



HIGH PERFORMANCE LEADERSHIP

LEVEL 5 PROJECT



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INTRODUCTION

Leadership can be defined as the ability to inspire and guide, build an environment where visions are developed, and support a team while goals are met. A leader who fills that definition, and does it in a way that motivates others to participate and contribute, is a high performance leader.

In this project, you will build a team and lead its members to the successful completion of a project of your design. You will develop a comprehensive plan that includes a set of well-defined goals, delegate tasks to team members, and motivate each individual through the completion of his or her tasks until the project is complete.

YOUR ASSIGNMENT

For all assignment details and requirements, review the Project Checklist on page 22.



Purpose: The purpose of this project is to apply your leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement your plan with the help of a team.

Overview: Select a project to complete with a team of at least three other members. Form a guidance committee and meet at least five times through the duration of the project. Deliver a 5-to 7-minute speech at a club meeting to introduce your plan and vision. After you implement the plan, deliver a second 5- to 7-minute speech at a club meeting to share your experience developing and completing your plan.

Throughout this project you will see icons in the margins next to the text. These icons indicate additional resources available online.



Video: Sign in to Base Camp to watch a video that supports this project.



Interactive Activity: Sign in to Base Camp to complete an interactive activity.



Resource: Sign in to Base Camp to view this resource online.

ASSESS YOUR SKILLS

Evaluate your current skill level by rating each statement.



Select the appropriate number based on your skills today:

5
EXEMPLARY

4
EXCEL

3
ACCOMPLISHED

2
EMERGING

1
DEVELOPING

| Pre-Project | | | | | Statement | Post-Project | | | | |
|-------------|---|---|---|---|--|--------------|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 | I can build a team with the skills necessary to complete project tasks. | 5 | 4 | 3 | 2 | 1 |
| 5 | 4 | 3 | 2 | 1 | I motivate team members throughout the lifecycle of a project. | 5 | 4 | 3 | 2 | 1 |
| 5 | 4 | 3 | 2 | 1 | I can develop a plan with a set of goals. | 5 | 4 | 3 | 2 | 1 |
| 5 | 4 | 3 | 2 | 1 | I can effectively delegate tasks to team members. | 5 | 4 | 3 | 2 | 1 |
| 5 | 4 | 3 | 2 | 1 | I am comfortable supporting team members to whom I have delegated tasks. | 5 | 4 | 3 | 2 | 1 |
| 5 | 4 | 3 | 2 | 1 | I am confident that I can lead a team to the successful completion of a project. | 5 | 4 | 3 | 2 | 1 |
| 5 | 4 | 3 | 2 | 1 | I recognize how this project applies to my life outside of Toastmasters. | 5 | 4 | 3 | 2 | 1 |

COMPETENCIES

The following is a list of competencies that you will learn and practice in this project.

- Build a team by identifying skills and competencies necessary to complete project tasks.
- Motivate team members throughout the project, from inception to completion.
- Develop a plan, including well-defined goals.
- Delegate tasks to team members and provide support throughout.
- Lead with confidence to the successful completion of a project.

DEFINING LEADERSHIP

The path to completing projects, solving problems, and stimulating progress begins with the skills, influence, and determination of a leader. Great leaders embody certain characteristics and values that help them guide a project and their team toward goals.

Understanding leadership is essential to completing this project and any project in which you must assume a leadership position.

THE DIFFERENCE BETWEEN LEADERS AND MANAGERS

Many managers are powerful leaders and some leaders make excellent managers, but they are not the same. While a person may be both a leader and a manager, there is a difference in the skill sets needed for these roles.

Within Toastmasters, managing is defined by planning, organizing, and facilitating specific tasks. Leadership is about people. Whether they are working with individuals or groups, leaders build camaraderie and empower others to learn and develop. Leaders can come from anywhere. Whether you possess formal management experience or not, you can be an effective leader.

Formal Authority

Some leaders have a formal title or rank that commands respect and attention. People follow them because they are designated to the role by their title. Leadership that is dependent on a title is called formal authority.



Earned Authority

There are other leaders who possess an incredible ability to lead, but not a title. This type of leadership is defined as informal or earned. It is derived from personal relationships and a keen ability to understand the people around them.

Effective Leadership

Regardless of whether or not a successful leader has formal or earned authority, she shares a capacity to influence others and successfully complete tasks.

The ideal situation for a leader is to have both formal authority and earned authority, but you can be effective without a title when you possess a high level of earned authority.

LEADING IN A VOLUNTEER ORGANIZATION

Take some time to review the results of the Discover Your Leadership Style questionnaire you completed in the “Understanding Your Leadership Style” project. Understanding your leadership preferences can help you choose your project for the “High Performance Leadership” assignment and also guide you in making the most of your skills when working with your team. Because this project will be done within the Toastmasters environment, understanding altruistic leadership can be helpful.

Altruistic leadership is a type of leadership that places the empowerment of others and the needs of the team above the leader’s personal need for credit and acclaim. The core of this type of leadership involves building positive relationships and working with a set of values that emphasizes worthwhile contributions. Altruistic leaders are willing to step back and allow the good of their team, their organization, and their project to be the force that drives decisions.

SIX AREAS OF ALTRUISTIC LEADERSHIP

There are six areas identified as components of altruistic leadership. The most skillful altruistic leaders are effective in all of them. The areas include: vision and values, direction, persuasion, support, development, and appreciation.

Vision and Values

It is important for leaders to envision the ideal future of their project or organization while staying focused and engaged in the present. To be effective, they need to clearly communicate their vision and values to others and demonstrate a high level of integrity by allowing their values to guide their actions.

Leaders clearly define their vision and demonstrate their values in the way they lead.

Direction

One of the first steps in leading a team to the successful completion of a project is identifying tasks to be completed. Once the tasks have been determined, a leader needs to set goals and establish priorities. A part of this process is to delegate responsibilities and support team members in accomplishing the tasks necessary to turn a vision into reality.

Leaders set goals, establish priorities, and delegate responsibilities.

Persuasion

The ability to persuade others to see, understand, and believe in a vision is a fundamental skill for successful leadership. When others believe in the vision, they are more likely to commit themselves to achieving it.

Leaders have the confidence to stay focused on their goals and persuade others to join them.

Support

Providing support to all team members will help them function as a cohesive unit. When each team member has the necessary resources, the tools and understanding to work productively, and is equipped with the skills necessary to accomplish tasks, they are likely to stay focused throughout the course of a project.

A leader who encourages creativity will build a stronger connection with team members who are likely to generate more innovative results. When the team encounters challenges, strong leaders provide the guidance necessary to resolve problems quickly and effectively.

Leaders support team members by meeting practical needs, encouraging creativity and innovation, and providing steady guidance through adversity.

Development

Team members are most likely to contribute at their highest level of ability when their personal needs and goals are met. To help each member fulfill her needs and goals, a leader must have an understanding of the individual. The leader may need to fill the role of mentor, coach, and enthusiastic supporter to develop team members to their greatest potential.

Leaders challenge team members to learn new skills and expect them to work to the best of their abilities.

Appreciation

Strong leaders recognize the value of honoring the efforts of the people they lead. By praising diligent efforts, making a point of recognizing positive contributions, and respecting the ideas and opinions of others, they build a team that works toward reaching goals with commitment.

Leaders recognize team members for their efforts and accomplishments.

YOUR GUIDANCE COMMITTEE

BUILD A GUIDANCE COMMITTEE

An important step in your “High Performance Leadership” project is to recruit the members of your guidance committee. The members of this group will help you evaluate your project’s progress, give you advice, and offer feedback based on their perceptions.

Your guidance committee must include a minimum of two members. You may assemble a larger committee if you believe more people will better support your needs and the requirements of your project.

When choosing your committee, keep in mind that you will work with the individuals you select for weeks or months—even a year or more if your project is an ambitious one. Make sure they will be available for the duration of your project. Choose committee members who are supportive, practical, and available to meet with you as necessary.

At least one committee member must be an active member of Toastmasters from the beginning of your project to the end. Other committee members can be from your place of employment, friends, or associates in any area related to your project. Build a committee that includes individuals with a wide variety of expertise.

Committee members must be willing to meet a minimum of five times during the course of your project. As the leader, you are responsible for establishing meeting dates, determining meeting locations, and providing agendas.



INVITE MEMBERS

Compose a list of possible guidance committee candidates. Contact each one, briefly explain the reason you need her help, and ask her to participate. Once you have commitments from all the members of your committee, communicate with each person and arrange your first meeting.

CREATING YOUR VISION

Before your first meeting with your guidance committee, begin to formulate your vision. A vision is a far reaching idea of the future that is not affected by any constraints. When you create your vision, it doesn't matter if you know how you will accomplish what you imagine. The steps to achieve your vision come later. Instead of worrying about the process of making your vision a reality, focus on your ideal.

If your project is to improve club meetings during your term as vice president education, visualize a club meeting in which every participant is prepared, every meeting segment is fast-paced, fun, and educational, and everyone is enthusiastic and friendly. Create a mental picture filled with as much detail as possible and write it down.

Organize your vision ideas and descriptions in a way that will allow you to easily share it with your committee. Depending on the number of members, you may choose to develop a visual aid.

YOUR FIRST GUIDANCE COMMITTEE MEETING

SET THE PURPOSE

At your initial meeting, you will collect input to help you decide on your project. Plan well for this and all meetings with your guidance committee to make the most of the time you have together. Prepare an agenda, arrive early, and make sure the room setup is appropriate for your meeting. You can use the Meeting Agenda resource on page 32 or create one of your own.



Begin your meeting with introductions. Because some committee members may not know each other, introduce them and thank everyone for being a part of your project.

BRAINSTORM PROJECTS

Share all of the notes you developed while contemplating your vision and invite committee members for their input. Record all suggestions, even if they do not align with your ideas. It is from this list of ideas and suggestions that you will design your project. Save all suggestions as possible tasks or milestones for this or future projects that lead to the fulfillment of your vision.

PROVIDE MATERIALS

If you think it would be helpful to your guidance committee, distribute the resources starting on page 31. These documents are provided to help you and your guidance committee organize meetings, input, and assist in the design and planning of your project. Though your committee is unlikely to use most of the forms, they may help them understand the materials you have at your disposal.



DEMONSTRATE YOUR LEADERSHIP

Your guidance committee is available to help you build your leadership skills. Be sure they see the best of you. Start all meetings on time and follow your established agenda. Listen respectfully to input and be forthright about your decisions, even if they differ from the path suggested by your committee.

Be sure to conclude meetings at the designated time and thank committee members for their participation.

SELECTING A PROJECT

There are several things to consider when selecting your project. The following sections include a few of them.

CONSIDER ALL INPUT

After the conclusion of your first guidance committee meeting, review all input along with your original notes on your vision. Use your ideas and the committee's input to decide on a project. It may be clear to you before you meet with your committee exactly what you want to do, or you may need a few days to consider all of the information before you select a project to complete.

DEFINE YOUR PROJECT

Your "High Performance Leadership" project is your choice completely. There are no limits to what you can accomplish. Be sure the project you choose is something to which you feel a strong sense of commitment.

You must balance working toward the fulfillment of your vision with showing the result of your efforts in a reasonably short period of time. Consider the duration of commitment from both your guidance committee and the team you build to help you complete the project when making a final decision.

Your project needs to be designed to support you in a leadership role. You may choose to complete a project within your Toastmasters club or district, or for another organization.

TAKE THE LEAD

If you are a supervisor in a business, you can select a leadership project related to the needs of the company. If you are an employee without supervisory duties, you may want to ask your supervisor if you could take responsibility for a project that would give you the opportunity to exercise your leadership skills. You might select a project for your community, an association, a service club, or a professional group.

You may also choose to work on a project for your Toastmasters club or district, perhaps while serving as an officer or committee chair. For example, if you are vice president education of your club, you are chair of the education committee. During your term of office, you could lead the committee to improve club meetings, build membership, or develop a stronger rapport in your community.

MANAGE THE SCOPE

As you refine your options and develop your project, be sure that your plans remain reasonable in scope—not too broad or too vague. Regardless of who your project will benefit, it must make a positive contribution to the cause or organization you choose.

Though your project may be a small step toward fulfilling your broader vision, know that you can save your original notes along with your committee's input and return to these records when you are working on other projects in this and future paths. Each project you complete will bring you closer to the realization of your vision.

You must meet with your guidance committee a minimum of five times in order to complete the "High Performance Leadership" project. Organize your meetings to coincide with these important milestones:

1. Before you select your project

This is your initial meeting to introduce committee members and acquaint them with your ideas for your project.

2. After you create a vision

Select a project and begin writing your project plan overview. Use this time to have an in-depth discussion with your committee about your vision, goals, and plans for communicating about your project to others. This meeting can also include time to practice your first speech for your club by sharing it with your committee.

3. After you form a team and build a full project plan

In this meeting, discuss the recruitment and formation of your team, your plan for the project, the specific roles, goals, and timetables of your project, and your written plan.

4. At the midpoint of your project plan

Agenda items for this meeting include your progress, obstacles, problems, setbacks, and any issues with stakeholders that occurred. Share how you are dealing with challenges, an analysis of the validity of your original plan, and feedback from your team members.

5. When your project is complete

When your project is complete, but before you present your second speech to your club, use this time to discuss the success of your project. Include what you have learned about leadership, about others, and about yourself, and important points you plan to cover in your speech.

CREATING A STRATEGY



DESIGN YOUR PLAN



With your project selected, you need to create a project plan. You may choose to use the Project Plan Overview resource on page 33 to begin the process of organizing, or design a document of your own. Your plan overview is a living document that may be edited at any point within your project to meet your needs.

For your overview, look at the large, overarching components of your project. This is not the time to create a formal timeline, but you may want to consider estimating the amount of time each task will take. Your estimate of the amount of work needed to complete your project will help you determine the number of people needed on your team.

Be sure your plan overview includes a list of potential stakeholders. Stakeholders are individuals or groups who are affected by your project. Internal stakeholders are you, the members of your team, and your guidance committee. External stakeholders are any other individuals affected who are not members of the internal group.

Try to anticipate resources needed as well. The more complete your information, the less likely you are to run into problems later.

Gather your guidance committee to review your plan overview and discuss your project. Your committee is there to help you. Listen to and consider all input from committee members. You may not choose to act on suggestions, but you chose the members of your committee for their expertise and support. Let them help you bring your project to its fullest potential.

At this time, you will make your first speech to your club.

BUILD YOUR TEAM

Select team members who have an interest in your project or will benefit from being involved. Make every effort to balance the group by including members with a wide variety of skills and expertise.

Once you have formed your team, bring them together and share your plan overview. Give members an opportunity to make suggestions about your plan and the best use of their talents.

FORMULATE YOUR PLAN

Use your plan overview along with input from your guidance committee and team to build your project plan. You may use the Project Plan on page 34 or create one of your own. As with the plan overview, this is a living document. Feel free to edit the content by adding or removing sections to effectively meet your needs.



At a minimum, every project plan needs to include the name of the project, a list of the primary stakeholders and stakeholder groups, a list of team members, and a record of assigned tasks, milestones, and deadlines.

DELEGATE TASKS

Meet with your team and discuss the skills or other contributions each person brings to the project. For example, one person may have excellent technical skills, another may be an accomplished public speaker, and another may have contacts with influential people.

Based on your discussion, delegate responsibilities by assigning team members to tasks that make the best use of their skills and abilities. Depending on the nature of your project, some of these categories could include public relations, project management, and finance. Invite each individual to identify at least one specific goal they believe must be met to successfully complete the project.

Goals must be specific, measurable, practical, achievable, bound in time, and action-oriented. Record all goals and take the time to review them with the team as a whole. Be sure the accomplishment of each goal will move the project toward completion. Revise as necessary based on feedback.

ESTABLISH MILESTONES

Use the list of team member goals along with any goals you have set for the project to establish milestones in your project plan. A milestone is an important point in the progress of your project usually connected to the completion of a task or group of tasks.

SET A TIMELINE

Once your tasks have been assigned and the milestones have been set, develop a timeline of events. Include space for periodic reviews of your progress and highlight the midway point.

As you reach each milestone, meet with your team or pause to review progress on the overall project. You will need to set a meeting with your guidance committee when you reach the halfway point of your project to discuss your progress.

SHARE INFORMATION WITH YOUR TEAM

Keep your plan as simple as possible and share a copy with each person on your team. Be sure each team member has access to any other information he needs, such as contact information for you and other team members as well as tools required to complete assignments.

Meet with your guidance committee to review your plan and discuss all recent actions.

PUTTING YOUR PLAN INTO ACTION

LEADING YOUR TEAM

During the organizational phase of your project, you had the opportunity to lead your team and establish your plan. Once the project is underway, your leadership skills will be more valuable than ever. You will need to be prepared to meet the needs of your team while still maintaining the forward progression of your project.

Provide Support

For a team leader, providing support comes in the form of clearing obstacles to enable the project to move forward. Specifically, a leader may offer team members encouragement, validation, or emotional support.

Support may also manifest in relationships outside of the team. You may need to uphold the team's goals and achievements with external stakeholders or other groups within an organization. Challenges may arise that require you to make decisions or resolve conflicts between team members. You may also need to be present to help the team accomplish specific tasks.

A successful leader provides support by keeping the lines of communication open between herself and her team, and among individual team members.

Fluid and effective communication can eliminate many conflicts and challenges before they arise.



KNOW WHEN TO INTERVENE

Make the best decisions possible regarding when to intervene in challenges or conflicts with your team. You also need to recognize when to remain silent and let others complete their work without your involvement. Trust the judgment of your team members. Give them the freedom to act and to take responsibility for the results.

By allowing your team members to do the jobs assigned to them without interference, you create an environment in which individuals feel a sense of ownership of the project as a whole. A sense of ownership generates enthusiastic participation and greater commitment.

DEVELOPMENT

Provide learning opportunities for each member of your team. Share what you know and what you learn during the course of your project, but also encourage team members to share their expertise. Allow time for cross-training between team members on specific skill sets whenever possible. Encourage your team to learn and share what they know.

APPRECIATION

Sincere praise and recognition can boost morale and increase commitment to your project. Let your team members know you value their contributions. Each milestone you reach is a good time to stop and review the good work they are doing and what they have accomplished so far.

PROGRESS REVIEW MEETINGS

As work progresses on the project, hold regular meetings with your team to keep them informed. You may use this type of meeting to share the overall progress of the project, acknowledge contributions, or give general feedback to the group.

Give each team member the opportunity to speak. By allowing team members to express concerns and share successes, you establish an environment where communication and appreciation flourish.

In each meeting, address the highest priority items first to make sure you accomplish as much as possible in the allotted time. Review your agenda before the meeting begins. If a single issue is particularly complex, it might be most efficient to talk about smaller items first.

OVERCOMING CONFLICT AND CHALLENGES

Obstacles and conflict can be part of even the most well-planned projects. As a leader, it is your job to view obstacles as manageable challenges. If your project stalls, you will need to work toward finding a solution and simultaneously keep your team focused on the plan. Challenges and obstacles can be an opportunity to unite as a team.

MANAGE OBSTACLES

Be realistic about any challenge you face. Every problem or obstacle tests your project plan as well as your leadership abilities. Focus first on the immediate impact of the challenge, seek input from your team when possible, and solve what you can.

Minor challenges may require small adjustments to your timeline or plan, but generally have little impact on the project as a whole. More significant challenges may have a larger impact.

When the obstacle you face is more than a small challenge, you will need to evaluate your plan to be sure it is still viable given the new situation. If your original plan is still workable, solve the problem as effectively as you can. If it is necessary to revise your plan, work with the team to create new goals, tasks, and deadlines.

CHALLENGES WITH TEAM DYNAMIC

It is possible that a challenge you encounter will deal with people. Personality conflicts or disagreements about the way tasks should be done may affect team members' attitudes and productivity. As the leader, it is your job to facilitate resolutions to these types of conflicts.

Whenever possible, allow team members to resolve conflict without your intervention. If you must be involved to reach a solution, facilitate conversations between team members. Spend extra time and effort encouraging team members to communicate. Only impose your solution to a problem as a last resort.

Empowering team members to solve their own problems can be more time-consuming than establishing a solution of your design, but it will do more to strengthen commitment and build relationships than any solution you could offer.

WHEN A TEAM MEMBER IS DETRIMENTAL

Occasionally you may encounter a team member whose performance impairs the team's work. Meet with the individual privately to discuss the problem. Be clear and concise in explaining each issue and offer solutions and support.

If the team member's performance is less than satisfactory after a private meeting and time to make changes, it may be necessary to remove the member from your team.

WHEN TO DEVIATE FROM YOUR PLAN

On occasion, a problem arises that necessitates a deviation from the original plan. You may discover that the approach agreed upon when the project began is not working. The project may have been too ambitious, or perhaps the team doesn't have the necessary skills or knowledge to carry out the plan. When you face a major challenge of this type, reevaluate your plan.

Before putting a stop to the entire project, look to see if specific parts of the plan that no longer work can be changed. If that is the case, revise those sections and continue on the path to completing your project.

When the original project plan no longer makes sense, you will have to reevaluate the entire project. Remain open-minded and consult your guidance committee. Work with team members to reevaluate and revise the plan. Overcoming obstacles can make the team stronger and grow confidence in your ability to lead.

REACHING THE MID-POINT

As your project progresses, take time to review the development of your leadership skills. Once you have had several interactions with team members, faced challenges, and coordinated work on your project, pause for a progress review. Ask yourself the following questions that will help you measure your leadership effectiveness in three different areas. You may answer them privately or complete the 360° Evaluation on page 37 and use your results to facilitate a discussion with your guidance committee during your mid-point meeting.





Some other questions you may want to answer with your guidance committee include:

Team Performance

- Are members accomplishing tasks well and on time?
- What is the team's overall progress on the project?
- Is the project at an appropriate stage?

Team Effectiveness

- Are members working together effectively?
- Is there a sense of team spirit and cooperation?
- Are team members making the best use of their knowledge and skills?
- Are members able to respect each other's differences while reaching agreement on critical issues?

Personal Assessment

- Identify examples of times your leadership moved the project closer to your vision.

RESULTS AND EVALUATION

Once your project is complete, take time to review the results. Meet with your team to debrief the final result and the experience of working together to achieve a goal. Thank your team for their commitment and effort to help you complete the project and fulfill a part of your vision.

Meet with your guidance committee and share what you learned going through the process of completing your project. Express your appreciation for their time and commitment.

360° Evaluations

At the conclusion of your project, invite stakeholders, including your team and your guidance committee, to complete a 360° evaluation. A 360° evaluation provides performance feedback from all directions.

360° in a Business Setting

In a business setting, it would include responses from upper management, supervisors, managers, peers, and those who report to an individual.

360° in a Volunteer Setting

In a volunteer setting such as Toastmasters, a member might request feedback from the president of his club, members of his team, and fellow Toastmasters who are affected by the work he has done.

Guidance Committee 360°

In this project, you must get feedback from at least one member of your guidance committee and one member of your team. If your guidance committee and team are small, invite everyone to contribute an evaluation.

360° in Review

The most valuable evaluations are those that are completed with honest feedback. It is fantastic to be rewarded at the end of a project with kind words and accolades. It could be more valuable to have those accolades supported by feedback that provides challenges to overcome.

Your Personal 360°

The more you learn from the completion of your project and honest evaluations, the better leader you will be. Be sure to complete an evaluation on your performance as well. Self-assessment is a powerful tool when combined with evaluations from others.

A 360° evaluation helps to provide a balanced view of your contributions and performance within a group. You learn about your performance from the observations and perceptions of others who see your work from different perspectives.

When you receive your evaluations:

- Develop a plan for implementing feedback directly from the evaluation.
- Build on strengths and look for places you can grow skills in need of development.
- Use the process as an opportunity to consider your contributions and behaviors.

CONDUCTING 360° EVALUATIONS



There are a variety of ways to conduct a 360° evaluation. Use the 360° Evaluation provided on page 37 to help you plan for your evaluation. Choose the method of administration you feel is most effective, whether face-to-face, paper-based, or electronic.

ANALYZING AND PRESENTING YOUR RESULTS

It is important to review the results of any project. The ability to reflect on success and areas for growth is fundamental to developing skills as a leader. Just as you would give team members feedback based on the results of their efforts, you need to evaluate the project as a whole and yourself as a leader.

Review Results

Analyze your efforts and the efforts of your team. For a successful project, evaluate what contributed to the positive outcome. It might be the team members' outstanding work, your ability to overcome obstacles, or a combination of the two.

Even in the most successful projects, there are areas that could have been completed in an easier, more effective way. Consider what you would choose to do differently in future projects.

When your project doesn't achieve what you had hoped, determine specific factors that contributed to the outcome. Take each step of the planning into account as you review.

Your problems may have begun with a project that was too broad in scope to realistically be completed. Perhaps the plan wasn't well defined enough, or you had problems with members of your team that could not be overcome.

In some cases, a change in circumstances may have made the project obsolete or impractical. Record every detail you would choose to do differently if you had the opportunity.

SHARING THE END RESULT

The last step in your "High Performance Leadership" project is to present a speech about your experience to your club. Once you have developed an outline of your speech, schedule the last meeting with your guidance committee. Share the success of your project, what you have learned about leadership, people, and yourself during the process, and the main points you plan to cover in your speech to your club.

This is the final meeting with your committee. Be sure to thank them for their help and support.

COMPLETE YOUR ASSIGNMENT

Now that you have read through the project, plan and prepare your speech or report.

Review: Return to page 2 to review your assignment.

Organize: Use the Project Checklist on page 22 to review the steps and add your own. This will help you organize and prepare your assignment.



Schedule: Work with the vice president education to schedule your speech.

Prepare: Prepare for your evaluation. Review the evaluation resources on pages 25–30 and share all resources with your evaluator before your speech. You may choose to share your evaluation resources online.



PROJECT CHECKLIST

High Performance Leadership

Purpose: The purpose of this project is to apply your leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement your plan with the help of a team.

Overview: Select a project to complete with a team of at least three other members. Form a guidance committee and meet at least five times through the duration of the project. Deliver a 5-to 7-minute speech at a club meeting to introduce your plan and vision. After you implement the plan, deliver a second 5- to 7-minute speech at a club meeting to share your experience developing and completing your plan.

This project includes:

- Selecting, leading, and completing a project with a team
- Forming and meeting with a guidance committee at least five times
- The Guidance Committee Introduction resource
- The Meeting Agenda resource
- The Project Plan Overview resource
- The Project Plan resource
- The Vision Plan resource
- The Event Planning Worksheet
- The 360° Evaluation resource
- Two 5- to 7-minute speeches

Below are tasks you will need to complete for this project. Please remember, your project is unique to you. You may alter the following list to incorporate any other tasks necessary for your project.

Define your project.

Recruit members for your guidance committee.

Schedule your first speech with the vice president education.

Write your first speech. Include information about your vision and project.

Rehearse your first speech.

Present your first speech.

Recruit members for your team.

Organize a calendar of meetings with your team and your guidance committee.

Complete your project.

Schedule your second speech with the vice president education.

Write your second speech. Report on your project’s results and your leadership experience during this project.

Rehearse your second speech.

After you have completed all components of the assignment, including your speeches, return to page 3 to rate your skills in the post-project section.

Additional Notes

EVALUATION FORM

High Performance Leadership—First Speech

Member Name _____ Date _____

Evaluator _____ Speech Length: 5 – 7 minutes

Speech Title _____

Purpose Statements

- The purpose of this project is for the member to apply his or her leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement the plan with the help of a team.
- The purpose of the **first speech** is for the member to introduce his or her plan and vision.

Notes for the Evaluator

The member completing this project has committed a great deal of time to developing a plan, forming a team, and meeting with a guidance committee. The member has not yet implemented his or her plan.

About this speech:

- The member will deliver a well-thought-out plan and an organized, engaging speech.
- The speech may be humorous, informational, or presented in any style the member chooses. The style should be appropriate for the content of the speech.
- The speech should not be a report on the content of the “High Performance Leadership” project, but a presentation about the member’s plan and goals.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

EVALUATION FORM – High Performance Leadership—First Speech

For the evaluator: In addition to your verbal evaluation, please complete this form.

| 5 EXEMPLARY | 4 EXCELS | 3 ACCOMPLISHED | 2 EMERGING | 1 DEVELOPING | |
|--|-------------|-------------------|---------------|-----------------|----------|
| Clarity: Spoken language is clear and is easily understood | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Vocal Variety: Uses tone, speed, and volume as tools | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Eye Contact: Effectively uses eye contact to engage audience | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Gestures: Uses physical gestures effectively | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Audience Awareness: Demonstrates awareness of audience engagement and needs | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Comfort Level: Appears comfortable with the audience | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Interest: Engages audience with interesting, well-constructed content | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |

EVALUATION CRITERIA

High Performance Leadership—First Speech

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

Clarity

- 5 – Is an exemplary public speaker who is always understood
- 4 – Excels at communicating using the spoken word
- 3 – Spoken language is clear and is easily understood
- 2 – Spoken language is somewhat unclear or challenging to understand
- 1 – Spoken language is unclear or not easily understood

Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

Audience Awareness

- 5 – Engages audience completely and anticipates audience needs
- 4 – Is fully aware of audience engagement/needs and responds effectively
- 3 – Demonstrates awareness of audience engagement and needs
- 2 – Audience engagement or awareness of audience requires further practice
- 1 – Makes little or no attempt to engage audience or meet audience needs

Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

EVALUATION FORM

High Performance Leadership—Second Speech

Member Name _____ Date _____

Evaluator _____ Speech Length: 5 – 7 minutes

Speech Title _____

Purpose Statements

- The purpose of this project is for the member to apply his or her leadership and planning knowledge to develop a project plan, organize a guidance committee, and implement the plan with the help of a team.
- The purpose of the **second speech** is for the member to share some aspect of his or her experience completing the project.

Notes for the Evaluator

The member completing this project has committed a great deal of time to developing a plan, forming a team, meeting with a guidance committee, and completing his or her envisioned project.

About this speech:

- The member will deliver an engaging speech about the project he or she completed.
- The speech may be humorous, informational, or presented in any style the member chooses. The style should be appropriate for the content of the speech.
- The speech should not be a report on the content of the “High Performance Leadership” project, but a presentation about the member’s plan, goals, and experience completing a project of his or her choosing.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

EVALUATION FORM – High Performance Leadership—Second Speech

For the evaluator: In addition to your verbal evaluation, please complete this form.

| 5 EXEMPLARY | 4 EXCELS | 3 ACCOMPLISHED | 2 EMERGING | 1 DEVELOPING | |
|---|--------------------|--------------------------|----------------------|------------------------|----------|
| Clarity: Spoken language is clear and is easily understood | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Vocal Variety: Uses tone, speed, and volume as tools | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Eye Contact: Effectively uses eye contact to engage audience | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Gestures: Uses physical gestures effectively | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Audience Awareness: Demonstrates awareness of audience engagement and needs | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Comfort Level: Appears comfortable with the audience | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Interest: Engages audience with interesting, well-constructed content | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |
| Topic: Shares some aspect of experience completing the components of the project | | | | | Comment: |
| 5 | 4 | 3 | 2 | 1 | |

EVALUATION CRITERIA

High Performance Leadership—Second Speech

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

Clarity

- 5 – Is an exemplary public speaker who is always understood
- 4 – Excels at communicating using the spoken word
- 3 – Spoken language is clear and is easily understood
- 2 – Spoken language is somewhat unclear or challenging to understand
- 1 – Spoken language is unclear or not easily understood

Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

Audience Awareness

- 5 – Engages audience completely and anticipates audience needs
- 4 – Is fully aware of audience engagement/needs and responds effectively

- 3 – Demonstrates awareness of audience engagement and needs
- 2 – Audience engagement or awareness of audience requires further practice
- 1 – Makes little or no attempt to engage audience or meet audience needs

Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

Topic

- 5 – Delivers an exemplary speech about some aspect of experience completing the components of the project
- 4 – Delivers a compelling speech about some aspect of experience completing the components of the project
- 3 – Shares some aspect of experience completing the components of the project
- 2 – Mentions some aspect of experience completing the components of the project, but does not fully address
- 1 – Speaks on a topic other than some aspect of experience completing the components of the project

GUIDANCE COMMITTEE INTRODUCTION

High Performance Leadership

Congratulations! You have been invited to participate on a Toastmasters club member's guidance committee for his or her "High Performance Leadership" project.

Leadership can be defined as the ability to inspire and guide, build an environment in which visions are developed, and support a team while goals are met. A leader who fills that definition, and does it in a way that motivates others to participate and contribute, is a high performance leader.

You have been asked to assist a Toastmaster wishing to develop his or her leadership skills. This Toastmaster is participating in the Toastmasters International education program and as part of the learning process will study educational content, practice leadership skills through a project of his or her choosing, and receive feedback.

The Toastmaster is responsible for defining his or her goals, designing the project, selecting team members to help, delegating responsibilities, and leading the project to completion. The Toastmaster also selects and leads the guidance committee. He or she must establish committee meeting dates, determine meeting location, and provide agendas.

As a guidance committee member, your responsibility is to help the Toastmaster by evaluating his or her progress and giving feedback through the duration of the project. You have been chosen to help build the Toastmaster's leadership skills through your guidance and support.

The "High Performance Leadership" project has been designed to challenge every person who completes it, regardless of their level of expertise. The guidance committee has the responsibility of challenging the Toastmaster's thinking as well as the means and methods used in carrying out the project. Be ready to provide advice if necessary. You do not need to be an expert in leadership theory. The Toastmaster has selected you because he or she respects your guidance and feedback.

As a member of the guidance committee, you are required to:

- Meet with the Toastmaster and other committee members a minimum of five times during the course of the project.
- Help to evaluate the progress of the Toastmaster's project, give him or her advice, and offer feedback.
- Be supportive, practical, and available to meet with the Toastmaster as necessary.

How to Use This Packet

The materials included in this packet are the responsibility of the Toastmaster to fill out and distribute. Though it is unlikely you will use most of the forms included, this packet will help you understand the materials the Toastmaster has at his or her disposal.

You are welcome to make arrangements with the Toastmaster to review the "High Performance Leadership" text if you believe it will be of assistance in your role as a committee member.

The materials included in this packet are:

- Meeting Agenda
- Project Plan Overview
- Project Plan
- Vision Plan
- Event Planning Worksheet
- 360° Evaluation

Thank you for serving on this guidance committee. Your time and expertise are greatly appreciated by the Toastmaster who invited you as well as Toastmasters International.

MEETING AGENDA

Meeting Title

Date _____ Time _____

Location _____

Meeting called by _____

Attendees _____

| Item | Description |
|------|-------------|
| | |
| | |
| | |
| | |

Any other business

Notes

PROJECT PLAN OVERVIEW

| Project | |
|---|--|
| Purpose | |
| Projected Team Members Include number and any volunteers you know will be working with you. | |
| Resources | |
| Deliverables | |
| Milestones | |

PROJECT PLAN

Project Plan

| Project | |
|------------------|--|
| Purpose | |
| Resources | |
| Budget | |
| Key Deliverables | |
| Milestones | |
| Notes | |

Project Team

| | |
|------------------------|--|
| Project Manager | |
|------------------------|--|

| | |
|--------------------|--|
| Team Member | |
|--------------------|--|

| | |
|----------------|--|
| Delegated Task | |
|----------------|--|

| | |
|------------|--|
| Milestones | |
|------------|--|

| | |
|----------|--|
| Deadline | |
|----------|--|

| | |
|---------------------|--|
| Contact Information | |
|---------------------|--|

| | |
|--------------------|--|
| Team Member | |
|--------------------|--|

| | |
|----------------|--|
| Delegated Task | |
|----------------|--|

| | |
|------------|--|
| Milestones | |
|------------|--|

| | |
|----------|--|
| Deadline | |
|----------|--|

| | |
|---------------------|--|
| Contact Information | |
|---------------------|--|

| Team Member | |
|---------------------|--|
| Delegated Task | |
| Milestones | |
| Deadline | |
| Contact Information | |

| Team Member | |
|---------------------|--|
| Delegated Task | |
| Milestones | |
| Deadline | |
| Contact Information | |

360° EVALUATION

Evaluator Name _____ Date _____

Role _____

Leader Name (person to be evaluated) _____

Timeframe for Evaluation _____

Please consider your experience working with the leader you are evaluating and give a thoughtful response to all the questions presented here. If you have not observed a particular behavior or quality, indicate "Not observed" on your evaluation. Take a moment to include examples wherever possible and if needed, add additional pages.

Using the rating scale provided below for survey-style questions, please circle the number that best reflects your rating of the individual's performance during the time period being evaluated.

Leadership

| 1 | 2 | 3 | 4 | 5 | N/A |
|------------|----------|--------------|--------|-----------|----------------|
| DEVELOPING | EMERGING | ACCOMPLISHED | EXCELS | EXEMPLARY | NOT APPLICABLE |

| | | | | | | | |
|--|---|---|---|---|---|-----|----------|
| Provides a clear sense of purpose, direction, and responsibilities to team members | 1 | 2 | 3 | 4 | 5 | N/A | Comment: |
| Acts and behaves in a manner consistent with his or her statements | 1 | 2 | 3 | 4 | 5 | N/A | Comment: |
| Manages issues in an effective manner | 1 | 2 | 3 | 4 | 5 | N/A | Comment: |

Provide an example of how he or she positively contributes through his or her leadership.

How can the individual improve his or her leadership?

Communication

| 1 DEVELOPING | 2 EMERGING | 3 ACCOMPLISHED | 4 EXCELS | 5 EXEMPLARY | N/A NOT APPLICABLE |
|------------------------|----------------------|--------------------------|--------------------|-----------------------|------------------------------|
|------------------------|----------------------|--------------------------|--------------------|-----------------------|------------------------------|

| | |
|---|-----------------|
| <p>Is open to constructive feedback</p> <p>1 2 3 4 5 N/A</p> | <p>Comment:</p> |
| <p>Gives appropriate feedback that is timely and constructive</p> <p>1 2 3 4 5 N/A</p> | <p>Comment:</p> |
| <p>Manages conflict effectively</p> <p>1 2 3 4 5 N/A</p> | <p>Comment:</p> |

How has the individual demonstrated effective communication skills?

Describe how he or she has implemented constructive feedback.

Interpersonal Skills

| 1 | 2 | 3 | 4 | 5 | N/A |
|------------|----------|--------------|--------|-----------|----------------|
| DEVELOPING | EMERGING | ACCOMPLISHED | EXCELS | EXEMPLARY | NOT APPLICABLE |

| | | | | | | |
|--|---|---|---|---|-----|----------|
| Shows genuine concern for all team members | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |
| Perceived as trustworthy | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |
| Recognizes and rewards individual contributions in a manner meaningful to each team member | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |

How would you recommend that the individual improve his or her interpersonal and relationship-building skills?

Teamwork and Team Building

| 1 | 2 | 3 | 4 | 5 | N/A |
|------------|----------|--------------|--------|-----------|----------------|
| DEVELOPING | EMERGING | ACCOMPLISHED | EXCELS | EXEMPLARY | NOT APPLICABLE |

| | | | | | | |
|--|---|---|---|---|-----|----------|
| Supports a team environment by valuing collaboration and cooperation | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |
| Supports the organization at all levels | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |

| | | | | | | |
|--|----------|----------|----------|----------|------------|-----------------|
| <p>Considers the impact of actions and decisions on the organization before implementing</p> | | | | | | <p>Comment:</p> |
| 1 | 2 | 3 | 4 | 5 | N/A | |

How does the individual contribute to the successful and effective functioning of his or her team?

Problem Solving

| | | | | | |
|------------|----------|--------------|----------|-----------|----------------|
| 1 | 2 | 3 | 4 | 5 | N/A |
| DEVELOPING | EMERGING | ACCOMPLISHED | EXCELS | EXEMPLARY | NOT APPLICABLE |

| | | | | | | |
|---|----------|----------|----------|----------|------------|-----------------|
| <p>Listens actively to others' ideas and perspectives</p> | | | | | | <p>Comment:</p> |
| 1 | 2 | 3 | 4 | 5 | N/A | |

| | | | | | | |
|--|----------|----------|----------|----------|------------|-----------------|
| <p>Is prepared to make decisions based on relevant information</p> | | | | | | <p>Comment:</p> |
| 1 | 2 | 3 | 4 | 5 | N/A | |

| | | | | | | |
|--|----------|----------|----------|----------|------------|-----------------|
| <p>Is willing to change his or her position when presented with compelling information</p> | | | | | | <p>Comment:</p> |
| 1 | 2 | 3 | 4 | 5 | N/A | |

Give an example of a time when the individual displayed exemplary problem-solving skills.

What recommendations do you have for the individual to improve his or her problem solving skills?

Motivation

| 1 | 2 | 3 | 4 | 5 | N/A |
|------------|----------|--------------|--------|-----------|----------------|
| DEVELOPING | EMERGING | ACCOMPLISHED | EXCELS | EXEMPLARY | NOT APPLICABLE |

| | | | | | | |
|---|----------|----------|----------|----------|------------|----------|
| Shows interest in and enthusiasm for the work to be completed | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |
| Uses effective strategies to motivate his or her team members | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |
| Rises to challenges | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |

Give an example of a successful motivational strategy he or she used while leading the team.

Give an example of the individual's level of motivation.

Prioritization

| 1 | 2 | 3 | 4 | 5 | N/A |
|------------|----------|--------------|--------|-----------|----------------|
| DEVELOPING | EMERGING | ACCOMPLISHED | EXCELS | EXEMPLARY | NOT APPLICABLE |

| | | | | | | |
|---|----------|----------|----------|----------|------------|----------|
| Allots time appropriately to tasks that require attention | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |
| Manages time to keep high-priority tasks at the forefront | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |

In general, does the individual prioritize action items and follow through on the priorities he or she set?

In your opinion, does he or she select the appropriate priorities?

Reliability

| 1 DEVELOPING | 2 EMERGING | 3 ACCOMPLISHED | 4 EXCELS | 5 EXEMPLARY | N/A NOT APPLICABLE |
|------------------------|----------------------|--------------------------|--------------------|-----------------------|------------------------------|
|------------------------|----------------------|--------------------------|--------------------|-----------------------|------------------------------|

| | | | | | | |
|--|----------|----------|----------|----------|------------|----------|
| Sets and honors milestones and timelines | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |
| Establishes an agenda for every meeting and effectively covers all topics in the allotted time | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |
| Is respectful of others' time and commitments outside of the organization | | | | | | Comment: |
| 1 | 2 | 3 | 4 | 5 | N/A | |

Can you depend on the individual to keep his or her commitments?

Describe how the individual demonstrates respect for others' time and commitments.

VISION PLAN

Use this resource to collect your vision, goals, and tasks into a single document. You may also add deadlines and milestones to help you meet the goals you have set to reach your vision.

| | |
|---------------|--|
| Vision | |
|---------------|--|

Goal: _____

| Task | Description | Deadline | Notes |
|------|-------------|----------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Goal: _____

| Task | Description | Deadline | Notes |
|------|-------------|----------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

EVENT PLANNING WORKSHEET

Use this form to assist you in planning your event.

Name of Event

Location _____ Date/Time _____

Objective _____

Venue

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|------------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Space rental | | | | | | | |
| Security deposit | | | | | | | |
| Insurance | | | | | | | |
| Parking/transportation | | | | | | | |
| Other | | | | | | | |

Marketing and Registration

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|---------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Invitation design | | | | | | | |
| Invitation printing | | | | | | | |
| Website | | | | | | | |

Marketing and Registration (continued)

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Advertisement | | | | | | | |
| RSVPs | | | | | | | |
| Other | | | | | | | |

Catering

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Meals | | | | | | | |
| Beverages | | | | | | | |
| Servers needed | | | | | | | |
| Table skirting | | | | | | | |
| Chair covers | | | | | | | |
| Other | | | | | | | |

Audio/Visual

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Microphones | | | | | | | |
| Screens | | | | | | | |
| Projectors | | | | | | | |

Audio/Visual (continued)

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Internet access | | | | | | | |
| Other | | | | | | | |

Rental Items

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Tents | | | | | | | |
| Stage | | | | | | | |
| Tables | | | | | | | |
| Podium | | | | | | | |
| Other | | | | | | | |

Décor

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Lighting | | | | | | | |
| Signage | | | | | | | |
| Flowers | | | | | | | |
| Table skirting | | | | | | | |
| Other | | | | | | | |

Entertainment

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Musicians | | | | | | | |
| Speakers | | | | | | | |
| Other | | | | | | | |

Planning and Organizing

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|---------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Office space | | | | | | | |
| Office supplies | | | | | | | |
| Communication costs | | | | | | | |
| Travel expenses | | | | | | | |
| Other | | | | | | | |

Administrative Costs

| Item Description | Vendor Contact | Assigned to | Start Date | Due Date | Dependency | Budgeted Amount | Status |
|------------------|----------------|-------------|------------|----------|------------|-----------------|--------|
| Accounting | | | | | | | |
| Legal | | | | | | | |
| Staffing | | | | | | | |
| Other | | | | | | | |



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