

TIPS FOR RECRUITING AND RETAINING YOUR MENTORS

Recruiting Your Mentors

Target and Inform Your Audience

- Identify internal and external target audiences;
- Craft a powerful message and talking points;
- Send a packet of information and FAQs for use during National Mentoring Month (January); and
- Enlist a celebrity spokesperson.

Build Community Commitment

- Make presentations to local organizations;
- Check media editorial and community calendars for best times to publicize;
- Publicize stories and testimonials of local mentors;
- Ask local media for public service announcements and coverage during National Mentoring Month;
- Set up media interviews for print media, TV, and radio;
- Ask local businesses, hospitals and state agencies to help you recruit employees; and
- Ask churches, schools, community-based organizations, nonprofits and local businesses to publish articles.

Mobilize Community Action

- Create a call to action;
- Create a media blitz;
- Host special events to recruit volunteers and increase community awareness;
- Celebrate milestones during the year;
- Compile reports, testimonials, photos, achievements, media clippings and coverage;
- Publicize numbers of recruits and good-news stories as the year progresses; and
- Debrief on successes and need for improvements as you plan next year's celebration.

Retaining Your Mentors = CARE

Communication

- Mentors should receive appropriate information from the provider organization regarding any special needs the mentee might have. And mentors should feel free to mention any problems they are experiencing so that your organization and your volunteers can work together to solve them.

Appreciation

- Mentors should be thanked often and effusively, by both their mentees and your organization.

Respect

- Mentors should be greeted warmly and with respect each time they come to mentor.

Enjoyment

- Mentors should have a good time mentoring and should look forward to being with their mentees.

TIPS FOR A MENTOR/MENTEE RECRUITMENT PACKAGE

A Recruitment Package for Mentors Should Include the Following:

- Program overview or fact sheet describing the overall framework and design of your organization;
- Description of the mentor's roles and responsibilities;
- Application form, including a section for references;
- Mentor matching form;
- Mentor agreement;
- Confidentiality statement;
- Mentor activities policy sheet;
- Mentor-mentee selection eligibility criteria;
- Benefits of mentoring list; and
- Any other information you deem relevant for your program.

A Recruitment Package for Mentees Should Include the Following:

- Program overview or fact sheet stating benefits for the youth;
- Description of the mentee's roles and responsibilities;
- Application form, including a statement of why they want to be involved in the program;
- An interest inventory;
- Parent/caregiver permission form;
- Mentee agreement form; and
- Any other information you deem relevant for your program.

MENTOR RECRUITMENT PLAN

(Note: The recruitment plan has been condensed from the original due to space considerations.)

First Quarter

Team Match Goal: 135

Team Recruitment Goal(s): 250 volunteers, especially important because school year is ending

Action Steps:

- Team will complete 10–15 recruitment presentations per month;
- Recruitment via e-mail or newsletter to all major partners currently involved in the school-based program;
- Newsletter articles in 15–20 neighborhood newspapers;
- Follow up with faith-based communities in East St. Paul;
- Identify recruitment sources in the Lino Lakes and Spring Lake Park communities;
- Investigate possibility of having a presence at St. Paul Winter Carnival;
- Follow up with colleges and universities as new semester begins; and
- Recruit at senior housing complexes in South Minneapolis for Wenonah School.

| Event | Month/Date | Person Responsible | Budget | Tools (if needed) |
|-------------------------|-------------------|---------------------------|---------------|--|
| Bank Presentation | January 13 | SB Director Recruiter | – | Brochures Program overviews |
| Community College | January 23 | St. Paul MC | – | Brochures Sign-up sheets |
| Dept. Human Services | January 28 | St. Paul MC | – | Video PowerPoint presentation Sign-up sheets Banner |
| Law Firm | January | Mpls. MC | – | School-based info sheets Sign-up sheets Video |
| Senior Place — downtown | January | Mpls. MC | – | Video Info sheets Sign-up sheets |

Second Quarter

Team Match Goal: 95

Team Recruitment Goal(s): 200 volunteers. School-based matching will end in May. Focus on recruiting and enrollment June–August.

Action Steps:

- Identify summer festivals near schools in May and register for events;
- Identify police precincts and fire departments near schools and establish contact and drop-off information;
- Send thank-you letters, evaluation summaries and recruitment CDs to major partners in program;
- Complete 10–15 recruitment presentations in June;
- Establish recruitment committee specific to school-based mentoring consisting of staff and volunteers;
- Recruit and enroll high school mentors before the end of the school year at Spring Lake Park, Breck, IDDS, and Johnson High School; and
- Increase involvement of businesses in Bloomington.

| Event | Month/Date | Person Responsible | Budget | Tools (if needed) |
|--------------------------|-------------------|---------------------------|---------------|---|
| Cinco de Mayo | May 2--3 | City and SB Teams | Registration? | Display Sign-up sheets Pencils |
| Phillips Family Festival | June | South Mpls. MC's | – | Display Sign-up sheets Pencils |
| Juneteenth | Mid-June | City Team and SB Team | Registration? | Display (culturally specific) Sign-up sheets Pencils |
| Longfellow Street Fair | June | City and SB Teams | Registration? | Display Sign-up sheets Pencils |

Third Quarter**Team Match Goal: 75****Team Recruitment Goal (s): 250****Action Steps/Notes:**

- During July and August Mentoring Coordinator's (MC) primary responsibility will be recruitment and enrollment;
- Each MC will build their In-Process and Ready volunteers to 50;
- MCs will investigate possibility of recruiting National Night Out Events in the vicinity of school sites;
- Ask each current School Based Big to refer at least one other individual; use incentives to entice participation;
- Complete presentations at identified volunteer-rich sources;
- MCs will complete 15–20 recruitment presentations during the quarter; lists will be compiled at the beginning of the quarter;

- College student recruitment begins in September; when a college student signs up an interview will be scheduled within three days;
- School Based Mentoring Recruitment Ads will be published in 15–20 neighborhood newspapers; a list will be compiled at the beginning of the quarter; and
- Continue to build relationship with corporations in south Minneapolis.

| Event | Month/Date | Person Responsible | Budget | Tools (if needed) |
|-------------------------------------|-------------------|---------------------------|---------------|---|
| La Oportunidad Latino Resource Fair | July/August | Minneapolis MC's | – | Culturally specific display, bilingual materials Sign-up sheets Pencils |
| Basilica Block Party | July | North Minneapolis MC | Registration | Table Display Sign-up sheets |

Fourth Quarter

Team Match Goal: 285

Team Recruitment Goal(s): 125

Action Steps:

- Continue newsletter articles;
- Send e-mails to corporations, businesses and other organizations that have a high number of volunteers currently involved in SBM;
- Invite potential volunteers to kick-off parties;
- Attend PTA meetings; and
- Involve SB Volunteers in the United Way Speakers Bureau.

| Event | Month/Date | Person Responsible | Budget | Tools (if needed) |
|----------------------------|-------------------|---------------------------|---------------|--|
| Hmong New Year Celebration | November | St. Paul MC | Registration? | Culturally specific display Sign-up sheets Pencils |
| Capitol City New Year | December | City and SB Teams | Registration? | Display Sign-up sheets Pencils |

PROVEN GUIDELINES TO INCREASE RESPONSE TO PROMOTIONS AND RECRUITMENT CAMPAIGNS

1. **Ask your mentors to recruit their friends and colleagues to mentor.** Mentors are the best people to sell your program and volunteer opportunities. Research has shown that personally asking people to mentor or volunteer is one of the most effective recruitment strategies.
2. **Use testimonials.** Your audience will likely pay attention to a message from current mentors—people who have enjoyed mentoring and would be willing to recommend it to others—or from mentees themselves. Ask a mentor or mentee (or both) to write a sentence or two describing what they’ve gained from or enjoy about their mentoring relationship and ask for permission to use the statement in your promotions. Place such testimonials in quotes prominently at the beginning or top of a letter or flyer, centered in bigger, bolder type.
3. **Be concise!** Keep it to one or two pages, whether it’s a letter or a flyer.
4. **Be clear! Avoid complex words or sentences.** Vague “50-cent” words and long sentences disrupt the reader’s attention. Use short sentences with everyday words that get to the point.
5. **Use informal, plain English.** Use language that your audience will recognize and feel comfortable with. Stick to concrete, straightforward words and terms.
6. **Make it stand out.** If you can, use a splash of color. Use bright, colored paper for flyers and use a color other than black for important phrases or words in a letter. However, ~~avoid creativity~~avoid creativity that will distract the audience from the message.
7. **Be concrete.** Use statistics or accomplishments of your program to bring your message to life.
8. **Use sales principles.** First, briefly identify the problem or need, then focus specifically on what you want the reader to do. Identify the value/benefits to the reader of participating in your program.
9. **Don’t forget the call to action!** Always clearly spell out the action you want readers to take (call, write, join, etc.). Include the call to action at the beginning of the document and repeat it at the end. Using words such as “now” or “today,” as in “call now,” gives the need a sense of urgency.

CEO LETTER

Make a difference in the life of a child — and have fun, too!

I'm pleased to announce that (*name of company*) is launching a youth mentoring program. In my life, I've experienced first-hand the impact that encouraging, listening and role modeling can have on a child's life. Mentoring programs give us each a chance to contribute to the youth in our communities. Many of you may already participate in mentoring activities, whereas others (like me) are ready to take this next step through the (*name of company*) Mentoring Program. I hope you will join me.

What does a mentor do?

A mentor provides support to a young person who can benefit from the guidance, friendship and life experience of the mentor. Mentoring allows the individuals involved to share experiences and learn from them while building a supportive relationship over time. In the (*name of company*) Mentoring Program, our focus will be on youth in our communities whose lives can be enriched through the guidance of an older, more experienced person.

How does mentoring help?

In addition to making children more confident in their schoolwork and more trusting of their parents or guardians, mentoring makes students

- 52% less likely to skip school;
- 46% less likely to begin using illegal drugs;
- 37% less likely to skip a class;
- 27% less likely to begin using alcohol; and
- 33% less likely to hit someone.

Who can participate?

This opportunity is available to all employees of (*company-specific information: e.g., first and second shifts, in all towns in the state*).

How do I participate?

The first step is to fill out a brief mentor application. Applications are available from (*name of program coordinator*) or can be downloaded from the Community Relations area of our intranet. The application process includes a background check, followed by a training session. Following training, each participant is matched with a student. The (*name of company*) will provide ongoing programs to support you in this important role and — most important — the hour per week to participate. We are working with The Governor's Prevention Partnership, who will be supporting us every step of the way.

I'm looking forward to beginning my role as a (*name of company*) mentor. This can be a very rewarding relationship for both the mentor and mentee, but it requires commitment and consistency to be successful. I hope you will join me in accepting the challenge to make a difference.

GOALS FOR A SUCCESSFUL MENTOR RECRUITMENT SESSION

(For workplace-based mentoring)

Goals:

- To provide prospective mentors with the information they need to decide if they have the personality, commitment and time to mentor a young person;
- To provide a clear definition of mentoring and mentoring expectations;
- To give information about where and when employees can mentor;
- To explain the application process and criminal background check policies;
- To explain the company's mentoring policies, including release-time policies and risk management policies; and
- To explain the support that will be provided to employees by the school or mentoring program.

Keys to a Successful Recruitment Event:

- If possible, make sure the school or mentoring program is ready to place mentors within six to eight weeks of the recruitment session;
- Make sure someone from management (the higher, the better) opens the recruitment session and explains the support employees will receive;
- Invite the mentor coordinators from the school or mentoring program to attend the event and meet the employees;
- Give employees plenty of notice so they can put it on their calendars;
- Keep it to one hour;
- Have food (coffee, soda and light snacks are fine);
- Invite an experienced mentor to be on the agenda. They are often the best salespeople for the program; and
- Keep extra handouts for those who could not attend but still may be interested.

MENTOR VOLUNTEER DESCRIPTION: BRONXCONNECT

(One-Year Commitment)

Program Description:

BronxConnect is a faith-based, alternative-to-incarceration youth program focused around mentoring services. The mission of BronxConnect is to connect Bronx court-involved youth, ages 12–18, with positive resources found in the local Bronx community, through mentoring relationships that prevent recidivism and address youth-initiated goals in the areas of education and employment. BronxConnect trains a team of mentors from a neighborhood church to work with young people returning to the community after involvement with the juvenile justice system.

Position Description:

BronxConnect mentors serve as part of a team from their church that works together to take responsibility for just one youth in the neighborhood. Mentors commit to spend at least 12 months of consistent weekly time with youth that have come through the juvenile justice system. Mentors spend this weekly time simply being adult friends to the youth (mentee). Not a parent, not a therapist, not a preacher, not Santa Claus. Rather, a team of adult friends that invest their time listening, building trust, establishing a relationship, supporting, guiding and through the course of the year, sharing the love of Jesus Christ with the mentee.

Responsibilities/Commitment:

BronxConnect mentors participate in the following areas:

- 2–4 hours/week of quality time spent with the mentee;
- All mentor trainings (including one full-day pre-service training and four quarterly evening in-service trainings);
- Quarterly group mentor–mentee activities;
- Annual Mentoring Celebration Banquet;
- Mid-year mentor–mentee retreat; and
- Optional monthly mentor prayer and support meeting.

Supervision/Support Schedule:

- Weekly phone meetings with Match Supervisor (first month of match);
- Monthly phone meetings with Match Supervisor (remaining months of match);
- Monthly reporting to Mentoring Team Leader (fellow church member);
- Monthly or bimonthly team meetings regarding progress of youth;
- Quarterly in-person supervision meeting with Match Supervisor; and
- Semi-annual goal-setting meeting with youth and Match Supervisor.

MENTOR POSITION JOB DESCRIPTION

- Volunteer Category:** Mentor
- Commitment Time:** Minimum of six-month commitment with one to four hours of contact per week.
- Areas of Involvement:** Commitment to developing supportive relationship with one program participant (young adult) involved in employment preparedness and job placement.

Qualifications:

- Sincere desire to be personally involved with another person to help him or her achieve personal and career goals;
- Ability to communicate with teenagers openly and nonjudgmentally;
- Strong listening skills;
- Ability to establish a relationship based on equal responsibility and respect;
- Interest in needs and concerns of persons with internal and external barriers to steady employment;
- Practical problem-solving skills and ability to suggest options and alternatives; and
- Sensitivity to persons of different educational, economic, cultural or racial backgrounds.

Responsibilities:

- Make a minimum six-month commitment to developing and maintaining a mentor relationship with a teenager;
- Attend mentor orientation and training sessions before meeting mentee;
- Attend ongoing mentor training and support sessions;
- Meet with mentee on a regular basis to establish working relationship and to support mentee in employment goals;
- Assist mentee in solving work-related and other problems that interfere with mentee's success at work or at school; and
- Keep time logs and other information as requested by mentor coordinator.

FOR PARENTS WITH CHILDREN IN MENTORING PROGRAMS: GUIDELINES AND GROUND RULES

Following are some basic guidelines and ground rules for helping to make the mentoring relationship a success. They are followed by common questions parents may have about both their role and that of the mentor. Neither are intended to replace or supersede the rules developed by your mentoring program. If you have questions at any time, please contact your program coordinator.

Guidelines and Ground Rules

- Please do not ask your child's mentor to provide transportation, buy presents, be the disciplinarian, or babysit for your family. The mentor's role is to be a companion to the mentee.
- Please don't discuss your child with the mentor in the presence of your child. If you think there is something the mentor should know, call him/her when your child is away.
- Try to let the mentor know, once in a while, that his/her efforts are appreciated, and please help your child be considerate of the mentor (e.g., remembering his/her birthday, making occasional phone calls).
- Remember, the relationship that exists is between your child and the mentor. Please don't ask that you or siblings be included on outings, and try to avoid excessive quizzing about their visits, so that your child can enjoy having his/her special friend. However, if you feel uncomfortable with any aspect of the match, or if something about the relationship concerns you (i.e., your child is acting secretive or unusual in regard to the match), contact your caseworker immediately.
- The agency strictly discourages overnight stays for the first three months of the match. Exceptions to this include agency-sponsored activities, such as campouts and raft trips. These activities are supervised by staff members of the agency.
- Forgive minor mistakes in judgment. The mentor is neither a trained professional nor perfect. You will probably disagree with him/her sometimes.
- Please don't deprive your child of the weekly visit with his/her mentor as a means of discipline.
- The mentor will tell you when he/she plans to pick up and return your child. Please make a point of being home at these times and call the mentor if your plans change.
- Mentors are encouraged to plan activities that are free or low cost, but we ask that you contribute what you can to the cost of your child's visit with his/her mentor.

- Scheduling the times for the weekly visit can sometimes be difficult, so please be flexible.
- The mentoring relationship needs time to develop — at least three months — so don't judge it too quickly; give it time.
- Notify the agency when you have a change of phone number or address.
- Please keep in mind that all information is confidential and should be shared only with your caseworker.
- The success or failure of a match depends on the cooperation of all the individuals concerned. It is important to discuss your child's match with your caseworker periodically to prevent problems and to keep the caseworker updated. We want your child to have fun and to grow positively from the match.

Questions and Answers

What should I do if my child cannot attend a meeting with the mentor?

To encourage responsibility in your child, have him/her call the mentor when a meeting must be rescheduled. If your child is very ill, you may want to call yourself. Be sure you have the phone numbers to reach the mentor at home and at work.

What if family plans conflict with a meeting?

Time with the mentor is not intended to displace time with the family. You should continue your normal family plans, including get-togethers, special trips and vacations. As much as possible, the mentor and your child should plan their time together around your normal schedule. It may be helpful to let the mentor and your child know about planned family events. The mentor and your child should let you know when they are planning special activities. Good advance communication will help avoid conflicts.

Can I or other family members go with my child and the mentor?

A mentoring relationship is special, in part, because it is a one-to-one relationship. Even teens who feel very close to their parents sometimes need to talk with friends outside the family. The mentor is an adult friend with whom your child can talk about things that concern him/her.

The mentor and your child will inform you about their plans each week. If at any time you are uncomfortable with their plans, please let them know. Mentors will be sensitive to parent concerns and will try to find an arrangement that is acceptable to you.

How can I be sure that the mentor will support my rules and regulations?

Talk with the mentor about rules or regulations that you expect to arise in his/her relationship with your child. If you have strict rules about bedtimes, places the youth may not go or foods he/she may not eat, please discuss these with the mentor. By making this information known at the beginning, you can help avoid misunderstandings later.

What if the mentor says things with which I do not agree?

No matter how carefully we match mentors and mentees, you may find some areas where your beliefs or ideas differ from your mentor's. If these are important to you, let the mentor know. You can request that the mentor *not* question your most important beliefs or values when with your child.

Who will pay for the activities for the mentor and youth?

Mentors always pay their own expenses but are not responsible for the child or the family. If the planned activities involve fees, you or your child will be asked to pay for the youth's share. You need not pay for activities you feel are too expensive. The most important part of the mentoring program is the relationship between the mentor and the youth, not a lot of costly activities.

However, because activities help build competence, we hope all mentor/youth pairs can do special things occasionally.

The youth should not expect the mentor to buy things for him/her. As with any friend, gifts should be appreciated when and if they are given, not expected on a regular basis.

If my child has misbehaved, should I allow him/her to see the mentor?

The mentor's weekly visit should *not* be used to discipline your child. Time with the mentor is a pleasure but it is also a time of learning and growth. Punishing your child by denying time with the mentor puts you in opposition to the mentor instead of emphasizing your mutual concern to build your child's competence. Even if your child is grounded, the mentor should be allowed to see him/her.

How often should I be in contact with the mentor, and how much should I say about family problems/concerns?

Get to know the mentor well enough to feel comfortable with him/her being with your child. Before each meeting, discuss plans and time for returning home. Try talking directly with the mentor and your child in front of your child. If there is something the mentor should know, call when your child is not around.

What if there are concerns or questions I don't want to discuss with the mentor?

Please feel free to call the program coordinator. He/she is here to help make the program work for mentees, mentors and parents. He/she will call you several times during the year to see how things are going. But don't wait for him/her to call; we want to know about anything that concerns you.

WHAT MAKES A GOOD MENTOR?

Many people feel that being a mentor requires special skills, but mentors are simply people who have the qualities of good role models.

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|-----------------------------------|---|
| Mentors listen. | They maintain eye contact and give mentees their full attention. |
| Mentors guide. | Mentors are there to help their mentees find life direction, never to push them. |
| Mentors are practical. | They give insights about keeping on task and setting goals and priorities. |
| Mentors educate. | Mentors educate about life and their own careers. |
| Mentors provide insight. | Mentors use their personal experience to help their mentees avoid mistakes and learn from good decisions. |
| Mentors are accessible. | Mentors are available as a resource and a sounding board. |
| Mentors criticize constructively. | When necessary, mentors point out areas that need improvement, always focusing on the mentee's behavior, never his/her character. |
| Mentors are supportive. | No matter how painful the mentee's experience, mentors continue to encourage them to learn and improve. |
| Mentors are specific. | Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions. |
| Mentors care. | Mentors care about their mentees' progress in school and career planning, as well as their personal development. |
| Mentors succeed. | Mentors not only are successful themselves, but they also foster success in others. |
| Mentors are admirable. | Mentors are usually well respected in their organizations and in the community. |

QUALITIES OF SUCCESSFUL MENTORS

- **Personal commitment to be involved with another person for an extended time — generally, one year at minimum.** Mentors have a genuine desire to be part of other people's lives, to help them with tough decisions and to see them become the best they can be. They have to be invested in the mentoring relationship over the long haul to be there long enough to make a difference.
- **Respect for individuals and for their abilities and their right to make their own choices in life.** Mentors should not approach the mentee with the attitude that their own ways are better or that participants need to be rescued. Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their mentees and the privilege of being advisors to them.
- **Ability to listen and to accept different points of view.** Most people can find someone who will give advice or express opinions. It's much harder to find someone who will suspend his or her own judgment and really listen. Mentors often help simply by listening, asking thoughtful questions and giving mentees an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.
- **Ability to empathize with another person's struggles.** Effective mentors can feel *with* people without feeling pity *for* them. Even without having had the same life experiences, they can empathize with their mentee's feelings and personal problems.
- **Ability to see solutions and opportunities as well as barriers.** Effective mentors balance a realistic respect for the real and serious problems faced by their mentees with optimism about finding equally realistic solutions. They are able to make sense of a seeming jumble of issues and point out sensible alternatives.
- **Flexibility and openness.** Effective mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees, to learn new things that are important to their mentees (music, styles, philosophies, etc.), and even to be changed by their relationship.

RELEASE TIME STATEMENT

The (*name of company*) is committed to fostering the positive development of young people and giving back to the communities where our employees work. To that end (*name of company*) has established this policy to provide release time for our employees to participate in a youth mentoring program.

1. Each employee may be granted up to one hour of administrative leave per week, not to exceed five hours per calendar month, to participate in the (*name of company*) mentoring initiative, including participating in an established mentoring program serving a school district.
2. The supervisor may approve the aggregated use of up to four hours in any calendar month.
3. In granting administrative leave for any purpose under this section, the supervisor shall take into consideration the employee's performance and impact of such leave on the employee's work unit.
4. If the employee does not use administrative leave as authorized in this section, the employee shall not accrue or be paid for such leave.