



# INTRODUCTION TO TOASTMASTERS MENTORING

LEVEL 2 PROJECT





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# INTRODUCTION



Toastmasters members have a long history of supporting and nurturing each other through mentorship. A mentor offers encouragement and guidance to a fellow member of Toastmasters while he or she works to accomplish goals. A mentor has the opportunity to share experience, wisdom, and knowledge while a protégé gains a foundation for building skills and meeting goals. Mentoring can be a rewarding experience for both the mentor and the protégé.

In this project, you will learn about mentorship and gain an understanding of the role of mentors and protégés as well as insight into your potential as a Toastmasters mentor.

# YOUR ASSIGNMENT

**Purpose:** The purpose of this project is to clearly define how Toastmasters envisions mentoring.

**Overview:** Write and present a 5- to 7-minute speech about a time when you were a protégé. Share the impact and importance of having a mentor. This speech is not a report on the content of this project.

*Note: Every member in Toastmasters Pathways must complete this project.*

**For all assignment details and requirements, review the Project Checklist on page 13.**

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Throughout this project you will see icons in the margins next to the text. These icons indicate additional resources available online.



**Video:** Sign in to Base Camp to watch a video that supports this project.



**Interactive Activity:** Sign in to Base Camp to complete an interactive activity.



**Resource:** Sign in to Base Camp to view this resource online.

# ASSESS YOUR SKILLS

Evaluate your current skill level by rating each statement.



Select the appropriate number based on your skills today:

**5**  
EXEMPLARY

**4**  
EXCEL

**3**  
ACCOMPLISHED

**2**  
EMERGING

**1**  
DEVELOPING

Pre-Project					Statement	Post-Project				
5	4	3	2	1	I understand the role of the mentor.	5	4	3	2	1
5	4	3	2	1	I am familiar with the role of the protégé.	5	4	3	2	1
5	4	3	2	1	I recognize the value of mentoring.	5	4	3	2	1
5	4	3	2	1	I understand the difference between coaching and mentoring.	5	4	3	2	1
5	4	3	2	1	I recognize how this project applies to my life outside of Toastmasters.	5	4	3	2	1

# COMPETENCIES

**The following is a list of competencies that you will learn and practice in this project.**

- Demonstrate an understanding of the definition, purpose, and benefits of mentoring and virtual mentoring.
- Identify and express the qualities of successful, effective mentors and virtual mentors.
- Demonstrate knowledge of the definition, purpose, and benefits of being a protégé.
- Recognize the difference between coaching and mentoring.

## THE TOASTMASTERS MENTOR



A mentor is an experienced member who provides guidance and support to empower protégés to reach their goals. The most successful mentors have been protégés and often continue to work with mentors of their own. Understanding the role of the protégé is fundamental to being the best mentor you can be.

To become a mentor, a member must be in good standing for at least six months, complete an entire path, and successfully complete mentorship training with positive evaluations from protégés. Each mentorship commitment lasts for a period of six months but may extend longer if both protégé and mentor agree.

# TRAITS OF A SUCCESSFUL MENTOR

## EXPERIENCED AND KNOWLEDGEABLE

### Personal Experience

Mentors are experienced Toastmasters who understand the Toastmasters mission and values. They can offer a wide spectrum of skills and expertise that can benefit a protégé. Some mentors may more effectively support a new member as he completes his first projects, while other mentors are best suited to guide a longstanding member working toward a challenging leadership goal.

### Wisdom

An experienced and knowledgeable mentor knows the value of her wisdom. She also knows how to balance sharing her expertise with allowing her protégés to learn on their own.

For example, a mentor can support a protégé by listening to the thoughts, concerns, and challenges he faces as he approaches a new project. She may choose to share her understanding by discussing her experience completing a challenging project and what she has gained as a result of the work.

### Informed Perspective

A knowledgeable mentor is able to confidently and non-judgmentally address any questions from her protégé while knowing when to step aside and allow the protégé to learn independently. A mentor's perspective from time in Toastmasters provides a framework for guiding any protégé.

## POSITIVE AND SUPPORTIVE

### Successful Strategies

Mentors support protégés by reinforcing successful strategies and providing constructive guidance when protégés face challenges as they work toward their goals.

While completing some projects, a protégé may simply need someone to listen to her thoughts and frustrations. At other times, she may benefit from hearing the ways her mentor overcame obstacles to create positive and successful outcomes.

### Unconditional Support

When a mentor is helping his protégé plan for a challenging speech, he can encourage her by listening to her speech topic ideas and sharing what he likes about each topic. By providing non-judgmental support as his protégé makes a choice that she feels most passionate about, the mentor helps his protégé gain confidence in her ability to create a successful speech.



## RESPECTFUL AND CARING

### Focus on Similarities

A strong mentor focuses on similarities rather than differences. Showing respect for a protégé's unique experiences and background builds a positive rapport that is a foundation for a well-balanced partnership.

### Identify Needs

Asking questions and listening to identify a protégé's specific needs and goals are two ways a mentor can demonstrate respect and caring. By listening and noting differences, but focusing on commonalities, he can enhance the partnership with his protégé.

### Tailor Feedback

A tailored approach to suggestions and feedback, designed to coordinate with the protégé's goals and personality, will form a strong foundation for success.

For example, a mentor and a protégé may both be highly experienced Toastmasters from very different professional backgrounds. A mentor can benefit his protégé by finding commonalities in their Toastmasters experience and sharing new information and knowledge from her professional background.

## COMMITTED AND DEPENDABLE

### Preparedness

Commitment is an essential requirement of a successful mentor-protégé relationship. This commitment can range from being prepared and on time for meetings to ensuring consistent communication.

### Presence

When circumstances dictate, a mentor may need to be available to provide additional opportunities for a protégé to practice an upcoming speech in-person. A mentor demonstrates commitment by being present when her protégé presents the speech to his or her club.

# THE MENTOR

## HOW MENTORING BENEFITS MENTORS

The mentor–protégé relationship is often mutually beneficial. Because of Toastmasters unique system of club membership, many members in need of a mentor are accomplished in other places in their lives.

During a mentorship, both mentors and protégés learn new ideas, see varying perspectives, and find new methods of approaching people, topics, and situations. Learning these new ways of thinking creates an opportunity for more self-awareness and insight into the way others think.

Mentors gain experience with one-on-one communication, counseling, and coaching. They have the ability to create a legacy of sharing information and knowledge with fellow members at all levels of experience.

## VIRTUAL MENTORING

A virtual mentor is an experienced member who shares knowledge and experience in a specific area via the internet. As with a traditional mentoring relationship, the goal is to empower protégés to reach their goals.

The requirements for mentoring are the same, regardless of the vehicle for communication.

### Defining the Role of a Virtual Mentor

A virtual mentor shares the same values and traits as an in-person mentor, with the added benefit of providing members from around the world access to expert information in a variety of fields. Virtual mentors and protégés have the opportunity to expand their knowledge and communicate across cultures.

### The Benefits of Virtual Mentorship

Virtual mentorship has a number of unique benefits because of its reliance on technology for communication.

### Create a Global Community

Virtual mentorship creates a forum for Toastmasters from the global community to share experiences and support one another.

### Expand Learning

Connecting with members from other cultures presents a chance to learn new methods, skills, and gain a better understanding of the world.

# THE PROTÉGÉ

A protégé is any member who seeks guidance and support from a mentor to reach his or her goals. There is always something to learn from a supportive person with different or greater experience who is willing to listen without judgment, provide guidance, and answer questions.

Members with years of experience can benefit from the support of a mentor as much as a new member working toward his first speech. Being a protégé is about aiming higher and becoming better through the support and guidance of another person.

Successful protégés exhibit similar skills and attitudes.

- Adaptable, with a desire and willingness to learn
- Seek to meet goals and overcome challenges
- Willing to consider new ideas and suggestions
- Open to receiving feedback
- Prepared to reach out for guidance, learning, and to ask questions
- Respectful of mentor's time and boundaries
- Accountable for their own self-growth and development
- Willing to share goals and information

## MENTORING BENEFITS PROTÉGÉS

Members with all levels of experience can benefit from having a mentor. No matter how much experience a member has, she can grow and learn from having personalized support as she works toward goals.

Through mentorship, protégés gain self-confidence and will often achieve at a higher rate than members without the encouragement and support of a mentor. One of the great, often hidden, benefits of working with a mentor is the opportunity to advance little-used talents. It is often through the encouragement of another that we share a talent others have never seen.

# MENTORING VERSUS COACHING

Mentors and coaches are often thought of as having similar roles. The two positions can overlap, but are actually very different. Coaching can be part of mentorship, but mentors are not coaches.



Coaches are responsible for protégés meeting a specific short-term goal. The type of goal that a coach can most effectively facilitate is skills-based and specific. For example, a coach can have a powerful impact when a member wants to enhance or develop his use of gestures when presenting a speech.

Though a member is ultimately responsible for the accomplishment of his goals, a coach will take control of the method for reaching a single goal in the short-term. A coach may require a member to accomplish several steps in the process of meeting his goal. The two members may need to schedule multiple meetings over a short period of time to practice or review, depending on the goal.

A mentor's role is to support a protégé as he takes personal responsibility for working toward the accomplishment of broader goals over a sustained period of time.

COACHING	MENTORING
Focus on short-term accomplishment of one goal or the development of a single skill	Focus on multiple, often longer-term goals
Responsible for providing the means for a protégé to meet a goal	Responsible for supporting protégé as she works to accomplish her goals
Specific feedback and direction on managing a single situation or topic	General, non-judgmental feedback and support
Skills-specific involvement	More personal involvement
Tasks and steps for accomplishment determined by coach	Tasks and steps for accomplishment determined by protégé
Provides direction for protégé to guide future steps and actions	Protégé determines future actions

## REVIEW AND APPLY

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Before you complete the assignment, take a moment to read through the questions you see here. If you are not able to answer them comfortably, review the project.

- How would you demonstrate reliability as a mentor?
- What makes a mentor successful and effective?
- List three to five ideal skills and attitudes of a successful protégé.
- What traits do you have that you feel would be beneficial in a mentorship role?

## COMPLETE YOUR ASSIGNMENT



Now that you have read through the project, plan and prepare your speech or report.

**Review:** Return to page 3 to review your assignment.



**Organize:** Use the Project Checklist on page 13 to review the steps and add your own. This will help you organize and prepare your assignment.

**Schedule:** Work with the vice president education to schedule your speech.



**Prepare:** Prepare for your evaluation. Review the evaluation resources on pages 14–16 and share all resources with your evaluator before your speech. You may choose to share your evaluation resources online.

# PROJECT CHECKLIST

## Introduction to Toastmasters Mentoring

**Purpose:** The purpose of this project is to clearly define how Toastmasters envisions mentoring.

**Overview:** Write and present a 5- to 7-minute speech about a time when you were a protégé. Share the impact and importance of having a mentor. This speech is not a report on the content of this project.

*Note: Every member in Toastmasters Pathways must complete this project.*

**This project includes:**

- A 5- to 7-minute speech

Below are tasks you will need to complete for this project. Please remember, your project is unique to you. You may alter the following list to incorporate any other tasks necessary for your project.

Schedule your speech with the vice president education.

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Write a speech about a time when you were a protégé. This experience can come from any time in your life.

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Rehearse your speech.

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After you have completed all components of the assignment, including your speech, return to page 4 to rate your skills in the post-project section.

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# EVALUATION FORM

## Introduction to Toastmasters Mentoring

Member Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator \_\_\_\_\_ Speech Length: 5 – 7 minutes

**Speech Title** \_\_\_\_\_

### Purpose Statements

- The purpose of this project is for the member to clearly define how Toastmasters envisions mentoring.
- The purpose of this speech is for the member to share some aspect of a previous experience as a protégé.

### Notes for the Evaluator

The member completing this project is developing an understanding of Toastmasters mentoring.

About this speech:

- The speech is about a time when the member was a protégé. It may be from any time in his or her life.
- The member may discuss any aspect of the protégé experience.
- The speech should not be a report on the content of the “Introduction to Toastmasters Mentoring” project.

### General Comments

You excelled at:

You may want to work on:

To challenge yourself:



## EVALUATION FORM – Introduction to Toastmasters Mentoring

For the evaluator: In addition to your verbal evaluation, please complete this form.

5 EXEMPLARY	4 EXCELS	3 ACCOMPLISHED	2 EMERGING	1 DEVELOPING	
<b>Clarity:</b> Spoken language is clear and is easily understood					Comment:
5	4	3	2	1	
<b>Vocal Variety:</b> Uses tone, speed, and volume as tools					Comment:
5	4	3	2	1	
<b>Eye Contact:</b> Effectively uses eye contact to engage audience					Comment:
5	4	3	2	1	
<b>Gestures:</b> Uses physical gestures effectively					Comment:
5	4	3	2	1	
<b>Audience Awareness:</b> Demonstrates awareness of audience engagement and needs					Comment:
5	4	3	2	1	
<b>Comfort Level:</b> Appears comfortable with the audience					Comment:
5	4	3	2	1	
<b>Interest:</b> Engages audience with interesting, well-constructed content					Comment:
5	4	3	2	1	
<b>Topic:</b> Shares personal experience as a protégé					Comment:
5	4	3	2	1	

# EVALUATION CRITERIA

## Introduction to Toastmasters Mentoring

This criteria lists the specific goals and expectations for the speech. Please review each level to help you complete the evaluation.

### Clarity

- 5 – Is an exemplary public speaker who is always understood
  - 4 – Excels at communicating using the spoken word
  - 3 – Spoken language is clear and is easily understood
  - 2 – Spoken language is somewhat unclear or challenging to understand
  - 1 – Spoken language is unclear or not easily understood
- 4 – Is fully aware of audience engagement/needs and responds effectively
  - 3 – Demonstrates awareness of audience engagement and needs
  - 2 – Audience engagement or awareness of audience requires further practice
  - 1 – Makes little or no attempt to engage audience or meet audience needs

### Vocal Variety

- 5 – Uses the tools of tone, speed, and volume to perfection
- 4 – Excels at using tone, speed, and volume as tools
- 3 – Uses tone, speed, and volume as tools
- 2 – Use of tone, speed, and volume requires further practice
- 1 – Ineffective use of tone, speed, and volume

### Eye Contact

- 5 – Uses eye contact to convey emotion and elicit response
- 4 – Uses eye contact to gauge audience reaction and response
- 3 – Effectively uses eye contact to engage audience
- 2 – Eye contact with audience needs improvement
- 1 – Makes little or no eye contact with audience

### Gestures

- 5 – Fully integrates physical gestures with content to deliver an exemplary speech
- 4 – Uses physical gestures as a tool to enhance speech
- 3 – Uses physical gestures effectively
- 2 – Uses somewhat distracting or limited gestures
- 1 – Uses very distracting gestures or no gestures

### Audience Awareness

- 5 – Engages audience completely and anticipates audience needs

### Comfort Level

- 5 – Appears completely self-assured with the audience
- 4 – Appears fully at ease with the audience
- 3 – Appears comfortable with the audience
- 2 – Appears uncomfortable with the audience
- 1 – Appears highly uncomfortable with the audience

### Interest

- 5 – Fully engages audience with exemplary, well-constructed content
- 4 – Engages audience with highly compelling, well-constructed content
- 3 – Engages audience with interesting, well-constructed content
- 2 – Content is interesting but not well-constructed or is well-constructed but not interesting
- 1 – Content is neither interesting nor well-constructed

### Topic

- 5 – Delivers an exemplary speech about experience as a protégé
- 4 – Delivers a compelling speech about experience as a protégé
- 3 – Shares personal experience as a protégé
- 2 – Mentions being a protégé but does not fully address
- 1 – Speaks on a topic other than experience as a protégé



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