Special Issues in Targeted Mentor Recruitment

Male Mentors & Hispanic Communities

Collected Training Supplements and Materials from the MRC Web Seminars on Mentoring Research

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Special Issues in Targeted Mentor Recruitment

Male Mentors & Hispanic Communities

Presented February 20, 2008

By
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Introduction

Recruiting enough quality volunteers to serve as mentors is among mentoring programs' greatest challenges, especially for new programs that are dealing with all the other aspects of getting their services up and running. Recruiting mentors from specific demographic groups or with specific skills, interests, or backgrounds creates additional challenges. Programs know that their matches will be most successful if they can recruit mentors who are a good fit for the youth being served, but they are often at a loss to find the best ways to reach these volunteers.

Happily, the mentoring world has learned a lot about starting and enhancing effective recruitment campaigns. Research on volunteer motivation and satisfaction has helped mentoring programs develop targeted approaches to meeting their recruitment goals. Mentoring programs have also drawn on a variety of traditional marketing strategies to promote the benefits of mentoring to potential volunteers.

The Mentoring Resource Center's teleconference on targeted mentor recruitment, held in February 2008, offered advice from experienced mentoring practitioners on how to recruit mentors from two specific target populations: males and members of the Hispanic community. Presenters Juergen Kneifel, mentoring consultant, and Beth Senger, executive director of Big Brothers Big Sisters of El Paso, shared their personal experiences and successes. Participants received advance readings on volunteer motivations, mapping community connections for recruiting volunteers, and building program infrastructure to support recruitment activities.

This document collects the transcript and PowerPoint slides from the presentation, the supplemental reading materials, and answers to questions posed by participants both during and after the event. The audio from the presentation can be downloaded in mp3 format on the Mentoring Resource Center Web site at http://www.edmentoring.org/seminar6.html.

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Utilizing Volunteer Motivations for Mentor Recruitment and Retention

A key component of any volunteer recruitment campaign is the development of recruitment messages that appeal to the types of individuals who would be a good fit for the volunteer experience. This is even more critical for youth mentoring programs, as they must craft messages that will inspire people to take on perhaps the most personal and intensive kind of volunteering: mentoring a young child in need.

So, how does a program go about creating messages and designing recruitment presentations that appeal to prospective mentors? Focusing on the needs of the youth in your program is a good start, but what else might build a connection with potential volunteers?

A great place to start in developing recruitment messages is the concept of functional volunteer motivations. This theory is built on the simple premise that individuals volunteer for a reason (or combination of reasons) and that volunteers doing very similar work (such as mentoring) may have come to that experience in an effort to realize rather diverse personal benefits. Functional volunteer theory (as developed by researchers such as E. Gil Clary, Mark Snyder, and their colleagues) attempts to link people's beliefs and their subsequent behaviors. It examines the internal motivations that have caused them to take action and get involved in external volunteer activities. (Clary et al., 1998).

This supplemental reading for the *Special Issues in Targeted Mentor Recruitment* Web seminar looks at the six primary volunteer motivations identified in Clary's research and discusses how U.S. Department of Education mentoring programs can use these motivations to both recruit and retain volunteers.

What Is the Volunteer Function Inventory?

The Volunteer Function Inventory (or VFI) is a survey that can be given to volunteers to examine their motivations for volunteering. Since its development, subsequent research (such as Clary, Snyder, & Stukas, 1996) has proven the survey to be very accurate in predicting the types of volunteer work people will gravitate to, as well as how rewarding they will find the experience to have been upon reflection. It can be a powerful tool in determining why individuals are volunteering, as well as the likelihood that they will value the experience *and keep doing it*.

The six main categories, or functions, identified by Clary and colleagues are:

- Values: to express humanitarian and prosocial values through action
- Career: to explore career options and increase the likelihood that a particular career path can be pursued
- Understanding: to gain greater understanding of the world, the diverse people in it, and ultimately, oneself
- Enhancement: to boost self-esteem, to feel important and needed by others, and to form new friendships

- Protective: to distract oneself from personal problems or to work through problems in the context of service
- Social: to satisfy the expectations of friends and close others

(Clary et al, 1998)

Although there are slight differences among specific demographic groups, these motivations are present across gender, class, race, and other lines. It is also worth noting that the highest rated functions, as indicated by volunteers across the board, are values, enhancement, and social, followed by understanding, protective, and career. There is even some research indicating that the values function determines whether someone will volunteer (or not) but that their choice of volunteer activity may be driven by the other functions (Clary, Snyder, & Stukas, 1996).

The good news for mentoring programs is that each of these motivations can be capitalized on, both in terms of initial recruitment and how programs frame the experience of mentoring over time to match participants' motivations.

Creating Motivation-Based Recruitment Language

The best way to use the VFI is to administer it to your existing volunteer mentors to see what common motivations exist. This will tell you the types of individuals your volunteer opportunity is currently appealing to (or not) and may highlight the success of a particular recruitment message or advertisement. It can also tell you how your current matches view their experience and whether it matches their initial motivation.

If you wish to administer the VFI to your mentors, it can be downloaded, complete with scoring instructions, here: http://www.oregonmentors.org/files/library/Volunteer Function Inventory scale _Clary et al_.pdf.

If your program is brand new and you are still trying to bring in your first batch of volunteers, the VFI can still be of value to you. You can administer it to your staff to get an initial read on the reasons they are involved in mentoring, which can help in brainstorming recruitment messages. You can also analyze current recruitment efforts to see how they might be connecting with volunteers in each of the six functional categories. Think about the types of individuals you want as mentors and see how that description looks from the perspective of each of these volunteer functions. (If you do not have a formal position description for your mentors, now is the time to create one, as it can be a helpful recruitment tool in and of itself. You can view a sample description on the MRC Web site at: http://www.edmentoring.org/forms/mentor_job_description.pdf.)

Your program will need to develop recruitment language, as short slogans or lengthier content for your recruitment presentations, that speaks to these motivations. The chart on the next page illustrates how a program might brainstorm recruitment messages based on the six volunteer functions.

Volunteer Function/Motivation	Recruitment Message
Values: expressing humanitarian and prosocial values through action	• Young people need your support. • Everyone needs a helping hand every now and then. • Mentor a child: It's the right thing to do. • Make the world a better place one child at a time.
Enhancement: boosting self-esteem, to feel important and needed by others, and to form new friendships	• "I get as much out of mentoring as she does!" • Make a friend while making a difference. • "I never thought giving back would give me so much in return." • Mentoring: The best part of two people's day!
Social: satisfying the expectations of friends and close others	• Mentoring: All the cool people are doing it! • Show your boss you're a people person: mentor a child. • Women dig men who mentor. • Be a mentor, because everyone loves a hero.
Understanding: desiring to gain greater understanding of the world, the diverse people in it, and ultimately oneself	• Life happens when you connect with others. • Think there's a generation gap? Close it by mentoring a child. • Mentoring a child can open your eyes while opening up their future.
Protective: seeking to distract oneself from personal problems or work through problems in the context of service	• Did you need someone to care about you when you were that age? • Don't let a young person make the same mistakes you once did. Share what you know.
Career: exploring career options and gaining career-related experience	• Mentoring a child opens a world of possibilities, for both of you. • Mentoring: Creating skilled communicators for over 100 years.

Notice how many of these messages appeal to several motivations. The best messages speak to multiple motivations while also targeting demographic groups, such as men or recruits from a specific business or industry.

While the language of your recruitment messages is important, don't forget the prominent role that visuals play in making messages work. Are the graphics on your Web site and brochure hopeful? Or are they illustrative of the serious issues your youth may face in their lives? What types of people do your materials show serving as mentors? What types of values are expressed in the imagery you choose? An on-target message may be less effective if accompanying pictures do not also connect with that volunteer motivation.

Using the VFI for Volunteer Retention

If you administer the survey to your current volunteers, you can compare their initial motivations to their reports of the experience. This may indicate their level of satisfaction, whether that motivational need is being met, and can provide data that you can repackage as a recruitment message: "No matter what their reasons for mentoring, our volunteers have a wonderful, rewarding experience."

Even if you are not administering the survey, the six motivations can still be used as a framework for recognizing and reassuring mentors throughout their participation. The following strategies can frame the mentoring experience and provide appropriate forms of recognition for volunteers that fall into each motivational category:

Volunteer Function/Motivation	Recognition/Forms of Match Support
Values: expressing humanitarian and prosocial values through action	To connect to these volunteers, share a lot of information about the progress of their mentees and the outcomes of the program as a whole. Highlight long-term impacts, such as youth moving on to college or changes in the community that happen because of the work of the program. This is valuable information for all volunteers, but the "values" volunteers will have a special interest in the impact of their efforts.
Enhancement: boosting self-esteem, to feel important and needed by others, and to form new friendships	Try to build in many opportunities, whether through conversation or activities such as art projects, for mentees to say thank you. These volunteers need to feel appreciated, and your staff can help through simple gestures (thank you notes) and big acknowledgments (annual recognition events). Group outings and other fun activities are also likely to have increased importance for volunteers looking for a happy, positive experience.
Social: satisfying the expectations of friends and close others	These volunteers are likely to find value in recognition targeted at specific people, such as their employer or family members. Recognize corporate volunteers in their company's newsletter or in a letter to their boss. Reward mentors by providing an opportunity to involve their family, such as a mentor-mentee picnic. Work with congregational leaders to publicly acknowledge and reward volunteers from faith communities. Give mentors a certificate or plaque that they can display for all to see. Find out who is giving that social approval on a mentor-by-mentor basis and get those individuals involved in saying "thank you."

Volunteer Function/Motivation	Recognition/Forms of Match Support
Understanding: desiring to gain greater understanding of the world, the diverse people in it, and ultimately oneself	Reflection activities that allow mentors to think about what they have learned and experienced are key for this group. Ongoing training provides an opportunity to discuss how the mentoring experience has helped them grow and how they can apply that knowledge to other relationships and situations in their lives.
Protective: seeking to distract oneself from personal problems or work through problems in the context of service	These mentors may be volunteering for very personal reasons that they may wish to keep private. If you think you have mentors who are volunteering to help work through personal challenges, try to emphasize the impact they are having. Talk with them about the changes you see in the young person they are working with. Also share your observations about the mentors' own personal growth, if appropriate. Let them know that your program is part of their system of support too, not just the mentees'.
Career: exploring career options and gaining career-related experience	You may want to provide group activities or other networking time for mentors who work in similar fields or have similar professional interests. Ongoing mentor trainings can be a great way to get mentors talking with each other. They also provide opportunities to practice many skills that are applicable in the workplace, such as effective communication, problem solving, building consensus, and dealing with difficult situations. Emphasize that mentoring relationships can teach skills they can use in the workplace and in all their other relationships. If your program works with peer mentors, you can use the mentoring experience to help mentors explore careers in teaching, counseling, or other helping professions. Help them identify skills they are learning and think about how they can apply them in future careers.

As you go about weaving these volunteer motivations into your recruitment messages and recognition activities, keep track of their effectiveness. Keep asking new mentors: Why did you decide to volunteer? What did you hope to get out of the experience? Did it play out the way you expected? Chances are that over time you will settle into a common "profile" of the type of volunteer who sees a way to fulfill personal motivational needs through your program.

Just remember that within that common profile, each volunteer is unique and has very specific reasons for wanting to mentor a child. Do what you can to speak to those motivations, before, during, and after recruitment. After all, mentoring is a very personal experience, made all the more powerful if a volunteer's vision of the experience becomes reality.

References

Clary, E.G., Snyder, M., Ridge, R.D., Copeland, J., Stukas, A.A., Haugen, J., et al. (1998). Understanding and assessing the motivations of volunteers: A functional approach. *Journal of Personality and Social Psychology, 74*(6), 1516–1530.

Clary, E.G., Snyder, M., & Stukas, A.A. (1996). Volunteers' motivations: Findings from a national survey. *Nonprofit and Voluntary Sector Quarterly, 25*, 485–505.

Worksheet

Volunteer Motivations and Our Response

Motivation	Our Response/Message
Values: expressing humanitarian and prosocial values through action	
Enhancement: boosting self-esteem, to feel important and needed by others, and to form new friendships	
Social: satisfying the expectations of friends and close others	
Understanding: desiring to gain greater understanding of the world, the diverse people in it, and ultimately oneself	
Protective: seeking to distract oneself from personal problems or work through problems in the context of service	
Career: exploring career options and gaining career-related experience	
Other Potential Motivations	
Demographic (cultural, ethnic, religious, socioeconomic; driven by identity)	
Community (specific needs, general support)	
Generational ("passing it on," giving back)	

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Mapping Your Connections: Laying a Foundation for Initial Mentor Recruitment

One of the key challenges youth mentoring programs face is recruiting a critical mass of volunteer mentors. This challenge is especially acute for new programs. A program in the start-up phase has much to deal with, such as hiring staff, getting partners on board, and establishing program policies and procedures. With all of these tasks needing attention, and without the community networks that a more established mentoring program can have, recruiting that initial batch of mentors can seem like a daunting proposition to many new programs.

New programs also likely face benchmarks related to the number of youth served as required by funding agencies. These benchmarks make it imperative that new programs begin program marketing and volunteer recruitment activities very early on. But where to start? More established programs can rely on current mentors to help spread the word in the community and bring in friends and family members. But what if you don't have any mentors? How does a program create that initial wave of mentors that can get the recruitment momentum going?

The good news is that your staff members and other stakeholders in your program already know plenty of people who can become your first recruits. Once you start mapping and using the connections you already have in your community, you also create a foundation for ongoing mentor recruitment that will make the job easier.

Volunteer Recruitment Resources

If you are new to the world of volunteer recruitment, review the following Mentoring Resource Center publications in addition to the advice provided here. They all feature tips, worksheets, and strategies that can help you market your program and find interested volunteers.

- *Effective Mentor Recruitment: Getting Organized, Getting Results*
  http://www.edmentoring.org/pubs/recruitment.pdf
- *Marketing Toolkit for Office of Safe and Drug-Free Schools Mentoring Programs*
  http://www.edmentoring.org/toolkit/
- *Fact Sheet 8: Volunteer Motivation and Mentor Recruitment*
  http://www.edmentoring.org/pubs/factsheet8.pdf
- *Effective Strategies of Volunteer Recruitment*
  http://www.edmentoring.org/pubs/recruitment_study.pdf

This supplemental reading for the *Special Issues in Targeted Mentor Recruitment* Web seminar examines a process known as connection mapping. This can be a great way of organizing your program's early recruitment and marketing efforts. This approach provides an opportunity for all who are invested in your program's success to get involved with mentor recruitment by distributing the work of identifying and pursuing potential mentors. It also lays the groundwork for relationships with potential partners and funding sources. Effective recruitment (and program sustainability) is all about personal relationships, and community mapping can help you identify and develop relationships your stakeholders already bring to the table.

Preparing for Connection Mapping

While the process for mapping your community connections is fairly intuitive, you'll need to have some key elements in place before you begin. Without critical structures in place, your recruitment efforts can become disorganized and you may find yourself unable to handle the wave of applicants generated by initial recruitment activities. The following elements will provide a strong foundation for connection mapping:

- ***A mentor job description, application, and other associated paperwork***. Potential mentors will want to know details about volunteering in your program and the application process. They will want to know your screening process and how long it will be before they are matched. Be sure you have all of the steps of your application process and accompanying forms fully developed from the start, so you can give them the information they need.

- ***A full listing of all your program stakeholders***. Connection mapping is all about maximizing your existing relationships, so bring as many individuals to the process as you can. Your program has many stakeholders, both formal and informal, who can help in the process. Logical groups for a school-based mentoring program to bring into this process include:

  - Program staff
  - Members of your advisory committee or board of directors
  - Teachers
  - Counselors
  - School administrative staff
  - Parents
  - Staff members at partner organizations
  - Students

- ***A system for collecting all the information your mapping gathers.*** This is a critical piece of successful recruitment. You will need a system for keeping all the data generated by your mapping activities organized and accessible. A database or spreadsheet will allow you to more easily analyze your data, make notes and updates, and generate tools like mailing lists for recruitment materials. Whatever system you decide on, make sure it can collect contact information for potential recruits and track the progress of their recruitment.

Connection Mapping Activities

Connection mapping is a process built on brainstorming activities and can be done as a group or individually (as long as individual efforts are aggregated into your database or spreadsheet). You may wish to initially meet as a large group to go over the concept and then give individuals some time to think about and map their connections and relationships.

Step 1. Connection mapping starts with simply brainstorming all of the people your stakeholders know who either could serve as mentors or act as conduits to a volunteer-rich environment, such as a business or place of worship. Each "mapper" lists as many contacts he or she can think of—friends, family members, business colleagues, congregation members, neighbors, acquaintances from social or civic groups, and so on. There are no limits to this initial brainstorm. Encourage mappers to think in layers: Who do the people you know have relationships with? Maybe your dentist is a golfing buddy of the president of a local business. Perhaps your next door neighbor is involved with the Rotary. Or maybe the mom

of one of your child's friends seems like the type of person who would make a great mentor. Regardless of the type of potential connection to your program, think of as many individuals as you can.

Step 2. For each person identified, list his or her:

- *Contact information.* This might include address, phone number, e-mail, place of employment—whatever you can gather. The more contact information you have, the more options you have in terms of how you go about recruiting. Make sure that you keep all contact information confidential—your data management system should be secure and the information should only be used in subsequent recruitment efforts.
- *Possible reasons for becoming a mentor.* What potential motivations might this person have for volunteering? Consider the individual's community involvement, attitudes about children and youth, experience with mentoring (as a mentor or mentee), and life stage (for example, recent retirees might have more time and a desire to "give back"). This information can help you personalize your subsequent recruitment messages.
- *Other connections and skills.* Can the individual provide access to other potential volunteers or recruitment locations through a place of employment or community connections? Does he or she have talents or resources that could help with recruitment, such as printing brochures or making recruitment presentations on your behalf?

The worksheets at the end of this section can help individuals map their contacts and connections and assist your staff in aggregating everyone's lists and tracking subsequent recruitment activities.

Step 3. Enter all of the names and information you gather into your database, spreadsheet, or other tracking system. Chances are that your mapping activities have created quite a large list of names. A team of a dozen serious mappers could easily generate a list of several hundred potential recruits. Your data tracking system does not need to be fancy; it just needs to be functional. It should allow you to see the sum total of all the prospects your mapping has generated and do a little analysis of your data.

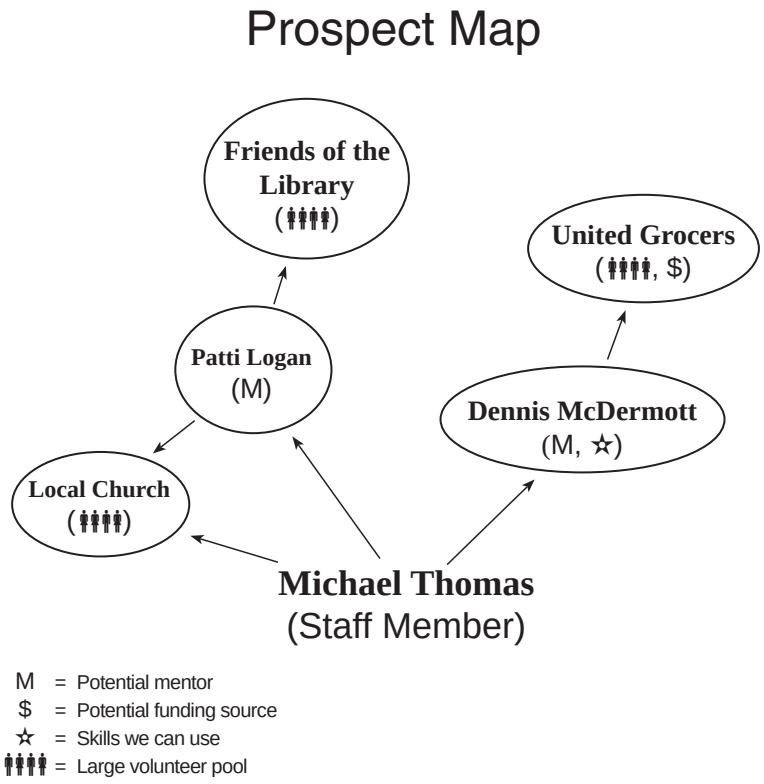
Your analysis can help you craft the approaches you will take as you begin to make contact with your prospects. It will also help you craft appropriate recruitment activities. Look at your data to answer questions like these:

- What is the geographic distribution of prospects?
- Do there seem to be common reasons that these prospects might be interested in mentoring?
- Are there similarities among prospects that jump out at you and suggest a particular recruitment strategy?
- Are there key businesses or community groups that show up more than once on the list?
- Are there gaps or abundances in any particular area: too many females, not enough business contacts, etc.?

This analysis can inform the type of recruitment activities you launch as a result of mapping. For example, if you have lots of potential mentors on your list, you may want to start your efforts by conducting a campaign for those individuals built around a direct ask from the person who mapped them. A postcard recruitment campaign (see discussion below for more detail) is something you can do right away if you get a large list of potential mentors.

If your mapped prospects are mostly those with connections to volunteer-rich locations, you might want to instead focus on getting invitations to those locations to do a recruitment presentation.

Step 4: Consider creating a physical "map" of all your connections. This creates a powerful visual representation of all the connections that you have. You can create a poster and hang it up in the office; add more groups or individuals as your explore more connections or cross them off as you complete targeted recruitment activities. The example below maps a few of the contacts for one program staff member (see the worksheet examples later in this section for more details) and uses symbols to illustrate the type of help these contacts can provide.



Transitioning From Mapping to a Recruitment Campaign

Once you've mapped all your contacts and done some analysis of the data, it's time to begin targeted recruitment activities. If you have a lot of prospective mentors you may want to empower your mappers to go out and start making personal appeals. Most people volunteer to mentor because someone they know asked them. Do not underestimate the power of personal conversations. The postcard recruitment activity described below is a great way to get your stakeholders out there and engaged in personal conversations with those they recommend. Even if one or two staff members will be doing

the follow-up, a personal touch can go a long way: "Your friend Mary Jones, who teaches at the school where our program is based, thought you might be interested in mentoring a student in our program."

What you are likely to find is that you have a mix of individuals recommended to serve as mentors and people with connections to a local business, organization, university, or other group where mentors could be recruited. These contacts can be instrumental in helping your program develop a recruitment relationship with the organizations they are connected with. They can help set up meetings with decision makers, distribute brochures and applications, or talk with other individuals about your program. Once you "deputize" these individuals to help with recruitment tasks and speak on behalf of your program, recruitment becomes a shared effort and you now have a whole team of recruiters out in the community helping spread the word about your program. (See sidebar for tips for supporting recruitment "deputies.")

Use your data management system to track individuals recruited, as well as progress made in recruiting from businesses and other large-scale recruitment locations. Keep records up to date and accurate so that the information you have gathered so carefully remains useful over time.

By engaging in this simple mapping exercise, you have created an initial pool of recruits. You've also involved your entire team and have maximized the personal relationships each person brings. Connection mapping can also form the core of your ongoing recruitment efforts. You now have a data tracking system that you can add to and update over time as your program makes new connections and finds new partners. You are distributing the work of mentor recruitment to many empowered individuals. And best of all, rather than recruiting mentors through mass media or other impersonal methods, you are building relationships and having the personal conversations that are at the heart of effective mentor recruitment.

Tips for Supporting Your Recruitment "Deputies"

Your mapping activity will yield a number of people willing to speak to their business, community group, place of worship, or other organization about becoming a mentor and supporting your program. Be sure to give these "deputies" tools they can use to make their job easier, more effective, and rewarding:

- Provide some basic talking points about your program: who you serve, the impact of mentoring on youth, benefits of volunteering, your funding sources, etc.
- Give them something to hand out—a one-page information sheet that's easy to read and looks good, a postcard with contact information on it, or a simple brochure describing your program and how to apply to become a mentor.
- Provide a way for them to record contact information and results, such as a sign-up sheet for people to request more information or a tracking log to record names, contact details, and outcomes.
- Spend some time with each "deputy" going over your materials and talking about how they plan to approach people. Remind them to keep their messages short and to the point, to refer questions they can't answer back to you, and to gather contact information whenever possible for your personal follow-up.
- Thank your "deputies" often, both privately and in public. They are doing great work for your program!

Conducting a Mentor Recruitment Postcard Campaign

This type of campaign combines print media with a personal appeal to become involved in your program. It empowers your stakeholders to be directly involved in recruitment and capitalizes on the valuable connections you just mapped.

There are many ways this type of campaign can be conducted, but the basic premise is this:

- *Your program creates a postcard with a simple recruitment message: "Someone thinks you'd make a great mentor." The postcard encourages the individual to get in touch with the program to learn more. See page 20 for an example of the front and back of a typical postcard. You can download this card at:* http://www.edmentoring.org/postcard.html
- *Your team of recruiters takes the postcards and distributes them to individuals identified as potential recruits. When they give a recruit the card, they have an opportunity to have a conversation about the program, discuss the benefits of the experience, and answer any questions the person might have. Be sure to give postcard distributors talking points about your program so they can discuss the opportunity accurately.*
- *Individuals interested in mentoring can return the postcard (or contact your program in another way) and your staff can follow up with them to provide more information and begin the orientation or application process. If they decide not to mentor, they are encouraged to pass the card on to another person they know who might be a better fit. This way, the postcards can reach individuals that you would not have known of otherwise, spreading out into the community until they land in the hands of someone who is ready to step up and mentor a child.*

Many programs like to hold some kind of contest around these types of campaigns. The person who gets the most applicants wins a prize (or you can have multiple categories, awarding a prize to who gets the most applications from men or a particular business, for example).

Be sure the cards provide your program's contact information, including a link to your Web site or whom to call if they have questions. Printing the postcards should be quite affordable for most programs, especially if you are just printing them for your initial list of mapped prospects, but see if a local print shop will donate the printing. If you have surplus cards after your campaign, you can always distribute them at recruitment presentations or community events where you have a presence.

See the end of this section for tips on creating your own postcard or customizing and printing the postcard provided at: **http://www.edmentoring.org/postcard.html**.

Worksheet

Creating a Mentor Job Description

Statement of purpose/mentor's role:

Duties and responsibilities:

Time commitments:

Mentor qualifications:

Benefits to mentors:

Agency background information:

How to apply:

(Remember to include your program's contact information and any required legal disclaimers at the end of your finished position description.)

Sample Worksheet

Individual Connection Mapping

Program stakeholder: Michael Thomas

Individual	Relationship	Potential Mentor?	Reason for recoommendation	Connections or skills	Contact information
Patti Logan	She attends my church; our kids are friends	Yes	Already volunteers through our church. Great with young people. Youngest son just left for college (empty nest).	She is also president of Friends of the Library. Might be able to get us in for a presentation to library staff.	321 Evergreen Terrace Springfield, OR 97405 Home: 503-123-4567
Dennis McDermott	Neighbor	Maybe	Very busy, may not have time. But I know he cares about our schools.	Works in marketing for regional grocery store chain. Can help us get in to make a presentation. Might also be able to help print up fliers or create marketing slogans.	8765 SE Grant Ave. Springfield, OR 97405 Work e-mail: dmac@goodfoods.com

Sample Worksheet

Aggregate Potential Mentors

Individual	Contact information	Program contact	Reason for recoommendation	Next steps/ follow-up	Results of recruitment
Patti Logan	321 Evergreen Terrace Springfield, OR 97405 Home: 503-123-4567	Michael Thomas	Already volunteers through our church. Great with young people. Youngest son just left for college (empty nest).	Michael will approach her during postcard campaign.	

Sample

Recruitment Postcard

This recruitment postcard can be downloaded in customizable Microsoft Word format at:
http://www.edmentoring.org/postcard.html

MENTORS WANTED

to make a difference!

<<Put Name of Program Here>>

Funded by the U.S. Department of Education,
Office of Safe and Drug-Free Schools

You have received this postcard because someone believes that you'd make a youth mentor to a young person. The <<mentoring program>> connects adult volunteers and students from grades 4 to 8 in a school-based mentoring program.

To find out more about <<name of program>>, please fill in the information below and return the card to us. If you're not interested, please pass this card along to someone you know who might wish to become a mentor.

Thanks!

☐ ***Yes! I am interested in being a mentor.***

☐ ***I would like to learn more about mentoring with your program.***

Your name:
Home address:
Daytime phone #:
E-mail:

Stamp

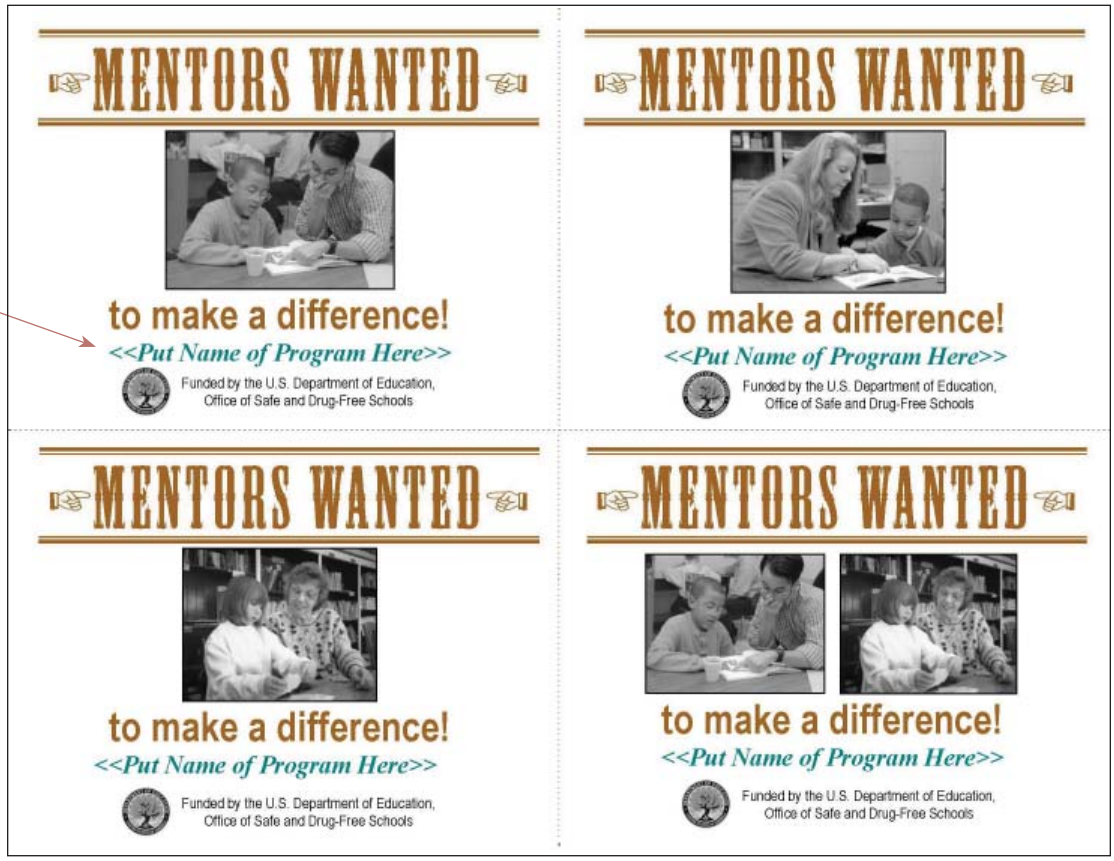
Mail to:

<<Program Name>>
<<Mailing Address>>
<<City, State, ZIP>>

Tips for Customizing and Printing the Postcard

At http://www.edmentoring.org/postcard.html you'll find a Microsoft Word document with four postcards like the one on the previous page:

Your program's name here

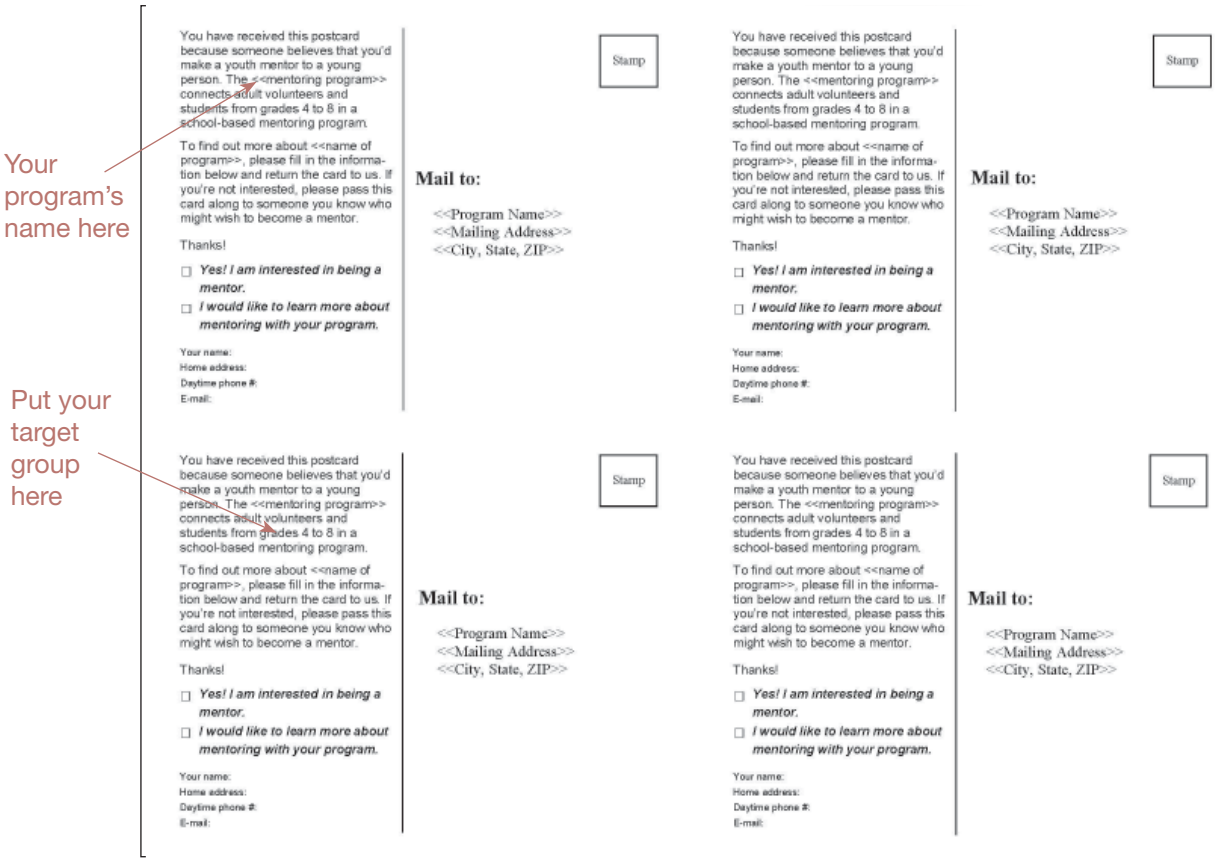


"Mentors Wanted" at the top of each postcard is a graphic and cannot be edited. You can edit the rest of each card to suit your purposes. You will, for example, want to insert your program's name in the space provided below the photos, using a suitable font and color. The fonts used on the postcard are Arial and Times New Roman, common on computers using Microsoft operating systems; Apple computers have similar fonts. You can, of course, substitute your own fonts.

You can use the four postcards "as is" or add your own photos. If you're adept at using digital photos, we recommend using grayscale photos with 300 dpi resolution. (If you use photos other than the ones on the postcards, remember that you'll need either to purchase them or, if you take them yourselves, get permission from the subjects to use them.)

To change the photos—make them the same on all the cards, for example—simply click on the one you want and hit Ctrl+C, then click the cursor on the photo you want to replace and hit the delete key. Then paste (Ctrl+V) in the new photo.

You can also update the back of the postcard with your program's own information and recruitment messages. You may wish to include your program Web site address for those who want to learn more about the program before returning their card.



Once you have edited the postcard to suit your needs, decide how many you want to print. Remember: each sheet contains four postcards, so running 100 sheets through a printer = 400 postcards.

For fairly small numbers of color postcards, printing them in-house on your own color laser printer (if you have one) is the least expensive. (A color inkjet works, too, but inkjet ink can be expensive.) Slightly more expensive is using a commercial photocopy printer.

The back of the postcard is in black ink only, so you can have the front printed commercially in color, then print the back on your own laser copier to save money. (But experiment first to make sure it works—some lasers get too hot and smear the ink.)

Print the cards on cardstock. Experiment with different weights and check with the post office to make sure your paper is neither too heavy nor too light. Places that sell paper might be able to recommend a good weight.

The postcard is designed for an "old timey" look so use a sepia-colored paper (light brown). Experiment to see what looks best. Avoid dark colors. Buy a few sheets of cardstock at a photocopy shop in different colors.

Note: If you don't have access to a color printer, the postcard is designed to look good printed in black and white on a laser printer. But you'll still want to use a sepia-colored paper.

Developing a Volunteer Recruitment Infrastructure

Volunteer recruitment is labor-intensive. It involves developing print materials, making extensive personal contacts, working out of the office, and making public appearances. To be effective, it also requires organizational systems to track your progress, so that you know how your recruitment efforts are working and can modify your plans as needed.

All these tasks can be challenging, especially when staff time is limited and staff members are working on multiple activities, from recruitment to match support and program management. But the fact is that no mentoring program can be successful without sufficient numbers of qualified mentors, so adequately staffing, funding, and managing your recruitment efforts should be a top priority of any mentoring program, especially those that are new or expanding. This supplemental reading for the *Special Issues in Targeted Mentor Recruitment* Web seminar offers some advice and tools for building a sound volunteer management infrastructure.

Determining Your Staffing Needs

What is an adequate staffing level? This will vary from program to program, but here are a few considerations that can help you decide how to allocate staff time and responsibilities for your recruitment activities:

- How many mentors do you need and when? Set some clear goals tied to a timeline so you know exactly how many mentors you need each month to meet your goals. Then plan your staffing accordingly.
- Does your program have a natural pool of volunteers to draw from? Examples might include an existing partnership with a faith organization, large business, civic group, a strong community commitment to the mentoring program, high school or college students, or AmeriCorps members. Having a pool of people ready to serve can mean a higher rate of return on your recruitment activities and may reduce the amount of staff time needed.
- Do mentors need any special skills or attributes to serve in your program? If you must have mentors who speak a foreign language, have experience with a special target population, or can serve during specific hours of the day, your recruitment efforts may take more time.
- Will you be starting from scratch with your recruitment activities or is there some level of volunteer recruitment already in place? Starting from scratch will take more initial staff time and may also require that staff members have strong skills in recruitment to help get the effort up and running quickly.
- Who else is available to help with volunteer recruitment activities? Your organization may have other staff who can support volunteer recruitment by providing such tasks as clerical support or graphic design/desktop publishing help. In addition to your own staff, what skills and resources do your partner organizations have that can assist in your effort? Do you have an effective volunteer center in your community?

Because every situation is different, there is no "right" staffing pattern for mentoring programs. However, since volunteer recruitment is such a vital piece of a successful mentoring program, it is important to have at least one staff member, even if only a part-time position, dedicated to leading the effort. This allows you to hire someone with skills or training in public speaking, marketing or sales, and past work in volunteer recruitment or management, human resources, or other work requiring extensive public contact. If possible, develop a secondary set of duties for the position so that when your volunteer quotas are reached this staff person can pick up other tasks: volunteer recognition and management, developing new business contacts, or soliciting in-kind donations, for example.

If you don't have the flexibility to hire a dedicated volunteer recruitment specialist, use a team approach for sharing these responsibilities, drawing on the individual skills of staff and other helpers. Designate one person to have lead responsibility for ensuring that activities happen and goals are met.

Tracking Activities to Maximize Results

The resources that you put into recruiting mentors will be well spent if your efforts result in achieving your recruitment goals. Your staff, volunteers, board of directors, and community partners will all want to know how well you are doing in bringing qualified volunteers into your program. And most important, you will want to know what activities generate the best results and where you can make improvements in your recruitment approach.

Tracking activities does not require a complex database. It can be a simple chart that allows staff to keep track of all recruitment activities and the results of each. You may not always know the results of an activity immediately in terms of the number of mentors recruited, but you can note interim results such as "passed out 20 brochures" or "obtained list of 15 interested people to follow up with." Sometimes you have more complete information, such as number of applications received or number of people signed up to attend an orientation.

Your chart might look something like this:

Date	Location	Activity	Person responsible	Outcome
1/15/2008	Kiwanis Club breakfast	Presentation to 50 people, passed out 40 flyers	Sandy Smith	List of 10 names for follow up
2/10/08	Info booth at home show	Passed out 100 brochures and 25 applications	Joe Jones	2 applications completed on the spot, 5 received later

To capture results more fully, staff should keep a log of who they speak with and what the results are. In our example above, if Sandy Smith calls those 10 people, her follow-up phone log will show how many were reached, how many asked to get an application or come to an orientation, and how many said they were not interested. On a monthly basis, enter all contact information into a volunteer tracking database or spreadsheet.

Your mentor application should also include a space for prospective mentors to indicate how they heard about the program or who recruited them, so you will know exactly how they were recruited. This information can also be entered into a volunteer recruitment spreadsheet that will allow you to see the trail from initial contact to an accepted mentor.

If all this seems like a lot of work, just imagine the power of an annual or quarterly report that shows:

- How many people were told about your program compared to the number of mentors recruited
- What recruitment activities were carried out during the report period and their results
- Which recruitment activities generated the most and the least mentors
- Names of businesses, community groups, and other partners who participated in recruitment activities

Such information can help you adjust your recruitment plan to become more effective and possibly save money and time by concentrating your efforts on the most successful strategies. It can also help you showcase your work to your board and partners, so be sure to include a volunteer recruitment and partnerships update in any regular reports to these groups. And, as always, thank your community partners by letting them know how much you gain from their participation.

A sample report of activities and partnerships generated over one year by a well-established Big Brothers Big Sisters program is provided on the following pages, along with a summary expenditure report for these activities. Together these examples offer a snapshot of the extensive work that this program did to ensure a supply of quality mentors for the young people they serve.

If you want more than a simple spreadsheet . . .

Some programs decide to invest in packaged software that will allow them to track and manage a variety of data at once. To learn about software you can purchase to help you track volunteer recruitment and other efforts, read this online summary of a variety of products: *http://www.coyotecommunications.com/tech/volmanage.html*

Mentor PRO, a new product currently being field tested by the MENTOR/National Mentoring Partnership, is another resource that will soon be generally available. Read about this product at: *http://www.mentoring.org/about_mentor/news_press/mentor_minutes/mentorpro/*

Establishing a Volunteer Recruitment Budget

While many popular recruitment methods are free or inexpensive, some will require dollars or in-kind donations from local businesses. In addition to staffing costs, you will need funds for such activities as running ads in newspapers or on TV, setting up and maintaining a Web site, printing recruitment posters or brochures, and renting space for a recruitment event. Don't forget such hidden costs as mileage reimbursement for staff, telephone costs, and general printing.

If possible, secure in-kind support from media, local businesses, and partner organizations. Remember that spending time on getting these donations will add to your overall staff requirements; however, the pay-off may be worth it as some of these same groups will end up providing mentors for your program. Be sure to mention in-kind and cash support as alternatives to volunteering whenever you make presentations.

A sample analysis of recruitment expenditures from the same Big Brothers Big Sisters program is provided on page 29. This report provides a clear picture of how recruitment efforts are integrated into other activities mentoring programs engage in to sustain their organization, such as fundraising, partnership development, and marketing. Note that this program had a total of nearly 900 matches in 2007 and a total annual budget of over one million dollars; many OSDFS-funded programs have significantly fewer matches and smaller budgets, but the basic line items for recruitment will still apply. Each program is different, so you will need to craft a budget based on your own recruitment goals and activities and the resources you need to implement them.

Recruitment Report

Date '07	Type & Place of Recruitment/Outreach
2/7	Presentation – UTEP Medical Department
2/15	Presentation – Commercial Investments Division
3/2,28, 4/28	Presentation – Family Readiness Group at Fort Bliss (3 presentations to 3 groups)
3/14	Presentation – YWCA
3/30	Presentation – Fort Bliss/Travis Partnership
3/31	Booth – Fort Bliss Easter Eggstravaganza
4-5-6/2007	Advertising – General recruitment Billboard (I-10 at Resler)
4/5	Presentation – Immigration/School Board
4/9	Booth – Canyon Hills Middle School
4/10	Presentation – Fabens ISD Mother/Daughter Program
4/13	Booth – Bowie High School
4/13	Booth – Henderson Middle School
4/14	Booth – YMCA West & East
4/20	Presentation – North Loop Elementary
4/22	Presentation – UTEP
4/23	Presentation – Travis Elementary
4/27	Booth – O'Shea Elementary School
4/28	Presentation – Girl Scout Seminar
5-6-7/2007	Advertising – General ads at Cinemark Movie Theaters
5/2007	Advertising – Direct Mail Recruitment Campaign
5/2007	Advertising – Billboard to recruit CYD's 79924 kids (Dyer at Patriot Freeway)
5/2007	Advertising – Billboard to recruit MCOP kids/mentors (Montana at George Dieter)
5/8	Presentation – Fabens ISD Mother/Daughter Seminar
5/10	Media Coverage (Print) – BBBS/CISD partnership feature in West Texas County Courier
5/15	Presentation – Jail Annex
5/16	Presentation – Sheriff's Department
5/16,30	Presentation – State National Bank (North Loop & Downtown locations)
5/19	Booth – Fort Bliss
5/22	Presentation – Detention Facility
5/24	Presentation – Probation Office
6-7/2007	Advertisement – General recruitment radio ads on Kiss FM, KLAQ, and KROD
6/1	Presentation – Robert F. Kennedy Elementary
6/7,20	Presentation – Raytheon Corporate & Hanger
6/11	Presentation – Family Resource Center
6/12	Presentation – Aliviane
6/16	Presentation – Rhino's Hockey Team
6/21	Presentation – EP Community College (Transmountain)
6/21	Meeting – Youth Initiative Program (YIP)
6/22	Presentation – Applebee's (3 presentations at 3 different shifts)
6/25	Presentation – Probation Office
6/26	Presentation – TVO North America
6/26	Presentation – Parks & Recreation Managers' Mtg.
6/27	Presentation – International Bank
6/27	Presentation – Nolan Richardson Recreation Center
6/29	Presentation – Albertson's
7/2007	Presentation – EPCC (TECA classes)
7-8/2007	Advertising – General & BFKS recruitment radio ads on 99.9, KHEY-96, Power 102 & 99.1
7/6	Presentation – Wal-Mart at North Loop
7/11	Media Coverage (Print) – Recognized "Best of the Best" in What's Up 2nd year in a row
7/11	Advertising – General Recruitment ad in What's Up
7/16	Media Coverage (TV) – Promo appearance on KDBC 4
7/16	Presentation – Veteran's Park Recreation Center
7/17	Media Coverage (Radio) – Promo time on KHEY 96.3
7/19	Advertising – Thank You ad in What's Up for "Best of the Best" recognition
7/20	Media Coverage (TV) – KTSM 9 & Promo Event & Booth – El Paso Diablos Game
7/25	Presentation – Arby's Managers
7/22,29	Advertising – El Paso Times donated & ran BFKS ad
7/29	Media Coverage (Radio) – Promo time on all Clear Channel Radio Stations FM & AM
8/2	Presentation – El Paso Electric
8/2,3	Booth – Sergeant Major's Academy (Fort Bliss)
8/6	Booth – Bievenidos a Bliss (Soldier Relocation Fair at Centennial Club)
8/12	Media Coverage (Print) – BFKS feature in El Paso, Inc.
8/15	Media Coverage (Print) – BFKS feature in El Paso Times
9/17	Presentation – Avance Parents (Lamar Elementary & Lee Elementary)
9/19	Presentation – ADP (Resler branch & Downtown branch)
9/20	Meeting – Youth Initiative Program
9/22	Presentation – Vista Hills Rotary Club
10/31	Promo Event and Booth – El Paso Diablos "Safe Halloween"
11/7	Presentation – William D. Slider Elementary
11/12	Presentation – Barbara Cole's Women's Group

Mentor Recruitment
by the Numbers

303
from presentations

29
from media

17
from friends/neighbors

6
from co-workers

4
from other Bigs

4
from relatives

3
from web links

1
from special events

Even with so many mentors coming in, there is still a constant, steady flow of children who come to BBBS for services.

There are a staggering

439
Waiting Littles

as of October 31, 2007.

From *Big Brothers Big Sisters of El Paso Board Report 2007*. Reproduced with permission.

Partnership Report

Canutillo ISD. A Mentor-Rich Partner . . . Currently in 4th year of partnership with BBBS . . . High School Bigs from CHS ROTC mentor children from CISD elementary schools . . . CISD Teachers/Faculty/Staff and Canutillo community members are also encouraged to participate in school-based mentoring opportunities at the district . . . BBBS now has permanent staff on-site at the Canutillo Middle School SMART Center to man and coordinate all BBBS-related goings-on in the district . . . CISD has funding to support and maintain the BBBS program in the district

EPISD/EPCC/UTEP. A Mentor-Rich Partner . . . 2nd year of partnership, much scaled down from the first year . . . UTEP and EPCC Education students are volunteering to mentor children at EPISD's Henderson Middle School . . . Visits are one hour, once a week with one child only at the Henderson campus during school hours.

Kohl's. Consistently provide Kohl's A-Team volunteers, toys and books for BFKS, Summer Picnic, Holiday Caroling, Pumpkin Patch, etc. . . . Plus, every time the A-Team volunteers, the Kohl's Cares for Kids program gives a $500 matching grant to the agency.

Diablos. The July 20th homegame was declared BBBS at the Ballpark night . . . The agency was allowed recruitment announcements and commercials on the jumbo-tron, flyer giveaways at every entrance, a big booth/display area and Big Brother Kenneth Cooper threw out the first pitch . . . BBBS received a portion of proceeds from any tickets sold by BBBS staff…A trememdously successful promotional event and one that Diablos staff said we could do as often as we'd like throughout the season . . . Diablos held "Safe Halloween 2007" benefiting Big Brothers Big Sisters which brought in $1,350 in donations and great publicity.

Texas Gas Services. The TGS Volunteers with Energy crew has been instrumental in the set-up of now two BFKS events…Corporate also gives sponsorship dollars to allow employees to participate in BBBS events, i.e. $1,000 for 3 BFKS teams.

Time Warner Cable. BBBS is incorporating Time Warner's "Time to Read" Program into its school-based mentoring partnership with the EPCC and UTEP students mentoring Henderson Middle School students. The college Bigs will help their Littles by implementing the "Time to Read" 5-Step Reading Program into their time together . . . $5,000 grant from Time Warner to accompany "Time to Read."

Fabens ISD. Faculty and staff at the district are serving as mentors for kids in the Mentoring Children of Prisoners (MCOP) program . . . about 12 matches in total.

Arby's. A National BBBS Partner . . . Allowed the agency to put up BFKS promo material . . . Sold BFKS bowling pins for $1 as a fundraiser and awareness campaign . . . Arby's on George Dieter held a car show fundraiser with all proceeds going toward BBBS.

Bravo Chevrolet Cadillac Hummer. A two-time BFKS sponsor . . . Owner Raymond Palacios is now coordinating Hummer owners to put together Holiday meals and presents for 20 BBBS families . . . Also will host a Hummer Happening BBQ for Bigs, Littles and Families in January '08.

Sergeant Major's Academy at Fort Bliss. 29 Soldiers from the Academy are Bigs . . . The Academy is also putting on a fundraising golf tournament (Golf for Kids' Sake) to benefit BBBS at Underwood Golf Course, Nov. 30 . . . Academy Leaders are taking care of all sponsor solicitation and prep work for the event . . . BBBS is simply supplying plaques for 1st, 2nd and 3rd place, and BBBS staff will be there to promote on event day.

El Paso Electric Company. A long-time sponsor and supporter, invited BBBS into their office for a very large-scale recruitment effort. Agency staff and volunteers presented to almost 60 EPE employees . . . EPE's Exec. V.P. of External Affairs Hector Gutierrez Jr., along with Board Member Chris Montoya, was instrumental in making this possible.

From *Big Brothers Big Sisters of El Paso Board Report 2007*. Reproduced with permission.

Recruitment and Development Analysis 2007

BUDGET	
Salaries	
Supervision – Executive VP 30%	$ 18,000
Chief Development Officer	$ 50,000
Recruitment Coordinator	$ 30,000
Marketing Coordinator	$ 30,000
Assistant	$ 15,000
Total Salaries	**$ 143,000**
Benefits = 28% of salaries	$ **40,040**
Department Expenses	
Fundraising	$ 35,000
Awards and Recognition (for donors and participants)	$ 10,500
Food/Snacks for Participants $ 8,500	
Recruitment/Promotion/Enrollment (marketing materials, advertising, background checks on volunteers, give-aways/incentives, recruitment booth fees)	$ 54,214
Total Expenses	**$ 108,214**
TOTAL DEVELOPMENT DEPARTMENT BUDGET	**$ 291,254**

DEPARTMENT TASKS

- Fundraising through events, small corporate grants, sponsorships, in-kind resources
- Recruiting Mentors
- Developing Partnerships

2007 Accomplishments	
Funds Raised in Cash	$ 70,861
Resources Raised In-Kind	$ 52,477
Total Raised	**$ 123,338**
Partnerships Developed/Cultivated (partnerships led to in-kind, cash, mentors, and other benefits)	11
Cost Per Mentor Recruited	
Total Budget for Department	**$ 291,254**
Less Funds/In-Kind Raised	- 123,338
Remainder Spent on Mentor Recruitment, Enrollment, and Partnerships:	$ 167,916
Divided by New Mentors Enrolled	÷ 650
Cost Per Mentor Recruited	**$ 258**

From *Big Brothers Big Sisters of El Paso Board Report 2007*. Reproduced with permission.

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TRANSCRIPT*

SPECIAL ISSUES IN TARGETED MENTOR RECRUITMENT

February 20, 2008

Moderators: Michael Garringer and Patti MacRae,
Mentoring Resource Center

Presenters: Juergen Kneifel, Mentoring Consultant, and
Beth Senger, CEO of Big Brothers Big Sisters of El Paso, Texas

GARRINGER: Welcome to the Special Issues in Targeted Mentor Recruitment Teleconference Training. We're happy to have all of you with us today. We've got about 50 Department of ED mentoring grantees on the call and about 75 to 80 total participants today, so it's a very jammed conference call, but I think that's good because we've got two excellent trainers for you and some excellent content to cover.

I would like to introduce our first presenter, Juergen Kneifel , who is the former director of marketing and recruitment with Big Brothers Big Sisters of King and Pierce Counties. That's up in the Seattle area, for those of you who are not familiar with King or Pierce Counties. Juergen has over 30 years of service as a nonprofit leader and a volunteer. In addition to his former role at Big Brothers Big Sisters, he is currently a board member of the Big Brothers Big Sisters of Snohomish County. He is also a regular presenter at regional and national trainings, both ours and other organizations, and he also serves as a consultant for the Department of Social and Health Services in Washington state.

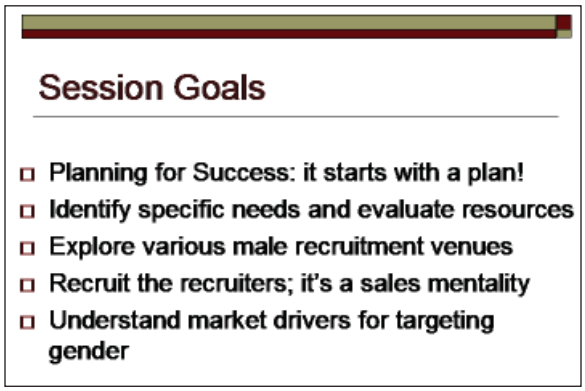
So, without further ado, Juergen, take it away.

KNEIFEL: Thank you so much, Mike, and I'm hoping that everybody out there can hear me as I go through the material on "Recruiting Men to Mentor." I suppose one of the confessions I need to make early on is that my background is not really in social work, nor has it always been in mentoring. About

*An mp3 audio recording of the presentation can be downloaded from the MRC Web site at: http://www.edmentoring.org/seminar6.html

25 years of my career were involved with sales and sales management, which I think is really one of the reasons why I've been able to see a lot of success in the work that I was doing with Big Brothers Big Sisters in marketing and recruitment. Really, when you look at the function of recruiting and recruitment in general, it is very much a sales and marketing function, more so than providing a social work platform.

And so, when you're developing a program where you're really trying to get volunteers to engage in the process, it's going to be important for each of us to sit down and come up with a plan. There are 12 slides that I put together for this teleconference, and the very first slide after the introduction is "Session Goals." And this session really is going to hopefully walk us through a process to understand what it is we need to do in order to be able to recruit, and recruit specifically men to be engaged in mentoring programs.



The first slide, "Session Goals: Planning for Success," starts with a plan. And I cannot emphasize this enough that really on a regular basis, programs need to be involved with planning; they need to be involved with evaluation in terms of how their work is progressing according to plan; and then making adjustments as necessary in order to be realistic.

What I'd like to do is start out with an annual plan where you sit down and figure out what it is that you're committed to, you take a look at some of the objectives, some of the hard numbers, and figure out exactly what it is that you need to achieve, in bite-size pieces. Sometimes when you're making a plan and you come up with an annual number, it can be very daunting, and by three to six months into the year when you're really not managing and meeting your numbers and your objectives, all at once you're feeling very defeated. If you take a goal of 100 matches that you might want to make, perhaps, in a year, and you change that into bite-size chunks of, perhaps, monthly or even weekly goals, then all at once it can seem very achievable and, again, bringing it down to something that you feel you can manage.

You also want to take a look at specific needs and evaluating resources. One of the interesting experiences we had working at Big Brothers Big Sisters is that there were very few men on staff at the organization, and yet our greatest need was to be able to recruit men. And that may very well be the case in programs across the country where there are already a lot of female volunteers or a lot of female individuals that are staffing the program, but trying to get more men involved becomes kind of a challenge.

Looking at the third point in Slide 1, "Explore Various Male Recruitment Venues," this is trying to help us understand that men tend to congregate in places and to be involved with activities that makes it easy to find them in certain places. In other words, looking for places where there's a likelihood that you'll see a lot more men coming to your booth, to your table, to your information kiosk, those are places that you really want to position yourself. And then, of course, it's helpful to have a male, either a volunteer or staff person, at the booth making the appeal.

Again, trying to figure out how to recruit recruiters, look at this as more of a sales model. Amway has done a terrific job with this, as have many other multilevel marketing types of models where they look at not necessarily trying to sell to everybody, but trying to figure out how to organize a pyramid where there's an opportunity for many individuals to be involved in the process, so that really you're not asking 100 people to become volunteers. You're asking perhaps five or six volunteers to not only become

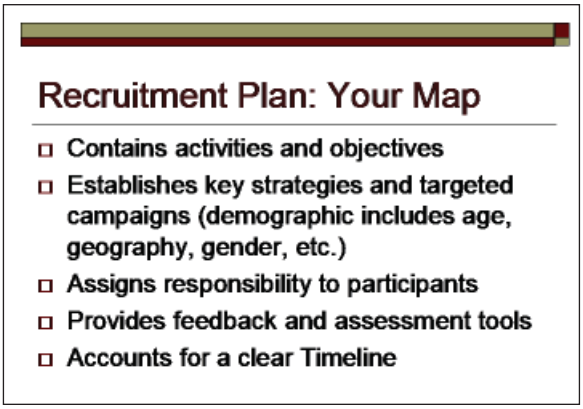
mentors, but also to be committed to going out and helping recruit more mentors. And again, these things can be very focused and they can be very clearly identified as our goal is to get more men involved and really deputize some volunteers to be involved with that process.

The final point in the "Session Goals" slide is understanding market drivers for targeting gender. Now, there were three supplemental documents that were sent with the confirmation, and I don't know if everyone has received them, but I'll reference them just briefly. One was called "Developing a Volunteer Recruitment Infrastructure." I looked at that material, and it's excellent material and I think that that document really talks about how do you set things up. The second that came out was "Mapping Your Connections—Laying a Foundation for Initial Mentor Recruitment." And I viewed that particular document as a very helpful tool for establishing strategy. And it's really a strategy based on networking. It's looking at who all the people are that you're connected with, what are the resources within your community, identifying them, writing them down, and then figuring out where the best connections might be in terms of who would be making the ask to get those organizations or those individuals involved with your program.

And then, finally, there was a third piece called "Utilizing Volunteer Motivations for Mentor Recruitment and Retention." And really that one has to do primarily with the message. So, you've got the setup, the strategy, and the message—what is it that you're trying to communicate?

So, in those three documents that have been attached, you'll find a wealth of information to help you in your journey for volunteer recruitment, and again, more specifically, recruiting men because there is a unique strategy that needs to be employed. It really needs to be multifaceted, and we'll talk a little bit more about that as we go through the slides.

After "Session Goals" is the "Recruitment Map" slide. This is about how developing a plan for recruitment involves actually creating sort of a map. You've got your activities and your objectives that you want to identify. These activities that we're talking about are the things that you'll be doing in the community, places you will be going, such as the festivals, fairs, some of the PTA organizations, the Kiwanis Clubs, the various community activities. They can even be sporting events. Here in the Seattle area, we've had a wonderful working relationship with the Seattle Mariners baseball club, the Seahawks, and the University of Washington football team. And so, they opened their venues to us.



We don't even pay for the opportunity to be there, and many times they'll even partner with us not only for recruitment projects, but also for fundraising. We've actually had it happen that they've given us money and given us opportunities to raise funds at these venues. And so, anytime you're able to get out into the community and make your presence known, that's going to help you with your recruitment. Again, people need to hear about you and they need to know about you in order to make a favorable response and volunteer for your program.

Going back to my years of working in the news industry—newspapers specifically, there is research that indicates that you need to make about 11 impressions in order to get a customer to make a buying decision. And really that's something that Coca-Cola, Pepsi, Nike—all these big companies, they know a lot about this and they're willing to spend hundreds of millions of dollars in advertising in order

to make those impressions because it's those impressions that cause somebody to make a favorable response, and their purpose being that they want to sell more product.

That same pattern is really no different when it comes to volunteer opportunities. We need to be out in the community making impressions so that people hear about us, they know about us, they understand what it is we're trying to accomplish. And after several impressions, again, potentially the average being 11, somebody may actually turn around and agree to become involved as a mentor or help your program in another way. Not everyone is going to be suited to be a mentor, and we need to acknowledge that. But there are people out there with other talents that would be terrific to help your organization in various ways, and so, not to discount people because of the fact that they aren't necessarily suited for the mentoring is also important to remember.

Another thing that you'll want to look at with regard to your recruitment plan, and again, this map that you're devising, you're wanting to look at your key strategies, your targeted campaigns, where you're looking at a demographic such as age or geography or gender. And again, going specifically with gender, one of the things we realized that we struggled with, as I mentioned earlier, was the fact that we had an organization that had very few men involved in the work, in the office work, and so it became very difficult for us to relate to men in the community because almost every phone call, almost every face-to-face meeting involved caseworkers who were female who were doing the interviews, who were doing the orientations, who were doing the trainings, and men didn't necessarily feel comfortable in many cases being involved because they just didn't identify with that.

So, one of the things that we started doing in our strategy is we started looking at ways that we could engage more men in all of those early touchpoints, if you will. Again, in marketing, there's a concept known as a touchpoint. Any time you have an opportunity to communicate or make a connection with a prospective volunteer or even a current volunteer, who is it that's making that contact and how are individuals receiving information?

We started looking at those touchpoints as opportunities to have other men be involved in the process, and so we would actually—when we did orientations, we actually had gender-specific orientations where we would invite men to a particular orientation and we would invite women to another orientation. What we found was by segregating gender, we ended up getting far more participation by men in terms of being engaged in conversation and talking about what mentoring would be like for them as opposed to being in a mixed setting where you might have 15 or 20 prospective female volunteers and three or four men. Not only do they feel outnumbered, but they typically will sit in the back and they will typically not engage in conversation. They just go through the motions of attending an orientation or a training.

And so we started looking at the value of doing some of these things and being very gender-specific, and these are things that really did help our organization to bring more men through the process and ultimately to get them matched with boys that we had on a waiting list. One of the campaigns, just to give you an idea of how crazy they can be and yet how effective they can be, we—on the West Coast, I know that this particular candy company doesn't distribute east of the Mississippi River, but there's a company here in the California area that produces a candy bar called the Big Hunk. And it's a small flat candy bar that fits really well in a legal size envelope.

And what we did is we asked the company, Anabelle's Candy Company, to donate a thousand candy bars to our organization so that we could do a male recruitment campaign, of course, really seizing on the fact that men would be flattered by getting a candy bar that is called Big Hunk. We ended up sending out roughly about 600 of these candy bars to men that had been recommended to the agency by other men, by other board members, by staff. Even many of the Big Sisters who were in our program offered up men that they knew of that they thought would be good candidates for this program.

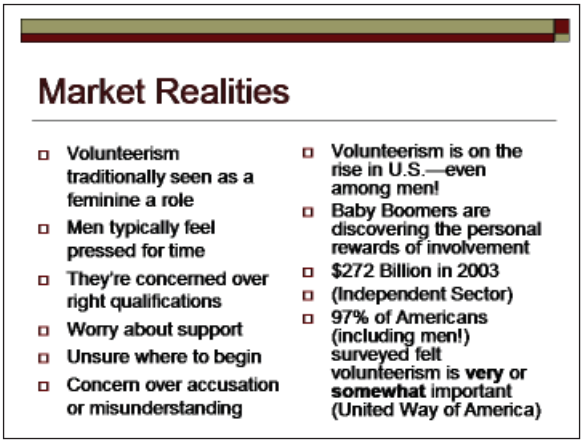
We also used the candy bars to generate some interest by sending them to weathermen, and radio personalities, and television news anchors, and so forth, to really make a stir. We also used them for politicians and city leaders and police chiefs and fire chiefs. And what happened was we ended up opening a lot of doors to communication where we were able to talk about the fact that we have a unique situation here where we're specifically looking for men to become involved as volunteers and as mentors for young boys in the community.

It was amazing how a campaign like that, because it's very specific, would generate leads. Many times what happens is we go out and we do recruitment, and we're just happy to talk to anyone. And it's important to be able to identify who it is that you want to talk to, who does he want to speak with, and who the people are that you're really fishing for in order to generate the responses from the right individuals.

Further down the slide, we talk about assigning responsibility to the participants. Again, you're wanting to make sure that you're able to hold people accountable, and the only way you can hold people accountable is to give people tasks that they're responsible for. This would include people that are on staff and even volunteers who have volunteered to be involved in some capacity—taking a look at what it is they agreed to do and then making sure you're holding people to those commitments.

You're always going to want to look at what kind of feedback tools and what kind of assessment tools you can employ in order to be able to identify if you're on track or if you're off course and you need to readjust your course in order to stay within your goals that you're trying to achieve. And again, coming up with a clear timeline of when things need to be happening is critical. Sometimes when you leave things open-ended, you find out that nothing really gets done because there just wasn't enough time for it. And so, by identifying deadlines and by identifying expectations when things need to be taken care of, those are really critical to help you achieve success.

Looking at some brief statistics, on the next slide I've got "Market Realities." This is a slide I put together to help capture some of the things that we're fighting with. We have to understand that volunteerism traditionally has been a feminine type of role. And this goes back to the '60s, '70s, '80s, when many stay-at-home moms would be involved with PTA or they'd be involved with Cub Scouts and some of these other programs. They'd be seen volunteering in the schools and the libraries and the community centers. The men had the role of being the breadwinner, and the female role was really seen as keep the house under control, and then go out and work in the community and do volunteer work.



Well, we know that times have changed and the gender roles have changed dramatically. And so what we're dealing with now is really, you know, not only are men out being the breadwinners, but women are as well. When men are approached about volunteer opportunities and volunteering in general, a lot of times they'll say they're just so pressed for time, they just don't feel like they have the time. Interestingly enough, many women, when you talk to them about volunteering, they're still pressed for time, but they figure out that this is something important that they want to get involved in doing.

Many of the men are also concerned about whether or not they're qualified or if they're going to be accepted or if they're the right type of material in terms of becoming a mentor. Others might worry about whether or not they're going to be fed to the wolves. In other words, they don't know if there's going to be somebody that can coach them through situations. What happens when the kid says something or does something that I'm really uncomfortable with? How do I deal with that?

So, be able to reassure a volunteer, especially a male volunteer, that there is support, there is help, and there is training available so that they will feel like they are equipped to handle this volunteer opportunity. And for many guys, they're just unsure where to begin; sometimes if they don't really see an easy starting block to get into, they just won't respond. Helping them to see what the steps are that are involved with the volunteerism is important.

And then finally, one of the very big concerns for men is a worry that they may be accused of some wrongdoing or, "Hey, you know, this person touched me or this person, you know, said something." A lot of men really worry about that, especially in a traditional mentoring program that isn't school based. The benefit of having a program where you are in a setting where there are lots of sets of eyes becomes a very safe environment for men to feel like they can be a mentor without worrying about being accused of something inappropriate.

What we do know, on the right-hand side of this particular slide, is that volunteerism is on the rise—even among men. There are more men getting involved in volunteerism. Baby-boomers are discovering the personal rewards of being involved, and we're seeing a lot of younger people retiring and having time on their hands.

The Independent Sector did some research as recently as 2003 showing that $272 billion in value was contributed by volunteers in various not-for-profit programs. Helping young people, working with the Red Cross, whatever those things are, the dollar value of these volunteers and volunteer hours is just mind boggling and certainly reminds us that without volunteers, none of these programs would be able to achieve any real degree of success. So, how we measure our success is really how effectively we can recruit and retain quality volunteers—in this case, mentors—to be involved in our program.

Specifically, we want to focus on men. As you see on the slide, 97 percent of Americans—and this would include men that were in this survey by the United Way of America—indicated that volunteerism is either very or somewhat important. And because of the fact that people are seeming to agree that volunteerism is something that they want to buy into, really what we have to do is help steer them to come up with something that's a good fit.

I can't stress that enough. You don't want to try and put somebody into a position of volunteering when it's not really a good fit for them, because what you'll end up with is you may statistically have a volunteer male that's being matched with a young boy, so you've made a match count, but what you've done is created a lot of work for a match coordinator to try and troubleshoot some of the issues that'll be coming up because the volunteer really isn't well suited to be able to do this type of work.

So, going down to the next slide, "Assessment," and again, this is really taking a look at where you're at and trying to figure out what your needs are going to be. It's really very much a numbers game. How many boys are you trying to match? Again, if we're looking for men, we're typically looking at the waiting list of boys. Many programs —just a quick side note—many of the programs that I've been connected and associated with, mostly Big Brother Big Sister, but others as well, have waiting lists that are about 70 percent boys and about 30 percent girls. In other words, there's a very heavily weighted disproportionate number of boys that are needing to be matched.

And then conversely, when it comes to generic recruitment happening in the community, in other words, billboards or toll-free phone numbers that can be called or Web sites that can be responded

to, some of those generic nontargeted recruitment vehicles typically will generate a response of about 70 percent women wanting to become mentors and about 30 percent men. And so really we cannot afford to look at doing this recruitment work in a way that is somewhat generic and somewhat open. We do need to be targeted when we're looking at how to match more boys in particular, since that seems to be where we have a greater need.

Assessment: A Numbers Game

- How many boys are you trying to match?
- Which schools/programs specifically?
- Which men are currently volunteering?
- Are there men in the community to ASK?
- Mayor, Pastor, Manager, Executive, etc.
- What do the men see when they join our program? Other men? Many women?
- Men like to participate if other men are involved!

Again, you need to identify who the boys are that need to be matched. The second point would be looking at the schools and programs specifically, and then if you already have an established program where you have some men who are currently volunteering, take a look at where they work, take a look at where they live, take a look at who they associate with, and begin to look at the men that you currently have as resources to be able to leverage for recruiting more men.

One of the projects that we started at Big Brothers Big Sisters in the Seattle area is a campaign called "Ask the Resident Expert." Rather than try and get every volunteer in our program to become a recruiter for the agency—which makes many people uncomfortable and you don't want to necessarily shove this responsibility down the line on somebody who's unwilling as a participant—we decided instead to come up with a very soft campaign that involved a poster that talked about Big Brothers Big Sisters and the benefits of mentoring. And it had a little spot on the poster for a business card to be stapled to it, and the volunteer who's currently working in a particular company or going to a particular church, we would ask to get permission to put this poster with their business card on the bulletin board or on the information kiosk where they were.

What we found interesting is that a lot of people would come up to these volunteers and ask them, "How long have you been doing this? I didn't know you were doing this type of work. Tell me about this kid." And we found that this was a very soft way to sell the program because it was really a program that was selling itself. It wasn't an individual at a workplace or at a church really trying to twist arms to get people to volunteer. It was people who saw and were surprised that this individual was involved in a particular volunteer opportunity and they wanted to know more about it.

After a short while, we realized we really needed to provide more information. One of the things that we would give our volunteers is a little photo frame where they would stick a photo of themselves with their little mentee and put it on their desk at work because it became a conversation piece. And what we found is we really had to provide more brochures and more information for these volunteers because when people would come to their desk and ask them about what it was they were doing, we found it very practical to have brochures available in the top desk drawer where the person could just share that information with a co-worker or with a person at church.

But regardless of the venue, the important point is that you can sort of deputize some of your existing volunteers and help them to become spokespeople for your organization. Again, working more specifically with men, since that's an area of need, you'll find that the men tend to associate with other men. And so, they may very well get co-workers that come up to them and will talk about what it is that they're involved with and how much time do you spend and how hard is it. And before you know it, you'll start to get more men involved.

The next point is looking for men in the community that you can ask. And the reason I emphasize the word "ask" is that sometimes we dance around the subject a little bit too much and we really don't go

out and tell people, "We really need your help. Will you become a mentor for this program?" And the reason I say that, and I want to be direct about it, is that the United Way did some research on why it is that people give in the workplace and what was the most compelling reason why people would say "yes," and their research came out very clear. The reason why people agreed and said "yes" to a workplace campaign was because somebody asked them—a co-worker asked them—not a boss, but a co-worker. Somebody that they respected asked them if they would give.

What we have to do is take that same mentality and the same model and say, "Who are the people that we want out there helping us ask for volunteers?" The nice thing about targeted recruitment like this is if you see somebody that you know would be a good candidate, then really the next question becomes, "Who would be the best individual to make the ask?" And I like to refer to this as earning the right to make the ask. In other words, if I go up to a total stranger and ask that person, "Hey, would you consider becoming a mentor in this program? We really could use some help. We have a lot of boys that could benefit from having a man involved in their lives in some way, and we're doing a school-based program." If it's a total stranger, it's a lot easier for the person to just say, "Well, I just don't have time," or come up with a myriad of reasons why they won't get involved. And yet, if you look strategically at who the people are that this individual would respect, who are already connected with your program, perhaps there's someone that already has earned the right to make the ask and is going to get a much more favorable response.

The reason I bring this up is that pastors I know are very gifted at getting people to engage in volunteer work, and there are a number of programs that are faith-based that are part of this Department of Education initiative that have seen extreme success with recruiting men, and a lot of it has to do with the fact that the minister at a particular church is very active in asking specific men to become involved with the program. But it's not just pastors. I can tell you that there are mayors, there are city leaders and civic leaders that are excellent at helping recruit volunteers. Looking at business managers or executives, there are people that have a talent and a knack for getting people involved. And again, if you're getting them involved and asking them to become specifically focused on recruiting men for a particular program or project, they know how to tell the difference between who the men and women are in their community and they can already go through their own Rolodex at home or at work in the office and come up with a list of quality candidates that need to hear about the program.

Again, going down this particular slide, we're looking at "Assessment." It's a numbers game. What do men see when they join our program? Do they see other men or do they see a lot of women? I talked briefly at the beginning about how sometimes it's beneficial to segregate men from women when you're going through the intake process and you're going through the early process of getting men involved because they become very intimidated—many of them do. When they're in a room filled with women and there's only two or three men, they tend to clam up. They don't become involved and many of them become a little bit nervous about what they're getting themselves into.

The last item here—men like to participate if other men are involved. And so, one of the things I always focus on is I like to tell personal stories and because I happen to be a guy, I like using photos of myself with a fellow that I was matched with just to be able to show that there are men doing this thing. And I like to always recruit using firsthand stories. So, if you're working with people that are already in the program, that's great. If you're working with people who aren't necessarily connected, like a volunteer in the community—perhaps a mayor or a president of a Rotary Club that has far too many commitments to be able to say "yes" to this but is willing to help recruit, the firsthand stories that they'll have to come up with might have a whole lot more to do with what they remember about mentors who made a difference in their life.

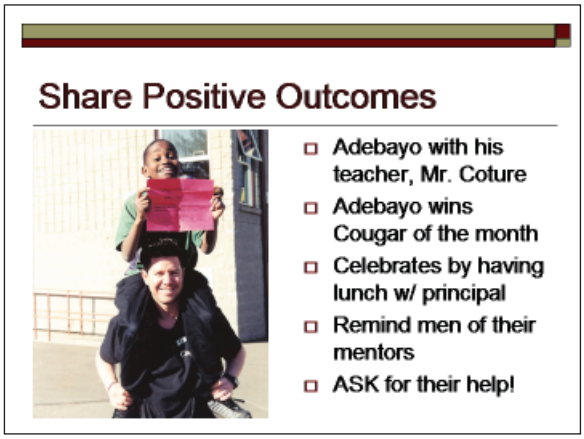
When we talk about gender-specific, it's interesting how men and women respond differently. While I say that I have a personal firsthand story and I use a photo of myself with a Little Brother, it's curious to see in community events where you're recruiting in a mixed audience, how much more the men will stay back and the women will come up and want to take a look at the pictures and the women will respond to the messages on a display board and so forth.

There is an example that happened with the West Seattle Street Fair where we had a wonderful booth and thousands of people were coming by. We noticed early on that many of the women would come and take a look at all of the recruitment materials for volunteers and the men would stand about 10 or 15 feet away and just wait for their girlfriend or spouse or significant other to go through and take a look and fill out a form to enter to win a Red Robin gift certificate. And then they'd head back and hook up and continue on. But the men weren't necessarily coming to our booth, and we thought we had a pretty good-looking display and a pretty good hook. We were giving away free certificates to a Red Robin restaurant. But the next day, after going through the fishbowl of entries and having about 30 or 40 women and four or five guys, we realized this wasn't going to do us any favors.

So, we brought out a pair of autographed tennis shoes from a former Seattle Supersonic, Gary Payton. These are a size 18 Nike tennis shoe that we put on display at our table for the next two days of this particular fair. And what happened was the men were like flies to a light, you know, or mosquitoes to one of these bug zapper lights. I mean they just came in droves and they wanted to see these tennis shoes and they picked them up and looked at them and compared their foot size with the shoes that we had on display and basically what we did is, we said, "Look, you know, enter to win. You could win this pair of tennis shoes and take it home."

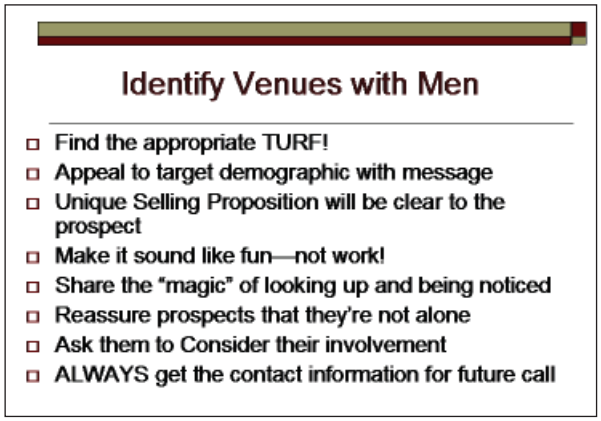
The women were actually aghast at the idea of having somebody else's tennis shoe in their home, but the guys thought this was the greatest thing. So we ended up getting a lot of men to talk with us about not only Gary Payton and these really cool tennis shoes, but about mentoring and about the idea that there are kids that could benefit from having a caring male role model spend some time with them. It's important to be able to share with men, again, on sort of a personal level what it is that is a good reason to get involved. And many times you'll get men to say, "You know, I had a coach," or, "I had a friend," or, "I had a neighbor that really spent a lot of time with me, and I just thought he was the greatest." And being able to leverage those pieces of information are great in order to move the conversation into the "ask" mode, where you're actually asking them to become involved.

The next slide, "Share Positive Outcomes," is probably one of the most important ingredients for recruiting men. Men are very task oriented and are very oriented to an outcome. They want to know that what they're doing makes a difference. And the difference, I think, probably is best described as how men and women differ when it comes to shopping. And again, not wanting to sound stereotypical, but women typically could go shopping at a mall and spend a lot of time just going from store to store to store and at the end of the day come home empty-handed. And to a male, that would just be like the craziest thing since it just wouldn't make sense. For a male, the idea is to go out, find whatever it is you're looking for, pay for it, and get out of there.



Again, we function a little bit differently, men do from women, and understanding that for men it's very important to feel like what they're doing is making a difference, what they're doing is going to have value, that's one of those things that you really want to take a look at and take into account. One of the handouts that was sent to you talks about the messages, looking at the motivations for mentor recruitment and retention. This is one of those areas that you really want to focus on: looking at the differences in motivation between men and women and seizing those messages that would be good for a man to hear if you're wanting men to respond in a favorable way.

A lot of the messages that talk about feelings and how mentoring makes you feel, those are things that probably will be very compelling for women volunteers, but for men, it has a lot more to do with these tangible outcomes—if we can shoot baskets and if I can teach this kid something or if I can show him something. One of the big deals about scouting and Boy Scouts in particular, you know, the boys and the men go out and they do camping and they do training and they build tents and make fires out of sticks and stones, and all of these things that they do earn them badges and show accomplishment. And that's something that really gets men excited.



Going to the next slide after talking about positive outcomes, "Identify Venues with Men." You have to find the appropriate turf. You have to find where men congregate, you have to find where men hang out. And it varies and it differs depending on the community you're in and it differs depending on regions, too, I suppose. One of the places that we found very effective for recruiting men was at sporting events—football games, basketball games, and so forth. We had a lot of action photos of men and boys playing basketball or playing catch with footballs or playing Frisbee golf. We would really emphasize the fact that, you know, men are out having a good time with boys because we knew that that was going to be something that would really appeal and provide something that would make sense for a guy to even come and talk with us.

What we wanted to do is look at coming up with a message that would be appealing. And again, there's a whole handout that talks about an appealing message. One of the—I suppose one of the places—we haven't done this yet locally, but it's certainly one of our targets, would be to work with an AutoZone type partner. Perhaps there's an auto parts store in your community you could work with to recruit men based on the demographic that they have coming through their stores. I would say probably 80 to 85 percent of the customers at an AutoZone store are going to be men. And so that would be a great place to create a partnership.

Another vehicle that we found very successful was to partner with local restaurants, and this can be as small as a sandwich shop or a deli to a chain of restaurants where you provide a fishbowl that's on the counter where people can drop in their business cards. And what you're asking the restaurant to do is,

first, give you a little bit of shelf space so that you can have a fishbowl there and perhaps on a monthly basis give away a free lunch or dinner certificate valued at $25 or $30.

What you're also asking the restaurant to do is to partner with you to help recruit more volunteers to become mentors in your program. And really what the prospective volunteers are doing is just dropping in a business card in hopes of winning a free lunch or a free dinner. When you go through the business cards and you do your drawings on a monthly basis, you have a list of names—many men and many women. Well, if you're looking for men and you're recruiting men for a particular program, you'll pull the winning entry for the drawing, and it may be a guy, it may be a gal —whichever, that's no problem. You send out the certificate, thank them for playing. But when you make your follow-up phone calls to all of the entries that didn't win, you could invite them to become a mentor based on the fact that you're looking for more men. In other words, you would contact all of the men's business cards and not necessarily follow up with the women if that's where you're really focusing your recruitment.

One of the partnerships that we had with Big Brothers Big Sisters involved Old Country Buffet restaurants. And again, it's a little bit off the target of men, but I think it's worthy of discussing because what Old Country Buffet did was to take the model one step further. In this case, we were recruiting retirees and senior citizens to become mentors in our program. And of course, their demographic, their customer base, is largely retirees, and we asked them about a partnership where we could come and do orientations at the restaurant and we could have the fishbowl available for free enter-to-win meals and so forth.

Well, the restaurant was so committed to this thing that they actually gave us free meal certificates to give to anyone who came to one of our orientations. In other words, everyone that came to an orientation was a winner. And so that really helped us to generate a lot of interest and generate a lot of favorable response within the retiree community. You may very well find that you can come up with a restaurant or a deli that would be willing to do something similar.

Again, there are a lot of ways that this can happen and these are ways to generate names and generate contact information where you're not spending an awful lot of time going from place to place trying to get your foot in the door to be able to speak at a Kiwanis breakfast or a Rotary lunch. Not that those things aren't important; they're very important. What I'm suggesting is that you do both. You have those venues where you're actually speaking to an audience, but you also have those venues that are generating leads that are simply static displays that are out there in the community that allow you to go on a regular basis and generate potential leads for your program.

So, when we focus on men, we have to figure out ways to get contact information. That's the final bullet point in this slide about identifying venues with men. If you go and speak at a United Way fundraiser or you speak at a breakfast or a lunch, and you're speaking in front of an audience of 50 to 100 or even 200 people, the challenge that you'll have is that you can speak and you can do a blockbuster job, but if all the people get up and leave and nobody comes up afterwards and hands you a business card or gives you any kind of contact information, you're really just relying on the hope that somebody may actually pick up the phone and call you or visit your Web site. However, if you figure out ways to get contact information to put into your data file, you'll have ways to follow up and get permission to call again and see what their situation is.

An example of this is a tool that we devised for Big Brothers Big Sisters when we were doing speaking engagements primarily with the United Way. I developed a game called "Big Trivia" that was a lot of local factoids about mentoring and the size of the county and the number of kids that we have on a waiting list and the number of kids that we were mentoring with volunteers in the community. And

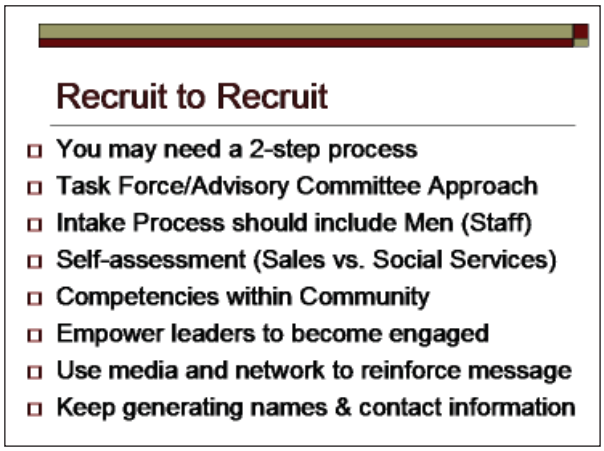
really it's a worksheet that has a lot of factoids and people would be lucky if they got 50 percent right, but it really wasn't about whether they got questions right or wrong.

At the very end of the little trivia game, there was a place to fill out name, address, phone number, and e-mail address, and they would be entered into a drawing for a $50 Red Robin gift certificate. Early in the year, we'd actually gotten a commitment from Red Robin to provide $2,000 in gift certificates, so they became sort of a regular partner that we were using and promoting when we went out and did these things. Instead of having maybe one or two names out of an audience of 200, I started getting, like, 60, 70, 80 names of people who would turn in these sheets because they wanted to win a restaurant certificate, but also some of them indicated, "Hey, I'm kind of busy right now, but call me in three months."

So, people were actually volunteering information. Now, when the "Big Trivia" game was actually being played, it was kind of an interesting dynamic. And some of you might be able to picture this. I'll describe it as best I can. It's a game where you give people about two minutes to go through a multiple choice series of questions, and when you've given them a few minutes, you say, "OK, well, time is up. Let's go ahead and go through and look for the right answers." You'll read the first question, then ask for a response, and it's quite funny to see how you get nothing but blank stares and nobody wants to raise their hand, nobody wants to participate.

So, what I would typically do is ask one of the people in the front row or somebody close by, I'd say, "Sir, what did you get?" Or, "Ma'am, what did you get on that first one?" And whether it was right or wrong, it didn't matter. We had these gift certificates from Starbucks for a free 20-ounce drink that we would hand to the very first person that, you know, agreed sort of to be a guinea pig. And then I'd go on to the second question and I'd say, "Anybody have an idea on number two?" And 30 or 40 hands would raise up. Everybody wanted to play all at once because there was a small reward.

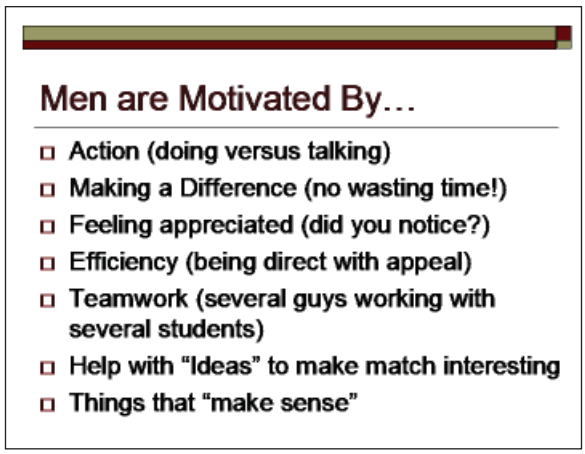
I've heard people using the same strategy with candy or candy bars, I've heard them use it with a variety of items. It doesn't really matter how valuable the item. Here in Seattle it happens to be helpful to have a Starbucks gift certificate because we're all hooked on caffeine, but it really doesn't matter what the item is. All at once people want to be engaged because there's something that's being given away. And so, you can tuck that away and, again, just use ideas—whatever you can come up with to get contact information because really the goal is to be able to follow up with these people.



Let me quickly go through the last few slides, and again, I know I'm running short on time, but things that men are motivated by. This speaks specifically to some of the things that we've already discussed. They want something that's action oriented. If you can get a volunteer and tell them, "By the way, you know, you're not going to sit in the library and read the whole time. You can take a basketball and go out and shoot hoops, you can go work on a project, you can work in the woodshop, whatever the venues are that are available to the volunteer and the mentee to be involved with, talk about that action because that's something that will motivate a man.

They have to understand that they're making a difference and that they're not necessarily wasting their time, that this is something that is going to help a kid. It's really something that's going to make a dif-

ference. Related to this is the next point on the slide—feeling appreciated. Now this is kind of an interesting one because you don't necessarily want to overdo it, but you do want to let men know that they're really making a difference. A lot of times the kids will not communicate this. Sometimes the teachers will communicate it. But the men need to understand that thank you for taking time out of your day to come and have lunch with Johnny; thank you for taking time out of your day today to come and help him with this project, this science project he was working on; men just really have this need to be noticed. They need to feel like somebody noticed that this was something that they had done.

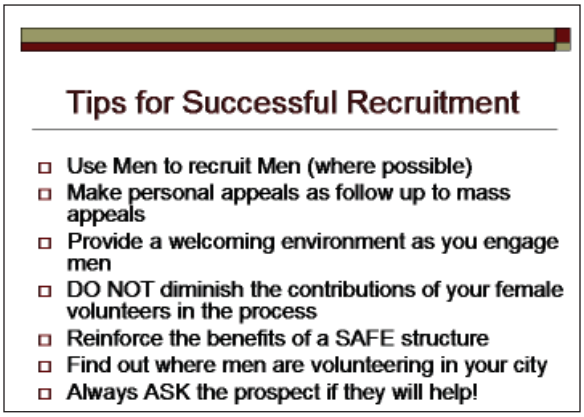


Efficiency is huge. When you're making the appeal, it's important just to ask what you really want. Just tell them, "Hey, look. I need somebody that can come in to the school for one hour once a week and help this youngster because he really has some self-esteem issues. He really doesn't feel comfortable. He doesn't get along with other kids. What he needs is an adult that cares about him."

Teamwork is another thing that works really well, so sometimes in the mentoring settings, if there's an opportunity for several men to work with several students, that's very appealing to some men. Again, logistically it's something that you could look at, but sometimes this'll bring a recruitment to a whole new level if you can bring three men from a particular office to work with three boys at a particular school and get them matched one-to-one, but having them work in a group situation is an amazing way to sometimes get men involved.

As an organization, you want to look at ideas that you can share that'll help make the match interesting, and the bottom line is men need to feel like the things that they're doing make sense.

Final slides here, looking at successful recruitment, using men to recruit men wherever possible, and I'll extend that even further. Making sure that there are a lot of men in the process when it comes to orientations, trainings, interviews, and so forth. Men will respond more to the personal appeals than following up to mass appeals, so figure out who these people are that you want to have involved in your program and go directly to them and ask them to be involved.



Again, looking at a welcoming environment when you're engaging men. Make sure that they don't feel like they're outnumbered because that's very intimidating for a guy.

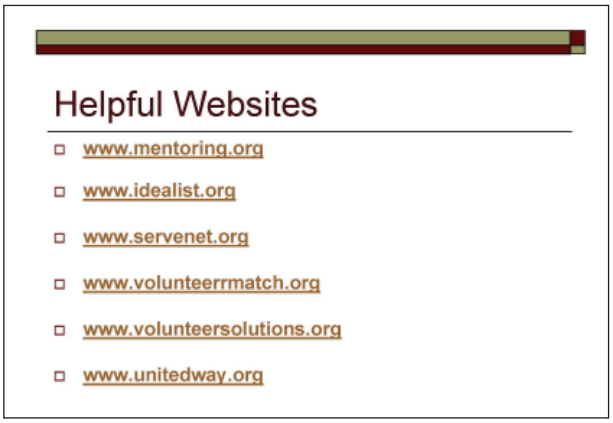
In all of this, do not diminish the contributions of the female volunteers that you have working in your program, and make sure that any of the targeted efforts you're doing don't necessarily erode the credibility of your organization as you're working in the community because what happens is sometimes we can become so focused on this great need, we forget that we really do need to attend to the fact

that we have female volunteers that are doing tremendous work, working with the female students in these schools.

Always look for ways to reinforce the fact that there's safety in the structure, that the benefits of having a school-based program is that you're in an environment where there is at least a degree of soft supervision. There are people there, there are other authorities there, so you're not feeling like potentially you might be accused of something that would cause many men to be nervous and not want to be involved.

Look at places where men are already involved, volunteering in your city or your community, and figure out how to partner with those organizations. The one that comes to mind is Boy Scouts—this is a great one because you've got a lot of men that are involved in leadership, and perhaps some of those men would be interested in helping or some of them may take some of their Eagle Scout candidates and suggest that mentoring would be a great program or a project to do in order to achieve that particular merit badge.

And again, always ask the prospect if they will help, not necessarily if they'll be a mentor, because not everyone's going to be suited for that, but finding that there's always going to be other volunteer opportunities that you could engage people with. That's very key to being able to be successful at recruiting more men.



And with this last slide showing some useful Web sites, I'm going to close. I'm a little bit over, but I think I'll just open it up. Were there any questions?

MACRAE: Thanks a lot, Juergen. That was a lot of great information, and it's always refreshing to hear all these new ideas that you have.

We did get about half a dozen questions here, some of which you did address in your presentation, and in the interest of time, we are going to let Beth Senger go ahead with her presentation, and then if we do have any time at the end, we'll go back to some of these.

But, just so everyone in the audience knows this, what we're going to do is forward any questions we get to our two presenters. Then we will put together a mailing that we can send out, so that all your questions get answered and that everybody sees the responses, because there were some good issues raised along the way here.

GARRINGER: We're going to move on now to our next presentation and our next topic, recruiting mentors and working with youth from the Hispanic community. Presenting this today is Beth Senger, who has a wealth of experience in this area, primarily in her role as the CEO of Big Brothers Big Sisters of El Paso, Texas, where she has been since its inception in 1999. In addition to Beth's work here for the MRC, she's been a trainer and contributing author for organizations such as the Northwest Regional Educational Laboratory, the Texas Governor's Mentoring Initiative, and the Nonprofit Enterprise Center. Beth, if you're ready to go, take it away.

SINGER: Thank you so much. Good afternoon, everybody, or morning, depending on what your time zone is. I am going to be talking to you today about mentoring in the Hispanic community, and although part of this focus is certainly on recruiting mentors and developing your messaging and marketing for those mentor recruitment pieces, it's also going to focus on engaging families because that's certainly an important part as well if you're looking at recruiting and really engaging in the Hispanic community.

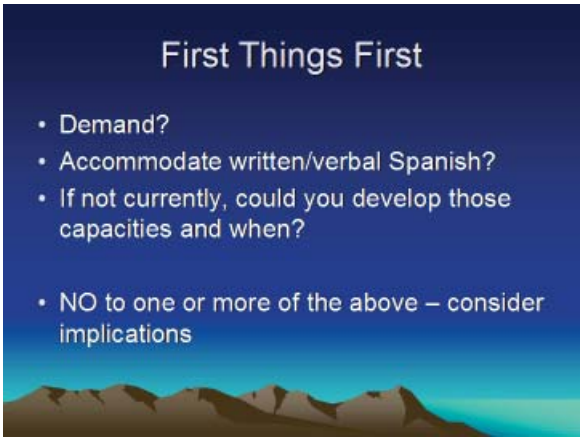
In our agency here, we are located in El Paso, Texas. It is a border community, and we do have an 85 percent Hispanic population. Last year we served close to a thousand mentors and mentees, and most of those were Hispanic. So my background, although I am not personally Hispanic, certainly has been from growing up and living most of my life in a predominantly Hispanic community and working closely and, of course, having friends and loved ones from that population.

I'm going to do just a brief overview, and then get started on some of this information. On the "Overview" slide you'll see that first I want to touch base with you a little bit on whether your organization is ready and prepared for engaging the Hispanic population, and then talk to you somewhat about messaging and marketing for that population, and then hopefully to share with you really what's worked with us and kind of what we've experienced working with the Hispanic population, with their families, with mentors, and then with matches once they've already been formed.

Then I want to talk to you just a little bit, too, about some of the implementation facets that we've experienced in the process as well.

I'll refer to just the header of the slide as we go along so that you can keep up with me.

The next slide I'm going to be on is actually the third slide in my presentation called "First Things First." And as I talk about these items, if you'll just think to yourselves the answer to these first questions; the first one is, Is there demand? I kind of assume because you're listening to the call that there's been demand or there's been an increase, perhaps, in the population in your community, or you just want



to check and see if there's anything new about serving this population, so I assume that there's a demand. But you might want to really think about whether the demand is there, because the next two points include things that you need to have in place if you're going to be engaging the Hispanic population: that is, are you prepared to accommodate the Hispanic population: to have written materials in Spanish and have at least one person in your office who is fluently bilingual?

If you don't have those things currently, could you develop those capacities and when do you think you might be able to do so. If you really don't feel like you have those capabilities, it might be really difficult and challenging for you to try to engage the Hispanic population. Certainly we feel that those are the bare essentials for making sure your organization's prepared to work with the Hispanic population.

Then I'd like to talk to you about if you do have those basics in place or you know that you can get them in place, what are some of the recruitment and marketing techniques that we've experienced here in El Paso to be successful working with the Hispanic population. And when you're looking at developing your recruitment messages, if you have some Hispanic volunteers that are already with you, engaged in your program as board members or as volunteers, then you might talk to them, of course, about what made them volunteer with you, what are their experiences, what do they like about your program so far, and talk to them. If it's a new focus area, you could bring other Hispanic members of the community together as well to talk about are your services appealing to this population, are your services ones that they feel the Hispanic community could really resonate with, and that they would like to be engaged with, and if so, what kinds of messages might work?

Every Hispanic population and community has some different cultural pieces that they may be able to help tie you into in terms of messaging, and they may also be able to tie you into what venues are going to be the most appropriate to reach the segments of their population that you're needing to reach. It could be that, too, that your outreach and recruitment are related to getting more families involved; perhaps, you know, that there are significant needs in that group in your community, but are looking at also wanting to break down some barriers to family and volunteers being involved.

So, you might talk about with this focus group, if you're able to bring some folks together, what kinds of venues they know are most appropriate for your messaging: that might be TV stations, radio stations, maybe there are some bilingual TV and radio stations in your area. Their feedback, I think, will really help you develop your message—their insight into the community and what they know the community is looking for and what types of services they think they would feel comfortable taking advantage of.

I'm going onto the fifth slide in my presentation, talking about "Marketing Strategies." Once you have some messages that you've evolved, looking at which marketing methods and which recruitment methods will really fit you certainly depends to some extent on your capacity as an organization.

For example, if you decide that you have a great media partner and a great message and you put something out, is your agency prepared for what, of course, you hope to be an influx of volunteers calling in. If it were to bump up by 20 or 30 or 50 or 100 percent, your intake volume, are you prepared to be able to accommodate that, and especially are you prepared to be able to accommodate that in a bilingual fashion? Do you have enough people to handle volume if you get a significant return on that marketing strategy?

And naturally we all have to worry about budgets, so what are you able to afford to do with whatever marketing strategies you decide upon, what media ties to you have?

We've found that talk shows have been really helpful, radio talk shows or TV, on our Spanish-speaking networks, and then of course, we all have to consider whether we can make those marketing materials happen in-house or if you need to get them translated.

Now, if you need to have materials translated, we've certainly run into some interesting pieces here where we'll have translation done, we'll get the materials back, then we'll have staff members tell us, "Oh, no. That's written in a different dialect of Spanish or it's in too educated a level of Spanish. It's perfectly appropriate college-level Spanish and most of our families are not going to understand it," and we've had other translation pieces come in where someone said, "Oh, this just isn't right and it's not right for our area." So, if you're going to create marketing materials, certainly run them by at least a couple of people that you know and trust that will understand the target audience of your community and the Hispanic population and its dialects, because your translation could end up really throwing some people off or having them just simply not understand it.

Well, the recruitment messages and getting your marketing messages out are some of the basics for laying the groundwork to recruitment of populations, but I really want to talk to you about what's worked for us here in El Paso over the past, gosh, almost eight years. And I mentioned already—and I'm on the next slide—What's Worked for Us," that we're in an 85 percent Hispanic population, and so frankly, as I go forward with this, you may think, "Oh, well, that applies to everybody." Well, the truth is that because we're in an 85 percent Hispanic population, there may be some things that we take for granted or that we assume are specific to this population that if you're sitting there, you may tell yourself, "Oh, we already know that. That's common in our population," but because we're so heavily Hispanic, these are some of the things that we know have worked for us here.

The media station partnership that I mentioned to you really was an incredible partnership. It was a Spanish-language broadcasting station, our local Univision station, and they were willing to do live remotes for us. They were willing to have us come repeatedly for talk shows in Spanish, and we had some of our guests and mentors on those as well. At different events that we had during the year, they had a booth there, would do a live remote, and also sell CDs and give the proceeds to us, which we thought was really amazing. And one year they actually even gave us a $10,000 cash sponsorship, which is, in our experience, at least, extremely unusual for a media outlet to do a cash sponsorship.

They also helped us, and we made sure that we had all of our materials available in Spanish, which, of course, does double your printing budget when it comes to brochures, unless you're able to create everything in sparse enough text to have each brochure item in English and Spanish. We definitely have separate materials that are in English and then others that are in Spanish.

We also made sure that we had Spanish-speaking staff—and really in our community you don't have a lot of options, you really must, if you're going to serve any segment of the community, have Spanish-speaking staff. I do not speak Spanish, unfortunately. I am a language idiot, apparently. I've tried many times, but if you're going to serve the population, it's really going to be important to be able to speak Spanish or to have somebody available for that.

Now, the next parts I'm going to talk to you about are related to what works for us in several different arenas, with the family, with the mentor recruitment, and then also with the matches as we went along.

Now, I feel like it's important for me to issue kind of a general disclaimer on this next section because some of what I'm going to be talking about is our experience in working with our Hispanic population, and these are very broad themes and impressions that myself and my team here have come up with when it comes to working with the mentors' families and in match support, but we are a largely Mexican-American population right on the border of Mexico, so some of what I'm saying may or may not apply to the Hispanic population in your community.

I just want to make sure that you realize not to interpret anything as coming from my having three doctorates in Hispanic and Latino studies. That's just not the case. I'm not an expert in the Hispanic culture or subculture around the world. This is just our experience here on the border of Mexico, and so it would be probably beneficial for you to take any of these points and look at your Hispanic population and bring some of those folks together to kind of gauge whether or not some of the things I refer to also apply in your community.

All right, now that I've got my disclaimer done, really what's worked for us, and the first and foremost thing, and fortunately this will probably come natural to just about everybody in mentoring, is really embracing the family. This is—it's just impossible to think of the child as separate from the family anyway, but certainly in Hispanic populations, family is first, and family is just a cherished unit and it's extremely important that we be able to embrace the whole family.

I know I've mentioned twice already that you need to be able to have somebody who can speak in Spanish, but it's also important not to

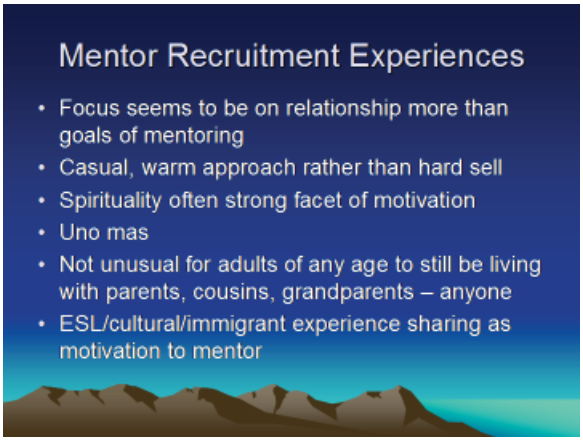
assume that because there's a Hispanic surname or because one of the members of the family called in Spanish that they won't also need services in English. We find it's very common that we may have a child interview in English, but the parents have to be interviewed in Spanish, and so make sure that whichever staff is going to be conducting the interviews is prepared to be able to handle either.

We also know that it's just really important to be sensitive to the family values and very friendly to the family. Part of one of the things that we do is making sure that when we have families and children coming to our office, and of course, many times we go out to their home, but when we do have them come into the office, we just have come to assume that if we make an interview appointment for a parent and child that there's going to be other people coming with them. It could be cousin, aunt, uncle, other kids. So, we try to make sure that we have an area that we can set aside where we have the TV on or some kid-friendly movies or snacks available for children because we know that there's very likely to be other people coming when they come to enroll their kids.

Sometimes it's just because people want to know what it's about and they're curious and the rest of their family wants to know what the child's going to be getting involved in.

So, the other thing that we've tried to do, and this is not always very easy because it can be expensive, but we try to make sure that we have events that are so affordable and inexpensive or free that the families and siblings can come. It's very rare that we have something that we have to restrict to mentor and mentee only, and sometimes that does happen, but what we find is then they won't come. The parents and families will want to be present, and so we try to make sure that we have the capacity to be able to invite whomever, and host all of them, whether they're enrolled in the program or not.

After the "Embracing the Family Slide," I have one that talks about "Mentoring Recruitment Experiences," and these are some of the messages, impressions, or motivations that we've run across over the last eight years when it comes to our mentors and why they've gotten involved with our program or what kinds of messaging seem to work with them.



The first thing that I think is wonderful and meaningful is that the focus from our mentors, what they express, is it's more about the relationship than about the goals of mentoring. There may be populations that will be very motivated by setting specific goals about the mentoring relationships—you're going to help this child achieve certain grades, or you're going to help this child achieve X, Y and Z. But here the focus really seems to have been on wanting to have this new relationship, and of course in our program's case, we call it a little brother, little sister. We don't know whether or not that's particularly helpful in terms of message because family's so important in the population, but they really are looking forward to the relationship more than anything, and having a very casual and warm approach seems to have been more effective than, you know, a really hard sell where we list a lot of stats and figures.

The population tends to be very warm and casual, and so we try to approach it from that very friendly angle when we're out recruiting, and certainly when we're engaging mentors here at the office and doing our initial interviews.

Another thing that is very common in the population is that spirituality can be very closely linked to why this mentor has decided to become a mentor. Many of you probably know that the Catholic church is the predominant religion in the Hispanic culture, and so you may want to take that into consideration when it comes to recruitment for this population, finding the centers and the churches that have a large Hispanic population attending them. We've found oftentimes in an interview that that will come up as one of the reasons why they're choosing to mentor.

The next point that I have here—and I was just talking to our recruitment specialist here at the office about this as a marketing message—is "uno mas," and the reason I put it in this presentation is because that "one more" seems to be a good message for this population. The Hispanic culture and Hispanic families are so often caring for extended family. They're so often having extended relative and networks coming to events that to me it might make sense to just talk to them it's just one more, it's just one more kid. They're used to having the entire family or they're used to having extended in the formal networks of family coming over, and so what's one more. That's one of the things that we've heard from mentors saying, "Oh, you know, why not? Why not have another kid that I'm helping to take care of and helping to care for?"

Another thing, and this threw one or two of our non-Hispanic staff members when they first moved here and began working in the field of social work in general, was that they were surprised to see people of so many different ages still living with mom or dad or the grandparents and how many different generations or extended family members might still be living in the home. Some of them even had a hard time interpreting that or interpreted that as, well, if I have a 35-year-old man still living at home with his mother, is he really appropriate to be a mentor or, you know, is there something wrong because he's still doing that? But really, that extensive kinship network and still living in the same household is here in this culture and in this community.

The other part that we found, the last point on this regarding a motivation to mentor, is that we hear from mentors a lot that they either moved over from Mexico when they were young or had family members who did so, and so they were really looking forward to sharing their experience as a child who had English as a second language and going through that difficulty of integrating into the community, and sharing the cultural and immigrant experience with a child and helping that child navigate through what that experience meant to them and helping the child cope with some of those difficulties and challenges. So, that can be an important marketing piece or something you could tie into when you're talking to volunteers or prospective volunteers that this is their chance to show a child what that experience was like for them and to help them through it and give them strength through that process.

On the next slide I'm talking about our experiences engaging families, and I have not lived elsewhere for any length of time and when I did I was not in this field. I used to be in the military and I used to teach electronics, and so I didn't get a chance in those fields when I lived somewhere else to engage with the community the way I do here. But I just love working with the population here, and they are largely Hispanic, because the first time you meet them it may be a handshake perhaps, but oftentimes by the end of the first meeting with the family or mentor, you're expected to hug each other. It generates very warm feelings. So, in the first three points

I'm talking about just the very warm hospitable culture. The body language may be closer than what non-Hispanics might be used to, so you may be surprised to get the hug from someone sitting very close to you or standing very close to you if you talk, but it's just a very loving and warm culture.

The next two points can be kind of sensitive. You know, I've certainly run across this question when I've done training for groups of grant recipients about what do you do when it comes to serving families who are illegal or whose status you don't know or can't confirm. One of the things that's important is for you to decide as an agency and your board of directors to decide what your policy is regarding legal status and/or reviewing your grants and seeing what your grants require you to do to determine status in terms of students or children being able to be served with their grant monies.

Another component of that is not only do you need to be sensitive to, be aware of and know what your policies are regarding legal status, but recognize that if you're presenting to a group of families that are in the Hispanic culture and you see some reactions or some people being concerned—either they may not speak at all, may not engage at all, or they may seem very suspicious or mistrustful—it could be that some of them are very concerned about legal status. If, for example, there is a child who is a legal citizen but a parent who's not, the parent may be concerned that if they engage in any social services whatsoever, that if for some reason there's documentation that you require that they're ignorant of entering into the process, that they could actually end up having to deal with an immigration issue, and you, as an agency, perhaps, will also have to deal with it.

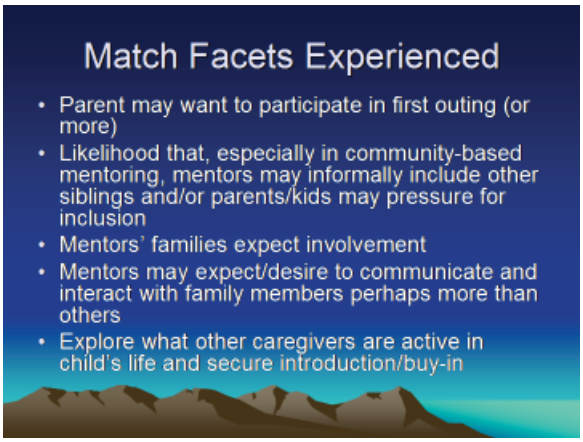
I know there will be some agencies who will decide it doesn't matter if it's their responsibility to report. Here on the border of Mexico if we did that, we may as well just close our doors, but it's just one of those things to be prepared for if a family expresses concerns that that you need to have Hispanic or Spanish-speaking staff members who can speak directly and honestly about what the agency's policies are and be sensitive to and recognize that these concerns may come up with the families that you're serving.

Another component is that you may hear a lot from the families as you're interviewing them that some of the parents are very disappointed in the way their kids are behaving, and some of those behaviors may not be things that would normally be a red flag to you but they may be related to the concern that the child is not acting in a way that is what this family feels comfortable with because of their culture and their background from their country that they were raised in. So, especially if you have a first generation family where the children are being raised and assimilated into the American culture, you may hear some concerns about families asking for mentors to really be able to emphasize specific things to them that are important in their culture. I think it's common to a lot of cultures, but for example respect for their elders; they may just simply not understand some of the things their kids are getting into, and they may really be bitter and resentful of the fact that the children are speaking English more than they are Spanish, and there may be some stresses between generations on issues like that. So, we've found that as we've engaged families here, we've had to help support mentors dealing with those issues and help them understand those issues.

Another thing when it comes to engaging the families, it's really normal for other adults to be involved with the kids. So this is a good thing to kind of feel out with the family before you make a match because not only is it maybe a grandmother, but they may have a comadre or compadre, which is an informal tie or people close to the parent who have agreed to kind of be the mother and father figure for the child. A lot of times it's a godparent.

When it comes to engaging the child in a mentoring program, there may be other adults that really will want to have some firsthand information from you and/or really just learn more about what's going to

be happening. Also, some mentoring programs feel if they do an interview and they hear that there are so many different people involved in the child's life, they may think, "Well, this kid doesn't really need a mentor," but we certainly find that families, even when there's a lot of involvement from relatives and informal ties, that that doesn't mean that the child couldn't benefit from having somebody else who's warm and supportive to them.



Now, the next slide, which is my next to the last slide. I want to talk to you about some of the "Match Facets" that we've experienced here. Some of these, again, you may find have happened in your communities, but we feel like these are interesting and unique portions here in the Hispanic community.

In our program the norm is that after you introduce the parent and child to the mentor at that first match meeting, after that in a community-based match the mentor will go and pick the child up and take them to go on outings. But we've definitely had parents express here that they don't feel comfortable that quickly and that they would really like to be able to go on the first outing, or more than that, with the mentor and child. Now, you can do what you can to address what may be the underlying concerns of that, but we find it's really just a fairly common comfort zone issue for the families.

We also have really run across that whether it's from the mentor, the parent, or the child, there's a very strong likelihood that as much as your program may be serving one-to-one, there will be a lot of informal relationship building across other relationships in the families on both sides. We find it's very, very common as mentors may call us and say, "Well, you know, they really are trying to get me to take the younger brother or sister," and so there may be a lot of—just an assumption or some pressure or hints or guilt trips—that the other siblings should go. And it's, again, I don't know if that's very common in other cultures because this is the one I live in, but it's very, very common for the families' messages to be if you're going to come and pick up one child—it's not fair to other kids to leave them at home, and, you know, really encourage that the mentor do both. We see it also happening from the mentor's side where the mentor feels bad and wants to take the other siblings or anybody else who happens to be visiting the family at the time, and so, your program may decide it wants to really address what those informal kind of tag-along visits should look like or if they're allowed, or if they're not allowed, if there is any kind of documentation you want to sign releasing your agency from liability on things like that.

But the other piece of that besides having other kids come along one way or the other is that the mentors' families may very much expect involvement. We have one Big Brother who had two mentees from one family, and he had made it a habit if his family had an event or a get-together, a dinner or birthday party, of bringing his Little Brothers. He showed up one time without them, and his parents got really mad at him and made him go pick up his Little Brothers because the mentor's family also feels like, well, if you have this person that you are relating to and who's becoming close to you, then they're going to be close to us, too.

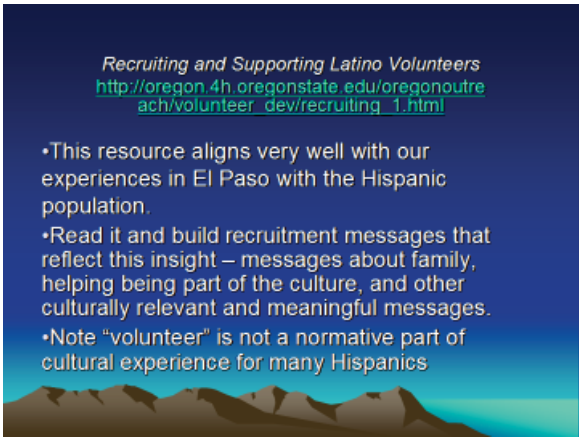
We also have had mentors who have said, "Well, I don't want to just go pick up my Little Brother or Little Sister and take them on an outing until I have a chance to really get to know the rest of the fam-

ily. How can I be a mentor until I get to know mom or dad and the other kids in the family?" And so you may find that, you know, the comfort zone is just greatly increased by everybody when they realize that it's welcome and OK for them all to interact with one another, and we've definitely had mentors who've had their Little Brothers become their ring bearers, become part of their wedding party, and their families wouldn't have had it any other way.

I mentioned on the last slide about comadres/compadres and other adults that might be involved in the child's life—and we've definitely run across times where we recognized we should have introduced the mentor in that match meeting to some of these other caregivers in a more formal way or made sure that there was some method for that to happen, because with so many extended family members offering their support and care for the child in after-school settings or before-school settings or on weekends, sometimes there's somebody that the parent can identify, who they know it's very likely the mentor is going to be interacting with because they will "often be here with the child when I won't," or whatever.

We've found that if there's a grandparent offering care on a regular basis, whether they're in the home or down the street or nearby, or other informal caregivers, that it's a good idea to kind of explore that in the interview with the parents and see if there's any way to arrange for that person to have input and to be present at the match meeting because we've had it come up before on a negative side where somebody who hadn't been engaged in that process resented the fact that there was a mentor in the child's life and felt that this child didn't need a mentor. Because they were such a verbal and active part of the child's life, the match faces some difficulties and some strains.

I think that when you're engaging the Hispanic population and interviewing the families, it's a good idea to explore if there are other very close adult relationships that this mentor is likely to interact with a lot, and see whether or not they can be present at the match.



On the last slide I talk about a resource that I think is a really neat resource for you guys to download, if you have some time. It's a really terrific article. It's in Oregon, and it aligns very well with our experiences in El Paso serving the Latino population, Hispanic populations. It's called "Recruiting and Supporting Latino Volunteers." It's easy to download. If you get to that Web site, you can use some of the insight that it has to maybe help you build some recruitment messages. They talk a lot about the family in a more detailed way than I've been able to talk about here, and about the fact that helping is very much a part of the Hispanic culture, but volunteering is not necessarily. And the way I've had it described to me from Hispanic friends of mine is in the Hispanic culture, Latino culture, volunteers are associated more with people who are volunteering only at church or who are volunteering who have a lot of money and who are able to volunteer. But the Hispanic culture is extremely helpful and they're helping in an informal way or formal way—their family and extended family and friends, and friends that they've adopted as family—all the time. And so it could be that in some of your messaging you may want to look at using "help" as a word more often than "volunteer." Volunteer may not be a word that they closely associate with the kinds of things that they do, and they may not think it's for them.

So just to kind of wrap up, this is an absolutely wonderful population to engage, and some of the critical elements are having staff members who speak Spanish; being prepared to have materials in Span-

ish; and accommodate the needs of the family, kind of encouraging and assuming that there's going to be perhaps more informal relationship involvement across mentor and mentors, mentee , mentee's family members, than you might see with other populations.

Mike, did you have some questions come in regarding this topic?

GARRINGER: Thank you very much for that presentation, Beth. We've got a little bit of time here before the bottom of the hour, so I think we are going to take about five minutes to do some questions and answers, both from Juergen's presentation and yours.

Some of the questions that came in, I think, are going to require a pretty thoughtful response, so we're still going to go ahead and put together a written Q&A document that we'll send around to folks, but I think we are going to go ahead and take some of these.

One of the first ones that came in is one that I actually have a few answers for, and if Juergen and Beth have anything to add to this, do so—it was a three parter from Jerrine in New York. She specifically wanted to know are there any places online where one could find pictures of male mentors and mentees ? You know, I think for a lot of programs that are just starting out, they don't have a base of male volunteers to start, you know, either having served as recruiters or to use in imagery.

There are a couple of stock photography Web sites that I have personally used that I'm a big fan of. One is called iStock. If you go to istockphoto.com, that is a very good Web site to get stock photos from. The photos are very cheap also, depending on what you want to use them for. I think you can get photos to use in your materials for as little as a couple of bucks per image.

The other one that I would recommend is Alamy.com. That's another really good place to get royalty-free or cheap licensed photographs. But certainly, you know, using pictures of your own kids and your own mentors and your own community is always the way to go, and make sure you get permission and all of that. But those are two Web sites that I would recommend.

One of the other questions she had was where do I get stories of men and young boys in mentoring relationships? You know, Juergen mentioned the success stories, how it's important to share that. Well, what if you're brand new and you don't have success stories? I wanted to make sure everyone was aware of a book that we've got in our lending library. You can also buy it on amazon.com or Borders or whatever, that's called *A Hand to Guide Me*, and it was written by Denzel Washington, the actor, who as many of you know is a real advocate for boys and girls clubs of America. This is a great book, and they have a number of celebrities and athletes and sports figures write a little one- or two-page thing about who their mentor was, and how that mentor influenced their life, and it's got everybody in here, you know, coming at it from the male perspective: Mohammad Ali, Jimmy Carter, Bill Clinton, Danny Glover. I'm just kind of looking at some of the random names. Cal Ripken, so a lot of men and a lot of people really talking about what a mentor meant to them as they were growing up. I think that's a great source of stories for people that may not have, you know, male mentors of their own to collect those stories from.

The last part of Jerrine's question was specific slogans or taglines for reaching out to men, and my suggestion is, you know, I've got a couple of ideas, not specific slogans but more themes to build slogans around, and I've seen programs have some success recruiting men with slogans that are themed around the concept of leadership, kind of imparting that onto the next generation.

Also, as Juergen mentioned, slogans built around the theme of solving problems, finding solutions for their community. That can be a little bit tricky because then when they start volunteering, certainly we want them to take a developmental approach with the child. They're not there to fix the young person, but certainly framing the mentoring experience in terms of a hands-on way of solving issues.

Then I've also seen people tie it into the potential mentor's own past experience, whether it's, you know, who was your mentor, the big theme of National Mentoring Month, but I've also seen it go the other way where people tap into the fact that sometimes men growing up in our society don't have the types of role models they need, that there is difficulty for men connecting at that level. Sometimes people grow up without having the nurturing that they may have wanted when they were a young person, and so I've seen slogans built around, you'd be someone for this child, and kind of playing on the fact that maybe perhaps their experience was something that was lacking in having a mentor.

So if, Juergen, if you have anything else to add to the slogans question?

KNEIFEL: First of all, I think Beth and I both have the same, I guess, disadvantage, advantage situation in that with Big Brothers Big Sisters, a lot of our materials marketing wise come through national and there's opportunities to get a lot of great material through Big Brothers Big Sisters of America. But we do actually locally take pictures all the times for events and things we do, and if you don't have a program going yet, what you might want to do is just—as long as you've got releases from parent guardians at the schools that you're working with—work with a few of the students and create some photo images on campus. Maybe use a couple of volunteer teachers that are willing to create some classroom shots or go out on the playground to have them play catch or shoot baskets and so forth, but just as long as you've got, you know, the releases signed by the parents, you'll be fine doing that. And I suppose one caveat is to make sure that in your intake process you get that release for all of the kids that are registered in the program, unless for some reason they cannot do that. I know that a lot of children that are in foster care and so forth, there are issues with having their images used, but for the most part, you'll be able to generate photos fairly quickly just by going out and getting some shots of matches that are being made.

MACRAE: Thanks. We also had a couple of other questions that kind of are related to each other. Rebecca from Atlanta wanted to know about more specific examples about places men congregate, and she mentions that they don't actually go and recruit at gyms, for example, because they've heard that men don't really want to be bothered while they're there. They just want to do their gym thing and get out of there, so she was curious about places to go to do recruitment for men. And then in New York we had a question from someone who asked where to find populations of mentors who are in the Hispanic communities—that they have a really hard time finding those male and female mentors in the Hispanic communities, and that attracting male mentors has been one of their greatest challenges.

Those are really similar questions, but one's more directed toward just where do you find male mentors and one is more around the Hispanic community, so I'll open that up to either one of you, if you want to have a response to that.

KNEIFEL: Well, not that I'm an expert at the Hispanic community, but here in the Northwest if you were to hook up with the Hispanic soccer leagues that we have, you would wind up with thousands upon thousands of prospective male leads, so that would be—again, sometimes those areas of specific interest would be places where you would see a population to draw from.

And, you know, I talked a little bit about like an auto parts partnership potentially where you could go in with AutoZone or somebody similar, where there's a lot of male involvement. Again, athletic events, football games, basketball games, anything where you see a lot of action, that's something that generally gets men going. And you know, one other place—in fact the place where I've seen the greatest number of male volunteers, but it has a lot to do with their faith and being motivated by a minister many times that's doing the recruiting—but it seems that there's a lot of men's groups where they do their Friday morning Bible study or whatever, a meeting where they get together, and so those type of groups may be interesting targets to look at.

MACRAE: Right. Good point. Beth, I know that El Paso's kind of a far cry from New York City, but do you have anything you'd like to add?

SENGER: Well, I think that what kind of puts me at a disadvantage to answering that is we're 85 percent Hispanic. I couldn't go to a venue without having the vast majority of the people at any event, really, being Hispanic. But I do think that I touched a little bit on the faith-based portion of what's a motivation for a lot of people, and I think, too, that if you're going to have a Hispanic male, especially a married male, I think that if you market it more as being a family opportunity than just something he has to do by himself. A lot of our most effective mentors are not the ones that are single and in college or whatever, they are the ones who are older or married or have kids, making sure that the message is that yes, your family can be involved, yes your child will get to meet this person. You do not have to take away time from your family in order to do this. That's been important to us for all of our Hispanic volunteers.

MACRAE: That's a great message, Beth. Thanks.

We are really over time, and I just want to throw out one more question that we got, which I think is a nice bottom line question and a good way to end. But before we do that, I also want to remind people that the ED Mentoring listserv is a really great way to get additional feedback on these kinds of questions, especially things like, you know, where are other people finding populations of mentors, either male mentors or Hispanic mentors, and what are other people doing to recruit those populations. So, please do throw your questions out to that listserv. It's been pretty active lately, and I think we're getting some good feedback there.

This last question was do we have to match boys with males and girls with females? So, is this the reason why it's emphasized that we recruit more men? I think this is sort of a bottom line question. Why do we care about recruiting males? I thought I'd let Juergen wrap that up with something inspirational.

KNEIFEL: Well, thank you for picking on me. Actually, we do match females with males in some cases. Really, it depends on the child and sort of the needs that the child demonstrates, but many of the reasons why a young boy is needing to be matched with a caring mentor has to do with the fact that there may not be a male influence in their lives. Many times if a child is coming from a single parent home and is around a lot of aunts and grandmother but doesn't have a lot of male role models, that tends to be something that becomes somewhat prescriptive as well in benefiting a young person's development.

So ideally, you'd like to make a match with a male adult role model and a young boy. However, it's not necessarily set in stone because I think most experts would agree that a child who really needs quality time with a caring adult, not having anyone is certainly worse than having sort of the next level, which would be having a caring female adult role model. But the need is certainly tremendous and it's certainly out of balance, and I think that if we were to throw in the towel and say because men are just difficult to come up with, let's just not do that anymore and do all cross-gender matches. I think we'd probably be—we'd be really losing the point, which is that a lot of boys need men to look up to.

SENGER: In our case, Patti, I'll say this very quickly, we don't have a choice from some of our parents and boys. Some of them absolutely will refuse to have a female as a mentor for their young men . . . We have had children choose to stay on the waiting list for three or four years because they don't want to do it, and sometimes it's the mother's fear that a woman is going to supplant her in her son's affections, and that, you know, she wants to be the only female influence in his life and feels that anyone else is a threat. That's what's been expressed. So for those reasons, we know we've got to do a better job getting men in.

MACRAE: Right. That's a really great point.

Well, we are really at the end of our time and have run a little bit over, so we thank you all for your patience. I'm going to turn it over to Mike here to wrap up, and once again, thanks very much to Juergen and Beth for their great presentations.

GARRINGER: Yes. Thanks, Juergen and Beth. And thanks, everyone, for participating today.

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Questions & Answers

Questions about recruiting males

1. **Would you recommend any specific resources (online) where one could go to find pictures of men mentors and their mentees that we could use in our male-focused promotional materials?**

   JUERGEN KNEIFEL: My recommendation would be to get some local photos rather than rely on stock photos from a Web-based business. There are advantages to this: primarily you're able to establish a "setting" that reflects the community you're serving. I would suggest working with a high school photography class and instructor to go on a photo shoot at the local mentoring sites. Use high school students as models and perhaps other adult volunteers. You should get releases from all minors and be careful not to take photos that are too direct. In other words, use side profiles of a "match" reading a book or on the playground shooting baskets. And make sure that the copy on your brochure material or posters doesn't label the kids as "at-risk." Use language that helps men respond favorably.

   MIKE GARRINGER: While using photos of your own mentors, mentees, and community is always the best option, there are some good places to get fairly cheap stock photos you can use. Unfortunately, they have LOTS of photos and it can take some time to sort through all the results an image search pulls up. But these three sites offer very affordable prices and fairly generous licensing agreements:

   iStock – http://www.istockphoto.com/index.php
   Alamy – http://www.alamy.com/
   Jupiter Images – http://www.jupiterimages.com

2. **What specific slogans or taglines would you recommend for reaching out to men? Can we use these slogans in our materials without worrying about copyright, etc?**

   KNEIFEL: I typically start with some photos (see above) and see what inspiration may prompt ideas. For example:

   - With a sports theme, the tagline may read something about "It won't be long before he's showing you the ropes!" or, "Who's Winning?"
   - With a reading/study theme, "Life isn't so complicated when a man shares his insight and experience with a boy."

   You're trying to communicate purpose, results, and possibilities.

   I've never heard of an organization being ordered to stop using slogans that are helping kids in a mentoring program. So, unless there are specific examples, I can't answer. I do know that mentoring programs have taken the Army advertising campaign language: "We're looking for a few good men" and used this in a recruitment piece.

GARRINGER: As you develop your mottos and recruiting phrases, try Googling them to see if others are using them. If you see a trademark or copyright symbol on any phrase you are thinking of using, don't use it—it's not worth the risk. Otherwise, go ahead and use it until you get a cease and desist order! Also, if you find a phrase that's not copyrighted but that is overused, or is associated with another program in your area, it probably makes sense to pass it up.

3. **Along the same lines, you mention using gender stories in your handouts. We are a new program without many stories—are their stories out there that we can use to get us started that you would recommend?**

KNEIFEL: I would refer to stories of staff and community leaders willing to champion your cause. You'll find mayors, bank presidents, Rotarians, and other leaders happy to tell their story of who had mentored them. These stories form excellent platforms to remind audiences of the need to have a caring adult, other that a parent, to spend quality time with a young person.

GARRINGER: The following books have mentoring-themed stories from many celebrities and successful professionals:

A Hand to Guide Me, by Denzel Washington. Available from:

- MRC Lending Library
  http://www.nwrel.org/resource/singleresource.asp?id=17339&DB=res
- Amazon.com
  http://www.amazon.com/Hand-Guide-Me-Denzel-Washington/dp/0696230496/ref=pd_bbs_sr_1?ie=UTF8&s=books&qid=1203639213&sr=8-1

The Person Who Changed My Life: Prominent Americans Recall Their Mentors, by Matilda Raffa Cuomo:

- MRC Lending Library
  http://www.nwrel.org/resource/singleresource.asp?id=11712&DB=res
- Amazon.com
  http://www.amazon.com/Person-Who-Changed-Life-Prominent/dp/0756766281/ref=sr_1_3?ie=UTF8&s=books&qid=1203639506&sr=1-3

4. **Give examples of places men congregate, please. We won't recruit them at gyms because the men in our agency say they don't want to be bothered while there.**

KNEIFEL: Here is a short list for consideration:

- Auto parts stores
- Professional sporting events
- College sporting events (male oriented)
- Community sports leagues (softball, hockey, baseball, soccer, etc.)
- Construction workers, mechanics, firefighters, police, and other male-dominated professions
- Sporting goods or outdoor stores
- City clubs or business associations

In any of these examples, it may be smart to begin with an initial meeting to seek a formal partnership at a high level for buy-in from the organization as a whole. This will improve the likelihood of advertising exposure, employee participation, and "giveaway items" in an "enter to win" drawing event.

5. **Do we have to match boys with males and girls with females? Is this the reason why it's emphasized that we recruit more men?**

KNEIFEL: The ideal match is going to be gender specific (i.e., men with boys, women with girls). Unfortunately the supply/demand ratios create a significant challenge. In general recruitment activities (not necessarily targeted) you'll typically draw 70 percent female prospects and 30 percent males. The demand for mentors in most programs—measured by waiting lists—shows that about 70 percent of the waiting youth are boys and 30 percent girls. Since the challenge is quite universal, this seems to be an area of focus. While emphasizing the need for more men, we still see plenty of female volunteers coming to the programs simply by virtue of their existence.

PATTI MACRAE: There is little definitive research on whether same-gender matches produce better outcomes in mentoring relationships than cross-gender matches. One study suggests that male mentees may benefit more than female mentees from a same-gender match (*Juvenile Mentoring Programs: A Progress Review*, available at http://www.ncjrs.gov/pdffiles1/ojjdp/182209.pdf) but this finding was based on self-reporting by mentors and mentees rather than an analysis of actual outcomes; in addition, the sample size of cross-gender matches was very low. The final JUMP report showed no difference in match duration between same-gender and cross-gender matches.

Programs usually prefer same-gender matches, but faced with long waiting lists of boys, cross-gender matches are also established, usually with overall success. However, working with male versus female mentees can require different approaches and even some mentor training, especially if cross-gender matches are used. For a brief discussion of gender issues and tips for mentors and staff, see the MRC fact sheet: "Gender-Specific Approaches in Mentoring" at http://www.edmentoring.org/pubs/factsheet16.pdf.

Questions about working in Hispanic communities

1. **Could you please provide specific information as the "where" you could find a good population of mentors? There are many businesses in New York City, but acquiring male/female mentors in the Hispanic communities is more than arduous. Attracting male mentors has come to be one of this organization's greatest challenges.**

   BETH SENGER: Though I love New York City, I do not know about the specific resources you might have for appealing to groups of Hispanic male/female mentors. It is safe to say, however, that you have the answer among your current Hispanic participants—families and mentors. Looking at their employers, asking them to invite you speak at their churches, perhaps even offering a referral thank you gift (gift cards seem to work well for us) may have an impact. You could have a dinner invitational for a select group of Hispanic leaders (Hispanic Chamber of Commerce president or other Hispanic formal groups, churches, social/cultural entities) and ask their advice on how to tap into this community. We formed a "mentor panel" evening and invited outstanding mentors for our staff to question on how to do a better job running our program—it was very insightful. Perhaps a similar format could engage Hispanic mentors and parents on what you're doing right and/or could improve upon in terms of serving their population and how to engage more members of the culture.

   You could have a "Fiesta Night" mixer, inviting your Hispanic mentors/families to bring guests to hear about the program, ensuring speakers from their own population and held in a venue dominated by Hispanics. We have a Mentor Mixer quarterly and it's been a terrific recognition and recruitment opportunity. Perhaps one or two of your more involved and articulate Hispanic mentors and parents could be invited to act as ambassadors to your program.

   GARRINGER: In addition to the article mentioned in Beth's presentation, another good resource on mentoring Hispanic/Latino youth and working with these communities comes from the final report of the JUMP initiative, an eight-year project similar in scope to the Department of Education grants: http://www.itiincorporated.com/AnnRpt/_includes/pdf/s4.pdf.

2. **How do you balance the family component of the mentor with that of the mentee? If a program is one on one, then how can a program include the members of the mentor's family in any aspect of the program?**

   SENGER: We emphasize that one-to-one time is the foundation of the mentor/mentee relationship and that it is critical, especially in the early stages of relationship development, to build that relationship and trust in one-to-one time together. However, we give permission to both the parent and the mentor to make their own decisions about when and how to include other family members on outings. This doesn't mean that we don't continue to encourage one-to-one time, it just means that we accept that mentor and mentee are not operating in isolation and have other loved ones they will want to have participate in their developing friendship. This position came about partly out of our recognition that it was going to happen whether we sanctioned it or not, and partly out of recognition that everyone was benefiting from the extended family network that was embracing both the mentor and mentee. That family engagement has strengthened and lengthened mentoring relationships.

A word of caution here regarding screening and risk management. While we allow mentors and parents some leeway in deciding together about who participates in outings, our liability coverage only extends to Bigs and Littles. Parents and mentors agree in writing that they understand our insurance does not extend to relatives of the mentee or the mentor. If mentors and families want to begin to regularly include someone other than the Big and the Little on outings, then the agency follows its usual screening, enrollment, and matching policies. This might mean that a one-on-one match becomes a couple-to-youth match, or that a family-to-family match is developed. It is more likely to mean that a sibling or cousin of the Little becomes a candidate for their own mentor.

Group events and activities are, of course, different, and are usually covered through our general liability insurance.

Every agency needs to think about what its official policies are in these situations and to make it clear what the expectations are for mentors, mentees, and families. And be sure to check with your board of directors and insurance carriers before making an official "policy" change. We recognize that there will be occasional outings that include a sibling or a mentor's spouse, but our expectation is that this is an exception rather than the rule.

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