



Parliament Hill Toastmasters Club 5441

Mentor programme

A TOASTMASTER'S PROMISE

- *To attend Club meetings regularly;*
- *To prepare all of my speeches to the best of my ability, basing them on projects in the Communication and Leadership Program manual or the Advanced Communication and Leadership manuals;*
- *To willingly prepare for and fulfil meeting assignments;*
- *To provide fellow members with helpful, constructive evaluations;*
- *To help the Club maintain the positive, friendly environment necessary for all members to learn and grow;*
- *To willingly serve my Club as an officer when called upon to do so;*
- *To treat my fellow Club members and our guests with respect and courtesy;*
- *To bring guests to Club meetings so they can see the benefits Toastmasters membership offers;*
- *To adhere to the guidelines and rules for all Toastmasters educational and recognition programmes;*
- *To maintain honest and highly ethical standards during the conduct of all Toastmasters activities*

INTRODUCTION

This booklet has been prepared for the Parliament Hill Mentor Programme. It provides information on the roles of the:

- * Mentor Leader
- * Mentor
- * (New Member) Mentee

This booklet should be used as a guide to assist both the Mentor and the Mentee in charting the Mentee's progress as he/she begins the Basic Manual Speeches.

Most New Members join Toastmasters because they have problems and/or needs that relate to public speaking. Research has shown that a majority of these people equate the self-improvement they seek from Toastmasters with career advancement or professional development. Each member's success is facilitated with the guidance of an experienced peer - - the Mentor Programme has been set up for just this purpose: to guide the New Member to realize his/her goals and ambitions.

Cynthia Rurak and Jen Empey had originally developed this booklet in 1996. It was modified in 1997 by Dennis Baird all of Bytown Toastmasters and again by Sylvain Auffret in 2000

ROLE OF THE MENTOR LEADER

- * To partner up each New member with a Mentor
- * To provide training and guidance to new Mentors
- * To provide on-going guidance to all Mentors
- * To gauge progress by meeting with the Mentor and New Member periodically

MENTOR QUALITIES

Are you:

- * **Available.** You must have time to spend with a member - at least 15 minutes each week to help with speeches and questions.
- * **Patient.** You should be willing to provide whatever it takes to help the mentee.
- * **Sensitive.** Tact and diplomacy are vital. Always be careful to say and do things that will motivate and encourage the mentee. Be loyal and take care not to betray mentee's confidences.
- * **Respectful.** A mentor respects the differences between himself, the mentee, and others.
- * **Flexible.** You must accept that mentees may make decisions with which you may not agree.
- * **Supportive of the Club.** Show your pride in Parliament Hill Toastmasters and what it has done - and can do - for members.
- * **Knowledgeable.** Be familiar with the Club, its operations, the educational program, and Toastmasters International organization.
- * **Confident.** You need to be self-assured and friendly.
- * **A good listener.** A mentor must listen carefully. You can enable the mentee to articulate the problem and sort things out.
- * **Concerned about others.** You must care about other people and truly want to help them.

ROLE OF THE MENTOR

- * To assess Mentee's needs based on the information provided by the Mentee in the "New Member Profile" and by talking to them
- * To observe their Mentee as they participate in the Toastmaster meetings and provide feedback as necessary
- * To establish a development plan for the oncoming period with their Mentee
- * To help their Mentee get resources needed to fulfil the development plan
- * To meet with their Mentee on an ongoing basis to review progress
- * To assess at the completion of the first three speeches if goals and plans are still on target and adjust the plan as necessary

GUIDELINES FOR THE MENTOR

1. Build a personal rapport with your Mentee
 - a. Sit with your mentee to explain the parts of the meeting.
 - b. Orient your mentee member to Club customs and procedures.
 - c. Encourage your mentee to serve on a Club Committee.
2. Discuss your Mentee's needs and aspirations
3. Translate your Mentee's needs into Toastmaster programme levels:
 - a. discuss the effort and committment needed to meet the goals
 - b. establish a development worksheet
 - c. set appropriate goals and objectives with your Mentee

GUIDELINES FOR THE MENTOR

(Continued)

4. Help with the Ice Breaker.

- a. Discuss speech ideas and offer suggestions for organization if necessary. Listen to your mentee practice the speech and offer feedback.
- b. Make the mentee aware of the Club resources (i.e. training sessions, seminars, books)
- c. Provide positive feedback.

5. Provide ongoing developmental support

- a. Explain that membership also means a commitment to helping the Club and the other members be successful.
- b. Help with speeches and other assignments.
- c. If you know that you will not be attending a meeting where your Mentee is going to speak, ensure that another Mentor will listen-in during your absence and offer advice
- d. Tell how you've benefitted from the program. You are proof that they can achieve their own goals.
- e. Invite the mentee to other Toastmaster events.
- f. Ask for time during a Club meeting to mention your mentee and his/her progress in the program.
- g. Explain Officers' duties. Describe how the mentee can develop leadership skills by serving as a Club Officer.
- h. Explain the purpose and types of speech contests conducted by the Club. Help the mentee assess their readiness to participate.
- i. Describe the TI organization.

6. If conflicts occur try to work them out. If they continue, and if you are not comfortable with being a mentor to your assigned member, contact the VP Education.

QUALITIES OF MENTEE

- * **Eager to learn.** Be willing to take on new challenges.
- * **Receptive.** Be open to feedback, viewing it as an opportunity to improve yourself.
- * **Open to new ideas.** See things from other perspectives.
- * **Loyal.** Do not violate confidences or trust.
- * **Appreciative.** Appreciate the help your mentor is giving.

ROLE OF THE MENTEE

- * To be open and frank with their Mentor
- * To provide an assessment of where they think they stand in relation to their goals
- * To discuss their proposed speech with their Mentor so that the Mentor can offer advice or suggestions
- * To ask questions !!!!!!!

GUIDELINES FOR THE MENTEE

1. Prepare a list of goals and objectives
2. Meet with your Mentor to discuss your goals and provide input into the assessment
3. Jointly (with your Mentor) establish a development plan
4. Proactively act on your development plan, keep track of actions taken and progress made
5. Initiate progress review meetings with your Mentor on a regular basis
6. Advise your Mentor of any difficulties or concerns -- remember your Mentor is there to help you!
7. If conflicts occur with your mentor try to work them out. If they continue, and if you are not comfortable with your assigned mentor, contact the VP Education.

DEVELOPMENT WORKSHEET FOR _____

MENTOR & TELEPHONE #: _____

Goals / Objectives	Date Discussed	Suggested Action to be Taken

Checklist for Mentor

Mentors are assigned to new members to help acquaint the new Toastmaster and to provide guidance for the new member regarding club roles and their first five speeches. Mentors should review their performance using this checklist and the time frame on the left. This will let you know what you have accomplished with your mentee and what areas you may want to address in the future.

After . . .	Did You . . .	Definitely	Yes, But More Work Needed	No
1 st week	<ul style="list-style-type: none"> Meet with mentee one-on-one to discuss his/her immediate concerns or fears? Discuss first speech in detail? Provide any assistance desired, including a “practice run?” Describe individual meeting roles? Ensure availability to discuss any questions mentee may have? 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1 st month	<ul style="list-style-type: none"> Draw up a list of agreed-upon learning goals? Indicate the opportunities available for other speaking or leadership opportunities (Executive, debates), as well as other aspects of the Toastmasters program? 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2 nd month	<ul style="list-style-type: none"> Provide specific feedback regarding mentee’s speeches and meeting roles? Work with the mentee as needed to make targeted improvements? 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3 rd , 4 th , and 5 th months	<ul style="list-style-type: none"> Review progress of mentee? Identify where growth has occurred and where to continue improvements in future speeches? 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Ongoing	<ul style="list-style-type: none"> Ensure presence at meetings at which mentor presented speeches? If unavailable, ensure that another seasoned Toastmaster provides individual attention and advice? Provide positive and motivational support at all times, sensitive to the mentee’s needs and personality? Listen carefully and patiently to all questions? 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Checklist for Mentee

Mentors are assigned to new members to help acquaint the new Toastmaster and to provide guidance for the new member regarding club roles and their first five speeches. Mentees should review their progress using this checklist and the time-frame on the left. This will let you know what you have accomplished with your mentor and what areas you may want to address in the future.

After . . .	Did You . . .	Definitely	Yes, But More Work Needed	No
1 st week	<ul style="list-style-type: none"> Meet with mentor one-on-one to discuss your immediate concerns? Discuss your first speech in detail? If desired, do a “practice run” with the mentor? Raise any questions about individual meeting roles? Contact or phone mentor with any questions or requests for specific guidance? 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1 st month	<ul style="list-style-type: none"> Draw up a list of learning goals with the mentor? Ask any questions you might have about the Toastmasters program? 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
2 nd month	<ul style="list-style-type: none"> Receive specific feedback to each of your speeches? Work with the mentor as needed to make targeted improvements? 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3 rd , 4 th , and 5 th months	<ul style="list-style-type: none"> Review your progress with the mentor? Identify and discuss where your personal growth has occurred and where to continue improvements in the remaining five speeches? 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
Ongoing	<ul style="list-style-type: none"> Make mentor aware of meeting dates when you would be presenting a speech? Present any and all questions or fears without reservation? Remain open to new ideas, and work honestly and patiently with the mentor? 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

NOTES