



# International Women's Day

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Tuesday 8 March

#BreakTheBias



# Using developmental mentoring and coaching approaches in academic and professional development to address feelings of ‘imposter syndrome’.

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## In this session we are going to:

- Introduce ourselves and tell you (briefly) our stories
- Explore what we mean by 'imposter syndrome'
- Define developmental mentoring
- Explore and apply an 'affirmation model' of Disability to a wider context
- Dig into inclusive assessment practices
  
- We will want you to participate in discussion and share your own experiences, thoughts and ideas.
- We will want you to apply what we raise to your own setting whether for your own professional development or your own academic practice.
- We hope you will feel able to carry on conversations amongst yourselves and with us after this event.



## 10 things about me – Fiona Kolontari



ADHD &  
Dyspraxia

Race Equality  
Delivery group -  
intersectionality

Specialist Tutor  
(Neurodiversity)

Strategic thinker-  
'big picture'  
oriented

Tha mi ag  
ionnsachadh  
Gàidhlig

Member of Board  
of Management  
Lews Castle  
College UHI

Problem solver

Director of National  
Association of  
Disability  
Practitioners (UK)





## 10 things about me -Megan Lawton



Dyslexic

Professor of  
Learning &  
Teaching

DIY & Crafts

Mentor & coach

Curious

Co-Chair of the  
DSN



Visual research  
methodology



## 10 things about me – Sarah Rhodes



ADHD

First generation  
student

Senior Lecturer in  
Learning and  
Teaching (PG  
Cert Acad Prac)

Ideas generator

Trainee mentor &  
coach

Aspiring NTF

Hiker

Wellbeing and  
mindfulness



## What do we mean by 'imposter syndrome'?

*'Despite outstanding academic and professional accomplishments, women who experience the imposter phenomenon persists in believing that they are really not bright and have fooled anyone who thinks otherwise.'*

*Perceptions:*

*Women: Success is down to luck or effort, failure is down to lack of ability*

*Men: Success is down to ability, failure is down to luck or task difficulty*

*(Clance & Imes 1978)*

**Stop telling women they have Imposter Syndrome.**

*The answer to overcoming imposter syndrome is not to fix individuals, but to create an environment that fosters a number of different leadership styles and where diversity of racial, ethnic, and gender identities is viewed as just as professional as the current model.*

*(Tulshyan & Burey 2021)*



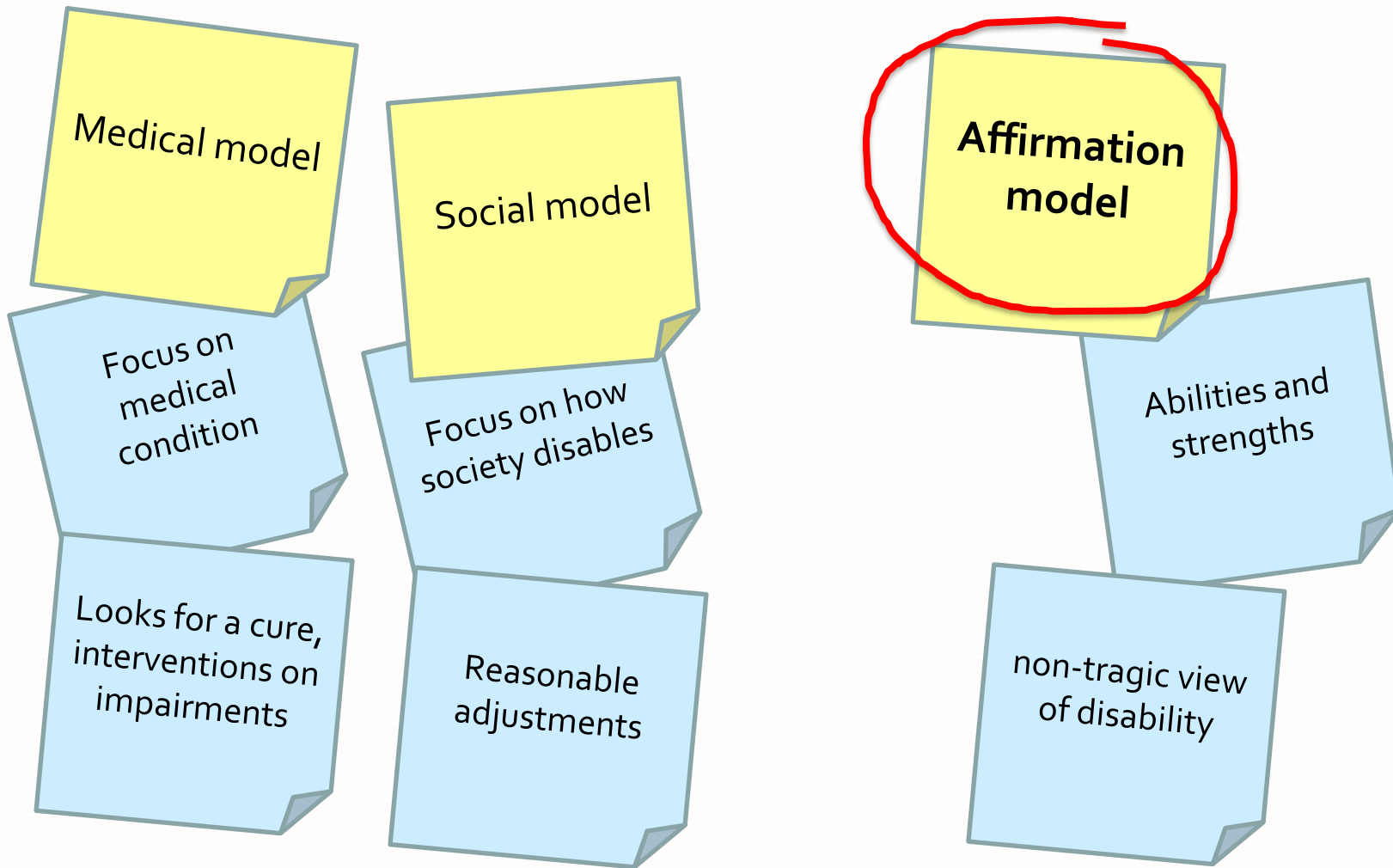
## Sponsorship Vs Developmental mentoring

Sponsorship	Developmental
The mentor is more influential and hierarchically senior.	The mentor is more experienced in issues relevant to the mentee's learning needs (perhaps life in general).
The mentor gives, the protégé receives and the organisation benefits .	A process of mutual growth
The mentor actively champions and promotes the cause of the protégé.	The mentor helps the mentee do things for themselves.
The mentor gives the protégé the benefit of their wisdom.	The mentor helps the mentee develop their own wisdom.
The mentor steers the protégé through the acquisition of experience and personal resources.	The mentor helps the mentee towards personal insights from which they can steer their own development.
The primary outcome/objective is career success.	The primary outcome/objective is personal development, from which career success may flow.
Good advice is central to the success of the relationship.	Good questions are central to the success of the relationship.
The social exchange emphasises loyalty.	The social exchange emphasises learning.





## Affirmation model of disability (Swain & French)





## Let me show you what I can achieve – Learning outcomes

“On successful completion of this module you will be able to ...”

... critically reflect on your practice ...

... evaluate, chose and use different approaches to ...

... work as a member of a team ...

... communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.



*'Wherever a discipline requires analysis, effective communication is critical if students are to demonstrate an ability to engage with and convey complex arguments. This cannot be done without technically proficient use of sentence and paragraph structure, syntax, and other features of language.'* Pg. 3

*47. The obligation to make reasonable adjustments applies only to disabled students. It does not apply to non-disabled students. Pg. 11*



## How can you apply the issues raised for your own practice and professional development?

Intersectionality

Different ways of working

Different pedagogies  
(MOOCs, flipped learning as examples)

Roles models

Different approaches to learning

Demonstrating abilities



## References and further resources

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**Any questions ?**