



**TOASTMASTERS**  
INTERNATIONAL

# MENTORING



**WHERE LEADERS  
ARE MADE**

The Successful Club Series

**TOASTMASTERS**  
INTERNATIONAL®



## MENTORING

The Successful Club Series

**TOASTMASTERS  
INTERNATIONAL**

P.O. Box 9052 • Mission Viejo, CA 92690 • USA

Phone: 949-858-8255 • Fax: 949-858-1207

[www.toastmasters.org/members](http://www.toastmasters.org/members)

© 2011 Toastmasters International. All rights reserved. Toastmasters International, the Toastmasters International logo, and all other Toastmasters International trademarks and copyrights are the sole property of Toastmasters International and may be used only with permission.

Rev. 5/2011    Item 296A



**WHERE LEADERS  
ARE MADE**

# THE SUCCESSFUL CLUB SERIES

Toastmasters International's *The Successful Club Series* is a set of presentations addressing the subject of quality club meetings. Members will learn about the skills and standards they must strive to achieve for their club to be successful.

Most presentations in *The Successful Club Series* may be offered by any club member and require 10 to 15 minutes to present.

## CONDUCTING THE PRESENTATION

"Mentoring" discusses how having or being a mentor can benefit club members and the club as a whole. This product consists of four parts:

- ▶ Definition and explanation of the presentation
- ▶ Guidelines for your introduction to the audience
- ▶ Outline for the development of your speech
- ▶ CD of a PowerPoint presentation to be viewed along with your speech

Every club should have an established mentor program administered by the vice president education. Included with this product is a Club Mentor Program kit, which provides the materials you need to start a mentor program in your club. Presenting this *Successful Club Series* program and establishing a mentor program should be done in conjunction with the vice president education.

If your club is starting a mentor program for members, carefully read the instructions included in the Club Mentor Program kit and make sure you have enough handouts for all club members. (You may order additional handouts from Toastmasters International using the order form included in this kit.) After presenting, distribute the handouts. Ask members to complete the forms, then collect the completed forms and give them to the vice president education, who is responsible for administering the mentor program.

### ***In Your Own Words***

*The outline is not a script and should not be read word-for-word. Instead, use the document as a guide for presenting the material in your own words and with your own narrative style. The outline is a structure on which to build your presentation. Use the points of the outline to develop your speech, but be the author of your own oration.*

Here are some tips on using this outline to develop and deliver your presentation:

- ▶ Study the outline in this manual carefully. Familiarize yourself with the general structure. Preparation is the key to a successful presentation.
- ▶ Use the outline to build your own speech using your own words. Prepare a set of notes indicating where you wish to pause, gesture, or add special verbal emphasis. Highlight key words or sentences to help you present the material most effectively.

- ▶ Be expressive when delivering your speech. Use all of the presentation skills you have learned as a Toastmaster, including vocal variety and gestures.

## USING VISUAL AIDS EFFECTIVELY

Visual aids add interest to any presentation and help your audience retain information. You are encouraged to use them. If you plan to use the PowerPoint slides for this presentation as visual aids, you will need a data projector, a laptop computer, a table to support them, and a screen for viewing. In the outline, there are indications for placement of the PowerPoint slides. Each is numbered. For example, V 1 refers to the first visual.

Please note that the first slide in the PowerPoint show is a title slide and is not included in this numbering system.

If you cannot arrange for projection equipment but still would like to use visuals, you may copy the material on the visuals onto a flipchart. Do this before the presentation. Use a heavy marking pen that does not seep through the paper, and write on every third or fourth page so succeeding visuals will not show through. Also, make your letters large and heavy with plenty of space between them.

Follow these tips when using visual aids:

- ▶ Set them up and test them before the meeting begins. Place them so they are easily visible to listeners. Place your projector so it projects a large, high, undistorted image on the screen. Focus the image.
- ▶ Bring spare equipment, including a projector bulb, extension cord, extra marking pens, etc.
- ▶ Display your visuals only when they are needed. If you are using a flipchart, flip the page back out of view when you are finished with it.
- ▶ Remember not to stand between the screen or flipchart and your audience or you will block their view.
- ▶ Maintain eye contact with your listeners. Do not talk to the screen or flipchart. If you must turn your back to point out something, pause as you point it out, and then resume speaking only after you are once again facing your audience.

## EVALUATION AND ADVANCED AWARDS

Because this is an outlined presentation, for presenting it you will not receive credit toward completing a manual speech project, but you may receive credit toward your Advanced Leader Bronze (ALB) or Advanced Communicator Silver (ACS) award. Ask your vice president education to assign an evaluator for your presentation.

Conducting any two presentations from *The Successful Club Series* and/or *The Leadership Excellence Series* is one component of qualification for ALB recognition. Conducting any two presentations from *The Better Speaker Series* and/or *The Successful Club Series* is one component of qualification for ACS recognition. For further details, please view the Toastmasters International website: [www.toastmasters.org/membereducation](http://www.toastmasters.org/membereducation).

# MENTORING

## Introducing the Presenter

### TIPS FOR THE PRESENTER: WRITE YOUR INTRODUCTION

All prepared speeches in Toastmasters require an introduction. A proper introduction of you and your speech is important to the success of your presentation. Use the following as a guide in writing your introduction:

- ▶ Include the purpose of *The Successful Club Series*.
- ▶ Explain why “Mentoring” is important for a Toastmasters club, stating the purpose and one or more objectives of your presentation.
- ▶ Incorporate some background about yourself.
- ▶ Read *When You’re the Introducer* (Item 1167E) for further details on giving a proper introduction.
- ▶ Give your finished introduction to the person who will be introducing you.

### TIPS FOR THE INTRODUCER

- ▶ Ask the presenter any clarifying questions.
- ▶ Rehearse the introduction.

# MENTORING

## Outline

Sophocles, in his Greek tragedy *Antigone*, said, “The ideal condition would be, I admit, that men should be right by instinct. But since we are all likely to go astray, the reasonable thing is to learn from those who can teach.” He knew that if we seek help from knowledgeable and experienced people, we can achieve our goals faster and avoid making mistakes and wasting valuable time.

### WHAT IS A MENTOR?

Such knowledgeable and experienced people are called mentors. They can be found everywhere. Think about your work. Was there someone who helped you get started in your career, offering advice and guidance, showing you how things worked and how to get things done? Consider your education. Was there a teacher who took a special interest in you and who had an especially positive influence on your life? We all can probably name two people who have had a profound positive effect on our lives. A mentor:

- ▶ Takes a personal interest in and helps an inexperienced person (mentee)
- ▶ Serves as a role model, coach, and confidante
- ▶ Offers knowledge, insight, perspective, and wisdom useful to the mentee
- ▶ Helps someone become successful and learns new skills themselves

#### **Presenter:**

*To illustrate, you may want to talk about someone who had such an effect on your life, and then ask one or two audience members to share their stories.*

### EASING THE TRANSITION

Most new members join a club because they have problems and/or needs that relate to speaking and leadership. They believe that improving their speaking and leadership skills will help them advance in their career or offer them greater personal satisfaction. They expect the club to help them solve their problems and meet their needs. With the aid of a mentor, new members:

- ▶ **Learn the program.** Mentors help new members become familiar with the CC and CL manuals, club meeting roles, and opportunities available through membership.
- ▶ **Learn club standards and customs.** Mentors help new members learn about the club and its activities.
- ▶ **Develop confidence.** Armed with the knowledge mentors provide, new members’ self-confidence increases.

V1

V2

- ▶ **Participate more.** Mentors help new members become familiar with and enjoy the club and its members. As a result, new members become more involved in club activities.
- ▶ **Quickly learn speaking skills.** Mentors familiarize new members with the resources available to them and coach them with their speeches, enabling the new members to advance faster.

V3

### DEVELOPING SPECIAL SKILLS

Mentors are not only useful to new members. Some of the more experienced members in a club can benefit from having a mentor, too. Sometimes an experienced member's skills can become dull.

Perhaps you have been a member for several years and want to learn more about some particular aspect of speaking – such as speech organization or humor. Another club member excels in your area of interest – this person could be your mentor and help you to further develop that special skill. Perhaps you have admired an officer's ability to motivate and inspire members. Maybe the officer would be willing to help you learn these leadership skills. With a mentor's guidance, more experienced members:

- ▶ **Further refine skills.** A mentor can provide helpful feedback that will encourage the member to build upon and perhaps revitalize the skills they already possess.
- ▶ **Learn new skills.** Existing members can always learn new skills.

V4

### BENEFITS TO MENTORS

Those who serve as mentors to new or experienced members also reap rewards. They:

- ▶ **Learn from their mentees.** Mentees often offer new information and perspectives.
- ▶ **Remain productive.** Mentors continue to make use of their own knowledge and skills.
- ▶ **Do something for others.** Much can be said for the pleasure we receive from helping someone else. To do so is not only a confirmation of our own skills, but we also feel good about ourselves when we help someone achieve their goals.
- ▶ **Receive recognition.** Mentors are respected and appreciated by fellow members for helping people. Of course, mentors also earn the gratitude of their mentees.

V5

### BENEFITS TO CLUBS

The club as a whole benefits, too. If we want the club to be full of active, involved, satisfied members, starting a mentor program will help. However, a successful mentor program requires each member to contribute. Members must be committed to helping new members and one another. Clubs that encourage members to mentor one another:

- ▶ **Have more members.** Turnover is reduced because members quickly become involved in the club and develop friendships.
- ▶ **Have more satisfied members.** Members continue to learn, grow, and enjoy the club experience.
- ▶ **Retain more members.** When members are satisfied, they stay in their clubs longer.

## MENTOR QUALITIES

There are some important and essential characteristics mentors need to possess if they are to be effective. A good mentor is:

- ▶ **Available.** You must have time to spend with a member – at least 15 minutes or more each week to help with speeches and answer questions. New members may require additional time until they become more familiar with the club and their role within it.
- ▶ **Patient.** People learn at varying speeds, and some need more guidance than others. You should be willing to provide whatever it takes to help the mentee.
- ▶ **Sensitive.** Tact and diplomacy are vital. As a mentor, always be careful to say and do things that will motivate and encourage the mentee. Be loyal and take care not to betray the mentees' confidences.
- ▶ **Respectful.** Everyone is different. A mentor respects the differences between himself, the mentee, and others.
- ▶ **Flexible.** Not everything happens according to plan. You must adapt to various situations and accept that mentees may make decisions you do not agree with.
- ▶ **Supportive.** Show your pride in your club and what it has done – and can do – for members.
- ▶ **Knowledgeable.** Before you can help someone else, you must be familiar with the club, its operations, the educational program, and even the Toastmasters International organization itself. You should have completed several manual speeches, served in most meeting roles, and developed enough personal speaking skills to be of help to the mentee.
- ▶ **Confident.** You need to be self-assured and friendly.
- ▶ **A good listener.** A mentor must listen carefully. Simply listening without taking on the other person's problem, can be of great help to the mentee. Just by listening, you can enable the mentee to articulate the problem and sort things out.
- ▶ **Concern for others.** You must genuinely care about other people and truly want to help them.

## THE MENTORING STEPS

### The First Meeting

The mentor's duties will vary, depending on whether their mentees are new members or existing members. Provide information over several meetings or several months, so that you do not overwhelm the mentee. Once the new member has been assigned a mentor, at the first meeting the mentor should:

1. **Sit with the new member.** Explain the various parts of the meeting, such as the business session, Table Topics,<sup>™</sup> prepared speeches, and evaluations as they happen, and answer questions the mentee may have.
2. **Orient the new member to club customs and procedures.** If your club has special awards or events or other special activities or procedures, explain those to a mentee. Help the mentee become comfortable and a part of the club in any way you can.

V6

V7

3. **Explain how to sign up.** Ask the vice president education to schedule the mentee's Ice Breaker speech as soon as possible, and then encourage the mentee to serve on a club committee. Also advise the mentee regarding what to do and whom to contact about signing up for meeting roles and whom to contact if he or she is scheduled to fill a meeting role but is unable to attend the meeting.
4. **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.

V8

### The Next Meeting

The next meeting, a mentor should:

1. **Make mentees aware of resources.** If your club has a library, show it to the mentee. Point out the material in the *Toastmaster* magazine. Also, discuss district conferences. Explain the roles of club officers and the information they can provide.
2. **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.
3. **Explain responsibilities.** Membership requires more than just giving speeches and receiving evaluations. It also means a commitment to helping the club and its members.
4. **Help with speeches and other assignments.** As you work with mentees on their 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.

V9

### Over Time

Eventually, mentors should also do the following:

1. **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.
2. **Invite the mentee to other events.** Toastmasters' speech contests, conferences, and other clubs' meetings all offer mentees the opportunity to extend their learning and participation.
3. **Acknowledge progress.** Ask for time during a club meeting to mention your mentee and his or her progress. Such recognition shows that the club cares about the mentee's progress and motivates the mentee to continue.
4. **Explain officers' duties.** Describe how the mentee can develop leadership skills by serving as a club officer. Help the mentee select a club office in which to serve and discuss when the mentee would serve. Be sure these goals are reasonable.
5. **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.

6. **Describe the Toastmasters organization.** Acquaint the mentee with the Toastmasters International structure, including the area, division, district, and International levels, and the purpose of each. Help the mentee understand how the organization works, the mentee's role in the organization, and the leadership opportunities available beyond the club.

## QUALITIES OF MENTEES

If a mentor/mentee relationship is to be successful, mentees have responsibilities and obligations as well. To receive maximum benefit from the relationship, mentees should be:

1. **Eager to learn.** Mentees must be willing to take on new challenges.
2. **Receptive.** Mentees must be open to feedback, viewing it as an opportunity to improve themselves.
3. **Open to new ideas.** Mentees should be willing to see things from other perspectives.
4. **Loyal.** Mentees do not violate confidences or trust.
5. **Grateful.** Mentees appreciate the help their mentors are giving.

## 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. 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.

## CONCLUSION

Whom can you help learn new speaking or leadership skills? Who may be able to help you learn new speaking and leadership skills? A mentor/mentee relationship provides many opportunities, offers many challenges, and has many rewards. Experience them for yourself. Benefit from the skills of a mentor – then become a mentor and share those benefits with others.

### **Presenter:**

*If your club does not have an established mentor program, use the Club Mentor Program kit included with this outline to start a new one. Read the instructions carefully and distribute the handouts as discussed. Have members complete the forms and return them to you. Be sure to give the completed forms to the vice president education, who will administer the mentor program.*

V10

V11

V12

## Evaluation Guide

Evaluator's Name \_\_\_\_\_

Presentation Title \_\_\_\_\_ Date \_\_\_\_\_

- ▶ How effective was the speaker's introduction in helping the audience understand the purpose of *The Successful Club Series* and the presentation itself?
  
- ▶ Was the presenter adequately prepared? How heavily did the presenter rely on notes?
  
- ▶ How did the speaker use vocal variety to enhance this presentation?
  
- ▶ What other techniques did the speaker use to personalize and augment the presentation? Were they effective? How?
  
- ▶ Did the speaker display the visuals smoothly and at the appropriate times? How could the speaker improve?
  
- ▶ What aspect of the speaker's presentation style did you find unique? Why?
  
- ▶ Did the speaker present the material clearly and simply so audience members could easily use the information to improve their own skills?
  
- ▶ What could the speaker have done differently to make the presentation more effective?
  
- ▶ What did you like about the presentation?

## Notes

## Notes



[www.toastmasters.org](http://www.toastmasters.org)