



Microsoft Tech Resilience Mentoring Program

Training Session (1 of 4)
January 29, 2021

Welcome

Thank you!

Pilot: Fall 2020

It was invaluable to learn that I am not the only one who feels like I'm not good enough... I could reflect on my learning attitude and mindset by attentively listening ... and actively sharing my experiences. I will keep building on my "tech resilience"... and help myself and my peers feel a sense of belonging.

- Mentee from 2020 pilot

98%

of students agreed
“mentors were prepared”

99%

of students agreed
“mentors created a supportive environment”



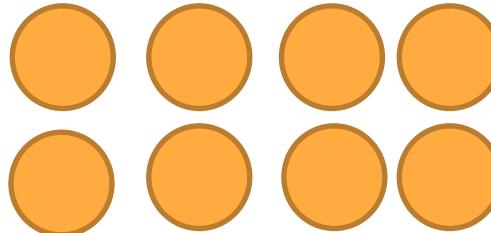
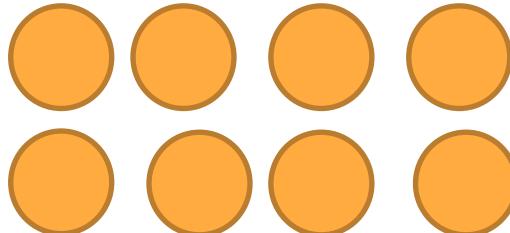
7 week commitment



you



+ co-mentor



cohort of 12-16 mentees

Active Listening

“I think the biggest piece for me was learning about active listening. It's a huge help in personal life, and career.”

- Mentor from 2020 pilot

Agenda

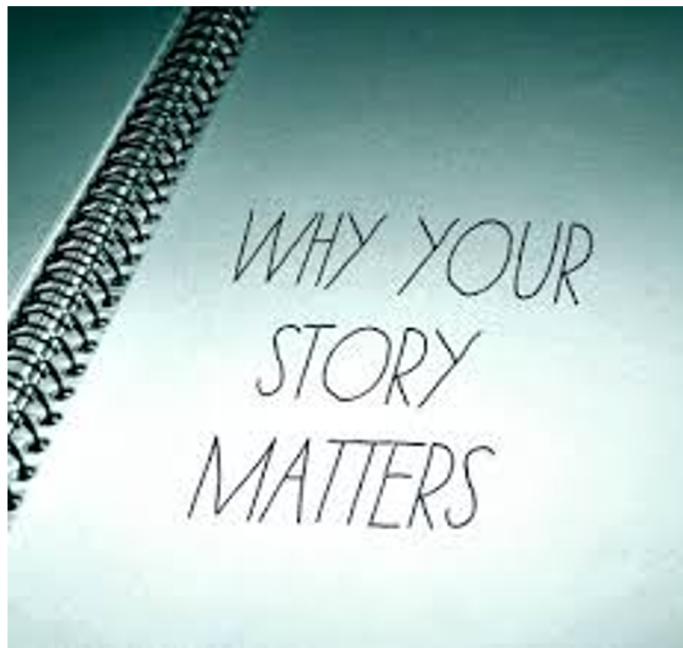
- **Intro & Ground Rules**
- **Experienced Mentors:
“story share”**
- **Active listening**
- **How do I craft my
mentoring story?**

Share to Open the Space

I liked learning about people's lives and experiences, and I really appreciated the diversity of the group that I was in. I also think people were more willing to share and be open if one of the mentors shared an experience first, so they should keep that up.

- Mentee from 2020 pilot

Story Share Activity



- Important in this program
- Story share in each session
- Sparks conversation
- Provides insight into you
- Invites others to share

Make your story relevant and attainable.

- Sharing some of your background can help create **relevance**.
- Telling about how you **struggled before succeeding** makes you human and your story inspirational.
- **Attainable** success stories are especially important for *newcomers* starting their journey.



Lockwood, P., & Kunda, Z. (1997). Superstars and me: Predicting the impact of role models on the self. *Journal of Personality and Social Psychology*, 73(1), 91–103.

Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the social-class achievement gap: A difference-education intervention improves first-generation students' academic performance and all students' college transition. *Psychological Science*, 25(4), 943–953.

Be authentic and be transparent.

- Mentors tell stories that are *true* for them.
- Being *authentic* means being **real** and **honest**.
- We are *transparent* about **why** we are sharing this story.

“Authenticity is not something we have or don’t have. It’s a practice—a conscious choice of how we want to live. Authenticity is a collection of choices that we have to make every day. It’s about the choice to show up and be real. The choice to be honest. The choice to let our true selves be seen.”

—BRENÉ BROWN
Public speaker and research professor at the
University of Houston Graduate College of Social Work

Brown, B. (2010). *Gifts of Imperfection*. Hazelden Publishing.

Saffran L, Hu S, Hinnant A, Scherer LD, Nagel SC (2020) Constructing and influencing perceived authenticity in science communication: Experimenting with narrative. PLoS ONE 15(1): e0226711. <https://doi.org/10.1371/journal.pone.0226711>

Choose your story to have the desired impact.

Intent vs. Impact



What you think you said
may not be what they heard.

- You have many stories to **choose** from.
- Choose your story wisely so you *inspire*, rather than *deflate*. So you *connect* rather than *alienate*.
- Your **co-mentor** can be a *valuable* sounding board.

Workshop: Sample Story

"During my first internship, my manager was mean and consistently shut me down. One time I had my code raked over the coals in front of the whole team. When I started to cry, my manager laughed and told me to toughen up. I'll never forget that moment and how badly I wanted to leave.

The tech industry will eat you alive if you let it. To be honest, I still struggle every day with whether I chose the right field."

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I remember a team member being very kind and supportive. It made me realize that I was not alone. I also was able to choose a new internship next time when I had more experience."

Take Away Messages

“Story Share” is an important mentor action in this program

- Happens in every single session
- Remember, you choose what you share and how you share
- There is no perfect story -- be intentional

Mentors also actively listen (and reflect back)

- Happens in every single session
- You will grow in this skill and you have a co-mentor to help you

Preparing Mentors

This training was much more than I could expect. I learned more here than in the first two years of being at Microsoft combined about how to be effective in my role. Every session I learnt something new, effective communication, the art of listening, tackling difficult situations, and so much more. This is the highlight of my career so far. Every employee should watch these videos and take the training.

- Mentor from 2020 pilot

Bibliography

Lockwood, P., & Kunda, Z. (1997). Superstars and me: Predicting the impact of role models on the self. *Journal of Personality and Social Psychology*, 73(1), 91–103.
<https://doi.org/10.1037/0022-3514.73.1.91>

Abstract

The authors propose that superstars are most likely to affect self-views when they are considered relevant. Relevant superstars provoke self-enhancement and inspiration when their success seems attainable but self-deflation when it seems unattainable. Participants' self-views were affected only when the star's domain of excellence was self-relevant. Relevant stars provoked self-enhancement and inspiration when their success seemed attainable in that participants either still had enough time to achieve comparable success or believed their own abilities could improve over time. Open-ended responses provided rich evidence of inspiration in these circumstances. Relevant stars provoked, if anything, self-deflation when their success seemed unattainable in that participants either had already missed the chance to achieve comparable success or viewed their abilities as fixed and so unlikely to improve. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

<https://psycnet.apa.org/record/1997-04812-007>

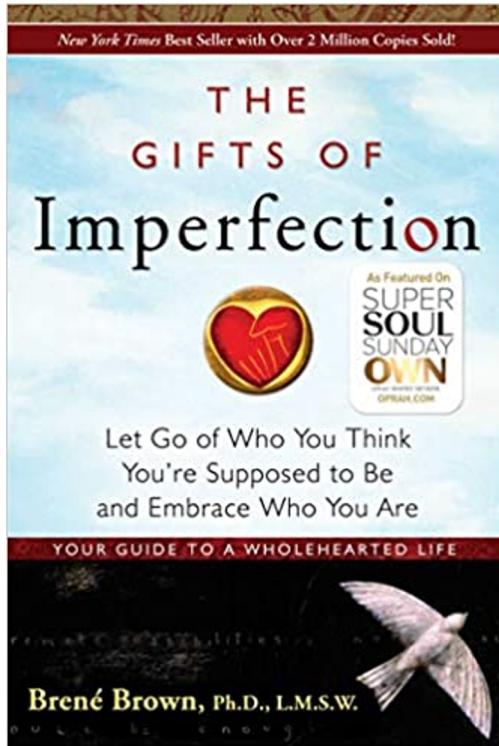
Stephens, N. M., Hamedani, M. G., & Destin, M. (2014). Closing the social-class achievement gap: A difference-education intervention improves first-generation students' academic performance and all students' college transition. *Psychological Science*, 25(4), 943–953. <https://doi.org/10.1177/0956797613518349>

Abstract

College students who do not have parents with 4-year degrees (first-generation students) earn lower grades and encounter more obstacles to success than do students who have at least one parent with a 4-year degree (continuing-generation students). In the study reported here, we tested a novel intervention designed to reduce this social-class achievement gap with a randomized controlled trial (N = 168). Using senior college students' real-life stories, we conducted a difference-education intervention with incoming students about how their diverse backgrounds can shape what they experience in college. Compared with a standard intervention that provided similar stories of college adjustment without highlighting students' different backgrounds, the difference-education intervention eliminated the social-class achievement gap by increasing first-generation students' tendency to seek out college resources (e.g., meeting with professors) and, in turn, improving their end-of-year grade point averages. The difference-education intervention also improved the college transition for all students on numerous psychosocial outcomes (e.g., mental health and engagement). (PsycINFO Database Record (c) 2016 APA, all rights reserved)

<https://psycnet.apa.org/record/2014-13629-011>

Brown, B. (2010). *Gifts of Imperfection*. Hazelden Publishing.



Overview

When our embarrassments and fears lie, we often listen to them anyway. They thwart our gratitude, acceptance, and compassion—our goodness. They insist, "I am not worthy." But we are worthy—of self-discovery, personal growth, and boundless love. With Brené Brown's game-changing New York Times bestseller *The Gifts of Imperfection*—which has sold more than 2 million copies in more than 30 different languages, and Forbes recently named one of the "Five Books That Will Actually Change Your Outlook On Life"—we find courage to overcome paralyzing fear and self-consciousness, strengthening our connection to the world.

A motivational and inspiring guide to wholehearted living, rather than just the average self-help book, with this groundbreaking work Brené Brown, Ph.D., bolsters the self-esteem and personal development process through her characteristic heartfelt, honest storytelling. With original research and plenty of encouragement, she explores the psychology of releasing our definitions of an "imperfect" life and embracing living authentically. Brown's "ten guideposts" are benchmarks for authenticity that can help anyone establish a practice for a life of honest beauty—a perfectly imperfect life.

Now more than ever, we all need to cultivate feelings of self-worth, as well as acceptance and love for ourselves. In a world where insults, criticisms, and fears are spread too generously alongside messages of unrealistic beauty, attainment, and expectation, we look for ways to "dig deep" and find truth and gratitude in our lives. A new way forward means we can't hold on too tightly to our own self-defeating thoughts or the displaced pain in our world. Instead, we can embrace the imperfection.

Saffran L, Hu S, Hinnant A, Scherer LD, Nagel SC (2020) Constructing and influencing perceived authenticity in science communication: Experimenting with narrative. *PLoS ONE*, 15(1): e0226711. <https://doi.org/10.1371/journal.pone.0226711>

Abstract

This study develops a measure of perceived authenticity in science communication and then explores communication strategies to improve the perceived authenticity of a scientific message. The findings are consistent with literature around trust and credibility, but indicate that authenticity—the perception that the scientist is a unique individual with qualities beyond institutional affiliations or a role in the production of the research—may add a potentially important dimension to accepted categories of integrity and benevolence.

Hoyt, C. L. (2013). Inspirational or self-deflating: The role of self-efficacy in elite role model effectiveness. *Social Psychological and Personality Science*, 4(3), 290–298.
<https://doi.org/10.1177/1948550612455066>

Abstract

This research examines the role of self-efficacy in women's responses to elite leadership role models. Previous research on role models has been equivocal, demonstrating that the impact of social comparisons on the self is multifaceted. Using an experimental methodology, 102 female participants were presented with role models (elite, nonelite, control) before serving as the leader of an ostensible three-person group. Findings revealed that women with low, as opposed to high, levels of leadership self-efficacy were less inspired by the highly successful role models and showed deflating contrast effects as demonstrated in their diminished identification with leadership, leadership aspirations, and leadership performance. Moreover, the performance effects were mediated by participants' identification with leadership. This research has identified an important self-regulatory variable that influences whether people engage in assimilative or contrastive processes when making strategic comparisons and it identifies the important role of self-perceptions in behavioral responses to role models. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

<https://psycnet.apa.org/record/2013-13677-005>