



# Microsoft Tech Resilience Mentoring Program

Training Session (3 of 3) – Summer 2021

How do I steer  
with perspective-  
taking?

# What is perspective-taking?



Image from:  
<https://blog.iese.edu/expatriatus/2016/04/04/benefits-of-multilingualism-some-new-evidence/>

Seeing things from another's perspective

- Standing in another's person's shoes
- Listening to a different lived experience
- Zooming in and/or Zooming out

Why powerful?

⇒ Key to empathy and understanding

⇒ Being able to pivot as needed

Johnson, M.R., Dugan, J. P., Soria, K. M. (2017). "Try to see it my way": What influences social perspective taking among college students? *Journal of College Student Development*, 58(7), 1035-1054.

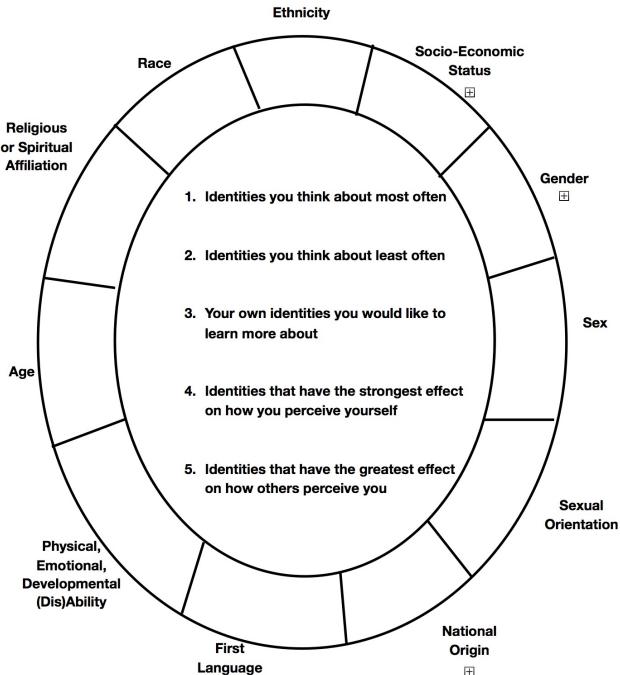
Damen, D., van der Wijst, P., van Amelsvoort, M. et al. (2020). The effect of perspective-taking on trust and understanding in online and face-to-face mediations. *Group Decision and Negotiation*, 29, 1121–1156.

## Pilot data

*I really learned how good it is to open your mind to other perspectives, as this helps solve difficult problems and really marks the feeling of belongingness to know how everyone else in this field struggles and are humans too.*

- Mentee from 2020-2021 pilot

# Social identity wheel promotes perspective-taking



Self-guided Module #2

# Steering through tricky group dynamics

- When there is silence...allow it, and/or change it up.
- When someone is dominating, help speakers share airtime.
- When someone is feeling left out, model asking a question and/or bridge to a new topic.

# Sometimes there is silence. Mentors can allow silence and change it up.



| What it <u>doesn't</u> look like:                     | What it <u>could</u> look like:   |
|---|---|
| "Hey. It's too quiet. You all have to speak up more." | "Let's go ahead and take this minute of quiet, and then everyone write in the chat."<br><br>"Let's try a quick poll of what topic we'd like to discuss next." |

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.

# Someone may interrupt or dominate. Mentors can help speakers share the airtime.



| What it <u>doesn't</u> look like:  | What it <u>could</u> look like:   |
|--|---|
| <p>"Stop right there, Audrey. You cut Becky off. You know, you keep dominating the conversation. Remember, step up and step back."</p> | <p>"Audrey, I don't think Becky was done just yet. Becky, why don't you finish what you were saying and then Audrey we can come back to you."</p> |

# Sometimes someone feels **left out**. Mentors can **model** asking a question.



| What it <u>doesn't</u> look like:  | What it <u>could</u> look like:  |
|--|--|
| "One of the mentees doesn't know what cloud computing is. Can you slow down for them?" | "Hey, co-mentor, can you unpack cloud computing for me? I need a refresher." |

Sometimes someone feels **left out**.  
Mentors can **bridge** to a new topic by doing a “time check”, so different students’ interests are included.



| What it <u>doesn't</u> look like:                              | What it <u>could</u> look like:  |
|--|--|
| <p>“Ok that’s enough jargon.<br/>Can we change the topic?”</p> | <p>“Hey co-mentor, I’m doing a time-check.<br/>Could you offer some resources for those interested in cloud computing? I’d love to grab some time to discuss hackathons next.”</p> |

# Remember, steer with your co-mentor

- Your co-mentor can “take the reins” when you get stuck, offers a complementary strength, tag-team the roles
  - Co-mentor 1: story share for video 1  
Co-mentor 2: story share for video 2
  - In the round robin:  
Co-mentor 1: invite, synthesize, and reflect back  
Co-mentor 2: chime in



# Co-mentors offer multiple complementary perspectives



- Mentees see people with different experiences
- Valuable for mentees, who connect based on shared experience and see there is more than one way to succeed

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.

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

# Practice perspective-taking: take aways

## Practice perspective-taking and demonstrate empathy

- Take a moment and see things from the mentee's perspective (this is why we introduced the social identity wheel in self-guided #2)
- Steer: change things up, return to a speaker as needed
- Bridge to a new topic to keep multiple mentees involved

## Be flexible

- You may need to pivot for something unexpected

## Share the space; steer with your co-mentor

- Co-mentor is your partner, you can tag-team the session
- Remember the "time-check" strategy

# Bibliography

Kasprisin, C., A. Single, P. B., Single, R. M. & Muller, C. B. (2003). Building a Better Bridge: testing e-training to improve e-mentoring programmes in higher education. *Mentoring & Tutoring*, 11(1), 67-78.

### Abstract

Uniting mentoring with e-mail results in expanded opportunities for mentoring, making it possible to overcome the constraints of time limitations and distance to achieve successful mentoring relationships. With these opportunities however, come many of the same challenges that have already been identified through the research on formal mentoring programmes. This article addresses one of these challenges by reporting on the impact of one model of training on e-mentoring outcomes. A series of interactive, web-based case studies was developed as training modules for mentors and protege's participating in the MentorNet programme. The target group for this research study was undergraduate students. Using a control group experimental design, we randomly assigned half the study group to a condition where interactive on-line training was required. The other half was assigned to a condition where the training was optional. Those in the mandatory group exhibited improved outcomes; specifically, they exchanged e-mail messages more frequently with their e-mentors. This study was focused on MentorNet ([www.MentorNet.net](http://www.MentorNet.net)), a large-scale electronic mentoring programme that matches women in engineering and related science majors with professionals in industry for year-long, structured mentoring relationships conducted via e-mail, in an effort to encourage their retention in the fields in which women are severely underrepresented. We discuss implications for conducting e-mentoring programmes.

Spencer, R., Pryce, J., Barry, J., Walsh, J., & Basualdo-Delmonico, A. (2020). Deconstructing empathy: A qualitative examination of mentor perspective-taking and adaptability in youth mentoring relationships. *Children and Youth Services Review*, 105043. <https://doi.org/10.1016/j.childyouth.2020.105043>

### Abstract

Empathy has been identified as a central component of effective youth mentoring relationships yet little is known about what empathy within mentoring relationships looks like and the specific aspects of empathy that may be at work in this context. Longitudinal qualitative interview data with 50 mentor participants in a larger study of mentoring relationship development were used to examine mentors' expressions of different dimensions of empathy within their narratives about the nature and quality of their mentoring relationships. Two main dimensions of empathy were identified: (a) perspective-taking, which was marked by mentors' descriptions of their efforts to relate to the youth's experiences and to understanding things from the youth's point of view and (b) adaptability, which was conveyed through the mentors' descriptions of their openness to the wants, needs, and experiences of the youth and to their flexibility in the relationship and responsiveness to the youth. Mentors who described being able to engage empathically with their mentees also conveyed greater satisfaction with the experience of mentoring.

Johnson, M.R., Dugan, J. P., Soria, K. M. (2017). "Try to see it my way": What influences social perspective taking among college students? *Journal of College Student Development*, 58(7), 1035-1054. doi:10.1353/csd.2017.0082

### Abstract

The ability to understand and incorporate other perspectives into one's own perspective is an important overarching outcome of higher education and a necessary precursor for the development of most higher-order learning outcomes. Utilizing a multi-institutional survey of 21,548 college seniors, we examined background characteristics and cocurricular experiences that are associated with social perspective taking. No specific cocurricular interventions (e.g., service learning, leadership experiences) were shown to be significantly related to social perspective taking, suggesting the need for greater attention and intentionality toward purposefully cultivating this vital outcome; however, self-awareness and sociocultural issues discussions were the largest influences on seeing others' perspectives.

Damen, D., van der Wijst, P., van Amelsvoort, M. et al. (2020). The effect of perspective-taking on trust and understanding in online and face-to-face mediations. *Group Decision and Negotiation*, 29, 1121–1156. <https://doi.org/10.1007/s10726-020-09698-8>

## Abstract

This research investigates the perspective taking process in online and face-to-face mediations. In particular, it addresses the question whether a perspective taking technique—being asked circular questions—helps the establishment of mutual understanding and interpersonal trust between negotiators in online and face-to-face mediation settings. This question was studied in an experimental setting in which disputants had to solve a conflict face-to-face or online by the help of a professional mediator. During the interventions, the mediator either posed mainly circular (perspective-taking) or linear questions. It was expected that mediations in which circular questions were used would lead to a higher level of mutual understanding and interpersonal trust between the disputants, and—as a result—to a more satisfying, integrative agreement. Furthermore, this study examined whether the communication mode of the intervention (online, face-to-face) affected the re-establishment of disputants' interpersonal trust and understanding. The results of the study show that disputants' feelings of trust in and understanding of their interaction partner improved more in the face-to-face mediations than in the online mediations. These improved feelings of understanding and trust also predicted how satisfying and integrative disputants perceived the agreement to be. Moreover, disputants perceived their mediator to be more trustworthy and more professional in the face-to-face than in the online interventions. No effect was found for mediators' questioning style on disputants' improved interpersonal trust and mutual understanding. We discuss the effects of the questioning style of a mediator and conclude with reflections on reasons why these effects did not lead to differences in mutual understanding and interpersonal trust between the disputants.

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.

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.

This article underscores the power of multiple models for the student, learner, or mentee.

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We thank Audrey St. John and Becky Wai-Ling Packard  
from Mount Holyoke College and MetaView Mentors for  
their leadership and collaboration.