



MENTORSHIP GUIDE & TOOLBOX

ROLE OF THE MENTOR

Mentors provide positive, nurturing environments that benefit the people they mentor. The following are ways you can foster a strong mentor/mentee relationship:

- **Offer opportunities for skill development.** Provide special projects and assignments that build new skills. Refer your mentee to books or articles about that skill.
- **Point out areas needing improvement.** Draw attention to any gaps in skills needed to complete a project. Guide the mentee by empowering him/her to discover what he/she can do to close the gap.
- **Provide helpful advice.** Offer ideas or information based on your experiences in the subject matter at hand.
- **Be a role model.** We all listen to people we respect and admire. Be aware that people watch you to see how you handle difficult situations.
- **Encourage people to think for themselves.** Don't simply solve problems; instead, encourage your mentee to find possible solutions themselves.

GETTING STARTED

Your mentor duties will vary depending on the mentee's Toastmasters experience. At a very base level, as the mentor, you are responsible for familiarizing your mentee with the club procedures and to get them familiar with their very first speech project - the Ice Breaker. Here are some suggestions of what you can do and cover with your mentee:

- **Sit with the new member.** Explain the various parts of the meeting, such as the prepared speeches, Table Topics,™ and evaluations as they happen, and answer questions the mentee may have.
- **Orient the new member to club customs and procedures such as:**
 - How to access the club's meeting schedules, and inform them that they are allowed and encouraged to sign themselves up for roles they want, and when they want to do their speeches.
 - How to mark themselves in the "Regrets" section of the club's schedule to ensure they are not signed up for roles when they know they will not be present at meetings.
 - What the mentee should do and whom to contact if he or she is scheduled to fill a meeting role but is unable to attend the meeting.
 - How they can access the club's shared Google drive for role scripts, templates, and other resources.
- **Help with the Ice Breaker.** Many experienced Toastmasters still consider the first speech to be the most difficult. This is because new members are not only uncomfortable speaking before a group, but they also are speaking before relative strangers. Your assistance can help the mentee overcome fears and get off to a good start. Discuss speech ideas with the mentee and offer suggestions for organization, if necessary. Listen to the mentee practice the speech and offer feedback.

OVER TIME

Over the course of several club meetings, and some outside club communications, the Mentor should continue to:

- **Provide positive feedback.** The first few weeks of membership are critical. Mentees must feel they are already benefiting from the Toastmasters experience. Compliment them on their progress.



- **Explain responsibilities.** Membership requires more than just giving speeches and receiving evaluations. It also means a commitment to helping the club and its members.
- **Help with speeches and other assignments.** As you work with mentees on their first three speeches, be sure to help them use their evaluation feedback to improve their next speech, and then offer your own feedback. When mentees are assigned other meeting roles, explain the roles and offer tips for fulfilling them.
- **Explain officers' duties.** Describe how the mentee can develop leadership skills by serving as a club officer (on the executive team). Help the mentee select a club office in which to serve and discuss when the mentee would serve. Be sure these goals are reasonable.
- **Explain speech contests.** Discuss the purpose of speech contests, the types of contests conducted by the club and how some contests progress to area, division, district, and International levels. Help mentees assess their readiness to participate in contests.
- **Tell how you have benefited.** Share your own goals and aspirations with the mentees and how you have benefited from the Toastmasters program. You are proof that they can achieve their own goals.

A FINITE RELATIONSHIP

While a mentor/mentee relationship does require some time and commitment, the relationship does not last forever – nor should it. The purpose of mentoring is to teach the mentee to think and act independently and successfully. Generally, the mentor helps the mentee through their first three speech projects. Once mentees have developed to the point where they are functioning effectively on their own, mentors' services are no longer needed. Most likely, the mentor/mentee relationship turns into a strong, warm friendship. Mentors can find new mentees to help, and former mentees have the skills and knowledge to become mentors themselves.



SUGGESTIONS FOR YOUR FIRST 3 MEETINGS WITH YOUR MENTEE

It is encouraged that you plan to meet with your mentee at least three times outside of the regular club meetings, in addition to being available for questions and correspondence via email. Below are some suggestions for what you can cover over your first few meetings. Remember, it's important to not overwhelm your mentee with too much information at one time. Try focusing your meetings on one particular topic or goal.

Meeting 1 - The Ice Breaker

- Set a time to call or meet in person with you mentee to have a friendly chat.
- Ask about their professional and personal background.
- Determine the mentee's interest and reasons for joining toastmasters.
- Share why you joined toastmasters and your background.
- Discuss the Ice Breaker speech project. Give any tips, ideas, or support to the mentee to help them prepare for their first speech.
- Set up a time after the mentee's Ice Breaker to discuss their Toastmasters goals. Provide them with the goal planning worksheet before you meet. (pg. 4)

Meeting 2 - Goal Setting & Planning

Meet somewhere in person where you can talk freely. Use the Goal Setting sheet (pg. 4)

- Review or fill out the Goal Setting & Planning worksheet together. (pg. 4)
- Identify projects or opportunities within the club that can help the mentee reach their goals.
- Review the Competent Communication manual together. Go over the different speech projects and show the mentee how they record their completed projects in the back of the manual.
- Also, point your mentee towards helpful resources in the back of their Competent Communication manual, such as the *Toastmaster Survival Guide* (pg. 79).
- Review the Competent Leadership manual, and explain how the mentee needs to fulfill certain roles to complete projects. Show them the sheet in the back of the book, and how they can record completed roles. Explain opportunities within the club for the mentee to volunteer to complete more challenging leadership projects. (For example, chairing a speech contest, and how it happens only twice per year.)
- Ask if it's ok to share these goals with the Vice President of Education so he/she can help the mentor and mentee when planning club activities.

Meeting 3 - Follow Up & Beyond

- Casually and informally keep your mentee in mind for activities and roles in the club meetings that relate to their goals.
- Mentor reports to the Vice President of Education on the mentee's progress and any concerns.
- Encourage your mentee when they stumble in meetings, and celebrate with them when they meet goals or overcome challenges.
- Encourage them for Table Topics, Toastmaster, Evaluator, for an officer role, and to compete in contests.
- Explain the Toastmaster's Education Program, and the different levels of awards on both the Communicator and Leadership tracks. (This is explained in the back of the Competent Communication Manual - pg. 60).
- Inform them of the advanced manuals, relevant articles in the Toastmaster magazine, the Toastmaster website, and the manuals.



GOAL SETTING & PLANNING WORKSHEET

Toastmaster: _____

Date Joined Club: _____

Primary reason for joining Toastmasters: _____

My top 3 communication goals:

Projects or opportunities within the club that can help me achieve my communication goals:

Date I'd like to complete my Competent Communication Manual by: _____

My top 3 leadership goals:

Projects or opportunities within the club that can help me achieve my leadership goals:

Date I'd like to complete my Competent Leadership Manual by: _____

What are some potential obstacles that could prevent you from achieving your goals?

With your mentor, identify ways that you can overcome any identified obstacles.
