

District 5 Toastmasters

2015-2016

Member Mentor Guide

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How to use this Guide

Thank you for accepting to assist and guide a new or existing member through the Toastmasters International Educational Program and San Diego Toastmasters 7 practices and traditions. Since 2005 most San Diego Toastmasters 7 members have formally been matched with a new or existing member. San Diego Toastmasters 7 owes a great deal to its club achievements to members in this program.

Role Qualifications: To be considered for the Role of Coach/Mentor the member must demonstrate it has:

- 1) The Will to help a fellow member.
- 2) Completed at least 3-5 manual speeches,
- 3) Held all the basic meeting functions (Grammarians, Ah Counter, Timer, Vote Counter, Video Master)
- 4) Held all key meeting roles (General Evaluator, Speech Evaluator, Toastmaster, and Table Topics Master)
- 5) Must be working projects from Competent Leader (CL) Manual.
- 6) Must have studied the “**The Role of the Coach Mentor**”.
- 7) held preferably, but not necessarily, a club office.

Have your Mentee/Protegee bring their Communication and Leadership manuals to your first meeting. During your first meeting go through the New Member Profile and fill it up together. Make a copy of the profile for your protégée, the Mentor Program Administrator, and the VP of Education. Keep to original copy to monitor short term objectives established that you have jointly established during the first meeting.

Mentors can earn credit in this role towards (a) Chapter 9 of the Competent Leader Manual and/or (b) fulfill the new member mentoring requirement of the Advanced Communicator Gold (ACG) Award. See your manuals for more details.

THE ROLE OF THE COACH/MENTOR

6 Steps to Fulfilling the Role

As an experienced Toastmaster, you have been selected to serve as a coach/mentor for a new member of your Club. What is a coach/mentor? According to the Dictionary, a “coach” is an instructor or trainer. A “mentor” is a wise, loyal advisor. Your role should be a combination of both. As a coach/mentor, you have the opportunity to share your wisdom, knowledge and experience with a new Toastmaster who wants to learn, grow and achieve.

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 men and women equate the self-improvement they seek from Toastmasters with career advancement or professional development. So it's vitaly important to most new members that they solve their problems and meet their speaking-related needs.

Yet many new members fail if simply left to “sink or swim” with no guidance other than that provided by speech evaluations. It's a mistake to assume that they can succeed without psychological or other support. They need reassurance that their goals and the effort required to attain them are worthwhile. They need practical advice from someone who thoroughly understands the Toastmasters program. In short, they need someone like you.

Clubs are urged to conduct an orientation interview for each new member. This is normally the responsibility of the VP of Education or in the case of a formal Mentor Program like the SDTM7 Mentor program, the responsibility falls on the member mentor. During the Orientation interview with your Mentee, you will fill up a **New Member Profile** or a **Member Interest Survey**, should your protégée be a more experienced member. You will find a copy in of each form in the Appendix of this guide.

Here are six steps to successfully fulfilling your role as a coach/mentor:

- 1. Build a personal rapport with the new member.** If you and the new member aren't already well-acquainted get together informally and establish a mutual rapport. Discuss your own personal experiences as a Toastmaster, and relate some of the benefits you've earned.
- 2. Discuss the new member's needs and expectations.** Using the New Member Profile/Member Interest Survey as a basis for discussion, secure and understanding of what the new member expects to gain from his/her Toastmaster membership. empathize with the other person's needs, and project confidence that Toastmasters participation will help to meet them.
- 3. Translate the new member's needs into Toastmasters program levels (See TI Website or your Communication and Leadership Manuals).** Get the new member to equate his or her self-development with Toastmasters-related accomplishments, such as the CC or AC. For example, “When you complete the basic manual and get the CC certificate, you will have learned to overcome nervousness and express yourself well in an impromptu speaking situation.” Or, “By the time you earn your ACB you will be able to speak to community groups as a representative of your company.”
- 4. Set Specific goals and objectives for the new member.** Agree upon a realistic set of program goals, as well as a timetable for achieving them. Have the new member write them down.

5. Discuss the effort and commitment needed to meet the goals. Most Toastmasters establish a set behavioral pattern from the beginning. Emphasize the need to prepare diligently for each manual speech, attend meetings regularly and participate fully in Club programs and activities. Discuss the new member's upcoming Ice Breaker speech and urge him/her to put forth and good effort.

6. Monitor the new member's performance and progress. This is the ongoing part of your role as a coach/mentor. It involves several activities:

a. During the new member's Ice Breaker speech his/her actual performance with his/her self-appraisal as the time of joining. Was the member's self-perception accurate? Were there additional weaknesses requiring immediate attention? Was the member's skill level actually higher than he/she perceives it to be? Should the member's goal or the timetable for achieving them be adjusted? Confer with the new member shortly after the Ice Breaker, and provide positive reinforcement and support. Offer constructive suggestions for the second manual speech.

b. Supplement the evaluation given after the new member's first few speeches. If an assigned evaluator fails to recognize improvement or identify significant problem areas, provide your own evaluation, making it as positive and supportive as possible.

c. Be sure the new member is actively involved in Club programming and is being given ample opportunities for participation. If not, confer with the Vice-President of Education or the Program Administrator.

d. Keep track of the new member's progress. Is she/She "on track" in terms of his/her should be?

e. Offer periodic advice, striving to be helpful and constructive rather than overbearing.

Remember: Your aim is to help the member become able to identify and solve his/her own problems. The Rewards of being a coach/mentor are tremendous: You'll find you are just as proud of the new member's accomplishments as you are of our own – perhaps more.

Conflict Resolution Procedure

An important aspect of the San Diego Toastmasters 7 Mentorship Program is the **Conflict Resolution Procedure**. If it is ever the case that you have a disagreement with a fellow member or guest, we advise that you follow the appropriate steps:

Step I. Mentee/Protegee who perceive they have been the target of an offense are advised to keep the issue as confidential as possible and bring it up directly to one of the following Club Officials:

- Mentor, If conflict is with any other member of the club.
- Mentor Program Administrator (MPA), If conflict is with the Mentor.
- Vice President of Education (VPE), If conflict is with Mentor or Mentor Program Administrator.

Step II. The Club Official will discuss the matter with the Mentor Program Administrator, Vice President of Education, and the member's Mentor. Depending on the seriousness of the issue, the aforementioned Club Officials may either (a) help to resolve the issue between the person who made the offense and the offender, or (b) refer the issue to the Executive Council (current Club Officers).

Step III: The Executive Council will assess the matter as reported and offer an official resolution, to be shared with the offender, the offender, and, where appropriate, the entire Club membership.

Appendix A



San Diego TM 7 New Member Profile

New Member Name: _____

Member Mentor Name: _____

I. Biographical Data

Occupation and Employer _____

Accomplishments and Interests _____

Personal and Career Goals _____

Name of Sponsor _____

II. Communication and Leadership Goals

What objectives do you hope to accomplish as a member of this club? _____

Is public speaking a requirement of your job or profession ? _____

How would you describe your current skill level as a speaker? _____

Do you have any specific fears relative to public speaking? _____

Why did you choose to join this Toastmasters club? _____

What can this club to help you accomplish your goals? _____

III. Strengths and Weaknesses

What are your perceived strengths?

- | | | |
|-----|-----|-----|
| (+) | (+) | (+) |
| (+) | (+) | (+) |

What are your perceived weaknesses?

- | | | |
|-----|-----|-----|
| (-) | (-) | (-) |
| (-) | (-) | (-) |

Secondary observations gathered by mentor from new member's Ice Breaker speech

What are your observed strengths?

- | | | |
|-----|-----|-----|
| (+) | (+) | (+) |
| (+) | (+) | (+) |

What are your observed weaknesses?

- | | | |
|-----|-----|-----|
| (-) | (-) | (-) |
| (-) | (-) | (-) |

Mentor Recommendations:

Mentor Signature _____ **Date:** ____/____/____
Mentor to make a copy for the Mentee, the Mentor Program Administrator and/or the VP of Education.

Appendix B SDTM7 - Mentor ACG Progress Survey

This survey was developed based on the **6-steps to fulfilling the Role of the Coach/Mentor** that you should have received from your club's VP of Education (VPE) or Club Member Mentor Program Administrator (MPA) when you became Member Mentor.

Purpose: This survey is designed to assist the mentor monitor his or her progress was made with his or her mentee through the first three manual speeches. Completion and submission of this survey to the Club VPE or MPA is evidence that the mentor assisted the new member with his or her first three manual speeches.

ACG Requirement: Completion and submission of this survey with the VPE or MPA is required for the Mentor to receive his or her Certificate of Achievement in fulfillment of Mentoring a New Member towards his or her Advanced Communicator Gold (ACG) Award.

Mentor Name : _____

Mentee / Protegee Name (s) : _____ **Membership Status:** Active Inactive

1. **Have you and your Protégée scheduled time to establish a rapport (Check one)?**
Yes No We have scheduled a date – Date : _____
2. **If response to Q1 is yes, have you discussed and recorded the member's needs and expectations (Check one)?**
Yes No We have scheduled a follow up date Date: _____
3. **If response to Q1 & Q2 is yes, have you translated the member's needs into Toastmasters Education Program levels (Check one)?**
Yes No I need more assistance from the administrator
4. **If response to Q3 is yes, have you set specific goals & objectives with the member (Check one)?**
Yes No We have scheduled a follow up date
Date: / / Comment on Outcome: _____
5. **If response to Q4 is yes, have you discussed the effort & commitment needed to meet the goals (Check one)?**
Yes No We have scheduled a follow up date
Date: / / Comment on Outcome: _____
6. **If response to Q5 is yes, have you monitored the member's performance progress with the VPE and/or MPA (Check one)?** Yes No We have scheduled a follow up date
Date: / / Comment on Outcome: _____
7. **If you are mentoring a new member and you responded yes to Q6, then did you discuss with the member preparation of and feedback on:**

Manual Speech#1: Yes No If yes, Date Speech Delivered : ___/___/___

Manual Speech#2: Yes No If yes, Date Speech Delivered : ___/___/___

Manual Speech#3: Yes No If yes, Date Speech Delivered : ___/___/___

Note: Mentor make a copy of Survey for yourself, the mentee, and submit the original to the VP of Education for processing.

Appendix C San Diego TM7 - MEMBER INTEREST SURVEY

Mentors/Club Officers: One of your responsibilities is to make sure members set and achieve their communication and leadership goals. Ask each mentee/member to complete the survey below. Review responses every few months to ensure the Club is meeting the mentee's/member's needs.

Name: _____ **Date:** _____

Long Term Goals: List the two goals you wish to accomplish this year as a Toastmaster (e.g. Complete the Competent Communication Manual to receive the CC Award and the Competent Leader manual to receive the CL Award):

1. _____

2. _____

Short Term Goals: List two goals you wish to accomplish in the next few months (e.g., To use better eye contact when speaking):

1. _____

2. _____

INTERESTS

Indicate your interest in participating in the following activities by checking the appropriate column

Complete the Competent Communication Program manual and earn the Competent Communicator (CC) Award: High Interest Some Interest No Interest

Complete the Competent Leader Program manual and earn the Competent Leader (CL)

Award: High Interest Some Interest No Interest

Earn the Advanced Leader Bronze or Silver

Award: High Interest Some Interest No Interest

Earn the Advanced Communicator Bronze, Silver, or Gold

Award: High Interest Some Interest No Interest

Help the Club with public relations and publicity:

High Interest Some Interest No Interest

Contribute to or edit the Club newsletter or website:

High Interest Some Interest No Interest

Learn about parliamentary procedure: High Interest Some Interest No Interest

Improve Evaluation Skills: High Interest Some Interest No Interest

Improve Thinking Skills: High Interest Some Interest No Interest

Improve Meeting Management Skills: High Interest Some Interest No Interest

- | | | | |
|--|--|--|--------------------------------------|
| Improve Listening Skills: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Participate in Club Debates: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Visit Other Toastmasters Clubs: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Be part of a Club Speaker's Bureau: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Serve as a Mentor for New Member: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Serve as a Club Officer:_____ | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Help to increase Club Membership: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Participate in TM activities outside the Club: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Present modules form the Better Speaker Series, the Successful Club Series, and/or the Leadership Excellence Series: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Present modules form the Success/Leadership or Success/communication Series: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Lead or help with a Speechcraft program: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Lead or help with a Youth Leadership program: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Compete in a speech contest: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Organize a new Toastmasters Club: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Serve as a District Officer:_____ | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |
| Lead a High Performance Leadership Program: | <input type="checkbox"/> High Interest | <input type="checkbox"/> Some Interest | <input type="checkbox"/> No Interest |

By June 30th, 20____, I am committed to completing the following award(s)

Communication Track: _____

Leadership Track: _____

Other: _____

What suggestions can you offer for improving our club?

What do you like about our club?

[Empty rectangular box]

Please return the completed form to the VP of Education