

Recruiting and Retaining Quality Mentors



Developed by: **Jerry Sherk & Mark Freeman**

Produced by the EMT Group, Inc. for the California Department of Alcohol and Drug Programs



WELCOME!

CAREER-ORIENTED MENTORING TECHNICAL ASSISTANCE & TRAINING PROJECT

The Career-Oriented Mentoring Technical Assistance and Training Project is a three-year project funded by the CA Department of Alcohol and Drug Programs. The goals of the project are to develop and provide **NO-COST** career-oriented mentor program technical assistance services to new and existing school and community-based mentor programs throughout California. These programs aim to assist young people, living in at-risk environments in urban and rural settings, who would typically not have had the opportunity to prepare themselves for the transition from school to work.

Project goals are to:

- ◆ Promote state-of-the-art career-oriented mentoring strategies and programs throughout the state, based on Quality Assurance Standards and within a youth development framework.
- ◆ Strengthen local career-oriented mentoring programs.
- ◆ Increase communication between local career-oriented mentoring programs.
- ◆ Improve local programs' career-oriented mentoring skills and technology.

Evaluation, Management and Training, Inc.

Evaluation, Management and Training (EMT) is a dynamic firm meeting the research and training needs of public, private, and nonprofit organizations nationwide. Established in Sacramento in 1981, EMT has over 19 years of experience working with clients in the health and human services, education, and criminal justice fields. To date, the firm has completed more than 190 projects for local, state, and federal agencies, as well as not-for-profit and private organizations.

Throughout its corporate history EMT has been dedicated to the provision of quality consulting services and products at a reasonable cost. EMT consistently delivers top quality products within the projected timeline and budget. Our consulting rates and overhead structure reflect economy and efficiency in our operational approach.

Evaluation, Management and Training
The EMT Group, Inc.

391 South Lexington Dr., Suite 110, Folsom, CA 95630

Phone: 916.983.9506

Fax: 916.983.5738

info@emt.org

www.emt.org

Recruiting and Retaining Quality Mentors

.....

AN ABSTRACT...

Recruiting and Retaining Quality Mentors

This interactive workshop will offer a grassroots approach to developing a volunteer recruitment plan. It will begin by discussing why a sound program structure, including the use of best practices, is central to creating a successful recruiting effort. Trainers will also explore the mystery of why so few males volunteer to become mentors, and the group will then brainstorm male recruitment strategies. In addition, participants will learn that recruiting mentors is akin to "selling the invisible" and that staff needs to assess each potential volunteer's motivation in order to deliver an effective recruiting pitch. Participants will leave this workshop with a greater awareness of how to recruit and retain quality mentors, as well as a variety of tools to utilize during the recruitment effort.

Workshop Overview

.....

NOTES

Introduction

- ❖ Registration and Continental Breakfast
- ❖ EMT Welcome
- ❖ Host Presentation
- ❖ Participants Introductions

Module 1: Program Structure First

- ❖ Elements of structure that is important to recruiting effort.
- ❖ Program resources needed to recruit effectively.
- ❖ How “Best Practices” are involved in volunteer recruiting.

Module 2: Recruiting Males

- ❖ Typical differences in points of view between staff and the volunteers they are attempting to recruit.
- ❖ Program adjustments that may address male issues.
- ❖ Variety of marketing strategies for recruiting males.

Module 3 Grass Roots Mentor Recruitment

- ❖ New attitude towards mentor recruitment.
- ❖ Potential mentors’ personal motivations.
- ❖ Communicating to potential mentors: “Selling the Invisible”.
- ❖ Effective recruitment strategies.
- ❖ Sample recruitment steps.

“Speak Your Mind” Forum

Evaluation and Adjournment

Resource Guide

.....

NOTES

Module 1: Program Structure First

- ❖ Five Step Development Plan
- ❖ Operations Manual Template
- ❖ Recommended Best Practices for Mentoring Programs

Module 2: Recruiting Males

- ❖ Build a Mentor (Exercise)
- ❖ Recruiting Tasks Matrix (2 copies)

Module 3 Grassroots Mentor Recruitment

- ❖ *Going to Market*: Marketing Concepts for Mentoring Programs
- ❖ *Value-Based Selling*: What it really takes to influence human behavior
- ❖ How to Win Friends and Influence People
- ❖ Rate Yourself as a Volunteer Motivator
- ❖ 101 Ways to Recognize Your Volunteers

“Speak Your Mind” Forum

- ❖ To be added

CD Toolkit

- ❖ Workshop Tools
- ❖ EMT Training Guides
- ❖ EMT Weblinks
- ❖ EMT Online Training
- ❖ County Community Indicators (California)
- ❖ Statewide Resources
- ❖ National Resources

JERRY SHERK, MA

Jerry Sherk MA, is President and founder of Mentor Management Systems of Encinitas, a company that provides technical assistance and training to both corporate and youth-based mentoring programs. Jerry has an MA in psychology with an emphasis in counseling.

Over the past five-years, Jerry has been one of the leading consultants for Evaluation, Management and Training, Inc., of Folsom, (www.emt.org) an organization funded by California's Department of Alcohol and Drug Programs to provide technical assistance to youth mentoring initiatives. Jerry has given statewide workshops for thousands of mentors and program managers, while providing direct technical assistance to well over 100 mentoring programs.

Jerry has also authored or co-authored a number of workbooks on mentoring including:

- *Creating and Sustaining a Winning Match*
- *Best Practices for Mentoring Programs*
- *Preparing Mentees for the Match*
- *The Mentors' Guide to Workplace Mentoring*
- *Risk Management for Mentoring Programs*

Jerry recently completed the design of program and training materials for California Social Worker Education Center (CalSWEC) at Cal Berkeley; this curriculum will guide experience social workers as they mentor new child welfare workers. Some of Jerry's current projects include assistance in designing and implementing mentoring programs for San Diego County Probation Department, Internal Services Department of Los Angeles County, and the Federal Executive Board of Los Angeles.

In addition, Jerry is one of the founders, as well as Past Executive Director and current Director of Special Projects, for the Mentoring Coalition of San Diego County. He is also Past President of the NFL Retired Players Association, San Diego. From 1970-1981, Jerry was an All Pro defensive lineman for the Cleveland Browns, and he was recently nominated to the NFL Pro Football Hall of Fame. Jerry lives in Encinitas, California, with his wife and two teenage children.

Mark Freeman

Mark Freeman is currently the Project Manager for the Career-Oriented Mentoring Technical Assistance Project for the Evaluation, Management and Training Group, Inc. (EMT). Mr. Freeman is the primary consultant for this project, which is designed to assist agencies establish and refine career-oriented mentoring programs for youth. Mr. Freeman oversees the delivery of 126 days of technical assistance per year, and also coordinates regional mentoring workshops.

In addition, Mr. Freeman has a dual role as EMT's Director of Community Outreach and Marketing. He is responsible for the development and implementation of EMT's branding strategy, service marketing and regional outreach to community groups and corporations.

Prior to his employment at EMT, Mr. Freeman was the Director of Community Cultivation at People Reaching Out (PRO), a Sacramento-based non-profit organization that serves families and youth through alcohol and drug prevention programs. As the past developer of PRO's one-on-one mentoring program, Mr. Freeman collaborated with the 100 Black Men of Sacramento to implement a community-based mentoring program. In 1998, this collaboration won a national award from the 100 Black Men of America. Prior to leaving PRO, Mr. Freeman was the lead program designer of PRO's school-based mentoring program, Mentors Reaching Out. Mr. Freeman orchestrated the area's business chambers in providing volunteer mentors to the program's youth. Mr. Freeman also assisted in securing approximately one million dollars for the mentor program's sustainability.

Mr. Freeman has proven success working with community leaders, school administrators, teachers, program staff and volunteers. He has conducted extensive research on career mentoring and school-to-career strategies.

Mr. Freeman's expertise in community organizing, public relations and technology integration is matched with 20 years experience in developing and implementing strategies in the field. Mr. Freeman graduated from the University of California at Davis' Public Relations and Marketing Program. He was the past president and principal consultant at Grassroots Communications, which specialized in providing non-profit organizations, advocacy groups and other communities of interest, strategic and logistical planning. In addition, Mr. Freeman has been employed with Phil Giarrizzo Political Campaign Consulting, The Curry Marketing Group and Spectrum Entertainment.

SAM STARKS

Although born in Decatur, Illinois, Sam considers himself a native Sacramentan. Starks graduated from Hiram W. Johnson High School in the late 70s and went on to receive two bachelor degrees from California State University, Sacramento in English and Sociology.

For the last 20 years, he has worked in the nonprofit sector with such organizations as Youth For Christ, Big Brothers/Big Sisters and Safe Streets. He currently works on the communications staff for the Sacramento Municipal Utility District (SMUD).

The California Forum Crossroads, Inc.

The California Forum Crossroads, Inc. (The Forum) is a nonprofit organization that utilizes the process of critical dialogue as a tool for empowerment. In the past, the Forum featured monthly discussions on specific topics of interest. The overall objective is to encourage people on a grassroots-level to use critical public discourse as a tool for empowerment.

Today's Host

.....



Grant Joint Union High School District California Partnership Academies

Partnership academies operate as a “school within a school.” We have 3 different academies: Highlands High School Business Academy, Grant High School Criminal Justice Academy, and Foothill High School’s Information Technology Academy. Within in the academies is a career-oriented mentoring program. It’s a “light,” and fun mentoring program that focuses on career development, job shadowing, and future goal setting with our junior year students. As a mentor you are expected to have contact with your mentee 4 hours per month for 6 months. As a mentor you are invited to participate in fun class field trips, be a classroom speaker, and participate in other various fun activities like “free enterprise,” “obstacle course competitions,” “bagels and banter,” “mentor graduation” and “fingerprintin’ lickin’ good luncheons.” Our students are bright, positive, and full of energy! Are you ready?

Contact Information:

Katie McCleary
Mentor Program Manager
Guidance Resource Technician
916-286-4909
Fax: 9416-286-4919
katiemccleary@grant.k12.ca.us

Special Acknowledgements

June 6, 2003

Project Manager

Mark Freeman

Curriculum Developer

Jerry Sherk and Mark Freeman

Trainer Binder Layout

Heather Vasquez

Project Coordinator

Shelly Boehm

Grant Joint Union High School District, Sacramento CA

Luana Duarte

Katie McCleary

Maxine Sullivan-Pepper

Velma Strong

Trainers

Jerry Sherk

Sam Starks

Mark Freeman

Additional Acknowledgement

The EMT Group

California Department of Alcohol and Drug Programs

Governor's Mentoring Partnership

Grant McClellan Technical Institute

EMT's Career-Oriented Mentoring Technical Assistance and Training Project

Mentor Management Systems

California Forum Crossroads

**“Good is
the Evil of
Great”**

Jim Collins

Quote from the book, *Good to Great*

MODULE 1: **Program Structure First**

MODULE 1: Program Structure

.....

NOTES

Purpose

To understand how integral a sound program structure and adequate resources are to volunteer recruiting efforts.

Learning Objectives

- To review the elements of programmatic structure that are important to your recruiting effort.
- To discuss program resources needed to recruit effectively.
- To understand how “Best Practices” come into play during volunteer recruiting.

MODULE 1: **Program Structure**

NOTES

A Sound Program Structure is Essential for Recruiting Efforts

Although recruiting volunteer mentors is crucial, before these efforts begin staff must make sure that a sound program structure is in place. An organization can be extremely successful in recruiting mentors, but if the operation isn't running smoothly your volunteers will be like ticking time bombs, waiting to explode (from frustration, unfulfilled expectations and non-support). In mentoring programs that are not run properly, volunteers disappear, never to be heard from again.

Mentoring programs that lack the proper infrastructure have an extremely high volunteer turnover rate.

MODULE 1: Program Structure

.....

NOTES

A Sound Program Begins with Resources

- **Money.** For any youth program that needs intensive oversight and staffing, sufficient financial backing is key. Organizations have to have money for staff, insurance, fingerprinting, refreshments, transportation, phone, copying, office supplies, postage, etc.
- **Full Time Staff.** Many youth mentoring programs try to survive by utilizing a volunteer program manager. This can sometimes work for a short period of time, but volunteer staff will often become burned out (and they will either leave or sharply reduce their duties) and the program will suffer.
- **Endorsement, Support, and Partnerships.** There are many reasons to include these elements in a mentoring initiative, the first being so that it won't turn out to be "Bob's Mentoring Program," (for instance). A youth mentoring program needs evolve through a community effort to be successful. How to begin? It's helpful if a small group of people with diverse areas of interest and expertise come together to do the initial needs assessment. These same individuals can also look at the characteristics of the targeted youth and then work together to design the program. Often called an "advisory board" or "design team," this group can also be used to gain endorsement for this effort from other individuals and organizations, as well as finding resources for the program.

MODULE 1: **Program Structure**

NOTES

A Sound Program Utilizes “Best Practices for Mentor Programs”

Formerly called the “Quality Assurance Standards,” these Best Practices were developed in 1989 by a group of mentoring professionals, and they have held up over time. New program staff should continually use the Best Practices as a reference guide while designing and implementing their programs. Best Practices can be used to develop a program chronologically (step-by-step), and they can also be utilized as a way to assess staff time.

“Recommended Best Practices” can be found at:
<http://www.mentoring.ca.gov/best_practices.shtm>.

Note: Please also find the *Operations Manual Template*, and the *Five Step Development Plan* in the addendum and on the CD accompanying this training

MODULE 1: **Program Structure**

NOTES

No Part Stands Alone! (Exercise)

This exercise demonstrates that no part of a program's operation is independent from recruiting. On the next page you will find a list of programmatic areas. Divide up into small groups (as directed by today's trainers) and take one of these areas and brainstorm on a flipchart page.

MODULE 1: Program Structure

.....

NOTES

No Part Stands Alone! (Exercise)

Please answer:

- 1) Why is the specified area vital to a mentor recruiting effort? and;
- 2) What should program staff make sure to include in the particular area that would help lead to a successful recruiting effort?

(Chose a recorder and be prepared to share out to the larger group.)

- Adequate Staffing
- Description of Your Program's Mentor Commitments and Requirements
- Recruiting Pitch (for Mentors)
- Mentor Training & Mentor Training Manual
- Mentor "Accountability"
- Monitoring the Match
- Mentor Retention Plan

MODULE 1: **Program Structure**

NOTES

Larger Group Sharing:

“How are the following Best Practices involved in recruiting?”

- Long Range Plan (and sustainability)
- Orientation
- Screening
- Matching
- Ongoing Training and Support
- Closure
- Evaluation

MODULE 2: **Recruiting Males**

MODULE 2: **Recruiting Males**

Pretest

Please answer the following questions, yes or no, and then wait for the trainer before turning the page.

As a staff person or volunteer coordinator do you believe...	Yes or No
Men are not focused on volunteerism or “tuned in” to appeals for volunteers.	
Men are uncomfortable with emotional commitments or relationships.	
Women are better “nurturers” than men or are perceived that way.	
Focusing on challenge, opportunity, or skills might help to recruit more men.	

MODULE 2: **Recruiting Males**

NOTES

Purpose

To understand how typical male perceptions can negatively influence the recruiting process, and to explore ideas to overcome those obstacles.

Learning Objectives

- To understand typical differences in points of view between staff and the volunteers they are attempting to recruit.
- To consider program adjustments that may address male issues.
- To discuss a variety of marketing strategies for recruiting males.

MODULE 2: Recruiting Males

NOTES

Men Do Not Typically Volunteer to Mentor

A volunteer coordinator for a collaboration of mentoring programs in San Diego consistently gives recruiting pitches at businesses and corporations. When she was recently asked what portion of volunteers that step forward for are men, she responded, “Only ten percent!” Within our industry, it is understood that recruiting males has proven to be an extremely difficult task and programs struggle to find adequate numbers of male mentors.

MODULE 2: Recruiting Males

NOTES

This brings up many questions including:

- Why do many women volunteer, while most men hesitate to become involved in youth mentoring?
- What are the gender/cultural differences and other concerns that keep men from participating?
- How can the message be changed, the program be altered, the training support increased, etc., to encourage men to volunteer more readily?
- What are the perceptions of program staff (recruiters) vs. the perceptions of the potential men volunteers (recruitees)?

Following on the last bullet point, because we began with a pretest on the perceptions of program staff, let's turn to the actual results of the study on those same questions (please turn to the next page).

MODULE 2: Recruiting Males

Recruiter's and Potential Volunteer's Perspective May Differ

Comment	Staff Person	Male Volunteer
Men are not focused on volunteerism or “tuned in” to appeals for volunteers.	27%	73%
Men are uncomfortable with emotional commitments or relationships.	33%	67%
Women are better “nurturers” than men or are perceived that way.	35%	65%
Focusing on challenge, opportunity, or skills might help to recruit more men.	67%	33%

Study Adapted from:
“Recruiting Male Volunteers: A Guide Based on Exploratory Research”
By Stephanie T. Blackman, Corporation for National Service (1998-99)

Please note that the study group was very small so the research may not be entirely valid, but it does bring the possibility that the perceptions of program staff (about the way that potential male volunteers are thinking) are much different than the actual volunteers themselves.

Questions:

- Did your responses differ from the study above?
- If so, which area(s) was the most remarkable to you?
- If the assumptions in the above study are accurate, on first glance what thoughts come to mind on how you might change your recruiting efforts for males?

MODULE 2: Recruiting Males

NOTES

Exploring Male Attitudes

In the pretest and the discussion above, we've begun to look at some of the concerns males may have about volunteering to mentor children. Now let's focus on more of these challenges (and some possible strategies) relative to recruiting male mentors.

MODULE 2: Recruiting Males

NOTES

Exploring Male Attitudes

PART 1: CONSIDERING MASCULINE IDENTITY

Challenge A:
Overcoming the “breadwinner syndrome.”

“There’s a stereotype and expectation that men put more energy into paid employment... and women are socialized to be helpers.”

Challenge B:
Men in our society are not seen as nurturers.

- Men sometimes need to defend volunteering because of nature of the work or lack of pay.
- Men may be stigmatized, told that something is wrong with them, even accused of pedophilia.
- Men may feel that volunteering hurts their image (not cool).
- Men performing traditionally feminine tasks might assumed to be gay.

What are some strategies programs can use to attempt to overcome conflicts over male identity?

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

Strategy 1:

Develop recognition outside of your program.

With permission from you volunteers:

- Include people from other areas to the volunteer's life in our recognition efforts.
- Expand your guest list (family, friends, employers) for awards ceremonies.
- Write letters of appreciation of employers, churches, social clubs. These efforts could have a positive have a positive ripple effect on recruiting other volunteers.

Others?

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

Strategy 2:

Counter ridicule of male volunteerism with positive publicity.

Depict male volunteers in a positive light – posters, PSA’s, advertisements, brochures, speeches.

Others?

MODULE 2: Recruiting Males

NOTES

Exploring Male Attitudes

PART 2: MAKING PROGRAM ADJUSTMENTS FOR MEN

Challenge A: Welcoming men into your organization.

Some men are nervous about mentoring, and they ask themselves, “do I have the skills, experience and can I make the emotional commitment to mentor a youth?”

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

Challenge A:
Welcoming men into your organization.

Strategy 1:
Give men a chance to experience your organization without a commitment to long-term volunteering, and do so without pressuring them.

- Provide multiple volunteer options. Develop a “menu of volunteer activities,” and integrate volunteers’ services on a step-by-step basis.
- Also have them “shadow” another mentor, or invite them to participate or to observe events. Carefully structured situations can provide a risk free way for them to test the waters.

Others?

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

Challenge A:

Welcoming men into your organization.

Strategy 2:

Address potential concerns from the outset.

- Inexperience, not feeling comfortable? – that’s okay, we will train you.

Others potential concerns for males?

Strategy 3:

Create all- male activities to initiate men’s inclusion into your program.

- An all-male gathering or special event might be one good way to launch the inclusion of male volunteers.

Other possible all-male activities?

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

Challenge A:
Welcoming men into your organization.

Strategy 4:
Create a forum for volunteer feedback.

- Provide mentor and mentee satisfaction surveys at every training. Interview participants and ask them what needs to be improved. Let participants know that they can call, email or meet with program staff on an ongoing basis.
- Make changes in your program based on participant feedback.
- Involve program participants in the decision making process (advisory board, etc.)

Others ways of obtaining feedback?

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

PART 2: MAKING PROGRAM ADJUSTMENTS FOR MEN

Challenge B:
Building men’s interest in your program activities.

Many men have a hard time thinking about hanging out with a young person and developing a relationship.

Strategy 1:
Provide list of “male” activities that mentors and mentees can participate in, and communicate those activities at the time of recruiting.

Examples of male activities for the match?

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

PART 2: MAKING PROGRAM ADJUSTMENTS FOR MEN

Challenge C: Helping men find time for volunteering.

Lack of time may be the easiest justification for not volunteering. Societal pressure on men to earn money may be manifested in the amount of time men spend on the job

Strategy 1: *Work with and around business hours.*

- Offer options of mentoring on a lunch hour or on evenings and weekends. Work with business or governmental agencies for them to provide time off for mentoring.

Other methods of working around business hours, or for helping men find the time to mentor?

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

PART 3: MARKETING STRATEGIES FOR MALE MENTORS

Challenge A:
Naming the need for male volunteers.

If they don't know there's a need, they won't volunteer.

Strategy 1:
Provide men with a call to action.

- Put the need for male service into their consciousness.

When, where and how can our program consistently put out the call to action for male volunteers?

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

Challenge B:

Changing the way you recruit males.

If it's not working now, it's time to make changes.

Strategy 1:

Recruit male volunteers with male volunteers.

- It is conceivable that men will respond to other men (as in, "if he can do it, so can I").

When, where and how do I get current volunteers (or staff) to recruit?

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

Challenge B:

Changing the way you recruit males.

Strategy 2:

Utilize contacts connected to a specific group.

- Getting the endorsement of the leader of a particular group may be very useful (even more useful if that person is a mentor within your program). Consider unions, churches, clubs, schools, alumni and professional organizations.

What leaders do I know?

MODULE 2:

Recruiting Males

.....

NOTES

Exploring Male Attitudes

Challenge B:

Changing the way you recruit males.

Strategy 3:

Recruit at places where me frequent.

- Such as male dominated professions (e.g. engineering), gyms, meetings of social, fraternal or services organizations (Elks, Moose, Eagles, Rotary, Lions, Kiwanis), college dormitories and fraternities, sports teams, branches of the military or reserves.

Where else do males frequent?

Study Adapted from:
“Recruiting Male Volunteers: A Guide Based on Exploratory Research”
By Stephanie T. Blackman, Corporation for National Service (1998-99)



MODULE 2:

Recruiting Males

.....

Exploring Male Attitudes

PART 4: RECRUITING OTHER DIVERSE POPULATIONS

Males of Color	
Obstacles	
Strategies	
Professional Mentors for Career Programs:	
Obstacles	
Strategies	
Elder Mentors	
Obstacles	
Strategies	
Very Young Adult Mentors:	
Obstacles	
Strategies	
Active College Student Mentors:	
Obstacles	
Strategies	
Military Personnel Mentors:	
Obstacles	
Strategies	
Teachers as Mentors:	
Obstacles	
Strategies	
Law Enforcement Mentors:	
Obstacles	
Strategies	
Other Categories of Mentors:	
Obstacles	
Strategies	

MODULE 3:
**Grassroots
Mentor Recruitment**

MODULE 3: **Grassroots Recruitment**

NOTES

Purpose

To raise awareness regarding the strategies needed in developing a successful volunteer mentor recruitment plan.

Learning Objectives

- To create a new attitude toward mentor recruitment.
- To understand potential mentors' personal motivations.
- To “Sell the Invisible” to potential mentors.
- To implement effective recruitment strategies.
- To review sample recruitment steps.

Resources/ Handouts

- *Going to Market- Marketing Concepts for Mentoring Programs*, Developed by Barbara E. Webster, M.N.A.
- Various articles on community outreach and marketing.

MODULE 3: Grassroots Recruitment

NOTES

Creating a new attitude towards mentoring recruitment

Discussion/ Action Points:

- *Good to Great.* Program staff must set aside time to focus on professional development, community outreach and continuous process of improvement in their organization.
- *There are enough mentors out there.* Staff should look at their program and the message they send to mentors.
- *Fallacy:* “Build a program...they will come.” Recruitment relies upon the strength of quality programs, and the program relies upon committed volunteers.
- Quality mentor recruitment can provide exponential results over time.
 - o Mentors, who successfully complete their commitment and who have had a positive experience throughout frequently return to be matched again.
 - o Mentors tend to share their positive experience with family and friends and sometimes even encourage them to volunteer.
 - o Current mentors can become the primary source for recruiting new mentors. This can allow program staff more time for supporting mentor-mentee matches, thus creating a better experience for all participants.

MODULE 3: Grassroots Recruitment

NOTES

Creating a new attitude towards mentoring recruitment

Discussion/ Action Points (continued):

- Initially, the primary focus of the recruitment staff is on the potential mentor's need in finding a meaningful, positive experience, even though the criterion for selecting mentors is based on the needs of the mentees. After the mentor makes a commitment to participate, the focus is on keeping the volunteer motivated, and on screening and training this individual so that they can provide appropriate support to the mentee.
- *Relationships are constantly triangular:* Staff to Mentor, Staff to Mentee, Mentor to Mentee.
- If programs do not have proper structure, mentoring can harm mentees, have an emotional toll on mentors and waste people's time.
- Priority levels, not time, is the primary barrier to mentor participation.

MODULE 3: Grassroots Recruitment

NOTES

Understanding potential mentors' personal motivations.

Discussion/ Action Points:

- Research before you present: Who are the people you will be talking to?
- Focus on being a problem solver around potential mentors' needs:
 - Potential mentors are seeking a personal positive experience.
 - Some potential mentors want to participate in activities that they are already good at. This is not always what they do for a living.
 - “The Promise”: Potential mentors want to be reassured that they will be properly trained and also supported throughout the relationship.
- Identify a potential mentor's perspective on mentoring. (Ask questions and begin a dialogue).
 - Potential mentors may not have any experience
 - Potential mentors may have various awareness and perception levels:
 - Friends/family has shared their mentoring experience with them.
 - Have mentored in the past (either formal or informal)
 - Have been a mentee as a youth (formal or informal)
 - Is currently a mentor (formal or informal)

MODULE 3: Grassroots Recruitment

NOTES

Understanding potential mentors' personal motivations.

Discussion/ Action Points (continued):

- Identify a potential mentor's former or current experience
 - o Very Positive
 - o Positive
 - o Neutral
 - o Negative
 - o Very Negative

- Motivating factors for potential mentors' participation:
 - o Other peers or group involvement
 - o Similar youth/ growing up experience
 - o Had a mentor and got one
 - o Needed mentor and didn't get one
 - o Cultural or ethnic pride
 - o Employer or school expectations
 - o Significant other suggests being a mentor
 - o Guilt or save the world syndrome
 - o Adventurous and looking for new challenges
 - o Personally empty, needy and even selfish
 - o Personally searching for life's meaning and is unselfish

- Assess potential mentors (relative to factors like the ones above) and adjust the recruitment message based on the experience and motivation of individuals and groups.

MODULE 3: Grassroots Recruitment

.....

NOTES

Understanding potential mentors' personal motivations.

Exercise #1

- A. Choose a recruitment presenter.
- B. Create a standard recruitment message and practice it with your group. (5 min.)
- C. The groups will be provided profile cards indicating hypothetical experience and motivation levels.
- D. Then, ask your group members questions about their past mentoring experience. (They will respond according to the information they received on their cards). (5 min.)
- E. Re-adjust your message to deliver an individual response based on your understanding of the potential mentor's past experience.
- F. Share out examples to the larger group.

MODULE 3: Grassroots Recruitment

NOTES

“Selling the Invisible” to Potential Mentors

Discussion/ Action Points:

- What people hear when we ask someone to be a mentor?
 - *You are asking a stranger/acquaintance to reschedule his/her free time to be a mentor (which they may not know anything about) to a young person that they don't know on a regular basis to form a temporary relationship. This relationship involves rules and risks, and may cost money to participate. The outcome of the relationship, including potential emotional stress, is unknown.*
- Question, how can a recruiting person begin to work with all these potential stress points, including the unknown?
- Describe a situation when a salesperson or advertisement promised you a quality product or positive experience.
 - Was the promise fulfilled?
 - Did the organization continue having credibility with you?
 - Did you share experience with your family and friends?

MODULE 3: **Grassroots Recruitment**

NOTES

Communicating to potential mentors: “Selling the Invisible”

Discussion/ Action Points:

- Degrees of separation between the messenger and the potential mentor.
 1. Current mentees
 2. Past mentees
 3. Current mentors
 4. Past mentors
 5. Parent or guardian of mentees
 6. Potential mentor’s colleagues or peers
 7. Beneficiary organization’s representatives
 8. Direct service program staff
 9. Program’s board members
 10. **Manager or recruiter program staff**
 11. Interest card
 12. Group presentation
 13. Newspaper or media announcements
 14. Flyers and brochures
 15. Community posters
 16. General announcements

MODULE 3: Grassroots Recruitment

NOTES

Implementing effective recruitment strategies

Discussion/ Action Points:

- Dedicate time to designing and managing a volunteer recruitment plan:
 - Identify who would be the best-suited mentors to participate in your program (create a mentor profile).
 - Identify where potential mentors congregate. (i.e. work, professional and personal activities).
 - What are the key elements of the program's message? How are you going to ask potential mentors to participate?
 - Who will ask potential mentors to participate?
 - Who will perform the tasks, and how will potential mentors be integrated into a program?
 - Who and how will potential mentors be consistently engaged if there is lag time between the volunteer's commitment, interview, background check, training and matching?

MODULE 3: Grassroots Recruitment

NOTES

Implementing effective recruitment strategies

Discussion/ Action Points (continued):

- Reverse timeline
 - Start with your target match date and then work backwards. You will have to integrate into the timeline elements such as training, fingerprinting, reference checks, face-to-face interview, orientation and recruitment (as well as continuous contacts so that they won't lose interest).
 - Set recruitment expectations based on number of mentors required. Target more mentors than you will actually need.
 - Determine the length of time needed to integrate mentors into your program. If you are a new program, try not to target too many matches at first. Consider a small pilot, so that you can 1) minimize mistakes and 2) evaluate the time needed for implementation.
 - After reviewing all the tasks, estimate the length of time needed to implement and manage a volunteer recruitment plan.

MODULE 3: Grassroots Recruitment

NOTES

Implementing effective recruitment strategies

Discussion/ Action Points (continued):

- Recruiters should personally request potential mentors to participate in your program.
 - Face to Face
 - Letter
 - Phone
 - Announcement/Flyer
 - Representatives
 - Self-Select
 - Others?
- Make a list of all the places the target potential mentors congregate.
- Mark on your calendar at least five recruitment activities per month, and do this at least two months ahead of time. If you have additional staff, get in the habit of making tasks clear. Put into writing who does what specific activity, and when. If there are any questions, delays or mix-ups, consider writing assignments down on a dry erase board and placing it in public view and reviewing progress frequently.

MODULE 3: Grassroots Recruitment

NOTES

Implementing effective recruitment strategies

Discussion/ Action Points (continued):

- Create opportunities for potential mentors to provide you an individual response regarding their interest in mentoring.
 - Interest Card
 - Email Reply
 - Follow-up Contact and Invitation
 - Others?

- Your recruitment presentation goal is to obtain a number of responses so that you can schedule individual follow-ups (i.e. phone number, email). Later, position yourself to ask potential mentors questions in order to understand their motivation and experience. This will allow you to create an individual recruitment message. The promises that you make to them must align with the reality of the program and it must meet their individual needs. And, during the recruiting process, don't forget the "emotional tug," as in "these young people need someone just like you!"

MODULE 3: Grassroots Recruitment

NOTES

Implementing effective recruitment strategies

Discussion/ Action Points (continued):

- 10/30/60 Rule Mentor Cultivation Rule
Outcome: Out of 50 potential mentors, 20 are likely to participate in a program if cultivated for six months.
 - 60% are Interested
 - Require six months to one year to make motivated
 - 30% are Motivated
 - Require three to six months to make the move
 - 10% are Ready

Most organizations need two to three months to fully integrate a volunteer into their program.

MODULE 3: Grassroots Recruitment

NOTES

Implementing effective recruitment strategies

Sample Recruiting Steps

- All responses from potential volunteers or inquiry phone calls are entered into the Inquiry Log--name of person, phone, email, interest level, concerns, how they found your program.
- Packet, brochure, and thank you (for the inquiry) is sent as soon as possible.
- Follow up with a phone call to within one week of packet going out.
- Schedule a face-to-face interview within one week of the phone call. This interview initiates the screening process. During the interview make sure you clearly spell out all the program's commitments and expectations.
- If they are accepted (and they want to continue) inform them of the training date.
- Begin the fingerprint / background / reference check process as soon as possible.
- Send them a newsletter or letter with training dates (you may call to reinforce the date).

MODULE 3: Grassroots Recruitment

NOTES

Implementing effective recruitment strategies

Sample Recruiting Steps (continued):

- One week before training, call them to remind them of the training date. Thank them again and remind them “mentees need people like you!”
- Give them a list of all needed materials that they should bring in (driving records, etc).
- During the training, let them know who their contact with the program is and provide them with phone numbers, email addresses.
- Make follow up calls after the training to keep their interest up.
- When a tentative decision is made, send them a bio on the mentee, and/or discuss their mentee over the phone.
- Get their okay on the match (as well as the mentee’s and parent’s okay).
- Have the mentor and mentee meet within one month of the match being made.
- With delays in any part of the process, be sure to phone, email or send them notes so that their interest remains strong (same person contacts).

Volunteers constantly assess the program--your interaction with the potential mentor will influence his/her decision to continue. Being friendly, consistent and organized will greatly help your recruiting efforts.

Resource Guide

.....

NOTES

Module 1: Program Structure First

- ❖ Five Step Development Plan
- ❖ Operations Manual Template
- ❖ Recommended Best Practices for Mentoring Programs

Module 2: Recruiting Males

- ❖ Build a Mentor (Exercise)
- ❖ Recruiting Tasks Matrix (2 copies)

Module 3 Grassroots Mentor Recruitment

- ❖ *Going to Market*: Marketing Concepts for Mentoring Programs
- ❖ *Value-Based Selling*: What it really takes to influence human behavior
- ❖ How to Win Friends and Influence People
- ❖ Rate Yourself as a Volunteer Motivator
- ❖ 101 Ways to Recognize Your Volunteers

“Speak Your Mind” Forum

- ❖ To be added

CD Toolkit

- ❖ Workshop Tools
- ❖ EMT Training Guides
- ❖ EMT Weblinks
- ❖ EMT Online Training
- ❖ County Community Indicators (California)
- ❖ Statewide Resources
- ❖ National Resources

RESOURCES

MODULE 1:
Program Structure First

Five Step Program Development Plan

© Jerry Sherk, 2003

The key to implementing a quality mentoring program begins with the creation of clear rules and guidelines for program participants. We have put together this Program Design Process in order to help programs develop sound operational procedures as quickly as possible.

This tool was designed primary for one-to-one mentoring programs. The risk factors for the mentees and the structure, as well as the program rules and guidelines will be somewhat different for other models, such as group or peer or career mentoring. Still, this tool will be helpful in developing any kind of mentoring program.

The Five Step Development and Diagnosis Process is as follows:

Step 1: Assessment of Program Need, and of Resources: The assessment begins by evaluating whether the targeted youth population will actually benefit from the services that are being considered. Next, you will examine your program's ability mobilize support in the areas of finances, trained staff and in fostering community involvement. Note: Programs that are lacking in resources and support should consider delaying the start of their program, or running the program on a reduced scale initially by developing a smaller "pilot" mentoring program.

Step 2: Team Approach for Program Design: Designing your program by the "team approach" is important for several reasons. First, team members can become allies who will support and endorse your program's goals and objectives. Secondly, they can give valuable input as you develop program rules and guidelines. Also, team members are often helpful in finding a variety of resources for the program.

Of course the makeup of each program's design team will vary, but as a starting point for you to consider we provide the following makeup:

- A) a *program manager* interacting with
- B) a *technical advisor*, who together work with
- C) a *design team* (sometimes called a "task force," "advisory board" or "advisory team." This group is typically made up of 3 to 5 individuals who have a vested interest in the program.

The program manager works with the technical advisor to target essential tasks and set timelines. These two also meet periodically with the design team for their input and assistance. Note: If a technical advisor is not available, the next best thing would be to get a commitment from an experienced program manager from another mentoring organization. In "borrowing" such an expert be aware that their time will be limited.

Step 3: Mentor Training Manual Development: During the early stages of program design, the design team (as described above) will develop the Mentor Training Manual. ***This manual will serve as the central document of the mentoring program.*** Because it is the central document for the program, it will also be the most complex, and therefore it will require the most time and attention during the program design phase. When completed, the manual will describe the program's mission and goals, required commitments, and all the rules and guidelines that will steer the program.

Step 4: Operations Manual Development Also early on in the program design process, an operations manual should be developed. This instrument will chronicle the strategies used to create the program, and it will be an ever-changing instrument for the life of the program. The operations manual is largely based on the ten Quality Assurance Standards (QAS) for mentoring programs. The primary uses of the operations manual is to A) compile strategies to be used in running the current program, and to B) chronicle the development of operational procedures so that they can be passed on to subsequent program staff.

Step 5: Supplemental Documents Development: With the major elements of the mentoring program being defined in the mentor training manual, other documents will be created using this document as the primary resource. Supplemental documents (and materials) include the mentee training (or orientation) manual, program brochures, speeches and other forms.

How to Develop An Operations Manual For Your Mentoring Program

By Jerry Sherk, M.A.

For:
The EMT Group

Table of Contents

Development of an Operations Manual..... 1

Here's how to begin the development of your operations manual..... 1

Brief Descriptions of the Ten Recommended Best Practices for Mentor Programs..... 2

 Statement of Purpose and a Long Range Plan..... 3

 Recruitment Plan..... 4

 Orientation 5

 Screening..... 6

 Training Curriculum 7

 Matching Strategy 8

 Monitoring Process 9

 Support, Recognition and Retention Component..... 10

 Closure 11

 Evaluation 12

Development of an Operations Manual

The Operations Manual is based on the ten Recommended Best Practices for Mentor Programs (QAS) for Youth Mentoring Programs. Experienced program managers understand that the Recommended Best Practices for Mentor Programs are vital in creating safe and effective programs. Essentially a framework for best practices, these standards are also recognized as a valuable tool for promoting mentee safety and personal growth.

When first learning how to develop a mentoring program, it takes new program managers a long time to understand how utilize the standards. It's our belief that their use can be simplified if program managers develop an operations manual as described below.

Remember, the primary uses of an operations manual are A) to develop strategies to be used in running the mentoring program, and B) to chronicle the development of operational procedures so that they can be passed on to subsequent program staff.

Here's how to begin the development of your operations manual:

- Purchase a 1 1/2 to 3 inch plastic three-ringed-binder from your office supply store.
- Purchase a set of 15 (or more) subject dividers.
- On the first 10 dividers, put the name of each of the QAS standards starting with "Statement of Purpose and Long Range Plan."
- Print a brief description of each of the standards (as given below) on the first page of each QAS section as a reminder of what the program is about.
- Throughout the program, chronicle any developments, timelines, plans, successes or failures, etc. in their respective categories.

With the additional dividers, you can consider the following additional headings:

RISK MANAGEMENT: Make a separate heading Risk Management, and put the "QAS Risk Management Matrix" in its entirety into this section. Follow the instructions in part ?? of this training that describe utilization of this tool

Narrative: This section can serve as a journal for the program. Whose idea was it to start the program? What personnel were on the original design team? Where did the funding come from? What were some of the early successes and failures? Subsequent program staff can benefit greatly from this information.

Recommended Best Practices for Mentor Programs: Obtain a copy of the Recommended Best Practices for Mentor Programs in their entirety and place in this section. Sometimes it's good just to read through the standards to see if anything jumps out at you (that you may need to improve on).

Forms: Place program forms, letters, sign-off sheets, etc. in this section and periodically assess for possible updating.

Brief Descriptions of the Ten Recommended Best Practices for Mentor Programs

As previously noted, paste each descriptor on the first page of each subject heading in your operations manual. Then throughout the life of your program, place any materials, strategies, etc, which pertain to a particular standard in the appropriate divider. (There are longer descriptions available if you wish to place them here.)

1. A **Statement of Purpose and a Long Range Plan** that includes:

- Who, what, where, when, why and how activities will be performed.
- Input from originators, staff, funders, potential volunteers, and participants.
- Assessment of community need.
- Goals, objectives and timelines for all aspects of the program.
- Funding and resources development plan.

Statement of Purpose and Long Range Plan is the guide that steers your program. This plan begins with “mission statement” and “goals and objectives” and includes who will be mentored, how many, where, how often, by whom. Many aspects of this plan will be integrated into the mentor training manual, as well as other program materials.

2. A **Recruitment Plan** for both mentors and mentees that includes:

- Strategies that portray accurate expectations and benefits.
- Year round marketing and public relations.
- Targeted outreach based on participant's needs.
- Volunteer opportunities beyond mentoring (i.e., event organization, office support, etc.)
- A basis in your program's statement of purpose and long-range plan.

A year-round **Recruitment Plan** is necessary to tap into resources such as service clubs, schools, corporations, businesses, and professional organizations to find mentors. This plan includes the development of key phrases, speeches, brochures, flyers, public service announcements, and media campaigns that accurately depict your program.

3. An **Orientation** for mentors and mentees that includes:

- Program overview.
- Description of eligibility, screening process, and suitability requirements.
- Level of commitment expected (time, energy, and flexibility).
- Expectations and restrictions (accountability).
- Benefits and rewards they can expect.
- A separate focus for potential mentors and participants.
- A summary of program policies, including written reports, interviews, evaluation, and reimbursement.

The **Orientation** clarifies roles, responsibilities and expectations of mentors, youth, their families, the mentoring program, and the school (if they are a partner). The orientation is a way of describing the program in detail, including the commitments and the terms of participation in the program. After the program manager lets everyone know what the program is about, they then ask the participants, "are you still interested?" Note that the mentor orientation is usually much shorter than the initial basic mentor training.

4. Eligibility **Screening** for mentors and mentees that includes:

Adult Mentors

- An application process and review.
- Face-to-face interview.
- Reference checks for mentors which must include criminal history record checks (finger printing), and may include character references, child abuse registry check, and driving record checks.
- Suitability criteria that relate to the program statement of purpose and needs of the target population. Could include some or all of the following: personality profile; skills identification; gender; age; language and racial requirements; level of education; career interests; motivation for volunteering; and academic standing.
- Successful completion of pre-match training and orientation.

Youth Mentors

- An application process which must include a parental consent form.
- Face-to-face interview.
- Reference checks of at least two personal non-related adults.
- Successful completion of a pre-match training and orientation.

Screening sets the standards of who is eligible for the mentoring program. Safe programs set eligibility requirements and conduct fingerprint and background checks through the California's Department of Justice (or through the FBI if the mentor candidate has been in the area for less than two years). This process weeds out persons with felonies and other crimes which indicate the person would present a high risk for youth. Mentees are screened by making sure they meet the eligibility criterion set by the program.

5. A readiness and **Training Curriculum** for all mentors and mentees that includes:

- Trained staff trainers.
- Orientation to program and resource network, including information and referral, other supportive services, and schools.
- Skills development as appropriate.
- Cultural/heritage sensitivity and appreciation training.
- Guidelines for participants on how to get the most out of the mentoring relationship.
- Do's and don'ts of relationship management.
- Job and role descriptions.
- Confidentiality and liability information.
- Crisis management/problem solving resources.
- Communication skills development.
- Ongoing sessions as necessary.

Training Curriculum: During the initial basic training, mentors learn more fully the requirements, policies and procedures of the program. In addition, mentors are trained on how to build a positive relationship with their mentee. Subject matter can include “proper mentor attitude and expectations, communication skills, diversity issues, child and adolescent development, confidentiality, child abuse reporting, goal setting, academic tutoring, etc.” These and other subjects will be covered during “on-going” trainings also. Ongoing trainings can take a number of forms such as round table discussions and support groups, or even guest presentations.

The mentees' training is typically shorter than the mentors', as it mainly focuses on program procedures, the process of building a stable relationship with an adult, as well as how to get the most out of the mentoring relationship.

6. A **Matching Strategy** that includes:

- A link with the program's statement of purpose.
- A commitment to consistency and accountability
- Appropriate criteria for matches, including some or all of the following: skills identification; career interest; gender; age; level of education; motivation for volunteering; and standing within the organization ; life experience; temperament
- A signed statement of understanding that both parties agree to the conditions of the match and the mentoring relationship

Matching Strategy: Each program needs a plan for matching mentors and mentees. Programs should consider not only chemistry, but also interests and other elements, such as race and ethnicity, language, hobbies, etc. Expertise of mentors and difficulty the mentoring task also comes into play, as well as time availability of mentor and mentee.

7. A **Monitoring Process** that includes:

- Consistent, scheduled meetings with staff, mentors, and participants
- A tracking system for ongoing assessment
- Written records and filing system
- Input from community partners, family, and significant others.
- A process for managing grievances, praise, re-matching, interpersonal problem solving, and premature relationship closure.

Monitoring the process of making sure the match is going okay. It is important to find out if the match is still meeting, program rules are being followed, and that everyone is relatively happy. Monitoring can also track the progress of the mentees' function in such areas as school attendance, grades, referrals, general mood, etc.

Having mentors and mentees fill out program logs after each meeting is a central part of the monitoring process. Research shows that matches that are monitored are last longer and are much more successful than those that are not carefully monitored.

The monitoring process includes defining the rules for problem solving, early termination, as well the rematching of participants should a relationship end early.

8. A **Support, Recognition and Retention Component** that may include:

- A formal kick-off event.
- Ongoing peer support groups for volunteers, participants, and others.
- Ongoing training and development.
- Relevant issue discussion and information dissemination.
- Networking with appropriate organizations.
- Social gatherings of different groups as needed.
- Annual recognition and appreciation event.
- Newsletters or other mailings to mentors, mentees, supporters, and funders.

Note: Support, Recognition, Retention is the only three-part standard.

Support means that each participant has a support system that they can rely on during the program. Support can mean assistance from the program manager and from peers. Periodic “ongoing trainings” and “group supervisions” are also essential in the support of program participants.

Recognition is a way of rewarding mentors and mentees for their involvement. Many programs enlist celebrations and awards of a way of saying thanks.

A **Retention** plan is important so that programs will have continuing participation of mentors and mentees. A retention plan focuses on celebrations, awards, and positive communication with program participants and with parents.

9. **Closure** steps that include:

- Private and confidential exit interviews to de-brief the mentoring relationship between:
- Mentee and staff
- Mentor and staff
- Mentor and mentee without staff
- Clearly stated policy for future contacts between mentor and mentee.
- Assistance for participating in defining next steps for achieving personal goals (for the mentee).

Closure: This is an element that is usually very brief in its development and implementation, but is very important. "Closure" means that the program has a strategy for letting participants (especially the mentees) know the length of the mentoring relationship, so that there won't be hard feelings upon termination. Improper closure could make the mentees experience feelings of abandonment and betrayal. Closure also gives program participants the opportunity to discuss with staff how they felt about the support (or non-support) from staff and the program in general. Finally, a sound closure policy also clarifies any future contact between mentors and mentees. To reduce program liability, send certified letters with return receipt requested, to document that mentors and parents have received notification that the match will no longer be supervised by the program.

10. An **Evaluation** process based on:

- Outcome analysis of program and relationship.
- Program criteria and statement of purpose.
- Information needs of board, funders, community partners, and other supporters of the program.

The **Evaluation** is the report card for the program. How many youths were mentored by how many adults, and for how long? What costs were incurred? What was the experience of the mentor and mentee? What changes (if any) occurred in the mentee? Did they receive higher grades and testing scores? Less referrals? How did mentoring effect their social skills? Evaluations can include "self-evaluations" or more complex tools such as a "matrix model." Staff should allow mentors and mentees to evaluate the program as well as the trainings. Often called "satisfaction surveys, these evaluations are used to determine if the program is working and also to assess the need for changes and improvements.



**Governor's
Mentoring
Partnership**

RECOMMENDED

BEST PRACTICES FOR
MENTOR PROGRAMS

Source: National Mentoring Working Group, convened by United Way of America and One to One the National Mentoring Partnership, 1991

SEPTEMBER 2002
PUBLICATION NO. (ADP) 02-1121

DEFINITION OF MENTORING

MENTORING DEFINED AS:

For the purposes of the Governor's Mentoring Partnership (GMP), mentoring is defined as a relationship over a prolonged period of time between two or more people where older, wiser, more experienced individuals assist youth through the human development process by providing constant, as needed support, guidance, and concrete help to a minor whose at-risk environment increases their chance of exposure to teen pregnancy, academic failure, gangs and violence, use of alcohol and drugs and other at-risk behaviors. It is the intention of the GMP that relationships last at least the length of a school year and that the ratio of mentors to mentees not exceed 1 to 4.

CALIFORNIA MENTORING ELEMENTS OF EFFECTIVE PRACTICE

For purposes of the Governor's Mentoring Partnership the following have been identified as elements of effective mentoring practice.

A RESPONSIBLE MENTORING PROGRAM WILL INCLUDE:

- A well-defined mission and established operating policy.
- Regular, consistent contact between the mentor and the participant.
- Consent by the family or guardian of the mentee.
- Additional community support services.
- An established organization for oversight.
- Adherence to general principles of volunteerism.
- Paid or volunteer staff with appropriate skills.
- Written job descriptions for all staff and volunteer positions.
- Adherence to EEO requirements.
- Inclusiveness of racial, economic, and gender representation as appropriate to the program.
- Adequate financial and in-kind resources.
- Written administrative and program procedures.

- Written eligibility requirements for program participants.
- Program evaluation and ongoing assessment.
- A long-range plan that has community input.
- Risk management and confidentiality policies.
- Use of generally accepted accounting practices.
- A prudent and reasonable rationale for staffing requirements that are based on:
 - Organization's statement of purpose and goals
 - Needs of mentors and mentees
 - Community resources
 - Staff and other volunteers' skill level

FOR PURPOSES OF THE GOVERNOR'S
MENTORING PARTNERSHIP, QUALITY
MENTORING PROGRAMS NEED TO HAVE
THE FOLLOWING

1. A STATEMENT OF PURPOSE AND A LONG RANGE PLAN THAT INCLUDES:
 - Who, what, where, when, why and how activities will be performed.
 - Input from originators, staff, funders, potential volunteers, and participants.
 - Assessment of community need.
 - Realistic, attainable, and easy-to-understand operational plan.
 - Goals, objectives, and timelines for all aspects of the plan.
 - Funding and resources development plan.
2. A RECRUITMENT PLAN FOR BOTH MENTORS AND MENTEES THAT INCLUDES:
 - Strategies that portray accurate expectations and benefits. Year round marketing and public relations. Targeted outreach based on participant's needs.
 - Volunteer opportunities beyond mentoring (i.e., event organization, office support, etc.)
 - A basis in your program's statement of purpose and long-range plan.
3. AN ORIENTATION FOR MENTORS AND MENTEES THAT INCLUDES:
 - Program overview.
 - Description of eligibility, screening process, and suitability requirements.
 - Level of commitment expected (time, energy, and flexibility).
 - Expectations and restrictions (accountability).
 - Benefits and rewards they can expect.
 - A separate focus for potential mentors and participants.
 - A summary of program policies, including written reports, interviews evaluation, and reimbursement.

4. ELIGIBILITY SCREENING FOR MENTORS AND MENTEES THAT INCLUDES:

- An application process and review.
- Face-to-face interview.
- Reference checks for mentors which must include criminal history record checks (finger printing), and may include character references, child abuse registry check, and driving record checks.
- Suitability criteria that relate to the program statement of purpose and needs of the target population. Could include some or all of the following: personality profile; skills identification; gender; age; language and racial requirements; level of education; career interests; motivation for volunteering; and academic standing.
- Successful completion of pre-match training and orientation.

IF YOU HAVE YOUTH MENTORS, THE FOLLOWING WILL APPLY:

- An application process which must include a parental consent form.
- Face-to-face interview.
- Reference checks of at least two personal non-related adults.
- Successful completion of a pre-match training and orientation.

5. A READINESS AND TRAINING CURRICULUM FOR ALL MENTORS AND MENTEES THAT INCLUDES:

- Trained staff trainers.
- Orientation to program and resource network, including information and referral, other supportive services, and schools.
- Skills development as appropriate.
- Cultural/heritage sensitivity and appreciation training.
- Guidelines for participants on how to get the most out of the mentoring relationship.
- Do's and don'ts of relationship management.
- Job and role descriptions.
- Confidentiality and liability information.
- Crisis management/problem solving resources.
- Communication skills development.
- Ongoing sessions as necessary.

6. A MATCHING STRATEGY THAT INCLUDES:

- A link with the program's statement of purpose.
- A commitment to consistency.
- A grounding in the program's eligibility criteria.
- A rationale for the selection of this particular matching strategy from the wide range of available models.

- Appropriate criteria for matches, including some or all of the following: gender; age; language; requirements; availability; needs; interests; preferences of volunteer and participant; life experience; temperament.
- Signed statements of understanding that both parties agree to the conditions of the match and the mentoring relationship.
- The program may have pre-match social activities between mentor and mentees.
- Team building activities to reduce the anxiety of the first meeting.

7. A MONITORING PROCESS THAT INCLUDES:

- Consistent scheduled meetings with staff, mentors, and mentees.
- A tracking system for ongoing assessment.
- Written records.
- Input from family, community partners, and significant others.
- A process for managing grievances, praise, rematching, interpersonal problem solving, and premature relationship closure.

8. A SUPPORT, RECOGNITION AND RETENTION COMPONENT THAT MAY INCLUDE:

- A formal kick-off event.
- Ongoing peer support groups for volunteers, participants, and others.
- Ongoing training and development.
- Relevant issue discussion and information dissemination.
- Networking with appropriate organizations.
- Social gatherings of different groups as needed.
- Annual recognition and appreciation event.
- Newsletters or other mailings to mentors, mentees, supporters, and funders.

9. CLOSURE STEPS THAT INCLUDE:

- Private and confidential exit interviews to de-brief the mentoring relationship between:
 - Mentee and staff
 - Mentor and staff
 - Mentor and mentee without staff
- Clearly stated policy for future contacts between mentor and mentee.
- Assistance for participating in defining next steps for achieving personal goals (for the mentee).

10. AN EVALUATION PROCESS BASED ON:

- Outcome analysis of program and relationship.
- Program criteria and statement of purpose.
- Information needs of board, funders, community partners, and other supporters of the program.

RESOURCES

MODULE 2: Recruiting Males

Build an Ideal Mentor

(Could be called: "Ideal Mentor," "Perfect Mentor," or "Super Mentor")

Objective: This exercise helps mentees to normalize hopes and fears about the mentor that they will be matched with. (It is also an excellent exercise for mentors, as it helps them to understand what qualities to bring out in themselves during their match.) Instructions:

- Begin by telling the mentees (mentors) that in this exercise, you will be asked to build your "Ideal Mentor."
- Further instructions are: Break up into groups of approximately six people.
- With the flipcharts and pens provided, draw a large outline of a person. It doesn't have to be perfect. There is no right or wrong way to draw it.
- One at a time, participants go to the outline, and with colored pens, draw (or if you can't draw write down) one quality or characteristic of the ideal mentor they would like to have. Example: A well-traveled mentor might have hiking boots. Be as creative and artistic as you can. Keep drawing or writing down characteristics until everyone has run out of ideas. It's good to keep each group from seeing each other's drawing, so space the groups out if possible.
- Groups may want to work on their image anywhere from 10 to 20 minutes.
- Bring the finished flip charts to the front of the room.
- Reveal them only one at a time.
- Have one or more person from each group come up to explain their ideal mentor to the larger group. You may want to have everyone in the room do a drum roll before revealing each ideal mentor.
- Lead a discussion and cover the following points. How were the ideal were mentors the same? Different? What seem to be most important on the drawing? Heart? Ears? All of the drawings are perfect in their own way. They all show that positive qualities of mentors. This exercise reminds you of what you already know.

This exercise is very enjoyable, and the results are often amazing, so you probably want to post each of the mentors in a prominent place so that attendees will be able to see them for the entire day. If someone has a camera, you can take a digital picture and put it on a website. If doing the mentee exercise first, you may want to save the drawings and show your mentors what the mentees want in a mentor, during their initial training. You can also do this exercise with either mentors or mentees, but change it to "creating the ideal mentee."

Jerry Sherk
1819 Bel Air Terrace
Encinitas, CA 92024
(760) 633-1807

email: sherk@mentorms.com
check web @
<http://www.mentorms.com>

RESOURCES

MODULE 3: Grassroots Mentor Recruitment

GOING TO MARKET

Marketing Concepts for Mentoring Programs

BY BARBARA E. WEBSTER, M.N.A.

What is Marketing? 1

Key Concept #1: "The Customer is the Center of the Universe" ... 2

Key Concept #2: "Market Segmentation" 4

Key Concept #3: "Exchange" 5

Key Concept #4: "The Mix" 6

Key Concept #5: "The Plan" 8

Resources 8

Developing Your Marketing Plan (form) 9

Marketing Activities, Timeline & Responsibility (form) 10

What is Marketing?

When its concepts were first articulated, marketing was about how to sell tangible products like watches or bread. Soon after, service industries such as hotels and restaurants successfully applied marketing to their sales efforts. In the past couple of decades, marketing techniques have been applied to social change efforts with powerful results — like the successful anti-smoking campaign. Now, non-profit services

“Effective marketing makes things happen — funding increases, an empty hall fills with people, the phone rings like crazy, human needs are more powerfully met.”

GARY J. STERN, *Marketing Workbook For Nonprofit Organizations*

and government agencies are learning that marketing can also have powerful results for services that are not sold, but rather offered to the community as a public good. Mentoring is one such service that can benefit from a marketing approach.

Much of the language of marketing, however, is still the language of selling products. For this reason, nonprofit and social service managers often struggle to apply marketing's concepts and techniques to their work. Books on marketing services as opposed to products, such as *Marketing Your Services: For People Who Hate to Sell* by Rick Crandall, help frame marketing in terms that service providers can

understand. Even more helpful are books that are specifically designed to bridge the semantic divide between nonprofits and business, such as the Amherst H. Wilder Foundation's *Marketing Workbook For Nonprofit Organizations* by Gary Stern.

What does marketing have to do with mentoring?

The challenge of applying marketing terminology to our work starts at the beginning: With the definition of marketing. Traditional definitions of marketing are “anything that you can do that might create business for you,” or “anything you do to get or keep a customer.” For us, these definitions raise important questions, such as: “Do we need to create business?” and “Who is our customer?” By contrast, in *Marketing Workbook For Nonprofit Organizations*, Gary Stern defines marketing as “a process that helps you exchange something of value for something of value. Marketing is about initiating, cultivating, and nurturing exchange relationships.” The concepts in this definition — “what is valuable” and “nurturing relationships” — are meaningful ones for mentoring programs, so this definition makes sense to us as a starting place.

The questions raised about our work by the traditional definition of marketing, however, remain interesting ones for us to answer. Answering these questions and applying the concepts of marketing will bring clarity to our outreach in our communities and to our ways of getting our program's needs met.

Why should a mentoring program plan and implement marketing strategies?

To achieve its mission, a mentoring program needs resources, support, and public understanding of the issues we address. Marketing can:

- ❑ ***Attract resources to our work*** — money, donated goods, donated services, mentors, board members, and other volunteers.
- ❑ ***Garner support for our work*** — from mentees, their families, public officials, the community at large, and the agencies, organizations and individuals providing us with resources or collaborating with us.
- ❑ ***Promote public understanding of the issues we address*** — youth development, community service, healthy families, success at school, alcohol and other drug prevention, violence prevention, and teen pregnancy prevention, for example.

In sum, marketing helps mentoring programs achieve recruitment, fund development and community awareness goals.

KEY CONCEPT #1: “The Customer is the Center of the Universe”

A marketing orientation starts with customers.

The “customer” is the center and focus of all marketing concepts. A marketing orientation starts with customers. Ken Blanchard in *Marketing Your Services: For People Who Hate to Sell* says: “You serve customers. Customers are the reason you are in business and thus customer input and customer preferences should shape almost all aspects of your [work].” For that reason, the first question that all nonprofit organizations have to answer in order to apply marketing concepts effectively is one that has already been raised: “Who are our customers?” Businesses do not face this dilemma: For them, the customer is one that buys the product. Are our customers those who pay for the services we provide? If so, our customers are our donors and our funders. Are our customers those who receive the services directly? If so, it is the mentees. Or perhaps our customers are everyone who benefits from the services, including mentors, mentees’ families, collaborating agencies, and the community as a whole?

KEY CONCEPT #2: “Market Segmentation”

Fortunately, among the other concepts of marketing is an answer to our dilemma: market segmentation. The concept of market segmentation is based on the understanding that there are often wide differences between one customer or customer group and another in terms of needs, behavior patterns, relationship to the organiza-

Market segmentation means singling out certain subgroups or market segments and focusing on understanding them in order to develop effective marketing strategies designed specifically for each.

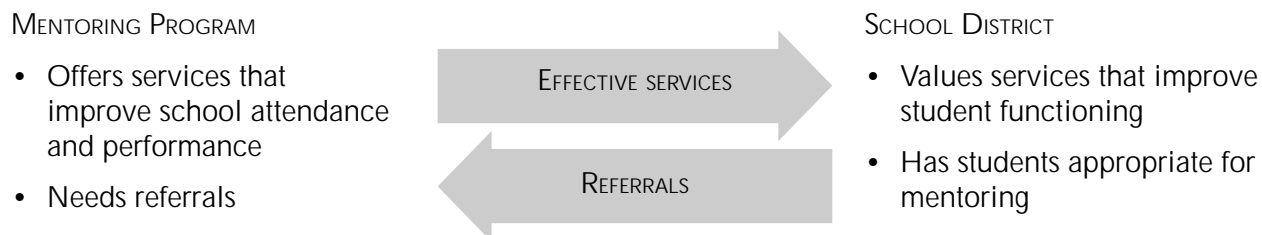
tion, and other characteristics. Applying this concept, we can answer the question “who is our customer” with the answer “all of the above” without compromising our ability to identify and understand each in order to meet their needs. Market segmentation means singling out certain subgroups or market segments and focusing on understanding them in order to develop effective marketing strategies designed spe-

cifically for each. Christopher H. Lovelock and Charles B. Weinberg in their book *Public & Nonprofit Marketing* write that to develop this understanding of each segment, “[m]anagers cannot rely on casual encounters, gut feel, or anecdotal information to guide development of marketing strategy. Segmentation . . . must be based on detailed, specific information gathered in an objective manner.” How different kinds of customers make choices, what benefits they are looking for, what problems they seek to avoid, and what factors or individuals influence their decisions are among the questions to be answered about each segment. Therefore, knowing who is the center of your program’s marketing universe is just the start. Then you need to figure out their unique needs, influences, and behavior patterns.

KEY CONCEPT #3: “Exchange”

Marketing is about how exchanges are stimulated, created, facilitated and valued. In a successful exchange, your organization offers something of value and receives something it needs in return. Both parties to the exchange benefit from it. Exchanges like this rarely happen by coincidence or happenstance; it takes the planning and initiative on the part of your organization to make its exchange relationships work. The importance of this concept is that it focuses our attention on what the other party to the exchange — the volunteer, the donor, or the mentee, for example — seeks to get out of it and what costs that person is prepared to incur to get those benefits. By working on making exchanges that are mutually satisfying, we are able to get our organization’s needs met on an ongoing basis. Here are examples of three mentoring program exchanges.*

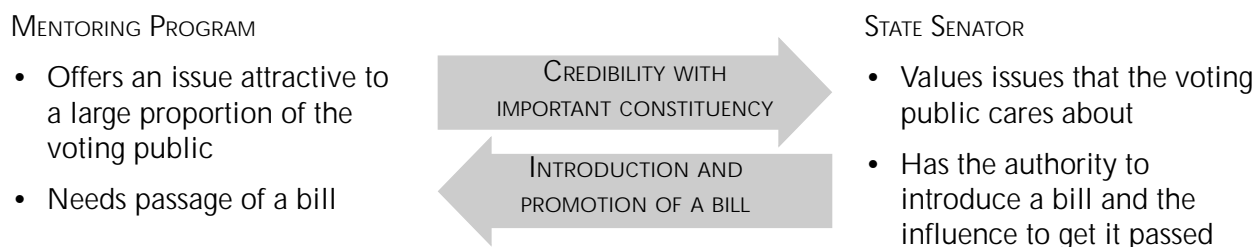
1. *A mentoring program wants teachers to make referrals of students to become mentees.*



2. *A mentoring program wants a local corporation to sponsor its annual fundraising event.*



3. *A mentoring coalition wants the state to pass a bill increasing the priority and expediting the completion of criminal background checks for volunteers serving children and youth.*



* Adapted from the *Marketing Workbook For Nonprofit Organizations*.

KEY CONCEPT #4: “The Mix”

The “marketing mix” is shorthand for saying marketing is not just promotion (as it is commonly misunderstood), but rather a broad range of techniques. In fact, not every marketing plan calls for promotion. The *Marketing Workbook for Nonprofit Organizations* points out that marketing goals can sometimes be achieved through internal changes alone – adding new program elements, improving customer service, or other such adjustments. The range of techniques can be categorized into several broad strategies: Product, price, place, production and promotion.

What do the terms “product, price, place, production and promotion” mean in the context of a mentoring program’s marketing goals?

RECRUITMENT	FUND DEVELOPMENT	COMMUNITY AWARENESS
<i>Marketing to potential and current mentees, mentors, board members and other volunteers</i>	<i>Marketing to potential and current donors, grant funders, business sponsors, public who attend events</i>	<i>Marketing to the public, public officials, the media, related organizations and agencies</i>
PRODUCT: What do you offer that meets people’s needs?		
Personal growth, community involvement, an opportunity to make a difference.	Positive outcomes from quality services or programs that respond effectively to a community need.	Knowledge about important issues that impact the community, families, and individuals.
PRICE: What costs are incurred and what can you do to ensure the price is neither too high nor too low?		
Personal costs of volunteering as a mentor, becoming a mentee, joining the board of directors or volunteering in another capacity. Costs of volunteering may include time spent, expenses not reimbursed, and emotional investment with no guarantee of a positive emotional return on the investment.	Amount of dollars contributed or value of donated goods. Also: Time and expenses related to giving.	Admission price for public education events, speaker’s fees for presentations to civic groups, cost of subscription to publications.

RECRUITMENT	FUND DEVELOPMENT	COMMUNITY AWARENESS
PLACE OR DISTRIBUTION: <i>Where is the service of fered and how accessible is it?</i>		
<p>Accessibility to training, to the place where services are provided, and to resources that can help (such as staff).</p>	<p>Making it easy for people to donate by accepting credit cards, including a reply envelope with every newsletter, holding events where it is convenient for your target audience to attend.</p>	<p>Articles in small neighborhood and community newspapers in addition to major dailies, public education events held throughout the county — not just in the county seat.</p>
PRODUCTION: <i>How efficiently and ef fectively does you program respond to demand (from the viewpoint of your “customer”)?</i>		
<p>Is every expression of interest followed up on quickly? Is there a long wait between applying, being trained, and/or being matched? Do you have enough mentors to assign to mentees and vice versa? Is supervision sufficient to adequately monitor matches?</p>	<p>Do you have the capacity to thank every single donor within two days after receiving a donation? Do you have a tracking system so you know who gave how much, when, and how often? Do you have a fund development plan with activities spanning the whole year and including a diversity of sources and methods?</p>	<p>When a reporter calls needing a quote from an expert on youth, is someone from your program prepared to respond? Are several people trained and ready to respond to requests for public speakers? Are key messages, presentation headlines, and handout materials prepared in advance for consistency and quick turnaround?</p>
PROMOTION: <i>What you do to get the word out and motivate people to respond?</i>		
<p>Promoting opportunities for involvement through news releases, public service announcements, website, brochures, flyers, public speaking engagements, giveaways, and booths at recruitment fairs.</p>	<p>Promoting opportunities to contribute through direct mail, brochures, newsletters, web site, public speaking, face-to-face solicitation, grant proposals, telephone or door-to-door canvassing, giveaways, and special events.</p>	<p>Promoting learning about the issues through newspaper, newsletter and website articles and op ed columns, talk shows, public speaking, public awareness events, publications, videos, testifying at public hearings, and meetings with policy makers.</p>

KEY CONCEPT #5: “The Plan”

A plan is essential to effective marketing. It prevents haphazard, reactive, and incomplete marketing, keeps you focused on the important concepts of marketing, and gives you a means to assess your progress. The elements of any good plan include measurable objectives, tasks, timelines, assignment of responsibility and mechanisms to evaluate degree of implementation. The forms on pages 9 and 10 may help you to frame your marketing plan.

RESOURCES

Marketing Your Services: For People Who Hate to Sell
by Rick Crandall, Ph.D. (Contemporary Books), 1996.

Marketing Workbook For Nonprofit Organizations
by Gary Stern (Amherst H. Wilder Foundation), 1990.

Public & Nonprofit Marketing by Christopher H.
Lovelock and Charles B. Weinberg.

Developing Your Marketing Plan

PRODUCT

What is the service, program, product or event we are offering?

What are the major features of it that meet the target audience's needs?

TARGET AUDIENCE ("CUSTOMER")

This service, program, product or event is being marketed to whom and what are the benefits valued by each audience?

PRICE

What are the costs to the "customer" and what can we do to ensure the price is neither too high nor too low?

PLACE OR DISTRIBUTION

Where will we offer the service, program, product or event and how will we make it accessible?

PRODUCTION

In order to ensure we can efficiently and effectively meet demand, we will do what?

PROMOTION

What actions will we take to get the word out and motivate people to respond?

(Word these as measurable objectives.
Example: "Three news releases sent to 10 newspapers and resulting in five news stories in fiscal year 2002.")

Marketing Activities, Timeline & Responsibility

YEAR: _____

ACTIVITY DESCRIPTION	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TITLE OF PERSON who will perform task

Approved _____ Date: _____

RATE YOURSELF AS A VOLUNTEER MOTIVATOR

Answer the following questions and rate each answer (1 being the lowest and 10 being the highest)

1.	Question	Answer	Rating
2.	When was the last time you thanked a volunteer personally?		
3.	When was the last time you took a volunteer out for coffee or soda?		
4.	When was the last time you made a conscious effort to recognize your volunteer <u>by name</u> ?		
5.	When did you last ask a volunteer how they were or how they are enjoying their work?		
6.	When did you last update your volunteers on current developments in your agency?		
7.	When did you last have a party to honor your volunteers (or hold a special event in their honor)?		
8.	When was the last time you had your Executive Director/Board Chairman talk to your volunteers?		
9.	When was the last time you said “We missed you” to a volunteer who has been out sick?		
10.	When was the last time you mentioned a volunteer in your newsletter or in the press?		
11.	When was the last time you gave a volunteer a <u>special</u> thank you such as: a phone call; flowers; a personal letter?		
12.	When was the last time you held a meeting on a topic of special interest to your volunteers?		
13.	When was the last time you asked a volunteer for advice on an important decision (especially one affecting volunteers)?		
14.	When was the last time you honestly confronted a volunteer about a problem you’re having with him/her?		
15.	When was the last time you had an informal review to find out what changes volunteers would like in your volunteer program?		
16.	When was the last time you asked your volunteers for suggestions about space allocations and other working conditions?		
17.	When was the last time you had your staff and volunteers together at a social event?		
18.	When was the last time you actually performed a volunteer job – just to get in touch with your volunteer’s needs?		
19.	When was the last time you asked a volunteer for input about <u>their job design</u> (or new job design)?		
20.	When was the last time you inquired about the transportation needs of your volunteers?		
21.	When did you last have an exit interview with a volunteer and say thank you?		

101 WAYS TO RECOGNIZE VOLUNTEERS

1. *Smile*
2. *Put up a volunteer suggestion box*
3. *Treat to a soda*
4. *Reimbursement assignment related expenses*
5. *Ask for report*
6. *Send a birthday card*
7. *Arrange for discounts*
8. *Give service stripes*
9. *Maintain a coffee bar*
10. *Plan annual ceremonial occasions*
11. *Invite to staff meeting*
12. *Recognize personal needs and problems*
13. *Accommodate personal needs and problems*
14. *Be pleasant*
15. *Use in an emergency situation*
16. *Provide a baby sitter*
17. *Post Honor Roll in reception area*
18. *Send a Thanksgiving Day card to the volunteer's family*
19. *Provide a nursery*
20. *Say "Good Morning"*
21. *Greet by name*
22. *Provide good pre-service training*
23. *Help develop self-confidence*
24. *Award plaques to sponsoring group*
25. *Take time to explain*
26. *Be verbal*
27. *Motivate agency VIPs to converse with them*
28. *Hold rap sessions*
29. *Give additional responsibility*
30. *Afford participation in team planning*
31. *Respect sensitivities*
32. *Enable to grow on the job*
33. *Enable to grow out of the job*
34. *Send newsworthy information to the media*
35. *Have wine and cheese tasting parties*
36. *Ask client-patient to evaluate their work-service*
37. *Say "Good Afternoon"*
38. *Honor their preferences*
39. *Create pleasant surroundings*
40. *Welcome to staff coffee breaks*
41. *Enlist to train other volunteers*
42. *Respect their wishes*
43. *Give informal teas*
44. *Keep challenging them*
45. *Have a public reception*

46. *Take time to talk*
47. *Defend against hostile or negative staff*
48. *Make good plans*
49. *Commend to supervisory staff*
50. *Send a valentine*
51. *Make thorough pre-arrangements*
52. *Persuade "personnel" to equate volunteer experience with work experience*
53. *Admit to partnership with paid staff*
54. *Recommend to prospective employer*
55. *Provide scholarship to volunteer conference or workshops*
56. *Offer advocacy roles*
57. *Utilize as consultants*
58. *Write them thank you notes*
59. *Invite participation in policy formulation*
60. *Surprise with coffee and cake*
61. *Celebrate outstanding projects and achievements*
62. *Nominate for volunteer awards*
63. *Have a "Presidents Day" for new presidents of sponsoring groups*
64. *Carefully match volunteer with job*
65. *Praise them to their friends*
66. *Provide substantive in-service training*
67. *Provide useful tools in good working conditions*
68. *Say "Good Night"*
69. *Plan staff and volunteer social events*
70. *Be a real person*
71. *Rent billboard space for public praise*
72. *Accept their individuality*
73. *Provide opportunities for conferences and evaluation*
74. *Identify age groups*
75. *Maintain meaningful file*
76. *Send impromptu fun cards*
77. *Plan occasional extravaganzas*
78. *Instigate client planned surprises*
79. *Utilize purchased newspaper space*
80. *Promote a "Volunteer-of-the-Month program*
81. *Send a letter of appreciation to employer*
82. *Plan a "Recognition Edition" of the agency newsletter*
83. *Color code name tags to indicate particular achievements (hours, years etc)*
84. *Send commendatory letters to prominent public figures*
85. *Say "We Missed You"*
86. *Praise the sponsoring group or club*
87. *Promote staff smiles*
88. *Facilitate personal maturation*
89. *Distinguish between group and individuals in the group*
90. *Maintain safe working conditions*
91. *Adequately orient*

92. *Award special citations for extraordinary achievements*
93. *Fully indoctrinate regarding the agency*
94. *Send holiday cards*
95. *Be familiar with the details of the details of assignments*
96. *Conduct community-wide cooperative inter-agency recognition events*
97. *Plan a theater party*
98. *Attend a sports event*
99. *Have a picnic*
100. *Say "Thank You"*
101. *Smile*
102. *?????????*

By Vern Lake, Volunteer Services Consultant, Minnesota Department of Public Welfare

Resource Center
California Department of Alcohol and Drug Programs
800.879.2772



Evaluation, Management, & Training

916.983.9506

www.emt.org

2003

“Recruiting and Retaining Quality Mentors”
is a project of the EMT Group’s Career-Oriented Mentoring Technical Assistance Contract
with the California Department of Alcohol and Drug Programs.