

TOASTMASTERS
INTERNATIONAL®



New Club Mentoring Matters



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Printed in USA Item 218G

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Your Job as Trainer

This program is your comprehensive guide for preparing and presenting an effective training session for club mentors. By the end of the session, the members of your audience will have the knowledge they need to provide a strong foundation for new clubs.

Preparation is the key to a good training session. Study the training program thoroughly. Inject your own personality and experiences to create a session that is educational, enjoyable and motivational. Be sure to check the availability, condition and instructions for all electronic equipment prior to your training session. What would you do if your computer didn't work? What if you didn't know how to operate their brand of data projector? Be prepared with backup visuals, such as a flipchart, in case of technical failures. And be sure to arrange for help with any technical questions well before the event. But remember: Time is precious and must be controlled carefully throughout the session.

PRESENTATION OF THE TRAINING SESSION

PRESENTER: Welcome the group and present a brief opening address focusing on the importance of a strong foundation for new clubs and how their performance as mentor will have a lasting impact on the new club. Emphasize that the work mentors do provides a legacy that will support hundreds, if not thousands of members in coming years. Call attention, as well, to the need for their commitment to providing ongoing encouragement and counsel to freshman clubs, in addition to operative support.

You also should mention the length of the training, the location of the rest rooms and phones, and other relevant information.

Opening Remarks

The idea of mentoring has been around for centuries. Many of the world's most successful people have benefited from having a mentor, such as:

Plato – mentored by Socrates

Alexander the Great – mentored by Aristotle

Galileo – mentored by Archimedes

Helen Keller – mentored by Anne Sullivan

These mentors shared their expertise with less experienced individuals. Mentoring a new Toastmasters club is similar in many ways to mentoring a single person.

Mentors are the advisors and tutors for new clubs and have a great affect on the degree to which a new club succeeds.

V #1

But new clubs aren't the only beneficiaries of the mentoring relationship.

Mentoring allows mentors to:

- ▶ Share their expertise
- ▶ Develop their capacity to translate values and strategies into productive actions
- ▶ Prove themselves as valuable leaders
- ▶ Invest in the future of Toastmasters
- ▶ Obtain fresh perspectives
- ▶ Build teamwork skills
- ▶ Expose themselves to new situations in which to apply their skills
- ▶ Earn credit toward the Advanced Leader Silver (ALS) award

The district governor is responsible for appointing all mentors and sponsors for new Toastmasters clubs. The names of sponsors and mentors must be assigned and appear on the Application to Organize form that is sent to World Headquarters.

The district governor can also e-mail newclubs@toastmasters.org to appoint sponsors. Having the new club's president sign and return the Get Credit! form to World Headquarters is the final step to ensure you are awarded for your mentorship. Make sure all of the paperwork is completed properly so you'll receive credit for your efforts.

You'll be working with the new club's sponsors for a time. A sponsor is a member who helps charter a new club – following leads, generating interest and enthusiasm for the new club, recruiting members and getting all of the appropriate paperwork submitted to World Headquarters. Sponsors pass the baton of support and development of the new club to you, the mentors, once their responsibilities are complete. It's advantageous for you to stay informed about the sponsor's activities with the new club. You may want to help out with meeting roles during the demonstration meeting or even during some of the new club's pre-charter meetings. This way, when it's time for you to begin your role, you will be familiar with the club's members and the club's progress so far.

Teaching Toastmasters to Fish

Most of you are probably familiar with the proverb, *Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.* This proverb illustrates that although it takes much longer to teach someone how to do something rather than do it for them, sharing your knowledge brings lasting benefits. For a mentor, this proverb is especially true.

For example, as a mentor you'll be consulted for answers to questions like:

- ▶ What are the timing rules, again?
- ▶ How can we have a meeting if the president is absent?
- ▶ How do we keep meetings from getting boring?

While answers to the majority of questions can be found in one or more of the many resources published by Toastmasters International, you should be prepared for questions that don't have written answers. Here are some of the questions you may encounter:

PRESENTER: Divide participants into groups of three or four. Assign each group one of the questions and have them discuss it and reach a solution. Ask each group to report their answer. Write their solutions on the flipchart and compare to the correct responses on the visual.

- Z) Can an evaluator require a member to repeat a manual project if the member didn't meet all of the project objectives?
- Y) If a speaker wants more time for a manual speech than the objectives provide, can he revise the time with the vice president education's approval?
- X) Can the VPE refuse to sign a member's Project Completion Record if the VPE believes the member could have performed better?
- W) If a member's manual speech went overtime, can she still be included when the club votes for Best Speaker of the Meeting?
- V) Can guests to the club participate in voting for Best Meeting Table Topics Speaker?

Answers:**V #2**

Z) No. Evaluators are simply individuals offering their opinions and perceptions of a speech or performance. If a speech does not meet project objectives, an evaluator should point out what the speaker did well and also point out the areas where the speaker could improve, as in a normal evaluation. The evaluator could then suggest, in private, that the speaker repeat the project. But ultimately, the member must decide if the evaluator's opinion is valid and if a speech project should be repeated.

V #3

Y) No. One of the lessons to be practiced in speech training is that of expressing a thought within a specific time. Timing is treated the same as any other manual project objective. For example, if one of the objectives of a project speech is to use gestures effectively and the member focuses instead on vocal variety, the member has not met the project objective and this should be pointed out by the evaluator. The same is true if the time for a speech is five to seven minutes and the member speaks for eight minutes. The evaluator should point out that the timing objective for the speech was not met.

V #4

X) No. The Toastmasters program is self-motivated and self-paced. If a member chooses not to do his best when completing projects, that is his choice. Although the VPE certainly can encourage the member to do better, the VPE does not have the authority to not sign the Project Completion Record. Keep in mind, too, that people's natural abilities vary. For example, one person may devote 10-12 hours preparing a speech and struggle with meeting project objectives or not meet them at all. But that person did the best they could.

Another member working on the same project may devote only one to two hours of preparation and meet all of the objectives with ease. The VPE should be sensitive to this.

V #5

W) Some clubs vote for best speaker of the meeting or most improved speaker.

However, not all clubs choose to recognize members in this way. Because this recognition is optional, each club is free to set its own requirements for this award.

V #6

V) Some clubs vote for best Table Topics speaker. This recognition is optional so each club is free to decide who is permitted to vote.

You're probably not going to have the answer to every question the club asks stored in your brain. Even if you do, you need to empower the new club and its members to find answers on their own. Instead of simply handing out the answers, help the questioner find the answer in the appropriate resource. (Of course you should supplement this information with lessons from your own experiences.) By doing this, you've answered the current question but also have provided a resource to help the member answer future questions for themselves and others.

Another way you can help club officers become independent anglers is to familiarize them with the Toastmasters International Web site (www.toastmasters.org) and encourage them to use it to get information like current and back issues of the *TIPs* newsletter, updates on the club's progress in the DCP and downloadable forms and documents as well as to perform administrative tasks like submitting new member applications, dues renewals and educational award applications.

V #7

Official Duties

Your official term as mentor begins when the new club charters and lasts for six months to one year. It's helpful and not unusual for mentors to join the new club, but it's not required.

It's your mission to teach the new club to build on the preliminary enthusiasm, spirit of cooperation and fun initiated by the sponsors. Your duties include:

- ▶ Ensuring the club is strong and fully functional
- ▶ Making sure officers understand their duties and have the tools they need to perform them
- ▶ Fostering a culture of membership-building within the club
- ▶ Explaining Toastmasters International's educational program
- ▶ Explaining the Distinguished Club Program (DCP)

Sounds fairly straightforward, right? And mostly it is, but it's also a very comprehensive and detailed process. That's why it can take six to 12 months to get a new club on its feet!

V #8

The first step toward accomplishing your mission is to make sure club officers understand their duties. Educate them about what standards each one must meet and how to go about meeting them. You can start by ensuring each officer has (and reads!) the appropriate officer manual. Every manual lists the standards that officers must meet during club meetings as well as those outside club meetings.

The club president manual has the standards for every officer. You'll also want to get them to attend district-sponsored club officer training as soon as practical and stress the importance of going to training twice a year.

Clubs that elect officers for a 12-month term sometimes overlook the value of attending training twice during their term. Emphasize that it is to each club's benefit to attend officer training twice a year. The second training gives clubs an opportunity to discuss any problems they may be having, and gives the district an opportunity to follow up with poorly performing clubs and give them additional guidance. It's also an opportunity for club officers to keep abreast of new happenings and information in the district. Additionally, club officers have the opportunity to meet with officers of other clubs and obtain new ideas for improving their own clubs. Encourage club officers to attend both trainings and receive all of these benefits.

One important thing you should keep in mind is that your mentoring duties do not include creating clones of other Toastmasters clubs you belong to. Many parts of a club meeting are optional such as the invocation, pledge to the flag and best speaker awards. Let new clubs know what their options are, but let them decide for themselves whether to include these in their meetings. Even though your club may implement these activities, the new club doesn't have to.

What? How? Why?

Remember that officers must understand *what* they must do, *how* they go about doing it and *why* their actions or inaction affect every individual member and the club as a whole.

To demonstrate this, you could point out, for example, the consequences of an officer not submitting new membership applications promptly:

- ▶ Individuals won't receive their new member kit
- ▶ Members may not be eligible to serve as club officers
- ▶ Members may not be eligible to participate in speech contests
- ▶ Club won't receive DCP credit for new member

Or you could demonstrate the impact of losing potential members who are unable to find your club because officers didn't update the club location and contact information with World Headquarters. Providing these insights is integral to mentoring new clubs.

Quality Club Meetings

Another deciding factor of a club's success is the value of club meetings. People join Toastmasters because they have a goal – they want to learn something. But if the learning environment is stale or routine they'll go elsewhere to reach their goal. This is why club meetings need to be focused *and* fun.

The backbone of successful meetings is preparation, so you need to teach the vice president education (VPE) how to plan and produce club meetings. Make sure he or she reviews the Plan Club Meetings section of the *When You Are the Vice President Education* manual as well as the programming suggestions, sample agendas and sample meeting assignment schedule in the appendix. Show VPEs how to find, and teach them how to use, other tools like the free meeting-planning software available from the Toastmasters Web site. Also, familiarize the VPE with these other ideal programming tools:

- ▶ *Master Your Meetings* (Item 1312)
- ▶ *The Better Speaker Series* (Item 269)
- ▶ *The Successful Club Series* (Item 289)
- ▶ *The Leadership Excellence Series* (Item 310)

All of these are available through the online store at www.toastmasters.org/shop.

Any time prospective or current members come in contact with an aspect of the Toastmasters club experience, they form an impression of that club's quality and service. Quality clubs need to create a member service perspective and the club's standards for service must reflect the quality and reliability of the Toastmasters program. The best way to teach clubs how to do this is to encourage them to conduct the module Moments of Truth from *The Successful Club Series*. Make sure your charges in the new club know and apply these quality standards to current and new members. Remind them the same care and attention afforded to guests and potential members also should be given to current members.

Membership Muscle

A further quality standard you need to instill in the new clubs you mentor is to maintain a strong and healthy membership of at least 20 members. This is the ideal number of members necessary to effectively support a Toastmasters program. Having 20 members helps ensure officer and committee roles are filled, speaking and evaluation opportunities are taken and members aren't overburdened with serving in multiple meeting roles.

Every club, even new clubs, should continually strive to bring in new members. People's jobs, residences and lifestyles change frequently and members may find it difficult to make a strong commitment to a Toastmasters club. Fostering a membership-building culture within the new clubs you mentor will help them combat this natural attrition. Besides, membership-building activities give clubs a stronger base of leaders and provide a continuous flow of original personalities and ideas that help keep club meetings fresh and exciting.

Encourage the vice president membership (VPM) to develop and implement a club-sponsored membership contest to run the duration of his or her term. Show the VPM how to find the free online membership-building resources at www.toastmasters.org/membershipbuilding. This framework will help the VPM organize and track a club-based membership-building program. Another free online publication you should mention to new VPMs is *Success 101* (Item 1622). This is a how-to guide for conducting club membership-building contests.

Toastmasters International also conducts several membership-building contests during the year. Suggest that the new club have special pushes during their membership contest to coincide with Toastmasters-sponsored contests. Show them how to find the membership building contest page on Toastmasters International's Web site at www.toastmasters.org/membershipcontests. Contests include:

- ▶ Annual Individual Member Sponsors (July 1 - June 30)
- ▶ Talk up Toastmasters (Feb 1 - Mar 31)
- ▶ Smedley Award (Aug 1 - Sept 30)
- ▶ Beat the Clock! (May 1 - June 30)

Club-sponsored membership contests are tools clubs can use to support these membership-building contests run by Toastmasters International.

In addition to encouraging participation in club-sponsored membership-building contests and supporting Toastmasters International contests, you'll need to coach the VPM and vice president public relations regarding the importance of devising customized promotional strategies for attracting members to the club. For example, if the club is affiliated with a specific company or group, the membership-building strategies will differ from those a community Toastmasters club would need to bring in members. One way you can help the club decide on strategies is to facilitate a brainstorming session with the whole club.

A simple promotional strategy is a club Web site. A club Web site will attract new members, help the club operate more efficiently and keep current members informed and interested. Encourage new clubs to use FreeToastHost.org because

it is designed specifically for Toastmasters clubs anywhere in the world. A FreeToastHost.org Web site comes with easy-to-use design templates that simplify the Web design process for any Toastmasters club.

While a healthy influx of new members is important for a club's success, retention of current members is important to a club's longevity and performance, too. Retaining members provides continuity in the club and assures a strong leadership base. Teach them that their entire club is responsible for keeping its members satisfied and involved in the program.

Keep Them Coming Back

Great club meetings are the primary reason members keep coming back. And one of the most elementary ways to show members that the club appreciates their dedication is by publicly recognizing members' contributions and notable accomplishments. For example, make sure the club posts member progress charts at every meeting. This serves to recognize the achievers and galvanize others to action. Or, the clubs might rather formally recognize members achieving CC, AC, CL, AL and DTM awards in the club's newsletter and possibly with a small ceremony during a club meeting. Emphasize the importance of recognizing members who work toward their goals.

Suggest to company clubs that they use the company's e-mail, intranet and newsletter to congratulate members who have earned educational awards or won a speech contest. You can also publicize the club's achievement in the Distinguished

Club Program. Include photos of award presentations for extra attention. This publicity will help bring the Toastmasters message to a wider audience and attract potential members to the club.

V #10

Promote Participation

Of course, if you want your new club to recognize members for their accomplishments, you're going to have to make sure they understand what it takes to achieve educational awards. They'll need to know what they're recognizing.

The educational program is the heart of any Toastmasters club. It's how members develop the skills they joined the club to learn. Toastmasters International's educational program offers two tracks: communication and leadership. A member can proceed in the communication track, where they enhance their speaking skills, and/or the leadership track, where they learn and refine leadership skills. You should be familiar with both tracks and the awards members can receive in them. Requirements for all awards are on the handout you received and on Toastmasters International's Web site.

The tracks are not mutually exclusive. Members can work in both tracks at the same time. All three advanced awards in the communication track and the first award in the leadership track can be completed within the club, and requirements for all awards can be completed in a reasonable amount of time.

Make sure the club's members know how to work through both tracks. Coach the new club to present *The Successful Club Series* module, The Toastmasters

Education Program (Item 300), twice a year to provide new members with a thorough orientation and veteran members with a refresher to keep them on track.

Show officers how to find the requirements for all of the education awards on Toastmasters International's Web site and in the officer manuals. Advise them, too, that award applications also are available for download on the Web and samples are included in the appendix of most club officer manuals.

The Distinguished Club Program (DCP) Can Help

The Distinguished Club Program is a tool clubs can use to keep themselves on track and focused on providing members with the service and environment they need to achieve their goals.

I just want to highlight some things that the clubs you mentor will need to understand in order to make the best use of the Distinguished Club Program.

First, make sure officers know where to find the *Distinguished Club Program/Club Success Plan* (Item 1111) manual online at www.toastmasters.org/1111. Also, let them know that a hardcopy is included with the club leadership mailing sent to all club presidents of record in late May or early June, every year.

Next, advise the club to present *The Successful Club Series* module, How to be a Distinguished Club (Item 299), at least once every year to explain the program to new members and to keep the whole club focused. Recommend the club use and display the Distinguished Club Program Wall Chart (Item 1111C) at every meeting to keep the excitement going.

V #11

Finally, make sure the club knows how to use the Club Success Plan. As we've already discussed, planning is the foundation of progress for a club and the Club Success Plan is a club's ultimate success-planning tool. Show the new club how the plan:

- ▶ Helps clubs determine how they will meet the 10 DCP goals
- ▶ Allows clubs to establish additional goals
- ▶ Outlines strategies for achieving goals
- ▶ Identifies resources clubs may use to accomplish goals
- ▶ Has room to write in assignments, develop timetables and track accomplishments

Closing

The information you received today will serve as part of the foundation of knowledge you will be sharing. Mentors are a new club's primary nurturers, educating and training by example. There's no way to tutor a fledgling club about every situation it may encounter but if you've "taught the club how to fish" from the beginning, it will be prepared to overcome the obstacles it encounters and sustain its members' educational growth. You – the mentors – are responsible for the beginning of a club's journey and, as Plato said in *The Republic*, "The beginning is the most important part of the work."

HO #1

APPENDIX

Planning a Successful Training Program

- ▶ Download the PowerPoint slides from the TI Web site, **www.toastmasters.org**. If you will use a flipchart instead of computer-based visuals, prepare it in advance: Write the information on every other flipchart page, using a marking pen and making sure all letters are large enough to be clearly visible to participants.
- ▶ Confirm the availability of computer equipment. If you are planning to use computer-based visual aids at the training site, you may need to bring your own laptop computer and data projector. Also, some training locations may offer Internet access, so you can present the PowerPoint slides directly from the Toastmasters Web site. A better idea is to download the materials onto your computer before the event. This will protect you from annoying interruptions if your Internet access disconnects.
- ▶ Duplicate the handouts and evaluation form, along with any additional handouts you will distribute.

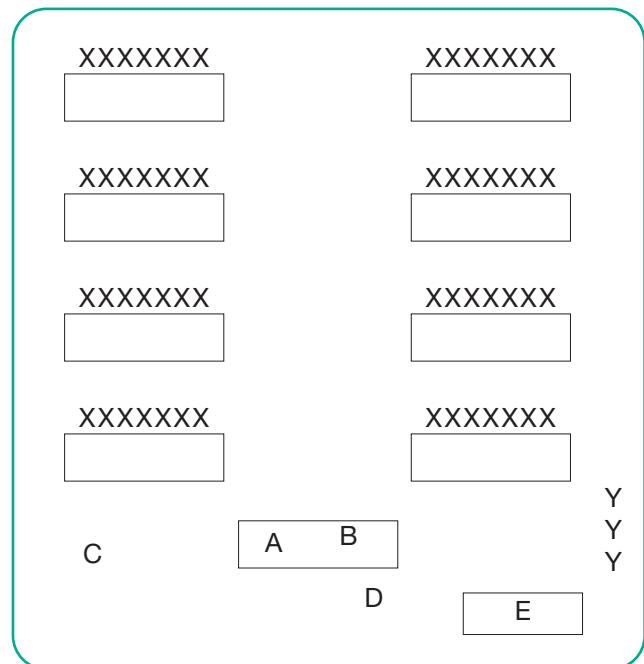
The Training Environment

A satisfactory physical environment is essential for an effective training session. In advance, arrange for your meeting room to be properly set up. You will need a room large enough to comfortably seat your audience. Ideally, it should have space in front to accommodate any electronic equipment and a work table for materials and supplies. Make sure you have a data projector, computer and screen if you are using computer-based visuals, and don't forget to include a spare bulb and extension cord.

The chart below illustrates an ideal physical setting for a training session.

KEY

- A** lectern and gavel
- B** projector and laptop computer
- C** flipchart
- D** screen
- E** table for materials and supplies
- X** participants
- Y** training assistants



Upon arrival, check the room temperature. A room that is too hot or too cold is distracting and uncomfortable. Finally, greet and chat with as many participants as possible before beginning the session.

How to Use the Script

The training script is simple to use. Its design allows presenters the opportunity to be flexible and creative and at the same time provides structure and ensures the important elements are emphasized.

Interspersed throughout the script are segments offering explanations and guidelines for conducting group exercises and portions of the script. In the right column are keys to visual aids and space for notes.

When presenting the script, do not read it. Instead, become so familiar with the topic that you can paraphrase and embellish it to suit your own presentation style.

Keep two things in mind when preparing for your training session:

- ▶ Fit your planned discussion to the time allotted.
- ▶ Allow ample time for group discussion and participation.

Training Session Checklist

_____ Projector, computer, screen, spare bulb and extension cord set up and tested

_____ Web access confirmed, if needed

_____ Flipchart and easel available, along with marking pens

_____ Visual aids ready

_____ Handouts reproduced and available

_____ Room arranged and well-lighted

_____ Coffee and refreshments ordered

_____ Supplies and reference materials on hand

_____ Notepads and pencils available for each participant

Evaluation and Follow-up

Ask the participants to fill out the evaluation form at the end of the session. Use this information in planning future training sessions.

Visual Aids

In the right-hand column of the script are keys for visual aids. Their placement indicates the points at which they should be displayed. Each is numbered. For example, V #1 stands for “the first visual.”

Tips

1. Show the visual aid only while you are talking about it. If you're using PowerPoint, click on the next slide when you are ready to discuss it.
2. Be sure everyone in the audience can see the visuals clearly. Visibility to the people at the rear of the room is your guide.
3. Talk to the audience, not to the visual. Maintain eye contact even when your listeners are looking at the visual. This will help you judge their understanding.
4. Don't overdo it. If you supplement the PowerPoint slides provided, remember that you need not illustrate every point in the speech.
5. Rehearse. Nothing is more important than adequate preparation. Know how and when you will use the visual, and practice so you will make a smooth presentation. Anticipate all possible problems, especially when electronic equipment is involved.
6. Remember...be as professional as possible.



Handouts

Distribute the following handouts, including the evaluation form during the session, as marked in the script. Be sure to make enough copies for everyone. Feel free to revise the material to suit your own style.

HO #1

Evaluation Form

Date: _____ Program Name: _____

Facilitator: _____

On a scale of one to five, five being the highest rating, please rate the course and facilitator on the following items by circling the number you find most appropriate:

1. How relevant was this session to your job in Toastmasters?
1 2 3 4 5

2. Rate the following:
Course content 1 2 3 4 5
Course material 1 2 3 4 5
Facilitator 1 2 3 4 5
Activities/exercises 1 2 3 4 5

3. Were the objectives clearly stated?
1 2 3 4 5

4. How was the lesson plan organized?
1 2 3 4 5

5. Did the instructional methods clearly illustrate the instructor's plan?
1 2 3 4 5

6. To what extent did the visual aids add to your understanding of the presentation?
1 2 3 4 5

7. How were the meeting facilities?
1 2 3 4 5

8. What are two things you learned that will make you a more effective club mentor?

Additional Comments: