**Listener Role**

The responsibility of the Listener is to observe and assess the members listening skills through a question and answer session. It offers the opportunity for yourself and fellow members to practice listening skills and increase their ability to be attentive during the sessions.

**When introduced, explain the role of the Listener: (Report 30sec)**

*Dear Toastmaster of the Day, Toastmasters and Distinguished Guest. Good evening. At Toastmasters, we strive to be a great speaker. And being a great listener is just as important as being a great speaker.*

*Actively listening to fellow toastmasters allows one to take what they hear; extract meaning and repeat what they have heard.*

*As the Listener I will note interesting bits of information from the following roles: The speaker, the evaluator, Toastmaster of the Day and from the tables topics session.*

*Near the end of the meeting, when the general evaluator calls for a report, I will assess the members listening skills through a serious of questions to be asked to fellow toastmasters.*

*Thank you. Back to you Toastmaster of the day.*

**During the meeting:**

Be prepared to take notes as people speak during the meeting. As a listener you will be required to be just as attentive, if not more attentive, then your fellow toastmasters to extract the questions that can be best used to assess the members listening skills.

Bring a copy of the Listeners log (page 2). Write down one or two questions from the speaker, the evaluator, TMOD and from the tables topics sessions. The type of questions you take note of will be at your discretion. Try and range the question to ones where the answer will be easy to extract from the meeting to ones where it required for the member to be very attentive to answer.

**REPORT: (5 mins)**

* When called on by the general evaluator during the evaluation segment, **stand by your chair and give your report.** Your report will include the time to ask the members questions and to assess the answers.
* If fellow members do not know the answer, try and encourage them by giving them a little more information/ context to enable them to answer the question.
* You can start off with the easier questions to encourage members to feel comfortable and confident in answering the more difficult questions.
* The number of questions you ask will depend on the time allocated and time taken for members to answer the question.

*General Evaluator, fellow toastmasters, and distinguished guests: I've prepared a few questions to see how attentive our listening skills are. Please raise your hands if you have the answer.*

At this point ask the questions you have listed.

|  |  |  |
| --- | --- | --- |
|  | **Question asked to members** | **Answer of the question asked** |
| **Question 1 from the Speaker session** |  |  |
| **Question 2 from the Speaker session** |  |  |
| **Question 3 from the Evaluation session** |  |  |
| **Question 4 from the Evaluation session** |  |  |
| **Question 5 from the TMOD session** |  |  |
| **Question 6 from the TMOD session** |  |  |
| **Question 7 from the tables topic session** |  |  |
| **Question 8 from the table topic session** |  |  |
| **Question 9 from the table topic session** |  |  |
| **Additional questions/ notes** |  |  |
|  |  |  |

To end your report, you can give a brief summary of how the listening skills of the members was in the meeting. Below is an example.

***General Evaluator I can say, as a whole, fellow Toastmasters and Guests were able to answer all / most the questions I had, which shows how attentive their listening skills are. Thank you and back to you General evaluator.***

 ***or***

 ***General Evaluator I can say as a whole fellow Toastmasters and Guests were not able to answer most the questions I had. The participation was great to see and would recommend the practice of attentively listening to a variety of information. I am confident with practice fellow Toastmasters will do well next time.***