

RSE Leadership Training Course

Rowland Mosbergen, Practical Diversity and Inclusion
[10.6084/m9.figshare.22801898](https://figshare.com/10.6084/m9.figshare.22801898)



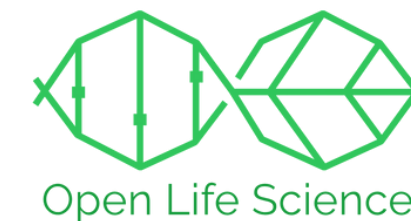
BIOGRAPHY

Rowland is an innovative thought leader of the Research Software Engineering community.

He has established 4 multi-disciplinary technical teams, managed 4 teams and grown 4 as well. These include 8 years of experience running a high-performing RSE team in Bioinformatics and establishing the \$9 million Melbourne Data Analytics Platform.

His expertise in Diversity, Equity, and Inclusion (DEI) has led him to be invited to present his DEI work internationally, including multiple countries across Europe, America, and New Zealand.

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UNDERPINNED BY DEI

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This leadership course is possibly the first in the world that underpins a leadership course with an intersectional framework.

It focuses on centering the individual and prioritising based on the "degree of difficulty" across recruitment, retention, and relationship management.

This course lays bare the core, practical concepts that you need to know to be an outstanding leader.



TRAINING CMM

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	Introduction Class size 1:20	Intermediate Class size 1:5	Expert Expert community
Graduate students & Post-docs (Technical)	Introduction to Python	Intermediate Python using your own domain data	Reaching out to fellow experts to solve complex problems
Senior Post-docs and Group Leaders (Leadership)	Introduction to building a team and technical terms	Intermediate team building and leadership / agile project management in the field	Reaching out to fellow experts to solve complex problems

This training Capability Maturity Model (CMM) highlights that the majority of training programs are at the intersection of Introduction & Technical (grey). This course would be focused at the intersection of Intermediate & Leadership (orange).

RELEVANT

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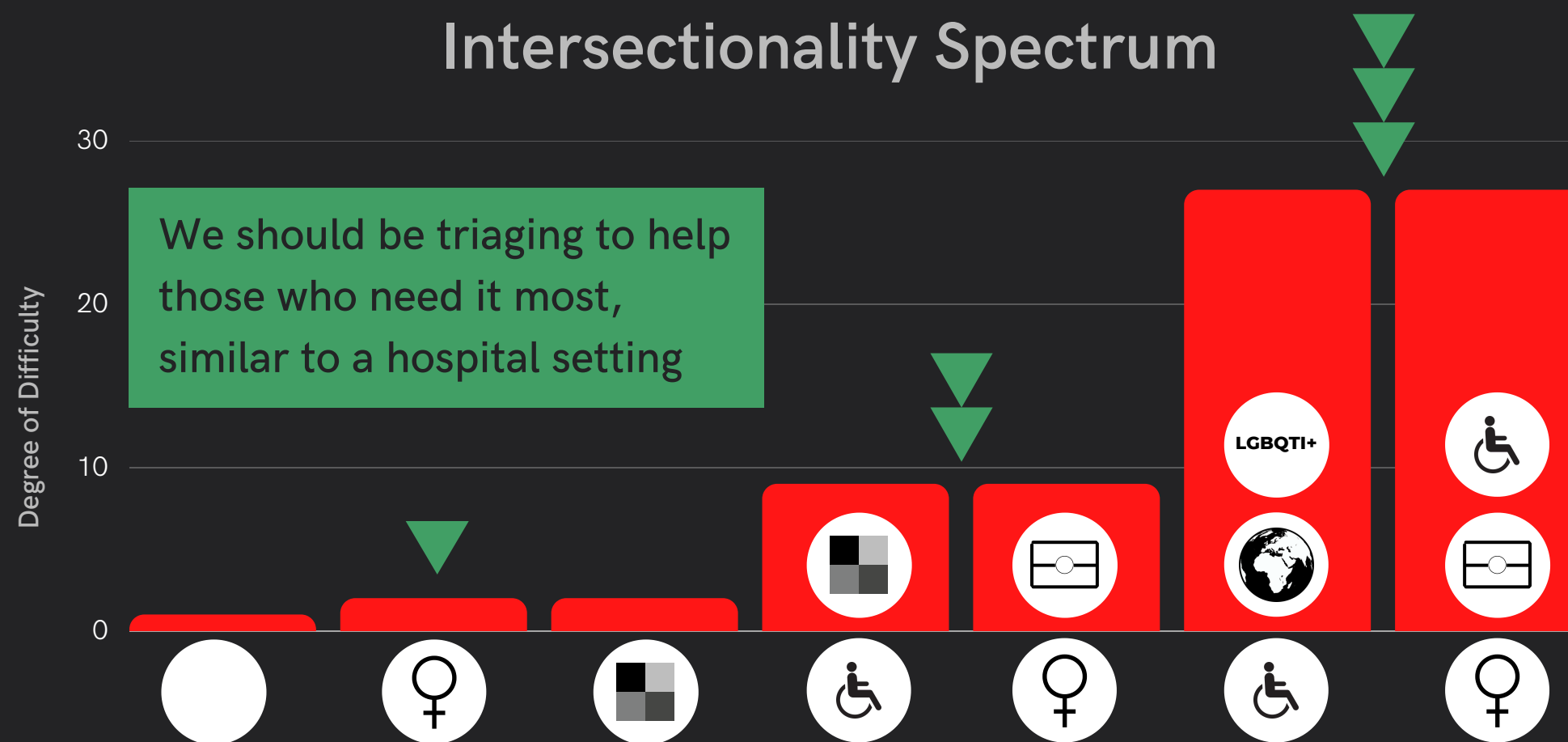
We learn about your organisation and industry and update material to make sure the content is relevant and engaging.

Rowland has experience in setting up RSE AUNZ, being on the International Council of RSEs, ran the 2019 RSE AUNZ mini-conference, and has worked in the policy space and in the establishment of RSE teams. He shares these experiences to other RSEs in relevant, entertaining, and practical ways.



INTERSECTIONAL

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We educate that everything needs to start from an intersectional point of view.

We get you to see the different "degrees of difficulty" that people face by belonging to one or more marginalised groups and triage support similar to a how hospital prioritises patients.

PRACTICAL

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We have practical tips and frameworks that reduce the complex DEI problems you are facing to make things more understandable and actionable for you.

There are 43 practical actions that your organisation and your staff can implement straight away.



30

30 tips to get
orgs started

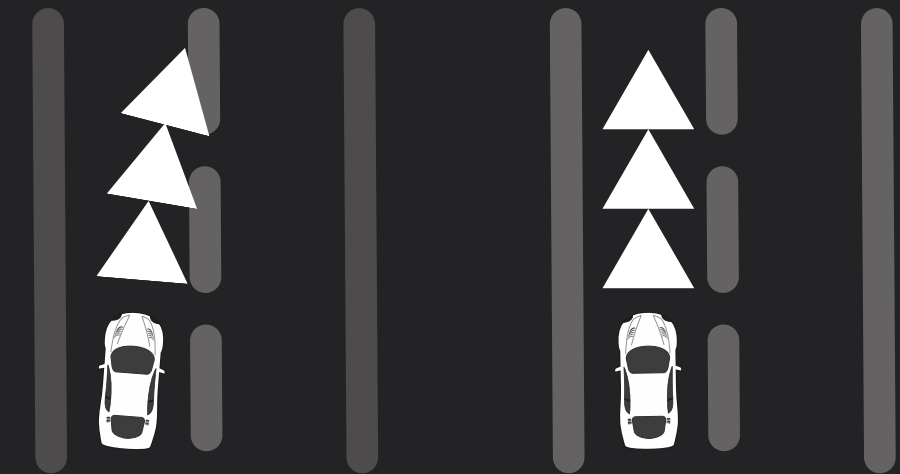
TRANSFORMATIONAL

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We start with the ground truth that there is no level playing field and that this has cumulative effects that need to be addressed.

We strive for authentic conversations with you that drive mature, adult conversations that are transformational in nature.



Systems biased to the right so the car drifts if we keep the steering wheel neutral.



We have to turn the steering wheel to the left to stay in our lane.

OPEN ACCESS

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You will have full access to all sessions in the course and the corresponding raw materials on the condition that they are made open source and authorship is appropriately attributed.



TESTIMONIALS

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“Rowland has insights about opportunity and inclusion that have potential to change how you think.” – Vanessa Sochat

“Fantastic talk, Rowland! So grateful for the real people example! It’s amazing how much more this presentation talk[s] to me than some random theoretical talk!” – Anonymous

“As a stupendously privileged white male whose life has essentially gone the easy-route to success, I would like to compliment you on this work. Seriously.”
– Sven Dowideit

LEARNING OUTCOMES

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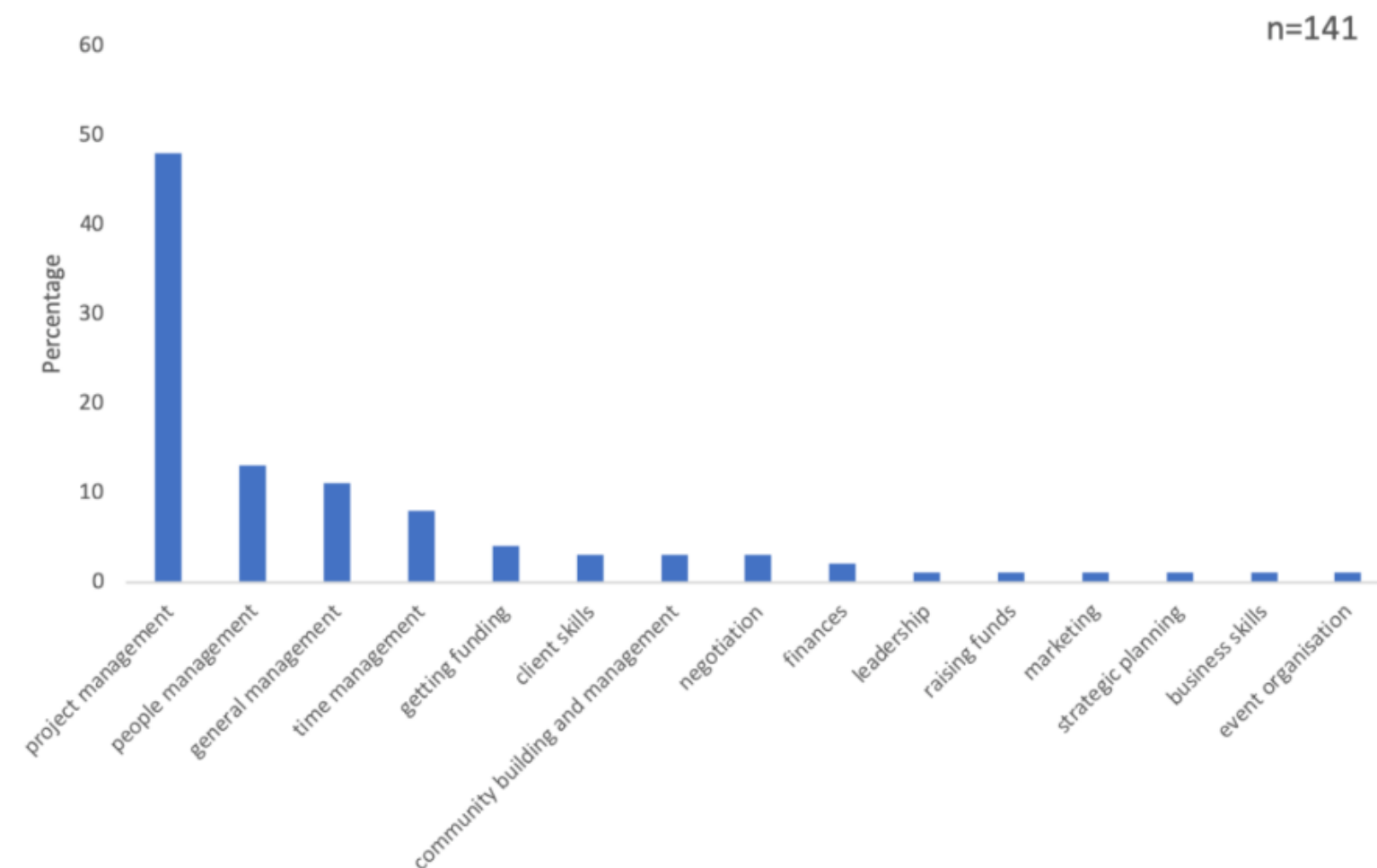
- Identify and implement a Diversity, Equity and Inclusion (DEI) framework to allow you to unearth talent that you may have missed.
- Identify and recruit for continuous improvement skills that allow you to identify high performers that can future-proof your organisation.
- Conceptualise and setup talent pipelines to proactively attract and onboard talent to your organisation.
- Reflect and review alternate methods to manage high-performing teams in a constantly changing environment.
- Conceptualise how an advocacy-based approach can help deal with difficult people and build relationships.

RSE SKILLS DEMAND

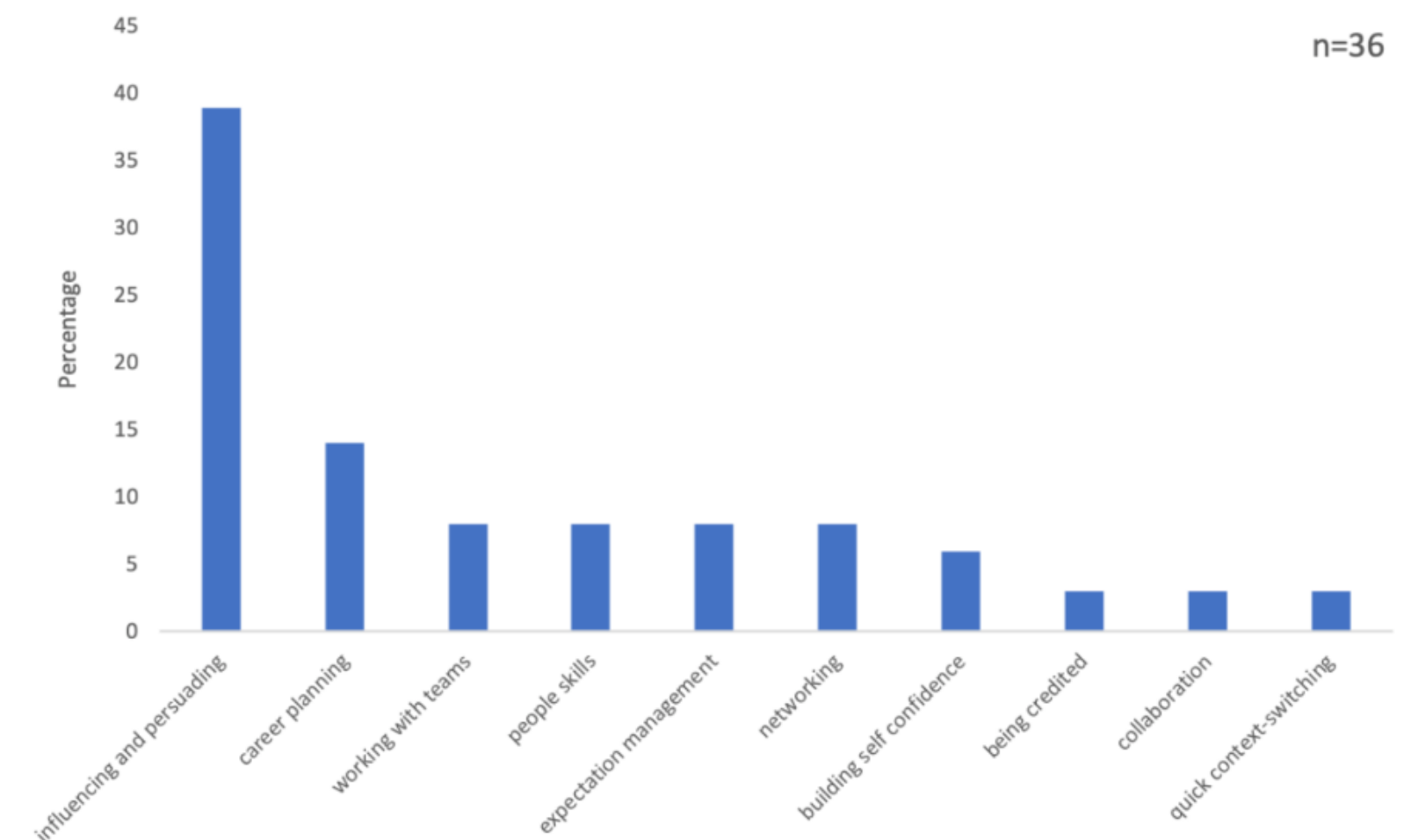
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Management training



Personal skills training



From "Skills demand in the UK Research Software Engineering community", Simon Hettrick, 2020.

TOPIC OVERVIEW

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TOPICS

DETAIL

Using a Diversity and Inclusion framework to unearth talent	2.5 hour interactive presentation that includes course introduction
Using Continuous Improvement skills to identify talent	2 hour interactive presentation to future-proof your organisation
Setup and maintain pipelines to attract talent	2 hour interactive presentation to proactively attract & onboard talent
Managing high-performance teams	2 hours interactive presentation to review management approaches
How to deal with difficult people and building relationships	2 hours interactive presentation to review advocacy approaches

There will be breakout rooms for discussion and interactivity. There is an option to provide followup support and accountability workshops separately that are more action-orientated. It is recommended that these workshops be capped at 10 participants, ideally with the same participants throughout the course.

USING A DIVERSITY AND INCLUSION FRAMEWORK TO UNEARTH TALENT

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This will help you understand the underlying problem and provides 43 practical tips on how you can help straight away, both as an individual and as part of an organisation.

This will allow you to unearth talent that you may have ignored and ensure you can retain that talent.

Learning outcomes

The participant:

- understands why working in this space is uncomfortable;
- understands systemic imbalance, microaggressions and the cumulative effects they have on careers that reduces employability over time; and
- knows how to give people from marginalised groups more opportunities to make up for the ones they have lost.

The key is to give people from marginalised groups more opportunities to make up for the ones they have lost.

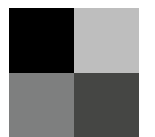


EdwardMO
@EdwardHMO

Ella Fitzgerald #botd

"I owe Marilyn Monroe a real debt. It was because of her that I played the Mocambo, a very popular nightclub in the 1950s. She called the owner and told him if he'd book me, she'd take a front table every night. I never had to play a small jazz club again."

[Traducir Tweet](#)



USING CONTINUOUS IMPROVEMENT SKILLS TO IDENTIFY TALENT

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This will help you continue the focus on non-traditional ways of identifying talent.

It will show you how continuous improvement skills allows organisations to future-proof themselves and make change management easier for you through COVID-19 and in the future.

Learning outcomes

The participant:

- understands why continuous improvement is important;
- can identify the 6 continuous improvement skills and their benefits;
- knows how to attract and identify talent with continuous improvement skills; and
- can setup their team environment to make the most out of these continuous improvement skills.

Key Continuous Improvement Skills



Learnability



Collaborative by Default



Adaptability



Critical Thinking



Tolerance for Ambiguity



Tolerance for Complexity

SETUP AND MAINTAIN PIPELINES TO ATTRACT TALENT

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This will help you to identify opportunities to leverage the experience in your team to setup a student internship program at scale.

This can help you to reduce the effort to onboard students that also benefits collaborating labs in a co-supervision model.

Learning outcomes

The participant:

- understands how to setup a student internship program in an ethical, scalable and streamlined way;
- can use this to identify talent and increase the chance of retainment;
- can use this as a way to build networks to attract future talent; and
- understands how to leverage a program like this to raise the value of RSEs.

STUDENT INTERNSHIPS CAN HELP IDENTIFY WORLD-CLASS TALENT

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At one organisation, out of 22 students that have gone through the program to date, 8 have been considered world-class.

Out of these 8, 6 have completed the course. Out of those 6, 3 have been offered work.



MANAGING HIGH-PERFORMANCE TEAMS

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This will help you to take your implicit management skills, understand them explicitly, and also introduce you to other management skills.

It will help you build and sustainably manage a high-performing team that can "punch above its weight".

Learning outcomes

The participant:

- knows how to do mini performance reviews across the year;
- knows how to manage team continuity;
- can setup team processes that are practical and effective;
- can maintain performance through ownership measures; and
- knows how to identify and manage for effective team composition;

CONTINUOUS FEEDBACK IS KEY

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Just like the idea of "fail fast" in agile project management, there is an idea of "provide feedback fast" informally on a regular basis. This means there should be no surprises at the annual review.



HOW TO DEAL WITH DIFFICULT PEOPLE AND BUILD RELATIONSHIPS

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This will help you to deal with difficult people and help you to build relationships with management, colleagues, and researchers.

It will help you to help identify how to solve "wicked" problems and to ensure you and your team's reputation is maintained and enhanced.

Learning outcomes

The participant:

- understands how an advocacy-based model can help deal with difficult people and building relationships;
- knows how to build relationships and handle conflicting needs and priorities;
- how to navigate "wicked" problems by identifying the level of the solution; and
- how to advocate for different stakeholders at scale.

STAGES OF ADVOCACY



Stage	Underpinning discourse
Immature relationship	How can I help advocate for you?
Testing understanding	I have found an opportunity that I think will help you – is that right?
Demonstrating benefits	I have found an opportunity that I know will help you!
Agency	I have created an opportunity especially for you!

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