



ADVANCED MENTORING

LEVEL 5 PROJECT



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INTRODUCTION



Mentoring is one of the most generous and rewarding ways a person can contribute to an individual and an organization. At Toastmasters, we place high value on the skills, expertise, and wisdom members can share with their fellow club members and the broader organization. Thank you for your participation and your commitment.

In this project, you will learn the guidelines for a six-month mentoring commitment. You will learn about the resources available to you, and the process of mentoring a fellow Toastmaster for a significant period of time.

YOUR ASSIGNMENT

Purpose: The purpose of this project is to apply mentoring skills during a long-term mentoring commitment.

Overview: Fulfill the role of mentor for a fellow Toastmaster or other person for a period of six months. Communicate regularly with your protégé, record meeting dates and times, and give and receive feedback both verbally and in writing. At the end of your commitment, present a 5- to 7-minute speech to your club about what you gained as a mentor. This speech is about you and your experience.

For all assignment details and requirements, review the Project Checklist on page 11.



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 can identify the skills I bring to the mentoring relationship.	5	4	3	2	1
5	4	3	2	1	I recognize the value of mentoring for myself and the protégé.	5	4	3	2	1
5	4	3	2	1	I can identify the responsibilities of the mentor and the protégé.	5	4	3	2	1
5	4	3	2	1	I believe I have skills that allow me to encourage fellow Toastmasters.	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.

- Define the role of a mentor.
- Recognize and express the skills required to be a successful mentor.
- Demonstrate a clear understanding of the mentor–protégé relationship.
- Demonstrate strong communication skills.

UNDERSTAND MENTORING

TIME COMMITMENT

You have had the opportunity to work with a fellow Toastmaster on a single project and now you are ready to mentor a person for a longer period of time.

Each mentoring relationship is unique, and a mentor and protégé will need to work together to establish an effective communication schedule. As a mentor, it is important to reach out to your protégé, as well as let their needs and expectations guide the relationship.

TRACK YOUR MEETINGS

For your project, you need to have contact with your protégé a minimum of two hours per month. This contact can come in the form of in-person meetings, phone calls, or emails, whichever is effective for you and your protégé.

Use the Mentor Communication Tracking Log on page 16 to maintain a record of your meetings and conversations. When you begin the process it may seem that you will remember each contact, and you might, but to avoid problems at the end of your project, it is advisable to keep track. You will be required to submit a record of contact to your club vice president education at the end of your six-month mentoring term.



EVALUATION

Take a few minutes to review the Mentoring Evaluation on page 17 you will complete at the end of your six-month term. Both you and your protégé will be responsible for evaluating the experience. By reviewing the content of both forms, you will have a clear sense of what is expected of you and of your protégé during your term.



SERVING AS A MENTOR

MEET YOUR PROTÉGÉ

Your protégé can come from any level of experience. In Toastmasters, we recognize the value of mentoring at every stage of learning and growth. Therefore, the organization does not limit mentoring to the newest members.

You will meet your protégé through your vice president education. Your protégé will be assigned to you based on your skills, interests, and level of expertise. You will also be able to indicate if you prefer a local protégé or a member who you would meet primarily or exclusively online.

We encourage and support both mentors and protégés to work with members who can gain from their experience and expertise, regardless of the source.

For example, you may be a younger mentor with an older, highly professional protégé who is looking for help building his or her Internet presence. Our expectation is that both mentor and protégé can gain from the relationship.

Set Communication Expectations

One of your first meetings needs to be dedicated to establishing a method of communication and a timeline for meetings.

Agree on Timing

It is completely up to you and your protégé when and how you will communicate. You only need to meet the minimum requirements of the program, but you are not limited to that number of hours or meetings.

Set Clear Boundaries

Be mindful of setting clear boundaries for yourself and respecting the boundaries set by your protégé. Boundaries are clear limits you and your protégé set for communication methods and timeframes.



CREATE A SUCCESS PLAN

Once you have established your communication schedule, you can create a plan. Your protégé may have a clear and specific set of goals he wants to achieve or he may have no specific goals. If your protégé is ready to commit to a plan, use the Protégé Success Plan on page 19 to help you frame your time together over the next six months.



When your protégé has few or no clear goals, you will need to help him develop them before you can complete your Protégé Success Plan.

IDENTIFY LONG- AND SHORT-TERM GOALS

A short-term goal is something your protégé wants to accomplish in the near future, such as outlining a Toastmasters project and speech. A long-term goal is something your protégé wants to accomplish in the more distant future, such as overcoming anxiety when speaking in front of a group so she can pursue a career as a professional speaker.

Helping your protégé to develop short-term goals can help her reach long-term goals.

EVALUATION

During your relationship with your protégé, you will each be required to complete evaluations and feedback on a regular basis. At the close of each six-month commitment, you will need to share your records with your vice president education.

MONTHLY CHECK



Use the Monthly Goal Check resource on page 20 for questions to help you reflect on the past month. The questions are designed for the mentor to open lines of communication. Contact your vice president education if you or your protégé need guidance or advice from a third party.

Monthly goal checks are an excellent way of evaluating the status of your mentor-protégé relationship. Use the conversation as an opportunity to review schedules, plans, and successes.

CONSTRUCTIVE FEEDBACK

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

Be ready and willing to accept constructive feedback from your protégé. For some members it may be easier to express a concern on a feedback form than in-person. Review your protégé's feedback and look for ways to incorporate that feedback into your next conversation.

If needed, schedule a time when you can meet with your protégé to negotiate differences and balance expectations.

FINAL EVALUATION



At the end of your six-month commitment, you and your protégé will be asked to submit the Mentoring Evaluation on page 17. This is a more thorough review of your time working together than the monthly evaluation and signifies the end of your initial commitment.

Toastmasters recognizes that many mentoring relationships last far longer than six months. The ultimate goal of mentoring is that each relationship will continue beyond the end of the initial commitment and build into a long-term connection that adds significantly to each member's experience and growth.

TERMINATING THE MENTOR-PROTÉGÉ COMMITMENT

There are times when even the best intentions can fall short of expectations. The Pathways Mentor Program recognizes that there are times when a mentoring commitment cannot continue.

Both members of the partnership have the right to terminate their involvement in the mentoring relationship at any time. As an organization, it is our goal that all mentoring relationships will meet with success, but if yours falls short of expectations either for you or your protégé, you can notify your vice president education and the relationship will be discontinued.

This does not mean you can no longer mentor or that your protégé will go on without a mentor. Each of you will need to request a new protégé or mentor and begin again.

YOUR CONTRIBUTION

The great success of Toastmasters over many years is the result of members helping members to grow and learn. Mentoring is a formal extension of that philosophy. Thank you for contributing your time and expertise to building successful mentoring partnerships.

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 11 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 13–15 and share all resources with your evaluator before your speech. You may choose to share your evaluation resources online.

PROJECT CHECKLIST

Advanced Mentoring

Purpose: The purpose of this project is to apply mentoring skills during a long-term mentoring commitment.

Overview: Fulfill the role of mentor for a fellow Toastmaster or other person for a period of six months. Communicate regularly with your protégé, record meeting dates and times, and give and receive feedback both verbally and in writing. At the end of your commitment, present a 5- to 7-minute speech to your club about what you gained as a mentor. This speech is about you and your experience.

This project includes:

- A six-month mentoring commitment
- The Mentor Communication Tracking Log
- The Mentor Evaluation
- The Protégé Success Plan
- The Monthly Goal Check 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.

Accept a protégé to mentor. Your protégé may be assigned to you through your club or identified by you. The term of this assignment is six months.

Schedule an introductory meeting with your protégé.

Fulfill the requirements of mentoring.

Make use of mentoring resources available in project.

Complete the Mentoring Evaluation resource at the end of the six-month term.

Schedule your speech with the vice president education.

Write your speech. Include information about your experience as a mentor and what you gained from the experience. If you are uncomfortable sharing the details of your experience, choose one aspect, such as meetings or evaluations, and share what you enjoyed or what you would have done differently about that portion of your experience.

Rehearse your speech.

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.

EVALUATION FORM

Advanced 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 mentoring skills during a long-term mentoring commitment.
- The purpose of this speech is for the member to share some aspect of his or her experience as a mentor.

Notes for the Evaluator

During the completion of this project, the member spent six months mentoring a fellow Toastmaster or other person from his or her personal or professional life.

Listen for: A well-organized, well-delivered speech. The member will talk about his or her overall experience as a mentor or may discuss one or two aspects of the experience. This speech should not be a report on the content of the “Advanced Mentoring” project.

General Comments

You excelled at:

You may want to work on:

To challenge yourself:

EVALUATION FORM – Advanced Mentoring

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

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

EVALUATION CRITERIA

Advanced 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 mentor
- 4 – Delivers a compelling speech about experience as a mentor
- 3 – Shares personal experience as a mentor
- 2 – Mentions mentoring experience but does not fully address
- 1 – Does not speak about personal experience mentoring

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

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.

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

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

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

1 STRONGLY DISAGREE	2 DISAGREE	3 NEITHER AGREE NOR DISAGREE	4 AGREE	5 STRONGLY AGREE
----------------------------------	----------------------	-------------------------------------------	-------------------	-------------------------------

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

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

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

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	

MONTHLY GOAL CHECK

The following questions can be used to guide your monthly conversation with your protégé. You may use these questions or develop your own. If you or your protégé is experiencing challenges and would like to speak with a third party, contact your vice president education.

What have you gained from our mentor–protégé relationship up to this point?

Have you made progress toward your goals?

What are the strengths of our mentor–protégé relationship?

Do you think we have experienced any challenges or difficulties?

How can we improve our relationship?



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