



August 2025 Mentorship Workshop: Curated Quote Bank

Workshop held August 26, 2025

Presented by Michael Tierney from Step by Step and contributions by participants

This collection highlights workshop language that communicates the purpose of community-based learning, the practice of mentorship, and the growth participants hoped interns would experience.

Program Purpose and Community-Based Learning

"I would like to celebrate this program, which I think is really groundbreaking - to help students seek learning experiences outside the academic box."

- Michael Tierney | Approx. 00:00:12

Suggested use: Program overview, development materials, or an introduction to experiential learning.

"They'll have it in a context, and they'll learn the richness of the knowledge that's around them."

- Michael Tierney | Approx. 00:00:47

Suggested use: Explaining how community experience gives academic learning context.

"I am consciously apprenticing myself to that community and saying, 'I have a lot to learn here.'"

- Michael Tierney | Approx. 00:15:53

Suggested use: Intern orientation, mentor training, or a statement of the apprenticeship mindset.

"Open to being surprised by who they learn from."

- Michael Tierney | Approx. 00:18:37

Suggested use: Encouraging mentors and interns to recognize learning beyond the assigned mentor.

"There is so much great work going on in community foundations, community centers, nonprofits, and arts and performance gathering spaces. Give them the awareness that they can be part of that."

- Dr. Rich Jones | Approx. 00:40:36

Suggested use: Reports about West Virginia's cultural and nonprofit infrastructure or place-based learning.

"I think that's a huge part of this mentorship: connecting what they're learning in the classroom with what they're going to be doing on the sites and then how they can share that story to future employers."

- Kelli Crabtree | Approx. 00:40:16

Suggested use: Program model explanations, career-readiness materials, or mentor orientation.



"Their horizons are broad, and there are so many pathways that are open to them from having the education they're getting and the on-the-job experience they're getting."

- Kelli Crabtree | Approx. 00:39:24

Suggested use: Student recruitment, humanities-career messaging, or a report on intended student outcomes.

Mentorship Practice

"I highly encourage you - encourage all of your interns - to keep a journal."

- Michael Tierney | Approx. 00:07:22

Suggested use: Reflection guidance, mentor expectations, or intern orientation.

"Besides having students keep a journal, [encourage them] to always have a little notepad in their pocket. ... Claude called it my 'memory bank.'"

- Michael Tierney | Approx. 00:28:54

Suggested use: A practical recommendation about capturing observations, names, questions, and ideas.

"Create expectations that are high, but then give people the tools to get there."

- Workshop participant | Approx. 00:22:17

Suggested use: Mentor training on challenge, scaffolding, feedback, and accountability.

"Everyone owns their own story. They're the only ones who can give permission to share that story with somebody else."

- Michael Tierney | Approx. 00:36:51

Suggested use: Confidentiality, ethics, trust, and professional-boundary guidance.

"It's important, in some ways, not to put students on the spot, and it's important to challenge them."

- Michael Tierney | Approx. 00:37:17

Suggested use: Guidance on balancing psychological safety with developmental challenge.

"How were you open to that? What did you bring? We're constantly affirming they're bringing stuff to the table, too."

- Michael Tierney | Approx. 00:46:08

Suggested use: Appreciative-inquiry questions for mentoring conversations.

"Ask your students what they hope to get out of it, but then be open and vulnerable about what you hope."

- Michael Tierney | Approx. 00:53:36

Suggested use: Beginning-of-semester goal setting and shared mentoring agreements.

"I really hope we can learn together, too. I just hope it's a reciprocal kind of thing."

- Workshop participant | Approx. 00:51:15

Suggested use: Describing mentorship as a collaborative and reciprocal relationship.



"I always look for an opportunity for people to present what they've learned. ... That so reinforces, and also gives them affirmation that other people find what they learned interesting."

- Michael Tierney | Approx. 00:21:21

Suggested use: Showcase materials, final presentations, or guidance on learning through explanation.

Intern Growth and Career Readiness

"I hope the interns make mistakes and learn from them. Not big mistakes, not huge mistakes - just teachable, learnable-moment mistakes."

- Workshop participant | Approx. 00:44:00

Suggested use: Normalizing manageable mistakes, accountability, and professional growth.

"Life is a process. When you're in college, you don't have to know what you're going to be when you grow up, and you can be many things."

- Workshop participant | Approx. 00:44:22

Suggested use: Career exploration, self-development, and reassurance about nonlinear pathways.

"Not just, 'I majored in X,' or 'I minored in Y,' and 'I interned here,' but talk about the skills you've learned."

- Workshop participant | Approx. 00:44:38

Suggested use: Resume, interview, personal-brand, STAR-story, or portfolio guidance.

"They're very nervous and don't feel that they have anything to offer, which is completely not true."

- Workshop participant | Approx. 00:45:15

Suggested use: Confidence building, networking preparation, or mentor guidance.

"There is more about them than just a degree on a piece of paper. They have a whole bunch of transferable skills."

- Workshop participant | Approx. 00:47:18

Suggested use: Career-readiness education and humanities skills messaging.

"Hey, I have a whole bunch of marketable skills. There are places that want to hire people like me, no matter what the degree is."

- Workshop participant | Approx. 00:47:57

Suggested use: Student-facing career confidence and professional identity materials.

"You're going from being a consumer of knowledge to a producer of knowledge."

- Workshop participant | Approx. 00:49:00

Suggested use: Professional agency, initiative, graduate preparation, or a program conclusion.

"Making that transition from being told what to do in every respect to being able to take a more active role ... to realize that they can do the thing instead of just being told to do the thing."

- Workshop participant | Approx. 00:49:18

Suggested use: Guidance on initiative, independence, judgment, and emerging professional identity.



"I hope they gain confidence in their abilities and learn the value of relationship building as a vital part of work."

- Online workshop participant, read aloud during the session | Approx. 00:49:53

Suggested use: Networking, mentorship, workplace communication, or relationship-development materials.

Community, Perspective, and Impact

"Look beyond the behavior to see what might have precipitated it."

- Workshop participant | Approx. 00:41:33

Suggested use: Perspective-taking, contextual thinking, empathy, and workplace judgment.

"Meet them where they are. Where are they coming from? What precipitated the behavior? Often there's a reason."

- Workshop participant | Approx. 00:43:08

Suggested use: Community-engagement guidance and reflective discussion about communication.

"An expanded worldview - a different possibility of how to be in the workplace, how to empathize with other people, and how to work toward a common goal with people who are vastly different from one another."

- Workshop participant | Approx. 00:50:39

Suggested use: Equity and inclusion, teamwork, perspective-taking, or community-engagement materials.

"I'm hoping they can experience how what they are learning can help them to make an impact on the community and in the world - and that they actually can do that."

- Workshop participant | Approx. 00:51:37

Suggested use: Impact reports, development materials, or the public value of humanities education.

"I'm hoping they walk away with a sense of accomplishment and feel that they made an impact with the work they're doing."

- Workshop participant | Approx. 00:52:32

Suggested use: End-of-semester reflection, Showcase preparation, or impact reporting.

"I want it to be formative and lasting for them."

- Workshop participant | Approx. 00:52:55

Suggested use: A mentor-guide opening, report pull quote, or description of long-term intent.

"We have incredible hopes for them. We have incredible faith in them. We're really invested in that."

- Michael Tierney | Approx. 00:37:58

Suggested use: Mentor recruitment, intern welcome messages, or program philosophy.

"We are on an adventure together. You're putting real heart and soul into something."

- Michael Tierney | Approx. 00:55:22

Suggested use: Workshop closings, partner appreciation, or messaging about shared investment.



Recommended Short Pull Quotes

These brief excerpts work well in page margins, slide callouts, report section dividers, and handbook design elements.

- "Outside the academic box."
- "The richness of the knowledge that's around them."
- "I have a lot to learn here."
- "Open to being surprised by who they learn from."
- "Give people the tools to get there."
- "Everyone owns their own story."
- "What did you bring?"
- "Why not just turn the mirror on yourself?"
- "Teachable, learnable-moment mistakes."
- "More than just a degree on a piece of paper."
- "From being a consumer of knowledge to a producer of knowledge."
- "Relationship building as a vital part of work."
- "Formative and lasting."
- "We are on an adventure together."

Source note. All quotations were selected from the transcript of the HerdWork Humanities "Mentoring & Humanities in the Workplace" Workshop held August 26, 2025..