

# Influencing Inclusion and Innovation...

Practical Tools to Develop Leaders

May 15, 2019

FAPAC Conference

# INFLUENCER

## Definition:

- An individual who has the power to affect decisions of others because of his/her authority, knowledge, position or relationship with an audience/customer—potential hiring, buying, etc.
- Person who has an above-average impact on a specific niche or process.
- Inspires others to follow them.
- Is an example.

# OBJECTIVE...

**Tap into the diversity of talent/capability in the workforce through the tenets of inclusion and the challenges of innovation to achieve our collective missions.**

# Flow of the Day...

All times are approximate	
	YOU Matter: 'world of work' perspective; organizational perspective; personal perspective
10:15	Roles of the Influencer
2:30	Intentionality
3:40	Closing...Why Influencers Matter

# Influencers Matter



THE 'WORLD OF WORK'  
PERSPECTIVE

# Step 1: Bringing leaders together

## Stakeholder: NASA ODEO

ODEO Objective (as stated in MD-715 Strategy 1.2):  
Actively work to enhance the number of underrepresented women and minorities at the GS14, GS15, and SES grade levels.

## Stakeholder: NASA - Army Partnership



NASA  
Marshall  
Space  
Flight  
Center



U.S. Army  
Space and  
Missile  
Defense  
Command



U.S. Army  
Materiel  
Command

## Stakeholder: Agency Women in STEM Working Group

### INSPIRE Women Act

- **H.R.321 - Inspiring the Next Space Pioneers, Innovators, Researchers, and Explorers (INSPIRE) Women Act**
- <https://www.congress.gov/bill/115th-congress/house-bill/321/all-info?r=1>
- (Sec. 3) This bill directs the National Aeronautics and Space Administration (NASA) to encourage women and girls to study science, technology, engineering, and mathematics (STEM), pursue careers in aerospace, and further advance the nation's space science and exploration efforts through support of the following initiatives:
  - NASA GIRLS and NASA BOYS;
  - Aspire to Inspire; and
  - Summer Institute in Science, Technology, Engineering, and Research.
- (Sec. 4) NASA shall submit to Congress a specified plan on how NASA can best facilitate and support both current and retired astronauts, scientists, engineers, and innovators, including early career female astronauts, scientists, engineers, and innovators, to engage with K-12 female STEM students and inspire the next generation of women to consider participating in STEM fields and to pursue careers in aerospace.

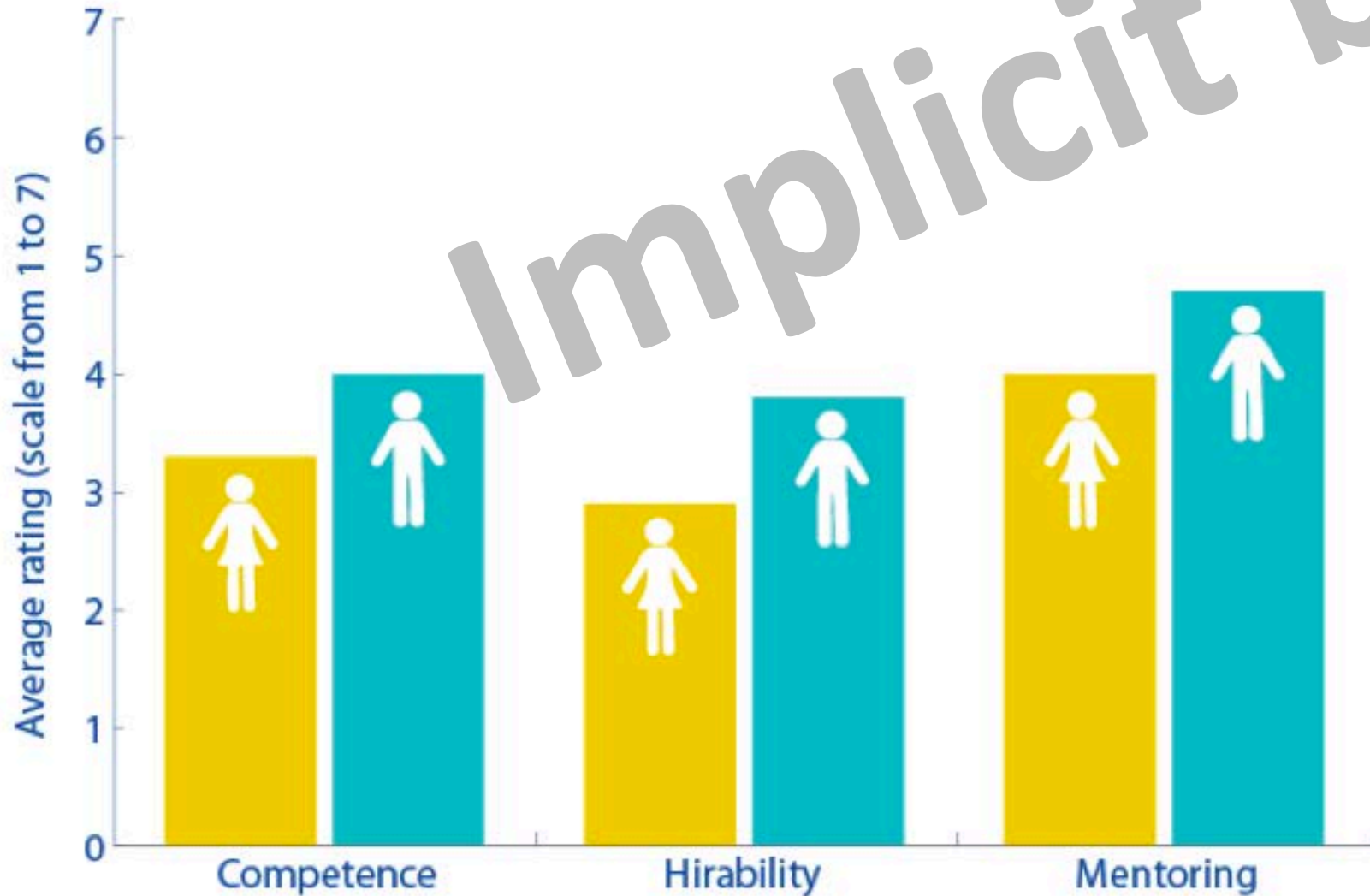
## Stakeholder: Jody's Mentoring Initiative

Torchbearer Initiative- Innovation Day Shark Tank challenge  
NASA FIRST 2015 follow-on effort  
College women focus, later younger girls  
Mentoring/shadowing

# DATA INPUT

- Corporate/Industry data and research
- Government Agency statistics
- Employee Viewpoint Survey (EVS) scores
- Focus group outcomes

## HOW EMPLOYERS RATE MALE AND FEMALE CANDIDATES WITH IDENTICAL RESUMES

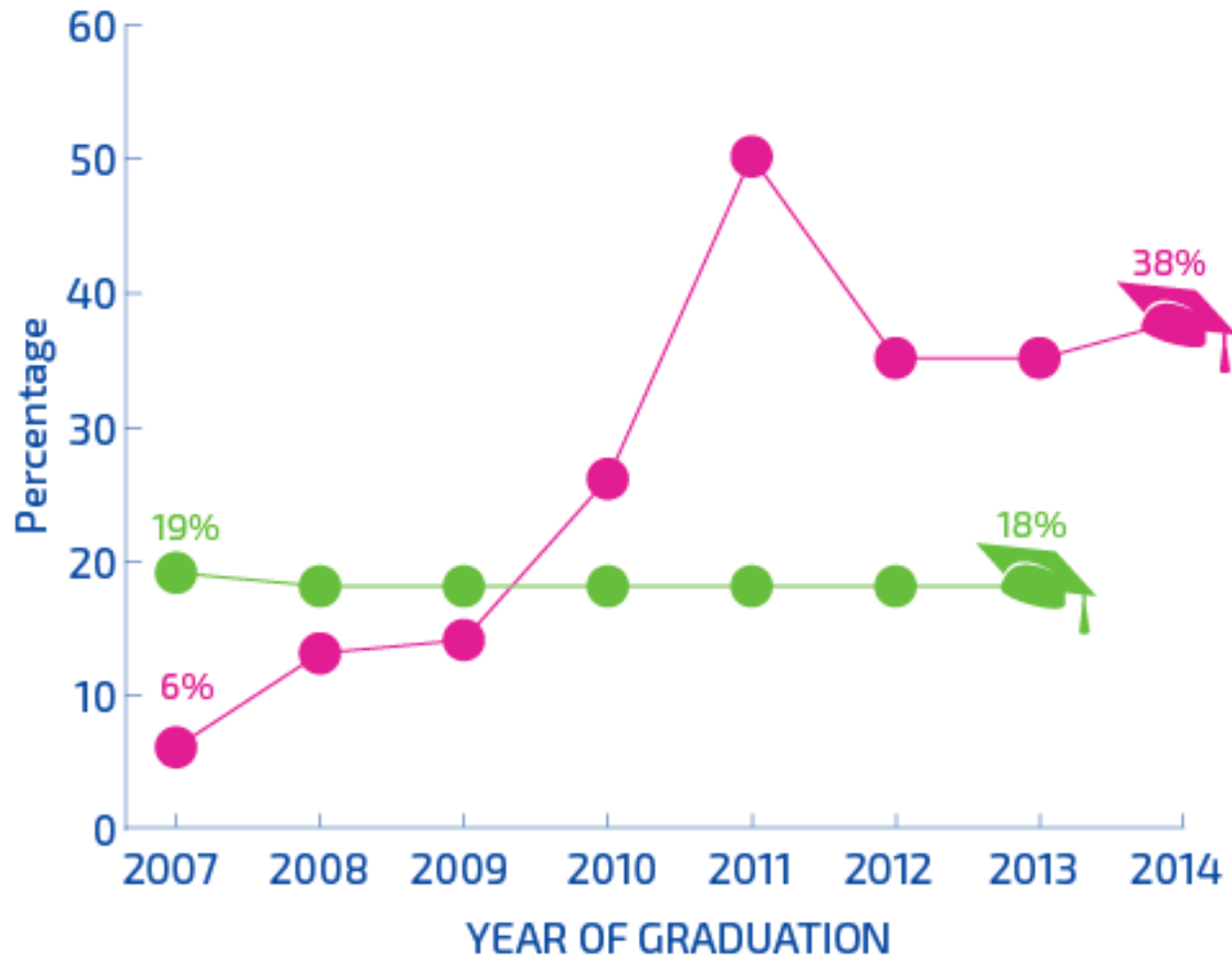




Source: <http://www.aauw.org/research/solving-the-equation/>





## FEMALE COMPUTER SCIENCE GRADUATES NATIONALLY AND AT HARVEY MUDD COLLEGE, BY GRADUATION YEAR, 2007–2014



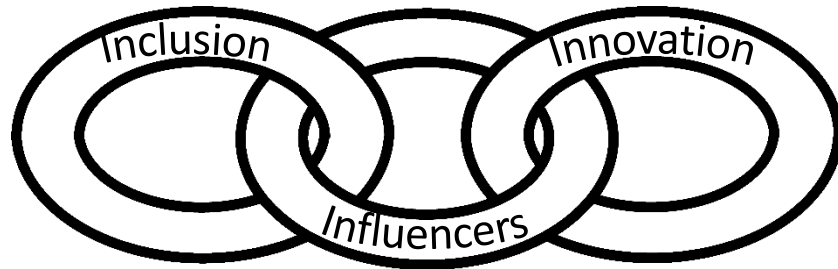
-  Female computer science graduates nationally
-  Female computer science graduates at Harvey Mudd College

# Case Study

Harvey Mudd College did 3 things:

1. Revised its required introductory computer science course to **emphasize broad applications** of computer science and accommodate different levels of experience.
2. Provides students with early research **opportunities**.
3. Sent women students to the Grace Hopper Celebration of Women in Computing, enabling **mentoring**.

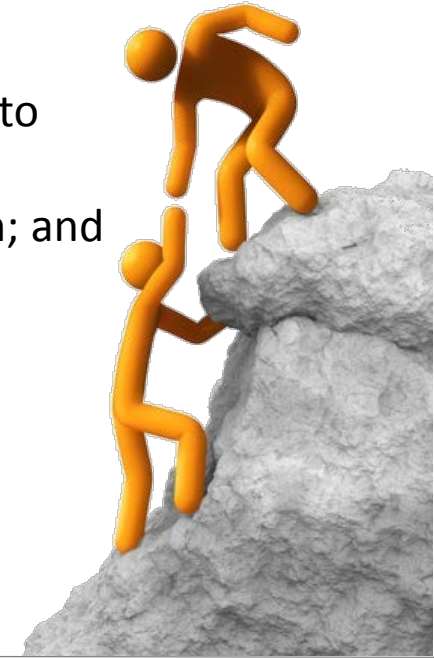
# Key Training Elements:



## Organizational Perspective:

Senior Leaders demonstrate buy-in,  
link influencers to inclusion and innovation

**Awareness:** Share ways to overcome obstacles to inclusion and innovation; and their impact on team effectiveness

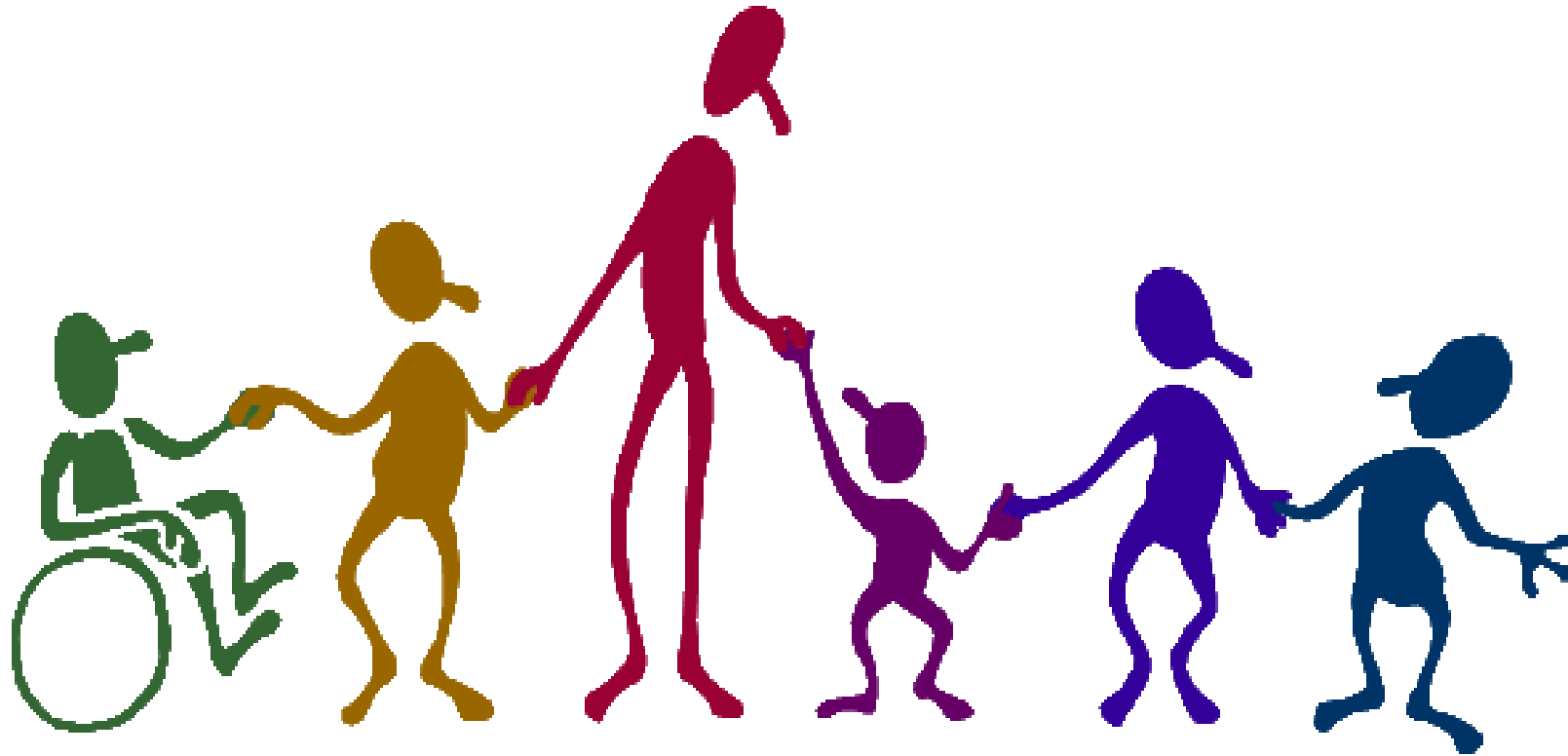


**Tools:** Equip leaders with practical tools to be intentional about inclusion



**Return on Investment:** Show impact of inclusion through stories

# Influencers Matter



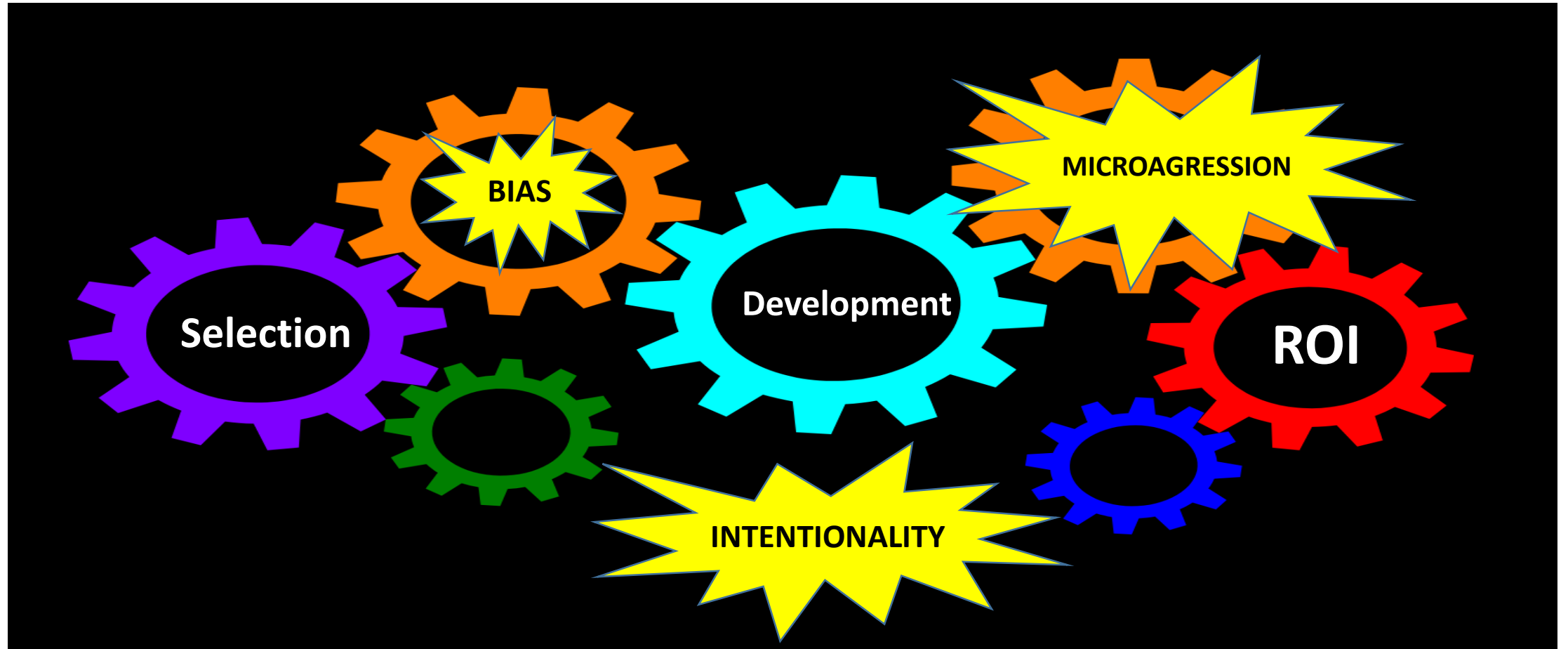
THE ORGANIZATIONAL PERSPECTIVE

**Influencers Matter**

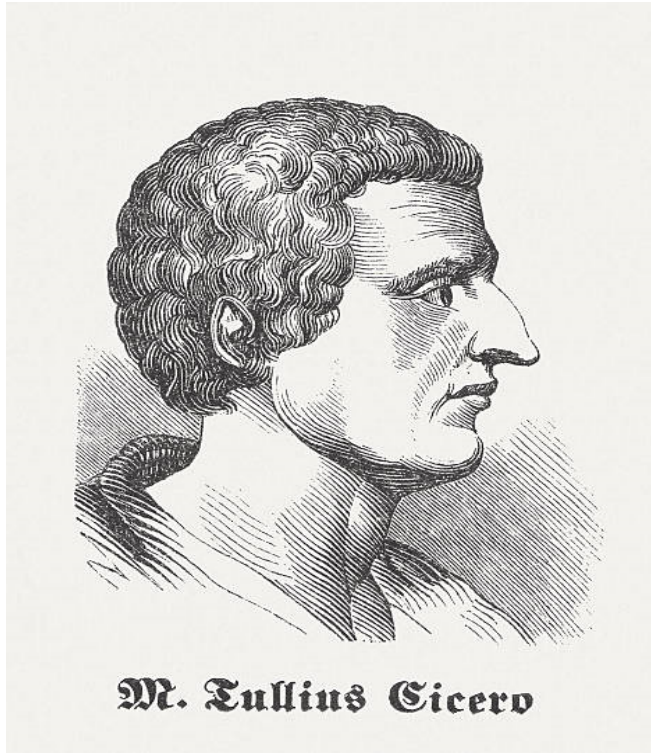


**A PERSONAL PERSPECTIVE**

# LIFE CYCLE OF AN EMPLOYEE



# Role of the Influencer ...Challenge



**“We don’t see  
things as they are.**

**We see things as  
we are.”**

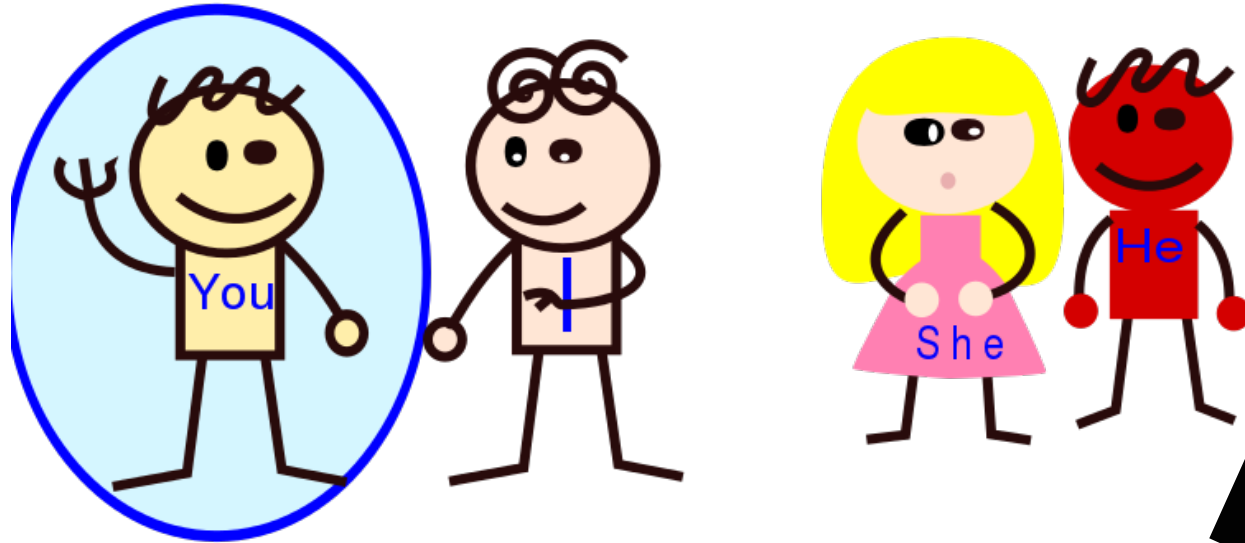
# Role of the Influencer..... Awareness





Exercise

# Role of the Influencer....Understanding



**You**



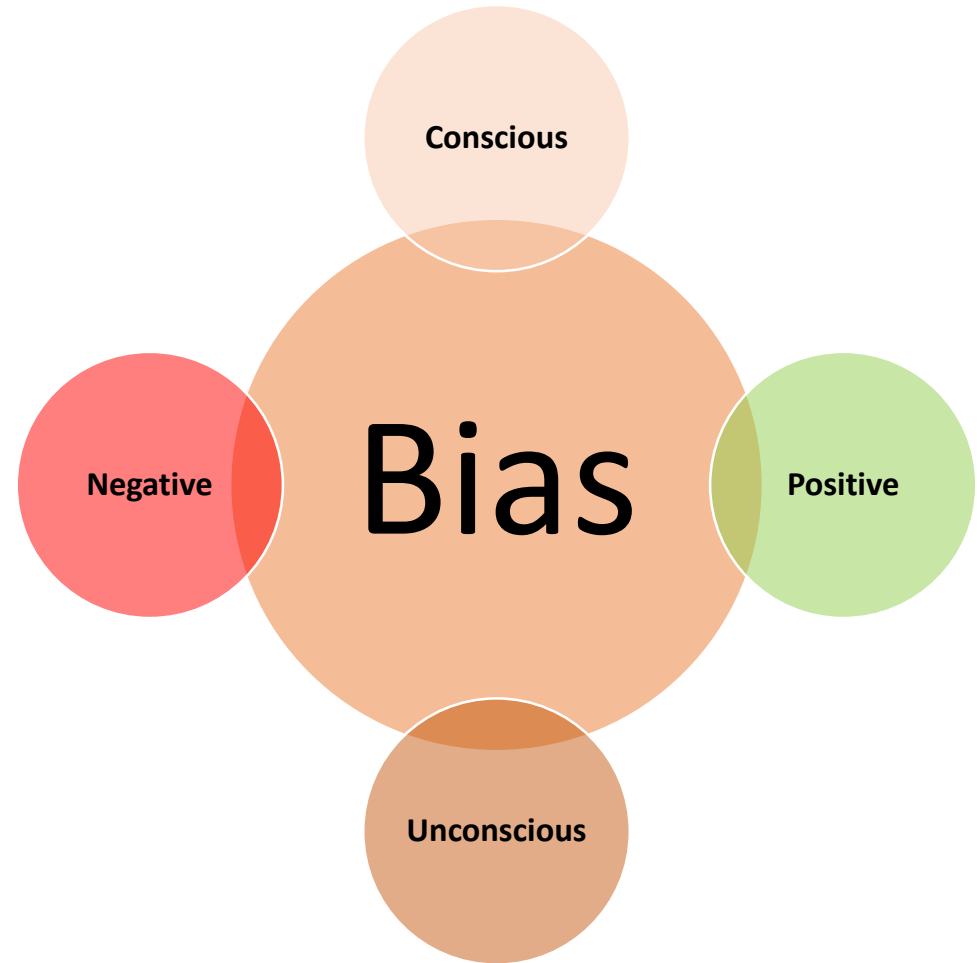
## What is “Bias?”

**A prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.**

**A shortcut based on patterns.**

**An automatic response.**

**NOTE: The most primary purpose of our mind is to ensure survival.**



# The Role of Stories in Our Lives

**We are meaning-seeking, interpretive beings**

Language (and the subsequent narratives/stories we create) consist of speaking and listening

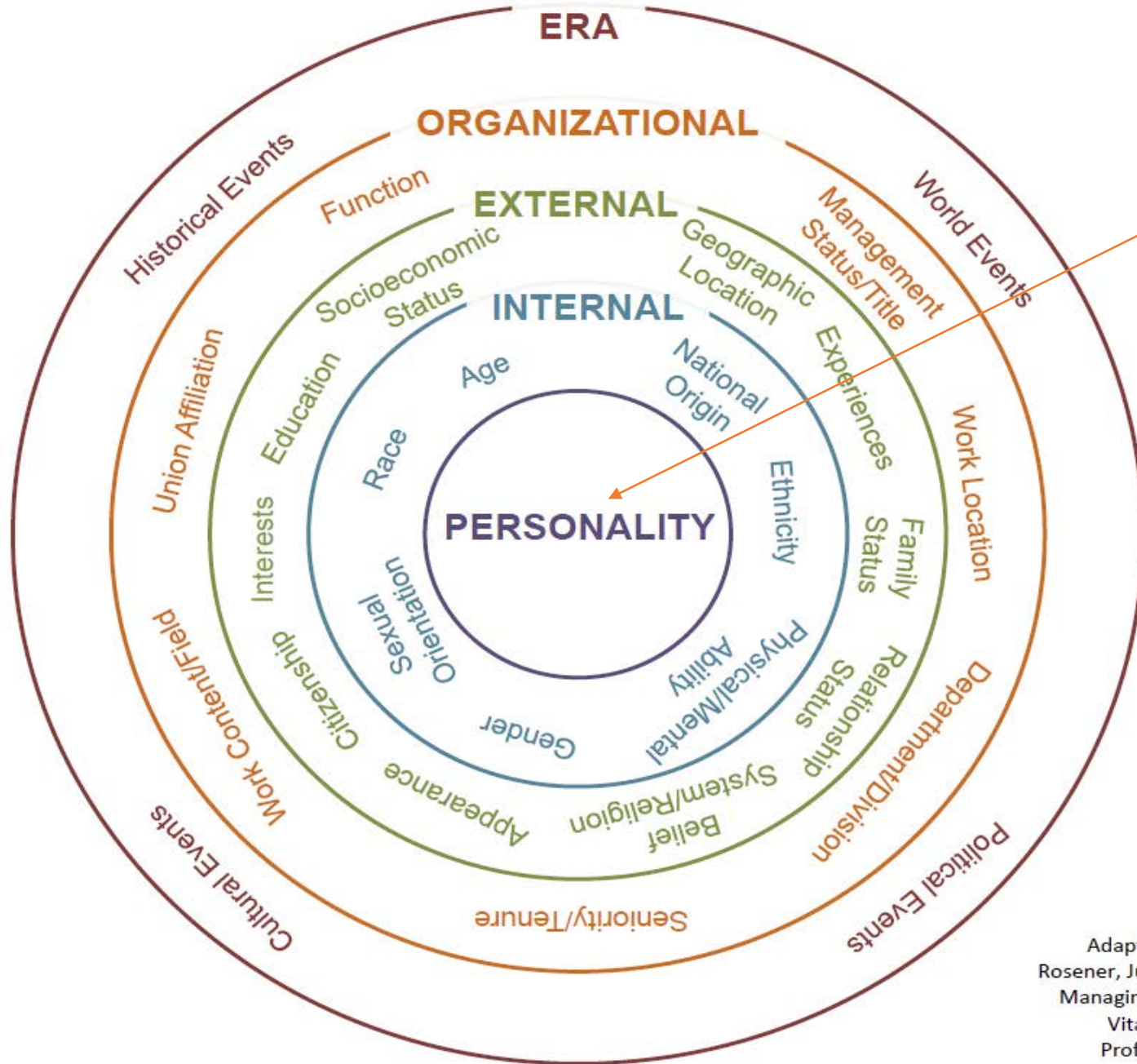
**Stories and narratives that result from language are invisible yet powerful contexts that run our lives like software**

Listening includes interpreting (which includes judging, categorizing, comparing)

**Listening and interpreting elegantly, consciously and gracefully is key**

**“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”**

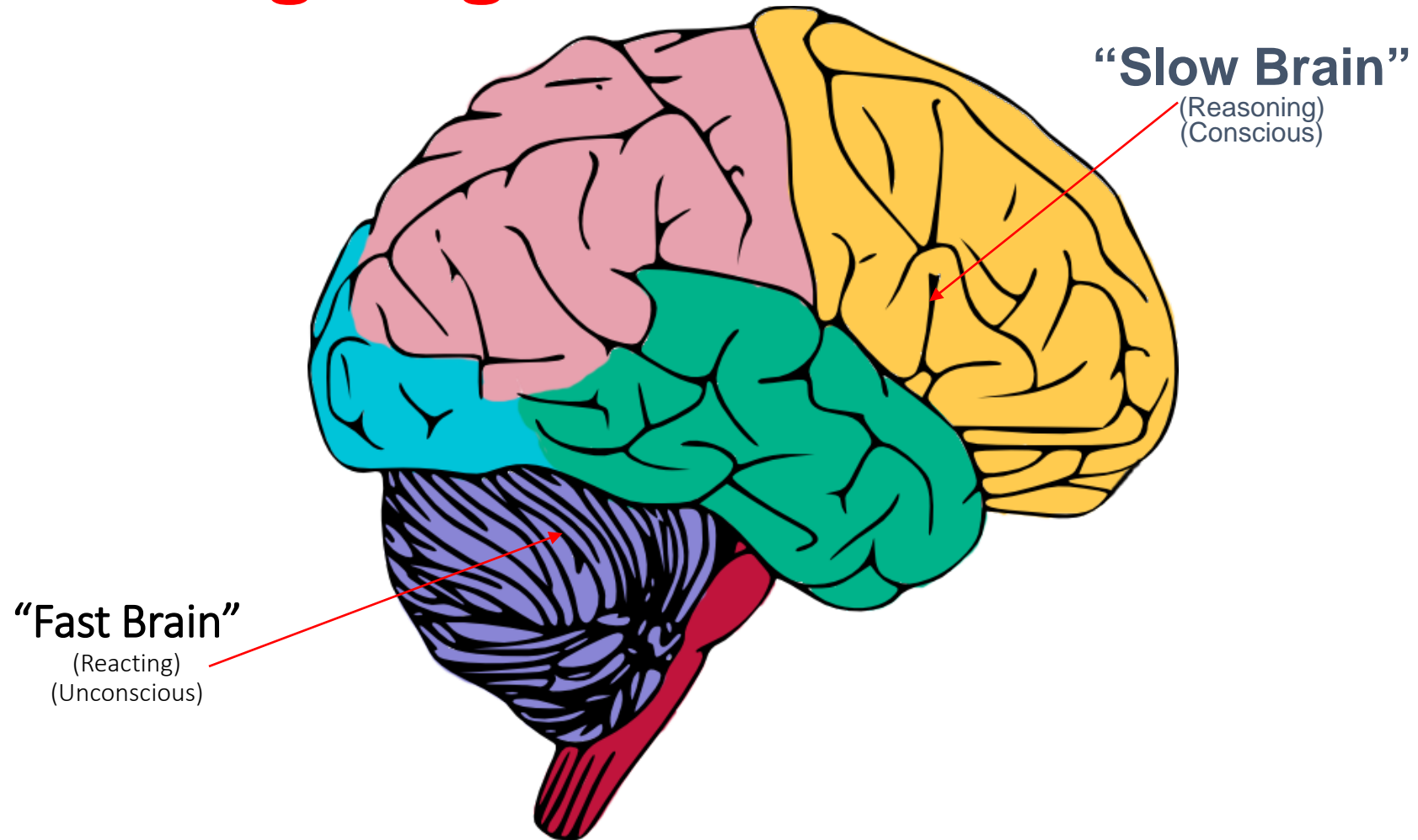
Excerpted from TED talk by Chimamanda Ngozi Adichie



"...personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior." -Feist and Feist, 2009  
<https://www.verywellmind.com/what-is-personality-2795416>

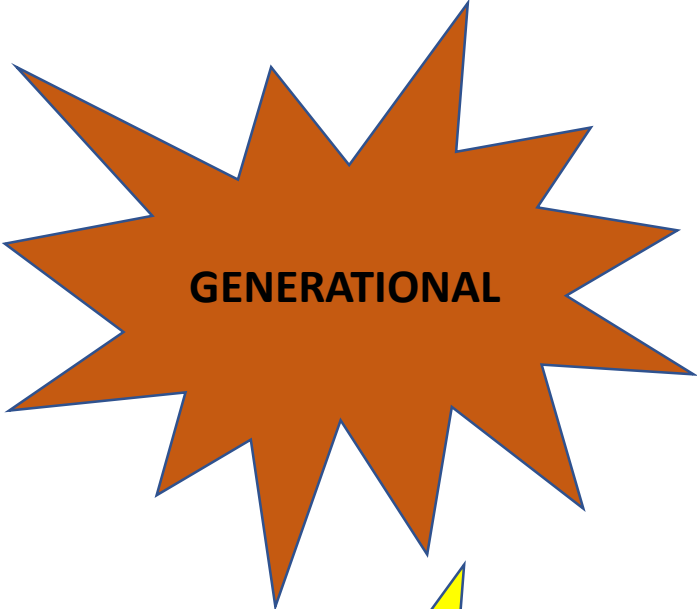
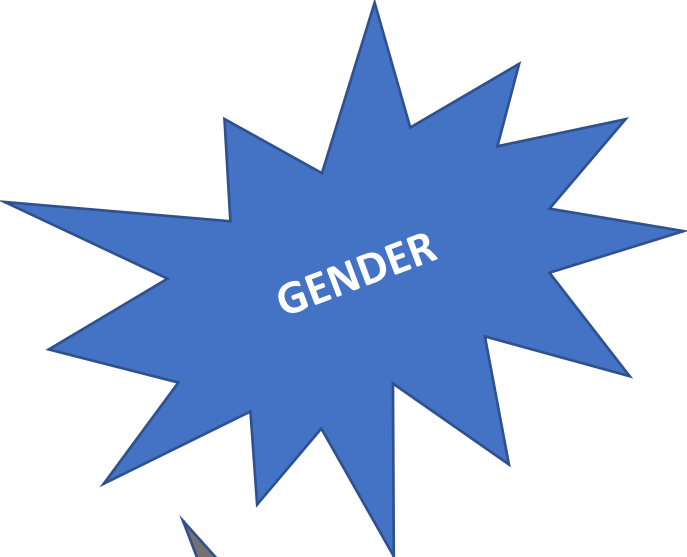
Adapted from: Loden, Marily & Rosener, Judy, "Workforce America! Managing Employee Diversity as a Vital Resource," McGraw-Hill Professional Publishing, 1990.

# What's going on?



# Bias in Action

....at work ....in life





# Single Story...Unconscious Bias

## **What is the relationship?**

- Reinforces unhealthy power relationships
- The definitive or only story
- Emphasizes how we are different, rather than similar in our unique experiences as human beings; and
- This happens in every culture, organization, team and relationship

# TOOLS

- **Test your assumptions about behaviors.**
- **Pay attention. Be aware of reactions to your behaviors.**
- **Notice patterns of behavior.**



# A Moment of Reflection

**What is the story others  
have about me as a leader?**

**As an “Influencer?”**



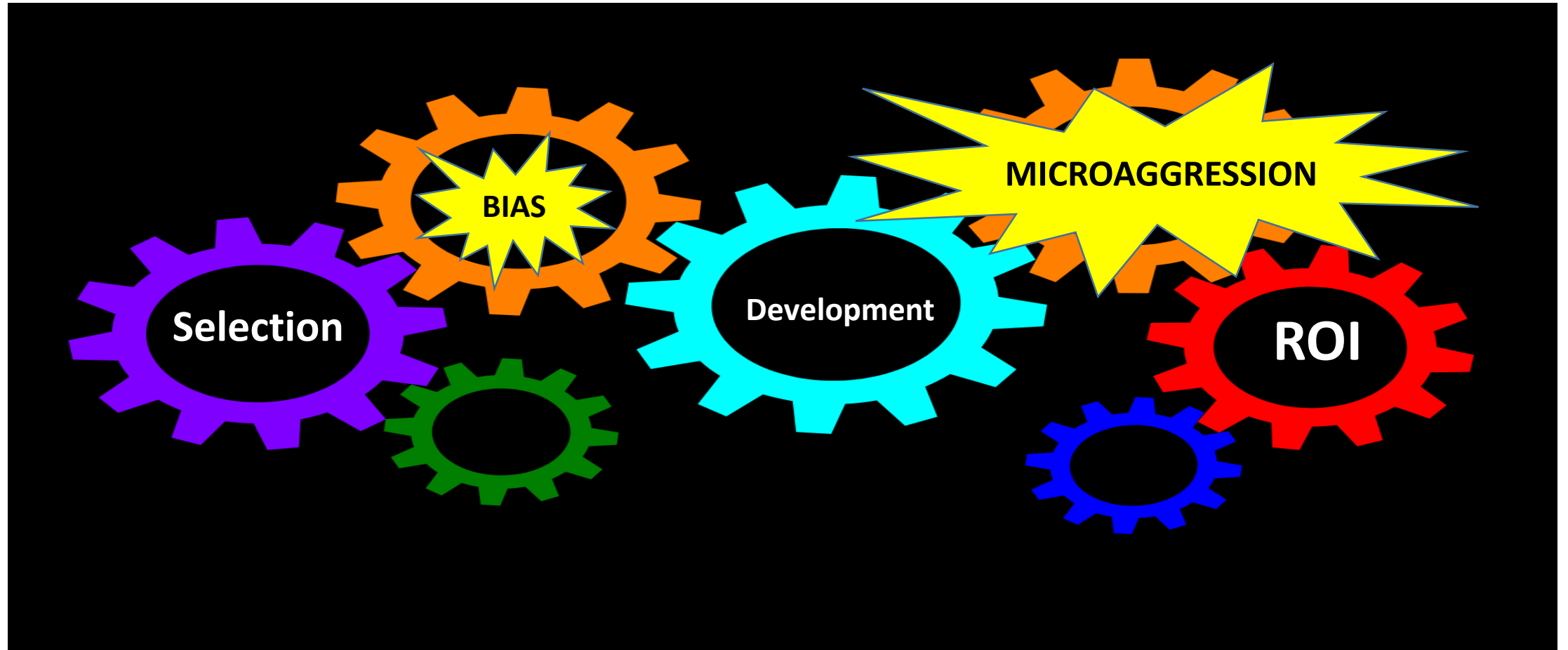
# Application Exercise: (table discussion with a report out to the group)

## Scenario:

**Monique has just been selected as the new leader of the XYZ project. While she's coming in from outside of the technical team, the team is having challenges with customer interfaces, and she has many years of experience solving challenges in similar complex projects in another division. Monique is ready to propose some innovative ideas to get team XYZ on track. While she's unpacking boxes in her new office, Joe comes to welcome her to her new team. "Congratulations on your new position Monique, I'm sure you'll do great. But, you know it's a shame us white guys don't get a fair shot anymore. I've actually been working this technical line for the last 3 years."**

- **Why was Monique brought to the team? Why does Joe think Monique was brought to the team?**
- **How does Monique think Joe perceives her role?**
- **How could this scenario impact Monique's effectiveness as a new leader, as an innovator?**
- **How could the leadership of Monique and Joe's team help foster a culture of inclusiveness and innovation?**

# LIFE CYCLE OF AN EMPLOYEE

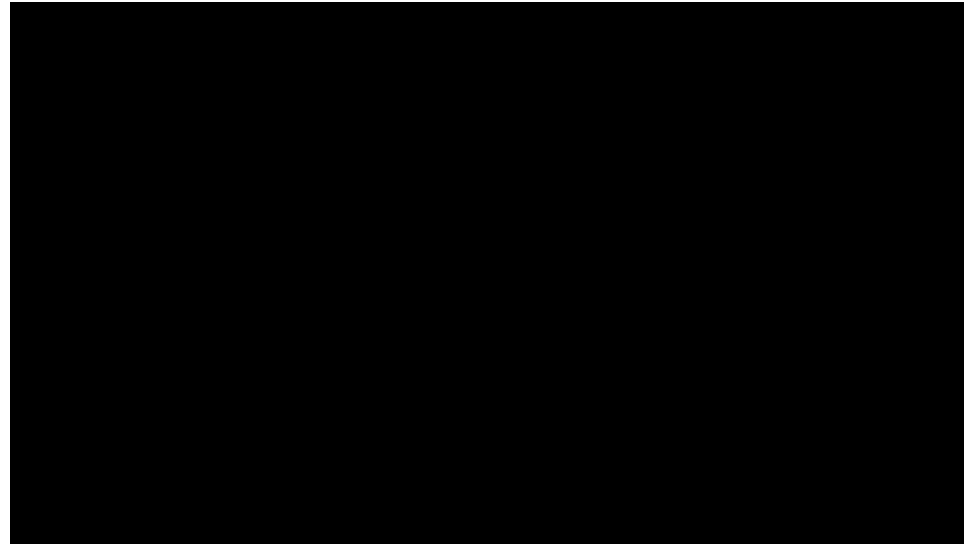


**Role of the Influencer**

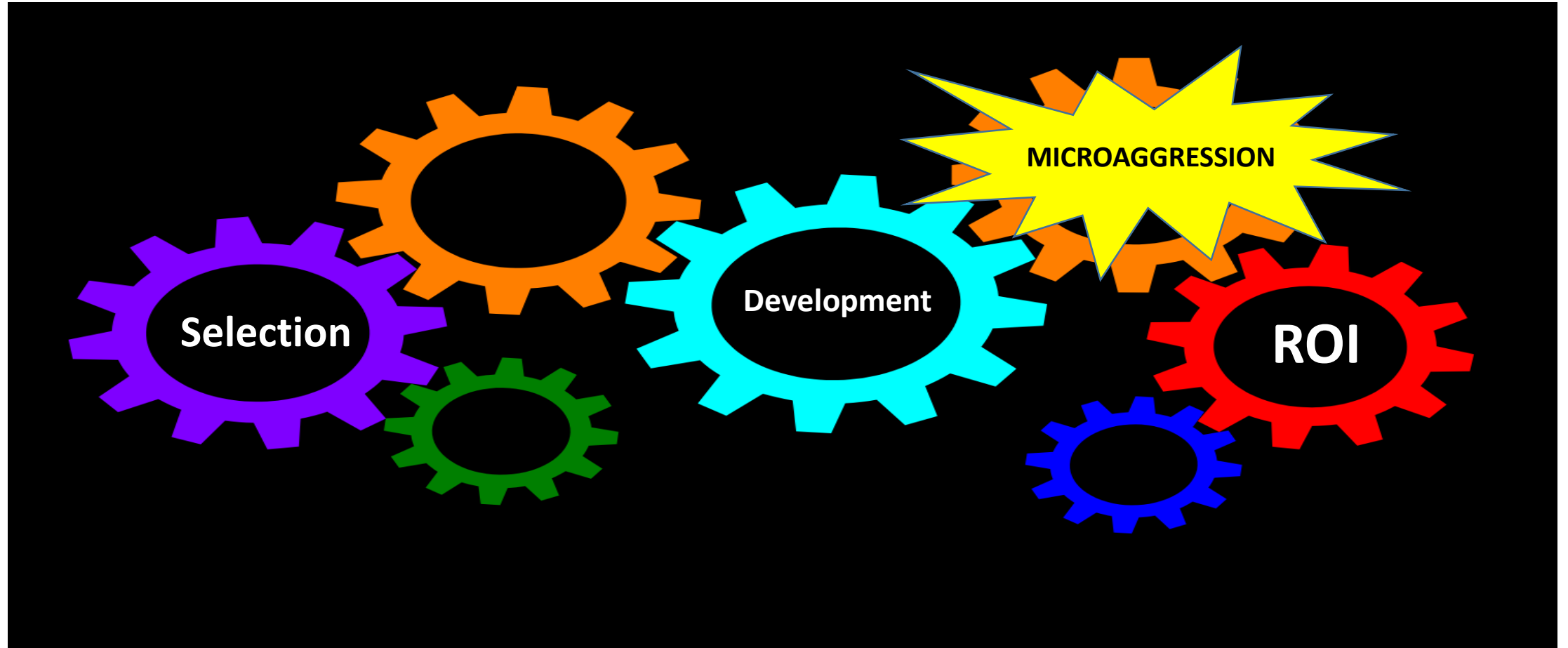
# Microaggression

- is the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.
- In many cases, these hidden messages may invalidate the group identity or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment.

“I can relate...”



# LIFE CYCLE OF AN EMPLOYEE





## **KEY** LEARNING...

**Microaggressions have a powerful impact upon the psychological well-being of marginalized groups and affect their standard of living by creating inequities in health care, education, and employment.**

# FACTS...

- Women have outnumbered men on college campuses since 1988. They have earned at least one-third of law degrees since 1980 and accounted for fully one-third of medical school students by 1990. Yet they have not moved up to positions of prominence and power in America at anywhere near the rate that should have followed. <https://www.americanprogress.org/issues/women/reports/2017/05/21/432758/womens-leadership-gap/>
- Statistics support the fact that White American males constitute only 33% of the population. Yet, they occupy approximately: 92% of Forbes 400 executive CEO-level positions; 90% of public school superintendents. <https://www.psychologytoday.com/us/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>
- Black women make up 12.7% of the U.S. population, yet they represent only 1.3% of senior management and executive roles of S&P 500 firms, 2.2% of Fortune 500 boards of directors, and there is not a single black female CEO in the Fortune 500. HBR, May 10, 2018
- One of the fastest growing segments in the workplace is the Latino U.S. workforce, which has grown significantly from 10.7 million in 1990 to 26.8 million in 2016 according to the Bureau of Labor Statistics. However, only 3.5% of *Fortune* 500 board seats were held by Latinos in 2016. There are currently only 11 Fortune 500 Latino CEOs. <https://www.forbes.com/sites/robertreiss/2018/02/27/latino-ceos-share-insights-on-business-success/#70b2aab52264>

TOOL...

**AMPLIFICATION**

<https://www.washingtonpost.com/video/c/embed/094d3a6e-7922-11e6-8064-c1ddc8a724bb>

**MENTOR**

**“Walk with me...”**



**MICROAGGRESSION**

# Mentor vs. Coach

## What a Mentor Does for You:

- Takes a long-range view on your growth and development.
- A source of “wisdom.”
- Helps you see the destination but does not give you the detailed map to get there.
- Offers encouragement and cheerleading, but not "how to" advice.

## What a Coach Does for You:

- Supports an individual in achieving a specific personal or professional goal
- Listens in a profound way
- Asks questions that cause new thinking and possible actions; generates possibilities
- Allows for critical thinking
- Provides a place where individual can think out loud
- A supportive relationship
- Provides a structure for making things happen

# Role of the Influencer



You were invited...

Now, let's dance

--music--

THE END

