directors oversee area speech contests, and division directors oversee division speech contests. In order to ensure that these are quality speech contests, you gain a greater understanding of the contest process, rules, and resources. The role that you play in speech contests depends on your district. In this session, you learn how to find answers about contests using the *Speech Contest Rulebook* (Item 1171) and discover other resources.

### Overview

In this session, the following topics are presented:

- ▶ Types and benefits of speech contests
- ▶ Speech contest preparation
- ▶ Speech contest rules

### Objectives

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

- ▶ 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)

### Duration

- ▶ One hour and 15 minutes

## TYPES AND BENEFITS OF SPEECH CONTESTS

What types of speech contests are officially recognized by Toastmasters?

What are the benefits of speech contests?

Why is it important for area and division directors to have a thorough understanding of how speech contests work and where to find answers?

## SPEECH CONTEST PREPARATION

Which type of contest must a district hold?

How many additional contests may a district hold?

What makes for a quality speech contest?

As district leaders, what can area and division directors do to help prepare successful speech contests?

### Checklist Game

Notes:

## Speech Contest Judges

What is a common reason that speech contest issues arise at lower levels of competition?

Who chooses contest judges and prepares them for their role?

What should a chief judge do to prepare contest judges for their role?

## SPEECH CONTEST RULES

What resources are available when speech contest questions arise?

What are the categories of rules in the *Speech Contest Rulebook*?

## Email Scenarios

### Email Scenario 1

Imagine that you were the recipient of the following email.

Dear Division Director,

During a division-level contest, the counters collected the ballots from the judges and proceeded to the counting room. One of the judges realized he made a mistake on his ballot. He wrote the second-place contestant's name incorrectly. He also forgot to sign his ballot. He left the contest room, found the counters, and wanted to correct his ballot sheet.

Questions:

- ▶ Is it correct to discard this ballot sheet because it was not signed when it was collected? Or, is a judge allowed to sign the ballot sheet after it has been collected?
- ▶ Should the ballot be discarded because the second-place contestant's name was spelled incorrectly?
- ▶ Since only the second place contestant's name was wrong, can points still be given to the first- and third-place contestants on the ballot?
- ▶ Could a judge be allowed to change anything after the ballots have been collected by the counters?

Sincerely,

Pat

Compose a reply.



## Email Scenario 2

Imagine that you were the recipient of the following email.

Dear Area Director,

I saw a speech this morning that was almost a word-for-word story that is posted on the Internet. Of the seven-minute speech, five minutes were the story, including the conclusion portion of the speech.

The gentleman won. Protest rules read as follows:

### 7. Protests and Disqualifications

- A. Protests concerning eligibility and originality are limited to judges and contestants. Any protest shall be lodged with the chief judge and/or contest chair prior to the announcement of the winner and alternate(s).
- B. Before a contestant can be disqualified on the basis of originality, the contestant must be given an opportunity to respond to the judges. A majority of the judges must concur in the decision to disqualify.
- C. The contest chair can disqualify a contestant on the basis of eligibility.
- D. All decisions of the judges and qualifying judges are final.

While there is a guideline for the specific contest, which took place at the area level, what about this individual moving forward? Can he be disqualified because his speech was not original?

With great concern,

Chris

Compose a reply.

### Email Scenario 3

Imagine that you were the recipient of the following email.

Dear Division Director,

What I am about to say is said without prejudice; I had never met or heard of our division's International Speech Contest winner until I competed against him last Saturday.

After the contest, someone told me the winner was not the average Toastmaster "amateur." I subsequently found his website and learned that he is a professional speaker. He is a member of a professional speakers' association, has his own website, sells his own CDs and books, and charges \$5000 for keynote speeches!

In short, the other six "amateurs" were competing with a professional, someone who makes a living from inspirational speeches and entertainment. The other contestants stood about as much chance of winning as I would if I played tennis against a professional tennis player.

Certainly, the experience of competing, in itself, is of great value, but I think a level playing field is needed for fairness. I believe this matter should be addressed.

Loren

Compose a reply.

## 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"/>