



Microsoft Tech Resilience Mentoring Program

Training Session 1

How do I craft
my mentoring
story?

Story Share Activity

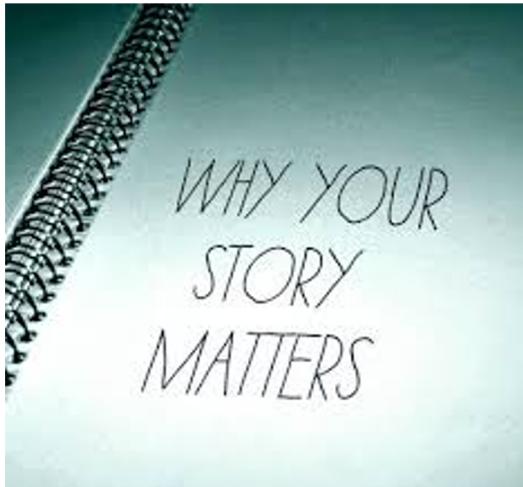


Image from:
<https://www.psychologytoday.com/us/blog/two-takes-depression/201401/why-your-story-matters>

- Story share in each session
 - Sparks conversation
 - Provides insight into you
 - Invites others to share
- Research shows that mentor sharing...
 - sparks confidence
 - mutual engagement

Varghese, L., & Finkelstein, L. (2021). An investigation of self-efficacy crossover between mentors and protégés within mentoring dyads: Mentoring and self-efficacy. *Annals of the New York Academy of Sciences*, 1483(1), 80-97.

Lester, A.M., Goodloe, C. L., Johnson, H. E., & Deutsch, N. L. (2018). Understanding mutuality: Unpacking relational processes in youth mentoring relationships. *Journal of Community Psychology*, 1-16.

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 2020-2021 pilot

Tips for story share

Craft stories that:

- Are relevant + attainable
- Are authentic and true for you
- Aim for desired impact: to encourage and do no harm



Image from: <http://www.healthstorycollaborative.org/share-your-story>

Make your story relevant and attainable.

- Sharing some of your background can help create relevant connections.
- Even when mentees have different demographic backgrounds than mentors, seeing shared struggles fosters a sense of connection.
- A story about how you struggled before succeeding makes the story human and inspirational especially to newcomers.



Image from: <https://www.cxotoday.com/news-analysis/the-top-10-most-inspirational-tech-leaders-of-2019/>

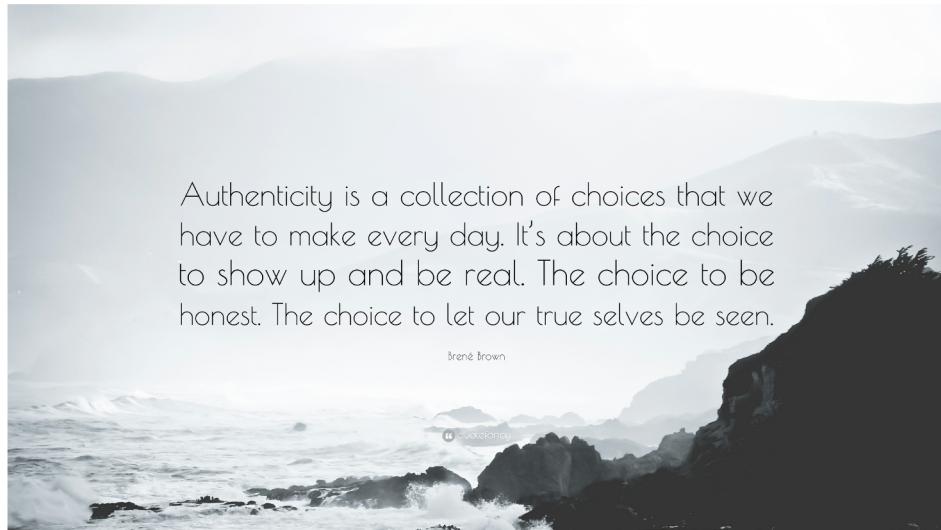
Lockwood, P., & Kunda, Z. (1997). Superstars and me: Predicting the impact of role models on the self. *Journal of Personality and Social Psychology*, 73(1), 91–103.

Hernandez, P. R., Estrada, M., Woodcock, A., & Schultz, P. W. (2017). Protégé perceptions of high mentorship quality depend on shared values more than on demographic match. *The Journal of Experimental Education*, 85(3), 450–468.

Lester, A.M., Goodloe, C. L., Johnson, H. E., & Deutsch, N. L. (2018). Understanding mutuality: Unpacking relational processes in youth mentoring relationships. *Journal of Community Psychology*, 1-16.

Be authentic and be transparent.

- Mentors tell stories that are true for them. (Don't make one up!)
- Being authentic means being real and honest. If you haven't figured it all out, that's part of being real.
- We are transparent about why we are sharing this story.



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.

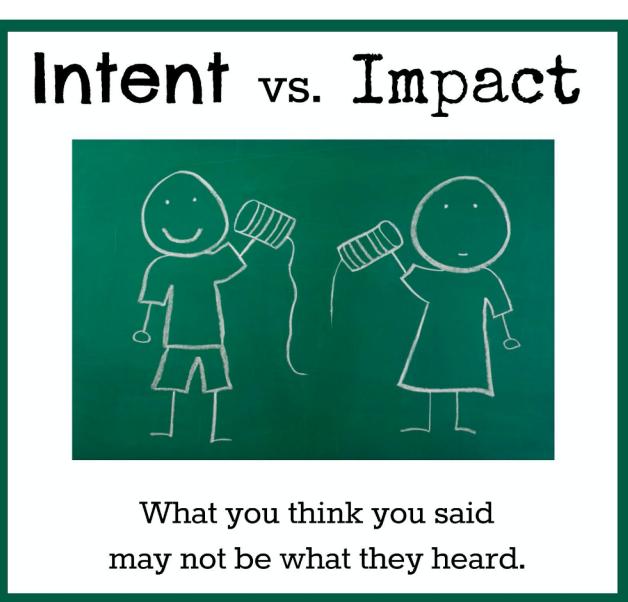
Brene Brown

Image from <https://quotefancy.com/brene-brown-quotes>

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.



- You have many stories to choose from
- Choose your story wisely
 - The program is for college student mentees
 - inspire, rather than deflate
 - connect rather than alienate.
- Remember, we aim to “do no harm”
- Your co-mentor can be a valuable sounding board when story crafting.

Image from: <https://empathylifecoaching.com/2017/01/19/empathetic-communication-understanding-intent-versus-impact/>

Be intentional (Do no harm): take aways

Mentors 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
- You signal you value and respect your mentees by reflecting back

“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 -- yet, be intentional
- Helps your mentees connect to you and the program

Bibliography

Rhodes, J., Liang, B., & Spencer, R. (2009). First do no harm: Ethical principles for youth mentoring relationships. *Professional Psychology: Research and Practice*, 40(5), 452–458.
<https://doi.org/10.1037/a0015073>

Abstract

Mentoring programs pair youth who are perceived to be at risk for poor outcomes with volunteers who are trained to provide support. Although mentoring has experienced tremendous growth in recent years, the ethical challenges inherent in relationship-based interventions have been given insufficient attention among researchers and practitioners. Rarely acknowledged is the potential for harm that poorly implemented mentoring relationships can render. To redress this problem, a set of ethical principles for volunteer mentors is presented. They are derived, in part, from the American Psychological Association's (2002) Ethical Principles of Psychologists and Code of Conduct as well as ethical codes that have been formulated to guide other paraprofessionals and volunteers in community settings. A description of these principles and their application to youth mentoring is provided. (PsycINFO Database Record (c) 2016 APA, all rights reserved)

<https://psycnet.apa.org/record/2009-18332-004>

Varghese, L., & Finkelstein, L. (2021). An investigation of self-efficacy crossover between mentors and protégés within mentoring dyads: Mentoring and self-efficacy. *Annals of the New York Academy of Sciences*, 1483(1), 80-97. <https://doi.org/10.1111/nyas.14324>

Abstract

Our current research investigated how mentors enhance protégé self-efficacy. Drawing from social comparison theory, we propose that the shared experience between mentors and protégés facilitates the ability of protégés to adopt the perspective of their mentors. Additionally, the perspective-taking that a protégé engages in enables them to ascribe positive aspects of their mentor (i.e., efficacious beliefs) to themselves. Study 1 ($N = 205$ adults) and study 2 ($N = 204$ adults) adopted an experimental design (i.e., vignette study) and study 3 ($N = 148$ undergraduate management students) adopted a survey design with protégés in an e-mentoring program. Results from all three studies provided evidence for the transfer of efficacy beliefs from the mentor to the protégé. The findings supported the postulation that shared experience between the protégé and mentor facilitates perspective-taking on behalf of the protégé. Although the findings of the experimental studies showed that a protégé's perspective-taking moderated the positive transfer of efficacy beliefs from the mentor to the protégé, the third study failed to replicate this particular finding. Our current research findings have implications for training and developing employees.

Lester, A.M., Goodloe, C. L., Johnson, H. E., & Deutsch, N. L. (2018). Understanding mutuality: Unpacking relational processes in youth mentoring relationships. *Journal of Community Psychology*, 1-16. doi: <http://dx.doi.org/10.1002/jcop.22106>

Abstract

Evidence suggests that a close interpersonal bond is important for the success of youth-adult mentoring relationships. Mutuality has been suggested to be important for developing a close interpersonal bond (Rhodes, 2002, 2005), but mutuality remains an abstract construct, difficult to understand and cultivate. Using thematic analysis of mentor and mentee ($n = 42$) interviews, we investigate how mentoring pairs reflect on mutuality. Results suggest that mutuality is understood as a combination of 2 dimensions: shared relational excitement and experiential empathy. Shared relational excitement is felt when there is a genuine desire by both the mentor and the mentee to invest in the relationship. Experiential empathy is the process through which mentors connect with, advise, and normalize the experiences of their mentees by sharing their own relevant experiences. This work has implications for mentor training, program development, and future research on youth-adult relationships.

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>

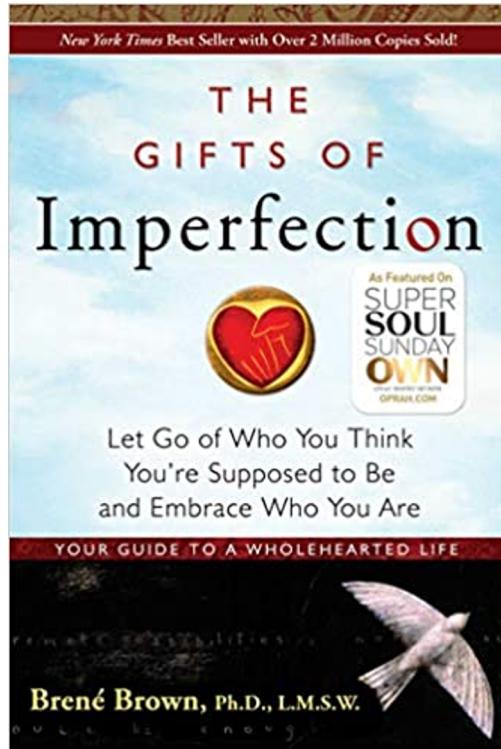
Hernandez, P. R., Estrada, M., Woodcock, A., & Schultz, P. W. (2017). Protégé perceptions of high mentorship quality depend on shared values more than on demographic match. *The Journal of Experimental Education*, 85(3), 450–468.

<https://doi.org/10.1080/00220973.2016.1246405>

Abstract

Mentoring, particularly same-gender and same-race mentoring, is increasingly seen as a powerful method to attract and retain more women and racial minorities into science, technology, engineering, and mathematics (STEM) education and careers. This study examines elements of a mentoring dyad relationship (i.e., demographic and perceived similarity of values) that influenced the perceived quality of mentorship, as well as the effect of mentorship on STEM career commitment. A national sample of African American undergraduates majoring in STEM disciplines were surveyed in their senior year. Overall, perceived similarity, rather than demographic similarity of values, was the most important factor associated with protege perceptions of high-quality mentorship, which in turn was associated with higher commitment to STEM careers. We discuss the implications for mentoring underrepresented students and broadening participation in STEM.

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>



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