



# MENTORING

LEVEL 4 PROJECT





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# INTRODUCTION



Mentoring another individual is a rewarding and challenging experience. It is now time to apply the work you have done to identify your strengths and understand the role of a Toastmasters mentor. In this project, you will work with a protégé for the first time. If you have mentored in the past, this may be a comfortable experience. If this is your first opportunity to mentor, you may have some real and important concerns.

In order to facilitate the process of launching your mentoring assignment, this project includes guided worksheets and tools to help you learn about your protégé, openly express and learn each other's expectations, and start your protégé on her journey toward reaching the goals you set together.

# YOUR ASSIGNMENT

**Purpose:** The purpose of this project is to apply your mentoring skills to a short-term mentoring assignment.

**Overview:** Work with a protégé to complete a project. Your vice president education will help match you with a fellow Toastmaster who is interested in working with a mentor for a single project. Assist the protégé in setting goals and developing a plan for completing his or her project. Use the forms included in this project to set goals, plan, and give and receive feedback. After your mentorship, deliver a 5- to 7-minute speech at a club meeting about your first experience as a Toastmasters mentor and what you learned from it.

**For all assignment details and requirements, review the Project Checklist on page 12.**

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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 know how to help a protégé set personal and/or professional goals.	5 4 3 2 1
5 4 3 2 1	I feel confident in the role of a mentor.	5 4 3 2 1
5 4 3 2 1	I feel confident in my ability to overcome the potential challenges of mentoring.	5 4 3 2 1
5 4 3 2 1	I know how to actively listen and communicate effectively as a mentor.	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.**

- Understand how to actively mentor a protégé.
- Demonstrate an understanding of the role of a mentor.
- Assist a protégé to plan, execute, understand, and evaluate a goal.

## MENTORING

People learn a great deal from others by observing how they behave. Mentoring is an ongoing responsibility, not a role you fill from time to time. As a role model, it is important that your words and actions are in alignment. The most effective mentors are models of the behaviors and levels of achievement that their protégés are working to achieve.

### **Be Available**

A mentor must devote time in order to get to know and help their protégés. It is up to the mentor and protégé how much time they agree to spend together during a project. At a minimum, a mentor must spend two hours per month with each protégé. How that time is organized is up to you and your protégé.

Though two hours is required, regular communication above the minimum will support the development of a positive mentoring partnership.

### **Set Boundaries**

Set clear boundaries for your mentoring partnership at the beginning. Communicate your availability as well as your preferred methods of communication and contact. Ask your protégé for the same information. If you prefer to be contacted via email between meetings, let your protégé know at the onset of the relationship. Make note of your protégé's preferences and honor them.

Discuss your responsibilities as a mentor with your protégé and share your view of his responsibilities. Be clear about what you can and cannot do in your role and give your protégé an opportunity to do the same. Share your expectations about confidentiality and any other issues that are important to you.

### **Listen Effectively**

Listening is a powerful skill. Simply listening can often be enough to help a protégé work through any challenges she is facing. Give your protégé the opportunity to tell you what she needs before you begin to give direct advice.

Active listening is a way of listening that is more than sitting back and absorbing what another person says. It is the process of hearing, understanding, and repeating back what you have heard.

For example, your protégé may share that she wants to give a speech in a few weeks. You could respond with, "I understand that you want to give your speech by next month?"

This type of exchange allows the speaker to hear her own thoughts restated, and it creates an easy opportunity for clarification and understanding. Additionally, it allows both the speaker and listener to learn how the other hears them, and how to more effectively communicate in the future.

### **Steps to Become a Better Listener:**

- Respect the speaker's point of view.
- Relax and remain engaged, giving the speaker your full attention.
- Reserve judgment.
- Notice the speaker's comfort level and excitement.
- Avoid interrupting.
- Ask clarifying questions to ensure understanding.
- Find instances in which you empathize with the speaker's experiences.
- Give nonverbal cues to demonstrate your interest.
- Summarize and repeat to demonstrate you understood what the speaker has said.

## **PROMOTE INDEPENDENT THINKING**

As a mentor, you are support for your protégé as he makes his way to achieving his goals. A protégé may ask for advice, and it is reasonable to provide it as long as the protégé has the opportunity to come to his own conclusions. Offering advice while still encouraging critical, independent thinking is the best way to help a protégé solve a problem.

The ultimate goal of any mentoring relationship is to build the skills and knowledge of the protégé. As skills and knowledge increase so does confidence.

When a protégé asks for advice, it may be more effective to share stories about similar experiences, either yours or another's, rather than offering direct suggestions for what she should or must do. By telling a story, you indirectly share information while allowing your protégé to reach her own conclusion.

Encouraging protégés to think for themselves involves standing back and listening or observing more than acting. The most effective mentors know when to speak and when to observe without comment. Be sure to give each of your protégés the space to learn from their experiences. Mistakes are part of the learning process.

Asking open-ended questions is another excellent strategy for promoting independent thought. It can also help mentors to better understand their protégés goals, motivations, and ideas. An example of an open-ended question is one that begins with who, what, where, when, why, or how.

For example, “How did you feel about the research you accomplished today?” is an effective open-ended question. “Did you finish your research today?” is not. The first question encourages a thoughtful response while the second only requires a simple yes or no to answer.

## GETTING ACQUAINTED



Being well-prepared to meet your protégé for the first time is the first step in a successful mentoring partnership. The more you know about yourself and your new protégé, the more likely you are to have positive, useful interactions every time you meet.

You may choose to use the Protégé Success Plan on page 17 during your first meeting to create a foundation of open communication. Be clear about your expectations of the mentoring relationship and discuss realistic needs and hopes for the experience with your protégé. The Mentoring Communication Tracking Log on page 18 is designed to help you organize and track your meetings and communications.



For the mentor, this first meeting is a time to focus on the specific needs of the protégé and communicate your boundaries.

Be clear about the times and methods you prefer to be contacted and how often you can meet. Give your protégé time to express his boundaries as well. Take notes so you can review the information your protégé shared.

You may choose to use the resource included in this project or create one of your own. As with most of the resources provided, it is a living document. Feel free to add or delete questions you believe will help you understand your protégé.

## SETTING GOALS AND MILESTONES

Because you have done the work of creating and reviewing your own goals, helping your protégé do the same will be a familiar process. Goal setting is an excellent place to start with your protégé. As you work together, be aware of your mentoring behavior. Be sure you are allowing your protégé to lead the process.

### Discuss Goal-setting

Before setting any goals, take a few moments to have a general conversation with your protégé about goals and goal setting.

### Share Your Goals

During this conversation, you may want to discuss some of your past goals and how you achieved them. Invite her to do the same.

### Ask Questions

Ask questions about goals she has achieved and some steps she took to achieve them. Note the methods she used that were successful for her.

### Recognize Successful Strategies

It may help you to understand what approaches have worked well for her in the past. It will also help you recognize the strategies to avoid because they have been unsuccessful for your protégé.



Consider each of the following as you help your protégé set goals. The most effective goals are:

### **Specific**

Make your goals specific. Instead of the general goal, “I’m going to work on my Toastmasters project today,” make it more specific, such as, “I’m going to finish my introduction today.”

### **Measurable**

Set goals that can be measured. For example, stating, “I will write for 15 minutes today” is more effective than saying, “I will write today.”

### **Attainable**

Recognize what is attainable and realistic. Thinking, “I will be this year’s World Champion of Public Speaking,” is less helpful than focusing on winning your club contest. Winning the club contest is the first step toward your broader goal of winning the international honor.

### **Relevant**

Determine how important your goal is to you and your life. You can gauge a goal’s relevancy by deciding if you have time to take on a project at the moment. It may be that something else needs to come first.

### **Timely**

Setting a due date for each goal helps you keep track of your objective. For example, establish a specific date and time by which you want to finish your project.

## **PROTÉGÉ SELF-ASSESSMENT & ACTION PLAN**

Helping your protégé plan how to put his goals in action is your next step. Encourage your protégé to reflect on past successes, strengths, and areas for development. Use the information as a basis for aligning his goals with strategies that can lead to future success.

Your protégé may choose to use the Protégé Self-Assessment on page 19 or create one of his own. The tool he chooses needs to work for him, so any effective choice is acceptable. Be aware that some protégés may want to do this assignment alone and then review it with you after it is complete. Other protégés may prefer to have your assistance and input as they work through the questions. Discuss with your protégé how he prefers to work and be respectful and supportive of his choice.

After the assessment is complete, create two copies—one for each of you to refer to in the future. Review the assessment with your protégé. As you discuss his responses, take additional notes on any new information that can help you serve your protégé more effectively.



## BUILDING RAPPORT

If your protégé agrees, plan your next meeting. Let your protégé dictate the timing of your meetings. Hopefully, you have begun to develop a rapport and have a strong sense of what your protégé needs and wants from you.

Be in contact at regular intervals in the manner your protégé prefers. Step back and enjoy the experience of helping another person achieve her goals.

## CONSTRUCTIVE FEEDBACK



Be ready and willing to give constructive feedback to your protégé and to accept it in return. For some members it may be easier to express a concern on a form rather than in person. Take time to complete the Mentoring Evaluation resource on page 21 and encourage your protégé to do the same. Look for ways to incorporate that feedback into future conversations, either with your current protégé or another.

As with any form of evaluation, use the opportunity to give feedback that can help your protégé succeed in meeting his goals.

## REVIEW AND APPLY

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.

- Why is it important for protégés to make a measurable goal?
- What is the role of a mentor in helping a protégé discover and set a goal?
- What is the purpose of communicating boundaries and expectations between a mentor and protégé?
- What part does active listening play in mentoring?

## COMPLETE YOUR ASSIGNMENT



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

**Review:** Return to page 2 to review your assignment.

**Organize:** Use the Project Checklist on page 12 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

## Mentoring

**Purpose:** The purpose of this project is to apply your mentoring skills to a short-term mentoring assignment.

**Overview:** Work with a protégé to complete a project. Your vice president education will help match you with a fellow Toastmaster who is interested in working with a mentor for a single project. Assist the protégé in setting goals and developing a plan for completing his or her project. Use the forms included in this project to set goals, plan, and give and receive feedback. After your mentorship, deliver a 5- to 7-minute speech at a club meeting about your first experience as a Toastmasters mentor and what you learned from it.

**This project includes:**

- Working with a protégé to complete a project
- The Protégé Success Plan resource
- The Mentoring Communication Tracking Log
- The Protégé Self-Assessment
- The Mentor Evaluation resource
- 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.

Speak with your vice president education to find a protégé in your club.

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Schedule an introductory meeting with your protégé.

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Guide your protégé through setting goals for the project he or she has chosen to complete with your support.

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Make use of mentoring resources available in project.

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Complete the Mentoring Evaluation resource at the end of the identified project term.

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Write your speech. Include information about your experience as a mentor and what you gained from the experience.

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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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Additional Notes

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# EVALUATION FORM

## Mentoring

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

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

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

### Purpose Statements

- The purpose of this project is for the member to apply his or her mentoring skills to a short-term mentoring assignment.
- The purpose of this speech is for the member to share some aspect of his or her first experience as a Toastmasters mentor.

### Notes for the Evaluator

The member completing this project has spent time mentoring a fellow Toastmaster.

About this speech:

- The member will deliver a well-organized speech about his or her experience as a Toastmasters mentor during the completion of this project. The member may speak about the entire experience or an aspect of it.
- The speech may be humorous, informational, or any type the member chooses. The style should be appropriate for the content of the speech.
- The speech should not be a report on the content of the “Mentoring” project.

### General Comments

You excelled at:

You may want to work on:

To challenge yourself:

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> Describes some aspect of experience mentoring during the completion of the project					Comment:
5	4	3	2	1	

# EVALUATION CRITERIA

## 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

### 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
- 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

### 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 some aspect of experience mentoring during the completion of the project
- 4 – Delivers an excellent speech about some aspect of experience mentoring during the completion of the project
- 3 – Describes some aspect of experience mentoring during the completion of the project
- 2 – Mentions some aspect of experience mentoring during the completion of the project, but does not fully address
- 1 – Speaks on a topic other than some aspect of experience mentoring during the completion of the project

# PROTÉGÉ SUCCESS PLAN

Work with your mentor and use this resource to define your goals. Label your goals long-term, medium-term, and short-term. Clearly define what you consider long-, medium-, and short-term to establish a rough timeline.

Protégé \_\_\_\_\_

Mentor \_\_\_\_\_

Long-term Goals	Timeframe for long-term goals: _____
Goal	
Goal	
Goal	

Medium-term Goals	Timeframe for medium-term goals: _____
Goal	
Goal	
Goal	

Short-term Goals	Timeframe for short-term goals: _____
Goal	
Goal	
Goal	
Goal	

# MENTOR COMMUNICATION TRACKING LOG

Mentor \_\_\_\_\_

Protégé \_\_\_\_\_

Keep an ongoing log of meetings and conversations with your protégé. It can be helpful to refer to this list of conversations and topics on a regular basis to assist you and your protégé in tracking projects and goals. You will need to submit this log at the close of your mentoring term.

Date of Communication	Topics Discussed	Action Items	Notes

# PROTÉGÉ SELF-ASSESSMENT

List long-term goals you hope your mentor will help you achieve.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

List short-term goals you hope your mentor will help you achieve.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What expertise does your ideal mentor possess?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

What are your expectations of your interactions with your mentor?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# MENTORING EVALUATION

For the Protégé

Please rate your level of agreement with each statement. Select the answer choice that most accurately reflects your views. Please provide additional comments about your mentor–protégé relationship in the lines below each statement.

<b>1</b> STRONGLY DISAGREE	<b>2</b> DISAGREE	<b>3</b> NEITHER AGREE NOR DISAGREE	<b>4</b> AGREE	<b>5</b> STRONGLY AGREE
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<p><b>My mentor-protégé relationship was effective.</b></p> <p><b>1      2      3      4      5</b></p>	<p>Please explain your rating:</p>
<p><b>My mentor was accessible and available for regular communication.</b></p> <p><b>1      2      3      4      5</b></p>	<p>Comment:</p>
<p><b>My mentor maintained a consistent interest in me and my goals throughout the term of our mentorship.</b></p> <p><b>1      2      3      4      5</b></p>	<p>Comment:</p>

Please take a moment to give an example of your mentor’s level of interest in your goals.

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<p><b>With the help of my mentor, I achieved the goals I set at the beginning of our mentoring relationship.</b></p> <p><b>1      2      3      4      5</b></p>	<p>Comment:</p>
<p><b>I would recommend my mentor to others.</b></p> <p><b>1      2      3      4      5</b></p>	<p>Comment:</p>
<p><b>I would like to continue in the Pathways Mentor Program with my current mentor.</b></p> <p><b>No      Yes</b></p>	<p>Comment:</p>

# MENTORING EVALUATION

## For the Mentor

Please rate your level of agreement with each statement. Select the answer choice that most accurately reflects your views. Please provide additional comments about your mentor–protégé relationship in the lines below each statement.

<b>1</b> STRONGLY DISAGREE	<b>2</b> DISAGREE	<b>3</b> NEITHER AGREE NOR DISAGREE	<b>4</b> AGREE	<b>5</b> STRONGLY AGREE
----------------------------------	----------------------	---	-------------------	-------------------------------

<b>My mentor-protégé relationship was effective.</b> <b>1      2      3      4      5</b>	Please explain your rating:
<b>My protégé was accessible and available for regular communication.</b> <b>1      2      3      4      5</b>	Comment:
<b>My protégé maintained a consistent interest in his or her goals throughout the term of our mentorship.</b> <b>1      2      3      4      5</b>	Comment:

Please take a moment to give an example of your protégé's level of interest in his or her goals.

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<b>My protégé achieved the goals he or she set at the beginning of our mentoring relationship.</b> <b>1      2      3      4      5</b>	Comment:
<b>I would recommend my protégé to others.</b> <b>1      2      3      4      5</b>	Comment:



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