

# Strategies for Human-Human Interaction

**Jason T. Black, PhD, FAMU**

**Jamika D. Burge, PhD, Design & Technology Concepts**

**Jayfus T. Doswell, PhD, Juxtopia**

**Patty Lopez, PhD, Intel**

# Session Roadmap

Broadening Participation in Computing

- **Define human-human interactions**
- **Describe challenges to these interactions**
- **Recognize signals**
- **Share your experiences**
- **Empower yourself**

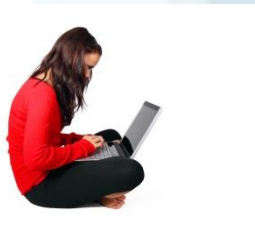
# What is *your* human-human interaction experience?

Course Professors

**FAMILY**

**Research Team**

New Contacts



Acquaintances

**Student Colleagues**

**ADVISOR**

Professional Colleagues



**CRA-W**

Computing Research Association  
Women

# Think about...

- **Describe the most constructive and least constructive interaction experiences you have had this year, so far.**
  - Why was it constructive?
  - What made it unconstructive?
- **Were you able to overcome or celebrate your experiences through reflection and mindful (even inclusive) thinking?**
  - How were you able to disrupt your thinking?
  - Do you have a growth mindset (as opposed to fixed mindset) (Dweck)?



# Implicit or Unconscious Bias

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- **Also called ‘automatic’, ‘implicit social cognition’**
  - Are social stereotypes
  - Include both positive and negative judgments
  - Don’t always align with our conscious or explicit beliefs
  - Are malleable
- **Examining personal biases is important to understanding societal prejudices and stereotypes**

# Where do biases come from?

- **All of us have them**
- **Biases are based on our life experiences, gleaned from:**
  - What we see around us (e.g., family, societal, institutional influences)
  - What people tell us
  - What we see in media
- **Our brains are constantly and automatically making associations across millions of chunks of information**

# Additional Topics

Broadening Participation in Computing

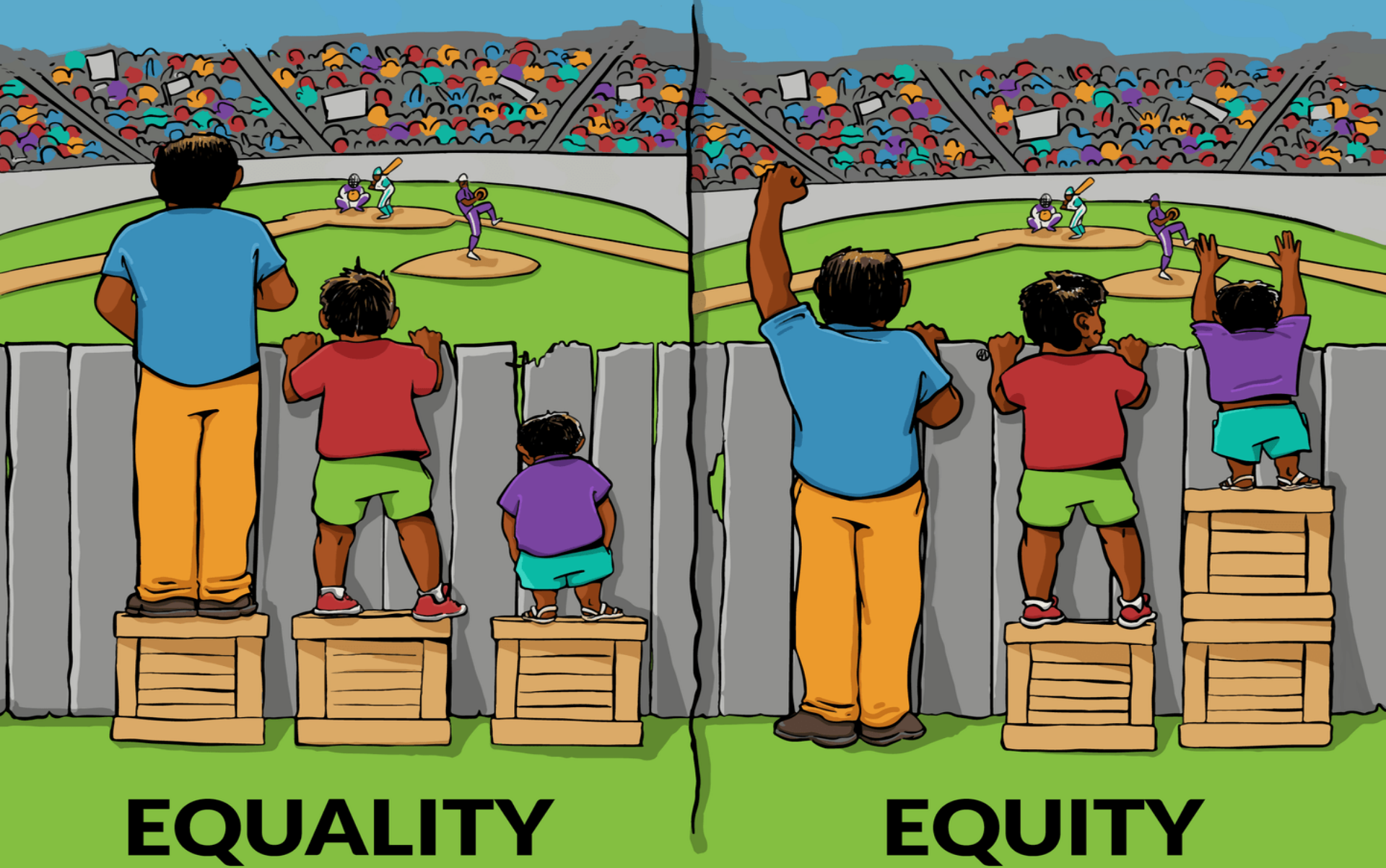
- Unconscious bias
- Micro-aggressions vs. hostility
- Covert vs. overt discrimination
- Harassment and bullying
- Assimilation, code-switching
- Immigrant status
- English as a second language challenges
- First-generation status
- Performing under stereotype threat
- Being the “only” one
- Imposter syndrome
- Two-body problem
- Walking the tightrope
- Family- or unmarried-unfriendly policies
- Intersectionality
- General prejudices
- Double-bind
- Conflict resolution
- Disability (visible or invisible)

# Types of Hiring Biases You May Encounter

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- **Resume bias**
- **Pedigree bias**
- **Confirmation bias**
- **Interviewer bias**
  - Stereotyping bias
  - Halo error bias
  - Horn error bias
  - Contrast bias
  - Premature judgment bias
  - Interview illusion bias





# EQUALITY

# EQUITY

Image Source: Interaction Institute for Social Change | Artist: Angus Maguire



# Reality Check: Exercise I

**In meetings, Peter and Mike are increasingly disrespectful towards you and Jenny; they ignore you, interrupt you, and/or poach your ideas. Your advisor/manager doesn't seem to notice and in fact credits your and Jenny's ideas to Peter and Mike.**



# Reality Check: Exercise II

**Prof. Smith asks you to help out with the Graduate Recruiting Committee because 'they need a person of color'. You end up doing a lot of this kind of department service and you're wondering if it's worth the time and effort.**

**Should you say no? If so, how?**

# How to Challenge What You Hear

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- **Listen critically**
- **Ask questions – “Help me understand”**
- **Draw focus toward systemic structures that enable unconscious bias**
- **Offer alternatives, exemplars**

# An example

**“Women need to learn to be more confident.”**

Source: NCWIT, Critical Listening Guide, <https://www.ncwit.org/resources/critical-listening-guide>

# Ask:

- "Tell me more. I'm curious to hear more about why you think that."
- "Isn't it more complicated than that though?"
- "What if it ('being confident' or whatever advice is being offered) backfires?"

Source: NCWIT, Critical Listening Guide, <https://www.ncwit.org/resources/critical-listening-guide>

# Offer, to the conversation:

**Many women (and men) might benefit from learning to be/appear more confident. But, at best, this will only help those individuals; it won't change patterns of underrepresentation.**

Source: NCWIT, Critical Listening Guide, <https://www.ncwit.org/resources/critical-listening-guide>

# Another example

**“Women are such great collaborators.”**

Source: NCWIT, Critical Listening Guide, <https://www.ncwit.org/resources/critical-listening-guide>



# Ask:

- "All women/men? Which women/men?"
- "How do you account for variations among women, men, or other groups?"

Source: NCWIT, Critical Listening Guide, <https://www.ncwit.org/resources/critical-listening-guide>

# Offer, to the conversation:

## It's important to qualify these statements by noting that they:

- don't apply to all women and men,
- differences we see aren't innate but rather socially influenced tendencies, and
- when they do apply, they are often "context" dependent and not always true even of that person.

Source: NCWIT, Critical Listening Guide, <https://www.ncwit.org/resources/critical-listening-guide>



# Why should you care?

- **Managing our relationships and biases:**
  - creates more inclusive environments
  - supports true innovation
  - helps us continue to evolve, grow, improve
- **All of us are affected**
  - We recognize that barriers affect some peoples' "choices" (i.e., poverty, institutional racism)
  - Our own perspective could benefit from some fine-tuning

# You can do this!

- **Good interpersonal interactions are part of daily life**
  - You will continue to learn how to be better at it!
- **Don't ignore your experiences**
  - Learn from them, but know that you have everything inside to succeed!

# References

- *Microsoft Global Diversity & Inclusion, Unconscious Bias Training*, <https://www.microsoft.com/en-us/diversity/training>
- Dweck, Carol D. Mindset: The New Psychology of Success (Random House).
- *NCWIT, Critical Listening Guide*, <https://www.ncwit.org/resources/critical-listening-guide>
- *Project Implicit (Univ. of Washington, Harvard Univ., Univ. of Virginia)*, <https://implicit.harvard.edu>

# Thank you!