



Youth For Understanding USA

Volunteer Training

Host Family Recruitment

Workbook

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The YFU Mission

Youth For Understanding exists to prepare young people for their responsibilities and opportunities in a changing, interdependent world.

YFU Core Values

- ◆ Every international student should know his or her city, school, and host family at least one month before flight time.
- ◆ Every school should be given ample time to process our request for enrollment acceptance before the school closes for the summer.
- ◆ Every host family, student, and school should receive prompt and caring professional support from YFU.
- ◆ The US Government, through the United States Information Agency (USIA), has granted YFU the privilege of issuing visas for students to enter the United States. USIA has the right to demand full compliance with its regulations, guidelines, and recommendations.
- ◆ Every qualified American Overseas applicant should be properly prepared for program participation through prompt, professional, and caring support during the application, selection, and orientation processes.
- ◆ YFU should provide the support volunteers require to make their volunteer time productive, enriching, personally gratifying, and enjoyable.

Personal Objectives

In this training I hope we will work on:

1.

2.

3.

My host family recruitment goal:

I will recruit _____ host families for international students.

I expect my students to attend these schools:

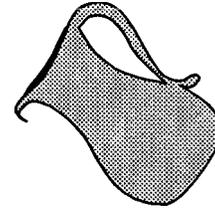
School

Students

The Host Family Recruitment Funnel

Your Community
Contacts and Referrals

YFU National Office
Leads and Applications



*People Interested in Hosting,
But Not Yet Committed*

Steps Required to Move Prospects Through the Funnel

1. Clear a School
2. Make First Contact with the Family
3. Conduct a Personal,
In-Home Interview
4. Check References
5. Obtain Authorization
of School Enrollment
6. Place a
Particular Student
7. Finalize the Placement



Selected, Committed Host Families!

Definitions of Key Terms for the Training

- LEAD:** Someone with some awareness and interest in hosting. The level of interest may range from mild to great. Leads have stated that they would like to learn more. They have one thing in common: If they don't receive prompt follow up on their interest, their interest level will drop. If too much time passes, their positive interest in YFU will turn to a negative attitude about YFU. They can be a good source of referrals.
- APPLICANT:** Someone with awareness and interest in hosting who was willing to contribute enough personal information over the phone to complete a YFU Host Family Application form. Applicants generally need to learn more from YFU before committing to be a host family and are likely to have certain concerns that need to be addressed. They are a good source of referrals.
- COMMUNITY CONTACTS:** All of the people connected to you and your family, locally and in other communities. Contacts are capable of infinite expansion as your contacts lead you to other contacts that lead you to other contacts, and so on. Certain members of your community are high potential sources of referrals and host families.
- REFERRAL:** Someone whose name you are given. You should assume that they have not given any thought to hosting a student. The referral is usually given to you only upon your request. Your request should focus on the character of the families we seek, or on their lives, e.g., families who invest in their children's education, or families who recently sent their children to college.

The Power Behind the Placement

You Are YFU!

YFU Research on Why New Families Host

To influence decisions effectively, you must understand how they are made.

YFU research among hosting families reveals that the top reasons families decided to host for the first time were:

- ◆ Hosting would be a great experience for their own children.
- ◆ Hosting would give them another chance to be a parent.
- ◆ They wanted to give the opportunity to a young person.
- ◆ They had the room, the money, and/or the time.
- ◆ They had confidence in their area rep and in YFU.
 - Families trust that YOU as YFU will be able to support them and the student throughout the exchange.
 - Without trust in you, there will be no commitment to host.
 - Families see YFU as reputable and experienced.
 - Families make judgements about YFU based on how knowledgeable you are and how confidently you represent the organization, as well as on the merits of our print materials.
 - You make the hosting experience real for the family. You help them to envision the experience in a way that makes them able to make this important decision.
 - Families need to develop trust that you have the family's best interest in mind.

The Importance of Knowing YFU

Knowing YFU matters because it allows you to confidently and honestly represent the hosting experience we have to offer.

Families make their decision to host based in part on how knowledgeable you are.

Knowing YFU also means knowing how YFU is different from the competitors in your area. It means promoting the benefits YFU offers such as the quality of support and personal contributions of volunteers such as yourself, without being critical of other organizations.

Sources of YFU Concepts and Facts:

- the *YFU Volunteer Handbook*
- the *Host Family Handbook*
- the USIA regulations in the *HF Interview Packet*
- your own hosting experience
- experiences of other volunteers and families
- information from the YFU District Office
- Host Family Questions and Answers*
- How to Select an Exchange Organization*
- other YFU promotional materials

Others:

You Are YFU to the Host Family Prospect

We've got good news and bad news:

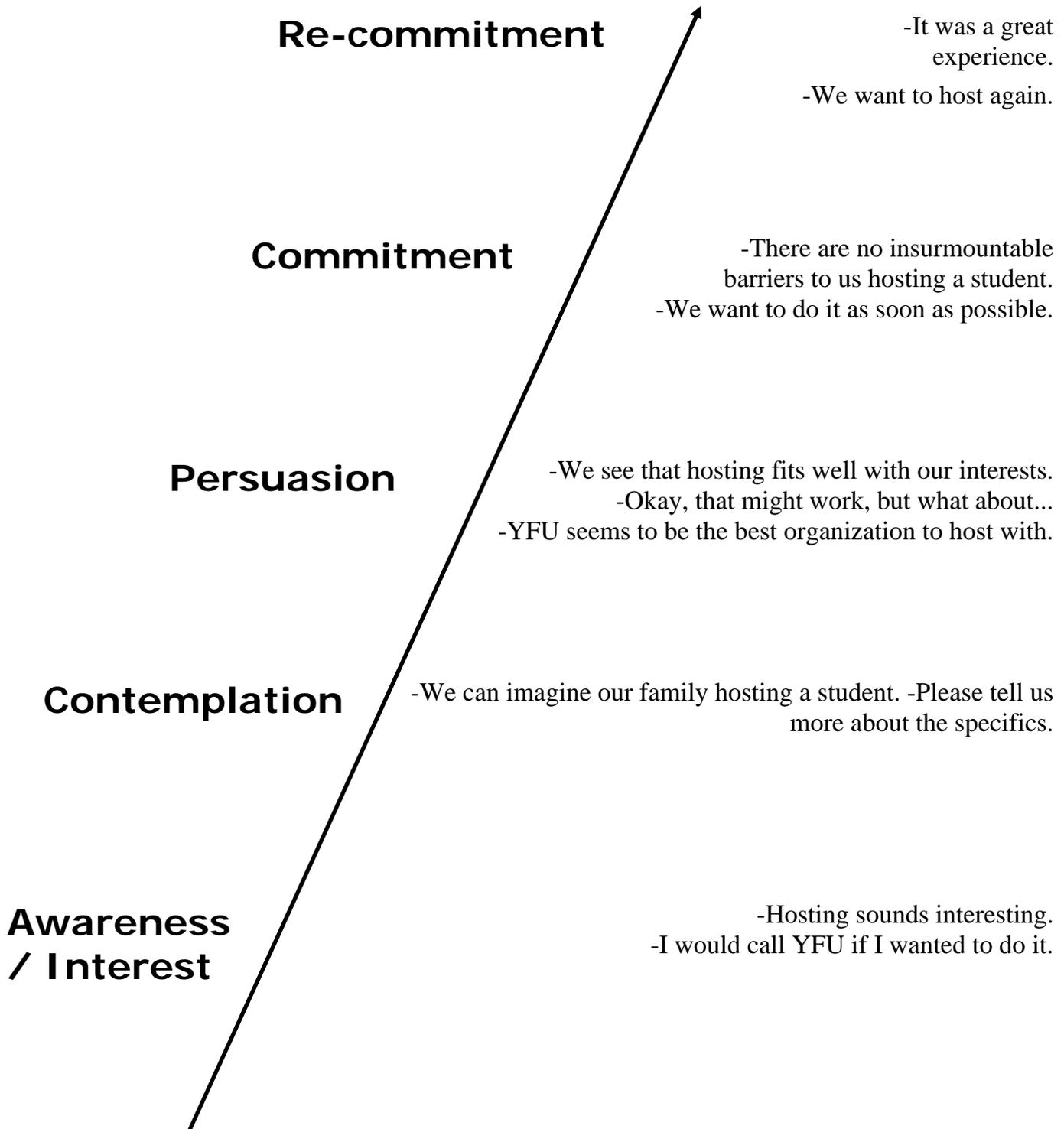
Just as the behavior of an individual international student is often seen as representing the behavior of all the other teenagers from his or her home country, so your behavior is seen to represent YFU.

Behaviors that enhance people's belief in YFU:

Behaviors that might make people worry about YFU:

Helping Families Decide to Host

The Commitment Continuum



Understanding Your Own Decision-Making Process

A recent major decision: _____

Your needs and desires:

Your risks and fears:

Options you considered and how you learned about them:

Decision-maker:

People or things that influenced your decision:

(more on next page)

Benefits or reasons you made this particular decision:

The Cost (monetary and non-monetary):

Objections and concerns you had:

How you resolved your objections and concerns:

Why you decided precisely when you did:

Understanding the YFU Hosting Decision-Making Process:

Family's needs and desires:

Family's risks and fears:

Options family considers:

Decision-maker(s):

Influencers:

Benefits or reasons families decide to host:

- families who have never hosted:

- current first-time hosts:

- former host families:

The cost of hosting (monetary and non-monetary):

Possible objections and concerns:

Reasons to decide to host now (urgency of decision making):

The Importance of Relationships - Know Your Schools

Schools have been described as the "gatekeepers" of the recruitment process.

Establishing a school relationship refers to the regular contact you make with key school personnel (principals, guidance officers, particular teachers, etc.) for the purpose of information gathering and sharing, expressing appreciation for enrollments and support of YFU students, seeking authorizations, etc.

Why the School Relationship Is Crucial:

- ◆ learn enrollment procedures/requirements
- ◆ learn school needs and interests
- ◆ obtain commitments to enroll YFU students
- ◆ obtain written authorizations to enroll particular students
- ◆ help pave the way for students to be able to select appropriate courses to fit their needs and abilities
- ◆ find people to work with you (not against you) if student support issues arise
- ◆ help you select appropriate families to host
- ◆ refer you to school-based networks for recruitment
- ◆ make American Overseas opportunities available to students
- ◆ assure an environment that welcomes YFU students (and is not hostile or ready to pounce on them)

Others:

Ways to Establish Relationships with school Personnel

- ◆ School personnel keep very early hours; meet with them before the start of your own work day.
- ◆ Send a letter of introduction and follow up by scheduling a brief phone appointment. Have an agenda for the call and keep to it.
- ◆ Ask schools to send you enrollment procedures by mail.
- ◆ Find out if there are evening or weekend activities at the school where you might connect briefly, face-to-face with your key contact.
- ◆ Keep your communications brief, to the point, and regular-this is important both before the student is enrolled and throughout the academic year.

Others:

Accessing Your Community

We Can Be Proud!

Analysis of HF survey results shows:

- ◆ 81% of first time HFs would recommend hosting an exchange student.
- ◆ Almost 80% of families think the student was appropriate for their family.
- ◆ Almost 90% of families plan to stay in touch with the student they hosted.
- ◆ 42% of first time HFs say they will, or probably will, host again, and another 16% are undecided about future hosting commitment.

Community Map



A Day in My Life

Please mark a check next to the answer or answers that apply to your life. Feel free to make notes if a question doesn't exactly apply to your life, but triggers you to think of another related topic.

1. I get up in the morning, get dressed, and eat food purchased at:

- the grocery store or supermarket
- the corner grocery or convenience store
- the farmers' market
- the fruit/vegetable stand nearby

2. My family consists of:

- spouse
- in-law relatives
- parents
- children
- grandchildren
- my relatives

3. I travel and transport others in my family to work, school, and around town by:

- private car
- public transportation
- bicycle
- walking

4. To take care of the car, I:

- visit one or more gas stations regularly
- obtain maintenance checkups and get repairs from a service station or auto dealership
- do all the auto maintenance myself

5. At work, my colleagues and I all do basically the same kind of job and are part of the same sort of professional organizations.

- yes
- no

6. At work, my colleagues and I have different specializations and are members of different kinds of professional organizations.

- yes
- no

7. I have children who are of high school age or younger.

- yes
- no

8. My children take part in:

- play groups for infants or toddlers
- lessons, camps, and other talent-development programs school clubs
- casual activities with friends
- religious or community groups

9. I own a dog, cat, or other pet

- yes
- no

10. I attend religious services regularly and/or know people who do.

- yes
- no

11. I have a library card and visit the library.

- yes
- no

12. There is a community center in my town. yes

no

13. I have a physician for medical checkups.

- yes
- no

14. I have a dentist for dental checkups.

- yes
- no

15. I, or someone in my family, wear(s) eyeglasses and have/has an eye doctor and optometrist.

- yes
- no

16. I take my pets to a particular veterinarian and/or kennel.

- yes
- no

18

17.1 regularly get my hair done at a beauty salon or barber shop.

- yes
- no

18. I am a member of a club, community action group, religious organization, union or professional association, sport or health-related activity, school affiliated group.

- yes

List: _____

_____ no

19. I know someone (spouse, friend, relative) who is a member of one of the types of organizations listed above.

_____ yes

_____ no

20. I regularly see or have friends who are:

_____ clergy

_____ administrators/secretaries at community-based organizations

_____ newspaper people

_____ city or town officials

21. I regularly see or talk to friends who are widely respected and influential in the community.

_____ yes

_____ no

22. I have friends who are very civically involved and/or who seem to know everyone.

_____ yes

_____ no

23. I, or someone in my family, receive a special-interest magazine (such as *Bon Appetit*, *Field and Stream*, *PC World*, etc.).

_____ yes

List: _____

_____ no

24. I enjoy making crafts, sewing, knitting, designing things, collecting things, performing music, painting, gardening, etc., and purchase materials to support that interest on a regular basis.

_____ yes

_____ no

25. I, or another member of my family, enjoy sport activities and regularly see others who practice the same sport.

_____ yes

_____ no

26. I rent videos regularly.

yes

no

27. I do my banking at a particular branch and am in personal contact with the tellers.

yes

no

28. I take vacation trips regularly (annually or more often) and consistently utilize the services of a particular real estate agent or travel agent.

yes

no

29. I eat at, or order carry out from, a particular local restaurant where they know me.

yes

no

30. To care for my home, I:

do all repairs and renovation myself

have hired specialists from time to time

have a regular "fix-it" person who takes care of just about everything

Approaches to Community Outreach

There are different ways to conduct outreach into your community. When YFU interviewed several volunteers from around the country to ask about how they handle outreach, there seem to be two approaches.

1) The Far and Wide Approach:

This type of person talks about YFU to everyone they meet. There is always a way to turn a conversation to exchange by chatting about children, school, world events, family, food-WHATEVER! Every topic of conversation has a chain to exchange students and hosting. Every person is a HF prospect.

2) The Dig Deep Approach:

This style of outreach focuses in on one or two community sources and makes connections within that framework. The sources that seem to work best for these people are groups connected to their lives where they will be connected for years at a time, e.g., the H.S. band and band boosters, the church youth group, etc. That way, from year to year, there is a continual source of HT prospects and referrals based around a particular center.

A **STAR** shows your preferred style.

Community Sources with the Highest Potential

There are two types of sources in any community where you can:

- ◆ meet prospective host families
- ◆ talk to people who know families in your community to seek referrals
- ◆ attract people to seek you out through the placement of YFU promotional materials

Source #1: People Who Know People

In every community there are people whose professions cause them to be in contact with a cross-section of the community. They know families, often maintaining relationships over a period of many years. Those people can be your best source of referrals once they know something about YFU and the kind of families we seek.

These "people who know people" are typically school personnel (principals, teachers, coaches, counselors), affiliated with religious institutions, or community leaders.

My community contacts:

Source#2: Places Where People Often Go

Seek out places where people socialize and go to regularly.

Position YFU promotional material to increase your effectiveness when you approach people. They'll see the posters and brochures and have some familiarity with YFU when you mention it.

Commonly used places are:

- religious institutions
- community centers
- schools
- clubs
- veterinarians' offices
- medical offices

My community contacts:

Tips on Asking for Referrals

Asking for people interested in hosting is not productive because the person giving the referral does not know whether the referral will be interested or not.

Ask for referrals on the basis of people's knowledge of families: their character, their values, their structure.

- ◆ Ask for friends or relatives who are good parents.
- ◆ Ask for empty-nesters.
- ◆ Ask for friends who recently sent their child to college.
- ◆ Ask for friends with an 11 or 12 year old daughter.
- ◆ Ask for friends or co-workers who seem to have a close family life.
- ◆ Ask for friends who place great importance on their children's education.

Ask permission to use the name of the person who recommended them.

"May I use your name when I contact _____?"

"May I tell him/her that we talked about this?"

"Would you let them know I will call?"

Working in a Host Family-Centered Way

The decision to host is a "High Involvement" decision:

- ◆ about which individuals care a great deal
- ◆ where they see significant risks
- ◆ where they think a lot before acting
- ◆ where they frequently seek the advice of others

The *ONLY* good way to influence high involvement decisions is to be *Host Family-Centered*.

Host Family-Centered means:

- ◆ Asking questions and listening to each family member.
- ◆ Paying attention to what the family members' unique perceptions, needs, interests and concerns are.
- ◆ Learning to listen first, then respond by focusing your presentation of hosting on what is important to the family members.
- ◆ Addressing each family member's concerns so they can make an informed decision about hosting.

Results of a Host Family-Centered Approach:

- ◆ Establishes trust and shows that we care about the family and family members as individuals.
- ◆ Gives the family a chance to share what is important to them.
- ◆ Helps you understand the family's unique needs, interests, and concerns so you can move the family along the commitment continuum.
- ◆ Helps you decide if they will be an appropriate YFU host family, and if so, select a compatible student for them.

Working in a Host Family Centered way occurs in every interaction you have with a prospective host family. This can be on the telephone, in casual meetings in your community, in face-to-face presentations, and during the interview.

Developing a Family Portrait

In order to work in a host family-centered way, you must gather information from the family and listen closely to what they say, as well as how they say it. A complete portrait will include every member of the family: each person's needs, interests, concerns, and perceptions.

A complete family portrait also serves the following purposes:

- ◆ tells you what you need to know about the family to determine if they will be acceptable;
- ◆ gives you the information you need to recommend student profiles to the family;
- ◆ tells you what the family members need to learn from you to make the decision to host.

Some of the categories of information that will help you develop a complete portrait are listed below.

- 1. Familiarity with Hosting and/or Student Exchange**

- 2. Children and Their Development**

- 3. Parenting**

- 4. Interest in Other Countries and Cultures**

- 5. Family Activities**

- 6. Family's Needs and Priorities**

- 7. Family Concerns and Feeling of Risk**

Making the Hosting Experience Real Through Storytelling

"We're talking about a real person who will live with other real people."

-YFU Area Rep

"If you have a family that is somewhat interested and you get to the house and you have the profiles and can make it all seem quite real, they'll say yes."

-YFU Area Rep

"Making It Real" means giving a family the details they need to be able to imagine hosting.

My Stories:

Development of a Particular Story

The main message I wish to convey with this story:

The suggested use for this story (For whom? In what circumstance would I tell it?):

The characters (Who? How would you describe them?): The setting:

My opening attention getter:

What happened:

The humor or emotion I wish to convey:

The punch line/conclusion of the story:

Other Ways to "Make It Real"

- ◆ Show a mini photo album.
- ◆ Introduce the family to one or more exchange students and other host families.
- ◆ Give YFU brochures and fact sheets.
- ◆ Show the *YFU Host Family Handbook*. (Several top recruiters use this!)
- ◆ Tell stories experienced by other people.
- ◆ Present student profiles, especially the letter.

Maximizing Your Results on the Telephone

Objectives of Phone Calls

- ♦ Move prospects as far along the commitment continuum as possible.
- ♦ Establish relationship.
- ♦ Ascertain and build interest in hosting and YFU.
- ♦ Understand family's preferences and decision-making process.
- ♦ Determine competition, if any.
- ♦ Determine school IS would attend.
- ♦ Answer objections and concerns.
- ♦ Establish your credibility and the credibility of YFU.
- ♦ Set up interview.
- ♦ Get referrals.

The Call Map

Step One:

Opening

Step Two:

Establish rapport
and
ascertain interests

Step Three:

Answer concerns and objections

Step Four:

Close:
Next steps
and referrals

Top Ten Tips for Successful Phone Calls

1. **Be optimistic with each call.**
2. Set aside a specific time each week for planning and making phone calls. Setting aside a specific time helps prevent the procrastination that sometimes accompanies tasks we don't like.
3. Know what you want to get out of each call.
4. Have the materials you need at hand: note-taking sheets, pen, your profile book, some sample questions to ask. Don't rely just on your memory of the call or your quick wits to help you through the call. Take notes!
5. Invite another YFU volunteer over to take turns making calls. One or two times working together, providing encouragement and feedback on what seemed to go well, or analyzing where you got stuck will make it easier for you to make calls on your own and be more fun!
6. Learn to love the word "no." In recruitment, we have to go through several "no's" to get to one "yes." Try to remember that each "no" gets you one step closer to your next "yes." And remember the two-year-old child who goes through a phase of saying "no" to everything. No is a built-in response. "No" doesn't mean anything personal about you, it just means the family is missing out on a wonderful, life-changing experience!
7. Be sure to mention that you are a volunteer. This distinguishes you from other telephone sales people.
8. Remember that few people catch the first few words you will say. Make sure not to use abbreviations such as "YFU" or any others during the call. Volunteers recommend saying "Youth For Understanding."
9. Speak slowly, clearly, and in a slightly lower tone of voice. All of those vocal qualities will help your message be heard.
10. *Always* ask for referrals and permission to use the person's name when you contact that referral.

Family Data Sheet

Name: _____

Address: _____

Phone Numbers:

Home _____

Work _____ Fax _____

Referred by: _____

(Permission to use referrer's name? ____ Yes ____ No)

Family Members:

Name	Age	Interests
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

High School IS would attend: _____

YFU Area Rep: _____

Motivations and Wants:

Concerns and Needs:

Student Assigned: _____

Contact History:

Date	Next Step
_____	_____
_____	_____
_____	_____
_____	_____

**The Call
Map**

Step One:

Opening

Step Two:

Establish rapport and ascertain interests

Step Three:

Answer concerns and objections

Step Four:

Close: Next steps and referrals

The Call Worksheet

Opening:

"Hello. This is [your name]. I am a volunteer with Youth For Understanding. Youth For Understanding is a high school exchange program that places international students with American families."

Referrals:

[Referrer] suggested I call you because you might be able to help identify some families who are actively involved in their children's education. Is this a convenient time for us to talk?

You've been recommended to me because you take an active interest in your children's lives and education. Is this a convenient time for us to talk about a cultural exchange opportunity for your family?

Community network contact:

I understand that you work with [young people], [teenagers], [families] at _____ and I wonder if you can help me identify local families with teenagers who are interested in world affairs, and whose families are close-knit. Is this a convenient time for us to talk?

"Hello. This is [your name]. I am a volunteer with Youth For Understanding."

Lead from YFU:

I am your local Youth For Understanding representative. I understand you are interested in learning more about hosting an international exchange student. Is this a convenient time for us to talk?

Applicant from YFU:

I am your local Youth For Understanding representative and I'm calling to follow up on the host family application that was filled out during your conversation on _____ (date). I would like to talk with you further about becoming a host family. Is this a convenient time for us to talk?

Establishing rapport and ascertaining interests:

1. Make a personal connection.
2. Use open-ended questions to develop a family portrait. (See pages 28-29.)

Anticipated objections and ways to overcome them:

1. Elicit information.
2. Validate the concern.
3. Overcome the concern by offering honest information, sharing personal examples or telling a brief story to illustrate how another YFU host family handled the same concern.

Possible Closes:

1. Set up an interview with the entire family:
"Our next step is for me to visit your home to interview your entire family. When is your whole family usually at home together? Might I come over next [day] at [time]? Our meeting should take about two hours."
2. Ask to present the program in a personal visit:
"May I visit you on (day) or at your earliest convenience to talk with you further about your interest?"
3. Send (or drop off) some information about hosting and YFU and call back in a few days.
"I have a pamphlet and fact sheet that answers many questions about hosting. I will drop them in the mail to you. Would it be all right to call you back on [day] at [time] to follow up on that information?"
4. Ask about a future commitment:
"It doesn't sound as if this is a good year for your family to host. May I call you next year?"
5. Ask about availability for short-term hosting:
"Occasionally we have international students who need a place to stay for a short while. Is that something you can imagine your family doing?"
6. Ask for referrals:
"Do you know any families (with daughters in junior high school or another characteristic) whom I might contact about hosting? May I use your name when I call them?"

Sample Introduction to YFU

"Youth For Understanding began in 1951 and has been placing international high school students with American families for the past 53 years.

YFU international students come from nearly 40 different countries.

Last year, over 3,000 American families hosted teenagers from abroad through YFU, and over 1,500 American teenagers traveled to other countries on YFU exchanges.

YFU host families find that hosting is a great experience for their own children and a terrific way to share their own family's life and culture with someone else."

Steps of Profile Analysis

1. Search for Positive Assets

2. Identifying Areas of Growth Potential

1. Identifying Additional Information Needed

2. Family Compatibility Assessment

3. Community Outreach Assessment

