

THE MENTOR NEWS

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The Mentor News is a publication of Peer Resources (<http://www.peer.ca>), and is distributed at no cost to subscribers every 45-60 days. Back issues of The Mentor News are available at (<http://www.peer.ca/thementornews.html>). All articles are written by Rey Carr unless otherwise indicated. Anyone who would like to contribute an article or information for an upcoming issue of the newsletter can contact Rey Carr at rcarr@mentors.ca

TOPICS

Rey's Big Adventure and Lessons Learned Along the Way

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REY'S BIG ADVENTURE AND LESSONS LEARNED ALONG THE WAY

Five months have gone by since I had heart bypass surgery. I was shocked and stunned to learn that I had to have an operation on my heart. The surgery was a life-changing and life-threatening event, and I've started to understand the meaning this event has for me. I've learned many important lessons along the way, and I'd like to share my top twelve. Each lesson provided me with an even greater commitment to the work we do as mentors. I hope that what you read here will not just be a story about what happened to me, but will act as source of inspiration and reflection for what is important in your own work and life.

Allowing mutuality

In January, during my regular exercise workout, I collapsed and lost consciousness while on a treadmill at the recreation centre. When I came to a few seconds later, I thought I was just dehydrated, overdoing it, or unable to catch my breath.

Fortunately for me a first-aid technician was there immediately and attended to the scrapes caused by my face plant on the treadmill belt. He also called emergency services. They arrived quickly, placed me on a gurney, and connected me to a heart monitor.

I was experiencing a role reversal: typically I'm the helper; however, now I was in the position of relying on others to help me. The lesson that was highlighted for me was the importance of mutuality and shared responsibility for making our peer assistance, mentoring and coaching relationships work. Not only is this an important way to interact with clients and partners, but we also need to ensure that we have coaches, mentors, and peer assistants in our lives that we can rely on for support.

Creating sanctuary

The emergency personnel asked me questions to determine my level of consciousness and aid in their preliminary diagnosis and treatment, I was trying to convince them that all I needed was to go home. I thought that if I can just get home, I'll be safe. Faced with severe challenges, I learned we often want to find a safe haven; a place where we can be protected, in control, heard, and supported. That's what home represented to me. I wonder how often we strive to provide this sense of sanctuary for the people we encounter in our work.

Demonstrating skill

The ambulance crew, despite my attempts to convince them otherwise, concluded that a journey to the hospital emergency room was necessary. What I learned from their insistence was that when someone experiences a sudden traumatic event, denial may play a large role and result in attempts to reject or minimize the need for appropriate assistance. Skilled listening, powerful questions, and persistence are probably the best way to overcome such denial.

I was fortunate that some of the best coronary care specialists and heart surgeons in Canada worked at the hospital that was just a few blocks from both the recreation center and my home. My friends often tease me that I don't like to leave my postal (zip) code area, and they're right. I have virtually all the services I need for business and personal use within walking distance.

The ride in the ambulance from the recreation center to the hospital only took a few minutes. I was on the gurney in the ambulance lying flat and facing backwards. I started to feel motion sickness and was getting dizzy from the ride. The emergency attendant riding with me said my experience of motion sickness was pretty common. What I learned from this brief encounter was that having an expert recognize and normalize a distressing experience can provide considerable relief.

Recognizing turmoil

I've never spent any time in a hospital except to visit people I knew who were ill, or when I was a clinical psychology intern in a hospital for war veterans. Being wheeled in as a patient was similar to what I've seen on TV, where from the patient's perspective all you can see is the ceiling lights going by.

After examination by an emergency room cardiologist, I was admitted to the hospital for observation and tests. I still wasn't convinced this was necessary, and wanted to get dressed and walk home. Maybe I should explain. I never had any symptoms of heart disease; I was physically very fit, exercised regularly, and pretty much had a healthy diet. I couldn't believe that my recreation center accident was anything but a freak occurrence. I can recall very little of what happened during the next few days in the hospital.

What I learned from this memory lapse was that anxiety, fear, and resistance severely reduce attention, focus, and understanding. Even though I appeared to have a calm exterior, my inner turmoil created a protective veil or shield, and blocked the normal sharpness of my cognitive ability. My wife, Sarah, was later able to fill me in on what transpired during this time, and she told me that my exterior calmness helped her to remain calm. I think that I was more likely stunned than calm.

In our roles as coaches, mentors and peer assistants it is important to be able to recognize when a client or partner may be overwhelmed or experiencing inner turmoil that is masked by external behaviour. Sometimes called "bracing against the pain" this conflict between an inner and outer life can result in cognitive difficulties and physiological problems. By having an opportunity to reflect on the turmoil, our clients and partners are more likely to recover quickly, and more actively participate in their own healing.

Building trust

Some of the diagnostic tests acted as a reality check and confirmed that not only did I have coronary artery disease, but that the only option for me was bypass surgery. The scientist part of me was fascinated to watch the angiogram probe of my heart arteries on the TV-monitor. Although the procedure to explore my arteries was invasive, there was no pain.

The cardiologist took the time to explain the test to me, what it would show, and what decisions had to be made as a result. But his explanation was more than just a clinical review. His communication demonstrated compassion, warmth, expertise, and concern that generated immediate rapport and trust.

I learned two things from this: that developing trust is essential when it comes to making important life decisions; and that having a preview of what was going to

happen enabled me to feel more connected to the process. This not only reinforced for me the importance of trust and compassion in our coach, mentor and peer assistance relationships, but also the importance of giving the people we work with a better idea of how we intend to work with them.

Identifying intention

I was released from the hospital to spend a few days at home before my scheduled surgery. My cardiologist made me promise to return for the surgery, which I thought was an unusual request. I had no intention of fleeing the country or not going ahead with the procedure. I guess that when some patients get home, the security of their own place creates an increase in denial.

The cardiologist reinforced the importance of my having the surgery by saying that I wouldn't be permitted to drive a car until he gave approval some time after the surgery. I laughed when he used this prohibition as a "carrot" to get me to come back. He asked why I was chuckling. I told him I didn't like to drive anyway, and to have a reason not to was a great relief.

While the cardiologist was well-intentioned, he didn't tap into my deeper motivation and my commitment to have the surgery. How often do we as coaches, mentors, and peer assistants participate in the action phase of our interactions while missing what is truly propelling another person to take (or resist) such action?

Assessing current reality and setting goals

After a few days at home I returned to the hospital to begin the "pre-op" phase of my surgery. I was given a tour of the surgery and recovery areas, met the surgeon and the anesthesiologist, both of whom explained with compassion what I could expect. They described the procedures, the high degree of success of the operation, the likelihood that my heart would work even better afterwards, and that I would be able to resume all my normal activities a few weeks later. These were all goals that were at the highest priority on my list.

My time at home prior to this experience gave me considerable opportunity to review and reflect upon the balance sheet of my life. I thought about what I wanted to have happen. I became extremely calm and felt a serenity that surprised me. I realized that I was not afraid to die. I wanted the surgery to be successful, and I wanted to continue to enjoy the love of my wife, family and friends. I felt I was in the hands of the best that was available to us on this earth. If I didn't survive, I felt accepting of it because up to this very day I thought I had lived my life with passion, purpose, and meaning.

While I may have had some regrets about things I had done (or not done) in the past, I had no present baggage, uncertainties, or unresolved connections. The love and

intimacy I have with my wife and family had never been stronger. My life felt complete. Mostly what I felt was gratitude and appreciation.

Using humor

Following surgery I was connected to a number of machines, tubes and drugs. I had my own cardiac care nurse. All of these were crucial for my survival and recovery. After a few days I was allowed to go home (without the equipment but with a number of prescription drugs the names of which I couldn't pronounce).

Before I was released from the hospital I had to demonstrate to the cardiac rehabilitation physiotherapist my ability to walk around, tie my shoes and dress myself. I even had to show that I could walk up and down two flights of stairs. When the physiotherapist accompanied me on the stair climb, she congratulated me on the success and let me know that going up and down two flights was equivalent to the energy needed to have sex. I said to her, "I think I'd rather climb the stairs."

For me the lesson here was the importance of humor. Throughout this most serious of all surgeries, I continued to find humorous elements. One of the cardiac care nurses showed my wife and me a video tape made by a previous cardiac patient who had gone through the same procedure. Near the end of the tape, it showed the former patient playing golf. I turned to my wife and said, "Oh, no, honey; I don't have to learn to play golf when this is over, do I?"

On another occasion when I was in recovery and was still feeling the impact of the tubes that had been placed in my throat during surgery, I was having a hard time getting my vocal chords to work and pretty much had to whisper. A nurse, hoping to aid in my recovery, said to me: "You'll have to try to speak louder." I replied in a whisper, "What's the matter; are you afraid of intimacy?"

I mention these three examples because the first two represent humor that relieved a possible tension- or anxiety-producing situation, while the third example, although funny to me, could have easily been interpreted by the nurse to be a rebuke or rejection of her interest in helping me. Humor is an important element of our work, but it requires attention to making sure it adds to rather than detracts from what we hope will happen.

Building relationships

While the hospital staff, including the nurses, doctors, food services personnel, and lab technicians all contributed to my recovery from surgery, it wasn't until I returned home that my healing really began. My wife Sarah created an email network to keep my friends and family informed about my progress, and they responded with messages of great care and concern. The messages I read showed me a level of caring, compassion and love I didn't know existed. Some of the messages brought me

to tears; some of the messages were inspiring; and some of the messages revealed a depth of relationship that most people can only dream about.

What I learned during this healing period was not that coaches, mentors and peer assistants must provide this kind of care to others, but that we must assist each person we work with to develop and access a social network of support that includes people who love and care for them. Without such a social network of intimacy, friendship and compassion available to those we work with, our efforts as coaches, mentors and peer assistants will have only short-term impact. For those in our field that are strongly results-driven, we must attend to the social context within which those results are taking place.

Bearing witness

One of the elements that peer assistants, mentors and coaches have in common, and that distinguishes these roles from other types of helping, is a sense of partnership. We work to accompany the people we work with on their journey. We often bear witness to what the other person is experiencing. As trusted partners we often provide insights, observations, and feedback. During a period of life transition, such a trusted witness can attend to events, activities, or circumstances that are often inaccessible to us as we journey along the transition path.

For a period of time after my surgery, I was in a daze from the procedure and the post-operative medications. While I appeared lucid and could carry on conversation, my wife, who stayed close to my side daily, was later able to provide me with details about my presence and interaction with others that seemed to disappear from memory. Whether it was a type of trauma amnesia, or the impact of the medications or fear, her recall from notes, observations, witnessing my interactions, and providing me with feedback, proved to be a valuable element of my healing.

Friends who visited me during my hospital stay as well as nurses and physicians also were able to fill in my memory gaps. I thought they were making these things up, until I recognized the compassion they demonstrated to describe what I had been going through.

Providing challenges

Another element that is common to most mentoring, coaching and peer assistance is practitioner involvement in challenging the people with whom he or she works. Understanding and accepting limits or boundaries is important, but we often don't realize how much more capability resides within us.

When I was snoozing or feeling cozy in my hospital bed, the physiotherapist would come into my room and announce that it was time to get up to go for a walk. I didn't think I could and I didn't wanna! But as an expert in what I was going through and

the particular stage of my recovery I had achieved, the physiotherapist knew I had much more potential and that my "unwillingness" to get out of bed was expected.

How do we know the challenge will help someone achieve their best or bring them to the farthest limit of their capability? Certainly deep listening to and understanding of how a person perceives their current reality is one of the keys. Another key is having enough experience and self-knowledge to anticipate or empathize with the other person's situation. My friend Bruce Elkin, a coach and Peer Resources Network member, was the first person to help me learn about the exhilaration that comes from moving something from your "can't do" area to your "can do" area. Being the cheerleader and paying close attention to how the other person is reacting to the challenge, enabled the physiotherapist to get me out of bed and to shuffle down the hall.

Most importantly, the physiotherapist provided a safety net for my fear of pushing beyond my limits. She walked beside me offering support, encouragement and reassurance. Enabling our clients and partners to experience the safety net prior to creating the challenge is essential for risk-taking and growth beyond their limits.

Making meaning

Adversity is often part of a life transition. We cannot control what happens to us, but we can control how we react to what happens. At the same time, a life transition provides an opportunity to connect to a deeper level of life purpose. For some, this deeper connection may not happen without people around them who are willing to ask questions that go beyond the ritual, "How are you feeling today?"

Spirituality has played a significant role in my life, particularly as I grow older. Consequently, I think about life more in terms of purpose and meaning, than I do in terms of accomplishments or results. While I have a tendency to attend to spiritual matters, I found it was extremely valuable to have people around me who asked questions like, "What does this experience mean to you?" "What was the best part of your day today?" "How are you feeling about what's happened to you?"

At times these questions brought me to exceptional emotional depth; tears were not unusual, and new insights as well as affirmations of my world view were common. I ruminated about my vulnerability, my perception of myself as a catalyst to help others connect with their own deepest levels, the unpredictability of the future and the importance of now, what it meant to lose my physical strength and my previous way of life, and to be so completely dependent on others.

These reflections, and the meaning-making discussions that were typically prompted by the people around me, became a major factor in my healing. I'm not finished yet in understanding the meaning this event has for me, and I'm glad to be

surrounded by people who are dedicated to helping me with the journey. I am still identifying aspects of this experience that bring me to an even deeper understanding of my purpose in life.

One thing that really struck me as humorous with regard to life purpose was that for some time I've lived my life in accordance with the universal principles associated with the Law of Attraction. That's not the funny part. What gave me a chuckle was that while I was in the hospital I found out that my blood type was B-positive.

Reflections

I hope what I've had to say in this article will act as a catalyst for reflecting on increased attention to these 12 elements in our mentoring, coaching and peer assistance work. In these roles we may often be in a key position to help others maximize their learning from life experience and not succumb to adversity and challenge.

I am grateful to all those who helped me and sent wishes of support. Although this is the third issue of the Peer Bulletin I've sent out after my cardiovascular disease diagnosis and operation, it is the first time I've been able to write about it. By sharing what I have learned (and am still learning) in the face of adversity and challenge, I hope others will be encouraged to see their own life challenges as opportunities for deeper understanding of their life purpose.

I also hope that this article will act as a prompt for you to have a check-up. As my recovery improves every week, I am confident in the doctor's predictions for a fully active, healthy and long life ahead. And, who knew; dark chocolate is loaded with heart-healthy antioxidants.

(Editor's Note: Cardiovascular disease is the leading cause of death in North America. Recent developments in research, diagnosis, and treatment make it the most successfully treatable and preventable of all causes of mortality.)

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Dr. Maya Angelou (author, actress, and civil rights leaders) mentor to Oprah Winfrey said, "Some folks think that you have to be very educated to be eloquent, extremely blessed and talented to be eloquent. There's nothing more eloquent than a parent saying to a child, 'I love you.' That is pure eloquence."

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

CD-ROM WITH COMPASS AND THE PEER BULLETIN

Do you know someone who could benefit from becoming a member of the Peer Resources Network? Although you are receiving this free newsletter every 45-60 days, members of the Peer Resources Network receive a monthly newsletter, the Peer Bulletin, with additional information, practical tips, announcements, mentor program descriptions, funding opportunities and job openings in mentoring and mentoring research summaries every month.

Do the quotes placed in this newsletter intrigue you? Would you like to know more about the people quoted or read more of what they have to say? Members of the Peer Resources Network receive links and more details regarding each quote when they receive the monthly Peer Bulletin.

In addition Peer Resources Network members receive toll-free coaching and consultation for all mentor program development issues as an additional benefit of membership. Members also receive print versions of *Compass: A Magazine for Peer Assistance, Mentorship and Coaching*. This magazine has become the only advertising-free, professional, peer-reviewed publication on mentoring, and is filled with timely articles and practical suggestions from experienced mentor program leaders.

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 and the fee for an institutional membership, which allows up to five people to share a full membership, is \$140.00 for a year. We even have a student rate of \$32.10/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 in July, 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 12 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.

Rita Joe, poet laureate of the Mi'kmaq nation, did not begin writing until her 30s. She was a mentor and source of inspiration to many native and non-native people. In her autobiography she wrote, "My heart is what has moved me all along. Nothing but your own heart has the answers to the questions you ask." Rita Joe was born in Whycomomagh, Nova Scotia in 1932, and died in 2007 at the Cape Breton Hospital in Sydney, Nova Scotia after an 18-year battle with Parkinson's disease.

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

MENTORING CONFERENCES and EVENTS

Mentoring Programme Coordinators' Workshop

September 12-13, 2007
Burnham, Bucks, England
www.clutterbuckassociates.com/
+44 (0)1628 661667
info@clutterbuckassociates.co.uk

Setting Up a Mentoring System

September 13, 2007
161 North Clark Street, Chicago, Illinois
www.paamentoring.com
Tel: (800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Mentoring Skills for Managers

September 14, 2007
161 North Clark Street, Chicago, Illinois
www.paamentoring.com
Tel: (800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Corporate Mentor Training

September 24-25, 2007

Club Willow Wells, Waterloo, Ontario
www.mentors.ca/trng.html
(800) 567-3700 or (250) 595-3503
info@mentors.ca

Mentors 2100 Train-the-Trainer Program

September 26-28, 2007
161 North Clark Street, Chicago, Illinois
www.paamentoring.com
Tel: (800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Mentor Leadership Training: New Teacher Induction Program

September 27-28, 2007
Club Willow Wells, Waterloo, Ontario
www.mentors.ca/trng.html
(800) 567-3700 or (250) 595-3503
info@mentors.ca

Setting Up a Mentoring System

October 4, 2007
New York, New York
www.paamentoring.com
Tel: (800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Advanced Techniques of Coaching and Mentoring with David Clutterbuck

October 4, 2007
Burnham, Bucks, England
www.clutterbuckassociates.com/
+44 (0)1628 661667
info@clutterbuckassociates.co.uk

Setting Up a Mentoring System

October 4, 2007
New York, New York
www.paamentoring.com
Tel: (800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Mentoring Skills for Managers

October 5, 2007
New York, New York

www.paamentoring.com
Tel: (800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

European Mentoring and Coaching Council Conference

October 11-13, 2007
DJURÖNÄSET (near Stockholm) Sweden
www.emccouncil.org/conferences.htm
Tel: +44 1992 550246
julie.hay@emccouncil.org

How to Set Up and Facilitate Your Own Corporate Executive Circle (Peer Mentoring)

October 18-19, 2007
Vancouver, British Columbia
www.CenterPointInc.com
(604) 228-8900
info@centerpointinc.com

Mentor Michigan 2nd Annual Statewide Mentoring Conference

October 24, 2007
Holiday Inn West, Lansing, Michigan
www.michigan.gov
(517) 373-4200
vasilionk@michigan.gov

Corporate Mentor Program Development Training

October 25-26, 2007
Peer Resources, Victoria, British Columbia
www.mentors.ca/trng.html
(800) 567-3700 or (250) 595-3503
info@mentors.ca

Managing Mentoring Processes for Measured Results with Margo Murray

November 6-7, 2007
New Orleans, Louisiana
www.ispi.org/proseries/register.htm
Tel: (301) 587-8570

Setting Up a Mentoring System

November 8, 2007
Washington, D.C.
www.paamentoring.com

Tel: (800) 648-0543 or (312) 648-0849
info@perrone-ambrose.com

Mentoring Skills for Managers

November 9, 2007

Washington, D.C.

www.paamentoring.com

Tel: (800) 648-0543 or (312) 648-0849

info@perrone-ambrose.com

How to Set Up and Facilitate Your Own Corporate Executive Circle (Peer Mentoring)

November 15-16, 2007

Toronto, Ontario

www.CenterPointInc.com

(604) 228-8900

info@centerpointinc.com

Establishing a Peer Coaching System

December 3, 2007

Peer Resources, Victoria, British Columbia

www.peer.ca/trng.html

(800) 567-3700 or (250) 595-3503

info@peer.ca

Setting Up a Mentoring System

December 6, 2007

161 North Clark Street, Chicago, Illinois

www.paamentoring.com

Tel: (800) 648-0543 or (312) 648-0849

info@perrone-ambrose.com

Mentoring Skills for Managers

December 7, 2007

161 North Clark Street, Chicago, Illinois

www.paamentoring.com

Tel: (800) 648-0543 or (312) 648-0849

info@perrone-ambrose.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

Lyle Morrison Creelman (Canadian, first Chief Nursing Officer of the World Health Organization, and public health pioneer) was a mentor and source of inspiration to thousands of nurses. She was the group leader for the first team of health practitioners to enter Bergen-Belsen concentration camp at the end of World War II. She was described as "a great listener and a great diplomat with excellent people skills." Born in 1908, she died of pneumonia on February 27, 2007 in Vancouver, British Columbia.

~ 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.

Bayley, H., Chambers, R., and Donovan, C. (2004). *Good mentoring toolkit for healthcare*. Oxford, United Kingdom: Radcliffe Publishing, Ltd. (Available from <<http://www.amazon.co.uk/exec/obidos/ASIN/1857756495/peerresources-21>> Amazon.uk.co) This toolkit describes where mentoring has come from and how it works as a positive and developmental experience for all staff. It covers the whole process from the perspectives of health organization, the mentor and those being mentored. It offers practical tools and approaches to enable health professionals, managers and other staff in any part of the NHS to work towards the competencies expected of a mentor in line with standards in the Agenda for Change Knowledge and Skills Framework. Healthcare organizations will also gain valuable advice on how to set up mentoring schemes, running programmes for mentors and mentees and evaluating progress in the mentoring relationships. (From www.nursingknowledge.org)

Copeland, H.F. (2006). *The mentoring legacy kit: How to find the business mentor who is right for you: A guide for the business owner*. Cleveland, Ohio: Copeland Communications. This spiral-bound, 25-page workbook has been carefully designed by the "Maven of Mentoring," Helen Copeland. With a series of interactive and self-directing forms, as well as tips, she provides the business owner with the steps and details about how to find the right mentor. Based on her extensive experience as a mentor, entrepreneur, consultant, and trainer, the author provides a guide to establishing an effective mentoring relationship. (A companion workbook is available that can serve as a guide to find the right mentor for an African-American entrepreneur.)

Henry, J. (May 7, 2007). Tough targets help boys do better. *Telegraph.co.uk* (Retrieved May 8, 2007 from <http://tinyurl.com/27n9ro>). A school in Darlington (UK) has established what it calls "assertive mentoring" where staff members act as mentors to boys who underachieve. Most mentoring approaches are described as "too soft" and take a passive "how are things going" approach, according to the school headmaster, "allowing students to bluff their way through." When mentors challenge students to improve their performance, they are basically establishing a set of expectations. Because the focus is on academic achievement, the expectations are specific, measurable, attainable, realistic, and timely or "SMART" expectations. By gaining mutual agreement as to the expectations, the outcomes of mentoring are much more likely to benefit both parties, and match what the mentoring research says about the key factors that contribute to mentoring effectiveness.

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MacDonald, B. (2005). *Boy smarts: Mentoring boys for success at school*. Surrey, British Columbia: Mentoring Press. Includes 100 activities to engage boys' learning needs. The focus is on understanding each boy as an individual while working toward a community plan to raise boys' school achievement. Based on research from leading authorities, the book details how to build on boys' energy and rebelliousness and channel them into inquiry and exploration. (Available for purchase from <http://www.publications.gov.bc.ca/pubdetail.aspx?nato=7610003109#>).

Rivero, V. (u.d). *Mentors guide students to turn interests into action*. Fort Collins, Colorado: International Telementor Program. Details about how the International Telementor Program has connected more than 36,000 youth with real-

world professionals through online mentoring. (Full article available to Peer Resources Network members by contacting rcarr@mentors.ca)

Whitney, K. (May 23, 2007). Reasons for failed mentor programs might be rooted in psychology. *Chief Learning Officer*. (Retrieved May 23, 2007 from <http://tinyurl.com/2mkz22>). Mentoring programs often fail because of a lack of trust between the mentor and partner, generational differences, personal dynamics, fuzzy or ambiguous expectations, or overly inclusive and un-quantifiable program goals. But sometimes they fail because the mentor's heart really isn't in the connection; the mentor is not doing all he or she can do for their partner. This might be particularly true if the mentor perceives the partner as a competitor. The author quotes a mentoring expert who believes that if a mentoring program is well-designed, it must take into account the psychological factors that impact a relationship including the mentor's motivation for becoming involved. Too many programs emphasize recruiting and selecting mentors, but then fail to really examine closely the mentor's motivation for taking on the role.

Doris Anderson (Canadian author, journalist, feminist, editor of *Chatelaine* magazine, and women's rights activist) was a mentor and inspiration to hundreds of women. She was described by writer June Callwood as having "a better agenda of where she wanted to take women of this country than anybody I knew. She had seen the issues. She understood how we were going to have to change and where the changes were most needed." Born in 1921, she died in Toronto, Ontario on March 2, 2007 of pulmonary fibrosis.

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

TWO EMPLOYMENT OPPORTUNITIES IN MENTORING

(1) The Georgetown University Center for Social Justice Research (CSJ), located in Washington, DC is seeking a Program Director for the After School Kids (ASK) Program, a tutoring and mentoring program for 55 adjudicated youth.

The Director is responsible for the overall management and direction of the ASK

Program, including program planning, development and implementation; curriculum writing; recruitment, training, supervision, reflection and recognition for 55 part-time Georgetown student workers and volunteers; budget management; fundraising; assessment and evaluation; community outreach; database management; and communications with probation officers, courts, parents, schools and grantors. The Program Director also provides direct supervision to one full-time Assistant Program Director and reports directly to the CSJ Associate Director.

The successful applicant must have a Bachelor's degree (Master's degree preferred) in social work, education, juvenile justice, or a related field; a minimum of five years experience in community-based program management, preferably with adjudicated youth; tutoring and mentoring knowledge and skills, knowledge of juvenile justice issues, strong written and oral communication and excellent group facilitation and conflict resolution skills; experience in curriculum writing, working with college students and/or volunteers, familiarity with university culture and working in diverse communities; an ability to work evenings and some weekends, and a valid driver's license required.

The Program Director is a full-time contract position funded by the DC Superior Court. The grant term is from May 17, 2007 to May 16, 2008, and may be renewed by the Court if funds are available. The salary is in the pay range of \$36,000 - \$43,000, and full university benefits are provided. Applications will be accepted until the position is filled, and candidates can apply online.

(2) The Mentoring Center (TMC) in Oakland, California (<http://www.mentor.org>) is seeking an Executive Director.

Founded in 1991, TMC's two-tiered mission is to improve the quality and effectiveness of mentoring programs and to provide a direct service mentoring program model designed to transform the lives of the most highly at-risk youth. TMC has worked with more than 25,000 youth and volunteer mentors through two intensive mentoring and intervention efforts: The Transition Program and the Positive Minds Group. TMC also leads the City of Oakland's two initiatives that serve youth offenders: Pathways to Change and Project Choice.

The Executive Director executes TMC's mission and vision with responsibility for resource development, budget, staffing and administration. Specific responsibilities include but are not limited to the following: resource development, financial management, human resource development, public relations, board relations, operations, and programs and services.

The successful candidate should have: (1) a minimum of 3-5 years senior-level experience working on behalf of at-risk youth ages 14-25; (2) a Bachelor's Degree in

a related field (five or more years of demonstrated success managing or developing comparable youth programs, in excess of the 3-5 year minimum requirement, may be substituted for a degree); (3) demonstrated commitment to the principles of Transformative Mentoring and working with low-income youth of color who are facing multiple barriers including: incarceration, substance abuse, anger management, and physical or emotional abuse; (4) knowledge and experience with best practices in management and administration including: staff recruitment/supervision/development, financial management, efficient and staff-inclusive decision making models, developing and supporting a board of directors, and program evaluation; (5) a record of success raising significant funds, from a variety of public and private sources; (6) excellent oral and written communication skills and experience in public policy and advocacy to stakeholders, partners, regulators (judicial system and police departments), and other audiences; (7) and must be willing to reside in the Oakland/San Francisco Bay Area.

The salary range is \$75,000-\$90,000, commensurate with background and experience, and there is an excellent benefits package as well as additional incentives, including relocation assistance.

Please email (Microsoft Word compatible attachments) a cover letter; resume summarizing your interest, qualifications and experience; salary history; three references; and a brief (3-5 pages) writing sample by July 31, 2007 to: The Mentoring Center – Executive Director Search c/o Walker and Associates 2201 Broadway, Suite 815, Oakland, California 94612; Tel: (510) 834-2341x101, Fax: 510-569-2993 Email: TMCWalkerAssoc@aol.com

Kirby Puckett, Minnesota Twins outfielder and baseball Hall of Fame member, was remembered by one of the many other players he mentored, Torii Hunter, as a person who: "Let us know we can pursue anything that we want to as long as we work hard." Kirby Puckett was born in 1960, and died in Phoenix, Arizona on March 6, 2006 from a stroke.

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

CHAMPIONS FOR MENTORING

David Clutterbuck of Clutterbuck Associates and a member of the Peer Resources Network is offering a 25% reduction on "The Effective Mentor CD-ROM" and his "How to be" e-books until the 25th of April. The CD-ROM contains over 24 hours of mentoring learning in 12 easy-to-use modules; 25 video clips with interviews of mentors and their partners; a learning log that includes questions and answers to assess learning; and over 20 interactive learning exercises. The "How to..." booklets focus on "How to be a Great Mentor," "How to be a Great Mentee," "How to be a Great Coach," and "How to be a Great Coachee." To take advantage of these special offers go to <http://www.clutterbuckassociates.co.uk>

Dr. Mike Munro Turner (also known as "Mike the Mentor") publishes a short and no-cost newsletter called "Mentoring for Change." In the latest issue he describes an interesting tool available on the Internet that can send out reminders by email about things that might be easy to forget to do. He also has a brief article about cognitive behavioral coaching that describes the "ABC model." To subscribe to the newsletter go to <http://www.mikethementor.co.uk>

Michael Garringer of the Mentoring Resource Center (MRC) sent out a reminder about the 25+ publications that they have developed over the last three years. The focus on the publications has been on training curriculum, research briefs, parent handbooks, and marketing toolkits. Most recently the MRC has produced papers on "Understanding the Youth Development Model," "Putting Youth Development Principles to Work in Mentoring Programs," "The Guide to Key Mentoring Research," "Frequently Asked Questions about Mentoring Research and Evaluation," and "Guide to Mentoring for Parents and Guardians." All the materials are available for no-cost download at <http://www.edmentoring.org/publications.html>

The Michigan Governor's Council on Physical Fitness, Health and Sports and the Michigan Fitness Foundation are looking for mentor/partner matches to participate in "Mentoring: A Running Start." The intention of this activity is to bring a wellness component to mentoring relationships by being one of the 25 mentor teams to spend the summer training together to run the Mackinac Bridge on Labor Day, September 3, 2007 with the Governor, Jennifer M. Granholm and First Gentleman, Dan Mulhern. Visit <http://www.michiganfitness.org/> www.michiganfitness.org for more information. A link can also be found at <http://www.mentormichigan.org>

Asian Professional Extension (APEX) Mentoring Program (<http://www.apex-ny.org/>) in New York, New York is a non-profit mentoring program for Asian-Americans that provides support for immigrant families. They pair successful professionals with middle and high school students. The pairs can work on exam preparation, visits to museums, and other social activities. As of 2007 APEX has

recruited more than 100 volunteers, and is financed through donations and grants. Most of the students continue with their mentors through high school graduation and maintain their relationships after high school.

Gloria Estefan (singer and songwriter) considered her grandmother on her mother's side her mentor. She said of her grandmother, "she always pointed out my strengths and filled me with hope for the future. She constantly nourished my inquisitiveness, wasn't afraid to let me see her vulnerability, and showed me that intimacy was an asset to be celebrated."

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

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