



The Mentoring Relationship for a New Member

Congratulations! You are now a mentor – Now what?

This section will focus on the Mentor/Mentee relationship. It will give you some insight and guidelines to follow. Remember that every Mentor/Mentee relationship will be different. There is no timetable for being their mentor. You are their official mentor until they complete their first three speeches and the first three leadership projects; however, you both may choose to continue the relationship well beyond that.

Below are several important points to keep in mind when mentoring your mentee.

Meetings

As mentor, you should be prepared to have several meetings with your mentee throughout the mentor/mentee period. This can be done face to face, phone calls or emails back and forth. Find a way that works for the both of you. Stay in constant contact. Try to set up a time each week to talk whether it is before or after the meeting or a once a week phone call. Remember that personal contact works best.

Methods

The purpose of the relationship is to help them improve their communication and leadership skills. In order to be an effective Mentor, you need to understand why they joined Toastmasters and what they hope to accomplish. Tailor your mentoring relationship to them.

Keep in mind not everyone approaches learning the same way. There are three distinct learning patterns: Visual, Audio, and Kinesthetic. You will need to get to know your mentee and what works for them. It's not about you; it's about them.

Make sure that they understand that this is not a race. Toastmasters is a self-paced learning and growing process. We want them to focus on the quality of their speeches, not the quantity. Explain the importance of each speech project and how it will make them a better speaker. Strongly suggest they present the first six speeches in the competent communicator manual in order. These first six speeches are building blocks to help them become better speakers.

Speeches

Ask to review their speeches. Look them over and make some suggestions but DO NOT rewrite their speeches. Remember this is about how they want to approach a subject, not you. What may not be an interesting topic to you for a speech may very well be to them. Make sure that every speech has a great opening line. You only have 15 seconds in which to grab and keep an audience's attention.

Give extra feedback on their speeches even if you weren't their evaluator for that speech. Give specific but respectful feedback beyond the required evaluation questions for that speech. If at all possible, videotape their speeches. This will enable you both to see what needs to be improved and also show what improvements have been made.

Leadership Roles

Let them know that the Communication and Leadership manuals can be worked on simultaneously. Encourage them to sign up for a leadership role or answer a table topics question each week. Explain to them that the more they are up and talking, the easier it gets. Your job is to make them comfortable speaking in front of others. If your mentee is extremely afraid, encourage them to start slowly by doing meeting roles such as timer or grammarian at the meetings. Have them work up to giving their first speech, working at a pace that is comfortable for them.

Meeting Roles

Make sure you sit with them when they perform their first meeting role. Explain the how and why of that role. This will get them comfortable speaking in front of others and help them gain confidence to give their first speech. Remember that they need to grow into the role of Toastmaster, General Evaluator, and Evaluator. If you can't be there, ask another mentor to step in for you. Before the meeting, answer any questions the mentee has about the meeting role. Provide feedback to mentee after the meeting when he/she fills a specific role for the first time. A short email after the meeting works well and is an excellent confidence builder. Remember to record this in their Competent Leader book.

Communicate

Check in with your mentee before and after each meeting to get a feel for how things are going for them and answer any questions they may have in a timely fashion, even if you don't know the answer. Make sure that they feel you are there to help them.

Lead by Example

Continue your own education and leadership development. Give great speeches and take on leadership roles. Be inspiring. That is what Toastmasters is all about.

Meeting Structures for a New Member

The following section is a breakdown of how your meeting should be structured. Keep in mind this is only a guideline to follow. Each mentoring relationship will be different and you will need to tailor your mentoring accordingly. Depending on how often your club meets, whether it is weekly or monthly, will determine how you schedule your meeting. You should keep in contact with your Mentee in between these scheduled meetings. We have broken this into four meetings, but if you feel this is too much information for a meeting, by all means break it up into as many meetings as you feel necessary.

The First Meeting

The Purpose of the first meeting is the “Get to Know You” phase. Try not to overwhelm your Mentee at the first meeting. Toastmasters is a process, not a race.

The Mentor should reach out to the mentee for the first meeting and schedule this meeting with the new member within two weeks of receiving the mentor assignment.

The Mentor should bring the New Mentee Assignment Packet (Exhibit A) and go over the information briefly. In the following meetings, you will be going over the information in more detail.

If your mentee has received the New Member Packet from Toastmasters International, review the contents with them.

Discuss the frequency of meeting and locations, calls and/or emails. Plan to talk/email as frequently as possible (at least once a week). Find out what method works best for both of you.

Go over how to log into the club website and sign up for meeting roles.

Mention the two manuals they have received; the Competent Communicator (CC) & the Competent Leadership (CL). If your Mentee does not have his/her manuals at the time of this meeting, bring your copies. Make sure they understand that this is not a race to complete both manuals in a year. It takes the average member 12 to 18 months to complete both manuals. They need to work at a pace that works for them.

Answer any questions they may have regarding Toastmasters in general. Also show them where they can find answers either on the District 13 website or at Toastmasters International.

Make sure that the Mentee has received the Mentor/Mentee Liaison Notice from the VP of Education. If not, give this information to your Mentee. Explain the role of the Mentor/Mentee Liaison.

After talking for a few minutes and getting acquainted with your Mentee, focus on the reasons why they joined Toastmasters. Complete the New Member Profile with your mentee. This form will be the basis of what they want to accomplish.

The Second Meeting

The purpose of this meeting is to go into more detail about the following items:

The Competent Communicator Manual.

1. Review the Ice Breaker Project. Get a feel about when they would like to complete their first speech. Discuss the purpose of the speech introductions and speech titles.
2. Make a list of 15 to 20 things they like to do, hobbies or just subjects that interest them, use that list to help them identify the subjects for their first ten speeches.
3. Go over the importance of doing the speeches in order they are presented in the manual. Stress the point of learning the objective of each project before moving on to the next speech. We want quality speeches, not quantity of speeches.

The Competent Leader Manual.

1. Review the Projects in the back of the manual. Explain what each role entails and when they should expect to fill that role.
2. Have them sign up for a meeting role such as Timer, Grammarian or Ah-Counter. Let them know that you will be sitting right there beside them to help.
3. Make sure they understand that every time they complete a Leadership role to enter it into their manual.

Table Topics

1. Explain the reasoning behind why we do Table Topics.
2. Even though Table Topics is a one to two minutes talk, let them know that it is not about the length of time that they have spoken; it is the fact that they got up and spoke. Congratulate them even if their Table Topic answer was only 15 seconds. This goes a long way to building their confidence, especially when they are extremely afraid to talk in front of people.
3. Encourage them to get up every week or every meeting and answer a Table Topics question. The more they speak in front of the group, the more confident they will become when they need to give their first speech.

If they are fulfilling more than one meeting role in a meeting, explain to them that they only get credit for doing one role. They will need to let the VP of Education as to which role they want credit.

If they haven't done their Ice Breaker speech yet, ask to see a copy of the speech to review. Find out when they expect to be ready to give their first speech. Let them know that you will be evaluating their first speech in addition to the assigned speech evaluator at the meeting (if you are not doing this evaluation yourself). This way you both will have better understanding of where they are and where they want to be. Remind them that you will be giving them extra feedback; more than what it is on the evaluation form. Be specific but respectful in your evaluation. Ask if you can video tape the speech. This way you can go over the speech together, especially if for some reason you are unable to evaluate their Ice Breaker.

Review the Toastmasters Etiquette power point presentation with your mentee that outlines the protocol to use during a Toastmasters meeting or event. This can be found on the District 13 website: www.dtm13.com.

The Third Meeting

The purpose of this meeting is to discuss the following items:

The Ice Breaker (if completed)

1. Go over with them all the good points of their speech. Go into detail of exactly what they have done extremely well. Point out all their natural abilities.
2. Go over the areas that need improvement. Be specific and respectful. Pick one or two items to improve for the next speech they give. Remember that NO ONE can fix everything from one speech to the next.
3. If they Ice Breaker speech wasn't completed, work on a completion date.
4. Talk about their next speech (if applicable) and schedule when they plan to give the speech.

The Leadership roles

1. Praise them on any of the leadership roles that they have completed. Point out respectfully any corrections to the role they need to make. Tell them what you liked about the role they performed and why you liked it.
2. Make sure that they are signing up for Leadership roles each and every week. Most roles must be done several times in the Competent Leader Manual but with different objectives. Make sure they read the project objectives for the role they are performing that meeting. Let them know that they can do the same role over and over again until they feel they have mastered the role.
3. Encourage them to branch out to be the Table Topics Master. Let them know that they can do a search on the internet for Table Topic subjects.

Speeches

If you have a person who is comfortable with giving speeches, this would be a good time to go over giving quality speeches.

1. Go over the importance of having a great opening to their speech.
2. Make sure that every speech has a definite opening, body and conclusion.
3. Keep all speeches within the time frame allotted. If your speech goes over, then you probably have two speeches.
4. Make sure that every speech is well organized and has smooth transitions from one point to another.
5. Notes. If a person is very disorganized in their speech presentation, then encourage the use of notes. The general rule is notes can be used until the 4th speech. However, this will depend of the individual. Remember each person works at their own pace. We are making members into powerful and confident speakers and it may take long for some people.

Other Toastmaster activities

1. Talk about contests. Go over the rules for each contest so they have an understanding of how they work and who can participate. If they are eligible for an upcoming contest, encourage them to compete. They just might surprise themselves and actual win it.
2. Conferences. Explain the benefits of going to the Conferences. The Break-out Sessions and the networking opportunities are worth the money they will spend. A lot of valuable information is shared at these events.
3. Club Officer roles and TLI Training. Explain each officer role and the importance of attending TLI Training.

The Fourth Meeting

The purpose of this meeting is to go over the progress your mentee has made.

Competent Communicator

1. Talk about all areas where you have seen improvement. Be specific. Talk about any areas that still need improvement and set a plan to correct them.
2. Talk about their next set of speeches and set a schedule.
3. Review the Competent Communicator portion of the Mentee Progress report. Remind your Mentee that not all areas on the form will pertain to them at this time. Only complete the areas that your Mentee has done. You can discuss the other areas on the form and formulate a plan on when they want to complete all areas.

Competent Leader

1. Talk about all areas where you have seen improvement. Be specific. Talk about the areas that still need improvement and set a plan to correct them.
2. Depending on which speech they have completed, talk to them about being Toastmaster, General Evaluator or an Evaluator. Before an individual handles the role of Toastmaster or General Evaluator, they should have been Timer, Grammarian and Ah-Counter. To be an Evaluator, an individual should have completed at least their first three speeches. Go over each role in detail and why these roles are extremely important to an effective meeting.
3. Go over the Projects at the back of their book and see which ones they have completed. Encourage them to make sure they are following Leadership track at the same time they are working on their speeches.
4. Remind them that by doing Leadership roles in between their speeches helps them develop not only their communication skills but also their Leadership skills.

Discuss the Toastmaster Curriculum and Leadership paths in more detail.

Use the Educational Program Achievement Checklist and the Communication and Leadership Track diagram. Explain to them that after they finish their first two books, that there is a whole world of learning opportunities in the advanced manuals. Remind them that when they complete their Competent Communicator that they get two advanced manuals for free. These sixteen manuals are where they can hone certain speaking styles such as Humorous Speaking, Storytelling, or Speeches to Management.

Discuss all the Club Officer Roles and who holds that office for the current Toastmaster Year.

1. **President:** The President services as the club's chief executive officer, responsible for the general supervision and operation of the club.
2. **VP of Education:** The Vice President of Education is responsible for planning successful club meetings so that each member has the opportunity to achieve his or her education goals.
3. **VP of Membership:** The Vice President of Membership is to promote membership building programs and membership goals of the club.
4. **VP of Public Relations:** The Vice President of Public Relations is responsible for promoting the club to the local media and producing and distributing a club new letter as well as maintaining the club website.
5. **Secretary:** The Secretary is responsible for maintaining an accurate membership roster, handling all club general correspondence and maintaining the club files.

6. **Treasurer:** The Treasurer is responsible for preparing a budget, keeping the club's financial records and processing club dues payments (new and renewing) in a timely manner.
7. **Sergeant at Arms:** The Sergeant at Arms is responsible for scheduling meeting locations and maintaining club equipment and supplies.

Discuss all the District Officers and who holds that office for the current Toastmaster Year.

1. **District Director:** The District Director is responsible for directly overseeing and managing the District's day to day operations, finances, and human resources.
2. **Program Quality Director:** The Program Quality Director is responsible for all aspects of education and training with the District.
3. **Club Growth Director:** The Club Growth Director is responsible for all aspects of marketing, club-building and member and club retention efforts within the District.
4. **Public Relations Manager:** The Public Relations Manager is responsible for coordinating publicity efforts in the District by establishing and maintaining lines of communication between the District and its members as well as between the District and the public.
5. **Administration Manager:** The Administration Manager is responsible for maintaining the historical records of the District as well as recording and distributing meeting minutes and keeping accurate and timely records of District business.
6. **Finance Manager:** The Finance Manager is responsible for the fiscal oversight and management of the District. Works closely with the District Trio to ensure that the District is making cost-effective decisions-within policy-that result in effective fiscal management.
7. **Logistics Manager:** The logistics manager selects meeting locations and organizes the room, ensuring the atmosphere is conducive to successful events, such as business meetings, speech contests, and training.
8. **Webmaster:** The webmaster assists the district director and club growth director with updates to the district website. This involves posting district announcements, removing outdated content, and troubleshooting functionality issues
9. **Area Director:** The Area Director serves as the direct liaison between the district and the clubs. They conduct club visits twice a year within their respective areas to understand and support club needs and are appointed by the district directors.
10. **Division Director:** The Division Directors lead and support the division through the supervision and support of the area governors. They coordinate division activities, set division goals, and assists in the training of area and club leaders.

Parting Notes

At the end of the official Toastmasters mentor/mentee relationship, both you and your mentee will be asked to complete a survey and return it to the VP of Education. The information on these surveys will help keep the mentoring program on track. Your club will need to know of any corrections or additions needing to be made to their mentoring program. It will also help the District keep up to date on the Mentoring Program.

Just remember that once you are someone's mentor, you will always be their mentor. So, lead by example, step up, give great speeches, do leadership roles, and be inspiring!