

Mentoring – A “How to Guide”



Prepared for: Confidently Speaking Toastmasters
Brampton Speakeasy Toastmasters
Toastmasters District 86

Prepared By: Brian Patton, Anne Varghese, Barry Perry, Bhawani Nadarajah
Joan Binetti, John Gignac, Shereen Sabessar

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Definitions

The following are definitions of terms, abbreviations and acronyms used in this document.

TMI	Toastmasters International
TM	Toastmaster
GE	General Evaluator

Disclaimer: Sections 1 and 2 of this package are included with the permission of Toastmasters International. The package itself is not an official Toastmasters publication and the materials are not sanctioned as official Toastmasters materials in any way.

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1 Purpose of This Mentoring Package

Toastmasters International is a non-profit educational organization that teaches communication and leadership skills through a worldwide network of clubs. The organization currently has more than 292,000 members in over 14,350 clubs in 122 countries. Since it's founding in October 1924, Toastmasters International has helped more than 4 million men and women lead and communicate with poise and confidence.

Members at all levels of development can benefit from the tutelage of others who may be more experienced as speakers or leaders or have specialized knowledge beneficial to others. As such, Toastmasters has long recognized the benefits of having newer members mentored by others who are more experienced with Toastmasters or with the club.

Most new members join a club because they have challenges and/or needs that relate to speaking or 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 needs.

While Toastmasters has an excellent structure to allow mentoring at the club level, in practice, mentoring at the club level is only as good as the internal mechanisms implemented in support of the members.

This guide is intended as an extension of the Toastmasters Mentoring Program to help the proactive club leverage and build upon the basics of Mentoring for the benefit of members.

It is intended to help the Mentors understand their role as they mentor others. Perhaps more importantly, it provides guidance for the Mentees on what they should expect from the Mentor-Mentee relationship and actions they should take to be successful in reaching their goals within Toastmasters.

Those clubs that do an excellent job of Mentoring will help new members feel welcome at the club, set and attain their goals, and ultimately maintain a strong membership based on retaining satisfied members.

As part of the development of this project the Team conducted a survey of both Confidently Speaking Toastmasters and Brampton Speakeasy. Responses were very close to unanimous in confirming that a strong Mentoring Program can be a great benefit to the clubs.

2 A Toastmaster's Promise

As a member of Toastmasters International and my club, I promise...

- To attend club meetings regularly
- To prepare all of my speech and leadership projects to the best of my ability, basing them on projects in the *Competent Communication*, *Advanced Communication* or *Competent Leadership* manuals
- To prepare for and fulfill 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 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 programs
- To maintain honest and highly ethical standards during the conduct of all Toastmasters activities

3 The Benefits of Mentoring

What is Mentoring?

Mentoring and Coaching “is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be.” Eric Parsloe, The Oxford School of Coaching & Mentoring.

Mentoring can be a very positive experience for the Mentee, the Mentor, and the Toastmasters Club. When effectively implemented new members gain the support they need to understand the culture of the Toastmasters Club they have just joined and to set realistic, achievable goals aligned with the reasons/ purpose they had when joining the club and ultimately to reach these goals.

When a Mentoring Program is implemented in an effective manner, new members are likely to feel welcome, be more engaged in the club, become active earlier and stay with the club for longer periods of time. This in turn contributes to a healthier club with more engaged members and lower turnover.

4 How Mentoring Works at Toastmasters

For the Mentor...

As a Mentor you will be assigned a new member or a member who requires guidance to achieve his/her goals. You will work with these members in a supportive role, using your experience as a guide to coach them to strive to meet their goals while working to complete the Competent Communicator and Competent Leader Manuals.

Your primary role is to show the Mentees how to improve on existing skills and to develop the other skills necessary to take the next step moving forward in achieving their goals. Be supportive to help them understand the strengths they already have and provide suggestions on ways to improve on weaker areas of communication and leadership.

For example, most of us know we have something to say, but may not be able to write it out logically and present it as a speech in logical sequence.

For the Mentee:

Your Mentor will help by showing you ways to strategically develop your thoughts into a flowing speech, by following the guide in the Competent Communications Manual from the Ice Breaker to at least CC#3 (and up to CC #10 if mutually agreeable) using each skill-set learned along the way.

Tip: Ask your Mentor about the techniques for **MindMapping** a process that helps you to structure your thinking to clearly communicate the key messages and build in the supporting points effectively. The attached link is for a YouTube video that explains the MindMapping process in less than 3 minutes.

<http://www.youtube.com/watch?v=wLWV0XN7K1g>

5 How to improve Mentoring in clubs

- i. Ensure that the Club Executive and the VP Education are committed to the Mentoring package and to Mentoring for new members
- ii. Regularly highlight to all members the importance of Mentoring for a healthy club. Have at least one annual education session from the Successful Club Series on Mentoring
- iii. Ensure that strong Mentoring part of the club culture
- iv. Ensure new members are aware that there is an effective Mentoring Program in place
- v. Walk new members through the benefits of Mentoring
- vi. Making sure that every new member gets a Mentor
- vii. Both Mentor and Mentee should have a copy of this guide. Both should read it thoroughly and consider signing off on the Mentor/ Mentee Contracts
- viii. Recommend to all Mentors to continue with the Mentoring relationship until the new member completes both CC and CL
- ix. Where possible, ensure a good match between the skill-sets from available Mentors with new members' specific needs.
- x. Ensure that new members set personal goals and track their progress towards goals

6 The roles of Mentor and Mentee

6.1.1 What is a Mentor?

www.dictionary.com defines a Mentor as:

- a) a wise and trusted counselor or teacher.
- b) an influential senior sponsor or supporter.

A Mentor at Toastmasters should be all of the above as well as a coach and a role model. He or she should assist and guide the new member through the steps needed to make the Mentee feel at home as a member of the club and help them plan to reach their goals.

6.1.2 What is a Mentee?

A Mentee is someone who is guided by a Mentor. Mentees need to be able to trust that the Mentor has their best interests at heart and will proactively provide advice to help them reach their goals.

6.1.3 Specifics of Each Role

<p>Role of Mentor</p> <p>The role of the Mentor is to guide the new member (Mentee) in feeling comfortable at the club, understanding the customs of the club, and helping the Mentee to understand each role, and to help create and execute a plan for success.</p>	<p>Role of Mentee</p> <p>The role of the Mentee is to proactively seek guidance from the Mentor, to ask questions and to build an action plan for reaching the goals. The Mentee can be significantly more successful if he/she is willing to be mentored and willing to ask questions.</p>
<p>Benefits to Mentor</p> <ul style="list-style-type: none"> • The satisfaction of giving back • Developing own skills as a Mentor • Learning from the Mentee • CL Credit for Mentoring 	<p>Benefits to Mentee</p> <ul style="list-style-type: none"> • Guidance on how the club works • Coaching on the first few speeches • Assurance that there is someone to ask • Setting goals for the CC and CL that are driven by <u>their</u> (Mentee's) priorities • Understanding how to be successful in TM
<p>Mentor Responsibilities</p> <ul style="list-style-type: none"> • Encourage the new members to set and attain goals • Help them to feel comfortable in the club • Guide them as they build their success plan and take on new roles • Ensure they get copies of the Scripts for Roles like Grammarian, Timer, etc. 	<p>Mentee Responsibilities</p> <ul style="list-style-type: none"> • Attend meetings regularly • Ask lots of questions • Take ownership for building a progress plan to reach your goals
<p>Tips for Mentor</p> <ul style="list-style-type: none"> • Make sure the Mentee has your contact information and knows when they can call • Walk them through the club customs and procedures • Walk them through this Mentoring "How To Guide" • Encourage them to call you anytime they have questions • Encourage them to start thinking about their Icebreaker speech. • Help them "organize" and build their success plan • Introduce them to other members • Explain the importance of working on both the CC and CL but make sure their progress towards each fits in with their goals • Explain how to schedule Speeches and to perform other roles during the meeting • Ensure the Mentee is aware of the Downloads Section on the club and TMI websites 	<p>Tips for Mentee</p> <ul style="list-style-type: none"> • Make sure the Mentor has your contact information • Take on the easier roles first • Take advantage of the help offered by the Mentor • Be aware that the Mentors may get a CL or ACG Credit for helping you and that they genuinely want to help • Book your Icebreaker as soon as possible • Work on both the CC and CL at the same time • Bring your CL Manual to every meeting • Get a copy of the spreadsheet "TM Designation Progress Report". It will help you to track goals • Make sure that the goals you set are attainable • Shape the goals for your CC and CL so that they support your specific learning objectives

<p>What not to do:</p> <ul style="list-style-type: none"> • Don't be pushy but do be assertive • Don't tell the Mentee what to do – guide them in the right direction • Don't be overly critical – your job is to be supportive • Don't provide feedback in a way that will demotivate... If you do need to provide feedback, do it in a constructive and encouraging way! 	<p>What not to do:</p> <ul style="list-style-type: none"> • Don't be pushy but do be assertive • Don't take on roles haphazardly ... build a plan that supports your learning goals and use this to meet your objectives
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6.1.4 Commitment for Both Parties (review and sign if appropriate)

<p style="text-align: center;"><u>Mentor Commitment</u></p> <p><i>I pledge to observe the following promises as a Mentor in order to make the most of my Toastmasters experience, to contribute willingly to my club and to work diligently with my Mentees to achieve their goals...</i></p> <ol style="list-style-type: none"> 1. To uphold the "Toastmasters Promise" 2. To set aside "Toastmasters Time" every week in order to contact my Mentee and offer assistance with upcoming roles and speeches. 3. To make myself available to work with my Mentees on their next speech, to talk about the topic and organization and meet with my Mentees to work on delivery before the day they are scheduled to speak. 4. To provide extra evaluation feedback on their speeches. 5. To lead by example by approaching my Toastmasters roles, speech preparation and delivery with professionalism and the desire to do my best and by speaking regularly. 6. To diligently apply the feedback I receive from my Mentee in order to improve as much as possible as a Mentor. 7. To openly appreciate and recognize the growth of my Mentee whenever appropriate. <p>Mentor's signature: _____</p> <p>Date: _____</p>	<p style="text-align: center;"><u>Mentee Commitment</u></p> <p><i>I pledge to observe the following promises as a Mentee in order to make the most of my Toastmasters experience, to contribute willingly to my club and to work diligently with my Mentor to achieve my goals...</i></p> <ol style="list-style-type: none"> 1. To uphold the "Toastmasters Promise" 2. To set aside "Toastmasters Time" every week in order to prepare and rehearse my speeches and assigned meeting roles. 3. To share my goals with my Mentor and the VP Education so that they can help me reach them. 4. To strive to be ready to speak on a regular basis in accordance with my goals (e.g. monthly). 5. To perform my Toastmasters roles, speech preparation and delivery with professionalism and the desire to do my best. 6. To work on my next speech as soon as I complete my most recent speech. To talk with my Mentor about the topic and organization by the next meeting, to start rehearsing the second week and meet with my Mentor to work on delivery before the day I'm scheduled to speak. 7. To diligently apply the feedback I receive from my Evaluator and Mentor in order to improve as much as possible for the next speech or role. <p>Mentee's signature: _____</p> <p>Date: _____</p>
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7 Setting Goals for Success

- a) Understanding what is important to the Mentee
 - i. A need to understand what their goals are within Toastmasters
 - ii. A need to be comfortable and secure in the club
 - iii. A feeling of belonging in the club
 - iv. An atmosphere where skills and knowledge can be developed
 - v. A need to be comfortable with the Mentor
 - vi. A need to overcome limitations like fear of public speaking

- b) Establishing a regular meeting schedule (**see section 10**)
 - i. First day - The Mentor should personally introduce himself/herself to the Mentee
 - ii. First week - Within a week, the Mentor should contact the Mentee by phone, e-mail, etc. and introduce the program and provide orientation on it
 - iii. Explain the customs and procedures of the club
 - iv. Explain how to schedule speeches and perform other roles
 - v. Second and third weeks. The Mentor should encourage the Mentee to sign up for some of the roles such as Quizmaster, Grammarian, Toast and Timer. At this stage the Mentee should learn the CL program
 - vi. First month - Encourage the Mentee to deliver the 'Icebreaker', by helping out with the script and the delivery
 - vii. Second month – Encourage the Mentee to start preparing and observing for later months when he/she will take on roles of Chairperson, GE, Toastmaster and Evaluator
 - viii. Second/Third month – Encourage the Mentee to deliver Speech # 2
 - ix. Thereon the Mentor encourages the Mentee to ensure that every week he/ she considers signing up for a role, either as Speaker or another role
 - x. The Mentor should regularly (e.g. monthly) check with the mentee to ensure progress towards the goals and encourage the Mentee to ask for support where needed

- c) Setting joint expectations and deliverables
 - i. For a period of at least 3 to 6 months, regular contacts should be maintained until the Mentee has completed at least 3 speeches from the CC manual. By this time both the Mentor and the Mentee would be very comfortable with each other and develop a relationship that is mutually beneficial
 - ii. It is recommended that the Mentor continue the relationship beyond the initial three speeches up until the Mentee has finished both the CC and CL Manuals

- d) CL targets and timeline
 - i. Encourage the Mentee to complete the CL Manual within 12 to 18 months and repeat the roles to make them more confident and proficient. This recommendation should be made if it aligns with the member's goals.
 - ii. Help the Mentee to understand which roles are easiest so that they can start with the easiest roles
 - iii. Ensure the Mentee is familiar with the scripts for each role (e.g. many clubs keep these posted online or as part of a club file)

- iv. Remind the Mentee regularly that he/ she should work on both the CC and CL concurrently as both will contribute to developing their skills in a variety of ways
- v. Encourage the Mentee to get into the habit **of bringing their CL manual every week** so that they can get credit for every role.
- vi. Help the Mentee to understand that specific projects (especially project 6 and project 8 require pre-planning as the opportunities to fulfill the project roles are more scarce (member campaigns, speech contests etc)
- vii. Encourage the Mentee to ask questions about anything they are unsure of
- viii. Encourage the Mentee to download the Excel Spreadsheet from the ConfidentlySpeaking or Brampton Speakeasy website to more easily track their progress.

<http://confidentlyspeak.freetoasthost.ws/members/downloads.cgi>
<http://brampton-speakeasy.com/mentor.htm>

e) Critical success factors

- i. The Mentee feels comfortable at the club
- ii. The Mentee feels comfortable in taking on new roles
- iii. The Mentor and other club members offer support and encouragement
- iv. The Mentee actively learns, delivers speeches regularly and takes on roles from the CL Manual
- v. The Mentee feels comfortable with the style of Mentoring
- vi. The Mentor continues the relationship beyond the initial three speeches up until the Mentee has finished both the CC and CL manuals

f) How to measure success

- i. The Mentee is engaged and knows that he/she is reaching the goals he/she set at Toastmasters
- ii. The mentee is attending meetings regularly
- iii. The Mentee is on-track to complete both the CC and CL Manuals within 12 to 18 months in alignment with his/her goals
- iv. The Mentee takes on a new Toastmaster to mentor
- v. The Mentee stays on in the club for more than 2 years

8 Understanding The Major Roles in The Club

There are three major roles in the club. The Chair, the Toastmaster and the General Evaluator. Each role has several important purposes. When a member undertakes these roles, he/she has the responsibility to manage the agenda section and to ensure their section keeps closely to the time allotment.

8.1.1 Chair

Purpose: The Chair sets the stage for a vibrant and exciting meeting. The Chair controls the flow of the meeting and ensures that it begins and ends on time.

Before the meeting:

- Choose a theme for the meeting
- Touch base with the Vice-President Education to find out who is scheduled for the roles. Determine if any roles remain outstanding.
- Some clubs opt for the chair to fill and confirm all roles, compile and distribute the agenda. Other clubs opt for the VP Ed or other designated officer to fill, confirm, compile and distribute the agenda. A successful meeting has all roles confirmed long before the day of the meeting. Be sure you know how your club handles the responsibilities.
- Contact members who are to be introduced to get biographical information and ensure all participants know what the theme is.
- Find out if there are any education modules or other special presentations planned for the meeting.
- Be sure to ask if your club has a coach for the Chair role, or talk to your Mentor who can guide you in the role

During the meeting:

- Arrive early to set up; bring copies of the agenda to the meeting
- Sit at the front for easy access to the lectern
- Welcome everyone and give a brief overview of the theme you chose
- Welcome guests and ask them to introduce themselves
- Explain your role for the benefit of the guests
- Introduce each participant as they appear on the agenda
- Say a few kind words after each participant - as a segue to the next part of the meeting and to create a seamless transition
- Lead the applause
- Remain at the lectern and greet each speaker with a handshake before sitting down
- At the end of the meeting, ask the guests for comments and invite them to come again

8.1.2 Toastmaster

Purpose: As Toastmaster, you prepare the audience to get ready to listen. You are the host of the prepared speaking section of the meeting. The prepared speaking section is all about the speakers, so keep your own remarks crisp and concise.

Before the meeting...

- Contact the speakers to find out what their speech objectives are, the title of the speech and the allotted time.
- Take time to prepare an interesting introduction – answer questions such as: Why this speaker? Why this audience? Why at this time?
- Actively look for ways to entice the audience by complimenting the speaker during the introduction
- Be sure to ask if your club has a coach for the Toastmaster role, or talk to your Mentor if this is the first time you are taking on the role

During the meeting...

- Explain your role for the benefit of the guests. Explain the evaluation forms.
- Prepare the speaking area according to each individual presenter's needs

- Your introduction should include a short interesting comment about the speaker, the speech objectives as well as the title of the speech. After the introduction, shake hands with the speaker before taking your seat.
- After the presentation, shake hands with the speaker and lead the applause until the speaker is seated
- Say a few kind words after each speaker as a segue to the next presentation and to create a seamless transition
- Ask members to take a moment to write a few evaluation remarks for the speaker
- Ask the members to vote for the best speaker (the speaker who most effectively met his/her objectives)

8.1.3 General Evaluator

As General Evaluator, you are in a role that will help improve the process of the meetings if necessary. This role will help you to practice and improve your skills in critical thinking, planning, preparation and organization, time management, motivation and team building. You lead the evaluation team who will give feedback to the meeting participants. This includes the timer, the grammarian and the speech evaluators. Keep your introductions concise.

Before the meeting:

- Ensure that speech evaluator(s) have been assigned for each speaker
- Ensure that the timer knows the timing for the speech evaluations and the general evaluation
- Obtain the GE Checklist from the club web-site or the Sgt at Arms. This will help you keep your feedback organized
- Be sure to ask if your club has a coach for the GE role, or talk to your Mentor if this is the first time you are taking on the role

During the meeting:

- Take notes on every role
- Take the time to explain the purpose of Evaluation to the guests as well as the techniques that are used and how this benefits the speakers and the members who are listening
- Lead the evaluation section of the meeting – introduce the speech evaluators
- It is fine to share a few comments on the quality and helpfulness of the evaluations, if desired
- Call on the timer and grammarian for their reports
- Present your overall impression of the entire meeting including suggestions for improvement
- If newer members did not make use of the scripts for roles such as Grammarian or Timer, mention that these role descriptions exist and that you are always impressed when the members use these. Be careful not to single out a new member with criticism (provide the feedback in a constructive way).

9 Building a Successful and Sustainable Mentoring Program

The Club President and Executive should lead by example and ensure that Mentoring is a priority. The Club Executive needs to understand that a strong Mentoring Program will result in retaining members and maintaining a strong healthy club.

When implementing Mentoring or the Mentoring "How To Guide", have an advocate in the club to explain the Program to the members and coach them as they implement.

The Club Executive should ensure that a healthy and sustainable Mentoring program exists in the club. They should ensure that every member of the club is aware of the importance of Mentoring, and that strong Mentoring becomes part of the club culture.

Every member of the club should know where to find this Mentoring "How To Guide" and should actively use it as both a Mentor and Mentee. This package should be available in both hardcopy and electronic form.

The VP Education should ensure that every new member is assigned a Mentor.

The VP Education should ensure the mentoring session from the Successful Club Series is presented at least annually.

The Club Executive should encourage all members to attend the District education session about mentoring.

The VP Education should ensure that Mentor assessments are completed by both parties and returned.

The Club Executive should consider appointing a coach for the Mentors if this does not already exist.

The Club Executive should consider introducing the role of VP Mentoring who will work closely with the VP Education.

10 Appendix 1: Sustainability Recommendations for Clubs

There are many ways that the club can maintain a strong Mentoring Program. Potentially the best way is to ensure that strong Mentoring becomes part of the culture of the club and is actively encouraged by all members.

In order to ensure adoption and ongoing excellence in the Mentoring Program, the following suggestions are offered as possible incentives to encourage members to take a highly active role in Mentoring:

All of the following are suggestions only and depending on the culture of the club, some may be more appropriate for one club than others. Consider implementing one of the following as a form or reward or recognition for mentors within the club:

- a) Mentor is awarded a ribbon or certificate when the Mentee successfully completes CC#3
- b) Mentor is awarded a ribbon or certificate when the Mentee successfully completes CC#6.
Consider asking the Mentee to present this award!
- c) Consider one Mentor annually getting an incentive or prize to ensure adoption by the club.
e.g. One Mentor gets \$\$ off semi-annual dues or free attendance to one day of the annual conference. This could be based on a draw or based on high scores on Mentor evaluations

11 Evaluation Forms (see the following pages)

At the end of the mentoring assignment, it is suggested these evaluation forms be completed and returned to the VP Education.

Mentor Evaluation (completed by Mentee and returned to VP Education)

1. In general, how would you describe your Mentoring relationship? Circle one:

5 Very Satisfied	4 Somewhat Satisfied	3 Undecided	2 Somewhat Dissatisfied	1 Very Dissatisfied
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2. How would you rate your Mentor thus far?

5 Very Satisfied	4 Somewhat Satisfied	3 Undecided	2 Somewhat Dissatisfied	1 Very Dissatisfied
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3. Please describe the type of help you have received. Check any or all the items below that apply:

- Writing Icebreaker Speech
- Practicing Your Icebreaker Speech
- Writing and/ or practicing your second speech
- Questions about the meeting roles and duties
- Questions about the operations of the club.
- Questions about the roles and duties of club officers.
- Questions about Toastmasters International
- Questions about other speeches in the communications manual
- Other (specify)

4. How would you rate this Mentoring A "How To Guide"? Circle one:

5 Very Satisfied	4 Somewhat Satisfied	3 Undecided	2 Somewhat Dissatisfied	1 Very Dissatisfied
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5. Do you have any questions or suggestions regarding the Club's Mentoring Program? If so please describe below:

6. Would you like to be a Mentor in the future? Check one:

YES NO

8. What suggestions do you have to make the person who Mentored you more effective as a Mentor?

Mentee Evaluation (completed by Mentor and returned to VP Education)

1. In general, how would you describe the Mentoring relationship? Circle one:

5 Very Satisfied	4 Somewhat Satisfied	3 Undecided	2 Somewhat Dissatisfied	1 Very Dissatisfied
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2. How do you feel about your contribution to the Mentee's development so far?

5 Very Satisfied	4 Somewhat Satisfied	3 Undecided	2 Somewhat Dissatisfied	1 Very Dissatisfied
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3. Please describe the type of help you provided. Check any or all the items below that apply:

- Helped write icebreaker speech
- Observed the Mentee practice the icebreaker speech
- Helped with writing and/ or observing the Mentee's second speech
- Answered questions about the meeting roles and duties
- Answered questions about the operations of the club
- Answered questions about the roles and duties of the club officers
- Answered questions about Toastmasters International
- Answered questions about other speeches in the communications manual
- Other (specify)

4. How would you rate the Mentoring A "How-To Guide"? Circle one:

5 Very Satisfied	4 Somewhat Satisfied	3 Undecided	2 Somewhat Dissatisfied	1 Very Dissatisfied
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5. Do you have any questions or suggestions regarding the Club's Mentoring Program? If so please describe below:

6. Would you like to be a Mentor again? Check one:

- YES NO

7. What suggestions do you have to make the person you Mentored more effective as a Mentee?

8. What suggestions can you make that will help the Mentee to be successful as a future Mentor?

Evaluation by VP Education

1. In general, how successful do you believe the Mentoring pairing was? Circle one:

5 Very Satisfied	4 Somewhat Satisfied	3 Undecided	2 Somewhat Dissatisfied	1 Very Dissatisfied
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2. How do you feel about the Mentor's performance?

5 Very Satisfied	4 Somewhat Satisfied	3 Undecided	2 Somewhat Dissatisfied	1 Very Dissatisfied
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3. How do you feel about the Mentee's development so far?

5 Very Satisfied	4 Somewhat Satisfied	3 Undecided	2 Somewhat Dissatisfied	1 Very Dissatisfied
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4. Were there any significant positives or negatives as evidenced either by performance or by discussion?

5. Do you believe both parties followed the Mentoring guide? Check one:

YES NO

6. Are both parties committed to extending the Mentoring relationship beyond the first 3 speeches? Check one:

YES NO

7. Is there evidence that Mentoring contributed to the development of the new member? Check one:

YES NO

8. Would you assign this person as a Mentor again? Check one:

YES NO

9. Has the Mentee developed sufficiently to take on a role as a Mentor? Check one:

YES NO

