

2006
Regional Training

**RECRUITMENT: A
STRENGTH-BASED
APPROACH**

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Regional Training
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2006 Regional Training

Welcome!

Welcome to **Recruitment: A Strength-Based Approach!** This is a project of the Center for Applied Research Solutions or CARS (formerly known as EMT Group, Inc.). We are excited about this year's program and hope you will find the day inspiring and informative.

About Today's Training

Recruitment: A Strength-Based Approach was designed to help you fine tune your mentoring efforts. The title of the training comes from the philosophy that by highlighting your organization's strengths and appealing to the deepest needs and motivations of volunteers you can create the most successful approach to recruitment.

The day will begin with a discussion on the top recruitment best practices. With that as the foundation, we will then provide you with information on segment specific recruitment tactics and tips. Finally, we will end the day by guiding you through a real life application of the information presented. We hope that today's training helps to further your mentor recruitment efforts.

Curricula Topics

Part I. Recruitment Best Practices

Part II. Market Research Findings

Part III. Applications For Your Program

PRESENTERS

Elsy Arévalo is an experienced trainer with firsthand knowledge of mentoring and effective mentoring practices. She has held key leadership positions in the mentoring field including Director for the Friends for Youth Mentoring Institute, Mentoring Project Director at Center for Applied Research Solutions (CARS), Technical Assistance Manager for the EMT Group, and Board Member for the Silicon Valley Mentoring Coalition. Ms. Arévalo has also worked directly with mentors and mentees. As a Program Coordinator and Recruitment Coordinator, Ms. Arévalo recruited, screened, trained, matched, and counseled mentors and mentees through the challenges of building a lifelong friendship. Ms. Arévalo is the author of key mentoring publications such as “Running a Safe and Effective Mentoring Program,” “SAFE: Screening Applicants for Effectiveness,” “Designing and Implementing a Mentor Training” and “Developing and Implementing a Recruitment Plan.” Currently, she works as a presenter at key mentoring conferences and forums, conducts mentoring research, and develops mentoring curricula and training materials. On a personal level, Ms. Arévalo is committed to volunteerism and is actively involved in her community. She has served as a mentor, worked with youth of all ages, assisted the elderly, supported terminally ill patients, and committed a year to the Jesuit Volunteer Corp.

Jerry Sherk has been a lead consultant with the Center for Applied Research Solutions (CARS)/Evaluation Management Training (EMT) Associates, Inc., for nearly ten years and is a nationally recognized consultant in the mentoring field. With a Masters degree in Psychology and a background in child counseling, Jerry works with both youth and adults and has provided technical assistance to approximately 250 mentoring organizations. From 1995 to 2002, Jerry developed and facilitated a number of group mentoring programs for schools, community-based nonprofits, and Native American tribes. He is currently providing assistance to programs that serve gang-involved youth, foster youth, and Department of Education grantees. Jerry is also a former All-Pro defensive tackle for the NFL's Cleveland Browns where he played for twelve years.

Erika Urbani is the Project Director of the Mentoring Technical Assistance Project at the Center for Applied Research Solutions (CARS) where she is responsible for implementing and managing technical assistance and training provided to the mentoring field. Ms. Urbani has had over ten years of mentoring experience, both as a mentor and a program director and is familiar with the issues mentoring programs face. She is also very familiar with all facets of prevention. Ms. Urbani has also had over five years of hands-on experience in youth development, coalition building and substance abuse and violence prevention and has developed a rich expertise in the areas of effective prevention strategy development, implementation and evaluation. She also holds a Master's Degree in Criminal Justice from California State University, Sacramento.

TODAY'S AGENDA

PART I

9:00 – 10:45	WELCOME
	TOP 10 RECRUITMENT BEST PRACTICES
	THREE STEP PLAN
10:45 – 11:00	BREAK

PART II

11:00 – 12:00	MARKET RESEARCH
12:00 – 1:00	LUNCH

PART III

1:00 – 3:30	THE TOOLS
	IMPLEMENTATION
	KEY RESOURCES
3:30 – 4:00	CLOSING

PART I

RECRUITMENT BEST PRACTICES

IN THIS SECTION WE WILL:

- Review the definition of recruitment
- Cover the top 10 recruitment best practices
- Introduce general information about recruitment plan

Recruitment

Recruitment is...

What we understand recruitment to be will dictate our strategies, actions and reactions to this important task.

Here is some food for thought as you consider your own definition of volunteer recruitment:

- Recruitment is a constant, year-round process of keeping your organization's name and its available volunteer opportunities in front of people. (Susan Ellis)
- Recruitment is the process of inspiring individuals to fulfill their own life's mission.
- Recruitment is about engaging people in activities they love.
- Successful recruitment – like mentoring – is about
 - Building and maintaining long term relationships
 - Frequency and quality of contacts
 - Not expecting immediate success/gratification

Application:

- How do you define the work you do of recruiting mentors?

Recruitment Best Practices

#10 Always pay yourself first!

Key Points:

- Recruitment requires a lot of giving of self: your energy, your enthusiasm, your passion.
- To engage others in volunteering, you must first identify what it is about the work that you love and care about.
- Staying connected to the mission of your work can be both challenging and rewarding. Furthermore, personally upholding your commitment to your mission is an essential step in attracting other individuals to your program.
- Paying yourself first, involves giving yourself what you need to refuel, recharge, re-energize and continue to connect with what you care about most.

Application:

- Why do you do what you do? What do you see as your purpose in relationship to your work in mentoring/working with youth? (This is your mission.)

- How are the values and mission of your organization in line with your own life mission or calling?

- Where/how does what you do connect with who you are?

#9 Mentoring is all about relationships and so is recruitment.

Key Points:

- Volunteer Recruiter = Relationship Nurturer or Relationship Builder.
- 80% of volunteers come through word of mouth.
- Reverse is also true, bad reputation also spreads. (There's a rule in business that customer service experts often point out: If you get great service, you will tell about five people, but if you get terrible service, you will tell approximately 20 individuals.)

Example:

- Faith-based recruitment
 - o Ask pastor/rabbi/priest, etc., to nominate five church members s/he thinks would make great mentors
- Nominations
- Enlist the help of board members, volunteers and staff
- Ask for targeted nominations
- Write a letter each nominator can use as a foundation to mail out to nominee. Tips for letter writing:
 - o Personalized, one-page, with language the person can relate to
 - o Announce a phone call from organization
- Follow up with a phone call within a week
 - o Be clear on what you want from the call. Develop a script to assist you with talking points. The purpose of the phone call is to set up a "sales meeting" so have ready orientation dates or office tour days

Application:

- Do you incorporate word of mouth strategies into your recruitment activities mix?
-
-

- Do you have the types of volunteers you want? (Remember, you'll get more of what you already have!)
-

#8 Stand out from the crowd.

Key Points:

- There are many worthwhile causes that serve youth and make a difference.
- Volunteers want to know why they should join YOUR organization.
- It is important to be able to articulate what your organization does and does well and to do so through an emotional and intellectual appeal.

Example: Highlighting Your Assets

- “Be a founding member of the only initiative in our county to serve the needs of children with disabilities.”
- “Snorkeling, sailing, surfing, and water skiing. Just a few of the activities you can do while mentoring a middle school student in your community.”
- “We have highly trained professional staff that care about these children, and who will support you every step of the way. Our program has a comprehensive initial training, and monthly ongoing trainings. Plus, you will be able to contact the Program Coordinator whenever you feel uncomfortable about the match. We don’t match you and desert you—know that we will be there for you!

Application:

- What makes you unique and different from everyone else making a difference?

- What kind of “volunteer experience” does your organization offer?

- What is in your volunteer benefit package?

#7 Good customer service will take you a long way.

Key Points:

- Much can be learned from the best practices of customer service oriented businesses.
- In 1999 Charles Hobson and Kathryn Malec undertook a quick study of 500 charitable agencies in the metropolitan Chicago area of the United States. Students were recruited to call the organizations and express interest in volunteering.
 - 49.3% of the callers received an offer of assistance (“May I help you?”)
 - 69.3% did not receive the name of staff person answering the phone
 - 26.4% were not referred to the appropriate contact person when the contact person was not available
 - only 48.7% were asked for name and phone number
 - only 30% actually received callbacks
- It is not unusual to hear potential volunteers complain about not being called back.
- With the invention of the Internet, people’s psychology has changed to require more immediate gratification.
- With greater competition both in terms of available time and available options, those organizations that offer great customer service will stand out from the crowd.

Example:

- “One day flying JetBlue, I found myself being served by David Neeleman, the airline’s founder. When was the last time you met your customers and asked how you could better serve them?” Retrieved from Inc.com <http://www.inc.com/magazine/20040301/nbrodsky.html>

- Good Customer Service also includes multiple “Thank You’s”. We underestimate the value that this simple statement can have. In a recent study of more than 1,500 employees by Dr. Gerald H. Graham, professor at Wichita State University, the most powerful motivator was personalized, instant recognition from their managers, mostly coming in the form of a “thank you.” Although volunteers are not employees, we might imagine that our mentors would love to be thanked on a consistent basis. You might also note that the types of thank you’s in this study included 1) face-to-face, 2) written in a personal note, and 3) public recognition. Bob Nelson, 1001 Ways to Reward Employees, Workman Publishing, (1994).

Application:

- Does your organization have a customer service policy? Is it part of the organizations’ culture?

- Are all staff members trained on customer service policies?

- What modifications can you make to your program structure to respond to volunteer’s need for immediate response?

- Online application
- Online orientation
- Monitoring phone calls
- Feedback cards

#6 Before you ask, you have to know what they want.

Key Points:

- Recruit from the perspective of the mentors not just the mentees.
- A study released in 2003 by two Belgium researchers documents the gradual decline of collectivism (concern for community) as a motivational force over the past fifty years and an increased emphasis on egoism (self-focused) as the primary motivational force for volunteering (Hustix & Lammertyn, 2003). (From Being a Gatekeeper by Merrill Associates. Retrieved May 2, 2006 from <http://www.merrillassociates.net/topic/2004/04/being-a-gatekeeper/>)
- Recruit from the perspective of the mentors, not just your program.

“Remember that volunteers come to you because of something they want — not something you want. Does your organization think about this when you are looking for volunteers?” (from Beyond Recruitment by Community Literacy of Ontario and the Ontario Ministry of Agriculture, Food and Rural Affairs. Retrieved May 3, 2006 from <http://www.nald.ca/FULLTEXT/Clo/page1.htm>)

Example:

- Adults are more likely to be mobilized into sustained mentoring relationships when they:
 - Perceive that the experience is addressing their underlying expectations (such as they will be trained and supported by staff) and needs getting over their fear of working with this population, etc.) ;
 - Are made more aware of the potential benefits mentoring offers to themselves (particularly enhanced understanding), their mentees and to the community;
 - Feel a connection with other volunteers or with the community in which the mentoring will occur;
 - Feel confident that they can master logistics of the mentoring experience and can both find the time and energy to volunteer;
 - Are provided with opportunities to internalize their role as volunteers; and
 - Feel greater social norms and pressure to authentically engage in the lives of today's youth.

- o Are asked by someone they know to become a mentor.
- o Are asked to become a mentor by someone who has had similar life experiences (age, gender, race, etc.).

(Excerpt from Strategies for Recruiting and Retaining Volunteers by Jean Rhodes)

- Benefits to Volunteers. Volunteers felt that...
 - o (79%) of volunteer activities helped them with interpersonal skills such as understanding people
 - o (68%) of volunteers helped them to develop better communication skills
 - o The percentage of volunteers who reported gaining specific skills as a result of volunteering increased steadily with the number of hours they contributed. For example, over three quarters (78%) of volunteers who contributed 188 or more hours during 2000 reported gaining communication skills, compared to just over half (52%) of those who contributed 19 hours or less.

(From The Benefits of Volunteering by Canadian 2000 National Survey of Giving, Volunteering and Participating. Retrieved May 2, 2006 from http://www.givingandvolunteering.ca/pdf/factsheets/Benefits_of_Volunteering.pdf)

- Motivations to Volunteer
 - o 95% belief in the cause supported by the organization
 - o 81% desire to use skills
 - o 69% being personally affected by the cause the organization supports
 - o 57% desire to explore their own strengths and abilities

(From Motivations and Barriers to Volunteering by Canadian 2000 National Survey of Giving, Volunteering and Participating. Retrieved May 2, 2006 from http://www.givingandvolunteering.ca/pdf/factsheets/Benefits_of_Volunteering.pdf)

Application:

- Have you asked your volunteers why they chose to volunteer with you? Do you highlight this information in your recruitment materials?

#5 Personalize your message to increase its effectiveness.

Key Points:

- Not all volunteers share the same set of motivations and needs for volunteering.
- Market segmentation allows you to identify the needs of specific groups of volunteers that share common values.
- You can divide potential volunteers by:
 - Gender
 - Geography
 - Ethnicity
 - Religion
 - Age
 - Occupation
 - Values
 - Social class
 - Level of education
- Once you segment the market of potential volunteers, you can begin to identify their specific needs and motivations for volunteering.
- Research tools include:
 - Inquiry calls
 - How did you hear about us?
 - Mentor interview
 - What attracted you to our program?
 - Observing “sales pitch”
 - Orientation and training satisfaction surveys
 - Counseling calls with volunteers, parents, and youth
 - Focus groups with desired clients
 - Surveys from potential volunteers who declined to participate

Application:

- Have you done your market research?

- How can you incorporate key research questions into already established systems?

#4 Before you start you must define your goals.

Key Points:

- Without clearly defined goals the job of recruiting volunteers can seem quite overwhelming.
- Goal setting allows you to stay on track.
- Once you know how many mentors you need to recruit, you can divide the work into smaller more manageable monthly tasks AND you can also delegate as appropriate.
- Remember to keep track of your organization's inquiry to mentor ratio.

Example:

- The Happy Youth Mentoring program needs to recruit 30 mentors. They have five months in order to recruit those volunteers by September when the school year begins. Generally, it takes them 5 inquiries to get one mentor. What should their goal setting plan look like?
 - o Step 1: Define Goal
30 mentors X 5 inquiries = 150 contacts
150 contacts / 5 months = 30 inquiries / month
 - o Step 2: Schedule Monthly Activities
Month 1 Goal: 30 inquiries
Volunteer Match: 7 inquiries
Word of mouth: 5 inquiries
Male group at St. James: 3 inquiries
Baptist church referral: 5 inquiries
Corporate volunteer fair: 10 inquiries
Total of 30 Inquiries

Application:

- What is your organization's inquiry to mentor ratio?

- How many mentors do you need to recruit? By when?

#3 Effective recruitment requires its own system.

Key Points:

- There is no hidden gold pot – recruitment requires work, an organized plan and a system to support it.
- The plan involves:
 - Step 1: Background Work
 - Understanding who you are – Market advantage
 - Understanding what you want – Goal setting
 - Understanding who you want - Market research
 - Step 2: The Tools
 - The pitch
 - The venues
 - The materials
 - Step 3: Implementation
- Without a well thought out and documented system you cannot grow relationships - relationships end as soon as staff leaves or staff forgets contacts.
- Make the system your legacy.

Example: Recruitment Manual

- I. Recruitment Goals and Monthly Calendar of Activities
- II. Information about Agency
- III. Information about Clients
- IV. Program Messaging/Pitch
- V. Venues/Strategies
- VI. Sample Materials
- VII. Evaluation Results

Application:

- What is one simple activity or task you can begin to do when you get back to work that will support your efforts to create a recruitment system? Write it down along with a set date that will help you to commit to taking the first step.

#2 Recruitment is just one step in a larger mentoring system.

Key Points:

- Recruitment will not be effective if the larger mentoring system is not in place to support your efforts.
- No amount of volunteer recruitment can succeed in a bad mentoring system—it is a must for efforts to include the Ten Recommended Best Practices for Mentoring Programs.
- Every step in that process should add to the volunteer experience, turn it into an opportunity instead of detracting from it.
 - Pitch –
 - Get their attention
 - Focus on their individual expectations and needs
 - Leave them wanting to find out more
 - Orientation –
 - To inspire and inform
 - Cannot assume volunteer is committed at this point
 - Connects volunteer to mission of organization
 - Clearly defines the process and next steps
 - Screening –
 - Along with the safety for your mentees (which always comes first) the screening process strives to understand motivations, leads to making a good match, and finds out areas for future support
 - Continue to build rapport
 - Training –
 - To continue to inspire and motivate
 - Mentor to the mentor
 - Provides volunteers an opportunity to learn and grow

Example: Potential Recruitment Roadblocks

- Location - Is your organization easy to find? Do you provide volunteers with detailed directions?

- Facility - What is a volunteer's first impression when they walk through the doors of your agency? What do they see? Does it have clutter or is it clean and inviting? Does it speak of your mission and who you are?
- Orientation/Training - Are you bored during your own orientation/training? Is it energy/life giving or is it draining?
- Support – Are you prepared to tell mentors that they will receive ongoing training and support?
- Staff-Is staff welcoming and efficient? Do they build strong relationships with the volunteers? Is staff committed long-term?

Application:

- Imagine you are walking in the shoes of a potential volunteer. What is your experience like? What are the strengths of your system? What are some potential roadblocks in the system?

Recruitment Plan

THREE STEP PLAN

1. Background Work

- Understand who you are – Market advantage
- Understand what you want – Goal setting
- Understand who you want - Market research

2. The Tools

- The pitch
- The venues
- The materials

3. Implementation

PART II

MARKET RESEARCH FINDINGS

The purpose of this section is to provide the participant with an understanding of market research and its place in the mentor recruitment process. This section will also present a comprehensive review of the data collected by the online mentor survey created to assess mentors' motivations for volunteering with mentoring programs. Over 600 mentors throughout the United States, from different mentoring programs, ages and backgrounds completed the survey. The results provide a wealth of information for mentoring program staff interested in learning more about recruitment.

IN THIS SECTION WE WILL:

- Review the definition of market research
- Discuss how market research can be used to develop a mentoring recruitment plan
- Review the mentor data collected from the 2006 online training survey and mentor focus groups

Definition – Market Research

Market research is described as the “collecting and analyzing of data for the purpose of providing products and services to a group. Market research data is also used to determine which portion of the population will be interested in the product, including gender, age, location and income level.” (From the Quintessential Careers website. Retrieved May 12, 2006 from http://www.quintcareers.com/jobseeker_marketing_glossary.html)

Many businesses utilize this information to increase the potential performance of the products and services they sell. This data allows them to market their products in a manner that attracts new business. Market research information also allows companies to take a snapshot of current customers and thus make inquiries about how they might improve their products and services.

Traditionally, businesses utilize several tools to collect information on their products.

- **Brand name testing** is the evaluation of how consumers feel about the name of certain products. For instance, how well does the community know your mentoring program and how do they feel about it?
- **Advertising and promotion research** refers to the effectiveness of product ads and whether or not it influences behavior. For instance: how many individuals applied to your program as a result of a specific ad?

(From Answers.com retrieved May 25, 2006 from <http://www.answers.com/topic/marketing-research>)

In the constant battle to attract potential mentors, market research is a valuable tool for increasing your program’s recruitment potential.

Market Research and Mentoring

The idea of market research can be translated into the mentoring field.

Market research with your current mentors can help your organization find out what is working and what needs to change in order to attract and retain more volunteers like the ones that are already volunteering.

Market research with the populations you wish to recruit can also give you important insights into the best ways to appeal to specific groups of potential volunteers. For instance, mentoring programs find it difficult to attract males as mentors. By identifying the needs and motivations of males, market research will provide program staff with strategies for attracting more males as potential volunteers.

There are several key components of market research that apply to attracting consumers, in this case mentors.

1. What is happening in the market? What are the trends?
2. How do consumers talk about the products on the market?
3. Which needs are important? Are the needs being met by current products?

(From Wikipedia Encyclopedia retrieved May 12, 2006 from http://en.wikipedia.org/wiki/Market_research)

What is happening in the market? What are the trends?

As mentoring program staff, it is important to understand the latest research, materials and trends in the field. In regards to mentor recruitment, this means finding out what programs in your community and beyond are doing to effectively attract and retain volunteers. Analyzing trends can include looking at the best websites that provide easy access for potential mentors, including those that offer a description of the program, an online application, etc. To find out about trends, there are also several listservs available to mentoring program staff for discussing topics and trends in the mentoring field and are accessible to all programs throughout the country.

How do consumers talk about the products on the market?

Market research can help your organization find out how your current mentors or the community at large feels about your organization and specifically your mentoring program.

We know that current and previous mentors are your greatest recruitment tool. As number seven of the recruitment best practices describes in Part I of this manual, ensuring that volunteers have a pleasant experience in your program will encourage future positive referrals to other potential mentors. This point is also highlighted in the CARS online survey, which reported that a significant number of mentors (23%) were recruited by a friend.

“The best way to recruit mentors is word of mouth. Everyone I know knows that I am a mentor and love it!”

An excellent strategy is to use successful male mentors to recruit other males. Provide them with a staff person for support and a script so that they can tell others about the benefits of mentoring a young man.

In fact, when mentors were asked what they would tell other interested individuals about becoming a mentor in the online survey, they responded that they would encourage them to do it while still providing them with realistic expectations for their participation. “Be aware of the time commitment, but the awards you gain from the commitment outweigh the time you give up.”

Which needs are important? Are they being met by current products?

We are all aware that there is a need for mentoring programs for youth. But volunteers also have needs. What are the specific concerns of potential mentors that could be addressed by your program in order to attract and retain them? You should assess whether or not the program is meeting the needs of the mentor. Assess their needs by asking them what they would have liked to have received while going through the application, training and matching process. The information you gain through these satisfaction surveys will help you recruit and retain a greater number of volunteers in the future.

The needs of mentors as reported in the online survey will be discussed in the next section.

Application:

- Do you monitor the most current research and information available to the mentoring field?

- Have you analyzed and responded to the recruitment trends and practices in your community and beyond?

- Do you have current mentors that you might enlist to assist with recruitment?

- Does staff provide sufficient support to each of your mentors once they have been matched with their mentee? Do you advertise this support to your potential mentors?

“Even on days when I am the most stressed, the hour I spend with my mentee is a welcome time. No matter how the rest of my day is going, I get to let it all go and just focus on someone else-his thoughts, dreams, concerns, and achievements become priority number one – and it helps me to feel less stressed in the long run.”

Online Survey Results

Implications for the Mentoring Field

The Center for Applied Research Solutions (CARS) created an online mentor survey to identify the motivations and needs of mentors in order to provide the field with research-based guidance on the best strategies for recruiting mentors, especially males. The results of the online survey suggested that support provided from mentoring program staff is perhaps one of the most important aspects of becoming a mentor. It is what attracts them, encourages them through difficult times, and it is what makes them appreciate their entire mentoring experience. High quality support from staff is also what motivates them to recruit friends, family, coworkers and strangers to become mentors.

Discussed below are several points for consideration from the online survey to be taken into account when developing your recruitment strategy.

Points for consideration:

Potential hesitations

One of the most significant recruitment questions asked of the mentors was their top three hesitations for becoming a mentor. According to the survey, the following were the top three results:

- Time commitment
- Knowing what to do at each meeting
- Building a relationship with youth

Time commitment

For the majority of mentors (65%), time commitment was their biggest hesitation. When preparing your recruitment plan you can address this concern by highlighting ways in which their time is a worthwhile investment. As a mentoring program, ensure that their commitment is rewarded with a dedicated staff that will assist them along the process, from submitting an application to closure with their mentee. After a few months of service, let them know that they are appreciated for the time that they dedicate to the mentee by providing them with appreciation gifts or tickets to events, etc. that will celebrate their commitment. Many of the polled mentors noted that it was important for them to be acknowledged for the work they do.

What to do at each meeting

Another hesitation mentioned by the mentors (21%) was being unsure of what to do at each meeting with their mentee. When recruiting potential mentors, mention ways in which your program facilitates meetings and activities. For instance, you can provide volunteers with a sample list of activities to lighten the pressure mentors feel when deciding if this is a commitment they can make. This may also attract more male volunteers as they will see the fun activities they can participate in if they join the program.

Building a relationship

14% of the mentors that completed the online survey noted that building a relationship with their mentee was a hesitation in becoming a mentor. The pressures related to this issue, especially for males who are not comfortable with just “developing a relationship” with a young man, can be immense. For many men, the requirement of focusing primarily on “relationship” can scare them away from the mentoring experience. As noted by male mentors in the focus group, men are most interested in becoming a mentor when they learn that it can be a fun experience. The pitch to males to “become a kid again” can inspire them to take a chance and become a mentor because it will be a fun experience.

Mentor motivations

When the mentors were asked why they decided to join a mentoring program, 82% responded that they wanted to make a difference. However, it is important to note that there were several ways that they wanted to achieve this goal:

1. Volunteers wanted an opportunity that would allow them to use their time in a meaningful way, specifically through a one-on-one relationship.
2. Volunteers wanted to be able to work with youth.
3. Volunteers, especially males, wanted to have fun.

Something you would like to change about your mentoring experience

Most of the mentors that participated noted that they would not change anything about their mentoring experience because it was wonderful. However, some mentors did indicate that they would like to have additional support from program staff as well as additional activities that included the entire group of mentors and mentees.

“I wish my organization was more active. Both the family and I have yet to receive any program support since our initial match. Plus, it took the organization two years to contact me after my first application. Lucky for us the match has been wonderful, so technically little program support is needed...but they don’t know that.”

Other volunteer opportunities

When the survey participants were asked what other volunteer opportunities they considered prior to participating in mentoring, the following were all themes repeated by the mentors:

- Working with the poor/homeless
- Church affiliated activities
- Hospital work
- Working with animals

It is also interesting to note that many stated that mentoring was their first choice for a volunteer experience.

Many mentors also noted that they tried to contact multiple mentoring organizations before getting a response. One mentor noted,

“I tried to enter a certain mentor program several times, but never received a response from the agency. It wasn’t until I entered another program in person that I was able to succeed in finding out about the program.”

Again this reinforces the information presented in Part I that program staff must be quick to respond to inquiries from potential mentors.

Program development considerations

The survey findings have important implications for program development. By responding to the specific needs of volunteers you can increase the likelihood that you will attract more males.

Mentor challenges

Volunteers noted that some of their biggest challenges as mentors are:

- Developing the relationship with the mentee
- Time constraints
- Thinking of new activities to do with their mentees

Once again these themes reflect the need for training, as well as ongoing assistance and monitoring by staff. If this is done, there will be a greater likelihood for word of mouth recruitment. Additionally, these concerns can and should be addressed in your initial pitch to potential mentors.

Ideal mentoring program

Mentors were asked to relate, in their opinion, which components created an ideal mentoring program:

- Training
- Communication
- Support from program staff

One mentor noted that the following were very important:

- Lots of support from program administrators.
- Assistance in finding/organizing activities.
- Quick response to questions or concerns that might pop up.

Recruitment strategies

As reported in the previous section, 23% of the survey participants noted that they were recruited to become a mentor by a friend. Another 11% were recruited by a coworker, 3% by a relative, and 1% by a significant other. Another 37% of the mentors noted that they were recruited through other avenues. Those avenues included:

- Church
- School
- Teacher
- Radio
- Work

When creating a recruitment plan, it is necessary to have a wide range of venues to use for recruitment purposes. Ask your current volunteers to think of names of individuals and organizations to expand your list of recruiting possibilities.

Recommendations for program staff

Market “having fun” for male mentors - As noted by male mentors in the focus groups and in the online survey, the promise of having fun and acting like a kid again are attractive reasons for them to become mentors. Consider using taglines such as “become a kid again”, “have fun with your mentee” or “forget your worries and problems when you’re with your mentee” will be effective in encouraging males to become mentors.

Support your mentors – Mentors appreciate constant communication, training and activities they can participate in during the life of their mentoring relationship. Provide them with resources and assistance that will make their mentoring experience in your program memorable.

Utilize your best assets: your current mentors – Supporting your mentors and providing them with a positive mentoring experience will encourage them to help you to recruit other volunteers. Include them in developing your recruitment plan by asking them to list locations to recruit and referrals for contacts. Also, ask them if they would assist by telling others about their positive experiences with the program.

2006 Mentor Recruitment Survey Results

The Center for Applied Research Solutions (CARS) created an online mentor survey to poll the motivations and needs of mentors in order to provide the field with research based guidance on the best strategies for recruiting mentors, especially males.

The following programs had mentors that participated in the survey:

100 Men Association of University Park
ARK
Aspen Community Services
Barnabas Ministries
Best Friends Mentoring Program
Big Brothers Big Sisters of America
Big Brothers Big Sisters of San Francisco
Big Brothers Big Sisters of Lorain County
Big Brothers Big Sisters of Santa Clara
Big Brothers Big Sisters of the Bay Area
Big Brothers of the East Bay
Big Brothers Big Sisters of Oremi
Big Brothers Big Sisters of Silicon Valley
Big Brothers Big Sisters of Sonoma County
Bresee Foundation
CADA
CASA of Ottawa County
Catholic Big Brothers Big Sisters of Los Angeles
Circle Urban Ministries
City of La Mesa, Community Services Department
Cordova Gardens Elementary
COTS
Council of Drug and Alcohol Abuse
C-U One-to-One
CYS Mentoring
Douglas Cherokee Authority Hispanic Mentoring Program
Dream, Inc. TMP
EHC Lifebuilders
Emergency Housing Consortium

Family Care Network
Family Connection
FCNI
Fighting Back Mentor Program
Five Points
Foshay Learning Center mPlay
Franchise Tax Board
Friends of Walla Walla
FYCC
Geico
Girls, Inc.
Girls, Inc. of Holyoke
Give Every Child a Chance
Glide Memorial Family
Goodwill
Health Professions Academy
Helpline's Pathways
Higher Horizons
Hispanic Mentoring Program
HK Mentor Program
Holy Family Institute
Horizon's Mentoring Program
I Have a Dream Foundation
I Have a Dream Foundation, Los Angeles
I Have a Dream Foundation, Houston
Independence
Invest in Kids
Journey
Juvenile Enrichment Through Mentoring Program
Kinship of Greater Minneapolis
Mentors, Inc.
Mentor Link
Mother Net LA
Mentors Plus, Family Connections
mPlay
MSUE Journey
Nuvview Mentor Program

NFL Youth Education Town
Nutmeg Big Brothers and Big Sisters
Operation JumpStart
Pathways
Power 4 Youth
Project JEM
Project Together
Providence Community Services
Queen City Best Friends Program
San Diego Youth and Community Services
Schools Partnership Program
SDYCS
Shasta Family PlusOne Mentor Program
Spectrum Youth and Family Services
Squaxin Island Tribe
Teen Choices San Diego
Tehama County Department of Education
Tehama County Mentoring Program
The Arc of Omaha Just Friends Program
The Midlands
Transitions Mentoring Project
Villa Maria
Westway Gardens
YET
YMCA
YMCA Arc Program
YMCA Building Futures Program
YMCA PlusOne Mentor Program
YMCA Mentor Duluth
Youthworks!

Thank you to all of the programs that motivated their mentors to participate!

The following is a short summary of the information gathered from the mentor recruitment survey completed by mentors. Approximately 658 mentors completed the survey which will be used to create a succinct report on mentor motivations.

All information was self-reported and anonymous.

Mentor Demographic Information

Age:

18-26	40%
27-35	18%
36-44	13%
45-53	13%
54-62	10%
62+	6%

- 85% of the respondents are over the age of 18.
- 66% of the respondents are female and 34% are males.
- 57% of the respondents are single, 36% are married, and 7% are divorced.

Ethnicity:

African American	5%
Native American	1%
Asian American	6%
Pacific Islander	1%
Caucasian	67%
Hispanic/Latino	15%
Other	5%

Education Level:

High School	21%
Trade School	2%
College	53%
Master's Degree	20%
Ph.D.	4%

Occupation:

Administrative Assistant	2%
Attorney	2.2%
Social Worker	2.4%
Student	25%
Homemaker	2%
Retired	5%
Teacher	6.5%

Mentee Demographics**Age of Mentee**

The majority of the mentors polled had mentees that were under the age of 18 (87%).

5 years old	4%
8 years old	4%
9 years old	7%
10 years old	13%
11 years old	9%
12 years old	13%
13 years old	11%
14 years old	11%
15 years old	6%
16 years old	4%
17 years old	6%

Ethnicity

African American	19%
Native American	1%
Asian American	2%
Pacific Islander	1%
Caucasian	36%
Hispanic/Latino	34%
Other	7%

Mentoring Experience

- 25% of the mentors that completed this survey have been mentoring less than 6 months
- 22% have mentored less than one year
- 6% have mentored less than two years
- 8% have mentored for three years
- 9% have mentored three to five years
- 6% have mentored five to ten years
- 1% have mentored 11 to 25 years.

Meeting Frequency

Once per week	61%
Twice per month	20%
Once per month	8%
Other	11%

Recruitment Strategy

- 23% of mentors were recruited by a friend
- 12% from a coworker
- 11% from the internet
- 9% from the newspaper
- 5% from the television and from a flier
- 3% from a relative
- 1% from a significant other

However, 37% of the respondents stated that they heard about the mentoring opportunity from other sources:

- Church
 - School
 - Teacher
 - Don't really remember
 - Radio
 - Work
-
-
-
-

Volunteer Hesitations

When asked what their top three hesitations were in becoming a mentor, the responses included:

1. Time commitment
2. Unsure of what to do at each meeting
3. Potential mismatch

Mentor Motivations

When asked why they wanted to become mentors, **the number one reason was to make a difference.** Participants also responded with other reasons:

- Use their time in a meaningful way
- Work with youth
- Get involved with the community
- Have fun
- Pass on their experiences
- Provide academic support
- Create shared interests/hobbies
- Develop one-on-one work
- Support the program
- Meet other volunteers

Youth Experience

When asked whether or not they had previous experience working with youth, 78% stated they had and 22% stated they had not.

Open-Ended Question Responses

Enjoy Most About Being A Mentor

- Being a positive influence for my mentee
- Being there for my mentee
- Establishing a relationship with my mentee
- Giving back to my mentee and the community
- Helping a child
- Participating in new experiences and activities
- Personal growth
- Hanging out with a young person
- Learning from each other
- Having fun together
- Spending time with my mentee
- Exposing a young person to new ideas and people
- Watching my mentee grow

Ideal Mentoring Program

The mentors were asked to share their opinion on what components they thought would make an ideal mentoring program. Below are the most common responses:

- Program Support – support from the program staff
- Proper, initial mentor training
- Screening
- Communication between program staff and mentors
- An effective matching process
- Creating a mentor network for support and socialization
- Having a specific and succinct program structure

Referring Peers

When asked what the current mentors would tell others that are interested in becoming mentors, they responded:

- Encourage them to become a mentor. “If you have the time and can put forth the effort, it is an amazing experience that you won’t regret and gives you the opportunity to get to know the youth in your community. It also makes you feel good...knowing you are making a difference in within the community.”
- “It’s a great experience!”
- “It’s a big time commitment, but worth it.”

PART III

APPLICATIONS FOR YOUR PROGRAM

The purpose of this section is to provide information from the field on specific populations such as Men, Baby Boomers, Ethnically Diverse, Faith-Based, Corporate and College Students. Each of these subjects has a section called “Making the Case” that includes a combination of research, online discussions, and articles from experts in the field.

Following “Making the Case,” each topic also contains a heading entitled “Tips and Strategies.” This information has been gleaned from research, online discussions and articles, and it also contains ideas provided by the authors of this workbook.

(In addition, Part III has another subject heading entitled “general information,” which provides various statistics on volunteering. This section does not contain “Making the Case” or “Tips and Strategies.”)

Part III also has a page that contains “program mottos”, which have been transcribed from the four recent mentor focus group video tapings.

As you work with your program staff, review the information on the target population(s) you are attempting to recruit. This way staff will be able to:

- Obtain a better understanding of each population’s strengths, motivations, needs, fears, and obstacles
- Develop general strategies for working with specific populations
- Create recruiting pitches and recruiting materials for one or more target populations

At the end of Part III you will find an exercise for utilizing information on targeted populations to develop recruiting pitches, materials, as well as to brainstorm venues and strategies. This exercise can be used not only today with fellow workshop participants, but later on with your program’s staff.

IN THIS SECTION WE WILL:

- **Discuss information from the field on specific populations**
- **Utilize information on targeted populations to develop recruiting pitches, materials and strategies**
- **Consider how to use this information and development process within your own mentoring program**

Making the Case: Men

Primary Motivations For Volunteering

- Make a difference, especially with boys who have no positive male role models
- Have life experiences and skills that they can pass on
- Be part of a group that does fun activities
- Were asked by someone close to them to volunteer
- Challenged to become a mentor
-

Potential Fears Around Volunteering

- Takes time away from being the “breadwinner” (and sense of self-worth does not come from working with youth)
- Takes time away from their own family
- Fear of having to “develop a relationship” with a young person—traditionally a feminine activity
- Not sure they know how to relate to a young person—what to say or do
- Friends make fun or kid about being a “pervert”
- People might consider them to be gay
- Staff won’t provide proper support or training
- Might be matched with the wrong mentee
-

Males accounted for only 42% of all volunteers in 2003, according to the Bureau of Labor Statistics, but [the lack is] especially acute in mentoring programs, where the nature of the services often results in long waiting lists of boys eagerly awaiting the day a few men decide to step up and take the mentoring plunge. -- The National Mentoring Center Bulletin; Volume 2, Number 2; Putting the “Men” Back in Mentoring (July 2004)

Things to Consider about Male Recruitment:

- Men do not value volunteer work as much as paid work.
- Men have a bigger crunch time [heavier work schedules].
- Volunteering with children is seen as a “feminine” activity.

- Deep down they [men] are scared or lack confidence.
- Men fear allegations of abuse.
- Poor marketing by programs [--programs don't address mens' concerns, clearly portray the benefits of mentoring, or depict men in materials and their stories about successful matches].
- Men may be unaware of the need for mentoring and uninformed about how your program works.

-- Excerpted from The National Mentoring Center Bulletin; Volume 2, Number 2; Putting the "Men" Back in Mentoring (July 2004)

Ajzen (Males as Volunteers, 1991) has suggested that behavior is affected not only by one's attitudes or intentions, but also by one's perceptions of social norms (e.g., people that I am close to want me to mentor).

Women have volunteered in far greater numbers than men...because middle-class women especially have participated in the work force outside of the home at lower rates than men and have therefore had fewer competing job related demands on their time... [and it may also] be because middle-class women, have traditionally played the role of nurturers and family caregivers and have viewed volunteering as an extension of this role. -- Reinventing Aging: Baby Boomers and Civic Engagement, Harvard School of Public Health–MetLife Foundation, Initiative on Retirement and Civic Engagement (2004)

The points below are taken from *Recruiting Male Volunteers: A Guide Based on Exploratory Research*, Stephanie T. Blackman, National Service Fellow, Corporation for National Service (1998-1999)

- Despite decades of consciousness-raising and talk of gender equality, men are often still perceived as breadwinners and are not expected to make room in their money-making schedules to volunteer.
- Likewise, men in our society are not generally seen as “nurturers.” [Women are seen as] “better” at nurturing or are “naturally” more nurturing than men...

Among the comments about the social implications for male volunteers were the following ideas:

- Men sometimes need to defend what they are doing as volunteers, either because of the nature of the work or the lack of pay.
- Men may be stigmatized, told that something is wrong with them, or accused of pedophilia if they work in childcare.
- Men may not feel that volunteering fits in with their reputation, or younger men may feel that it is not “cool.”
- Men performing traditionally “feminine” tasks might be assumed to be gay...

Men: Tips and Strategies

Excerpted and paraphrased from: Recruiting Male Volunteers: A Guide Based on Exploratory Research, Stephanie T. Blackman, National Service Fellow, Corporation for National Service (1998-1999)

The following three sections are from the research document cited above, and the categories of discussion are:

A. Recruitment and Recruiting Messages

B. Change How You Recruit

C. Program Structure and Activities Considerations

A. Recruitment and Recruiting Messages:

1. Counter ridicule of male volunteerism with positive publicity: billboards, public service announcements, posters, and brochures. Include depictions of male volunteers with materials that your organization provides.
2. Name the need for male volunteers, as this need is not obvious to the general public. Insert your program into mens' consciousness; men are not focused on finding volunteer work and therefore are not "tuned in" to specific opportunities.
3. Help men to see what they have to offer. Name the skills and experiences that they have that would be valuable to a mentee. Consider using phrases such as "we need male role models," "these boys need someone like you who has been successful," or "these young men need male leadership in their lives."
4. Recruit by traits that characterize certain groups of men. For example, if you are recruiting a sports team at a college you might advertise, "Athletes Wanted!" [For a law school club it might be, "Future Attorneys Wanted!" For a religious organization: "Seeking Men of Faith!"]
5. Emphasize what will be accomplished by their volunteering, including the positive social and financial impact [as most men like thinking about concrete outcomes].
6. Focus on challenge, opportunity, and needed skills. Begin by developing a clear and straightforward job description of the requirements and expectations, and let the volunteer know he has responsibilities complimentary to those of program staff.

B. Change How You Recruit

1. Utilize the personal invitation from one of your current volunteers to a potential recruit. Consider asking volunteers to ask their brother, father, friend, co-worker, or significant other to volunteer.
2. Encourage volunteers to spread the news about volunteer opportunities by talking about the program.
3. Recruit male volunteers with male volunteers. There is some indication that men are more positively influenced by other males—especially current mentors (as unlike a program coordinator, they are not getting paid).
4. Utilize contacts of organizations/groups, especially males held in high esteem within an organization, who can act as a “champion” for your program. (It helps if you find an “in” so that the pitch is not perceived as coming from an “outsider”).
5. Recruit at places where men frequent, such as service clubs, male dominated businesses, gyms, military, and college fraternities.
6. Use friendly competition. Figure out ways to give men a nudge to volunteer. Also, challenge current male mentors to recruit other males.
7. Recruit men by utilizing men to give the pitch who are the same age, socio-economic, life situation, culture, etc., of those you are trying to recruit.

C. Program Structure and Activities Considerations

1. Give men a chance to experience your organization without a commitment to long-term volunteering. Because so many men have demanding work schedules, allow flexibility in regards to their time commitments for volunteering. For example, offer to work around their business hours.
2. Create all-male activities to initiate men’s inclusion in your program. Make other programmatic changes that will appeal to men (including a cycle of masculine activities such as sporting events, rugged outdoor work, etc.).
3. Create forums for mentor feedback (to suggest improvements the program).

Additional Ideas For Recruiting Men

1. Tell stories about men mentoring boys (not women mentoring girls).
2. Hire male staff to recruit other males.
3. Emphasize the fact that mentors and mentees will have fun together.

* * *

Numbers 4-7 were compiled by Nancy Henry, Program Director, Volunteer Leadership Center, Northwest Regional Educational Laboratory, and shared on the NSSCTalk listserv in September, 2004, and found and excerpted from: http://nationalserviceresources.org/epicenter/practices/index.php?ep_action=view&web_id=33576 on May, 25, 2006

4. Create a menu of volunteer activities with mentoring as the maximum commitment they can make. This allows men to observe your program in action and get comfortable with it before 'stepping up' to mentoring.
5. Get the women in [men's] lives to do the asking. Many men are talked into volunteering by wives, mothers, girlfriends, sisters or daughters. Consider asking all prospective female volunteers to give an application to at least one male friend.
6. Approach national and local associations and groups that have a high concentration of male members. Veteran's groups, faith communities, professional and civic associations are all good sources.
7. Make sure marketing materials get to where the men are...consider outreaching at sporting events, auto shows, and the like.

* * *

Numbers 8-10 From the National Mentoring Partnership Online Forum, Gary Graham, May 9, 2006, found at <http://216.218.253.99/WebX?128@586.SvD4aO5sfwC.3@.ee805fa> on May 26, 2008

8. At the Mentor Center we developed separate marketing materials geared just for men... such as, outdoor activities, basketball, baseball, and biking etc. The pictures and message also reflect a male minority interest. These are post card size and can be personalized and transported or mailed very easily.

9. We also wrote some PSA's that reflect a male interest starting with a male's voice. We target stations that have a male listening base. Such as, ESPN, Sports Center and radio stations in our local market.

10. [There are many events and activities that will attract males]. Food and sweets are always good. We also purchased give-away items that would attract males. Frisbees are a hit with men when we travel to community events. Recently we also organized a three- point shoot out and tied in mentor recruitment.

* * *

Numbers 11-12 From the National Mentoring Partnership Online Forum, Robin Brian Fox, May 9, 2006, found at <http://216.218.253.99/WebX?128@586.SvD4aO5sfwC.3@.ee805fa> on May 26, 2008

11. It's not always possible to create separate brochures etc. Again, when I needed male mentors, I contacted a friendly journalist who ran an article with a photo of a mentor and his mountain bike (mentee not allowed to be included for privacy reasons), but it did pull in some positive responses. Invite male mentors to share their stories, panel discussions etc. - all helps.

12. When talking about the [initial mentor] training, you need to be aware that many males think it's going to be touchy feely stuff and they shy away. So you need to reassure them [beforehand] that this will not be what the training is about.

Making the Case: Baby Boomers

Primary Motivations For Volunteering

- Especially because of the social consciousness of this generation, a desire to make a difference
- To be able to utilize valuable life experiences and to “complete the circle” and to pass on their legacy
- To connect with mentors and mentees alike, in order to develop new relationships
- Working with the young can keep one young
- To keep on learning and growing as a person
- To become part of the program’s decision making process, and to be treated as the professionals that they are
- Possibility of living a longer and healthier life
-

Potential Fears Around Volunteering

- Will not know how to talk to or relate to young people, and young people may not like them
- Fears about their safety
- Staff won’t provide them with proper support or training
- Staff won’t utilize their vast life experiences—and won’t treat them as equals
- Cost of being involved in a match, as many have fixed incomes—also, lack of transportation
- Some will be concerned that it will take away from their travel and play time
-

Approximately 77 million babies were born in the United States during the boom years of 1946 to 1964. In 2011, the oldest will turn 65, and, on average, can expect to live to 83. Many will continue well into their 90’s. -- Reinventing Aging: Baby Boomers and Civic Engagement, Harvard School of Public Health–MetLife Foundation, Initiative on Retirement and Civic Engagement (2004)

According to the American Red Cross, approximately 60% of seniors who do not currently volunteer would consider doing so if asked. -- Recruiting Male Volunteers: A Guide Based on Exploratory Research, Stephanie T. Blackman, National Service Fellow, Corporation for National Service (1998-1999)

Contrary to conventional wisdom, more people volunteer in mid-life than in retirement, but on the other hand, those who do volunteer during their early years of retirement do so with greater frequency than mid-life volunteers. ... volunteering in mid-life seems to be associated with having more, rather than fewer, obligations and commitments and with being actively engaged in other aspects of life, such as working and parenting. -- Reinventing Aging: Baby Boomers and Civic Engagement, Harvard School of Public Health–MetLife Foundation, Initiative on Retirement and Civic Engagement (2004)

The number and scope of service opportunities available to this demographic clearly do not reflect the diversity, skills, and needs of this burgeoning group. "Today's older volunteers do not want to be thought of as just office help or envelope stuffers, and are increasingly turning down all such opportunities. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

The United States today possesses the fastest-growing, best-educated, and most vigorous population of older adults in the history of the world. The wisdom, experience, talents, and skills of older Americans are going to revamp the face of volunteerism. As the first wave of the 75-million member baby boom prepares to retire, the whole structure of volunteerism is about to be reinvented. There exists a virtual tidal wave of skilled professionals, talented individuals, and topdrawer executives who are ready to do good. --50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

A great deal of research has been done on what drives older adults and the baby boomers. From this research, three clear patterns have emerged. (1) These volunteers want to make a difference; (2) they expect numerous ways to do so; and, (3) they insist that these opportunities be professionally managed with incentives that speak to their own personal and economic needs... -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

Baby boomers came of age during a time that witnessed impressive gains in terms of human, environmental, and civil rights. And while only a percentage of the boomers were involved in the political activism and local organizing that defined the '60s, an undeniable element of this generation's character is a deep desire to make a difference in ambitious and inspirational ways. Together, these attitudes and the focus on self-fulfillment have resulted in one of the defining characteristics of baby boomers: *the desire to give something back to society*. -- Reinventing Aging: Baby Boomers and Civic Engagement, Harvard School of Public Health–MetLife Foundation, Initiative on Retirement and Civic Engagement (2004)

There is also far more cultural, economic, and social diversity among the boomers than there was among generations of Americans who came of age in the 1940's and 1950's...unanimity of purpose, values, need or attitudes among such a diverse group of people cannot be assumed just because they happened to be born within the same 18-year span. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

Participants suggested the possibility of reducing the use of the word volunteer as a part of this strategy. As a part of the repackaging, volunteer positions would need to be designed and managed more like paid positions. This would include more challenging job descriptions, better training and supervision comparable to that received for paid positions.. -- Reinventing Aging: Baby Boomers and Civic Engagement, Harvard School of Public Health–MetLife Foundation, Initiative on Retirement and Civic Engagement (2004)

According to research conducted by Peter Hart, small incentives, such as learning new things, making new friends, and putting their career skills to good use, could double the older volunteer force in the United States. In addition, 54 percent of volunteers and 48 percent of non-volunteers would give at least 15 hours per week if they received modest compensations. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

A recent study by the University of Michigan indicates that people who volunteer may strengthen their overall health and longevity. The study found that older people who were helpful to others reduced their risk of dying prematurely by nearly 60 percent as compared to peers who provided no such support. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

To date, boomers have volunteered less than their parents (“The Greatest Generation”), so they may need a push. ...New language, imagery and stories are needed to help boomers and the general public re-envision the role and value of elders and the meaning and purpose of one’s later years. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

... there is an opportunity to help boomers create a social legacy of profound importance. Their added years of life give them the chance. Their experiences in life give them the capability. And the need to come to terms with the world in a way that brings integrity to their life gives them the psychological incentive. -- Reinventing Aging: Baby Boomers and Civic Engagement, Harvard School of Public Health–MetLife Foundation, Initiative on Retirement and Civic Engagement (2004)

[Erik Erikson was a psychologist and perhaps the leading authority on “the stages of life.”] Erikson’s analysis...indicated that late life, like earlier stages can and should be seen as a stage of development, not just an endpoint, and that there is a psychic mission to be accomplished. ...and that the world that one relates to and must come to terms with gets bigger as one moves through life... ... that in late adulthood, disengaging from the immediate demands of parent and work life can allow people to shift their focus in the direction of broader circles of engagement... of “humankind”. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation, (2004), quoting Erikson, Erikson, and Kivnick, (1986)

Realizing such a vision entails, first of all, approaching the years of late adulthood as a new process of becoming. It also requires creating an expanse sense of community that helps individuals to connect to wider circles of humanity. -- Reinventing Aging: Baby Boomers and Civic Engagement, Harvard School of Public Health–MetLife Foundation, Initiative on Retirement and Civic Engagement (2004)

The challenge of realizing an alternative vision of the future depends in part on reframing the images that surround such terms as “service” and “social engagement” and that reflect underlying perceptions of aging. As noted earlier, the concepts and language of the past are in many ways inadequate to the task. New language, imagery, and stories are needed that simultaneously reflect the changing cultural realities of the 21st century, evoke a new sense of what is possible, and engage both boomers and the general public in re-envisioning the role of elders and the meaning and purpose of one’s later years. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

Helping others in the community... is the basis for the sort of informal volunteering that is a natural part of much family, religious, and community life. Framing an appeal based on this recognized interdependence can help move away from the “us versus them” imagery that has stigmatized some voluntary efforts in the past. The notion of “giving back to the community” may thus have a broad appeal than the more divisive image of “we have so much while others have so little.” -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

The biggest single inducement to volunteer is being asked by someone with whom one has an established relationship. Thus volunteering tends to be an extension of one’s family work and social life, rather than something apart from it. After retirement, people are less likely to be asked to volunteer and, consequently, are less likely to do so. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

There is a strong correlation between social engagement and health and longevity -- Reinventing Aging: Baby Boomers and Civic Engagement, Harvard School of Public Health–MetLife Foundation, Initiative on Retirement and Civic Engagement (2004), citing Berkman et. al. 2004; Fried et al. 2004; Rowan and Kahn 1998.

A study by Prisuta (2004), indicates that those at the extremes of the continuum are not good prospects for engaging in volunteerism. This would be those who are classified as “The Strugglers” and “The Anxious”, who are concerned about financial resources and illnesses, as well as “The Enthusiasts,” who are looking forward to no responsibilities and travel. It is two middle groups, “Today’s Traditionalists” and “The Self-Reliants” (totaling 55%) who will more likely volunteer. – As cited in 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

In his book *Prime Time: How Baby Boomers Will Revolutionize Retirement and Transform America*, Mark Freeman addresses the fears of this generation, in regards to volunteerism:

- Fear about safety
- A lack of self-confidence—concern that they do not have the skills or ability to succeed as mentors
- Problems with transportation
- Financial concerns, particularly that expenses associated with being a mentor will strain their already limited resources

-- Freedman, Harris, and Roman, Persus Books Group (1999)

Baby Boomers: Tips and Strategies

1. Discuss with staff and stakeholders the fact that there is a huge untapped population of highly skilled and socially conscious baby boomers that would want to become mentors if the opportunity is presented in a way that makes sense to them.
2. With your staff and advisory team, discuss the possibility of recruiting seniors for your particular mentee population. Decide if your mentees would enjoy having older mentors. If your mentees might be resistant, develop strategies that would serve to mediate this resistance (matching boomers with younger mentees, matching with less resistant mentees, educating mentees and asking them to give it a try, etc.).
3. Target the large “middle group” of baby boomers that would be the most likely candidates for becoming mentors. Not the “Strugglers” or the “Anxious” who are concerned about finances and illness, nor the “Enthusiasts” who are looking forward to traveling, but the “Traditionalists” and the “Self-Reliants (totaling 55%) who will be more likely to volunteer – As referenced in *50+ Volunteering: Working for Stronger Communities*, Points of Life Foundation, (2004)
4. Find venues and organizations where baby boomers frequent, such as retired persons’ professional organizations, mobile home associations, faith based organizations, service clubs, etc.
5. Create recruiting materials and pitches to address the potential fears and barriers for boomers, and strategies for how these obstacles will be overcome. Baby boomers might be especially concerned about their ability to talk to and relate to children. Let them know about your initial and ongoing trainings, and ongoing staff support. Tell stories about other (baby boomers) who had doubts, and who went on to have a positive experience.
6. Make sure recruiting materials have large print, and that photographs include baby boomers in the act of mentoring.
7. Messages to boomers can include Erickson’s discussion of life stages, including the purpose of later years, the changing role of elders in society, passing on their legacy, giving back to the community, and “engagement with humankind.” Recruiting pitches can also focus on the changes that the boomer generation helped to affect, such as environmental awareness, civil rights, etc.

8. Also emphasize that this stage of life continues to be one of personal growth, and that they will be learning new skills and making new friends.
9. Feature the correlation between social engagement and long, healthy life.
10. [Treat boomers like professionals and honor their skills and life experiences.] Design and frame your volunteer projects as if you were engaging consultants or project managers. Playing an active role in setting project goals, procedures and timelines will increase a volunteer's commitment to and investment in the work. – 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)
11. Strive to increase staff and volunteer interaction so the two groups feel as if they are colleagues working to accomplish similar goals. – 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)
12. Don't necessarily keep emphasizing the fact that these individuals are "volunteers," as some hold a negative connotation to this term ("unskilled, unpaid, undervalued," etc.).
13. Provide volunteers the opportunity to form relationships that promise to make good use of the skills these men and women have accumulated over the years. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)
14. Do not call older baby boomers "seniors."
15. Recruit baby boomers with older staffers, or with mentors from their own age group. Remember that it is especially useful to have men give other men a recruiting pitch.
16. When possible, enlist existing mentors from your program (who are baby boomer-age) to ask people that they already know to become mentors, as this is the single biggest inducement to volunteer.
17. If your program has the resources, address any transportation or financial concerns that boomers might have (as some will have fixed income/limited resources).

Making the Case: Ethnically Diverse

Primary Motivations For Volunteering

- To help “our own,” and to strengthen our culture
- To fill the void for missing fathers (especially for young boys) by providing them with a strong male role model
- Often have strong ties to religious beliefs/organizations of faith
-

Potential Fears Around Volunteering

- Might not want to participate in programs implemented by another culture/race, including the dominant White culture
- Takes away from being the “breadwinner”
- Many of the same issues that affect all males (not a masculine thing to do, have to develop a “relationship”, friends question what they are doing, etc.)
-

Building pools of ethnically diverse volunteers is a long-term process. Just as it takes time for a mentor to develop the trust and confidence of a child, so too, does it take time for programs to develop trust and credibility within targeted ethnically diverse communities. Researchers warn against seeking a “quick fix” to the shortage of ethnically diverse volunteers. -- The National Mentoring Center Bulletin, Issue 2, Reaching Out for Diversity, (Summer 1999)

In forging bonds with ethnically diverse communities, mentoring programs need to focus on two crucial issues: (1) making a long-term commitment to the community, and (2) portraying an overall image that is sensitive and welcoming to ethnically diverse communities. -- The National Mentoring Center Bulletin, Issue 2, Reaching Out for Diversity, (Summer 1999)

Building a relationship with the Latino community and establishing trust is the way entry is gained to the community. It is a step without which nothing else can be accomplished. Latinos willingly volunteer to help family, friends, and community members. Helping isn't so much a thing to do as it is how things are done as a matter of course. -- Recruiting and Supporting Latino Volunteers B. Hobbs, Extension specialist, 4-H youth development, Oregon State University, http://oregon.4h.oregonstate.edu/oregonoutreach/volunteer_dev/recruiting_1.html, retrieved May 1, 2006

Gaining the acceptance and support of key segments of communities of color is crucial,” advises *Pass It On*, a volunteer recruitment manual published by Big Brothers Big Sisters of America in 1994. The “sales pitch” on the need for volunteers should come later—after informational and exploratory meetings have laid the groundwork for mutual respect. Programs must have the patience to wait for a payoff. -- The National Mentoring Center Bulletin, Issue 2, *Reaching Out for Diversity*, (Summer 1999) citing “Pass it On,” Big Brothers/Big Sisters of America (1994)

... I am going to argue that there is no shortage of volunteers of color, [counter to] the premise of much of the research and data out there today. This premise in itself and the acceptance of it (perspective) contributes to our collective inability to solve and /or effectively address the issue of identifying, attracting and retaining men of color in particular. No shortage in available volunteers of color for mentoring kids of color and/or kids who aren't of “color.” We (providers/programs) haven't done enough to create the environments (e.g., staffing expertise and capacity, program/organizational proximity to issues faced by communities of color, volunteer training/support and minimal request of match commitment) that get these folks to a place of being assured that they will be engaged in a meaningful way that prompts an investment of their time...— Email response from African-American Mentoring Consultant, DeVonne Boggan, May 30, 2006

...organizations of faith appeal to a broader spectrum of the population, including racial and ethnic minorities... They are well positioned, therefore, to help provide the social connections that can link disparate members of the community together. --- Reinventing Aging: Baby Boomers and Civic Engagement, Harvard School of Public Health–MetLife Foundation, Initiative on Retirement and Civic Engagement (2004)

Racial and ethnic communities should help their own and foster a sense of solidarity. The African-American community, for example, is becoming increasingly segregated along class lines, and its members need to remember their common responsibility to one another. Mentoring is an important mechanism for forging these ties, particularly since African-American culture has always stressed self-help and the idea of an extended family that expands beyond boundaries of biological kinship. -- Recruiting Mentors: A Guide to Finding Volunteers to Work with Youth, Technical Assistance Packet #3, The National Mentoring Center, Linda Jucovy @ P/PV (2001)

- The black church in America is primarily female in its membership even though the leadership is generally male.
- Males who attend church regularly tend to fall into two major age categories: under 14 years old or over 60. Boys come because their mothers make them attend and older men often establish church membership when their health begins to fail.
- Adult men in their 20s, 30s and 40s who are active in black churches also tend to be involved in a variety of other activities in the community and, as a result, are often over-committed. In addition, their congregations often rely heavily on these men -- who are relatively few in number -- for volunteer activities within the church and in the surrounding community, leaving them little time for other volunteer tasks.
- Adult women, particularly those over 40, form the backbone of many churches. Those who are not heavily committed to church work and do not have small children may be excellent prospects [to become volunteers in mentoring programs].

Excerpted from *Pass It On: Outreach to Minority Communities*, Big Brothers/Big Sisters of America (1994) Out of Print. Found in the Energize, Inc. website library at <http://www.energizeinc.com/art.html>, retrieved May 25, 2006

...those who work in African-American, Hispanic and Native American communities have found that the term “volunteer” does not resonate well among those who many have found themselves the objects of paternalism in the past. 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004) citing Cobb and Johnson (2003)

Image—the public’s perception of the program—is influenced mainly by the three points of public contact with the program: (1) personnel, (2) publicity, and (3) policy. Image polishing begins by selecting members of targeted groups for key staff and board positions. Programs with ethnically diverse chairpersons and outreach staff have the best track records recruiting ethnically diverse mentors, research shows. -- The National Mentoring Center Bulletin, Issue 2, *Reaching Out for Diversity*, (Summer 1999)

When designing printed materials, such as brochures and newsletters, and developing ads for radio and TV, programs should consult with members of ethnically diverse communities. Input from the target audience is critical to avoiding misconceptions or cultural gaffs. -- The National Mentoring Center Bulletin, Issue 2, *Reaching Out for Diversity*, (Summer 1999), citing “Pass it On,” Big Brothers/Big Sisters of America (1994)

Focus groups or review committees can help programs craft a message that plays well to a target audience, the manual notes. Finally, programs should review their policies and procedures to uncover unintentional prejudices. The National Mentoring Center Bulletin, Issue 2, *Reaching Out for Diversity*, (Summer 1999), citing “Pass it On,” Big Brothers/Big Sisters of America (1994)

* * *

A little over a year ago mentoring program leaders in NYC identified the recruiting of male mentors, particularly black and Latino men, as their biggest barrier to success (after dwindling funding streams of course!). While all agreed that good character should be the main criteria for recruitment, leaders said that too many boys in their programs were growing up without fathers and positive male influence in their communities and that there was a need for them to connect with positive male role models of color.

The Mentoring Partnership of New York responded by launching the Male Mentoring Project, a public awareness and recruitment strategy that 1) organized the NYC mentoring community around the male recruitment issue; 2) produced marketing materials that featured men of color - “recruits” needed to see themselves in the branding of the recruitment; 3) facilitated inspirational & informational bi-monthly recruitment rallies.

In the first year we referred over 100 recruits to our providers and we have learned some things. 1) It has taken a whole year just to begin to “soften” the market, so to speak. We are now experiencing an increase in interest from funders and media around this issue; 2) Male recruits must be engaged programmatically immediately while the interest is high so MPNY conducts a Mentoring 101 training within two weeks after a recruitment rally; 3) The strategy must be a combination of public awareness and recruitment; 4) Having a media partner (a daily newspaper) has been invaluable; 5) Emotional Branding - asking people to “join” The Male Mentoring Project fostered a sense of belonging to a movement - also, the element of challenging/encourage men of color to support their communities and their children.

Above three paragraphs from National Mentoring Partnership Online Discussion, Shawn Dove, February 2005, <http://216.218.253.99/WebX?230@586.SvD4aO5sfwC.5@.ee7c05f>, retrieved on May 26, 2006

* * *

Today, one in five children in the United States is a child of immigrants; and by 2040, it is projected that one in three will be the child of an immigrant (Rong & Preissle, 1998). Many of these youth bring with them remarkable strengths, however, their journey presents a number of challenges. Many are settling in highly segregated neighborhoods of deep poverty. Immigrant parents often find themselves working long hours, making it difficult for them to monitor their children’s progress and activities and understand their children’s experiences (C. Suárez-Orozco & M. Suárez-Orozco, 2001). Consequently, immigrant youth are vulnerable to emotional difficulties, as well as the lure of the street. Mentors can provide immigrant youth with structure and supervision, serving as important bridges to their new cultures... Although same-race mentoring matches have not been clearly shown to be superior to cross-race matches (Rhodes et al., 2003), cultural differences can have particular implications for immigrant youth. Youth may face language barriers if matched with a mentor who only speaks English. In addition, if a mentor identifies too closely with the mainstream culture, the young person may not receive the support they need to successfully form a bicultural identity.

From National Mentoring Partnership online research article (undated), Mentoring Immigrant Youth, http://www.mentoring.org/program_staff/research_corner/mentoring_immigrant_youth.php?pid=all, retrieved May 26, 2006

Ethnically Diverse: Tips and Strategies

1. Hire staff from the ethnically diverse population(s) you will be serving.
2. Consider if there are any internal roadblocks that may be preventing you from recruiting volunteers from specific ethnic groups. For instance, does your organization have the staff, materials and resources to respond to the needs of Chinese speaking volunteers?
3. Meet with staff to discuss how important it is for the youth you serve to find ethnic minorities as mentors. Define for instance, if what is needed is someone with specific language skills, cultural awareness, or an individual who will be a positive role model from a particular ethnic group. Also weigh into this equation whether it would be okay to leave a mentee on a waiting list for a few months while waiting for a mentor with the aforementioned traits and qualities.
4. Recruiting ethnically diverse populations may call for changes and adjustments to the very structure of your programs. For instance, allowing Latino volunteers to include their immediate family in outings (i.e. other children and spouse) may be more in line with family oriented cultural practices. To obtain feedback on potential modifications, conduct a focus group with the population you are trying to recruit. You may be surprised to find out that even the concept of spending one on one time alone with a child may not be an accepted cultural practice for some groups, and that group mentoring or onsite mentoring may be more appropriate. Once you have received and analyzed the necessary feedback, you can then decide as an organization what if any changes you are willing to make to attract the types of mentors you need.
5. Approach the recruitment of ethnically diverse mentors with patience by envisioning your recruiting efforts as a long-term project. Spend time building trust with these individuals and organizations--do not treat them like a "spigot" that you can turn on at will.
6. Assign staff members to develop long-term relationships with ethnically diverse organizations.
7. Try to find ethnically diverse organizations with similar missions and goals and develop collaborative efforts. Include them in the planning process (see next point).
8. Form a recruiting committee (or "advisory team") that includes the ethnically diverse population(s) that you are targeting; this will help the program to gain input in regards to appropriate approaches, language used, venues, etc.

9. Work with your staff and advisory team to identify local organizations (including organizations of faith) with high concentrations of ethnically diverse men, and then make presentations to them.
10. Reach out to and enlist “champions,” people who are seen as influential leaders within the targeted ethnically diverse communities, to open doors and to participate in recruiting presentations.
11. In recruiting Latino volunteers, remember to consider the appropriate levels of acculturation. Who will be the best person to match them with? For example, a recent immigrant from their country of origin or someone with Latino roots who may or may not speak Spanish?
12. A strong motivation for ethnically diverse groups is to give back to their own community. When making your pitch, utilize statistics and stories that highlight the importance of their role as mentors in helping a child from their own ethnic group to succeed. For example, point out the number of African American students in the local high school that are from single or no parent families, as well as the statistics on those that do not graduate from high school, etc.
13. Create more than one set of recruiting materials, including those that depict the race, culture, and age of mentors you want to recruit, plus pictures of the same race/culture of mentees.
14. Contact local newspapers that target the ethnically diverse groups you are trying to recruit, and ask to run feature stories about your program.

* * *

Numbers 15--19, from National Mentoring Partnership Online Forum, “Recruiting Black and Latino Male Mentors,” Shawn Dove, February, 2005, <http://216.218.253.99/WebX?14@586.SvD4aO5sfwC.6@.ee7c05f/0>, retrieved on May 25, 2006

15. We seek to demystify the mentoring experience for attendees, mainly by providing existing male mentors with a platform to share their initial fears and reluctance to mentoring a young person but how once involved they are thrilled with their experiences. We also provide a platform for “notable pairs” where “recruits” see and hear the experience of a mentor/mentee match.

16. We also distributed postcards & flyers that resonated with the targeted market. The image was a boy with boxing gloves hitting a heavy bag. Behind him were the words violence, gangs, drugs, etc.

17. One of the committees focused on marketing - that's how the messages ("Join The Male Mentoring Project; He Needs Your In His Corner") were developed. Women also attend the rallies and we asked them to ask the men (husbands, boyfriends, colleagues) in their lives to consider becoming mentors.

18. "Time, Talent or Treasure" is a message we repeat during rallies and outreach. Presenting alternative venues for engagement other than one-to-one mentoring is important. Volunteering at a program, conducting a workshop, making a donation are examples of how we encouraged men to get involved as well.

19. We rely heavily on the Internet, using our listserv and website to get the word out about the issue. As you know, persistence is the operative word with getting the media attention. Towards the end of 2004 the issue of Black and Latino boys "suddenly" jumped on the radar screen of a few foundations in NYC and we were at the table to make sure that mentoring was a part of the dialogue.

20. ...use written and verbal testimonials of boys of color who are both benefiting from mentoring by a male of color (its impact on them in the context of the society and communities that many of these boys come from) and testimonials from boys of color who want and are waiting for men of color to step up and why its important to these boys that they have a male of color as a mentor...parent testimonials are just as compelling and helpful in this venture. – Email response from African-American Mentoring Consultant, DeVonne Boggan, May 30, 2006

Making the Case: Faith-Based

Primary Motivations For Volunteering

- People of faith generally have high values and a sense of moral responsibility
- Sharing their religious beliefs either directly (talking about beliefs) or indirectly (for example, showing how a “believer” lives his/her life)
- Many organizations of faith are already working with this population and mentoring gives them a new avenue
- Some faith-based organizations members are predominately from a specific race/culture, and therefore it is a way to help their own
-

Potential Fears Around Volunteering

- Will be treated as a commodity by non-faith based mentoring programs
- Won't be treated as equals and included in the planning process
- Won't be able to share their beliefs at all
- Won't know how to share their religious beliefs in an appropriate manner
-

Compared to many secular organizations, organizations of faith appeal to a broader spectrum of the population, including racial and ethnic minorities, immigrant populations, and people at varied income and educational levels. They are well positioned, therefore, to help provide the social connections that can link disparate members of the community together. ...Moreover, people turn to faith-based organizations when they are looking for meaning in their life. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

Major characteristics for an institution that yields mentors are a pastor/youth minister that sees the extreme value in mentoring and secondly a congregation that has men/women that have experience with street life in its purest and real form and want to transfer that life experience to youth. -- From the National Mentoring Partnership Online Discussion, “Mentoring in Faith-based Communities”; April, 2005, <http://216.218.253.99/WebX?230@186.svZUaHN3ftp.0@.ee7c3fe>, retrieved April 20, 2006

Site staff in the National Faith Based Initiative recruited mentors by relying on the support of pastors from local congregations. This approach allowed them to draw on the legitimacy and resources of the congregations, as the pastors of the congregations often made a direct appeal for mentors. On average, the sites recruited roughly one percent of the members of each congregation, an indication of the size of the local religious communities needed to support similar faith-based mentoring programs.

-- The Promise and Challenge of Mentoring High-Risk Youth: Findings from the National Faith-Based Initiative, Bauldry and Hartman, Public/Private Ventures (2004)

There were advantages to drawing volunteers from faith-based institutions, although doing so required that sites address the appropriate inclusion of faith practices in the mentoring relationship... Staff discovered, however, that they needed to adapt their screening, training and monitoring to address the possibility of proselytizing by the mentors. The sites discussed the issue with volunteers to ensure they felt comfortable mentoring without engaging in inappropriate faith-sharing. The sites also discussed appropriate ways to share their faith with the youth. They emphasized that mentors could not pressure or require youth to engage in any faith-related activities, and pointed out that the volunteers were sharing their faith through example. -- The Promise and Challenge of Mentoring High-Risk Youth: Findings from the National Faith-Based Initiative, Bauldry and Hartman, Public/Private Ventures (2004)

Recruiting through congregations that drew primarily African American worshippers resulted in a higher proportion of minority mentors than other community-based mentoring programs have typically been able to recruit. The mentors were also older on average than in other mentoring programs. -- The Promise and Challenge of Mentoring High-Risk Youth: Findings from the National Faith-Based Initiative, Bauldry and Hartman, Public/Private Ventures (2004)

NFBI sites recruited more women than men, and all of the sites reported difficulty finding enough male mentors. The difficulty finding male and younger mentors who may be more attuned to youth culture might simply reflect the demographics of many African American congregations, and is therefore likely to be a challenge for any faith-based organization operating a mentoring program for similar youth. -- The Promise and Challenge of Mentoring High-Risk Youth: Findings from the National Faith-Based Initiative, Bauldry and Hartman, Public/Private Ventures (2004)

Volunteers age 65 and over have found a variety of ways to give of their time. The overwhelming majority of those activities (45.2 percent) are performed through work or a place of worship. -- 50+ Volunteering: Working for Stronger Communities, Points of Life Foundation (2004)

Faith-Based: Tips and Strategies

1. Consider recruiting volunteers through faith-based organizations, as people of faith typically have an increased sense of social responsibility. Some faith-based organizations and faith-minded individuals will make a commitment to serve difficult populations (such as juvenile justice system involved youth) where few others will step forward. In addition, many faith organizations have members who will be a racial, ethnic and cultural match for minority mentees. Finally, individuals who become actively involved in places of worship during their latter years are looking for meaning as well as a way to serve others.

* * *

(Numbers 2-20 excerpted and paraphrased from The National Mentoring Center discussion list, "Mentoring in Faith-based Communities"; April, 2005, <http://216.218.253.99/WebX?230@186.svZUaHN3ftp.0@.ee7c3fe>, retrieved April 20, 2006)

2. [Understand that] congregations are partners, not volunteer generating machines.
3. [Before approaching a specific group, be sure to consider, "What does the] congregation get out of the partnership? How will partnering with a mentoring organization help the congregation reach their goals?
4. Never believe generalization about religious communities. Talk to each partner, observe them, read about them, and visit them to build your knowledge of who they are and what makes them tick.
5. ... [consider targeting] the smaller churches. [Some] larger churches only want to do their own thing... and are not necessarily looking for opportunities to serve outside of their walls.
6. Identify churches that are active in the local community. [For example, ones that have] youth pastors who visit in the schools.
7. ... it can be hard finding volunteers within high need neighborhoods, since they tend to be tapped out already. [Instead, think about reaching out to] surrounding communities that are interested in engaging in urban ministry.
8. Get to know that particular faith community by attending worship events or other events where they invite volunteers to participate.

9. Join the parishioners for an after service meal and talk to them individually.
10. You ask the Rabbi. Let the Rabbi ask the members.
11. Once you have selected [a place of worship], find out if they have someone on staff or a lay person who is assigned to work with volunteers and call them and/or visit them.
12. Find a local champion. If you can get the pastor to be a mentor, things go a lot smoother. Ask a pastor to mold his [sermon] around mentoring.
13. ...seek support from the head pastor, a.k.a. “the gatekeeper”, then seek a person from the congregation to support or represent your program. This is the person to send bulletin inserts, newsletter announcements, and to encourage temple talks or moments for mission, etc.
14. [In order to recruit help from the head of a congregation, ask this person the question], “Do you spend a significant amount of your pastoral time dealing with crises arising in single or no-parent families?” [This will help them to see that “youth mentoring” aligns with their mission, plus, collaborating with a mentoring program can actually help them to lighten their load.] Make your mission and their mission connect.
15. In addition to mentors, boards and advisory councils can also help to gain credibility within communities of faith. ... since many people in positions of leadership are busy, they can be added as “advisors” or given a similar title.
16. It is important to ask the volunteers what their passions are. If they don’t know, give them an opportunity that is short term so that they can immediately evaluate whether or not this would be a good fit.
17. Suggest that others support the matches in prayer.
18. ...take a map and mark the church on the map and then mark the block that the boy is on so as to show that the [individual that needs help and support] is in [the potential mentor’s] neighborhood.
19. ...call up a current mentor and tell him of a boy who is in his neighborhood and ask him to recruit a quality mentor from his sphere of influence in his church.

20. If the mentor does a good job recruiting and he has the time to continue as a mentor and take on more, train him, give him a title and make them a volunteer recruiter.

* * *

(Numbers 21—24 excerpted and paraphrased from: People of Faith Mentoring Children of Promise: A Model Partnership Based on Service and Community, National Crime Prevention Council, 2004)

23. Get buy-in from the top of the religious organization you have targeted. First determine who to contact and how to approach them. Some traditions expect you to approach in a hierarchy or “chain of command.”

24. [Clearly] describe the program structure, benefits, training and support for mentors, stipends, if available.

* * *

25. Plan on making multiple visits to the organization you have targeted, including scripture study meetings, prayer meetings, worship services.

26. Give “the call” within the faith-based organization’s tradition. For example, “And whoso shall receive one such little child in my name receiveth me”.-- Matthew 18:5

27. Develop a policy that clearly addresses the do’s and don’ts of sharing of faith, and present it clearly during recruiting pitches, mentor orientations and trainings. During the screening process ask potential volunteers if they will be able to abide by the program’s rules in regards to sharing faith.

Making the Case: Corporate

Primary Motivations For Volunteering

- Sense of social responsibility
- Ability to use their leadership skills, plus knowledge of “how to be successful” that has been developed over years
- Develop a sense of team by making a stronger connection with fellow employees, and their corporation (and even pleasing management)
- Keep connected to former place of employment (alumni employees)
- Help the corporation improve the “bottom line”
- Help alleviate future costs for taxpayers (for example, of incarceration)
- (For alumni employees) live a longer and healthier life, feel young and vibrant by working with youth, as well as continue their legacy
-

Potential Fears Around Volunteering

- Not treated like skilled professionals, and not included in the decision making process
- If something goes wrong, it could have a negative impact on the corporation (bad publicity)
- All the “male-specific fears,” such as “don’t know how to develop a relationship with a young person,” and “this is seen as a feminine activity,” etc.
- Being forced to become a mentor by management
-

Report from the field: Corporate Volunteerism. In recent years, the domains of profit and non-profit sectors have become increasingly integrated as corporations develop volunteer programs for employees and retirees. Businesses are finding that volunteer programs help achieve their strategic goals, boost employee skills and morale, and better their public standing. Social service programs are likewise capitalizing on the availability of employees who have been given the opportunity to volunteer during work hours or have been referred from their corporation’s volunteer manager. This trend may be a particularly fruitful one for volunteer coordinators seeking to recruit more male volunteers, given the number of participants in this research who connected male volunteerism to work in one way or another. A recent article in *Industry Week* reported findings from a study by the Center for Corporate Community Relations at Boston College in which 181 community relations executives were surveyed.

Among the findings are the following indications of the prevalence of corporate volunteer programs:

- 79% said that their businesses have volunteer programs.
- 51% “loan” executives to community causes.
- 33% have policies granting paid time for volunteer service.

-- Recruiting Male Volunteers: A Guide Based on Exploratory Research, Stephanie T. Blackman, National Service Fellow, Corporation for National Service (1998-1999)

The Walker Loyalty Report: Volunteerism, corporate contributions, and U.S. Employees. 2400 self-administered questions were completed by full and part-time workers across the U.S. in business, government and non-profit sectors. Response rate was 72% of employees with a high CPI (Community Participation Index) will recommend their organization as a good place to work compared to 37% with a low CPI. Employees working for high CPI- companies are much more likely to be truly loyal (engaged at work and planning on staying) and far less likely to be classified as high risk. -- Retrieved from www.bccc.net on May 1, 2006

Doing Well By Doing Good 2004: The Trajectory of Corporate Citizenship and American Business. 2770 on-line interviews conducted in June 2004. A cross-section of the American public was interviewed, and the 12 indicators that were deemed most indicative of corporate citizenship were used. Results: 69% of Americans say corporate citizenship is “important to their trust in business.”-- Retrieved from www.bccc.net May 1, 2006

The State of Corporate Citizenship in the US (A view from inside 2003-2004)
An invitation to complete the survey was sent to a random sample of U.S. Chamber of Commerce members, inviting them to complete the survey online or via fax. Follow-up was conducted via fax and telephone, and 515 respondents completed surveys. Regardless of the size of their company, most company executives say they view corporate citizenship as central to good business practice. Eighty-two percent of executives surveyed say that good corporate citizenship helps the bottom line. -- Retrieved from www.bccc.net May 1, 2006

Cone Corporate Citizenship Study: Telephone survey conducted with a national sample of 1,033 adults, including 519 men and 514 women, by Opinion Research between October 22-25, 2004. Eight in ten Americans say that corporate support of causes wins their trust in that company, a 21% increase since 1997. Eighty-six percent of Americans are likely to switch from one brand to another that is about the same in price and quality, if the other brand is associated with a cause. -- Retrieved from www.bccc.net May 1, 2006

Benefits that [corporate] retirees bring to volunteer programs:

- Retirees make good ambassadors to the community--their wish to continue their association with the company without compensation speaks loudly to the company's reputation as an employer;
 - Retirees wish to maintain a relationship and continuity with their former employers--it enhances both their health and happiness;
 - Retirees are a source of institutional memory--they have a vested interest in their company;
 - Retirees have mastered core competencies--they know the company, understand the politics, and add to employee insight and knowledge.
- Corporate Volunteers-- Engaging Boomers Before and Beyond Retirement, TeleConvening Report: December 12, 2005, retrieved from www.bbbs.net on May 1, 2006

* * *

There is no simple answer to why corporations support nonprofit organizations and their causes. Many contribute [including, providing mentors] out of a combination of altruism and self-interest, and it is nearly impossible to determine where one leaves off and the other begins. The attitudes of top management more than any other factor seem to impact the giving philosophies of corporations... Their allegiance... is to their customers, shareholders, employees and, most of all, to the bottom line.

Corporations give to charitable causes to:

- Influence legislators and other opinion makers.
- Build better public and community relations.
- Improve the quality of life in the geographic locales in which they operate. (Cleaner, safer, better-educated communities are good for business.)

At the same time, many corporations are wary of having their charitable activities publicized... It may be difficult to obtain information about corporate giving programs because corporations:

- Fear being inundated with requests they cannot fill.
- Fear losing the patronage and/or support from the public that could result from even the smallest controversy over their giving [or participation].

From an Online Article at the Foundation Center, What Motivates Companies to Give Through Corporate Giving Programs, undated, found at: <http://fdncenter.org/getstarted/faqs/html/motives.html>, on May 26, 2006

Corporate: Tips and Strategies

1. Meet with staff and your advisory team to develop strategies about approaching corporations for volunteer mentors.
2. Consider adding individuals with current or former corporate experience so that you can develop a more refined approach.
3. Develop and maintain a philosophy that “there are many corporations out there who would like to help our program,” and it’s a matter of finding the right match.
4. Find a “champion” within the organization from each corporation you are targeting. Ideally, this person would be an active mentor for your program who would make a “pitch” to other mentors.
5. When asking a corporation to become involved with your effort, present them with research that describes how associating themselves with a philanthropic effort can help their public image and therefore the “bottom line.”
6. With every interaction, represent yourself and your organization in an extremely professional manner. Respond to phone calls immediately. Also, provide them with high quality materials that depict the history of your organization, as well as the mission and goals of your mentoring program.
7. Realize that corporate employees are extremely busy—honor them by not running over your allotted appointment time.
8. Develop recruiting materials that reflect mentors who have a similar socio-economic background, values and life experiences as the corporate mentors you are trying to recruit. Also consider race and ethnicity as you develop recruiting materials.
9. Consider recruiting both current and retired employees. If you are tapping former employees from a specific corporation call them “alumni” not “retirees.”
10. For current employees, during recruitment, discuss the “cross-over” skills that they will be developing, such as enhancing communication and leadership skills.

11. When recruiting former employees, emphasize, “Because of your experience in the corporate world, you are the type of person, and you have the skills, that these children need.”
12. When recruiting former employees, discuss the research that points out that people who give live longer and are happier than those who do not.
13. Try to recruit individuals from corporations to serve on your advisory team to help out with recruiting and funding. These people can also assist you in navigating the politics and cultures of specific companies.
14. If you are able to recruit corporate employees, make sure that you give them responsibilities that align with their interests and skill sets. Know, too, that if these people feel that the meetings are not effective, they may quickly resign.
15. After one or more mentors from a corporation successfully complete several months of mentoring, ask them if it would be okay to honor them in front of fellow employees (this will allow you to give a recruiting pitch).

* * *

Numbers 16-18 From the Philanthropy News Digest, PND Talk, Approaching a Corporation for Sponsorship, February, 2006, found at <http://members4.boardhost.com/PNDtalk/msg/1136235940.html> on May 26, 2006

16. Keys to success when asking for corporate sponsorship [or access to mentors]: Get a face-to-face meeting with the prospect. [Start by writing] a letter and then follow up with a phone call (not email), and don't propose the sponsorship [potential collaboration] in detail until the face-to-face meeting.
17. Be ready, in writing, to answer the inevitable question, “What's in it for us?” with an array of ways that will ensure the corporation that they will receive favorable recognition in the community for their support.
18. Look for any person in your organization who has a relationship with someone of stature in the corporation, and/or someone from your organization whose standing in the community will get you quicker attention.

* * *

Numbers 19-23, Online Article: Recruiting Corporate Volunteers, Mary V. Merrill, October 2002, found at: <http://www.charitychannel.com/publish/templates/?a=893&z=24>, on May 23, 2006

19. ... identify businesses within the immediate neighborhood where travel time is minimal so employees can maximize their on-site volunteer time. Offer volunteer assignments that can be combined with lunch hours, or with shift changes, or the after work commute time.

20. Make volunteer information available in the workplace.

21. Volunteer training and orientations: Because time is a premium for workplace volunteers consider offering volunteer training at the work site, such as lunch seminars, as this will... decrease the need for after work training sessions. Orientations might be offered to small groups of employees at the worksite, before or after work or over lunch.

22. Skill Building: Many companies encourage their employees to engage in volunteer work as a way to improve or gain skills that are important in the workplace. Volunteer managers [mentor recruiters] may wish to promote personal skill development opportunities through volunteer activities... Working with children and young adults can strengthen conflict management skills.

23. With consent from the volunteer... consider sending letters of commendation and documentation of service to a corporate volunteer's supervisor [and/or boss]. Such letters should document leadership, teamwork, initiative and other pertinent skills and abilities.

Making the Case: College Students

Primary Motivations For Volunteering

- Sense of social responsibility
- Requirement for coursework
- Ties in with future vocation
- Fraternity/sorority/on campus-club association with a mentoring program
- Someone they know asks them
- Energetic recruiter from program
- Finding a program that has time flexibility
-

Potential Fears Around Volunteering

- Lack of time, lack of program's flexibility, and inability to fit activities in with their schedules
- Something unexpected coming up and preventing them from fulfilling their commitment (financial problems, studies, romance, parties, change of school, etc.)
- Lack of experience working with youth
- Cost: financial, transportation
- Having to travel too far to meet with their mentee
-

Recruiting college students. Working with college students has pros and cons, as everyone who has worked with them can attest to. Best practices for this group includes the ability to be flexible with their time schedule and providing them with an energetic coordinator to draw them into the program. Targeting Human Service, Social Work, Psychology, etc. type programs and making presentations in those classrooms elicits participation from interested students because many of them can use the time they spend with training and their matched youth for a practicum, internship or civic engagement credits. -- National Mentoring Partnership, Online Discussion, "Barriers to Recruitment, Melissa Gingell (Moderator), May 19, 2003

<http://216.218.253.99/WebX?128@867.lvBsaQSnfWe.2@.ee7a24e> Retrieved May 25, 2006

Concerns that programs might have about recruiting college students:

- College vacations—including winter, spring, and summer breaks—which disrupt the continuity of the mentor-mentee relationship.
- Students’ time constraints, which become even more pronounced during exam periods, and might prevent mentors from meeting consistently with their mentees.
- Transportation, which can be a major problem unless the campus is very close to the community being served.

From the point of view of college students, these same three factors—vacations, time constraints, and transportation—could be barriers that deter them from volunteering. From HSPeople.com, Found at: <http://www.hspeople.com/includes/hspeople/hspeople/archives/HSCareers/Internships/031802.cfm>, Retrieved June 12, 2006

College Students: Tips and Strategies

Numbers 1-3 are from the National Mentoring Partnership, Online Discussion, “Barriers to Recruitment, Melissa Gingell (Moderator), May 19, 2003 <http://216.218.253.99/WebX?128@867.lvBsaQSnfWe.2@.ee7a24e> Retrieved May 25, 2006

1. Our program requires a one year, one hour per week commitment from our college students. Of course they are only attending school for about eight months out of the year. There is Christmas vacation, Spring Break and Summer. We understand that they are college students and request that during those “down times” they still stay in contact with their youth by writing letters, calling, e-mailing etc.

2. Our recruiting method is easy and effective. We are able to recruit about 150 volunteers by doing presentations to the human diversity classes at the colleges and student leadership classes at the high schools. One of our private high schools requires each student to perform a certain number of volunteer hours. Most high school and college students who volunteer have a certain number of hours they have to complete before graduating, entering a college major or for completing a course. Our mentors usually end up doing more hours than they need. We coordinate our sessions based on the school district and college calendars.

3. We have student mentoring sessions Monday-Thursday, so the mentors can pick which day they would like to volunteer. We have had little problems with people who don’t fulfill their obligation. We also have a waiting list of students who will volunteer just in case another student doesn’t follow through.

* * *

Numbers 4-10 is from National Mentoring Center, Online Discussion on “Male Mentor Recruitment, Posted May 9, 2006 by Lisa Del Mar <http://216.218.253.99/WebX?14@586.SvD4aO5sfwC.2@.ee805fa/0>, retrieved on May 26, 2006.

4. Like almost all other mentoring programs, Helpline Youth Counseling’s PATHWAYS Mentoring Program for children of incarcerated parents in Norwalk/Long Beach, CA has had difficulties in recruiting and maintaining male mentors for the boys in our community. One of the most successful strategies that we have used in reaching out to the men in our community is through the college/university fraternities. We do recognize that there are often difficulties in recruiting university students: hectic schedules and lifestyles, possible difficulties in maintaining the relationship over a length of time. However, in orienting and screening these applicants, we are honest about the commitment and help the applicant determine if this is something practical for them to get involved with at the present time.

5. The university website is the best place to start. Generally, you will find a page for Greek Life. You can contact the Greek Life Advisor to get in contact with the presidents.
6. Search the Greek Life webpage for their “Inter-Fraternal Council” (may be called a variation of that) and get in touch with the IFC president to make a presentation at an upcoming meeting. The IFC is for all presidents of fraternities (and sometimes sororities as well) and they generally meet once a month.
7. On the Greek Life website, they usually have all of the fraternities/sororities listed with pictures and possibly a link to their own webpage through the university. Once you’re on their website, look for their Guestbook and sign an entry explaining your organization, time commitments, screening process, etc. and ask them to contact you if their organization is interested.
8. On the Greek Life webpage, sometimes an e-mail address of the current president is provided, so e-mailing them directly can be helpful as well. You can ask them to forward your e-mail to current members as well as alumni.
9. Lastly, searching for Black, Latino and Asian fraternities through Google has helped us get in contact with men of color in our community because many times their web pages are through the national fraternity’s main website.
10. After posting numerous guestbook entries and e-mailing many Greek presidents, we were able to make presentations to one fraternity and one IFC meeting. And of those postings and presentations we have gained a few male mentors for our boys. Like in any mentor recruitment endeavor, you have to put in a lot of work and in turn gain only a few mentors. But looking at it in terms of the few boys that we’ve been able to match up with mentors as a result of all of that hard work, it was most definitely worth it.

* * *

Number 11 is from the National Mentoring Partnership Online Forum, Targeting Recruitment for Community-Base Programs, Jim Smith, Apr 27, 2005, found at: <http://216.218.253.99/WebX?128@696.jvHkaO8of23.4@.ee7c836>, on May 26, 2006

11. My agency has had a great success at one of our local colleges...along the lines of the “Wholesale Recruitment” concept, but with the university instead of a business. Through an arrangement with the university, a work-study student in the campus volunteer center is dedicated to act as a liaison with our agency. Initially, we had modest results at best (with only 8 to 10 mentors participating)--but about three years ago, a very ambitious work-study student got the position. She established a pool of about 100 university students...some plan and conduct monthly group-mentoring activities with our unmatched Little Brothers and Sisters; others participate in our school-based mentoring program with one of the local elementary schools; and still others have participated in our traditional, community-based one-to-one program. Because of the numbers, the work-study student went as far as creating a separate “club” on campus for these mentors complete with its own advisory board. It took a lot of work to cultivate this relationship, but the end results have been tremendous.

* * *

Numbers 12 to 20 From HSPeople.com, Found at: <http://www.hspeople.com/includes/hspeople/hspeople/archives/HSCareers/Internships/031802.cfm>, Retrieved June 12, 2006

12. Do not require a commitment from mentors that is longer than the nine months of the school year.

13. Have mentor-mentee meetings that take place at a particular location, such as an elementary school, and at a regularly scheduled time.

14. Provide ongoing supervision, structure, and support for the mentors; in general, college students require more supervision and support than older mentors.

15. Provide incentives, such as course credit or extra credit, for consistent participation.

16. Recruit using word-of-mouth (especially one-to-one recruitment by students who are currently mentors).

17. Recruit by “tabling” [providing materials and a person to speak about the program] at the entrance to dining halls, outdoors on campus, or wherever students tend to pass by in large numbers.

18. Make presentations at student service organizations, leadership clubs, fraternities, and sororities. Have a current mentor, who is a student at the college, present with you.

19. Submit articles to college newspapers, particularly feature stories highlighting currently matched students.

20. Create posters and flyers. Place them strategically in the student union, nearby stores, laundromats, and restaurants. If you use posters, remember to include tear-off sheets with a contact name and phone number.

* * *

21. Consider recruiting masters level students, as they are generally settled in to the college routine, plus, most have decided on their future vocation (which may include a child-focus, such as teaching, counseling, social work etc.), and mentoring may provide them with valuable job-related experience.

22. Develop a relationship with professors who are head of key departments, such as social work, child development, psychology, etc. Meet with them to discuss how students will benefit from the mentoring experience. Ask if mentoring might tie into coursework, and suggest that the professor evaluate the students and give them credit for mentoring.

23. Give presentations to classes of students (social work, child development, psychology, etc.), as well as related student-clubs.

24. Contact alumni relations office to target additional volunteers.

25. Give presentations to classes that offer service learning opportunities for students.

26. Set up a booth on campus during job and internship fairs.

Making the Case: General Information About Volunteering/Recruiting

More than 65 million Americans volunteered last year, but the participation rate has remained flat since 2002... The likeliest volunteer...is a white female who gives 50 hours a year volunteering through a religious organization as a tutor, mentor, coach or referee. Women volunteer at a higher rate than men--32.4 percent versus 25 percent. More than 35 percent [of all volunteers] said that they volunteered as coaches, referees, tutors or mentors... More than one-third of volunteers worked with or through religious organizations... one-quarter worked with educational or other youth service groups, and most of the rest worked with social or community service organizations. American Volunteer Rate a Steady 28.2 Percent, Ely Portillo and Sadia Latifi, San Diego Union Tribune, June 13, 2006

Who is Willing to Mentor? (Online Article)

In 2002, the AOL Time Warner Foundation, in partnership with MENTOR, sponsored a National Mentoring Poll of 2,000 adults. The poll found that:

- 57 million adults would seriously consider mentoring.
- 99 percent of all mentors already in a formal mentoring relationship would recommend mentoring to others.
- The majority of people became mentors because they were asked; 75 percent joined through an affiliated organization.
- Potential mentors tend to--be people between the ages of 18 and 44, who;
 - have household incomes of \$50,000 or more;
 - have some college education;
 - have access to the Internet; and
 - have a child in their household.
- Of these potential mentors, 88 percent would like to have a choice among mentoring options (depending on their schedule and interests);
 - 84 percent want access to expert help;
 - 84 percent want orientation and training before mentoring;
 - 67 percent would like their employer to provide time off; and
 - 47 percent would be willing to mentor a youth online.

[In addition]:

Studies by MENTOR, Big Brothers Big Sisters and other groups have identified the kinds of people who are most likely to volunteer for and sustain mentoring relationships.

Their findings include the following:

- Women are more likely than men to volunteer as mentors;
- Senior citizens are more likely to volunteer for school-based programs;
- Adults cite lack of time as the biggest barrier to mentoring, followed by the perception that they lack the necessary expertise to help a child;
- Individuals with higher incomes tend to sustain longer commitments than those with lower incomes, most likely because they have adequate resources to overcome barriers such as transportation;
- College students, while likely to volunteer, are more likely to have less stable mentoring relationships because of holiday schedules, exams, and so on;
- Married volunteers ages 26 to 30 are more likely to terminate the relationship prematurely, probably because of the demands of their own family situations;
- Corporate, municipal and state employees often prefer school-based mentoring and make sustained commitments because their employers support their involvement;
- Flexible models—such as “buddy mentoring,” in which two mentors share a mentee—make it easier for employed volunteers to mentor.

For more information go to www.mentoring.org/poll

From National Mentoring Partnership Online Forum, Targeting Recruitment for Community-Base Programs, ,Kristi Zappie-Ferradino, Apr 27, 2005, <http://216.218.253.99/WebX?128@696.jvHkaO8of23.4@.ee7c836>, retrieved on May 26, 2006

Americans Perceive Giving as Easier than Volunteering (Online Article)

A recent survey by the nonprofit Thrivent Financial for Lutherans found that most Americans would rather donate their money than their time... [but] sixty-one percent of residents of the Western U.S. were more likely to volunteer their time than give money; this was a higher percentage than any other region.

Young people aged 18-to-24 were by far more likely to volunteer their time, while adults nearing retirement age were more likely to donate money.

Seventy-five percent of people with household incomes of \$75,000 per year or more volunteered their time, while only 33 percent of those with incomes of less than \$25,000 per year did. The survey, conducted at the year's end of 2005, covered a sample of 1000 adults.

Americans Perceive Giving as Easier than Volunteering, Online Article, May 19, 2006, www.jointogether.org/news/funding/trends/2006/americans-perceive-giving-as.html
Retrieved May 22, 2006

We know from our general recruitment efforts that the “personal ask” from someone the potential mentor knows and respects is the most effective.

Time commitments: try to put it in less painful terms, put it in relatable terms, break the time expectations down, from hourly to weekly to monthly to annually... Put it terms of eliminating a TV show, going for a walk, meeting over lunch or breakfast, something that doesn't take away from other commitments or add to already overloaded plate.

National Mentoring Partnership, Online Discussion, Apr 28, 2005, Dan Bassil, <http://216.218.253.99/WebX?14@170.bvC9aHGqf qx.0@.ee80366>, Retrieved April 20, 2006.

(79%) of volunteer activities helped them with interpersonal skills such as understanding people (68%) of volunteers helped them to develop better communication skills.

The percentage of volunteers who reported gaining specific skills as a result of volunteering increased steadily with the number of hours they contributed. For example 78% of volunteers who contributed 188 or more hours during 2000 reported gaining communication skills, compared to just 52% of those who contributed 19 hours or less. -- The Benefits of Volunteering by Canadian 2000 National Survey of Giving, Volunteering and Participating. http://www.givingandvolunteering.ca/pdf/factsheets/Benefits_of_Volunteering.pdf Retrieved April, 20, 2006

If volunteers are to become genuinely committed, they must feel that they are a valued and integral part of the organization, and not a group apart. ...Unpaid labor is a resource, just as paid labor is, but unpaid labor is not free. It must be planned, managed, organized, and coordinated, just as paid labor is—and this requires an investment of time and resources. -- Reinventing Aging: Baby Boomers and Civic Engagement, Harvard School of Public Health–MetLife Foundation, Initiative on Retirement and Civic Engagement (2004)

Exercise: Developing Recruiting Pitches, Materials & Strategies for Target Populations

Circle your chosen target population(s):

- Men
- Baby Boomers
- Ethnically Diverse
- Faith-Based
- Corporate
- College Students
- Other (Describe) _____

Review “Making the Case” and “Tips and Strategies, ” and then:

1. Develop a Recruiting Pitch (Can Include a Motto)
2. Describe Your Recruiting Materials
3. Identify Potential Recruiting Venues
4. Describe Additional Recruiting Strategies for This Population

A series of 28 horizontal lines for writing.

RESOURCES

Recruitment Resources. CARS. Features recruitment resources for the mentoring field.

<http://emt.org/MentoringProgramResources/home.htm>

Recruiting and Retaining Quality Mentors.

Mark Freeman and Jerry Sherk, M.A. The EMT Group, Inc.

<http://emt.org/MentoringProgramResources/home.htm>

“A Friend for Life” Video by Friends for Youth Mentoring Institute. This recruitment video features vignettes of real life matches and their experiences.

www.friendsforyouth.org

Recruiting Male Mentors by NWREL

Features: A look at why men may not be flocking to mentoring, and what your program can do about it; and in-depth interview with male recruitment expert Richard Rowe, a look at making mentoring work in Tribal settings...

<http://www.nwrel.org/mentoring/pdf/v2n2.pdf>

NWREL Lending Library (Recruitment)

<http://www.nwrel.org/resource/ProcessSearch.asp?strCriteria=Volunteer+recruitment&subjectOnly=yes>

Mentor Recruitment Postcard by NWREL. To assist local programs in their recruitment efforts, the NMC has designed a mentor recruitment postcard which can help programs tap into their best recruitment resource: the friends, family, and coworkers of their current mentors. <http://www.nwrel.org/mentoring/postcard.html>

Recruiting Male Volunteers: A Guide Based on Exploratory Research by the Corporation for National Service. This publication examines how to bring in more men as volunteers. Based on a year-long Corporation for National Service study, this how-to guide should help any program that is looking for male recruitment strategies.

www.energizeinc.com/download/blackman.pdf

Energize, Inc. Web site

This volunteer recruitment and management website features essays on volunteer topics such as volunteer recruitment.

www.energizeinc.com