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いう状態だったかといえば、「自分にふさわしい場だと感じやすく、決定権があり、意見を聞いてもらえるのは男性と白人だった。経営陣に占める割合が著しく過大なのも、男性と白人の従業員だ」

24 “The STEM Struggle,” Mark Reggersによるインタビュー、3M Science of Safety, 2018 年 11 月 12 日。 https://3mscienceofsafety.libsyn.com/episode-18-the-stem-struggle.

25 3Mにはデータをもとにしたプログラムとして「インクルージョン・チャンピオン」「インクルージョン・チーム」というものがあり、会社の「社員リソースネットワーク（ERN）」と密に協力しながらDEIの質が保たれるようにし、地理的な文化も職場の文化も超えて、会社全体で従業員とリーダーがインクルーシブに行動し、ダイバーシティの価値を高く認める。その一環としてインクルージョン・チャンピオンやERNのリーダー、最高責任者レベルの経営幹部の間で定期的に会合が行われる。SAPと同じように、同社でもさまざまな場面でSTEM教育をサポートする相当額の投資、たとえば非白人のコミュニティに教育機会を増やすための資金援助を行っている。3Mのエクイティ・コミュニティチームは、事業単位を超えてエクイティとインクルージョンが保たれるようにし、製品開発や政策への支援活動、サプライヤーの多様性推進などの分野で社会正義をサポートするなど各種の任務にあたっている。2020年には、DEIをサポートする役職として、社会正義戦略・イニシアチブ担当取締役と、エクイティ・コミュニティ担当副社長兼チーフエクイティオフィサー、の2つを創設した。同社はダイバーシティのデータを細かく監視していて、2020年度のレポートによると、全社合計で、生産現場以外の就労者の中ではダイバーシティ目標のおよそ50パーセント（うち女性が39.7パーセント、人種・エスニシティの多様性が8.7パーセント、障がい者にかかわる多様性が1.4パーセント、LGBTQ＋が0.5パーセント）を、副社長以上の経営陣ではおよそ70パーセント（うち女性が34.7パーセント、人種・エスニシティの多様性が24.8パーセント）を達成した。さらに取締役会の36.4パーセントが女性である。同社の調査では、従業員の76パーセントが会社に帰属意識をもち、会社の一員として包摂されていると感じていると回答した。“Global Diversity, Equity & Inclusion Report,” 3M, 2020, https://multimedia.3m.com/mws/media/1955238O/3m-global-diversity-equity-and-inclusion-report-2020.pdf.

26 “The STEM Struggle,” Mark Reggersによるインタビュー。

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28 Madeline Bennett, “Black History Month: SAP’s Diversity Chief Busts the Talent Pipeline Myth,” *Diginomica*, February 2, 2021, https://diginomica.com/black-history-month-saps-diversity-chief-busts-talent-pipeline-myth; Emily Chang, *Brotopia: Breaking Up the Boys’ Club of Silicon Valley* (New York: Portfolio, 2018).

29 イギリスではテック系就労者に占める黒人・アジア系・民族的少数グループ（BAME）の割合は、合計で4パーセントしかいないが、ロンドンを拠点としテック業界の多様性拡大に取りくむ非営利団体「カラーインテック」によると、2013 ～ 2014教育年度に科学・工学・技術を学んでいたのは白人より民族的少数グループの学生の方が多かった。現在、当時の学生たちは理論上、STEM関連の職業に就くことができる人材として存在しているはずだ。カラーインテックの共同創業者であるディオン・マッケンジーは、

問題は採用ルートではないという。「私が支援先企業の採用を手伝う際、BAMEの背景を持つ応募者が書類選考の段階すら通過できていない状況を目にします。『一体なぜなのか？』と考えざるを得ません」。Douglas, "Lack of Diversity Increases Risk of Tech Product Failures."

30 "Equity Accelerator," https://accelerateequity.org/.

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34 L. J. Kray and M. P. Haselhuhn, "Implicit Negotiation Beliefs and Performance: Experimental and Longitudinal Evidence," *Journal of Personality and Social Psychology* 93, no. 1 (2007): 49–64, https://doi.org/10.1037/0022-3514.93.1.49. さらにこの研究は実社会にも拡大され、ビジネススクールの学生が交渉に関して持っているふだんのマインドセットを測定し、それらの信念が、失敗に終わることが多い難しい交渉を切り抜ける能力にどう影響するかを検証した。しなやかマインドセット的な信念をもつ者同士の 2 人が交渉すると、交渉が難航してもあきらめず、両者の利害をうまく織り込んだ解決策に到達できる確率が高かった。

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37 Sanford Shugart, 著者によるインタビュー、2020 年 9 月 23 日。

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40 Amy Bosley, ケリー・マドロンによるインタビュー、2020 年 10 月 22 日。

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51 Mara Leighton, "MIT Offers Over 2,000 Free Online Courses—Here Are 13 of the Best Ones," *Business Insider*, February 9, 2021, https://www.businessinsider.com/guides/learning/free-massachusetts-institute-of-technology-online-courses.

第8章

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50 コーネル大学の学生は、能力を証明するプレッシャーを他にも受けている。コーネル大はまちがいなくトップレベルの大学だが、学内にはコーネルがトップグループの最下位だと考えて、アイビーリーグの中でアイビー度がいちばん低い、あるいは「偽アイビー」とまで呼ぶ者もいる。一般に、その意見に賛成する人が引き合いに出すのは、合格率が比較的高い、学部生の入学者が多いといった点から、アイビーリーグの他大学より比較的新しいといった点だ。さらに、高校時代の成績が良くハーバードやイェールなどが本命でコーネルが滑り止めだった学生もいることから、我々から見ればコーネルに受かったのはすごい成果だと思うのに、学生によっては本命の大学に落ちたから入学したのだと考えている。

51 コーネル大学の医療・公衆衛生コミュニケーション学部はその分野で世界最高レベルの学部に数えられ、キャンパス全体でメンタルヘルスを向上させようと、同学部の協力を仰いだ。CAPS（同大学の心理・健康相談サービス）のスタッフも増員し、さらに250万ドルもの資金をこのプログラムに投じた。

52 Nemanja Petkovic, “Top 25 Mental Health Statistics,” Health Careers, May 12, 2020, https://healthcareers.co/college-student-mental-health-statistics/.

53 同上

54 “Average Daily Time Spent on Social Media,” Broadband Search, 2023年5月12日閲覧。 https://www.broadbandsearch.net/blog/average-daily-time-on-social-media.

55 *The Social Dilemma*, directed by Jeff Orlowski-Yang, Exposure Labs/Argent Pictures/The Space Program, 2020.（『監視資本主義：デジタル社会がもたらす光と影』、ジェフ・オーロースキー監督、エクスポージャーラボ／アージェントピクチャーズ／ザ・スペースプログラム製作、2020年）

56 Judith B. White, Ellen J. Langer, Leeat Yariv, and John C. Welch IV, “Frequent Social Comparisons and Destructive Emotions and Behaviors: The Dark Side of Social Comparison,” *Journal of Adult Development* 13, no. 1 (2006): 36–44, https://doi.org/10.1007/s10804-006-9005-0. 同論文にある調査によると、社会的比較を行う頻度が高い警察官は、内集団バイアス〔自分が所属する集団の方が他の集団より優れていると評価し、優遇するバイアス〕がよく見られ、職務への満足度が低い。

57 Fuesting et al., “Growing STEM: Perceived Faculty Mindset as an Indicator”; Canning et al., “STEM Faculty Who Believe Ability Is Fixed”; Muenks et al., “Does My Professor Think My Ability Can Change?”; David S. Yeager, Jamie M. Carroll, Jenny Buontempo, Andrei Cimpian, Spencer Woody, Robert Crosnoe, Chandra Muller, Jared Murray, Pratik Mhatre, Nicole Kersting, Christopher Hulleman, Molly Kudym, Mary Murphy, Angela Lee Duckworth, Gregory M. Walton, and Carol S. Dweck, “Teacher Mindsets Help Explain Where a Growth-Mindset Intervention Does and Doesn’t Work,” *Psychological Science* 33, no. 1 (2022): 18–32, https://doi.org/10.1177/09567976211028984; Canning et al., “Professors Who Signal a Fixed Mindset”; Bian et al., “Messages about Brilliance”; K. Boucher, M. C. Murphy, D. Bartel, J. Smail, C. Logel, and J. Danek, “Centering the Student Experience: What Faculty and Institutions Can Do to Advance Equity,” *Change: The Magazine of Higher Learning* 53 (2021): 42–50, https://doi.org/10.1080/00091383.2021.1987804 ; LaCosse et al., “The Role of STEM Professors’ Mindset Beliefs”; Mary Murphy, Stephanie Fryberg, Laura Brady, Elizabeth Canning, and Cameron Hecht, “Global Mindset Initiative Paper 1: Growth Mindset Cultures and Teacher Practices,” *Growth Mindset Cultures and Practices* (August 27, 2021), http://dx.doi.org/10.2139/ssrn.3911594.

58 *Itzhak*, directed by Alison Chernick, American Masters Pictures, 2018.（『イツァーク 天才バイオリニストの歩み』アリソン・チャーニック監督、アメリカン・マスターズ・ピクチャーズ製作、2018年）

59 “Toby’s Dream,” Perlman Music Program, 2023年5月12日 閲 覧。 https://www.perlmanmusicprogram.org/about-pmp.

60 “Itzhak Perlman Teaches Violin,” MasterClass, https://www.masterclass.com/classes/itzhak-perlman-teaches-violin.

61 Jim Blascovich and Wendy Berry Mendes, “Challenge and Threat Appraisals: The Role of Affective Cues,” in *Feeling and Thinking: The Role of Affect in Social*

Cognition, ed. Joseph P. Forgas (Cambridge: Cambridge University Press, 1999), 59–81, https://books.google.com/books?hl=en&lr=&id=PSiU9wsJ13QC&oi=fnd&pg=PA59&dq=challenge+and+threat+appraisals&ots=ekJs1IuyUL&sig=RUndkRkiwgeTyewnTWpl1hL7DDI#v=onepage&q=challenge%20and%20threat%20appraisals&f=false. ブラスコヴィッチとメンデスは研究の1つで、古典的かつストレスの強い状況として知られる「トリーア社会ストレステスト（TSST）」の改訂版を体験させることで、参加者を「挑戦状態」または「脅威状態」へと誘導した。TSSTでは、参加者は他者から評価される状況下でスピーチを準備・発表し、さらに難度の高い計算問題に口頭で答えなければならない（私にとってもお世辞にも楽しいと言えるものではない！）。しかしその前に、研究チームは参加者に録音された指示を聞かせた。挑戦状態のグループに対する指示では、「全力を尽くし、このタスクを立ち向かい克服すべきものとして捉える」よう促した。一方、脅威状態のグループには、タスクは義務であり、各自の成果が評価されると伝えた。その後、研究チームは一連の計算タスクを実施し、参加者の心拍数と血圧を測定した。計算問題に取り組んでいる間、両グループとも同様に心拍数が上昇した。大きな違いが現れたのは、体内における血流の循環（動員）であった。挑戦状態にあった人々では、有酸素運動時の心肺機能と同じように全身へと血液が行き渡った。この反応は、ストレスフルな状況に対処するための「エネルギーの効率的な動員」を表していた。しかし、人々が脅威状態に置かれた場合には逆のことが起こった。身体は手足からの血流を減らし、胴体（体幹）の中心部へと血液を集めたのである。研究者たちは、挑戦と脅威に対する身体の生理的反応の違いは、本質的には「パフォーマンスを発揮するための準備」か「生き残るための準備」かの違いであることを突き止めた。だが、影響は生理的反応だけにとどまらなかった。挑戦と脅威は、実際に人々の認知能力にも影響を与えたのである。パフォーマンスの面では、脅威グループの人々は解いた問題の数が少なく、解いた問題における正解率も低いという結果になった。しなやかマインドセットにおいては、私たちは困難でストレスの多い状況に対処するための戦略やリソースを自覚し、その状況の要求に応えるためにそれらを結集・活用する。一方で硬直マインドセットの状態では、脅威状態に陥る可能性がはるかに高く、最終的には身体的健康や認知的なパフォーマンスを損なうことになる。なお補足すべき点として、ブラスコヴィッチとメンデスは「こうした評価（脅威か挑戦かという捉え方）を意識的に自覚しているかどうかは、結果にそれほど大きな影響を与えない」と述べている

62 Daniell, *Every Other Thursday*.

63 他人の成功に関連してポッドのもう1つの利点は、弱みをさらして、誰を基準に自分を測定しているか、その人の成功が自分にどう影響するかを率直に話せる点だ。

64 Miller, "Bozoma Saint John Explains Why She Left Uber."

65 Kendra Cherry, "Actor–Observer Bias in Social Psychology," *Verywell Mind*, April 1, 2022, https://www.verywellmind.com/what-is-the-actor-observer-bias-2794813.

66 *Teamistry*, Atlassian, 2023年5月12日　聴　取。https://www.atlassian.com/blog/podcast/teamistry/season/season-1.

67 "Itzhak Perlman Teaches Violin," MasterClass.

68 Simon Sinek, "How Having the Right Kind of Rival Can Help You Thrive in a Changing World," TED, October 15, 2019, https://ideas.ted.com/how-having-the-right-kind-of-rival-can-help-you-thrive-in-a-changing-world/.

69 Daniell, *Every Other Thursday*.

あとがき

1 Humberto R. Maturana and Francisco J. Varela, *The Tree of Knowledge: The Biological Roots of Human Understanding* (Boulder, CO: Shambhala, 1992)（『知恵の樹：生きている世界はどのようにして生まれるのか』ウンベルト・マトゥラーナ＋フランシスコ・バレーラ著、管啓次郎訳、ちくま学芸文庫、1997年）; S. Hirata, K. Watanabe, and M. Kawai. "'Sweet-Potato Washing' Revisited," in *Primate Origins of Human Behavior*, ed T. Matsuzawa (New York: SpringerVerlag, 2001); Tetsuro Matsuzawa, "Sweet Potato Washing Revisited: 50th Anniversary of the *Primates* Article," *Primates* 56 (2015): 285–87, https://doi.org/10.1007/s10329-015-0492-0.