

To:
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Subject: The Mentor News (May 14, 2009)
Cc:
Bcc:

THE MENTOR NEWS

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MENTORING & COACHING LESSONS FROM A HIGH SCHOOL REUNION

A new year is a transition marked by engaging in reflection, making resolutions and setting goals. With 2008 characterized by considerable turmoil, turbulence and conflict around the world, a review and possible realignment of personal and professional priorities is inevitable.

However, the advent of a new calendar year is only one of many life transitions. Transitions happen throughout the year, and can often be identified by the degree to which they act as a catalyst for self examination. Transitions typically prompt a review of our capabilities, talents and strengths, a consideration of our weaknesses, an acknowledgement of our mistakes or regrets, or a rekindling of our fears.

One of the most popular and least examined transitions in North America is the high school reunion. It qualifies as a transition because it typically prompts self-examination and brings us to view our current self in contrast to who we were in the past. Sociologist Vered Vinitzky-Seroussi (1998) described the high school reunion as an "autobiographical occasion which prompts us to examine our own life narratives, the stories we tell ourselves about who we are and how we have come to be that person."

The high school reunion is probably the most common post-high school activity that binds together virtually all high school graduates in North America. Ralph Keyes (1976), in his book, *Is There Life After High School?* noted that the high school reunion may be "the most tribal experience (a North American) will ever have."

Meeting years later with those who knew us in high school can be experienced as scary, nerve-racking, and challenging. The reunion has the potential to rekindle all the anxieties, fears,

worries and struggles that characterized that period in our lives. It can also be experienced as an opportunity to reconnect with a community of people we loved, cherished, and valued. Even those who choose not to attend the reunion may be forced into what Vinitzky-Seroussi called a "biographical confrontation, the unavoidable and often pivotal engagement between a carefully constructed personal identity and the socially prevalent standards of success and accomplishment."

The reunion is a unique opportunity to engage in an autobiographical journey. Unlike a job interview or social occasion where a person might be asked to "tell something about yourself," the reunion propels us to engage in a more complicated life review. It is an opportunity to make sense out of or examine the relationship between our social and personal past and our social and personal present. The reunion drives us to construct a coherent biography of self and engage in narrative story telling. To prepare for a reunion requires, perhaps subconsciously, attention to questions such as 'What have I done with my life? Who have I become? Have I fulfilled my life role? How have I reconciled my inner feelings and outer appearance?'

I had an opportunity to experience this transition close-up: In November of 2008 I attended the 50th reunion of my high school class.

While I was curious about what had become of my classmates over that 50 year span, I was also prompted to think about how I had changed. How had my identity evolved over the years? And what role did my experience of high school play in my subsequent development? Answers to these questions were not readily forthcoming. My memories of high school were a distant blur with only vague recollections. My strongest sense memories were of friends, not the sports we played, not the dances we went to, not the classes we attended, and not the trouble we caused, but what we were to each other. Could this be what my identity was about 50 years ago?

Many of the observations and experiences I had at the reunion had implications for peer assistance, mentoring and coaching. Interactions I had with my classmates both before and after the reunion event helped to validate some of these findings. I want to share them with *Coaching News* subscribers in the hope that they may have value both personally and professionally.

The Power of Reflection

People attended the reunion for a variety of reasons. Many classmates who had regularly attended previous reunions did so because they enjoyed connecting again with others, and learning about the life progress of their chums. They liked the idea of being accountable to their classmates and being supportive of the progress of their friends. Other classmates appeared eager to share their life stories and gain recognition and affirmation from their peers.

Less frequent reunion attenders were mostly curious about what had happened to others and whether Karma or justice had finally come to roost on a classmate who treated them badly. One classmate, for example, seemed pleased to know that a another classmate that gave her grief in high school was now shorter and more pear-shaped or had a life of underachievement.

For some, attendance at the reunion was more about transcendence. Finding closure or soliciting an apology for long-ago wounds was not uncommon. A few classmates used the reunion to share a hidden hurt or harm or even a joy and thrill from a long ago interaction with the classmate who was perceived as the source. The reaction of the source classmate seemed less important than being able to finally and directly express some long-held feeling. Forgiveness in some cases was also shared.

Several people who attended said that during the reunion they reverted to behaviour that they thought had ended with high school. This was a disturbing revelation for those who experienced this insight. They had hoped that their life progress had helped them overcome a rerun of behaviour they had outgrown.

Reunion attendance brought to the surface issues that had not been adequately resolved. One person, for example, who had gained considerable recognition and achievement in his professional

life found himself reserved and almost uncommunicative when interacting with a girl he had dated in high school; a way of interacting, he said, that was completely uncharacteristic of his current relationships.

One of the surprises for me came from seeing who had attended the current reunion or reunions of the past and comparing that to a printed list of those classmates no one could locate or who had never attended a reunion. Until this fiftieth reunion, the first I had attended, I had been on that list. And all of my closest high school friends were still on that list.

This comparison led me to think about what we had in common. The characteristic that stood out the most was our social orientation and our ability to relate successfully with the ethnic and racial groups in our school. But wouldn't that mean we'd be more likely, not less likely, to attend a reunion?

When I returned home after the reunion I sent an email to one of my friends (JL - not his actual initials) from high school who was not lost to me but was on the reunion "lost classmates" list, and shared my puzzlement about the discrepancy. After he laughed at my question and extracted from me a pledge that I would not provide his contact details to the reunion committee, JL shared his reflection on this situation.

Living in the Present

JL had considered attending the reunion in the past, but decided against it because being in, thinking about, or reflecting on high school was not part of what gives his life meaning today. JL recalled high school, as I did, with a sense of vague happiness. But the point that he made that struck a chord with me was when he said that he recalled high school as a time when he had a fluid identity. JL saw himself as a chameleon; a person with an ability to almost immediately take on the salient characteristics of the people around him. He was just as at ease in a discussion with the school principal as he was in talking to his peers. In addition, during high school he had no deep interest in his future and only selected study areas or activities based on the expectations of others or a sense of daring or experimentation. He felt as we both did then that he lived in the here and now; cared little about what had gone before, and what was going to come.

I asked JL to what degree that perspective had been carried over into his adult life and work. He said that living in the moment is his primary way of being in the world and that his identity has formed around what provides meaning for him today. He was grateful for the opportunity to have had time for a fluid identity and not being compelled to be a particular person. He also said that his personal, family, and professional life today are filled with people from various cultures, and that he was convinced that "hanging out" in high school with other "chameleons" like himself (and me) helped him to gain his own voice and purposeful direction later in life.

My friend's comments reinforced what concerned me most about attending the reunion. I wasn't interested in spending time talking about my past accomplishments and personal history. I dreaded hearing questions about what I've been doing since high school. And I really didn't want to learn about what my classmates had done with their lives. I cared about them and wanted to be respectful, but I was more interested in who they were now, what they currently yearn for, what keeps them awake at night, what propels them to get out of bed in the morning, and what keeps the light burning inside them. What I wanted to know was more like what Canadian poet and writer Oriah Mountain Dreamer said in the beginning of her poem "The Invitation:"

***It doesn't interest me what you do for a living
I want to know what you ache for and if you dare to dream of meeting your heart's
longing...***

The Power of Mentors

Not surprisingly my former high school classmate, JL, had no interest in contacting any of our friends who were on the lost list to find out if they shared a similar perspective. However, he did let me know that he had only one regret. Much to my astonishment what he mentioned was identical to

the single regret I had about my time in high school and one that some other classmates indicated that they shared.

The regret that we had in common was that we wished we had been better friends to each other during our high school days. Being a "better friend" for the most part meant being more understanding, compassionate and accepting, as well as supporting friends to deal with their own life issues. Classmates remarked that conversations with peers in earlier reunions often resulted in revelations about a variety of hidden problems or secret traumas during high school. Classmates revealed that such difficulties often persisted or worsened through adulthood.

Some reunion participants could recall such trauma in their high school life yet seemed to be less agitated by the memory. For the most part they attributed their ability to manage their difficulty by connecting with a peer or adult that cared enough about them at the time to listen closely and help them find a better resolution than they could find on their own.

Several classmates named teachers or peers who took a special interest in them, provided extra time for conversation, acted as an advocate, or led a small extra-curricular group of some kind. Some teachers and peers were named as key figures in helping them transcend life issues. Help was often indirect - - specific discussion of a troubling area may have never occurred - - but the positive attention, as Scales and Leffert (2004) have also noted, helped classmates feel a sense of worthiness, encouragement and support, all of which contributed to their resilience in dealing with their life issues.

The Myth of Life Planning

I was grateful for these comments from classmates about the power of mentors and their desire to have been a better friend. A major part of my professional work has been dedicated to making this become a reality for youth through peer assistance and mentoring. Yet up until this 50th reunion I was not really aware that the origin of my pursuit had a foundation in my experience in high school.

The vague connection between high school and later life was echoed by many of my classmates. One of the surprising outcomes from conversations with classmates were their answers to the question: How would you describe the connection between your high school plans for work or future career and what you then spent most of your life doing? With few exceptions almost all the classmates at the reunion indicated that they never could have predicted or expected that they would have engaged in what turned out to be their life career. While almost all classmates had by now reached the retirement phase from their active work life, it was stunning to learn how few had planned to do what they spent most of their lives doing.

Many classmates talked about their career journey as one of transcending the expectations of others and finding the path that gave them their own voice, resulted in a sense of fulfillment, or gave their life meaning. While they didn't necessarily wish that such transcendence had taken place during high school, they decried the lack of opportunity for such exploration at an earlier age. But they were just as adamant about the value of the journey and what they gained from not following the straight line emphasized in high school.

Their comments reinforced my own experience. During high school I came into contact with a kernel of something, a wisp of a dream that would become a life theme for my work. My future, though, wasn't particularly predicted by the tradition of quality courses and capable teachers; it was foretold in the social relationships and life interactions. Rather than helping me to fully explore my life experience and dreams, the high school curriculum channeled me into a path that matched my test scores, academic achievement, and surface understanding of what I wanted to be in later life.

Too many of us have submerged our dreams for ourselves or had them squashed or minimized. The need to provide opportunities for dream exploration is a theme in my latest book (Carr, 2009). My discussions with classmates at the reunion reinforces the contradictions in traditional approaches to life planning and career coaching. Even the career advice of "find something you're good at" is often

Deerfield, Illinois (20-25 minutes from O'Hare)

<http://www.paamentoring.com>

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

info@perrone-ambrose.com

Tutor/Mentor Connection Capacity Building and Collaboration Conference

May 28-29, 2009

Northwestern University School of Law, Chicago, Illinois

www.tutormentorconference.org/

(312) 492-9614

Mentoring: Building New Leaders

June 11-12, 2009

Justice Institute of British Columbia, New Westminster campus, British Columbia

<http://tinyurl.com/dg6ax7>

(604) 528-5608 or (888) 799-0801

4th National School-Based Mentoring Conference

June 16-18, 2009

Kansas City Marriott Downtown, Kansas City, Missouri

www.askusa.com/youthfriends/index.html

(800) 563.0472 or (620) 724.6281

Setting Up a Mentoring System

June 23, 2009

Deerfield, Illinois (20-25 minutes from O'Hare)

<http://www.paamentoring.com>

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

info@perrone-ambrose.com

Mentors 2100 Do It Yourself Train-the-Trainer

June 24-26, 2009

Deerfield, Illinois (20-25 minutes from O'Hare)

<http://www.paamentoring.com>

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

info@perrone-ambrose.com

Mentoring Supervisor Certificate Program (16 week, 32-hour course)

Tuesday, Wednesday, and Thursday evenings from July 7 to July 16, 2009

Big Brothers Big Sisters of NYC Training Center, 245 Fifth Avenue, Suite 702, New York, New York

www.bigsny.org

(212) 686-2042 ext 108

jschwartz@bigsny.org

Mentoring Program Coordinators' Workshop

July 15-16, 2009

Clutterbuck Associates HQ, Burnham, United Kingdom

<http://www.clutterbuckassociates.co.uk>

Tel: +44 (0)1628 661667

2009 Summer Institute on Youth Mentoring

July 20-24, 2009

Portland State University, Portland, Oregon

www.youthmentoring.ssw.pdx.edu

(503) 725-4712

siym@pdx.edu

Carr, R.A. (February 3, 2009). Does technology improve mentoring outcomes? *Peer Bulletin* 173. (Retrieved May 12, 2009 from http://www.peer.ca/Projects/Peer_Resources_Network.html). Many enquiries to Peer Resources pertain to identifying an effective method for matching mentors with partners and managing the relationships. In the last five years a number of organizations have developed specialized software or technology solutions to aid in connecting mentors and partners, tracking the relationships, and reporting and assessing the outcomes. The data about the effectiveness of technological systems is far from compelling. In fact, published research is relatively silent about software-based or system-based matching and management of mentoring. This article identifies the 18 known systems currently on the market and provides contact details.

Feeney, M.K. and Bozeman, B. (2008). Mentoring and network ties. *Human Relations*, 61, 12, 1651-1676. One of the advantages of having a mentor is access to the mentor's network of people that can assist with career advancement and development. The authors examine whether such network ties (called "social capital") are enhanced or reduced by (1) cross-gender or same gender relationships; and (2) formal versus informal mentoring relationships. (Available to Peer Resources Network members in the Featured Resources section of the password protected area. Requires userid and password.)

Herrera, C., Kauh, T.J., Cooney, S.M., Baldwin Grossman, J., and McMaken, J. (2008). *High school students and mentors: Findings from the Big Brothers Big Sisters school-based mentoring impact study*. Philadelphia, PA: Public/Private Ventures. School-based mentoring is increasing rapidly in the US, and this study examines the effectiveness of using high school students as mentors. Youth matched with high school mentors benefited less than those matched with adults, but the findings varied across programs. High school mentors typically received little training, but those that had the most training and those that they mentored reported higher quality and closer relationships. Higher quality training also led to an increased number of mentoring sessions and longer lasting matches. High school mentors who received course credit for their involvement were less likely to continue with their mentoring activities. The authors provide a number of recommendations.

Lederman, D. (December 2, 2009). Mentor, friend -- or both? *Peer Bulletin* 171. (Retrieved January 5, 2009 from http://www.peer.ca/Projects/Peer_Resources_Network.html). University faculty debate the differences between being an advisor, mentor or friend to their students. The author summarizes their conception of good mentoring and includes evidence of how the different roles have different outcomes. Faculty members differed on the degree of "emotional entanglement" required for good mentoring and degree to which boundaries are necessary in mentoring.

MentorNet. (2008). *Student's perceptions of the value and need for mentors as they progress through academic studies in engineering and science: A report to the National Science Foundation*. San Jose, California: MentorNet. In 2006-07, MentorNet surveyed approximately 2,500 science, technology, engineering, and mathematics (STEM) undergraduates, graduate students, and postdoctoral scholars about their perceptions of the value and need for mentors. Ninety-eight percent of respondents reported that having a mentor (of some type) was important to them. Gender proved to be a significant factor in determining which respondents were more likely to report that they did not receive any mentoring support in all three mentoring role factors (psychosocial, role modeling and academic/career). Almost 40% of the respondents reported that they were not encouraged by anyone to find a mentor. Understanding their beliefs about mentoring will help us help them. The outcomes are summarized in three research briefs which focus the results for academic leaders, students, and faculty. (The full study report is available to Peer Resources Network members; email: rey@mentors.ca)

Scudellari, M. (November, 2008). Best places to work 2008: Academia. *The Scientist*, 22, 11, 47. (Retrieved November 5, 2008 from <http://www.the-scientist.com/2008/11/1/47/1/>). The annual survey of best places for scientists to work conducted by this magazine revealed a list of the 40 top institutions worldwide. While the best organizations were often private institutes (J. David Gladstone Institutes in San Francisco (rated number one) or hospitals (Massachusetts General Hospital (rated number 14 and last year number 1) many were well-known universities, including Princeton (rated

area, and funding is available for the initiation of new academic developmental activities as well as the expansion, enhancement, and/or improvement of existing activities. Such activities can include peer support, mentoring and coaching services/programs to improve the preparation of undergraduates for admission to research doctoral degree programs and preparation of doctoral students for successful research careers or both. A strong emphasis of this funding is to create role models/mentors for these students. Approximately \$5 million is available, and the total amount to be awarded and the number of awards will depend on the quality, duration, and costs of the applications received. Public/state and private institutions of higher education are eligible to apply. More information is available online. Submission deadlines are January 25, 2010, 2011, and 2012.

(2) Drug Abuse Prevention Intervention Research is a grant program through the US National Institutes of Health to encourage research applications from institutions, organizations, and small businesses, both within and outside the USA that propose to advance the science of drug abuse and drug-related HIV prevention through 1) the development of novel prevention approaches, including mentoring, peer assistance, and coaching; 2) the testing of novel and adapted prevention intervention approaches; 3) the elucidation of processes associated with the selection, adoption, adaptation, implementation, sustainability, and financing of empirically validated interventions; and 4) the development of new methodologies suitable for the design and analysis of prevention research studies. Research programs can focus on the role of new technology-assisted interventions, such as the Internet and wireless communication to prevent drug abuse. A variety of organizations both in and outside of the USA are eligible for funding. Research grants can cover a five-year span, and initial funding applications must be submitted prior to September 8, 2011. More information is available online.

(3) Mentoring Children of Prisoners has announced a new round of grants. This RFP comes from the U.S. Administration for Children and Families' (ACF) Administration on Children, Youth and Families' (ACYF) Family and Youth Services Bureau (FYSB), and is designed to "support the creation and maintenance of one-on-one mentoring relationships between children of incarcerated parents and caring, supportive adult volunteer mentors. The intent of this program is to support the establishment or expansion and operation of mentoring programs, using a network of public and private community entities, in areas with substantial numbers of children of incarcerated parents. The MCP program is designed to be a community-based mentoring program in which children and youth ages four up to age 18, are appropriately matched with an adult mentor, who has been screened and trained, for a one-on-one (one mentor/one youth), friendship-oriented (non curriculum-based) mentoring relationship. Three-year grants will be awarded with an average amount of \$211,163 per year. The due date for proposals is June 19, 2009. More information is available online.

(4) Mentoring and Coaching for Homeless Youth will be supported through grants provided by the U.S. Department of Health and Human Services Administration for Children and Families Street Outreach Program. The purpose of these grants is to enable programs to assist young people in relocating from the streets to stable housing situations and in making other healthy personal choices regarding where they live and how they behave. The focus will be on relationship building efforts between street outreach staff and runaway, homeless and street youth. Maximum awards will be \$200,000 per year for each of three years, and approximately 50 awards will be made. Deadline for applications is June 8, 2009. More information is available online.

(5) The Empowered to Work Mentoring Program, the province of British Columbia government's strategy for promoting women's participation in the labour force, has issued a Request for Qualifications to determine if there are qualified suppliers to run the mentorship and training components of this program. The program is based on the fact mentoring programs make a difference in women's lives, particularly in overcoming occupational barriers. At present there are five service providers delivering the program, and all may be eligible for eventual funding. However, the government is requesting additional providers because some areas of the province are not being served. The deadline for applications is May 7, 2009. Details are available online.

(6) Family Violence Prevention Grants are available through Target Store to nonprofit programs such as family and relationship coaching and mentoring aimed at preventing family violence. They also provide assistance for peer support groups and abuse shelters. Grants average between \$1,000 and \$3,000, and the deadline for submission is May 31, 2009. More information is available online. (12) Mentoring Initiative for Foster Care Youth Grant has been established by the US Department of Justice Office of Juvenile Justice Delinquency Prevention. One of the major challenges that foster care children often face in their personal development is the lack of the involvement of a consistent, caring adult in their lives. This grant is intended to assist communities in the US in establishing or expanding mentoring and support services for youth in foster care and foster care youth involved in the juvenile justice. The grants will be funded at \$500,000 per award for a project period of up to three years. Eligible US-based grantees include public agencies (including state agencies, units of local government, public universities and colleges, and tribal governments) and private organizations (including faith-based and community organizations). The deadline for submission is June 8, 2009. Contact: Cora Roy-Stevens, Program Manager at 202-616-3659; email: cora.roy-stevens@usdoj.gov. More information is available online.

(7) Gang Prevention Youth Mentoring Programs Grants are available from the US Department of Justice Office of Juvenile Justice Delinquency Prevention (OJJDP). The purpose of these grants is to create mentoring programs that offer a mixture of core services and engage youth with activities that enable them to practice healthy behaviors within a positive pro-social peer group. The target population should be youth at risk of gang activity, delinquency, and youth violence. The goals of this mentoring program are to prevent gang activity, delinquency, and violence by emphasizing long-term mentoring relationships (two or more years).

The grant also seeks to provide at-risk youth with core services that fulfill their adolescent developmental needs within the context of a positive pro-social peer group, including a multi-modal mixture of services that may include, but is not limited to, life skills and psycho-educational training, mental health counseling, job placement, community service projects, and structured after-school recreational, educational, and artistic/culturally enhancing activities.

The grants will be funded at \$500,000 per award across three years. Eligible US-based grantees include: private organizations, federally recognized tribes, nonprofits (including faith-based, community and tribal organizations), and public agencies (including schools, colleges, universities, and units of local government) in communities that have completed a comprehensive community gang assessment. Such an assessment includes: (1) the identification of the types of gang activity and violence in the community and (2) the identification of community resources and gaps in services. Applicants must provide documentation of the community's gang assessment as an attachment to the application for these funds. The deadline for submission is June 15, 2009. More information about this grant as well as other programs serving youth is available online.

(8) Disney Minnie Grants are being offered by Youth Service America and Disney to fund children's efforts to improve their communities. These grants of \$500 are for children (ages 5-14) or the organizations that engage them, to implement youth-led service projects that address the issues of poverty, hunger, education, environment, global citizenship, sustainable community development, and disaster prevention and relief. Applications are accepted from all over the world. Projects will take place in the months of September-November 2009. The deadline for applications is June 15, 2009. Questions can be directed to MinnieGrant@ysa.org. Applications are available online.

(9) Reducing Risk Behaviors by Promoting Positive Youth Development small research project grants are available to institutions and organizations that propose to enhance understanding about effective positive youth development programs (such as mentoring and peer assistance) and the mechanisms for positive health and developmental outcomes. Non-profit organizations, small businesses, and a variety of educational institutions in the USA and other countries (including Canada, Great Britain and Australia) are eligible to apply. The size of grants will vary. This program is scheduled to expire September 8, 2011. Applications can only be submitted electronically, and details are available online. For more information contact: Mario Martinez by email:

Members of the Peer Resources Network receive a monthly newsletter, the *Peer Bulletin*, loaded with information, practical tips, announcements, mentor program descriptions, funding opportunities, job openings, and research summaries every month. The *Peer Bulletin* contains features not available in The Mentor News, including graphics, links, discounts, relevant articles, free research papers, and contact details. A sample of the Peer Bulletin is available at <http://www.peer.ca/Bulletin161.html>

Members can also receive at no cost some of the latest books or videos on about mentoring in exchange for writing a review of that resource. In many cases the retail price of the book alone is equivalent to the one-year membership fee. Some of the current books available to members include:

- *Mentoring Matters: A Practical Guide to Learning-Focused Relationships* by Laura Lipton, Bruce Wellman, and Carlette Humbard
- *Intelligent Mentoring: How IBM Creates Value through People, Knowledge and Relationships* by Audrey Murrell, Sheila Forte-Trammell, and Diana Bing
- *How to Become a Coach: What You'll Want to Know about Training Programs, Certification and the Business of Coaching* by Sue Bond
- *The Complete Guide to Coaching at Work* by Perry Zeus and Suzanne Skiffington
- *Mind Your Own Biz: Discover the Secrets to Creating a Successful Coaching Business* by Janet Slack
- *Executive Coaching for Results: The Definitive Guide to Developing Organizational Leaders* by Brian Underhill, Kimcee McAnaly, and John Koriath
- *Leadership Coaching for Educators: Bringing Out the Best in School Administrators* by Karla Reiss
- *Therapist as Life Coach: An Introduction for Counselors and Other Helping Professionals (Revised and Expanded)* by Patrick Williams and Deborah C. Davis
- *Positive Psychology Coaching: Putting the Science of Happiness to Work for Your Clients* by Robert Biswas-Diener and Ben Dean
- *The Truth About the Business of Coaching* by Lawrence Mortenson
- *Co-Active Coaching: New Skills for Coaching People Toward Success in Work and Life (Second Edition)* by Laura Whitworth, Karen Kimsey-House, Henry Kimsey-House, and Phillip Sandahl

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*. The Guardians for Mentoring stories are edited versions of the full stories and accompanying photos that appear in the *Peer Bulletin*.

Peer Resources Network members have access to a variety of resources in the password protected area of www.peer.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. Papers about certification, fees, and other issues associated with coaching are free to members. In addition, Peer Resources Network members have access to toll-free telephone support for technical and professional questions. Members can talk directly with experts at no extra fee on trends, issues, and other concerns.

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.peer.ca/PRN.html>.

As a bonus for readers of the *Mentor News* who become members of the Peer Resources Network in May 2009, we will send you at no additional cost a CD that contains the three past issues 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

