

To:
From: Rey Carr <rcarr@islandnet.com> (by way of Rey Carr)
Subject:
Cc:
Bcc:
Attachments:

THE MENTOR NEWS

ISSN 1708-9034
February 27, 2008

This newsletter is being sent to you because you let the mentoring experts at Peer Resources know about your interest in mentorship. We strongly support a privacy policy that prohibits sending unwanted email. If you wish your address to be removed from this list, please let us know. We do not sell or forward your address to any other source. Back issues of The Mentor News are now available online at <http://www.mentors.ca/thementornews.html>

TOPICS

- Being a Giraffe Instead of a Bystander
- Join the Peer Resources Network
- Attend any of 26 Mentoring Conferences or Seminars
- Use Five of the Latest Mentoring Resources to Guide Practice
- Reverse Mentoring Appears at the Academy Awards
- Eight Champions for Mentoring
- Copy, Subscribe, Unsubscribe

BEING A GIRAFFE INSTEAD OF A BYSTANDER

Rey A. Carr

Exercise has become an integral part of my routine, and I don't normally consider it an opportunity for learning something that applies to my professional interests. However, the other day I observed something during my workout that startled me and resulted in reflections on its meaning for our work as mentors.

I was just a few minutes from reaching my cardiovascular target goals for the day on the treadmill at the local recreation centre, when I both felt and heard a thump on the treadmill next to me.

I looked over and saw that the older woman who had been walking on the treadmill next to me was now laying on the ground in a crumpled position. I immediately pushed my emergency stop button, unhooked myself, and knelt down next to her.

She was struggling to get up. I put my hand lightly on her shoulder, and said, "Hi, I'm Rey. Just sit here for a minute and rest." As I was saying that, two of the fitness centre trainers appeared and quickly took charge of the situation. She was conscious and unhurt with no apparent bruises or scrapes, and she said she was okay.

The trainers helped her up and escorted her to their office to complete an "incident report." I suggested to one of the trainers that he also bring her some water to drink while in the office.

What startled me about this event was what appeared to be the lack of response on the part of the other people who were using the exercise equipment that surrounded the fallen woman's treadmill.

While I was kneeling next to her, I felt a heightened awareness of the surroundings. My senses went into full alert mode. I could see that the people using the machines in the immediate area continued to pedal, run, walk, or climb. Mostly they avoided eye contact and seemed absorbed by what they were listening to on their earphones. At best maybe they felt a sense of relief that someone else had taken charge of the situation, and that there were enough people already providing needed assistance.

On the other hand, maybe, like me, they were so focused on achieving their workout goal, that stopping was not in their plan. Maybe one of the things they enjoy about being at the centre was being left alone and maintaining a kind of anonymity. Maybe working out is an opportunity to disengage or experience detachment from daily demands. Maybe they didn't hear an inner voice in their unconscious mind, like I did, that whispered about a higher order goal of compassion that needed action.

There must be many times when we are working on achieving our goals that we become so consumed by the accomplishment we lose contact with a sense of higher order purpose, meaning or spirit. No wonder many people still feel unfulfilled when they have achieved what appear to be worthy life or business goals.

As peer assistants, coaches, and mentors, we must be aware of going beyond typical goal-setting methods and ensure that we can help the people we work with place their goals in the context of higher order life directions.

My second reflection about this event had to do with the sense of hyper-vigilance I felt while I was assisting my treadmill buddy. I was somewhat puzzled about this until I got home and described the situation to my spouse.

She reminded me that my experience was quite similar to what we observed when we stayed at the [Animal Kingdom Lodge](#) during our family reunion at Disneyworld last year. At first I thought she was referring to everyone saying to everyone else, "Have a magical day."

"No, Rey," my spouse said patiently, "it has to do with the behaviour of the giraffes that we could see everyday from our hotel room balcony. Remember how giraffes would pair up when they would go to the water pond for a drink? A giraffe was always accompanied by another giraffe that stood guard while the first one took a drink."

When a giraffe attempts to take a drink, it must splay out all four legs to significantly reduce its height in order to bend its long neck down to the water. Consequently, it is totally helpless and cannot move, and becomes exceptionally vulnerable to predators. The accompanying giraffe stands tall and swivels its large head and eyes in all directions to scan the landscape for potential danger.

The treadmill situation and the giraffe example combined to remind me of the first time in 1982 I was researching whether peer coaching would be something high school students would want to do or be capable of learning.

Along with my colleagues, Greg Saunders and David DeRosenroll, we identified hundreds of students who said that they wanted to be able to help their friends, but they didn't know what to do. They often felt helpless when it came time to provide support, and they translated this helplessness into either inaction or trouble. They wanted to be "giraffes" for their friends, but they didn't know how to go about it.

For the most part, although they found it very worthwhile when someone did it for them, the adolescents didn't attempt to just "be" with another person when that person needed help. They typically thought that they had to "do" something (such as wear similar clothes, use the same slang expressions, engage in similar behaviours). Their belief was that "telling" was a form of "doing," but

that "listening" wasn't. Consequently, if there was nothing to tell or they didn't know what to say, they wouldn't "do" anything, including just "being" with the other person. Helping young people alter this belief through experiential training, and building on their inner desire to help each other, became the foundation of our highly successful peer mentoring initiative.

While as mentors we can be the "giraffes" for those people we engage with, we also need to help our peers, clients and "partners" (our term for those we mentor), to ensure that they can identify and cultivate giraffes within their own social network as well as become giraffes for others.

One of my mentors, the late [Vance Peavy](#), use to say that the main reason most people seek help from a professional was not because they have a "problem" that has become insurmountable, but because the social supports (the "giraffes") in their social milieu are no longer accessible or willing to provide the needed assistance.

There are a number of reasons why bystanders fail to provide assistance in public situations. The most prevalent theory is that the social situation, particularly the number of people present, is the key determinant as to whether an individual will intervene.

As mentors maybe we've already taken steps to educate ourselves as bystanders. Maybe we are already on the path of acknowledging our fears, increasing our sense of presence, and improving our confidence to take action.

Here are some actions that will provide an anti-bystander perspective: Make sure we each have a giraffe in our lives. Act as a giraffe for others. Help others become a giraffe, as well as develop a connection with a giraffe in their own life. Practicing this type of compassionate presence in mentoring is one of the features of our work that marks a unique place for us in the continuum of helping interventions.

References

- Banyard, V.L., Plante, E.G., & Moynihan, M.M. (2004). Bystander education: Bringing a broader community perspective to sexual violence prevention. *Journal of Community Psychology, 31*, 1, 61-79.
- Kayes, D.C. (2006). *Destructive goal pursuit: The Mt. Everest disaster*. Hampshire, United Kingdom: Palgrave Macmillan Ltd. This book can be purchased through [Amazon.ca](#) (for Canadian orders), [Amazon.com](#) (for US orders), or [Amazon.co.uk](#) for international orders.
- Keltner, D. & Marsh, J. (Fall/Winter, 2006-07). We are all bystanders. *Greater Good Magazine, 3*, 2. (Retrieved October 27, 2007 from <http://tinyurl.com/3cgtb2>)
- Meggison, D. (June 1, 2007). Goal setting in coaching and mentoring: Help or hindrance? *Peer Bulletin 153*. (Retrieved October 30, 2007 from <http://www.peer.ca/Projects/Bulletin153.html>)
- Oliner, S.P. (2003). *Do unto others: Extraordinary acts of ordinary people*. Boulder, Colorado: Westview Press. This book can be purchased through [Amazon.ca](#) (for Canadian orders), [Amazon.com](#) (for US orders), or [Amazon.co.uk](#) for international orders.
- Planty, M., Bozick, R., & Regnier, M. (2006). Helping because you have to or helping because you want to? Sustaining participation in service work from adolescence through young adulthood. *Youth & Society, 38*, 177-202. (The full study is available to members of the Peer Resources Network by sending an email to rcarr@peer.ca)
- Shapiro, S.M. (July 1, 2006). Goal-free living challenges goal-setting traditions. *Peer Bulletin 142*. (Retrieved October 30, 2007 from <http://www.peer.ca/Projects/Bulletin142.html>)
- Staub, E. (2003). *The psychology of good and evil: Why children, adults, and groups help and harm*

Mentoring for Meaningful Results: Asset-Building Tips, Tools, and Activities for Youth and Adults

Mentoring Answer Book from Big Brothers Big Sisters

Mentoring Handbook for Parents from Big Brothers and Big Sisters

Leading the Teacher Induction and Mentoring Program (Second Edition)

Do the brief stories about the Guardians of Mentoring or Quotes 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 \$99.00 and the fee for an institutional membership, which allows up to five people to share a full membership, is \$185.00 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>>.

As a bonus for readers of The Mentor News who become members of the Peer Resources Network by the end of March, 2008, 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. For more details on the benefits as well as a secure online form to sign-up, go to <<http://www.mentors.ca/PRN.html>>.

GUARDIANS of MENTORING

Edward A. Murphy, Jr. was an American aerospace engineer who became a mentor to hundreds of people because of his cautionary approach to developing the most famous high-speed, experimental aircraft of the 20th century. He dedicated his life to pilot safety and life support systems for astronauts, and created a system of "defensive design" to prevent "worst-case scenarios." His work gave birth to the oft-cited "Murphy's Law" which states: "If there's more than one way to do a job, and one of the those ways will result in disaster, then somebody will do it that way." During his lifetime he was often dismayed by inaccurate or trivial interpretations of Murphy's Law, and he became a victim of his own law. Murphy's Law is not to be confused with either of two lesser-known laws: "Finagle's Law" which states "Anything that can go wrong, will-at the worst possible moment" or "Hanlon's Law" which states "Never attribute to malice that which can be adequately explained by stupidity." Mr. Murphy died in 1990 at the age of 72.

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

MENTORING CONFERENCES and EVENTS

Mentoring in the 21st Century (Supporting New Teachers)

March 3-4, 2008
Westin Park Central, Dallas, Texas
askeducation.com
(800) 940-5434
registrations@askeducation.com

Managing and Mentoring Diverse Talent with Rita Boags

March 6, 2008
Hilton Hotel, University of Houston, Houston, Texas
www.texasdiversitycouncil.org/MMDT.html
(713) 743-2500

Creating an Inclusive Culture with Multiple Mentoring Formats with Rita Boags

March 7, 2008
SMU Cox School of Business, Dallas, Texas
www.texasdiversitycouncil.org/CMCM.html
(214) 768-3000

Christian Association of Youth Mentoring

March 7-8, 2008
Owensboro, Kentucky
www.caym.org/calendar.html
(506) 870-0876
info@CAYM.org

Department of Defense Mentor-Protege Conference (Invitation Only)

March 10-13, 2008
Hilton Daytona Beach, Daytona Beach, Florida
<http://www.dodsconference.com/MP/>
(800) 540-8857, ext 177
programinformationmp@osd.mil

Mentoring Programme Coordinators Workshop

March 12-13, 2008
Burnham, Buckinghamshire, UK
Clutterbuck Associates
+44 (0)1628 661667
info@clutterbuckassociates.co.uk

PERACH International Conference on Tutoring and Mentoring

March 16-20, 2008
Weizmann Institute of Science, Rehovot, Israel
www.perach.org.il
972-8-9378310
nppeerach@weizmann.ac.il

Setting Up a Mentoring System

April 1, 2008
161 North Clark Street, Chicago, Illinois
www.paamentoring.com
(800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Mentors Train-the-Trainer

April 2-4, 2008
161 North Clark Street, Chicago, Illinois
www.paamentoring.com
(800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Mentoring in the 21st Century (Supporting New Teachers)

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

Christian Association of Youth Mentoring

April 18-19, 2008
Southern California (with National Network of Youth Ministries and Mission2Mentor)
www.caym.org/calendar.html
(506) 870-0876
info@CAYM.org

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

Christian Association of Youth Mentoring

May 2-3, 2008
Perimeter Church, Atlanta, Georgia
www.caym.org/calendar.html
(506) 870-0876
info@CAYM.org

Mentoring in the 21st Century (Supporting New Teachers)

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

Christian Association of Youth Mentoring

May 16-17, 2008
Winston Salem, North Carolina (with One Kid)
www.caym.org/calendar.html
(506) 870-0876
info@CAYM.org

Growing Mentoring and Coaching in Scotland

May 22, 2008
University of Strathclyde's Centre for Executive Education, Glasgow, Scotland
karen.forester@slfscotland.com

Tutor/Mentor Leadership Conference

May 29-30, 2008
Chicago, Illinois

www.tutormentorconference.org
tutormentor2@earthlink.net
(312) 492-9614

Christian Association of Youth Mentoring

May 30-31, 2008
Cincinnati, Ohio (with One2One Mentors)
www.caym.org/calendar.html
(506) 870-0876
info@CAYM.org

Oxford School of Coaching and Mentoring Annual Practical Perspectives Conference

June 12, 2008
Oxford Hotel, Oxford, England
www.oscm.co.uk
01869 338 989
mark@oscm.co.uk

Christian Association of Youth Mentoring

June 13-14, 2008
Long Island, New York (with Long Island Youth Mentoring)
www.caym.org/calendar.html
(506) 870-0876
info@CAYM.org

Setting Up a Mentoring System

June 17, 2008
Washington, DC
www.paamentoring.com
(800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Mentors Train-the-Trainer

June 18-20, 2008
Washington, DC
www.paamentoring.com
(800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Setting Up a Mentoring System

September 16, 2008
Los Angeles, California
www.paamentoring.com
(800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Mentors Train-the-Trainer

September 17-19, 2008
Los Angeles, California
www.paamentoring.com
(800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Christian Association of Youth Mentoring

October 24-25, 2008
Calvary Chapel, Tampa, Florida

about volunteering provides tips for initiating such a conversation. The author also provides a "reality checklist" that identifies common challenges and provides suggested strategies for dealing with the challenges. Additional resources are provided.

Harris, S. (2007). Critical reflections on doctoral learning. *Mentoring & Tutoring: Partnership in Learning*, 15, 4, 331-332. The entire issue of this quarterly journal includes 15 articles on life changes through informal mentoring in doctoral programs. The next issue of this journal will be devoted to articles about ethics in mentorship. More information about the journal and its contents is located at: <http://www.tandf.co.uk/journals/titles/13611267.asp> (Editor's Note: An online subscription to this quarterly journal is a whopping US\$633.00, and the purchase of a single print version is close to US\$175.00! However, membership in the International Mentoring Association (www.mentoring-association.org) which costs \$65.00 includes a 75 percent discount on the subscription price.)

Van Bynan, J. (September 8, 2006). Apprenticeship or mentorship? *Apprenticeship Network [Online]*. (Retrieved October 18, 2007 from <http://tinyurl.com/2y4p9x>). Confusion sometimes exists between the terms mentorship and apprenticeship. This article details how they are similar as well as how they are different. The author proposes that the two methods of learning compliment each other. While apprenticeship can emphasize the tools and techniques associated with the workplace, mentorship has more to do with creating a learning culture, improve knowledge retention in an organization, and encourage employee engagement.

Weinberger, S.G. (2007). *Preparing my mentor for me: A personal resource guide for mentors*. Hartford, Connecticut: The Governor's Prevention Partnership (<http://www.preventionworksct.org/publications.html>). The latest in the "My Mentor and Me" series by the author, this book provides answers to the most challenging questions posed to the author about mentoring. Filled with inspiring quotes and insights, the book offers tips and tools for mentors and mentor programs, including establishing ground rules, roles and responsibilities, goal-setting and communicating with mentees. (The *My Mentor & Me* series, originally published in 2001 by the Governor's Prevention Partnership, is designed to help mentors and their partners share in a mutually rewarding experience. It contains week-by-week activities with lessons that extend far beyond the school year, and it is available in both elementary school and high school editions.)

GUARDIANS of MENTORING

The thousands of people who have been rescued in air-based medical evacuations owe their safety and speedy treatment to Flying Officer **Kay MacDonald**, a flight nurse who logged hundreds of mercy missions for the Royal Canadian Air Force (RCAF). Nurse MacDonald was one of only a handful of nurses qualified to fly search-and-rescue missions. She helped fishers whose boats capsized in rough Pacific Ocean waters, aircraft personnel who crashed in the vast forests of British Columbia and the Yukon, and persons from remote areas needing emergency hospitalization. She also spent 14 years serving in various areas in Europe and Canada, and was so highly prized for her skills, teaching and mentoring that she was appointed chief instructor for aero-medical evacuation training for Canada's military. She was known and admired for her sense of humor, approachability, and high standards. She was the first to engage nurses-in-training in emergency simulated conditions, where each student nurse had a chance to be the patient and the nurse. She perfected the teamwork required between the air crew, medical staff, and ground crew. Ms. MacDonald died of cancer at age 86 in Ottawa on April 29, 2007.

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

The Women's Executive Network has created a mentoring program that pairs "Canada's Most Powerful Women: Top 100" winners with young women from across Canada, ages 20-29. This program, called "WXNWisdom II" offers successful applicants a year of mentoring, classroom instruction, and peer networking. The Network has partnered with corporate partners to provide an opportunity for young women who aspire to leadership positions to learn, network and grow.

Don Clark maintains a great website full of information on a variety of topics associated with leadership, management, and human resources development. He also includes a section that details a number of icebreaker and warm-up activities. Don is very generous in providing all these resources and he only requests that users give credit to the source. You can email Don at donclark@nwlink.com, and access these free resources, known as "Big Dog and Little Dog's Bowl of Biscuits," go to: <http://www.nwlink.com/~donclark/leader/leadtrn.html>

The Association for Mentoring Professionals has posted its latest quarterly newsletter, and this issue features articles about the importance of screening volunteers, the prevalence of predators and the relevance to youth-serving programs, and tools and resources for increasing safety of youth programs. To download the latest issue, go to <http://tinyurl.com/3cv9fj>

University of California Student Alumni Mentorship Program in Berkeley, California (<http://alumni.berkeley.edu/Students/Mentorship/main.asp>) provides one to one relationships where alumni mentor undergraduate students. Students select mentors from their online profiles. Students and mentors work out a contract regarding the number and duration of meetings. The intention of the mentorship is to help students with day to day student life issues, academic, personal and cultural issues, planning, development and advising. For further information contact: Celeste Colbert Stanley, Alumni House, Berkeley, California 94720-7520; Tel: (888) 225-2586.

Youth Mentoring Network in Australia is a collaborative effort of four not-for profit organizations and the Australian Department of Families, Community Services and Indigenous Affairs. Their goal is to foster the growth and development of high quality mentoring programs for young people in Australia by providing a national base of collaboration, support, guidance and expertise. They include information about how to be a mentor, how to find a mentor, tools and resources, information for youth, and listings for conferences and mentoring events. They also provide a Youth Mentoring Newsletter. Contact details are available in the Peer Resources' Mentor Directory

Robin Cox (info@yess.co.nz), a member of the Peer Resources Network, has developed a blog page as part of a new Australian youth mentoring program called the GR8 MATES Youth Mentor Program. The blog is linked directly to his website (<http://www.yess.co.nz>), where visitors can learn about the ten quality assurance standards for setting up a new mentoring program, the role teachers can play as mentors to Generation Y and Generation Z students, the importance of peer mentor programs, as well as rich source of links on mentoring.

The Detroit Pistons professional basketball team donated 40 tickets for mentor/partner matches in Michigan to attend their October 12 game against the Utah Jazz. With top ticket prices reaching \$250 each, the team made a \$10,000 contribution to mentoring. Unfortunately, pairs that went to the game saw the Pistons lose to the Jazz in this pre-season game: 100-85. Jarvis Hayes was the highest scoring player for the Pistons, and he commented to the mentoring pairs that the best thing about playing with Detroit is that "the guys who are here are very unselfish, they trust their teammates, they trust in each other to get the job done. It works both ways. I'm sure it's the same for people in mentoring."

The U.S. Department of Education announced the 188 winners of its 2007 grant competition. The grants went to local educational agencies, nonprofit community-based organizations, and partnerships between the two, to promote school-based mentoring programs for children with greatest need. Each project is dedicated to assist children in receiving support and guidance from a mentor; improve their academic achievement; improve interpersonal relationships with their peers, teachers, other adults, and family members; reduce their rate of dropping out of school; and reduce

levels of juvenile delinquency and involvement in gangs. To qualify, programs must serve children with the greatest need in grades 4 to 8 that reside in rural or high crime areas or troubled environments, or who attend schools with violence problems. Applicants receiving awards under this program have developed projects that link children with mentors who will receive ongoing training and support in mentoring, and have been screened using appropriate background checks. A list of current grant winners as well as past recipients is available to Peer Resources Network members.

Dr. Ken Magdaleno, a Peer Resources Network member and faculty member at California State University at Fresno, has developed a highly successful Latino Administrator Mentoring Program for a number of school districts in California. The state's population growth has soared from 10 million in 1970 to 36 million today; and state officials predict the population will grow to 50 million by 2020. At present Latinos represent approximately 35 percent of the state's population with much larger percentages concentrated in a number of school district areas.

Dr. Magdaleno's innovative work to increase the recruitment and retention of Latino school executives is helping to keep pace with these rapidly changing demographics. He will be sharing his ideas about mentoring as a featured presenter at the Association of California School Administrators conference, November 8-11, 2007 in Santa Clara, California (<http://www.acsa.org/>). His topic is "Supporting Leaders Through Mentoring." Dr. Magdaleno created his workshop session because he believes that "Mentoring is a system of support whose time has come. Combining ongoing professional learning with the development of interpersonal connectivity, mentoring develops the human capacity to not simply endure, but to succeed as a leader. School districts that cultivate a 'mentoring culture' of sustainability will be rewarded with district and site leaders better able to lead through the development of accelerated leadership capacity, improved self-confidence, reduced stress, and heightened organizational and individual knowledge." Dr. Magdaleno can be reached by email at kenmagdaleno@comcast.net

Lisa Jones of the Calgary Foster Parent Association in Calgary, Alberta is a member of the Peer Resources Network and was one of the participants in the July, 2007 Peer Resources' Comprehensive Peer Program Leader Training course (<http://www.peer.ca/trng.html>). A unique element of the course was its focus on First Nations/Aboriginal customs and traditions. (The course, facilitated by Level III Certified Peer Trainer and Peer Resources Network member Ron Jorgenson, is held in Victoria, British Columbia every July.)

Lisa said, "I found the training I took this summer really valuable. I have been working with aboriginals for years, and I got a lot of things out of the course that I did not understand before. I knew that I didn't get it, but I didn't know what "it" was until that course. Upon returning to work, I developed a 'Training for Mentors' and an 'Orientation for Mentees'. The mentor part is conducted with a group of 10 people, and is intimate and lively. We've had two sessions so far and both have gone extremely well. I visit each mentee and go over the program and expectations. This enables me to get a feel for who they are and which mentor may be best for them. I then consult with the Foster Care Workers and do the matching. The benefits are two-fold: the Foster Care Workers will know the families better than I, and it also gives them an opportunity to 'buy-in' to the program and have an investment in it. Just this week, we have finished matching all new Foster Parents that have started in General Foster Care since June, 2007 for a 12-month mentoring relationship." As a result of her work in the course, Lisa was granted Level I Certification as a National Trainer (<http://www.peer.ca/Projects/natregistry.html>)

A highlight of the **Organization Development (OD) Network Conference**, which took in Baltimore, Maryland October 21-24, 2007, was the Dick Beckhard Mentoring Program. This unique program pairs new and mid-career practitioners with seasoned OD mentors. Conference participants sign-up to be a mentor or have a mentor prior to the event and are paired up on the first day. This year there were 35 mentors matched with 110 partners. Small groups met during a time set aside and made arrangements to continue the mentoring interaction through the rest of the conference and beyond.

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

GUARDIANS of MENTORING

The Rolex Mentor and Protégé Arts Initiative pairs young artists in dance, literature, film, music, visual arts and theatre with luminaries in their field for a year of mentoring. Pinchas Zukerman (violinist), Stephen Frears ([filmmaker](#)), Jessye Norman (opera singer), John Baldessari (artist), Anne Teresa De Keersmaeker (choreographer), Tahar Ben Jellouin (writer), and Julie Taymor (film director) are just a few of the talented mentors involved in this program. Rolex pays each mentor US\$50,000 over the course of the year and pays each partner \$US25,000 plus expenses. The program began in 2002, and at the end of each year all the current and past mentors and partners gather together for a weekend in New York City for a series of performances, screenings, readings and talks featuring the artists involved in these talent-nurturing relationships.

~ 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. Back issues are available online at <<http://www.mentors.ca/thementornews.html>>.

To subscribe or unsubscribe send an email to info@mentors.ca. If you know of anyone who might benefit from receiving this newsletter, please pass it on. (All items in this newsletter have been selected or adapted from **The Peer Bulletin**, a paid subscriber publication for members of the [Peer Resources Network](#). Copyright is held by Peer Resources.)