

To: info@mentors.ca

From: Rey Carr <rcarr@islandnet.com> (by way of Rey Carr)
Subject: The Mentor News (December 18, 2007)
Cc:
Bcc:

Attachments:

THE MENTOR NEWS

ISSN 1708-9034
December 18, 2007

Back issues of The Mentor News are now available online at

<http://www.mentors.ca/thementornews.html>

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ESTABLISHING COMPASSIONATE PRESENCE

Rey Carr

Creating a cooperative relationship between partners in a mentoring interaction is essential for effectiveness. The depth of cooperation between the mentor and their partner is one of the features that distinguishes mentoring from other types of helping or professional interventions.

Unfortunately, many training efforts to strengthen mentoring work do not adequately address ways to place cooperation or mutual pursuit of the goals and vision in a central position. Some trainings may even be strongly influenced by the counseling/therapy model that minimizes actions that disclose or "reveal" the purpose or intention of the mentor. Without a cooperative stance, mentors may struggle to achieve the essential outcomes of the relationship.

The importance of working together was reinforced for me recently from two different sources: an acupuncture treatment and an unusual party game.

For the last three months I have been receiving acupuncture treatments from a physician who is also a Buddhist. I know enough about acupuncture to believe in its benefits, and I have a friendly and warm relationship with this specialist. At last week's treatment, the doctor asked me if it was okay if he included an intern who he was supervising in acupuncture. I agreed, and it was this connection that revealed more about the importance of cooperation.

Up to this particular treatment session, I would typically lie on the table while the doctor checked my pulses and inserted needles or used needles to stimulate various meridians (nerve areas). He would tell me the technical names of the areas he was focusing in on, and let me know his impression of how I was doing. He would also ask me questions about how I was doing, and these often resulted in deeper reflections about my health and life experience. I usually did not ask him any questions about the why and what of his treatment, pretty much assuming he was the expert.

However, when the intern was in the room with us, he entered into a continuous dialogue with her about what he was doing, why he was doing it, and what he thought the outcome might be. The intern also shared her perspectives and asked him about other alternatives. While some of this was jargon associated with acupuncture, most of their discussion was about intentions, goals and vision.

During this treatment session, I felt much more engaged and involved, and the result of the treatment seemed to provide a boost to my spirit and mood for the entire day -- something that I had not noticed or observed as readily on other treatment days. My conclusion was that his conversation with the intern increased my understanding of what he was doing, why he was doing it, the choices he was making, and the intention he had for outcomes. As a result I felt we were working together; I wasn't just a "patient/client;" instead my sense of cooperating and aligning myself with the same purpose increased the likelihood that we achieved the intended outcomes of the treatment.

My second reinforcement of the value of cooperation came from a research study that has been turned into a party game. It's called the "tapper-listener" name-that-tune game. The original research took a roomful of people and gave them all a list of the names of simple and widely-known songs, such as the birthday song, a national anthem, and children's songs. The group was then divided in half and organized into pairs. One of the pair was designated the "tapper" and the partner was designated as the "listener."

The tappers job was to secretly select a song from the list and then tap out the song without telling (or singing) the song to the listener. The listener's role was to determine the name of the song being tapped out.

The research showed, remarkably, that only two percent of the listeners could correctly identify the song being tapped out. The tappers found this to be very frustrating, and had extreme difficulty accepting the fact that the listener didn't "get it."

The reason there was such incredulity on the part of the tappers was that part of their process of tapping included humming (or singing) the song to themselves while they were tapping. In other words, the tapper heard the song very clearly (and loudly in his or her head) and the tapping (according to the tapper) was an easy give-away clue as to the song. But from the listener's viewpoint, he or she heard no melody or song, but only rhythmical tapping. The tapping could have been virtually any of the songs on the list.

I'm equating the "humming along" to the tapping as what often takes place in an interaction between a mentor and the person he or she is working with. That is, the practitioner knows exactly what the melody, phrasing, spacing, tone, and notes (intention, method, and purpose) might be, but the only thing being communicated to the other person are questions, listening type responses, and occasional supportive statements. The partner does not really have a way of knowing the intention and purpose of the behavioral responses of the practitioner.

This type of communication limits the opportunities for the partner to be cooperatively involved in the engagement with a mentor. By sharing intention and rationale for methods with the partner, the mentor has an even greater likelihood of achieving the progress that they both desire.

I'm not suggesting that every behavioral action taken by a mentor needs to be continually preceded by an explanation of its purpose or the rationale for the method choices. Most likely such explanations or method descriptions are best placed at the beginning of the relationship and restated in some form at the beginning of each subsequent session. In addition, when a partner appears puzzled or reluctant to move forward, the mentor must be prepared to understand this hesitation and rekindle partner cooperation by sharing his or her own thoughts about what he or she is hoping to do.

These two disparate sources that reinforced the importance of working together to achieve desired results have acted as a catalyst for me to review how I am generating this type of cooperation, or what I call, "compassionate presence" in my coach, mentor and peer assistant relationships. I hope they can do the same for you.

GUARDIANS of MENTORING

Jack London (1876-1916), one of America's greatest writers, mentored hundreds of other writers. He was described by Irving Stone in *Sailor on Horseback: The Biography of Jack London*, as a person whose "greatest generosity was to the aspiring writers who descended upon him in staggering numbers, their manuscripts darkening the sky like a locust plague. Not a day of his life passed without receiving a manuscript from a hopeful author asking him to criticize, rewrite, sell it." According to Mr. Stone, Jack London received letters from nearly every successful writer of his time, "hearing their troubles, mental and spiritual anguish, and giving in turn his sympathy, encouragement, understanding and love." One of the few American writers who actually wrote about writing, Jack London, the author of the spectacular adventure novels such as "The Call of the Wild" and "The Sea Wolf," among others, based much of his work on his own life experiences. During the early part of his writing career he was destitute, and described his situation: "Everything I possessed was in pawn, and I did not have enough to eat. I was sick, mentally and physically, from lack of nourishment. I was at the end of my tether, beaten out, starved, ready to go back to coal-shoveling or ahead to suicide." Yet, he retained hope and determination that his writing would prevent his self-destruction. In his most desperate hour, he received a letter from a national magazine editor accepting one his stories for publication and asking his permission to cut the story in half. Mr. London replied, "I told (the editor) he could cut it down to two-halves if he'd only send the money (\$40.00) along. He did, by return mail. And that is precisely how and why I stayed in the writing game." (Source: Dale L. Walker (Editor), "Jack London: No Mentor But Myself: A Collection of Articles, Essays, Reviews and Letters, by Jack London, on Writing and Writers." Port Washington, New York: Kennikat Press, 1979.)

~ From Famous Mentor Pairings (<http://www.mentors.ca>) ~

CD-ROM WITH COMPASS AND THE PEER BULLETIN

If you are involved with starting, building or re-vitalizing a mentoring program, you may want to tap into expert advice, have a sounding board, brainstorm ideas, or learn about the best resources. Normally access to such consulting, coaching or support would cost hundreds, if not, thousands of dollars. But you can receive unlimited, top level assistance as part of being a member of the Peer Resources Network.

No other organization offers this type of personalized support and immediate responsiveness. You can speak with experienced practitioners who can provide a way to help solve even the toughest of mentoring program dilemmas or circumstances. And using our toll-free number or contacting us via email or Internet telephone software makes even the cost of your contact minimal.

In addition, as a member of the Peer Resources Network you will receive a monthly newsletter, the Peer Bulletin, loaded with information, practical tips, announcements, mentor program descriptions, funding opportunities and job openings in mentoring and mentoring research summaries every month. Members can also receive at no cost some of the latest books or videos on mentoring in exchange for writing a review of that resource. Some recent works available for review: *The Mentoring Legacy Kit: How to Find the Business Mentor Who is Right for You: A Guide for the*

African-American Entrepreneur; The Mentoring Legacy Kit: How to Find the Business Mentor Who is Right for You: A Guide for the Business Owner; Boys HIP (Health in Perspective): Facilitator's Guide detailing how secondary students act as peer mentors to elementary students by building relationships and focusing on key health areas; *Coaching and Mentoring in Health and Social Care: The Essentials of Practice for Professionals and Organisations; Mentor: The Kid & the CEO: A Simple Story of Overcoming Challenges and Achieving Significance; Guiding Doctors in Managing Their Careers: A Toolkit for Tutors, Trainers, Mentors, and Appraisers; The Good Mentoring Toolkit for Healthcare; and Executive Coaching for Results: The Definitive Guide to Developing Organizational Leaders.*

Do the brief stories about the Guardians of Mentoring in this newsletter intrigue you? Would you like to know more about famous mentors or read more of what they have to say? Members of the Peer Resources Network receive links and more details regarding each story when they receive the monthly Peer Bulletin.

Peer Resources Network members have access to a variety of resources in the password protected area of www.mentors.ca, and many of these documents are without cost or arrangements have been made with authors and publishers to provide them to members at reduced costs or deep discounts.

The Peer Resources Network is a non-profit organization and is sustained through memberships. The low fee for a one-year individual membership is \$75.00 (\$99.00 in 2008) and the fee for an institutional membership, which allows up to five people to share a full membership, is \$140.00 (\$230.00 in 2008) for a year. We even have a student rate of \$50.00/year. For more details on the benefits as well as a secure online form to sign-up, go to <<http://www.mentors.ca/PRN.html>>. The

As a bonus for readers of The Mentor News who become members of the Peer Resources Network in December, 2007, we will send you at no additional cost a CD that contains the three past issues and the current issue of *Compass: A Magazine for Peer Assistance, Mentorship and Coaching* as well as the past 24 months of the Peer Bulletin. In addition we will include the Who Mentored Who Quiz slide-show, which features dozens of famous mentoring connections. The slide show is in a quiz format, showing the photo of a famous mentor, his or her equally famous partner (mentee) and then reveals the name and the relationship. This CD is free to PRN members and will be sent by postal mail at no cost to any individual category member or the group leader of any institutional membership.

GUARDIANS of MENTORING

High expectations and a sense of humour were two of the key characteristics of an exceptional mentor in science, *Dr. Daniel Koshland*. Dr. Koshland's research in biochemistry earned him multiple awards, and his theory of how enzymes catalyze reactions attracted many young researchers to his lab at the University of California at Berkeley. One of the scientists he mentored, Dr. Robert Tijan, became a professor of molecular and cell biology on the same campus, and they remained friends and colleagues for 40 years. Dr. Tijan described his mentor "as extremely articulate, but also hilariously funny. No one every fell asleep in class." Dr. Koshland died July 23, 2007 after suffering a stroke at age 87.

~ From Famous Mentor Pairings (<http://www.mentors.ca>) ~

MENTORING CONFERENCES and EVENTS

January is Mentoring Month in Michigan

January 1-31, 2008

www.michigan.gov/mentormichigan

(517) 335-4295

Mentoring Supervisor Certificate Program (32-hour course)

Tuesday and Thursdays from January 22, 2008

Fordham University Graduate School Lincoln Center Campus (113 West 60th Street, NYC) and
Big Brothers Big Sisters of NYC Training Center (245 Fifth Avenue, Suite 702, New York, New York)

www.bigsny.org/a-center.htm#a1

(212) 686-20432

training@bigsny.org

Train the Trainer: Mentor Training

January 31, 2008

Option 1 Credit Union, 2400 West Road, East Lansing, Michigan

Michigan State University Extension

(517) 432-7622

frendo@anr.msu.edu

Friends for Youth Mentoring Institute

January 31 and February 1, 2008

Oracle Conference Center, Redwood Shores, California

www.friendsforyouth.org

(650) 559-0200

info@mentoringinstitute.org

Christian Association of Youth Mentoring

February 1-2, 2008

Seattle, Washington

www.caym.org/calendar.html

(506) 870-0876

info@CAYM.org

Mentoring in the 21st Century (Supporting New Teachers)

February 11-12, 2008

Hyatt Regency Orlando International Airport, Orlando, Florida

www.askeducation.com

(800) 940-5434

registrations@askeducation.com

Managing Mentoring Processes for Measured Results with Margo Murray

February 12-13, 2008

San Diego, California

www.ispi.org/proseries/register.htm

Tel: (301) 587-8570

Mentoring in the 21st Century (Supporting New Teachers)

March 3-4, 2008

Westin Park Central, Dallas, Texas

www.askeducation.com

(800) 940-5434

registrations@askeducation.com

Christian Association of Youth Mentoring

March 7-8, 2008

Owensboro, Kentucky
www.caym.org/calendar.html
(506) 870-0876
info@CAYM.org

PERACH International Conference on Tutoring and Mentoring

March 16-19, 2008
Weizmann Institute of Science, Rehovot, Israel
www.perach.org.il
972-8-9378310
nppeerach@weizmann.ac.il

Mentoring in the 21st Century (Supporting New Teachers)

April 14-15, 2008
Hilton Garden Inn, Chicago, Illinois
www.askeducation.com
(800) 940-5434
registrations@askeducation.com

21st Annual Conference of the International Mentoring Association

April 23-25, 2008
Tuscany Suites and Casino, Las Vegas, Nevada
www.mentoring-association.org
(269) 387-4174
cedu_ima@wmich.edu

Mentoring in the 21st Century (Supporting New Teachers)

May 15-16, 2008
Crystal City Sheraton, Washington, DC
www.askeducation.com
(800) 940-5434
registrations@askeducation.com

GUARDIANS of MENTORING

Paul B. Baltes was a brilliant cultural psychologist who created the fields of [lifespan](#) development and the psychology of wisdom, and was a pioneering researcher on cognitive aging and agility. He was the Director of the Max Planck Institute in Berlin and received numerous awards and honorary doctorates, and published 15 books and more than 250 scholarly articles. According to one of the scholars he mentored, Dr. Richard Aron of the University of Berlin, Dr. Baltes believed that his greatest achievement was the professional development of young scientists. One of Dr. Baltes mentors was renowned cultural psychologist, Ernst Boesch, a student of Jean Piaget. Dr. Baltes died of cancer peacefully at his home in Berlin on November 7, 2006 at the age of 67.

~ From Famous Mentor Pairings (<http://www.mentors.ca>) ~

USE MENTORING LITERATURE TO GUIDE PROFESSIONAL PRACTICE

Peer Resources continually scans the professional and popular literature for articles, books, videos and other useful reference materials. They provide a brief synopsis of the work as well as citation details and summaries in a searchable format on their site at <<http://www.peer.ca/articles>>. Each

issue of the Mentor News includes some of the many citations added every week.

Herrera, C., Baldwin Grossman, J., Kauh, T.J., Feldman, A.F., McMaken, J., and Jucovy, L.Z. (August, 2007). ***Making a difference in schools: The Big Brothers Big Sisters school-based mentoring impact study***. Philadelphia, Pennsylvania: Public/Private Ventures. (Available as a free download from <http://www.ppv.org/index.asp>) The Public/Private Ventures research for Big Brothers Big Sisters School-Based Mentoring programs ("Making a Difference in Schools: The Big Brothers Big Sisters School-Based Mentoring Impact Study") is an example of exceptional leadership in the field of youth mentoring. Not only is the research innovative and informative, but it also acts as a beacon and inspiration for mentoring program leaders puzzled about how to be successful.

What was surprising about the results of the study was the degree to which high school students were the mentors for the younger students. For some reason I had assumed that most of the mentors were adults from the community, but approximately 50% of mentors were from secondary schools and the majority of these were females. I'm not surprised that high school students volunteered for this role, but I am disappointed that no connection was made to the practice of peer assistance (peer helping, peer support, peer education or peer mediation), which has a much longer history and more extensive engagement of students helping younger students. Instead of building on the empirically-derived standards and practices associated with peer helping, such as the national standards detailed by Peer Resources or the national program standards created by the National Association of Peer Programs, the BBBS mentoring programs appeared to ignore or disregard what has been learned in this area.

This could be one of the reasons why the BBBS school-based mentoring programs have shown meager to moderate effectiveness. It may be that BBBS agencies are too focused on themselves and show minimal cooperation with other school-based activities for youth, particularly those activities that provide more extensive training and supervision. Adherence to their own model, typically run or managed by adults with little training in mentoring and lacking a wider view of the whole field of cross-age peer helping, may have lessened the impact of the BBBS initiative.

Another element that might have made this research more valuable for the entire mentoring community would have been to distinguish between high and low outcome (maximum impact and minimum impact) youth who received school-based mentoring and examine which, if any, factors (mentor training duration and content, relationship/academic focus, cross-gender, for example) were associated with these two general outcome categories. However, this may be an unfair critique as there may be additional studies produced using data collected but not yet revealed to the public. According to Michael Garringer of the National Mentoring Center (<http://www.nwrel.org>), the current BBBS study "is just the first of many P/PV's reports that will be coming out of this data. I think it's more of an issue around needing more time to do statistical analysis (and writing up reports) than a lack of will or interest in asking and answering further questions."

As a result of this research, possibly the BBBS agencies will see the value of learning from the studies and practices associated with peer helping (peer education, peer counselling, peer support, peer assistance, peer mediation, and peer mentoring). In addition, the scope of this research, the methodology, and the specific findings may spark professionals in the peer helping field to acknowledge and cooperate with BBBS agencies in order to mutually benefit from such an innovative and comprehensive approach to demonstrating impact.

Hezlett, S.A., and Gibson, S.K. (August, 2007). Linking mentoring and social capital: Implications for career and organization development. ***Advances in Developing Human Resources*, 9, 3, 384-412.** Social capital and mentoring are both about social relationships, but have seldom been examined as related. The authors discuss key concepts that appear in both fields, including outcomes, bad relationships, trust, and information. They conclude with implications for the practice of human resource development with particular attention paid to the role of mentoring in broader social networks, issues related to formal and informal mentoring, and creating cultures that foster

the development of relationships. Integration of the two areas will add considerable value to career and organization initiatives. (The full article is available to members of the Peer Resources Network.)

Kilburg, G.M. (August, 2007). Three mentoring team relationships and obstacles encountered: A school-based case study. ***Mentoring & Tutoring: Partnership in Learning***, 15, 3, 293-308. A research project that started with 149 mentoring teams in four school districts over two-years resulted in identifying four common problems: institutional barriers, issues of time, lack of emotional support, and poor interpersonal skills. Three teams were selected from the original study to examine these four problems in more depth and assess the effectiveness of intervention procedures. One key element that needed greater emphasis was how mentoring coordinators and administrators used their time. (A copy of this article is available to Peer Resources Network members.)

Qi Concepts (2006). ***Mentoring skills***. (CD-ROM). Nottingham, U.K.: Author. One of the best video depictions of mentoring in the corporate world. For a complete review by Rey Carr, go to Training Media Review (<http://www.tmreview.com/Review.asp?ID=1590>).

Rutherford, P. (2007). ***Mentoring in the 21st Century resource kit***. Alexandria, Virginia: Just ASK Publications. Probably the most comprehensive set of materials for schools. It includes over 30 hours of professional development learning exercises, a facilitator's handbook, participant's manual, transparency collection, posters, a DVD and video collection, and other instructional aids. The primary users of these materials are teachers and other adults that want to establish, run, and maintain high-quality mentoring experience for students in their schools and districts. The total price for this kit, which comes in a deluxe carrying case, is \$985.00. While this might seem like a large sum, the author of this material has considerable experience as a teacher and administrator and with helping schools establish mentoring programs. The materials and resources in this kit are a result of proven techniques. A preview of the Facilitator's Handbook is available on the website. A monthly newsletter is available from the author. Peer Resources Network members who order this Kit and mention the "www.mentors.ca website" will also receive at no extra cost the following three books: an additional copy of *The 21st Century Mentor's Handbook*, *Why Didn't I Learn This in College?* and *Instruction for All Students*. (Order from Just ASK Publications and Professional Development, 2214 King Street, Alexandria, Virginia 22301; Tel: (800) 940-5434.)

Saphier, J., Freedman, S., and Aschheim, B. (2007). ***Beyond mentoring: Comprehensive induction programs: How to attract, support, and retain new teachers (2nd edition)***. Wellesley, Massachusetts: Teachers21. (http://www.teachers21.org/pub_beyondmentor.htm). Retaining skilled teachers is essential for any reforms associated with education and current data makes it appear that previous methods have achieved limited success. These authors show how their research-backed concepts and a comprehensive induction program can be implemented by any school district.

Schmidt, M.E., McVaugh, B., and Jacobi, J. (August, 2007). Is mentoring throughout the fourth and fifth grades associated with improved psychosocial functioning in children? ***Mentoring & Tutoring: Partnership in Learning***, 15, 3, 263-276. This study examined whether mentoring influenced children's self-concept, anxiety, depression, and relationships with parents and peers over an 18-month period. Thirty-one mentored children and a comparison group of 22 non-mentored children were examined at the beginning of a mentoring program in the fall of the grade four year and again in the spring of the grade five year. In grade four, 53 children completed the Piers-Harris Children's Self-Concept Scale, the Revised Children's Manifest Anxiety Scale, the Children's Depression Inventory-Short Form, and the People in My Life questionnaire, and 41 children completed the surveys again in grade five. Six grade four and six grade five teachers completed the Student Behavior Survey. Analyses indicated meaningful improvement in only mentored children's self-concept and anxiety. However, neither mentored nor non-mentored children showed improvements in depression or relationships. Teacher ratings of mentored children did not suggest behavioral changes in the predicted direction. The authors discuss these counterintuitive findings

along with suggestions for future research. (A copy of this study is available to Peer Resources Network members only.)

Smith, A.A. (August, 2007). Mentoring for experienced school principals: Professional learning in a safe place. ***Mentoring & Tutoring: Partnership in Learning***, 15, 3, 277-291. The government of New Zealand provides support for mentoring for principals in their initial years of the principalship. An evaluation of one peer mentoring group of experienced elementary principals identified a number of components of the mentoring process as being valuable, and issues related to status as well as learning and safety were particularly important. The results of this evaluation led to the development of peer mentoring processes based on the idea of "communities of practice." (A copy of this article is available to Peer Resources Network members.)

Talkwalkar, A. (July 1, 2007). The boss. A mentor is not a coddler. ***The New York Times [Online]***. (Retrieved August 8, 2007 from <http://tinyurl.com/2jl9j8>). A description of a mentoring relationship that was difficult and stressful, but highly productive for learning how to deal with tough issues.

GUARDIANS of MENTORING

A car crash in England took the lives of Donald Michie, a researcher in artificial intelligence, and his ex-wife **Anne McLaren**, a geneticist and reproductive biologist at the University of Cambridge. Dr. McLaren was the first female officer of the Royal Society and the first person to culture mouse embryos outside of the womb. She travelled widely and was eager to help scientists in underprivileged countries such as Cuba. She was an intellectual and spiritual mentor as well as role model to many scientists and students. One of the scientists she mentored described her as a person with broad expertise and wisdom that "made her much more than an important scientist." Dr. McLaren was 80 years old.

~ From Famous Mentor Pairings (<http://www.mentors.ca>) ~

TWO EMPLOYMENT OPPORTUNITIES IN MENTORING

Friends for Youth (<http://www.friendsforyouth.org>), a nonprofit, one-to-one mentoring organization located in Redwood City, California has three open positions.

(1) Program Coordinators (2 positions)

Friends for Youth has been serving at-risk youth for 28 years. They have directly served over 1,650 youth in their local community. They plan a major expansion and are in need of two Program Coordinators. This position involves interviewing, training and screening adult volunteers, then matching them one-on-one as mentors to at-risk youth.

Other responsibilities include interviewing and screening the youth who are referred to their program, providing follow up support, planning like skills workshops, and working as a team member to plan and implement community-based activities.

The Program Coordinator positions are full time with a flexible schedule and are supervised by Program Managers. The successful candidates must be willing to work some evenings and weekends. Salaries are dependent on experience. Full benefits including health, dental, vision and a 403(b) contribution plan. Great co-workers in an upbeat environment are included as a bonus.

(2) Volunteer Recruitment Coordinator

The expansion of Friends for Youth also requires an outgoing, creative person to help generate community awareness and recruit adult mentors for the at-risk youth program. Working as a team with the program and marketing staff, responsibilities for this position include developing relationships with local media, contacts and local corporations, and making presentations to community groups and companies. The Volunteer Recruitment Coordinator will also be involved in the agency's mentoring activities, including coordinating academic enrichment and education-based opportunities for at-risk youth and their mentors.

Duties include: identifying, implementing, and coordinating recruitment methods to increase the number of volunteer mentors; coordinating academic/educational resources for the mentor/mentees; contacting television and radio stations regarding publicity opportunities; coordinating and writing articles; setting up and making presentations at service clubs, corporations, and community groups; participating in volunteer orientations and trainings; maintaining a Volunteer Recruitment Advisory Committee; assisting with special events; developing relationships with companies, individuals, and schools who can help further awareness of Friends for Youth; designing and implementing strategies to recruit culturally diverse and Spanish-speaking volunteers; and representing Friends for Youth to the community.

This is a full-time position with a flexible schedule. The successful candidate must be willing to work some evenings and weekends; have some experience in volunteer recruitment and in media relations; be outgoing, assertive, and comfortable with public speaking; have a passion for working with youth; possess outstanding communication and writing skills, creative thinking, and excellent organizational skills.

Experience in working with youth is preferred and knowledge of local community and resources is helpful. Ability to work well with a wide variety of people and as a team player is essential. A minimum of a B.A. degree and at least one year work experience is necessary.

Compensation depends on experience, and full benefits including health, dental, vision and a 403(b) plan are included.

Please visit the Friends for Youth website to learn more about them and the work they do. Interested parties can apply via email to jobs@friendsforyouth.org or by contacting Sarah Kremer, Program Manager, Friends for Youth's Mentoring Institute, (650) 559-0200; email: sarah@friendsforyouth.org

GUARDIANS OF MENTORING

Dr. Marguerite Vogt spent 75 years in a scientific career and during that time she mentored, educated or helped train scores of other scientists, post-doctoral fellows and graduate students. At least five researchers that she mentored eventually won the Nobel Prize. Her own early work contributed to understanding how the polio virus was formed, and later she made significant contributions to understanding how genes cause cancer. She received her medical degree in cancer research at Berlin University, and was a top researcher at the Salk Institute for Biological Studies in San Diego, California. While she loved the laboratory she was also an athlete and an accomplished musician. She did not gain the notoriety of other scientists because she was less interested in marketing her work and more interested in sharing her passion with her lab colleagues. She died at age 94 in July of natural causes.

~ From Famous Mentor Pairings (<http://www.mentors.ca>) ~

CHAMPIONS FOR MENTORING

The Association of Professional Engineers, Geologists and Geophysicists of Alberta

(APEGGA) held its Second Annual National Mentoring Conference at the Radisson Hotel in Calgary, Alberta, October 25-26, 2007. One of the highlights of this conference and a demonstration of the association's commitment to mentoring was the announcement of and recognition of APEGGA Mentors in a special ceremony honoring scientists who have made outstanding contributions to the development of others. Speakers at the conference focused on the importance of mentoring, the evidence that demonstrates the effectiveness of mentoring, how to empower persons being mentored, and recharging your mentoring battery. The conference concluded with a special session highlighting the progress of APEGGA's Aboriginal Mentoring Initiative.

MentorPlace is where IBM professionals volunteer to mentor students from around the world through online relationships. The mentors provide academic assistance, career counseling, and compassion. Participants are required to have access to technology, participate in training, meet each other in person (where possible) at a structured orientation to begin the program and at the end of school year, complete evaluation forms, and adhere to safety and security rules. While the website is primarily for registered participants, it also provides useful links and documents on mentoring strategies and tips, mentor training, presentations on mentoring, handouts, quick tips, and a powerpoint presentation to recruit and inform potential students are all available online. No further contact information is available; interested parties can contact a local IBM representative.

PLEA KidStart Mentoring Program in Vancouver, British Columbia recruits volunteers (age 19 or older) to work one-to-one with youth aged 12-17 who are on probation or diversion and children 6-12 years old who are at-risk. The volunteers are screened, and matches typically last a year. Volunteers are supervised by a coordinator, and expected to spend about three hours per week with their younger partners. The focus of each match is on developing a positive relationship with an emphasis on "doing" activities.

Pacific Community Resources Steps Forward Mentoring Program in Vancouver, British Columbia provides volunteer mentors, aged 19 or older, to spend 3-5 hours per week building supportive relationships on a one-to-one basis with youth between the ages of 13 to 18. Youth have been referred by the Ministry of Children and Families and are voluntary participants. Mentors receive training in communication skills, advocacy, confidentiality, reporting of child abuse, and the role of a mentor. A program coordinator supervises the mentors.

Humewood House Association in Toronto, Ontario is a non-profit organization that provides a safe and caring environment for young, pregnant and parenting women (aged 13-21) and their children through services, life skills training, child care, mentoring, education and counselling delivered by a well trained and dedicated staff. One-on-one mentoring is provided by women who are over 22 years, have completed the application, interview, references and vigorous training program. Mentors are matched by a coordinator individually with a young mother who either resides in the house or is one of their community clients. Mentors receive three sessions of training dealing with: background of Humewood House, policies and procedures, confidentiality, duty to report, the role of the mentor, guidelines for the mentor, understanding the pregnant and parenting teen, issues facing teen parents, coping with the changes of a pregnant teen as mentor, pre and post natal health, [labour](#) and birth, infant nutrition and development, bonding, attachment, and healthy living habits. Mentors help their young mother 4-6 hours per week for a period from one year to 18 months. The match typically lasts until the baby is approximately six months old, but can be extended should the need arise. Both parties agree at the onset that Humewood House will manage the match up until closure, then an agreement is signed if the partners wish to continue the relationship as friends. No fees are charged.

Mentor ME Ministries in Irvine, California, founded by Bob Drake, is a religious, non-profit organization designed to provide Christian men to act as mentors to fatherless boys. The mentors spend time with boys, aged 5 to mid-teens, in a number of fun-oriented learning activities (camps, skateboard and bike parks, computer repair and training, weight conditioning and self-defence, and fishing), prayer and Bible study. Mentors are carefully screened through background checks and fingerprinting.

The College Success Foundation Hometown Mentor Program and College Mentor Program in Issaquah, Washington offers two programs: (1) The "Hometown" program recruits community members who value higher education to support students in their last two years of high school through their first few months in college. The mentors discuss career and academic goals, and help prepare the students for college and life beyond high school. The mentors meet with the students on their high school campus. They receive training and have access to a mentor coach (known as a College Prep Advisor). Mentors are selected through application, background checks, references, and a personal interview. (2) The "College" program uses agreements with over fifty college campuses to provide mentors for "Achiever Scholars" - recipients of scholarships through the Foundation. The college mentor coordinator recruits and trains campus faculty and staff to become mentors for these students. Mentors help with transition and understanding of the college culture, mission and philosophy. Mentors meet with monthly with the students, and while the emphasis is on the first two years of college, the mentors are encouraged to continue on with the mentoring during the junior and senior years.

The Women's Enterprise Centre with offices in the cities of Victoria, Vancouver, and Kelowna, British Columbia offers a three-part mentoring program throughout the Province of British Columbia that includes peer mentoring groups, one-to-one mentoring, and mentor advisory forums. In the peer mentoring group format up to eight women typically meet as a group six times with a facilitator who is an experienced entrepreneur. Group discussions focus on challenges associated with self-employment, experiences of group members, and emotional support.

(Specific contact details for each of these champions is available at <http://www.mentors.ca/mentorprograms.html>)

GUARDIANS of MENTORING

Colleen McCrory was a mentor to many people involved in environmental activism. She was recognized internationally with her campaigns to save wilderness areas from logging. Along with several of the people she mentored, Colleen McCrory was responsible for the creation of the 49, 600-hectare Valhalla Provincial Park along Slocan Lake in British Columbia. She won Canada's Governor General's Award in 1983 and in 1992 won the prestigious US Goldman Environmental Prize. One of the people she mentored described her as a "natural leader who defended her principles no matter what the cost was to herself." Colleen McCrory died of brain cancer July 1, 2007 in her hometown of New Denver, British Columbia at age 57.

~ From Famous Mentor Pairings (<http://www.mentors.ca>) ~

The Mentor News is a complimentary publication of Peer Resources, 1052 Davie Street, Victoria, British Columbia V8S 4E3 Canada. All articles are written by Rey Carr unless otherwise indicated.

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