

MENTOR TOOL BOX

How to help others to succeed

OSS

T One State Street Toastmasters

This tool box is designed to be used as reference material and not as a book that would need to be read cover to cover. If you are looking for help with a particular mentoring issue, browse the table of contents for the topic you are dealing with, read the relevant section(s), discuss with your mentor, and take action.

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Hello accomplished OSST toastmasters!

Each of you has accomplished great things for our club with at least six speeches given and most of you have many, many TM letters next to your name! With all of your rich and varied experience being a member of our club and holding officer positions inside and outside our club, you have the greatest experience to share with our fellow OSST toastmasters.

Here are some of the benefits of an active mentoring program:

- enables all of us to both create and achieve our goals with the guidance and support of other experienced TMs
- creates a greater sense of teamwork and camaraderie in our club as we build relationships helping us to:
 - retain members,
 - more fully realize growth potential, and
 - energize our meetings.
- improves meeting attendance and participation.
- encourages us to reach new levels of growth.
- fosters greater self-confidence for both the mentor and mentee as we all learn from each other and grow from the experience.
- educates members about the various TM opportunities.
- becomes a "selling point" to encourage potential members to join our club.
- allows our club to be a role model or example for other clubs to emulate.

If I could pick out the most important facet of mentoring, I believe it would be frequent and meaningful contact. A short note via email to provide encouragement or ask if any help is needed can suffice -- it doesn't always have to be a significant time commitment.

As a mentor, your objectives are to be a resource; educate the mentee about the TM opportunities, (including the communication & leadership tracks); and assist the mentee in the development of his/her goals and objectives, while sharing your own valuable experiences.

After an initial meeting to develop goals and objectives, you would touch base with your mentee(s) periodically over the year through face to face conversations perhaps before or after our regular TM meetings and through e-mail or phone calls. The idea is to help the mentee(s) to follow through on their goals and assist where needed while providing encouragement along the way.

The mentor/mentee relationship would last for one year subject to the mentor/mentee wishes. At the end of the year, the mentor/mentee relationship could potentially continue (if both agree) and updated goals/objectives would be developed.

While being a mentor is certainly a commitment, it would greatly enrich your life as you reach out to help others. And, you would be able to experience all of the exciting benefits of being involved in this mentoring program!

Terry Bedard,
One State Street President – July 2009 through June 2010

First Meeting- Ice Breaker;

Make a telephone call to your mentee to have a friendly chat.

- Ask about their professional and personal background.
- Ask what happened which caused them to join toastmasters.
- Share why you joined toastmasters and your background.
- Ask if you can schedule a time to meet in person and discuss the mentees goals.
- Provide mentee with goal planning work sheet. Ask them to think about it before you meet to discuss it.

Second Meeting- Goal Setting and Planning; (See the Mentoring Tool for “Goal Setting”)

Meet somewhere in person where you can talk freely about personal issues.

- Ask what is their general reason for joining toastmasters
- Ask what their goals are and assess if this relates to their general reason for joining.
- When the meeting ends, make sure there is an action plan with dates.
- Ask if you can have a copy of their plan and if you can follow up with them

Third Meeting- Follow up; (See the Mentoring Tool for “Feedback”)

- Casually and informally keep your mentee in mind for activities in the club and Toastmasters that relate to their goals.
- When you think of things to help your mentee, contact them soon with friendly encouragement to try out your idea.
- When you see your mentee stumble in meetings, offer helpful suggestions when in a private setting.
- When you see your mentee succeed or overcome a past challenge, offer praise and encouragement when in a private setting. At a future club meeting, ask the toastmaster for time to recognize the accomplishment of your mentee

Suggestions for mentees as they become more experienced

In the club;

- Encourage them for Table Topics, Toastmaster, Evaluator, for an officer role, for a contest to help or to be a participant,

In their personal life;

- Inform them of the advanced manuals, relevant articles in the TM magazine, the TM website, the Districts Yankee Activator news letter, the leadership manual, and High Performance Leadership projects.

In other areas;

- Invite them to activities such as the Area and Division contests, the district conference, Toastmasters Learning Institute training sessions,
- Encourage them to take on roles in the Area, Division or District that relate to their goals.
- Introduce the mentee to other people to help them grow their network and find other resources.

Goals don't need to be grand or complex. This needs to be only a **written** statement of results to achieve. When working with a mentee, have the courage to be steadfast and make sure the goals contain the following. This is how you can add value to their life.

Characteristics of a useful and attainable goal.

(From Toastmasters "Leadership Excellence Series"; Goal Setting and Planning)

- 1) Specific; Clearly states what is going to happen.
- 2) Measurable; Results can be easily seen and validated by other people.
- 3) Action-oriented; It begins with the word "To", is followed by action verbs.
- 4) Attainable; It is challenging, yet practical and achievable.
- 5) Timely; It contains a timetable for achievement in the near future, so it will be relevant.
- 6) Small steps; Can be divided into smaller steps which can be completed easily.
- 7) Obstacles; Problems or difficulties that will make attaining the goal challenging. By identifying and resolving the potential conflicts at the beginning, the mentee will be able to focus on "How to" attain the goal

Example;

Idea- "Become active helping to promote better health care in the state"

Goal- "To present new ideas to people, to keep their attention, and to motivate them to act by the end of 2010"

Specific- motivate people to act

Measurable- people will take actions recommended

Action oriented- To present & To motivate

Attainable- Spend 4 hours a week working on TM advanced manuals and helping existing health care groups.

Time table- 2010

Small steps- Complete TM advanced manuals by June 2010,
join existing health care groups at work and in community.

Obstacles- Family and work's demands for time; ability to fulfill the TM advanced manuals; openness of existing health care groups.

My One State Street Toastmasters Plan

Toastmaster Name: _____ Date: _____

Overall Objectives in joining Toastmasters:

- 1.
- 2.
- 3.

Long-Term Goals: (6 – 12 months)

<u>Communication:</u>	<u>Date Achieved:</u>	<u>Leadership:</u>	<u>Date Achieved:</u>
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Short-Term Goals: (3 – 6 months)

<u>Communication:</u>	<u>Date Achieved:</u>	<u>Leadership:</u>	<u>Date Achieved:</u>
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

Mentor Name: _____

Comments by Mentor:

Coaching is the process of guiding and encouraging mentees to achieve their goals. Few things motivate people more than praise and help from their coach. You can show them how they can help themselves.

Characteristics of useful and effective Feedback.

(From Toastmasters "Leadership Excellence Series"; The Leader as a Coach)

It is a "soft" skill that involves both visible behaviors and non-visible talents.

Non-Visible Talents;

- 1) Commit time to be available for the Mentee.
- 2) Be timely with comments and follow through with promises.
- 3) Help the mentee's keep their activities simple, specific and on target
- 4) Be caring, concerned and attentive about the mentee's welfare
- 5) Talk with mentee, not "down to" mentee.
- 6) Keep comments simple; elaborate lengthy descriptions can lose the mentee's attention.
- 7) Admit any mistakes right away.
- 8) Listen without interrupting
- 9) Express confidence in their abilities and demonstrate how they can use those current abilities to attain their future goals

Visible behaviors;

- 1) Compares performance with set goals
- 2) Meets in person or on the phone to maximize a mutual understanding.
- 3) Ask for acknowledgment- for coaching to be successful both parties must agree on issues. Without agreement, you won't be able to plan solutions.
- 4) Works with mentee to plan solutions to challenges.
- 5) Monitors the mentee's performance and follows up with encouragement.
- 6) When appropriate, demonstrates the desired behavior in their own life.
- 7) Uses a "suggestive" style vs. a "command" approach. Offers ideas and suggestions for the mentee to consider. Uses words like "you could", "have you considered", "is it possible to". Avoids the command words "Do (command)", "should (action)".
- 8) When appropriate, tutors the mentee with specific detailed instruction aimed at enabling the mentee to accomplish a small defined task.

Being able to constructively discuss both inadequate and successful performances are vital to helping improve a mentees life.

Characteristics of useful and effective Feedback.

(From Toastmasters "Leadership Excellence Series"; Giving Effective Feedback)

Feedback is timely, useful information concerning behaviors, attitudes, relationships, beliefs, and abilities for the purpose of helping progress toward a goal. Praising good things will help the mentee continue them.

- 1) Be Specific; Identify Who, What, When, Where. A clear message will be less likely to be misinterpreted, ignored and thus more likely to initiate improvement.
- 2) Speak for Yourself; "I saw", "I heard", "I find", "I think", "I've done"
Commenting from your experience and point of view will be less likely to offend, and thus more likely to be remembered and thought about.
- 3) Be Sincere and Actionable; Don't always say the first thing that comes to mind.. Will they be able to take action based on your comments? Will your thought apply to their situation? Can you give an example from toastmasters? Ask if your thought is for their benefit, or your ego?
- 4) It is OK not to know; Nobody knows everything.. If you are not sure, then don't give any feedback. Use the words "I don't know", "I'm not sure", "Let me think about that", "Let me ask someone else". If you know of other resources that might help, refer them to it with words like; "You could find help by ...(reading "X", talking to "Y").
- 5) Emphasize how actions affect others; Often people don't realize the results of their actions. Try to reflect back to them examples of their actions and the results.
- 6) End on a Positive; Conclude with a statement of appreciation or praise. Express confidence in their abilities. Ask to follow up; "May I follow up with you next week, or would you rather contact me?"
- 7) Be Timely; Don't wait. The passage of time diminishes the effectiveness of praise and criticism. If you have an idea, don't be shy, contact the mentee.

To help your mentee you must know your mentee.

These questions are meant to start your own journal to assess your mentee. Use as much paper as you want. This is for you only, to help build your understanding of your mentee's skills and style, and help you grow as a mentor. You do not need to share this with anyone. Revisit this assessment periodically as your mentee progresses.

How would you describe your mentee's style;

What do you think are your mentee's strengths that they can use to develop?

Do these strengths align with their goals and how might they apply these strengths to help meet their goals?

What do you consider to be your mentee's challenges to overcome?

Do these challenges obstruct their goals and what could they do to minimize any obstruction?

Have you seen any benefits to your mentee from belonging to Toastmasters?

Evaluation questions- from the “Competent Leadership” module – project 9 – Mentoring.

Evaluate Your Mentoring Skills

Serving as a mentor is both a challenge and an opportunity for personal growth. How are your mentoring skills? Evaluate yourself on the following topics. After you have been a mentor for a while, evaluate yourself again to see your progress.

	ALWAYS	SOMETIMES	NEVER
I observe people to identify those with potential. (Review Mentee Assessment section)	3	2	1
I am a good listener. (Review Listening skills section)	3	2	1
When people come to me to with problems, I encourage them to think of and consider possible solutions. (Review Coaching section)	3	2	1
I have the time necessary to help someone develop their skills.	3	2	1
I like to help others grow and advance in their careers.	3	2	1
I am sensitive to the needs of others and am tactful. (Review Feedback section)	3	2	1

Scoring: Add the circled numbers. If you scored;
 17-18 points- congratulations! You have excellent mentoring skill.
 12-16 points- your skills are good and can benefit from some attention.
 less then 12- is it time to make some improvements?

Mentor Tips- from the Mentoring module of the “Successful Club Series”.

When working with your mentee, remember that your function is to help the mentee learn to think and act successfully and independently. Don't tell the mentee what to do (command style) or do the mentee's work yourself. Simply guide them, make suggestions and offer feedback when the mentee is willing to hear it.

For the mentor/mentee relationship to be successful you must be.....

Available; make time to spend with the mentee, at least 15 minutes or more each week to help with speeches, answer questions.

Patient; People learn at varying speeds and some need more guidance than others.

Sensitive. Tact and diplomacy are vital. Be careful to say and do things that will motivate and encourage the mentee. Be loyal and take care not to betray the mentee's confidences.

Respectful. Everyone is different. Respect the differences between yourself, the mentee and others.

Flexible. You must adapt and adjust to various situations and accept that the mentee may make decisions with which you may not agree.

Courageous. Be able to stand your ground when you believe in something without demanding your mentee's obedience, and maintaining a friendly relationship.

Supportive of the club. Are you proud of our club and what it has done for you and other members?

Knowledgeable. Before you can help someone else, be familiar with the Club, it's operations, the educational program, and even the Toastmasters International organization itself. Have you completed the first six(6) speeches in the basic manual? Have you served in several meeting roles? Do you have enough speaking skills yourself to be of help to your mentee?

Confident. Can you be self-assured of who you are and friendly

A good Listener. Often simply listening without taking on the other person's problem , can be of great help to the mentee. Just by listening you can enable the protégé to articulate the problem and sort things out.

Concerned about others. You must care about your mentee and truly want to help.

These are soft skills that can aid us while interacting with people in our families, in our work and in our community. With these soft skills we can become influential individuals who contribute to the enhancement of the lives of the people around us.

Mentoring can help us grow and develop these soft skills.

Active listening is a skill that can always be improved.

Pay Attention.

Give the speaker your undivided attention and acknowledge the message. Recognize that what is not said also speaks loudly.

Look at the speaker directly, watch their expressions and body language

“Listen” to the speaker’s body language.

Put aside distracting thoughts.

Avoid being distracted by environmental factors by looking at the speaker .

Refrain from side conversations when listening in a group setting.

Defer Judgment.

Interrupting is a waste of time.

It frustrates the speaker and limits your full understanding of the message.

Allow the speaker to finish.

Don’t interrupt with counter-arguments- “Yes, but...”

Avoid interrupting. You cannot talk and listen at the same time.

If you assume what people are going to say before they say it and then interrupt to respond to your assumptions, you will miss the real message.

Don’t mentally prepare a rebuttal or comments

Provide Reflection.

Reflect back what has been said by paraphrasing; “What I’m hearing is.... ”

and “Sounds like you are saying...”

Ask questions to clarify certain points. “What do you mean when you say...”

and “Is this what you mean?”

Summarize the speaker’s comments periodically.

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect back what is being said and ask questions.

Acknowledge the other person’s feelings and experiences; let them know you understand and others have had the same experiences and feelings.

Respond Appropriately.

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

Be candid, open, and honest in your response.

Assert your opinions respectfully.

Treat the other person as you would want to be treated.

Be patient when you don’t understand or you feel the mentee doesn’t agree/understand either. Getting upset won’t solve any problems, but will only create more.

Your experience in One State Street and Toastmasters is an asset to your mentee. What experience in Toastmasters do you have, which you can give away to a mentee? Work on this periodically to update it for your own growth.

Example;

Knowledge of the weekly meeting format, who schedules the meetings and how last minute vacancies are filled can help a new comer become comfortable in One State Street.

Following are questions to help build your realization of your own experience and knowledge. List as many answers as you can think of. Use as much paper as you want. These are for you only, to help you assess your experience and grow as a mentor. You do not need to share them with anyone.

1) List memorable moments in One State Street or Toastmasters where you suddenly realized something that made life easier.

2) What are things you can do today, which you could not do as well when joined toastmasters, or 2 years ago, or 5 years ago.

3) What are resources One State Street has to help it's members communicate and find answers to questions. Which members in TM could be resources?

4) What are your favorite things about One State Street and Toastmasters. What are your least favorite things about One State Street and Toastmasters.

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PRONUNCIATION ASSISTANCE WORKSHEET

Provided by Lynnea Mahlke, Impact-e English Training; 860-691-0358, email mahlke@impact-english.com

If you would like someone to help you with your English pronunciation, please give him, or her, this two-page worksheet. Your “language mentor” for the day should write down any words or phrases they would pronounce differently, as well as other comments.

Please remember that your club members are not English teachers or linguistic experts. However, they can be helpful in identifying sounds and words they would pronounce differently. For assistance on how to pronounce English sounds I recommend you look at “phonetics: The Sounds of English” (www.uiowa.edu/~acadtech/phonetics) from the University of Iowa. There are also various books and CDs available on the subject. If you are uncertain how to pronounce a specific word, an online dictionary with audio pronunciation, such as Merriam Webster’s web-site (www.merriam-webster.com) can be useful. If this is not enough, more help may be provided by a professional instructor.

Word or Phrase:	Comments:
E <u>I</u> evated	Sounded like e <u>w</u> evated
I <u>see</u> my friends yesterday	I <u>saw</u> my friends yesterday (agree verb and time)

PRONUNCIATION ASSISTANCE WORKSHEET

Provided by Lynnea Mahlke, Impact-e English Training; 860-691-0358, email mahlke@impact-english.com

Since you are holding this worksheet, a member of your club has asked you for assistance. What a wonderful opportunity to help someone improve, not just their public speaking skills, but also their English communication skills. You do not have to be an English teacher or linguistics expert to help someone. Simply follow the suggestions below and return this sheet to the person who gave it to you.

People may find it challenging to make certain sounds or correctly pronounce some words. Please use the Pronunciation Assistance Worksheet to note any words or phrases that you found difficult to understand or that sounded different from the way you would have said them. When doing this it helps to focus on how the person is saying things rather than on what the person is saying. Write comments to help the person discover the difference between what they say and what others say. Below are some examples:

Underline Mispronounced or Dropped Sounds: If you notice any issues with sounds, such as “L”s sounding more like “W”s, please write the word and underline the sound that was mispronounced. In addition, if the speaker is dropping sounds such as final “S”s or final “ed” for past tense endings, write the phrase and underline the missing sounds.

Word or Phrase:	Comments:
<u>E</u> levated	Sounded like: <u>e</u> <u>w</u> evated
All student <u>s</u> were asked..	Sounded like: all student_ were ask__

Place Accents on Syllables: If a word is accented on a different syllable, write the word and place an accent mark accordingly.

Word or Phrase:	Comments:
i n f <u>o</u> ' r m a t i v e	You said: i n f o r m <u>a</u> ' t i v e

Put Parenthesis Around Omitted Syllables or Sounds: In English we often drop certain unstressed sounds or syllables. If the speaker is pronouncing them, write the word and use parentheses to mark the area of the word that is often dropped in regular English speaking patterns.

Word or Phrase:	Comments:
a s p (i) r i n	Don't pronounce the middle “i”

IMPACT^e

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