

## Module 6: Recruitment And Organization Building



### GOALS

By the end of this module, participants should be able to understand:

- The concept of self-interest and how it is used to recruit and retain volunteers.
- The Six-Step Process of Recruitment.



### TIME

**Total: 60 minutes**

- Presentation: 30 minutes
- Exercise: 20 minutes
- Debrief: 10 minutes



### OVERVIEW

This session relies more on the experience of the trainer than the other session do. It raises questions about leadership development that are difficult to answer unless you have actually done it. It also requires skill in both guiding the discussion of why people participate in organizations, and critiquing the role plays.



### MATERIALS NEEDED

- Easel paper (five sheets per small group)
- Masking tape
- Dark markers



### HANDOUTS

- PowerPoint Printout



## EQUIPMENT NEEDED

- Easel/flipchart
- If you have elected to develop your own PowerPoint presentation to suit your specific training audience for this module, you will need:
  - Computer with PowerPoint software
  - LCD projector
  - All cords and cable needed to connect computer with LCD projector, and extension cord to connect computer and LCD projector with electrical outlet
  - AV stand or tab (if you will be using PowerPoint in this module)
  - Portable speakers for videos



## COPYRIGHT NOTICE

Materials in this module are Copyright, Midwest Academy. PTA shall have the right to use them for training purposes within, and at all, levels of the association in perpetuity. Training modules may not be used or sold to other entities.



## Introduction

### WELCOME TO MODULE 6: RECRUITMENT AND ORGANIZATION BUILDING



#### SAY

By the end of this module, you should understand:

- The concept of self-interest and how it is used to recruit and retain volunteers.
- The six steps for successful recruitment.
- Self-interest of the media.
- Planning your use of the media.
- Guidelines for using the media.

### MOTIVATION OF LEADERS AND MEMBERS



#### ASK

We're going to start by talking about how you got involved in PTA. Think back to when you first decided to take an active role in the PTA. Tell us why and how it came about.

Write the following headers on two flipchart easels:

Easel 1

**WHY?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Easel 2

**HOW?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## INSTRUCTOR NOTE

When hands go up, do as follows: Recognize four or five people, and write their responses on the chart paper in two columns. What you are looking for is, first, that someone got them involved, and second, that there was an element of self-interest in their involvement.



## ASK

The language is important. Ask, “How and why did your involvement come about?” If you ask the question differently, you will get a different kind of answer. “Why” will bring out the self-interest reasons for involvement. “How” will bring out the way it happened. You are looking for: “someone asked me to join,” “to come to an event,” or “to come to a meeting.”

Push people if need be. If everyone is saying that they just felt that they should become a leader, ask how they got into a leadership position instead of asking why. How did it happen that you actually started to take more responsibility?

What was the first thing you did? How did you come to do it? It usually turns out that there was someone who made a point of involving them.



## INSTRUCTOR NOTE

The second point you want to uncover in these stories is the presence of self-interest. It can be:

- **Specific** — “I was sick and tired of the number of kids not reading at grade level.”
- **General** — “I felt angry and wanted to do something.”
- **Social** — “This looked like a good way to make new friends.”
- **Professional** — “I thought it might help me find a job.”
- **Recreational** — “My kids were in school and I wanted to get out of the house.”

Usually it is some combination of these, but people are often reluctant to say anything other than the first two. Try to get them to say it.

As you write the responses on the charts separate them onto the two charts. On the “Why” chart list the self-interest reasons people give.

On the “How” chart write the name of the recruiter: “my friend,” “Rev. Nelson,” or “my father.”

When you have several good examples up on the board, stop and go back over the answers.

Point out the self-interest responses and write “Self-Interest” next to “Why.”

Then, point to the list of recruiters. Next to “How” write “Recruiter.” Again, make the point that most of us in this room joined for very different, but specific, reasons involving our own self-interest. What usually motivates people to join an organization or take a more active leadership role is self-interest.



## ASK

Ask the group for a definition of “selfishness.”

*[Possible Response: Being concerned only about self; everything is about me. Note that everybody can agree that selfishness is bad.]*

Ask for a definition of “selflessness” or “altruism.”

*[Possible Response: Only being concerned about others, not paying attention to one's own needs.]*

Ask if being totally selfless is always good? Are there examples of selflessness leading to problems?

*[Possible Response: Generally someone will point to two problems with selflessness:*

*1) it leads to burnout if you don't take care of your own needs and*

*2) some people act like martyrs and want special recognition. Mothers usually have good examples from their own experience as moms, wives, and daughters!]*



## SAY

By self-interest we don't mean being selfish. The word interest comes from a Latin word meaning “between or among.” So self-interest means self-among-others, or how we are aware of ourselves and our own needs in the context of our relationships with others.

As we have just seen, people joined organizations or took more responsibility, not just because it was the right thing to do, not just because they were concerned about the issue, but because they also got something else out of it. Learning a new skill, making new friends, or the feeling of satisfaction that comes from fighting the good fight.

We need to help new members identify their self-interest in joining our organization, whether it is directly to impact an issue, or to meet new people, or gain new skills. Naturally, we won't do this by asking directly, “So what is your self-interest?” People would think we are crazy! But we can ask people about their preferences and take the time to get to know them and what they get satisfaction from. We can let them know that it is good to think about what particularly interests you, what gives you energy and keeps you motivated. We can't meet everyone's self-interest, but if we don't look for self-interest, we are likely to lose volunteers or burn them out.

Meeting self-interest helps with recruiting new people, but it helps even more with retaining volunteers! If people feel that their participation in the organization is fulfilling, they are far more likely to stay involved. Of course, what brings a new person in may not be what keeps them, because self-interest changes and develops. A person might join because she is upset about school funding cutbacks, but stays because she likes the PTA members and wants to spend more time with them. She gets a chance to develop skills in running a meeting and begins to get recognition as a leader.

In this room, we are highly motivated leaders in PTA. Yet, many of us did not become active because we got a flyer or heard about the organization through a public service announcement. Someone asked us to get more involved. People may pay dues, but the average person waits to be asked to do more than that. We have to be the person who recruits others, by personally asking.

We also saw that when people joined or moved up in an organization, there was another person helping it to happen. Someone was actively trying to get each of these people more involved.

## RECRUITMENT GUIDELINES — THE SIX-STEP PROCESS OF RECRUITMENT



### SAY

Each of you needs to become that person who gets others involved. We will list six steps to successful recruiting. They are useful for getting an individual to join your organization and getting members to take on more responsibility.

#### The Six-Step Process of Recruitment is:

1. Be prepared.
2. Legitimize yourself.
3. Listen.
4. Agitate.
5. Get a commitment.
6. Follow-up.



#### DISPLAY ON A FLIPCHART OR POWERPOINT:

Write the steps of the Six-Step Process of Recruitment at the top of a flipchart, and then write each step on the flipchart one at a time as you cover each.



### SAY

#### 1. Be Prepared.

- Learn as much as you can about the person.
- Set specific objectives for what you want the person to do, and think of something else in case they say no. For example:
  - I want this person to join the committee.
  - I want this person to volunteer for the voter registration drive.
  - I want this person to be the newsletter editor.

## 2. Legitimize Yourself.

- Get a “license to operate.” This is a statement that establishes the legitimacy of the organization or connects you to the person you are recruiting. It particularly applies to recruiting people who don't know you. Find a common interest, for example:
  - I am part of PTA in your child's school.
  - Our children are both in Mrs. Espinosa's class.
  - Our friend Ruth suggested that I talk with you.
- Have an appropriate image.
  - We would all like to think that appearance and language don't matter, but, in reality, they send a message that can be different from what we actually want to say. For example, suppose a member is working on the problem of school funding. The member has been working with policy analysts and, during a discussion, uses acronyms and numbers that make him or her sound very knowledgeable. What can come across to a new person is that s/he won't fit in unless s/he learns to talk like that.

## 3. Listen.

- Draw the person out. Ask open-ended questions! Get them to talk about their concerns related to the issue at hand. Having them state the problem is much more powerful than you telling them what the problem is. You can add facts and figures to document their concern.
- Identify self-interest. Listen for what excites, angers, or motivates them. What do they care about in regard to the issue? What potential organizational positions might they fill?
- Build rapport/trust. Share a little of your own story. Express concern. Do not promise that joining the organization or participating in the campaign will solve all the problems, because they will never believe you.
- Establish personal connection beyond the issue. Talking about children is most natural for PTA members. Be sure to ask about their kids. Are their children on sports teams with your children, in the same class, or in the same clubs? If their children are younger than your kids, you can share useful information you wish someone had shared with you. Hobbies, books, sports, movies, and pets also make good points of connection.
- Hear and answer reservations. Do not promise all problems will go away. Sometimes, the problems just need to be acknowledged.
- Listen for networks you can organize. To what other groups does this person belong?

## 4. Agitate.

- The goal is to help the person to see that this is his/her issue, as well as your issue. Discuss the issue in a way that makes the person mad at the primary decision-maker.

### *Examples:*

- *Did you know that every month the school is sprayed with pesticide? When we asked the principal how long it took the chemicals to lose their toxicity, he said he didn't know. Our children's health is at stake here.*
- *The state has cut funding for schools every year for the past three years. The politicians are always talking about how important children are, and how parents should be helping them learn, but when it comes time to support our schools, all they say is that there isn't any money. But there was money for the governor's pet projects, wasn't there?*
- *Solution equals organization. Give examples of how a similar problem was solved, either here or elsewhere, through organization — large numbers of people can do what one person can't. Match the organization's need to the individual's self-interest.*

## 5. Get A Commitment.

- Ask, "Will you come?"; "Will you do it?"; or "Will you leaflet your building Thursday?"
- Clarify next steps. For example, "I will call you tomorrow with the exact information on when the bus is leaving, and you need to get the \$30.00 in by Tuesday, October 2nd."

## 6. Follow-Up.

- Keep commitments.
- "I'll call to remind you."
- Help integrate the person into the organization.

There is nothing worse than making a big effort to recruit someone, and then ignoring them when they finally do show up.

The steps we most often forget are Listening and Follow-Up. Circle them with marker.



## INSTRUCTOR NOTE

There are no handouts for this exercise.

### **On the pages that follow are directions for a Recruitment Exercise.**

In the case of this exercise, there is only one "level." This exercise is to be used regardless of the level to which you have tailored your presentation, whether it be local, state, or federal.



## Recruitment Exercise

All Levels

Participants practice recruiting volunteers for an issue advocacy campaign.



### TIME

**Total: 30 minutes**

- Exercise: 20 minutes
- Debrief: 10 minutes

In order to give more people a chance to do role plays, divide the group between the trainers and hold two sessions in different rooms. If you have more trainers, you can make more groups.

- Place two chairs in a spot where everyone can easily see them and hear what is being said.
- There will be one or two one-on-one role plays in front of the whole group. Repeat the sequence if time allows. You should only spend a total of 15 minutes here and save the rest of the time (35 minutes) to do more recruitment in small groups.
- Recruit an individual or inactive member to get active in the local unit or county council.
- Recruit someone who is already an active member, to take responsibility for some project, or run for a county council office.
- Announce the two topics and then pick a person who you think will do a good job (balance for gender, age, race, etc.). Say that the role plays should each last about five minutes.
- Step out in the hall with the volunteer and ask her to think of a real life person she wants to recruit and describe the person to you in a sentence. What are the person's name, age, occupation and interests? Ask if this is someone she knows or a cold contact? Where is the recruitment taking place?
- Pick someone to be recruited, who could more or less match the description (e.g., an older woman, a student, a father of three small children, etc.).