

# Microsoft Mentor

## Training Sessions



# Welcome back!



**Margaret Price**  
**Microsoft Lead**

# 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.

# Remember

- Rename yourself
- Group work: intros and pronouns
- Chat usage
- Breakout support

# Exit cards & Recap



Audrey St. John  
Mount Holyoke CS faculty

# Group Mentoring Session

Lead in

Learning topic 1 (ex: self-efficacy)  
*mentor story, video, breakout, report back*

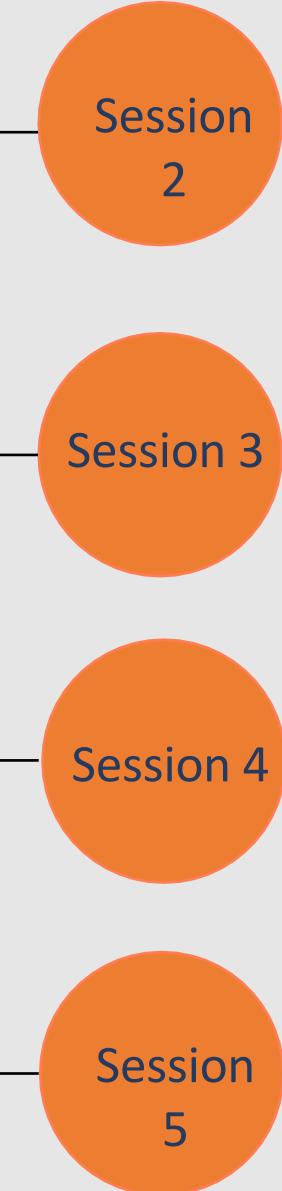
CS Challenge

*mentor lead-in, breakout, report back*

Learning topic 2 (ex: growth mindset)  
*mentor story, video, round robin*

Open conversation

Weekly group session



Can I hack it?

How do I find my way?

Can I be strategic?

Can I pivot?

# Group Mentoring Session

Lead in

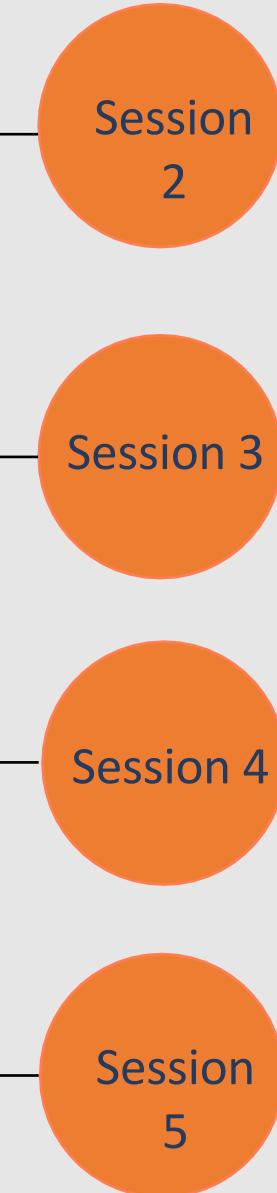
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Can I hack it?

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# Facilitator Role

Introductions (remember: pronouns)

Facilitator: read the scenario out loud

Call on each person. (allow to pass)

Open discussion.

# Role play



Shani  
*Role of mentor*



Audrey  
*Role of mentee*



Heather  
*Role of mentee*



Becky  
*Narrator*

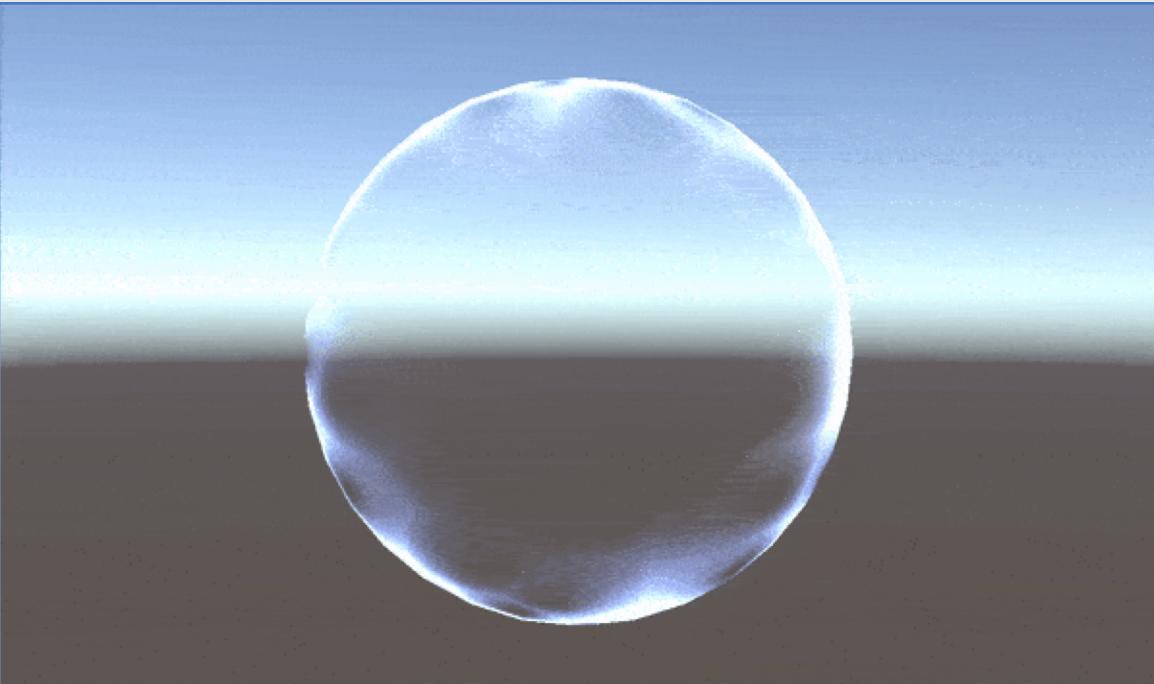
# Lesson

How do I optimize the  
mentoring space?



Becky Wai-Ling Packard  
Mount Holyoke Psych-Ed Faculty

# The mentoring program is its own special space.



We can try to **optimize** the space:

- By **who** participates
- By **how** participation is valued
- By how we **model** and **steer** the conversation

The mentoring space can and should support *belonging*.

In this space, we encourage participation.  
We want all voices included.

## How?

- Group Polls
- Pair-share (with active listening)
- Round robin (with option to pass)
- Step up, step back.

## Why?

When someone participates (and others listen),  
they feel their voice matters and they belong.



Settles, I. H., Cortina, L. M., Stewart, A. J., & Malley, J. (2007). Voice matters: Buffering the impact of a negative climate for women in science. *Psychology of Women Quarterly, 31*, 270-281.

Sometimes people dominate or interrupt.  
Mentors create a space where all voices have room.



<b>What it <u>doesn't</u> look like:</b>	<b>What it <u>could</u> look like:</b>
“Stop right there. You keep dominating.”	“I’m glad to hear from you, and I don’t think _____ was done yet.”
“You are too quiet. Talk more.”	“Sure, we can come back to you. Let me know if you want to share later.”

Sometimes people **minimize** or  
**dismiss** another's experience.  
Mentors encourage ground rules.



**What it doesn't look like:**

“That’s weird. Are you sure the professor meant it that way?”

**What it could look like:**

“Thank you for being willing to share your experience with us. That sounds very difficult.”

Remember: intent vs impact

Mentors can value people's different lived experiences without **singling out** anyone to represent a particular social identity group.

**What it doesn't look like:**

“X, I notice you are the only woman and person of color here. I bet this belonging video will really speak to you. Will you tell us what could we do to improve diversity in tech?”

**What it could look like:**

“We’re going to hear from everyone. Share whatever is comfortable for you or you can pass. And, in this space, let’s not ask someone to speak for a social identity group. It’s great that you want to learn more about diversity in tech; I can share some resources with you.”

# Mentors are invested and continue to learn.



## Self-guided activities:

1. Social identity wheel activity
2. Assumptions activity
3. Reading: Microaggressions
4. Resources:
  - a. Interrupting Microaggressions
  - b. Ally Bystander Continuum

For example: research on “solo success” by Sekaquaptewa et al. (2007) or microaggressions by Sue et al. (2019).

# Bibliography

O'Meara, K., Griffin, K. A., Nyunt, G., & Lounder, A. (2019). Disrupting ruling relations: The role of the PROMISE program as a third space. *Journal of Diversity in Higher Education*, 12(3), 205–218. <https://doi.org/10.1037/dhe0000095>

## Abstract

*Applying the concept of ruling relations—everyday norms, assumptions, logics, and social interactions that structure people's everyday lives (Smith, 1999)—to STEM underrepresented minority (URM) graduate student experiences provides a unique and important way to understand how inequality can be integrated into the graduate student socialization process. We used an ethnographic case study approach to understand the challenges URM students experience in STEM graduate programs and how an NSF-funded program called PROMISE, created to support the retention and advancement of URM students, countered these ruling relations. We found that students experienced isolation and a lack of community, an environment that stressed individualism and competition, and hierarchical structures in their STEM departments that made them question whether they belonged and could succeed. The PROMISE program opposed these ruling relations by operating as a “third space” for graduate participants, a space that was neither work nor home. This “third space” was experienced as neutral territory where hierarchy was de-emphasized and there was a critical mass of other URM STEM students with whom to find community, affirmation, and support. As a “third space,” the PROMISE program fostered different rules of engagement—community, affirmation, and egalitarianism—which ran counter to participants' experiences in their home department. The article concludes with recommendations for practice.*

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Settles, I. H., Cortina, L. M., Stewart, A. J., & Malley, J. (2007). Voice matters: Buffering the impact of a negative climate for women in science. *Psychology of Women Quarterly*, 31(3), 270–281. <https://doi.org/10.1111/j.1471-6402.2007.00370.x>

## Abstract

*The current study examined whether women scientists' perceptions of voice moderate the impact of poor workplace climates on job satisfaction and whether effective leadership and mentoring promote women's voice. Survey data were collected from 135 faculty women in the natural sciences. The results from multiple regression analyses indicated that negative (e.g., sexist, hostile) departmental climates were related to lower job satisfaction. However, voice interacted with climate, such that women who perceived that they had more voice in departmental matters showed higher levels of job satisfaction than those who perceived having less voice. An additional regression indicated that mentoring by other women (but not men) in academia and effective departmental leadership were positively related to women's sense of voice. Theoretical and practical implications for the retention and success of women in male-dominated fields are discussed.* (

*PsycINFO Database Record (c) 2016 APA, all rights reserved)*

Holmes, M. H. Jackson, J. K., Stoiko, R. (2016). Departmental dialogues: Facilitating positive academic climates to improve equity in STEM disciplines. *Innovative Higher Education*, 41, 381-394.

### Abstract

*This exploratory qualitative study examined faculty responses to a collegiality-building process called Dialogues. The process used a series of discussions and activities to guide faculty members toward a common, mutually beneficially goal, while changing patterns of interaction. The responses revealed how faculty members experienced collegiality-building practices, including individual reflection, small group discussions, idea generation and prioritization, and consensus-building. The study examined faculty responses within STEM departments. We conclude with recommendations for encouraging inclusive and participatory departmental norms and behaviors in order to promote a positive departmental climate, which is crucial to achieving equity in all disciplines of the academia.*

Axelrod & Axelrod (2014). Let's Stop Meeting This Way: Tools to Save Time and Get More Done. Berrett-Koehler Publishers.

## Summary

*This book summarizes a number of guiding principles to make group meetings effective and collegial. Using ground rules, for example, where participants are encouraged to avoid put-downs or space for multiple perspectives can help.*

Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128-142. <http://dx.doi.org/10.1037/amp0000296>

## Abstract

*Given the immense harm inflicted on individuals and groups of color via prejudice and discrimination, it becomes imperative for our nation to begin the process of disrupting, dismantling, and disarming the constant onslaught of micro- and macroaggressions. For too long, acceptance, silence, passivity, and inaction have been the predominant, albeit ineffective, strategies for coping with microaggressions. Inaction does nothing but support and proliferate biased perpetrator behaviors which occur at individual, institutional and societal levels. This article introduces a new strategic framework developed for addressing microaggressions that moves beyond coping and survival to concrete action steps and dialogues that targets, allies, and bystanders can perform (microinterventions). A review of responses to racist acts, suggest that microaggression reactions/interventions may be primarily to (a) remain passive, retreat, or give up; (b) strike back or hurt the aggressor; (c) stop, diminish, deflect, or put an end to the harmful act; (d) educate the perpetrator; (e) validate and support the targets; (f) act as an ally; (g) seek social support; (h) enlist outside authority or institutional intervention; or (h) achieve any combination of these objectives. We organize these responses into four major strategic goals of microinterventions: (a) make the invisible visible, (b) disarm the microaggression, (c) educate the perpetrator, and (d) seek external reinforcement or support. The objectives and rationale for each goal are discussed, along with specific microintervention tactics to employ and examples of how they are executed.*

Sekaquaptewa, D., Waldman, A., & Thompson, M. (2007). Solo status and self-construal: Being distinctive influences racial self-construal and performance apprehension in African American women. *Cultural Diversity and Ethnic Minority Psychology*, 13(4), 321–327.  
<https://doi.org/10.1037/1099-9809.13.4.321>

### Abstract

*A preliminary study and main experiment tested the hypothesis that racial solo status (being the only member of one's race in a group) increases racial self-construal among African Americans. The preliminary study showed that African American men and women reported greater collectivist (i.e., group-based) over individualist self-construal under solo compared to nonsolo status, whereas Whites did not. The main experiment showed that the increased collectivism among African American solo women appears to be strongly reflected in racial identity becoming a salient aspect of self-construal. African American participants were also more likely than Whites to perceive that their anticipated performance would be generalized to their race, to feel like representatives of their race, and to show greater performance apprehension (indirectly evidenced by increased self-handicapping) when in racial solo status. The implications of solo status for African Americans in evaluative situations (such as academic testing sessions) are discussed.*

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