



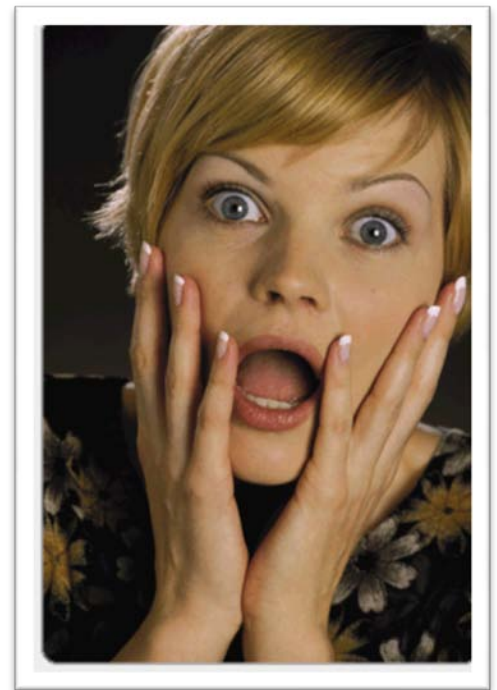
## Mentoring a New Member – Duty of Care



District 61 believes in a mentorship approach that is based on an experienced person (mentor) working with a less experienced person (mentee) as peers – including mutual respect. Our objective is to provide an environment where members learn directly from each other and develop stronger relationships with each other. In each case, the member is learning – the mentee is learning a skill, while the mentor is demonstrating and

learning through leadership. Members will get much more out of Toastmasters in an environment where they can achieve their specific goals with the help of others and have strong inter-personal bonds.

In the case of a new member, as a mentor you have been charged with a very important task. To a new member, walking into that meeting can be like walking into a new world. People are supportive & friendly. There is a lot of laughter, clapping, and clear evaluations. Table Topics can be bizarre. People timing you and noting your grammar can feel daunting. Often, this is done by a group of alien people who have strong inter-personal bonds. It can seem daunting to get integrated into the group and all its practices. It is critical that the mentor shows that they care and that the club cares about the new member and helps that member achieve their goals including getting them established in the Toastmasters' procedures, program, and culture.



Being a mentor is also an opportunity for you, the mentor, to demonstrate and learn new leadership skills as well as evolve your relationship with the mentee. Mentorship can provide

you with a new outlook on experiences that you have had and also provide a reflection of how other people see you. It can develop into friendships and networking...perhaps driving future opportunities.

## **The Role of a Mentor**

- Build Personal Rapport with the New member
  - If you aren't clicking, look to your VP, Ed. or Mentorship Coordinator for support
- Guide the new member through how Toastmaster's works
- Discuss the new member's needs and expectations
- Assist new members in setting specific goals as a development plan
- Translate the new member's needs into Toastmaster Programs
- Help the Mentee get resources to fulfill their development plan
- Assist new members through their first 3 speeches.
- Help new members prepare for each meeting role.
- Discuss the effort and commitment needed to meet these goals.
  - Emphasize the need to prepare diligently, to attend meetings regularly, and to participate fully
- Monitor, Assess, and provide feedback on the new member's performance and progress
  - Watch them in meetings
    - i. In their roles
    - ii. As speakers
    - iii. As participants

## The Qualities of a Mentor

To re-enforce the mindset of mentorship as a mutually respectful partnership, Toastmasters and the District have identified the following qualities for mentors to strive to achieve:

- **Available**
  - You must have time to spend with a member to help with speeches and questions
- **Patient**
  - You should be willing to provide whatever degree of patience 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.
- **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.

## Mentoring Steps

Explaining how Toastmasters works in one meeting can be quite overwhelming for the mentee. As part of the new member mentoring program, you do need to cover everything you should know about Toastmasters but it should be done in stages. Each stage may be multiple meetings. Some mentor/mentee relationships establish a 30 minute period each week to talk where as others do fewer but longer meetings. As you work through each stage, have the mentee and yourself sign off on the checklist (see Appendix) to ensure each item is completed to mutual satisfaction.

Before you meet with the new member, reach out to your VP Education or Mentorship representative to get more information about your mentee, like their new member survey. This can help you to quickly establish insight into the new member and what they are looking to achieve from Toastmasters.

The stages below are guidelines and may be adjusted or moved between stages based on the mentee's needs and goals as well as what activities are happening in the club.

### **1<sup>st</sup> Stage – “Get to know each other & Toastmasters” – within 1st week**

- Get to know your mentee. Ask them about themselves, what they like to do out of Toastmasters, find common interests. Also note any interests that would be worthy of their Icebreaker. What are their concerns/fears about Toastmasters?
- Discuss mentee's Toastmaster Goals
- Explain the basics of the club meetings. Invite questions
- Prepare Mentee for 1<sup>st</sup> role and describe the elements in a standard meeting
- [Review the Competent Communicator \(CC\) & Competent Leader \(CL\) manuals in detail together and discuss the approaches to achieving your CC & CL Awards](#)
- Ensure the Mentee is invited to any special events
- Review the [Toastmaster's Promise](#)
- Ensure the Mentee is aware of resources including club, [district](#) & [TMI website](#), Toastmaster Magazine, conferences, training, ...

### **2<sup>nd</sup> Stage – “Roles & Actions” – After initial meeting, more than 2 wks prior to CC#1**

- Ensure the mentee understands the system to sign up for meeting roles
- Ensure the mentee understands who to contact if they have a role, but can't make the meeting
- Is the mentee interacting with others at the meetings? If not, help connect them to others, bring them into conversations that they could participate or learn from.
- Explain all the roles in a meeting and how to prepare for them
- Explain the [speech evaluation process](#)
- Ensure the mentee has signed up for their Icebreaker

- Discuss Icebreaker topics (as noted from first meeting). If they are stuck, ask them to talk to you about themselves and make a list of any topics you hear. Discuss the 4H's: Humour, Head, Heart, and Heavy Duty

### **3<sup>rd</sup> Stage – “Developing” – After CC #1 (“Icebreaker”)**

- Continue to help with your mentee’s speech assignments and preparation for meeting roles
- Provide feedback and discuss CC #1
- Explain the club officer roles and their importance to the club
- Discuss how Toastmasters has helped you
- Explain speech contests and how they work at all levels of Toastmasters
- Discuss preparing & scheduling CC #2

### **4<sup>th</sup> Stage – “Support” – After CC #2**

- Continue to help with your mentee’s speech assignments and preparation for meeting roles
- Provide feedback and discuss CC #2
- Define requirements for CC, AC, CL, AL & DTM – the Toastmasters Educational Roadmap
- Explain membership drives & open houses
- Discuss preparing & scheduling CC #3

### **5<sup>th</sup> Meeting – “Conclusion” – After CC #3**

- Provide feedback and discuss CC #3
- Explain the importance of public relations to the club & Toastmasters
- Describe the TI organization
- Discuss Being a Mentor with the Mentee and the Importance of Mentorship in Toastmasters
- Discuss the mentee’s CL progress and what they want to achieve outside of regular meetings
- Have mentee sign off on mentor’s leadership manual (if desired)

Please provide any feedback to the [District Chair of Mentorship](#) and/or the [LGET](#).