



STUDENT SUCCESS
Symposium

INDIANAPOLIS, IN

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Leading Change and Changing Lives: Driving Social Mobility Through Organizational Transformation

April 2019

#CloseEDGaps

Fernando Sánchez-Arias

Director, Learning Organization, The Home Depot
Former Chief People Officer, The Home Depot's Global Custom Commerce



Chief Learning Officer and VP of Leadership & Cross-Cultural Affairs, CLICK Institute

How do we lead change to a higher social mobility through higher education and organizational fulfillment?



Your challenge:



“Place 12 nails suspended in the air by themselves, having only contact with the head of one nail as their sole supporting point.”

- 1. Only use the piece of wood and the 13 nails.**
- 2. Do not use the bag or the rubber band.**
- 3. You will have only 3 minutes.**

How do we think, feel, act?







Fernando Sanchez-Arias

People Strategy & Learning Leader - Passion for Culture, Leadership, Innovation, Diversity, and Digital Transformation

Houston, Texas Area

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The Home Depot

University of Pennsylvania

See contact info

See connections (500+)

Fernando seeks to improve business and people strategy key performance indicators, leveraging his 20+ years of experience as a business and human capital leader in learning; organizational culture; talent acquisition and management; associate relations; diversity and inclusion; change and organizational effectiveness; and corporate strategic relations.

A highly accountable People, Culture, and Change executive with a solid business mindset and bias for action, Fernando combines a rigorous Ivy-League education from Wharton School and the Graduate School of Education of the University of Pennsylvania with hands-on practice and experience building

our journey...

1. Climbing the ladder
2. Holding the ladder
3. Changing the ladder

social mobility | higher education | human digitalization



digital transformation

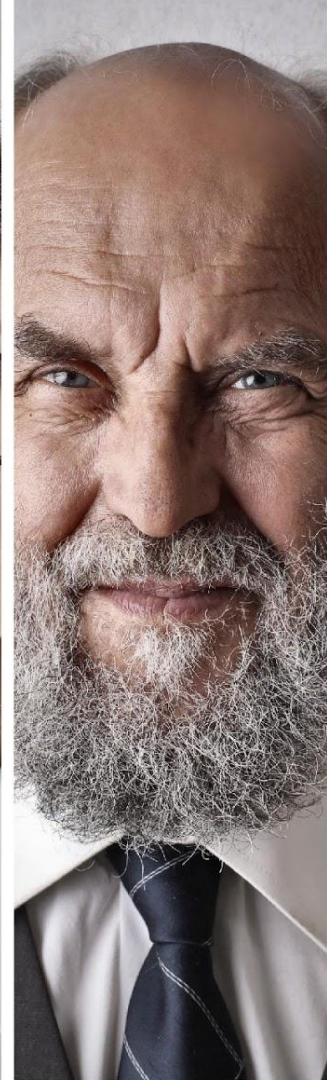


3D printing
sensing cities
babel-fish buds

artificial embryos
genetic fortune telling

AI and ML for everyone
molecules design

neural networks





connected to disconnection





social transformation



digital society



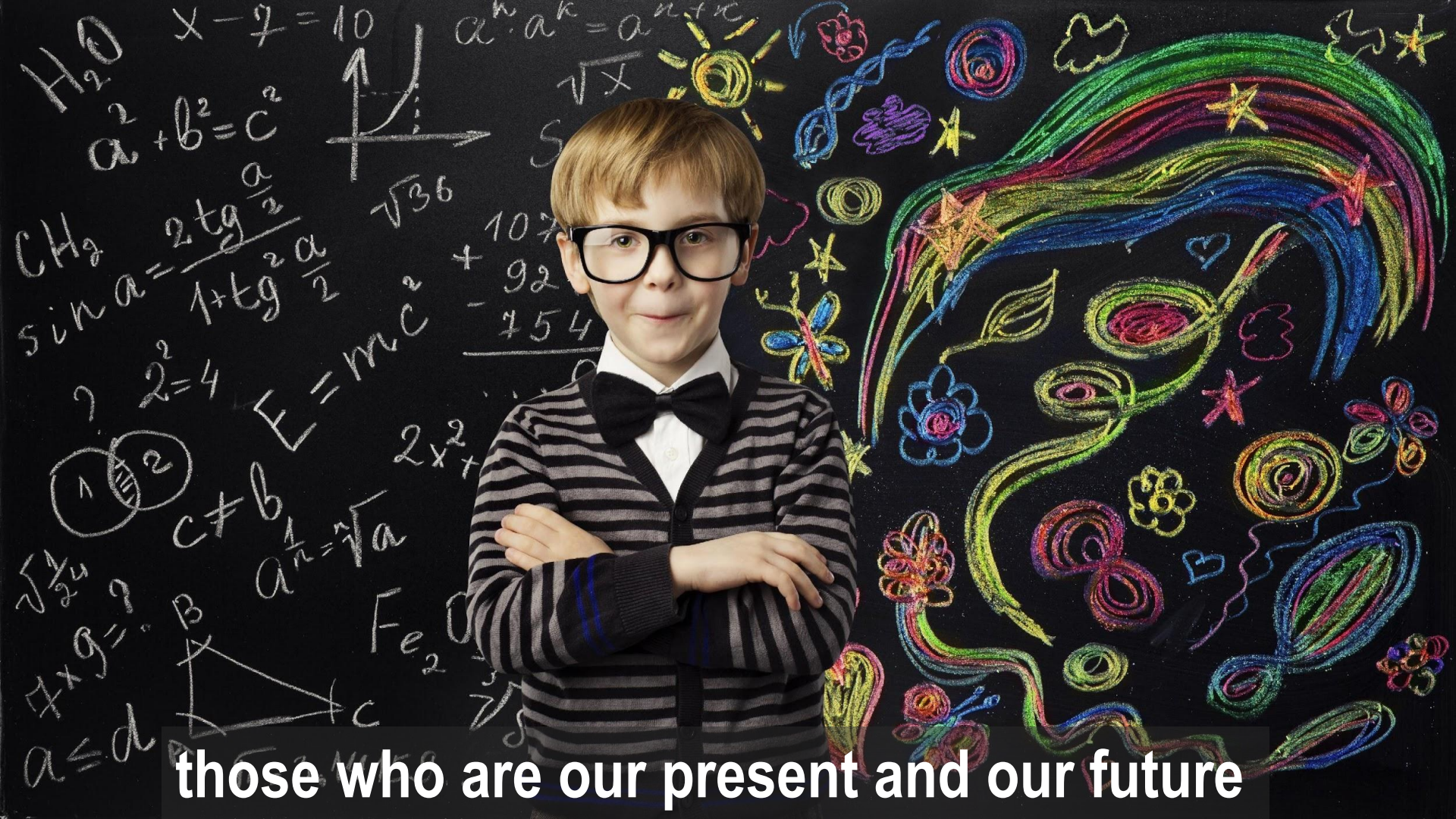
**digital connection
human disconnection**



addicted to digital devices



those who come after us




those who are our present and our future


those who came before us



phygital

A photograph of a river with rapids. In the foreground, a blue and red rafting team is navigating a turbulent section of the river. The water is brown and foamy with white rapids. The banks are lined with lush green trees and vegetation. In the background, another raft is visible further up the river.

Volatility
Uncertainty
Complexity
Ambiguity

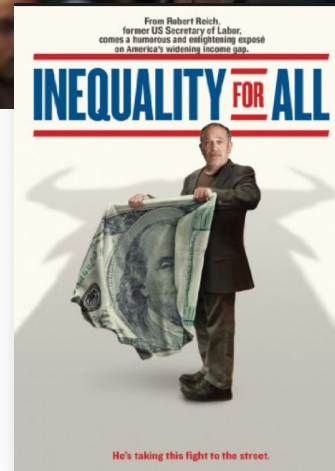
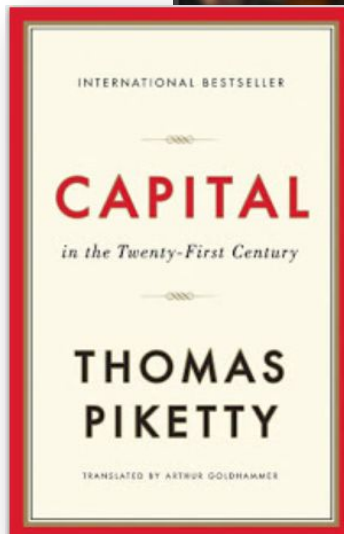
A photograph of a man standing on a dirt path in a forest. He is looking down at his hands, which are clasped in front of him. The path is covered with fallen leaves, and the trees are tall and thin, with sunlight filtering through the canopy.

Boundaryless
Overwhelmed
Challenged
Addicted

Inequality

Robert Reich; Thomas Piketty

- Income
- Wealth
- Happiness



A broken elevator

OECD Report on Social Mobility

- “Sticky floors” prevent people from moving up
- Opportunity hoarding leads to “sticky ceilings”
- Sticky floors and ceilings also apply to income mobility over the individuals’ life course
- There are risks and opportunities in the middle (unemployment and divorce)
- Income inequality does not foster mobility
- Mobility patterns vary a lot across countries and country groups

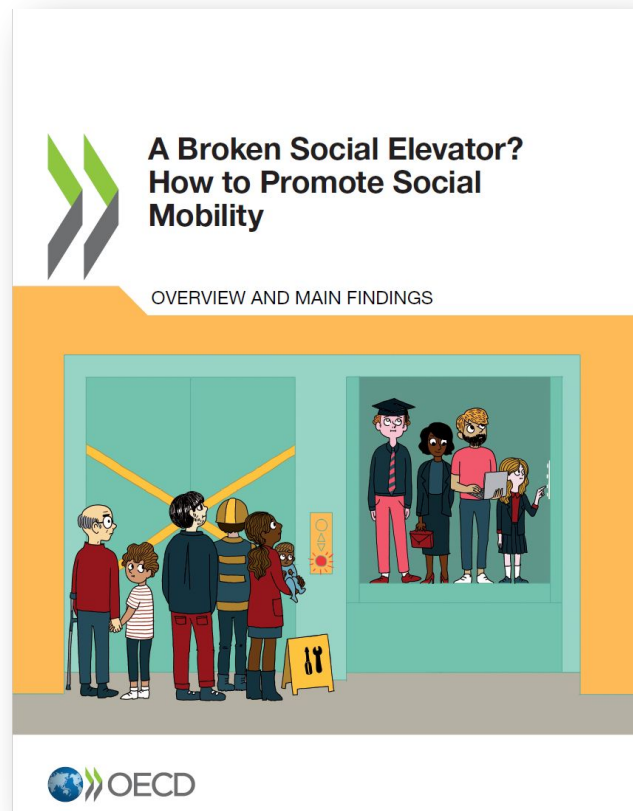
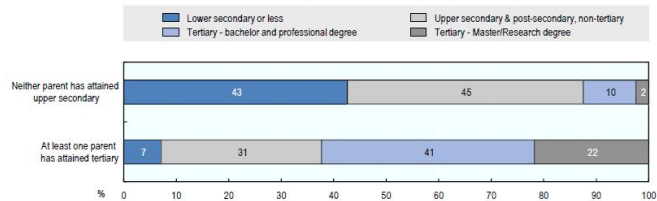
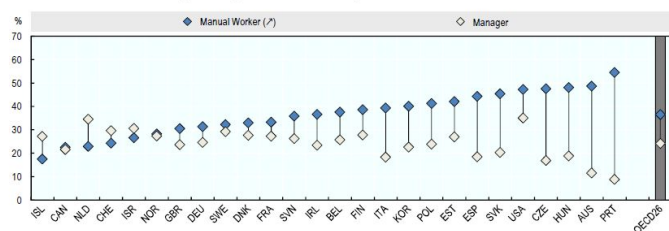


Figure 1.6. Sticky floors in education, occupations and earnings

A. Likelihood of educational attainment by parental education background, OECD average



B. Percentage of managers and manual workers if parents are manual workers, 2002-14



C. Percentage of persons in bottom and top quartile with a father in the bottom quartile of earnings

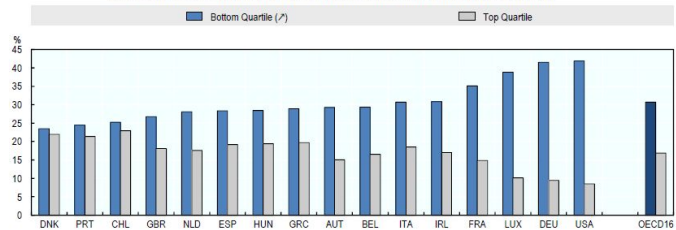
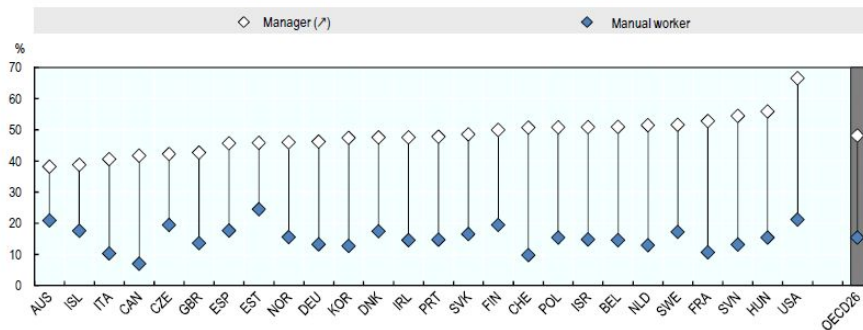
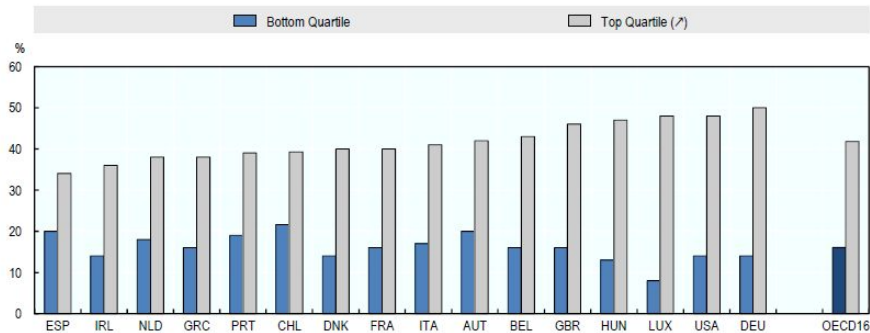


Figure 1.7. Sticky ceilings in occupations and earnings

A. Percentage of managers and manual workers if parents are managers, 2002-14



B. Percentage of persons in bottom and top quartile with a father in the top quartile of earnings





1. *Design policies to grant all children equal opportunities:*

- Access to high-quality early education and care
- Reduction health costs
- Greater investment in children from lower socio-economic levels
- Good work and family balance
- Avoid transmission of disadvantages to children
- Wealth accumulation and savings behavior as tools for enhancing social mobility.

2. *Mitigate the consequences of adverse personal shocks and the undesired effects of income volatility*

- Income-support schemes for the unemployed
- Strengthen the transition from school to work
- New forms of employment

Climbing the ladder

Raj Chetty, Stanford; John N. Friedman, Brown; Emmanuel Saez, Berkeley;
Nicholas Turner, US Treasury; Danny Yagan, Berkeley

1. Access to colleges varies greatly by parent income. Children whose parents are in the top 1% of the income distribution are 77 times more likely to attend an Ivy League college than those whose parents are in the bottom income quintile.
2. Children from low- and high-income families have similar earnings outcomes conditional on the college they attend, indicating that low-income students are not mismatched at selective colleges.
3. Rates of upward mobility - the fraction of students who come from families in the bottom income quintile and reach the top quintile - differ substantially across colleges because low-income access varies significantly across colleges with similar earnings outcomes.

Mobility Report Cards: The Role of Colleges in Intergenerational Mobility*

Raj Chetty, Stanford University and NBER
John N. Friedman, Brown University and NBER
Emmanuel Saez, UC-Berkeley and NBER
Nicholas Turner, US Treasury
Danny Yagan, UC-Berkeley and NBER

July 2017

Abstract

We use intergenerational income mobility at each college in the United States using 30 million college students from 1999-2013. We document four results. First, colleges vary greatly by parent income. For example, children whose parents are in the top 1% of the income distribution are 77 times more likely to attend an Ivy League college than those whose parents are in the bottom income quintile. Second, children from low-income families have similar earnings outcomes conditional on the college they attend, that low-income students are not mismatched at selective colleges. Third, rates of ability - the fraction of students who come from families in the bottom income quintile to the top quintile - differ substantially across colleges because low-income access varies by college with similar earnings outcomes. Rates of bottom-to-top quintile mobility are highest at certain mid-tier public universities, such as the City University of New York City State College. Rates of upward mobility (bottom quintile to top 1%) mobility are also high at colleges such as Ivy League universities. Fourth, the fraction of students from families that did not change substantially between 2000-2011 at elite private colleges, but at colleges with the highest rates of bottom-to-top-quintile mobility. Although our analysis does not identify colleges' causal effects on students' outcomes, the policies we constructed here highlight colleges that deserve further study as potential upward mobility.

Revised in this paper are those of the authors alone and do not necessarily reflect the views of the Office of the U.S. Treasury Department. This work was conducted under IRS contract TBOA0316, awarded to the Office of the U.S. Treasury. We thank Joseph Altonji, David Card, David Laibson, David Lee, Richard Levin, Susan Beaman, and numerous seminar participants for their helpful comments. We thank Thomas, Robert Frisvold, Anne Papp, Benjamin Goldman, dePersone, Benjamin Spector, Priyanka Shinde, and our other pre-doctoral fellows for outstanding research assistance. We thank Adam Loewer for supporting this project. Chetty, Friedman, Saez, and Yagan are at the Center for Equitable Growth at UC-Berkeley, the Washington Center for Equitable Growth, the Center for Poverty Research, Stanford University, the Alfred P. Sloan Foundation, and the Laura and John Arnold Foundation.

NEW AMERICA

EDUCATION
POLICY

EDITED BY STEPHEN BURD
PREFACE BY RAJ CHETTY AND JOHN N. FRIEDMAN

MOVING ON UP?

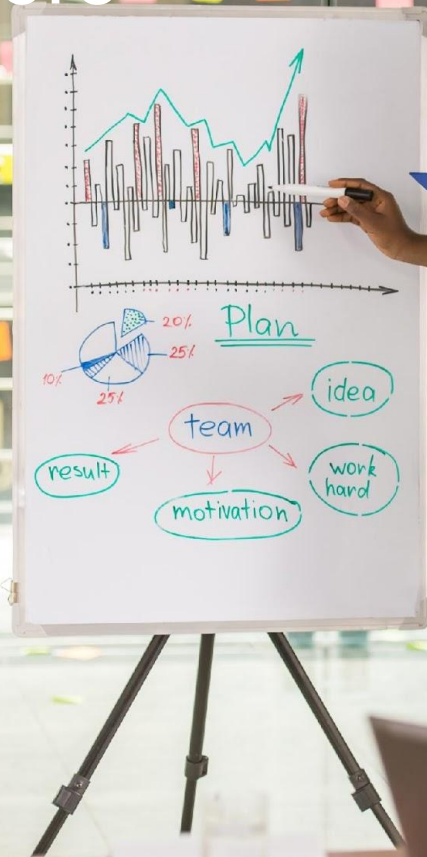
What a Groundbreaking Study Tells Us about
Access, Success, and Mobility in Higher Ed

OCTOBER 2017

people strategists



learning leaders






thinking communities

7 “Silent Killers”



1. Lack of clarity and direction
2. Senior leaders are not models
3. Silo mindset across levels and units
4. Development is not a top priority
5. Fear of speaking up and be candid
6. Too much focus on content/programs
7. Lack of alignment (Strategy, Philosophy, Structure, Systems, Spaces, Climate, Leaders, People)

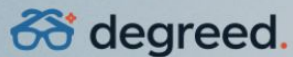
7 “Success Triggers”

- 
- A photograph of three women in business attire sitting at a wooden table, laughing and smiling. The woman on the left has dark curly hair and is wearing a light-colored blazer over a dark top. The woman in the middle has blonde hair and glasses, wearing a light-colored blazer. The woman on the right has dark curly hair and is wearing a dark top. They are all looking towards the right side of the frame. A smartphone is on the table in front of the woman on the left. The background is slightly blurred, showing a window and some office equipment.
1. Senior Leaders as role models
 2. CEO sends a clear message
 3. Collaboration is a value that is lived
 4. Leaders as Developers of Leaders
 5. Candor with care across the org
 6. Focus on process and experiential/actionable learning
 7. Holistic Alignment



GLOBAL CUSTOM
COMMERCE
A HOME DIRECT COMPANY





ILIAD

Institute for Leadership, Innovation,
Advancement and Development



No Brainer Learning Facilitators

An ILIAD Talent Development Program



Orange FUEL

Forward-thinking, Uplifting & Engaging Leaders
An ILIAD Talent Development Program



7 effective practices

1. CEO's priority
2. Leaders as Learning Facilitators
3. Focus on context and content
4. Process vs. program
5. Measurement beyond Kirkpatrick
6. Brave and challenging exercises
7. Aligned with 1:1, Development blueprints, talent planning, performance reviews and compensation





Derartu Tulu

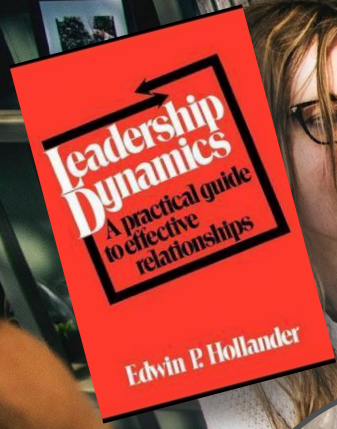
Paula Radcliffe



www.universalsports.com








3 leadership effectiveness components

Leader

Situation

Team
Member



- 
- A woman with curly hair, wearing a light-colored blazer over a teal top, stands in front of a large blackboard covered in colorful sticky notes. She is smiling and gesturing with her hands. In the foreground, the backs of two people's heads are visible as they sit at a table, looking towards the presenter. The setting appears to be a modern office or meeting room.
1. **Phygital solutions**
 2. **Processes not Programs**
 3. **3H Coaching**

Three Practical and Applicable
Ideas







A group of 15 diverse individuals, including men and women of various ages and ethnicities, are posed together in a studio setting. They are all smiling and looking towards the camera. The group is arranged in two rows, with some people standing slightly behind others. The background is a plain, light-colored wall. The lighting is bright and even, highlighting the subjects' features and clothing. The overall mood is positive and inclusive.

insidetrack,

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