Dynamic Speakers Toastmasters Presents

Guide For The Mentor-ly Challenged

Assistance For Mentors & Mentees

by Mark Kramer, ATM-S, Vice President Membership
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Background

Dynamic Speakers Toastmasters club continues to thrive after 50 years. The employees of Convair (created from the 1943 merger of Consolidated Aircraft and Vultee Aircraft) founded the club as Dynamic Toastmasters on January 29, 1953. A year later, in April 1954, General Dynamics acquired Convair. Dynamic Speakers survived and flourished as a General Dynamics company club until 1992 when General Dynamics sold off its assets in San Diego and Dynamic Speakers ceased operations.

One former General Dynamics division went through a series of purchases and, in 1996, decided to restart the Toastmasters club. The newly reformed and renamed Dynamic Speakers held its first meeting on June 12, 1996 with Bob Pickett as President. In October 1996, the club earned the Toastmasters International Phoenix Award recognizing its successful reformation. Soon after, Dynamic Speakers opened its doors to the community and numerous members outside the host company have attained their personal goals in the club. Though our host company has changed hands a few times since 1996, Dynamic Speakers continues to prosper; achieving Distinguished Club status several times. See our many achievements on our web site: http://www.geocities.com/dynamicspeaker/.

In 1998, With Paula Isaac leading the club and Bob Pickett and Mark Kramer as co-Vice Presidents Education, Dynamic Speakers launched its mentoring program. Paula recognized the importance of mentoring new members to help them achieve their personal goals and made this the centerpiece of her administration. In 2002, the Executive Board voted to transfer responsibility for the mentoring program from the Vice President Education to the Vice President Membership.

Dynamic Speakers' goal is to support its members and help them achieve their personal goals; whether it be public speaking, leadership, or other skills. Our experienced members have learned a great number of skills in their time with the club and sharing their experiences and advice can significantly improve the experiences of new members and help them achieve their goals sooner.

This guide is designed to assist all club members but is especially designed to help mentors and mentees. Inside you'll find a checklist of items to go over (originally developed by Bob Pickett and extended by Mark Kramer) and notes on fulfilling meeting roles based on letters Mark Kramer wrote to his mentees.

Hopefully you'll find this guide helpful and you'll have the opportunity to add your own suggestions so that our mentoring guide continues to grow.

The Mentor/Mentee Relationship

The Vice President Membership (VPM) administers the Dynamic Speakers Mentoring Program. As soon as a new member joins the club, the VPM asks if a mentor is wanted. About half do and half do not. If a mentor is requested, the VPM assigns a more advanced member to serve as mentor.

Who can serve as a mentor? Anyone may serve as a mentor but, as a loose guideline, our mentors have been club members for at least 6 months.

How much time is required to be a mentor? Not much, really. But it all depends on the needs of the mentee. Some will want their mentor available every step of the way as they work towards their CC. Others will need assistance only for the first couple of speeches. Some will only need an introduction. Some won't need assistance at all. No matter how much assistance is needed, figure a couple of hours during the first weeks and then an hour here and there as needed to assist with speeches. Plus a quick call or email to check on the mentee and ask if any help is needed for any new roles the mentee will be tackling. It's not a lot of time but it makes a significant difference in helping new members achieve their goals. In general, the mentor/mentee relationship should last through the first three speeches – but hang in there longer if you'd like; sometimes we forge lifelong friendships and mentor relationships

We suggest that mentors follow the guidelines outlined on the checklist on the next page.

Following the checklist is information that Mark Kramer shared with his mentees that you may find useful.

DYNAMIC SPEAKERS MENTORING CHECKLIST

1st Week

Item #	Description	Comments	Done?
1.	Explain meeting format and roles: • Timer • Ah Counter • Grammarian • Table Topics • Agenda • Schedule • Ballot Form	Explain quirky items, such as tapping during Table Topics, the Word of the Day, etc.	
2.	Sit next to mentee at meeting and answer questions that may come up		

2nd Week

Item #	Description	Comments	Done?
1.	Discuss the mentee's TM goals		
2.	Discuss & explain manuals		
3.	Review club's goals		
4.	Explain educational program • Leadership track • Communication track		
5.	Explain what resources are available • Educational materials • Table Topics books & questions • TM supply catalog • Speech materials		
6.	Discuss officer roles/duties		
7.	Direct mentee to club's web site at http://www.geocities.com/dynamicspeaker/		

Within The 1st Month

Item #	Description	Comments	Done?
1.	Explain structure of the organization: • Area, Division, District, Region, TI • Explain contests • Explain District, Regional, and TI Conferences		
1.	Assist with Ice Breaker speech		
2.	Assist with other manual speeches		
3.	Provide feedback on progress		

After The 1st Month

Item #	Description	Comments	Done?
1.	Continue to assist with speeches		
2.	Explain speech contests		
3.	Explain outside speaking opportunities		

Resources For Mentors And Mentees

<u>Website</u>
Much of what you'll want to know is located at our website at:
http://www.geocities.com/dynamicspeaker/ (be careful – there's no "S" at the end).

<u>Dynamo Newsletter</u>
The Dynamo is our club's newsletter. Many of the articles address questions you may have. See all the past issues on our website. Click Members then The Dynamo.

<u>Meeting Format</u>
You'll find several sample agendas at our website. Click Meetings then Sample Agenda.

The Vice President Education (VPE) schedules meeting roles approximately 4 weeks in advance. New members follow a set pattern that takes them through a new role each week until they've learned all the meeting roles. You'll find descriptions of all the roles on our website. Click Meeting Roles. Members are always encouraged to request a specific role. For example, if you want to work on evaluation skills, then ask the VPE to assign you as the evaluator more often.

Also, read these articles from past Dynamos:
- "Club Functional Rules" in the June 2003 Dynamo
- "Uh, Oh! You're The Table Topics Master" in the March 2003 Dynamo
- "Hot Potato For Table Topics?" in the December 2001 Dynamo
- "Meeting Observations – A Template For The General Evaluator" in the September 2001 Dynamo
- "What Is A Dynamic Speakers Meeting Like?" in the June 2000 Dynamo
- "That Scary Table Topics" in the December 1998 Dynamo

Finally, at the end of this guide, you'll find emails sent from a mentor to a mentee on various roles.

<u>Ballot Forms</u>
For a discussion on how best to use the ballot forms, see these Dynamo's on our website:
- "What Should I Write On The Ballot Form?" in the March 2003 Dynamo
- "It's Not About Competition" in the September 1998 Dynamo

<u>The Communication & Leadership Tracks</u>
Toastmasters is known as the world leader in both communication and leadership training.

Upon joining Dynamic Speakers you'll receive the Competent Communicator and Competent Leader manuals. Each manual includes 10 projects that focus on different communication and leadership skills. The time it takes to complete these manuals is up to you. Some complete the manuals in as little as 6 months; others may take 3 years. Once you have completed the Competent Communicator manual you'll earn you Competent Communicator (CC) award. Upon completing Competent Leader manual you'll earn your Competent Leader (CL) award.

Once you complete the Competent Communication manual you move on to the Advanced manuals. There are about a dozen advanced manuals, each focusing on a different area of speaking. For example, there is one that focuses on speeches for management, another on storytelling, and another on serving as a discussion leader.

Once you complete the Competent Leader manual you'll have the opportunity to take on roles and tasks that will help hone your leadership skills as you earn Advanced Leadership awards.

When you've completed both the communication and leadership tracks you'll earn you Distinguished Toastmaster (DTM) award – the highest level of achievement in the organization. But there's no need to stop there. Many have gone on to earn a second, third, or more DTM.

Below is the complete communication and leadership tracks:

Communication Track:
- Competent Communicator (CC)
  - Complete Competent Communication manual (10 speeches)
- Advanced Communicator Bronze (ACB)
  - Achieve CC
  - Complete two advanced manuals (10 speeches total)
- Advanced Communicator Silver (ACS)
  - Achieve ACB
  - Complete two additional advanced manuals (10 speeches total)
  - Conduct two programs from the Better Speaker Series and/or Successful Club Series and/or Leadership Excellence Series
- Advanced Communicator Gold (ACG)
  - Achieve ACS
  - Complete two additional Advanced Manuals (10 speeches total)
  - Conduct a Success/Leadership Program, Success/Communication Program, or a Youth Leadership Program
  - Mentor a new member through the first three speeches

Leadership Track:
- Competent Leader (CL)
  - Complete Competent Leader manual (10 projects)
- Advanced Leader Bronze (ALB)
  - Achieve CC
  - Achieve CL
  - Serve 6 months as a Club Officer
  - Attend officer training
  - Help the club with the Distinguished Club Program (DCP)
  - Conduct two programs from the Better Speaker Series and/or Successful Club Series and/or Leadership Excellence Series
- Advanced Leader Silver (ALS)
  - Achieve ALB
  - Serve a complete term as a District Officer
  - Complete the High Performance Leadership program
  - Serve as a Club Coach, Club Sponsor, Club Mentor, or Club Specialist
- Distinguished Toastmaster (DTM)
  - Achieve ACG
  - Achieve ALS

Club Goals
The club follows the suggested goals set out by Toastmasters International; however, the club may also set some additional goals. The goals, from the Distinguished Club Program (DCP), must be accomplished between July 1-June 30:
1. 2 CCs
2. 2 more CCs
3. 1 AC
4. 1 more AC
5. 1 CL or AL or DTM
6. 1 more CL or AL or DTM
7. 4 new members
8. 4 more new members
9. 4 officers attending training each term
10. All paperwork turned in on time

In addition, a club must have at least 20 members by the end of the term.

Achieving these goals is more difficult than it seems. Less than one-third of all clubs achieve just 5 of the goals (the minimum to be a Distinguished Club). Only 10% achieve 9 or more (the minimum to be a President's Distinguished Club).

Officer Roles/Duties
We elect new officers every May and November to 6 month terms.

President
1. Supervises club operation
2. Leads club towards Distinguished Club status
3. Attends and votes in area and district meetings
4. Conducts regular and executive board meetings
5. Ensures meetings start and end on time
6. Plans next officer election
7. Plans next officer installation & extravaganza

Vice President Education (typically shared by two members)
1. Plans meetings
2. Assigns meeting roles
3. Tracks member award progress
4. Fills in for President
5. Coordinates End Of Term awards
6. Organizes contests

Vice President Membership
1. Runs membership building contests
2. Greets guests upon arrival
3. Presents guests with club information
4. Explains meeting format to guests
5. Oversees mentoring program
6. Inducts new members

Vice President Public Relations

1. Produces quarterly newsletter
2. Promotes club through flyers, news articles, etc.

Secretary
1. Submits Officer list to Toastmasters International
2. Handles club correspondence
3. Records minutes of regular and board meetings

Treasurer
1. Maintains financial status of club
2. Sets and collects dues
3. Purchases supplies for club

Sergeant At Arms
1. Sets up meetings
2. Breaks down meetings
3. Reserves conference rooms for meetings
4. Stores club supplies
5. Creates name placards for members
6. Distributes, collects, and counts ballots

Organization Levels
Toastmaster has many levels:
- **Member** - you
- **Club** – a group of members; ideally 20 or more. We are Dynamic Speakers, club #457
- **Area** – a group of clubs; usually 4. We are in Area 16 along with several other Rancho Bernardo clubs
- **Division** – a group of areas; usually 5. We are in Central Division which covers Kearny Mesa to University City to Rancho Bernardo to Ramona
- **District** – a group of divisions; usually 5. We are in District 5 which covers San Diego County, Imperial County, Yuma, and northern Baja California
- **Region** – a group of districts. We are in Region 2 which covers California from San Francisco to San Diego, Yuma, Las Vegas, northern Baja California, and Hawaii.
- **Toastmasters International** – the worldwide organization covering over 11,000 clubs in over 90 countries

Contests
Toastmasters International conducts two contests each year. We typically hold them in February and July.

The February contest usually consists of an International Speech Contest and an Evaluation Contest. International Speeches are typically inspirational in nature but do not need to be. Members must have completed 6 speeches in order to compete. All members may participate in the Evaluation Contest. Winners go on to an Area Contest. Winners of the Area Contest go on to a Division Contest. Winners go on to a District Contest, a Regional Contest, and then an International Contest.

The July contest usually consists of a Humorous Speech Contest and Table Topics Contest. Winners go on to the Area Contest. Winners from the Area Contest go on to a Division Contest and then a District Contest.

For articles about contests, see the following in the Dynamo Newsletters:
- "I Am A Loser" in the June 2003 Dynamo
- "Is This Anyway To Run A Contest?" in the March 2003 Dynamo
- "Double Triumph At The Area Contest" in the December 2002 Dynamo
- "A Toilet Bowl Brush And A Lion King" in the September 2002 Dynamo
- "Clash The Cymbals And Toot The Horns" in the March 1998 Dynamo

Outside Speaking Opportunities

Sometimes its helpful to speak in front of others. It gives you a fresh audience and a new perspective. You can still get credit for speeches given outside the club provided you have permission from the VPE and there is one Toastmaster present to complete the evaluation form.

As It Is Written (An Emailed Guide To Meeting Roles)

Not every mentor/mentee meeting need take place in person. One of Mark Kramer's mentees preferred to meet via email. Below are excerpts on various meeting roles:

Toastmaster & The Agenda

There are no hard and fast rules for agenda. It's pretty much up to you. I would say that there are three main styles.

The first includes all the roles, who does what, and the time of each event down to the minute. Personally, I don't care for this method, but it is the most traditional and the one you'll see used most often.

The second is a list of all the events and who does what. Just no times.

The third is my preferred method: I try to design one that fits with the theme. For example, we had a meeting whose theme was "circus." So I broke up the agenda into three rings (sections) and listed each area there. For another meeting, the theme was "South Dakota." So I drew a picture of South Dakota and then entered the agenda within the state borders.

All agendas should include one feature: I think it's important to provide speech details on it. In order for members to properly evaluate a speaker's presentation, I feel that the agenda should include the title of the speech, the length of the speech, the manual used, the project number, and the objectives. The objectives are key; after all, how can you properly evaluate a speaker unless you know what the speaker is trying to accomplish? Members need to know what to evaluate the speaker on. It's fine to tell the speaker that hand gestures were good, but if the speaker is working on vocal variety, members need to evaluate the speaker on vocal variety first and then add an evaluation of hand gestures. You may see several examples of agendas on our website.

I do have suggestions about serving as the Toastmaster as well.
- For each speaker, be sure to state the objectives before the speech and, again, after the speech to help the members evaluate the speaker.
- Contact all role players a week or so before the meeting to remind them of their role. From the speakers, you'll need to find out the speech details. Once you know the length of the speeches, pass that information on to the Timer. Once you know the speech project, pass that information on to the Evaluator. Realistically, the Speaker should be doing both these things. But I know that the speakers generally don't, so I do it when I'm Toastmaster.
- Ask a question related to the theme of each speaker, the Table Topics Master, and General Evaluator. Use their responses in your introductions of them. For example, if the theme is "Louisiana Purchase" you might ask each one if they have ever been to Louisiana. Or you might ask if they think that the purchase was a good idea and why.

Evaluator

Here's what I do to help me prepare for evaluations:

1. Ask the speaker what project he or she is working on and if there is anything beyond the questions on the evaluation sheet that I should evaluate
2. On a single piece of paper, I put the following:
    a. The speech title
    b. The objectives of the speech
    c. A table with three columns. The first column lists each of the evaluation items from the manual and that the speaker asked me to consider; the second column is labeled "Plusses" and the third column is labeled "Minuses". Sometimes I include a 4th column labeled "Notes".
3. As the speech is presented, I fill in the boxes for the Plusses and Minuses
4. When the speech is over, I number the 8 most important things I want to say. I always start with the objectives. Then I choose two positives, then a negative, then a positive, and continue going back and forth; always ending on a positive
5. When I present my evaluation, I go through the items I numbered and then end with something positive along the lines of what the project was all about: "Overall, I'd say you have visual aids down pat." "You did a great job of organizing your speech, I look forward to your next one."

Now I don't always follow this form. Sometimes I like to do something different. For example, when Paula had a storytelling project, I transformed my evaluation to be a story: I sat on the edge of the table and started by saying, "Once upon a time there was a woman named Paula who had to present a story...."

Competent Leader Evaluator

This can sometimes by a harrying experience as you may need to evaluate more than one member in a given meeting. Typically, if I am slated to be the CL Evaluator, I will email the members who have a role in the meeting and ask if anyone is working on a CL project. If more than 2 people reply, then I would seek a co-CL Evaluator to assist if it looks like I may not be able to handle all those evaluations at the same time.

At the meeting you'll use the Competent Leader manual project evaluation form to provide feedback to the member. Many of the skills you use for speech evaluation apply here for leadership evaluation.

During the evaluation portion of the meeting, the General Evaluator will call on you to give one CL Evaluation of your choice. If possible, pick someone who has not already been evaluated during the meeting. In the rare case you are evaluating the General Evaluator, you may defer until after the General Evaluator gives their evaluation to provide your feedback.

Ah Counter

The first time (and maybe even the second and third time) you are the Ah Counter, it's very intimidating. You sit there with a little clicker in your hand and you're supposed to click it every time you hear someone say ah, um, or some other crutch word. Sounds simple enough. But you'll be amazed at how difficult it is to get your fingers to click that clicker. You'll hear an "ah" and then it registers a split second later that you really did hear an "ah" but then you think it's too late already so you don't click. Or you'll hear the crutch word, know you should click, but just can't get yourself to click because we don't like to criticize others and that's in effect what we're doing with the clicker. In the end, most rookie Ah Counters usually don't click at all because it can be so intimidating! Even most veterans don't click. And that's highly unfortunate.

When we use crutch words, we usually do so without realizing it. The audible click helps us realize that we used a crutch word. Realizing you have a problem is the first step to defeating it. And that's what the Ah Counter does. Most Ah Counters will just record the ah's and um's. But it doesn't help us overcome them unless we know when we use them.

Do you remember Pavlov's dogs? He taught his dogs to salivate each time he rang a bell by, at first, giving them food each time they heard the bell ring. Eventually, the dogs became conditioned to salivate when they heard a bell even if they didn't receive any food. Pavlov's theory on conditioning works in Toastmasters too. No one wants to hear that click. So they condition themselves to stop short of using a crutch word. After you've been clicked a few times, you will automatically start to hear the clicks in your head just before you use a crutch word. That will stop you from using it. It's amazing how well this works. I used to get marked down as having used dozens of crutch words in my presentations. Now I'm down to only a couple each meeting. That's because the clicking really helped me. But it doesn't work if the Ah Counter doesn't click! So while it may seem intimidating, just keep in mind that you're really benefiting us by clicking.

A couple of pointers:
1. Never click during a speech; that becomes distracting. Everything else is fair game.
2. When you are the Ah Counter, you're the Ah Counter the entire meeting. So click from the first gavel hit to the final gavel hit; even after you give your report.
3. If you're not certain if something qualifies as a crutch word-and there's lots of these-then meet it halfway and click every other uncertain one.
4. The form the Sergeant At Arms will give you will list all the crutch words you should be looking for.
5. A "Xerox" word is one that is repeated, for example, saying "the the".
6. A "tsk" is a clicking sound one makes by snapping the tip of their tongue off the top of the back of their upper teeth.
7. You should also click throat clears.

Again, you will be amazed at how intimidating this can be at first. But as long as you remember you're doing something very helpful for us, you'll be just fine with it. Before long, it will actually turn into fun because everyone will start to smile when they hear the click. And when they do, you'll know that you've just helped them to overcome one more problem.

Grammarian

As Grammarian, you're looking for three things:

1. Eloquent uses of language. If you hear something that resounds nicely with you, write it down and don't forget to indicate who uttered it.
2. Grammatical errors. If a better use of the language could have been used, jot down what was said and how you would have preferred hearing it.
3. During Table Topics, note who used the Word of the Day. If anyone doesn't use the Word of the Day in their answer, then that member is disqualified from earning a Best Table Topics ribbon.

During your report, consider using the sandwich message (tell 'em something good, tell 'em something not as good, tell 'em something good). The Grammarian worksheet that the Sergeant At Arms will provide you with is already set up in this method. Start off by telling us about an eloquent use of language, then make a suggestion for improvement, then tell us of another eloquent use, then make another suggestion, and then end with

another eloquent use. Five total examples is plenty. In addition, tell us who did not use the Word of the Day during their Table Topics responses – those members are disqualified from earning a Best Table Topics ribbon.

When giving your report you may want to use the "consider" or "I" method when talking about grammatical errors. Rather than telling someone "That was a dumb way to say it" it might be nicer to phrase it like, "Pat, you said 'that ain't right', I would have preferred 'that isn't right.'" Or "Pat, you said 'that ain't right', next time you may want to consider wording it as 'that isn't right." Using the "consider" and "I" methods are softer ways of telling someone that they blew it.

Timer

The Timer's role is pretty simple: Just time the various roles. The hard part is not becoming so engrossed in what is being said that you forget to look at the stopwatch!

At the meeting, our Sergeant At Arms will provide you with the Timer's worksheet. You'll find that it walks you through everything you need to do as Timer. You only need to time those items that are on the Timer's worksheet. You can time other parts of the meeting if you want, but there's really no need to do so. The things you'll need to time include:

- Toastmaster's opening remarks
- Each Speaker (time limits vary depending on project)
- Each Table Topics participant (30 seconds to 1 minute)
- Each Speaker Evaluator (2-3 minutes)
- The Grammarian's Report (1-2 minutes)
- The Ah Counter's Report (1-2 minutes)
- Your own Report (1-2 minutes)
- The General Evaluator's Report after you give your Timer's Report (1-2 minutes)

At the end of the meeting, you can recycle the worksheet. We don't save them.

As Timer, you'll have a series of 4 cards. You should hold up each card until you're certain that the member who is being timed has seen it (I usually keep the card held the entire time until I hold up the next card). Use the green card to indicate that the member has reached the minimum time for the role (ex. for a Speaker giving a 5-7 minute speech, show the green card at 5 minutes). Use the yellow card at the half-way point (ex. 6 minutes). Use the red card when the maximum time has been reached (ex. 7 minutes). Always continue to hold the red card up until the member finishes. It will encourage the member to finish up.

In addition to the green-yellow-red cards, you'll also have a blue card. You'll hold this one up at 12:10. This tells the Table Topics Master that it's time to finish. If we go much beyond 12:10, then the meeting will end late.

We like our newest members to serve as a Timer as soon as possible to help familiarize them with the length of time for each role. During the meeting, if you have any questions, feel free to ask anyone sitting next to you.

One additional thing may happen at the beginning of the meeting: If we have guests, the Toastmaster will ask you to explain the Timer's role. If you need help, look on the back of the Schedule or at the handouts on the table. There is an outline of what each role does at the meeting.

As you've probably learned, not all clubs are the same. You may be interested in one rule that some clubs use but we do not. When giving speeches, members are given a 30 second leeway. On a 5-7 minute speech, a club may invoke a rule that the speech must be longer than 4 minutes, 30 seconds and shorter than 7 minutes 30 seconds. If the Speaker fails to give the speech in that time, then the Speaker is ineligible for a Best Speaker award and the Speaker is encouraged to do the project again. Redoing the speech would be at the member's option; we never tell anyone that they have to do it again. If this were a contest (we hold them twice a year), however, a speech given outside the 30 seconds of leeway would automatically be disqualified.