

# Microsoft Mentor

## Training Sessions



# Welcome!

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Thank you!



## Margaret Price

A founder of Inclusive Design;  
Strategist, higher education lead

## Our sponsors:

CVP, Julia Liuson

CVP, Amanda Silver

VP, Kate Behncken

GM, Jennifer Ritzinger



## Audrey St. John, PhD

Associate Professor of Computer Science  
Mount Holyoke College



## Becky Wai-Ling Packard, PhD

Professor of Psychology and Education  
Mount Holyoke College



## Heather Pon-Barry, PhD

Associate Professor of Computer Science  
Mount Holyoke College



## Shani Mensing

Design Mentor and Technical Specialist  
Mount Holyoke College

# Agenda

- Ground rules
- How do I craft my mentoring story?
- Questions

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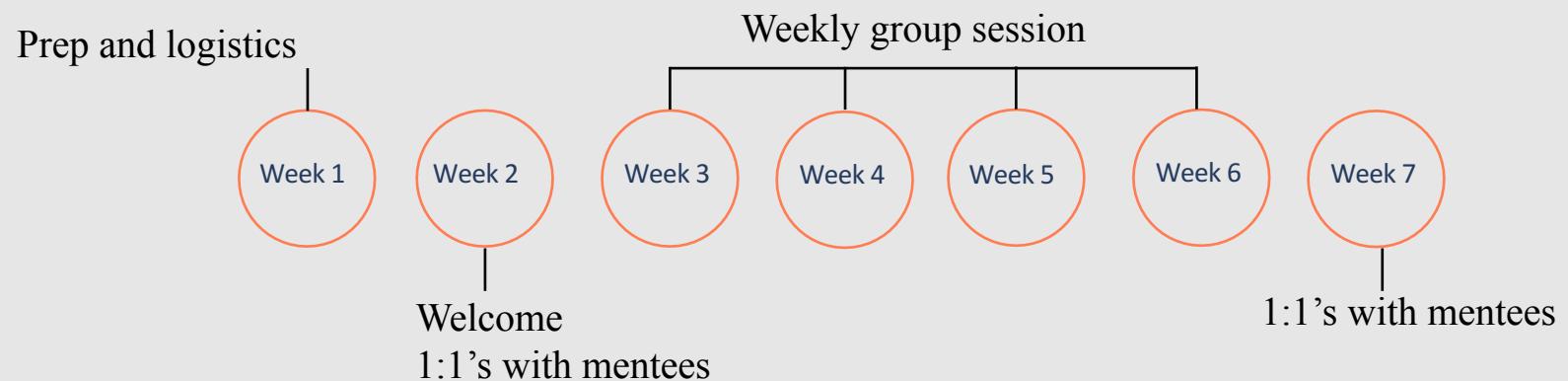
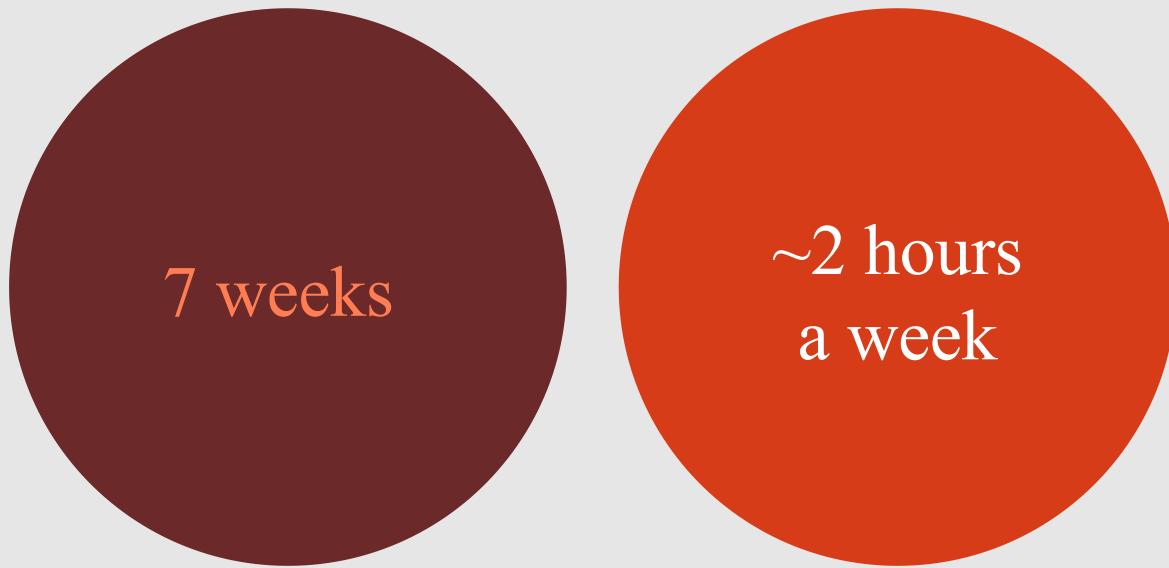
# Ground rules

- Be **open-minded**.
- Be willing to be **uncomfortable**.
- Speak from your own **perspective**.
- Be **patient** and allow space for all to learn.
- Facilitation means **interruption**
- What's said here stays here; what's **learned** can be shared.

Who is in  
the room?

# The program

## The program





7 week fall  
pilot

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Mentorship  
details



10 hours training

Structured

Unstructured

Structured

Mentor



circle of  
mentees

Mentor



circle of  
mentees

Structured

Co-Mentors



Cohort (of two circles)

# Agenda

- **Ground rules**
- **How do I craft my mentoring story?**
- **Questions**

# Make your story relevant and attainable.

- Telling about how you *struggled* before *succeeding* makes you human.
- This type of story is **relevant** and **inspirational**.
- **Attainable** 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.

# Share multiple (complementary) stories.



- Students **tune in** when mentors share how their *background* influenced their *experience*.
- **Why? Background** provides *context*.
- When mentors have *different backgrounds*, *more context* is provided.
- *Multiple complementary stories = compelling*.
- *One story*: the mentor was “special”  
*vs. multiple stories*: the strategy works for many

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.

Schunk, D. H. (1987). Peer models and children's behavioral change. *Review of Educational Research*, 57(2), 149–174.

# Be authentic: show up and be transparent.

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

“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.

# 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>

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>

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>

Schunk, D. H. (1987). Peer models and children's behavioral change. *Review of Educational Research*, 57(2), 149–174. <https://doi.org/10.2307/1170234>

## Abstract

*Reviews the literature on peer modeling among children as a function of model attributes. Similarity between model and observer provides information for gauging behavioral appropriateness, formulating outcome expectations, and assessing one's self-efficacy for learning or performing tasks. Research is discussed on the effects of model age, model sex, model competence, number of models, and model background. Data suggest that peer models can foster diverse types of behavioral change in children, but attribute similarity does not automatically enhance modeling. It is concluded that classroom peers can help train social skills, enhance self-efficacy, and remedy skill deficiencies. (PsycINFO Database Record (c) 2016 APA, all rights reserved)*

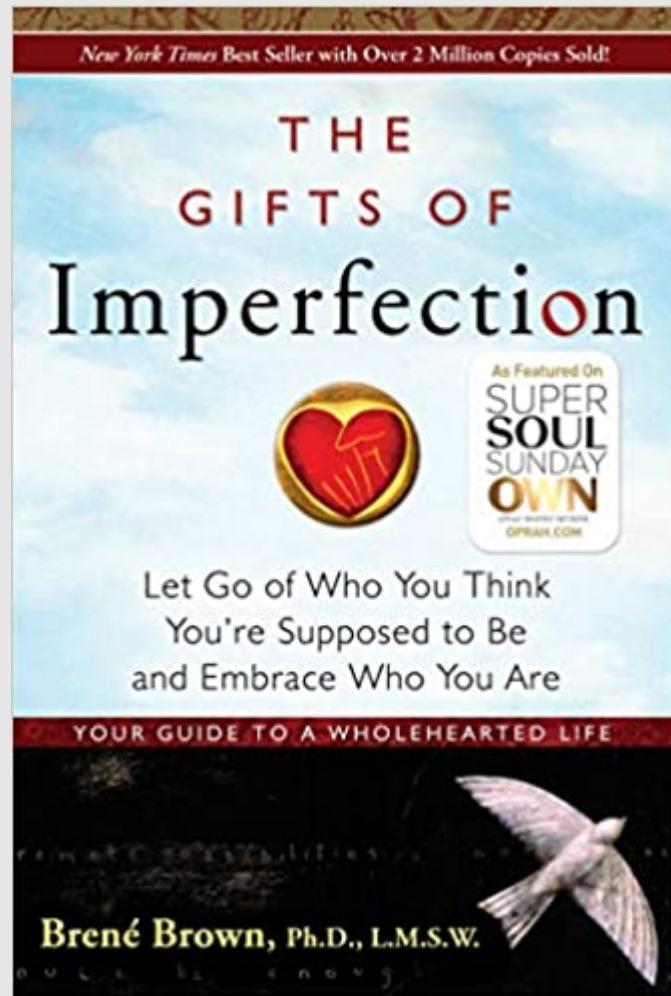
<https://psycnet.apa.org/record/1988-26273-001>

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.*

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.*