

# UNITED WAY OF GREATER PHILADELPHIA AND SOUTHERN NEW JERSEY



## GUIDE TO RECRUITING BLACK MEN AS MENTORS FOR BLACK BOYS APRIL 2014

ERIC K. GRIMES, CO-FOUNDER

AAKT CONCEPTS LLC

GIVE. ADVOCATE. VOLUNTEER.

United Way of Greater Philadelphia and Southern New Jersey

LIVE UNITED



# Table of Contents

ABOUT UNITED WAY OF GREATER PHILADELPHIA AND SOUTHERN NEW JERSEY .....	3
Overview of United Way’s Greater Philadelphia Mentoring Partnership.....	3
ABOUT AAKT CONCEPTS LLC .....	4
Introduction .....	5
Context .....	5
CALL TO ACTION.....	6
SECTION 1 – Program Readiness .....	7
Healthy Adulthood, Educational Success and Black Males .....	7
Mentoring Makes A Difference... ..	8
...Race and Gender Matter! .....	9
FINDING THE RIGHT FIT FOR BLACK BOYS AND MEN .....	10
Assessment Tool 1: ‘Is This Work For You?’ Readiness to Engage Report Card .....	11
SECTION 2 – Black MENToring Social Marketing Campaign: A Guide For The Field.....	13
A Social Marketing Approach.....	14
Social Marketing and the Black MENToring Campaign .....	15
TO WHOM TO SAY IT * .....	16
Case Study Part 1 – (Census 2010): It’s In Our Hands.....	16
WHAT TO SAY .....	18
Case Study Part 2 – (Census 2010): It’s In Our Hands.....	18
Table: Matching Value Function Inventory, Key Messages and Retention Activities.....	22
You Talkin’ To Me?: Black MENToring Message Resonance Report Card .....	23
WHO SHOULD SAY IT .....	24
Discovery and Action Dialogue Worksheet.....	26
WHERE TO SAY IT.....	27
PUTTING IT ALL TOGETHER .....	29
Program Tool 1: Black MENToring Program Outreach, Recruitment and Retention Consideration Checklist.....	30
Conclusion .....	31
Endnotes .....	32
References .....	34

# ABOUT UNITED WAY OF GREATER PHILADELPHIA AND SOUTHERN NEW JERSEY

United Way of Greater Philadelphia and Southern New Jersey's mission is to harness, leverage and strategically invest the collective power of donors, advocates and volunteers, to drive measurable results that improve the lives of people in our region.

United Way of Greater Philadelphia and Southern New Jersey is the one organization with the ability to bring the business community, organized labor, public and non-profit sectors together to identify critical needs across our region and collectively address complex issues to drive real, measurable, systemic change that ensures children succeed in school, families are financially stable and all community members have their health and basic needs met. United Way's expertise is in uniting, problem solving and driving collective action to amplify the power of the individual and achieve what no one person can achieve alone.

## Overview of United Way's Greater Philadelphia Mentoring Partnership

**United Way's Greater Philadelphia Mentoring Partnership (GPMP)** is elevating mentoring practices throughout the region to ensure access for children and youth to caring and supportive mentors. Our mission is to foster a mentor-rich environment and a culture of high-quality mentoring and mentor-related volunteering. GPMP has three goals:

1. To ensure that mentoring and related volunteer programs meet best practice guidelines<sup>1</sup>
2. To prepare adults and youth to develop meaningful relationships
3. To develop and support mentoring and related volunteer models that address the needs of underserved youth, particularly those with Early Warning Indicators<sup>2</sup> for school drop-out

## Our Focus on Mentoring and Black Male Achievement:

United Way of Greater Philadelphia and Southern New Jersey (UWGPSNJ) has served as the regional affiliate of MENTOR./The National Mentoring Partnership since 1989, and in that capacity has served as a resource for mentors and more than 85 mentoring programs throughout the southeastern PA region. UWGPSNJ has been concerned with the issues of recruiting African-American men as mentors to improve the outcomes of young men of color since 2006 as a result of the Mentoring Providers Network sharing that two of their biggest challenges are: 1) effective engagement and retention of Black male teenagers age 12 and above, and 2) recruiting African-American men as mentors to work with Black males in their programs.



# ABOUT AAKT CONCEPTS LLC

## Eric K. Grimes, Co-Founder & President

AAKT (pronounced Act) Concepts stands for Action, Advocacy, Knowledge, and Training Concepts. Our signature initiative, *Reaching Out For The Brothers: Concepts \* Ideas \* Strategies for the Effective Development of Black Men and Boys*, is a comprehensive initiative that engages in action, advocacy, knowledge development and training to authentically and accurately articulate Black male experiences in an effort to empower young Black men and boys, as well as those who work with or on behalf of them.

### Services Include:

- Concept and Idea Development, Enhancement and Amplification Strategies
- Professional Development and Staff Training
- Group Facilitation, Seminars and Workshops
- Program Development and Management
- Organizational Capacity Building and Technical Assistance
- Curriculum, Toolkit, Guidebook, Documentation and Virtual Interactive Platform Development

### Select Projects and Activities:

- **Program Development Consultant** – provide consultation and assistance to program staff and management of federally-funded REXO re-entry services for ex-offenders and program service delivery to male youth, ages 16 – 19, in an afterschool program designed to help them avoid truancy and achieve academic goals.
- **Technical Assistance Consultant** – Technical assistance provider, workshop presenter and guidebook author for organizations endeavoring to establish or enhance mentoring programs targeting males of color.
- **On Air Radio Host, WURD 900AM** – Weekly co-host of ‘Wake Up With WURD’ drive time morning program (Wednesdays) on Pennsylvania’s only African American owned talk radio station.
- **Lecturer/Instructor, Psycho-educational Interactions with Black Males** – created course taught at the University of Pennsylvania Graduate School of Education (since Fall 2007) designed to prepare future and current educators, counselors, social workers and other professionals to better serve and empower the young Black males they will engage.
- **Facilitator, Non-Profit Institute** – Technical assistance provider and workshop presenter for various seminars and institutes sponsored by the University of Pennsylvania’s Netter Center for Community Engagement regarding non-profit administration and management.

### Select Affiliations:

- **Chair, Education Committee** – Mayor’s Commission for African American Males (Philadelphia)
- **Member, Advisory Network (Planning Phase)** – Open Society Black Male Achievement Leadership and Sustainability Institute
- **Member, Steering Committee** – United Way of Greater Philadelphia and Southern New Jersey’s Philly Roots Initiative
- **Founding Member and Convener, Steering Committee** – Black CAPs Philly Initiative

# GUIDE TO RECRUITING BLACK MEN AS MENTORS FOR BLACK BOYS

## Introduction

The difficulties faced by black male youth in their quest for educational success are well documented. Black men are uniquely positioned to help guide these youth to educational success and a productive future and **through** the barriers that stand in their way. But there are almost always more black boys to be mentored than black men to mentor them in formal mentoring programs. This guide will help mentoring programs engage in a productive and inclusive recruitment campaign by doing the following:



- **Addressing program readiness** – Section One discusses the key idea of serving black male youth in a mentoring program that acknowledges and addresses the black male youth experience in a culturally relevant way. It also reviews the practice implications of such a program – black men are more willing to be engaged and retained in programs that are speaking to the black male experience, however varied, and black male youth are more successful. This section asks programs to assess whether they are ready to address the black male experience in their mentoring program.
- **Providing guidance on an effective social marketing campaign** – Section Two will detail the who, what, to whom, and where to implement an effective social marketing campaign to recruit black men to mentor. Practice tools and case studies are provided for programs to learn apply these strategies.

## Context

Recruiting enthusiastic and appropriate adults as mentors is an important component of a successful mentoring program. Developing a clear mentoring model and instituting an effective social marketing campaign are keys to this and we intend for this guide to provide program developers with ways to engage African American men to make a difference for our communities.

Whether natural or formal,<sup>3</sup> a mentor can greatly impact the lives of young people from all walks of life:

- Formal mentoring is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee (MENTOR, 2005).
- **Informal/Natural mentoring** consists of a relationship with an older friend, relative, community member, or colleague that provides encouragement and support. This mentoring relationship occurs when there is a deliberate intent to develop, grow or impart wisdom through conversation and need not exist in a formal setting.

But while a growing number of youth have mentors, there are more ‘unmatched’ youth who could benefit from having a mentoring relationship. This unmet need constitutes the mentoring gap and recruiting Black men to serve as mentors to Black boys is a challenging, but worthwhile effort.

# CALL TO ACTION

## You: A Guide TO & THROUGH for Black Boys

All youth deserve a clear path **to** healthy adulthood, as well as formal and natural supports to help them get **through** the obstacles and challenges faced as they follow this path! But on the road to healthy adulthood, many Black boys and young men are subjected to three major shortcomings in their development and socialization:

1. **Socialization into Insignificance** – ineffective training and preparation of young males regarding the expected traits, attitudes and behaviors of positive Black manhood relative to their cultural experiences and community needs.
2. **Limited Connections, Access and Networks** – inadequate access to sufficient adult male role models after whom to pattern behaviors, and to the social and opportunity networks that aid success.
3. **Improper and Insufficient Tools, Skills and Abilities** – ineffective skill development and educational preparation which limits their ability to deal with the particular societal and personal issues they face, and those faced by the communities in which they reside.

The good news is that there are organizations and individuals positioned to help Black boys overcome many of the obstacles to educational, social and career success and willing to provide support. Through well developed and strategic interactions and engagements, these individuals and organizations can:

- help Black boys create and develop a *healthy identity*
- build up their *belief in themselves* and those around them to believe they can make it
- facilitate the *skill development* and *social connections* needed for them to make it

But are they ready? In order to do this, Black boys need to connect with concerned adults and mentors who can help them chart a powerful course into the future and navigate through the challenges and obstacles in their way.

Providing guidance ‘**to**’ and ‘**through**’ for Black boys is a collective responsibility requiring collective work, especially for youth in socially, economically and racially marginalized communities.<sup>4</sup> A qualified and equipped mentor could help guide a Black boy ‘to’ and ‘through’ on the journey to healthy adulthood and yes, we’re talking to you!

This guide is designed to assist your organization in developing and implementing an outreach, recruitment and retention strategy that speaks to Black men who would serve as mentors to Black boys. Though overcoming the mentoring gap and recruiting men to serve as mentors to boys has been deemed an overwhelming challenge, this guide will offer a framework and suggestions on how programs can effectively recruit, recognize and retain mentors. It will specifically focus on this challenge from the perspective of the demographic of greatest need – recruiting Black men to mentor Black boys.

In it we propose the **Black MENToring Social Marketing Campaign** whereby we:

- Offer a mentoring model that speaks to the specific needs of Black boys and adolescents, with a particular focus on academic and educational success
- Identify/Utilize effective social marketing elements of prior campaigns that had success targeting Black men
- Apply the concept of Positive Deviance as a basis for designing a campaign to recruit Black men as mentors for Black Boys

Whether formal or informal, mentoring is great opportunity and this guide is another tool for helping your organization and program assist Black men and boys to realize its full benefit.

# SECTION 1 – Program Readiness

## Healthy Adulthood, Educational Success and Black Males

Though all youth are deserving, far too many black boys and young men face significant challenges attaining the outcomes desired and supports needed on the path to becoming a healthy adult. Additionally, current ineffective socialization and education processes “prepare” Black male youth for systematic disconnection from basic life milestones like high school graduation, post-secondary education and employment.

School readiness and early success serve as springboards upon which future academic and career achievement may rely. However, only 51% of poor children (3-to-5-years old) are enrolled in organized child care or an early education program.<sup>5</sup> Considering that low-income families are disproportionately Black and Brown, it doesn’t bode well for the development of young Black boys who already face a *school readiness gap* before one can even consider an *academic achievement gap*. Additionally, African-American boys are over 4½ times more likely to be expelled from Pre-K programs. Thus, Black males are underserved and disproportionately removed from critical early childhood educational programming.



As Black boys move further along the “educational” pipeline, in an era of high stakes testing, they are being further left behind. The high pressure for many schools to make Annual Yearly Progress has led to educational approaches that further marginalize black males in the education system<sup>6</sup>:

- Δ Over the past decade the reading scores of black males in the 4th, 8th, and 12th grade have increased by 8%, but are still considerably lower compared to their white, Latino and Asian peers. In 4th, 8th and 12th grades, Black males without disabilities had lower reading scores and grade proficiency than White Males with disabilities.
- Δ Zero tolerance discipline policies that facilitate how urban school systems enforce punitive consequences for simple misconduct disproportionately impact students of color, particularly Black boys. These school policies and/or practices make them inherently vulnerable and susceptible to arrest, probation, or other forms of juvenile custody. In school systems, this is institutionalized by the overrepresentation of young Black male students in suspension and expulsion rates:
  - African Americans comprise only 17% of public schools but constitute 34% of out of school suspensions and are 4 times more likely to be reported to police by school officials
  - In urban areas like NYC, Chicago and Philadelphia, Latino and African-Americans constituted almost 98% of public school arrests, with males accounting for the majority of those arrested in each group
- Δ Only 52% of Black males graduated from high school in 2010, but locally (Philadelphia) that number was only 24%, as reported by the Schott Foundation.

For those young men who are unable to navigate the educational pipeline and end up in the punitive juvenile and criminal justice systems, the challenges and barriers are even more significant. And if a young Black boy is able to successfully navigate this reality and make it to graduation, post-secondary educational readiness, access, and retention present a set of unique challenges as well. Unfortunately, this population experiences some of the greatest barriers to college matriculation and degree completion.

According to the work of Dr. Shaun Harper<sup>7</sup>:

- Δ Black male students are often comparatively less prepared than are others for the rigors of college level academic work
- Δ Black male college completion rates are lowest among all racial/ethnic groups in U.S. higher education
- Δ Black men's degree attainment across all levels of postsecondary education is alarmingly low, especially in comparison to their same-race female counterparts

While the statistics paint a daunting picture, proper interventions and supports like mentoring that address the early warning indicators and facilitate effective transitions throughout a child's educational career can help Black males navigate through these obstacles.

## Mentoring Makes A Difference...

Research distinguishes two types of mentoring relationships: instrumental and psychosocial<sup>8</sup>:

- **Instrumental mentoring** relationships are problem focused and tend to help individuals reach particular goals
- **Psychosocial mentoring** relationships are process oriented and focus on modifying the personal qualities of the protégé

Positive youth development outcomes associated with mentoring include gains in self-esteem and self-confidence, increases in academic achievement, reduced likelihood of initiating drug use and lower rates of recidivism among juvenile delinquents<sup>9</sup>. Even for youth displaying higher levels of risk factors, quality mentoring relationships helped them do significantly better than youth in the non-mentored comparison group on a number of important outcome measures.

A recent study of mentoring's effect on higher risk youth suggests that those youth in quality matches reported fewer depressive symptoms, greater acceptance by their peers, more positive beliefs about their ability to succeed in school, and better grades in school.<sup>10</sup> Important to the successful matches were effective early match training and consistent support for mentors, which facilitated more frequent, higher quality and longer-lasting relationships with mentees.

### When young people are mentored well:

- 98% stay in school
- 98% do not become teen parents
- 85% don't use drugs
- 98% avoid gang participation

**National CARES Mentoring Movement**

The key messages of the report were twofold:

- Mentoring programs can be beneficial for youth with a broad range of backgrounds and characteristics, and
- Tailoring mentor training and supports based on the specific risks youth face has the potential to produce even stronger benefits.

It is becoming clear that effective mentoring matters! But it is also important to understand how gender, race, class and ethnicity issues might influence the mentoring relationship since ineffective mentoring can have significant impacts on youth outcomes.



## ..Race and Gender Matter!

### Mentoring's Difference Maker: Sustained, Quality Relationships

Rhodes and Grossman examined whether the effects of mentoring relationships varied as a function of their duration. Youth in matches that terminated within six months suffered larger drops in feelings of self-worth and perceived scholastic competence than youth in the study who had never been matched with a mentor. Youth in matches that lasted 12 months or more reported significantly higher levels of self-worth, social acceptance and scholastic competence. They also reported that their relationships with their parents had improved, school had become more rewarding and their drug and alcohol use had declined. *Grossman and Rhodes, 2002.*

Since negative and ineffective mentoring is not harmless and negative mentoring experiences can have negative effects on the youth mentored, mentor recruitment, matching and relationship quality are essential. Youth who were in relationships that lasted a year or longer reported improvements in academic, psychosocial, and behavioral outcomes; youth who were in relationships that terminated within 3 months reported drops in self-worth and perceived scholastic competence<sup>11</sup>.

Mentoring authority Jean Rhodes notes that, in general, girls want mentors who talk with them (psychosocial), whereas boys want mentors who engage in activities with them (instrumental). Thus, when mentoring programs focus on instrumental mentoring, males may derive more benefit than females. When mentoring programs focus on psychosocial mentoring, females might benefit more.

In one study, when gender was taken into account, greater benefits for same-race matches were found - compared to boys in cross race matches, boys in same race matches

were more likely to demonstrate increases in academic competence and self-esteem; girls in same race matches compared to girls in cross-race matches were more likely to show increases in schools value and self-esteem<sup>12</sup>. Race and ethnicity are also critical factors in mentoring relationships :

- Because youth differ in the perceived salience of their ethnic/racial identities, they may have different experiences with mentors from the same or different ethnic backgrounds. In looking at the natural and formal mentoring relationships of late adolescents and college-aged ethnic minorities, *cultural differences* seem to play a role in the expectations, attainment and experience of mentoring. When youth choose their own mentors, they tend to seek people of the same race or ethnic backgrounds.
- It is possible that youth and families who value *collectivism* are better served by mentoring programs that foster relationships of the child and the various adults in his life, the mentor and the child within the family, or between the mentor and the family as a whole.
- *Cultural mistrust* may negatively affect mentoring relationships, especially in their early stages, when group stereotypes are more prevalent. Because of cultural mistrust, minority youth in academic contexts may be less likely to seek out white mentors.

### A Look at Volunteerism and Mentoring for African Americans:

- 35% of African Americans report that they engage in some form of volunteerism, averaging about 4.5 hours per week
- Though the level of Black volunteerism is low overall, Blacks who volunteer are more engaged in mentoring than other groups of volunteers.
- African-American men are less involved than their female counterparts in volunteerism.
- Though males are less likely to volunteer than females, males and females mentor at similar rates.
- A substantial amount of mentoring happens through religious affiliations

**MENTOR and the Corporation for  
National and Community Service**

## FINDING THE RIGHT FIT FOR BLACK BOYS AND MEN

As seen, there are interpersonal, community and societal level challenges that make the acquisition of basic youth development outcomes and educational success more challenging for Black boys, making it necessary for them to employ an additional, uniquely defined set of skills and assets just to make it in society. It is this set of unique circumstances and challenges Black boys endure, many of them coalescing around issues encountered within education and schooling environments, beginning early in the developmental cycle, that calls out for why Black boys need critical and effective mentorship delivered to them by programs and individuals able to guide them through these transitions and barriers. Yet, one of the key shortcomings in many initiatives designed to work with Black males is the presumption that a general or universal model applies to the specific needs and challenges facing them.

Many mentoring and youth development programs are not adequately ready and equipped to engage Black boys and offer the level of support necessary to make a real difference for them on the journey to healthy adulthood and educational success. Indeed, this inadequate fit is a possible reason behind some of the weak and mixed findings in the mentoring, academic achievement and youth development research, particularly for low income, Black males.

A proper corrective lens must be chosen, and from this perspective, core to effective work with Black boys facing challenges due to their racial group membership (Black), gender (male), and/or class status (poor) is a willingness to engage this reality and to utilize frameworks that identify and addresses the challenges associated with this reality, not ones that ignore them.

The Integrative Model of Developmental Competencies in Minority Children (IMDCMC)<sup>14</sup> notes that issues at the intersection of social class, culture, ethnicity and race matter for the development of minority children and must not be omitted from youth development conceptual models. Gender and age dynamics further complicate these developmental models and are often not considered in conceptual frameworks. Social position (race, class, ethnicity, gender) and social stratification (i.e. racism, prejudice, discrimination, oppression, segregation, environmental factors, schooling, neighborhood, etc.) considerations must be at the core of conceptual models, and not at the margins.

As we expect youth to be school or program ready, programs and mentors must be ready to effectively engage Black boys and young men, embracing the call to guide them ‘to’ and ‘through’. Mentoring programs that ignore this reality, and do not fully consider the needs of Black men and boys in their outreach, recruitment, matching and retention efforts may cause more harm than good for Black boys. Thus, before engaging in a recruitment and outreach campaign for Black men to serve as mentors for Black boys, it is important for your organization or program to (re)consider its mentoring approach. It is important to assess its readiness to dive deep into the issues that impact this group and assess whether what it is prepared to offer fits the needs and addresses the realities Black boys and men face. The following assessment tool, **‘Is This Work For You?’ Readiness to Engage Report Card**, may be helpful to guide the assessment process.



# Assessment Tool 1: ‘Is This Work For You?’ Readiness to Engage Report Card<sup>15</sup>

The publication *Momentum: Sustaining Efforts to Improve Life Outcomes among African American Males* identifies 5 attributes common in effective Black male work.

Please have a representative number of stakeholders and staff members complete the assessment items below. At a later point, convene participants in a group session to discuss and provide an overall rating for your organization/program and discuss ways to enhance your ratings moving forward.

5 Attributes Essential to Effective Black Male Work	How close are you to having this attribute? 1 to 5: 1 “long way to go” 5 “already there”	Evidence
<p><b>Engage Work through a Race + Gender Lens:</b></p> <p>A racial equity lens should be at the fore while analyzing problems, looking for solutions, and defining success. A Race + Gender lens goes a step farther, realizing that Black males experience their lives as black and male at the same time.</p>	<p><b>Rating:</b></p>	<p><b>Yes <input type="checkbox"/> No <input type="checkbox"/></b></p> <p>In what ways is this evident in your program’s work?</p>
<p><b>Notes/Discussion:</b></p>		
<p><b>Acknowledge the Injustice of Unequal Race and Gender Outcomes:</b></p> <p>Effective black males work is informed by an analysis that understands the poor outcomes black males face in nearly every category of analysis and asserts that such disparities are not commensurate with a just and equitable society.</p>	<p><b>Rating:</b></p>	<p><b>Yes <input type="checkbox"/> No <input type="checkbox"/></b></p> <p>In what ways is this evident in your program’s work?</p>
<p><b>Notes/Discussion:</b></p>		

<b>5 Attributes Essential to Effective Black Male Work</b>	<b>How close are you to having this attribute?</b> 1 to 5: 1 “long way to go” 5 “already there”	<b>Evidence</b>
<p><b>Seek to Address the Injustice of Race and Gender Disparities:</b></p> <p>Effective black males work seeks to close the gaps between the success of young black males and their male and female peers. This work does not seek to hinder or impede the progress of any group, but rather implements strategies tailored to the unique situation of black males in the United States.</p>	<p><b>Rating:</b></p>	<p><b>Yes <input type="checkbox"/> No <input type="checkbox"/></b></p> <p>In what ways is this evident in your program’s work?</p>
<p><b>Notes/Discussion:</b></p>		
<p><b>Employ Targeted Strategies:</b></p> <p>The best of black males work recognizes that universal programs often do not effectively aid black males. Black males work is targeted to have a positive impact on black males specifically.</p>	<p><b>Rating:</b></p>	<p><b>Yes <input type="checkbox"/> No <input type="checkbox"/></b></p> <p>In what ways is this evident in your program’s work?</p>
<p><b>Notes/Discussion:</b></p>		
<p><b>Use a Race- and Gender-Specific Metric to Evaluate Success:</b></p> <p>Just as targeted strategies are necessary to address black males, evaluative tools must be explicit in determining the relative success rate of black males within a particular program.</p>	<p><b>Rating:</b></p>	<p><b>Yes <input type="checkbox"/> No <input type="checkbox"/></b></p> <p>In what ways is this evident in your program’s work?</p>
<p><b>Notes/Discussion:</b></p>		

## SECTION 2 – Black MENToring Social Marketing Campaign: A Guide For The Field

As has been demonstrated, schooling experiences and academic gaps are important barriers and sites of inequity for Black boys. Because Black boys face unique challenges in their educational and schooling pursuits, they must develop unique assets and protective factors (i.e., racial pride, resilience, persistence) to facilitate academic motivations and achievement needed to overcome these challenges. Black men can be important supports in helping them develop these assets. However, as currently and traditionally analyzed<sup>16</sup>, Black men constitute one of the smallest segments of mentors in the nation while Black boys constitute one of the largest mentee segments. This guide is designed to provide insights into addressing this apparent mismatch.

This section of the guidebook is designed to assist your organization in developing and implementing a recruitment and retention strategy that speaks to Black men who would serve as mentors to Black boys. In it we:

- Outline the core elements of social marketing campaign and framework
- Propose core strategies underlying an effective recruitment and retention campaign for Black men, including:
  - 1) Developing a Mentor Candidate Profile Utilizing the Values Function Inventory
  - 2) Developing and Matching Key Messages to Mentor Value Functions
  - 3) Employing Positive Deviance Concepts to Empower EXISTING DOERS
  - 4) Utilization of Multi-channel Message Distributions
- Offer the successful *You Know Different* Campaign as a model framework to guide outreach campaign planning
- Compile insights from practitioners and stakeholders to offer a checklist of considerations as a basis for designing a campaign to recruit and retain Black men as mentors for Black Boys.



## A Social Marketing Approach<sup>17</sup>

Social marketing is the use of marketing principles and techniques to influence a target audience to voluntarily accept, reject, modify or abandon a behavior for the benefit of individuals, groups or society. It is a process that applies marketing principles and techniques to create, communicate, and deliver value in order to influence target audience to act in a way that benefits society as well as the target audience. Most social marketing efforts are applied to improving public health, preventing injuries, protecting the environment and/or positively contributing to communities.

Myriad approaches to social and behavioral change have been employed before the advent of social marketing:

- **Education Approach** – assumed that individuals will do the “right thing” if only they understood why they need to do what is being advocated and knew how to carry it out.
- **Persuasion Approach** – attempted to discover the careful arguments and motivational hot buttons that will cause someone to act. Assumed an already known right way and promoted it as a standard (in contrast, social marketing believes that change only happens when you start with the customers’ reality).
- **Behavioral Modification Approach** – assumed people act because they know or learn techniques necessary for action and find the outcomes rewarding (or punishing). Training the modeled behavior and offering rewards for doing it works best for individuals but scaling up to large group or societal level can be costly.
- **Social Influence Approach** – most impactful when norms and issues are well understood and accepted; pressure to conform is extremely strong; behavior to be influence is socially important and visible. The more educated and emancipated an individual is, the less likely this approach will have a major role to play in behavior change or adaptation

Social marketing realizes the limits implicit in any of these approaches alone and extends them by incorporating a variety of means to address perceived limits to efficacy, costs and opportunity. These means include “offering alternatives, promoting benefits, providing incentives and lowering costs.”<sup>18</sup> Core ideas and concepts utilized in social marketing campaigns include:

### Core Elements of Social Marketing Campaigns (Deshpande and Basil)

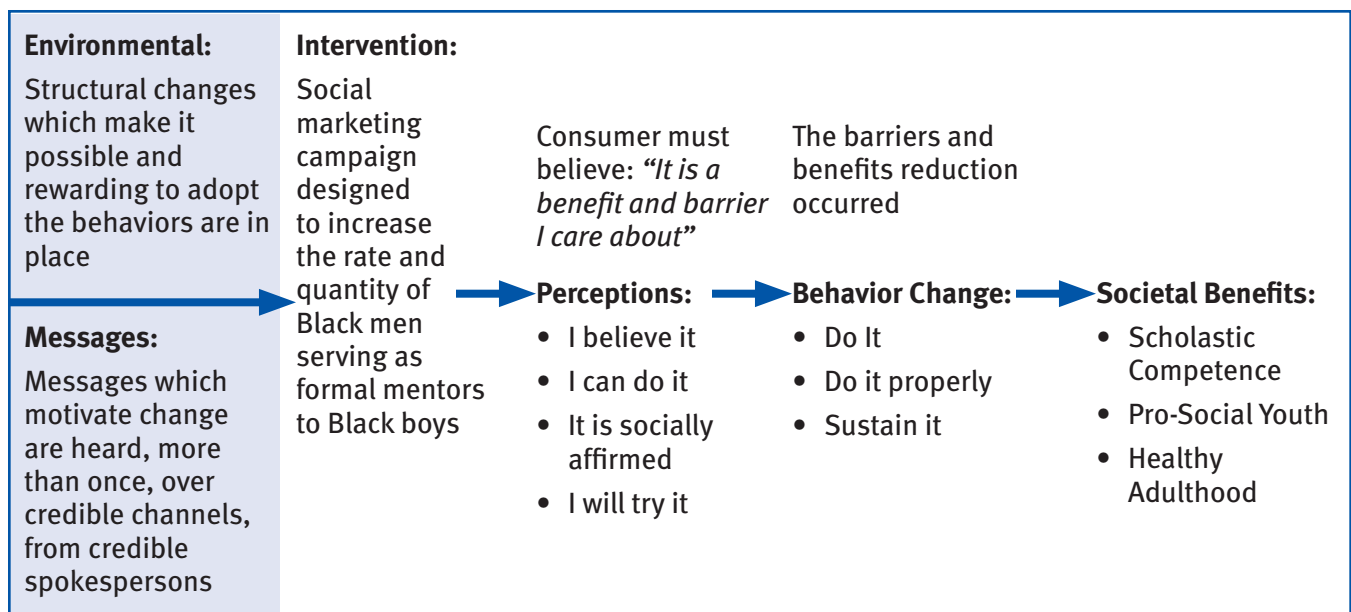
- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Customer orientation and focus</li><li>• Segmentation and targeting of market/ audience</li><li>• Mutual exchange of value</li><li>• Competition analysis and offer positioning</li></ul> | <ul style="list-style-type: none"><li>• Marketing mix or strategy: offer benefits, reduced costs, ensure convenience, compelling actionable message</li><li>• Diverse media channel usage: mass media and community based approaches</li><li>• Alliance and partnerships</li></ul> |
|---|--|

# Social Marketing and the Black MENToring Campaign

Recruiting anyone to change/adopt a behavior is challenging. Effectively recruiting Black men to mentor Black boys will take a comprehensive and strategic approach. Essentially, the core outcome of a social marketing campaign framework is a positive change (societal benefit – increase the rate and quantity of Black men serving as formal mentors to Black boys) in actions on the part of the targeted consumer of the key message delivered.

In order to influence the behavioral change, perceptions must be influenced in 2 core aspects: 1) the issue (benefits and barriers) must resonate with the consumer, and 2) the consumer must gain a positive belief in his ability to perform the requested action (efficacy). In order to influence these areas of perceptions, social marketing campaigns consider the environmental context that may motivate the consumer as well as the message content that speaks to the concerns and values of the consumer. Once defined, a platform for consistent delivery of these messages is designed. This platform considers who should deliver the message as well as when, where and how.

With these considerations in mind, a generic logic framework for conceptualizing our social marketing campaign is below<sup>19</sup>:



In order to effectively recruit and retain Black Men as mentors to Black boys, you have to know who you want to recruit, what to say, who is best to do say it, where they are and when you can reach them. These considerations frame the remainder of this guide:

- To Whom To SAY IT – Target Segmentation and Population Identification
- What To SAY – Key Message Strategy
- Who SHOULD SAY IT – Positive Deviance, Opinion Leaders and Message Ambassadors
- Where To SAY IT – Multi-Channel Targeted Outreach Strategies

# TO WHOM TO SAY IT\*

## SOCIAL MARKETING PRINCIPLE:

### Target Segmentation and Population Identification

The bottom line of any social marketing effort is to effect the actions of the consumers of the message, so effective campaigns understand the need to develop the right message for the right audience in the right context. As Andreasen points out, “There is no behavioral influence until the person to be influenced takes an action....Everything a social marketer does starts with the customer’s perspectives and this makes all the difference between programs that ought to work and programs that really do.”(p.9)

One function of market segmentation is to identify and cluster major segments of a population along clearly identifiable characteristics or other descriptive traits that allow one to better ‘know the audience’ and thereby develop and deliver messages designed to their needs, interests, desires and concerns. This is a 3 step process as follows: segment the market, evaluate segments, and choose one or more as a focal point.

This case study of the It’s In Our Hands campaign illustrates how the Census used market segmentation to find target the right people.

### Case Study Part 1 – (Census 2010): It’s In Our Hands

Counting everyone in the United States is a huge undertaking and to do it effectively requires a comprehensive strategy to get the message out and persuade people to respond. Barriers range from lack of understanding of the census to serious concerns about whether the government can be trusted with personal information. To address this challenge, Census 2010 launched *It’s In Our Hands*, a large scale campaign to increase census participation among historically undercounted populations, including young African American males.<sup>20</sup>

It was based on the understanding that greater effort must be expended to reach hard-to-count groups and less effort will be needed for those who are more inclined to cooperate. To target efforts toward hard-to-count groups, Census 2010 segmented the audience into eight clusters based on mail-back behavior in Census 2000:

- o Five of the clusters were deemed hard-to-count and received the most emphasis. These included: Single Unattached Mobiles, Ethnic Enclaves I and II, and Economically Disadvantaged I and II.
- o The other three clusters have historically higher mail response and received less emphasis. They were identified as: Advantaged Homeowners and All Around Average I and II.

This segmentation enabled the campaign to craft messages and develop outreach strategies to each audience cluster relative to each cluster’s propensity to respond in the past. Census 2010 used a baseline mass media campaign supplemented by specific outreach efforts and strategies to further educate hard-to-count communities.



## Relevance to Recruitment Strategy: Reaching the right group is key to effective recruitment

It is essential to realize that those who would volunteer and mentor come from all walks of life and possess an array of outlooks on the world and on the reasoning/root causes of the issues faced by Black boys and young men. They also differ in their beliefs, assessments and approaches about what is in the interest of young Black men and boys in order to attain successful outcomes in society. This is as true for the mentors as it is for mentees, their families and caregivers. Programs and agencies desiring to recruit and retain minorities as volunteers are hampered by insufficient knowledge about why they would choose to volunteer and, as most studies are done on majority white (mainstream) populations, “generalizations from one culture to another are inappropriate and dysfunctional.”<sup>21</sup>

As important as it is to understand an individual’s general motivations toward volunteering and mentoring, it is equally, if not more important to understand and reach the ‘type’ of Black male adult mentor who would be effective to guide young black men and boys ‘to’ and ‘through’ healthy adulthood! Latting’s study of volunteers in a Big Brothers/Big Sisters program indicates that “norms of altruism and social responsibility were consistently more salient for the Black volunteers than they were for their White counterparts” (p. 130). As the Census 2010 segmentation showed, “somewhat unique to the Black audience is the benefit hierarchy in completing the Census: community is first, family is second, self is third.”

### PRACTICE IMPLICATIONS:

#### Identifying the varied motivations of your target group allows for a tailored message

##### Mentor Candidate Profiling: Community Concern (“Altruism”)

Research in the mentoring field has determined that a significant factor in recruiting and retaining volunteers is an understanding of their underlying motivations for seeking a satisfying volunteer experience. The Volunteer Function Inventory (VFI) is a tool that can help understand the motivations of volunteers drawn to mentoring. Since its development, research has shown it to be accurate in predicting the types of volunteer work people will gravitate to depending on their personal motivations, as well as how rewarding they will find the experience to have been upon reflection. The main categories of motivations identified are<sup>22</sup>:

- Values: expressing humanitarian and pro-social values through action
- Career: exploring career options and increasing career opportunities
- Understanding: learning about the world, the diverse people in it, and, ultimately, oneself
- Enhancement: boosting self-esteem, feeling important and needed by others
- Protective: distracting oneself from, or working through, personal problems through service
- Social: satisfying the expectations of friends or family, making new friends

Omoto and Snyder have proposed **community concern** as an additional value to consider in reasoning behind why people volunteer and mentor. For our purposes, community concern focuses on volunteering based on a sense of obligation to the community or one’s group of membership and affinity to which you feel attached. **Community concern** and **social responsibility**, as well as more “altruistic” motivations (i.e. values, understanding) are among the prime motivators for the Black men who would engage Black boys in mentoring relationships and a set of key messages and outreach strategies with this motivation in mind would best reach this target group.

# WHAT TO SAY

## SOCIAL MARKETING PRINCIPLE: Key Messaging Strategy

Once an audience or population is adequately segmented, strategic key messages can be delivered to them through appropriate channels. The success of a social marketing campaign does not depend mainly on its budget but rather on the message(s) sent. Following Smith's framework for successful social marketing campaigns for injury preventions, several factors must be present in a successful messaging strategy<sup>23</sup>:

- *Simple steps.* Messages focusing on simple, minor, or easy process steps are more successful than those focusing on complex tactics.
- *Encouraging the confidence to make change.* Messages need to increase perceptions of relevance, i.e., “It is a benefit and barrier I care about and it matters to me”, but consumers need to also believe they have the capability of performing a requested action, i.e., *I believe it, I can do it, It is socially affirmed, I will try it.*
- *Benefits emphasized over risks.* The benefits or rewards need to be clearly outlined in campaign messages and need to take precedence over risk or fear arousing messages.
- *Addressing and reducing constraints/barriers to action.* Messages need to address constraints and need to be sensitive to the distinction between perceived and actual constraints.

The discussion below about the *Census’ It’s In Our Hands* campaign illustrates these key messaging strategies.

### Case Study Part – (Census 2010): It’s In Our Hands

**It’s In Our Hands unveiled 3 core insights about the Black Audience and utilized these discoveries to inform its messaging and outreach strategies:**

**Community Focused:** Community, both geographic and ethnic, creates a sense of belonging and pride that is unique to the Black audience. They all have a latent desire to see positive change in the community and their families, before seeing individual benefits. **Resulting Strategy** - This insight will be leveraged as some in these clusters do not feel that the Census would or could have an impact on them personally. However, the Black audience can be motivated by creating conversations around the community benefits that can be attained from Census participation.

**Highly Spiritual:** Spirituality is an integral part of the Black daily experience, and is largely driven by regular church attendance. Religious practice is a strong expression for this audience within all clusters. The Black church is the ultimate trusted source of information, as well as the social and political hub of the community. **Resulting Strategy** - The Black church is an important part of the daily lives of the Black audience. From the Civil Rights Movement until now, the Black church has been a conduit for conversations around social, political and financial issues. Also on the rise is the number of mega churches in the Black community. These churches have the ability to draw large numbers of people that are interested in engaging in conversations and receiving information from what they consider to be a trusted source.

**Highly Influenced by Word of Mouth:** As important as traditional advertising, word of mouth is critical when trying to influence the Black audience. The Black audience relies heavily on recommendations and endorsements from credible sources within their immediate community or from those with whom they can relate. **Resulting Strategy** - The influencer is an important element in motivating the Black audience to take action. Influencers such as celebrities, entertainers, radio personalities, prominent community business leaders, clergy, community activists, and local congressmen are catalysts to “conversations” as their messages have credibility and tend to take on a viral nature.

## Relevance to Recruitment Strategy: Address cultural and personal barriers to getting involved

While the benefits of becoming involved with a formal mentoring program seem self-evident, the barriers and associated remedies are often not as apparent. Thus, it is important to research and “tease out”, and respond to Black men’s concerns about becoming a mentor. For example, Cheryl Oakman, Director of Training and Technical Assistance at United Way of Greater Philadelphia and Southern New Jersey offers this insight: “Because adult Black men over the age of 40 have been socialized to keep family business at home, respond to ‘others’ with caution, and to ‘fight the power’ to resist oppression, we have experienced Black men being resistant to the background checks and clearance process. We have also found that Black men prefer to function in natural settings or where they hang out, rather than going into formal organizational settings to provide mentoring or to participate in training.” When designing outreach campaigns for Black men, these often latent concerns must be implicitly and explicitly addressed in messages and interactions.<sup>24</sup>



The following is a list of barriers that potential mentors indicate as deterrents to volunteering. With each barrier, there are suggested strategies to overcome obstacles. Suggestions by Miller (Man Up) and Rogers to address these concerns include:

Potential Barriers	Suggested Response Messages
<ul style="list-style-type: none"> <li>• Interested in being mentored themselves</li> </ul>	<ul style="list-style-type: none"> <li>Δ Program stresses mutual benefits of mentoring relationship</li> <li>Δ Highlight support services and training options available to mentors</li> </ul>
<ul style="list-style-type: none"> <li>• Need to spend money on mentors</li> </ul>	<ul style="list-style-type: none"> <li>Δ Program provides reimbursable expenses or activity funds for mentor to participate</li> <li>Δ Program pays for extra-curricular activities</li> <li>Δ Reinforce that the best thing they can give is their time and experience</li> </ul>
<ul style="list-style-type: none"> <li>• Inability to find mentoring program in local communities</li> </ul>	<ul style="list-style-type: none"> <li>Δ Note the flexibility of your mentor-mentee meeting times and locations</li> <li>Δ Provide transportation stipends</li> </ul>
<ul style="list-style-type: none"> <li>• Time constraints and Competing Commitments</li> </ul>	<ul style="list-style-type: none"> <li>Δ Provide clarity about the time commitment and the role of a mentor as a friend or guide.</li> <li>Δ Stress that commitment is only X hours a month</li> <li>Δ Emphasize that participants can involve their mentee into their regular daily activities</li> <li>Δ Talk about mentoring as a fun opportunity</li> </ul>
<ul style="list-style-type: none"> <li>• Inadequate training and ongoing support</li> </ul>	<ul style="list-style-type: none"> <li>Δ Assure that training will let them know “what’s hot” and “what’s not”</li> <li>Δ Assure them that they will have program support to address any challenges boys present</li> </ul>
<ul style="list-style-type: none"> <li>• Belief that only white collar professional African American men can be mentors</li> </ul>	<ul style="list-style-type: none"> <li>Δ Reinforce the cultural competence of community-based mentors who have been where many of these young men are now.</li> </ul>
<ul style="list-style-type: none"> <li>• Perceived Lack motivation and knowledge about the benefits of mentoring African American males Not comfortable dealing with adolescent African American male youth</li> </ul>	<ul style="list-style-type: none"> <li>Δ Mentor training is provided so they’ll be prepared to better understand the youth and their perspectives.</li> <li>Δ Staff also provide ongoing guidance to address any questions or concerns that come up.</li> <li>Δ Share data and examples that highlight your program’s successes. Relate these results to the training and ongoing guidance provided.</li> <li>Δ Remind them the primary relationship is with parents</li> <li>Δ Clarify that men are not substitute fathers</li> </ul>

Studies show that Black volunteers generally have more communal and “altruistic” motivations. The challenge is to segment the audience, identify relevant motivations and develop messages matched to the appropriate motivational function.

Studies of Blacks’ helping behaviors, political participation and social participation all show increased activity when the beneficiaries of their efforts are other Blacks, particularly when minority group identification is salient. Implications for recruitment and retention suggest targeting this segment in outreach efforts by highlighting the needs of youth to be mentored as a moral/social/political obligation.<sup>25</sup> The Values Function Inventory can be strategically utilized to inform mentoring outreach campaigns by matching motivations with persuasive communication messages, predicting volunteers’ satisfaction and commitment.<sup>26</sup>

The following table (***Key Message Development and Matching to Values Function***) outlines how retention and recruitment messages can be tailored based on the suspected motivation of a mentor candidate as determined through the effective usage of the Values Function Inventory. Based on the table and sample messages, your organization/program can conduct its own assessment (***You Talkin’ To Me?: Black MENToring Message Resonance Report Card***) of its recruiting and outreach messages to Black men, with a specific focus on their appeal to values of community concern and social responsibility.



## PRACTICE IMPLICATIONS: Match messages to motivation

Table: Matching Value Function Inventory, Key Messages and Retention Activities

MOTIVATION	Values Function Inventory Item (Clary et al, p. 1520)	Recruitment Message (Fact Sheet #8)	Retention Activities (p. 3, Fact Sheet #27)
<b>Values</b>	<ul style="list-style-type: none"> <li>I am concerned about those less fortunate than myself</li> <li>I am genuinely concerned about the particular group I am serving</li> <li>I feel compassion toward people in need</li> <li>I feel it is important to help others</li> <li>I can do something for a cause that is important to me</li> </ul>	<ul style="list-style-type: none"> <li><i>Young people need your support</i></li> <li><i>Everyone needs a helping hand every now and then</i></li> <li><i>Mentor a child: It's the right thing to do</i></li> <li><i>Make the world a better place one child at a time</i></li> </ul>	<ul style="list-style-type: none"> <li>Share information about the progress of their mentees and program outcomes</li> <li>Emphasize their dedication and caring actions during recognition events</li> <li>Encourage them to participate in community service activities with their mentee</li> </ul>
<b>Enhancement</b>	<ul style="list-style-type: none"> <li>Volunteering makes me feel important</li> <li>Volunteering increases my self-esteem</li> <li>Volunteering makes me feel needed</li> <li>Volunteering makes me feel better about myself</li> <li>Volunteering is a way to make new friends</li> </ul>	<ul style="list-style-type: none"> <li><i>I get as much out of mentoring as he does</i></li> <li><i>Make a friend while making a difference</i></li> <li><i>I never thought giving back would give me so much in return</i></li> <li><i>Mentoring: The best part of two people's day</i></li> </ul>	<ul style="list-style-type: none"> <li>Make sure that mentees, staff, and organizational leaders voice their thanks to mentors</li> <li>Provide group outings and other opportunities for socializing with other mentors and staff</li> <li>Frequently praise mentors for their positive qualities</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>My friends volunteer</li> <li>People I'm close to want me to volunteer</li> <li>People I know share an interest in community service</li> <li>Others with whom I am close place a high value on community service</li> <li>Volunteering is an important activity to the people I know best</li> </ul>	<ul style="list-style-type: none"> <li><i>Mentoring: All the cool people are doing it</i></li> <li><i>Show your boss you're a people person: mentor a child</i></li> <li><i>Women dig men who mentor</i></li> <li><i>Be a mentor because everyone loves a hero</i></li> </ul>	<ul style="list-style-type: none"> <li>Find ways to share your appreciation of volunteers with their employers and co-workers</li> <li>Invite friends or family members to participate in mentor-mentee picnics</li> <li>Send thank-you cards to volunteers' homes so they can share them with family members</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>I can learn more about the cause for which I am working</li> <li>Volunteering allows me to gain a new perspective on things</li> <li>Volunteering lets me learn things through direct, hands on experience</li> <li>I can learn how to deal with a variety of people</li> <li>I can explore my own strengths</li> </ul>	<ul style="list-style-type: none"> <li><i>Life happens when you connect with others</i></li> <li><i>Think there's a generation gap? Close it by mentoring a child</i></li> <li><i>Mentoring a child can open your eyes while opening up their future</i></li> </ul>	<ul style="list-style-type: none"> <li>Provide ongoing training opportunities that help mentors learn more about mentoring, youth service, and other relevant topics</li> <li>Inform mentors about other opportunities to learn, such as community events, books, or online articles</li> <li>Encourage mentors and mentees to reflect together about their relationship, such as through journaling</li> </ul>
<b>Protective</b>	<ul style="list-style-type: none"> <li>No matter how bad I've been feeling, volunteering helps me to forget about it.</li> <li>By volunteering I feel less lonely.</li> <li>Doing volunteer work relieves me of some of the guilt over being more fortunate than others.</li> <li>Volunteering helps me work through my own personal problems.</li> <li>Volunteering is a good escape from my own troubles.</li> </ul>	<ul style="list-style-type: none"> <li><i>Did you need someone to care about you when you were that age</i></li> <li><i>Don't let a young person make the same mistakes you once did. Share what you know</i></li> </ul>	<ul style="list-style-type: none"> <li>Offer extra praise and one-on-one support time to reinforce their personal growth as mentors</li> <li>Encourage them to draw on their own experiences as they develop relationships with mentees</li> <li>Help mentors reflect on the ways that volunteering makes them feel good about themselves</li> </ul>
<b>Career</b>	<ul style="list-style-type: none"> <li>Volunteering can help me to get my foot in the door at a place where I would like to work</li> <li>I can make new contacts that might help my career</li> <li>Volunteering allows me to explore career options</li> <li>Volunteering will help me to succeed in my chosen profession</li> <li>Volunteering experience will look good on my resume</li> </ul>	<ul style="list-style-type: none"> <li><i>Mentoring a child opens a world of possibilities for both of you</i></li> <li><i>Mentoring: Creating skilled communicators for over 100 years</i></li> </ul>	<ul style="list-style-type: none"> <li>Invite speakers to training events who can expand awareness of careers working with youth</li> <li>Provide written documentation of completed training and hours of volunteer service</li> <li>Include opportunities for professional networking at mentor training or other group meetings</li> </ul>

# You Talkin' To Me?': Black MENToring Message Resonance Report Card

- o Does your message content resonate with your target audience?
- o Convene a group of stakeholders and candidate Black men as mentors.
- o Display recruitment and outreach materials and rate based on the following:

Connections Essential to Effective Black Male Messaging	Evidence	How close are you to having this attribute? 1 to 5: 1: "long way to go" 5: "already there"
Affinity with targeted mentee and his circumstances	<p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>In what ways is this evident in your message</p>	<p>Rating:</p> <p>Range:</p>
Appeal to social responsibility or sense of obligation	<p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>In what ways is this evident in your message?</p>	<p>Rating:</p> <p>Range:</p>
Implicit/Explicit acknowledgement and resolution of potential barriers to volunteering	<p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>In what ways is this evident in your message?</p>	<p>Rating:</p> <p>Range:</p>
Indication of how costs are minimized and contribution will be valued	<p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>In what ways is this evident in your message?</p>	<p>Rating:</p> <p>Range:</p>
Clear and compelling CALL to ACTION	<p style="text-align: center;">Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>In what ways is this evident in your message?</p>	<p>Rating:</p> <p>Range:</p>

# WHO SHOULD SAY IT

## SOCIAL MARKETING PRINCIPLE: Use Opinion Leaders and Existing Doers

An effective social marketing campaign employs a mix of voices to spread campaign messages. Messages should be spread through myriad “voices” (i.e., authority figures, opinion leaders, peers and mentees) as spokespeople. The combination increases the likelihood of attention, credibility, and support for campaign goals. People who look similar to audience members could be used in messages and speak of intrinsic rewards attained through mentoring. Opinion leaders can increase the likelihood of a community accepting a campaign.

Additionally, programs must begin to realize the difference between buy-in and ownership<sup>27</sup>:

- Buy-in is when someone else, or some group of people, has done the development, the thinking and the deciding, and now they have to convince you to come along and buy-in to their idea – so that you can help implement their idea without your involvement in the initial conversations or resulting decisions.
- Ownership is when you own or share the creation and refinement of an idea, a decision, an action plan, a choice; it means that you have participated in its development, that it is your choice freely made.

EXISTING DOERS are more likely to own the recruitment campaign. The discussion below highlights the importance of finding and engaging the people who are already doing it with success and empower them to help throughout your campaign, from planning to implementation.

### Positive Deviance as a Means to Empower EXISTING DOERS

The *Positive Deviance* (PD) approach to organizational, social, and behavioral change is premised on the belief that **in every community there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing worse challenges.** Identifying and learning from individuals with better outcomes than their peers and enabling communities to adopt behaviors that explain the improved outcome are powerful methods behind the concept of Positive Deviance.

Positive Deviance is based on the premise that some solutions to community problems already exist within the community and just need to be discovered. Because behaviors change slowly, most public health practitioners agree that the solutions discovered within a community are more sustainable than those brought into the community from the outside.

PD is a strength and asset based approach that preserves equity by privileging wisdom of doers of healthy behaviors, identifies and cultivates accessible solutions, introduces a generic approach for local problem solving and localizes efforts, thus enhancing the likelihood of their sustainability. The approach is also empowering, as it reveals and actualizes “good enough solutions” instead of lingering while a solution is sought.

Mentors and potential candidates, stakeholders and mentees should be invited to help plan, develop, and implement the campaign. Including them will gain commitment from communities and will increase audience attention and intent to change behavior. Opinion leaders integrated into campaign development will also help with understanding peer/social norms, which could feasibly be barriers to individual behavior change.



## Relevance to Recruitment Strategy: Existing Doers are the best messengers

UWGPSNJ has been concerned with the issues of recruiting African-American men as mentors and one of their biggest challenges is recruiting African-American men as mentors to work with Black males in their programs. Mentoring recruitment of men is difficult and the most carefully planned recruitment efforts often end in disappointment. Therefore, it makes sense to view every existing mentor as a resource in the recruitment effort. However, it is not good enough just to get their buy-in to your campaign efforts, but to make the campaign effort theirs. An effective recruitment and retention campaign for Black men to serve as mentors to Black boys should start with EXISTING DOERS as exemplars of the campaign message.

As we will highlight below, UWGPSNJ has pioneered the Philly Roots Fellowship Program as a means of creating mutual learning exchanges between formal and organic mentoring practitioners to cultivate the knowledge of EXISTING DOERS (mentors) to inform the mentoring field.

The Philly Roots Initiative (“Philly Roots”) was developed by the United Way of Greater Philadelphia & Southern New Jersey (UWGPSNJ) and its partners in an attempt to systemically, yet creatively ensure that young Black men graduate from high school and are college and career ready with the aid of caring adult mentors equipped to assist them in being successful in school and life. Philly Roots is an effort to recognize, connect and invest in black males from all walks of life who engage others in making communities stronger.

The effort, according to Steve Vassor who developed the concept, “aims to scale up the quality of grassroots mentoring by making sure mentors who work with young people are best equipped to help them achieve their goals. Philly Roots brings together those already working on issues around mentoring in the Philadelphia community.” Lisa Nutter, a member of the Philly Roots Steering Committee notes: “For far too long the informal relationship building and mentorship that happens every day in our communities – particularly communities of color – has gone unrecognized and under-supported....What Philly Roots seeks to do is to understand how these men do their work, better support that work by providing information and other supports.”

### PRACTICE IMPLICATIONS:

#### Existing Doers may endorse group mentoring or a blended model over other models

Based on UWGPSNJ’s work with Black males in the field, Cheryl Oakman notes:

*I would like to stress group mentoring as a strategy that we have found to be effective, and share that many men are not attracted to formal/traditional one-on-one mentoring models because they are already active in their communities serving as informal/grassroots mentors. They have a legacy of connecting that does not necessarily follow traditional definitions of mentoring, but instead their contributions can be more broadly defined to include helping by guiding, coaching, influencing and advising, in both one-on-one and highly socialized group level contexts. They value creativity and innovation, and tend to resist constraints on their freedom to do what they want, and they don’t care much for formality and long processes.*

As affirmation to this sentiment, a select group of practitioners in the Black male development field convened in Detroit (A Gathering of Leaders - 2013) to discuss innovations and challenges in the field of Black Male Achievement. An important message and outcome from the dialogue was reported in a blog as such: *They also encouraged foundations to come into their communities with “open hearts and understanding” about the myriad ways that community members are already working to help young men of color that don’t neatly fit into these frameworks, but which will exponentially leverage philanthropic investments if funders would only see and appreciate them.*<sup>28</sup>

## Discovery and Action Dialogue Worksheet

(Adapted from Buscell, Prucia, 2013, p. 18)

To facilitate dialogue and feedback from your existing mentors, use this dialogue worksheet as a template/prompt for discussion at a convening of EXISTING DOERS group session. Though focused on mentors, you could also convene programs and organizations that are doing exemplary work with Black men. If no session is convened, these questions can also be asked individually or through some form of a survey:

Purpose	Questions
<b>Affirm knowledge of problem or challenge. Provide chance to get thoughts and questions on the table</b>	<ul style="list-style-type: none"> <li>• What do you know or think about Black men mentoring Black boys</li> <li>• What strategies worked to get you to mentor?</li> </ul>
<b>Focus on personal practices. Recognize participants' existing knowledge</b>	<ul style="list-style-type: none"> <li>• What do you do that is working in your program to get Black men to mentor Black boys?</li> <li>• What motivated you to become a mentor to Black boys?</li> </ul>
<b>Identify constraints or barriers</b>	<ul style="list-style-type: none"> <li>• Why prevents you from getting black men to mentor?</li> <li>• What barriers/obstacles or considerations almost prevented you from becoming a mentor?</li> </ul>
<b>Establish that practicing the desired behavior is possible. Identify existing uncommon traits. Identify enablers and supports that make desired behaviors easier or more likely.</b>	<ul style="list-style-type: none"> <li>• What do you do differently than other programs that allows you to effectively recruit and retain Black men?</li> <li>• What do you do differently than other Black men that allows you to be an effective mentor?</li> <li>• Are there supports you receive that makes mentoring more feasible, important or essential for you?</li> </ul>
<b>Provide an opportunity for participants to generate and share new ideas for enabling the desired behaviors</b>	<ul style="list-style-type: none"> <li>• What are your suggestions for improvement and enhancement of your efforts?</li> </ul>
<b>Identify action steps and target dates and a mechanism for reporting back. Recruit volunteers for each action step. Capture ideas that don't have an identified plan or volunteer</b>	<ul style="list-style-type: none"> <li>• Next Steps:</li> <li>• Person Responsible:</li> <li>• Deadlines:</li> </ul>

# ***WHERE TO SAY IT***

## **SOCIAL MARKETING PRINCIPLE: Multi-Channel Targeted Outreach Strategies**

Because budgets are usually low and mass media efforts rarely target messages at the level necessary for successful social marketing efforts, an array of message creators, diffusers and outlet channels must be used to disseminate the message. If the campaign is going to be successful, it must provide opinion leaders, ambassadors and peer networks with the tools and information to motivate the consumer to act on the message delivered. Providing your mentors with a welcoming and well-organized environment, clear information about the mentoring experience, quality training and ongoing support, and meaningful forms of recognition for work well done, your program will be more likely to keep volunteers coming back. These volunteers will also be more likely to recommend your organization to others interested in mentoring, providing you with a larger pool of potential new mentors.

Various types of materials can be created (posters, handouts, websites, PSA's, buttons, etc.), but they must have a compelling call to action and delivered where Black men congregate and are in a mindset to receive the message. Diffusion strategies can include:

- Direct outreach via the program (personal contact, education sessions, recruitment events, etc.)
- Grassroots outreach through social networks, religious institutions, social groups, clubs and associations (which usually relies on peers and EXISTING DOERS as spokespersons)
- Virtual and viral tools

## **Relevance to Recruitment Strategy: The “Where” is not rocket science!**

Strategies should to be tailored to the characteristics of the people whom you want to recruit. Think about where and how to reach them. What do they read? Where do they shop, work, and recreate? What community organizations do they join? And who in the community might be able to influence their decision? While these are not new strategies, as new generations of black men move to adulthood, these questions are worth reviewing again and again.

## PRACTICE IMPLICATIONS: Message Dissemination and Outlet Strategy<sup>29</sup>

The key to reaching Black men is a thorough assessment and reflection upon the three previous considerations (To Whom To Say It, What To Say, Who To Say It). Once considered, as with most outreach strategies, there exists a basic set of outreach platforms and channels, and these can work just as well for Black men as for any other groups:

- **Word-of-mouth.** The oral tradition works well in the African American tradition. Tell the story of the needs of African American males and enlist male mentors with your passionate plea in face-to-face engagement. People are most likely to volunteer when asked by someone they know. Use personal contacts—family, friends, and colleagues—to recruit mentors. Encourage existing mentors to recruit their family and friends. People are more likely to volunteer if a friend or family member vouches for a program. And, because people often associate with people similar to themselves, strategic use of word-of-mouth by volunteers, staff, or partners can help reach a specific demographic you are trying to recruit.
- **Marketing materials.** Posters, brochures, and flyers can be used in conjunction with many of the strategies discussed here. They can also be displayed or distributed in local businesses, community centers, libraries, and other places frequented by the types of people you want to recruit.
- **Local leaders.** Leaders of local government agencies, businesses, faith organizations, professional associations, business associations, fraternal organizations, and other groups can provide access to their organizations and their membership. Or they may want to be mentors themselves. Meet with these leaders to educate them about your program, as well as your need for mentors. If appropriate, bring along current mentors, mentees, or members of your partnership who can speak about the benefits of mentoring, not just for the mentees but also for the mentors and the community.
- **Community organizations.** Making presentations before community organizations can be an effective way of recruiting. Again, if at all possible, bring along mentors and mentees to offer testimonials about the effects and importance of mentoring. If a mentoring program is new, use information from similar programs to illustrate the benefits of mentoring.
- **The media.** The local print and electronic media can be used to generate support for your program and recruit mentors. Write press releases, op-ed pieces, and letters to the local newspaper that extol the benefits of mentoring, highlight successes, and promote your program. Try to convince a media outlet to become a sponsor for your program and help you recruit members from its readers, listeners, or viewers. Seek out a journalist who covers social service issues or has a passion for youth, to champion your program. Journalists are especially interested in first-person stories, so be certain to involve a mentor and mentee when talking to reporters. Target the media outlets that reach the demographic you are trying to recruit as mentors.
- **The mail.** Create a mail campaign to reach the specific people you want to recruit. This can be done through Email or postal mail. Regular mail can be expensive. Piggy-backing a mailing on one done by a business or group who reach the people you want to recruit can both reduce your cost and provide credibility for your appeal. Companies that mail packets of coupons to specific communities may be willing to include your materials in their mailings.
- **The Internet.** People expect every organization to have a presence on the Web. If your SS/HS program does not have a Web site, you may be able to find a volunteer from one of your partnering organizations (or even a student) who can build one. Ask partner and community organizations representing the types of people you want to recruit as mentors to link your “call for mentors” portion of your Web site to their Web sites. If your organization cannot afford a basic Web site, you can use community blogs. Remember that sexual predators use the Internet and that an electronic contact should only be the first stage in recruiting mentors. Never post photographs, names, or any identifying information about mentees or mentors on the Web.
- **Community events.** Sponsor a recruitment drive kick-off event. Ask community leaders, mentors, and mentees to talk about mentoring.
- **Newsletters.** Putting announcements or short articles about your program in the newsletters of community organizations, municipal or county agencies, faith organizations, or other groups can also be an inexpensive method to recruit mentors.

# PUTTING IT ALL TOGETHER

Below is a case study of the *You Know Different* Campaign, which can serve as a model for how to integrate all of the previously discussed elements of a targeted social media outreach effort.

on peer spokespersons to achieve the level of connection and authenticity that is needed to persuade youth

## Case Study 2: The *You Know Different* Campaign

<b>Description</b>	You Know Different was designed to draw young people to HIV testing and know their HIV status by reducing real and perceived barriers to testing while highlighting local organizations dedicated to serving the youth population. A variety of messengers were used to ensure that the messages reach their intended audience, and that they come from trusted sources.
<b>To Whom To Say It?</b>	African American youth (ages 13–24) and sexual minority youth of color.
<b>What To Say?</b>	<p>The <i>You Know Different</i> campaign created a message that communicated <b>authenticity</b>, <b>respect</b> and values young people’s sense of <b>self-preservation</b>, need for sense of belonging/identification with others like me, and the competing values of <b>independence</b> and <b>uniqueness</b>.</p> <p>The catch phrase “You Know Different” is actually a reminder that knowing your HIV status and being apart of the solution is a powerful benefit of accessing an HIV test.</p> <p>This campaign addresses some of the cost of getting a HIV test within its primary message, “They say you are scared, they say you don’t care, they say won’t stop AIDS.” The message is designed to inform, educate, and give campaign information. Through the voice of the primary message, <b>young people are moved to do their part</b> in ending the increasing epidemic that impacts their community.</p>
<b>Who Should Say It?</b>	A variety of messengers are used to ensure that the messages reach their intended audience, and that they come from trusted sources. Social networks or groups, clubs, street venues, parks, or meeting and other gathering places will be important channels for communication to the target population, again relying on peer spokespersons to achieve the level of connection and authenticity that is needed to persuade youth and young adults to test for HIV infection.
<b>Where To Say It?</b>	<p>The <i>You Know Different</i> campaign has made HIV testing more convenient by encouraging organizations to go to where young people are to provide testing services. For example, some of the most effective campaigns occurred on college campuses. Another goal was making testing facilities more appealing to youth.</p> <p>The <i>You Know Different</i> campaign utilizes printed materials, promotional items, and personal selling to engage a targeted group of young people in venues in which they are comfortable.</p> <p>The <i>You Know Different</i> campaign has used radio, websites (campaign website, local organizational websites, Facebook), and distribution sites (schools, agencies, street, clubs, stores, etc.) to get information to the primary audience.</p>
<b>RESULTS</b>	<p>A focused, thoughtfully designed social marketing program that mobilizes the creativity and resources of youth agencies and community organizations can motivate youth at risk to consider, seek, and undergo HIV counseling and testing. As measured by:</p> <ul style="list-style-type: none"> <li>• calls by youth to service agencies</li> <li>• calls by youth to schedule appointments</li> <li>• walk-in visits by youth to counseling and testing services</li> <li>• number of tests performed all increased during two weeks of campaign pilot</li> </ul> <p>Across 6 different and varying geographic regions: Nearly two thirds of youth surveyed reported seeing campaign materials and 86% of those affirmed that campaign messages contributed to their decision to seek services. Utilization parameters reverted back to baseline quickly after campaign ended.</p>

## Program Tool 1: Black MENToring Program Outreach, Recruitment and Retention Consideration Checklist

PHASE	Guiding Questions <sup>30</sup>	Practice Suggestions <sup>31</sup> :
<p style="text-align: center;"><b>Outreach and Recruitment</b></p>	<ul style="list-style-type: none"> <li>• What are you telling potential volunteers about the experience they will have?</li> <li>• Are your recruitment messages realistic and relevant to Black men and how they see issues facing Black boys?</li> <li>• What motivations do your recruitment messages speak to (address) and do they align with your program goals and structure?</li> <li>• Does your screening and interview process allow mentors to inform you about their motivations, strengths, limitations and personal goals for the mentoring experience?</li> <li>• Do you provide information up front about time commitment, expected meetings and trainings, travel, etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a mentoring program reflective of the traditions, values, and beliefs of the culture of the mentees and mentors. Acknowledge the racial and socioeconomic pressures that have created a shortage of minority mentors. Encourage and challenge people to support their communities. For instance, African American men have historically been marginalized, yet system involved boys need the help of committed, responsible African American adults from their community to help them.</li> <li>• Use targeted messages that emphasize community concern and social responsibility. Employ statistics, visuals, and media clips to communicate to potential mentors that they are needed as mentors to help young African American men at risk grow into manhood. Highlight the success of the mentoring program. Emphasize the training and ongoing support that are available to all mentors. Convey to potential mentors that they can make a real difference.</li> <li>• Follow up with and engage potential mentors right away. Don't delay in signing up interested individuals to attend a monthly or quarterly orientation session. Once individuals have made a decision to mentor and have passed a background and reference check, provide them with mentor training. Individuals who aren't able to serve as mentors (or who don't want to) can often assume other meaningful volunteer roles in mentoring programs.</li> <li>• Make sure there are African American men on your program's staff and board of directors. Potential mentors need to see themselves reflected in the program's staff and leadership. Have staff and leadership recruit peers.</li> <li>• Use images that feature African American males. Include a variety of images of African American men and youth in your Web-based and print materials.</li> <li>• Partner with community groups to make presentations to groups of men. Identify a well-connected individual in the community who can help create a list of key individuals and groups to contact for potential mentors (e.g., men involved in faith-based initiatives, professional associations, sports clubs, fraternities, or local business owners). Recruit key community leaders (e.g., local politicians, sports or radio personalities) to champion the cause of mentoring and to become mentors.</li> <li>• Use Instrumental mentoring focus: Use language that appeals to men. Include words like "challenging," "satisfying," "results-oriented," and "hard work." Let them know they can "make a difference" in a person's life. Avoid terms like "nurturing" in favor of terms like "empowering."</li> <li>• Use the media outlets that appeal to the particular group you are trying to attract. These may include ethnic or community newspapers and smaller radio stations.</li> </ul>

PHASE	Guiding Questions <sup>32</sup>	Practice Suggestions <sup>33</sup> :
<b>Engagement and Retention</b>	<ul style="list-style-type: none"> <li>• Do training and supports offered employ a race + gender lens as well as a strengths and assets based approach?</li> <li>• Do you consider volunteer motivations when crafting recognition activities and approaches?</li> <li>• Do mentors have an opportunity to share their hopes and expectations for the volunteer experience and to learn about how mentoring relationships develop and change over time?</li> <li>• Do mentors gain an understanding of your program's short- and long-term goals, how your organization is structured, and how mentoring Black boys fits within your entire organization?</li> <li>• Is your program and organization generally welcoming and culturally competent regarding interactions with Black men and boys?</li> <li>• Does your program conduct regular, personal check-ins with mentors that provide an opportunity to talk about how the match is going, ask questions, and voice concerns or frustrations, and obtain advice and support?</li> <li>• Do mentors have regular opportunities to evaluate trainings and other mentor events and to offer suggestions for new topics or activities?</li> <li>• Do mentors have opportunities to take leadership roles, such as developing a group activity, sharing a skill, designing a new poster or flyer, participating on a committee?</li> </ul>	<ul style="list-style-type: none"> <li>• Expand mentor training and supports to directly address and provide insight into Black male development and the sociocultural issue Black boys and Black men face.</li> <li>• Retain African American male mentors who currently work with your program. Use them to outreach to their males friends and others in their circle. As a mentor, they can talk from experience and share the importance and fun mentoring young brothers.</li> <li>• Prepare and use male mentees to persuade and encourage men to become mentors. Give them a script that they can use. Involve parents (especially single moms raising boys). Use a mentor-mentee-parent triad to make presentations to selected outreach locations. Document the powerful stories of the mentored boys.</li> <li>• Acknowledge the contributions of current mentors. Provide incentives for mentors (e.g., tickets to sport-ing and entertainment events, reimbursement for transportation costs, gift cards).</li> </ul> <p style="text-align: center;"><b>Mentor Event Days (MED)</b></p> <ul style="list-style-type: none"> <li>• During National Mentoring Month (every January), hold a special recruitment event for men only</li> <li>• Use Father's Day as another opportunity to recruit male mentors</li> <li>• Piggyback on any events targeting Black males.</li> </ul> <p style="text-align: center;"><b>Mentor Incentives</b></p> <ul style="list-style-type: none"> <li>• Provide incentives to male groups; tap into the competitiveness of males and provide a prize for the group that recruits the most male mentors</li> <li>• Solicit coupons and discounts from support of local clothing stores, car dealerships, athletic clubs, barbershops, movie theaters, professional sports teams, etc.</li> <li>• Tap into required community-service for male high school/ college students by providing the program as an opportunity to meet their service obligations</li> </ul> <p style="text-align: center;"><b>Use of Males with a Criminal Record or Limited Available Time (MCR)</b></p> <ul style="list-style-type: none"> <li>• Do not throw away any well-meaning and intentioned person just because they do not fit into a specific mold. Find opportunities for them to shine and help your program. While men with a criminal history may not be able to mentor on a one-on-one basis, they can be helpful in program presentations, group meetings, and general volunteering for program administration. Consider how to adapt program guideline to better incorporate this group. They may be great ambassadors to convince Black men of the value of mentoring a young boy to avoid what they endured.</li> </ul>

## Conclusion

Readying your mentoring program to serve black male youth in a culturally relevant way sets the foundation for effective recruitment and retention of black men as mentors. With these elements in place, a productive social marketing recruitment campaign will employ existing doers to address the right audience with messages that match their motivations, in places and with methods already used by your target population.

Using these strategies, formal mentoring programs will be better equipped to serve young black males well in mentoring relationships with black men, to guide them through the challenges they face on their journey to educational success.

# Endnotes

- <sup>1</sup>MENTOR. Elements of Effective Practice for Mentoring, 2009.[http://www.mentoring.org/downloads/mentoring\\_1222.pdf](http://www.mentoring.org/downloads/mentoring_1222.pdf)
- <sup>2</sup>Balfanz, Robert, et. al. On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation, 2011. [http://new.every1graduates.org/wp-content/uploads/2012/03/on\\_track\\_for\\_success.pdf](http://new.every1graduates.org/wp-content/uploads/2012/03/on_track_for_success.pdf)
- <sup>3</sup>Definitions developed and used in Philly Roots Fellowship.
- <sup>4</sup>Tsoi-A-Faat, R. (2008). A Collective Responsibility, A Collective Work: Supporting the Path to Positive Life Outcomes for Youth in Economically Distressed Communities. Center for Law and Social Policy: Washington, DC.
- <sup>5</sup>Brown, C. G., Cooper, D., & Herman, J. (2013). Investing in our children: A plan to expand access to preschool and childcare. Retrieved from <http://www.americanprogress.org/wp-content/uploads/2013/02/SashaEarlyChildhood-3.pdf>
- <sup>\*\*\*</sup>Gilliam, W. S. (2005). Prekindergarteners left behind: Expulsion rates in state prekindergarten systems. Foundation for Child Development.
- <sup>6</sup>Data compiled for briefing paper and presentation delivered to the City of Philadelphia's Mayor's Commission for African American Males by students of the University of Pennsylvania
- <sup>17</sup>Harper, Shaun (2012). Black Male Student Success in Higher Education: A Report from The National Black Male College Achievement Study. UPENN GSE: Center for the Study of Race and Equity in Education
- <sup>8</sup>Rhodes, Jean. Research in Action 4
- <sup>9</sup>According to research conducted by PPV (Recruiting Mentors, 2001)
- <sup>10</sup>Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles 02/2013 | Carla Herrera, David L. DuBois, Jean Baldwin Grossman; Rhodes, Spencer, et al - Model of Youth Mentoring
- <sup>11</sup>Grossman and Rhodes, 2002.
- <sup>12</sup>Liang and West
- <sup>14</sup>Coll et 1996
- <sup>15</sup>Adapted from Gilmer, Littles and Bowers (2008), Momentum: Sustaining Efforts to Improve Life Outcomes Among African American Males.
- <sup>16</sup>As shown through efforts like the Philly Roots Fellowship, Black men are present in natural and informal mentoring relationships, but often go uncounted or unnoticed in these efforts because they aren't 'formal'.
- <sup>17</sup>Andreasen, Marketing Social Change, 1995.
- <sup>18</sup>Deshpande and Basil, 2006.
- <sup>19</sup>Adapted from Smith, 2006 ([www.injuryprevention.com](http://www.injuryprevention.com), p. 41)
- <sup>20</sup>Additionally, as part of its efforts to drill down to harder to reach African American males, the philanthropic sector developed the iCOUNT campaign. Ref: Counting the Invisible Man: Black Males and the 2010 Census (January 2011; Published by 21st Century Foundation, written by Frontline Solutions)
- <sup>21</sup>Latting, 1990.
- <sup>22</sup>Clary et al, 1998



<sup>23</sup>Smith, 2006 ([www.injuryprevention.com](http://www.injuryprevention.com))

<sup>24</sup>Miller, pages 9 – 10, 11 – 13 and Rogers (2013). Unpublished submitted draft to UWGPSNJ

<sup>25</sup>Latting, 1990.

<sup>26</sup>Clary et al, 1998.

<sup>27</sup>Buscell, Prucia (2013).

<sup>28</sup>Philanthropy 411 Blog 5 Challenges in Promoting Opportunities for Young Men of Color

<sup>29</sup>Rogers submitted draft, 2013.

<sup>30</sup>Mentoring Resource Center Fact Sheet 27 (2009).

<sup>31</sup>Shawn Dove and MuntuMbonisi. Ten Strategies for the Recruitment of African American Males.

<sup>32</sup>Mentoring Resource Center Fact Sheet 27 (2009).

<sup>33</sup>Rogers, 2013 submitted draft

# References

1. American Psychological Association, Task Force on Resilience and Strength in Black Children and Adolescents (2008). Resilience in African American children and adolescents: A vision for optimal development. Washington, DC: Author. Retrieved from <http://www.apa.org/pi/cyf/resilience.html>
2. Andreasen, Alan R. (1995). Marketing Social Change: Changing Behavior to Promote Health, Social Development, and the Environment. Josey-Bass: San Francisco, CA.
3. Buscell, Prucia (2013). More We than Me: Using Positive Deviance to Engage Everyone. *Organizational Development Practitioner*, 45(2), 14 – 19.
4. Butler-Barnes, Sheretta T., Williams, Terrinieka T. and Chavous, Tabbye M. (2012). Racial Pride and Religiosity among African American Boys: Implications for Academic Motivation and Achievement. *J. Youth Adolescence*, 41, 486 – 498.
5. Butler-Barnes, Sheretta T., Chavous, Tabbye M., Hurd, Noelle and Varner, Fatima (2013). African American Adolescents' Academic Persistence: A Strengths-Based Approach. *J. Youth Adolescence*.
6. Chavous, Tabbye M., Rivas-Drake, Deborah, Smalls, Ciara, Griffin, Tiffany and Cogburn, Courtney (2008). Gender Matters, Too: The Influences of School Racial Discrimination and Racial Identity on Academic Engagement Outcomes Among African American Adolescents. *Developmental Psychology*, 44(3), 637 – 654
7. Clary, E. Gil, Snyder, Mark, Ridge, Robert D., Copeland, John, Stukas, Arthur A., Haugen, Julie and Miene, Peter (1998). Understanding and Assessing the Motivations of Volunteers: A Functional Approach. *Journal of Personality and Social Psychology*, 74(6), 1516 – 1530.
8. Coll, Cynthia Garcia, Lamberty, Gontran, Jenkins, Renee, McAdoo, Harriet Pipes, Crnic, Keith, Wasik, Barbara hanna, and Garcia, Heid Vasquez (1996). An Integrative Model for the Study of Developmental Competencies in Minority Children. *Child Development*, 67(5), 1891 – 1914.
9. Darling, Nancy, Bogat, G. Anne, et al (2006). Gender, Ethnicity, Development and Risk: Mentoring and the Consideration of Individual Differences. *Journal of Community Psychology*, 34(6), 765 – 779
10. Deshpande, Sameer and Basil, Michael (2006). Lessons from Research on Social Marketing for Mobilizing Adults for Positive Youth Development in Clary and Rhodes (eds) *Mobilizing Adults for Positive Youth Development*. Springer: New York, NY.
11. Fulop, Mark (Summer 2003). The Mosaic of Faith-Based Mentoring. *National Mentoring Center Bulletin*, Issues 12.
12. Garringer, Michael (July 2004). Putting the “Men” Back in Mentoring. *National Mentoring Center*, Vol. 2, #2.
13. Gilmer, Micah, Littles, Marcus and Bowers, Ryan (2008). *Momentum: Sustaining Efforts to Improve Life Outcomes Among African-American Males*. Ford Foundation: New York, NY
14. Grossman, Jean B. and Rhodes, Jean E. (2002). The Test of Time: Predictors and Effects of Duration in Youth Mentoring Relationships. *American Journal of Community Psychology*, 30(2), 199 -
15. Kneifel, Juergen and Senger, Beth (2008). *Special Issues in Targeted Mentor Recruitment: Male Mentors & Hispanic Communities*. Mentoring Resource Center: Oakland, CA.
16. Kotler, Phillip and Lee, Nancy R. (2008) *Social Marketing: Influencing Behaviors for Good* Handout ([www.socialmarketingservice.com](http://www.socialmarketingservice.com))
17. Latting, Jean K. (1990). Motivational Differences Between Black and White Volunteers. *Nonprofit and Voluntary Sector Quarterly*, 19 (2), 121 - 136
18. Liang, Belle and West, Jennifer. *Research in Action 9. Youth Mentoring: Do Race and Ethnicity Really Matter*.
19. Marris, Jacqueline S, Jagers, Robert J. et al (2000). Religiosity, Volunteerism and Community Involvement among African American Men: An Exploratory Analysis. *Journal of Community Psychology*, 28 (4), 391 – 406.
20. Marsh, David R., Schroder, Dirk G., Dearden, Kirk A., Sternin, J. and Sternin, M. (2004). The Power of Positive Deviance. *British Medical Journal*, 329, 1177 – 1179.
21. Mentor Michigan ([www.mentormichigan.org](http://www.mentormichigan.org)). Men in MENToring
22. *Mentoring in America: A Summary of New Research* (MENTOR and Corporation for National and Community Service)

23. Mentoring Resource Center Fact Sheet 13 (2007). Understanding the Youth development Model. USDOE: Safe and Drug Free Schools; Washington, DC
24. Mentoring Resource Center Fact Sheet 15 (2007). A Mentor's Guide to Youth Development. USDOE: Safe and Drug Free Schools; Washington, DC
25. Mentoring Resource Center Fact Sheet 27 (2009). More Than Saying Thank You: Comprehensive Approaches to Mentor retention. USDOE: Safe and Drug Free Schools; Washington, DC
26. Miller, David. Man Up: Recruiting & Retaining African American Male Mentors. UYLI
27. National CARES Mentoring Movement
28. National Center for Mental Health Promotion and Youth Violence Prevention Recruiting and Retaining Mentors
29. NYAC. You Know Different Social Marketing Campaign Guide. ([www.nyacyouth.org](http://www.nyacyouth.org))
30. Omoto, Allen M. and Snyder, Mark (2002). Considerations of Community: The Context and Process of Volunteerism. *American Behavioral Scientist*, 45, 846 –
31. Padilla-Walker, Laura M., Day, Randal D., Dyer, W. Justin and Black, Brent C. (2013). "Keep on Keeping On, Even When It's Hard!": Predictors and Outcomes of Adolescent Persistence. *Journal of Adolescence*, 20(10), 1 – 25.
32. Parra, Gilbert R., DuBois, David L., Neville, Helen A. and Pugh-Lilly, Aalece O. and Povinelli, Nan (2002). Mentoring Relationships for Youth: Investigation of a Process Oriented Model. *Journal of Community Psychology*, 30 (4), 367 - 388
33. Pernell-Arnold, Anita, Finley, Laurene, Sands, Roberta, Bourjolly, Joretha and Stanhope, Victoria (2012). Training Mental Health Providers in Cultural Competence: A Transformative Learning Process. *American Journal of Psychiatric Rehabilitation*, 15(4), 334 – 356.
34. Potts, Randolph G. The Social Construction and Social Marketing of the "Dangerous Black Man". *Journal of African American Men*
35. Public Private Ventures (2001). Recruiting Mentors: A Guide to Finding Volunteers to Work With Youth. National Mentoring Center:
36. Recruiting Mentors for Youth Involves in the Juvenile Justice or Foster Care System. OJJDP and EDC
37. Rhodes, Jean E., Spencer, Renee, Keller, Thomas E., Liang, Belle and Noam, Gil (2006). A Model for the Influence of Mentoring Relationships on Youth Development. *Journal of Community Psychology*. 34 (6), 691 – 707
38. Rhodes, Jean (2006). From Intentions to Action: Strategies for Recruiting and Retaining Today's Volunteers. Research Corner: MENTOR, Boston, MA
39. Rhodes, Jean. Research in Action 4. Fostering Close and Effective Relationships in Youth Mentoring Programs.
40. Rogers, Anita M. and Taylor, Andrea S. (1997). Intergenerational Mentoring, *Journal of Gerontological Social Work*, 28: 1 – 2, 125 – 140.
41. Smith, w a (2006). Social Marketing: an Overview of Approach and effects. *Injury Prevention* 12(Suppl 1), 138 – 143.
42. Struchen, Wendy and Porta, Mary (1997). From Role-Modeling to Mentoring for African American Youth: Ingredients for Successful Relationships. *Preventing School Failure*, 41(3), 119 –
43. Wigfield, Allan and Eccles, Jacquelynne S. (2000). Expectancy – Value Theory of Achievement Motivation. *Contemporary Educational Psychology*, 25, 68 – 81.
44. Zarrett, Nicole and Eccles, Jacquelynne (2006). The Passage to Adulthood: Challenges of Late Adolescence. *New Directions for Youth Development*, 111, 13 – 27.

**United Way of  
Greater Philadelphia and Southern New Jersey**  
1709 Benjamin Franklin Parkway  
Philadelphia, PA 10103-1294

**GIVE. ADVOCATE. VOLUNTEER.**

**United Way of Greater Philadelphia and Southern New Jersey**

