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Subject: The Mentor News (June 2, 2008)

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THE MENTOR NEWS

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BRINGING YOUR LEARNING HOME

Rey Carr

One of the elements common to a variety of formal mentoring programs is the emphasis on effective interpersonal communication skills. Virtually all training programs associated with these roles include a focus on deeper levels of listening, asking powerful questions, being fully present, and learning how to talk in ways that maximize partner or client engagement.

As an educator of mentors, I've noticed that such training can have a profound impact on the attitudes and behaviours of the participants. For some, this type of training may lead to significant life changes as the learners increase their commitment to enhanced relationship-building techniques. For others, it may reinforce a set of beliefs or attitudes that just serve to strengthen their current life path.

Few would disagree about the value of learning these skills regardless of whether they will be used in a more formal role. But there is a little-studied, yet wide-spread challenge associated with such learning. That challenge is the impact that participating in such training has on the spouse or home partners of the learner, as well as close friends, family, and co-workers. Learning how to communicate more effectively can create a [dis-equilibrium](#) in the personal or social network of the learner, as those close to him or her respond or react to his or her attempts to put this learning into practice. In this article I will describe my experience with this challenge, and also suggest ways for trainers to reduce or prevent the negative consequences that can interfere with the learning path.

The Eager Communicator

My first formal exposure to learning interpersonal communication skills was in 1965 through the

[Parent Effectiveness Training \(PET\)](#) system created by one of my mentors [Thomas Gordon \(1918-2002\)](#). After each evening class, I would race home eager to share my learning with my spouse. But for some reason my (then) spouse wasn't as eager to be a guinea pig for my newly-minted ability to "active listen" or express my feelings. If I recall correctly, her response was something like, "Don't try that psychology crap on me." Wanting to continue my commitment to what I was learning, I tried to stay with it by paraphrasing her response. This didn't help; it only inflamed her annoyance.

Years later (sans spouse) when I was teaching the same interpersonal communication skills to adults learning to be better teachers, some course participants would come back to a class session detailing virtually identical at-home experiences. Like me, they were hopeful to try out the skills in a practical and relatively safe setting with someone who cared for and understood them. And like me, they also were surprised at the rejection they typically received. Class discussions were often centered on how to manage these troubling situations.

As a result of teaching these skills for more than 40 years, I have been able to identify a number of ways that "spouse rejection" can be overcome or eliminated without placing a significant strain on the relationship. Rejection didn't happen for everyone. Some participants were able to identify factors that prevented or reduced such rejection, and what they told me (and the class) contributed to identifying the factors that have since proven to be the key to using the skills successfully at home and with our clients/partners. However, before I describe these factors I want to provide one more anecdote because it relates directly to my experience, has a more controversial conclusion, and comes from one of my mentors.

When the Student is Ready the Teacher Will Appear

During the time I was actively engaged in helping course participants deal with "home-based" or "workplace-based" rejection of their new skills, I happened to listen to a talk-radio show from Seattle, which I think took place in 1975, and featured psychologist [Wayne Dyer](#). I considered Dr. Dyer to be an inspirational mentor; I had learned much from his writing, particularly [Counseling Techniques That Work](#), and I was eager to hear what he had to say.

The radio show had a call-in component. Callers were asking various questions, and Dr. Dyer was providing answers based on his books with which I was already familiar. (Note: at this time in his career, Dr. Dyer had not yet become the motivational writer and speaker he is so famous for today.)

One caller asked something that really caught my attention. The caller said, "I've been taking a number of courses over the years to improve my communication skills, enhance my life outlook, and become a more nurturing person. However, when I get home from these courses, my spouse isn't interested in what I'm learning and generally seems to think it's a waste of time. What should I do?"

Wow, I thought; I've been asked that question by participants in my courses many times. I've experienced it myself. What's my mentor going to say? How will someone whose viewpoints I value respond to this query?

I snuggled up to the radio. Dr. Dyer paused for what seemed like a long time (silence on a radio program can seem much longer than it actually is) and said, "My advice to you is don't hang around with losers."

Establish a Support Network

I was flabbergasted. My guru dismissing the caller's concern with such a provocative action plan left me reeling. I actually started to laugh. I couldn't believe it; more importantly, I couldn't imagine myself saying that to the participants who raise the same issue in my trainings.

But when I reflected on the meaning of that simple statement, I realized my mentor wasn't saying

"jettison your spouse!" or "move to a different country!" What Dr. Dyer was saying then, and has been saying ever since in his books and appearances on public television, was find people who support you, share your vision, encourage your journey, and nourish the spirit that drives you to excellence in relationships. Don't rely on your spouse alone to be your only source of support.

Thus, what I took from this statement was the importance of seeking out people to be in your network that appreciate you and are grateful for your desire to achieve excellence. In addition, I learned that testing out your new learning on those around you provides an opportunity to assess the degree to which you've been successful in designing what you need in your social environment to accelerate your growth. As trainers we need to alert the participants in our workshops, courses and seminars to not expect their spouses, friends and colleagues to fill all their practice communication needs. Often this concern is managed by attaching a peer sharing system within the course so that participants have a chance to practice with each other.

Share the Vision

In addition to surrounding learning participants with people on a similar path, it is essential to encourage learners to share their learning vision or intention with those important people in their social or personal network. Had I been better at sharing my desire to improve and understand my own vision of what I had hoped to achieve in learning new skills, I might have been able to engage my long-ago spouse as a helper rather than a victim of my fledgling skills. I'm sure this principle is accurate regardless of the focus of my learning.

Recognize the Four Stages of Learning

As trainers we need to recognize that learning anything of real value, particularly if it involves changing attitudes and actions, typically requires a progression. While it might be possible to describe this progression as simply moving from being "unskilled" to being "skilled," it is actually more complicated and elegant.

During my involvement as the leader for the Parent Effectiveness Training courses, effectiveness trainers often met together to discuss various issues associated with what we were learning as trainers, improve the curriculum, and provide peer support. One member of our group talked about a four stage model he created based on his observations of his course participants. He described the stages as "unconsciously incompetent," "consciously incompetent," "consciously competent," and "unconsciously competent." This model mirrored what we were seeing in our classes, and helped us understand how learners were experiencing what we were trying to teach. Unfortunately, I can no longer remember the name of the colleague who created this learning continuum.

Basically the model described what class participants experienced as they went through the process of learning the skills and attitudes associated with the course. The idea that learners go through stages or a predictable process in learning seems to have received less attention than describing a learner's learning style or preference. Tools such as the Myers-Briggs Type Indicator, Anthony Gregorc's Mind Styles, David Keirse's Temperament Sorter, David Kolb's Learning Style Indicator, and a dozen others have gained significant popularity as a way to diagnose or describe learner characteristics. (For more details about these instruments, visit the [Personality Project](#).)

I like to use the four-stage model (described above), but as a result of discussions with one of my mentors, [Dr. R. Vance Peavy](#), I've changed the names of the stages to reflect simpler and less jargon-like terms. The learning stages are: ready, skilled, competent, and expert.

In the **ready stage** learners want to make some kind of change. They may want to stop something from continuing or move away from something, or they may want to gain something or move toward a goal. At this stage, learners typically don't know what to do or why it might be necessary or valuable to use a particular skill. If they do try something new, there is a high potential that they would give up very quickly if they encountered any difficulty or frustration.

The ready stage is typically the point where learners might drop out, give up, or not return. The

ready stage is also accompanied by "blaming" the skill or the learning requirement rather than accepting responsibility for learning something new. Learners at this stage typically externalize their internal feelings by blaming the skills themselves, often saying, "These skills don't work." "This is unnatural." "This is stupid" or "This doesn't make sense" as compared to owning the feelings and saying: "I feel awkward, self-conscious, embarrassed." or "I don't understand what I'm doing".

Another activity of this first stage is "Stump the Expert." Learners will ask questions regarding what they should do with respect to a particular case. I've heard this also called the "What if...?" scenario. A variation of this beginning stage is "Trap the Expert." Learners take what they understood from the trainer, coach, peer leader or mentor as a set of rules, apply them with rigidity back home, and return to tell the trainer that the trainer's "advice" didn't work.

As the learning or change manager, my role is to identify the learner's specific goal of moving forward or leaving something behind, acknowledge the feelings associated with making such a change, and provide encouragement for continuing. Sometimes it can be helpful to describe the learning stages and normalize what happens at the beginning of the change or learning process.

If the new learners stick with it, then they enter the second or **skilled stage**. In this stage the learner is able to perform the skill or manage the change with some consistency, but often does so in a mechanical, robot-like or formulaic fashion. The most common example and sometimes the most humorous occurs when practicing a skill such as paraphrasing or active listening: "I hear you saying..." or "I understand you to mean..." or "So you're feeling.." etc.

In the skilled stage learners still operate on formulas or rules, but they start to develop an overall plan or strategy and only stumble when they encounter unusual experiences. They treat others (those they hope will benefit from their new learning) in a more personal fashion and are able for the most part to transcend the "formal" delivery of their new learning. There is usually a high commitment to doing well.

The third stage is the **competent stage**. Now the learner is able to perform the skill with great consistency, but is mostly a clone of the person who taught them how to do it. The learner strongly resists alternative ways to perform the skill and is strongly connected to the original teacher. Some trainers refer to this as the disciple stage.

During this stage, the learners are often highly enthusiastic about what they have learned and can do, and they are eager to convince others to join with them in their journey. Often the learner is so immersed in the learning that everyone they encounter becomes a person in need of their new knowledge and skill. They also strongly defend what they have learned and who they learned it from. Learners will typically quote their teacher, guru, or leader and dismiss those with alternative views or negative reactions. In the most extreme cases this conflict can lead to marital problems or avoidance of colleagues and friends. Some trainers have named this the "advocate" stage.

The fourth stage is called the **expert stage**. Here the learner has found his or her own voice or style and is continually modifying the skill or learning to fit circumstances, new learning, and context. The expert no longer "thinks" about what to do, and instead knows the right thing to do. What is "right" emerges out of the situation the expert encounters. Also at this stage the expert can accept making mistakes, and rather than becoming upset or paralyzed by errors, uses them as a learning opportunity.

A paradoxical aspect of this stage is that an expert often plans less and instead just "is." Experts often rely on their ability to "tune-in" to a situation. Rather than preparing a full speech ahead of time, for example, an expert may actually construct his or her comments "on-the-fly." [Suzuki Roshi](#) (1904-1971), a Zen priest, captured the essence of this stage when he said, "In the beginner's mind there are many possibilities. In the expert's mind, there are few."

As is often the case, at this point in the life space of the expert, they have often surpassed or

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

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 June, 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

A gifted jazz musician, **Alan Greenspan**, played sax, flute and clarinet, faced a turning point with his musician mentor. Although Alan had taken his musical training in one of the most prestigious music conservatories in the U.S., he also had an aptitude for business, economics and math. However, his heart was in music so he joined a swing band and toured the U.S. in an effort to

establish his reputation. Once on the road, though, he found himself beset by two circumstances he hadn't expected: while other band mates talked about wine, women, and song during their breaks, Alan spent his time reading economic textbooks. In addition, another band member, who became his mentor, was such a phenomenal sax player, Alan often felt dispirited and inferior by comparison. As a result he decided to quit the band. But he learned to not undermine his worth by comparing himself to his mentor; instead he realized that his mentor's greatness helped him to identify his own limitations and "set him free to pursue his true talent." For nearly 20 years and serving four U.S. presidents, Alan Greenspan was the Chairman of the U.S. Federal Reserve Board. And the superior sax player? None other than **Stan Getz**, one of the most influential jazz musicians of the 20th century.

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

MENTORING CONFERENCES and EVENTS

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

Advanced Peer Mentoring Train the Trainer

July 5-6, 2008

Victoria, British Columbia

<http://www.peer.ca/trng.html>

1.800.567.3700

rcarr@mentors.ca

Peer Mentoring Train the Trainer

July 7-11, 2008

Victoria, British Columbia

<http://www.peer.ca/trng.html>

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.

Evans, G.L., and Cokley, K.O. (February, 2008). African American women and the academy: Using career mentoring to increase research productivity. ***Training and Education in Professional Psychology, 2***, 1, 50-57. African American women in academic institutions have been hampered in their career progress by gender and racial discrimination. Developing a successful research program is crucial if they hope to secure promotions and tenure. While mentoring literature details the benefits of receiving mentorship to assist African American women to cope with psychosocial difficulties, the benefits of research mentoring are rarely discussed. The authors of this article explore the gender- and race-related factors that directly and indirectly affect African American women faculty's research and provide suggestions for specific research mentoring at the pre-doctoral and postdoctoral levels to increase career advancement among African American women in research-oriented academic institutions.

Hamilton, N., and Monpetit Brabbit, L. (March, 2007). Fostering professionalism through mentoring. ***Journal of Legal Education, 57***, 1, 102-129. Two University of St. Thomas School of Law professors detail how formal and informal mentoring relationships have contributed to and continue to contribute to improving professionalism for legal scholars, bar associations, judges and practitioners. The authors focus on theory, empirical research, and an example of a mentoring program (The Mentor Externship Program) to demonstrate how the legal profession can achieve greater professionalism through mentoring. The authors show that professionalism as a target for mentoring is often missing in an emphasis on the career, psychosocial, or role model mentoring functions, and they use moral psychology literature as a foundation for professional identity. In addition, while the authors describe the comparative values of both formal and informal mentoring relationships, they point out that empirical research on both approaches has not shed any light on their impact on professional identity. After a brief summary of formal mentoring programs in the legal profession, they provide a comprehensive description of the mentoring for professional identity program they have developed for law students at their own university. (Lisa Monpetit Brabbit is a member of the Peer Resources Network. A copy of this article is available to members of the Network.)

Kremer, S. (2007). 3 steps in evaluating the impacts of mentoring. ***Friends for Youth Mentoring Institute Connections Newsletter***, Fall, 1-4. (Retrieved December 10, 2007 from <http://www.friendsforyouth.org>) The term "evidence-based" is used increasingly when discussing mentor programs and practices. The author believes that practice is evidence-based if it is (1) consistent with the best research available; (2) intersects with sound clinical experience; and (3) is consistent with the values of of the child/family served. A case study based on the Friends for Youth's Mentoring data is given as an example of how this organization has established evidence-based practice. In addition, this article describes the four parts of a presentation made by the organization about how mentoring relationships led to improved outcomes for youth.

Mills, J. (Jane.e.mills@bigpond.com), Francis, K., and Bonner, A. (2008). Walking with another: rural nurses' experiences of mentoring. ***Journal of Research in Nursing, 13***, 1, 23-35. The aim of this constructivist grounded theory study was to explore rural nurses' experiences of mentoring. Mentoring is often proposed as a solution to the problem of nursing workforce shortages. Seven Australian rural nurses were interviewed. Cultivating and growing new or novice rural nurses was the core category which conceptualized a two-part process consisting of "getting to know a stranger" and "walking with another." Supportive relationships such as mentoring were found to be an existing, integral part of experienced rural nurses' practice — initiated by living and working in the same community. This paper examines one of these subcategories, walking with another, relating the ways in which experienced rural nurses walk with another by keeping things in perspective for new or novice rural nurses, and using a particular form of language called nurse chat. For experienced rural nurses, mentoring in this way delivers a number of different outcomes with various nurses. Because it is a part of the experienced rural nurse's practice on an ongoing basis, individual

mentoring relationships do not provide an end in relation to this nurse's experiences of mentoring, rather they are part of an ongoing experience. Creating supportive environments that include developing relationships such as mentoring is a potential solution to local staffing needs that does not require intensive resources. Experienced nurses engaged in clinical practice have the potential to cultivate and grow new or novice nurses — many already do so. Recognising their role and providing support as well as development opportunities will bring about a cycle of mentoring within the workplace. (The full text version of this article is available to Peer Resources Network members.)

Nolan, S.A., Buckner, J.P., Marzabadi, C.H., & Kuck, V.J. (February, 2008). Training and mentoring of chemists: A study of gender disparity. *Sex Roles*, **58**, 3-4, 235-250. This study was conducted to compare women's and men's retrospective perceptions of the mentoring they received during their training and career development in chemistry. Participants were 455 graduates (135 women) who received doctoral degrees from 11 top US chemistry programs over a 5-year period (1988–1992). In 2003, graduates completed surveys of undergraduate, graduate, post-doctoral, and initial employment experiences. Results suggest that women perceived that they received less mentoring than men at the undergraduate, graduate, and post-doctoral levels of training, likely related to gender differences in eventual career success. Possible interventions at the individual and institutional levels are discussed.

Sweeny, B. (2008). *Leading the teacher induction and mentoring program (Second Edition)*. Thousand Oaks, California: Corwin Press & National Association of Secondary School Principals. (This book can be purchased through [Amazon.ca](#) (for Canadian orders), [Amazon.com](#) (for US orders), or [Amazon.co.uk](#) for international orders.) This book is designed by a US-based mentoring expert to develop a high impact comprehensive development model for new teachers to strengthen both teacher and student performance. Based on a proven model, the author provides guidance, practical strategies, and research updates from his first edition. He includes definitions of mentoring, induction and peer coaching, examines different types of mentoring such as full- or part-time, details the characteristics of effective mentors, explains how to match mentors with partners, mentor recruitment, and selection, and details the program design process. There are numerous diagrams and charts, and a very helpful detailed training model with possible activities, tasks, schedules, templates and reproducible forms, as well as a useful section on evaluating, improving and sustaining the program. While designed for a US education system, the tools and ideas in the book will be useful for other countries as well. (Summary by [Robin Cox](#), Peer Resources Network member and mentor leader of the Schools Industry Partnership in Australia.)

Training Magazine. (February 26, 2008). Mentee see, mentee do. *Training Day* [Blog at <http://vnutravel.typepad.com/trainingday/2008/02/mentee-see-ment.html>]. To stimulate discussion this article discusses the importance of creating a culture that moves mentoring out of the "kiss-up, brown-nosing" category to actual intellectual dialogue. The article provides some guidelines for ensuring an open exchange (formal agreement, confidential assurance, off-site meetings, work-life journal keeping, and challenging topics). Opportunities are available on the site for reactions and comments.

Zachary, L.J. (December, 2007). What leaders must do to ensure mentoring success. *Chief Learning Officer*, **6**, 12, 18-21. Mentoring is essential in today's competitive business environment. It combines the thirst for connection with the power of learning. Leaders must be involved from the very beginning if mentoring is to be successful. This mentoring expert describes eight requirements for leaders who want to ensure sustainability of mentoring within their organization (create and support a mentoring culture; personal commitment; encourage a shared vision of outcomes; create value; build the infrastructure for support; address succession of mentoring leadership; act as a role model; and keep up-to-date on progress and developments). The author also provides eight strategies to ensure success and shares ideas on how to implement them: 1. create a mentoring culture; 2. connect or align with other strategies; 3. practice accountability; 4. raise mentoring visibility; 5. reward, recognize and celebrate mentoring; 6. include mentoring competency in performance plans; 7. carefully select, groom and develop future mentoring leaders; and 8. allocate and protect mentoring time. This list of eight can be used as a checklist to determine likelihood of

success in any organization. (This full article is available to Peer Resources Network members at <http://www.nxtbook.com/nxtbooks/mediatec/clo1207/>).

GUARDIANS of MENTORING

A mentor to many colleagues and students, [Joshua Lederberg](#), the 1958 winner of the Nobel Prize in Medicine, was the first scientist to recognize that bacteria was sexy. His ground-breaking research enabled others to learn more about how bacteria multiply. He was one of the first scientists to lead a genetics department in a medical school and he was very interested in the biological side of space exploration. He made a practice of inviting groups of students to his home to discuss microbial genetics. He would sit quietly, listening, and as one of the students he mentored said, "then at the end make some sort of sense out of our immature interpretations of the data; but it was always an impressive finale to the conversation."

One of his colleagues who saw him as a mentor said: he "would take the time to contact his colleagues, this was before email, with little sticker notes and reprints and other things, if he came across an item he thought was of interest." Another person he mentored said "His ability to understand anything you were telling him was instantaneous." He took an active role as a member of the US President's Science Advisory Committee and he had warned that astronauts returning from space should be isolated at first to examine them for biological contaminants. He served as president of Rockefeller University from 1978 to 1990. Another colleague he mentored said "he had the greatest integrity; he had absolutely no hidden agenda except the truth." Dr. Lederberg died February 2, 2008 at age 82.

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

TRAIN PEER MENTORS BASED ON ABORIGINAL TRADITIONS

Not only is Peer Resources one of the world's oldest peer mentor train-the-trainer organizations, but they are also the only organization to offer a peer mentor programs train-the-trainer workshop based on Aboriginal (First Nations) customs and traditions. This five-day workshop, which will take place in Victoria, British Columbia at the Queenswood Retreat Centre, July 7-11, 2008, integrates Aboriginal principles into both the workshop process and content, and is specifically designed for persons who are working in youth populations from diverse backgrounds. The purpose of the workshop is to prepare youth workers, educators, teachers, mentor program leaders, and counsellors to establish state-of-the-art peer mentor-led programs for youth who represent a variety of diverse groups in today's society.

Persons who have already taken a previous Comprehensive Workshop from Peer Resources will benefit from these specialized sessions by learning how to use the medicine wheel, healing circles and other customs and traditions. Persons who have not taken a Comprehensive Workshop will also benefit and be able to establish an effective peer mentor program for First Nation youth as well as youth from other ethnic and cultural groups.

The seminars cover all key topics including:

- * practical strategies to recruit, select, and supervise peer mentors;
- * 20 roles peer mentors can play to prevent problems, mediate disputes, and promote healthy growth;
- * the 12 core skills of a peer helping training curriculum;

The Bee Gees, Natalie Cole, Kenny Rogers, Michael Bubl , George Harrison, Madonna, Andrea Bocelli, Anne Murray, Chicago, and others. Foster encouraged Groban to let people know about his life through his music and to listen deeply to other musicians who tell stories through their songs. The titles of his Groban's latest two albums, *Closer* and *Awake* reflect his mentor's suggestion.

~ 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>>.

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