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**Toastmasters Mentor Assignment**

**Mentor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentee Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Preferred Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Additional Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mentee Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## New Member - Mentor Tasks:

**Before the first Mentor/Mentee meeting:**

1. Email the *New Member Profile* form to the new member and ask them to complete and return it or bring it with them to your first Mentor/Mentee meeting.
2. Print out a copy of the *Meeting Agenda, Grammarian Report, Timers Report and 2-month schedule* and be ready to explain them.

**First, Second and Third Mentor/Mentee Orientation Meetings:**

1. Meet with the new member
2. Review their *New Member Profile* form and clarify as needed
3. Explain you will be covering a lot of information and assure them you will review the information in future meetings with them.
   1. Review the *Competent Communicator Manual* (CCM) and clarify as needed
      1. Table of Contents
      2. Encourage them to read the Introduction
      3. Review the sections in the back on the CCM
      4. Explain the importance of the speech record, and that they will submit it to the Vice President of Education upon manual completion.
      5. Explain the steps to a speaking project; they should review the lesson, assignment and evaluation criteria for each speaking project in advance. They should select a topic and prepare a speech focused on practicing the project’s learning objectives
   2. Review the *Competent Leader Manual* (CLM) and clarify as needed
      1. Table of Contents
      2. Encourage them to read the Introduction
      3. Explain CLM projects are comprised of fulfilling meeting/club roles; i.e. Toastmaster of the Day, Timer, Grammarian, Evaluator, Event & Contest Roles. They should read the leadership lesson for the project and use the listed roles to practice that project’s leadership objectives.
      4. Review the sections in the back of the CLM
      5. Explain the importance of the project record, and that they will submit it to the Vice President of Education upon manual completion.
   3. Explain parts of meeting and the various roles. Reassure them that you will or another club member will assist them in their first time in each of the various roles. Explain the role tasks for your club.
      1. Toastmaster (TMOD) – begins organizing the meeting one week in advance
         1. *Review Toastmaster’s Checklist*
         2. Send email to members requesting confirmation they can fill their meeting roles. Explain to new member, what to do if someone cannot fulfill their role.
         3. Introduces speakers
      2. General Evaluator (GE) – gives the overall meeting and TMOD evaluation. Also calls up their evaluation team during the meeting
      3. Grammarian – counts ahs, uhms, crutch phrases, etc.
         1. Use *Grammarian Report* template
         2. Timer – times speaking opportunities and evaluations
         3. Use *Timer’s Report* template and give to the club secretary.
      4. Speaker –give speech
      5. Evaluators
         1. Speech Evaluator (SE) – completes a written and oral evaluation of speaker
         2. Competent Leader Evaluator (CLE) – reads the CLM project in advance, completes a written evaluation, discusses strengths and areas of improvement with the person they are evaluating. Explain that this may be done privately.
      6. Table Topics/Table Topics Master (TTMoD) – explain the concept of Table Topics, the trophy and certificate.
4. Explain customs and procedures. Encourage them to watch for these at the next few meetings.
   1. Projects, ribbons and recognition
   2. Mini-evaluations and Table Topic ballots
   3. Attendees are allowed to eat lunch during the meeting
5. Explain speaking and meeting role scheduling
   1. Explain they will be scheduled for a couple of meeting roles prior to being scheduled for a speaking role to help them become comfortable.
   2. Assure them you will assist them in their meeting roles for the first time.
   3. Offer to help schedule Ice Breaker speech with the Vice President of Education.
6. Assist with Ice Breaker speech.
   1. Discuss speech topics – suggest they avoid sensitive life events, and topics considered controversial
   2. Offer to let them rehearse with you
   3. During rehearsal:
      1. Offer constructive advice
      2. Make notes for their review

**Future Meetings:**

1. Explain the dues schedule – April 1st & October 1st
   1. Grace period (60 days) – will continue to be scheduled for speeches and roles
   2. Post grace period – status returns to guest, no scheduled roles or speeches. May participate in Table Topics and as TTMoD.
2. Club resources
3. Toastmaster Magazine
4. Websites: club site, District 19, Toastmaster International
5. Give them the digital booklets or sent them the URL for giving an evaluation, speaking, gestures available on the Toastmasters International website
6. Explain Club Officer roles, and information and the assistance they can provide.
7. Toastmaster’s Promise
8. Describe Toastmaster’s International
   1. Mission
   2. Structure and the purpose of each
      1. Area -
      2. Division -
      3. District 19
      4. Region 4
      5. International
9. Assist with speeches and meeting role assignments
10. Share your experiences
    1. How have you benefitted
11. Explain Distinguished Club Program
    1. How points are earned and awarded
12. Explain contests and conferences
    1. Offer to attend additional events with them when possible, if you can’t attend, help find another club member who will be attending, and ask them to help your mentee

**Experienced Member Mentoring**

Mentoring experienced members provides a different mentoring opportunity and challenge. Chances are they are seeking assistance in a specific area.

1. Help by providing insight and experiences
2. Observe and listen, provide feedback as necessary
3. Assist with locating resources when necessary
4. Introduce them to others who may be able to help.