Part 1:
JUMPstarting Your Program

Targeted Mentor *Recruiting*

Module 1

Time: 3 hours
Limit: 20 participants

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Introduction

Session Goals

Participants will develop strategies that contribute to successful recruitment of mentors. By the end of the workshop, they should:

- Understand steps for building a network of local organizations that can help with targeted recruiting
- Have identified major elements of a message that "sells" their program to the particular volunteers they are trying to recruit
- Be able to implement strategies for making all aspects of their recruitment and intake process "customer friendly"
- Have begun to develop a systematic recruitment plan that specifies tasks, responsibilities, and timelines

The Basics

1. Think strategically.
2. Be persuasive and persistent.
3. Provide good "customer service"—be sure your program is hospitable to the groups you want to recruit.
4. Remember that all recruitment is targeted in some way.

[Much of the material in this module draws on, and is used with permission from, *Pass It On: Volunteer Recruitment Manual*. 1992. Big Brothers Big Sisters of America.]

NOTES

Agenda

1. **Introductions** (25 minutes)
   Participants describe their program population and the mentors they are trying to recruit.

2. **Looking Out** (25 minutes)
   Participants look at strategies for identifying and networking with organizations in the community that can help with recruiting.

3. **Developing a Message** (40 minutes)
   Small groups develop a targeted recruitment message.

   BREAK (10 minutes)

4. **Refining, and Getting Out, Your Message** (20 minutes)
   Small groups receive feedback on their messages, and the whole group discusses ways to use the media to get out the message about their program.

5. **Looking In** (25 minutes)
   Participants identify characteristics of their organization and of their mentor intake process that might be creating barriers to attracting specific groups of volunteers.

6. **Beginning a Recruitment Plan** (30 minutes)
   In small groups, participants work on developing a systematic process of targeted mentor recruiting for their programs.

7. **Now What?** (5 minutes)
   Participants discuss how they will apply information from this session when they return to their programs.

Connections to Other Training Sessions

Some of the information and strategies referred to in this session are covered more fully in these JUMP trainings:

- "Forming and Maintaining Partnerships"
- "Screening Mentors"
- "Making and Supporting the Match"

If members of your training group have already attended any of those sessions, you may want to draw on information they have learned

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there. If they have not yet attended those sessions, you will want to, where appropriate, encourage them to attend in order to reinforce and add to the information that is covered during "Targeted Mentor Recruiting."

Preparation

Note: While the other training sessions in this curriculum are two hours long, "Targeted Mentor Recruiting" is scheduled to last three hours, including a 10-minute break. The break is planned to take place between Activities #3 and #4 on the agenda—after participants have met in small groups to begin to develop a recruitment message and before they present their messages to the whole group and receive feedback. The break has been inserted there because it provides the small groups with some flexibility for how long they meet and because it should motivate participants to become quickly re-engaged when they return from the break.

1. Read the handouts. They contain much of the information you need for leading this session.
2. Read the trainer resource, "Same-Race vs. Cross-Race Matches." While this training session is not intended to address that issue, it may come up—and it is an issue about which many people have strong opinions. You may need to allow a few minutes for people to air their views, but you don't want to let the discussion become prolonged because there are too many other practical matters to cover during this session. Let your group know that the training session on "Making and Supporting the Match" provides a fuller opportunity to discuss this issue.
3. Visit the Web sites listed on Handout #6, "Resources for Targeted Mentor Recruiting," so you are prepared to describe to participants the kinds of information they can find there.
4. Review the three curriculum modules, listed on the previous page, that include information and strategies relevant to "Targeted Mentor Recruiting."
5. The material in this module draws heavily from *Pass It On: Volunteer Recruitment Manual*, by Big Brothers Big Sisters of America. Published in 1992, the manual remains the most complete and thoughtful discussion of recruiting mentors from diverse communities. If possible, you should review this manual as background

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for the training. (See Handout #6, “Resources for Targeted Mentor Recruiting,” for information on ordering the manual.)

6. Prepare a set of handouts for each training session participant. (Copy the handout materials onto paper with three-hole punches so participants can keep them in a binder.)
7. Prepare transparencies of the two overheads.
8. Copy the goals of the session onto a flipchart. On a separate sheet of flipchart paper, copy the agenda.

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Materials

Trainer Resource

- Trainer Resource #1: Same-Race vs. Cross-Race Matches

Overheads

- Overhead #1: If Your Recruitment Message...
- Overhead #2: How People Decide to Volunteer (two pages)

Handouts

- Session Goals and Basics
- Agenda
- Handout #1: Networking for Recruitment
- Handout #2: Recruitment Brochure
- Handout #3: Getting Out Your Message
- Handout #4: Are You Ready to Provide Good Customer Service?
- Handout #5: Recruitment Workplan
- Handout #6: Resources for Targeted Mentor Recruiting

You Will Need To Supply

Flipcharts, easels, markers, and masking tape
An overhead projector

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Activities

1. Introductions

Participants describe their program population and the mentors they are trying to recruit.

- Introduce yourself. Using the flipchart you have prepared, describe the goals of this training session. Then briefly review the agenda.

  Check to be sure each person has the handouts for this session. Briefly review the table of contents on the cover page of the handouts. Explain that you will be using the handouts during this session, and that they are also intended to be resources that participants can use in their programs.

- Have each person introduce himself/herself and *very briefly* give the following information about his/her JUMP program:

  What are the characteristics of the children and youth in their program?
  What particular groups of people is the program trying to recruit as mentors?

  Possible responses include: African American men, Latino men, Latina women, Native Americans, Asian Americans, older adults, military personnel, college students.

  As people speak, list on the flipchart their responses about the groups of people they are trying to recruit as mentors.

  Review the list. If it seems limited—for example, if it only includes racial and ethnic groups—encourage people to think about other groups they could target as well (such as older adults) who would be good mentors for the particular populations of children or youth their program serves.

  The issue of same-race vs. cross-race matches may come up at this point. You do ***not*** *want to get involved in a time-consuming discussion of this issue now—it is covered more fully in the training session on "Making and Supporting the Match." However, if the issue does arise, acknowledge that many programs prefer to have matches where the mentor and mentee share similar racial, ethnic, and cultural backgrounds. At the same time, many people also believe it is better for a child or youth to be matched with a sensitive mentor of a*

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different race or background than with no mentor at all. It is, of course, important that the mentee's parent give permission for a cross-race match, just as the parent must agree to any match. (See Trainer Resource #1, "Same-Race vs. Cross-Race Matches," for the arguments on the two sides of this issue.)

- Display Overhead #1, "If Your Recruitment Message…" Emphasize that this session is intended to help programs identify strategies for targeted recruitment aimed at specific groups of people. And, in fact, almost all effective recruiting is targeted in some way—for example, by race, gender, ethnicity, age group, or geographic location.

- Refer participants to page 1 of the handouts, "Session Goals and Basics." Review the four "basics" listed there. This session will explore those basics more fully.

2. Looking Out

Participants look at strategies for identifying and networking with organizations in the community that can help with recruiting.

- Have participants brainstorm a list of strategies they use or have considered using to recruit mentors. Record their responses on the flipchart, separating out the media-related items onto a separate sheet of paper.

  Responses might include: posters; brochures; articles or press releases in local and community newspapers or organizational newsletters; paid advertisements in the media; information tables at community events; radio and television public-service announcements; word-of-mouth; recruitment breakfasts; potluck dinners; t-shirts with a recruitment message and phone number to call; presentations to community groups.

- Explain that you will be working with the list of media-related recruitment efforts later. Then have a discussion about items on the "non-media" list. Have the group describe their successes and frustrations with the various strategies they have tried. You can ask:

  Which strategies have worked? Why?
  Which have been less successful? Why didn't they work?

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If two programs have tried the same strategy and it worked for one but not the other, this is a good opportunity for participants to look more deeply at the factors that contributed to or inhibited success.

Note: The discussion during this activity presents a good opportunity for emphasizing the importance of word-of-mouth recruiting, which is often one of the most successful strategies for attracting mentors. If no one talks about having used formalized word-of-mouth recruiting, suggest this yourself as an important approach. It can be as simple as asking each volunteer and board member to commit to talking to three friends, neighbors, family members, or co-workers about the importance and benefits of becoming a mentor.

- Display Overhead #2, "How People Decide to Volunteer."

  Briefly discuss the implications of the two-step process. For example, it is important to maintain local visibility and high name recognition, so that when people are ready to volunteer, they will think of you. Every interaction with the public can ultimately contribute to recruitment because it raises awareness of your program.

  Then briefly review the "trigger events." Connect this point with the discussion your group has just been having on recruitment strategies. Note that special efforts are necessary to recruit volunteers from targeted populations. There are no easy solutions to the challenges of recruiting mentors, but there are approaches and techniques that can improve the chances of success.

- Remind the group that in many communities there is increased competition for volunteers—and, specifically, for mentors. How do you raise awareness of the program in the specific communities—or among the specific groups—you are targeting?

  One key strategy is to develop connections with community-based and ethnic organizations (or, if you are targeting older adults, with organizations for retired people). This kind of networking is an important avenue for reaching targeted groups. The initial goal of the linkages might not be actual recruitment, but increased community access and credibility.

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As an illustration, refer back to the recruitment strategies the group discussed. Were any of them done in connection with other organizations—or might they have benefitted if they had been conducted in connection with other organizations?

If, during the earlier discussion of recruitment strategies, participants have not specifically talked about their efforts to network with other organizations, ask about that here. Note that it takes time for programs to develop trust and credibility with other organizations and the communities those organizations represent: the process requires patience and persistence. But there are approaches that can ultimately help lead to success.

- Refer participants to Handout #1, "Networking for Recruitment." Work through the handout by leading a series of discussions:

1. For Part I, "Types of Organizations," refer back, where possible, to linkages that members of your group have previously talked about. Encourage them to suggest examples in each category and the possible benefits or drawbacks of linking with certain types of organizations or particular organizations. Have them add any additional categories.

2. Part II, "Identifying Organizations in your Community," focuses on strategies for finding information. For items 1 and 2 in this part of the handout—"asking" and "using print sources"—encourage your group to give specific examples and additional suggestions. (The section on "using print sources" includes a reference to using the Internet for searching library catalogs and online bookstores. You can note to the group that you will be talking more about computer searches in a minute.)

   Item 3 focuses on using the Internet. If everyone in your group is comfortable doing Internet searches, you can move quickly through this section of the handout. However, if the group would benefit from the practice, work carefully through the search process.

3. Part III, "Connecting with Organizations," suggests a general process for beginning to form linkages that you can use as a starting point for a group discussion. As time allows, you can, for example, generate a list of programs' "selling points" or have

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the group sketch out an initial presentation on their mentoring program. You should emphasize that it is essential for programs to make a *strong* presentation to an organization with which they are trying to network—an ineffective presentation could result in permanently "losing" that organization and potential mentors. (Also note that the training session on "Forming and Maintaining Partnerships" more fully covers the topic of connecting with other organizations, and it also looks at specific strategies for forming partnerships with businesses.)

3. Developing a Message

Small groups develop a targeted recruitment message.

- Ask participants what promotional materials (for example, annual reports, general agency brochures, recruitment brochures, posters) they currently use or are planning to develop. Record their responses on the flipchart.

- Refer them to Handout #2, "Recruitment Brochure," from the California Mentor Initiative, a statewide effort that helps to recruit volunteer mentors for local programs. Allow a few minutes for participants to read the brochure. Then lead a discussion about it that covers at least these points:

  1. Who is the audience—who are they trying to attract with this brochure?
     A wide range of adults, both men and women—the photographs include white, African American, Latina, and Asian American mentors. But the adults all look fairly young; there is no effort to appeal to older or retired adults—in fact, they seem excluded.
  2. What are some of the features they like about the brochure—what seems effective?
     Participants might mention the quotes, the photographs, the "no special skills required" section, or the statistics showing that mentoring is effective. Note, however, that sources of the statistics should be cited to give them credibility.
  3. What, if anything, do they find less effective about the brochure as a recruitment tool?

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4. What characteristics of the brochure could they adapt or adopt for their own program's recruitment materials?

Note that it is important to review all of the program's promotional materials to make sure they are inclusive of all groups the program might ultimately want to recruit as mentors—including minorities, whites, women, men, older adults, college students, military personnel, etc. This includes paying attention to the language as well as the photographs. For example, if recruitment material always refers to a mentor as a "role model," it may be excluding older, retired adults, who might be more likely to see themselves as a "friend." Ask participants for other examples of language that might unintentionally exclude some people.

- Now note that for targeted efforts it is also important to develop a *specialized* outreach message that strikes a positive, responsive chord among members of the group the program is trying to recruit.

  Explain that now you want them to start thinking specifically about what that message might be. Organize participants into small groups, based on the particular populations they are trying to recruit. Limit the small-group size to 4 or 5 people—if more than that are targeting a particular population, such as African American men, break them into two or three groups.

  Have each group meet for about 25 minutes and begin to develop a targeted recruitment message. They can think about what they liked and might want to adapt from the California mentoring brochure. They should also think about these questions as they develop a message that appeals to their audience and sells their program:

  - Why do people volunteer?
  - Are there other specific reasons why people from the particular community you are targeting choose to volunteer?
  - Why do people specifically volunteer to be mentors?
  - Why would people from the community you are targeting choose to volunteer as a mentor in your particular program? What is it about your program mission, goals, and population of participants that you can "sell" in order to attract volunteers?

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Each group should select a leader and a recorder. There should be a flipchart and a marker available for each recorder to write down the main points of the group's message.

Give a "5-minute warning" after 20 minutes so the groups know they should begin to wrap-up. As the groups complete this activity, let them take a short (maximum of 10 minutes) break.

BREAK

4. Refining, and Getting Out, Your Message

Small groups receive feedback on their messages, and the whole group discusses ways to use the media to get out the message about their program.

- When the break is over, have the small groups report out to the whole group on the recruitment messages they have been developing.

  Allow time after each presentation for feedback, including additional ideas and comments on anything that might be unintentionally offensive or open to misinterpretation because of language or cultural differences.

  In addition, make sure the recruitment messages address issues that the targeted groups might perceive as barriers—for example, people might think they need particular skills to be a mentor; or they might believe it will cost them money because they would be expected to take their mentee to events or buy gifts, and so they don't volunteer because they think they can't afford it.

- Note that once they develop their message, they have to get it out to the public—they need to be persuasive and persistent. The message will take different forms at different times—it might, for example, be a poster or a press release—but at its heart, it should be consistent. And they want to get out the message as often as possible in order to create and maintain visibility.

  Briefly review the media-related list of recruitment strategies that your group generated and you recorded on the flipchart during Activity #2, "Looking Out."

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Then refer the group to Handout #3, "Getting Out Your Message." Review the items on the handout, asking participants for specific examples of how they have used, or could use, each of these media.

Ask if there are other media or approaches they want to add to the list.

5. Looking In

Participants identify characteristics of their organization and of their mentor intake process that might be creating barriers to attracting specific groups of volunteers.

- Note that, thus far, you have been exploring strategies for getting potential mentors interested in volunteering for your program. But having a good recruitment message and getting it out to the right places is not enough. The program has to be sure it appears inviting and friendly to the groups it is targeting for recruitment—like any successful "business," it has to provide good customer service.

  Ask the group to list all of the situations where potential mentors have contact with their program or agency. List their responses on the flipchart.

  > *Items should include, among other possible responses: through recruitment materials and other agency literature; at outreach events in the community; phone inquiries to the program about volunteer opportunities; orientation; interviews with program staff.*

  Lead a brief discussion about the implications of the list—that every contact with the public leaves an impression about the program or agency.

- Emphasize that it is important for programs and agencies to review their internal policies and practices to make sure they are not unintentionally putting up barriers to the very mentors they are trying to recruit.

  Refer the group to Handout #4, "Are You Ready to Provide Good Customer Service?" Review the items on the handout, having members of the group discuss specific examples from their own programs.

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In addition to the specific items on the handout, you will want to make sure the discussion covers these points:

1. ***Advisory committee:*** *Programs could set up a special advisory committee of outside people whose role is to help develop a targeted recruitment plan and make connections with organizations in the community. The advisory committee should be headed by a staff member, and it should have specific tasks to complete and a specific timeline in which to complete them. For example, it could identify potential organizations for networking, develop the recruitment message and materials, and help to review internal agency practices.*

2. ***Screening:*** *Emphasize that it is important to describe and explain the reasons for the screening requirements at the beginning of a potential mentor's application process. People who have experienced discrimination based on race, gender, ethnicity, age, or cultural background are, logically, more sensitive to anything that might appear discriminatory—if they apply but are not accepted as a mentor, they may have an understandable tendency to attribute the rejection to discrimination.*

   In addition, emphasize that while programs should review their screening requirements to identify any unnecessary barriers, there are also necessary barriers that are there to protect the children and youth and increase the likelihood they will be involved in a positive mentoring relationship. In addition, programs may have screening requirements that are mandated by their states or other entities and are, thus, non-negotiable. (You can note that screening is covered more fully in the "Screening Mentors" training session.)

Finally, have the group try to identify any other aspects of their programs and agencies they should review to make sure they are not unintentionally putting up barriers that stand in the way of successful recruitment.

6. Beginning a Recruitment Plan

In small groups, participants work on developing a systematic process of targeted mentor recruiting for their programs.

- Organize participants into the same small groups they worked in when they were developing a recruitment message. Now each small group should begin to develop a specific action plan for recruiting a targeted population of mentors.

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Refer them to Handout #5, "Recruitment Workplan," and briefly review it. Emphasize that the plans should be realistic—they should reflect what *can* be done during the next few months, rather than everything that is needed to create an ideal situation.

Allow the groups about 20 minutes to work on their plans. Give a "5-minute warning" after 15 minutes so the groups know they should begin to wrap-up.

- Have the small groups report out to the whole group, allowing time after each presentation for feedback, including additional ideas.

7. Now What?

Participants discuss how they will apply information from this session when they return to their programs.

- Referring back to the Recruitment Workplans the small groups have just presented, ask participants to identify the first step they will take in relation to recruitment when they return to their programs. List their responses on the flipchart.
- Note that there are several good resources available to help with planning and implementing recruitment strategies. (Materials in the handout packet should serve as one such resource.) Direct the group to Handout #6, "Resources for Targeted Mentor Recruiting," and briefly review the items.

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Trainer Resource #1

Same-Race vs. Cross-Race Matches

Evaluations of volunteer mentoring programs provide evidence that mentoring relationships can have positive influences on adolescent developmental outcomes, including improvements in peer and parental relationships, academic achievement, self-concept, lower recidivism rates among juvenile delinquents, and reductions in substance abuse.

Few studies, however, have focused on the role cultural background plays in shaping the course and outcomes of the relationship. As a result, critical questions remain regarding the role of race and ethnicity in matches and the relative importance of making matches on the basis of shared racial background. Because of the absence of systematic knowledge, considerable controversy surrounds this issue; and many programs act on implicit assumptions regarding the importance of forming matches on the basis of racial similarity between mentor and youth. One consequence of programs' decisions to make only same-race or same-ethnicity matches is that thousands of minority youth are retained on long waiting lists until adult volunteers of the same race or ethnicity become available.

Based on beliefs rather than research, the arguments for and against cultural matching are deeply rooted in ideology concerning racial and ethnic relations. The two sides of the cultural matching argument are summarized below.

In Defense of Cultural Matching

Proponents of cultural matching firmly believe that one's racial and ethnic background plays a critical role in establishing effective mentor-mentee relationships. This shared background is emphasized over differences in social class or geographical location because it is assumed that problems go beyond class and geographical boundaries. Proponents of same-race matches believe that unless mentor and mentee share a similar racial background, the match will be unable to fulfill its potential.

The arguments for cultural matching are deeply embedded in minority groups' historical experience in the United States, cultural legacies, customs, and values regarding self-protection. Proponents of racial matching often base their belief on one or more of the following assumptions:

1. An adult of a different racial and ethnic background cannot teach a youth how to cope in society because he or she cannot understand what it feels like to be a minority in America. Because minority youth internalize the racial and ethnic attitudes of the larger society, they are vulnerable to low self-esteem and have restricted views of their possibilities in life. Only a mentor with a similar racial and ethnic background can really understand these social and psychological conflicts and help frame realistic solutions.

2. Deep levels of trust, sharing, and cooperation will never be realized unless there is a common bond of race or ethnicity.

3. Cross-race matches, where white adults mentor minority children, are an intrusion upon the community and a danger to the child's cultural identity. Culture is deeply internalized, providing racial and ethnic groups with a sense of history, heritage, and continuity. Any mentor who is not representative of a child's racial or ethnic background will subconsciously and inevitably impose his or her cultural values and customs on that child. And if that adult is a white "European American"—as is true in the vast majority of cross-race pairs—the match carries with it all the symbolism of historical treatment that the dominant white culture has inflicted on minority groups.

4. White, middle-class mentors may experience powerful negative emotions such as guilt and defensiveness in relation to this country's history of racial oppression. These mentors' primary goal might be to "save" at-risk youth from the hazards of their environments by engaging them in "mainstream" activities, thus impeding the development of a mentoring relationship that is built on trust and support.

5. Racial and ethnic communities should help their own and foster a sense of solidarity. The black community, for example, is becoming increasingly segregated along class lines, and its members need to remember their common responsibility to one another. Mentoring is an important mechanism for forging these ties,

particularly since African American culture has always stressed self-help and the idea of an extended family that expands beyond boundaries of biological kinship.

6. Providing minority youth with mentors from a different culture will send the wrong message. It will convey to them that the people they should model themselves after are not of their own group, or that there are not enough adults from their own community who can serve as positive role models.

In Defense of Cross-Cultural Matching

Most proponents of cross-cultural matching do not deny the existence and potential effects of culture on the mentoring relationship. While some proponents do believe that American citizens should live in a "color-blind" society, this is by no means the majority opinion today. Rather, many who defend cross-cultural matching believe that effective relationships can develop despite racial and ethnic differences. Several studies of mentoring programs—including Ferguson (1990) and Tierney and Grossman (1995)—have found evidence of positive cross-race child-adult bonding.

Proponents of cross-racial matching often base their belief on one or more of the following assumptions:

1. The qualities of the mentor are what matter the most. While racially and ethnically homogeneous matching may expedite the development of trust, it does not guarantee a successful mentoring match. What are more important are the mentor's personal skills, experience, common interest with youth, capacity to provide sensitive support, and openness to the nuances of cultural differences.

2. As long as mentors encourage their mentees to feel secure with their own cultural identity, engage in activities that will enhance their mentees' knowledge of that heritage, and remain constantly aware of their own cultural baggage and how it may affect their treatment of youth, then racial or ethnic similarity becomes less consequential. People who possess the characteristics of a good mentor can receive training that will help them develop this kind of cultural sensitivity.

3. Differences in socioeconomic status may be a more important concern than differences in race or ethnicity. Social distance—whether it occurs between mentor and mentee of the same race or of different races—may cause the mentor to misunderstand the young person's problems, needs, and thoughts. Yet, skilled and sensitive mentors have succeeded in bridging these social distances, and they can bridge racial and ethnic differences as well.

4. Rather than being a liability, cross-cultural matching can benefit youth by breaking down racial and ethnic barriers. By matching people of different backgrounds, it permits exposure to cultures that previously might have aroused negative or uncomfortable feelings.

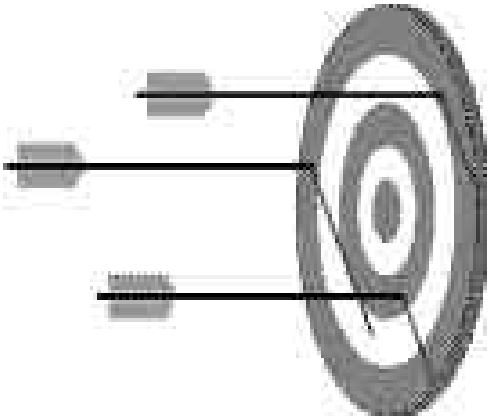
5. Beyond the potential benefits to individual youth, cross-cultural matching can also contribute to the dismantling of societal barriers. It symbolizes people working together, trying to improve the life chances of youth, and fostering a sense of community among historically separated people.

Supporters of these matches also emphasize that it is essential for the child's or youth's parent to give approval for the cross-race match.

[Adapted from a Public/Private Ventures working paper, by Jean Grossman, Jean Rhodes, and Ranjini Reddy.]

Overhead #1

If your recruitment message is aimed at no one in particular,



don't be surprised when no one in particular responds to it.

[Used with permission from "Targeted Volunteer Recruitment," Big Brothers Big Sisters of America. 1992.]

The decision to volunteer is usually a two-step process:

1. A person thinks generally about becoming a volunteer.
2. A "trigger event" transforms this general thought into concrete action.

Overhead #2
2 of 2

The "trigger" is usually one of three events:

- Someone they know asks them to volunteer in a specific role.
- They learn about an opportunity through an organization to which they belong.
- A family member or friend would benefit from their volunteering.

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Targeted Mentor

Recruiting

Session Goals

- To understand steps for building a network of local organizations that can help with targeted recruiting
- To identify major elements of a message that “sells” your program to the particular volunteers you are trying to recruit
- To be able to implement strategies for making all aspects of your recruitment and intake process “customer friendly”
- To begin to develop a systematic recruitment plan that specifies tasks, responsibilities, and timelines

The Basics

1. Think strategically.
2. Be persuasive and persistent.
3. Provide good “customer service”—be sure your program is hospitable to the groups you want to recruit.
4. Remember that all recruitment is targeted in some way.

Agenda

1. Introductions

   Notes: _____

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2. Looking Out

   Notes: _____

   _____

   _____

3. Developing a Message

   Notes: _____

   _____

   _____

4. Refining, and Getting Out, Your Message

   Notes: _____

   _____

   _____

5. Looking In

   Notes: _____

   _____

   _____

6. Beginning a Recruitment Plan

   Notes: _____

   _____

   _____

7. Now What?

   Notes: _____

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Handout #1 Networking for Recruitment

Developing connections with organizations that have credibility in the community and with the groups you are targeting can help your program gain visibility and access to those groups of potential mentors.

The following pages list types of organizations that might provide connections for recruiting mentors; describe strategies for identifying those organizations in your community; and outline initial steps in the process of forming linkages with them.

I. Types of Organizations

1. National organizations with local chapters in your community—for example, the Urban League, the American Association of Retired Persons, ethnic organizations, professional organizations, fraternal organizations, black fraternities and sororities.

2. Local organizations—community-based organizations, civic associations, advocacy groups, service groups, professional organizations.

3. Faith-based organizations.

4. Neighborhood organizations and block clubs.

5. Unions whose membership predominantly includes the racial or ethnic groups you are trying to recruit.

6. Local businesses.

7. Volunteer centers and other volunteer clearinghouses.

8. Other:

II. Identifying Organizations in Your Community

1. Ask staff, board members, and volunteers:

- What organizations they are involved with that might be a good connection for your recruitment efforts. In a formal or informal survey, ask about their past or present membership, board membership, or any other affiliation they have with local organizations, including religious organizations.
- Whether they know more about, or have connections with, any of the organizations you have identified during your various searches (see below).

2. Use print sources, including:

- The Yellow Pages of the telephone book.

  Look up "organizations" in the index. That will refer you to listings that may include: associations, clubs, fraternal organizations, fraternities and sororities, labor organizations, political organizations, professional organizations, religious organizations, social service organizations, veterans and military organizations, and youth organizations and centers.

- Directories available through local libraries or bookstores.

  Your library might have directories of organizations for specific racial or ethnic groups. A few examples include:

  - *Hispanic Resource Directory: A Comprehensive Guide to Over 6,000 National, Regional, and Local Organizations, Agencies, Programs and Media Pertaining to Hispanic Americans.* 1996. Alan Edward Schorr. Juneau, Alaska: Denali Press.
  - *Hispanic Americans Information Directory*. 1990. Detroit, Michigan: Gale Research.
  - *Minority Organizations: A National Directory*. 4th Edition. 1992. Garrett Park, Maryland: Garrett Park Press.

  Many library catalogs are online. You can go to the library's Web site and search the catalog over the Internet, using key words like "directory" or "African American organizations."

  You can also use an online bookstore (such as amazon.com) to search for and order directories that seem useful.

- Local newspapers.

  Read community newspapers and newspapers that are aimed at the audience you are trying to recruit—for example, the Latino/a, African American, or Asian American populations in your city. Through articles and press releases, you might discover organizations that you can connect with. (If the newspapers are in a language you cannot read, find a staff member, board member, or volunteer who can.)

3. *Use the Internet*

The Internet is a great source of information. You won't find everything on it (you should use other resources as well), but you can collect a lot of information quickly. If you don't have access to the Internet, find someone who is willing to do the searches for you. You can access information in several different ways:

- City or regional Web sites.

  In many cities, there are one or two Web sites that include broad information about government agencies and local nonprofit organizations. In Philadelphia, for example, www.libertynet.org is a good site for local information. Anyone visiting the site can, within minutes, find lists and brief descriptions of hundreds of community service, human service, and special-interest organizations in the Philadelphia area.

  In one visit to libertynet.org, the searcher clicked on "special interest organizations" and found a list of 163 local groups. Some of these seemed worth checking out—for example, Asian-Americans United ("dedicated to the empowerment of the Asian communities in Philadelphia"), the Black United Fund of Pennsylvania, One-to-One (which works with mentoring programs), RSVP of Montgomery County (a national service program that utilizes older adults as volunteers), and even the African-American Genealogy Group. Libertynet.org has links—direct connections to each listed organization's Web site—so it is easy to click on the program name to get more information, names of staff, and e-mail addresses or phone numbers for follow-up.

- Search engines.

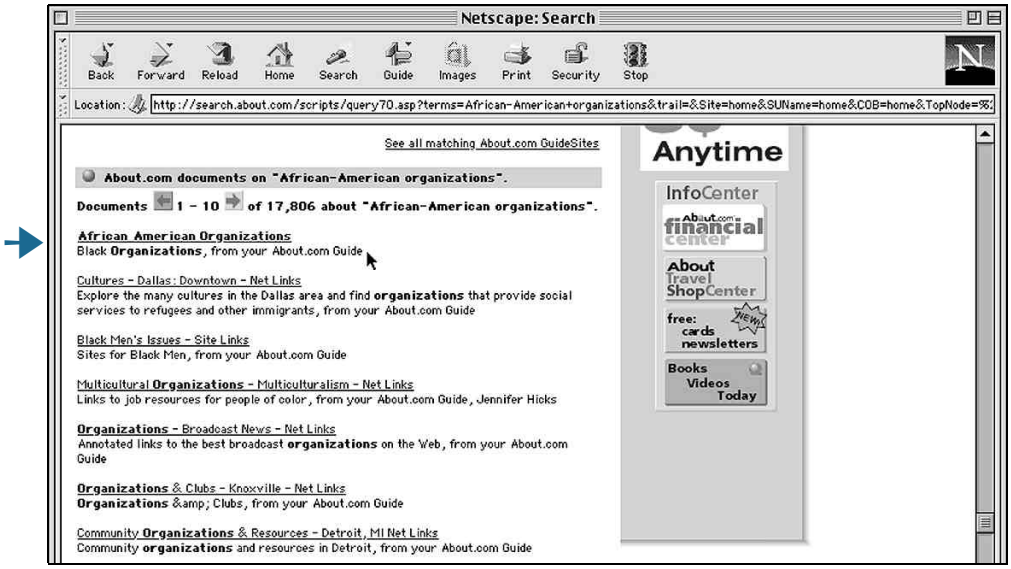
  If your city does not have a good local Web site—or even if it does, but you want to look around some more—you can use a "search engine" to hunt for organizations. A search engine is just a Web site that does the searching for

you after you type in the key words identifying what you are trying to locate. The most useful Web sites for this kind of search are probably Yahoo! (www.yahoo.com) and About.com (www.about.com). They will most likely lead you to information about national organizations, but those organizations may have local chapters in your community.

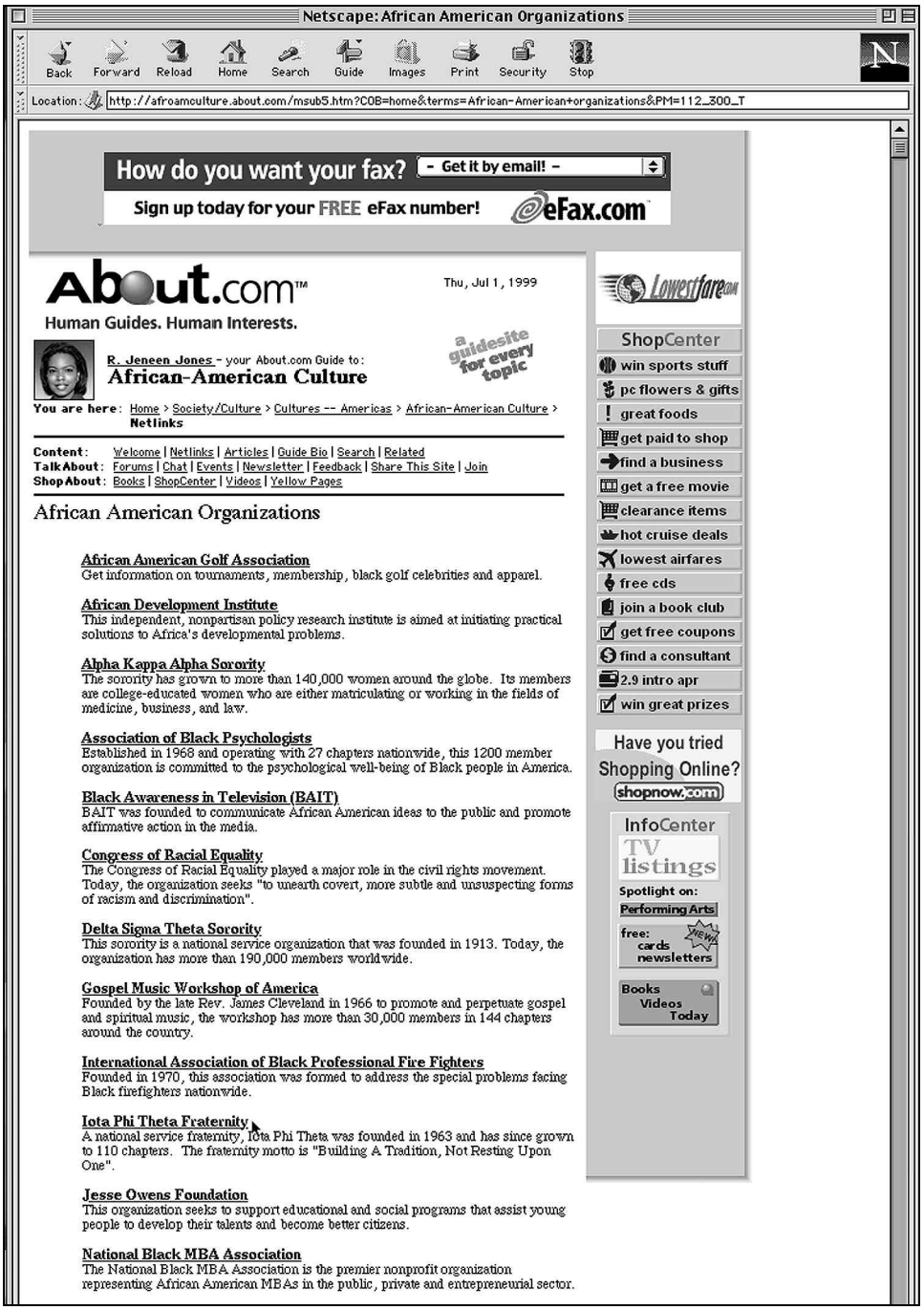
The following pages illustrate a sample search process.

1. Go to www.about.com and type in the key words for your search. In this case, the key words are *African-American organizations*.

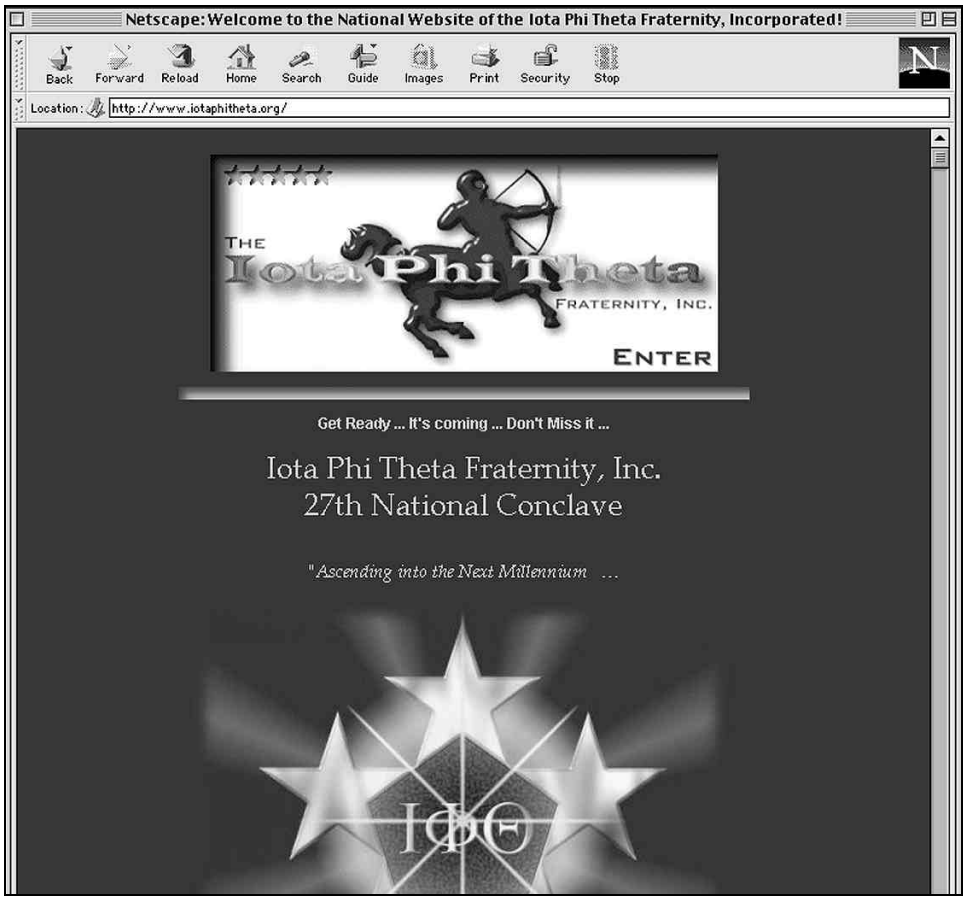
2. About.com responds with a list of "documents." Click on the line, "African-American organizations."



3. You then get a list of organizations, along with brief descriptions and links to those organizations' Web sites. In this example, you might be interested in learning more about Iota Phi Theta Fraternity. You can click on the name and be connected to its Web site.



4. There you will learn that the fraternity is committed to serving youth and that it has chapters around the country. If there is a chapter in your community, it might be a good organization to connect with for recruiting. The Web site has contact information that will allow you to follow up.



This sample search process took about 10 minutes—and it is equally easy to search for other key words, like *Latino organizations*, *Asian American organizations*, *black sororities*, *retired adults*, or *Native American organizations*.

III. Connecting with Organizations

Once you have identified organizations that might be able to help you gain credibility with, and access to, the groups you are targeting, you need to begin the process of forging linkages with them. To do that, you can take the following steps:

1. Identify who should make the initial contact. Should it be the program director? A board or staff member? A volunteer with a connection to that organization?

2. Arrange a one-to-one meeting to describe your program. Your goal for this meeting is to begin to build respect and trust. Be sensitive about who is representing your program at the meeting. Have a general, exploratory discussion rather than a conversation that focuses on recruitment.

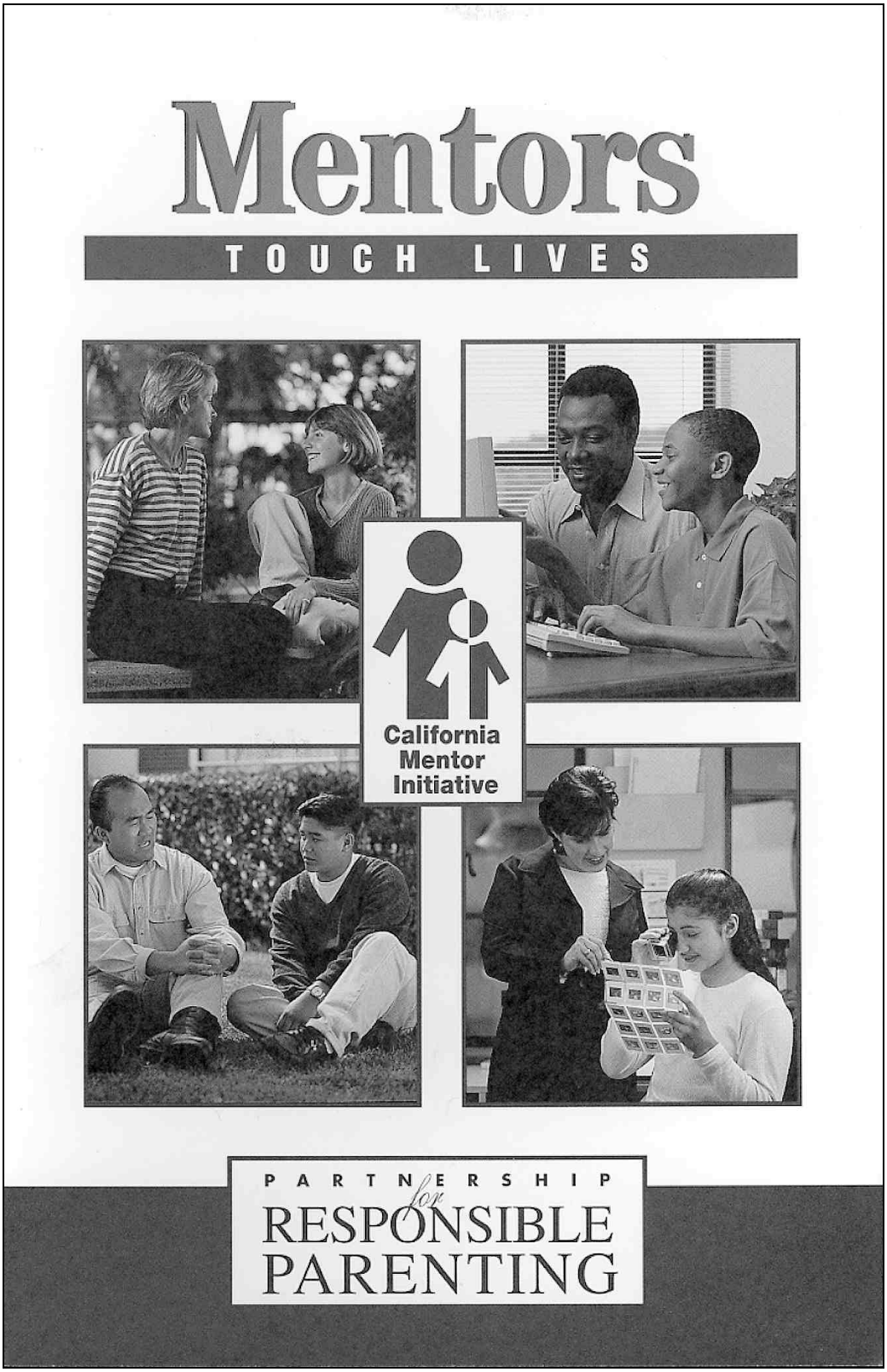
   Before the meeting, think through your own "selling points." For example:

   - Do you have staff or board members from that community?
   - In what ways has your program or organization demonstrated commitment to and involvement in that community?
   - What successes has your program had so far?
   - What can you do for that organization—that is, how can you help contribute to its goals?

3. Arrange to do a presentation on your mentoring program to members of the organization, or just to its leadership. Have current volunteers and mentees take part in the presentation. Be sensitive about who is giving the presentation; be sure that at least some of the presenters are representative of that organization's membership.

Handout #2

Recruitment Brochure



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Recruitment Brochure
page 2 of 3

Mentors Help Children Reach Their Potential

Every young person has potential. Kids deserve the opportunity to pursue their dreams. Today, more than ever, changes in our society pose problems for kids that may seem insurmountable. With the erosion of neighborhood, community and family support networks, at-risk children often fail academically, become involved in crime, drugs, sex or violence. A mentor can make the difference. Mentors help kids discover their self worth, their talents, their dreams.

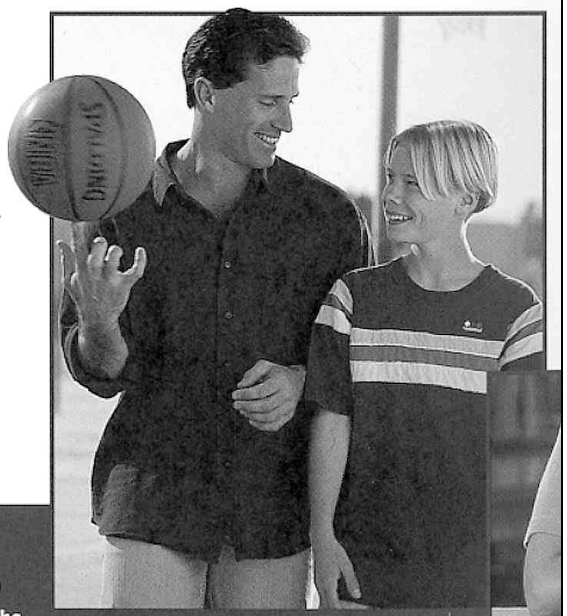
Children need positive role models. They need a resource, a confidant, a friend. Someone to help them make positive choices in life. Someone to help them think about consequences before they act. They need someone who will listen. They need a mentor. They need **you**.

Mentors Make a Difference
Mentors are special people who are willing to spend quality time with young people. They share life experiences, support goals and encourage children to reach their dreams and their full potential. Mentors are committed to making a difference in a child's life. And they do.

"While my intention was to give, I have received much more than I ever anticipated."
— Mentor, Los Angeles

Small Time Commitment, Big Impact
Young people who have a caring adult or mentor in their lives do better in school and are less likely to participate in risk-taking behaviors. A small time commitment can make a significant difference in a child's life. Consider this:

- 81 percent of teens feel that talking with adults helps to reduce teen pregnancy
- 53 percent of students credit mentors with improving their ability to avoid drugs
- Grades in school improved for 59 percent of students who had received help from their mentors
- Community-based mentoring programs have experienced a 96 percent success rate for keeping children in school



"I know how it feels to have no self esteem. To feel alone in the world, with no one to turn to. I would like to be for someone what no one was able to be for me.
— Mentor, Sacramento

Recruitment Brochure
page 3 of 3

"If you can spare an hour or two a week, I urge you to become a mentor to a young boy or girl. It will provide you the greatest return on investment that you will ever know."

— Governor Pete Wilson

Be The One to Make a Difference

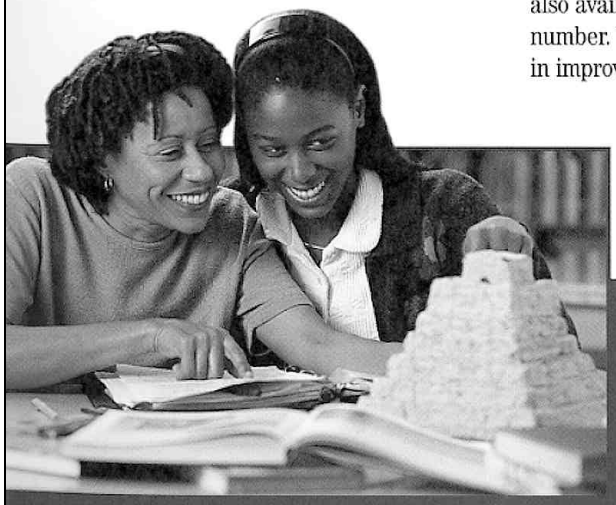
No Special Skills Required
You don't need any special skills to become a mentor, just a desire to help children reach their full potential. Mentors are everyday people who:

- Like working with children and young adults
- Are dependable
- Enjoy sharing ideas and talents with others
- Are flexible and good listeners
- Possess a sense of humor
- Want to make a contribution to society
- Believe in youth and their potential
- Encourage young people to set and achieve goals

Be a Part of the Solution, Be a Mentor
Every day, mentors make a difference in the lives of California's youth. Many different types of mentoring programs currently exist in the state. From academic school-based programs to social mentoring, there is a program to meet your available time commitment. A young person in your community needs you. Make a positive impact in his or her life.

Call 1-888-80-MENTOR

For more information about how you can become involved in a mentoring program in your community, call our toll-free number. Or, refer to the California Mentor Initiative directory, also available through the toll-free number. Your call will be the first step in improving a child's life.



"Knowing that she's here because she wants to be and not because she has to be, or is being paid to be, makes me feel very special."

— Mentee, Kings County

Handout #3 Getting Out Your Message

Look carefully at your local media to see where you should place your message. Identify which media are targeted to the same groups you are trying to recruit. If possible, get volunteer help from a local advertising agency or a public relations consultant.

Possible media include:

- Local cable television shows aimed at the particular audience you are trying to reach.
- Targeted radio programs or stations.
- Local newspapers—and especially, local newspapers targeted to the group you are trying to recruit, such as the African American or Latino/a community. Try to get the newspaper to run a feature story about your program.
- Community newspapers. Take advantage of the fact that they are understaffed and are looking for good copy. Write, or have a volunteer write, a good press release, accompanied by a high-quality, black-and-white photograph.
- Other organizations' newsletters. Ask churches, schools, colleges, and other organizations to run a notice in materials they send out to their members.
- Other:

In addition, to help create high visibility, place your posters and brochures in places where they will attract the attention of groups you are trying to recruit. Depending on the community, this could include grocery stores, barber shops, restaurants, gyms—wherever your potential mentors may go.

And never underestimate the power of word-of-mouth recruiting. Ask current volunteers, current and former staff, board members, and everyone else you know to talk to people who might be interested in becoming a mentor in your program.

Handout #4

Are You Ready to Provide Good Customer Service?

To ensure that your program feels "inviting" to whatever groups you are targeting for recruitment—and to identify barriers—review your policies, procedures, materials, and informal practices for cultural sensitivity and unintentional prejudices.

Board Composition

- Is there diversity among your board members?
- Can your board members help you develop linkages to the communities from which you are trying to recruit?

Recruitment Materials

- Do your general recruitment materials appeal to people from diverse educational and racial backgrounds?
- Do you have targeted recruitment materials? Have you had them reviewed by people who represent the particular group you are trying to recruit? (One good approach is to have a focus group respond to the materials.) If you have translated your text from English into another language, have native speakers of that language carefully reviewed the text?

Outreach

- Who represents your program at community events? A member of the group (race, ethnicity, gender, age) from which you are trying to recruit?
- Do you have mentors who are members of the group you are targeting and who will volunteer to do outreach in the community? (An additional benefit is that they will be able to talk about their own experiences as mentors.)

Phone Inquiries from Potential Mentors

- Who on your staff is responsible for responding to initial telephone inquiries from potential mentors? Are there guidelines for the staff member to follow?
- Have you had a person who represents the targeted recruitment group review these initial telephone responses to ensure that you are giving the message you want to give?

Orientation

- Who presents your orientation session to potential mentors? Do current mentors participate, including people who represent the group you are targeting for recruitment?
- Have you had your orientation presentation reviewed by people who represent the targeted groups?

Interviews with Potential Mentors

- Who on your staff conducts the application interview with potential mentors? How might that staff member's race, ethnicity, gender, or age affect the "comfort level" of the person being interviewed?
- Have you made yourself aware of cultural differences that can affect the way people of different races, ethnic backgrounds, gender, or generations respond to questions during a personal interview?
- Have the interview questions been reviewed by people who represent the groups you are targeting for recruitment? (One possible approach is to have representatives from that group role-play the process with your interviewer and then discuss where the difficulties might be.)

Screening Requirements

- Have you reviewed your screening requirements to identify potential barriers to the groups you are trying to recruit? Examples might include requiring that the mentor have a car (when you are trying to recruit from a community where few people do); requiring a one-year commitment (when you are trying to recruit military personnel, who might be transferred in six months); or requiring weekly one-to-one meetings (when you are trying to recruit people from a business that will provide "release time" for its employees only two or three times a month).
- Have you examined any screening requirements that do present barriers to see if they can be modified—while being sure that you are not weakening program standards and that all mentors will be appropriate, committed, and safe?
- Do you describe your screening requirements up-front to potential mentors and provide a clear explanation of why each requirement exists?

Other:

Recruitment Workplan

Objectives

Number of new, matched mentors:

Other objectives:

Timeline:

Action Steps

A.Review of internal policies, procedures, and informal practices

Task	Person Responsible	Due Date
1.		
2.		
3.		
4.		

Next steps:

B. Networking with other organizations

Task	Person Responsible	Due Date
1.		
2.		
3.		
4.		

Next steps:

C. Developing—and publicizing—a recruitment message

Task	Person Responsible	Due Date
1.		
2.		
3.		
4.		

Next steps:

Handout #6

Resources for Targeted Mentor Recruiting

Manuals produced by Big Brothers Big Sisters of America

These materials can be purchased from Big Brothers Big Sisters of America, 230 North 13th Street, Philadelphia, PA 19107, (215) 567-7000, national@bbbsa.org:

Because You Have So Much to Share: A Guide to Using Older Volunteers. 1990. A comprehensive guide.

Pass It On: Volunteer Recruitment Manual—Outreach to African-American, Latino/a and Other Diverse Populations. 1992. A comprehensive guide.

Recruiting College Volunteers: A Guide for Volunteer Recruitment and Management. 1995. A comprehensive guide.

"Targeted Volunteer Recruitment." 1992. Overviews of specific strategies used by seven BBBS agencies.

Some useful Web sites

www.yahoo.com
Yahoo, a search engine.

www.about.com
About.com, a search engine.

www.aarp.org
American Association of Retired Persons—a good contact for recruiting older adults.

www.nul.org
The Urban League—with 115 affiliates around the country, a potential contact for recruiting African Americans.

www.100bm.org
100 Black Men of America—a mentoring organization with chapters around the country.

www.mentoring.org
The National Mentoring Partnership.

www.cybervpm.com/recruit.htm
Information on recruitment and links to other resources.

www.impactonline.org/vv/vonline1.shtml
Connections to Web sites with information on volunteer management, including recruitment.