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Implementing Diversity, Equity, Inclusion, and Belonging Management in Organizational Change Initiatives

Abeni El-Amin

IGI Global
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Bilal Najjar El-Amin, words cannot express the impact you have made to diversity, equity, inclusion, and belonging philosophy. May your inspiration provide a beacon for all.

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Table of Contents

Section 2
Diversity and Inclusion in Entrepreneurship, Manufacturing, and Nonprofit Management

Section 3
Implementing Diversity, Equity, Inclusion, and Belonging in Educational Management Practices

Section 4
Social and Diversity Issues

Detailed Table of Contents

Increasing knowledge and understanding of diversity and inclusion is a continuous process. Appropriately, the organizational chief diversity officer (CDO) provides leadership by implementing strategic business and planning process solutions. The CDO's role presents a unique opportunity for organizations to support the CDO with an onboarding and mentoring framework. Additionally, the role of the chief diversity officer is to mitigate workplace stress. Further, the impact of industrial and organizational psychology on cultural assimilation practices in the workforce improves the understanding of behavioral factors of group dynamics. As a result, group dynamics impact diversity and inclusion initiatives. Provided are recommendations to support CDOs in their execution of diversity, equity, inclusion, and belonging initiatives.

CDOs face a multitude of challenges both in academic and corporate settings. As a result, these positions have high burnout and turnover. This chapter examines the history, demography, and environmental settings of the CDO, how the field has evolved, and the status of the practice. The chapter explores and recommends success strategies for newly appointed diversity officers, those entering the field, and considerations for hiring authorities. There are distinct differences between inclusion efforts, antiracism, and how DEIB initiatives are set up in corporations and academia. This chapter attempts to identify problems in the field, examine the current status of DEIB, and offer implications for future practice.

Foreword

It is for the cost of loving this country, of finally feeling like I fit in, like I have found the people to whom I belong.

~Arhm Choi Wild (2019)

It is an honor and privilege to provide this foreword to Dr. El-Amin's collection on this critical focus of diversity, equity, inclusion, and belonging (DEIB). Recently, she contributed a definition for DEIB to a recent text I edited that focused on social justice research methods where she noted organizational efforts "to promote awareness of diverse racial, ethnic, and cultural identities within diversity, equity, inclusion, and belonging (DEIB) initiatives" do so "with intentionality and a desire for change" (El-Amin, 2022, p. 221). Perhaps most distinct within this definition is the companion of *belonging* included with the now often seen diversity, equity, and inclusion (DEI). This collection tackles these challenging constructs specific to DEIB as related to organizational performance to further inform the recent trends across many organizations to undergo a fundamental shift in focus and intentionality to foster and empower DEIB leadership and action. Without which, these efforts may appear artificial, superficial, and lacking substance. If the workplace is a microcosm of the society-at-large, executive organizational leadership must embrace the advantages of a diverse, equitable, and inclusive workforce, even when concurrently deconstructing their privilege. The beneficial paradox may emerge when they also understand the employee need for belonging and the serendipitous survival and transformation gained through this organizational evolution.

Organizations that embrace DEIB must look through the high-powered lens to examine the hierarchical dominance inherent to the organization. It requires a critical interrogation of these complex, multi-layered, intentional and unconscious, and too-long-held infrastructures that singularly, and sometimes with imminent and predictable resistance, impede actions toward effective workplace DEIB. The authors in this collection provide a variety of perspectives, strategies, and activities that may allow contemporary organizations to take these steps toward diversity and inclusivity and deconstruct the policies and practices that have upheld them for far too long. These efforts require action beyond employee diversity training and conceptual understanding as organizational performance cannot be impacted by special projects and an annual video training course. Instead, we have come to know from the research that the initiatives must be led by executive leadership who effect substantive over cursory change that can lead to measurable performance improvement. These changes typically involve leaders with a depth of DEIB knowledge and human resource leaders ready to address the demanding philosophical and hierarchical changes needed organizationally and stand prepared and equipped to aid organizational leadership to enact significant and necessary change.

Solutions to accomplish vibrant organizational DEIB that fosters a safe, inclusive, and productive workplace, specifically to seek improved organizational performance as a motivation to do so, remain in the debate between scholars and practitioners, academic perspectives, and executive leadership. Yet, these disparate and debated perspectives may likely agree on stakeholder engagement with DEIB across the rich field from which to greenstart many DEIB initiatives and gather organizational data to inform changes and continued action needed for change. For if these changes are to be enacted and sustained, stakeholders must have their voice restored be able to share uncomfortable, even treacherous organizational experiences. Leadership must acknowledge that the lack of inclusivity, equity, and diversity has impeded stakeholder sensemaking and sense of belonging: indeed, no easy process to navigate for any organization but vital more than ever. Congratulations to Dr. El-Amin and the chapter authors for bringing light to better envisage these essential organizational needs.

Fortunately, the chapters in this collection highlight this continued debate and ongoing organizational challenges to offer research-based solutions and recommendations to improve DEIB within these workplace environments. This collection focuses on the various research into both the individual and collective examination of diversity, equity, inclusion, and belonging, as well as multi-faceted change management initiatives, strategic management, collaborative leadership needs and actions, DEIB-specific executive leadership, organizational learning and development, organizational and shared leadership, and stakeholder engagement, development, and deployment:

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Robin Throne*'s research agenda considers doctoral researcher positionality/agency and voice/land dispossession from various social justice research approaches. She is the author of Autoethnography and Heuristic Inquiry for Doctoral-Level Researchers: Emerging Research and Opportunities (IGI Global Research Insight Series, 2019) and editor for three IGI Global collections: Practice-Based and Practice-Led Research for Dissertation Development (2021), Indigenous Research of Land, Self, and Spirit (Advances in Religious and Cultural Studies Series, 2021), and Social Justice Research Methods for Doctoral Research (Advances in Information Quality and Management Series, 2022).*

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Preface

AN OVERVIEW OF THE SUBJECT MATTER

Implementing Diversity, Equity, Inclusion, and Belonging Management in Organizational Change Initiatives is an indispensable reference source that provides an interdisciplinary perspective of how issues and challenges pertaining to Diversity, Equity, Inclusion, and Belonging Management (DEIB) affect organizational performance. Additionally, there has been a fundamental shift in the importance of DEIB initiatives in organizations. Further, as leaders navigate change management, they must ask themselves critical questions: what went right, wrong, and what can be improved? Leaders must encourage stakeholders' to openly share their experiences when DEIB issues arise. Leaders may find challenges engaging stakeholders' due to a myriad of concerns yet must institutionalize, implement, execute, and review DEIB initiatives to ensure organizations are safe, inclusive, and productive. Likewise, leaders must recognize that stakeholder engagement is valuable, not an obstacle when trying to alleviate challenges in change management initiatives. Through well-organized change management development, DEIB issues are dismantled. The ability of leaders to provide DEIB solutions is critical for creating an organizational culture of equity, equality, belonging, inclusion, and shared responsibility. This text highlights research on topics such as diversity, equity, inclusion, and belonging (DEIB), change management, collaborative leadership, DEIB leadership, organizational development, organizational leadership, strategic management, shared leadership, and stakeholder development.

The purpose of this book is to highlight diversity, equity, inclusion, and belonging (DEIB) as a key process indicator (KPI) for organizational diversity sustainability, which includes diversity stakeholder recruitment, retention, management, and leadership (Rothaermel, 2021). Provided is in-depth review of organizational diversity stakeholder mobilization as a focus, issues, trends, and strategies for effective practice in diversity stakeholder management (Cletus et al., 2018). Organizational diversity stakeholders are individuals who support and embody a diversity, equity, inclusion, and belonging (DEIB) organizational culture.

DIVERSITY STAKEHOLDER MOBILIZATION IN THE WORLD TODAY

Diversity stakeholders are a significant asset to organizational DEIB initiatives. The capacity to meet organizational mission, objectives, and targets relies on the adequacy of leadership in direct or indirect support (Cueva, 2020). However, fostering a DEIB culture is not without direct cost and use of monetary and non-budgetary resources. Given the difficulties related to cultivating, planning, and managing

DEIB; organizations must receive training to support employees (Rabl et al., 2020). As a result, using a developmental framework, diversity stakeholder mobilization plans bolster DEIB program initiatives by categorizing organizational stakeholders (employees, leaders, and Board members) in the following phases of development (exemplary, proficient, developing, needs intervention). Identifying the level of stakeholder engagement occurs during bi-annual performance appraisals (Ekpe et al., 2015). Furthermore, issues related with planning and supervising diversity initiatives include all employee stakeholders (Cletus et al., 2018). Moreover, there are clear advantages for organizations that establish a diversity stakeholder mobilization plan to include employee resource groups (ERGs), ally, and mentorship engagement.

With the increasing popularity of DEIB initiatives, the requirement of diversity initiatives has become more prominent than ever. Segmenting diversity stakeholders necessitates best practice in diversity stakeholder management (Rothaermel, 2021). This prompts organizations to emphasize structured, targeted, and appropriate diversity stakeholder programming. Additionally, organizations can effectively partner with DEIB consultancy organizations to accomplish objectives and meet goals by building capacity through diversity stakeholder planning and training. Often, organizational departments compete for monetary resource. As a result, this creates rivalry, yet many departments must collaborate to increase a culture of diversity. For instance, departments may compete with one another to increase performance capacity (Ekpe et al., 2015). Unfortunately, the quantity of organizational diversity stakeholders is not expanding at a tantamount rate, so inspiring diversity stakeholders requires strategy (Madu, 2013).

Fostering a culture of diversity permit organizations to capitalize on the values of organizational diversity (Ciulla, 2020). For example, organizations or causes that need diversity stakeholders assist individuals encountering hostile work environment issues (Cletus et al., 2018). Further, those who are interested in diversity align with those they identify with or by participating in ERGs, ally, and mentorship initiatives. As result, this opens doors for a spirit of belonging, which also increases diversity stakeholder recruitment.

Recruiting Diverse Stakeholders

Recruiting organizational diversity stakeholders requires building relationships. Diversity stakeholder recruitment demands that organizations use market-based strategies to provide evidence-based benchmarks to improve the context of its diversity initiatives and relationships with diversity stakeholders. The goal of relationship diversity stakeholder promotion builds upon the premise of developing diversity stakeholder campaigns with a focus on quality. Diversity stakeholder-based satisfaction surveys provide insight into employee's needs, wants, and desires to increase diversity retention (Rabl et al., 2020). This allows diversity professionals to understand the most relevant aspects for employee engagement. Conversely, relationship management is accomplished by analyzing loyalty, which influences the scope of DEIB plans to best determine diversity stakeholder satisfaction (Rothaermel, 2021).

Diversity stakeholder organizations are keenly aware of the impact of the economic climate so have implemented innovative ways to connect with diversity stakeholders. For instance, organizational strategy in this regard connects to its mission and focused on providing messaging to target all stakeholders (Cueva, 2020). Most importantly, organizations focus its diversity stakeholder recruitment strategy by implementing media strategy because diversity stakeholders' necessities, desires, and practices consistently evolve (Madu, 2013). This practice allows organizations to maintain competitive advantage. Regarding an organization's strategic perspective, competitive advantage gained by an organization's reputation and diversity stakeholder experience. In being strategic, leaders must establish a clear framework of evaluation for how DEIB experiences impact competitive advantage by developing a strategic diversity stakeholder strategy (Madu, 2013). As such, diversity stakeholder organizations and organizational leadership directly impacts how their organization is perceived by employees (Rabl et al., 2020).

Quality management of diversity stakeholders is an approach to achieving and sustaining high quality output; thus, emphasizing inputs (management practices) rather than outputs (quality performance) (Ekpe et al., 2015). Further, competitive advantage factors that lead to greater diversity stakeholder satisfaction are an organization's focus on the following metrics: strategic diversity stakeholder market plan development (planning, development, and assessment); performance excellence (performance management, program succession planning, professional development, diversity stakeholder engagement); organization design, workforce strategy, and the ability to adapt to internal/external changes (Ekpe et al., 2015).

Managing Diverse Stakeholders

Managing diversity stakeholders requires that organizations take an inventory of organizational needs. Organizational leadership must work with all staff when conceiving tactics for enlisting diversity stakeholders to fit organizational needs. Assessing organizational diversity stakeholder capabilities requires inspiring employees in this vein (Rabl et al., 2020). Organizational leadership must provide insight into how diversity stakeholders impact business needs and organizational capacity. Likewise, organizations must evaluate and track the success of their diversity stakeholder initiatives to ensure that their expectations and needs met via a DEIB dashboard. When organizations inspire diversity stakeholders to become passionate about their mission it adds to the appeal of the organization and expands a genuine interest for DEIB (Cueva, 2020).

DEIB Stakeholder Initiatives

A distinction regarding "formal" diversity initiatives (Board or long-term) and "casual" diversity initiatives (short-term or project-based) and the connection between these aspects of diversity strategic planning provides alignment in programming. Formal and casual diversity initiatives are interrelated. For instance, the resources of individual diversity stakeholders (financial, time, and professional capacity) are key determinates in the level of support sustained. The ability of organizations to connect with diversity stakeholders is an important aspect of employee engagement and improves the probability of both kinds of initiatives success within organizations (Rabl et al., 2020). Notwithstanding, human capital improves the probability of formal diversity initiatives instead of casual. Equally, organizations typically need diversity stakeholders to build capacity and welcome diverse employees as a prolific means of inspiration. Finally, the involvement of organizational leadership in diversity stakeholder recruitment is crucial in diversity stakeholder recruitment strategies and plans.

The Role of Human Resource Management

Diversity stakeholder management as influenced by traditional human resource practices, emphasizes the impact of diversity stakeholders by focusing on their intersectionality (Rothaermel, 2021). How organizational leadership and staff interact with diverse employees is important. Human resource provides oversight as organizations are liable to societal mores, laws, and responsible for the psychological health and safety of employees, suppliers, and customers. As a result, individuals must adhere to the organizational culture; therefore, human resource practices and standards must extend to diversity stakeholder management to supplement established HRM norms to achieve an ideal organizational culture. Likewise, DEIB standards create well-developed diversity stakeholder initiatives. For example, uniformity of procedures, established duty toward diverse employees, clarity of roles, belonging, and acknowledgment of equal employment opportunity (EEOC) compliance.

The principle of diversity stakeholder management practices separates effective from ineffective initiatives (Rothaermel, 2021). Alternatively, structural strategic human resource management theories suggest that organizations make DEIB program decisions based on how organizational circumstances dictate the applicability or efficacy of diversity stakeholder procedures. Best practices in diversity stakeholder management are contingent on the adoption of diversity stakeholder recruitment, retention of diversity stakeholders, and the net benefit that diversity stakeholders bring to organizational operations (Rothaermel, 2021). In the end, intentional management practices offer a clear conception of how diversity stakeholders impact the context of internal and external environments.

Recruiting Diversity

Organizations must hire diverse staff. Successful organizations recruit a homogenous diversity stakeholder base to encourage innovation, corporate social responsibility (CSR), and increase performance (Ekpe et al., 2015; Aithal, 2016). To improve reach and adequacy, developing diverse stakeholder pools is increasingly significant. Further, organizations must create communication strategy that provides clear messaging and usage of diversity recruitment techniques to address organizational diversity objectives (Killingsworth, 2012).

From an administrative point of view, a function of organizations is to manage employees (Jonsen et al., 2021). Leaders must understand what persuades individuals to engage as diversity stakeholders and how to increase employee satisfaction and belonginess (Rabl et al., 2020). Appropriately, distinguishing diversity stakeholder inspiration requires conducting evaluations to determine diversity stakeholder engagement and satisfaction. When motivation of diversity stakeholders is distinguished, organizations are more likely to accommodate employees. In addition, when organizations understand what drives diversity stakeholders, they are more likely to place employees in roles that are meaningful and provide direction to improve diversity alignment, satisfaction, and belonging.

Diverse Stakeholders: Return on Investment (ROI)

There are expenses to diversity stakeholder management, yet there are advantages of organizations to recruit, develop formal/informally, and board diversity stakeholders (Rothaermel, 2021). The Social Return on Investment (SROI) distinguishes evidence of social returns regardless of monetary expenditures. The "SROI of diversity stakeholders" provides a powerful tool for organizational organizations by improving productivity and manageability. The SROI approach is based upon organizations adhering to an organized diversity stakeholder program that includes a strategic plan to include diversity recruitment, retention, management, engagement, satisfaction, leadership procedures; communication channels, and diversity stakeholder crisis plans (Killingsworth, 2012).

Conclusion

Given the circumstances surrounding DEIB; organizations should promote the significance of diversity, which also increases diversity stakeholder engagement. In this way, all stakeholders understand their role in the organization and the value of a diverse organizational culture. Therefore, organizations need to explicitly clarify requirements of diversity stakeholders. When diversity stakeholders feel they are genuinely appreciated and have responsibility for initiatives in the organization, engagement improves. Subsequently, DEIB strategy provides meaningful experiences to support the organizational mission and public relations. Indeed, an organization's success hinges upon its recruitment and retention of diverse stakeholders (Cueva, 2020). Diverse stakeholder participation ebbs and flows based on intrinsic and extrinsic circumstances. Further, organizations support diversity for reasons other than altruistic.

ORGANIZATION OF THE BOOK

The book is organized into 15 chapters. A brief description of each of the chapters follows:

Chapter 1 identifies the existing challenges of Increasing knowledge and understanding diversity and inclusion is a continuous process. Appropriately, the organizational Chief Diversity Officer (CDO) provides leadership by implementing strategic business and planning processes solutions. The CDO's role presents a unique opportunity for organizations to support the CDO with an onboarding and mentoring framework. Additionally, the role of the chief diversity officer is to mitigate workplace stress. Further, the impact of industrial and organizational psychology on cultural assimilation practices in the workforce improves the understanding of behavioral factors of group dynamics. As a result, group dynamics impact diversity and inclusion initiatives. Provided are recommendations to support CDOs in their execution of diversity, equity, inclusion, and belonging initiatives.

Chapter 2 establishes the need for Chief Diversity Officers (CDOs), which face a multitude of challenges both in academic and corporate settings. As a result, these positions have high burnout and turnover. This chapter examines the history, demography, and environmental settings of the CDO, how the field has evolved, and the current status of the practice. The chapter explores and recommends success strategies for newly appointed diversity officers, those entering the field, and considerations for hiring authorities. There are distinct differences between inclusion efforts, antiracism, and how DEIB initiatives are set up in corporations and academia. This article attempts to identify problems in the field, examine the status of DEIB, and offer implications for future practice.

Chapter 3 takes philosophical orientation of social identities, which create distance and obstacles in communication among members of different cultural groups in organizations. Past research suggested that an inclusive cultural identity can help reduce the negativity among groups. An interview study with participants (N=20) from both China and the United States was included to demonstrate the effects of the inclusive cultural identity on reducing communication disconnect in intergenerational communication. The study explored roles of generational identities in communication between the Millennials and Baby Boomers in organizations using social identity theory. The results revealed that Chinese participants had a stronger national cultural identity than their American counterparts. The stronger national cultural identity weakened subcultural differences based on generational identities and reduced the intergroup negativity. Based on the findings of the study, the chapter gave some practical suggestions for leaders to enhance intergroup communication in diverse organizations.

Chapter 4 reviews the role of diversity, equity, inclusion and belonging work, which is an important element of organizational change in the last several years. However, there is much to critique as organizations struggle to see collective growth away from performative action, and towards authentic internal change that is fully embodied from the top down. This chapter describes the importance and process of growth in educational leaders seeking to invest in the work of diversity, equity, Inclusion and Belonging. The purpose of this chapter is to provide guidance to educational leaders and consultants who see authentic ways to promote DEIB work and adult learning that fosters real results in DEIB. The chapter describes practices and ways of being, or a posture of authenticity that educational leaders should adopt if they want to see true organizational change within their professional community.

Chapter 5 reviews intellectual humility as an underused concept in leadership and management. However, the COVID-19 pandemic has elevated the role of humility in leadership and human resource management practices in terms of building an engaging, diverse, and inclusive workplace. One reason for the low engagement level among U.S. employees based on a recent Gallup annual survey is the perceived lack of intellectual humility among leaders and managers alike, which subsequently inhibits the initiation and utilization of shared leadership in teams. In addition, disengaged employees were found to be less likely to display honesty and humility in their interactions with others, suggesting a workplace culture of destructive disagreement and distrust. This chapter provides an evidence-based discussion about the need for leaders to adopt and foster intellectual humility to effectively manage their work groups to improve talent retention, employee engagement, and building an organizational culture of diversity, equity, inclusion, and belongingness.

Chapter 6 presents an analysis of issues and concerns of organization resilience and its implications on organizational structural construct based on a framework for elements for reliability, safety, and deployment of organizational resources. It is assumed that theoretical and empirical studies in organizational resilience have limited contributions on the concepts of high-reliability organization applied to a diversity of entities and with a variety of characteristics. The method employed is the analytical reflective of the theoretical and empirical literature review. This study concludes that the emerging concept of organizational resilience confirms that the creation and development of an organizational resilience framework for structural construct can be supported by elements based on flexibility of organizational culture, organizational safety and reliability, the promotion elements, and the deployment of organizational resources.

Chapter 7 addresses DEIB strategy consisting of theories, concepts, and methods that managers can use to ensure their organizations are profitable and experience long-term growth. DEIB strategy helps general managers (as opposed to functional managers whose responsibilities focus on one function such as finance, production, marketing, human resources, and information technology) make better decisions that will improve their organization's competitive position and create value for its key stakeholders. This chapter provides managers and leaders a perspective on organizations, both within and outside of the for-profit business world. Strategic thinking applies to organizations regardless of their activities. This research introduces DEIB leaders to the main theories, concepts, and models of strategic analysis and their role in strategic diversity management practice.

Chapter 8 aims to analyze socio-intercultural entrepreneurship as a capability building and development framework. The analysis departs from the assumption that entrepreneurship is a cultural embedded concept, although the intercultural category used in entrepreneurial studies has not been founded on a conceptual, theoretical, and empirical basis. Based on this existing research gap, the literature addresses the main issues of socio-intercultural entrepreneurship focusing on capability building and development in a situational context and is also environment-oriented. The methodology used are exploratory and analytical tools. Socio-intercultural entrepreneurship competence is highly related to be situational context and environment-dependent on awareness and understanding of cultural differences.

Chapter 9 analyses critical issues identified with reconciling parity in supplier diversity initiatives. Supplier diversity programs (SDP) are an instrument utilized to facilitate the process. This endeavor analyzes the best techniques to develop diversity, equity, inclusion, and belonging (DEIB) strategy to develop manufacturing suppliers. Moreover, quality control frameworks for developing supplier diversity programs in manufacturing necessitates strategic planning, which is necessary to support supplier diversity initiatives. For instance, questions that supplier diversity managers must ask, does the company have an existing minority supplier program? If so, what are its pros, cons, and evaluative measures? If not, why hasn't there been a supplier diversity program or why is it now defunct? Moreover, supplier diversity managers must develop, safeguard, and sustain supplier diversity programs by gaining support from leadership, create policy (institutionalize), and tie the SDP to organizational performance metrics.

Chapter 10 reviews issues of understanding how adults learn could help nonprofit leaders more effectively attract and engage stakeholders and supporters of diverse backgrounds. Without clients, volunteers, and donors, nonprofit organizations cease to exist. Authentic connection with potential stakeholders is critical. In the nonprofit field, all outreach efforts—client events, volunteer opportunities, grant applications, and board meetings—are an opportunity to educate the audience about a mission, critical needs, and ways to engage in social impact activities. This chapter seeks to provide nonprofit leaders with an introduction to applying transformative learning principles to their work to deeply connect with and engage supporters of various backgrounds. The first section offers an overview of transformative learning for adults, followed by direct application of select tenets to stakeholder engagement. Each subsection includes a scenario with a suggested application of the transformative learning framework.

Chapter 11 presents Inclusion, Diversity, Belonging, Equity, and Accessibility (IDBEA) as foundational principles in learning, required to create a meaningful experience for students, faculty, and staff. The purpose of this chapter is to define the core elements of inclusion, diversity, belonging, equity, and accessibility, and to describe how each component impacts the student experience in higher education. Academics are only one measure of student achievement. Here, the authors present a review of current literature focused on the intersectionality of historically marginalized and underrepresented groups, and the role that faculty and staff play in creating a culture of empowerment for student success. Results show that the more engaged faculty and staff are in cultivating an authentic campus life culture, the more empowered higher education learners will be to not only complete their programs of study but do so in a way that empowers them to work toward future career accomplishments.

Chapter 12 presents a model to improve the online teaching effectiveness of K-12 Science, Technology, Engineering, Arts, and Mathematics (STEAM) educators who teach underrepresented minority (URM) students. Further, K-12 institutions must consider the imperative by creating a STEAM Professional Advocacy Network (SPAN) through which the online teaching effectiveness of K-12 STEAM teachers is improved. Ultimately, SPAN seeks to broaden the participation of URM students in STEAM from high-need, racially diverse learning environments nationwide. There is an initiated three-phase process through SPAN that begins with a pre-launch phase to convene an advisory board. The three phases of SPAN are program implementation, convene, and refinement. Educational leaders are accountable for the well-being of teachers and student achievement, and this model adapts to continuous improvement efforts for K-12 organizations.

Chapter 13 indicates how diversity, inclusion, equity, and belonging (DIEB) are not consistently and systematically assessed at Historically Black Colleges and Universities (HBCUs). Moreover, when HBCUs do engage in DIEB work, it often reflects the efforts of Predominately White Institutions (PWIs). This chapter focuses on how DIEB manifests at HBCUs and its practice within its unique historical and educational context. Moreover, this chapter explains how DIEB is employed at HBCUs. In addition, we make the case how HBCUs can engage in DIEB work by addressing issues involving LGBTQIA, developing policies that foster gender equity, and cultivating spaces for non-black students to become successful and embraced at HBCUs. In conclusion, the authors argue that HBCUs ought to employ a fifth rail in this work called liberation that centers the work of DIEB and addresses internalized racism to bring about a truly liberated space.

Chapter 14 presents an overview of the various challenges to overcoming racial disparities of minority groups in Arkansas. This chapter focuses on the efforts that have gone into education, lack of funding, discrimination, racial disparities and the justice system through guidelines and reform both at the state and federal level. Recommendations for policy reform that will benefit the minority groups of Arkansas. Arkansas' minority groups are chosen for this chapter because Arkansans, often, out of all the states in the south, have traditionally failed to benefit from access to privileged groups, political elites and the programs that would lift them from despair so that they may have access to those programs and institutions that would enable them to lead more productive lives.

Chapter 15 concludes by investigating how COVID-19 exposed a wide range of challenges hidden unnoticed in the promise of digital education. Digital education was once promised as the grand equalizer of access and inclusion in education. However, the massive deployment of digital tools in the educational realm during COVID-19 provided significant counterevidence to this promise. If education is a fundamental right and if digital technologies are the only way to gain access to education, it is important that these technologies be made available to everyone for effective use. However, as COVID-19 would demonstrate to us, this has not been the case. There have been stark and widespread inequities in the availability and quality of digital technologies for education, and the need for purposeful efforts to bridge the gap was felt prominently. In the backdrop of COVID-19, this chapter identifies some of the key equity issues and propose solutions to address them.

The book is an indispensable reference source that provides an interdisciplinary perspective of how issues and challenges pertaining to Diversity, Equity, Inclusion, and Belonging Management (DEIB) affect organizational performance. As leaders navigate change management, they must ask themselves critical questions: what went right, wrong, and what can be improved? Through well-organized change management development, DEIB issues are reduced. The ability of leaders to provide DEIB solutions is critical for creating an organizational culture of equity, equality, belonging, inclusion, and shared responsibility.

This text highlights research on topics such as diversity, equity, inclusion, and belonging (DEIB), change management, collaborative leadership, DEIB leadership, organizational development, organizational leadership, strategic management, shared leadership, and stakeholder development. This book is ideal for Chief Diversity Officers (CDOs), DEBI professionals, organizational leaders, human resource professionals, scholars, business professionals, and students.

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Section 1

Diversity and Inclusion in Organizational Development and Performance

Chapter 1
Organizational Climate Change:
Diversity, Equity, Inclusion, and Belonging

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ABSTRACT

Increasing knowledge and understanding of diversity and inclusion is a continuous process. Appropriately, the organizational chief diversity officer (CDO) provides leadership by implementing strategic business and planning process solutions. The CDO's role presents a unique opportunity for organizations to support the CDO with an onboarding and mentoring framework. Additionally, the role of the chief diversity officer is to mitigate workplace stress. Further, the impact of industrial and organizational psychology on cultural assimilation practices in the workforce improves the understanding of behavioral factors of group dynamics. As a result, group dynamics impact diversity and inclusion initiatives. Provided are recommendations to support CDOs in their execution of diversity, equity, inclusion, and belonging initiatives.

INTRODUCTION

Implementing Diversity, Equity, Inclusion, and Belonging (DEIB) in organizational change initiatives is an indispensable strategy to improving organizational performance (Adejumo, 2020). Additionally, there has been a fundamental shift in the importance of DEIB initiatives in organizations. Further, as leaders navigate change management, they must ask themselves critical questions: what went right, wrong, and what can be improved? Leaders must encourage employees to openly share their experiences when DEIB issues arise (Anderson et al., 2017). leaders may find challenges engaging stakeholders due to a myriad of concerns yet must institutionalize, implement, execute, and review DEIB initiatives to ensure organizations are safe, inclusive, and productive (Creary et al., 2021). Likewise, leaders must recognize that stakeholder engagement is valuable, not an obstacle, when trying to alleviate challenges in change management initiatives. through well-organized change management, DEIB issues dismantle. further, the ability of leaders to provide DEIB solutions is critical for creating an organizational culture of equity, equality, belonging, inclusion, and shared responsibility.

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Indeed, the social and political changes of this era have created a climate change and fundamental shift in how businesses view the impact of DEIB in the workplace. additionally, when leaders make significant, sustainable changes utilizing communication abilities, envisioning, conflict management skills, servant leadership, and innovative DEIB initiatives, organizational performance increases. simultaneously, essential change management processes and principles are vetted by organizational stakeholders. Further, change management relies on expertise instead of antidotal evidence.

Consequently, leaders must not rely heavily on anecdotal evidence as it does not always reflect DEIB realities. Key principles of generally accepted change models (GACM) (ADKAR Change Management Model, Bridges' Transition Model, Deming Cycle (PDCA), Kotter's Theory, Kübler-Ross Change Curve, Lewin's Change Management Model, McKinsey 7-S Model, Maurer 3 Levels of Resistance and Change Model, Nudge Theory, and Satir Change Model) form insightful analysis of DEIB change processes, advancing an integrative scope of what is known, challenged, unconfirmed, and underutilized in change management.

Ways Employees are Affected By Hostile Work Environments

Organizations must manage the psychological, physical, and emotional stress levels of their employees. Notwithstanding, negative consequences often arise when employees experience stress due to hostile work environments. Training helps employees define a hostile work environment, implicit bias, and microaggressions (Creary et al., 2021). For instance, employees must understand that when they make offensive comments, whether they think it is a microaggression or not is a matter of perspective, situational, and based on how the comment makes others feel. As a result, attention to team building ensures employees work well together and clearly understand organizational ethos, culture, and structure (Anderson et al., 2017). Likewise, utilizing employee's suggestions defines how and if employees will engage in stress management programs.

The Role of Leaders in DEIB Management

Organizations must hold leaders and human resource functions accountable for improving the DEIB dashboard; hiring Chief Diversity Officers (CDOs) or Directors to manage the process, develop human resource policy to ensure recruiting, hiring, promotion, retention, and succession of diverse staff; incorporate employees into the DEIB planning process by creating employee resource groups (ERGs), provide an ombudsman structure, and finally implement authentic and sustainable programs that work. Further, cookie-cutter DEIB training is not effective. Training is the vehicle to leverage DEIB performance. By optimizing the experiences of those in the organization with guided expertise, DEIB initiatives are more apt to improve. Moreover, there are opportunities to re-train individuals who do not see the value of DEIB. An effective strategy to introduce "hostile work environment mitigation" training to individuals who have experienced a limited number of cultures is to schedule regular training that consists of in-person (50%), practical scenario-based (25%), and computer-based training (CBT) (25%). Another effective strategy is to diversify DEIB programs comprised of services, training, allies/support, and employee resource groups (ERGs) to maximize change.

Further, the CDO guides the senior executive leadership team in developing a culture that champions inclusion. The CDO partners with organizational leadership, human resources, industrial psychologists, organizational development, operations, and training and development. The objective is to implement succession plans that include a diverse talent pipeline, leverage data analytics to drive outcomes, and reinforce accountability throughout the organization. Moreover, the CDO analyzes and reports diversity data and research trends to ensure innovative solutions and integration into organizational ethos, programs, and practices.

DEIB training requires continuous improvement. Therefore, increasing knowledge and understanding of diversity and inclusion is a continuous process. Further, the mitigation of hostile work practices must be an objective of training and development for organizational change management. For instance, DEIB training helps organizations improve both workplace culture and financial results. Organizations can maximize return on investment through DEIB strategic management. Leaders must use a no-tolerance policy regarding hostile work environments as they impact profitability and organizational culture. This ethos starts with leadership and HR. The benefits of well-managed organizations that value employees with respect, inclusion, and equity directly correlate to improved organizational outcomes, corporate social responsibility (CSR), productivity, and revenue streams (Creary et al., 2021).

A CHIEF DIVERSITY OFFICER (CDO) ONBOARDING AND MENTORING FRAMEWORK

The Diversity, Equity, Inclusion, and Belonging (DEIB) Professional or Chief Diversity Officer (CDO) provides strategic direction for organizations (Stanley et al., 2019). In the larger societal context of employment discrimination, the emergence of effective diversity programs is timely. Hence, the goal of a CDO is to develop internal and external stakeholders who are aware, educated and committed to the nature, extent, and impact of barriers within the organization and society (Jones et al., 2018). Lack of awareness limits organizations' economic, technological, and individual advancement (Aamodt, 2015). Thus, the purpose of the CDO is to increase the recruitment, training, promotion, and retention of a diverse staff. The reduction of systemic, structural, organizational, institutional, cultural, and societal obstacles is needed to promote DEIB. Acknowledging obstacles helps to eliminate them through increased awareness and execution at the organizational leadership level. DEIB strategies combine with evidence-based, data-driven approaches leading to measurable key process indicators (KPIs) and outcomes. Participants of DEIB programming learn to eliminate barriers and proactively strengthen organizational culture.

Assessment of Need

Indeed, inequity and underrepresentation are barriers to social-economic attainment. DEIB has a symbiotic but complicated relationship in society (Stanley et al., 2019). This impediment is a result of the existing social order in which dominant groups subjugate others in society. This social order is also mirrored in organizational structures and leadership positions where leadership projects cultural influence (Adejumo, 2020). Inequity profoundly affects all, but particularly minorities within societal structures. Many studies have found that organizational DEIB issues are prevalent globally (Creary et al., 2021).

Consequently, minorities may feel inadequate while working in organizations. Critically analyzing the role of leadership in DEIB increases organizational performance. Additionally, adopting workplace equity programs leads to organizational performance. Notwithstanding, diversity describes the multiple identities represented in an organization (Branscombe & Baron, 2017). Inclusion denotes that everyone's ideas and perspectives are included in the process. Equity recognizes that inequity occurs and seeks to redistribute power. Belonging is an amalgamation of diversity, inclusion, and equity where individuals feel comfortable. Diversity is important because employees and customers are not monolithic (Aamodt, 2015). As a result, individuals make up a multiplicity of cultures and identities, bringing innovation, dynamism, and context to an organization (Groysberg et al., 2018).

CDO Core and Functional Competencies

Acquisition and integration of organizational knowledge are necessary for CDOs to function in their role. The establishment of internal and external working relationships is vital to organizational development. Situational analysis and needs assessments are integral to understanding employee, organizational, and stakeholder dynamics (Branscombe & Baron, 2017). As a result, outcomes are ascertained through evaluating organizational cultural dynamics (Aamodt, 2015). CDOs must be adept in program analysis to contribute to corporate compliance, public relations, and training and development initiatives. For instance, ascertaining the who, what, when, how, and why elevates organizational objectives and outcomes (Jones et al., 2018).

CDOs acquire strong working knowledge through learned experiences, education, and training. CDOs must be empowered to utilize their acquired knowledge with confidence. Action promulgates leadership support and procedural mandates of organizational policies, procedures, processes, and practices (Branscombe & Baron, 2017). This includes organizational-wide information and DEIB specific information. Leadership must assist CDOs to achieve success by providing a planned CDO orientation with documents and materials, business cards and nametags; system logins and a full spectrum technological orientation overview; structural resources: email accounts, budgets, organizational manuals, and information as requested; and physical resources (office, phone access, furniture, computer, and monitors). The CDO must be physiologically secure in their role (Jones et al., 2018). Indeed, CDOs achieve success by integrating human resource and supervisory practices by thoroughly understanding the contents of organizational employee manuals, functional and organizational staffing charts (present and future state), staff contact listings, and structural, organizational foundations (vision, mission, values) (Creary et al., 2021). Finally, CDOs must navigate the organization's internal technology for their role, intranets, and organizational calendars. Then "get in where they fit in" while also disrupting business as usual to insert DEIB culture.

Administrative Policies and Tactical Activities

CDOs must analyze and understand financial policies and procedures manuals, organization fiscal management, authority and process, and departmental budgeting process about their role (Stanley et al., 2019). Also, implementation guidelines, personnel policies, and procedure manuals help the CDO understand staff roles, scheduling, leave policies, benefits, and performance improvement processes (coaching, counseling, and consequences). CDOs must carry out the following tactical activities for effectiveness. The CDO is a programmatic and strategic role; therefore, the CDO must access the planned position description and departmental staff, learn roles, responsibilities, and review annual employee performance evaluation metrics. Moreover, the establishment of internal working relationships is beneficial. Therefore, the CDO must meet with internal and external stakeholders to learn. Organizational staff members provide invaluable collaboration (Aamodt, 2015). Thus, establishing strong working relationships with stakeholders facilitates interaction and achievement. Leadership must assist the new CDO to achieve success by announcing the new CDO in communications, staff meetings, and immediately including the CDO in the organizational chart, provide the CDO with a staff contact list, introduce the CDO to departmental staff members, and introduce the new CDO to external partners as appropriate (Jones et al., 2018).

Further, CDOs succeed by executing tactical activities and carrying out the following activities: meeting with department staff members and observing them in action. The CDO must meet with program directors to discuss their roles and programs. The CDO also must meet with administrative managers to discuss how their roles and responsibilities related to organizational diversity and inclusion initiatives (Anderson et al., 2017).

Corporate Compliance and Market Analysis

The CDO achieves success by understanding how to reserve and schedule outreach events, review each department and program of the organization, identify leadership for each program, schedule meetings with each department head, schedule community presentations, establish an event calendar, register for any applicable events or conferences, understand policies and procedures (Jones et al., 2018). Understanding the organizational structure, fiscal management, and legal confidentiality is paramount when communicating with stakeholders (Branscombe & Baron, 2017). Moreover, creating or reviewing previous DEIB organizational outreach presentations is a key deliverable. Also, the CDO must understand governmental policies and regulations about their role and organizational mission. Additional goals for the CDO include specific training needs by understanding role expectations, program knowledge, and organizational information. The CDO must complete organizational-specific onboarding training to ensure continuity and effectiveness in their role before launching activities.

The CDO: Providing DEIB Training and Development

The objectives of DEIB training are to help employees acquire advanced knowledge, DEIB tools, and appropriate analytical techniques applicable to DEIB (Stanley et al., 2019). Employees must operationalize DEIB culture through simulations to demonstrate advanced knowledge of present-day DEIB theories and practices (Groysberg et al., 2018). Post-training employees will perform sophisticated DEIB analyses using the appropriate DEIB tools, techniques, and technologies pertinent to various DEIB issues. Employees will acquire the research skills needed to integrate DEIB theories and practices across various business functions (Jones et al., 2018). Employees will be able to conduct rigorous research and apply research-based strategies that integrate theory and practical applications across business functional areas in the context of overall business operations. Employees will acquire the ability to apply an ethical decision-making framework to decisions that have ethical considerations (Aamodt, 2015). Employees will be able to apply ethical reasoning skills and behavior to ethical issues in the workplace. Employees will acquire the ability to collaborate productively and communicate effectively (Branscombe & Baron, 2017). Employees will work in a team environment and effectively communicate recommendations of DEIB analyses guided by exemplary professional standards.

Conducting a Chief Diversity Officer Job Analysis

This description will provide a comprehensive and insightful job description based on the job analysis methodology to include the components, characteristics, and requirements for a Chief Diversity Officer (CDO) job. Additionally, the objective is to analyze job analysis methods and conduct a job analysis for the CDO role. The various steps to conduct a job analysis include Step 1: Classify Tasks Performed, Step 2: Write Task Statements, Step 3: Rate Task Statements, Step 4: Determine Fundamental KSAOs, and Step 5: Selecting Tests to understand KSAOs (Aamodt, 2015).

Description of the Job and Task Analysis

Common job and task analysis methods are the observational, interview, and questionnaire methods (MSG, 2021). The observation method allows the job investigator to observe workers and records all their performed and non-performed tasks, fulfilled and unfulfilled obligations, methods, means, and abilities utilized by that person to perform different obligations and their psychological capacity to deal with difficulties and hazards. Nonetheless, it is the simplest method to examine a particular job yet complex to analyze metrically as individuals have a specific manner of observation (MSG, 2021).

The interview method prescribes that a representative is interviewed, so the person in question formulates their functioning styles, issues reviewed, utilization of specific abilities and strategies while performing their job, weaknesses, and qualms about their role (Branscombe & Baron, 2017). The interview method helps the interviewer understand what precisely an employee thinks about their job and obligations. It includes an analysis of the job by the representative. Interviewing more than one individual within a specific job category allows for a substantive review of the job (MSG, 2021). the questionnaire method is another regularly utilized job analysis method utilized by industrial and organizational psychologists. Workers, managers, and leaders' complete questionnaires to ascertain a specific role's actual and needed functions. Notwithstanding, this method incorporates individual biases (MSG, 2021). To ensure authentic responses received, industrial and organizational psychologists and leaders must convey to the staff that the information gathered will be utilized to their benefit. It is vital to guarantee that their responses will not be used against them (MSG, 2021).

Chief Diversity Officer (CDO) Job Analysis

Step 1: Classify Tasks Performed

The Chief Diversity Officer (CDO) is responsible for partnering with the executive leadership teams and other corporate leaders to create and implement diversity, equality, and inclusion imperatives, programs, policies, and metrics that engage, promote, retain, and attract a diverse workforce to foster inclusion and a sense of belonging. The CDO often partners with human resources.

Step 2: Task Statements

According to Stanley et al. (2019), the CDO's responsibilities include developing and implementing company-wide diversity, equity, inclusion, and belonging programs and policies leveraging macro-trends, research, analysis, and benchmarks across a diverse workforce. Also, partnerships with key stakeholders and internal business partners allow for buy-in, envisioning, and cohesion in execution. Likewise, evaluating existing initiatives, programs, policies, and recommendations promotes a more diverse and inclusive culture and workforce (Groysberg et al., 2018). CDOs serve as the organizational ambassador and subject matter experts who connect with diverse internal and external communities. CDOs align organizational objectives with corporate social equity commitments to engage in communities. CDOs also develop research as thought leaders in diversity and inclusion (Stanley et al., 2019).

CDOs additionally coordinate with the human resources on recruiting and hiring strategies to attract employees from diverse backgrounds, collaborate with organizational development and training and development to create and deliver diversity and inclusion education to elevate inclusion, belonging, and retention initiatives, partner with marketing and communications to develop marketing and communication programs to ensure awareness, outreach, and relevance (Jones et al., 2018). CDOs identify relevant diversity and inclusion partnerships, organizations, events, and vendors. CDOs establish and maintain an internal audit and reporting system to allow proper data management of programs to analyze and monitor program effectiveness. CDOs inform the business of progress and challenges via quarterly reports. They act as the company liaison with governmental agencies regarding affirmative action and equal employment opportunities. CDOs maintain knowledge of diversity-related issues, legislation, and best practices to identify, develop, and build relationships with stakeholders. CDOs influence the organization to apply best practices to drive an inclusive culture, launch, and lead affinity group programs (Groysberg et al., 2018; Stanley et al., 2019).

Step 3: Rate Task Statements

Evaluation of each one of the tasks based on the job analysis method selected. Aamodt (2015) indicated that rated task statements are as follows between frequency and task scale: 0 - Task is not performed as part of this job, 1- Task is seldom performed, 2 - Task is occasionally performed, and 3 - Task is frequently performed. Further, incorporated are the importance of each of the task scale, Unimportant: There would be no negative consequences if the task were not performed or if the task was not performed properly, Important: job performance would be diminished if the task was not completed properly, and essential: The job could not be performed effectively if the incumbent did not properly complete this task.

Step 4: Determine Fundamental KSAOs

Knowledge, skills, abilities, and other characteristics (KSAOs) are the characteristics necessary to accomplish a job (Aamodt, 2015). Knowledge denotes the body of realistic or procedural evidence related to the role, such as knowledge of intracultural communication, de-escalation tactics, and public speaking that a CDO needs to perform their job. Skills relate to the capabilities required to execute tasks, such as psychomotor actions and typing speed precisely. Abilities are related to established aspects that can include cerebral, sensory, and somatic abilities. Other characteristics are behaviors that do not fit into the other classifications, including principles, work preference, temperament, degrees, and endorsements. Knowledge, Skills, Abilities, and Other Activities (KSAOs) ascertain equal opportunity representatives and officers or CDOs from the Occupational Information Network (O*NET, 2021). O*NET is the job analysis system used by the federal government, which superseded the Dictionary of Occupational Titles (DOT).

Step 5: Selecting Tests to Understand KSAOs

Aamodt (2015) indicated that selecting tests to understand KSAOs are methods to choose new employees and include interviews, work samples, ability assessments, temperament tests, reference checks, reliability tests, biographical statistics, and evaluation centers. The importance of elevating organizational sustainability is indicated by performing the job and task analysis for the CDO role within an organization (Groysberg et al., 2018). As such, job analysis is typically led by human resources or industrial psychologists and contains individualized assessments (i.e., examinations, assignments, and observations). The employee rates a combination of contextual assessments and individual duties. Landau and Rohmert (2017) indicated that job analysis could advance employee achievement if performed methodically. Further, job analysis is vital to guarantee risks are mitigated in recruitment, hiring, orientation, ongoing training and development, evaluations, and succession towards organizational objectives.

THE ROLE OF THE CHIEF DIVERSITY OFFICER IN WORKPLACE STRESS MITIGATION

It is in the best interests of organizations to mitigate the stress levels of employees. As a result, negative consequences arise when employee stress levels are dynamic. The Chief Diversity Officer (CDO) role in an organization is meant to support employees and organizational stakeholders in the process. Further, team building ensures employees work well together and understand conflict mitigation, organizational culture, and structure. Similarities between traditional organizations and organizations that specifically focus on diversity, equity, inclusion, and belonging stress management are vast (Adejumo, 2020). The variances between how organizations incorporate the CDO in the implementation of stress mitigation programs are notable. The CDO must work with leadership, employees, human resources, and workplace wellness to establish effective stress mitigation programs.

Stress Management in the Workplace

The ability of chief diversity officers (CDOs) to improve stress mitigation provides insights into the success rates of organizations to improve employee health and wellness (Aamodt, 2015). This research aims to determine health-related outcomes correlated to stress management (organizational structure, training and development, supportive management, appropriate workload, and performance effectiveness). Moreover, performance effectiveness is a critical aspect of efficient workplace management (Creary et al., 2021). Contributors to high workplace stress levels include work pressure, poor organizational structure, and lack of support from managers. Additionally, employee wellness through coaching, I/O psychologist assessment, and development needed to reinforce embedded organizational ethos.

Factors and Consequences of Stress

The problem is that workplace stress often leads to obesity, hypertension, elevated cholesterol, type-2 diabetes, stroke, and an increased likelihood of mortality (Anspaugh et al., 2000). Outcomes for poor health management indicate elevated caloric intake, physical inactivity, smoking, and stress. Workplace stress management programs educate employees and determine rates of perceived well-being. The goal is to encourage employees to engage in healthier lifestyles by making better food choices and increasing physical activity to reduce overall health concerns. Further, when preventive measures are incorporated into daily living, those who suffer persistent stress-related illnesses reported fewer symptoms over time and had better social and societal skills (Anspaugh et al., 2000). Stress management interventions improve the body's functions, advance respiratory and cardiovascular capacity, reduce stress-related illnesses and chronic pain, enhance rest, improve general well-being and personal fulfillment.

Action: Improving Workplace Stress Management

The ability of chief diversity officers to improve stress mitigation provides insights into the success rates of chief diversity officers to connect with employees (Groysberg et al., 2018). This research aims to develop a workplace stress management program directed at chief diversity officers to achieve stress management and performance effectiveness during production or in crises. Preventive health and wellness are characterized and utilized as a health and wellness practice for treating health-related conditions, including stress management in the areas of physical, emotional, spiritual, intellectual, environmental, and social experiences (Ammendolia et al., 2016).

Organizational professionals indicate that production impacts are dynamic concerning the physical, emotional, spiritual, intellectual, environmental, and social stress that workplace responsibilities cause (Ammendolia et al., 2016). Likewise, Anspaugh et al. (2000) determined helpful impacts of health and wellness for organizations. Further, they denoted the advantages of consistent health and wellness practices. Chief diversity officers must be committed and invest in health and wellness benefits for their stakeholders as the health and wellness benefits are exponential. Thus, chief diversity officers need to be educated about the benefits of health and wellness on subordinates. Subsequently, preventive efforts are based on health and wellness programming methodology to alleviate workplace stress, such as mental and physical health seminars to help staff cope with workplace stressors (Ammendolia et al., 2016).

Workplace Stress Management Program Implementation

The social-ecological approach entails connecting the individual to their environment (Anspaugh et al., 2000). Workplace stress management programming is the aggregate of all purposeful activities designed to improve workplace health and stress through a combination of strategies health education, health protection, risk factors detection, health enhancement, and health maintenance. The impact of workplace stress management programs increases stress management support systems for organizations. Upon implementing workplace stress management programs, the outcome of workplace stress management programs introduces chief diversity officers to a promising practices framework to reduce stress barriers during workplace responsibilities (Ammendolia et al., 2016). Additionally, chief diversity officers must become more knowledgeable of stress management support mechanisms and improve their health and well-being during workplace responsibilities or crises. Workplace stress management programs are transformational in reshaping professional development for employees.

Industrial and Organizational Psychologist Assessment

The workplace stress management program must be assessed by I/O psychologists and seek to address the following concerns: How do employees perceive their health and wellness status? What are behavioral interventions needed to address stress management for employees? What social factors influence how employees incorporate physical fitness into their lifestyles? How do employees perceive the value of wellness and health care providers? What factors influence employees' nutritional choices? What are barriers to health and wellness behavioral modifications for employees? Workplace stress management programs endeavor to improve the well-being of employees, educate employees on the benefits of healthier food choices and physical fitness, employees on the benefits of smoking cessation. Specifically, the program seeks to reduce chronic stress for employees.

Indicator 1: Collect feedback on how employees respond to a health and wellness initiative.
Indicator 2: Demonstrate appropriate fitness modalities for employees.
Indicator 3: Collect feedback on the reduction of employee smoking prevalence.
Indicator 4: Report management.

Workplace Stress Management Program: Communications and Marketing

The advertising approach for a workplace stress management program consists of email marketing: All employees are emailed weekly program fliers. Social Media: Fliers are posted on Facebook approximately 3x over three weeks before info, program, fitness sessions, and the day of an event. Departmental Leadership: Train managers on how to support employees during crises while offering support to managers. Peer Groups: Establish Zoom and face-to-face peer support groups. Training Technology: Link with the organizational learning management support team to develop streamlined technology requirements. Web Portal: Utilize organizational intranet to warehouse the workplace stress management program resources, calendars, and support services. Workplace stress management program promotion - Flashing fliers are posted on screens in communal areas approximately one week before each information or fitness session (Delerue & Sicotte, 2017).

Mitigating Stress in Group Dynamics

There is value in maintaining a system of interdependency when working in groups (Aamodt, 2016). The dynamics of a group allow individuals within the group to provide useful insights for strategy formulation, effective management, and competitive advantage to achieve organizationally or the group's goals. Likewise, group dynamics continually evolve as an iterative process (Branscombe & Baron, 2017). Framing the way groups operate in totality is then realized. Groups often fall into a groupthink vein where they function to achieve goals, growth, performance, and organizational impact. Groups seem to work well together by identifying the most effective strategies, especially organizational mission, sustainability, and impact (Groysberg et al., 2018). A group's dynamics tend to 'model the way' by producing the results required for organizational objectives. Groups co-create ways to overcome several limitations related to groupthink issues by incorporating process, strategic change management objectives, culture, and commitment to diversity of thought (Jones & Dovidio, 2018).

Elements That Contribute to Group Conflict

The Human Resource (HR) perspective emphasizes individual responsibility when group conflict arises (Bolman & Deal, 2017). HR primarily focuses on giving employees the power and opportunity to perform their jobs well while at the same time addressing their needs for human contact, personal growth, and job satisfaction. The political perspective addresses individuals and interest groups having conflicting perspectives (Bolman & Deal, 2017). The symbolic perspective inspires people by motivating vision and recognizing effective performance through organizational culture (Bolman & Deal, 2017).

Strategic Initiatives to Address and Resolve Conflict

The dynamics of conflict are impacted by those who choose to negate the resolution. Nevertheless, the degree to which conflict management practices are executed indicates performance (APA, 2021). The work of eradicating conflict requires acknowledging, comprehending the need to erase inherent conflict (Maestripieri et al., 2017). To officially evaluate postulations about the extension and nature bias inclination, Owen et al. (2020) determined that resolve can lessen the predisposition of conflict. Further, the predisposition of conflict is based on vulnerability and misunderstanding. Additionally, the chief diversity officer may recognize predispositions of conflict in those in the internal environment and must work to help others understand the harm of conflict.

Stress Mitigation Resources Available to Stakeholders

Employees trained to recognize, and conflict offers an increased performance capability (Creary et al., 2021). Likewise, conflict predispositions are linked to one's vulnerability and the questionability of reflection or cognizant exertion as a method for decreasing inclination or impulsive behaviors. Likewise, strategies and procedures must be created with quantifiable and measurable assessments (Owen et al., 2020). Professional responsibilities include reducing conflict in the immediate, not long-term, inaction. That means beginning now and not waiting for others to "get on board" – whether peers or chief diversity officers. Immediate action causes a positive impact on one's peers, clients, the organization, and society. Examples of conflict escalated to a manager, human resources, EAP (Employee Assistance Program), or a civil rights advocate.

Recommendations to Facilitate Positive Communication

Increased awareness of intercommunication in human resources, EAP, or civil rights affairs necessitates intentionality and process. Chief diversity officers are successful when they execute effective communication frameworks. Resolving conflict requires developing a communication strategy to manage multiple dynamics, providing periodic status updates on performance against the communication strategy, and meeting strategic targets (Volk & Zerfass, 2018). Resolving conflict means providing value, reducing conflict, and cost avoidance to conserve resources for programs. Developing a strategic conflict reduction strategy necessitates building a comprehensive plan.

Understanding the keystone of resolving conflict requires satisfying internal and external stakeholder requirements, refining communications, and achieving key performance metrics to improve stakeholders and customer services (Adejumo, 2020). Knowledge of organizational culture provides chief diversity officers and employees with a fundamental understanding and experience with solving organizational issues using a structured approach in the business. Organizational culture comprises maintaining flexibility and utilizing adaptation skills in various circumstances to achieve goals, objectives, and missions of projects or firms (Hitt et al., 2017). Additionally, aligning the value of organizational culture to organizational goals is an emerging need in the execution and success of organizational structures (Creary et al., 2021).

Those in leadership must effectively encourage the development of their businesses to maintain sustainability and profitability. Moreover, developing organizational culture requires strategic leadership, which is critical for evaluating organizational culture and alignment metrics to foster an analytical perspective.

Organizational Change Process (Theory)

Further, Dent and Goldberg (1999) found that one of the most generally acknowledged conceptual models that drive hierarchical performance is the possibility that there is protection from change and that supervisors are the only group responsible for the change. Not so. Change is persistent and a constant reality for all individuals. Moreover, Kurt Lewin presented change management as a framework and a powerful mechanism for organizations and employees similarly and indicated that change occurs by unfreezing the issue of change, actualizing change, and refreezing to implement change (Woodward & Hendry, 2004). Subsequently, the broad acceptance of a change model confounds the comprehension of change components.

All Are Responsible for Leading Change

The change process connects theory to organizational development and is led by leadership, encompassing chief diversity officers, who delegate change management as necessary. Change management acumen is an important core competency derived from organizational focus and change management strategy, which enables chief diversity officers to create significant improvements in organizational development (Webber & Scott, 2008). Chief diversity officers create processes to address organizational problems and more abstract technical issues that occur in organizations (Baltaci & Balcı, 2017). The ability to bring innovative ideas and processes to light leads to better management of organizational initiatives (Hosseini et al., 2017). As a result, core competencies learned are best utilized by conceptualizing, initiating, leading, organizing, delegating, and executing plans when necessitated.

Gaining Commitment at All Levels of the Organization

Partnerships with key stakeholders and internal business partners allow for buy-in, envisioning, and cohesion in execution. Likewise, evaluating existing initiatives, programs, policies, and recommendations promotes a more diverse and inclusive culture and workforce. Organizational challenges provide opportunities for chief diversity officers to refine various elements of the organizational culture (Anderson et al., 2017). Organizations can be dismantled by employee disengagement who may disrupt the hierarchical flow of the organization; thus, it is important to take the time to encourage employees to buy in (Frevert et al., 2018).

Managing Noncompliance or Resistance

Ways to mitigate or counter internal or external stakeholder resistance are to incorporate organizationally or program changes focused on reducing conflict across teams and departments (Aamodt, 2010). Communication is a focal point for organizing staff, organizations, and conflict noncompliance and resistance (Ammendolia et al., 2016). On-boarding, post-hire evaluations/meetings, and re-training may establish a renewed internal culture orientation. As a result, incorporating a Mentorship Program to acclimate new staff to organizational climate properly is ideal. Processes are needed to hold stakeholders (administration, staff, suppliers, and Board Members.) accountable to organizational initiatives. The most inspiring story of successful change is when there is buy-in from stakeholders.

Disciplinary Action Protocols (DAP)

The disciplinary action protocols (DAP) that may be followed when discipline is required include the following (Lewis, 2013): verbal warning, corrective actions and advising, official written reprimand, corrective meeting with the appropriate supervisor or manager, final, written warning, reduction of benefits, indeterminate suspension or demotion, and termination. Discrimination leads to a presumption of unfairness for members of overrepresented groups within an organization, increasing the propensity that traditionally advantaged groups will perceive themselves as victims of discrimination (Aamodt, 2016). The presence of diversity and inclusion initiatives may increase organizations' attractiveness to underrepresented groups who anticipate inclusion within the workplace. Often underrepresented groups find advertised inclusion but realized exclusion and threat when hired overrepresented groups (Dover, 2020). Finally, affirmative action initiatives may signal that underrepresented groups need help to succeed and are thus less competent than their advantaged counterparts. Moreover, while there are unintended consequences of discrimination's adverse impacts, organizational accountability aims to create inclusive, diverse, and fair workplaces.

Conclusively, factors that add to workplace stress are a lack of organizational performance, misaligned workload, mismanagement, bias, discrimination, sexual harassment, and violence. These issues can be addressed by effective organizational and strategic planning (Chappell et al., 2016). Addressing workplace stress enhances employee performance (Anspaugh et al., 2000). Therefore, employers must develop health and wellness programs to encourage employee well-being. When organizations strengthen well-being programs, focusing specifically on the holistic health of employees, it raises awareness of stress management engagement (Schneider et al., 2007). Employers must hold training to espouse health behaviors contrasted with unhealthy issues caused by workplace stress. Organizations must strengthen their management systems and strive to create a stress-free environment by prioritizing the well-being of employees.

THE IMPACT OF INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY ON CULTURAL ASSIMILATION PRACTICES IN THE WORKFORCE

Discrimination leads to a presumption of unfairness for members of overrepresented groups within an organization, increasing the propensity that traditionally advantaged groups will perceive themselves as victims of discrimination (Aamodt, 2016). The presence of diversity and inclusion initiatives may increase organizations' attractiveness to underrepresented groups who anticipate inclusion within the workplace. Often underrepresented groups find advertised inclusion but realized exclusion and threat when hired overrepresented groups (Dover, 2020). Finally, affirmative action initiatives may signal that underrepresented groups need help to succeed and are thus less competent than their advantaged counterparts. Moreover, while there are unintended consequences of discrimination's adverse impacts, organizational accountability aims to create inclusive, diverse, and fair workplaces (Creary et al., 2021).

Industrial and organizational psychologists (I/O) analyze and report diversity data and research trends to ensure innovative solutions are continuously integrated into the workforce. Research limitations and implications of workplace challenges are applied to investigate organizations' diversity, equity, inclusion, and belonging (DEIB) activities. Practical implications concerning leading diversity, inclusion, belonging, and equity initiative in organizations are addressed. Moreover, social and cultural implications postulate how organizational leaders enhance diversity, equity, inclusion, belonging. This research denotes how incorporating DEIB strengthens organizational culture. Industrial and organizational psychology helps organizations to improve DEIB initiatives. The objective is to improve organizational performance.

Diversity and Inclusion Improves Organizational Performance

Lambert (2016) indicated that earlier exploration demonstrates a relationship between organizational diversity and organizational performance, explaining how and why organizational diversity impacts organizational performance. There is a restricted understanding of how impactful assimilation methods are related to diverse groups within an organization and why earlier examinations tend to blend outcomes concerning the relationship among diversity. Further, culturally diverse firms experience improved performance when an innovation method is developed (Adejumo, 2020). Likewise, group diversity has also been linked to ingenuity. This may imply that diversity inventiveness linkages are factors responsible for organizational performance results. In any case, there is insufficient attention on how individual and group levels of innovativeness and innovation within the firm outcome in firm-level innovation. Firms that appreciate diversity are far less likely to force assimilation practices upon their employees. Diversity is seen as a catalyst for organizations to become innovative through their capacity to bridle inventiveness and change it into valuable ideas, products, services, and leadership (Lambert, 2016). Diversity and inclusion initiatives that eliminate assimilation cultures provide an environment for innovation to thrive (Creary et al., 2021).

The Social Constructs of Intergroups

Moreover, van Osch and Breugelmans (2017) perceived intergroup contrast as an organizing principle for both intercultural attitudes and acculturation attitudes. The position of a group on a dimension of intergroup contrast widely regarding proportions of intercultural attitudes and acculturation attitudes. Diversity groups are seen as being more unique compared to majority members and received less support integrating into a multicultural organization, viewed as threatening, were generalized as less warm and competent, were less receptive to assimilation methods, maintained a noticeable ethnic culture, and disagreed with minority inclinations of acculturation methodologies. Likewise, self-aware minority groups see themselves as uniquely different from the majority culture. In this way, both groups do not see themselves in the larger multiculturalism spectrum but as the majority and juxtaposed. When multicultural employees exhibit ethnic personalities, they are less apt to assimilate and more committed to maintaining their ethnic culture. The apparent intergroup contrast is a significant construct of intergroup relations in culturally diverse social orders. Miller and Manata (2020) investigated the relationship between diversity, inclusion, and assimilation outcomes. Explored were components of assimilation and inclusion that happen in the work environment. In addition, employees themselves are often the ones to determine the degree to which inclusion and assimilation results are connected. Identification and social aspects of inclusion are connected to assimilation results. For instance, acculturation, work capabilities, collegiality, camaraderie, recognition, involvement, and job negotiation. In addition, these conclusions remain commonly similar for all individuals regardless of their tenure with an organization.

The Social Constructs of Race and Gender in the Workplace

Dickens et al. (2019) purported that people of color who are tokenized in the work environment experience race and sex discrimination and may assimilate to alleviate the pessimistic results related to discrimination. Assimilation is the conscious or unconscious interaction of shifting one's language and cultural practices. Examine are three significant assimilation theories: character negotiation, the cultural contract worldview, and the phenomenological variation of systems theory. Thus, summarizing the precepts and applications of these models highlights the manners by which intersecting personalities can shape people of color's encounters in the work environment. Assimilation is based upon the way individuals are forces to integrate the intersection of numerous characters (i.e., race and sex). Moreover, organizational politics, tokenism, and racialized gendered socialization can influence incentives and pressing factors to assimilate into the work environment. Conclusively, organizational leaders must cultivate an inclusive working environment.

Inter and Intra Culturalism in the Workplace

Ward and Geeraert (2016) provided the point of view that continued intercultural contact prompts difficulties and changes. As a feature of this interaction, the acculturating individual adopts acculturative stressors whose negative impacts on prosperity suppress or exacerbate coping reactions. A second component of the acculturation cycle involves acquiring, maintaining, and changing cultural practices, qualities, and personalities related to culture and the existing social framework. Both acculturative pressure and acculturative change expand in an environmental context. Acculturation motives influence financial reward, position, or promotion within the workplace. At the societal level, attitudes, actions, and biases influence the acculturation encounters of diverse populations and influence their mental and socio-cultural adaptation.

Workplace Bias Starts in Human Resource Hiring Practices

Kang et al. (2016) examined racial minorities' endeavors to circumvent expected discrimination in labor markets by concealing or modulating racial indicators in employment forms to assimilate to get the job. Diverse individuals often use modulating techniques to hide their identities, while others reject that modulating is necessary for the job market. Building on the subjective findings, diverse individuals often alter their references in response to various occupation postings. Results show that while targeting a business that presents itself as valuing diversity, diverse candidates do not alter their list of references and provide a more accurate picture of their qualifications (Creary et al., 2021). However, human resources respond to assimilated qualifications more often, which indicates that support of organizational diversity is not consistent with decreased discrimination against unassimilated applicants. These findings propose an idiosyncrasy in that diverse individuals encounter disadvantages when they apply to pro-diverse organizations. These findings illuminate cultural suppression and facility in the current labor markets and point to a significant interaction between the facade of organizations in shaping economic inequality.

Bless and Burger (2016) found that the contextual impacts of social psychology uncover factors that influence the rise of cultural assimilation and contrast societal impacts as consequences of social priming. The factors determining assimilation versus contrast are implanted in the inclusion/exclusion model of social judgment (IEM), which holds that including open information into the representation of the critical objective inspires assimilation impacts while excluding it from the objective representation causes contrast. Exclusion measures occur when individuals see inconsistent organizational values as not representative of existing societal norms. A significant part of the accessible proof on the determinants of assimilation versus contrast impacts and coordinated into the overall organizational structure (Branscombe & Baron, 2017).

FACTORS OF GROUP DYNAMICS: THE IMPACT OF DIVERSITY AND INCLUSION

Diversity, Equity, Inclusion, Belonging (DEIB) change management occurs when internal and external culture shifts occur. Utilizing DEIB frameworks improve management and organizational change initiatives. Organizational change impacts factors of group dynamics (Creary et al., 2021). Four approaches of change management to consider are the operational, employee management, administrative, and representative approach. The operational approach focuses on change. For instance, the operational approach is duty-centered. The operational approach targets strategy, instituting measurable goals, explicatory tasks, obligations, and reporting lines; determining data analytics and targets; and developing structures and processes.

Moreover, managers must make decisions based on situational analysis. The employee management approach places more emphasis on individual requirements. It primarily focuses on giving employees the authority yet requirements to perform their jobs well while at the same time addressing their needs for human contact, personal growth, and career growth. The administrative approach addresses the problem of individuals and interest groups in conflict. The representative approach focuses on inspiring employees by recognizing effective performance through organizational change initiatives.

There is value in maintaining a system of interdependency when working in groups (Aamodt, 2016). The dynamics of a group allow individuals to provide useful insights for strategy formulation, effective management, and competitive advantage to achieve organizationally or the group's goals. Group dynamics continually evolve as an iterative process (Branscombe & Baron, 2017). This is realized by framing the way groups operate in totality. Groups often fall into a groupthink vein where they function to achieve goals, growth, performance, and organizational impact. Groups seem to work well together by identifying the most effective strategies, especially organizational mission, sustainability, and impact (Groysberg et al., 2018). A group's dynamics tend to 'model the way' by producing the results required for organizational objectives. Groups co-create ways to overcome several limitations related to groupthink issues by incorporating process, strategic change management objectives, culture, and commitment to diversity of thought (Jones & Dovidio, 2018).

Elements That Contribute To Group Conflict

The Human Resource (HR) pivot emphasizes individual requirements (Bolman & Deal, 2017). HR primarily focuses on giving employees the power and opportunity to perform their jobs well while at the same time addressing their needs for human contact, personal growth, and job satisfaction. The political pivot addresses individuals and interest groups having conflicting perspectives (Bolman & Deal, 2017). The symbolic pivot focuses on inspiring people by motivating vision and recognizing effective performance through organizational culture (Bolman & Deal, 2017).

The dynamics of conflict are impacted by those who choose to negate the resolution. Nevertheless, the degree to which conflict management practices are executed indicates performance (APA, 2021). The work of eradicating conflict requires acknowledging, comprehending the need to erase inherent conflict (Maestripieri et al., 2017). To officially evaluate postulations about the extension and nature bias inclination, Owen et al. (2020) determined that resolve can lessen the predisposition of conflict. Further, the predisposition of conflict is based on vulnerability and misunderstanding. Additionally, leaders may recognize predispositions of conflict in those in the internal environment and must work to help others understand the harm of conflict.

Resources Made Available to Stakeholders

Employees must be trained to recognize conflict and to address it as a capability of performance. Conflict predispositions are linked to one's vulnerability and the questionability of reflection or cognizant exertion as a method for decreasing inclination. Likewise, strategies and procedures must be created with quantifiable and measurable assessments (Owen et al., 2020). Professional responsibilities include reducing conflict in the immediate, not long-term, inaction. That means beginning now and not waiting for others to "get on board" – whether peers or organizational leaders. Immediate action causes a positive impact on one's peers, clients, the organization, and society. Examples of conflict escalated to the manager, human resources, EAP (Employee Assistance Program), or civil rights advocate.

The Utilization of Organizational Culture and Employee Empowerment to Encourage Acceptance and Change

Knowledge of organizational culture provides leaders and employees with a fundamental understanding and experience with solving organizational issues using a structured approach in the business. Organizational culture comprises maintaining flexibility and utilizing adaptation skills in various circumstances to achieve goals, objectives, and missions of projects or firms (Hitt et al., 2017). Additionally, aligning the value of organizational culture to organizational goals is an emerging need in the execution and success of organizational structures. Those in leadership must effectively encourage the development of their businesses to maintain sustainability and profitability. Moreover, developing organizational culture requires strategic leadership, which is critical for evaluating organizational culture and alignment metrics to foster an analytical perspective.

Organizational Change Process (Theory) to Accomplish the Desired Results

Further, Dent and Goldberg (1999) found that one of the most generally acknowledged conceptual models that drive hierarchical performance is the possibility that there is protection from change and that supervisors must be the only group responsible for the change. Change is a persistent and constant reality. Moreover, Kurt Lewin presented change management as a framework and a powerful mechanism for leaders and staff similarly and indicated that change occurs by unfreezing the issue of change, actualizing change, and refreezing to implement change (Woodward & Hendry, 2004). Subsequently, the broad acceptance of a change model, professionals, and academics has confounded change components' comprehension.

Team Members Responsible for Leading Change

The change process connects theory to the field of organizational development and is led by organizational leaders, which delegate change management as necessary. Change management acumen is an important core competency derived from organizational focus and change management strategy, which enables leaders to create significant improvements in organizational development (Webber & Scott, 2008). As a leader, one has become so by creating processes to address organizational problems and more abstract technical issues that occur in organizations (Baltaci & Balcı, 2017). The ability to bring innovative ideas and processes to light leads to better management of organizational initiatives (Hosseini et al., 2017). As a result, core competencies learned are best utilized by conceptualizing, initiating, leading, organizing, delegating, and executing plans when necessitated.

Gaining Commitment at All Levels of the Organization

Partnerships with key stakeholders and internal business partners allow for buy-in, envisioning, and cohesion in execution. Likewise, evaluating existing initiatives, programs, policies, and recommendations promotes a more diverse and inclusive culture and workforce. Organizational challenges provide opportunities for leaders to refine various elements of the organizational culture (Anderson et al., 2017). Organizations can be dismantled by employee disengagement who may disrupt the hierarchical flow of the organization; thus, it is important to take the time to encourage employees to buy in (Frevert et al., 2018).

Possible Concerns of Discrimination or Adverse Impact

Discrimination leads to a presumption of unfairness for members of overrepresented groups within an organization, increasing the propensity that traditionally advantaged groups will perceive themselves as victims of discrimination (Aamodt, 2016). The presence of diversity and inclusion initiatives may increase organizations' attractiveness to underrepresented groups who anticipate inclusion within the workplace. Often underrepresented groups find advertised inclusion but realized exclusion and threat when hired overrepresented groups (Dover, 2020). Finally, affirmative action initiatives may signal that underrepresented groups need help to succeed and are thus less competent than their advantaged counterparts. Moreover, while there are unintended consequences of discrimination's adverse impacts, organizational accountability aims to create inclusive, diverse, and fair workplaces.

SOLUTIONS AND RECOMMENDATIONS

Discussed are solutions and recommendations to mitigate the issues, controversies, and problems of implementing DEIB initiatives. Further, emerging trends indicate that an increased focus on hiring, developing, and supporting CDOs improves DEIB performance metrics' success. There is viability of DEIB frameworks connected to GACM to undergird implementation of DEIB programs. Moreover, eliminating issues of forced assimilation requires organizational commitment. Fine et al. (2020) determined that diversity's organizational benefits are important and informed by evidence regarding employees' differences and workplace relationships. Equity-based gains in workplace diversity initiatives reduce discrimination, androcentrism and eliminate forced cultural assimilation.

Instrumental benefits of workplace diversity to organizations include increasing team and organizational performance, innovation, occupational well-being, and corporate governance (Fine et al., 2020). A positive relationship between occupational social psychology or industrial and organizational psychology is most applicable. Leaders must imbue grounded diversity initiatives that are comprehensive and evidence-based to fully achieve the benefits of workplace diversity. Organizational leaders are integral in developing innovative programs, activities, and training strategies addressing diversity (Creary et al., 2021). Further, Basit and Medase (2019) determined that social psychology norms in the workplace can evoke assimilation or biased impacts in decision-making. When employees are forced to assimilate into a social structure culturally, they lose their individualism. Avoidance of this phenomenon describes the norm of many organizations. As a result, information regarding this standard evokes exploration. Moreover, issue significance, representation, and conversational methods improve diversity and inclusion outcomes.

RECOMMENDATIONS AND CONCLUSION

Based on industrial and organizational psychology metrics on cultural assimilation practices in the workforce, it is not restricted to a specific field. It involves reflection upon the premises, ideas, and innovations utilized in various industries. In this way, industrial and organizational psychology on cultural assimilation practices in the workforce spans many fields and is valuable as an organizational development technique. In contrast, industrial and organizational psychologists encourage discourse that presents complex issues and solution-oriented resolution. Employees engage and even lead discussions, which inspires transformation and creates equity in encouraging workplaces. Moroever, Brimhall (2019) determined that the development of global workforce diversity is an indicator of heterogeneous workforces, which bring about both positive and negative outcomes. For example, increased retention or conflict and turnover performance and organizational outcomes. In this capacity, leaders are tasked with managing DEIB initiatives (Creary et al., 2021). Finding approaches to ensure diversified workplaces helps employees forge an authentic connection to the organization and increases organizational performance.

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KEY TERMS AND DEFINITIONS

Cultural Assimilation: Assimilation is the conscious or unconscious interaction of shifting one's language, and cultural practices (Bless & Burger, 2016).

Diversity, Inclusion, Belonging, Equity (DEIB): Diversity indicates the demographic characteristics of an organization. Inclusion indicates the environment fostered for candidates and employees. Equity indicates the leveling of an uneven playing field. Belonging indicates the emotional state is the goal of diversity and inclusion (D & I) efforts (Avery & McKay, 2010).

Generally Accepted Change Models (GACM): The following change models form insightful analysis of deb change processes, advancing an integrative scope of what is known, challenged, unconfirmed, and underutilized in change management. ADKAR Change Management Model, Bridges' Transition Model, Deming Cycle (PDCA), Kotter's Theory, Kübler-Ross Change Curve, Lewin's Change Management Model, McKinsey 7-S Model, Maurer 3 Levels of Resistance and Change Model, Nudge Theory, and Satir Change Model.

Industrial And Organizational Psychology (I/O): I/O, recognized as occupational psychology, or organizational psychology. I/O is an applied discipline within psychology (Maynard & Ferdman, 2009).

Intersectionality: An analytical framework for understanding how aspects of a person's social and political identities combine to create different modes of discrimination and privilege (Crenshaw, 1990).

Organizational Change: The term organizational change measures the pace of change, implicit as the distinctive frequency, tempo, or repetition of organizational activity. Intermittent change, distinguished by constant change activities such as systematizing, analytic frameworks, innovation, mediation theories, and implementation of GACM (Weick & Quinn, 1999).

Organizational Performance: Organizational performance encompasses tangible output of an organization as measured versus its projected yield related to product market performance, financial performance, and stockholder return (Brimhall, 2019).

Chapter 2
The New Chief Diversity Officer:
Establishing a Diversity, Equity, Inclusion, and Belonging Initiative

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ABSTRACT

CDOs face a multitude of challenges both in academic and corporate settings. As a result, these positions have high burnout and turnover. This chapter examines the history, demography, and environmental settings of the CDO, how the field has evolved, and the status of the practice. The chapter explores and recommends success strategies for newly appointed diversity officers, those entering the field, and considerations for hiring authorities. There are distinct differences between inclusion efforts, antiracism, and how DEIB initiatives are set up in corporations and academia. This chapter attempts to identify problems in the field, examine the current status of DEIB, and offer implications for future practice.

INTRODUCTION

Ostensibly, DEIB initiatives should be embraced throughout an organization. Not only is it the right thing to do; historically, institutional justice has been elusive for underrepresented and oppressed populations even though diversity and Equal Employment Opportunity (EEO) laws have existed since 1964. Similarly, the Equal Pay Act of 1963 has not ensured pay equity across genders. The evidence and literature show that increased diversity leads to enhanced board performance (Siciliano, 1996) and improved organizational performance (Barak & Travis, 2010). Unfortunately, many leaders pay a tepid, inauthentic response to DEIB and use it as window dressing. This chapter aims to explore how race, gender, fit, and organizational intent intersect and impact how CDOs can be effective given the array of issues they need to balance. It also examines the tensions and implications for CDOs and whether DEIB will gain any substantive traction in organizational outcomes.

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BACKGROUND

The Evolution of a New Field

Since Diversity, Equity, Inclusion, and Belonging (DEIB) initiatives in higher education and the private sector are a new and burgeoning field of practice; it is essential to understand the historical contexts in which the CDO finds themselves and how they can maneuver a successful change strategy. Organizational inclusion originates from the post-World War II Army Language Program (ALP). ALP was established to help the army gain a strategic military advantage (Sokol, 1946) and subsequently adopted by other branches of the military and the Federal employment system to make federal programs more efficient. The Civil Rights Act of 1964 established the Equal Employment Opportunity Commission (EEOC) to enforce civil rights laws against discrimination, suggesting that inclusion and diversity were foreign concepts imposed on existing workplaces and society at large. Given the recent shift toward social justice guided by changing demographics, evolving perspectives in divergent racial and gender experiences, and the realization that diversity improves organizational performance, DEIB has emerged as an essential organizational construct that originates internally rather than being policed and enforced by external entities.

The DEIB Problem: Perceptions of DEIB in the Workplace

Salter et al. (2015) conducted a study to examine "the racial differences in propensities to blame individuals versus systems and the downstream consequences of such beliefs" (p. 3). They found that White society generally believed that blacks blame "the system" for discrimination and inequity, messages concerning historical and structural disparity, and social inequities too much. As a result, those messages are doomed and discounted because Whites' contrary views of society do not threaten the status quo (p. 16). Ultimately, Whites want to claim and hold onto much of the power and influence that drives accepted societal norms. "At best, they are reluctant to let go of the said power, accept historical precedents, or acknowledge a limitation for some in society in which they may also be complicit" (Toler, 2021). Research into DEIB initiatives seems to support this view.

Wright-Mair et al. (2021) acknowledge the increase in diversity initiatives over the last decade but find that many diversity initiatives "while well-intentioned, lack the commitment and long-term sustainable investment at colleges and universities" (Dover et al., 2020). Ahmed (2012) argues that there must be a commitment to moving beyond superficial rhetoric and toward engaging in actions that disrupt the foundational principles on which higher education was built and from which it continues to profit – including racism, sexism, elitism, and heteronormativity (Ray, 2019; Museus, 2014). Although DEI has been around for many years, there is a consensus in the literature that efforts still fall short and do not address the structural inequities deeply embedded in the fabric of higher education institutions (Ahmed, 2007; Brayboy, 2003; De Welde, 2017; Williams, 2006). Harvey (2014) notes that the Being Black at Michigan movement presented a statement to the university administration that read, "We demand an opportunity to be educated and educate about America's historical treatment and marginalization of colored groups through race and ethnicity requirements through all schools and colleges within the university" (Freed, 2014).

The author's previous research (2015) in mentorship programs for Black college men at predominately white institutions (PWIs) is consistent with this literature. He found that mentors work through their disappointment in lacking organizational support and poor attitudes, lack of involvement, or interest from their colleagues. The mentors "were able to keep their programs relevant and aligned with the strategic goals of the host institution through communicating goals with superiors, peers, and mentees and by holding high expectations for themselves and others" (p. 123). The work of the mentors of the Student African American Brotherhood chapters that he interviewed functioned very similarly to current DEIB programs. These programs sought to empower and advocate for the members and promote diversity and inclusion on campus under sometimes adverse conditions.

Similarly, in the private sector, Asare (2021) argues that diversity education has not changed much over time because diversity efforts in corporate America "focused on helping White people understand and recognize their racism, helping companies avoid lawsuits, and comply with Title VII of the Civil Rights Act."

CDO POSITIONALITY

In an interview with Sirius Satellite Radio in July 2021, Denzel Washington said, "It's not color, it's culture. Steven Spielberg did Schindler's List. Martin Scorsese did Goodfellas. Right? Steven Spielberg could direct Goodfellas. Martin Scorsese probably could have done a good job on Schindler's List. But there are cultural differences."

Washington argues that culture is the main factor in achieving superior effectiveness and suitability in a given role. Inductive reasoning then holds that an effective CDO should be a member of a marginalized community due to their immersion in the culture. This cultural CDO (CDO_C) would be skilled at recognizing and confronting institutional and personal racism, discrimination, and injustice because of their life experiences. Directly stated, institutions should seek a CDO who has membership in a specific culture to bring about or sustain an effective DEIB initiative.

Conversely, John Biewen, in his TED Talk presentation in Charlottesville, Virginia, in November 2019, asserted that

racism is a tool to prop up economic, political, and social systems that advantage some people and disadvantage others. It is a tool to convince white folks who may or may not benefit from this stratification that they should support the status quo. This tool of whiteness is still doing the job it was invented to do. Powerful people go to work every day leveraging and reinforcing this old weapon. It's about pocketbooks and power. Once we understand that people like us (white people) invented the very notion of race, in order to advantage themselves and us, isn't it easier to see that it is our problem to solve? It's a white people problem. I'm embarrassed to say that for a long time I thought of racism as being mainly a struggle for people of color to fight. [and hoping they would win]

He argues that if white people fail to join the struggle, they are complicit and that there is a responsibility to do something. He asked:

At my job, am I the white person who shows up grudgingly to a diversity and equity meeting, or am I trying to figure out how to be a real accomplice to my colleagues of color? We should show up and try to figure out how to take action because it's right.

Biewen's argument suggests the notion of a culturally out-group CDO who aims to dismantle the political, monetary, and power-rich institutions that affect marginalized populations; an institutional CDO (CDO_I).

Although the cultural and institutional strategies are divergent and equally provocative, they imbue approaches that suggest CDOs engage the racial injustice, non-diverse, and exclusionary problems differently: the CDO_C is constructive from an empowerment standpoint. The institutional CDO_I is disruptive toward traditionally entrenched power structures. The CDO_C attacks racism in institutions externally, and the CDO_I seeks to dismantle them as a member of societal privilege and power. Hiring institutions and the CDO candidates who fill the newly sanctioned positions should consider these two approaches and how they fit in the organizational culture and strategy.

DEI VERSUS ANTIRACISM

Although there are some similarities, Brown (2021) distinguishes between DEI and antiracism and the difficulty involved with both approaches. In her article, she quotes Shaun Harper, a professor of Education and Business at the University of Southern California and executive director of the USC Race and Equity Center, as saying

DEI and antiracism aren't the same thing [sic]. DEI work entails strategically diversifying the student body and campus workforce. DEI also means bringing people together across different identity groups and ensuring everyone has access to the same resources and support systems on campus.

Antiracism, on the other hand, involves disrupting racist structures, policies, and practices. Harper says, "It is decidedly in opposition to something." He observes that many college leaders espouse antiracism without knowing what it means. A definition he received from board members described a "general commitment to diversity, without saying much about race." Brown (2021) also notes that "colleges often rely on DEI language to avoid having difficult conversations about racism and systems of oppression."

Brown observes that some in the Black community question the inclusive approach because of advocacy for different groups in one breath. She cites Harper saying that CDOs should simultaneously have the staffing, resources, and authority to address DEI and antiracism. "Asking one campus administrator to handle all issues of race, class, gender, religion, sexual orientation, gender identity, disability, and other identities – multitasking the multiple dimensions of multiculturalism, while also moving the institution toward becoming more antiracist is unsustainable."

THE NEW CDO AND ORGANIZATIONAL FIT

According to Paikeday (2021), CDO tenure has shrunk to two years in 2021 from three in 2018. Nearly 60% of 2018 CDOs have left their roles, with the majority leaving the CDO track for other professional interests, and just 18% of current CDOs have prior experience in the role, down from 26% in 2018. As a result, many organizations are under pressure to fill CEO positions and have turned to executives who have never held the position. Accordingly, only a tiny percentage of current CDOs have been CDOs previously. These trends point to the importance of organizational Fit to determine compatibility, organizational commitment, and mitigate the likelihood of turnover (O'Reilly et al., 1991; Adkins et al., 1994; Kristof, 1996; Van Vianen 2000).

One aspect of Fit theory (Kristof-Brown et al., 2005) holds that a new candidate or selectee considers and is considered by Person-Environment (PE); Person-Job (PJ); and Person-Organization (PO) Fit. These distinct types of Fit involve goal congruence (Vancouver & Schmitt, 1991; Witt & Nye, 1992), which directly affect CDO/organization attraction and suitability. Therefore, many organizations are particular about the scope and objectives of the CDO position. Cultural Fit (Chatman & Cha, 2003) energizes members toward goal attainment. It enhances performance by appealing to selectees' higher ideals and values and rallying them around a shared and compelling set of goals (Fox, 2015). The stated values and norms of the organization (usually in the position description) focus candidate/selectee attention on the organizational priorities. The new CDO will develop his strategy according to institutional strategies inherent in the culture.

Leon (2014) notes that 72% of CDO positions are newly created positions of less than five years (p. 78). He argues that although institutions design the CDO role, "CDOs also rely on several strategies to become powerful integrating forces for diversity issues" (Williams & Wade-Golden, 2013, p. 12). Williams and Wade-Golden (2007) found that CDOs rely heavily on their charisma, integrative thinking, and ability to build lateral relationships effectively in their roles. Despite this, CDOs face challenges in their duties because of poorly constructed roles with no connection to the vertical hierarchical structure and his responsibilities or the size of the institution (Arnold & Kowalski-Brown, 2011; Williams & Wade-Golden, 2013; 2014). The inequity in these statistics illustrates the lingering grasp that privilege has on organizational DEIB initiatives.

CDOS IN CORPORATIONS

It is noteworthy that most CDOs in corporations are white (81.3%) and female (52.94%). White female CDOs have increased in percentage over the last ten years, from 2010 starting at 45.44%, according to Zippia (n.d.). References regarding race in the academic literature only included African American CDO experiences at predominately white institutions. It is also telling that there is a vast wage gap based on race that has blacks at the bottom: white, \$94.7K; Asian, \$92.7K; Hispanic, \$91.9K; Black, \$91.463K.

Given those demographics, it is puzzling that the S&P 500 is not diverse, mainly because it is well-known that diversity means better performance and higher profit margins. "Organizations with diverse boards and executive teams were up to 35% more likely to outperform their more homogeneous peers." Further, organizations that had public incidents of racist and sexist bad executive behavior in 2017 and 2018 realized a 7% decline in market capitalization in the weeks following the news for a combined market hit of \$4 billion. In *A Leader's Guide: Finding and Keeping Your Next Diversity Officer* (Paikeday et al., 2019), a survey sponsored by the Russell Reynolds consultancy, they surveyed 234 diversity executives and found that most were new to the role, did not have the power to make a difference, did not have the data needed to make a difference, and found that other leaders were not on board (McGirt, 2019).

Paikeday et al. (2019) found that information from 97 diversity leaders showed that D&I initiatives are disconnected from business priorities, and CDOs often lack the organizational support to make lasting changes (p. 2). They found that successful CDOs are ambidextrous leaders who possess five competencies:

- Strategic Executors – Able to build a comprehensive strategy and organizational change initiatives. Have strong execution skills with the ability to manage teams and budgets;
- Data-Savvy Storytellers – Able to inspire and educate, galvanize support and tell compelling stories. Able to take a metric-driven approach and keep the organization focused on diversity goals;
- Influencer – A D&I champion who can influence change and positive behaviors across the organization while simultaneously holding leaders accountable and driving results without formal authority;
- Savvy and Authentic Communicators – Able to communicate astutely internally and externally on behalf of the organization. Able to ask difficult questions, accept feedback and demonstrate perseverance and grit through slow progress;
- Pragmatic Disruptors – Bold enough to question the status quo and shatter biases to create equal opportunities. Simultaneously wise enough to know when to slow down the pace of change and focus on core priorities (p. 4).

They found that CDOs could affect program success, but this potential is often diminished due to poor executive fit or a lack of organizational support. They note that “without adequate commitment from the CEO and other top leaders, any D&I strategy is destined to be viewed as a ‘nice-to-have’ option rather than a necessity” (p. 5).

IMPLEMENTING THE CHANGE INITIATIVE

John Kotter is considered the most recognized expert on leading organizational change. In his latest work, the Kotter (2012) change model envisions dual processes that the new CDO will likely benefit from using this eight-stage process of “creating major change.” The existing structure of traditional hierarchies and management processes runs the organization’s daily demands. It is the first operating system. Kotter proposes a second one devoted to designing and implementing strategy and a different set of processes (pp. 1-2). See figure 1.

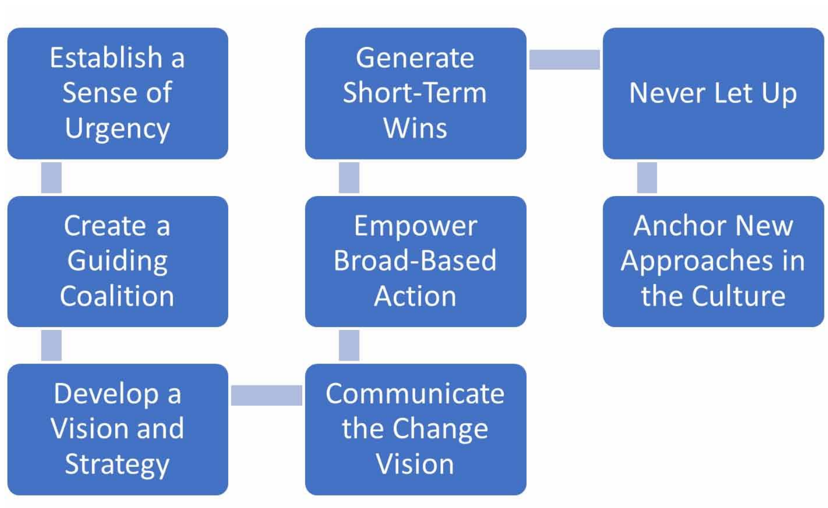
Establishing a Sense of Urgency

Organizations that seek CDOs have recognized the need for swift and broad institutional change. Organizational leaders are primarily concerned about the implementation process and how members will be affected. Kotter (2012) echos this, “Urgency starts at the top of the hierarchy, and it is important that executives keep acknowledging and reinforcing it” (p. 5).

Creating the Guiding Coalition

Newly selected CDOs should know that they need to find strategic partners inside and outside the organization. Doing so leverages talent, skills, power, and credibility. The CDO will have to be a skilled leader, politician, negotiator, and influencer to be effective in her job. Like all good leaders, he must be willing to give credit when things go well and accept responsibility when things do not. Kotter (2012) suggests “many change agents. Not just the usual few” to move faster and further into the strategic change game (p. 11).

Figure 1. Kotter's (2012) The Organizational Change Operating System



Developing a Vision and Strategy

Vision is one of the preeminent elements of leadership. Without a guiding vision for the desired change, one cannot affect change in an institution, people, or movement. Here, Kotter (2012) asserts that a well-formulated vision is emotionally appealing as well as strategically smart, and it gives the coalition a "picture of success" (p. 11). The new CDO will be the architect of the change initiative but will seek buy-in from key stakeholders before and during the implementation process.

Communicating the Change Vision

According to Kotter (2012), this is where the change agents influence and motivate colleagues with passion, conviction, and the right messages. "Done right, with creativity, such communications can go viral attracting employees who buy into the message and begin to share a commitment to it" (p. 12). The CDO is the chief communicator and cheerleader while enlisting the guiding coalition in promoting the message. Kotter suggests that only 10% of people are needed to create a "volunteer army" to launch a memorable and creative communication network.

Empowering Broad-Based Action

When organizations proactively pursue the DEIB initiative, they expect to transform. The leadership team is uniform in operationalizing core DEIB principles and expects the CDO to be the subject-matter expert and leader in the implementation process. In this step, the coalition removes barriers to implementation, and "accelerated action" takes place (pp. 12-13). The CDO's organizational partners volunteer to fix problems and attack bureaucratic hang-ups.

Generating Short-Term Wins

To prove that the change process is credible, the CDO must show that the plan and the steps taken benefit the organization. "To ensure success, the best short-term wins should be obvious, unambiguous, and related to the vision." These steps provide relevance to coalition members and prompt more members to buy-in. "Success breeds success" (p. 13).

Consolidating Gains and Producing More Change (Never Let Up)

"Organizations must continue to carry through on strategic initiatives and create new ones." "When an organization takes its foot off the gas, cultural and political resistance arises," and volunteers begin focusing on their work in the hierarchy – reverting to their traditional work roles, and the "hierarchy will dominate once more" (p. 13). In this step, the CDO must rely on her creativity to keep the coalition engaged with meaningful projects toward the result.

Anchoring New Approaches in the Culture

Here, the institutionalization of the initiative takes place. The change becomes a part of day-to-day activities and a part of the organization's culture. According to Kotter (2012), this happens if the initiative produces visible results that make it better, which is the expectation of the CDO of the executive leadership team. It is not good enough to represent a well-meaning or even implicit or superficiality in the DEIB initiative; measurable results must spring from the CDO's involvement in the organization.

SUSTAINING THE DEIB INITIATIVE

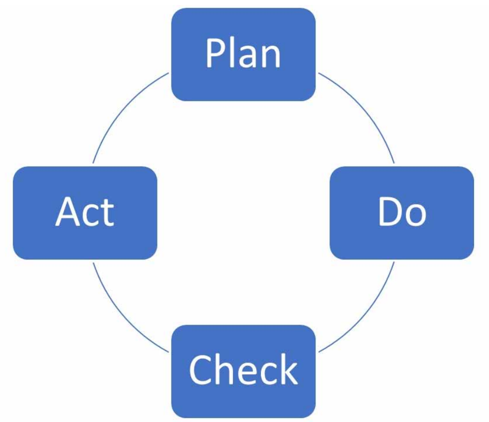
After the organizational change is in place, the CDO should consider using Deming's (1951) Plan, Do, Check, Act Model (PDCA), also known as the Plan, Do, Study, Act Model (Moen & Norman, 2010), to manage and control the continuous evolution of the initiative and the management of stakeholders. In addition to the CDO being the change agent for their organizations, they will also serve as the enforcement officer for discrimination violations and equal opportunity employment law. Organizations seek compliance with these standards; therefore, CDOs need to be subject matter experts in these situations or bring resources to bear to resolve these matters.

Deming's (1951) PDCA Cycle is a framework for continuous improvement and can further institutionalize the DEIB change. When using the cycle, it is important to include internal and external stakeholders to provide feedback about what works and what doesn't.

Planning Process

A CDO should assemble a coalition, which may or may not consist of the guiding coalition or volunteer army that assisted the Kotter (2012) change process. They will be able to define the quality (desired outcomes) of the new initiative. The CDO will need to ask questions about the process, i.e., "What are we doing and what could be done better?" and perhaps make a SWOT analysis and identify problems

Figure 2. Deming's Plan Do Check Act Model



and alternatives, if any (Minnesota Department of Health, n.d.). Johnson (2016) asserts that the planning process consists of:

1. Identify the problem. Draft and AIM Statement – an explicit description of the team's desired outcomes through measurable and time-specific ways (PDSA, n.d.).
2. Analyzing the problem. The analysis involves identifying why the problem exists and its effect (Johnson, 2016).

Do

1. Develop solutions.
2. Implement Solutions based on available information. Collect data and document problems through observation (PDSA, n.d.).

Check

1. Evaluate the results – check for improvement, trends, unintended outcomes (Johnson, 2016; PDSA, n.d.).

Act

1. Standardize the solution – keep what works and discard what does not. If it does not, return to the planning stage.

Remember to celebrate successes and communicate progress and accomplishments to external and internal stakeholders (PDSA, n.d.).

CDO INITIATIVE PROGRAMMING

Newly installed CDOs implement programs and projects that further their organization's diversity and inclusion initiatives. Although DEIB is similar in many respects, the CDO operates in different environments; therefore, the focus of their activities will vary to some degree in public, private, and higher education environments.

Public Sector Programming

CDOs embedded in governmental organizations such as city or county offices will be asked to provide staff training in addition to adjudicating disputes. There are many organizations and individuals who consult or offer workshops that inform diversity and inclusion training, behaviors, implicit bias awareness, and provide mitigation strategies for discrimination complaints that the CDO can access.

Private Sector Programming

Effective CDO practice in private sector organizations holds essential roles in sustaining diversity and inclusion in their workplaces. These include:

- A uniting vision.
- Creating a value proposition.
- Alignment with core business goals and objectives.
- Assessment of DI goals and objectives.
- Creation of training programs.

Higher Education Programming

CDOs in this environment can use a range of programs and organizations that partner with or are interconnected to the college experience. Many schools have their own organic programs; however, well-established national programs also help students of color and LGBTQ+ students assimilate and successfully graduate. The effective CDO will promote and use these programs to aid in shaping positive impressions of these students and change the institution's culture. This section will include specific programs and how a CDO might establish them on her campus.

CDOs will also want to offer training and workshops that enhance participants' self-awareness. The Implicit Association test developed by Harvard eliminates traditional participant resistance to workplace diversity initiatives. A description of how the CDO could use these self-awareness workshops to build collaboration between the community and the institution and serve as an expert consultant in strategic partnership with external organizations and individuals. CDOs in the college or university setting will function as the chief enforcer of internal EEO guidelines or complaints of discrimination or bias involving gender or race. CDO duties will often include Title IX programming and compliance.

In reviewing diversity training programs, Bezrukova et al. (2012) distinguish between campus versus workplace settings. They find that training offered on campuses has been viewed as part of the assimilation process to a way of thinking and focuses primarily on mindset shifts (Johnson, 2008). "The goal is to prepare students for effective civic participation by imparting multicultural awareness, knowledge and skills" (Bezrukova et al., p. 213). In contrast, programs in the workplace use a variety of practices to create an inclusive culture. The aim, according to Brewer et al. (1999), is to "achieve full integration into the social, structural, and power relationships of an organization or institution" (p. 337).

CDO ORGANIZATIONAL IMPACT

Before the formation of CDO positions in higher education, many schools recognized the need to support historically underrepresented and marginalized students through student-led and supported programs such as 100 Black Men of America and the Student African American Brotherhood nationally. Greek organizations like the Kappa Alpha Si fraternity had secondary-level mentoring initiatives for Black males. It was not uncommon for many colleges and universities to organize their own organic, non-affiliated organizations spearheaded by an involved faculty member or an administrator. These initiatives often started well but eventually encountered persistent scarcity of applied resources (Resource Dependence Theory, Pfeffer & Salancik, 1978) and the lack of organizational member support for such programs.

The impactful CDO will want to use Adaptive Leadership (Heifetz, 2009) to involve, educate, and mobilize stakeholders to tackle tough challenges, continuous change, differences in cultural, political, economic, and resources they control or influence. "Adaptive leadership requires leaders and followers to commit to new behaviors that are consistent with holistic and sustainable visions" (Glover et al., 2002).

Adaptive Strategies

Williams and Wade-Golden (2013) identify three templates for CDO collaboration from their survey of eight CDOs operating in predominantly white institutions in the Midwest. They found: 40% in a collaborative officer model, 31% in a unit-based model, and 28% in a portfolio divisional model.

Collaborative Officer Model Characteristics

- One-person office with small support staff.
- No supervision of lower rank officers.
- Limited budget and narrow span of priorities.
- High value on building personal relationships on campus.
- Rarely involved in the implementation of diversity initiatives at the ground level.

Unit-Based Model Characteristics

- Presence of additional staff to sponsor diversity initiatives.
- Supervision of lower-ranked diversity officers.
- No reporting unit structures.
- High value on building personal relationships on campus.
- Direct collaboration with diversity and non-diversity-related units.

Portfolio Divisional Model Characteristics

- Most cost-intensive model (staff and resources)
- Direct collaboration with high-ranking administrators.
- High value on building personal relationships on campus.
- Presence and supervision of lower-ranking diversity officers.
- Direct relationship with reporting units (multicultural affairs, ethnic and gender studies) (p. 15).

CDO entrepreneurship is another highly valued skill. Perhaps more than any other cabinet or executive level position, host organizations benefit from the CDO's ability to network and build impact beyond the organization to include strategic partnerships with compatible organizations in a kind of benevolent community. Often, this requires the CDO to work with little or no resources. Still, the alliances and relationship-building skillset mentioned in every CDO characteristic model by Williams and Wade-Golden (2013) should facilitate sharing knowledge and resources. The success of these initiatives depends mainly on the level of organizational commitment and support.

FINDINGS FROM PREVIOUS RESEARCH

Resource dependence is a primary reason for the success or failure of CDO DEIB initiatives. Pfeffer and Salancik's (1978) Resource Dependence Theory finds that organizations significantly influence outcomes. "They argue that the interdependent nature of inter-organizational influence causes one organization [the sponsoring organization] to attempt control over another [the CDO unit]." "In order to get one organization to play the 'game' with them, they have to convince that organization to participate in the game with them, or they cannot play" (Fox, 2015, p. 142). CDOs are not independent players of the game. It is reasonable to assume that organizations, like people, have varying degrees of commitment to the initiative. "A way to expand the theory in what Pfeffer and Salancik posited as "Social Control of Organizations" is to examine how funding decisions are made in support or non-support of organizational priorities" (pp. 143-144).

CDOs should be mindful of how Critical Race Theory and Critical Race Pedagogy impact their efforts for inclusion in the organization and the broader context. An understanding of the historical effects of the notion of race on our institutions is essential. "Critical pedagogues examine the ways in which power complicates all human relationships (Brookfield, 1995). Further, as Kirylo (2013) argues, it is ethically responsible for scrutinizing, challenging, and opposing structures and systems that oppress and dehumanize (p. xix). Therefore, being critical and scrutinizing are essential functions of the CDO if the DEIB initiative is to have real saliency.

THE PATH FORWARD

This chapter illustrates how a multitude of forces impacts the CDO. Chief among those are their inclinations, experiences, and worldview. As discussed earlier in this chapter, most CDOs are white and female. Their experiences, biases, perceptions, and resulting positionality, priorities, and methods would be different from those of members of a different racial or gender demographic. These considerations were the thrust behind the distinction of the CDO_C and the CDO_I. As such, here are some ideas for how each might approach their DEIB initiatives.

The CDO_C

The Cultural CDO is a critical pedagogue. They educate and engage in activities that empower while building rich (high value) relationships in their organizations that they could enlist to help with institutional and cultural change. They count on collaboration and partnership to be effective as DEIB change agents. Previous research revealed that many collegiate administrators engaged in this work were at the mercy of resource prioritization of their organizations. With the new emphasis on diversity initiatives after the killing of George Floyd and the summer of 2020 protests, Evelyn Hu-DeHart, Director of the Center for Race and Ethnicity at Brown University, said that CDOs should be pushing for more equity and Black and Hispanic representation on their campuses. They should also be cautious about helping their institutions create the impression that they were far more concerned with diversity and equity than is actually the case (Schmidt, 2008; Harvey, 2014).

In a subsequent interview, Harvey (2014) said that when asked his opinion about whether it was good that more colleges were hiring CDOs was good, he responded by saying that it *can* be a good thing, but it could also be a bad thing if it provides institutions who want to be disingenuous to say that they have hired someone and this person will make everything right; and then if they don't, the institution can put the blame on them (p. 95).

The CDO_I

As stated earlier, this CDO challenges institutions rather than undertake an empowerment or critical race agenda. Asare (2021) cautions, "While the sudden interest in DEI and antiracism is encouraging, there must be a concerted effort to ensure that the diversity education that is being done doesn't center whiteness." She goes on to say

For DEI and antiracism work to be effective, less effort must be spent trying to coddle and center whiteness. More energy must be put into uncovering the specific needs of the most marginalized groups in order to understand how to implement support systems that promote safety and wellbeing. In addition, any company or institution that is serious about fostering equity must be willing to dismiss employees who have created hostile work conditions.

The work of a CDO requires savvy. There is growing recent literature highlighting how DEIB education or the work might alienate our intended audiences. Asare (2021) asserts

the core curriculum typically centers around helping the white majority learn and understand racism. It is not uncommon for practitioners and educators to be told to "tone down" their words or content to avoid topics that make others feel uncomfortable or victimized. If change will ever be made, DEI practitioners and antiracism educators must resist the urge to water down diversity education to placate white feelings. There must be a shift of the focus to developing strategies that support the most marginalized groups in the workplace.

These considerations are at the core of whether DEIB will be a sustained and serious consideration in organizations or if it will be another inauthentic endeavor.

According to Tolar (2021) recent, but limited research highlights the disparity between the career experiences of the Black, Indigenous, and People of Color (BIPOC) community against the assumptions and beliefs of other racial groups. She further acknowledges, "Empirical research in the literature asserts that the BIPOC community remains outside the mainstream of inclusion in both society and the workplace." The research supports that notion. Toler suggests the solution lies in the organization's leadership to be vigilant and intentional about pursuing inclusion. "The first step is to have leaders review evidence-based cases in the academic literature as well as valid information relayed by reliable sources and the media that inform the public about the merits of DEI and the continued disparaging outcomes of not legitimizing these efforts toward unfair practices."

This author believes that for DEIB initiatives to be as impactful as systemic racism has historically been, organizational leaders should have and demonstrate significant humility, emotional intelligence, and self-awareness about their limited ability to fully appreciate the scope of the harmful effects racism has in our institutions and society. They should shed whatever defensiveness they have, as noted in his previous research:

Many Whites increasingly feel that decreases in perceived bias against Blacks results in increases of perceived bias against them. Further, any gains by Blacks result in a 'zero-sum game' (Norton & Sommers, 2011). The zero-sum game is a perspective that ties Black achievement with 'anti-White prejudice' and perceived 'reverse discrimination.' Additionally, previous research indicates that 'Whites perceive increases in racial equality as threatening to their dominant position' thereby associating any advance in the progress of minority groups as something that comes at their expense (Sidanius & Pratto, 1999; Eibach & Keegan, 2006; Fox, 2015, p. 4).

These perceptions explain the current counterintuitive demographics of CDOs in corporations and the current tendency to generally adopt feel-good approaches to DEIB initiatives.

It is crucial to acknowledge DEIB itself has systemic problems. As indicated by the heavily skewed CDO racial demographic, corporations have a hiring bias either intentionally or because of implicit bias. Meanwhile, inequities rage. Greenhaus et al. (2017) found in their study of several work organizations that Black managers were more likely than White managers to experience tangible discriminatory practices in areas such as poor management practices in role assignments, training, raises, promotions, terminations, availability of mentorships for career advancement, and psychosocial support from supervisors and other workgroups. Further, biases in job performance indicators resulted from rating bias rather than actual job performance indicators. These biases resulted in lower job satisfaction, distrust, self-perpetuating negative performance, which led to limitations in increased salary and opportunities for career growth. CDOs in higher education must contend with competing priorities of inclusion and antiracism. CDOs in both settings need to address and resolve these institutional injustices.

To resurrect the movement and reverse these trends in Intra organizational diversity and inclusion, CDOs should go beyond Tolar's (2021) first suggestion by simply studying available data. Organizational leaders and CDOs who are sincere about DEIB should conduct frequent climate surveys to assess their efforts, gain organizational self-awareness, and be intentional and persistent about advancing DEIB in their institutions. The focus should be on the impact on marginalized members. This imperative is consistent with Tolar's second recommendation: "to effectively value the voices of the BIPOC and other underrepresented communities and render their voices central in creating a path toward DEI by creating a sense of belonging and trust."

Implications for Corporate CDOs

Paikeday et al. (2019) provide implications for organizations to set their CDOs up for success. First, choose executives who have the right competencies for the role and the right experiences for the organization. After appointing a CDO, organizational leaders continue to play a big part in the executive's success or failure. The executive leadership team must be aligned with the D&I mandate and exhibit inclusive leadership behaviors that show genuine commitment to the initiative.

- Resource – Provide the CDO with the adequate resources they need.
- Position – Ensure that the CDO has regular exposure to the highest levels of the organization and that there is the structure behind it, like sitting on the "D&I council."
- Educate – Provide the CDO with a deep understanding of the business and the types of challenges it faces
- Define/Measure – Define and align what long term success looks like (p. 8)

Implications for Higher Ed CDOs

Alex-Assensoh (2019) has similar strategies for CDOs and their institutions in higher education. She recommends seven steps:

- Go first – Leaders cannot hold others accountable if your staffers look just like you. Diversify your own staff
- Manage expectations – Have a mutually agreed-upon agenda, then make it clear and accessible with benchmarks. Encourage the CDO to push back when the scope of duties is inappropriately constrained or expanded by others
- Develop meaningful measures of success – Guidance is available through the National Association of Diversity Officers in Higher Education.
- Engage faculty members – Any sustainable change in diversity requires the cooperation and support of the faculty.
- Fix systems, not people – When underrepresented faculty or staff leave campuses, they rarely complain about a lack of training. They point to rampant discrimination, harassment, and unfairness that are often part of day-to-day campus culture.
- Provide adequate support – In addition to money and space, access is equally valuable. CDOs need access to senior leaders for education, planning, and information sharing.
- LACE – Create environments based on Love, Authenticity, Courage, and Empathy (pp. 2-4).

SOLUTIONS AND RECOMMENDATIONS

It is essential to do some self-reflection as to what kind of CDO you are and assess your organization's needs. Are you the all-inclusive DEIB CDO, or do you have an antiracist approach as reflected in the positionality discussion? One must match their approach to their organization's expectations to achieve a good fit. A well-evolved DEIB program should examine, monitor, and curb bad leadership. These considerations, along with the recommended change management steps discussed in this chapter, increase leadership development, organizational effectiveness, and dramatically improve the efficacy of CDOs.

FUTURE RESEARCH DIRECTIONS

More research should be targeted toward tracking the effectiveness of DEIB initiatives and the CDOs who deploy them to address gaps in the literature and challenges in the field. Of particular concern is how DEIB initiatives impact promotion, engagement, financial metrics, Organizational Citizenship Behaviors (OCB) of organizational BIPOC and LGBT+ members, and perhaps a meta-comparison of organizational effectiveness of the CDO_I and CDO_C. As mentioned earlier, job bias is of significant concern.

CONCLUSION

This chapter covers an exhaustive discussion of the DEIB movement in organizations. It provides strategies and considerations for CDOs in various settings. Although inclusion has been a stated goal of organizations since immediately post-World War II, its implementation has been impotent at best. This latest variant called DEIB is the trend for institutions that want to appear free of racial bias. However, they will only maintain the status quo unless they are intentional and proactive in their inclusion and antiracism efforts. A powerful CDO and tenacious and involved executive leadership can exponentially ignite a winning organizational culture. "The impetus for implementing diversity management is three-pronged: diversity is a reality that is here to stay; diversity management is the right thing to do; diversity makes good business sense. (Barak & Travis, 2010). The CDO and their DEIB initiative are the driving force behind competitive advantage in the 21st century.

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KEY TERMS AND DEFINITIONS

Antiracism: Structured, conscious, and deliberate actions that intend to provide opportunities for all people on both an individual and systemic level. It acknowledges personal privileges, confronting acts and systems of racial discrimination, and/or works to change personal racial biases.

Critical Race Theory: An intellectual and social movement and loosely organized framework of legal analysis based on the premise that race is not a natural, biologically grounded feature of physically distinct subgroups of human beings but a socially constructed (culturally invented) category that is used to oppress and exploit people of color.

Cultural Competence: The ability to understand, appreciate and interact with people from cultures or belief systems different from one's own. A willingness to learn about the cultural practices and worldview of others. A positive attitude toward cultural differences and a readiness to accept and respect those differences.

Managerial Emotional Intelligence: The ability of managers to be emotionally self-aware, self-regulated, achievement-oriented, have empathy, and have requisite social skills in building rapport.

Organizational Citizenship Behavior: All the positive and constructive employee actions and behaviors that aren't part of their formal job description. These behaviors deal with the actions and behaviors that are not required by the organization of workers. They are not critical to the job, but benefit the team and encourage even greater organizational functioning and efficiency. This is typically categorized as a worker "going above and beyond" or "giving their all."

Organizational Culture: The collection of values, expectations, and practices that guide and inform the actions of all team members.

Organizational Justice: The idea that an action or decision is morally right, which may be defined according to ethics, religion, fairness, equity, or the law. Perceptions of justice influence many key organizational outcomes, such as motivation and job satisfaction.

Chapter 3
Promoting Inclusive Organizational Identity:
Suggestions for Leaders to Reduce Communication Disconnect Caused by Cultural Differences

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ABSTRACT

Social identities create distance and obstacles in communication among members of different cultural groups in organizations. Past research suggested that an inclusive cultural identity can help reduce the negativity among groups. An interview study with participants (N=20) from both China and the United States was included to demonstrate the effects of the inclusive cultural identity on reducing communication disconnect in intergenerational communication. The study explored roles of generational identities in communication between the Millennials and Baby Boomers in organizations using social identity theory. The results revealed that Chinese participants had a stronger national cultural identity than their American counterparts. The stronger national cultural identity weakened subcultural differences based on generational identities and reduced the intergroup negativity. Based on the findings of the study, the chapter gave some practical suggestions for leaders to enhance intergroup communication in diverse organizations.

INTRODUCTION

Diversity is the differences among people in the areas of race, ethnicity, sex, gender, age, national origin, region, beliefs, and values (Castania, 2003). Madera (2011) stated that our understanding of diversity had "moved from racial differences to including an array of variables" (p. 377). This chapter defines culture as the collective similarities in thinking, communicating, and behaving shared by a group of people. It is

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the operating system of one group of people to make them different from other groups. Cultural groups could be identified based on human differences in the same areas as defined in diversity.

Diversity is well celebrated and promoted in modern organizations. Yet, organizations do not benefit from having diverse employees when there is communication disconnect caused by cultural differences (Spencer-Rodgers & McGovern, 2002). Jennifer and Raman (2015) claimed that without proper management of cross-cultural communication, diversity in employees could yield unpleasant consequences for their organizations. Instead of having a very engaged melting pot of different cultural groups, many organizations with diverse employees exist as a salad bowl. The communication disconnect situation undermines the benefits of diversity because many of which rely on communication to be realized. The root of this problem can be explained by social identity theory. Social identities can enhance belongings and cohesiveness among group members, at the same time, create distance and obstacles in communication among members of different cultural groups (Turner & Tajfel, 1979; Turner et al., 1979). Cultural identities become a double-bladed sword, on one hand, it contributes to diversity; on the other hand, it hinders communication which prevent us from benefiting from diversity.

Cultural Identities: A Double-Bladed Sword

Benefits of Diversity

Modern organizations celebrate diversity because of its many benefits. Four major benefits of having diverse employees are recognized by leaders. First, diverse population provide additional perspectives and information. The addition in perspectives and information enable organizations to see each step of operation with a holistic view. New ideas and information could help refine the operation of organizations. According to Roberge & Van Dick (2010), there is evidence for performance-increasing effects of diversity because it can improve creativity and innovation through the team members' greater variety of perspectives. This may result in a competitive edge in the market against other competitors (Armache, 2012).

Second, groupthink can be prevented or reduced when organizations have a dynamic process of exchanging diverse perspectives. Cline (2009) defined groupthink as the illusion of unanimity. This false agreement was reached for maximizing group cohesiveness without sufficient discussion of ideas. Groupthink in decision making can be detrimental to organizations. It is natural for organizations to employ people who share similar values and beliefs. With the increased similarities among employees, it is inevitable for organizations to suffer from groupthink. Groupthink can lead to costly decisions which may cause organizations to decline or even disappear. Taking advantage of diversity could prevent groupthink from happening in decision makings. Fernandez (2007) called diversity as "the antidote to groupthink" because diverse people provided diverse ways of thinking about things (p. 670).

The third advantage of diversity is its role in helping foster change. Modern organizations face a dynamic market which requires change and adaptation from these organizations constantly. Just like groupthink, stagnation can be costly. Having diverse employees help organizations see the need for change and facilitate the process of change with new ideas, new information and perspectives. Stevens et al. (2008) found that using all-inclusive multiculturalism on diversity could illicit positive and effective organizational change.

The last advantage of having diverse body in organizations is to match with the needs of a diverse market. Internationalization, e-commerce, distance learning and working, movement of people make the market for most organizations very diverse. When face with a market with diverse customers and clients, it is important to have similar diverse employees to understand and match their needs. Organizations lacking in diversity could fail if they are unable to understand and adapt to a changing market (Armache, 2012).

It is recognized that diversity in employment can have many benefits on the operation and growth of organizations. However, managing diversity has its challenges. It is common to have disagreement or even conflict when you have people of diverse backgrounds. Leaders may face competing or even contradictory perspectives, information, norms, and beliefs (Armache, 2012). Even though these challenges are important to address when managing diversity, one challenge tends to be ignored in practice which is the communication disconnect among members of different cultural groups in organizations.

Communication Disconnect

It is relatively easy to improve diversity in organizations by implementing certain strategies in hiring and retention. It is challenging to reap the full benefits of diversity when cultural barriers and ethnocentrism lead to communication disconnect among members of different cultural groups (Goel, 2018). These cultural groups could be based on any of the following characteristics: race, ethnicity, sex, gender, age, national origin, region, beliefs, and values. These differences in the characteristics of members of different cultural groups can act as barriers which cause communication difficulties. These difficulties present unique challenges to organizational leaders. This chapter utilizes intergenerational communication as an example to showcase communication disconnect caused by diversity. Because each type of intercultural communication is unique, intergenerational communication has its unique characteristics and challenges compared to other types of intergroup communication such as interracial communication. It is necessary for scholars to further understand communication disconnect caused by diversity in other areas.

In the area of intergenerational communication, one of the difficulties is fostering good generational relationships. It is difficult to achieve because of cultural barriers caused by generational differences. Past research has shown this communication disconnect exist among members of different generational groups. Anderson & Morgan (2017) found in their research that intergenerational hostility was commonplace in nursing workplace and the hostility continued to be socialized in the profession. O'Bannon (2001) tried to find the reasons for generational conflicts in the background of different generations and believed that their background had an impact on their way of communication by influencing their workplace attitudes and perceptions. Van Dyke et al. (2009) found that technological barriers, differences in lifestyles, and resentment over the way they felt stereotyped were reasons for dissatisfied intergenerational communication.

Different ideologies espoused by different generations also hindered effective communication between them. Cordeniz (2002) examined a common position relationship in organizations, old boss-young worker relationship. Those leaders had different attitudes toward work from young workers, such as self-worth, contribution, dedication and personal fulfillment. It was challenging to promote harmonious relationships between the two groups. Faber (2001) indicated that there were generational conflicts because of different work values. O'Bannon (2001) believed that if this issue of generational communication disconnect could be discussed openly, the communication and relationship among generations could be more positive in workplace.

The above research on intergenerational communication has shown that differences among cultural groups, in this case, generational groups, can cause communication disconnect in the forms of less contact, competition, stereotypes, and conflict. These communication challenges hinder benefiting from having diverse groups in organizations. Social identity theory helps us understand why diversity may have these challenges and harmful effects. Research on intercultural communication guided by social identity theory pointed out a way to help solve the problem.

Social Identity Theory and Intergroup Communication

Social Identity Theory

Social identity theory is a theory by Tajfel and Turner (1979) to understand the psychological basis of intergroup discrimination. Two main aspects have been discussed in this theory: self-categorization and intergroup discrimination, social identity and social comparison. According to Tajfel and Turner (1979), successful intergroup bias creates or protects relatively high ingroup status, thereby providing a positive social identity for in-group members and satisfying their need for positive self-esteem.

According to Turner et al. (1979), ingroup favoritism refers to any tendency to favor the ingroup over the outgroup. Intergroup bias refers to differential or discriminatory intergroup behavior which brings positive promotion to group identity. These scholars attribute this phenomenon to social comparison with a goal of possessing a positive social identity.

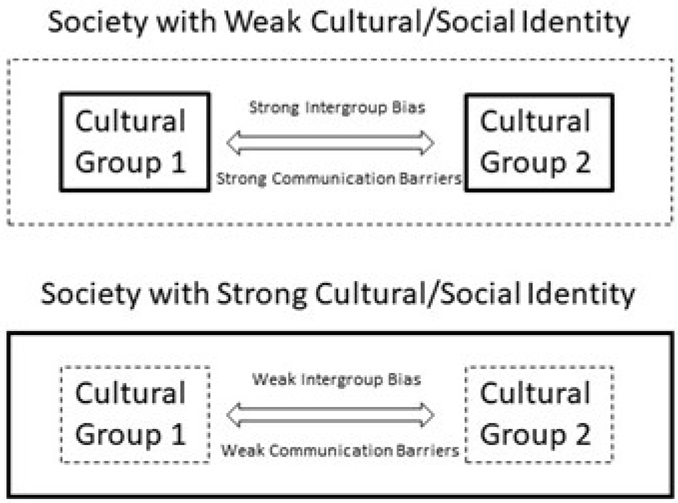
Hogg et al. (1995) summarized this theory as follows: "Social identity theory is intended to be a social psychological theory of intergroup relations, group processes, and the social self" (p. 259). Hogg and Ridgeway (1995) claimed that even though social identity theory had psychological roots; it could be and had been engaged in sociological studies. It could be used as a framework to understand the social characteristics of individuals in social groups, such as employees in organizations. The theory could contribute to the understanding and dealing with some core interests of sociological studies, such as the relationships between groups, self-identity, and social behavior. Brown (2000) concluded that social identity theory had been very powerful in explaining outgroup bias, intragroup homogeneity, stereotyping, "and changing intergroup attitudes through contact" (p. 747). He also pointed out that social identity theory had been widely used in many fields that dealt with intergroup relations.

Inclusive Cultural/Social Identity

It is inevitable to have communication disconnect among members of different cultural groups because of protective functions of social identities. Studies in the past guided by social identity theory in intergroup communication have shown that promoting an inclusive identity help reduce the negative effects of intergroup interactions (see Figure 1). According to previous research, these negative attitudes can be reduced by transforming members' cognitive representations of the perception from two groups to one more inclusive social identity (Esses et al, 1998; Gaertner et al., 1996). Esses et al. (2006) tested this hypothesis in their research with participants from Canada and Germany. It was proved to be able to change the non-immigrants' attitude for the better toward immigrants and immigration through manipulation of national identity into a more inclusive identity.

Gaertner et al. (1996) discussed that one possible way to reduce negative attitudes toward outgroup members (immigrants) from ingroup members (host nationals) was to promote an inclusive perceived identity which included both ingroup members and former outgroup members. They hypothesized that the relations among groups that were experiencing conflict could be improved by increasing intergroup

Figure 1. Promoting an inclusive cultural/social identity to help reduce the negative effects of intergroup interactions



contact. Their study proved that intergroup bias could be reduced by transforming members' cognitive representations of the perception from two groups to one more inclusive social entity. Through examining the efforts to manipulating identity into a superordinate (inclusive) identity in different settings, it was clear to see the possibility of bringing the immigrants and host nationals into one inclusive identity to reduce conflict and negative attitudes.

Other scholars also found similar effects from an inclusive identity on intergroup negativity. Luedtke (2005) showed in his research that national identity had important effects on public opinion towards the EU's control over immigration policy. People with strong national identity were less likely to perceive the EU's control positively. However, the author also stated that a European identity would be enhanced as the integration progressed.

Even though political theorists claim that governments should take the stance of ethnocentric neutrality in multiethnic nations, most nations promote a single societal culture of the dominant majority. Kymlicka (2000) found that societies with a strong inclusive societal and cultural identity faced less separation movements. This research also showed that the prediction that ethnocultural diversity would disappear once a single societal culture was in dominant position was a false prediction. Having a strong inclusive identity does not harm cultural diversity.

In the next section, a study on the effects of generational identities on intergenerational communication in organizations was included to show the negativity of group identity in organizations and the positive effects of having an inclusive cultural/social identity on improving intergroup communication.

A SOCIAL IDENTITY STUDY ON INTERGENERATIONAL COMMUNICATION

Purpose & Background

Generational labels have been prevalent in both Chinese and U.S. societies. There are multigenerational employees in today's work force. Even though generalization about the characteristics of these generations can help people understand other generations easier, it leads to overgeneralization and stereotypes. Day (2007) showed that the stereotypes hindered positive communication among generations. Besides, according to social identity theory (Abrams & Brown, 1989; Tajfel & Turner, 1979), intergroup bias implies that there could be stereotypes between workers from different generations.

Even though generational stereotypes are not completely accurate about the characteristics of each generation, they do contain some truth about generational differences. In an article by Walker and Derrick (2006) from Public Manager, *Talkin' 'Bout My Generation*, they claimed that the different characteristics possessed by different generation workers revealed themselves in work values and attitudes. These differences in work values and attitudes lead to tension between workers from different generations. In a survey quoted in this article, conducted by Lee Hecht Harrison (a career management company), more than 60 percent of employers reported that they were experiencing tension between employees from different generations.

The purpose of this qualitative study was to understand how generational identities and stereotypes affect generational communication in American and Chinese groups in organizations. Because the United States and China are two of the largest economic leaders in the world, while having very different cultures and traditions, the comparison between these two cultural groups can bring offer valuable insight to the knowledge of management of multigenerational work force in both countries.

By using in-depth interviews as the method, this study helps to understand the role of generational stereotypes and generational identities in communication disconnect between participants from the Millennials and Baby Boomers in organizational settings. These two generational groups were chosen because research showed that people of older generation and younger generation received more generational stereotypes and bias than the generation in the middle, the Generation X (Hertel et al., 2013; Urick, 2017). The research questions that guided this study are:

RQ 1. How do the Millennials and Baby Boomers perceive each other and their own group?

RQ 2. How does perception of the other generation shape communication with that group?

RQ 3. How do cultural characteristics effect generational communication, and what are the differences between Chinese and Americans in this particular issue?

RQ 4. How can communication between Baby Boomers and the Millennials be enhanced?

Literature Review

This study used social identity theory as the guiding theoretical framework. Literature review also consisted of the theory's application in intergroup communication, research done on generational characteristics in both countries, generational communication and stereotypes, cultural comparison between China and the United States, and solutions to solve the problem. Much of the literature review was included in the first section of the chapter. This section focuses on the following topics: generational differences, generational stereotypes, cultural differences, and solutions.

Generational Differences

People are generally labeled with generation markers based on the date of their birth into five main categories in the United States, Veterans, Baby Boomers, Generation X, Millennials (Generation Y) and Generation Z (Deeken et al, 2008; Macon & Artley, 2009; Young, 2009). This paper only deals with two generations in the work force, Baby Boomer and Millennials. The following literature review looks at their differences between these generations in both U.S. and China.

Generational differences in the U.S.: Baby Boomers (1946-1964) have the following characteristics: They strive for economic prosperity and are lifelong learners. Throughout most of their lives, the Boomers have comprised the largest demographic cohort and ruled discussions and culture. They respect authority, and believe the younger generations are rude. The Boomers believe in teamwork, but expect to be the best person on the team. They have good work ethics and expect others to have the same (Lyons & Kuron, 2014; Macon & Artley, 2009).

The Millennials (1981-1996) have the following characteristics: They have always been around technology and have been able to be constantly connected via computers, cell phones, and the Internet. This generation has the lowest parent-child ratio in the U.S. history, and many have grown up in single parent households. They are more family oriented and deal better with chaos. Change is the norm for them. This generation enjoys teamwork and is better at multitasking than Generation X. They have short attention spans and need constant stimulation. People in this generation like to keep busy and ask lots of questions and need to be structured and require deadlines (Lyons & Kuron, 2014; Macon & Artley, 2009)

Generational differences in China: There are mainly five generations in current China society: New China Generation, Cultural Revolution Generation (the Lost Generation), Post 70s, Post 80s, Post 90s and Post 00s according to social common knowledge. The Chinese counterparts of American Baby Boomers are people from the first two generations. The Chinese counterparts of American Millennials are people from Post 80s and Post 90s.

Chinese Baby Boomers experienced some dramatic social changes in their early life such as the Culture Revolution. As for the New China Generation (1949-1959), Sun and Wang (2010) identified that the overall climate of idealism, collectivism, heroism, and enthusiasm of the period certainly affected the identity of the generation. Bandsuch (2009) provided a summary sketch of this generation with the following key phrases: “loyalty, respect formal authority identifiable rules, adherence to institutional precepts Chinese tradition” (p.27).

As for the Lost Generation (1960-1969), this generation was “obligated by political and social forces to reject individualism in their youth, but few of these adults would want to bring back the coercive collectivism of that age” (Moore, 2005, p.375). Dou et al. (2006) also pointed out that this generation was “disillusioned by the collapse of communist ideals in China and was cautious in their social perspectives, much like the Red Generation” (p.103). Bandsuch (2009) provided a summary sketch of this generation with the following key phrases: “distrustful and questioning of formal authority, apprehension and self-protection” (p.27).

Chinese Millennials grew up in a very different China compared to Chinese Baby Boomers. Both Post 80s (1980-1989) and Post 90s (1990-1999) grew up after China opened its door to the world. One of the historical events that distinguishes these two generations from all the previous generations is the implementation of One Child policy. Arora (2005) identified how this policy influenced the identity of Chinese Millennials. She noted that the policy had resulted in a generation of individualism and embraced the ideas from the West. This individualistic mentality manifests in many aspects of their life.

For instance, they prefer a self-actualization lifestyle rather than traditional “work really hard and get rich” philosophy.

Cao (2009) highlighted several new individualistic characteristics in Chinese Millennials: unlike their parents’ work attitude, they prefer challenging work and would not hesitate to change any “unpleasant” jobs; they usually spend more than they make because of their materialistic ideology; they tend to get married and have children late and prefer to enjoy more freedom and the pleasure of life.

In Dou et al. (2006)’s article, they outlined Chinese Millennials with a summarization of their characteristics and major differences from older generations. This generation enjoys more educational and personal development opportunities, and they are well exposed to Western popular culture. Besides, “they have a strong interest in self-indulgence and personal entertainment and tend to hold materialistic values” (p.103).

Generational Stereotypes

Macon and Artley (2009) in their article discussed general stereotypes of different generations. It seemed that many stereotypes derived from a number of factors. In the workplace, workers saw others in the same generation and in other generations through their own experiences, pre-conceived notions, and biases. Each generation in the workforce had both positive and negative stereotypes.

Day (2007) reached a conclusion in analyzing the tension between members of young generation and older generation and selected proper ideologies by reviewing on-line published “how to” texts and management consulting websites. It showed the stereotypes that workers had toward the other generation hindered the positive communication between the groups.

Members of different age groups may differ in general organizational behaviors, motivation preference, work values and ethnics, and other areas, such as status, commitment, etc. However, generalizations of these groups are not necessarily perfectly true. There might be overgeneralization which could lead to stereotypes. Besides, according to social identity theory, the tension between groups leads to negative stereotypes of each other, especially when there is a competition for resources and benefits.

Cultural Differences between China and the United States

Because of differences in historical development in China and the United States, Chinese culture is very different in many ways from American culture. This part of the literature review examines and compares one important dimension of these two cultures, collectivism/individualism. Hofstede (2001) identified individualism and collectivism as one of the five dimensions of Culture. The individualism and collectivism (I-C) dimension is “the relationship between the individual and the collectivity that prevails in a given society”, reflecting “in the way people live together” (p.209). This cultural dimension is expected to have tremendous influences on how members of these societies behave, including how people communicate and maintain relationships across generations.

Hofstede (1991) claims that societies where individualism prevails, the ties between individuals of which are loose. People are expected to merely look after themselves and their immediate family and are only responsible for the consequences of their behaviors. Hofstede (2001) indicates that individualistic societies match the following descriptions: people usually live in small, nuclear families and family members are more or less equal in decision making; independence and independent opinions are expected in children education; the emotion of individualists are ego-focused, therefore, marriages tend to be less stable; students are supposed to be treated as individuals, and teachers are expected to reinforce self-esteem of students; free market, entrepreneurship, social contract, equality, freedom and self-improvement are valued.

Kapoor and Wolfe (1995) tested the individualism-collectivism cultural dimension with university students in the United States. They found "a qualified support as American, on the whole, opted for Individualist values" (p. 112). MacNab and Worthley (2007) argued in their study of cultural dimensions in the U.S. and Canada that both of these countries could be grouped into Type I culture and Anglo clusters of culture. This means that culture of these two countries "are exemplified as individualistic, small power distance, and weak uncertainty avoidance" (p. 5).

As for high-collectivism cultures, Hofstede (2001) outlines some typical social practices. Members of collective cultures place greater emphasis on the interests of group; people live closely to each other with their extended families; parents are in charge of the family, children need to learn bearing from others' opinions; emotions tend to be other-focused and therefore, marriages are more or less stable; teachers have absolute authorities in classroom, which students are not supposed to challenge; economy tends to be center-controlled and planned; family security, social order, harmony, good social relationships, face, and honoring parents and elders are important.

China has been clearly identified as a high-collectivism culture. Chung and Mallery (2000) claimed that Eastern Asian cultures were high in collectivism, and China, in particular, was based on a collectivist political system. In general, members in this culture work for the group and not for their own personal gain. Family relations are extremely important, and decisions are made within the family. Chung and Mallery (2000) stated, "Conformity and compliance to social or group norms are more frequently displayed by those with collective views of the self" (p. 340).

Moore (2005) pointed out that the essence of Chinese collective culture was group. Weber (2002) indicated that collective aspect of Chinese culture had deep historical roots. He referred to the words of Confucius: "If one wants to establish himself, he should help others to establish themselves at first" (p. 352). Mjelde-Mossey (2007) also emphasized the role of Confucianism and stated, "The traditional Chinese self, as rooted in Confucianism, exists primarily in relationship to significant others in a collectivity of extended family and kinship networks." (p. 109) The author situated and examined generational relationships in historical and cultural contexts:

For a traditional Chinese, old age is anticipated as the time when they will be venerated by younger generations because of a clearly defined traditional role and status within the family. Old age is revered throughout the greater society and relatively high social and economic status is accorded to elders regardless of gender. Social power is accorded to elders through the ancient practice of filial piety. Filial piety… based in Confucianism, it includes honoring and obeying elders. In this way one honors their ancestors and brings honor to the greater community as well. (p. 109)

Thus, it is clear to notice that elders in Chinese culture are honored and young generations not only pay respects to them but also need to obey them. Overall, Chinese culture and American culture locate at different side of the spectrum of collectivism/individualism dimension. The literature implies that people in Chinese culture have a stronger sense of group identity than people in American culture. The interests of group have more impact on Chinese individuals than on American individuals. This implies that American individuals tend to behave according to their will rather than the others', which leads to conflicts more easily than when people are aware of how the other people might respond and modify their behaviors in collective cultures. However, there is no direct reference from the past literature about how generational conflicts differ because of cultural differences.

Proposed Solutions to the Generational Disconnect

Understanding the causes for generational communication disconnect is vital in the process of trying to solve problems and improving the quality of organizational communication. From theoretical perspective, several solutions have been proposed in the development and application of social identity theory. In Brown's (2000) article reviewing this theory, he summed up three models/methods to decrease intergroup bias/hostile attitudes from the past literature.

The first is Brewer and Miller's decategorization model, they "concluded that the best way of reducing intergroup differentiation was to make those categories less useful as psychological tools" by various tactics such as "personalizing the intergroup situation or finding additional categorical dimensions that cut across the original ones" (p. 752).

The second approach "seeks to redraw the category boundaries so that any outgroup become subsumed into a new and larger superordinate category. Because ingroup and (former) outgroup members now share a 'common ingroup identity', they should be drawn closer together and intergroup discrimination should be reduced" (p. 752).

The third approach utilizes the method of optimizing contact conditions while retaining group salience. Scholars have focused on the second and third approaches. O'Bannon (2001) suggested solving this problem by open discussion about the issues between relevant generations. Sudheimer (2009) claimed that the key to improved job satisfaction was the development of understanding and talking through differences between the two groups. Stories appreciating both sides of the generation gap could clarify misunderstanding and reduce stereotypes to achieve a better understanding of each other and accomplish a more harmonious relationship.

Mayer (2006) offered a solution based on the generational differences in motivation. Understanding their needs and keeping them satisfied would further reduce potential conflicts and difficulties in communication. McGuire et al. (2007) presented a model that proposed human resources solutions towards achieving co-operative generational interaction to solve the problem of generational disconnect.

These methods help reduce barriers caused by cultural differences and stereotypes without undermining subgroup identity and salience. It shows that engagement with members of other groups without prejudice and bias helps increase the shared understanding of these subgroups. This mutual understanding help enhance a more inclusive organizational identity shared by members of different cultural groups. This study aimed to confirm that having a strong inclusive cultural/social identity could be a good way to solve the issue of generational communication disconnect.

Methodology

Purposive sampling and snowball methods were used to draw participants for this study. Twenty participants were interviewed for 25-30 minutes about their opinions on this issue. There were five participants from each of the four groups, American Baby Boomers, American Millennials, Chinese Baby Boomers, and Chinese Millennials. The birth year of Millennials participants ranged from 1983 to 1993. The birth year of Baby Boomers ranged from 1951 to 1966. There were 14 male participants and 6 female participants. The organizational settings of the participants were universities, churches and business organizations.

Thematic analysis was used to examine themes in the responses. The themes were organized into six categories: outlining the Millennials, outlining Baby Boomers, generational communication, generational stereotypes, cultural influences, and favorable solutions. Two referent elements were used through the whole discussion, social identity and cultural characteristics.

Findings/Results

Responding to RQ 1

Overall, the perceptions from both Millennials and Baby Boomers on the characteristics of the Millennials were negative. Yet, the perceptions from both Baby Boomers and their counterpart generation about this older generation were fairly positive. Most characteristics of these four groups revealed from this study were consistent with what the past literature implied.

Responding to RQ 2

The generational perceptions that affect communication between the generations focus on two different areas, general communication and stereotypes. In the area of general communication, this study identified four elements that affect communication between Millennials and Baby Boomers in American participants: interests, common ground, respect, and empathy; and four elements between Millennials and Baby Boomers in Chinese participants were common ground, respect, care, and interests.

All the four groups were aware of being stereotyped by their counterpart generations. One American millennial participant stated, "I feel like, I have to overcome their stereotypes of my generation, and prove to them (Baby Boomers) that not all of us are like that." One American Baby Boomer participant believed that generational stereotyping was mutual among generations. "We think they are out of line. They think we are out of line. I mean, that's a forgone conclusion. I think, it's a mutual agreement that we don't understand each other." The participants all admitted that stereotypes were destructive in generational communication.

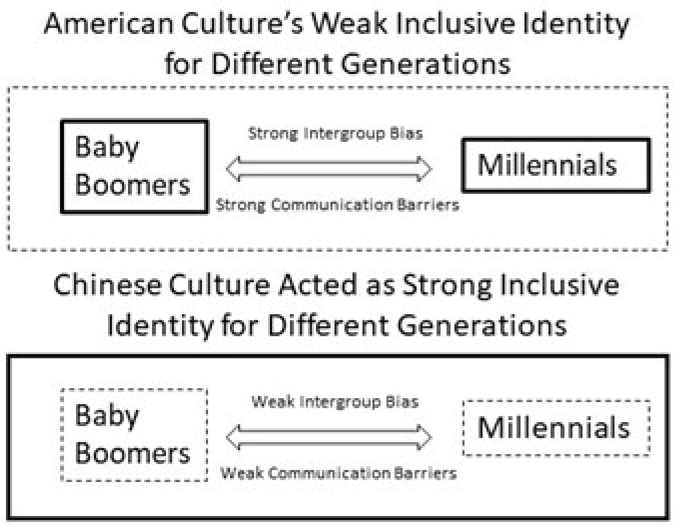
Responding to RQ 3

Compared to Chinese participants, American participants failed to identify the cultural influences on generational communication. Chinese participants had a strong sense of the cultural guidance in how to communicate with different generations. The cultural guidance for Chinese participants was collectivistic in nature.

Only two American participants identified that American culture had some impact on their communication with the other generations. One American millennial participant found that members in his culture communicated in a more straightforward manner than some other cultures. She did not think that there were any principles in her culture which she could follow in communicating with elders. One Baby Boomer participant recognized that different cultures had different ways in communicating between different generations. Generally speaking, the American participants were unable to see their culture and its distinctive features in guiding intergenerational communication.

On the contrary, Chinese participants showed a strong and uniform sense of Chinese culture in generational communication. The participants could list general guidelines and teachings about how to

Figure 2. Comparison of national culture as inclusive identity for different generations in China and the U.S.



conduct intergenerational communication. The most accepted guidelines are *zun lao ai you*, an ancient Chinese term. *Zun lao* means respecting the elders, and *ai you* means caring for the young people. These guidelines contained two elements, respect and care, which guide how different generations treat each other based on age difference.

Chinese participants demonstrated a much stronger sense of the whole culture and being guided by the cultural principles. Respecting the elders, caring for the young people and other guidelines all display the collectivistic characteristics of Chinese culture. Even though some scholars (Cao, 2009; Moore, 2005; Weber, 2002) indicate there is a transition from collectivism to individualism in Chinese society and the young generations are becoming more individualistic than the old generations, it was surprising to find that the Chinese culture still has important influences on the young generation judging by their collective thoughts and values.

Previous sections revealed that Chinese generational communication was not as negative as generational communication in American culture despite that Chinese participant of different generations claimed that they had a strong sense of generational identity. The reason might lie in their strong acknowledgment of Chinese culture. The literature review on social identity theory pointed out the possible positive functions of an inclusive overall identity which was a broader identity that could contain both ingroup and outgroup (Brown, 2000). In this case, the Chinese culture can be recognized as the inclusive cultural identity covering both generational groups and their group identities. The destructive and negative functions of generational identities are limited by the overall cultural identity (see Figure 2).

Responding to RQ 4

The solutions for improving communication between the generations from both the Chinese participants and the American participants focused on increasing mutual understanding and creating common ground.

However, Chinese participants also focused on setting a harmonious tone for the communication. These suggestions were consistent with what social identity theory implied.

As the literature previously noted, there were three models/methods to improve intergroup relationship according to Brown's (2000) review on social identity theory. These three approaches were decategorization of groups, creating an inclusive identity, and optimizing contact conditions. Increasing mutual understanding reflects the first approach which seeks to reduce intergroup differentiation. Creating common ground reflects the second approach which "seeks to redraw the category boundaries so that any outgroup become subsumed into a new and larger superordinate category" (p. 752). This means to create a more inclusive identity which can cover both groups, so that they feel less different from each other than before. Setting a harmonious tone is consistent with the third approach which promotes optimizing contact conditions to reduce intergroup tensions "while retaining some group salience" (p. 752).

Limitations

Before discussing the implications of the study, it is important to identify some limitations in this study. The first limitation was related to the number of interviewees and their background. Even though twenty participants were involved in the process of interviews, there were only five interviewees in each group. Reponses from five people could not be significant enough to represent each group very well. Because the researcher used convenience sampling, it cannot represent people of various backgrounds for both cultures.

Second, because all the Chinese participants in the study had lived in the American culture for months or even years by the time this study was conducted, their opinions might have been affected by the American culture to certain extent. Future research should draw participants from Chinese society to reduce interference.

The third limitation was not separating different types of organizations in research context. Organization is a general term which can refer to schools, churches, companies, charity organizations, clubs, governments, etc. One type of organization can be very different from the other type in function, nature, and relationships among people who are involved in the organization. Therefore, grouping them together may produce unspecific results and conclusions. Future research should at least categorize organizations into two groups, for profit organizations and non-profit organizations, to explore the characteristics of generational communication.

The last limitation concerned how true and reliable the opinions were compared to people's generational communication in real life. The perceptions of the participants on these issues were not necessarily true reflections of what could happen in real communication. Future studies can gather data from real life context to analyze how generational identity and generational stereotypes effects intergenerational communication.

IMPLICATIONS FOR MANAGING DIVERSITY

The above study revealed a strong social identity with all four generational groups, difficulties in communication and stereotypes because of the identities. The elements that affect communication and the solutions for improving generational communication were consistent with what the social identity theory implied.

The cultural characteristics were especially evident in categories of generational communication, cultural influences, and favourable solutions. Collectivistic elements of respect, care, harmony, conflict avoidance were spotted from the responses of the Chinese participants. It was suspected that despite Chinese old generation and Chinese young generation had their own generational identities, however, they also shared an inclusive overall cultural identity. This explained why the generational communication among the Chinese was not as negative as the generational communication among the Americans.

Theoretical discussion and the research study have shown the positive functions of having an inclusive cultural identity in reducing intergroup negativity and promoting intergroup communication. Even though the study only focused on generational identities, the findings and implications could be applied into other intercultural and intergroup communication. Leaders of organizations should aim to help members to cross the cultural barriers by creating meaningful opportunities and common ground for members of different cultural groups to interact with each other. At the same time, promoting and enhancing an inclusive organizational identity help include all groups. This common identity help members of different fractions see their similarities and common ground more than their differences. The following suggestions are based these principles.

Practical Suggestions

Strong Identification with The Mission Statement

It is the leaders' responsibility to create and implement these changes to promote the inclusive organizational identity. Policies and practices which can help create and strengthen this inclusive identity start with creating and communicating the mission of the organization clearly to all members. The mission statement should be inclusive enough for every member to identify with.

Inclusive Values

Same as the mission statement, the organization leaders should communicate and practice the values of the organization. The values should reflect the organization and its beliefs truly. They should be evident in the operation of the organization. They should be established as the way which set the organization apart from other organizations.

Organizational Traditions

Leaders should help create and celebrate organizational traditions which are celebrated by all members of the organization. These include anniversaries of the organization and other annual events which celebrate the culture of the organization.

Open Layout

Leaders should design or redesign the physical layout of the organization to reduce physical barriers and to increase common space. This can help increase communication opportunities for members to collaborate or interact with each other.

Fluid Structure for Collaboration

Leaders should increase collaboration by utilizing more project-based, committee style tasks. Work collaboration helps members increase their sense of belonging in work groups. Reorganization based on projects could combine people from different cultural groups and increase the positive flow across the gaps created by the cultural differences. Organization should be fluid enough to cut through cultural barriers.

Cultural Trainings

Leaders should also emphasize the importance of cultural training to help members improve their cultural capacity and cultural learning abilities. These skills help members quickly learn about other cultures and appreciate diverse perspectives.

Organizational Social Events

Leader could use resources to organize organization-wide social events such as family day, company retreats, and sports day. These events help members to identify with their organization and help enhance the inclusion of all members.

CONCLUSION

As the population in organizations become increasingly diverse, leaders have the responsibility to manage diversity so that both organizations and people can benefit from the change. It is promising and rewarding to have these benefits of diversity for both organizations and their people. It can strength the organizations in its operation if diversity is appropriate utilized.

One of the most common problems that leaders face in managing a diverse body of people is the communication disconnect among members of different cultural groups. The level of communication disconnect could vary from less contact to expressed conflict. It prevents the organizations and their people from benefiting from diversity. Social identity theory and the research on intergenerational communication have shown the negative effects of cultural identity in intergroup communication within organizations. Implications from the theory and the study pointed out that the possible solution to this problem was promoting and enhancing an inclusive organizational identity with which members of all subgroups could identify. The practical suggestions help leaders promote this identity by focusing on organizational level beliefs, values, practice and providing engaging environment and climate for intergroup communication and interaction. The improvement in communication lead to the realization of benefits of diversity.

Future researcher and practitioners could help understand the functions of the inclusive organizational identity on diversity by doing the following three things. First, the study in this chapter focused on one type of intergroup communication between different age groups. Researcher may study social identities and communication disconnect in other types of intergroup communication such as gender, race, and beliefs. If further research also confirms the positive function of an inclusive identity on improving intergroup communication between other cultural groups, it will provide a strong theoretical foundation for organizational leaders to implement the suggestions mentioned above.

Second, researchers and practitioners may explore the effectiveness of the suggested practices in promoting and enhancing an inclusive organizational identity. They could test and establish measurement for the strength of the inclusive organizational identity and examine how each or a combination of different practices affect the strength of the identity. It would be necessary to include a control group to eliminate effects of interfering factors. Observation and interview should be utilized as well to understand social identity and intergroup communication and to provide in-depth knowledge for modification of practices.

Third, it would also be necessary to understand the effects of the inclusive organizational identity on intergroup communication with both quantitative and qualitative methods. It would be useful to find out whether the inclusive organizational identity have various effects on intergroup communication among different cultural groups. Future research could also investigate how intergroup communication affects different benefits of diversity and whether an enhanced inclusive organizational identity could lead to increased benefits of diversity.

The chapter approaches the challenge of managing diversity as a communication problem. A better intergroup communication among members of different cultural groups is essential in managing diversity. Because of cultural differences and negative effects of social identities of subgroups, it is common to have poor intergroup communication which affects both organizations and their people negatively. It defeats the purpose of having diversity in organizations if the quality of intergroup communication cannot be improved. Past research including the one in the chapter have shown the positive effects of an inclusive overall identity on communication among members of the subgroups. The wellbeing of organizations and their people depends on healthy intergroup communication among people of diverse cultural backgrounds. This chapter provides tools for leaders to achieve it.

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KEY TERMS AND DEFINITIONS

Culture: Culture is the collective similarities in thinking, communicating, and behaving shared by a group of people. It is the operating system of one group of people to make them different from other cultural groups.

Diversity: Diversity is the differences among people in the areas of race, ethnicity, sex, gender, age, national origin, region, beliefs, and values (Castania, 2003).

Inclusive Cultural Identity: It is the overall cultural identity of a group of people with which members of different subgroups all identify. When the inclusive cultural identity is strong, it reduces the negativity among subgroups.

Social Identity Theory: Social identity theory is a theory by Tajfel and Turner (1979) to understand the psychological basis of intergroup discrimination. Successful intergroup bias creates or protects relatively high in-group status, thereby providing a positive social identity for ingroup members and satisfying their need for positive self-esteem.

Chapter 4
From Practice to Posture: Core Practices for Showing Up Authentically in DEIB Work

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ABSTRACT

Diversity, equity, inclusion, and belonging work has been an important element of organizational change in the last several years. However, there is much to critique as organizations struggle to see collective growth away from performative action and towards authentic internal change that is fully embodied from the top down. This chapter describes the importance and process of growth in educational leaders seeking to invest in the work of diversity, equity, inclusion, and belonging. The purpose of this chapter is to provide guidance to educational leaders and consultants who are seeking authentic ways to promote DEIB work and adult learning that fosters real results in DEIB. The chapter describes practices and ways of being, or a posture of authenticity that educational leaders should adopt if they want to see true organizational change within their professional community.

INTRODUCTION

Do you already know that your existence—who and how you are–is in and of itself a contribution to the people and place around you? Not after or because you do some particular thing, but simply the miracle of your life. And that the people around you, and the place(s), have contributions as well? Do you understand that your quality of life and your survival are tied to how authentic and generous the connections are between you and the people and place you live with and in? Are you actively practicing generosity and vulnerability in order to make the connections between you and others clear, open, available, durable? Generosity here means giving of what you have without strings or expectations attached. Vulnerability means showing your needs.

— *Adrienne Maree Brown, Emergent Strategy: Shaping Change, Changing Worlds*

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In K-12 educational leadership development, it is common to hear about Diversity, Equity, Inclusion and Belonging (DEIB) but it is difficult to cultivate authentic leadership that demonstrates buy-in, and truly embodies DEIB. It is even more difficult for educational leaders to follow up with honesty and transparency about their shortcomings in DEIB. With these challenges in mind, there is no wonder that listening to and honoring the challenges that stakeholders face is a lingering 21st century concern. What many educational leaders fail to realize about seeing organizational change and addressing DEIB, is that the very changes they hope to see externally must be addressed within themselves for the betterment of the learning and professional communities they serve. There is a fractal nature to all things in organizational change, and without addressing that delicate balance, leaders will continue to come up short (A. M. Brown, 2017; B. Brown, 2018). DEIB work can be difficult, and it is often slow. Two areas that are seemingly antithetical to the fast-paced, compartmentalized and standards driven cultures prevalent in educational communities.

This chapter names the difficulty in making sustainable and transformative gains in organizational change and defines the importance of moving through critical stages of developmental growth in the work of Diversity, Equity, Including, and Belonging (DEIB) as an organizational change strategy. The goal and focus of this chapter are to help organizational change leaders ask the right questions about what it takes to move from practices that are good and correct, but may be performative, to more authentic postures that exemplify a transformation in habits of mind and ways of being (Affolter, 2017; Costino, 2018; Harro, 2013, p. 2002). This chapter describes how change starts from within, and that change agents and initiators need to rethink what it takes to get authentic outward results from organizations in an ever-changing global economy.

Next, this chapter presents professional, anecdotal, and empirical narrative examples as well as a framework that calls the reader toward facilitating introspection and cultivating a culture of deep inner work that benefits individuals, systems, and entire communities. The chapter also includes a review of the literature and theoretical frameworks that inform the content, including adult learning theories and intersectionality as a critical social theory (Christie et al., 2015; Henschke, 2011; Hill-Collins, 2019; Merriam & Bierema, 2014).

Through the lens of the theoretical framework and empirical data from educational consultancy work in the field, the sections of this chapter describe practices that lead to sustainable organizational change in the face of ever-changing circumstances and needs (A. M. Brown, 2017; Ernst Kossek et al., 2010; Gibson, 2021). The first section provides background for the processes described, section two covers the theoretical framework and the literature that supports its use, section three describes what it means to be inwardly inquisitive as a core principle of DEIB work. The fourth section describes what it takes to be outwardly vulnerable in light of initial inward reflection. Sections five through eight cover practical steps, a learning scenario, and program evaluation. This chapter closes with a to guide the reader through a DEIB program that focuses on a method for developing critical consciousness.

BACKGROUND

In the 21st century, leadership and organizational change (LOC) is an increasingly diverse, demanding, and transformative endeavor. Leadership learning and growth combined with organizational change, truly require consistent attention to how adults learn, grow, lead, follow, and ultimately co-create. Critical theorizing in DEIB work can help with creative and purposeful people-centered social action that increases the likelihood of sustainable organizational change. Through an emergent and intersectional approach to leadership and organizational change in DEIB work, organizations can attend to diverse voices, thrive and take on obstacles, face challenges, and remain urgent in vision, values, and the mission of an organization, while continually honoring and empowering the people at the helm and heart of the organization.

This describes the foundational aspects of the theoretical framework, which include being emergent (A. M. Brown, 2017), intersectional (Abrams, 2018; Hill-Collins, 2019; Owen et al., 2017), and brave (B. Brown, 2018; hooks, 1994). This chapter also portrays a leader as someone who practices critical self-awareness, takes a people-centered approach, and makes room for organizational change. Finally, this chapter describes organizational change for the people, including community care, sharing space and power, and finally, the bravery that leads to sustainability in DEIB. Emergent and intersectional leadership and organizational change (LOC) asserts that as leaders grow in their awareness and empowerment, they are better equipped and enriched to empower others for collective gain and organizational growth.

This chapter also describes mentorship and leadership coaching as two areas that benefit leaders and their constituent's professionally, personally, and collectively. Solid mentorship and coaching programs help grow organizations, schools, and even whole communities. To illustrate this, this chapter describes the similarities and differences between coaching and mentorship, offers a workplace application, and finally describes a personal evaluation based on four characteristics of the author's application of mentorship and coaching in DEIB that yields sustainable results.

AN ENERGENT INTERSECTIONAL THEORY OF LEADERSHIP AND ORGANIZATIONAL CHANGE

The following theoretical framework draws on existing ideas and helps concretize what is meant by an emergent intersectional theory. Foundational to this theory of LOC is the notion that theorizing can lead to social change. The main elements of this theoretical approach are emergence, intersectionality, and bravery. Figure 1 is a diagram of the three main aspects of the emergent intersectional theory of LOC.

Emergent

Adrienne Maree Brown establishes and develops the emergence concept in her book *Emergent Strategy: Shaping Change, Changing Worlds* (2017). Brown draws on the work of Nick Obolensky, who defines emergence as "the ways complex systems and patterns arise out of a multiplicity of relatively simple interactions" (A. M. Brown, 2017, p. 3; Obolensky, 2014, p. 2). Therefore, in this framework, an emergent style of leadership requires a leader to practice a way of being that is iterative, fractal, and transformative. An emergent leadership style is fractal.

Fractal means the small scale impacts the large scale (A. M. Brown, 2017). As Brown writes, "existence is fractal, the health of the cell is the health of the species and the planet (A. M. Brown, 2017, p. 13). Emergent leaders are thus ever vigilant in the many ways their self-awareness and interactions with others impact their social cognizance and broader organizational structures.

Secondly, an emergent leadership style is iterative. An iterative technique can also be located as similar to the adaptive style of leadership and also helps "pace the pathways to change" (A. M. Brown, 2017, p. 50; Northouse, 2019). The iterative nature of emergent leadership requires attention to the intentional

Figure 1. Diagram of Emergent Intersectional Theory of LOC

adaptation of the leader as well as the members of the organization. An iterative LOC model involves repetition and the idea that change and transformation do not happen linearly. The nonlinear iterative nature of this style of LOC requires leaders who purposefully lean into the "cycles, convergences, and explosions" that can occur on the road to organizational change (A. M. Brown, 2017, p. 105).

Finally, emergent leadership and organizational change are transformational. Transformational leadership requires transformative adult learning (A. M. Brown, 2017; Christie et al., 2015; Northouse, 2019). Transformational leadership is a "process that changes and transforms people" (Northouse, 2019, p. 163). A transformative leader and organization are attentive to "organic and creative strategies that are community created and sustained." When change is involved, the transformation includes the "root causes of issues and not just individual experiences" (A. M. Brown, 2017, p. 135). The emergent aspect of this framework provides a lens for understanding that every singular moment and experience is useful and impacts the whole. Nothing is disposable because every triumph and failure adds to the organization's members' overall experiences, concerns, and health.

Intersectional

This theoretical approach is also intersectional; it is inclusive, sustaining multicultural identities matter, embraces vulnerability and transparency, honors stories, and makes space for people to thrive. Based on an intersectional model, members can willingly give back, knowing that they must not check their fullest selves at the door. At its core, this approach affirms that everyone brings their unique cultural capital as assets to the organization's overall mission and vision (Owen et al., 2017; Yosso, 2005).

Since the focus is on empowering and honoring others, intersectional LOC is also socially and culturally conscious. Leaders and their organizations are individuals with intersectional and multicultural identities (Alejano-Steele et al., 2011; Costino, 2018; Hill-Collins, 2019). The uniqueness of individuals is worth honoring, and they impact leadership and organizational change. Attention to social and cultural consciousness involves leaders and constituents who consistently address identity issues, such as race, gender, class, and abilities.

Intersectional LOC is dialectical by design (Alejano-Steele et al., 2011; Jacobs & Yendol-Hoppey, 2010; Ladson-Billings, 1997). In honoring others, there must be a critical and ongoing dialogue and share learning experiences. A dialectical approach is inherently intersectional because it involves inquiry, investigation, and listening to the others and their concerns about the organization and leadership. When those unique facets are bravely cultivated and encouraged, people thrive and are motivated to do their best work, making organizational change all the more likely to occur.

Brave

Emergent and intersectional leadership and organizational change are brave. In her book *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.* (2018), Brene Brown describes the importance of ravery in leadership and the workplace. According to Brown and bell hooks (1994) brave LOC requires transgression instead of passive attitudes towards social injustices and leads to more liberatory and democratic modes of relationship building between leaders and their constituents. As a result, more hopeful individuals emerge that gear towards disrupting outdated leadership models and collective work that cannot fully address an increasingly diverse and complex global community.

Brave LOC is liberatory in that it seeks to set others free in their gifts, talents, and ability to contribute to the organization. Courageous leadership and organizational change agents are also hopeful, as it brings a sense of looking forward to the organization's future, even as it is constantly changing, no matter the failures or the pace along the way. A thriving leader and their organization maintain hope for viability.

Brave LOC is transgressive in that it overtly addresses social injustices that hold people back from contributing effectively. Anything that stands in the way of people gaining access and freedoms becomes a liability and setback for an organization seeking to grow, change, and thrive for the better (B. Brown, 2018). To be courageous, transgressive is to deliberately disrupt any system and process that threatens the organizational community's livelihood, not for selfish or personal gain, but the good of the consenting collective (B. Brown, 2018; hooks, 1994).

Portrait of a Leader

Through the lens of this theoretical framework, an emergent and intersectional leader practices critical self-awareness, they take a people-centered approach, and both of these allow the leader to make room for change in their organization. First, self -awareness requires attention to adult learning (Knowles, 1984; Merriam & Bierema, 2014). Adult learning requires free thinking and questioning, and when a leader examines themselves, they can learn about how their learning values align with their constituents.

Alignment of values and ideals makes for a better servant and adaptive leadership (Northouse, 2019). Adaptive leadership is also emergent in the ways that the leader may adapt to new understandings about themselves and others, and it is also intersectional because it involves realizing the various and overlapping needs and identities present in adult learners (Alejano-Steele et al., 2011; Knowles, 1984; Northouse, 2019).

An emergent and intersectional leader practices critical self-analysis through metacognitive activity. Influential leaders know how to think about how they are feeling.

Metacognition is also a mark of building critical consciousness, and it involves decentering self to prioritize stakeholders' members of the organization truly.

Self-care that leads to organizational community care is vital if leaders are to make room for change in their organizations. A people-centered leadership approach includes considering other adult learners as potential leaders, too, not merely followers. Leaders who care for their organizational community are willing to invite other diverse voices to their proverbial 'table' of decision-making and consider eliminating the table to truly build and co-create something that has everyone's stamp of ownership.

Revolutionary thinking sets corporations like Google and Apple apart from others; their willingness to push the envelope of expected norms on behalf of the people makes them exemplars for other organizations. Emergent and intersectional leaders understand that empowered people can fully charge an organization. Therefore, removing obstacles that get in the way of successful creativity helps make room for positive change.

Organizational Change for the People

Organizational change that is people-centered involves community care, sharing space and power, and bravery that leads to sustainability. First, Community care is paramount to organizational change goals, and this involves collective strategies. Leaders who focus on empowering others engage in coalition-building with other entities and organizations towards a common goal. Leaders with this in mind look to other organizations as partners, not competitors. Cultivating an inclusive community care ethics requires owning vulnerability as a strength, especially when facing tough conversations and challenges from would-be competitors (B. Brown, 2018).

Organizational change that focuses on sharing space and power develops an ethic that is people-oriented and is not a fear-based approach. Sharing space and power requires collaborative dialogue and co-creation. When a leader takes a power-sharing versus a power-hoarding system, their ability to decenter themselves often leads to revolutionary results. Bravery leads to the sustainability of the organization. Emergent and intersectional leaders demonstrate their courage through a sense of urgency towards the honor and service of others (Abrams, 2018; A. M. Brown, 2017; B. Brown, 2018; Kotter, 2012). Brave leaders also show their courage through an asset-based approach to leadership and organizational change.

INWARDLY INQUISITIVE

Inward reflection and inquiry is an important first step and principles of DEIB work. To be inwardly inquisitive is to realize the importance of being reflective, reflexive, and responsive to the connections between inner dialogue, and outward behaviors. If an educational leader expects to see fruits from the work of DEIB, they must be mindful and participatory in their inner dialogue (Gibson, 2021; Riley, 2017). While educational leadership may be aware that theory that leads to practice, they must also be content with the question of where those practices lead. The inner work must lead to action. The question becomes, how do organizational change agents ensure that outward practices become habits of mind and ways of being, as opposed to performative actions based on capitalistic goals?

The inner work is where educational leaders can be encouraged and empowered to develop a more respectful regard for stakeholders. The relationships between educational leadership and their stakeholders are also important if an DEIB consultancy work is to be manageable and durable. Otherwise, when educational consultants come into to help define the needs and objectives of the work, the barrier is the leadership's own attitudes and assumptions about what the DEIB work will require. Often it requires the leadership to turn inward in a way that should not surprise them, but often does. Overall, section one describes the importance of maintaining a willingness to focus introspectively and take individual accountability. Inward inquiry leads to individual growth and change.

OUTWARDLY VULNERABLE

The individual growth and change that is discussed in section one, prepares the reader for section two which focuses on outward actions and practices that lead to organizational change. Section two consists of research based and practical ways that outward behaviors can impact growth and change on an organizational level, when the leadership is involved in deep introspective work (Arias, 2019; Costino, 2018; Hill-Collins, 2019; Maisha T. Winn & lawrence T. Winn, 2021; Riley, 2017). Inward inquiry leads to preemptive thoughts about how to listen, hear stakeholders better, and how to act in ways that do not further marginalize or erase the voices and experiences of stakeholders.

Comparing and Contrasting Coaching and Mentorship

Although the two terms are often mistaken as completely synonymous, there are some identifiable similarities and differences between mentorship and coaching. First, mentoring is a broader process that involves developing character and can also deal with critical consciousness in adult learners. The focus is on personhood and growth as a human, in whatever field or area of expertise. Coaching is similar; however, coaching involves more specific critique of a particular area, and it deals with proactivity and tangible outcomes. This involves not just the worker, but the work involved and the quality control of that work. A coach can be a mentor, but to coach is to have a specific area of focus and mentorship describes the relationship and container for that focus.

WORKPLACE APPLICATION PROBLEMS

In many workplaces, mentoring relationships are not formalized. The organizational structure relies on a consistently top-down model that is mostly punitive and compliance based and not consistent. The top-down structure of the organization creates a lack of attention to reciprocal exchanges of learning and idea development. The lack of reciprocity means that those in administrative positions of authority do not see their colleagues as requiring the same opportunities for growth. In short, this organization hinders itself by not building a formalized mentorship program that can continue the brand and culture with fidelity (Egan & Song, 2008; Fain & Zachary, 2020; Labin, 2017). Having a mostly compliance-based structure and system means that co-workers do not feel safe to ask questions that would help with learning and growth, everyone is mostly concerned with self-preservation. It is an unfortunate reality and observation, but it is also a lesson in the importance of establishing solid mentorship and coaching programs.

Solutions

There are four major characteristics of application of mentoring and coaching. First, leadership must operate with the understanding that coaching relationships ought to be critically conscious. Mentors and coaches should make every attempt to understand the intersectionality between work expectations and personhood of everyone involved. Next, this relationship, whether coaching or mentoring, is best when it is reciprocal. Reciprocity in learning keeps everyone accountable and humble in their human efforts to help one another grow (Jones & Armour, 2013; Kimsey-House et al., 2018; Talbert et al., 2020). There must also be a co-active process whereby coaches, mentors, and constituents are actively working together to be successful. Finally, the workplace ethic is restorative, and this includes the coaching and mentoring process. Restorative practices are a great ethic, tool, and incubator for critically conscious reciprocal and co-active mentorship. The following section describes a learning scenario involving an example of a critically conscious reciprocal mentorship community, or CCRM. A CCRM is a kind of intersectional learning opportunity that includes mentorship, adult learning, and building capacity for critical consciousness. The learning scenario can be run as-is, or can be used for inspiration or adaptation for organizational leaders needing clear examples of CCRM.

A LEARNING SCENARIO

Building a Critically Conscious Reciprocal Mentorship Community

Teachers are adult learners who deserve the best in leadership, and access to practices that help them grow in their capacity to educate and serve increasingly diverse student populations (Affolter, 2017; Christie et al., 2015). Great teachers are critically conscious educators; however, critical consciousness is not developed in a vacuum, and requires good leadership models and mentors. The best kinds of mentorship relationships are reciprocal in nature, as learning is not a one-way process but a reciprocal exchange where the learner and the teacher, or the mentor and mentee fluidly exchange roles and work in tandem.

Restorative dialogue (RDP) is a practice that is helpful in building robust learning environments and communities, preventing inequities in education, and helping process community experiences, including celebrations, harmful behaviors, and welcoming others. RDP are derived from indigenous communities where peaceful talking circles helped shape the dynamic and the decision making of the community (Riley, 2017; Zehr, 2002). Restorative talking circles are wonderful containers where culturally sustaining and rich intersectional dialogue can take place (Alejano-Steele et al., 2011; Arias, 2019; Costino, 2018; Crenshaw, 1991; Mitchell, 2017; Riley, 2017).

The process of engaging in restorative dialogue can be a viable incubator for building a critically conscious and reciprocal mentorship program (CCRM) (Jones & Armour, 2013; Riley, 2017; Talbert et al., 2020). With this in mind, this paper proposes one such mentorship program. This paper outlines the purpose, key stakeholders, design, and evaluation, of a CCRM program that utilizes restorative circles as incubators to help build teachers as lifelong adult learners and educational leaders who are well-equipped for culturally sustaining and anti-racist/anti-biased frameworks.

The purpose of this critically conscious reciprocal mentorship program is to provide a yearlong cohort model contextual and holistic environment for folks desiring to grow in their educational leadership skills within an intersectional learning community (ILC). No CCRM & ILC members can advance to more rigorous leadership responsibilities without first engaging in this program. Participants will engage in a restorative style of relationship building in order to be organically matched with their mentor.

Mentors are given the opportunity to build genuine relationships with each candidate, and the first 3 months of this program are meant for cultivating that in depth reciprocal relationship building and observation process. The reciprocal process involves mentoring parties and mentorship candidates getting to know one another in the workspace, working alongside one another, and observing for the capacity for more in-depth and nuanced guidance.

Key Stakeholders and Expected Investment

The key stakeholders for this particular program are veteran board-certified K-12 public school teachers. The potential mentees for this program are new and pre-service teachers who are either board certified and have one year or less of service, or pre-service teachers who are not yet board certified. The expected investment is one year for the entire CCRM process. All participants are required to maintain a schedule that includes at least three community building restorative circles monthly in order to maintain relationships and facilitate goal setting, planning, and program execution.

Program Structure and Design

The CCRM program has three layers. First, there is the broader intersectional learning community. However, this approach is replicable in many adult learning communities geared towards fostering richer DEIB practices. This program is designed to serve as an incubator for professional development. However, the CCRM takes place within the ILC and therefore it is subject to the broader cultural standards of the ILC. These include celebrating diversity, identities, cultures, and asset-based leadership (Costino, 2018; Hill-Collins, 2019). Next, the CCRM program takes place within carefully planned community building circles. CCRM circles are preventative and formative in nature. Lastly, CCRM circles come together, and all potential mentors have the capacity to facilitate the circles at various intervals. This facilitation model enables potential mentees to observe each potential mentor, so that the mutual selection process can happen authentically and organically.

There are four major components to the CCRM circles that help foster relationships within the ILC. First, the circles help to couple the mentors and mentees through authentic interaction and inquiry. Secondly, the circles enable all participants to plan co-creative actions for building capacity of the ILC. Thirdly, the restorative circles act as an incubator for learning and cognition of adult learners. The circles provide the new mentees with time to think, practice, and share what they learn alongside fellow and future colleagues without appraisal or judgement. The circles act as container for growing the best and brightest culturally responsive educators. Community building circles take place for a 3-month period.

Matching Process

Following the initial 3-month relationship cultivating period, mentorship candidates and mentoring parties will invest in a 6 month long formalized mentorship relationship, and co-create action steps for reading, research, dialogue, and social action internally and externally in relation to the ILC. The 6-month period is truly meant to be a time for growth between both the mentor and their protégé, and for the two to co-create and implement quality instruction that empowers and builds capacity for learners(leadership). The partners will document their progress through formal check-ins and informal gatherings and times of activity and service. The last 3 months of the program are meant for reflection and vision casting, as the mentor relinquishes the mentorship role, and both parties become colleagues who both have opportunities for advancement as leaders.

In order to phase out of the program, and through the guidance of their mentor, the mentorship participant will be responsible for a formal presentation of their progress including anecdotal accounts, artifacts, and the social action steps they took alongside their mentor. In order to be successful in the program, both parties must demonstrate how their partnership led to positive and culturally sustaining social change, and academic improvements in learner, classroom, school community, and organization. This mentorship model sustains the ILC and affirms critical consciousness in all participants.

Mentor and Mentee Participation: A Reciprocal Process

Mentee participation involves the different ways learners might enter and exit the program. This also includes expectations for the participating mentees while they remain in the program. The reciprocal process involves mentoring parties and mentorship candidates getting to know one another in the workspace, working alongside one another, and observing for the capacity for more in-depth and nuanced guidance. In order to phase out of the program, and through the guidance of their mentor, the mentorship participant will be responsible for a formal presentation of their progress including anecdotal accounts, artifacts, and the social action steps they took alongside their mentor. In order to be successful in the program, both parties must demonstrate how their partnership led to positive and culturally sustaining social change, and academic improvements in learner, classroom, No ILC members can advance to more rigorous leadership responsibilities without first engaging in this program.

PROFESSIONAL DEVELOPMENT AND TRAINING

The considerations and delivery constraints for this program design concerned the participant needs, structure and scheduling, and the mode of delivery. This section outlines the prelaunch communication, registration process, and launch design of the CCRM program within the ILC. All of these factors constitute the professional development process and training characteristic of a restorative incubator for CCRM.

Prelaunch Communications

In order to build the CCRM within the ILC, all decision making must align with the ILC cultural practices. Therefore, all prelaunch communications of the CCRM takes place within are designed to be collaborative. From the top-down, administrators and board members come together to decide how the CCRM will be facilitated each year. Qualifying teachers are invited to help plan and commit to dates and times for each gathering.

Registration

Mentors and mentees will register for the restorative introductory sessions using a google form sent to all qualifying participants. Mentors and potential mentees will include their names, education history, and other introductory information based on the form questions. The form will also include a mentoring skills inventory for the potential mentors. For the potential mentees, the form will include a goal sheet and reflection component to help match the mentors and mentees.

Program Launch Design

The program launch design consists of a series of community building circles that take place over a three-month period. This is the time where community building takes place in the container of the restorative circle process (Jones & Armour, 2013; Riley, 2017). The initial program launch will be hosted by campus teachers who were involved in building the program. Potential mentors sign up as circle facilitators on at least three occasions during the initial three-month stage.

Mentoring Program Welcome Guide

The welcome guide will consist of a digital CCRM folder housed in google drive. The first document is an outline of the mission, vision, and overall alignment of the CCRM to the ILC. The folder also includes a list of all calendar dates and a timeline of expectations. There is also an introduction to community building practices, and a list of contact information.

Postlaunch Communication

Following the initial launch, participants can sign up for their next set of three meetings. Participants may sign up for three gatherings at a time for the first three months. Following this, they will schedule time with their mentor/mentee individually and one on one.

Mentor Preparation

All mentors will meet to discuss the potential mentees in the first three months and discuss their decision-making process, trade roles as group facilitators, and decide who they will invite into partnership for mentoring. They will continue this process for the first three months, then continue to check in during the mentoring process.

MENTORING PROGRAM EVALUATION

Program evaluation is the job of the culture and climate specialist and their team. This team is a committee that guards the ILC community standards using the core competencies agreed upon by all stakeholders. Table 1 outlines the evaluation criteria, including the qualitative and quantitative metrics that can be used to measure results (Labin, 2017).

Data Analysis for Program Improvement

Based on final presentations at the end of the program, mentors and their mentees will share their rate of success with their social action implementation plan. This includes links to student achievement, student success rates and disciplinary actions. A final exit survey is given to all participants that asks them to describe their experiences, and add their comments, questions, and concerns. This material will be used to help future programs and make improvements to the overal program (Labin, 2017).

Table 1. Program Evaluation: Critically Conscious Mentorship Community

Level 4: Results	Develop a CCRM to align with the ILC and address the need for CC teachers.	Observations and note catchers during community building times	Self-assessments at each interval and Culture and climate specialist and team for the district at every stage of the program- every three months Recorded in google drive folder- shared with mentors and mentees
Level 3: Behavior	Conduct restorative circles that safely enable teachers to practice competencies of the ILC.	Observations and note catchers during community building times	Self-assessments at each interval and Culture and climate specialist and team for the district at every stage of the program- every three months Recorded in google drive folder- shared with mentors and mentees
Level 2: Learning	Perform the required leadership competencies of the ILC.	Observations and note catchers during community building times	Self-assessments at each interval and Culture and climate specialist and team for the district at every stage of the program- every three months
Level 1: Reaction	Understanding that restorative circles are good containers for building relationships and learning how to become more critically conscious	Surveys and information sheets sent by CAC specialist	Culture and climate specialist and team for the district at every stage of the program- every three months Recorded in google drive folder- shared with mentors and mentees

CONCLUSION

This chapter defines and describes an emergent and intersectional theory of leadership and organizational change that leads to more authentic DEIB work (A. M. Brown, 2017; B. Brown, 2018; Hill-Collins, 2019; Owen et al., 2017). This theory is a unique practitioner centered approach that requires a combination of critical self-consciousness and community care, and leads to positive social action within organizations. Therefore, this chapter emphasizes the processes by which a leader learns and considers themselves and their learning, and how those processes support a more robust organizational structure and capacity for sustainable change. Through a multi-layered theoretical framework, the author asserts that emergence involves an iterative and fractal process of transformative adult learning, combined with an intersectional approach to honoring and empowering multicultural identities within organizations. Throughout this chapter, the overall idea is that as leaders grow in the complexities of their learning, they build capacity for nuanced community development that leads to successful organizational change.

The ILC is the organizational community hub for organizational discourse and growth. The ultimate goal of the ILC is to build more critically conscious educators and leaders through critically conscious reciprocal mentorship within the safe incubator of a restorative community building circle process. Critically engaged educators can lead to liberatory teaching practices, and hopeful communities. Coaching and mentoring are not synonymous but are both integral for building strong leaders, and for humanizing the workplace. When done well, leaders can grow one another in an exchange of adult learning that benefits people, organizations, and whole communities.

Leaders who guide based on their own inner work can make the theoretical principles of DEIB real in practice and also in posture. A posture that is authentic and transparent is attractive to stakeholders, employees and professional learning communities. Awareness of the intersectional realities of oneself can lead to a more nuanced and empathetic style of addressing DEIB, which can then be the driving force and opening door to significant organizational transformation. Otherwise, the educational leader who seeks to say they are doing DEIB work, without actually examining themselves and their readiness for real critique are doing a disservice to the diverse peoples they serve. It is one thing to be a strong leader in education, it is another thing entirely to be a leader who is asking oneself the right questions, in order to provide truly equitable experiences for stakeholders.

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KEY TERMS AND DEFINITIONS

Intersectionality: The interconnectedness of social categories such as race, class, gender, and sexuality as they apply to a given individual or group. These categories create overlapping systems of privilege, power, discrimination, and oppression.

Intersectional Learning Community: A school community comprised of learners, teachers, and administration that centers on the community awareness of multicultural identities and allows for cultural relevance to drive collaborative achievements.

Professional Learning Community: A school community comprised of learners, teachers, and administration that centers on educators working together to promote student achievement and growth using various standardized educational strategies.

Transformative Learning Theory: A process of learning whereby a learner is confronted with new understandings and undergoes major changes in perceptions and cognition.

Chapter 5
The Role of Intellectual Humility in Leadership and Promoting Workplace Diversity, Equity, Inclusion, and Belongingness:
Leadership Intellectual Humility

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ABSTRACT

Intellectual humility is an underused concept in leadership and management. However, the COVID-19 pandemic has elevated the role of humility in leadership and human resource management practices in terms of building an engaging, diverse, and inclusive workplace. One reason for the low engagement level among U.S. employees based on a recent Gallup annual survey is the perceived lack of intellectual humility among leaders and managers alike, which subsequently inhibits the initiation and utilization of shared leadership in teams. In addition, disengaged employees were found to be less likely to display honesty and humility in their interactions with others, suggesting a workplace culture of destructive disagreement and distrust. This chapter provides an evidence-based discussion about the need for leaders to adopt and foster intellectual humility to effectively manage their work groups to improve talent retention, employee engagement, and building an organizational culture of diversity, equity, inclusion, and belongingness.

INTRODUCTION

As organizations continue to adapt to an ever-changing landscape driven by the COVID-19 pandemic, workplace relationships are more vital to employees and effective leadership is more crucial to sustain an engaging workforce than pre-pandemic. According to the most recent 2021 Gallup poll of the state of the global workforce (gallup.com), employee engagement level was lower (20%) than pre-pandemic

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level (22%). In addition, the level of stress and/or burnout reported by employees has reached a new high (41% in 2020 compared to 35% in 2019). The COVID-19 pandemic has negatively impacted employees due to job loss and social isolation that may have explained for the increased level of worries and stress. To improve employee engagement level, organizational leaders need to rethink what makes an effective leader.

This chapter presents intellectual humility as an underused concept in contemporary management and leadership research. Although intellectual humility has been studied in philosophy and religion for more than two decades as a moral virtue or the golden mean of intellectual diffidence and intellectual arrogance, the concept has just been investigated in psychology research within the past decade (Porter et al., 2021). Nonetheless, intellectual humility has been found to predict important outcomes across different disciplines including medicine, marketing, education, psychology, and business management. For example, intellectual humility has been found to be a predictor of positive attitudes toward COVID-19 vaccination and display more scrutiny of COVID-19 misinformation (e.g., Huynh & Senger, 2021; Koetke, Schumann, & Porter, 2021); front-line worker resilience (e.g., Sok et al., 2021); well-being (e.g., Krause et al., 2016); better team decision-making and resilience (e.g., Zhu et al., 2019); openness to viewpoint diversity or cognitive diversity in business ethics education and political discussion (e.g., Hendy, 2020; Porter & Schumann, 2018); and managerial and leadership success (e.g., Collins, 2005; Trinh, 2019).

The COVID-19 pandemic has accelerated the pace of change and the adoption of new technology in the workplace. According to the World Economic Forum Future of Jobs 2020 Report (weforum.org), 43% of surveyed companies employing 7.7 million people worldwide said that they would reduce their workforce due to technology integrated into the workplace such as machine learning (ML) and artificial intelligence (AI). The shift from using humans to do routine and manual tasks in lower-skill jobs to using machines through AI could displace 85 million jobs by 2025 according to the World Economic Forum (weforum.org). The jobs that remain in the future post pandemic will be cognitive and non-routine in nature. Those who believe in the loss of jobs to be attributable to ML and AI are called “replacement view” holders. In contrast, those who believe that AI will assist humans in executing their jobs to improve productivity are called “augmentation view” holders (Tschang & Almirall, 2021). Whether one holds a replacement view or augmentation view of AI, it is the author’s view that intellectual humility is needed to succeed in future job performance post pandemic. Given the speed of change in technologies, nowhere is intellectual humility more critically needed than in executive and leadership positions within an organization. Intellectual humility as discussed in this chapter is viewed as a necessary and important competency that everyone including leaders and managers, and employees should cultivate and foster in their organizations to improve talent retention, employee engagement, and building an organizational culture of diversity, equity, inclusion, and belongingness.

The purpose of this chapter is threefold. First, an overview of intellectual humility, its definition in philosophical and psychological literature, psychometric properties, and its nomological network in relation to other related concepts is presented. Second, the reasons behind the increasing interest in intellectual humility are summarized and evaluated through a review of studies highlighting the benefits of intellectual humility for individuals, work groups and organizations to inform the current dialogue surrounding the role of intellectual humility in building an organizational culture of diversity, equity, inclusion, and belongingness. Last, a discussion on how to cultivate intellectual humility through ethics training and employee development workshops is provided. The chapter concludes with projecting ideas for future research inquiries.

Table 1. A conceptual framework of intellectual humility

<table>
<tr><td rowspan="4">Self</td><td colspan="2">Internal</td><td rowspan="4">Other</td></tr>
<tr><td><u>Awareness of one's intellectual limitations</u>
"I accept that my beliefs and attitudes may be wrong"
(Leary et al., 2017)</td><td><u>Awareness of value in others' intellect</u>
"I recognize the value in opinions that are different from my own"
(Leary et al., 2017)</td></tr>
<tr><td><u>Redressing one's intellectual limitations</u>
"I actively seek feedback on my ideas, event if it is critical" (Porter & Schumann, 2018)</td><td><u>Openness to corrective feedback</u>
"I don't like it when someone points out an intellectual mistake that I made" (reversed scoring)
(Porter & Schumann, 2018)</td></tr>
<tr><td colspan="2">Expressed</td></tr>
</table>

(Adapted from Porter et al., 2021)

BACKGROUND

What is Intellectual Humility and its Place in the Nomological Network?

Intellectual humility is an individual difference and a multi-dimensional construct. As previously mentioned, intellectual humility has been studied for quite some time in theology and philosophical research as a moral virtue that represents a golden mean between two extremes of intellectual arrogance and intellectual diffidence (Haggard et al., 2018; Krause et al., 2016). However, the concept has just recently received increasing attention in psychology and organizational research over the past decade (Porter et al., 2021). This may explain the diversity of intellectual humility's definition as revealed in a recent qualitative and systematic review of intellectual humility in psychology (Porter et al., 2021). Specifically, the concept of intellectual humility as first described in philosophy covers four domains including (1) a tendency to recognize one's own intellectual fallibility or limitations (e.g., Spiegel, 2012); (2) optimally calibrating one's intellectual limitations so that the goal is to achieve epistemic truth, rather than looking humble (Wright et al., 2021); (3) appreciation for others' intellectual strengths or regulating collective confidence (Kidd, 2016); and (4) a "low concern for one's own intellectual status and entitlements" (Roberts & Wood, 2007, p. 514). However, there are 18 definitions of intellectual humility with 16 unique scales in organizational psychology (Porter et al., 2021, Table 3). Of the 18 definitions, some were found to overlap with the four domains as described above in philosophical accounts, but none covers all four domains in their definition of intellectual humility. For example, the majority of definitions cover the first domain of recognizing one's intellectual limitations, less than 50% of definitions include the interpersonal domain (the third domain described above); and a third of definitions include the golden mean aspect of intellectual humility as described in the second domain. In addition, a fifth of definitions include the fourth domain of intellectual humility as described above (Porter et al., 2021). In terms of the psychometric properties of intellectual humility scales in extant literature, most have been shown to have acceptable internal consistency estimates and good test-retest reliability (Haggard et al., 2018; Meagher, 2022; Porter et al., 2021)

Table 1 depicts a conceptual framework of intellectual humility recently proposed by Porter and colleagues (Porter et al., 2021). As shown in the Table, intellectual humility is a multi-dimensional construct including four sub-dimensions and one general dimension of intellectual humility. Specifically, two dimensions reflect an "internal" or "self" focus. These are awareness of one's intellectual fallibility or limitations and redressing one's intellectual limitations. The remaining two dimensions including awareness of others' intellectual strengths and being open to corrective feedback reflect an "other/expressed" focus.

Whereas the majority of the research to date has relied on self-report to measure intellectual humility, research examining the convergence between self-report and other/informant-report in measuring intellectual humility has just begun emerging. For example, Meagher (2022) reported weak correlations between self and informant ratings of intellectual humility (average correlation coefficient of .19 across 3 different intellectual humility scales with the minimum of .09 and maximum of .32). However, researchers should not discard self-report as a source of intellectual humility data based on the low agreement between self and other-report because self-enhancement operationalized as overclaiming was not predicted by honesty-humility, a positive correlate of intellectual humility in a recent study (Goecke et al., 2020) despite evidence of socially desirable responding in self-reported intellectual humility data in previous studies (e.g., Meagher et al., 2015). Self-report data should be appropriate for certain dimensions of intellectual humility where it is not easily observable and most associated with cognitive biases such as redressing one's intellectual limitations while relying on other/informant report to assess other intellectual humility dimensions such as awareness of one's intellect and awareness of value in others' intellect.

Although research on the mapping of intellectual humility as a construct in a nomological network is nascent, some view it as a sub-dimension of general humility (Davis & Hook, 2014). Other researchers reported its positive correlates with individual difference measures such as the Big Five personality traits (Saucier & Goldberg, 2003) with the largest correlations with openness to experience, agreeableness, and emotional stability (Meagher, 2022). Other positive correlates with intellectual humility include self-esteem, need for cognition, openness to experience (Porter & Schumann, 2018); racial diversity (Goodman, 2017); modesty and humility personality trait based on Ashton and Lee's (2009) HEXACO personality framework (e.g., Krumrei-Mancuso & Rouse, 2016; Porter & Schumann, 2018); error in management orientation, and self-efficacy (Seckler et al., 2021). Negative correlates of intellectual humility include need for closure and narcissism (Porter & Schumann, 2018). Using a small sample of undergraduate business students, intellectual humility was found to be independent of political orientation (Hendy, 2020). This finding suggests that intellectual humility may be developed within and/or among individuals having different ideological perspectives.

Table 2 presents the nomological network of intellectual humility broken down into its correlates and its outcomes. As shown in the Table, most correlates with intellectual humility are individual difference variables ranging from stable and more enduring traits such as the Big Five personality traits, self-esteem, self-efficacy, to more changeable and state-like variable intellectual humility such as attitudes and motivation (e.g., a growth mindset vs. fixed mindset, learning goal orientation, error orientation, need for cognition, need for closure). What is worth mentioning in the Table is the positive correlation between intellectual humility and self-efficacy as well as self-esteem (Porter & Schumann, 2018; Seckler et al., 2021). These findings refute the notion that humility may be perceived as lack of confidence and ambition, especially as a CEO characteristic in early research on humble leadership (Chatterjee & Hambrick, 2007). In addition, the various outcomes that have either been empirically or theoretically proposed to be predicted by intellectual humility deserve to be noted and discussed.

At the individual level of analysis, intellectual humility has been shown to be a predictor of job performance and success among professionals (e.g., Seckler et al., 2021); managers and executives (e.g.,

Table 2. Intellectual humility and its nomological network

Correlates of Intellectual Humility	Outcomes of Intellectual Humility		
	Individual	Group	Organization
Big 5 personality traits (+)	Job performance, Creativity, Commitment, Psychological empowerment, Engagement, Well-being, Less Stress, Fewer Worries, Lower turnover intention, Social entrepreneurship	Identification, Psychological safety Belongingness, Valuing uniqueness, Well-being	Inclusive culture, Organizational safety climate Innovation, Firm performance, Reduced Turnover
Cultural humility (+)			
Epistemic curiosity (+)			
Error orientation (+)			
General humility (+)			
Growth mindset of intelligence (+)			
HEXACO modesty/humility personality (+)			
Learning goal orientation (+)			
Narcissism (-)			
Need for closure (-)			
Need for cognition (+)			
Self-efficacy (+)			
Self-esteem (+)			

Collins, 2005). In addition, studies in positive psychology in which humility was examined as a moral virtue, of which intellectual humility is a sub-dimension, empirically showed that humility enable individuals to buffer stressful life events and achieve well-being such that humble individuals were found to experience fewer symptoms of depression (Jankowski, Sandage, & Hill, 2013), have better coping mechanism with stress, have fewer worries, and enjoy life more than those who are less humble (Krause et al., 2016). Honesty-humility as a positive correlate of intellectual humility has also been proposed to predict job performance and reduce turnover intention through the lens of Bandura's (2002) moral disengagement theory such that those who are humble will be more likely to be ethically engaged at work, which in turns will be less likely to quit (e.g., Ogunfowora et al., 2021). Recently, humility has been found to be positively related to social entrepreneurship such that entrepreneurs who displayed humility were found to be more likely to engage in micro foundation of social impact entrepreneurial systems (Roundy & Lyons, 2022). In addition, leaders who display humility have been found to improve work engagement, which in turn motivate employees to be creative in their job performance (Li et al., 2021).

At the group level of analysis, leadership humility was found to positively contribute to team creativity (Hu et al., 2018); team performance through the formation of a collective humility at the workgroup level (Owens & Hekman, 2016; Owens et al., 2013), and team psychological safety (e.g., Rego et al., 2021). Humble leaders were found to manage employees such that they became more resilient in the face of challenges and crises. One way through which employee resilience can be developed by humble leaders is the concurrent increase in their work focus as well as perceived insider identity based on one study conducted in the lab and field (Zhu et al., 2019). Fostering intellectual humility among employees has been found to positively contribute to successful workgroup outcomes. For example, work groups that were perceived to be diverse in terms of their thoughts and beliefs, termed cognitive diversity were found to be better at decision-making and creativity by exploring a wider range of ideas, and seeing more linkages between and among ideas (Dahlin et al., 2006; Qi et al., 2022). Randel and colleagues (2018) proposed a theory of inclusive leadership, based on Shore et al.'s (2011) inclusion framework. According to Randel et al. (2018) inclusive leadership approach, inclusive leaders are those who display humility, which facilitates the feeling of belongingness among their employees while respecting individual employees' uniqueness.

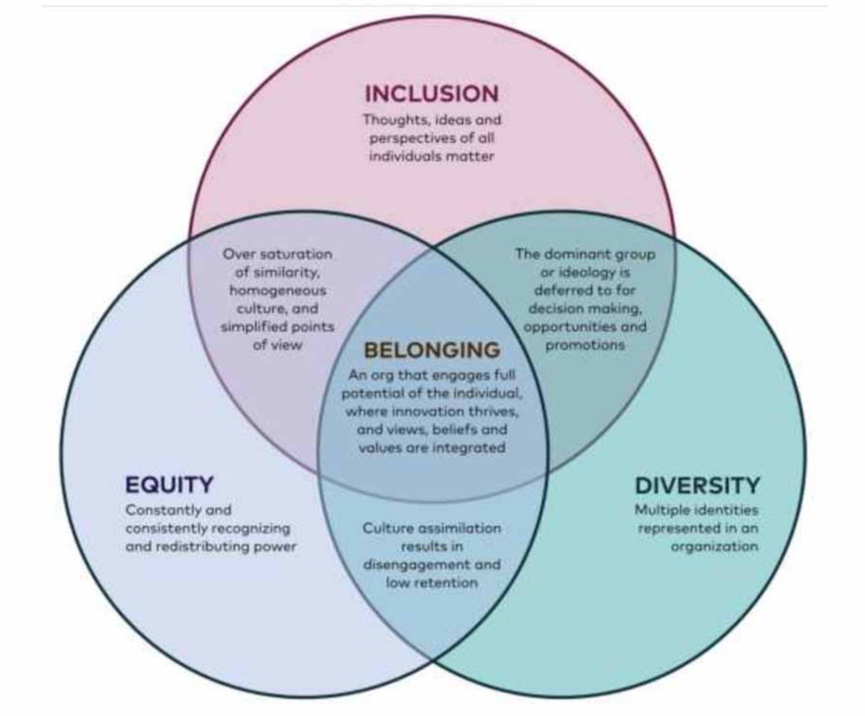
At the organizational level, intellectual humility has been proposed to reflect an organizational brand or identity that drives organizational growth and transformation through organizational learning (Norcross & Manning, 2019). An organization's collective capability of evaluating what works and concurrently embracing what needs to be improved as essential in humility can be viewed as analogous to ambidexterity or an ambidextrous orientation (i.e., exploiting what works and exploring the unknown to seek new knowledge and/or opportunities) in entrepreneurship success. Indeed, humble CEOs were found to positively contribute to firm's financial performance using survey and archival data (e.g., Ou, Waldman, & Peterson, 2018). CEO humility was also found to be positively related to the financial performance of new start-ups through reducing relationship conflicts using a sample of 171 new ventures in Shanghai, China (Li et al., 2020). As previously discussed, humble leaders were found to generate a group climate of psychological safety (Rego et al., 2021) because humble leaders were not afraid to acknowledge their limitations, therefore, their subordinates would be more comfortable contributing their ideas knowing that there would be no negative consequences and that their ideas would be valued and welcomed. Similarly, an organization whose identity is synonymous with humility is expected to generate an organizational climate of psychological safety (Norcross & Manning, 2019).

The Rise of Intellectual Humility in Organizations

There are two main reasons explaining the rise of intellectual humility within the past decade in organizational and psychological research. The first reason is the increased polarization or extreme views on social and political issues, and intellectual humility was proposed to be the solution to bridge the divisiveness and reduce polarization (e.g., Bowes et al., 2020; Porter & Schumann, 2018). There is ample evidence showing that there is a crisis of lacking intellectual humility in the United States. An NBC/WSJ poll reported 80% of U.S. registered voters (85% Democrats and 73% Republicans) believed that the United States was *deeply* divided (Murray, 2018). We have become less tolerant of political view differences than racial differences, evidenced by the fact that there were more married couples who are inter-racial than inter-political affiliation as of 2020 in the U.S. (Wang, 2020).

Conflicts (i.e., disagreements) cannot be resolved when parties involved lack intellectual humility because they tend to be defensive (i.e., defending their own viewpoint), rather than giving the other side a chance to present their viewpoint. Destructive disagreements are *dysfunctional* because feelings of openness between opposing parties are decreased. Constructive disagreements are *functional* because feelings of mutual respect and closeness between conflicting parties are enhanced. Constructive disagreement can foster organizational innovation as well as organizational diversity and inclusion (DeGaff & Mueller, 2015). Constructive disagreements were shown to help reduce groupthink and improve decision making. It is important to cultivate a sense of self-scrutiny and respect for other dissenting views as two dimensions of intellectual humility because those who display intellectual humility will be able to focus on the issue at hand, rather than the emotion driven by the issue to find common ground and shared goals with their opponents (Norcross & Manning, 2019). In addition, as discussed in previous paragraphs, intellectually humble individuals were not viewed as lacking ambition or confidence in leadership positions because recent studies showed that leaders were able to receive humility credits or premiums from displaying their humility by asking questions to which they don't know the answers (Cojuharenco & Karelaia, 2020, Seckler et al., 2021). Leaders are not penalized for acknowledging their limitations as

Figure 1. A Venn diagram of diversity, equity, inclusion, and belongingness. (Burnette, 2019)



traditionally believed. Leaders were perceived and rated as more genuine and effective when they were willing to say: "I don't know" or "Let's hear what others have to say about this" (Cojuharenco & Karelaia, 2020). In addition, leaders who were perceived to be arrogant and/or displayed arrogant manner were not viewed by their subordinates as more competent than those who displayed humility (Coppola, 2021).

The second reason that explains the rising importance of intellectual humility is the increasing focus on building and leveraging an organizational culture of diversity, equity, inclusion, and belongingness over the past decade. According to the Society for Human Resource Management (SHRM) global survey on diversity and inclusion conducted in 2008, 55% of the 546 senior executives who participated in the survey said that their organizations "strongly promote" diversity and inclusion (SHRM.org). Fast forward to 2021, the proportion of senior executives who said there were committed to diversity and inclusion went up to 77%. However, there was not a corresponding level of increased implementation of management policies and practices that reflect the increased commitment of the same among surveyed participants. Specifically, there was a lack of sustained commitment or support to diversity, equity, and inclusion goals to leverage their strengths (SHRM.org). Equally troubling is the varying understanding of the concepts across organizations, suggesting that diversity, equity, inclusion, and belongingness mean different things to different people and organizations (SHRM.org).

Figure 1 presents a Venn diagram of diversity, equity, inclusion, and belongingness (DEIB) adopted from Brunette (2019). As shown in the Figure, the three components of diversity, equity, and inclusion must converge with one another for an organization to harness their strengths. The outcome of that combined strength is belongingness. Shown in the Figure is the importance of leveraging all three components of diversity, equity, and inclusion simultaneously because having diversity without inclusion or equity will result in an organization having the dominant group being deferred to in decision-making and promotional opportunities. Diversity is defined as having individuals in an organization represented by multiple identities. Identities can be broken down into two types: demographic and ideological. Because demographic diversity is "surface-level" diversity (e.g., diversity in race, gender, physical abilities, age, tenure/seniority), while diversity in ideologies and perspectives represents cognitive diversity or "deep-level" diversity (Moran, Abramson, & Moran, 2014), it is reasonable to understand why increasing demographic diversity alone does not increase organizational performance because of the possibility that people who are demographically diverse may think alike, which leads to groupthink that can stifle work teams creativity; organizational innovation and ultimately growth and performance (e.g., DeGaff & Mueller, 2015; Ely & Thomas, 2020; Leroy et al., 2021).

Equity is defined as the process of recognizing and redistributing power within an organization (Burnette, 2019). In other words, it refers to whether and to what extent an organization's top management team is willing to reshape its power structure by implementing policies so that everyone will have the same opportunities to thrive and achieve leadership positions based on merit. Having equity and diversity but without inclusion means that the organization's diversity is just a symbol to check the box, but not seriously valued. Shore et al. (2011) considered this scenario as "exclusion" in their inclusion framework. As a result, employees turnover rate will increase because they feel disengaged and exhausted or burnout from listening to the superficial "I hear you, but it is not just feasible, or we cannot implement that given the constraints in our organization" phrase in response to their input. In this scenario, employees' perspectives and ideas are dismissed and ignored. The most recent Gallup survey results illustrated the above linkage between employee disengagement and turnover (gallup.com). In addition, when CEOs displayed humility, there was evidence of less pay disparity and more pay equity between the CEOs and their top management teams (Ou et al., 2018).

Inclusion is defined as the extent to which everyone's ideas and thoughts are listened to and valued (Burnette, 2019). To truly leverage the strength of inclusion, organizations must treat all members as insiders while simultaneously encourage them to retain their unique selves because at one extreme of inclusion, individuals will assimilate to the organization's culture to fit in and feel "included" or part of the team while at the same time suppressing their own unique selves. At the other extreme of inclusion, individuals will feel that they are not treated as insiders, but their unique characteristics or perspectives may be good for organizational success (Shore et al., 2011). This is the downside of having equity and diversity, but not truly inclusion as depicted in Figure 1. As discussed in earlier paragraphs, leadership humility is a central characteristic of Randel et al. (2018) inclusive leadership model, in which inclusive leaders are proposed to possess not only intellectual humility but also pro-diversity beliefs, and cognitive complexity. Inclusive leaders are further proposed to stimulate an inclusive culture by valuing employees' uniqueness in their contributions. A recent study that attempted to validate Randel et al. (2018) model using three separate studies utilizing work teams across multiple organizations found that pro-diversity beliefs (e.g., leaders encourage members to be unique/authentic) were not enough for inclusive leaders to cultivate the positive impact of inclusion unless such leaders were found to cultivate value-in-diversity beliefs (i.e., how differences and disagreements can be value added to work teams) concurrently (Leroy et al., 2021).

The intersection of diversity, equity, and inclusion as depicted in Figure 1 is belonging or the feeling of belongingness. Defined as an emotional connection that members of an organization have as a result of knowing that their full potentials have been engaged and utilized that subsequently contribute to organization's growth and innovation; belongingness is the end result of an organization's effort in implementing diversity, equity, and inclusion policies and practices (Burnette, 2019). This conceptualization is consistent with prior inclusive leadership models such as Shore et al. (2011) and Randel et al. (2018) discussed in previous paragraphs. Specifically, employees feel that they belong to their organizations when they perceive they are supported by their leaders and experience equity and inclusion as enacted values in their organization (Randel et al., 2018).

Building an organizational culture of diversity, equity, inclusion, and belongingness requires training employees on ethics, because intellectual humility is rooted from the virtue theory of ethics based on classic works of Plato and Aristotle as well as Confucius (Marcus & Hargrave, 2020). Because moral virtue represents a golden mean of two extremes (lacking humility is considered arrogant and having too much humility is considered diffident), it requires constant and consistent practice to make it a habit. Nowhere is it more relevant to foster an intellectual humility than in an ethics training workshop where employees are encouraged to engage in difficult or controversial conversations to foster intellectual humility. According to the most recent Gallup's state of the global workplace survey results, the engagement level of U.S. employees was lower (at 20%) relative to pre-pandemic level. Lacking leadership humility is one oft-cited reason for the increasing level of disengagement in the workplace. As the American workforce becomes more diverse than ever before, it is important to be sensitive to other cultures. Intellectual humility was associated to cultural humility based on a recent study using undergraduate students (Meagher, Gunn, Sheff, & Tongeren, 2019). Because managers who display humility were found to be more flexible and respond to change better than those without humility (Trinh, 2019), it is reasonable to expect that humble leaders would manage their organizations better post-pandemic than those lacking in intellectual humility. A recent study examining work teams in retail setting showed that leadership humility was found to cultivate a group norm of altruism (Chiu et al., 2022). Because group norms are part of an organization's culture, this finding suggests that humble leaders will be able to cultivate an organizational culture of inclusion in which helping norm is essential. Taken together, to effectively build a culture of diversity, equity, and inclusion to achieve belongingness, leaders should foster intellectual humility within themselves as well as their own organization to achieve sustained growth and innovation in the face of intense competition post pandemic.

How Can Intellectual Humility Be Fostered?

There are several tools available for us to develop intellectual humility. First, intellectual humility can be fostered using an interactive learning platform, available to the public free of charge at www.openmindplatform.org. This learning platform was developed using evidence-based psychology designed to reduce polarized viewpoints and foster mutual understanding across multiple viewpoints. Started by Professor Jonathan Haidt at New York University Stern School of Business in late 2016, its main version was launched for academic and organizational use in November 2017. Adopted in more than 450 classrooms in college campuses, 50 public and private organizations across 15 countries as of September 2021 (Duong, 2021). There are 8 lessons within OpenMind with four lessons each lasting approximately 30 minutes and 4 lessons for practicing the techniques learned in the previous lesson with a partner. After completing OpenMind lessons, learners will be provided with a summed score across lessons showing their intellectual humility progress.

OpenMind is an example of technology delivered instruction (TDI) widely used in human resource development (Cascio, 2014). OpenMind enables learners to learn the content in digitized format at their own pace to build intellectual humility over time. The peer-to-peer conversation activities are designed

Table 3. OpenMind learning platform schedule to cultivate intellectual humility

Lesson	Topic covered	Activity	Allotted Time
1	Explore the inner working of the mind	Self-study	30 minutes
2	Uncover the roots of our ideological differences	Peer-to-peer conversation #1	60 minutes
3	Cultivate intellectual humility	Self-study	30 minutes
4	Welcome diverse perspective	Peer-to-peer conversation #2	60 minutes
5	Explore other worldviews	Self-study	30 minutes
6	Challenge the culture of contempt	Peer-to-peer conversation #3	60 minutes
7	Managing emotions in difficult conversations	Self-study	30 minutes
8	Master difficult conversations	Peer-to-peer conversation #4	60 minutes
Total			6 hours

to help learners apply the concepts discussed in the previous lesson in practice. As shown in Table 3, OpenMind views intellectual humility as a skill that can be taught and developed, rather than an enduring trait that we are born with. Because content knowledge would be more effectively delivered via TDI compared to the traditional in-person workshop or classroom based on a meta-analyss (e.g., Sitzmann, 2011), OpenMind lends itself to be applicable to workforce training and development such as a part of an employee upskilling program to help offset the replacement and augmentation effect of AI on future jobs (Tschang & Almirall, 2021).

OpenMind promotes moral pluralism, rather than moral universalism or ethnocentrism, which allows for multiple solutions to a problem, stimulating innovation, rather than promoting one solution as the best or correct based on ethnocentrism. In addition, OpenMind is based on a growth mindset of learning and motivation (Dweck, 2016), rather than a fixed mindset, with supporting evidence from neuroscience (e.g., brain plasticity). According to Carol Dweck, who proposed the concepts of growth vs. fixed mindset of intelligence in her work on motivation, those who have a growth mindset tend to look at their mistakes as learning opportunities, consistent with intellectual humility whereas those who have a fixed mindset tend to look at their mistakes as something that should be avoided in the future (Dweck, 2006).

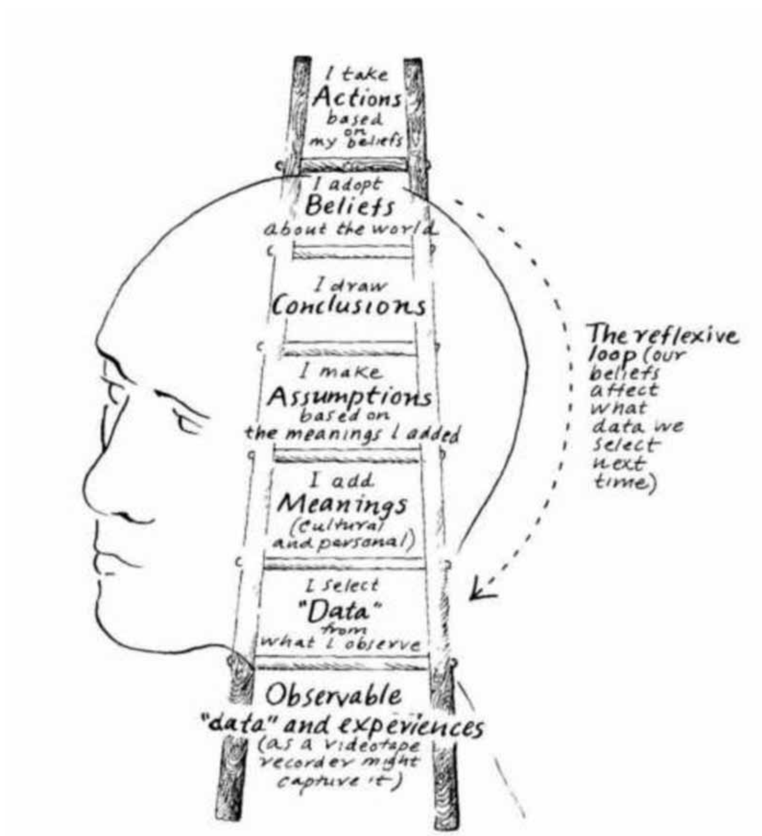
As presented earlier, OpenMind has been used successfully in a variety of settings including higher education, K-12 education, and private and public sectors to foster learners' openness to opposing views (Duong, 2021). Initial evidence supporting the validity of Open Mind learning platform in fostering intellectual humility has begun to emerge. For example, the author found a positive correlation of OpenMind scores, and cognitive diversity operationalized as viewpoint diversity using a small sample of undergraduate business students in an undergraduate business ethics course (Hendy, 2020).

Notwithstanding the potential benefits of OpenMind, it is noteworthy to mention a few challenges or difficulties of OpenMind as an on-line learning and training tool. First, as discussed earlier, a group climate of psychological safety must be created by the leaders or top executives and perceived by members for them to feel safe and comfortable to freely speak their mind. This can be best achieved by having the executives attend the workshop and complete the OpenMind assignments themselves. Second, there needs to be a facilitator to moderate the peer-to-peer conversations to avoid learners from gaming the system (e.g., not engaging in conversation as expected but pushing the button to complete the activity instead). Therefore, a hybrid format in which learners engage in self-study at their own time virtually, but practice with a partner in a face-to-face setting might be best to maximize the benefit of fostering intellectual humility. Third, the facilitator or trainer must be practicing humility themselves to avoid letting their own biases influence the process of cultivating and fostering intellectual humility.

Because in OpenMind, intellectual humility is assessed as an objective measure (i.e., numeric score) across lessons, it reflects the natural progression of learners over time in cultivating their humility, which lends itself better for organizations to track individual progress. This advantage of OpenMind overcomes a limitation inherent in extant research that relies on a one-time snapshot of intellectual humility self-reported data that can be contaminated with self-deception, a dimension of socially desirable responding (Haggard et al., 2018). Considering the totality of evidence presented, the author recommends OpenMind as an employee development tool to build intellectual humility as part of building an organization's culture of diversity, equity, inclusion, and belongingness.

Another tool to develop intellectual humility is Bridging the Gap, a pilot program initiative funded by a social entrepreneur to help students develop their communication skills to engage in difficult conversations across viewpoints and ideological differences (Greer, 2021). Built upon the ladder of inference model originally proposed by Argyris (1970) to promote open inquiry and stimulate critical thinking,

Figure 2. The ladder of Inference model (Argyris, 1970)



Bridging the Gap initiative incorporates principles of giving constructive feedback (the 4 Is of feedback including Intention, Incident, Impact, and Invent) and active listening in overcoming defensiveness and being more receptive to viewpoint diversity. Bridging the Gap has hosted workshops in which students and educators alike are paired to engage in difficult conversations and become comfortable at discussing divergent views on potentially controversial topics.

Figure 2 shows the ladder of inference model, proposed by Argyris (1970). According to this model, there are steps or stages that we go through to form our opinion or world view. Such a process starts with observing an event, shown at the bottom of the ladder. Oftentimes, we do not even realize we rely on our intuition and/or unconscious bias to interpret such an event to reach our decision or form our world view (e.g., confirmation bias in the first step of selecting data from observation, attribution bias in adding meanings and making assumptions based on such meanings, and implicit stereotyping/unconscious bias in drawing conclusions to reach a decision or action. The ladder of inference model has been widely researched and further developed into a learning organization model (Senge, 2006). The model has been adopted by organizations in their knowledge management across divisions and contribute to organizational learning (e.g., Ciborra & Andreu, 2001; Senge, 2006).

FUTURE RESEARCH DIRECTIONS

Despite the benefits associated with intellectual humility discussed throughout the chapter, there still lacks a systematic research to investigate the predictive validity of leadership humility in building an organizational culture of diversity, equity, inclusion, and belongingness. Future research is needed to validate the proposed models of inclusive leadership (Randel et al., 2018) in which intellectual humility is a core leadership characteristic with the resulting outcome of belongingness when employees perceive a climate of diversity, equity, and inclusion. Empirical evidence has just started emerging in which a portion of the above referenced inclusive leadership models is tested (Leroy et al., 2021). However, more research is needed to test the entire model using longitudinal data to improve causality. In addition, situational factors that may moderate or mediate the intellectual humility and diversity, equity, inclusion, and belongingness linkages deserve to be investigated in future research. For example, early research on leadership humility showed that humble leaders were viewed by their subordinates as lacking ambition and confidence (Chatterjee & Hambrick, 2007). Later research revealed that leadership humility might be a double-edged sword such that leadership humility was differentially related to leadership effectiveness (Zapata & Hayes-Jones, 2019). Future research is needed to examine under which situation leadership humility may generate positive outcomes versus negative outcomes to their workgroups and organizations. Because intellectual humility is a moral virtue that emphasizes the golden mean of two extremes, it is plausible to expect the golden mean to vary depending on organizational context.

CONCLUSION

This chapter's goal was to inform the current dialogue about diversity, equity, inclusion, and belonginess (DEIB) by discussing the increasing attention in organizational and psychological research of intellectual humility, both as a leader characteristic and a skillset that can be developed and harnessed over time by employees, managers, and executives alike to help organizations leverage their competitive advantage in the face of intense competition post pandemic. The author reviewed and integrated diverse streams of literature including education, psychology, and business management research to provide the readers with a balanced view of intellectual humility, its conceptual framework, and related outcomes. It is hoped that this chapter provided a starting point for future research to further evaluate and validate the intellectual humility construct and/or learning tools discussed herein to unlock its potential to foster and cultivate intellectual humility. As the workforce management landscape has changed due to the pandemic, humble leaders will be seen as heroic leaders in the future.

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KEY TERMS AND DEFINITIONS

Belongingness: The emotional connection that members within an organization or work group feel that they are accepted and integrated.

Cognitive Diversity: The extent to which the members of a group or organization have different perspectives and ways of thinking.

Diversity: The extent to which an organization or work group is represented by members with different identities.

Employee Engagement: The extent to which employees are committed to their job and their employer as well as enthused and energized about their job.

Equity: The extent to which power within an organization is consistently recognized and redistributed.

Inclusion: The extent to which policies and practices reflect all individual members' thoughts, ideas, and perspectives.

Intellectual Humility: The recognition of one's intellectual limitations, respecting others' intellectual strength, seeking epistemic goods, and an unusually low concern for one's intellectual status.

Uniqueness: The perception of members within an organization or work group that their need to maintain a distinctive and differentiated sense of self is fulfilled.

Chapter 6
Organizational Resilience and Appropriate Resources for Enterprise Development:
A Theoretical View

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ABSTRACT

This chapter has analyzes the organization resilience and its implications on organizational structural construct based on a framework for elements for reliability, safety, and deployment of organizational resources. It is assumed that theoretical and empirical studies in organizational resilience have limited contributions on the concepts of high-reliability organization applied to a diversity of entities and with a variety of characteristics. The method employed is the analytical reflective of the theoretical and empirical literature review. This study concludes that the emerging concept of organizational resilience confirms that the creation and development of an organizational resilience framework for structural construct can be supported by elements based on flexibility of organizational culture, organizational safety and reliability, the promotion elements, and the deployment of organizational resources.

INTRODUCTION

The concept of organizational resilience and appropriate use of resources emerges from cognitive, affective; psychomotor and production sciences relate to enterprise development. among others to create and develop a framework for structural construct of organizational resilience supported on elements based on flexibility of organizational culture, organizational safety and reliability, the promotion elements, and the

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deployment of organizational resources. Entrepreneurial mindset can be motivated by the organizational resources, resilience, and behavioral pattern.

Organizations seek to improve resilience of structure and functions, assets and infrastructure against disruption, degradation, and destruction through proper behavioral pattern with enterprise development. Tuazon, Wolfgramm, & Whyte (2021) argued that sustainability leadership and highlights complexities involved in facilitating effective decision-making among diverse actors in the process of enterprise development. Enhancing organizational resilience has a variety of concepts, principles, approaches, guidelines, and elements which combined enable to design a framework to be implemented at different organizational levels combined with varied factors at each level, creating and developing a theoretical model to influence organizational resilience. Gilson et al. (2020) described that South African meso-level health system intensified the pre-existing hierarchical and rigidly procedural organizational culture.

A multilevel framework of structural construct of organizational resilience level emphasizes that it is constructed at different collective levels through workers and teams. A construct defined by the validity police perspective is relevant for a theoretical, conceptual, and methodological framework. Organizations use a resilience framework mindset to reinvent and reintegrate beyond former homeostasis. Key resilience practices are not always considered in many companies that might be reluctant towards establishing comprehensive and integrated resilience frameworks. The organizational resilience basis must be based on international best standards and practices for environmental scanning, too ease doing business process and developing enterprises. Supportive enterprises to cultivate, and hopeful comprehensive occupational expansion that creates decent employment chances aimed at altogether organizational resilience and resources.

There is a lack of a process framework for individual elements in different resilience phases. There is not an exhaustive list of elements and practices that constitutes organizational resilience which is contextualized in various settings. The definition of organizational resilience includes common elements and context-specific aspects. The components of the organizational resilience framework may change depending on the cumulative or individual weather extremes which helps to develop enterprises. The multi-disciplinary perspective of organizational resilience inquires the contribution of organization science and developing more robust framework with reification of assumptions to benefit from adverse and disturbing events and conditions.

A rigid quantitative framework for assessing organizational resilience allow to compare the levels of resilience between organizations and improve their engagement. Hillman, & Guenther (2021) review systematically the literature on organizational resilience construct covering both conceptual and operational issues to discuss the critics about the concept of resilience for being fuzzy and analyze the taxonomies and construct development. Enterprise may not be a formal or informal organization in many cases for which NGOs are nowadays may be considered as third sector of a country. Enterprise development is remaindering towards a planned importance for any country of the globe and NGOs as third sector can develop in more elaborate manner in the delivery of chances for home-grown enterprises.

Research question of the study is whether through reviewing the concepts of the organizational resilience and appropriate use of resources can develop enterprises?

LITERATURE REVIEW

Based on the research question mentioned in section:1, the following literature review ewer given:

Responsibility lines in organizations fosters accountability and low tolerance for failure in potential conflict between specific and general resilience (Tetlock, 1985). Mosakowski (1998) argued that entrepreneurial resources are defined as the propensity of an individual to behave creatively, act with foresight, use intuition, and be alert to new opportunities. The constituent elements of the concept of organizational resilience are not clear under any specific discipline encompassing a set of diverse organizational disciplines and challenging the validity of unconnected concepts in a theoretical paradigm (Hirsch, Levin, 1999). Functional decentralization as being simultaneously bureaucratic and decentralized facilitates organizational resilience in such a way that authority patterns shift to functional skills (Clarke, 1993, La Porte, & Consolini, 1991, 31).

Resilience is an on-going process that relates the individual with the organizational cultures that have the potential to self-correct after traumatic experiences (Paton et al., 2000). Some assumptions of empirical studies in organizational resilience limit their contributions such as the concept of high-reliability organization applied to a diversity of entities with a variety of characteristics (La Porte, & Consolini, 1998; Bigley, & Roberts, 2001; La Porte & Thomas, 1995). In adverse events the resources are brought from external sources, regional and state level to support the organizational resilience in order that organizations can be able to bounce back (Carpenter et al. 2001). Reliability and robustness determine organizational resilience when degradation, failure and error are no tolerated (Roberts, 1990).

Resilience is a mental restoration ability characterized as the internal individual ability to flexibly cope with and recover from temporary mental illness because of unexpected contingency (Oshio, Nakatani, Kaneko, & Nagamine, 2002). Some of the practices that are effective in enabling and fostering organizational resilience are to provide training and development of resiliency (Coutu, 2002). Resilience focuses more on the cultural change to facilitate problems (Sutcliffe and Vogus, 2003). Tierney (2003) organizational resilience is a structural construct with the dimensions of robustness, resourcefulness, redundancy, and rapidity. Vogus (2003), is based on factor analysis that identify structural resources, emotional resources, and cognitive resources, which are resources linked to organizational creativity.

Organizational resilience is an optimistic perspective focusing on the enhancement of safety and reliability and understanding of coping with the scenario (Sutcliffe, & Vogus, 2003). Organizational resilience is the ability to maintain positive adjustment, which emerge from conditions strengthened and more resourceful under challenging conditions (Sutcliffe and Vogus, 2003). The hurdle to organizational resilience is the inflexibility of organizational culture (Wilkinson et al., 2003). Organizations foster resiliency by increasing the psychological resources and motivation through task autonomy and discretion of employees to build competences, self-efficacy, and confidence to respond during challenging situations (Sutcliffe & Vogus, 2003; Masten & Reed, 2002).

Beyond the trade-offs between safety and production, and the link between the failure to balance production with safety risks and accidents, there are more to be studied and learnt about the enhancement of organizational resilience (Woods, 2003). Organizations that experience collapse are more specific in benefits rather than a general organizational resilience frame (Hamel, & Välikangas, 2003). Efficacy as an outcome of organizational resilience that enhances the ability to process feedback, rearrange and transfer resources and knowledge (Sutcliffe, & Vogus, 2003).

Organizational work resilience empowers the human resources, the business model, and interactions (Foster, & Dye, 2005). Resilience is defined as the ability in tricky situations to stay safe and avoid accidents (Hale, 2006, 40). A characterization of factors leading to impact resistance and rapidity elaborated by McDaniels et al. (2008) included several indicators ex-ante decisions and ex post adjustments of organizational resilience in the context of future climate variabilities and weather extremes. Resilience has been constructed at different organizational levels which can be analyzed through the hypothetical organizational resilience construct development and measurement not to be confused with the criticized multidimensional constructs as a group of interrelated constructs (Hirsch, & Levin 1999; Wong et al. 2008; Carpenter and Brock 2008).

Development of hypothetical constructs and measurement scales of organizational resilience are confused sometimes as interrelated group of constructs (Hirsch, & Levin, vogus1999; Wong et al., 2008).The operationalization of a measurement model for organizational resilience requires the development of a construct able to clarify the structural relationship of the dimensions involved, as essential to elaborate good research questions and theoretical parsimony (Law et al., 1998,Wong et al., 2008). A construct taxonomy and development based on methodological literature leads to assess and evaluate the literature (Law et al., 1998, Podsakoff et al., 2016, Wong et al., 2008).

Behavior has an impact on vulnerability from structural change impact of resilience (Gallopín, 2006). In a reflective measurement model, any change in the construct as latent variable leads towards changes in the effect observable indicators while in a formative measurement model changes in indicators of the construct determine changes in the cause indicator as the latent variable (Diamantopoulos, & Siguaw 2006; Edwards, & Bagozzi, 2000). Organizational resilience constructs contribute to theoretical development and testing following the dialectical process of a lifecycle in construct development ion include both the validity police and the opposing perspective of an advocate perspective to achieve organizational effectiveness (Brahma, 2009; Suddaby, 2010; Hirsch & Levin, 1999).

Organizational resilience can be evaluated on its facilities, infrastructure, and supply chains (Kohno et al. 2012). Organizational resilience is considered as a second-order construct but manifests at the first-order level constructs identified by Richtnér, & Löfsten (2014) as cognitive, structural, and emotional resources linked to organizational creativity. Resilience is also the considered as the ability to absorb, stabilize the system structure, achieve function and identity in the cope of shocks. Organizational resilience is optimized by developing and maintaining a resilience culture, (Valastro 2011, Hiles 2011, Pasteur 2011, Daskon 2010, & Somers, 2009).

Organizational resilience from the perspective of individual level is based on the inference that the organization is resilience as its individuals (Coutu, 2002; Horne, 1997; Horne, & Orr 1998; Mallak, 1998, Shin et al., 2012). A high reliable organization can learn from errors rather than rigidity (Weick & Sutcliffe, 2007) enabling to analyze the conditions of resilience in an interactionist perspective questioning the notion of organizational resilience.

A multi-dimensional and latent reflective three first-order construct framework of organizational resilience developed by Richtnér and Löfsten (2014) applying conceptualizations of Sutcliffe and A framework of organizational research is developed by Williams et al. (2017) integrating two research streams related to resilience and crisis research. Definitions of resilience lack some common constituent elements (Aleksić et al., 2013). The collapse of an organizations can be reframed as a process of resilience. A comprehensive and integrated model that draws on various frameworks and approaches combines elements (Pasteur, 2011). Several factors improve organizational resilience which can be enhanced by the elements of people, core business systems and facilities (Foster, & Dye, 2005).

An institutional, legal, organizational and procurement aspects of societal resilience are used as a framework to retrieve indicators and patterns able to identify critical issues (Becker, Abrahamsson, and Tehler, 2014; Herrera, et al. 2014, Van Der Beek, & Schraagen, 2015). Indicators for social resilience developed by Cuthill et al. (2008) adopted the SMARTT framework referring to indicators being specific, measurable, achievable, reviewable, time-lined, and talking. Indicators of resilience may represent what is considered healthy and successful. From the systemic perspective A three-dimension construct of organizational resilience based on robustness, agility and integrity was developed by Kantur and Iseri Say (2015).

To evaluate resilience, Tompkins (2007) proposes robustness, responsiveness, resourcefulness, rapidity, and redundancy. The ways to increasing organizational resilience are the redundancy, flexibility, and cultural change, which intends to address the resilience of future known and unknown events. Resilience is the ability to recover from disruption and improve by building redundancy and flexibility (Sheffi, & Rice, 2005). Mindset and engagement in resourcefulness and nature of social resources facilitate resilience (Williams, &Shepherd, 2016). Some leadership aspects are related to resilience such as integrity, accountability, resourcefulness, effective communications, etc. (Helwig, 2013). Inter-organizational relationships in supply chain resilience enhances organizational resilience draw from the design principles of redundancy and flexibility (Linnenluecke 2017; Pettit et al. 2010, Sheffi, & Rice 2005, Zsidisin, & Wagner 2010; Ponomarov, &Holcomb, 2009). Resilience is the capacity of a system, organization, or person to maintain the core purpose and integrity in the face of dramatic changes of circumstances (Zolli, & Healy, 2012).

Resilience has been analyzed in the context of high-reliability organizations (Weick, & Sutcliffe, 2001) and in the context of responses to weather extremes events (Linnenluecke, & Griffiths, 2012). The interdependent relationship between organizational and community reliability is basic for the resilience between the organization and community (Lee, Vargo, & Seville, 2013; McManus et al., 2008). A high reliable organization exhibits resilience in unanticipated occurrences (Kendra, & Wachtendorf, 2003, 14). Organizational resilience may be promoted by decentralization, redundancy, diversity, deployment of organizational resources and structures (Bruneau et al., 2003; Wildavsky, 1988; Vogus and Sutcliffe, 2007).

From the same perspective, Akgün, & Keskin, (2014) there are several elements that integrate organizational resilience, Resources and practices of organizational bricolage is relevant to resilience characterized by mindfulness (Bechky, & Okhuysen 2011). Fragility is a broken system damaged by variations (Taleb, 2012; Taleb & Douady, 2013). Resilience is critical to organizational success during times of high disruption relying more on policies, procedures, enforcement, and accountability and moving towards agility and analytics. Antifragility is the property of a system to face challenges, failures, and volatility (Taleb, 2012).

In building strong and flexible processes, Fuzzy Resilience Grade is distinct that fuzzy Resilience Early Warning Grade (Omidvar et al. 2017). In the micro-foundations of resilience, the organizational information systems may have risk and enabling factors. Organizations require a balance between the two processes Disembodying the system optimizes control of operations, but resilience decreases du to inflexibility, while embedding increases resilience but damage the organization (Ignatiadis, & Nandhakumar, 2007). The organizational resilience research links the reactions to unexpected events focusing on responses and organizational reliability dealing with mindfulness for the presence of unexpected events (Weick, & Sutcliffe, 2007).

Collective sensemaking is a relevant element of cognitive resilience (Lengnick-Hall and Beck 2009; Lengnick-Hall et al. 2011; Linnenluecke et al. 2012; Maitlis, 2005; Patriotta, 2003; Maitlis and Christianson, 2014). Conceptualization of organizational resilience focus on typologies of specific behaviors (Coutu, 2002; Hamel and Välikangas, 2003; Horne and Orr, 1998; Ishak and Williams, 2018), to integrate resilient resources and behaviors (Lengnick-Hall, & Beck, 2005; Sutcliffe, &Vogus, 2003; Vogus, & Sutcliffe, 2007). Create safety is inherent to resilience engineering perspective (Dekker et al. 2008).

Resilience in family organizations is evaluated by the role clarity, decision authority ownership equality, fairness of compensation, failure to resolve conflicts, unfair workloads, and competition for resources (Danes et al., 2009).

The promotion of organizational resilience features has been already identified such as organizational culture, leadership, communication, resources, etc. (Crichton, Ramsay, & Kelly, 2009, Lengnick-Hall, Beck, & Lengnick-Hall, 2011, Norris, Stevens, Pfefferbaum, Wyche, & Pfefferbaum, 2008; Stephenson, 2010). The principle of organizational resilience encompasses the ethos, values, behaviors, and cultural change of the organization. Organizational resilience can be increased by the support of features such as organizational culture, social capital, leadership, communication (Castleden et al., 2011, Lewis, Donaldson-Feilder, & Pangallo, 2011). Resilience is the result of a combination of attitude, culture, process, and framework (Hiles, 2011, Daskon, 2010). Accessible financial, human and time resources are the foundation for adequate reactions under challenging situations (Hamel and Vaelikangas 2003; Lengnick-Hall and Beck 2009; Vogus and Sutcliffe, 2007).

Human capital, social and financial resources are influencing factors that facilitate organizational resilience (Danes et al., 2009). The financial growth is an element of organizational resilience. Social resources such as social capital are a source of organizational resilience (Gittell et al. 2006; Powley, 2009; Sutcliffe, &Vogus, 2003) in time of crisis and offer contextual benefits (Lengnick-Hall and Beck, 2009, Leana and van Buren, 1999; Faraj and Sproull, 2000; Gittell et al. 2006, McGuinness, & Johnson, 2014).

Organizational resilience enact safety by managing exceptional events (Antunes 2011). A viable system model can be used to assess resilience and structural arrangements (Chan, 2011). Employee enactment of safety to manage and deal unexpected events enhances organizational resilience (Antunes, 2011, Borges, & Menegon, 2012, Carvalho et al., 2012) supported by information technology (Chewning et al., 2013; Gimenez et al., 2017). Small and medium enterprises vulnerability and resilience are associated to resources, experiences, mindset, and risk taking (Kish-Gephart and Campbell 2015; Doern, 2016). Organizations are more organizational resilience reliability-seeking then reliability-achieving (Linnenluecke, 2017).

Entrepreneurial resilience is distinguished from organizational resilience in both theorizations and in practices in terms of resources, experiences, and slacks (Manfield & Newey, 2017). The idea of resilience is very capable theory and empirical research in organizational studies, despite those the conceptual and operational issues are considered of being fuzzy and the urgent need to develop taxonomies and construct frameworks (Clement, & Rivera, 2017, Des Jardine et al., 2017, Limnios, et al., 2014, Linnenluecke, 2017; Williams, et al., 2017). The concept of organizational resilience can be a single at the organizational level or multi-level concept (Linnenluecke, 2017) constructed and achieved at different organizational collective levels.

Resilience promotes the mitigation and preparedness relying on the quantitative conception of determining the real probability risk of adverse events and the severity of their consequences (Gephart, Van Maanen, & Oberlechner, 2009, 143). The motivation of employees may raise the level of organizational resilience to be able to behave responsively when facing unexpected situations (Dawson, 2010). Recovery operations may improve organizational resilience from testing and assuring availability of skilled human resources. Team and individual resilience can be developed and improved by training and human resources development (Lengnick-Hall et al. 2011).

An organizational culture of resilience sets the foundations for recovery and sustainability (Alesi, 2008; Coles and Buckle, 2004). Cultures are dynamic and can influenced resilience levels in organizations. Culture has an influence on various model frameworks for measuring organizational resilience and societal resilience. Organizational resilience supports the equal involvement and participation of both women and men, subject to cultural influences. The communication systems using network theory are relevant to evaluate organizational resilience (Ruiz-Martin et al. 2017, Ruiz-Martin et al., 2015). Using a personal narrative helps credibility that fosters organizational resilience. Experience and expertise are the power that foster organizational resilience (Lengnick-Hall et al. 2011; Sutcliffe and Vogus 2003, Weick et al., 1999) in organic structures than contribute to improve resilience more than hierarchical and mechanistic management structures (Jaaron and Backhouse, 2014).

Some of the distinct attributes used to define organizational resilience are closely related to structure. Organizational resilience is the ability to maintain a structural configuration (McCarthy et al., 2017), surviving and retaining the structure and functions (Lampel et al. 2014, Salwan, & Gada, 2018), business functions (Antunes, 2011; Clement and Rivera, 2017) above-average returns (de Oliveira Teixeira, & Werther, 2013). A loss of resilience of organizational structures and processes may have consequences with direct and indirect impacts for organizations (Wilbanks et al. 2007; O'Brien et al. 2004). The resilience processes considered as the ability of the system to absorb and recover from disruptions and shocks, transforming structures and means for functioning in the face of stresses (Van der Vegt et al., 2015, 972, Williams, &Shepherd, 2016). Organizational resilience support structural and contextual ambidexterity (Eltantawy, 2016).

Networks are relational resources and protective factors that facilitate organizational resilience (Gittell et al. 2006; Kahn et al. 2013; Vogus and Sutcliffe 2007). Collective sensemaking is a relevant element of cognitive resilience (Lengnick-Hall and Beck 2009; Lengnick-Hall et al. 2011; Linnenluecke et al. 2012; Maitlis, 2005; Patriotta, 2003; Maitlis and Christianson, 2014). Conceptualization of organizational resilience focus on typologies of specific behaviors (Coutu, 2002; Hamel and Välikangas, 2003; Horne and Orr, 1998; Ishak and Williams, 2018), to integrate resilient resources and behaviors (Lengnick-Hall and Beck, 2005; Sutcliffe and Vogus 2003; Vogus and Sutcliffe 2007).

Organizational diversity and variation are initiative-taking in nature to ensure resilience. Some characteristics that can be used as indicators of resilience can be diversity, skills, physical substance, etc. Resilience rather than stability is supported by diversity (Brock et al., 2002, 272). Social network analysis (Borgatti et al., 2009; Borgatti, et al., 2018) is a tool to analyze the structure of interactions in organizational resilience. Organizations that must deal with unexpected events, identify resources, develop practices and processes to facilitate organizational bricolage leading to organizational resilience (Bechky and Okhuysen 2011).

Literature on organizational resilience is more based on normative and prescriptive methodology focusing on attributes, behaviors and resources (Boin & van Eeten, 2013, Duit, 2016, Sutcliffe & Vogus, 2003). The slack resources are a concept that is an antecedent to organizational resilience contributing to the problem solving of the organization (Acquaah et al. 2011; Gittell et al. 2006; Lengnick-Hall, & Beck, 2005, Linnenluecke,& Griffiths, 2012).

Discoveries from experiential research on organizational resilience led to Hillman, and Guenther (2021) to the deduction that the notion of organizational resilience as a valuable construct for management research requires more clarity in terms of measurement. Shirshitskaia et al. (2021) designated that for entrepreneurs who hope to obtain new ventures' sustainable development, they must first clarify the importance of learning from failure. Corvo et al. (2022) described that a forecast of the potential exacerbation of the difficulties currently faced by the third sector i.e., NGOs and with the provision of future strategic paths to contain the health, social and economic effects of the pandemic.

Desiana, et al. (2022) opined that internal factor have no direct significant effect on sustainability, but the ecosystem and innovation have been shown to have a direct and significant positive effect on sustainability. Hadjielias, Christofi & Tarba, S. (2022) found that exogenous crises, such as the COVID-19 pandemic, are mostly aggressive to the existence of smaller firms, policymakers, and small firm relations to enhance small business resilience and adopting supply-side policies and raising expenditure on training in command to advance the resilience skills of small business owner-managers would be beneficial. Heredia et al. (2022) commented that strategies which can boost organizational resilience in companies located in emerging economies.

All these issues included in the relevant literature studies, their differences, and aspects, which were explained above noted citations.

METHODOLOGY OF THE STUDY

A methodology to develop organizational resilience, resources for enterprise development have been based on structures and processes aimed to enhance the ability to respond to disruptions and create opportunities (Denver, 2017, p. 20). Organizational resilience can be defined in terms of its outcome or what does, as “the maintenance of positive adjustment under challenging conditions such that the organization emerges from those conditions strengthened and more resourceful” (Sutcliffe & Vogus, 2003; Vogus & Sutcliffe, 2007).

A case study has been taken from the write up related to Bangladesh’s health enterprises, which source will be mentioned properly. For literature reviews, all quotations have been mentioned in the citation and in the references. Time period of the study is from January 2022 to March 2022.Only subjective judgement has been discussed in this article. No quantitative analysis has been made. The study is using secondary sources. Based on subjective judgement, a theoretical view has been developed.

CASE STUDY

From Ali (2021), the study has taken following case study:

In research I have recently conducted, excellent medical services were being provided by the Combined Military Hospital in Dhaka during the ongoing Covid-19 pandemic. Doctors and nurses there were well-equipped and tried to provide very smart services to the patients. But most of the other health facilities were found to have full of flaws and loopholes in the delivery of services. Gonoshahthaya Nagar Hospital at Dhanmondi in Dhaka, visited during the study period, found that they were not well-equipped, and no highly qualified doctors and nurses were available, as complained by the patients and attendants. Moreover, outdoor patients were charged extremely high without health insurance.

Serious allegations were made against them but there was nobody to take care of them in the true sense. In Bangabandhu Sheikh Mujib Medical University, a few young doctors were available during duty time and senior doctors come only for a while during their duty hours. A very cumbersome situation was observed at the Cumilla Medical College Hospital during the visit. Patients were getting annoyed but not getting any service. Out of three government medical college hospitals at Dhaka and one in Cumilla, one similarity was found that during the office/visiting time, most of the specialised doctors were not available. Maximum senior doctors were staying outside Cumilla town. In most of the cases, doctors' oath and promise to provide treatment to the patients were violated though there are some exceptional cases.

While talking to patients and their attendants, it was known that in some cases, lower-grade health workers pilfer medicine and food of the patients. In a private medical college hospital at Cumilla --Eastern Medical College and Hospital -- the situation was such that it was hard to believe it is a medical college hospital. They did not have full-time specialised doctors and nurses. However, some doctors and nurses argued that the unavailability of personal protective equipment (PPE) was the main reason for the flaws in service delivery while some others complained that patients did not try to cooperate with them. Some doctors at private hospitals, visited during the study, blamed the hospital authorities for the poor service condition saying that most of the owners only want to satisfy their pockets with high fees even during the pandemic.

Some also said that due to inappropriate medical technological support systems, they could not deliver proper services despite having the intention to give. On weekly holidays, there were no doctors in most of the hospitals though duty should be assigned on a roster basis. Many patients interviewed during the pandemic said they prefer staying at home and dying peacefully rather than dying in hospital due to the unavailability of appropriate services, and the rough and tough attitude of the health professionals.

The study observed from the open-ended questionnaires that Bangladesh is not yet ready for modernisation of the healthcare facilities. It is increasingly evident during the pandemic of the country. Normal patients cannot trust doctors and health workers. Even telemedicine and satellite clinics are not properly functioning in the country. Most young doctors and nurses want their posting in the capital city or divisional metropolitan areas or in any lucrative district towns as Bangladesh Civil service cadre members. Moreover, those who are doing jobs are not doing justice to the patients and attendants. Some patients do not trust young and middle-aged doctors. Education provided by private medical colleges, though accredited, is low-standard.

No one is properly supervising their education. After graduating, doctors and nurses want to work in metropolitan cities and not in remote villages. If some of them join the government medical colleges or medical hospitals, which are situated outside the Dhaka city, then they want to get transferred to the capital or at least the port city of Chattogram as soon as possible. Corruption and nepotism are a prime loophole in the health sector. The Directorate General of Health Services office is indulging in corruption since the eighties. But the group has now become stronger by creating an oligopolistic market nature of 'cartel.' The vicious circle could not be broken despite different several government initiatives. The health management system of the country has become inefficient, incapable, and ineffective to deal with any health crisis before, during or after the pandemic.

They purchase low-quality products at higher rates. A vested quarter of corrupt people, brokers, owners of low-quality hospitals, nursing homes, pathologists, lab technicians, doctors and health professionals are associated with offering 'false treatment,' giving commission to doctors, billing, procurement, and issuing false reports of COVID-19 like using BCG matrix of cash cow flow. Excessive greediness of some vested quarters is making the situation worse. In the health sector, it is worse than the theory of the second-best.

Some respondents commented that extensive, mindless, and illogical use of antibiotics to the patients by doctors was happening during treatment. Some respondents complained about the misuse of medical equipment by the authorities of hospitals. Some respondents, for example, informed that the ICU-equipped ambulance in Rajshahi Medical College Hospital was not used for more than two years.

The researcher verified the complaint and found it true. Quite a large number of respondents, including even doctors and nurses, said the installation of medical devices and equipment at various places, especially in government hospitals, was not properly done. Some respondents claimed that they became ultra-poor from the middle-income group to get treatment either for themselves or their family members for the deadly disease COVID-19.

For the study conducted through open-ended questionnaires, the researcher asked questions to patients and their attendants at government hospitals. They all complained that the food quality is so poor that the patients cannot take it. They said that they were compelled to purchase food or bring it from home. When the matter was enquired with the superintendents of various government hospitals, they argued that the number of patients got extremely high due to the ongoing COVID-19 pandemic putting extra pressure on the food supply. But when the pandemic was receding half of the hospital beds were found empty. One of the hospital superintendents warned that if anyone writes against the 'true picture,' he will lodge complaints under the Digital Security Act-2018.

Even at a private medical college hospital -- Popular Medical College and Hospital -- at Dahanmondi-2 in the capital, it was observed that patients were bound to take low-quality food from the canteen. Moreover, nurses declined to give medicine directly to patients and/or to help them eat or use catheters. They referred the patients to the critical care units to use catheters which means extra earnings for the hospital owners. Another crucial point was found from the open-ended questionnaires that most of the government hospitals lack basic medicine which was supposed to be given free.

From the open-ended questionnaires, the researcher found that there are brokers and intermediaries who lure patients to private medical hospitals from the government medical hospitals in exchange for commission. The respondents also commented that the cost of treatment of COVID-19 patients is abnormally high in the private sector and the Directorate General of Health Services failed to perform their duty to the people properly. However, most of the respondents argued that the government has long been struggling to ensure universal primary health services though a vested quarter created some obstacles to the government efforts. All observed that the anti-COVID-19 vaccine must be public goods as demanded by Bangladesh Prime Minister Sheikh Hasina in different forums.

The study found that even some up-market private medical hospitals have employed incompetent nurses who even cannot draw blood for which patients lodged complaints but to no avail. At Square Hospitals Limited in Dhaka's Panthapath, the authorities have enforced three- to four-tier security measures, which are not found in any Southeast Asian countries like Thailand or neighboring India in JCI-accredited hospitals. This is a misdeed supported by the Directorate General of Health Services. Most of the respondents found that maximum public and private medical hospitals are beset by corruption and nepotism. Another important allegation by the patients and their families was that they needed to bribe hospital people, lobby, or use the power of high-ups to get a hospital bed even during the ongoing pandemic.

OBSERVATIONS

From the aforesaid discussions, authors observed that due to inappropriate health systems, organizational development is not established while health enterprises in Bangladesh as it suffers from a vulnerable situation. A mafia, nexus in the health sector has been working which led to disrupt enterprise development in the health sector as organizational reliance did not develop. Urgent need of the health enterprises in Bangladesh through organizational resilience and use of appropriate resources in Bangladesh is required.

DISCUSSION

This analysis form previously mentioned literature reviews relate to diversified approaches on organizational resilience structural construct evaluation in the sense that proposes an integrated new model of measurement based on the resilience performance of all the different organizational levels. This will lead to develop enterprises. As such organizational resilience's and proper utilization of resources lead to entrepreneurs to progress their entree to wealth, improve their procedural assistances and information, and reinforce the sustainability of superior commercial expansion facilities — altogether of which centrals to upsurges in initiatives, professions, and profits.

At the different organizational levels through a hypothetical organizational resilience construct development and measurement from a multidisciplinary perspective and not to be confused with the criticized multidimensional constructs as a group of interrelated constructs through organizational resources along with enterprise development. Entrepreneurship development is related to the organizational structural construct evaluation as supported by the attributes of the flexibility of the organizational culture, the organizational safety and reliability, the promotion elements for organizational resilience and the deployment of organizational resources for sustainability.

An analysis of an organizational resilience framework is leading to the development of a structural construct of organizational resilience for the evaluation of organizational resilience performance based on the attributes linked to enterprise development. Flexibility of organizational culture, followed by the analysis of organizational safety and reliability, to continue with the promotion elements for organizational resilience and finally, the deployment of organizational resources towards enterprise development. Potential threat scenarios provide specific organizational resilience, but not general resilience which can be supported through the organizational structure that encourages collaboration shared mission and enhance robustness.

The organizational resilience of hazardous industries depends on reliability and robustness which determines their ability to avoid degradation, failure, and errors. Structural resilience includes factors such as physical strength and robustness. The advantage of redundancy is the ability to increase organizational resilience in the face of failures. A resilience building approach after resource depletion in a post shock implies efficiency, supported by redundancy and overlap. Resilience can be fragile, antifragile and robust. Resilience relates to the concepts of fragility, antifragility, and robustness. During COVID-19, pandemic, organizational fault has been shown how much health enterprises are weak in Bangladesh.

Technological knowledge of systems supports specific resilience against known and unanticipated operations which can be balanced distribution of responsibilities and personnel programs in the organization. Organizational resilience splits between defensive, progressive, consistent, and flexible behaviors forming a framework termed as the tension quadrant. However, a fifth strand termed fitness for purposes has emerged. This may lead to develop enterprises. An inflexible organization become unproductive as well as the excessive cost cutting impedes resilience. Heredia et al. (2022) s' may be considered to develop organizational resilience strategies built by the entrepreneurs for smooth functioning.

Resilience is the physical ability to return and recover the original state, flexibility, and stability. Resilience is the ability of recovery flexibility minimizing the damages in coping with an unexpected event and recover from the negative effects. Technological resources are used by organizations to achieve flexibility as required by the organizational resilience under the technology-in-practice framework. Employees play relevant the role in resilience to deal with unexpected events and access to resources. A flexible heuristics orientation may increase organizational resilience in adverse situations more than the efficient orientation of routines.

The purposes of organizational resilience related to maturity levels in which the higher the level, the more organizational resilience as it helps to activate enterprise development. These levels are decline, survive, bounce back, and bounce forward within an integrated framework and the establishment of resilience culture. When organizational resilience led to higher level business environment is related to better enterprise development scenario. Cultural factors influence organizational resilience based on knowledge that enable to implement and operate correctly. Cultural factors influence resilience at organizational level and introduce appropriate action plans and solutions required to reduce the negative impact.

Active resilience and resources motivate and inspires others with a manifesting compounding effect on the organization that provides a framework strengthen by culture and values to make decisions in tricky situations and required to survive, thrive, and stabilize. Fostering organizational culture change to build commitment towards resilience. The organizational cultural change perspective that promotes the involvement of anybody in the needed concerns and issues without any barriers can enhance the organizational resilience. The individual resilience characteristics can be applied to organizational resilience which are essential to create a growing organizational culture of resilience.

Development of an organizational resilience approach is underpinned by organizational cultural change and branding built on sharing experiences and interactions with others. Organizational resilience requires training based on leadership, culture of trust, empathy, and acceptance. Organizations can build their own resilience leading to reduce stress in change Culture of organizational resilience building should be supported by the served individuals. Some new cultural identified trends need further investigation and can stimulate more in-depth research. Organizational resilience is organizing for safety and reliability. The safety and reliability perspective of organizational resilience is a response to operate chaos without equilibria. The system´s safety and reliability affect the dimensions of service aiming towards resilience.

A background for assessing resilience of systems and its components in a relationship of multiple risks to current operating parameters and the boundary of its safe operations is and indicator of resilience. More efficient and reliable organizations are also more committed to resiliency mindset to recognize and identify events that go wrong and resolve with the minimum of harm. Management of entrepreneurial system needs organizational resilience and resources properly be managed.

The essential elements of organizational resilience in functional domains are the combination of the of people behavior, process reliability and product excellence to provide experience, trust, and reputation aimed to achieve information, supply, and operational resilience. Resilience can be integrated with operating reliability across a range of conditions. The organizational structures and procedures ensure reliability and facilitate organizational resilience. Among others, competence orientation, behavioral preparedness, social capital, original and unscripted agility, practical habits, and resource networks helps to work for entrepreneurial development.

The resilience framework accommodates a qualitative capacity to absorb shocks and unexpected events maintaining the functions of recognition, recombination and renewal of organizational structures and processes. The range of a personal network relationships is an antecedent of resilience that have influence in the availability of resources to recover from crises. The framework is the contextual resilience are characterized by the social capital and the resource network.

An approach of organizational resilience from the internal structural and workflow articulation between occupational groups characterized by symbolic and identity values. The diverse types of structures, actors and contents of networks may affect the organizational resilience. Organizational resilience requires more distributed control with central coordination and not centralized control with distributed implementation. Diversity is the variability of features impacted by threat and unexpected events attacking species, physical attributes. Diversity provides increased resilience. Organizational resilience has indicators such as level of knowledge, adequacy of resources, diversity, information sharing, etc.

Organizational resilience is multilevel related to resources, processes, and routines related to enterprise development for which entrepreneurs must be play active role. The multi-level conception of organizational resilience across the organization, groups and individual interactions is related to the effective use of resources, processes, and routines dependent. Synergy between organizational resilience theory development and the ambiguous and resource constrained operating decision contexts may result in cyclical processes. Shirshitskaia et al. (2021) 's opinion is important for entrepreneurs to acquire from letdown to sustain competency in; long run.

Organizational resources make different contributions to resilience. Resource allocation decisions are made to support organizational resilience in anticipation of adverse conditions. The element of anticipation of organizational resilience emphasize to maintain effectiveness and avoiding degradation. Organizational resilience decisions on the use of resources requires a lot of sensitivity to continue consequences. Sensing process helps the organizational resilience orientation to perceive threats and opportunities from emerging resource factors and options, partnerships, business models, etc. Organizational resilience requires a buffer to maximize the potential to regenerate allowing more time for the emergence of a better option to enhance resilience and maximize resources.

The use of *salutogenic* lens, organizational resources, and assets as indicators for organizational resilience contribute to the evaluation and engagement of organizational contingency planning which in turn helps entrepreneurs to develop their organizations. Organizational resources losses and the conditions of failure and tough times require organizational resilience leading to renewal and constant change. Organizational interruption impacts determine losses from actual events with limited insights on predictive elements of future organizational resilience. Some factors promoting organizational resiliencies can be identified and assessed through different approaches.

CONCLUSIONS, IMPLICATIONS AND FUTURE RESEARCH

The reflective analysis of the concept of organizational resilience emerging from cognitive, ecology and engineering sciences, among others, confirms that the creation and development of an organizational resilience framework for structural construct can be supported by elements based on flexibility of organizational culture, organizational safety and reliability, the promotion elements, and the deployment of organizational resources. This led to enterprise development. Contextual resilience integrates the resources and connections to provide the setting for using the behavioral and cognitive resilience. The hierarchy composition principle determines the importance of the elements of organizational resilience. The organizational resilience approach is likely where there are resources constraints.

A low level of organizational resilience is present during the phase of release characterized by the rapid disbanding of the resources accumulated in the system. During the phase of reorganization, the organizational resilience increase characterized by the reassembly of resources and components of the system. Collective leadership has a relevant role in organizational resilience and social responsibility. From the case study, the study recommends developing the health sector enterprises in Bangladesh with due diligences.

Organizational resilience is linked to the enterprise development for which resource management with divergent backgrounds of respondents despite their similarities, it is related as the ability to cope with risks and disturbances, planning and organizational structures. The structural arrangements of the working groups to cope with unexpected events question the boundaries to enhance the organizational resilience. Organizational resilience is dependent on the specific situation. The ability of building organizational resilience against unanticipated and unexpected threats by organizations can increase their resilience with limited resources.

Building and enhancing organizational resilience against unanticipated threats requires an ability to act outside of the response plans by investing some resources in risk-assessment and testing in the individual and system critical elements. Enterprise development ought to have a fruitful influence on socio-economic change for which organizational resilience and appropriate use of organizations resources are being required which will help entrepreneurs.

Flexibility can be developed, practiced, and enhanced at large scale state-wide and international level frameworks. Strong organizational basis can perform to participate in the period and wealth to assist individuals to start, develop or progress of organizations as an entrepreneurial determinant. Enterprise development can assist persons to receive a living need or treasure a method available of lack, and prime to lifelong financial development for populace, their family members, and their groups. NGOs are nowadays considered as third sector as proponent neither consider them government nor private sector.

Organizational resilience requires commitment of all involved to transform and build upon characteristics of values and behaviors achieved through interactions and ongoing relationships that focus on the protection of appropriate use of resources and assets from the external threats so the enterprises can do their business properly. Education, organization, and correction is being required to develop entrepreneurship. Establishment of a training and development center must be prepared starting from the grass root level organization to corporate level organizations so that user friendly and pro customer-oriented organizations can act.

No sort of corruption and nepotism and propaganda-free organization, backbiting free organization need to be built and organization must be depoliticized for smooth functioning. Supply chain management must be improved so that production process and distribution channel of the products may be improved. To shape resilience as producer can generate an agile web to providers and associates, which allows them to improve account to varying guidelines and suggestion clients' facilities so that organization can be helpful for the enterprises.

As the study is based on subjective assessment method, so that, organizational resilience, and use of appropriate resources to develop enterprises may lead to inappropriate report balances which lead to performance-based actions and may be unresponsive to negligible variations in flexibility lead to steadiness damages besides solitary deliver evidence on a particular time of the study. In future tests on a structural model may provide empirical evidence of a set of exogenous variables to determine endogenous variables can be used to determine the antecedent and positive outcomes of organizational resilience and appropriate use of resources to use enterprise development.

In future another study may be done through gathering information with numerous purposes as likely in an association with organizational resilience, appropriate use of resources and enterprise development. Econometric modelling may also be done by usage of indicators that will mirror in what way an organization is working to achieve an unforeseen happening to develop enterprises with in-depth analysis.

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Section 2

Diversity and Inclusion in Entrepreneurship, Manufacturing, and Nonprofit Management

Chapter 7
The Business Case for Implementing a Diversity and Inclusion Quality-Based Strategy

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ABSTRACT

Diversity, equity, inclusion, and belonging (DEIB) strategy consists of theories, concepts, and methods that managers can use to ensure organizations achieve profitability and long-term growth. A DEIB strategy utilizing quality management principles helps leaders make better decisions to improve competitive position and create value for its key stakeholders. This chapter provides managers and leaders a perspective on organizational development. Further, DEIB strategic thinking applies to organizations regardless of their activities. This chapter introduces DEIB leaders to the main theories, concepts, and models of strategic analysis from a quality perspective and emphasizes their role in diversity management practices.

INTRODUCTION

The purpose of this research explores the nature of Diversity, Equity, Inclusion, and Belonging (DEIB) strategy and its corporate, competitive, and institutional contexts. Additional aspects of this research examine the strengths and limitations of strategic analysis and describe how it fits into the overall DEIB strategy process. Analyzed are the frameworks, methods, and practices of strategic analysis and develop a clear appreciation of their foundations, usefulness, the scope of applicability, qualifications, and limitations. Described is the importance of diversity and inclusion in a global framework. Articulated is how DEIB professionals apply ethics in their work.

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THE BUSINESS CASE FOR IMPLEMENTING A DIVERSITY AND INCLUSION QUALITY-BASED STRATEGY

This analysis focuses on eight exemplar core diversity, inclusion, equity, and belonging (DEIB) quality-based strategies: (C1) The Impact of Diversity and Inclusion Quality in the Global Market (C2) Business Sustainability: Coalition-Building to Elevate Inclusive Organizational Cultures (C3) Diversity and Inclusion Quality Stakeholders: Customers, Suppliers, and Employees (C4) Fostering Diversity and Inclusion Through Teamwork, Communication, and Training (C5) Utilizing Diversity and Inclusion Quality Creates Compliance and Conformity (C6) Building a Diversity and Inclusion Quality Culture (C7) Developing a Diversity and Inclusion Quality System (C8) Implementing Diversity and Inclusion Quality.

Core 1: The Impact of Diversity and Inclusion Quality in the Global Market

The total quality approach to diversity and inclusion quality considers performance using the Lean Six Sigma (LSS) (Define, Measure, Analyze, Improve, Control) (DMAIC) process of define, measure, improve, analyze, and control framework (ASQ, 2017). As a result, implementation of DMAIC incorporates the role of strategic management in planning, processes, inputs, outputs, to achieve organizational salience and competitive advantage in the global marketplace (Anglim et al., 2019). Diversity and inclusion quality is an approach to achieving and sustaining high program output; thus, emphasizing inputs (corporate policy, management practices, and key performance indicators (KPIs) rather than outputs (Activities) to improve diversity and inclusion initiatives. The objective is to link diversity, inclusion, equity, and belonging (DEIB) to quality parameters, thus achieving organizational change, performance, and profitability.

Core 2: Business Sustainability: Coalition-Building to Elevate Inclusive Organizational Cultures

Analyzing how DEIB impacts business sustainability, corporate governance, legality, and ethics promotes sustainable business practices. Drivers and sources of diversity and inclusion quality include emerging issues such as performance, building strategic alliances, and achieving metrics-based results. Diversity and inclusion quality provides a Best-In-Class Integrated Approach (BICIA): capacity (financial, staff, strategy, gravitas), top management support, technology management; diversity and inclusion quality mechanisms, supported by a sense of urgency or Just-In-Time (JIT), human resource and strategic management. Moreover, employees must act ethically in the workplace by adhering to inclusive business practices (equal opportunity, pay equity, promotion, civility, and treatment). Likewise, a culture of partnering enhances inclusivity (Anglim et al., 2019). Notwithstanding, diversity and inclusion quality will cause shocks to the system and encourage values or behavior shifts leading to cultural change.

Core 3: Diversity and Inclusion Quality Stakeholders: Customers, Suppliers, and Employees

Strategic decision-making is a critical aspect of diversity and inclusion quality. As a result, business organizations must respond to changes as they occur. Decisions must be made collaboratively. If not, organizations risk losing trust and the knowledge base of employee stakeholders (Nguyen & Mohamed, 2018). Each stakeholder group provides much needed insight and expertise regarding how to respond to economic, cultural, and societal shifts. The key dimensions of diversity and inclusion quality include top management support, which creates an environment in which diversity and inclusion quality activities are resourced, acknowledged, incorporated into strategic plans, and rewarded (ASQ, 2017). These activities are related to quality information systems, process management, program design, workforce management, supplier involvement, and stakeholder involvement. In concert, DEIB initiatives support continuous improvement and elevate organizational capabilities. Further, diversity and inclusion quality ensure employee satisfaction, engagement, and retention.

Core 4: Fostering Diversity and Inclusion Through Teamwork, Communication, and Training

Collaboration and teamwork strengthen diversity and inclusion, which is necessary and made more effective with quality tools and applications. As a result, organizations must incorporate quality tools to maximize profitability. Additionally, teamwork is promoted through recruitment, onboarding, corporate values training, and intentional training (Eason & Mazzei, 2019). Moreover, organizations must maintain pace with competition to attract the best and the brightest. Because of the competitive nature of business, companies develop a dependence on their employees to provide excellent services, risk mitigation, and improve customer loyalty. Consequently, teams are important and requires effective team leadership (Nufer et al., 2019). The role of communication plays a significant role in the total quality environment as DEIB managers must be transparent, authentic, and accurate in reporting. Also, incorporating a total quality philosophy in training provides the impetus for why DEIB is important and explains how to accomplish KPIs.

Core 5: Utilizing Diversity and Inclusion Quality Creates Compliance and Conformity

Quality control relies on following DEIB requirements and specifications based on both company, societal, and customer demand (Anglim et al., 2019). KPIs create conformity across the board. DEIB initiative conformity occurs with the implementation of total quality management (TQM), including utilizing checklists, dashboards, cross functional teams including leadership, administrators, and human resources (Nufer et al., 2019). Indeed, organizational structure influences internal politics and the streamlined implementation of diversity and inclusion quality. Therefore, DEIB dashboards, Pareto Charts, and cause-and-effect diagrams communicate a clear picture of DEIB performance.

Core 6: Building a Diversity and Inclusion Quality Culture

DEIB leaders use strategic problem solving and decision-making to deploy diversity and inclusion quality initiatives utilizing controlling processes through statistical process control (SPC) (ASQ, 2017). As DEIB compliance, capability, and quality performance improve, organizations achieve and sustain competitive advantage. This, in turn, provides feedback, reinforcement, and data analytics for managerial decision-making, which fuels continuous improvement. The Plan-Do-Check-Act (PDCA) is another tool to help leaders' problem solve as are basing DEIB initiatives on continuous improvement, predictability of processes, elimination of waste, surveying, and auditing (ASQ, 2017).

Core 7: Developing a Diversity and Inclusion Quality System

Instituting diversity and inclusion quality increases value-add to processes. Indirect processes such as activities are necessary; however, they are considered non-value added in the quality paradigm because activities do not equate to value-based and behavioral changes. To reduce waste in processes, Just-In-Time (JIT) analyzes the time-bound aspects of achieving DEIB objectives of the diversity strategy. For example, implementing a DEIB calendar system with descriptive inputs provides numerical data. Additionally, utilizing an integrated Enterprise Resource Planning (ERP) system programmed with DEIB KPIs linked to activities improves evaluation, in-process and out-process feedback. Additional diversity and inclusion quality tools are Kaizen, which encompasses continuous improvement methodology (six sigma, lean, and lean six sigma, benchmarking, and just-in-time/lean programming (JIT/Lean), SIPOC (suppliers, inputs, process, outputs, and customers), and cause and effect diagrams (ASQ, 2017).

Core 8: Implementing Diversity and Inclusion Quality

To ensure DEIB programs develop in accordance with DEIB strategy and KPIs, programs must be financially supported, staff-resourced, and most importantly receive top management support (Nufer et al., 2019). Diversity and inclusion quality principles allows for built-in-quality, error proofing, risk mitigation, standardized work sheets, quality evaluation, and training to understand the tools and methods of fostering improved DEIB cultures, which is paramount to establishing a globally competitive performance-based organizational culture (Eason & Mazzei, 2019).

UNDERSTANDING DEIB STRATEGY

Business practitioners provide leadership by critically and ethically thinking through business DEIB strategy and stakeholder diversity management issues (Nufer et al., 2019). Business professionals and leaders develop cohesive solutions direct, influence, and guide internal and external stakeholders (Nguyen & Mohamed, 2018). Business professional development warrants that business practitioners incorporate implications of business decisions related to organizational development. Business practitioners apply breadth and depth of experience, acumen, organizational knowledge, and analytics to implement and evaluate the effectiveness of programs and processes. Business professionals and leaders make recommendations for strategic changes that drive successful outcomes. In conclusion, business professionals and leaders execute ethical decision-making to achieve strategic objectives.

The practical implication for managers is an awareness of the business-level DEIB strategy techniques, which can be used to develop diversity management tools for those who manage strategic initiatives. Furthermore, Hitt et al. (2017) determined that when diversity management processes are applied to projects and programs within organizations, opportunity continues to develop existing methodologies. Business-level DEIB strategy is a mature process compared to other diversity management processes because it is intuitive. Likewise, continuous control and monitoring of processes are key indicators of process-driven success. Additionally, integrating a vulnerability approach is possible when considering business-level strategic planning. The relationship between a firm's customers and its business-level DEIB strategy in terms of who, what, and how business-level strategies are progressively multifaceted because of the abundance of information available to firms; therefore, this relationship is important to identify decision-making tools such as expert judgment, cost-benefit analysis, comparative risk assessment (CRA), and multi-criteria decision analysis (MCDA) can be utilized to improve integrative and iterative processes of risk diversity management (Sanchez et al., 2009). CRA does not encompass a structured method for providing an ideal DEIB strategy alternative. Multi-criteria decision analysis provides enhanced strategies because it relies on decision matrices and systematized procedures to organize a firm's stakeholders' classification of alternatives. Inherent challenges in business-level DEIB strategy require a multidisciplinary analysis of prevailing decision-making approaches in considering competitive rivalry and competitive dynamics.

DEIB Strategy Goals, Vision, Mission, and Values

Successful organizations prioritize DEIB strategy, innovation, and visionary diversity management (Taylor et al., 2014). Firms may utilize Key Success Factors (KSF) as a visioning framework to improve organizational goals and tactical diversity management. Key Success Factors (KSF) are based on the ability to secure business utilize the KSF structure to define the DEIB strategy diversity management scope with well-defined and attainable goals. Leaders, divisions, departments, and individuals are responsible for each metric and a detailed integrated plan specifying items of performance improvement. Collectively organizational stakeholders provide an estimate of the resources required to support the defined business needs (Nguyen & Mohamed, 2018). Metrics are conducted in collaborative KSF meetings to ensure that plans are structured and completed monthly, quarterly, or annually with an established budget. Goals are based on deployment and incorporate action plans reviewed monthly to generate process improvement events, mandated lean daily management, key performance indicators (KPIs) conducted, and outcomes reported by specified staff to align with the vision, mission, goals, objectives, projected outcomes, and cost savings of the company. Strategies for success are to schedule weekly team meetings, regular collaborative webinars, strategic communication, strategic plans, execution, and monitoring of strategic plans.

The Ecosystem of Organizations

Herein is a summary of business-level DEIB strategy, competitive rivalry, and competitive dynamics. Firms have embraced practices regarding organizational business-level DEIB strategy programs (Hitt et al., 2017). For instance, business ethics initiatives help to shape how firms develop corporate culture. Kolk (2008) formalized corporate organizations' organizational ethics and compliance programs to improve organizational structures. The importance of leadership incorporates ethics and compliance programs that ensure adherence to firms' policies. The use of ethics programs promotes and increases the capacity of firms to stay compliant with regulatory laws, which in the end saves the firm money. Understanding the impact of compliance on regulation is key because adherence allows a firm to increase its bottom line as it avoids resources in fees or costly lawsuits. Additionally, ethics programs enhance assessment protocols for employee reviews. As a result, there is value to an organization mitigating ethical issues. Finally, organizations must invest in training compliance programs the firm deems appropriate (Eason & Mazzei, 2019).

Industry Analysis

The differences between the general environment and the industry environment are important when analyzing the success of firms. The external environmental analysis process has four parts (scanning, monitoring, forecasting, determination) (Hitt et al., 2017). Scanning refers to identifying changes and trends within the environment. Principally, this is the data gathering and research phase. Monitoring refers to analysts' observation of data to identify relevant trends that are emerging. After scanning and monitoring emerging trends, analysts forecast what will happen and when. The firm then considers forecasts and aligns its DEIB strategy to best capitalize on the opportunities and thwart existing threats. The firm then determines strategic input and output when using this process (Gupta et al., 2013). Likewise, there are seven general environment segments, and these have noted differences between them. In order to identify external trends, a firm must consider two different external environments. The general environment and the industry environment. The general environment is defined as being "composed of dimensions in the broader society that influence an industry and the firms within" (Hitt et al., 2017).

Furthermore, the general environment is determined by how the society in which a firm's industry exists can influence the industry as a whole or the firm directly or indirectly. The general environment comprises a complex, interrelated set of seven segments. The segments include the demographic segment, economic segment, political/legal segment, sociocultural segment, technological segment, global segment, and the sustainable physical environment segment (Hitt et al., 2017). Moreover, the demographic segment encapsulates a population's size, age structure, geographic distribution, ethnic mix, and income distribution. The economic segment is concerned with the firm's economy and competes in. The political/legal segment refers to laws and regulations that dictate the interactions between firms and multiple local governmental agencies.

To analyze an industry and derive insights on its power structure and attractiveness, use Michael Porter's Five Forces of Competition Framework. Strategic analysis helps managers understand the company's location, resources, strategic capabilities, and stakeholders' expectations. Through strategic analysis, managers can obtain a competitive scientific DEIB strategy, clear development direction, enhance employees' sense of responsibility, and help improve the core competitiveness of enterprises. Indeed, the advantages of organizational enterprises lie in high safety, fast aging, more outlets, broad market, large benefits. However, in the face of competitors, the advantage is not great. Managers can analyze PESTEL from the aspects of enterprise situations, development trends, and customer service. PESTEL analyzes six major factors: Politics, Economy, Society, Technology, Environment, and Law. The manager obtains the enterprise's DEIB strategy through strategic analysis based on comprehensive and systematic strategic analysis. The manager has a clear corporate direction, and a clear business corporate DEIB strategy is well communicated and agreed upon. The enterprise develops in the same direction, and the manager leads the staff to achieve the strategic goal. PESTEL factors are not characterized as opportunities or threats. PESTEL are strategies that a firm takes to mitigate problems.

Additionally, strategic diversity management frameworks are integral to managing business processes. As a strategic diversity management framework (Porter's Five Forces) impacts competition for firms. Herein is discussed Porter's Five Forces and how they apply to diversity management frameworks. Porter's five forces describe rivalry amongst existing competitors, the threat of new entrants, the bargaining power of stakeholders, the threat of substitute products, and the bargaining power of suppliers (Hambrick & Fredrickson, 2005). The threat of new entrants determines factors that include barriers to entry, economies of scale, brand loyalty, capital requirements, and government policies. The bargaining power of stakeholders refers to the number of customers, size of customer orders, price sensitivity, switching costs, buyer's ability to substitute a product, and differences between competitor offerings. The threat of substitute products determines substitute products available in the market, buyer inclination towards substituting the product or service, and customer's perception of the differences of various products offered by different companies. Last, the bargaining power of suppliers refers to the number and diversity amongst various competitors, industry growth rate, barriers to exit, differences in quality, and brand loyalty (Hitt et al., 2017).

According to Porter's generic strategies model (Allen & Helms, 2006), three basic strategic options are available to organizations for gaining competitive advantage. These are Cost Leadership, Differentiation, and Focus (Hitt et al., 2017). Consulting organizations that achieve cost leadership benefit by gaining market share by lowering prices to maintain profitability or maintaining average prices, increasing profits. This is achieved by reducing costs to a level below those of the organization's competitors. Moreover, companies pursuing a differentiation DEIB strategy win market share by offering unique features their customers value. Focus strategies involve achieving cost leadership or differentiation within niche markets that vary or are not available to the competition.

Competitive Dynamics

Organizations use benchmarking to achieve strategic alignment by incorporating DEIB strategy to improve efficiency. Additionally, benchmarking is an excellent diversity management tool to ensure organizations perform effectively (Tepavicharova, 2018). DEIB strategy permits managers to identify satisfactory practices, prioritize opportunities for improvement, and enhance workforce productivity. As a result, benchmarking is used in many organizations to broaden efficiency and reap competitive advantage. The expanding dynamics of industry environments, mixed with the emergence of innovative technology, increase the likelihood of benchmarking (Prašnikar et al., 2005).

Further, organizations in the 21st century do not have enough time to reinvent the wheel to develop new processes, products, or applications in the competitive external environment. Moreover, current trends are developing in increasing the scope of benchmarking to include structures and strategies that incorporate a system-wide organizational approach (Prašnikar et al., 2005). Benchmarking activities include awareness of benchmarking of competitive advantages, benchmarking of strategies, process benchmarking, and strategic performance benchmarking to help managers make better short, intermediate, and long-term decisions.

Leadership professionals have a responsibility to internal and external stakeholders to achieve successful DEIB strategy (Nufer et al., 2019). Some of these stakeholders are clients, representatives, partners, investors, managers, and networks increasingly significant in the current business environment (Nguyen & Mohamed, 2018). A leader's capability to assess their leadership and relational capabilities and their team elevates the output and transformation of a company or a project. The ability of leaders to drive progress provides the impetus to better work with stakeholders and partners. Diversity management and engagement focus on knowledge acquisition of leadership traits and training and development to assist leaders in strategic execution. Appropriately, DEIB strategy assessment results demonstrate that follower input is also interconnected with increased leadership competency.

Corporate DEIB Strategy and Portfolio Planning

Strategic leadership is formed and affected by the ability of entities to manage stakeholders at the global, public, and community levels (Eskerod & Larsen, 2018). In comparison, stakeholder analysis is a logical method to evaluate the positions and commitment of a pertinent stakeholder DEIB strategy. Stakeholder analysis provides complex relationships between power, interest, and position, operationalized and considered in the analysis (Hines & Slaughter, 2006). Leaders must address gaps by assessing calculated methodologies, which is fundamental to stakeholder analysis to construct a structure that can be applied to DEIB strategy execution in analysis in firms. Four attributes must be considered in stakeholder analysis, such as levels of information, interest, power, and position of stakeholders identified within the framework (Eskerod & Larsen, 2018). A stakeholder analysis framework improvement measure must consider the power of stakeholders, which is of vital interest in stakeholder relationships and can influence stakeholder position within a specific framework (Nguyen & Mohamed, 2018). This approach indicates the significance of reducing barriers from a hierarchical and granular perspective in executing a stakeholder analysis DEIB strategy. In conclusion, a well-formulated structure contributes to a well-crafted DEIB strategy by dissecting the qualities of stakeholder leadership and identifying the complexities of stakeholder analysis.

Resources, Capabilities, and Competences

Conclusively, team building occurs between all stakeholders regardless of industry (Larson & Gray, 2015). Therefore, engaging stakeholders in communication processes provides an opportunity to understand consumer perspectives, such as how they like to work within the organization in and of itself (Fisher et al., 2011). Communication allows team members to explore every angle of a project or program while utilizing cause-and-effect and decision-making tools to arrive at complex solutions. Therefore, written communication assists in the process of collaboration between organizational stakeholders (Nguyen & Mohamed, 2018). Appropriate risk mitigation procedures must be implemented to ensure effective, respectful communication.

Growth Strategies

Planning for the future requires understanding how framing the DEIB strategy provides leaders and employees with solving organizational issues using a structured approach. Framing culture necessitates having positive expectations, understanding biases, recognizing self-delusion as barriers to strategic foresight, utilizing strategic decision-making process, embracing complex and linear thinking, and recognizing that changes occur at various times based on business-levels needs (Hines & Slaughter, 2015). As a result, strategic diversity management comprises complex aspects such as scanning, maintaining flexibility, and utilizing adaptation skills in various circumstances to achieve goals, objectives, and missions of projects or firms (Hines & Slaughter, 2015). Additionally, aligning the value of framing to goals is an emerging need in the execution and success of framing structures. Those in leadership must effectively encourage the development of their businesses to maintain sustainability and profitability or services (Hitt et al., 2017).

Moreover, how do leaders develop a framing culture? This requires strategic leadership, which is critical for framing, evaluating, and providing alignment metrics to foster an analytical perspective. Further, Hines and Slaughter (2015) found that one model that drives performance uses the whole brain process to tap into creativity and innovation. Strategic leadership is a persistent and constant reality. Moreover, Kurt Lewin presented a strategic change management framework and a powerful mechanism for leaders and staff similarly and indicated that strategic occurs by unfreezing the issue of strategic, actualizing strategic, and refreezing to implement strategic (Woodward & Hendry, 2004). Subsequently, acceptance of strategic models allows professionals to understand strategic aspects of organizations.

Globalization

The transition to a strategic mindset is vital for managers who must help their organization succeed in a changing environment. While the market drives companies, they also manage economic, technological, social, and lifestyle changes, political situations, and global competition. As a result, the nature of the issue is changing, and the structure has been flipped, stretched, and compressed. The traditional role of the manager has been redefined as the organization continues to flatten. Previously, operations managers only had to carry out tasks, plans, decisions, and policies set by senior diversity management. Managers are involved in the planning process. This means managers must understand the organization's direction, anticipate potential problems and challenges, and provide solutions and strategies to cope with an uncertain future. Strategic contributions are made in areas such as designing a vision for the organization, using resources effectively, engaging in conversations that reflect different perspectives to foster a spirit of innovation, and constantly asking, "what if...To keep employees sensitive to the changing demands of customers and competitors' strategies.

Technology and Innovation DEIB Strategy

Organizations use benchmarking to achieve strategic alignment by incorporating this DEIB strategy to improve efficiency. Additionally, benchmarking is an excellent diversity management tool to ensure organizations perform effectively in business (Tepavicharova, 2018). It permits managers to identify satisfactory practices, prioritize opportunities for improvement, enhance workforce productivity. As a result, benchmarking is used in many organizations to broaden efficiency and reap competitive advantage. The expanding dynamics of industry environments connect with the emergence of modern technology, which increases the likelihood of benchmarking (Prašnikar et al., 2005). Strategic analysis is the process that companies utilize to study and understand internal business-level strategies and complex aspects of their competitive environment. Understanding these forces and factors is crucial to achieving success.

From a local coffee shop to an international corporation, firms of all sizes benefit from strategic analysis. To innovate and develop products consumers want, managers and consultants engage in environmental scanning, which is the pragmatic and intentional integration of a firm's internal/external state and competitive environment. For managers who lead successful firms in a changing environment, the transition to a strategic mindset is critical. While the market drives companies, they also cope with economic, technological, social, and lifestyle changes, political situations, and global competition. As a result, the nature of the issue is changing, and the structure has been flipped, stretched, and compressed. The traditional role of the manager has been redefined as the organization continues to flatten. Previously, operations managers only had to carry out tasks, plans, decisions, and policies set by senior diversity management. Now they are involved in the planning process. This means they must understand the organization's direction, anticipate potential problems and challenges, and provide solutions and strategies to manage an uncertain future. Strategic contributions are made in areas such as designing a vision for the organization, using resources effectively, engaging in conversations that reflect different perspectives to foster a spirit of innovation, and constantly asking, "what if...To keep employees aware of the changing demands of customers and competitors' strategies.

Further, global professionals must develop capabilities to impart knowledge and listen to diverse audiences. Values, social norms, attitudes, stereotypes, social organizations, roles in society, and language skills affect one's ability to communicate in a global context competently. Encouraging relationships with people who do not share the same qualities, culture, or methods requires skills and sensibilities so that those cultural and social contrasts become assets instead of liabilities.

Cost leadership DEIB strategy is based on how a company aims to become the low-cost producer of any product or service. The importance of strategic decision-making is based on developed and defined frameworks to improve performance within a company. Identifying differentiation and cost DEIB strategy provides strategic diversity management, enabling organizations to identify innovations and mitigate performance issues.

DEIB Cost Leadership Strategy

Applying a phased approach to cost leadership DEIB strategy varies in different industries. For example, cost leadership DEIB strategy phases operate the same way construction does in event diversity management or software development as a methodology. Likewise, leadership DEIB strategy is utilized across all industries. For instance, a cost leadership DEIB strategy is linked to project diversity management, of which the phases are initiation, planning, execution, monitoring, control, and closure (Jovanovic & Beric, 2018). Therefore, cost leadership DEIB strategy knowledge areas are integration, scope, time, cost, strategic, resource diversity management, communications, risk diversity management, procurement diversity management, and stakeholder diversity management (Didehvar et al., 2018). Organizational activities must be considered when developing a cost leadership DEIB strategy. Typical business activities resemble ongoing, routine business functions. For instance, strategic diversity management activities align with traditional projects in several contexts and routine in others.

Practical examples illustrate applying cost leadership DEIB strategy in the strategic diversity management process. For instance, organizations such as Google, Toyota, and Microsoft invest resources into training and development to enhance organizational performance and profitability (Cusumano, 2010). Cost leadership DEIB strategy benefits strategic diversity management practices by critically assessing organizational opportunities to propose appropriate actions for organizational performance in project-related contexts (Robbins & Judge, 2017). Analyzing organizational structures and leadership characteristics enhance a competitive yet cost leadership DEIB strategy and transformative culture. Adapting project and strategic diversity management techniques in finance, marketing, human resources, and operational performance to make decisions in targeted organizational aspects. Cost leadership DEIB strategy within strategic diversity management must be formulated and delivered based on appropriate communication planning - encompassing verbal, written, and virtual mediums to communicate requirements, goals, and organizational performance for cost leadership DEIB strategy.

Further, cost leadership DEIB strategy and the relationship to the strategic diversity management are attainable, yet only with consistent actions of employees and at the organizational level. Additionally, to help employees understand cost leadership DEIB strategy, strategic managers must be cognizant of the distinct phases of cost leadership DEIB strategy. Organizations must keep pace with production and competitive demands. Because of the competitive nature of business, production facilities have developed a dependence on strategic diversity management, which provides cost leadership DEIB strategy expertise, mitigates risk, and improves production outcomes. For example, high-reliability organizations (HROs) are sustainable in such dynamic circumstances where risk outcomes are high; however, the event of an error is typically low (Baker et al., 2006). Therefore, in this regard, strategic managers can use the cost leadership DEIB strategy framework to to train, implement, and support associates in risk-intensive strategic diversity management processes.

Differentiation DEIB Strategy

Differentiation strategy is a business strategy that focuses on the uniqueness of a business, product, or service compared to others (Hitt et al., 2017). Business strategy and corporate governance refer to the processes that ensure that companies are managed to create value for their owners while fulfilling the responsibilities to their stakeholders (Nguyen & Mohamed, 2018). For effective corporate governance, the following is necessary: a) Clear roles and responsibilities, b) Transparency and accountability, c) Risk diversity management, d) Ethical practices, e) Implementation of sound business strategies, f) Performance and effectiveness, and g) Informed decision-making. The key take-aways is that businesses develop and maintain their competitive edge in the market by adopting one or more of the following strategies: a) Cost Leadership DEIB strategy: A company using this DEIB strategy aims to become the low-cost producer of any product or service. b) Differentiation DEIB strategy: This DEIB strategy emphasizes being unique compared to others. c) Focused DEIB strategy: Companies using this DEIB strategy focus on a niche area. By incorporating a differentiation DEIB strategy, businesses mitigate problem areas and create opportunities to ensure successful business operations.

Strategic Choices and Trade-Offs

There are strategic choices and trade-offs that companies make to How do organizations define exceptional business DEIB strategy? How does organizational DEIB strategy enable leaders to identify issues immediately to mitigate ongoing competitive challenges? Concurrently, providing exceptional business diversity management is a major contributor to strategic success, yet exceptional business DEIB strategy is underachieved in practice because strategic managers do not always communicate effectively with stakeholders (Chad et al., 2017). Additionally, many organizations deviate from a consistent structure, which leads to increased risks and potentially derails strategic success. It is best to utilize the tools of strategic diversity management processes, software tools, and effective business DEIB strategy diversity management practices to ensure strategic positioning. An exceptional business DEIB strategy is a process and method used to identify, quantify, and capacity associated issues (Dillion, 2014). Likewise, an exceptional business DEIB strategy is a plan that describes how risk can impact strategic effectiveness. The first steps are to identify risks to goals and objectives, develop a qualitative and quantitative analysis, propose response planning, monitor, and develop exceptional training by adhering to DEIB training plans (Birindelli & Ferretti, 2017).

Moreover, DEIB program risk mitigation reduces the impact of a risk event by reducing the probability of negative occurrences (Birindelli & Ferretti, 2017). The importance of exceptional business DEIB strategy in strategic diversity management is based on developed and defined frameworks to prohibit risks occurring within the strategic environment. Furthermore, a proactive DEIB strategy is a distinctive measure for leaders who practice such methodology in managing associated risks within organizations; thus, strategic managers should spend time and effort to plan for events or occurrences that may never occur. Business strategies assist leaders in identifying training development risks when, where, and why they occur. Hence, leaders must be vigilant in this area.

Blue Ocean DEIB Strategy

Business strategies include differentiation, cost leadership, blue oceans, innovation, entrepreneurship, and platforms. There are two significant conceptions: Differentiator and cost leadership strategies. Businesses can utilize these two methodologies to push their activities and initiatives. Moreover, the idea of a business-level system and its significance determine its strategic business technique (Rothaermel, 2020). There are also different business parts of the innovation utilized as a business-level technique. The Blue Ocean DEIB strategy utilizes strategic decision-making to determine favorable circumstances unknown by competitors. Blue Ocean DEIB strategy measures a venture by sketching out the cycle from vision to execution (Rothaermel, 2020). The value chain priorities are different for companies taking a different business strategic approach. Examples of value chains for each of three organizations using cost leadership, another using differentiation, and a third using a value innovation business-level DEIB strategy.

Value innovation and business-level DEIB strategy effectively utilize Blue Ocean DEIB strategy, founded on value innovation methods in conjunction with differentiation and low-cost DEIB strategy (Kim & Mauborgne, 2014). An example of value innovation in the competitive market increases profitability (Buil López-Menchero et al., 2020). A business plan conveys how a business provides incentives for its stakeholders within the marketplace (Nguyen & Mohamed, 2018). Developments in strategic business plans are progressively essential for building a sustainable position in the marketplace characterized by change, stakeholder satisfaction, and rivalry (Sorescu et al., 2011).

Business DEIB Strategy Application: Leadership

Leadership requires utilizing different methods to ensure business sustainability. Notwithstanding, viable leadership has been the subject of debate. Understanding leadership standards recognizes that extraordinary leaders advance leadership theories and standards. Leaders must have a vision, effective communication skills, and tenacity. Theories encompassing leadership have developed and changed over time (Taylor et al., 2014). Hunt and Fedynich (2019) also indicated that trait hypotheses and behavior models provide authentic and servant leadership standards. Present-day theories transform the customary worldview of vertical leadership models to transform leaders and firms. While the complexities of leadership cannot comprehensively analyze the advancement of leaders in every way, understanding the development of leadership from the past to the present provides a significant DEIB strategy for leadership.

Indeed, Bolman and Deal (2008) asserted that to develop a sufficient power base, a leader needs to understand their capacity within the organization and then build relationships with stakeholders to meet or exceed capabilities. Hughes et al. (2018) indicated that beneficial tactics are necessary and must be implemented. The rules of engagement for principled leadership and bargaining are consistent with effective leadership (Bolman & Deal, 2008). Additionally, leadership strategies improve with increased communication and buy-in, increasing achievement and productivity. Last, cultural norms must be considered by reflecting on organizational change, acceptance, and building organizational capacity.

Leading Business Innovation

Successful organizations prioritize DEIB strategy, innovation, and visionary diversity management. Firms may utilize Key Success Factors (KSF) as a visioning framework to improve organizational goals and tactical diversity management. Key Success Factors (KSF) are based on the ability to secure business utilize the KSF structure to define the DEIB strategy diversity management scope with well-defined and attainable goals. Leaders, divisions, departments, and individuals are responsible for each metric and a detailed integrated plan specifying items of performance improvement. Collectively organizational stakeholders provide an estimate of the resources required to support the defined business needs. Metrics are conducted in collaborative KSF monthly meetings to ensure that plans are structured and completed monthly, quarterly, or annually with an established budget. Goals are based on deployment and incorporate action plans reviewed monthly to generate process improvement events, mandated lean daily diversity management with key performance indicators conducted, and outcomes reported by specified staff to align with the vision, mission, goals, objectives, projected outcomes, and cost savings of the company. Strategies for success are to schedule weekly team meetings, regular collaborative webinars, strategic communication, strategic plans, execution, and monitoring of strategic plans.

DEIB BUSINESS PLANNING

Leaders initiate corporate social sustainability (CSR) programs and assess and develop plans to reinforce the organizational mission. Business and sustainability are characterized by the capacity to achieve organizational goals without harming internal stakeholders or shareholders (Nguyen & Mohamed, 2018). Likewise, CSR drives organizational behavior both in the internal and external environments. Leaders must develop skills to promote utilitarian objectives. As a result, leadership skills are comprised of excellent communication, competence, and a willingness to serve in CSR capacities. Moreover, Hayes (2014) has promulgated that those associated with organizational change must maintain traditional organizational development frameworks while adapting to a new framework. As a result, organizational change creates functional roles and relationships that must endure (Hayes, 2014).

Leaders must consider tasks incorporation into business plans. These include: deciding who will lead during the transition phase. Organization avoids unnecessary fragmentation (Robbins & Judge, 2017). While it is important to appoint capable individuals to lead the transition, it is also important to guarantee they communicate with others who were included at earlier stages simultaneously and those who will maintain the results of changes. Strategically, leaders must identify what needs to be accomplished for effective outcomes; use numerous and consistent leverage foci for change; and understand that if a single aspect of the framework is changed, this could trigger behaviors that will restore the status quo. One way of avoiding reversion is to utilize consistent mandates for achieving change. Finally, leaders must develop feedback mechanisms to provide information that ensures change diversity management moves forward in a coordinated manner.

Visioning

Providing vision in an organization means communicating information regarding training DEIB strategy to stakeholders (Eason & Mazzei, 2019). It can be difficult for leaders to be transparent when communicating with stakeholders and clients because some information is too complex, yet leaders find a way to connect to their stakeholders (Nguyen & Mohamed, 2018). Moreover, while email or virtual technology has benefits, it is not the best communication method. There are times when a leader must provide personal interaction to rally support. Person-to-person presentations are the most effective communication method (Markovic & Salamzadeh, 2018). Regarding change diversity management DEIB strategy, the leader's role is important in inspiring stakeholders and creating an effective working environment (Kotter, 2012). Utilizing vision initiatives and assessing organizational issues in context are viable mechanisms to improve interactions in organizations.

Creating a vision is about directing support to galvanize one's initiatives. Finding ways to encourage others inspires the vision as visions provide a framework for the organization's future (Kotter, 2012). Creating a vision that is simple to convey offers stakeholders an efficient way to process concepts (Taylor et al., 2014). Most importantly, stakeholders cannot grasp a vision they do not understand. Visions must be developed with a long-term strategic focus. A vision communicates the direction an organization needs to take. In doing so, a leader usually develops the vision. Visions are developed over time, using a methodological approach (Kotter, 2012). Without a reasonable vision, organizational resources are mismanaged, stakeholders become confused about the organization's direction, and initiatives of the organization tend to fail or become unsustainable (Chappell et al., 2016). Often, several plans, proposals, and programs; however, a vision has not been formulated. The overall objective must be to provide the team with a vision of how their cumulative efforts will result in organizational success.

Mission and Values

The Strategic Measurement Model (SMM) comprises vision, mission, beliefs and values, key success factors, metrics, goals and objectives, strategies, and compensation. Therefore, DEIB initiatives are assessed based on how well elements align to include:

- Will completing the mission achieve the vision?
- Is there a metric for each Key Success Factor?
- Is there a goal for each metric?
- Are there one or more DEIB strategies to achieve the goal for each metric?

Adopting Deming's 14 Points for DEIB management as defined by ASQ (2017) as a core quality management concept exists as a set of practices to help companies increase DEIB initiative quality and productivity (Breyfogle, 2003).

Deming's 14 Points are as follows:

- Create constancy of purpose for improving DEIB programming.
- Adopt a DEIB philosophy.
- Cease dependence on examination to achieve quality.
- End the practice of awarding business on profitability alone; instead, minimize total cost by identifying DEIB leadership to manage the process.
- Use continuous improvement in all processes for planning, training, and evaluation.
- Institute training on the job.
- Adopt and institute leadership.

- Drive out fear.
- Break down barriers between divisions and amongst stakeholders.
- Eliminate slogans, exhortations, and bias.
- Create data metrics for the workforce and numerical goals for diversity management.
- Remove barriers that discourage motivation and eliminate annual rating or merit systems.
- Institute a robust training program for all stakeholders.
- Put everybody in the company to work accomplishing, executing, and sustaining the DEIB transformation.

Goal Setting With Key Success Factors (KSFs)

Organizations often fail because of leaders' lack of DEIB strategy and vision (Nufer et al., 2019). Businesses utilize Key Success Factors (KSF) as a visioning framework to improve organizational goals and tactical diversity management (Eason & Mazzei, 2019; Taylor et al., 2014). Key Success Factors (KSFs) structure and define the scope of business with well-defined, attainable goals to establish each metric and a detailed integrated plan specifying items of performance improvement and provide an estimate of the resources required to support the defined mission of the organization. For example, an organization may establish metrics are to increase program yield by 10% per quarter, conduct monthly collaborative KSF structuring meetings to ensure that all project plans are structured and completed by December 15 annually, and establish a budget. Goals are based on deployment and incorporate an X - matrix with action plans reviewed monthly, develop value stream maps (VSM) which generate process improvement events, mandate lean daily diversity management with key performance indicators and outcomes reported by leads, create a visual using an A-3 to convey the training programs vision, mission, goals, objectives, projected outcomes, and cost savings. Some examples of goal-setting DEIB strategy require scheduling weekly team meetings, conducting collaborative webinars, using specific policies, incorporating strategic planning recommendations, and monitoring the strategic business plan.

DEIB Communication Strategy

A strategic leader's communication DEIB strategy consists of a proposed order of stages, whereas each contains a specific deliverable that collectively achieves planned objectives. Attributes needed to analyze a strategic leader's communication DEIB strategy are what work will be done in each stage, a definition of each stage's deliverables and when, the change control process for each deliverable, what resources are involved in each deliverable, and criteria needed to complete each stage of the DEIB strategy (Buoziute-Rafanaviciene et al., 2009). Strategic leaders must create a standard communication DEIB strategy to promote communication within teams, with stakeholders, and across all sub-tier teams (Nguyen & Mohamed, 2018). Depending on the approach utilized, planning communication DEIB strategy and stages change based on the DEIB strategy and the situation (Dewan & Myatt, 2008). Additionally, attention must be given to stage development, costs, risk diversity management, and team development.

Strategic leaders are successful in business matters when they build frameworks to support strong teams. Businesses require strategic planning, including a mission, vision, and business DEIB strategy (activity DEIB strategy, marketing DEIB strategy, financial DEIB strategy). Developing a communication DEIB strategy requires managing multiple dynamics, providing periodic status updates on performance against the communication DEIB strategy, and meeting DEIB strategy targets (Volk & Zerfass, 2018).

Delivering service means providing value, reducing cost, and cost avoidance to conserve financial resources for programs. Developing a strategic communication DEIB strategy in the business sector necessitates building a comprehensive network of contacts in the public and private sectors.

Understanding where and how to obtain programs, awards, and endowments builds income streams. Conclusively, the keystone of a respectable business is fostering a solid reputation. Consequently, satisfying consumer requirements, refining business procedures, and attaining key performance metrics improve customer satisfaction.

Recommended steps to facilitate effective communication is awareness of intercommunication. Leaders are successful in public service matters when they execute effective communication frameworks. Communication frameworks require developing a communication DEIB strategy to manage multiple dynamics, providing periodic status updates on performance against the communication DEIB strategy, and meeting strategic targets (Volk & Zerfass, 2018). Delivering service means providing value, reducing conflict, and cost avoidance to conserve financial resources for programs. Developing a strategic communication DEIB strategy in the public sector necessitates building a comprehensive network of contacts in the public and private sectors. Understanding the keystone of communication requires satisfying constituent requirements, refining public relations, and achieving key performance metrics to improve stakeholders and customer services.

BUSINESS INTEGRATION: CORPORATE COMPLIANCE, ETHICS, AND STAKEHOLDERS

Organizational leadership is committed to organizational sustainability practices. Organizational leadership is a critical aspect of facilitating buy-in from various organization stakeholders. Indeed, corporate social responsibility (CSR) is synonymous with corporate sustainability. CSR is an organizational model that assists organizations in their quest for social accountability to themselves, their stakeholders, and the public. By practicing CSR also called corporate citizenship, companies become conscious of their impact on all aspects of society, including economic, social, and environmental. To engage in CSR means that, in the normal course of business, a firm is operating in ways that enhance society and the environment instead of contributing negatively to it.

Moreover, leadership and power constitute a personal and often inherent aspect of individuals. Leaders are tasked with shaping organizational culture and the social interaction of stakeholders. Leaders are tasked with understanding multidimensionality and equity in power relationships within organizations. Moreover, authentic leadership is an aspect of emotional intelligence. Organizational culture, politics, and the distribution of power frame how internal/external stakeholders view organizations, employee satisfaction, and perception of CSR. Leaders may find challenges engaging stakeholders due to priorities or time constraints. However, leaders must recognize that stakeholder engagement is a value, not an obstacle, when alleviating challenges. Through well-organized and supportive meetings, construction engagement concerns can be improved. The ability of leaders to provide a clear and concise context of issues is critical for organizational success.

Likewise, the importance of ‘good ethics’ for employees and business organizations, the principal philosophies of ethics, including utilitarianism, duty-based ethics, and virtue ethics, ethical merits of various choices by using an ethical decision model, differences between shareholder, stakeholder models of ethical corporate governance, and difficulties of establishing and maintaining an ethical corporate culture in a business organization. Notwithstanding, ethics initiatives shape organizational culture. Further, formalized leadership ethics and compliance programs improve organizational structures. The importance of ethical leadership ensures adherence to policies set forth by organizations. In this regard, how will your leadership acumen shape the industry?

Corporate Compliance

Corporate governance creates frameworks for businesses to follow. Without social constructs, it is not easy to align an organization's workforce regarding ethics and behavioral norms. Employees' adherence to ethics programs mitigated and reduced the risks associated with failure to comply. Organizations endeavor to maintain social standards by ensuring that all employees adhere to compliance policies through consenting to the norms of the organization. Further, compliance is achieved through training. As a result, ethics policies are fundamental to organizational structure and employee welfare. The benefit of utilizing ethics policies is to ensure a sense of security and trust in the organization. With compliance programs in place, employees have the choice to report inconsistencies confidentially to maintain moral practices. For example, compliance and ethics programs promote and increase the capacities of the organization's ombudsman offices. Additionally, ethics programs enhance assessment protocols.

Unbiased corporate practices are a comprehensive organizational DEIB strategy that integrates professional responsibility and CSR. Prospects for its success are based on the success of internal systems. HR recruiting and interviewing processes ensure generally accepted practices that are focused on the mitigation of biased practices. Organizations may benefit from creating an ombudsman office to manage internal and external compliance of bias. Likewise, utilizing compliance and ethics programs promote and increase the capacities of the organization's ombudsman offices.

Additionally, ethics programs enhance assessment protocols (OIG, 2018). Lewis (1993) argued that compliance policies allow organizations to align issues of bias and discrimination in the workplace and in providing services. The benefit of utilizing compliance policies is to reduce and mitigate issues relating to ethics in organizations (Solano & Kleiner, 2003).

Ethics

Ethical leadership theory is important and applies to leadership theories of distributed and servant leadership. Indeed, Van Wart (2013) indicated that the three pillars of ethical leadership are character, duty, and the greatest good. Ethical leadership theory is important and is applied to distributed and servant leadership. A better understanding of ethics for psychologists and organizations requires an understanding of the principal philosophies of ethics, including utilitarianism, duty-based ethics, virtue ethics, and ethical merits of various choices by using an ethical decision model, differences between stakeholder models of ethics, and problems of creating and sustaining an ethical culture in an organization. Distributed leadership offers an element of examination in the analysis of leadership (Hughes et al., 2018).

Additionally, ethical decision-making aligns with the activities of effective leaders. Distributed leadership allows for greater collaboration and thus provides a check and balance aspect of ethical behavior (Aamodt, 2015). For instance, established leadership standards have difficulty accommodating changes in the division of labor in the workplace, different structures of interrelationships, and organizations that amplify distributed practice. Three variations of interrelated activities in which key defining criteria are conjoint activities. These methods provide the establishment for the classification of distributed leadership (Hughes et al., 2018). Ethical leadership does not operate in a vacuum; thus, collaborating and implementing the practice requires distributed leadership across the organization to maintain the ethos. The servant leadership model is utilized globally. Leaders serve humanity and deploy corporate governance as a DEIB strategy. Servant leadership safeguards stakeholders' psychological health and safety (Aamodt, 2015). Additionally, the Biblical scriptures share many examples of servant leadership. Servant leadership beseeches humanity to uplift and encourage others, which underpins the duty to serve and the accountability for effective leadership.

Stakeholder Management

The concept of stakeholders may be the most important in an organization (Nguyen & Mohamed, 2018). The employees in an organization are not employees only if they perform their work within the prescribed work practices. The workplace issues must also be discussed and managed to ensure that all employees are aware of their issues and effectively mitigate and resolve any workplace issues. Stakeholder diversity management aims to share information and opinions about an organization to ensure that all parties involved can support and participate in developing a strategic plan (Anglim et al., 2019).

Leaders have a responsibility to internal and external stakeholders to understand successful leadership attributes. Some of these stakeholders are clients, representatives, partners, investors, government, and society which are increasingly significant in the current business environment. A leader's capability to assess their leadership and relational capabilities and their team elevates the output and transformation of a company or a project (Northouse, 2018). The ability of leaders to drive progress provides the impetus to better work with stakeholders and partners. Diversity management and engagement focus on knowledge acquisition of leadership traits and training and development to assist leaders in leadership execution. Appropriately, performance diversity management results demonstrate that follower input is also interconnected with an elevated leadership competency (Wunderer, 2001).

Diversity and Inclusion

The concept of the diversity-focused organization is that of diversity on the job or workplace. This concept applies whether working in a sales force, design team, service team, or other organization. The work environment represents a dynamic and ever-changing set of relationships, skills, attitudes, and beliefs. An employment discrimination policy aims to enable the organization to provide equal treatment for all employees without regard to national origin, gender, age, or age-related characteristics, such as health, height, weight, or personal appearance (Anglim et al., 2019).

Employment discrimination is a form of bias based on race, color, national origin, religion, disability, or age. In some cases, it may be based on gender identity. For employment discrimination claims, the complainant must file a charge with the department when the alleged discrimination occurred; Workplace diversity is a fundamental part of effective diversity management and organizational culture (Anglim et al., 2019). Diversity is a matter of understanding and acknowledging the unique value of everyone. It also requires that organizations recruit, retain, promote, and train employees of diverse backgrounds. This can be done by understanding the diversity challenges and problems that each employee experiences and the unique skills that can come from training and mentoring an employee of a different background (Eason & Mazzei, 2019). Employers are increasingly looking for well-trained candidates in different work environments and therefore need different skills, perspectives, and perspectives of other people such as co-workers. Companies recruit candidates with diverse backgrounds, including a person's religion. The diverse work environment has become a common factor for the global workforce. Diversity culture has resulted in many employers looking for people of diverse cultures, backgrounds, and perspectives.

The role of organizational performance teams is to work with internal departments, either leaders, directors, or hiring managers, to reduce bias in the workplace, thereby improving decision-making capacity (Robbins & Judge, 2017). HR often performs duties on behalf of individuals to fulfill the unit request within an organization. Therefore, structures must be developed to encourage empathy, respect and reduce anchoring or overconfidence biases (Miller et al., 2017). The function of organizational development in reducing the bias of all types is to establish rules of equity, hire diversity of thought and individuals, select supplier diversity, foster relationships, improve the onboarding process, and manage assessment schedules to include interviews, unconscious bias training, and organizational planning (Robbins & Judge, 2017; Eason & Mazzei, 2019).

Psychological Health and Safety

The privacy of stakeholder information, such as trade secrets, is essential in information technology projects where the information can be made public. Stakeholders usually include clients, vendors, and their internal processes. The safety issues associated with stakeholder diversity management are complex and often cause concern. There are various approaches and methods to manage stakeholder issues. The health of employee stakeholders is a broad-based initiative to address issues impacting the success of the organization's workforce and the economy, among others (Anglim et al., 2019). Further, mental health and psychological safety are important in the workplace. The development and intentionality of programs to assess and improve organizational culture and climate indicate high-performing organizations (Ritcher et al., 2021). Organizational goals are to improve the quality of life both mentally and physically by providing performance-based assessment services to employees about the job and career-related issues. As a result, employees need diversity management to mitigate issues and challenges.

CONCLUSION

Diversity and inclusion quality management is an Integrated System, process centered, has stakeholder engagement, creates a culture that is stakeholder focused; and amasses a collection and study of data that supports efforts for stakeholders, which are critical components to the diversity and inclusion quality. Further, organizational structure, processes, procedures, and resources are needed to implement, maintain, and continually improve diversity and inclusion quality. TQM is used in quality management as a management approach to long-term success through stakeholder satisfaction. TQM focuses on the development of products and services that meet the needs and exceed the expectations of organizations. In short, diversity and inclusion quality ensure the DEIB management team has the necessary tools and specifications to verify and validate programming and expenses. When diversity and inclusion quality management is executed, it enables organizations to utilize techniques and tools to yield quality DEIB results.

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Chapter 8
Socio-Intercultural Entrepreneurship Capability Building and Development

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ABSTRACT

This study aims to analyze socio-intercultural entrepreneurship as a capability building and development framework. The analysis departs from the assumption that entrepreneurship is a cultural embedded concept, although the intercultural category used in entrepreneurial studies has not been founded on a conceptual, theoretical, and empirical basis. Based on this existing research gap, the literature addresses the main issues of socio-intercultural entrepreneurship focusing on capability building and development in a situational context and is also environment-oriented. The methodology used are exploratory and analytical tools. Socio-intercultural entrepreneurship competence is highly related to be situational context and environment-dependent on awareness and understanding of cultural differences.

INTRODUCTION

The world's population and companies are now more connected and mobile than ever in history, expanded worldwide with access to labor and resources pools but requiring more socio-intercultural communication and entrepreneurial skills. Empowerment and entrepreneurship are defining the engagement rules of this rapidly changing global situational context and environment. Nurturing the culture of empowerment and entrepreneurship is a challenge aimed to design some agile organizations in order to keep pace with the changing economic global situational context and environment.

The analysis of social entrepreneurship from a cultural perspective is limited (Dancin, Dancin & Tracey, 2011) and more from the point of view of socio-interculturality. The study and analysis of individual cultural differences and its influence on socio-socio-intercultural entrepreneurship have been neglected. However, the studies on socio-intercultural entrepreneurship are on the rise in a globalized

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world. Since the 1970s, the study of entrepreneurship has intensified and has become one of the most prolific and dynamic academic fields in management, economics, regional sciences, etc. (Aldrich, 2012; Shane and Venkataraman 2000).

Socio-intercultural entrepreneurship in global business is supported by the socio-intercultural framework and foundational concepts based on baseline understanding of socio-intercultural communication which can be applied in diverse cultures beyond the cultural learning of traditions, heritages, behaviors, values, customs, etc. of specific cultures.

This analysis approaches the socio-intercultural entrepreneurship focusing on the knowledge of determining and understanding the socio socio-intercultural situational context and environment facing the global business to establish common concepts to be used in the socio-intercultural communication regardless of specific cultures and situations. A deep knowledge of socio socio-intercultural systems applied in some different situational context and environments is a requisite to develop entrepreneurial skills to be used and implemented in entrepreneurial practices and tasks.

The paper is organized after this brief introduction, to state the relevance of the analysis as the motivation to review the main concepts and theories conducted to establish the basis for the study of the socio-intercultural profile of entrepreneurship. This entrepreneurial profile is complemented with the relevant findings of empirical research aimed to determine the required capability building and development for socio-intercultural entrepreneurship. Finally, some concluding remarks are offered

RELEVANCE OF THE STUDY

Global and international organizations, companies, firms and people working across diverse cultures require to overcome cultural bias and preconceptions by promoting socio socio-intercultural entrepreneurial management that is adaptable and open minded to new situational contexts and environments, situations and individuals, to live, work, communicate and learn together. Dissimilar cultures around the shrinking world are influencing each other and leading to sources of synergies but also of conflicts which require the implementation of an socio-intercultural entrepreneurial capabilities, competences and skills.

Socio-intercultural entrepreneurial competence in a borderless world becomes crucial for the diversity in global business projects and ventures, which requires to develop competencies and skills to interact socio-interculturality and understand the diverse cultural backgrounds of individuals. However, socio socio-intercultural entrepreneurship is beyond sociocultural diversity initiatives.

Socio-intercultural entrepreneurial practices facilitate the understanding and use of cultural backgrounds of individuals to achieve innovation and creativity in decision making as the ultimate competitive advantage in any type of situational context and environment. The socio socio-intercultural entrepreneurial practices at the workplace aims at building its policies and individual identity based on the recognition that socio cultural diversity is the source and resource for economic growth, social development and environmental sustainability.

The continuous transformation of organizations leads to motivational processes of individuals who have initiative and develop creative attitudes to create and innovate based on technological advances. The strong achievement motivation of entrepreneurs contributes to explain they commitment for entrepreneurship.

CONCEPTUAL AND THEORETICAL FRAMEWORK

Being an entrepreneur is fundamentally a personal act (Baum, Frese, Baron and Katz 2007) so that personal factors influence organizational success. Entrepreneurship is a term that has been used since the 1980s, in reference to the entrepreneurial spirit training system that emphasizes the development of skills for self-generation of employment (Del Solar, 2010, p.16). The concept of entrepreneur does not have a single definition. The entrepreneur is defined as the owner and manager of a company (Brockhaus 1980) that involves a new business or a new proposal in the organization (Lachman, 1980). Entrepreneurship is concerned with the discovery and exploitation of profitable opportunities (Shane S., Venkataraman S., 2000, pp. 217–226).

An entrepreneur is the person who starts a business initiative, creates his own company, alone or in association with its promoters, assuming the financial risks that this entails, contributing his work and taking care of the management of the company (Moriano, Trejo and Palací, 2001, p. 230). The entrepreneur is an innovative businessman who is willing to take risks, although the one who risks is not always an entrepreneur, just as creating a company is being an entrepreneur. The entrepreneur looks for opportunities and through innovation processes create a company and generate wealth (Stevenson, 2000, cited in Formichella 2004, p.10). It is concluded here that the entrepreneur is an independent, risk-taking individual organizing the people and resources necessary for creating and developing new business ventures.

Entrepreneurship is defined as the project development that has economic, socio-political, and other purposes. Entrepreneurship is the personal attitude to take on new projects, by innovating and adding value to an existing product, and advance in their goals and objectives. Entrepreneurship shares the elements of innovation and uncertainty. In this sense, entrepreneurship is defined as the sharing of uncertainty and innovation to the development of a project that pursues a certain economic, social political, and other purpose (Bittán 2017). Entrepreneurship is an innovative instrument for dealing with complex social needs (Peredo and McLean 2006). Entrepreneurship is the ability to act positively and creatively promptly in the face of setbacks and in difficult or new situations (Goleman 2005, p. 157).

The conceptualization of entrepreneurship is related to the drive for innovation and economic competitiveness in socio-productive contexts and environments. The entrepreneur dedicates time and efforts to the creation and development of business organizations, assuming psychological, financial, social risks, etc., undergoes processes of creating products or services with added value, with benefits and monetary rewards and more personal (Hisrich and Peters 1992; Sadler-Smith, Hampson, Chaston and Badger 2003).

The conceptualization of the social entrepreneur focuses on individual characteristics, actions, processes, resources and mission (Light, 2009, Sullivan Mort et al., 2003; Tracey et al., 2011; Dancin, Dancin & Tracey, 2011; Peredo & McLean, 2006). There is no consolidated definition of social entrepreneurship while the debate focuses on the change in the Welfare State (Dees, 1998, Mair and Martí, 2006). Recently, the analysis of social entrepreneurship has emerged from theoretical and practical perspectives on entrepreneurship and from other approaches to define the specificities of social entrepreneurial activities (Alvord, Brown & Letts, 2004).

The definition of social entrepreneurship gives certainty to measure the results of their activities as something tangible considering that a certain degree of ambiguity is inevitable (Dees, 1998, Martin & Osberg, 2007, Peredo and McLean, 2006, Weerawardena & Mort, 2006). The social entrepreneur emerges in a specific situational context and environment of uncertainty Sarasvanthy (2001, 2004). Social entrepreneurs take advantage of environmental uncertainty in entrepreneurial activities (Wennekers, VanStel & Noorderhaven, 2010). The entrepreneur seeks to avoid uncertainty through the normalization of activities, a feature that can be contradictory to the high levels of uncertainty that occur in business development. This situation allows entrepreneurs to change their strategies in uncertain environments and depending on the transformations of the scarce resources available to them.

The behavior of the social entrepreneur is explained from an socio-intercultural perspective because it is born in an environment of uncertainty according to the effectuation theory (Sarasvanthy 2001, 2004) which arises from organizational learning under the assumption that entrepreneurs are based on instinct and intuition to determine possible strategic alternatives in decision making (Mitchellet al., 2007).

The effectuation theory enables the study of decision-making strategies in environments characterized by high levels of uncertainty and resource limitations (Smith & Stevens, 2010). The effectuation theory is based on the organizational learning of administrators who make decisions about strategic alternatives based on instinct and intuition (Mitchell et al., 2007), which allows changing strategies under conditions of uncertain environments to transform available resources they are scarce.

The effectuation theory method offers possibilities for the study of social entrepreneurship characterized by a high degree of uncertainty and resource limitations, for the formulation and implementation of strategies in decision-making (Smith & Stevens, 2010). social entrepreneurs take environmental uncertainty as a guide for business activity (Wennekers, Van Stel & Noorderhaven, 2010).

The concept of socio-intercultural sensitivity measures the levels of entrepreneurial skills. Socio-intercultural entrepreneurship is a high-risk activity, due to the factors that influence its social, economic, political, cultural and technological development. Socio-intercultural sensitivity has been defined as those human capacities to emit positive emotions and control those emotions that can harm socio-intercultural communication (Vilá, 2006). Hammer, Bennett and Wiseman (2003) define socio-intercultural sensitivity as the ability to identify and appreciate the most relevant cultural differences. Socio-intercultural sensitivity is the individual ability to develop positive emotions towards understanding and appreciation of cultural differences capable of promoting effective and appropriate behaviors in socio-intercultural communication (Chen and Starosta, 1997 p. 5).

Socio-intercultural entrepreneurship is a concept that is relevant to any individual regarding if he or she is involved in business as the investor, the negotiator, the global project manager, etc. A conceptual framework of socio-intercultural entrepreneurial practices is based on shared heritage, behaviors, values, beliefs, etc., developed in cultural value creation leading to inter and intracultural creativity and innovation, forming micro cultures as an socio-intercultural assets contributing to the economic growth, social development and environmental sustainability.

A conceptual and theoretical framework for micro- socio-intercultural entrepreneurship are based on a range of contributions from the intra and inter sociocultural creativity and innovation processes creating cultural economy value beyond the cultural economy. Socio-inter culturalism goes beyond rational communication through concepts such as multilingual learning that goes beyond cultural, educational, social, economic positions, etc. (Fornet Betancourt 2009, 2005, 2000). Small groups of people framed as micro socio cultures sharing common heritage, behaviors, cultural values, beliefs, customs, traditions, etc., may be the base to develop a conceptual framework to support the socio socio-intercultural entrepreneurship development.

Socio-intercultural entrepreneurship integrates differentiated socio-cultural groups to undertake something that is possible for subgroups that require working on a common project with the guidance of an entrepreneur who makes use of their skills and abilities to promote socio-intercultural cooperation for the creation of joint ventures between socio-cultural groups.

SOCIO-INTERCULTURAL ENTREPRENEURIAL PROFILE

The individual characteristics of entrepreneurs are explained from the characteristics of the environment (Dancin, Dancin & Tracey, 2011, Martin & Osberg, 2007). One of the entrepreneurship models that is explained in the economic environment of new business creations is that of Rauch and Frese (2007), it involves personal characteristics such as knowledge, skills, autonomy, locus of control, with the environment of the organization in situations such as organizational life cycle, risk factors, etc. with business results. The entrepreneurship model is based on personal and organizational characteristics to explain the phenomenon.

The personal characteristics of the social entrepreneur explain their behaviors and allow their comparison. The characteristics of socio-intercultural entrepreneurship are conceptualized at the interface between thought and action, innovation as a social commitment, and the creation of competitive markets. The characteristics of the entrepreneur according to Viera, Pérez and Paredes (2008, p.49), are the entrepreneurial spirit or entrepreneurial capacity to carry out productive actions and the psychosocial motivation to undertake.

The motivational disposition of the entrepreneurs encourages them to venture out and face the challenges of new cultural, economic, social and organizational contexts and environments. The authors Pablo, Begoña and Bueno, (2004 p. 818) classify the entrepreneurial profile in factors related to the personality of the individual or the psychological traits, the personal profile defined by the aptitudes, the motivations or drives of an individual to embark on a project; the capacities and competences, the abilities and knowledge of the individual resulted from the evolution of the aptitudes developed throughout life, learning and experiences.

The motivation of the entrepreneur is the force that induces to take action and the decision that have an influence on the lives of people (Porras, Oliveras and Vigier 2013). The psychological factors of the entrepreneur such as the motivational features, capacities and competences gathered through the experience that make to take action. These factors of the entrepreneurial profile show the psychological features of the entrepreneur (Pablo, Begoña and Bueno, 2004 p. 818). Entrepreneurs are more motivated to achieve, take risks and are innovative (Hodgetts and Kuratko, 2001). The motivational component of socio-intercultural competence includes self-efficacy and goal setting (De la Garza & Egri, 2010; Earley & Peterson, 2004).

Entrepreneurship is driven by leadership open to innovation, new ideas, to experiment and learn. Leadership may help to drive the desired entrepreneurial behavior as an outcome through encouragement and role modelling providing the confidence to individuals to behave like entrepreneurs. Leadership development is crucial to create a culture of entrepreneurship and empowerment. Entrepreneurs exercise leadership that involves behaviors, skills, abilities, knowledge, variables and personality traits to solve organizational problems (Connelly, Gilbert, Zaccaro, Threlfall, Marks and Mumford, 2000; Zaccaro, Mumford, Connelly, Marks and Gilbert, 2000).

The attributes of the entrepreneur characterize him as a person who assumes responsibilities, is free to make decisions and establishes goals and achieves them with his own effort (McClelland, 1971). People gifted with entrepreneurial aptitude take advantage of opportunities to achieve their goals and motivate others to achieve them even at the cost of forcing the rules in many cases and avoiding bureaucratic limitations.

The theoretical literature associates the entrepreneur with people who have internal control as a relevant personality trait (Shapero, 1975; Gartner, 1985; Shaver and Scott, 1991; Lee and Tsang, 2001).

The locus of control is a differentiating and stable personality trait of individuals (Levenson, 1974). Individual internal locus of control is linked to entrepreneurial behavior and can be taken as an analysis construct, assuming that the highest the internal locus of control at work exerts indirect influence showing greater entrepreneurial behavior.

Entrepreneurial behaviors as independent means of achieving personal goals, are supported and attracted by the social norms. Some of the entrepreneurial behaviors are the culture management and vision management. Some of the non-entrepreneurial behavior are process management, stakeholder management, as well as contexts and environments, and development management. Finally, the general behavior: performance management.

Entrepreneurs seek new business opportunities through the creation of business organizations because they develop skills, knowledge, experiences, personality traits and behaviors. Socio-intercultural entrepreneurship interactions are not guarantee by the understanding of the own sense of identity and personality traits which may have different meanings in different cultures (Walker, 2003, p. 203).

Social entrepreneurship initiatives are a distinctive trait associated with taking advantage of benefits (Dancin et al., 2011). Social entrepreneurship is based more on the socio-intercultural traits of a society to create more favorable social and economic environments for the development of initiatives that generate economic growth, equity, inclusiveness and social justice, as well as environmental sustainability and biodiversity of socio-ecosystems. The characteristics of social entrepreneurship are linked to some cultural traits Apetrei, Ribeiro, Roig, & Mas 2013) proposed by Hofstede (2001), that creates a favorable environment for the increase of social economy through the development of social entrepreneurship.

Socio-intercultural competence is defined as the complex behavioral action pattern that implies the management of knowledge, skills, values and motivational dispositions that are expressed in situations of an socio-intercultural relationship. Socio-intercultural entrepreneurship understanding as a competence is a source of competitive advantage in large organizational processes such as negotiating, entering into new markets or products, opening new business units and ventures, merging and acquiring new business etc. These entrepreneurial competencies are managed by the entrepreneur as an entrepreneur or small business owner with a focus on profitability and growth. The entrepreneur's competencies are grouped into three factors (Sadler-Smith, Hampson, Chaston, and Badger 2003).

Other competences that help the entrepreneur to achieve her objectives are socio-intercultural competence and negotiation skills. Development of socio-intercultural entrepreneurial competence involves the transference of skills that help people to become more self-aware of the needs of others, growth their mindset to be more effective by making more creative and innovative decisions. Socio-socio-intercultural entrepreneurship facilitates to understand and foster individual self-awareness, create, and transform identities of individuals with differing cultural backgrounds (Martin & Nakayama, 2010).

RELEVANT FINDINGS OF EMPIRICAL STUDIES

Entrepreneurship is a cultural embedded concept, although cross-cultural, cross-national and intercultural categories used in entrepreneurial studies have not founded full empirical support (Lee and Tsang, 2001).

Empirical studies on socio-intercultural entrepreneurship define the variables of socio-inter culturality and entrepreneurship to establish their relationships and statistically measured in different situational contexts and environments. There is plenty of room for opportunities to study these relationships associated socio-interculturality and entrepreneurship concepts with a sufficient level of depth and scope. Research has reported a relationship between entrepreneurial orientation, entrepreneurial skills, entrepreneurial intentions, and environmental factors (Ibrahim and Masud 2016).

Besides the national culture, the individual variables internal locus of control and the level of studies are related to greater individualism but the results do not have a direct association with entrepreneurial behavior. These results question the trait approach to the locus of control as an attribute that encourages entrepreneurial behavior (García, García, 2007).

Entrepreneurial behavior of individuals is motivated and influenced by the average demographic variables in a profile which may be estimated, analyzed and explained in terms of association with male sex (Begley and Tan, 2001; Cowling and Taylor, 2001; Ardichvili and Gasparishvili, 2003; Acs et al., 2005), young and mature but not old (Ardichvili and Gasparishvili, 2003; Acs et al., 2005) higher level of education (Harmadyova, 1997; Ardichvili and Gasparishvili, 2003; Acs et al., 2005). The demographic profile variables such as age, gender, level of education of the individuals, etc., are linked to entrepreneurial behavior. Research results find a positive association between education and entrepreneurial behavior (Wang and Wong, 2004).

The educational level is a relevant quality of the entrepreneur (Lee and Tsang, 2001). The variable gender has shown on the studies, a negative effect on entrepreneurial behavior. On the other hand, the gender variable, which turns out to be explanatory of entrepreneurial behavior according to the results obtained from the structural equations model, has a negative effect on entrepreneurial behavior, indicating the greater presence of this behavior. However, a study carried out by Verheul et al. (2006), found that unemployment exerts a more positive influence on the entrepreneurial behavior of females than males.

It has been reported (Diario Gestión 2015 and Revista Andina, 2017) that in the city of Tacna there is historical background for the development of socio-intercultural entrepreneurial activities in formal and informal merchants established in free zone and as the result of the presence of foreign tourists. According to INEI (2018), Tacna has almost 350 thousand inhabitants in the gymnasium area related to socio-intercultural entrepreneurship characterized in emerging services based on body care, cosmetic and global health trends besides the most traditional and conventional business, commercial, trade and mining activities (Diario Correo 2014). All these entrepreneurial activities have risen concerns from the existing relationships between socio-interculturality and entrepreneurship sensitivities.

Different cultural dimensions have different effects on socio-intercultural entrepreneurial activities and opportunities as an important factor for the creation of a firm and economic growth and regeneration (Radziszewska Czestochowa, 2014). The cultural values of the Hofstede dimensions have been related to the socio-intercultural characteristics of social enterprises in such a way that it facilitates the understanding of those cultures that are more involved in the socio-intercultural activities of enterprises with a social orientation. The cultural dimensions of Hofstede's model are based on value continuums ranging from individual to collective values, from male to female, those related to the avoidance of uncertainty and the distance from power.

The cultural dimensions more related to entrepreneurial activities, according to Hofstede (2001) include individualism, collectivism, masculinity, feminine, uncertainty avoidance, power distance. Individualism, low power distance, low uncertainly avoidance, long term orientation, human orientation, performance orientation and future orientation, are the cultural dimensions that influence more positively on entrepreneurship. Conclusions have been advanced that cultural values such as collectivism, femininity, higher level of uncertainty (Apetrei, Ribeiro, Roig, & Mas, 2013).

This individualistic cultural orientation has a direct positive effect on the locus of control that influences entrepreneurial behavior through educational level. In individualistic oriented cultures there are more entrepreneurs than in collectivistic cultures (Hofstede, 2001). Individualistic cultures support the individual initiative and autonomy leading to pursue individual interests and to low level of organizational loyalty. When investigating the locus of control, the cultural level of the individual is determinant of entrepreneurial behavior. Independent and individual entrepreneurial behavior aimed to achieve personal goals is supported by social norms. Low level of individualism leads to fewer entrepreneurial initiatives. On the other side, high level of individualism results in more entrepreneurial activities and ventures.

Collectivism of groups in societies is assumed to be negatively related to entrepreneurial activities and measures the individuals' expressions of pride, loyalty and cohesiveness (House et al., 2002, pp. 3–10) depending heavily on personal relationships and group goals.

The masculinity dimension has not been found to have a significant effect on entrepreneurial behavior not confirming the theoretical relationship based on the assumption that assertiveness, competitiveness and the need of achievement of male societies may have an accentuated entrepreneurial behavior. On the other side, Ardichvili and Gasparishvili (2003) found a negative association between masculinity and entrepreneurial behavior. Entrepreneurship attracts individuals as a means of achieving economic benefits and social status in higher masculine oriented cultures. High masculinity leads to entrepreneurship activities while low masculinity has the tendency towards less interest in entrepreneurial activities. In societies with more predominant masculine values, the entrepreneurs tend to attend success in entrepreneurial ventures and are more esteemed and recognized.

Feminine oriented cultures have less interest in entrepreneurial activities (Hofstede, 2001). The feminine cultural values in balance and combination with other values, promote social entrepreneurship is validated for certain cultures. Feminine values culture has a people orientation and including masculine values may develop socio-intercultural dimensions of entrepreneurship.

Power distance between individuals measures the degree of unequally distributed power relationships in societies. Power distance have a positive effect on entrepreneurial behaviors and activities linked to independence. Higher power distance limits the upward social mobility in society, with little acceptance for innovation and initiatives to create new business. Cultures with low power distance allows more entrepreneurial activities. In this sense, entrepreneurship is a tool used to achieve more independence and increasing the power position of individuals (House et al., 2002, pp. 3–10).

The socio-intercultural dimensions recognize cultural traits that promote innovation closely related to social entrepreneurship, such as the distance from power that measures power and the interpersonal relationship between leader and subordinate (Hofstede, 2001, p.83). According to Hofstede, in long term oriented and low power distance cultures favor entrepreneurship. The general consequence of low power distance is that allows access to entrepreneurial resources and opportunities. High power distance restricts access to entrepreneurial resources and opportunities making difficult entrepreneurship to emerge. Democratic pluralism has a close similarity to socio-interculturalism because it ensures consistency and socio-intercultural peace, apart from promoting discrimination or hostility between cultures (Pizzorno, 1985; Calderón and Gamarra, 2004 p.114).

The uncertainty faced by the entrepreneur when making decisions may explain the existence of patterns and mechanisms in the emergence and development of business. The premise that is based on the fact that cultures with a higher degree of uncertainty create a work environment that stimulates social entrepreneurs is highly questionable, since one of the functions of culture is to provide greater certainty in socio-intercultural management. Low uncertainty increases the willingness to take risks while increasing the individual initiative of entrepreneurial ventures.

The uncertainty of situational context and environment in cultures stimulates social entrepreneurs. In socio-intercultural management, the concept of uncertainty is framed with the uncertainty avoidance dimension of Hofstede (2001, 2007) and the Globe project (House et al., 2004). Reducing and absorbing uncertainty is essential for the design of socio-intercultural entrepreneurship strategies that is related to the propensity of individuals from a specific culture to accept a more entrepreneurial vision of the future. Absorbing the uncertainty related to socio-intercultural entrepreneurship requires a process of adaptation and implementation to the specific reality where it needs to be applied.

However, high level of uncertainty leads individuals to avoid risk and to have less initiative for entrepreneurial ventures. According to the model of the cultural dimensions of Hofstede (2001, 2007) and the Globe project (House et al., 2004) there are cultures with a higher degree of avoidance or aversion of uncertainty. This cultural trait is contradictory to the concept of entrepreneurship in the new environment (Urbano, Toledo & Ribeiro, 2010) that encourages social entrepreneurship (Dancin et al., 2011). Therefore, Dancin, Dancin & Tracey (2011), conclude that social entrepreneurship is related to the level of uncertainty in the environment to create value in society by solving social problems (Austin et al., 2006; Mair & Martí, 2006).

The entrepreneurship faces the uncertainty with innovation to make better decisions and contributing to the emergence of new products, services and companies while prolonging their lifecycle patterns in the markets (Cantarero, Gonzalez-Loureiro and Puig 2017). The feature of avoiding uncertainty as a consequence of economic, technological, social, political changes, etc., seems to be in contradiction to the spirit of entrepreneurial development, although it can rather be said that the entrepreneurial culture is changing (Urbano, Toledo & Ribeiro, 2010).

Future orientation is the capability to imagine and engage in future-oriented behaviors, contingencies and activities such as planning, setting goals, investing, formulate socio-intercultural dimensions of entrepreneurial initiatives, design strategies, etc. High level of future orientation leads to higher quality activities of entrepreneurship such as planning, interacting and documenting, resilience to risks and changes, etc. (Hayton et al., 2002, pp. 33–52).

SOCIO-INTERCULTURAL ENTREPRENEURSHIP CAPABILITY BUILDING AND DEVELOPMENT

Any investment in developing socio-intercultural competences and other diversity factors strengthens the entrepreneurial capabilities. Socio-intercultural competence and capability building involves socio-intercultural entrepreneurships skills development and learning from experiences, balancing support and challenge, absorbing uncertainty, reducing complexity, engaging ambiguity, reflection of values and life alignment etc. Building and developing some socio-intercultural business entrepreneurship capabilities requires to examine and engage in reflections about the assumptions, values, beliefs, expectations and other areas of personal life.

The notion of socio-intercultural competence has direct antecedents in the theoretical-methodological construct of cultural intelligence (Leung, Ang and Tan 2014) that in situations of complex interaction skills, interests, attitudes and values are implied. Socio-intercultural competencies of the small business entrepreneur and their negotiation skills in relation to the results of organizational performance.

Socio-intercultural entrepreneurship development as a competence involves *disregard-the-box* both and thinking in such a way that may be feasible to hold together two seemingly contrasting values and ideas at the same time to enhance creativity, innovation and synergy. The socio-intercultural relationships of the entrepreneur interaction such as the capacities and styles of negotiation (Mitchell, Busenitz, Bird, Gaglio, McMullen, Morse and Smith 2007; Artinger, Vulkan and Shem-Tov 2015) that suggest that there are positive and significant relationships between the socio-intercultural competencies of entrepreneurs as mediating variables of integrative negotiation systems and organizational performance (Sadler-Smith, Hampson, Chaston and Badger, 2003).

Socio-intercultural entrepreneurship competence is highly related to be situational context and environment-dependent on awareness and understanding of cultural differences, going beyond the unilateral to mutual accommodation between people doing international business. Therefore, the socio-intercultural awareness goes beyond unilateral accommodation. Socio-socio-intercultural awareness of entrepreneurship processes clearly enhances competences necessary in global and international business settings.

An entrepreneur has motivation and drives to create the knowledge and learning, develop the abilities, skills, competences, capacities, aptitudes and experience that results from the evolution through life and leading to embark on a specific project (Pablo, Begoña and Bueno, 2004p. 818). Individuals develop the capacities to acquire new attitudes, abilities and skills that make them entrepreneurs (Del Solar, 2010, p.12).

The formation of entrepreneurial competencies oriented to the construction of new realities is based on the capacity for creative thinking from understanding information, establishing relationships with other data and configuring new meanings (Del Solar Sepúlveda 2010, p.39-304). Divergent practices give support to socio-intercultural entrepreneurship that facilitate the implementation of programs for the development of socio-intercultural skills and competencies with orientations towards the participatory and comprehensive construction of individuals committed to the socio-economic development of communities. Socio-intercultural entrepreneurship practices based on socio-intercultural competencies like cultural bridging and reframing the issues to find more innovative and creative solutions to support transformative socio-intercultural entrepreneurial learning and development.

Entrepreneur socio-intercultural competencies are measured as the variable related to cultural intelligence (Ang et al. 2007). On this scale, socio-intercultural competencies are measured with integrative negotiation and organizational performance. Organizational performance depends on the entrepreneurial socio-intercultural competencies developed, which turn out to be a mediating factor for the management of the socio-interculturality of individuals in organizations and interest groups, vision, processes, organizational performance and the development of the performance.

Organizational performance depends on entrepreneurial competencies, considering that socio-intercultural competencies are a mediating factor in the integrative negotiation of individuals from different cultures in internationalization processes. Socio-intercultural competences to develop entrepreneurial activity are related to organizational performance in the international situational context and environment.

One of the important functions of universities is the transfer of knowledge considering the needs and interests of the regions, taking advantage of the methodologies that promote the training of professionals with entrepreneurial characteristics and attitudes, considering that scientific training must be complemented with business training. An effective development program in socio socio-intercultural entrepreneurship should develop analytical, critical and practical skills profiting from knowledge and learning from an innovative approach from social and human sciences, in tune with economics, management, marketing, etc.

Education for the development of entrepreneurship contributes to the generation of socially desirable attitudes in young people. Education is the means by which behaviors and attitudes are modified, so it can be specified that education is related to the training of entrepreneurs and, therefore, it can be concluded that entrepreneurs are formed and not born. The inclusion of the topic of entrepreneurship in study plans and programs plays a critical role in the training of entrepreneurs.

In this sense, Viera, Pérez and Paredes, (2008, p.47) argue that university professional training programs must incorporate teaching mechanisms for the development of entrepreneurial skills so that as graduates they promote their self-employment as intrapreneurs and become employers or entrepreneurs. A professional socio socio-intercultural entrepreneur must develop an autonomous and integrated entrepreneurship performance to incorporate initiatives and practices in diverse socio socio-intercultural situational contexts and environments, dealing with socio socio-intercultural situations, addressing the needs of people and improving the interactions between business cultures, leveraging economic growth, social development and sustainable environment.

Education develops entrepreneurship by promoting favorable psychological qualities for entrepreneurial activity, such as self-confidence, self-esteem, self-efficacy and the need for achievement (Howard Rasheed 2000, Formichella 2004). Entrepreneurs who emerge as apprentices are curious and open to what serendipity generates in high spirits to present certain prototypes quickly to find solutions that satisfy users (Slocum, 2004). The development of the entrepreneurial spirit requires that the apprentice discover for himself or herself the concepts, behaviors, attitudes, techniques, processes and tools to develop initiative, creativity, autonomy etc.

Professional practice in socio socio-intercultural entrepreneurship requires interactive, analogical, contrastive and critical approaches of culture, economy, socio-politics, management, languages, socio-intercultural communication etc., to be applied to specific socio-socio-intercultural groups and situational contexts and environments. University study programs should be oriented so that the professionals they train acquire entrepreneurial skills capable of becoming agents of change and generating their self-employment, which also promote the improvement of the quality of life of the entire population in their communities.

Entrepreneurial activities and socio-intercultural learning have a lot of things in common that connect and are considered both as socio-intercultural entrepreneurship development. Socio-intercultural learning is interaction with people from different cultural backgrounds. Socio-intercultural entrepreneurship is carried out in business situational contexts and environments by business men in need of business tools for practical applications of knowledge and experiences through meaningful interactions with other people to solve problems (Tomalin 2009:115) and to propose new business units, new ventures, new projects, new products, etc.

Socio-intercultural entrepreneurship is considered as a strategic tool of knowledge management for innovation and competitiveness that describes the attitudes, values, talents, abilities, skills and feelings that are intrinsic to the human being and that benefit from experience. Pro-entrepreneurial values serve as an incubator of entrepreneurship. As a movement that channels the participation of people, entrepreneurship strengthens social economies that meet the needs of society through actions with knowledge application tools.

Socio-intercultural knowledge may be the result of a personal learning facilitation process to growth and develop through personal opportunities such as the exposure to international education experiences, conversations with other people regarding the gender, ethnic, religious, etc., backgrounds. In the training of entrepreneurs, a constructivist approach centered on learning by doing by carrying out activities that define situations in conditions of uncertainty predominates, opportunities are identified in markets and the creation and development of companies are envisioned (Rusque, 2004, Viera, Pérez and Paredes 2008, p.48).

Research by Formichella, 2004, and Dehter 2002, confirmed that entrepreneur training programs exist only at the university level. From the perspective of a cognitive model of decision, Mitchell et al., (2000) have shown that mental schemes related to individual knowledge, skills, abilities and capacities, explain entrepreneurial decisions. However, using statistical modeling tools has found an indirect influence of the locus of control on the effect of level of studies on entrepreneurial behavior showing the relevance of knowledge resources available to the individuals and includes the internal control of individuals to invest on training.

CONCLUSIONS

Traditional culture is conceptually related to the values of collectivism, humane orientation and higher power distance while modern culture is related to future and performance orientations and uncertainty avoidance. Socio-intercultural entrepreneurship is described according to cultural diversify characteristics and categorized into value or dimensions of cultures. Entrepreneurial socio-interculturality is a dynamic situational variable dependent on the context and environment where people are motivated by the need to generate their own employment or company and convert it into an opportunity to satisfy all the economic sectors in production, distribution and commercialization of goods and services.

Learning, knowledge, interaction, and cultural exchange processes, all enhance socio socio-intercultural entrepreneurial behaviors understandings across socio cultural boundaries leading beyond the cultural economy to the creation of innovation, creativity and economic value. The relationship of education with entrepreneurship and employment as a transversal action is fundamental to understand the congruence with the satisfaction of human needs, mainly the needs of self-realization and subsistence of the subject based on the maximization of their potential. Socio-socio-intercultural entrepreneurship education should be practically designed for the future of global and international business, keeping in prospective the needs of people in mind.

The analysis of the cultural dimensions of Hofstede, the indicators indicate the existence of propitious situational contexts and environments for the development of social socio-intercultural enterprises in terms of social economies and cultural values proposed for the various cultures. However, it is important to consider the limitations of the indicators since the socio-culture variables are dynamic, in perpetual change. Moreover, professional profile of a socio socio-intercultural entrepreneurship articulates social and human sciences, history, politics, economic, management, communications, etc., required to become a proponent of socio socio-intercultural management as a strategic advantage, in diverse international cultural backgrounds.

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KEY TERMS AND DEFINITIONS

Capability Building: Process of developing and reinforcing the skills, instincts, aptitudes, processes and resources that organizations and communities require to survive, adapt, and excel in a rapidly changing world.

Development: Action and effect of developing or developing.

Entrepreneurial Profile: The traits and personal characteristics of an entrepreneur considered as a person who detects a business opportunity and who organizes several resources to be able to operate one or more companies, assuming certain economic risks.

Entrepreneurship: Starting an activity that requires effort or work or has some importance or scope.

Intercultural: From different cultures or related to them.

Interculturality: It refers to the presence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions.

Socio-Intercultural: It is an event that notices the intimate relationship between nature, society and culture. The deep relationship between man and nature is an observable evidence that turns the human effort to adapt into a cultural work.

Chapter 9
Building an Iron-Clad Supplier Diversity Program

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ABSTRACT

There are critical issues identified with reconciling parity in supplier diversity initiatives. Supplier diversity programs (SDP) are an instrument utilized to facilitate the process. This endeavor analyzes the best techniques to develop diversity, equity, inclusion, and belonging (DEIB) strategy to develop manufacturing suppliers. Moreover, quality control frameworks for developing supplier diversity programs in manufacturing necessitates strategic planning, which is necessary to support supplier diversity initiatives. For instance, questions that supplier diversity managers must ask include, Does the company have an existing minority supplier program? If so, what are its pros, cons, and evaluative measures? If not, why hasn't there been a supplier diversity program or why is it now defunct? Moreover, supplier diversity managers must develop, safeguard, and sustain supplier diversity programs by gaining support from leadership, create policy (institutionalize), and tie the SDP to organizational performance metrics.

INTRODUCTION

This exposé identifies the current issues facing implementation challenges in supplier diversity programs. As a result, this summation provides perspectives on the strategic development of supplier diversity programs, planning, implementation, and execution of the program. Developing supplier diversity programs improves equity in the global manufacturing industry (Rastogi, 2009). Supplier diversity programs are a proactive strategic plan provided by the customer for suppliers to increase spending by corporations (Rastogi, 2009). Moreover, the benefits and impact of maintaining a diversity, equity, inclusion, and belonging (DEIB) supplier program is increased awareness, uniformity of products, and compliance with customer and industry standards. Presenting a DEIB supplier program allows the supplier to realize

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improvements within their manufacturing systems. Promoting DEIB provides plantwide awareness and leadership direction throughout a company's workforce. There is an associated and correlated corporate social responsibility (CSR) regarding DEIB implementation management, revenue generation, and profitability. Deploying and having a robust DEIB relationship with suppliers ensures positive performances with customers.

BACKGROUND

Supplier diversity program and business-to-business (B2B) are basic elements to accomplishing advanced business, even though they are two distinct modes, they share numerous semblances, the reconciliation of DEIB and B2B yields profits and encourages collaboration in business ventures, including transactions, advertising, customer administration, and data support (Zeng et al., 2003). Further, firms' broad use of supplier diversity program systems has amounted to the massive accumulation of client data history. DEIB data mines are in the form of sophisticated relational databases.

Consequently, corporations have frequently ignored or poorly utilized data in DEIB data repertoire for the creation of market strategies. A lack of a deeper understanding of this data, combined with poor data management, is responsible for the shortcomings of the technical expertise of DEIB datasets. Notwithstanding, corporations can guide the development of processes and tools to utilize DEIB data for sophisticated market analysis. (Stein et al., 2013)

Well-rounded sustainability is a vital input mechanism to generate a positive brand image for B2B firms. Environmental sustainability also functions as a signaling instrument to communicate firms' values (Vesal et al., 2020). DEIB programs take advantage of the benefits of the landscape of sustainability of brand image. Moreover, customers' positive attitudes strengthen the relationship between sustainability-brand image and market performance (Vesal et al., 2020). The yearning to reduce supply chain expenses has made radio-frequency identification (RFID) innovation one of today's most prevalent retail advancements to gain information about customers' sales and buying preferences (Attaran, 2007). Given the current pace of business, the aims to exceed publicity expectations and investigate essential issues identified with RFID innovation, including its assurances as well as the technical difficulty of executing and training staff on its use. (Attaran, 2007).

RADIO-FREQUENCY IDENTIFICATION (RFID) IN SUPPLY CHAIN OPERATIONS

As supply chain processes, Radio-Frequency Identification (RFID's) advancement provides a greater base for obtaining metrics of products of a company. Therefore, RFID's capacities and applications in different businesses requirements go far beyond its challenges, appropriation stages, and prosperity factors (Attaran, 2007). RFID is the latest productive innovation that gives supply chain joint effort and permeability. An RFID systems arrangement will increment corporate ROI while simultaneously improving retail supply chain correspondence (Attaran, 2007). RFID innovation can bring about a developmental change fusing heritage systems with tomorrow's real-time supply chain management. Its staggering point is just an assortment of issues outside the innovation itself: advertising issues, bogus guarantees, security and protection contemplations, and an absence of norms (Attaran, 2007).

KNOWLEDGE OF DIVERSITY, EQUITY, INCLUSION, AND BELONGING (DEIB): PEOPLE, PROCESS, AND TECHNOLOGY

In the manufacturing space, supplier diversity programs connect a mix of individuals, cycles, and technological innovation that strives to assess an organization's supplier base. It is a coordinated way to manage relationships by zeroing in on customer maintenance and relationship improvement (Chen & Popovich, 2003). Supplier diversity programs allow companies to develop progressive marketing tools in data innovation and industry to improve customer-centric measures. Organizations that effectively actualize DEIB benefit from customer dedication and increased productivity compared to data extracted from less corporate social responsibility (CSR) counterparts (Chen & Popovich, 2003). Notwithstanding, effective execution is unreliable to numerous organizations, generally because they do not comprehend that DEIB requires company-wide, cross-functional, customer-focused business measures re-engineering processes. A vast part of astute supplier diversity programs mechanisms is innovation; customer relation marketing (CRM) is a technology-based application that often does not measure up to its potential because the end-user does not understand how to use its enormous capabilities. Dealing with a productive supplier diversity programs execution strategy requires an incorporated and adjusted way to deal with innovation, the supply chain, and stakeholders (Chen & Popovich, 2003).

Factors for Success in Diversity, Equity, Inclusion, and Belonging (DEIB) Systems

The significance of powerful customer relationships as a key to customer regard and investor regard is stressed. To enhance these relationships, manufacturing uses DEIB to promote supplier diversity programming, web-based business and developing different activities quickly (Wilson et al., 2002). The elements that impact DEIB applications' benefits to an organization, with specific accentuation on those variables, are unmistakable from different expanses of utilization. Additionally, utilizing the explanatory acceptance strategy, achievement factors obtained from internal and external provide contextual analyses (Wilson et al., 2002). Realizing variables underemphasized in past analysis incorporates the requirement for venture endorsement methodology, which consider vulnerability; the need to use models of best practice; the significance of prototyping new cycles, not simply in manufacturing, but in other areas of companies as well; and the need to oversee for the conveyance of the planned advantages, as opposed to simply executing the first determination (Chen & Popovich, 2003; Wilson et al., 2002).

Diversity, Equity, Inclusion, and Belonging and Innovation Capability: An Empirical Study

The impacts of different supplier diversity programs indicate that DEIB provides innumerable benefits to a company's ability to attract customers and suppliers and sustain these relationships (Lin et al., 2010). Five elements of DEIB (data sharing, a customer contribution, long-term organization, collaborative problem-solving, and technology-based DEIB) and five parts of advancement ability (item, measure, regulatory, advertising, and administration developments) allow companies to link the supply chain loop. The one-to-one relationship between the two increases corporate and supplier management viability (Lin et al., 2010).

Development of a Case-Based Intelligent Supplier Relationship Management System – Linking Supplier Rating System and Product Coding System

An intelligent supplier relationship management system (ISRMS) coordinates an organization's supplier diversity program system, supplier rating system (SRS), and item coding system (PCS) by the case-based thinking (CBR) strategy to choose favored suppliers during New Item Development (NPD) measures (Choy et al., 2004a). For example, by utilizing ISRMS in Honeywell Consumer Product (Hong Kong) Limited, the appropriate process duration from the dataset of suppliers to the assignment of request postponed delivery of merchandise. When instances such as this, the relationship between the company and the supplier is diminished. Likewise, monitoring a minority supplier account prompts management and inclusionary purchases (Choy et al., 2004a).

The Development and Diffusion of Diversity, Equity, Inclusion, and Belonging (DEIB) Intelligence in Business-To-Business Environments

DEIB information is among the most significant and extensive data access management tools in numerous businesses. This is especially the situation in business-to-business showcases, where the company's all-encompassing working relationship with its customers is methodically pivotal for supporting a profitable business (Stein et al., 2013). Nonetheless, in numerous cases, management has regarded DEIB information as profoundly explicit to customer relationships. It has subsequently failed to examine this data across market sections, customer classifications, and customer–firm relationship structures to make significant inferences driving business choices (Stein et al., 2013).

Moreover, Stein et al. (2013) presented a technique for grouping supplier diversity programming data in an acceptable manner that helps management make strategic decisions. This can lead to an impressive comprehension of the in-shaping cycle in the association's dealings with its customers, the directionality of customer-firm dynamic, the key choice drivers across bargains, and the historical record of the association's relationship with its customers (Choy et al., 2004b). This outcome improves the utilization of important historical data for setting up impactful systems, the related projects, approaches for holding, developing the company's customer base, and different components of the company's transference of marketing potential and information throughout the organization (Stein et al., 2013).

An Enterprise Collaborative Management System – A Case Study of Supplier Relationship Management (SRM)

A server-based venture shared management system utilizing undertaking application reconciliation innovation is created for preliminary usage from Honeywell Client Manufacturing (HK) Limited, in the zone of supplier relationship management (Choy et al., 2004b). This system encourages supplier determination utilizing an integrative case-based supplier choice. It assists the work area with drawing nearer to choose the most proper suppliers because of their past exhibition records from a case-based stockroom. Examines a contextual analysis to coordinate Honeywell's supplier rating system and item coding system using a case-based thinking procedure to choose favored suppliers during the latest item advancement measure (Choy et al., 2004b). As a result, the redistribute process duration from expected suppliers to the requests' assignment is enormously diminished. In contrast, suppliers' execution can simultaneously occur (Choy et al., 2004b).

Enhancing Customer Needs-Based DEIB Strategies: Core Selling Teams, Knowledge Management Competence, and Relationship Marketing Competence

Directing relationships with customers is frequently tested since firms take part in various exchanges. Their customers' change significantly creates concerns and challenges to a company's needs and goals (Arnett & Badrinarayanan, 2005). To address these difficulties, firms are going progressively to formal Diversity, Equity, Inclusion, and Belonging (DEIB) programs. As a result of their capacity to improve interfirm relationships in business-to-business highlighting, firms regularly go explicitly to customer–needs–determined DEIB strategies (Arnett & Badrinarayanan, 2005). These strategies utilize information base innovation to help grow agreeable enduring relationships with key customers. One significant asset that empowers firms to effectively create and execute customer–needs–determined DEIB strategies is the center selling (CS) perspective. Furthermore, an analysis of a CS perspective illuminates the capacity to improve further two abilities (an information management capability and a relationship promoting skill) that are significant parts of the customer–needs–determined DEIB methodology (Arnett & Badrinarayanan, 2005).

Using Electronic Diversity, Equity, Inclusion, and Belonging to Improve Manufacturing Processes

Remarkably, electronic-Diversity, Equity, Inclusion, and Belonging (e-DEIB) systems aid aviation manufacturing corporations working through the difficulties of an e-DEIB transfer. The basic standards of DEIB experience entrenchment in the aviation industry (Michaelides et al., 2007). As a result, e-CRM engages customers who see critical advantages for their benefit (Brickle 2002). Kalakota and Robinson (2001) expressed that given the circumstances, organizations lose half of their customer base like clockwork and that the expense of acquiring another customer is five to multiple times more than keeping up a current one (Michaelides et al., 2007). Accordingly, an organization must follow customers' needs, practices, and ways of life and utilize them to make a particular offer.

Furthermore, the development of e-business and the worldwide web using new economies present obstacles and difficulties for producers to cultivate solid customer relationships (Michaelides et al., 2007). The exploration study exhibits that embracing an organized approach while executing e-DEIB arrangement upgrades such a system's advantages. Expressly, organizations included accomplished customer exchange candor, accordingly, lessening cases of uncertain customer exchanges, disposing of duplication of exertion, and giving simple entry to customers and suppliers the same. The exploration strategy embraced was contextual investigation-based (Michaelides et al., 2007).

Strengthening B2B Brands by Signaling Environmental Sustainability and Managing Customer Relationships

Asset consumption and ecological contamination concerns are constraining corporations to give more noteworthy consideration to supplier diversity programs and their sustainability. This is particularly so for business-to-business (B2B) production firms that utilize normal assets in their activities and are accused of noticeable effects on the current business climate (Vesal et al., 2020). Regardless of interests in sustainable practices by B2B producers, envisages giving little clarification about the degree to which

B2B makers acquire a positive brand picture and prevalent market execution through ecological supportability. Moreover, indistinguishable authoritative practices fail to maintain DEIB execution (Vesal et al., 2020). Drawing on a dwindling hypothesis, the Diversity, Equity, Inclusion, and Belonging (DEIB) disposition hypothesis, and information gathered from B2B producers and their customers, reflects that manufacturing strategy links to positive advantages to the B2B manufacturing image or brand, which impacts market execution (Vesal et al., 2020). Further, successful supplier diversity programs allow companies to work with suppliers with positive reinforcement regarding commitment and sustainability management practices in execution (Vesal et al., 2020).

THE MARKETING MIX

In its well-known modification of the marketing mix's 4Ps (product, price, place, and promotion), the marketing strategy advances supplier diversity programming. From a marketing perspective, relationship marketing is best developed through customer relationship marketing (CRM) (Dominici, 2009). A marketing mix is an object of colloquy both in theoretical applications and industry practices (Dominici, 2009). Consequently, the 4Ps blend marketing evaluations with marketing execution to realize greater profitability. It is likewise evident that the advancement of business settings has made, in numerous fields, the need to survey the controllable factors which structure the marketing blend. The computerized business speaks to the later business settings and the more prominent needs of separation of the blend (Dominici, 2009).

Product

Marketing management and procedure speculations need to advance and change to stay up with changes in the commercial center and marketing practice (Goldsmith, 1999). As the following century moves nearer, it is evident that some marketing supervisors are putting together their relationships with customers concerning approaches and strategies called either "individualization," "mass-customization," or "personalization" (Goldsmith, 1999). At the center of this training includes modifying products and ventures to explicit shoppers' individual needs and needs, the exact inverse of one-size-fits-all (Goldsmith, 1999).

Price

Price consolidating overview information with genuine market information, this examination explores brand mindfulness, which identifies with buyer practices and government assistance, from three perspectives (Huang & Sarigöllü, 2014). To begin with, it looks at the relationship between brand mindfulness and market result. Second, it investigates the relationship between brand mindfulness and brand value. Finally, it explores the impacts of marketing blend components on brand mindfulness (Huang & Sarigöllü, 2014). Discoveries uncover the purchaser's image utilization experience adds to mark mindfulness, inferring that experience goes before mindfulness in certain specific situations. The outcomes likewise affirm a positive relationship between brand mindfulness and brand value. Finally, the current work shows the significance of circulation and value advancement in building brand mindfulness in a buyer bundled product classification (Huang & Sarigöllü, 2014).

Placement

An effective marketing procedure incorporates the plan of a marketing blend in with the correct mix of items offered at the correct cost, in the perfect place, and afterward advanced, making it simple and reimbursing for the person to change their conduct. A cost is brought about in return for accepting a heap of advantages (Thackeray & McCormack Brown, 2010). The marketing promoter can utilize different estimating strategies to cause the ideal conduct to have fewer expenses and more advantages while making the undesired conduct have less advantage and more prominent expense. The place is where the objective populace will play out the ideal conduct, buy or acquire a substantial item, and get related administrations (Thackeray & McCormack Brown, 2010). Including collaborators in the placement, the procedure can make items more available and increment open doors for individuals to conduct. Strategies for making the item accessible at an attractive cost and in advantageous places are fundamental to general social marketing to encourage conduct change (Thackeray & McCormack Brown, 2010).

Promotion

Promotion is utilized to speak with customers concerning item contributions. This article investigates the function of promotion in the data marketplace. The promotion is key in deciding benefit and market achievement and is one of the keys "Four Ps" of the marketing blend (Rowley, 1998). The tools that incorporate the promotional blend incorporates publicizing, direct marketing, deals promotion, advertising and exposure, individual selling, and sponsorship. The article audits the stages in the plan of interchanges strategies and, along these lines, investigates ideas, for example, target audiences, marketing messages, correspondence channels, promotional spending plans, and monitoring promotional exhibitions (Rowley, 1998).

Quality Standards

Businesses currently need quality standards to be repeatable and reliable. Further, operations must adapt to matters identified to maintain market share. Moreover, the responsibility to achieve zero customer rejects and to work with supplier diversity programs is fundamental and mandatory to a socially conscious supply chain endeavor. As such, DEIB encourages the supplier to decrease the number of defects inside an assembling production cycle and, in this way, deliver impeccable products on time (Rydin & Gustafsson, 2020). The objective of quality departments is to market the supplier diversity programs framework for suppliers. DEIB study has changed how a corporation should conduct marketing, using DEIB and the customer focus to improve performance metrics. With Diversity, Equity, Inclusion, and Belonging (DEIB) not, at this point, a popular expression among trailblazers, associations in a wide range of ventures at first raced to grasp it (Lindgreen et al., 2006). Although an enticingly appealing idea, DEIB's execution demonstrated troublesome, nonetheless, and associations are battling to understand their vision of a DEIB association. To help chiefs evaluate the phase of relationships between their association and the association's business customers, we think about the automotive business (Lindgreen et al., 2006).

Moreover, the relationships with various business customers utilize a commonsense tool to address, recognize, and organize basic Diversity, Equity, Inclusion, and Belonging (Lindgreen et al., 2006). Numerous organizations have started tasks to improve customer direction and plan Diversity, Equity, Inclusion, and Belonging (DEIB) frameworks. Among ideal advantages of supplier diversity programs, expanded customer fulfillment and maintenance provided customized supplier diversity programs (Alt & Puschmann, 2004). Even though DEIB's possibilities are clear, only a few effective DEIB usage is known. As a result, the aftereffects of a cross-industry benchmarking venture in which 120 organizations contributed is noteworthy (Alt & Puschmann, 2004). The outcomes show no 'special' DEIB venture, and those fruitful executions are frequently specialized tasks. From the examination, six basic achievement factors for supplier diversity programs ventures developed: venture astute advancement, clear execution and long-term ventures, authoritative updates, coordinated framework design of standard segments, change management, and top management endorsement (Alt & Puschmann, 2004).

Small privately-owned companies see astounding customer administration as basic to their businesses' fate. In any case, little investigation into (DEIB) practices of privately-run companies has been performed (Cooper et al., 2005). In this investigation, an assessment of DEIB usage among 82 families and 370 non-family firms. Family and non-family businesses report comparative mentalities toward DEIB's significance, their insight into DEIB, and their prosperity when they do execute it (Cooper et al., 2005). In any case, utilizing a logic relapse model indicated that privately-owned companies used strategies unique to those of nonprivate-owned companies. These outcomes are consistent while controlling for larger corporate size and industry sector (Cooper et al., 2005).

Diversity, Equity, Inclusion, and Belonging (DEIB) has many benefits for application internationally. In recent years, international business has encountered unrivaled development. This development is because of advances in correspondence and data advances, privatization, rising economies, and the rise of the global consumer (Ramaseshan et al., 2006). As globalization continues to show through global organizations' development, the significance of supplier diversity programs in these organizations has contracted. Global supplier diversity programs are the vital use of the cycles and practices of DEIB by firms working in different nations or by firms serving customers who length numerous nations, which joins important contrasts in business rehearses, rivalry, regulatory attributes, nation qualities, and buyer attributes to DEIB strategies to expand customer regard in global markets (Ramaseshan et al., 2006).

SOLUTIONS AND RECOMMENDATIONS

Based on this DEIB's synopsis, it is recommended that manufacturers incorporate supplier diversity programs to promote DEIB. In this way, the general cycle of building and maintaining beneficial customer relationships by conveying prevalent customer value and fulfillment improves business relationships with customers (Soltani & Navimipour, 2016). Additionally, it is the most grounded and the most proficient way to maintain long-term customers. Moreover, further recommendations are giving a systematic outline of the current methods in DEIB, featuring the favorable circumstances and detriments of the current methods of supplier diversity programs (Soltani & Navimipour, 2016). Additionally, investigating a portion of the primary difficulties in DEIB and illustrating the key regions where future exploration can improve the utilization of supplier diversity programs (Soltani & Navimipour, 2016).

FUTURE RESEARCH DIRECTIONS

Future and emerging trends indicate that incorporating supplier diversity programs strengthens diversity, equity, inclusion, and belonging (DEIB) frameworks and supports customer information development measures, including socialization, externalization, and blending. DEIB frameworks are systematic as unrestricted, operational, and investigative (Khodakarami & Chan, 2014). An investigation of DEIB applications in three associations uncovers scientific frameworks that unequivocally support the marketing mix cycle. Further, community-oriented frameworks offer the best help for externalization. Operational frameworks encourage socialization with customers, while cooperative and socialization frameworks within a company (Khodakarami & Chan, 2014). Synergistic and diagnostic frameworks support the supply chain cycle. Multiple infrastructures among DEIB frameworks, customer information, and information creation measures are investigated (Khodakarami & Chan, 2014).

CONCLUSION

Suppliers depend on the workforce to ensure production, and human variables must be considered a significant perspective when executing supplier diversity programs. Regardless of the supplier, defects will happen when people work with the products, yet compliance requirements diminish the number of defects in production (Rydin & Gustafsson, 2020). A strategic marketing plan for supplier diversity programs as DEIB strategy provides a framework for increasing quality improvement and CSR in manufacturing environments. Additionally, DEIB compliance allows increased purchase orders, sales, and market share. Moreover, supplier diversity programs are typically accessible from business suppliers and can establish growing new business procedures. Accentuation on utilizing client relationships via DEIB is imminent for clients pursuing high-tech B2B firms (Wilson, 2006). In particular, client relationships assess current clients and match their profiles with new prospects from the information base. When high-quality supplier diversity prospects are selected, reputable, and well-managed, an organization's quality team is more likely to grow (Wilson, 2006).

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KEY TERMS AND DEFINITIONS

Corporate Social Responsibility (CSR): A self-regulating business standard that assists a company be socially responsible—to itself, its stakeholders, and the community. Through commitment to corporate social responsibility, also termed corporate citizenship, companies become deliberate of the kind of impact on all facets of society, including financial, social, and ecological. To engage in CSR requires a company to incorporate socially responsible behavior in the normal course of business, instead of negatively (Huang & Sarigöllü, 2014).

Customer Relations Marketing (CRM): A practice-based on client-supplier relationships and customer-supplier fidelity. Using customer metrics and comments, companies employ this marketing strategy to advance long-term relationships with customers-suppliers and improve concentrated brand awareness (Khodakarami & Chan, 2014).

Supplier Diversity Program (SDP): The objective of a Supplier Diversity Program (SDP), previously recognized as the Small and Disadvantaged Business Utilization (SDBU) Program, offering support and guidance to small businesses and historically underutilized small businesses (HUSBs) (Cravero, 2018).

Chapter 10
Synthesis and Application of Transformative Learning in Nonprofit Management

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ABSTRACT

Understanding how adults learn could help nonprofit leaders more effectively attract and engage stakeholders and supporters of diverse backgrounds. Without clients, volunteers, and donors, nonprofit organizations cease to exist. Authentic connection with potential stakeholders is critical. In the nonprofit field, all outreach efforts—client events, volunteer opportunities, grant applications, and board meetings—are an opportunity to educate the audience about a mission, critical needs, and ways to engage in social impact activities. This chapter seeks to provide nonprofit leaders with an introduction to applying transformative learning principles to their work to deeply connect with and engage supporters of various backgrounds. The first section offers an overview of transformative learning for adults, followed by direct application of select tenets to stakeholder engagement. Each subsection includes a scenario with a suggested application of the transformative learning framework.

INTRODUCTION

Racial tensions in America have forced many nonprofit organizations to reckon with the hegemonic privilege and lack of diversity in their ranks (BoardSource, 2021b, Building Movement Project, 2020). As a nonprofit leader, the author personally faced the racial incongruence between her organization's leadership and the individuals they served. As a Doctor of Education student in Learning and Organizational Change, she saw the potential in applying adult learning theories, specifically transformative learning, to her role as a nonprofit leader to engage supporters and clients across the cultural spectrum more authentically. She believes that all nonprofit leaders are in the business of adult education due to the need to consistently communicate, engage, reflect, and respond. For transformation to occur, nonprofit

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leaders must work together with all stakeholders to engage each other in a shared purpose (Fullan, 2008; Kotter, 2012; Kotter, 2016; Mezirow, 1997; Pellicer, 2008).

Leaders must clearly communicate missions and purposes to diverse audiences to attract supporters (Fullan, 2008; Kotter, 2012; Kotter, 2016). They must respond to changing needs, priorities, and social norms in their communities. They must learn about, with, and from their clients and supporters with an intentional focus on understanding cultural differences (Fain & Zachary, 2020; Fullan, 2008; Pellicer, 2008). This must all be done respectfully and truthfully to ensure existing stakeholders continue to engage and to attract new stakeholders. These transformational leadership strategies overlap with transformative learning as leaders move from transactional to transformational relationships and engagements with stakeholders (Northouse, 2018; Mezirow, 1978).

This chapter is grounded in andragogy and begins with an explanation of adult learning principles. The focus then shifts to specifically defining a transformative learning framework. Next, the author addresses privilege in nonprofit management. Finally transformative learning theory is applied to client, volunteer, and donor relationship management scenarios with an emphasis on diversity and inclusion.

BACKGROUND

When we think of traditional education—rooms of children with no prior knowledge, empty vessels waiting to be filled with the knowledge of their teachers in a protected, prescribed environment—we are thinking of pedagogy. Children and adults, however, learn in different ways and have different needs. Where pedagogy succeeds in helping classroom teachers transfer knowledge to students, andragogy offers a solution for traditional and non-traditional education for adults with different developmental, academic, and psychological needs. Adults seek relevance and importance. They have experiences and values that should be respected. They understand the importance of learning when their circumstances have changed and for deep understanding of specific situations, and they take ownership of their learning. They learn because they want to learn (Chacko, 2018). Transformative learning for adults, therefore, requires a guide-on-the-side rather than a sage-on-the-stage. This section explores transformative learning as one model of andragogy and considers how nonprofit leaders can facilitate transformative learning as a stakeholder engagement and management strategy across diverse stakeholder groups.

Understanding Adult Learning

The range of experience and prior knowledge adults bring to learning opportunities can provide a rich base for deeper learning and discussion. Adults need learning to be useful and valuable. They can delay a sense of immediate gratification to focus on deeper learning. This maturity of learning is evident in adults who are less dependent on others' approval than juvenile learners (Green & Larsen, 2012). Understanding the possibility of bias can help an instructor mitigate risks of disengagement. Adult learners are less patient and docile than juvenile learners; they crave respect and autonomy. The learning environment must maintain a sense of respect for the efforts of learners as they move through a course, training, or other development opportunity, or they may begin to resist the learning (Ferreira & MacLean, 2017). When communicating with stakeholders, representatives from nonprofit organizations should guide them to find a personal connection with the mission based on their past experiences and unique skillsets.

As we age, we gain experience that can and should be applied to learning. Each time we have an experience, we are confronted with a different way of doing, thinking, or being. These experiential learning opportunities are different for every individual, leading to individualized responses and understandings that shape what we know, why we know it, and how we apply it to future learnings, decisions, and actions (Beard, 2018). Experiential learning, like fieldwork or observations, allows adult learners to experiment, reflect, and engage in nontraditional ways that allow them to learn new information while applying prior knowledge (Burch et al., 2019; Estepp & Carter, 2012). Nonprofit leaders can invite stakeholders into experiential learning opportunities, such as volunteer events with clients, to help them understand social issues (Burch et al., 2019). These experiences can also allow organization staff and board members to reflect on their own responses to the learning opportunity, necessarily transforming themselves so they can continue to transform others.

Reflection is key in adult learning, "[serving] as the tipping point for the individual to recognize that an existing schemata or paradigm needs expansion or modification" (Green & Larsen, 2018, p. 1377). In transformative learning, this recognition could be a disorienting dilemma (Kitchenham, 2008). When coupled with observation opportunities, learners have an opportunity to reflect on a model experience and apply their own connections to deepen and personalize their learning. According to Ferreira and MacLean,

Reflection on the process of learning creates an opportunity for the learner to combine previous experience with new learning to update or develop new schema. Although learning might happen regardless of whether a learner engages in reflection, the process of consciously recognizing the filter of precious schema can reinforce the retention of new cognitive structures. Also, learner reflection may account for why learning did not happen. (2017, p. 14)

Observation, reflection, and direct experience all work together to improve the results of adult education.

Both individuals and groups perform better and retain more when they engage in vicarious observation followed by direct experience, possibly due to fatigue and boredom affecting the results of participants engaged in multiple rounds of direct experience without a chance for observation and reflection. While "hitting the ground running" can be engaging and certainly has its place in adult education, there are instances when beginning with vicarious observation provides valuable insights that can enhance performance on eventual direct experience with challenging tasks (Hoover et al., 2012). Nonprofit organizations could provide observation opportunities by opening board meetings to public attendance. Following these with a town hall-type discussion would provide an opportunity for reflection, then following up with volunteer opportunities would complete the cycle to fully engage stakeholders in a transformative learning opportunity.

Above all, adult learning should be transformational, exciting, and revelatory, helping the learner see not just the "what" but the "how we know". This can be accomplished by incorporating andragogical principles such as experiential learning, observation, and reflection into learning opportunities to encourage transformation while respecting and utilizing past experiences (Burch et al., 2019). Transformative learning facilitated by transformational leaders opens the doors to rich discourse and systemic change for diverse stakeholders and situations (Northouse, 2018).

Transformative Learning

Most adult learning theories assume that adults are intrinsically motivated, seek relevance and connection to their experiences, and appreciate learning environments that foster mutual trust and respect (Burch et al., 2012; Green & Larsen, 2012). Adults often choose what and when they engage in a learning opportunity, hoping to "[develop] more reliable beliefs, exploring and validating their fidelity, and making informed decisions are fundamental to the adult learning process" (Taylor, 2008, p. 5). Sometimes adults must engage in learning to fill a knowledge gap, seek promotion in their profession, or join a nonprofit board of directors (Mezirow, 1997). Other times learning takes place after a significant event that causes a learner to question their decisions and reality (Kitchenham, 2008; Merriam & Bierema, 2014; Mezirow, 2000). According to Taylor, "It is transformative learning theory that explains this learning process of constructing and appropriating new and revised interpretations of the meaning of an experience in the world" (2008, 5).

Transformative learning is a cognitive, critical, rational process that helps learners make meaning of potentially uncomfortable experiences (Merriam & Bierema, 2014). Organized into a process by Mezirow (1978) after he observed a perspective transformation in women returning to college, the theory was influenced by Kuhn's (1968) paradigms, Freire's (1970) conscientization, and Habermas' (1971, 1984) domains of learning (Kitchenham, 2008). Mezirow's theory then influenced models including grounded theory, information theory, neo-empiricism, and andragogy (Biasin, 2018). In 2008, Kitchenham delineated the ten steps of Mezirow's transformative learning process as follows:

Phase 1: A disorienting dilemma

Phase 2: A self-examination with feelings of guilt or shame

Phase 3: A critical assessment of epistemic, sociocultural, or psychic assumptions

Phase 4: Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change

Phase 5: Exploration of options for new roles, relationships, and action

Phase 6: Planning a course of action

Phase 7: Acquisition of knowledge and skills for implementing one's plans

Phase 8: Provisional trying of new roles

Phase 9: Building of competence and self-confidence in new roles and relationships

Phase 10: A reintegration into one's life on the basis of conditions dictated by one's perspective

Cultural beliefs, values, and critical reflection are essential to consider in transformative learning for adult learners. Where critical reflection requires a learner to understand, or at least assume, the reasons behind a disorienting dilemma or hegemonic principle, transformative learning involves metacognition, insight, a judgment of sources, and understanding of consequences (Mezirow, 2003). While critically reflecting on a disorienting dilemma might help a learner rationally process causes, consequences, and personal reactions, the deeper reflection and emotional pull present in transformative learning leave the learner changed. Transformative learning occurs when an adult experiences a shift in how they interpret the world through critical reflection of assumptions, human communication, and unique frames of reference (Imel, 1998; Taylor, 2008). Frames of reference are "structures of assumptions and expectations that frame an individual's tacit points of view and influence their thinking, beliefs, and actions. It is the revision of a frame of reference in concert with reflection on experience that is addressed by the theory of perspective transformation—a paradigmatic shift" (Taylor, 2008, 5). This shift could come from an acute incident or cumulative meaningful experiences that leave the learner with a more fully developed frame of reference that Mezirow would classify as more inclusive, differentiating, permeable, critically reflective, or integrative (Taylor, 2008). The learner reintegrates by "consciously making and implementing plans that bring about new ways of defining their worlds" (Imel, 1998, p.3), demonstrating the final phase of transformation.

It is worth noting that Mezirow's model of transformative learning is not without criticism, nor is it the only model. Some argue that Mezirow puts too much emphasis on rationality and critical reflection, leaving little room for discernment based on personal meaning, symbols, archetypes, or individual human understandings (Imel, 1998). One cannot always rationalize their way to a transformation; the learner must be receptive to the transformation, they must recognize the authenticity of a new way of being, and they must have space to grieve old patterns and worldviews (Boyd & Myers, 1988). There is also some concern over the emphasis on personal experiences and assumptions separated from the original context and dialectical nature of the experience. Taylor and Cranton noted, "Not only is the interpretation of an experience mediated by context, but also the personal and historical context is significant to the evolution and outcome of a transformative experience" (2013, p. 36). A transformative experience "needs to be understood in the context (exploring mediating factors) in which it unfolded originally, and how context in which the experience is being recalled shapes the telling of the experience," whether the experience was cultural, contextual, discrepant, or historical (Taylor & Cranton, 2013, p. 37). Finally, Mezirow's theory assumes that transformation is inherently good and that the learner has a desire to transform, but there is little scholarship supporting these assumptions (Taylor & Cranton, 2013).

While Mezirow dominates the field of transformative learning, alternative conceptions "refer to similar ideas and address factors often overlooked in the dominant theory of transformation (Mezirow's), such as the role of spirituality, positionality, emancipatory learning, and neurobiology" (Taylor, 2008, 6). While there are differences among these approaches (individual vs. social change, rationale vs. emotional responses, the role of culture) the goal is always to fundamentally transform the learner's way of being in the world. For the purposes of this chapter, this author invites the reader to begin with Mezirow as a baseline, then bring in other lenses as appropriate for specific challenges that require transformation. Social transformation begins with individual reflection and transformation, and diverse challenges benefit from diverse approaches.

Three alternative perspectives are pyschoanalytic, psychodevelopmental, and social emancipatory. Like Mezirow's psychocritical view, the psychoanalytic and psychodevelopmental perspectives focus on the individual as the unit of change without much regard for the social context of the transformation. While Mezirow was influenced by Freirie, this social emancipatory lens leans more deeply into the view of individuals as "as subjects, not objects, who are constantly reflecting and acting on the transformation of their world so it can become a more equitable place for all to live. Its goal is social transformation by demythicizing reality, where the oppressed develop a critical consciousness (that is, conscientization)" (Taylor, 2008, p. 8). A fourth perspective applies a neurobiological lens, suggesting that the brain structure changes during transformation. Through this lens, "transformative learning (1) requires discomfort prior to discovery; (2) is rooted in students' experiences, needs, and interests; (3) is strengthened by emotive, sensory, and kinesthetic experiences; (4) appreciates differences in learning between males and females, and (5) demands that educators acquire an understanding of a unique discourse and knowledge base of neurobiological systems" (Taylor, 2008, p. 8). These approaches move beyond the rational response of individuals, incorporating extrarational responses.

Other approaches move from individual transformation to collective societal transformation. The cultural-spiritual approach is culturally relevant and spiritually grounded, focusing on connection, cross-cultural relationships, spiritual awareness, and narrative transformation, or "engaging storytelling on a personal and social level through group inquiry" (Taylor, 2008, p. 9). Stories give us cause and effect, which is how we are wired to think and process information. "Whenever we hear a story we want to relate it to one of our existing experiences" (Ellington, 2018, 229-230), which gives storytelling transformational power as we change the way we act, behave, and respond based on emotional responses and connections to characters (Ellington, 2018). The race-centric approach centers people of African descent, primarily women, in an effort to mitigate "othering" in learning situations. This approach is deliberate, conscious, culturally-bounded, oppositional, and nonindividualistic. The three key concepts according to Taylor are promoting inclusion (giving voice to the historically silenced), promoting empowerment (not self-actualization but belongingness and equity as a cultural member), and learning to negotiate effectively between and across cultures" (2008, p. 9) It requires self-reflection as facilitators of a race-centric transformation must first transform themselves. Finally, a planetary view aims to reorganize an entire system, exploring how humans interact with each other and our physical world. Taylor states, "This view recognizes the interconnectedness among universe, planet, natural environment, human community, and personal world" (2008, p. 9). This interconnection is reminiscent of the reciprocal relationship among person, environment, and behavior in Bandura's (1986) social cognitive theory when the desired behavior is a transformation.

An emerging model of transformational learning reimagines the process set forth by Mezirow as a cycle rather than a linear path. Nerstrom's model takes learners on a continuous journey from experience, to assumptions, to challenging perspectives, to transformative learning. Each of Mezirow's ten steps has a place in one of Nerstrom's four categories, though Nerstrom's model does not imply a learner must take all ten steps for transformative learning to occur. The cyclical model allows a learner to engage at any point in the cycle, though an experience is the likely starting place for most, and encourages ongoing discovery and transformation (Nerstrom, 2014).

The ultimate goal of transformative learning across models is a transformation (Kitchenham, 2008; Nerstrom, 2014; Mezirow, 2000; Taylor, 2008). Going through a transformation, whether on a path or in a cycle, can compel learners to advocate for social change. Straightforward transformation, self-reflecting on content and process, can lead a learner to think about past actions and the reasons for said action. Premise reflection leads a learner to think about the broader view and impact on society. This profound transformation can lead someone to take action to eliminate inequities and become agents of change for themselves and the greater society. Profound transformation is at the heart of Freire's contributions to transformational learning theory and reflects the type of work at the heart of nonprofit organizations serving historically marginalized, disenfranchised, and oppressed communities (Kitchenham, 2008; Merriam & Bierema, 2014).

Transformational learning can take place in multiple settings, including traditional classrooms, online learning environments, self-directed learning, and even in nontraditional spaces like nonprofit organizations. "The knowledge gained from a transformative learning experience is emancipatory, that is, freeing and empowering rather than instrumental (knowledge about observable, material things) or communicative (knowledge about social interaction)" (Merriam & Bierema, 2014, pp. 96-97). Empowerment can happen for individuals, in groups, and sometimes in entire organizations. Whether or not this empowerment leads to lasting societal change deserves further study.

Transformative Learning in the DEI Space

Diversity, equity, and inclusion efforts present opportunities for transformative learning in nonprofit organizations. Unfortunately, these efforts have not realized the positive impact expected in many cases. Even with awareness of inequities, employees of color receive less career support, have fewer role models, and face more barriers to career advancement than their similarly educated and qualified white peers. Not only do white people tend to make more money than people of color, but nonprofit organizations with white leaders are better funded that nonprofits with leaders of color. How do these racial disparities still exist when the majority of nonprofit organizations are implementing DEI initiatives? Simply implementing initiatives does not lead to positive results. While most employees appreciate the DEI training they have received, white employees express positive impacts while employees have color report little or no impact. This seems to be due to eurocentrism in the trainings or skepticism about the intent of training. Training without follow-up or follow-through checks a DEI initiative box without actually improving the experiences of people of color (Building Movement Project, 2020).

Increasing diversity of nonprofit boards of directors, for example, does not automatically lead to positive feelings of inclusion or cultural transformation. In fact, board performance can decrease when diverse members are added simply in the interest of tokensim. Conflicts arise when members are functionally included without being authentically socially included. Diverse members might feel tension and pressure "to advocate and fit in, to remove barriers and represent community, to engage and to integrate" (Fredette et al., 2016, p. 46S). Better impacts are realized when diverse members are included functionally in decision-making and governance and embedded socially as respected, valued members of the team who have equal access to leadership positions, shared success, and insider status (Bernstein et al., 2019; Fredette et al., 2016). Fredette, Bradshaw, and Krause found, "Tangible gains from greater inclusion are possible, but transformation through inclusion requires designing and implementing a pragmatic program of practices that drive engagement and participation in governing to achieve the potential benefits" (2016, p. 46S.) Cultural transformation requires both functional and social inclusion to mitigate feelings of marginalization and tokenism stemming from inauthentic inclusion efforts (Bernstein & Bilimoria, 2013; Fredette et al., 2016). Meaningful inclusion comes from the rejection of exclusionary practices such as self-segregation, stereotyping, stigmatizing, and communication apprehension. Organizations can strategically create positive inclusion experiences that are contextually relevant and sustainable when members have ongoing, prolonged opportunities to interact with diverse individuals as they work toward a shared vision (Bernstein et al., 2019; Bernstein & Bilimoria, 2013; Fullan, 2008; Kotter, 2012; Kotter, 2016).

To truly transform the inequity in nonprofit organizations, leaders must move beyond simply bringing diverse voice to the table. Nickels and Leach call on multiple stakeholders to do better, writing Who is in the room matters; but it is not enough to have more people if their voices are minimized, muted, or later erased. The conditions—values, norms, and processes—also matter!... [O]rganizations can value diversity and inclusion, while simultaneously failing to create equitable and just spaces. If we want a more just nonprofit sector, we must critically interrogate underlying conditions and recognize that transforming them requires taking marginalized voices seriously—not only within nonprofit organizations but in our production of knowledge about them. As scholars, we too have a role to play in amplifying muted voices and disrupting and dismantling the oppressive structures that permeate nonprofit organizations. (2021, p. 516)

They go on to say, "Nonprofits, though they may have good intentions, are not immune to the oppressive

forces that shape institutional structures, decision-making, and organizational culture" (Nickels & Leach, 2021, p. 517). Applying critical theory to nonprofit spaces uncovers the good intentions—perhaps camouflaged as color blindness or race- and gender-neutrality—but lack of action regarding diversity, equity, and inclusion (Nickels & Leach, 2021). The steps Nickels and Leach promote for disrupting and dismantling nonprofit organizations are to "(1) amplify counter-hegemonic narratives through counter-storytelling, (2) examine critically one's positionality and power within the research process, and (3) interrogate the ways in which data collection and analysis center (or decenter) underrepresented individuals and communities" (2021, p. 521). They focus on the role of scholars, but these same tenets could prompt a disorienting dilemma in nonprofit leaders seeking to transform their organizations. Transformational leaders will rise to the challenge through individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Northouse, 2018).

Transformational Leadership to Facilitate Transformative Learning

While the focus of this chapter is on transformative learning, the author wishes to acknowledge a potential link with transformational leadership in nonprofit organizations. There are four elements of transformational leadership. The first is individualized consideration, which calls on the leader attend to each follower's needs, listen to them, and serve as a mentor or coach. The second is intellectual stimulation. Transformational leaders encourage innovation and creativity when solving problems. The third element is inspirational motivation, or the extent to which leaders articulate a compelling vision. The final element is idealized influence, or the ability of a leader to be a role model for their followers who consistently promotes the vision, mission, and values through their actions (Northouse, 2018).

When faced with a disorienting dilemma, a transformational leader understands the importance of self-reflection and self-awareness. They use their mentoring skills and influence to bring their employees along with them through the transformation by learning together, truthfully acknowledging challenges and missteps, and modelling a way forward. With empathy, humility, and self-awareness, a transformational leader can take a team approach to exploring new roles, building competence and confidence, and reintegrating the organization with a new perspective (Fain & Zachary, 2020; Fullan, 2008; Kotter, 2012; Mezirow, 1978; Northouse, 2018; Pellicer, 2008; Taylor & Cranton, 2013). Transformational leader are well equipped to facilitate transformative learning.

APPLYING TRANSFORMATIVE LEARNING PRINCIPLES TO NONPROFIT MANAGEMENT

There are many ways to apply transformative learning principles to engage clients, volunteers, and donors in nonprofit organizations. Freire's, Mezirow's, and Nerstrom's ideas have applications to communication, motivation, and engagement strategies targeting multiple stakeholders. This section explores research related to transformative learning in nonprofit organizations across four stakeholder groups: organization leadership, clients, volunteers, and donors. The author assumes the end goal aligns with Freire's vision of societal change and learner empowerment. Because nonprofit work is ongoing and cyclical, Nerstrom's model is used, incorporating Mezirow's ten phases as listed in Table 2.

Table 1. Alignment of Nerstrom's and Mezirow's models of transformative learning

Nerstrom	Mezirow
Experience	A disorienting dilemma
	A self-examination with feelings of guilt or shame
Assumptions	A critical assessment of epistemic, sociocultural, or psychic assumptions
	Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change
Challenging perspectives	Exploration of options for new roles, relationships, and action
	Planning a course of action
	Acquisition of knowledge and skills for implementing one's plans
	Provisional trying of new roles
Transformative Learning	Building of competence and self-confidence in new roles and relationships
	A reintegration into one's life on the basis of conditions dictated by one's perspective

Note. Data was collected from Kitchenham, 2008; Merriam & Bierema, 2014; Mezirow, 2000; and Nerstrom, 2014, then synthesized and aligned by the author for this chapter.

Power and Privilege in Nonprofit Organizations

Race and diversity affect everyone, but they do not affect us all the same way. Privilege, power, discrimination, and even everyday interactions can be vastly different for individuals depending on the exact shade of their skin. Power and privilege are concepts that have confronted humanity daily over the past two years, with a global pandemic disproportionately impacting communities of color, an insurrection led by white supremacists, police brutality against certain communities, and the rise of the Black Lives Matter movement (Building Movement Project, 2020; Cineas, 2020; Farmer, 2020). In the midst of upheaval, nonprofit organizations were called on to put aside differences and serve the common good, even as the worried about their own survival in an environment that required more public service with declining financial support (Blanco et al., 2021; Building Movement Project, 2020).

It is no secret in the nonprofit arena that organizations are led be mostly white leaders and board members, regardless of client demographics. People join boards for personal reasons including passion for the mission, an opportunity to give back to the community, an organizational need for the member's unique skillset, or opportunities for professional growth. None of these common reasons highlight racial affinity, yet fewer than half of board members represent communities of color (BoardSource 2021b).

While Kimberle Crenshaw first coined the term "intersectionalities" to explain the oppression of black women, the term has evolved to include other marginalized communities and to build understanding of how power rests within certain human traits such as race, gender, sexuality, and socioeconomic status (Crenshaw, 2017). In nonprofit organizations, the power rests largely with the well-off white men who fill org charts and board rosters.

When BoardSource surveyed over 1,750 executives within the industry, it found that 90% all nonprofit CEOs are white, as are 84% of board members. That's up from its 2015 findings, which were 89% and 80% respectively. Overall, within that time frame the total number of all-white boards rose too, from

25% to 27%, despite the fact that many leaders are clearly dissatisfied with the imbalance. (Paynter, 2017, para. 3)

Along with, and perhaps due to, whiteness and maleness, wealth dominates nonprofit leadership.

The last vestige of royalty in America, [philanthropic foundation] boards are composed almost entirely of wealthy and highly paid people who increasingly determine our country's economy, public policies, values, and social practices. With few exceptions, they exclude the diverse faces that make up today's America. (Eisenberg, 2011, para. 4)

Nonprofit board chairs and members are predominantly white (83% chairs, 78% members), male (53% chairs and members), heterosexual (94% chairs and members), cisgender (99.6% chairs, 99% members), and over the age of 45 (76% chairs, 69% members) with no disabilities (97% chairs, 95% members) (BoardSource, 2021a). Nonprofit chief executives mirror these demographics with the exception of gender; 74% of nonprofits are led by women. This homogeneity limits perspective and leads to a disconnect between organization leadership and the clients on the receiving end of services (BoardSource, 2021b).

While most CEOs and many board members are not satisfied with their racial or ethnic demographics, few see diversity, inclusion, and representation as top priorities (BoardSource, 2021b). Awareness of the issue has increased with the implementation of diversity, equity, and inclusion (DEI) strategies, but inequities still exist in the experiences of people of color in predominately white nonprofit institutions (Building Movement Project, 2020). A report from the Building Movement Project states, "The data demonstrates that nonprofit organizations are defined by a pervasive and systemic *white advantage,* a term used in this report to describe the concrete ways that structure and power in nonprofit organizations reinforce the benefits of whiteness" (Building Movement Project, 2020, p. 2). White awareness of the racial advantage has increased over the past few years, with more white nonprofit employees acknowledging their privilege in the workplace. This is undoubtedly a step in the right direction. However, people of color still report fewer supports and more challenges than their white peers, demonstrating little change in working conditions. This white advantage affects job satisfaction and financial wellbeing of people of color, along with the economic stability of POC-led nonprofits:

People of color in White-run organizations reported the least positive experiences compared to people of color working in the two other organizational categories. The white advantage is also evident in the financial status of both organizations and individuals in the nonprofit sector. White-run organizations are more likely to have larger organizational budgets than those led by people of color. Also, white people in the sector are more likely than peers of color to have another source of household income, more likely to receive additional pay from their nonprofit employer like bonuses or cost of living increases, and less likely to support other family members outside their household. (Building Movement Project, 2020, p. 3)

While a positive step, DEI initiatives have raised awareness about racialized experiences without producing measurable change. Overall, white nonprofit employees hold more positive views of DEI initiatives in their workplaces than their peers of color (Building Movement Project, 2020).

Privilege related to power is very real. "I have often noticed men's unwillingness to grant that they are overprivileged, even though they may grant that women are disadvantaged. They may say they will work to improve women's status, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's" (McIntosh, 1990). McIntosh goes on to explain that white privilege is no different than male privilege in this regard; white people have it, and part of lessening the struggle of people of color means the privilege must be accepted and shared. The unearned assets of white people provide access to education, jobs, and other opportunities that are unavailable to people of color. White leaders need to be very aware of their privilege, especially when serving people of color. Intentional education around the issue of privilege could start important transformational conversations if board members and organization leaders were willing to engage authentically, honestly, and transparently.

Racial reckonings begin in childhood. In *Rethinking Multicultural Education* (Au, 2014) two teachers write about their experiences with race relations in the classroom. Both had faced their own challenges due to their cultural backgrounds, but this did not prevent them from being unsure of what to do when race became a classroom issue. In an elementary class, it became clear that skin color becomes currency at a very early age. Young students might change their description of beauty for a teacher or someone else in a position of power, tailoring their answer to be "right" (Segura-Mora, 2014). For a teacher with older students, what started as a well-intentioned lesson on a book about race relations turned into a heated discussion. While uncomfortable for the whole class, the discussion negatively affected two girls, one white and one African American. Being a woman of color did not automatically help the teacher manage difficult conversations. While she specifically reached out to the African American student to help her process the experience, she did not do the same for the white student (Tolentino, 2014). Was she assumed to be okay because of her privilege? At what point does a perceived privilege turn into a challenge? How would a nonprofit board with few members of color work through an uncomfortable race-based conversation? It is not easy to challenge hegemony, and every attempt will not be successful.

Privilege is also expressed through "backstage" and "frontstage" behaviors. How often do leaders allow racist behavior in the backstage, when they are not in the presence of racial minorities, they would never tolerate in the frontstage, when they risk being witnessed by a person of color? Frontstage behaviors shift depending on one's setting and audience, while backstage behaviors occur when individuals are aware no one is watching them (Goffman, 1959). Backstage, one might participate in racist jokes or casual misogyny; frontstage, the same individual might act overly friendly to a black woman, overcompensating to prove they are not racist or sexist (Banks & Banks, 2016). A nonprofit organization might publicly support the Black Lives Matter movement in the frontstage while deprioritizing staff and board diversity and inclusion efforts in the backstage.

Before considering transformative learning for clients, volunteers, and donors, nonprofit leaders and boards of directors must consider the need for transformation within their own teams and in their own leadership. Many potential advocates, whether individuals or organizations, do not know how or where to learn about other cultures in a way that is inoffensive and authentic (Banks & Banks, 2016). How can a leader of privilege connect with individuals who do not have the same privileges? What about leaders of color who are a different race from their clients? Each board member, volunteer, client, and donor who pushes against hegemony will hopefully come together to build enough force to remove obstacles for all stakeholders to meaningfully engage. There are no easy answers or actions to solve the problem of privilege and power in nonprofit organizations, but boards and organizational leaders can start by doing the work of transformative learning by naming the issue, challenging assumptions, and intentionally seeking diverse perspectives to serve, respect, and honor diverse stakeholders.

Transformative Learning for Clients

There are many experiences, often with feelings of guilt or shame, that prompt a client to seek help from a nonprofit organization. These disorienting dilemmas affect finances, equity, identity, conflict, health, and other challenges that can be difficult or embarrassing to discuss. Reaching out for help often requires people of color to submit themselves to the types of people who have historically oppressed them. Nonprofit employee demographics are not reflective of the United States population: 82% of nonprofit employees identify as white while 30% of the general population identify as people of color. The majority of nonprofit clients are people of color, perhaps due to mission statements that seek to rectify systemic historical marginalization and impediment to socioeconomic mobility. Organizations with aligned client and employee demographics are more effective, creative, and innovative because when an employee shares the racial background of a client, they are 152% more likely to understand the client's needs in a meaningful way (Aghili, 2017).

Diversifying staff can take time, but nonprofit staff members and clients of all races and ethnicities can use transformative learning strategies to create lasting change. Building relationships with community advisors, such as school counselors, social workers, and church leaders, could enable nonprofits to reach potential clients through mutually trusting connections. As an adult is confronted with a disorienting dilemma and decides to change, they need time and space to confront their assumptions and to recognize that others have been through the same experiences. Collaboration helps nonprofit leaders, community supporters, and clients come together in support of the community (Franz et al., 2018; Kotter, 2012; Kotter, 2016).

Adult learners need mutual respect, comfort and safety, and opportunities to create personal goals, contribute to learning, share their experiences, and immediately apply their learning (Fain & Zachary, 2020; Fullan; 2008; Merriam & Bierema, 2014; Pellicer, 2008). This is as true of clients seeking to change their lives as it is of nonprofit organizations seeking to better understand their clients. Building caring, trusting, supportive relationships between clients and nonprofit staff is critical to the success of both individual participants and whole programs. As clients are exploring, planning, and learning, nonprofit leaders should also be challenging their own assumptions and perspectives for transformational learning. For example, a financial education program will have a more profound impact if nonprofit leaders learn from clients about their margin for learning and act to eliminate barriers such as transportation, childcare, and communication lapses. Decreasing a client's cognitive load frees them up for deeper learning (Franz et al., 2018). As competence and self-confidence build, clients might find themselves in new roles as volunteers or staff members.

Scenario

I work for a national education nonprofit that helps underperforming high schools improve performance in advanced math and science courses. We have a few well-resourced suburban schools, but most of our schools are in rural or inner-city areas. Recently, leadership decided we would be offering all direct student supports online instead of in-person to save money. Many of my clients are unhappy about this change because all students do not have access to the technology and reliable internet connection to make online learning effective. This disproportionately impacts students of color. My schools do not have enough computer labs to meet the technology need for these students without opening the school on weekends. This would require them to hire staff and provide transportation, which is not in their *budget. It is also unlikely students would come to school outside of normal hours because most of them have jobs or must help with childcare for their siblings.*

This scenario is analyzed using the transformative learning model introduced in an earlier section. Possible responses to each phase of the model are listed in Table 2.

Table 2. Analysis of client scenario

Nerstrom	Mezirow	Analysis
Experience	A disorienting dilemma A self-examination with feelings of guilt or shame	A programmatic change is upsetting my clients and causing stress. I do not agree with the decision, but leadership will not change. I feel my experiences with my clients are being ignored.
Assumptions	A critical assessment of epistemic, sociocultural, or psychic assumptions	My leaders assume schools will adjust to the change to remain in the program. They assume results will be the same whether the program is in-person or online. I assume leadership cares more about the bottom line than our clients, who come from different racial and socioeconomic statuses than most of our staff.
	Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change	This is not the first time I have disagreed with a leadership decision, and it will not be the last. This is not the first time school leaders have faced a difficult change, and it will not be the last. Program needs and financial resources will continue to be at odds.
Challenging perspectives	Exploration of options for new roles, relationships, and action Planning a course of action Acquisition of knowledge and skills for implementing one's plans Provisional trying of new roles	I want my schools and leaders to have a conversation about this change so all stakeholders understand the different perspectives. Together, we can find a solution. I will arrange a campus visit so my leaders can engage directly with the school culture and see the needs firsthand. Potential solutions include (1) securing additional funding for technology and hot spots, (2) piloting the program in willing schools before launching the change systemwide, or (3) keeping the program in-person as requested by the schools.
Transformative Learning	Building of competence and self-confidence in new roles and relationships A reintegration into one's life on the basis of conditions dictated by one's perspective	After discussing the challenge together, all stakeholders have a better understanding of priorities. My schools and I feel heard by leadership. Leadership has seen the school's needs firsthand and trust my experience and knowledge of their unique situation. A solution has been reached to test the online program in willing school before launching it in all schools. Increased trust and confidence will improve communication and problem-solving of future program decisions.

In this scenario, leadership does not understand barriers facing a client because they have not included diverse voices when making decisions (Bernstein et al., 2019; Fredette et al., 2016; Nickels & Leach, 2021; Kotter, 2012; Kotter, 2016). An employee faces a disorienting dilemma, then leads an organizational transformation regarding the response to this challenge, reflecting transformational leadership along with transformative learning (Northouse, 2018; Mezirow, 1978). By working together, all stakeholders have a shared vision and a better understanding of the needs of the schools (Bernstein et al., 2019; Fredette et al., 2016; Fullan, 2008; Kotter, 2012; Northouse, 2018). The employee will be better able to meet the school where they are rather than where the organization wants them to be (Axelrod, 2018).

In an ideal application of the framework, all stakeholders would come together for a mutually beneficial solution. However, if an agreement cannot be made, all stakeholders will have at least had an opportunity to discuss the challenge together and understand different points of view. Organization leaders need to connect directly with the client to understand the individuals they seek to serve. If a solution cannot be implemented due to barriers and constraints, it is not a solution at all. The organization should not add burdens to a community to address one issue that might be less of a priority than they think. Leaders should also not assume they know how to fix a problem without input from the community they serve. Finally, trust can be built between the employee and leadership where it appears to be lacking. Without trusting relationships, transformation is not possible.

Transformative Learning for Volunteers

There are many reasons people volunteer with nonprofit organizations, and many nonprofits depend on these volunteers for their commitments of time and manpower. Volunteers could be inspired to engage due to multiple factors, including previous experiences with a particular nonprofit organization, an affinity for a cause, or to connect with their friends and community. Just as with clients, trusting relationships are critical when engaging with volunteers, as is providing autonomy, creating relevance, and utilizing past experiences (Lightfoot & Brady, 2005; Merriam & Bierema, 2014). A volunteer might experience a disorienting dilemma due to retirement, losing a loved one, or reacting to a conflict of faith. As they confront their assumptions, they might find others who have been through similar experiences and have discovered an affinity for volunteerism. They could then challenge their perceptions by learning new skills, building relationships with different types of people, and discovering passions. As their competence and self-confidence grow, their roles could further expand into leadership positions as volunteer coordinators and trainers. If they have the resources, they might become donors or recruit others to contribute financial gifts and in-kind time and resources (English & Peters, 2012; Lee, 2016; Lightfoot & Brady, 2005).

Volunteers vote with their feet; keeping them engaged requires nonprofit leaders to treat them as equals, honor the impact of their contributions, and ensure they have a voice (Lightfoot & Brady, 2005). While volunteers are inspired by an organization's mission, they might be disengaged in certain activities due to perceptions of how well-suited they are to the activity, participation of other group members in the activity, and how supported they feel by the organization leading the activity (Cady et al., 2018). Motivation is higher in volunteers who feel that they are supported by the organization leading a volunteer activity through effective training and availability of appropriate resources. This support has positive results for the organization in terms of productivity and execution of expectations, and it also inspires volunteers to fully engage in the work and remain with an organization for multiple volunteer opportunities. As might be expected, it is generally found that effort improves performance when considering volunteer efforts. This was found to be true in the featured volunteer motivation study and is confirmed by literature from the field (Cady et al., 2018). However, satisfaction depends on personality and motivation styles and can decrease with low-complexity tasks, even when performance is high (Judge et al., 2011 in Cady et al., 2018). Group dynamics, organizational support, and proper training play a role in satisfaction, as well.

In a group, there are sometimes people who do more of the work than others for a variety of reasons. Some might be more intrinsically motivated to engage in the work due to interest level, self-efficacy, or a performance-driven nature; some might feel they are not suited to the task at hand, have low personal agency based on ingrained sociostructural influences, trust that others will pick up their slack, or feel the group's collective efficacy is high enough that their individual efforts will not be missed (Bandura, 1998; Bandura, 2000; Cady et al., 2018). While this collective efficacy can lead to high satisfaction overall (Cady et al., 2018), productivity will likely go down if all group members are not fully engaged and the volunteers who do the brunt of the work might not wish to return for future events. In an unstructured environment, like a volunteer activity, it is important that leaders manage participants' expectations, offer ongoing feedback, and ensure the expectations are clear to maintain higher levels of effort, performance, and satisfaction (Cady et al., 2018). The same should be applied in more structured environments with defined reward systems and external motivators, like boardrooms and workplaces, to increase the depth of understanding.

Collective efficacy pertains to nonprofit leadership in direct ways. Learning is interpersonal and collaborative, and deeper levels of understanding can be reached when learners (in this case, volunteers) have opportunities for social interaction and experiential learning (Burch et al., 2019; Goldman & Pellegrino, 2015). Collaboration opens lines of communication and allows diverse members to share personal perspectives, experiences, challenges, and understandings (Goldman & Pellegrino, 2015). However, individuals do not always contribute the same amount of effort, which can negatively impact satisfaction. Per Bandura, "Group performance is the product of interactive and coordinative dynamics of its members. Therefore, perceived collective efficacy is not simply the sum of efficacy beliefs of individual members. It is an emergent group-level attribute" (Bandura, 1998, p. 65). High collective efficacy, if the efficacy is dependent on unbalanced contributions from a few strong contributors, is not enough to ensure high levels of satisfaction in all participants.

Just as motivation to continue volunteering with an organization depends on satisfaction with experiences, motivation in learning is an emergent phenomenon that changes over time. Motivation to learn about an organization or community depends on self-efficacy, values, mindsets, and interests. Perseverance and persistence depend on individual and shared goals (National Academies of Sciences, Engineering, and Medicine, 2018). By sharing goals, honoring what individuals bring to an experience, creating an environment of continuous feedback, and building efficacy, nonprofit leaders can inspire stakeholders to learn deeply and build a bench of volunteers who are satisfied, engaged, and excited to return.

Volunteering has benefits for both the individual and the organization. Adults who volunteer continue learning, establish new relationships, and stay active, which all lead to longer life, better physical health, and increased satisfaction (Lee, 2016; Lightfoot & Brady, 2005). For the organization, collaboration with volunteers increases productivity, spreads the mission farther, and encourages advocacy (English & Peters, 2012). Finally, when viewed through the lens of service learning, volunteering creates positive outcomes and helps volunteers—whether board members, previous clients, or external stakeholders—develop a deeper understanding of the social issues impacting their communities (Burch et al., 2019).

Scenario

I lead a foundation that focuses on volunteerism to close the equity gap in our geographic region. This requires volunteers who are motivated by and satisfied with the opportunities we provide. As a new organization, it has been challenging to recruit volunteers. The best source I have for volunteers is my board of directors, but they all put forth different amounts of effort. I believe we have high collective efficacy based on the variety of backgrounds and experiences of our board members, which could lead to high satisfaction but lower effort (Cady et al., 2018). Three board members put forth the most effort through volunteering their time and talents to the organization. All three are first-time board members who are invested in the organization more than any specific volunteer opportunities. They are all people of color who come from modest backgrounds compared to the rest of our board members, all of whom identify as *white males with self-made wealth. The three active members are growing increasingly frustrated with those who do not contribute in the same way.*

This scenario is analyzed using the transformative learning model introduced in an earlier section. Possible responses to each phase of the model are listed in Table 3.

Table 3. Analysis of volunteer scenario

Nerstrom	Mezirow	Analysis
Experience	A disorienting dilemma	A few of my board members have voiced their frustration with team members who are not volunteering. I feel guilty for allowing the negative feelings to affect their view of the organization.
	A self-examination with feelings of guilt or shame	
Assumptions	A critical assessment of epistemic, sociocultural, or psychic assumptions	I fear there is an assumption by white board members, whether unconscious or insidious, that board members of color cannot contribute to the organization financially. Does this mean they are expected to contribute more as volunteers? It is not a true assumption, as one of the board members of color has also brought in the most donations.
	Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change	
Challenging perspectives	Exploration of options for new roles, relationships, and action	I see two changes that would help: (1) board members need to get to know each other better so they can understand what each brings to the table, and (2) consistent expectations for board engagement need to be agreed upon. This can take place at the next board retreat and should be led by the president.
	Planning a course of action	
	Acquisition of knowledge and skills for implementing one's plans	
	Provisional trying of new roles	
Transformative Learning	Building of competence and self-confidence in new roles and relationships	Clarifying expectations and building relationships will improve self-efficacy and collective efficacy.
	A reintegration into one's life on the basis of conditions dictated by one's perspective	This process will inform board member training when future members are added. I will have a clear process for requesting and tracking volunteer time from board members and will also have a better understanding of each member's interests when matching volunteer opportunities.

In an ideal application of the framework, all stakeholders would come together for a mutually beneficial solution. However, if an agreement cannot be made, all stakeholders will have at least had an opportunity to discuss the challenge together and understand different points of view (Fredette et al., 2016). The organization leader needs to connect with the board president to share the issue, assuming they are not aware of the complaints. Together, they should plan the best way to bring the whole group together to agree on board member expectations for contributions of time, capital, and personal connections (Kotter, 2012; Northouse, 2018). Everyone should have a chance to share their experiences and perspectives (Fain & Zachary, 2020; Fredette et al., 2016). Historical contributions should be honored and appreciated for those who have contributed. Ultimately, contributions should be equitable if not exactly equal. For example, rather than setting an expectation that each member contributes $500 and 15 volunteer hours annually, leadership could create a point system to allow members to meet the expectation with any combination of dollars, in-kind gifts, connections, or volunteer hours. This allows everyone to contribute in ways that are personally meaningful without overburdening certain members. By following the same expectations, the assumption that certain members can only contribute in certain ways should be mitigated. Creating this shared vision and building consensus around expectations ties to transformational leadership as well as effective mentoring strategies (Axelrod, 2018; Fain & Zachary, 2020; Northouse, 2018). Inaccurate assumptions caused hurt feelings and a disorienting dilemma that forced a reflection on organizational operations. Though the initial dilemma was personal, the resulting organizational transformation will improve the system and ideally build a culture of inclusion.

Transformative Learning for Donors

Donor behavior is a topic of interest for many nonprofit leaders. Understanding what prompts a gift can be complicated because donations are often very personal. Some give because they have had a personal experience that prompted a gift, whether negative, such as a cancer diagnosis or losing a loved one, or positive, such as a successful organ transplant or an unexpected financial windfall. Some donate after building relationships with stakeholders or participating firsthand in the impact an organization has on a community. Some donors experience a disorienting dilemma due to compelling storytelling that kickstarts a transformation (Bublitz et al., 2016; Ellington, 2018).

Donations also reflect culturally significant experiences and can provide an immediate action for individuals seeking a way to help after experiencing shared trauma. Over the past two years, this country has faced the COVID-19 pandemic, multiple catastrophic weather events, and a divisive reckoning with privilege and race relations in politics, policing, and education. Each of these issues can prompt a donation via an emotional response, but fundraisers should keep in mind that immediate crises can pull focus from even established donors. While the pandemic prompted individuals to donate to COVID-19-specific causes, for example, aggregate giving did not significantly change. This demonstrates a substitution effect in giving patterns. Donations were removed from one cause to give to another (Blanco et al., 2021). With many emergencies occurring concurrently, fundraisers and donors face a sustainability challenge.

Emotional appeals are common in nonprofit donation cultivation, but they are not always effective for recurring gifts. To engage long-term donors, nonprofit leaders can introduce disorienting dilemmas through storytelling. Many communications focus on facts, testimonials, and celebrations, but drawing on storytelling principles—relatable characters, an engaging narrative, and an emotional conflict—can have a deeper impact by underscoring the experiences, relevance, and accountability that appeal to adults (Bublitz et al., 2016; Ellington, 2018; Merriam & Bierema, 2014). Accountability leads to trust, and trust is one of the strongest explanatory factors in nonprofit giving (Blanco et al., 2021). A good story will inspire potential donors to question their assumptions and challenge their perspectives. It will make them want to learn more, motivating self-directed learning. A successful transformation will result in not only a one-time gift, but a lifelong donor who confidently and competently advocates for the nonprofit organization (Bublitz et al., 2016)

It is impossible to ignore the power dynamics in financial giving. Those who have the resources to give have substantial economic power over those who need the gift, including both the organization collecting the donation and the client receiving services (Enright, 2018; Rumble & McVan, 2021). Individuals without financial security are less likely to make donations, even when a cause is important to them (Blanco et al., 2021). This power dynamic is underscored by two myths that impede transformative learning:

the idea that a donor is always right and the myth of meritocracy. The idea of meritocracy

reinforces the belief that those with wealth attain it based on merit but fails to consider how race, gender, social status, and pre-existing wealth influence access to opportunity. It is the story and false narrative that we tell ourselves: hard work is the only factor in a person's success, and everyone can achieve it by just pulling themselves up by their bootstraps. It doesn't account for the systematic issues like racism, ableism, and homophobia in our structures, institutions and everyday behaviors that continually hold people and communities in oppression. (Rumble & McVan, 2021, para. 3)

This idea is especially harmful to children of color who face systemic barriers to attaining traditional success (Enright, 2018). Rather than catering to donors with problematic worldviews, fundraisers should seek to educate and transform their understanding of the organization and the client.

By holding a donor above others, we create the power imbalance that we find challenging. We create additional problems by not reframing the donor relationship and making it about an exchange of knowledge and mutual benefit. We should focus on educating our donors. This is the greatest engagement and stewardship we could ever possibly provide. Instead of holding them up and keeping them separate, we can bring them into the conversation in a way that does not place them above others but rather in service of others. (Rumble & McVan, 2021, para. 4)

Deepening understanding and dismantling myths helps all stakeholders take a shared step toward equity.

Truly transformative practices in fundraising lead to power sharing among donors, nonprofit organizations, and the communities they serve. One group committed to this transformation, Grantmakers for Effective Organizations, is

learning from grantmakers who are examining race and economic privilege so that they can better understand problems and advance more-effective social change. Often such explorations are a first step toward implementing power-sharing practices that center around the needs and strengths of the community, whose members come from a variety of racial and socio-economic backgrounds. These grantmakers are using two main approaches. In the first approach, grantmakers confront the legacy of public systems and policies that better support white people to understand its harms; in the second, they give more power to the communities affected by its harms. Both have shown promise in tackling barriers to equity and justice. (Enright, 2018, para. 2)

This attention to transformation changes the power dynamic and instills a sense of collaboration that helps level the playing among stakeholder groups.

Scenario

I am a major gifts officer at a large midwestern university with a diverse student body. Most of our students of color are athletes attending on scholarships provided by very affluent, mostly White donors. Since the

2016 election, one of my regular donors has been making misogynistic and racist comments during our conversations. He (a white male) and I (a white woman) have enjoyed a long, productive relationship, but I am increasingly uncomfortable with his comments. His beliefs do not reflect my morals or those of the university, but my job is to ensure he is happy as one of our largest donors. His funding provides scholarships for the very people he casually demeans, but we cannot afford to lose him as a donor.

This scenario is analyzed using the transformative learning model introduced in an earlier section. Possible responses to each phase of the model are listed in Table 4.

Table 4. Analysis of donor scenario

Nerstrom	Mezirow	Analysis
Experience	A disorienting dilemma	A long-term donor has begun making comments I find insulting and demeaning.
	A self-examination with feelings of guilt or shame	I feel ashamed securing a donation from someone who does not share my, nor my organization's, values.
Assumptions	A critical assessment of epistemic, sociocultural, or psychic assumptions	As a wealthy white male, the donor has always gotten away with this behavior.
	Recognition that one's discontent and the process of transformation are shared and that others have negotiated a similar change	This behavior is no longer socially acceptable, and I should not be expected to remain in a situation that makes me uncomfortable.
Challenging perspectives	Exploration of options for new roles, relationships, and action	I could have a direct conversation with the donor to let him know how his comments are perceived. I could directly connect him to the students his donation helps so he can learn from their experiences and gain respect for them. If he is not receptive, I will share with my boss that I feel his values do not reflect the university's. I will seek other donors who share our values to replace his donation. If the university insists on catering to a donor who will not acknowledge his privilege and begin the process of growth, I will respectfully request to discontinue my relationship as his officer and ask that he be informed of the reason for my decision.
	Planning a course of action	
	Acquisition of knowledge and skills for implementing one's plans	
	Provisional trying of new roles	
Transformative Learning	Building of competence and self-confidence in new roles and relationships	I trust that this donor has made these comments due to his comfort in our relationship. He is letting backstage behaviors surface. I believe a direct conversation will be fruitful and beneficial to us both. We will both learn from each other, and I will gain confidence in my ability to stand by my morals and shut down inappropriate conversations. My university will trust that I live our shared values.
	A reintegration into one's life on the basis of conditions dictated by one's perspective	

This scenario demonstrates the insidious nature of frontstage and backstage behavior (Goffman, 1959). Unchecked white privilege has allowed casual racism to slip into personal and professional conversations. In this case, the major gifts officer faced a disorienting dilemma that also created an ethical dilemma. Upon reflection, she recognized the need to hold herself and her donor accountable, potentially disrupting the university's fundraising culture (Nickels & Leach, 2021). One possibility is a personal transformation in which the officer and the donor come to an understanding about white privilege and leave their conversation with new perspectives on racism and the struggles facing students of color. An additional possibility is a systemic transformation in which the university takes a stand against accepting donations from individuals who refuse to renounce racist ideals.

In an ideal application of the framework, the donor would cease making offensive comments and understand how his casual racism and misogyny negatively affect other stakeholders. The relationship between the donor and the major gifts officer would not only be restored, but better than before, having reach a new level of trust through the shared experience. If the officer raised the concern and the donor was offended or unwilling to change, university leadership could move the donor to another representative, though this would not address the root of the problem. When misaligned values are present in a relationship, all parties should consider whether the relationship should continue, especially when one party is intentionally insulting, offensive, or hurtful to the organization or clients.

FUTURE RESEARCH DIRECTION

Transformative learning frameworks could provide a foundation for nonprofit organizations to educate multiple stakeholders, giving special attention to diversity and inclusion. It is clear that these organizations are not prioritizing the work for diversity and inclusion. By communicating transparently, helping stakeholders create relevance and identify meaningful opportunities, and providing opportunities for observation and reflection, the organizations could reap the benefits of transformative learning and create lasting social change. The impact of the framework on nonprofit communications, volunteer engagement, donor relations, and staffing needs further study. Also of interest are the impacts of COVID-19, changing views of policing, and movements such as Black Lives Matter and #SayHerName on diversity and inclusion efforts in nonprofit organizations, possibly through the lenses of transformative learning, shared trauma, and collective efficacy.

CONCLUSION

This chapter introduced readers to transformative learning theory and how specific principles apply to nonprofit leadership and engagement. While targeted to nonprofit leaders, the information is also relevant to professionals, students, and educators in the fields of public policy, corporate social responsibility, counseling and social work, crisis management, and possibly lobbyists and legislators. Clients, volunteers, and donors are critical to the success of nonprofit organizations seeking societal change. Utilizing adult learning theories and principles of transformative learning allows nonprofits and stakeholders opportunities to collaborate, share experiences, and continue the cycle of transformation together. Nonprofit leaders, and those who support and guide their work, must recognize their roles in leveling the privilege playing field. They must admit that the problem is in the system, not in the client or their home life. All leaders have a responsibility to push for systemic change. Transformative education practices provide strategies that open lines of communication, preparing stakeholders to intentional advocate for diversity of perspective and inclusion of all voices.

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KEY TERMS AND DEFINITIONS

Andragogy: Adult education, differentiated from pedagogy (children's education).

Collective Efficacy: A group's beliefs in their collective ability to accomplish a goal or complete a task.

Disorienting Dilemma: An experience of crisis that causes an individual to question their assumptions and leads to a transformation.

Hegemony: Persistent control of a dominant group over marginalized groups.

Jack Mezirow: American sociologist and adult educator who created the theory of Transformative Learning.

Norma Nerstrom: Created an emerging model of Transformative Learning based on a continuous cycle of experience, assumptions, challenging perspectives, and transformation.

Privilege: A system of unearned advantages benefiting dominant groups.

Transformative Learning: A constructivist theory of learning in which an individual deeply explores their assumptions and perspectives to meaningfully change to their frames of reference.

Section 3

Implementing Diversity, Equity, Inclusion, and Belonging in Educational Management Practices

Chapter 11
Inclusion, Diversity Belonging, Equity, and Accessibility Principles on College Campuses:
How Faculty and Staff Can Create a Culture of Empowerment for Student Success

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ABSTRACT

Inclusion, diversity, belonging, equity, and accessibility (IDBEA) are foundational principles in learning, required to create a meaningful experience for students, faculty, and staff. The purpose of this chapter is to define the core elements of inclusion, diversity, belonging, equity, and accessibility, and to describe how each component impacts the student experience in higher education. Academics are only one measure of student achievement. Here, the authors present a review of current literature focused on the intersectionality of historically marginalized and underrepresented groups, and the role that faculty and staff play in creating a culture of empowerment for student success. Results show that the more engaged faculty and staff are in cultivating an authentic campus life culture, the more empowered higher education learners will be to not only complete their programs of study but do so in a way that empowers them to work toward future career accomplishments.

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INTRODUCTION

This chapter seeks to provide a perspective on the role faculty and staff play in driving a culture that highlights the importance of Inclusion, Diversity, Belonging, Equity, and Accessibility (IDBEA). Given the influence faculty and staff have on the student experience, and the intersectionality of self-identification and student success, especially among historically under-represented and marginalized groups (Means & Pyne, 2017), it is important to assess the ability of faculty and staff to embody IDBEA principles in connection to race, gender, sexual orientation, religious freedom, and accessibility; as it relates specifically to disability inclusion (Fleming et al., 2017).

The objectives of the chapter are to establish a theoretical foundation for the integration of IDBEA principles on college campuses, key issues surrounding student success, the influence of faculty and staff on student success, and potential benefits for creating a culture of empowerment for student success. In connection to student success, academic persistence is an adjacent measurement used to indicate a student's ability to continue enrollment in a full- or part-time capacity at a higher education institution (Tinto, 2017). Although used synonymously with retention, academic persistence is examined from the viewpoint of the student, and is significant in the confirmation of student success, as well as in the primary aim of higher education institutions to graduate students. So long as educational equity gaps continue to exist, a student's ability to not just enroll in college, but to persist and graduate will continue to be a quandary for higher education institutions and the profession; it's not enough to accept students, they must graduate. Martin et al. (2014) identified additional characteristics intrinsically linked to student perception of their own innate ability for academic persistence, and overall student success measured by graduation; among them are: internal drive, strong goals, ability to navigate external stressors, and self-empowerment.

Empowerment enables marginalized individuals to gain mastery over their affairs and potentially improve their experiences (Rappaport, 1981). Student empowerment, when activated on college campuses can become a key driver for student success. Marginalized groups gain control over topics that are important to them through student empowerment. As they are subjected to academic inequalities, they also rely on higher education institutions to facilitate more equitable societal results to support their student journey. Although Rappaport (1981) introduced the empowerment construct over 40 years ago, there are still no basic constructs or measures of empowerment for understanding and examining the empowerment of marginalized students on college campuses. Examining this essential facet of marginalized student empowerment has become a standard practice for diversity and inclusion departments around the country. Ohio University published a resource page entitled "Supporting and Empowering Marginalized Students" which outlined recent articles, websites and resources that address topics such as inclusive teaching, social justice and equity, and scholarly articles (https://www.ohio.edu/diversity/support-and-empower). This is one of may resources available now to faculty and staff as an effort to improve their efforts in the IDBEA space.

BACKGROUND

The COVID-19 Pandemic has been a catalyst across industries and institutions of higher education to re-examine their existing DEI culture to improve in the areas where the pandemic has further highlighted gaps and inequities, especially among historically marginalized and underrepresented communities (Nora, 2021). Whereas traditionally, society as a whole, including, but not limited to educators, heavily and almost unconsciously, utilized DEI as a "catch-all" phrase in all of their cultural competency initiatives, there has been a recent shift to incorporate accessibility and belonging as well, to keep pace with the changing demands of the world (Bernard, 2021; Li, 2021). Specific to higher education, New York University's Office of Global Inclusion, released information alerting the public that in the Spring of 2022 they will "launch the Global IDBEA Foundations Module [to] address issues of racism, homophobia, sexism, ableism and xenophobia" (Li, 2021). Although other public arenas are using different versions of the expanded DEI acronym, EDIAB is one example, (Bernard, 2021) where each letter has the same meaning and significance, the authors chose to utilize IDBEA for this publication, to stay consistent with the current model being promoted in institutions of higher education, such as NYU as described (Li, 2021).

ELEMENTS OF IDBEA AND POTENTIAL CHALLENGES

Although IDBEA is comprised of five principles that stand on their own, it is difficult, within the context of higher education, to discuss them in isolation. In this section they are discussed as interconnected principles that impact a student's academic and social experience. To begin, mastering the understanding of the concepts of equity and equality is paramount to laying the foundation in which all five principles are built. This section also introduces theories behind IDBEA, the importance of positive faculty/staff engagement in IDBEA, and the challenges facing students with disabilities within the IDBEA principles.

Inclusion, Equity, Equality and Accessibility

The terms equity and equality are often, and incorrectly, used interchangeably. The distinction may seem subtle to someone who lacks cultural competence, but the nuance is so significant it could mean the difference between success and failure across a spectrum of experiences. Equality refers to giving everyone the same resources and opportunities, while equity entails a detailed analysis of gaps and barriers to access, systematically addressing those inconsistencies to create a fair and balanced construct (Ford, 2015; MacKenzie, 2020).

Related, is the concept of accessibility, both from a comprehensive equity lens, as well as refined down to the legal definition of accessibility of resources for the community of people with disabilities. Institutions of Higher Education are bound by the accessibility provisions enacted under the Americans with Disabilities Act and section 504 of the 1973 Rehabilitation Act (King, 2021) to ensure people experience an environment that is equitable, inclusive, and free of levels of discrimination designed to limit free and fair access to education.

The law states that people with disabilities must be given the same access to resources and opportunities as people without disabilities, and in the case of Higher Education, the policies and standards must reflect this paradigm (King, 2021). Equity and accessibility are critical factors to enabling student success on college campuses. Fleming et al. (2017) highlight the transformative role that these two elements play in the achievement of students with disabilities who attend four-year schools. Also noted is the importance of belonging and the impact that faculty interactions and social relationships have on the fulfillment and retention rate of students with disabilities in a university setting. More so, the analysis suggests, that even the accommodation process or access to support services are critical components that impact student achievement.

In another example, Nora (2021) highlights a renewed focus on diversity in medical school admissions, after disparities from both the COVID-19 Pandemic and the international attention to systemic racism largely brought about due to events in the United States, highlighted a deep divide in the opportunities that student applicants from non-traditional backgrounds were being afforded. Further, Nora (2021) utilized an accreditation model to put data behind the success of expanding current DEI protocols and noted that "exemplar" standards accounted for robust student life services, multiple sources of wrap-around student support, a laser focus on retention, and an emphasis on the critical nature of faculty members as leaders in student success. The foundational basis for accessibility and equity is closely connected to inclusive education. In contrast to popular belief, it is an absolute legal need that has received adequate support at the legislative and regulatory levels. As it should be considered across the entire educational system, educational inclusion helps to guarantee equity for all students, regardless of their socioeconomic background. Providing an inclusive education positions higher education institutions with the ability to improve student sense of belonging.

The "B" in IDBEA: Belonging

Creating a sense of belonging is a critical component to student success. A sense of belonging is directly tied to students' ability to successfully adjust to a campus environment, as well as their overall success throughout their academic career. Holland (1973) highlighted the importance of belonging to a student's experience. He posited that "a fit between personality and environment predicts an individual's level of achievement, persistence, and satisfaction." To this point, students' success on a college campus is directly linked to their sense of belonging within the campus community. Tavor & Simon (2010) defined a sense of belonging as "an individual's sense of identification to the college community, which may produce an effective outcome" (p. 200).

Furthermore, oftentimes, minority students come to college with a sense of marginalization. Throughout their lives, they have struggled in one way or another to fit in with the majority group. To this end, inclusivity can help to create a sense of belonging and mattering. It also validates students' lived experiences. As quoted by (Kuh et al, 2005) in Strayhorn (2019), "we know that peer interactions can produce or inhibit a sense of belonging, it is critical for college student educators to encourage positive interactions among students through conditions that really matter in college, ranging from advising networks to co-curricular involvement, from learning communities to peer mentoring" (p.21). There are several theories used to describe these relationships: The Theory of Mattering and Marginality and the Validation Theory.

Theory of Mattering and Marginality and the Validation Theory

Based on the ideology that a positive sense of belonging is tied to an improved student experience, many scholars have provided various student development frameworks. Schlossberg's (1989), Theory of Mattering and Marginality postulated that when working with a diverse environment, it is essential to create a space that makes students feel like they matter and that they are valued. In absence of such a culture, students become marginalized and feel ignored by the institutions (Schlossberg, 1989). Feeling marginal can be acute or long-lasting, which is why it is imperative for institutions of higher education to create a culture of inclusion. "The creation of environments that clearly indicate to all students that they matter will urge students to be more successful, where their retention is high, and ultimately, where their institutional loyalty for the short- and long-term future is ensured" (Schlossberg, Lynch, and Chickering, 1989). When students believe that what they say and do matter, they are more likely to feel a sense of connection to the campus environment.

Rendon's (1994) *Validation Theory* further solidified Scholessberg's viewpoint by highlighting that campus community members who serve as student success agents can help to create an in and out of classroom experience to ensure student development (Rendon, 1994). In addition, Chavez's (2003) *Individual Diversity Development* provides a framework to better understand individual development relative to IDEA issues. According to the authors, "consciously valuing complex and integrated differences in others and ourselves, help in the cognitive growth of faculty, students, and staff alike" (p. 1). All of these theories point to student success and how inclusive education, in concert with the other principles of IDBEA, can lead to achieving both academic and social/emotional success on college campuses. At the core of this lies the impact made by faculty and staff.

Faculty/Staff Influence on Student Success

IDBEA is important on college campuses because it is directly related to challenges in the changing culture, especially as a result of the COVID-19 Pandemic, and the Systemic Racism that has been predominant across the United States and the World. Student success is closely tied to race, gender, sexual orientation, religious freedom, and accessibility/disability, and in many instances, these innate human traits may inherently inhibit academic, social, and psychological success for students on a college campus. It is critical to examine the role that faculty and staff have in influencing students, from the perspective of leveraging versus disregarding or rejecting IDBEA principles across the academic landscape.

Student success has been linked to the environment in which students engage with instructors and the impact this has on educational outcomes and student learning. For instance, contacts with instructors outside of the classroom have been linked to positive college results. For Chickering and Gamson (1987), the most essential aspect in student interest and participation is "frequent student-faculty contact in and out of courses" (p. 4). Additional experiences (outside the classroom) may mitigate the link between student-faculty relationships and student learning, according to Kuh and Hu (2001). That is, when students engage in educationally useful activities outside of formal teaching, encounters with instructors may have a bigger influence on them. College students' non-classroom experiences may not be as widespread as they could be despite the importance of meaningful relationships outside the classroom (Cox & Orehovec, 2007).

In order for a fully inclusive educational model to be implemented, the pursuit of academic performance and student success must first be established. Numerous advocates of inclusive education believe that this approach has advantages in terms of IDBEA as well as academic effectiveness, and they believe that this perspective is beneficial in all cases. According to some research, students with disabilities make greater academic and social gains in inclusive environments than they do in isolated institutional settings (Winberg et al., 2019). In Winberg et al., (2019) study, they created a program to enable an inclusive environment. Several participants emphasized the significance of the program and how they felt a sense of belonging. The environment was described as welcoming, pleasant, familiar, secure, and energizing. Similar findings were identified in the literature to demonstrate that inclusive education methods lead to advances in both interpersonal relationships and academic performance.

The role of faculty in this aspect of student success impacts key student lifecycle activities from recruitment to graduation, promoting a holistic approach to the fundamental principles of IDBEA. This case study further underscores the influential role that faculty and staff play in shaping student success through the social-emotional culture, and psychologically safe environment they create and foster on a day-to-day basis (Fleming et al., 2017; Nora, 2021). Students' interactions with faculty have had a smaller impact on their impressions of the campus environment, even though there is a vast body of research examining the climate for diversity on college campuses.

Peer-to-peer relationships and diversity-related courses have been studied (Bowman & Denson, 2014), but few studies have particularly looked at the role of faculty in influencing the campus atmosphere for diversity. African American college students' contact with teachers may trigger feelings of racism, such as microaggressions, which alter their impressions of the campus environment, according to a qualitative research study (Solorzano, Ceja, & Yosso, 2000). African American students' opinions of the campus atmosphere were shown to be adversely affected by microaggressions in academic and social settings. Research on college's influence on students' racial views, cultural awareness/acceptance, and social/political attitudes shows faculty may have a greater, more essential role than usually assumed, as observed by Hurtado, Milem, Clayton, Pedersen, and Allen (1998, p. 286).

The importance of faculty and staff engagement with the IDBEA principles can not be understated. They are critical to the overall success of students on college campuses. Afterall, the college experience is holistic and requires settings that positively promote the principles of IDBEA from the classroom to the student center, from the dorms to the commuter lounge, and from the library to the athletic/fitness facilities. Still, there are challenges in improving the implementation of IDBEA principles in higher education.

The Critical Need for IDBEA Principles for Students with Disabilities

IDBEA principles are paramount for students with disabilities where there are intersectionalities among ethnicity, race, gender, sexual orientation, and religious freedom to have a successful college experience, both academically and through a social-emotional lens. A review of the literature reveals substantial findings to enabling student success as it relates to students with disabilities. Gilson et al. (2020) draw attention to the intersectionality of the relationship, whereby it is not only the person with the disability who is affected when they attend college, but everyone in their sphere of influence as well. Research shows that "traditional" accommodations like access to services and physical spaces remain critical, however, increasingly, studies demonstrate the importance of social connectedness among faculty, staff, and peers as key drivers to success (Fleming et al., 2017; Gilson et al., 2020). It is the members of the student's social support network, who in turn, also benefit from the mutual exposure; gaining disability competencies, owning a sense of advocacy, building camaraderie, strengthening their own interpersonal and social-emotional skills: empathy, compassion, thoughtfulness, inclusion and belonging (Gilson et al., 2020).

Equity and accessibility are recognized as mandatory components to the success of individuals with disabilities who attend college. According to Gilson et al. (2020), many faculty members and students who do not have disabilities have requested 'disability-specific" training to help them further their knowledge and competencies in this space. This is one of many challenges in higher education because there is currently no comprehensive program available to meet this need (Gilson, et al., 2020). The lack of knowledge on how to successfully transition a student with a disability from high school to college contributes to students with documented disabilities struggling to keep up with their peers; reporting lower grades and overall G.P.A.s, lower rates of course completion and graduation, higher requests for accommodations, and a lower academic success rate when certain accommodations that were available in high school, including those involving a human aide and specific computer-assisted technologies, are no longer available (Parsons et al., 2021).

SOLUTIONS AND RECOMMENDATIONS FOR FACULTY AND STAFF

The Education Advisory Board (EAB), in their Academic Affairs Forum Report, "Defining the Faculty Role in Student Success" (Education Advisory Board, 2015), identified six roles of faculty in facilitating student success: Remove curricular barriers to completion, redesign academic policies, support evolving advising models, enhance the learning experience, flag signs of student risk, and mentor rising-risk student groups. In each instance, as defined below, the faculty role is paramount in ensuring all students, but especially students affected by intersectionality, who identify as being members of one or more, racially, ethnically, and other diverse groups, that are historically marginalized and underrepresented at institutions of higher education.

By reimagining academic constructs, supplemental support for student-facing rule adjustments that promote persistence to graduation could be generated. Additionally, establishing consensus on the importance of collaboration between central and professional advising staff will boost the advising model. Faculty can enhance the educational experience through their own contributions by evaluating and scaling high-impact learning innovations across course disciplines. Furthermore, they could provide teachers with the necessary tools and methodologies to optimize early warning systems for identifying symptoms of student risk. By directing faculty engagement efforts toward students who lack a strong connection with the college or university community, meaningful mentorship groups for rising-risk students could be formed across the campus.

Removing Curricular Barriers to Success

Unintentionally, good-faith actions might jeopardize a student's degree progress from admission to graduation when curricular barriers go unaddressed. Faculty can eliminate curricular impediments to completion through collaborative decision-making by factoring in student performance at each level of curricular design. Efforts should be taken by faculty and staff to ensure IDBEA principles are applied throughout the curriculum at both the program and course level on an ongoing basis. Faculty IDBEA committees can be developed to lead the effort by providing staff development on issues of IDBEA with the intention to remove curricular barriers. There are many strategies that can be employed based on the identified need of the program or course. Lower impact strategies may include ensuring representation within the curriculum and adding inclusive statements (such as antiracist or inclusion statements) on a course syllabus. A higher impact strategy is to make intentional efforts to decolonize the syllabus and course curriculum to ensure racist ideology has been eliminated and inclusive language and practices have been included. These are just some of the examples of basic strategies that will begin to break down the barriers that may negatively impact student success with the curriculum.

Redesign Academic Policies

Academic policies should be evaluated and redesigned to ensure they meet the current research on IDBEA principles and their impact on student success. Reviews and revisions to academic policies need to be comprehensive, ongoing, and include both quantitative and qualitative measures from both students and staff. Students and faculty/staff should be engaged together in this effort. Determining policies or practices that are counterproductive to the principles of IDBEA are critical to the change process and ultimately impacts all members of the higher education community.

Boost Advising Models

Another role faculty/staff play in improving IDBEA on campus includes boosting student advising models. Faculty/staff should convene and officially train incoming advising staff to familiarize them with curriculum changes, degree maps, frequently asked questions, and discipline-specific career planning tools through the lens of IDBEA (Education Advisory Board, 2015). Currently, there is a large barrier to upward career progression that makes it especially challenging to attract and retain high-performing advisers (Education Advisory Board, 2015). To help combat this problem, institutions should provide a management career path for advising staff that incentivizes new personnel to accept responsibility for the long-term success of their caseload. This should include concrete actions like designating liaisons to facilitate the coordination of professional development and standardizing procedures between central administration, academic units, and frontline advisors. Additionally, the administrative support staffing requirements for each academic unit need to be determined, in order to resolve resource problems associated with centralizing advising duties, and ensure new hires are positioned for success (Education Advisory Board, 2015).

Enhance the Learning Experience

Specific faculty, staff, and administrator training must be designed to meet the needs of today's entering college freshmen. The training must include a comprehensive overview of the history of marginalized and underrepresented students, and further must address issues related to first-generation college students, English as a second language in college, specific historical biases that these groups have faced, and what the college has done to remove those biases from the physical campus, the curriculum, and the fabric of the student life culture, as a start (Castillo-Montoya, M., 2019).

It is of critical value for the faculty training to highlight each underrepresented and marginalized group, to talk about issues specific to that group, as well as to weave in the material that pertains to IDBEA as a campus norm; highlighting, for example, the definition of intersectionality and how a Black female with a disability may require a different schema than an Asian man who is gay, to feel a true sense of inclusion and belonging on campus. Language, both verbal and non-verbal, and cultural competency, including eye contact and tone of voice, are also elements that need to be included in the faculty training to enable student success through an authentic relationship based on physical and psychological safety and trust (Schepers et al., 2008). This is the first step. Learning and academic success cannot occur in the presence of fear, or without the resources required to succeed. Faculty are the hallmarks that ensure student success. Equipping faculty members with the tools and strategies necessary to maximize early warning signs of academic and emotional/social distress may prove critical in the success of students. This may require linking faculty/staff with students to assist in developing a strong connection to the institution.

Identify Symptoms of Student Risk

Class attendance, early academic achievement, and troubling behavioral signs are all powerful indicators of final student success; however, institutions struggle to achieve the level of cooperation required among teachers to gather and act on this information (Education Advisory Board, 2015). By having a single interface and referral point, early warning systems can expedite the reporting process and focus on high-risk student groups in introductory courses. In conjunction with these measures, evaluating and explaining the impact of early warning systems on support resource use, course grades, and GPA on a regular basis, in order to overcome faculty mistrust, will be a crucial first step in this process, because, without faculty buy-in, nothing else will be successful (Education Advisory Board, 2015). Once the faculty is appropriately trained and empowered, providing educators with the ability to alter the design, timing, and remedial procedures associated with early warning systems is the essential next step to quickly and accurately identify and address the needs of struggling students, and will help alter the trajectory for those most susceptible to falling through the cracks (Education Advisory Board, 2015).

Mentor Rising-Risk Student Groups

Despite the fact that most institutions have a plethora of programs accessible for first-year students, the majority of resources are directed at students who require academic assistance or who are honors students (Education Advisory Board, 2015). One gap that needs to be addressed is a deficiency in the amount and accessibility of focused faculty mentorship programs for students who lack a strong sense of belonging to the university community. While some disengaged students stay for a year or two, they usually drop out or transfer later in their careers. This gap could be addressed by providing mentors with background information about their mentees, as well as guidelines on essential subjects to cover prior to their mentoring sessions. Mentors could also assist students by evaluating a student's propensity to transfer upon matriculation, and in the case of transcript requests, link them with designated faculty mentors to explore co-curricular options (Education Advisory Board, 2015).

Summarizing the Six Roles of Faculty in Supporting IDBEA

Collectively, the six recommendations reviewed provide a solid basis for improving the IDBEA culture at institutions of higher education, and for empowering students for success through active engagement of faculty, staff, and peers. The faculty at an institution is the center of student success. Students are more likely to be engaged at work if they had professors who were invested in their well-being; this was especially true if the professors cared about them as individuals and got them passionate about studying (Education and Advisory Board, 2015). Support and rich learning experiences are critical for college graduates' long-term success. Nonetheless, only a small percentage of college graduates are fortunate to have this experience. 14% of students firmly believe that their teachers cared about them, made learning exciting, and encouraged their aspirations (Education and Advisory Board, 2015).

FUTURE RESEARCH

Extension of the research related to ways faculty can engage in IDBEA principles and practices are necessary to evolve with the diversifying student body. Faculty role in the student experience is one step into providing a deeper understanding of student success. According to a NACADA (2017) study, a first-semester, full-time student spent approximately 225 hours interacting with faculty in a classroom setting, while spending only 1 hour on average with his/her advisor. This study highlights the critical role faculty plays in student development. To this end, faculty can serve as front-line support for students, especially those from marginalized communities. Additionally, faculty can serve as mentors or sponsors to their students to help facilitate research opportunities. Future research on this relationship would be helpful in directing faculty in improving IDBEA principles within their engagement with students.

Statistically, the diversity demographics of Institutes of Higher Education have been increasing over the past several decades (Clauson & McKnight, 2018). This data only heightens the urgency to focus on the needs of underrepresented students from marginalized communities, which are vast and comprehensive. To adequately address the disparities in student access and pave the way for current and future generations to be successful in college, socio-economic challenges, psychological and mental health resources, tailored academic support, and an overhaul of a historically biased education system is paramount (Howard-Hamilton & Holmes, (2013). Faculty must be willing and capable of multicultural competency and allyship across diverse and complex intersectional, historically marginalized, and underrepresented groups of students (Clauson & McKnight, 2018). Faculty must empower students to have a voice, and faculty must be willing to authentically listen to the changes that need to be made, and more than that, take action to enable the changes to take shape (Howard-Hamilton & Holmes, (2013). Data shows that today's college students are now more confident in their ability to self-advocate, and their expectations from administrators and, especially the positive influence of enlightened and culturally competent faculty members to positively shape their experience, are high (Clauson & McKnight, 2018).

CONCLUSION

This chapter reviewed current literature and perspectives from thought leaders working on IDBEA initiatives in institutions of higher education. The focus was on exploring the intersectionality between the higher education experience of multiple marginalized groups, and the influence of critical factors to the realization of programs designed to promote and drive inclusion, diversity, belonging, equity, and accessibility to enable student success. The main issues that institutions of higher education are currently facing in the IDBEA space were emphasized in relation to faculty engagement. Intentional work on the IDBEA principles for faculty is critical to student success and can't be minimized. Beyond saying that an institution has an inclusive campus culture, this chapter has demonstrated the importance of an authentic commitment from faculty, staff, and peers in ensuring solidification of the factors that are known to drive recruitment, retention, and engagement at the postsecondary level.

In instances of historically underrepresented and marginalized students, the authors showed it is critical that everyone involved in the student experience, from the point of first contact, through graduation, visibly embrace inclusion, diversity, belonging, equity and accessibility, and carry those values through every element of the physical campus experience. IDBEA as a higher education community norm impacts how both the culture and the engagement of supporting personnel translates into student empowerment, academic persistence, and subsequent student success, beyond academics and beyond graduation. It is evident from the research cited in this chapter, that equitable distribution of resources, accessibility of services, and a campus community consisting of faculty, staff, and peers who are not only appropriately trained, but also willing to support a cohort of students that represents all elements of diversity, is essential to the IDBEA model of the future, that institutions of higher education are just now beginning to adopt.

Future directions of study should include a deep dive into recruitment, retention of faculty and staff, to select only those candidates who meet the highest caliber standards, and who have a proven track record of driving a results-oriented IDBEA campus culture with a student-first mindset.

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KEY TERMS AND DEFINITIONS

Academic Persistence: The ability of a student to continue enrollment in a full- or part-time capacity at a higher education institution (Tinto, 2012). Although used synonymously with retention, academic persistence is examined from the viewpoint of the student.

Accessibility: Access to resources, services, and opportunities; When referring to people with disabilities, "The same access to resources, services, and opportunities" as is afforded to people without disabilities (Americans With Disabilities Act of 1990, 1990).

Belonging: The need to feel accepted and connected to a community (Tovor & Simon, 2010).

Disability: As defined by the Americans With Disabilities Act of 1990 (1990), "a physical or mental impairment that substantially limits one or more major life activities."

Diversity: Consciously valuing and integrating differences in others (Chavez et al., 2003).

Equity: Allocating resources based on the needs of specific people or groups of people to address gaps and disparities in opportunities and services (Ford, 2015; MacKenzie, 2020).

Inclusive Education: The practice of enabling equitable access, in an educational setting, to opportunities and resources, and involvement in activities for individuals considered to be marginalized, disenfranchised, or excluded, such as those with physical or mental disabilities and members of other minority groups.

Self-Identify: An examination of the function of self-concept in group membership, group activities, and intergroup connections from a social psychology perspective (Hogg, 2018).

Sexual Orientation: A person's identity in relation to the gender or genders to which they are sexually attracted; the fact of being heterosexual, homosexual, etc. (Anderson, 2021).

Student Achievement: The level of academic attainment and success (Crow & Crow, 1993).

Student Empowerment: Student empowerment is defined as the process by which students obtain the ability to self-direct and action their own freedom of choice and decision-making in an academic setting. Student empowerment in the classroom is illustrated through the ability of an instructor to enable a student to learn, teach, and lead others through gaining a sense of power.

Student Success: Successful academic achievement and education attainment (Tinto, 2017).

Chapter 12
A Shared Vision for Online Teaching Effectiveness of K-12 STEAM Minority Teachers

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ABSTRACT

This chapter presents a model to improve the online teaching effectiveness of K-12 science, technology, engineering, arts, and mathematics (STEAM) educators who teach underrepresented minority (URM) students. Further, K-12 institutions must consider the imperative by creating a STEAM professional advocacy network (SPAN) through which the online teaching effectiveness of K-12 STEAM teachers is improved. Ultimately, SPAN seeks to broaden the participation of URM students in STEAM from high-need, racially diverse learning environments nationwide. There is an initiated three-phase process through SPAN that begins with a pre-launch phase to convene an advisory board. The three phases of SPAN are program implementation, convene, and refinement. Educational leaders are accountable for the well-being of teachers and student achievement, and this model adapts to continuous improvement efforts for K-12 organizations.

INTRODUCTION

Health officials describe a pandemic as an epidemic covering a large area and affecting a large population (Morens et al., 2009). The World Health Organization declared a global pandemic in the past few years (Cucinotta & Vanelli, 2020). As a result, in Spring 2020, online teaching became the norm, and thus effective teaching practices required an enhancement. School districts were forced to utilize online

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learning to avoid exposure to the disease (Cauchemez, 2009). In addition, teachers need to be supported to be effective during unpredictable circumstances (Beteille, Ding, Molina, Pushparatnam, & Wilichowski, 2020; Strong, 2018). However, school districts throughout the United States lack the resources for pedagogical opportunities for STEM teachers (110Kin10, 2020). Prior to the current pandemic, STEM teachers assisted URM students in gap areas (Johnson Austin, 2019; Theobald et al., 2020; Olszewski-Kubilius, Steenbergen-Hu, Thomason, & Rosen, 2017).

Consequently, the pandemic has created additional challenges. The lack of student and teacher access to technology, modifications of instructional processes in the classroom, and decreased student engagement heighten the need to bridge the 'digital divide' (Beteille et al., 2020; Ferdig et al., 2020). Min (2017) defines the 'digital divide' as the technological inequalities between the rich and the poor, the educated and uneducated, and Blacks and Whites. Banks (2006) argued that the 'digital divide' is a metonym for African Americans' experiences with access to technology. A study by Hung et al. (2019) confirmed that racial inequality was one of the reasons for the achievement gap between African American and White students. G. Ladson Billings (2006) explored the need to examine why the achievement gap exists. Low socioeconomic students are denied access to a quality education because of the disparities in school districts where resources are lacking (Gladson Billings, 2013). The achievement gap for African American students widened during the COVID-19. School districts across the United States reported that African American students have fallen behind the most during the coronavirus pandemic (Kuhfeld et al., 2020).

Furthermore, the 'digital divide' created a situation where students face undue barriers to performance in the classroom and is exacerbated when STEAM teachers do not have appropriate support to meet the needs of URM students. Therefore, SPAN introduces a model for STEAM educators to improve their online teaching effectiveness. Models are instrumental in defining the qualities of effective teaching (Sanchez-Cabrero, Estrada-Chichon, Abad-Mancheno, & Manoso-Pacheco, 2021).

BACKGROUND

The Historical Context

Educational administrators must use a diversity, equity, inclusion, and belonging lens when examining the inclusivity of teachers that instruct URMs (El-Amin, 2022). Belonging is described as feeling valued or committed to a group (Dortch & Patel, 2017). Thus, various thrusts are needed to provide innovative programming and leadership. Above all, to realize equity gains, leaders should encourage various methods where teachers can acquire support from those of the same race, class, sex, ability, and sexuality or intersectionality. Indeed, this perspective is currently a conventional notion, yet when weighed with reality, teachers who instruct URMs face many challenges with personal well-being, resources, and instructional technology when teaching in the online environment. As a result, there are fluctuating and regularly pretentious social and professional barriers instead of perspicuous opportunities. Hence, examining teachers and leadership is a unique connection as teachers must rely on intrinsic motivation and genuine programming developed for this population to thrive in this environment. In any case, given the social elements of discrimination in Western instructive contexts, minority teachers have innumerable issues executing online training when working with URMs.

Culturally Relevant STEM Pedagogy

Culturally relevant pedagogy (CRP), as conceptualized by G. Ladson Billings, examines how students use culture to create meaning and understand the world they live in (Milner VI, 2001). The primary focus of teachers' adoption of CRP is building and transferring knowledge. However, this classroom asset allows students to question inequity and fight against many isms and phobias they encounter with an organization.

Mensah (2011a) notes that the traditional methods for preparing educators in STEAM-related fields such as science are not overtly culturally relevant for students of color. Frequently, scientific culture is rooted in positivist thinking (Mensah & Jackson, 2018). As a result, restricts the Western conception of knowledge. Also, from a pedagogical view, learning environments are absent of various perspectives since learning environments are typically teacher-centered and lecture-based (Mensah & Jackson, 2018). Furthermore, the overrepresentation of White middle-class male scientists reflects a culture of power resulting in a lack of representation of scientists of color (Barton & Yang, 2000). Unfortunately, science was not taught in many urban elementary schools, and the subject was taught by educators who believed science was not necessary. These same educators lacked sufficient knowledge of science content and experienced limited professional development in the subject. Therefore, researchers find critical race theory (CRT) as the mechanism for transforming science teacher education, especially when training pre-service teachers on serving the needs of all students. CRT is known for seeing race, racism, and power as the key to understanding inequalities in education. CRT can provide a deeper understanding and analysis in science teacher education

When students engage in STEAM-related fields as a potential career, their efforts improve access and demonstrate elements of critical race theory in action (Throne et al., 2022). Achievement in STEAM careers is accomplished by incorporating culturally relevant curriculum as part of the instruction, implementing engaging pedagogy, delivering deliberate curriculum, and framing curriculum to transform teacher education. The dominant perspective of what science is, who it is for, and how science is taught is challenged (Gunning & Mensah, 2010). As a result, the notion of science as only for others and not for them is redirected (Mensah & Jackson, 2018).

STEAM Teaching Effectiveness

The problem related to teaching effectiveness includes the failure of institutions to identify process improvements to ascertain appropriate stakeholders to accomplish educational goals and implement streamlined classroom processes to ensure STEAM teachers have the appropriate professional support needed to instruct URM students. This problem poses an essential challenge because educational institutions currently provide training for the workforce of 2030.

Furthermore, the problem related to educational, teaching effectiveness includes failure of institutions to identify process improvements, ascertain appropriate stakeholders to accomplish educational goals, and implement streamlined classroom processes to ensure STEAM teachers have the appropriate professional support needed to instruct URM students in the technological improvements (Abubakar et al., 2019).

Current performance measures of STEAM programs illuminate issues in processes within instruction, the quantity of STEAM teachers in the classroom, professional support networks, and STEAM programming, which needs improvement, yet is not being addressed in educational environments (Lu et al., 2017; Muda et al., 2017). STEAM performance measurement factors that impact long-term institutional effectiveness remain mostly unknown within educational institutions (Pearson, 2017).

Challenges Teachers Face Implementing STEAM Curriculum

Mamlok-Naaman (2017) states that STEM teachers play a vital role when it comes to implementing curricula. More importantly, educators who understand the fidelity of the curricula According to the National Commission on Teaching and America's Future (1996), one teacher working in isolation is less preferred when trying to establish an ecosystem of teachers with key characteristics. The ecosystem of secondary and post-secondary education teachers creates a model for the infrastructure for purposeful instruction in science, technology, engineering, and mathematics instruction that researchers believe increases student engagement (Kennedy & Odell, 2014). Furthermore, well-educated STEM teachers raise the next generation of STEM professionals (Corlu et al., 2014). As mentioned previously, teachers can shape students' interest in STEM (Kennedy & Odell, 2014).

Regarding teacher effectiveness, teachers are a critical component of curriculum implementation. However, there is a shift from what teachers know and think to what they do, according to Chestnut (2017). The basis for teacher effectiveness dwells at the intersection of student achievement performance ratings from peers, administrators, and key stakeholders. This is a clear indication of how educators are important in implementing STEM curricula. Holstein and Keene (2013) further explore the importance of curricular effectiveness.

Additionally, The National Academy of Engineering reported the difficulty of ensuring usefulness relating to effective implementation (Guzey et al., 2016). Because of teachers' challenges when implementing curricula, professional development is often a viable resource. Takahashi (2014) acknowledged the impact of professional development on teachers when implementing curricula through a research study. Further examination revealed that a collaborative approach to implementing curricula should involve how students learn to improve teaching. The school-based learning approach proved to be an effective way to implement curricula.

COLLABORATIVE DIVERSITY AND INCLUSION PROGRAMMING

Science Technology Engineering, Arts and Mathematics (STEAM) careers are more important now than ever (Van Dijk, 2017). Technology impacts teaching effectiveness at all levels of the educational system (Nicola et al., 2020). Notwithstanding, technological challenges can leave teachers unprepared for online learning, especially in high-need schools (Beteille et al., 2020). Access to technology, classroom process modification, and engagement highlights the need to bridge the digital divide (Beteille et al., 2020; Van Dijk, 2017). In addition, many school systems house youth who represent poorly resourced environments with limited access to the internet. Furthermore, teachers need support to be effective during unpredictable circumstances (Beteille et al., 2020; Strong, 2018).

Figure 1. NSF INCLUDES Five Design Elements of Collaborative Infrastructure. Created by, and intellectual property of, the NSF INCLUDES Coordination Hub

COLLABORATIVE STRUCTURES FOR A SHARED VISION

A collaborative infrastructure is a basis for the five National Science Foundation Inclusion Across the Nation of Communities of Learners of Underrepresented Discovers in Engineering and Science (INCLUDES) design elements. Figure 1 depicts the five design elements, which are: (1) shared vision; (2) partnerships; (3) goals and metrics; (4) leadership and communication; and (5) expansion sustainability and scale.

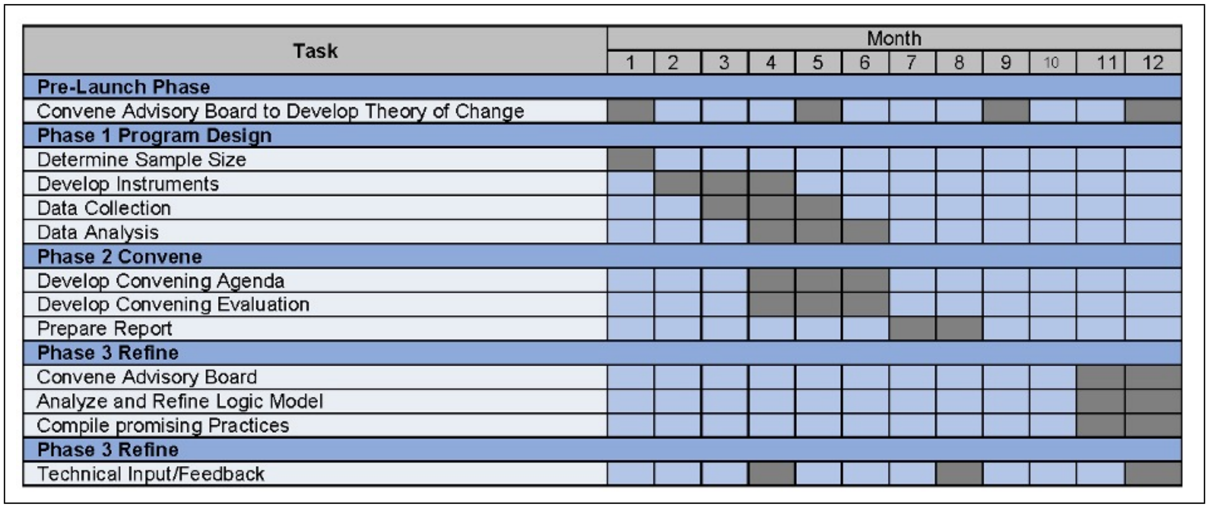
As such, the key enabling ideas, intellectual approach, and qualifications are described in the timeline in **Table 1** to carry out the activities for implementing SPAN. The focus is on developing a shared vision through three distinct phases of work. **Figure 2** is a logic model for the advisory board to review as a starting point. Potential topics considered for the shared vision include teacher quality and effectiveness, support services, information technology services, continuous improvement, and resources to strengthen teacher performance, effects of technological improvements on teaching, and adaptations made—professionally and personally. Such topics of necessity are considered within the broader context and realities of educational initiatives, performance expectations, and teachers' explicit or implicit understanding of broadening participation in STEAM fields.

Theory of Change Framework

A three-phase process begins with convening an advisory board to identify a theory of change (ToC) framework that guides the three implementation phases through SPAN. Designated as the **pre-launch phase**, the advisory board produces a framework that serves as the overall scaffold for the program and aligns with the principles embedded in the INCLUDES shared vision. The iterative process for using the ToC framework involves understanding and refining the intervention and anticipated outcomes (Davenport et al., 2020).

In Phase 1 - Program Design, the objective is to conduct a comparative mixed methods program of 100 STEAM teachers from elementary, middle, and high schools in a local school district and up to 50

Table 1. Timeline of activities



community partners. Evidence-based data on K-12 online teaching effectiveness from engaged STEAM teachers and key community stakeholders are assembled.

In Phase 2 - Convene, the objective is to convene up to 100 STEAM teachers and 50 community partners at a one-day convening held to disseminate findings from the program. Phase 3 Refine - The objective is to revisit, refine, and finalize the initial theory-based framework, produced during pre-launch, based on the insights and knowledge gained during Phases 1 and 2 as a foundation to develop and advance a shared vision regarding online teaching effectiveness.

The three phases, **Program Design, Convene,** and **Refine**, follow the pre-launch phase, as described below.

Phase 1 – Program Design

The program aligns with collaborative curriculum design to construct enhanced student-centric online environments. There are three basic types of curriculum design: subject-centered design, learner-centered design, and problem-centered design (Vass, 2020). The preferred method is a combination of each curriculum design approach based on collaborative curriculum design. Collaborative curriculum design is an invaluable tool to gain knowledge and expertise from other educators when developing a curriculum (Kuo & Fitzpatrick, 2020). Often teachers may develop their courses or receive a course shell to facilitate teaching and learning. The collaborative strategies utilized to support developing curriculum are based on developing the overall course outline to map content to learning goals, encompassing how to develop a course plan and build the course. All learning goals must describe assessment strategies, assignments, course content, expert analysis, and immersive activities (Kuo & Fitzpatrick, 2020).

Phase 2 – Convene

SPAN's in-person convening is offered at no cost to at least 100 STEAM teachers and 50 community stakeholders. In summer, the one-day convening occurs at a teaching hub for collaboration among

Figure 2. Theory of change logic model for advisory board to review and consider

Mission: STEAM Professional Advocacy Network (SPAN) – A Shared Vision for Online Teaching Effectiveness of K-12 STEM Teachers
Problem Statement: A pandemic like COVID-19 has created challenges with URM students and teacher access to technology, classroom process modification, and engagement.

Target Population	Theory of Change	Strategies/ Activities	Outputs	Outcomes	Impact
Primary Goal: Create SPAN to enhance PD opportunities for STEM teachers during a pandemic -------------- **Secondary Goals:** • Encourage educational leaders and teacher participation in support activities of SPAN • Focus on the explicit needs of teaching URM students during a pandemic • Develop culturally relevant strategies	When STEAM teachers engage in PD initiatives with integrated support systems, then they are more likely to: • Become more engaged in the objectives and goals of the program • Feel valued and appreciated as creative members in the educational profession • When using integrated support mechanisms, teachers increase their ability to meet the diverse learning needs of their students	• Foster collaborative relationships between educational leaders and STEAM teachers. • Recruit participants to take part in the SPAN activities, meetings, and convenings • Develop Virtual Convening • Develop In-Person Convening • Convene In-Person Convening • Enhance existing relationships to support meaningful learning by participants • Highlight participant successes with the educational community; promoting program success rates and individual achievement	• In-person Convening of least 100 STEAM Teachers • 50 Community Stakeholders	As a result of participating in SPAN participants will: • Support STEAM teachers adapting to classroom Instruction during a pandemic • Improve the barriers of teaching STEAM to URM students during a pandemic • Improve health and well-being of STEAM teachers during a pandemic • Determine promising practices to connect the broader community to culturally relevant STEAM pedagogy	• Feel valued and appreciated as creative members Increased STEAM teacher relationships in the profession • STEAM teachers who are confident about using support system integration for self-care • Greater organizational and educational leadership commitment where STEAM teacher needs are met; where all teachers feel belonging • Culturally relevant strategies are implemented • Improvement of STEAM teacher effectiveness with the support of educational leaders that mitigate barriers in the classroom

teachers, district administrators, and stakeholders, 100 STEAM teachers, and 50 community stakeholders. Potential topics considered for the shared vision include teacher quality and effectiveness, support services, information technology services (3-D), continuous improvement and resources to strengthen teacher performance, effects of technological improvements on teaching, and adaptations made, professionally and personally. Another round of meetings occurs in this phase to support disseminating data as the promising practices guide. Also, invitations are extended to the local press to cover a story on community partnerships.

Phase 3 – Refine

The objective is to revisit, refine and finalize the initial theory-based framework, produced during pre-launch, based on the insights and knowledge gained during Phases 1 and 2 as the foundation to develop and advance a shared vision regarding online teaching effectiveness. In phase 3, reconvening the advisory board members is necessary to finalize and authenticate the shared vision. Ideally, a summary report is shared with the community of stakeholders.

ANTICIPATED OUTCOMES

The overall expected outcomes, including impacts from the collaborative focus, are indicated in the logic model that follows. Outcomes for STEAM teachers teaching URM students include: supporting STEAM teachers adapting to classroom instruction during a technological improvement; improving the barriers of teaching STEAM to URM students in a technological improvement; improving the health and well-being of STEAM teachers, connecting the broader community to culturally relevant STEAM pedagogy; and increasing teacher awareness of their role and impact of broadening participation in STEAM fields for workforce 2030. Anticipated outcomes will lead to increased STEAM teacher relationships in the profession, STEAM teachers who are confident about using support system integration for self-care, greater organizational and educational leadership commitment where STEAM teachers' needs are met; where all teachers feel belonging, culturally relevant strategy implementation, improvement of STEAM teacher effectiveness with the support of educational leaders that prioritize mitigation of barriers in the classroom, and impacts where educational leaders support STEAM teachers in ways that focus on their explicit needs and budget resources to alleviate challenges.

LEADING K-12 EDUCATIONAL PROGRAMMING

Effective teacher develops instructive educational leadership (Halverson & Sheridan, 2014). In addition, teacher effectiveness is demarcated by differentiation from conventional leadership tactics that present a variety of educational philosophies used to demonstrate program effectiveness (Avolio et al., 2018). Also, there has been a general move in progressive economies on engaging students, obtaining awards, and gaining funders to manage information and improvement processes (Buys & Bursnall, 2007). Globally, admittance to K-12 educational programs has increased dramatically. Development is changing the way that individuals characterize social organizations. Centralized leadership, data sharing, participation, and progression are more common than earlier (Little & Rentsch, 2011). Online applications have supplanted computerization. Accomplishment lies in the ability to bestow, offer, and use data to moderately complex issues; to change and improve thinking about new prerequisites and achieve positive outcomes; to marshal and extend advancement to usher new leadership strategies (Halverson & Sheridan, 2014).

Educational Leadership and Administration Theory: Distributed Leadership

One of the fundamental aspects of leadership is effective communication and knowing how to function admirably with individuals. Institutional and instructive leaders that see how to encourage effective communication and cooperation will function admirably with staff, workforce, students, givers, and different partners (Kuo, 2009). Hence, executing change management rapidly and easily into superior execution mode requires leaders who present group objectives, recognize program objectives, dedicate qualified individuals to assignments, program, evaluation, and characterize group conduct guidelines to guarantee that colleagues cooperate, so targets are met (Rajbhandari, 2016). Therefore, in this example, leaders execute distributed leadership.

Distributed leadership provides a unit of investigation in the analysis of leadership (Gronn, 2002). As an option in contrast to the current emphasis, which may fixate on individual leaders' activities and suggests distributed leadership. For example, articulated standards of leadership experienced cause nuisance in the division of work for working environments, especially when various arrangements of relationships, which may be concentrated entirely on distributed practice. These interconnected activities characterize the basis of stakeholder relationships when developing student programming. These methods establish a systematic categorization of distributed leadership (Gronn, 2002).

Effective Communication and Collaboration

Effective leaders must establish a framework for effective groups by deliberately making a culture of coordinated effort. Effective methods include putting forth group objectives, allotting jobs to individual colleagues, and characterizing explicit rules that outline how colleagues should capacity to limit struggle and enhance group execution. Leaders who esteem a cooperative culture should pay attention to comprehend, permit each voice to be heard, partake inlay level as well as high-level worries, look for unity (not detachment), differ without being unpleasant, share an extraordinary viewpoint, talk genuinely, remain open to better approaches for getting things done, be positive, be non-critical, and open to novel reflections from subordinates. Drawing individuals into the process requires assigning frameworks, techniques, practices, and projects which include all teachers as dynamic members in consistent improvement exercises. Teacher contribution requires establishing and keeping a climate that cultivates a "feeling of pride." Executing development programs are a method for working on institutional problems.

Further, administrators should empower teachers to distinguish improvement opportunities, make ideas, and carry out those ideas to expand work effectiveness and productivity in their working environment. Institutional-wide development program benefits are that it expands representative contribution, responsibility, and proprietorship; inspires teachers through acknowledgment and honor; further develops well-being, quality, responsiveness, and cost through the decrease of waste; encourages a ceaseless improvement culture; builds employer stability through a responsive, committed labor force; compensates and acknowledges top performers (Clugston & Calder, 1999).

Qualified and adroit leaders comprehend the significance of perceiving positive conduct, practice, and exercises (Kezar, 2005). Accordingly, the people who flourish in amazing leadership practices are true and guarantee that acknowledgment comes from the heart. They are fair and reliable while guaranteeing a uniform way to deal with individual acknowledgment. They perceive individuals when they accomplish, not months or years after (Clugston & Calder, 1999). Exceptional leaders model the way by providing acknowledgment to develop the internal culture and engagement. Exceptional leaders are adaptable concerning the time, spot, and acknowledgment. The utilization of acknowledgment is fitting to support teachers. Most importantly, leaders should adjust acknowledgment to the organization's objectives and goals. The general goal is to energize leadership practices that establish a climate that cultivates communication and execution at all levels of the organization.

Teachers as Entrepreneurs

K-12 activity and advancement are an effect of deliberate business improvement in post-optional instructive institutions (Newbold, 2014). An assessment of groundbreaking, multi-faceted leadership that enables teachers to be progressively innovative, take risks, and show proactive leadership is required in the 21st century (Morris et al., 2014). In addition, the key conjecture of this conceptualization should be examined along with support behind the improvement of authoritative effectiveness across K-12 institutions. Subsequently, Morris et al. (2014) verified that five components of the institutional-wide business are expected to accomplish proactive leadership in colleges. Interdisciplinary examination, educational plan programs, co-curricular programming, community commitment, and institutional activities advance STEAM programming (Halverson & Sheridan, 2014). An integrative model of these key components adds to an environment where effective institutional-wide projects are accomplished.

Teachers as Program Managers

STEAM program management requires understanding limitations, which alludes to how each program is managed related to its scope, program length of time, and limited monetary assets accessible or cost (Larson & Dark, 2015). Brewer and Dittman (2013) indicated that the scope, time, and cost of programs and program management are assessed based upon the objectives of a STEAM program for educational curriculum or grant funding. Moreover, the oversight of programs and their program managers is vital. Moreover, quality is a significant part not demonstrated as a component of the triple quality management imperative, yet regardless a significant element to a program's success. Teachers should adjust programs by making compromises to focus on finishing a modified objective on time and inside budgetary constraints (McCaffery, 2018).

Finally, teachers must anticipate that internal stakeholders will assume liability for assigned programs based on larger student support and development plan (Avilova et al., 2015). Effective programs occur when appropriately trained staff are recruited or assigned to programs. Teacher onboarding efforts should appropriately admit new teachers into organizations. Leaders should urge staff to embrace student support and developmental programming to advance educational plans while also providing preparation so teachers can further develop proficiency and professional development (Eckel & Kezar, 2003). In this vein, numerous teachers and colleagues might require assistance to develop better program management leaders; subsequently, teachers should characterize needs for institutional-wide efforts and projects, work consistently with all partners, and assume extreme liability for programs of a foundation or school. Further, supporting teachers to effectively show expertise through data-sharing and knowledge conveyance in their subject matter is vital to motivate teachers effectively.

Leadership and Teacher Effectiveness

This section includes an analysis of leadership effectiveness in offering help to teachers working with UMRs. Regardless, teacher effectiveness is made, changed, and supported over the long haul (Lester, 2009). For example, teaching the board is the most pertinent administration and advancement application for instructive improvement. The direction of institutional cycles directs the program improvement. Besides, work environment improvement is vital to labor force advancement. Further, using the educational system propels program successes (Lester, 2009). Development through teacher support structures drives motivation and supports program development. Moreover, Blumenfeld et al. (1991) verified that haptic and experiential improvement is the best strategy for guidance to assist with guiding students exploring technology. Empowering people to learn through innovation practices empowers teachers and students alike. Further, effective preparation and educational programs engage students.

Experiential advancement procedures should be considered to create instructive improvements (Daniëls et al., 2019). Teacher effectiveness benefits are that it varies from conventional advancement philosophies. For example, teacher and facilitator effectiveness regarding instructive practices suggests effectiveness of a STEAM program. Thus, instructive organization improvement philosophies offer significant advancement procedures to guide existing and future leaders. While improvement procedures are an additional aspect of making connections with leadership, one should assess the meaning of various advancement approaches in the instructive organization. Teacher effectiveness can have unintended consequences (Chau & Cheng, 2010). While many analyses confirm the successes of teacher effectiveness programs in various regions, the full use after an improvement program in other regions is not always as positive (Steiner et al., 2007). For instance, the choice of improvement in instructive organizations indicates some sufficiency in developing a teacher's capacities.

Additional jobs of educational leaders are to help institutional partners acknowledge teachers' abilities to connect with students in innovative and engaging ways. In addition, educational leadership should urge teachers to use optional and versatile instructional methods, which is profoundly important with various learning styles (White, 2018). While advancement can enable teachers and teachers, versatile educational methods should be maintained through deliberate work, including those of conventional and forward-thinking students (Kasworm et al., 2010). For instance, monetary, cultural, and social changes experienced by teachers working with URMs are important to the work (Dyer & Dyer, 2017). The capacities and abilities of teachers can immediately become outdated, and consequently, teachers should reliably prepare to maintain pace with global competition. Traditional leadership models both inside and outside of K-12 establishments have become capricious with such instructive organizational strategies. The job of leadership in K-12 organizations prescribes permanency and creates leadership abilities in teachers while at the same time providing assessment measurements, which exhibit improvement gains (Manuti et al., 2015).

Educational leadership practices in K-12 institutions and general improvement conditions are the standard (Benneworth et al., 2017). Organizational improvement highlights the general mission of institutions. Given the circumstances, innovative practices point towards creating STEAM programming with valuable and epistemologically sound practices. Moreover, Halverson and Sheridan (2014) depicted the hidden underpinnings of improving formal teacher effectiveness methods (Halverson & Sheridan, 2014). Also, administrative execution through institutional or authoritative leadership practices and strategic data is necessary to drive institutional human resource capacities. Likewise, human resource approaches improve teacher effectiveness advancement. The leadership of teachers promotes the capacity to develop human resource capacity further. Leadership advancement adds to the reinforcement of educational innovation; in this manner, STEAM programs must use instructive expertise and organization proficiency to develop. These discoveries are especially important for leaders, human resource managers, and student advancement (Kuo, 2011).

To extend the perception of the educational organization as an enterprising entity, there must be an accentuation on capabilities among formal and facilitated strategies (Cai et al., 2019). Likewise, the results demonstrate connections between the expertise used by organizations. Teacher effectiveness provides logical reasoning for formal and facilitated program development procedures. When choosing teachers, employing boards of trustees should analyze a dependence on conventional procedures, as progress results exhibit formal and informal leadership methods to connect with institutions' stakeholders (Kock & Ellström, 2011).

Indeed, K-12 teachers and professionals work in a global climate (Nadtochy et al., 2016). The capacity to differentiate STEAM programs within K-12 institutions is specific. Therefore, teachers need to benchmark from other school areas to develop, execute, and sustain STEAM programming. Certainly, K-12 establishments should offer important help for students and teachers. The goal of educational leadership is to coordinate vital administrative work predicated on teachers and URMs.

Further, leaders should decide the impact of municipal and global concerns in course development; ponder how assumptions for instructive experts vary; determine how instructive experts obtain noteworthy instructive results; dissect communication procedures to develop cooperation further, advance collaboration, foster connections in today's climate; and investigate the utilization of computerized devices to work with the combination of specific aptitudes within programs (Nadtochy et al., 2016). Irrevocably, leaders should strategically react to issues with individual morals and values experienced in a complicated and interconnected workplace. Also, STEAM teachers are obligated to be socially mindful, aware of STEAM program requirements, and considerate to stakeholders who may experience the ill effects of unfavorable impacts of social determinants. Embracing social responsibility is a critical core value to balance inequities in the system. Social responsibility implies that education organizations are expected to work on teachers' and students' professional development. As a result, the educational complex guides instructive practice to advance the instruction of STEAM programming, stakeholder collaboration, advance cooperation, and foster connections in a global climate.

Convincingly, to resolve the impact of government and worldwide contemplations in educational leadership, leaders must prepare STEAM teachers and students who are socially responsible and inspired to innovate in the communities they serve (Buys & Bursnall, 2007). For example, service-learning (SL) has been utilized to demonstrate the social aspects of instruction and foster students' professionalism in the field (Mc Menamin et al., 2014). Delineated to determine the effectiveness of SL, six areas of potential SL impacts are (i) individual and relational instances; (ii) understanding and applying information; (iii) commitment, interest, and intelligent practice; (iv) critical reasoning; (v) point of view, and (vi) citizenship. Decisively, SL encounters profoundly influence and are supported by teachers and students because SL presents a link between theory and practice and improves students' critical thinking; consequently, adaptability in the labor force.

Teachers as Leaders

The purpose of this exposes to provide a rationale for a diverse array of development methodologies in teacher effectiveness such as strengthening supportive environments, building communication skills, program management, teacher engagement, and skilled program management. Considered are how teachers can use educational leadership and organizational advancement techniques to decide the best STEAM programs available based on scope, time, and costs. Noteworthy is the evaluative aspects of program management through collaborative engagement, execution, and assessment to provide improvement measures. K-12 organizations are extending their missions to foster a future labor force to advance STEAM careers globally. Subsequently, the performance of STAEM program advancement required coordinated effort and information sharing as a significant indicator to connect individuals on an institutional level. Teachers should embrace the advantages of technological work environments to help them demonstrate the uses of STEAM careers. The advantages are endless and highlight the importance of collegial efforts, administrative support, information sharing, and learning. Better collaboration fosters a better experience for teachers and students alike, and administrative support builds rapport between teachers and administrators. Finally, there are a substantial number of methods for using collaborative educational frameworks, stakeholder relationship management, and choosing the best combination of advanced strategies for program development, initiation, execution, and evaluation. As Steiner et al. (2007) examined, effective leadership must develop both internal and external stakeholders. Innovation and change management develop program quality, strengthen teacher support think tanks, and improve institutional effectiveness.

RECOMMENDATIONS AND CONCLUSION

SPAN endeavors to advance knowledge as a promising practice guide to enhancing the teaching effectiveness of STEAM teachers who teach URM students using technological improvements. The motivation for the program is to understand how technological improvements impact teaching effectiveness for STEAM teachers who teach URM students in high-needs schools. The promising practices guide will provide knowledge-enhancing insights into teachers' scholarly and practical endeavors. The program can be transformational in reshaping professional development for STEAM teachers, especially related to online instruction delivery.

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ADDITIONAL READING

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KEY TERMS AND DEFINITIONS

Diversity and Inclusion: Diversity and inclusion is a calculated initiative initiated and supported by institutional leaders who seek information regarding the nature, degree, and effect of diverse stakeholder obstacles within organizations or society (El-Amin, 2022). Further, the motivation behind diversity and inclusion initiatives is to eradicate micro-aggressions, microaggressions, implicit bias, restricting the advancement of diverse stakeholders from systemic, hierarchical, institutional, social, and cultural impediments.

Science Technology Engineering and Mathematics (STEAM): STEAM is a curriculum based on the premise of developing students in five distinct disciplines of science, technology, engineering, arts, and mathematics. Education occurs in an interdisciplinary and applied approach.

Underrepresented Minority (URM) Students: URM indicates the inadequacy of black, indigenous, people of color (BIPOC) individuals existing with a societal structure.

Chapter 13
A Space Is a Terrible Thing to Waste:
HBCU Role in Fostering Diversity, Inclusion, Equity, Belonging, and Liberation

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ABSTRACT

Diversity, equity, inclusion, and belonging (DEIB) are not consistently and systematically assessed at Historically Black Colleges and Universities (HBCUs). Moreover, when HBCUs do engage in DEIB work, it often reflects the efforts of Predominately White Institutions (PWIs). This chapter focuses on how DEIB manifests at HBCUs and its practice within its unique historical and educational context. Moreover, this chapter explains how DEIB is employed at HBCUs. In addition, the authors make the case of how HBCUs can engage in DEIB work by addressing issues involving LGBTQIA, developing policies that foster gender equity, and cultivating spaces for non-black students to become successful and embraced at HBCUs. In conclusion, the authors argue that HBCUs ought to employ a fifth rail in this work called liberation that centers the work of DEIB and addresses internalized racism to bring about a truly liberated space.

INTRODUCTION

Diversity, equity, inclusion, and belonging (DEIB) work at Historically Black Colleges and Universities (HBCUs) needs to be reimagined. On its merit, DEIB work serves as a function to improve the racial,

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gender, and power dynamics in organizations and institutions due to a documented history of oppression, repression, and exclusion for people of color. For the most part, HBCUs have not actively sought to refrain white people from attending, working, or governing their campus. Therefore, HBCUs have often externally fought for DEIB by supporting civil rights causes and, most recently, social justice-related initiatives.

One may assume that DEIB work is already happening at HBCUs, and that would be a false assumption to conclude. There are some HBCUs that are developing diversity initiatives to attract non-black students. Likewise, some practice inclusion by creating space for LGBTQIA students. Additionally, some argue for more equitable funding for their institutions. Finally, some make the case that HBCUs, as an institution, foster a sense of belonging and community for black students more so than Predominately White Institutions (PWI). Overall, no systematic DEIB efforts are guiding the work at HBCUs.

Over the past couple of years, higher education institutions have made commitments to enact DEIB initiatives. The deaths of George Floyd, Breonna Taylor, and Ahmad Aubrey galvanized the nation, and institutions such as corporate, philanthropic, government, and educational institutions made pledges to address social justice issues in their respective spaces. Out of this movement came a resounding call and seemingly strong commitment from these institutions to do something to address systemic racism in their respective spaces.

Two mainstream scholars and academics are most identified with DEIB work in the aftermath of the killings mentioned above. Ibram Kendi's "How to Be an Anti-Racist" provides language and a framework for those seeking to build anti-racist institutions through policy, practices, and programs (Kendi 2019). Likewise, Robin DiAngelo's "White Fragility" book provides an authentic reflection and conversation between the author (who is white) to other white people seeking to become anti-racist and commit to DEIB work (DiAngelo,2018).

The aftermath of this clarion call for social justice has fueled the effort of colleges and universities to commit to DEIB work. However, this movement raises a series of questions concerning how HBCUs respond to this moment: How have HBCUs implemented DEIB work in their respective spaces? How relevant is DEIB work at HBCUs compared to PWIs? Finally, should DEIB work be different at HBCUs, and what should it look like?

Therefore, this chapter focuses on how HBCUs ensure that diversity, inclusion, equity, and belonging are practiced on their campuses. Moreover, this chapter aims to address how HBCUs' can approach DEIB work in ways that benefit their campuses in genuine ways. As such, we organize this chapter in four sections: 1) Background; 2) DEIB work at HBCUs; 3) Understanding Diversity at HBCUs; 3) Reimagining DEIB work at HBCUs; 4) Solutions & Recommendations, and 5) Conclusion.

BACKGROUND

HBCUs were founded before the American Civil War by philanthropists, churches, and state governments to serve the need of educating black folks during Reconstruction and beyond. Most HBCUs started as elementary or high schools but began to offer bachelorette and post-bachelorette degrees at the turn of the 20th century (Lovett, 2011). Also, at their founding, most HBCU administrators, staff, and faculty were white. Eventually, when black people acquired their credentials, they began to take up leadership roles in these spaces (Lovett, 2011).

The designation of Historically Black Colleges and Universities was issued due to the Higher Education act of 1965. This piece of legislation enshrined, at the time, all-black colleges and universities with the designation of Historically Black College and University due to desegregation efforts that outlawed separate educational institutions for black and white people. The HBCU designation was assigned to these institutions to acknowledge their unique place in the history of educating black people and for special funding to be allocated to them (Lovett, 2011).

For much of the history of HBCUs, they have not received substantial financial support from either public or private funders. Today, many HBCUs have suffered from severe neglect from the state and federal government concerning funding. Also, philanthropic organizations and wealthy white donors gave to HBCUs only if they would implement a particular type of curriculum or practice that centered on religion, respectability, or assimilation into white culture. Over 90% of HBCUs do not have endowments that surpass twenty million dollars (Smith, 2021). Therefore, the story of HBCUs has been doing a lot with less while keeping high standards and racial pride.

As a practice, most HBCUs do not have a record of discriminating against people or creating policies that make it uncomfortable for non-black people to receive an education (Drewry 2001). In fact, in mid 20th century, there were several international scholars from the middle east, Africa, and Asia joined the faculty at HBCUs because of racial discrimination policies that existed at PWIs (Lovett, 2011). To this day, there remains a high level of diversity among faculty at HBCUs juxtaposed to their PWI counterparts.

In the 21st Century, HBCUs remain spaces where African Americans primarily make up most of the student population, faculty, staff, and administrators. There are 103 recognized HBCUs, with half private and half public institutions (USDE 2021). There are approximately 3982 postsecondary institutions in America, with 1627 public and 2357 private. At HBCUs, there are about 228,000 students who attend. In comparison, there are just over 16.7 million undergraduates and 3.1 million graduate students enrolled in the United States (USDE 2021).

Additionally, HBCUs consist of 4-year and 2-year campuses, religious-affiliated, land grant, research-centered, medical, and law schools (American Council on Education 2019). Overall, HBCUs in America are only 3% of all colleges and universities in America but produce most of the professional class of African Americans, including politicians, doctors, teachers, professors, and scientists (Drewry 2001).

Most recently, HBCUs, in response to the 2020 social justice movement around the deaths of George Floyd, Breonna Taylor, Ahmad Arbury, has received unprecedented governmental support. In January of 2020, as a part of the CAREs Act, the United States Congress voted to forgive approximately 1.6 billion dollars loans from the HBCU Capital Debt program designed to support infrastructure projects on their campuses (USDE, 2021). Moreover, to combat COVID-19 related issues, HBCUs received billions of dollars to assist students and institutions in navigating through the pandemic (Korn, 2021). In a rare political occurrence, support for funding for HBCUs was a bipartisan effort.

Following governmental assistance, philanthropic institutions and wealthy donors also supported HBCUs in unprecedented ways. Mackenzie Scott donated over a hundred million dollars to twenty-two HBCUs in unrestricted funds (Cramer, 2020). Similarly, Netflix announced a one-hundred thirty-million-dollar donation to HBCUs (Sorkin, 2020). In the 2020 May commencement at Morehouse College, billionaire Robert Johnson paid the debt of the graduating class of 2020, equaling thirty-four million dollars (Goldstein, 2019). Needless to say, HBCUs have enjoyed a tremendous amount of interest and support from both public and private entities.

In summation, HBCUs are a unique set of higher education institutions with a past riddled with exclusion, discrimination, and financial neglect. The summer of 2020 and the unjust killings of Breonna, George, and Ahmad provided space for a conversation to take place in higher education regarding what DEIB should look like in these respective spaces. HBCUs during this contemporary time enjoyed a lot of financial investment and, for some, enrollment boosts because of the highly charged political atmosphere. Therein lies the question of the role that HBCUs play in this trend of DEIB work and what it means for their institutional spaces.

DEIB WORK AT HBCUs

It is necessary to assess the efforts of HBCUs and their work in DEIB. This is quite a challenge because, as it has been intimated before, much of DEIB was not meant for HBCUs because they are not generally discriminatory. Nevertheless, this section will survey the literature for HBCUs' attempts to address each of these unique social justice initiatives. Following this section, we will address innovative ways that HBCUs can address DEIB relevant to the students and employees they serve.

It is necessary to operationalize what is meant by diversity in higher education. Diversity refers to "all of the ways in which people differ, including primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation; and secondary elements, such as education, income, religion, work experience, language skills, geographic location, and family status" (Williams 2013). Therefore, the extent to which diversity is accomplished, manifested, or demonstrated can be seen in many ways, perspectives, and lived experiences.

One recent study concluded that HBCUs approach diversity through five different approaches: University Mission, Vision, and Core Value; Diversity as an Institutional Value; Diversity as Racial Justice; Diversity as More than Race; and Diversity as an Institutional Characteristic (Okuwobi, Faulk, Roscigno 2021). Moreover, the study suggests that these efforts at HBCUs are not effective in fostering diversity on campus; however, they "largely reinforce ideas, such as racial capitalism, which have implications for racial equity" (Okuwobi, Faulk, Roscigno, 2021).

Another approach towards understanding diversity at HBCU is to examine enrollment efforts to attract non-black students to the campus. Due to the country's changing demographics, including the increase of Latinx students, HBCUs have recruited these students as part of their diversity initiatives. One author argues that these efforts are not always successful because a form of alienation or displacement occurs with these students if HBCUs are not intentional about integrating and supporting these students during their time on campus (Allen, 2016).

Despite their best efforts, diversity initiatives at HBCUs mimic that of the efforts at PWI's. Simply importing non-black students to a black campus does not make your institution diverse. Conversely, merely putting diversity in a mission, vision, or core value statement or declaring that racial justice is a form of diversity does not accentuate the spirit of diversity as defined earlier in the chapter. What is missing is a diversity initiative unique to the population of students and employees at HBCUs to amplify and celebrate the differences already present on campus.

Inclusion at HBCUs is equally problematic when not applied to the circumstance and reality of the campus. For the purpose of this chapter, we define inclusion as the process and act of ensuring that diverse people participate in the decision-making process by way of access, governance, and representation in the academe. We operationalize inclusion to include governance and access because of the unique makeup of HBCUs to ensure that all persons are not excluded in campus development.

Although not widely adopted or practiced, the most contemporary HBCU inclusion initiative is to make space for LGBTQIA persons. Spelman College has been the vanguard for championing inclusion for LGBTQIA people at HBCUs by modeling what inclusion looks like on their campus. The Audrey Lorde Project, headed by nationally renowned black feminist scholar Beverly Guy-Sheftall at Spelman College, holds a critical conversation around gender, sex, race, and class to build inclusive communities on Spelman's campus (Williams, 2013).

Despite the efforts of HBCUs attempting to provide inclusive programs for LGBTQIA persons on some campuses, it does not bode well. One study conducted a focus group of LGBTQIA students to assess their experiences at HBCUs, and many of the students described being bullied during their matriculation (Lewis & Erickson, 2015). The engaged 30 faculty members from the study were asked to assess how LGBTQIA students are treated on campus, and most responded that things were bad but were improving overall.

Outside of inclusion regarding LGBTQIA students, there appears to be no other significant or explicit efforts at HBCUs. What is similar, however not the same, is the attempt by HBCUs to include white and international students on their campuses. Although not explicated in the literature, several studies attempt to scratch the surface of raising the question about what role and how HBCUs should embrace inclusion work (Ingram, Greenfield, Carter, Hilton, 2015). What is certain is that there are no clear and consistent inclusion efforts at HBCUs.

When approaching a concept such as equity, it is essential to understand its place in DEIB work because it is the linchpin that holds all the other initiatives together. We define equity as the process whereby a strong commitment towards equal treatment, opportunity, access, engagement, and advancement for all people are codified into a policy to ensure fairness is evident in an organization. Moreover, once the policy is adopted, one's diverse background or identity should not predict or precede the outcome of the matter. At HBCUs, the issue of adopting or creating equitable campuses is also a problematic venture.

When surveying the literature for equity efforts for HBCUs, most articles focus on equity in terms of HBCU's external role in society instead of its internal reality. For example, some articles focus on fiscal equity concerning how HBCU faculty are underpaid compared to PWI faculty (Grant & Kathuria 2006). Concerning institutional financial equity, some scholars have exposed the imbalance of state funds for HBCUs compared to their PWI counterparts to make a case for equity (Boland & Gasman 2014).

Likewise, the literature unveiled that equity at HBCUs also centers on student achievement. One study described how performance-based funding models negatively impact HBCUs because they are based on graduation rates and equity measures biased against these institutions (Jones, 2015). Rather than operate under the auspices that HBCUs lack of success around improving student outcomes, some scholars have argued for an alternative framework that focuses on the distinctive culture and success that HBCUs produce through an alternative framework (Arryo & Gasman, 2014).

Remarkably, there are no articles we found that seek to approach the equity efforts of HBCUs on the campuses. We do not assume that there are no efforts to individual campuses regarding equity efforts. However, it is becoming clear that when it comes to examining equity inside the walls of HBCUs that there is a dearth of resources that document these efforts. Moreover, given the lack of sources on equity initiatives on HBCUs campuses, one can conclude that either there are no issues of equity, or it is not important enough to study. Herein lies the research gap that exists in DEIB work for HBCUs.

Institutional belonging has the same shortcomings as inclusion when studying HBCUs. We define belonging as a feeling of security, support, acceptance, and ultimately being able to be one's authentic self without persecution, alienation, or assimilation. Belonging is sometimes confused with inclusion because some assume they seek the same aims. This is not the case because inclusion is the act of providing space for diverse people to sit at the table participate in the decision-making process and belonging deals with the expectation of all members to respect every individual and the ideas that each may bring.

Belonging, like equity, seemingly is studied externally for HBCUs. One article discusses the role of belonging between black Engineering students who attended a PWI and an HBCU. The result of this study concluded that black students at the HBCU had a "stronger sense of institutional belonging than PWI students." Among the reasons for this belongingness was that HBCU students were mentored by faculty and took a vital interest in their success instead of the black students at the PWI.

Another way of understanding belongingness at HBCUs is to look at international students or other non-black students to gain a sense of belonging on the campus. For example, one study sought to understand how black international students felt while attending an HBCU (Mwangi, 2016). The findings concluded that black international students were not interested in assimilating into black culture. Therefore, they worked hard to keep their national identity while navigating their college experiences. The author concludes that HBCUs should proactively create a dialog that fosters intergroup understanding and not assume that black international students have the same interests or experience as American-born blacks.

As mentioned before, belongingness is not a concept studied significantly for HBCUs. Like inclusion and equity, it appears that there may be some underlining assumptions that HBCUs, by their very nature, are places that either are practicing these initiatives or do not need to. After surveying the literature is clear to us that there must be some serious reimaging around the ways in which HBCUs conduct DEIB work so that it is relevant, evident, and internal. The following section will provide an alternative way for HBCUs to do DEIB work.

UNDERSTANDING DIVERSITY AT HBCUS

Diversity work at HBCUs must be reimagined in a way that debunks the notion that HBCUs are homogenous institutions. When one truly examines the impact that HBCUs have had on fostering diversity internally and externally, there can be no question that HBCUs are, in fact, diverse and participating in creating a diverse society. Therefore, researchers and scholars must use a different framework or lens to understand diversity work at HBCUs.

The section will provide two ways HBCUs approach diversity work differently from their PWI peers. The first issue relates to the diversity of faculty members who work at HBCUs instead of PWIs. Secondly, we make the case that HBCUs bring a unique set of diverse experiences outside of their race that enriches the campus experiences.

By far, HBCUs have a much more diverse faculty when compared to PWIs. According to the National Center for Education Statistics, 99 of the 101 HBCUs, 56% of faculty are black, 25% white, 10% Asian, and 2% Hispanic (NCES, 2017). The national average for faculty is 79% white, 9% Hispanic, 6% black, and 4% Asian (NCES, 2017). Therefore, it is possible that students at PWIs can go their entire college career and not take any classes taught by people of color. Conversely, students at HBCU are likely to be taught by a diverse group of faculty by the time they graduate.

The need for faculty diversity is an issue that institutions of higher education have all agreed upon is important. The increase of non-white students and the demographic changes in society all lend towards what one scholar has called a "Browning of America," where white people, by 2045, will become a minority group as opposed to a majority group (Sundstrom, 2008). The implications for this change are the need and desire to have a diverse group of educators in higher education that serves the needs of this diverse population.

Moreover, it has been proven that diverse faculty on college campuses positively impact white and black students who have a diverse faculty at college. For example, one study concluded that “overall graduation rates for underrepresented minority students of all races and ethnicities are positively affected by increased diversity of their faculty (Stout, Cross, Carman, 2018). Therefore, the more diverse faculty an institution has, the higher likelihood for student success and graduation.

HBCUs have a diverse student body when one looks at the overall makeup. According to the U.S. Department of Education, Integrated Postsecondary Education Data System, black students make up almost three-quarters (74%) of all undergraduate students at HBCUs. Other racial groups include whites, who make up 11.4%, and Hispanics, 5.1%. International students account for 2.5%, and all others make up approximately 7.5%.

The results are significant compared to the overall makeup of higher education diversity. According to the U.S. Department of Education, Integrated Postsecondary Education Data System, the total number of undergraduates in 2019 was approximately 16.5 million students. White students made up 51.5% of this total. Black students made up12.7%. The complete Hispanic total was 20.6%. The Asian total was 6.6%. American Indian, two or more races, and international students were 0.6%, 4.4%, and 3%, respectively.

In the final analysis, it is crucial to understand that HBCUs are diverse. Faculty diversity far surpasses what PWIs are demonstrating on their campuses. Likewise, HBCUs’ students are not all black and represent a multicultural set of students attending these colleges. One can argue, reasonably, that HBCUs offer a more diverse experience to their students juxtaposed to PWI on the faculty diversity alone. Nonetheless, the work DEIB still needs some reimagining so that HBCUs can commit to implementing change initiatives in authentic, relevant, and purposeful ways. The following section will provide some commentary on how HBCUs can form a commitment to DEIB work.

REIMAGINING DEIB WORK AT HBCUS

The purpose of DEIB work has essentially been aimed at PWIs as they have tried for at least a half-century to adapt to the influx of non-white students to their campuses. Diversifying can be viewed as a requirement of desegregation efforts by way of the Brown vs. Topeka Supreme Court case that outlawed the separate but equal doctrine as laid out in the 1896 Plessy vs. Ferguson case. What followed this desegregation effort at PWIs was a call for relevancy in teaching and learning by way of ethnic studies such as Black, Chicano, and women studies.

The following decades evolved into a broader discussion on multiculturalism in business and educational systems. Multiculturalism is the process of recognizing and celebrating the various forms of ethnic, cultural, and racial groups in a particular space. Included in this trend was a discourse focused on a melting pot theory centered on all non-white groups assimilating and embracing western values by abandoning non-white people’s culture, identity, and values.

Over time non-white scholars began to critique and dismiss diversity and multiculturalism efforts because each initiative does not address the issue of power imbalance or systems oppression that exist and amplify discrimination. One scholar argues that “multiculturalism exaggerates the internal unity of cultures, solidifies difference that is currently more fluid, and makes people from other cultures seem more exotic and distinct than they are (Phillips, 2007). Overall, multiculturalism and diversity were insufficient to achieve equality or parity between white and non-white groups.

Over time concepts such as inclusion, equity, and most recently belonging have been adopted to address injustice, discrimination, and oppression in workspaces. Inclusion requires institutions to put historically marginalized groups in positions of authority and decision-making to ensure that their worldview is considered when work is done. Equity ensures a policy that creates fairness and opportunity despite a workers' racial, gender, or cultural background. Likewise, belonging allows people to be their authentic selves without the need to assimilate or preface their words, expressions, and involvement free from the fear of dismissal, discrimination, or persecution.

Based on the unique racial history of higher education, HBCUs' role in DEIB work must be radically different from PWIs. As stated before, HBCUs have not discriminated against racial groups for admission into their schools. For the first part of their history, HBCUs were governed by white people and the faculty was exclusively white. Moreover, today HBCUs have a highly diverse group of faculty and have at least a third of its student body who are non-black. It is apparent that DEIB work must address issues related to HBCUs and not mimic PWIs initiatives. Therefore, this section will focus on reimagining implementing DEIB work towards change initiatives on these campuses.

When addressing diversity issues, HBCUs should take the time to acknowledge that not all black people who attend their institutions are, in fact, black Americans. Identifying and recognizing students from the African diaspora is important at HBCUs. Black people are not monolithic, and outside of geographical, gender, and ideological differences, ethnic and, nationality considerations must be recognized. HBCUs can provide options for African diasporic options on applications, student demographics info, and other metadata that is captured to understand the student population.

The same approach also should be taken with the Latinx population at HBCUs. In South and Latin America, there are populations of Afro ethnic groups that phenotypically may look black ethnic, and nationality wise are from another country. There is such a rich diversity of Latinx communities, and it is necessary to provide students representation by acknowledging their entire identity. Even though Latinx students are often nestled under one label in higher education, HBCUs ought to disaggregate these students to allow their unique identity to be recognized and appreciated on their campus.

HBCUs' inclusion efforts should continue to focus on integrating LGBTQIA students into their campuses. More specifically, religious-related private HBCUs should create initiatives that allow LGBTQIA students to participate in the decision-making process. These efforts would include having student organizations dedicated to LGBTQIA, representing student government council, recruiting and hiring LGBTQIA faculty and staff.

However, inclusion should also extend to student and faculty participation in the governance process at HBCUs. Despite accreditation expectations of shared governance, there continues to be a culture of paternalism and authoritarianism among administrators towards faculty and students. An inclusive environment, by definition, must involve providing all groups the opportunity to be a part of the decision-making process to ensure all voices are heard and considered before the business is conducted. Therefore, as a measure, HBCUs ought to be included as a part of their inclusion work to include shared governance as a part of their DEIB work.

Equity work at HBCUs ought to look at the practices, policies, and programs within its confines instead of making arguments for equity to federal and state bodies. Fiscal equity is often argued on behalf of HBCUs for more funding in comparison to their PWI counterparts. However, there is minimal discussion around equity in pay among faculty and staff, especially regarding women. Pay equity should be an initiative that HBCUs should focus on within their equity work.

Another aspect of equity work that HBCUs ought to commit to is increasing the academic achievements of African American males on their campuses. African American males account for 39%, and African American females account for 57% of enrollment on HBCU campuses (NCES, 2020). There is a vast disparity among graduation rates of African American males compared to African American females, where males account for 34% and females 44% of the graduation rate (NCES, 2019). There have been some efforts by HBCUs to address this disparity. Yet, most initiatives fall short of creating academic and support policies that zero into the problems of African American male academic completion.

Belonging at HBCUs ought to ensure non-black students are embraced and supported on these campuses. Like diversity, there must be some intentional efforts to ensure that African diasporic students do not feel alienated on campus. HBCUs can provide specific orientations and seminars for the entire campus community to educate black and non-black students on the African American freedom struggle and the struggle for equality in other places to show how they are connected. This dialog would foster Pan-African consciousness, making both black students and diasporic African students feel like they are part of a larger family and struggle.

Another attempt at fostering belonging at HBCUs is to cultivate a deeper relationship with its outside community. There are contentious relationships between HBCUs and the communities in which they operate, leading to conflict, alienation, and distrust. Most HBCUs are in urban settings, and gentrification, urban renewal, and economic development often include HBCUs and leave out their neighbors. As a part of its belonging efforts, HBCUs should consist of and cultivate deep relationships with their neighborhood associations, local representatives, and city government to ensure that both the community and the campus work together towards improving the quality of life of its constituents.

These examples of how HBCUs can realign their DEIB works are just a few ideas, and other scholars and practitioners can build on this work. Nonetheless, as we described, DEIB work at HBCU would not be effective without a companion effort guiding the work. In the next section, we will argue for the need for a liberation lens to add to the DEIB work for HBCUs to ensure fidelity and relevance towards these social justice initiatives.

SOLUTIONS AND RECOMMENDATION

We believe that HBCUs ought to be the model of DEIB work in higher education. Although there are no consistent and prevailing efforts among all HBCUs around DEIB, one thing is for sure: many HBCUs are replicating the same initiatives that PWI embrace on their campuses. This is problematic in several ways. First, the attempt to copycat DEIB work from PWI peers does not appropriately address the DEIB needs of HBCUs because of the stark difference of HBCUs' historical and racial past. Secondly, conducting DEIB work without considering this racial past and the inimitable population of HBCU can continue to add fire to the systems of oppression that give rise to the work. Therefore, there must be another way HBCU implements change initiatives while conducting DEIB efforts.

As a tactic and framework, HBCUs ought to first embrace liberation as a method to conduct DEIB change initiatives to implement change on their respective campuses authentically. For the purpose of the chapter, we define liberation work as the act of acknowledging the ways in which systems of oppression have intentionally and unintentionally caused and practiced internalized oppression, and the need to abolish this mindset prior to committing to diversity, inclusion, equity, and belonging change initiatives. Most often, liberation works seek first to dismantle efforts such as othermothering, respectability, paternalism, and authoritative cultures.

Liberation work at HBCU is slowly becoming recognized as a need on their campuses. One recent article makes the case that HBCUs harm the student experience without considering the contradictions and shortcomings of not addressing systems of oppression on their campus (Njoku, Butler, Beatty, 2017). The authors conclude that HBCUs that do not commit to liberation work "stand in opposition to their founding mission of inclusion by perpetuating heteronormativity, stringent gender roles, and reinforcing White supremacy (Njoku, Butler, Beatty, 2017).

Another scholar makes the case that presidents of HBCUs must be the ones to create change by way of a term called liberation engagement (Smith, 2017). Making the case that Ebony Solidarity exists among HBCUs, the author argues that because of white racism HBCUs operate under a set of shared believes that guide their existence and actions. Therefore, she defines liberation engagement as "the co-creation of knowledge to address systemic problems that oppress people within the democracy" (Smith, 2017). Moreover, she recommends that HBCU presidents commit to this framework when engaging with their campus communities to foster community unity.

There is a growing movement among LGBTQIA folks demanding liberatory space at HBCUs. A recent article makes the case for the need for improvements to the student experiences for Trans and Queer students at HBCUs (Johnson 2021). He argues that HBCUs ought to embrace what he calls "transformational policies and practices that could promote full, uninhibited participation of black queer and trans students" (Johnson, 2021). Another study reports the same challenges and describe the isolation and abandonment felt by LGBTQIA students due to conservative ideas and policies (Goings, 2018).

All these recent studies conclude that significant issues involving diversity, inclusion, equity, and belonging at HBCUs must be confronted. Our recommendations for HBCUs to implement DEIB changes initiatives on their campuses start with adopting several liberation-centered activities.

Liberation Centered Diversity Initiatives

HBCUs ought to approach diversity work by first disaggregating their black student, faculty, and staff by populations by ethnicity, geography, and nationality. In other words, the Pan-African approach towards identifying the collage of different black people on campus and intentionally celebrating their diverse backgrounds would deepen the connections among students, staff, and faculty. Moreover, the same disaggregation among the Latinx population will allow a more comprehensive view of the campus population that does not lump persons together based on their phenotype. Coupled with the other diverse characteristics (age, gender, sexual orientation, etc.), HBCUs can liberate themselves by meticulously debunking the myth that black and brown communities are a monolith and have rich diversity.

Liberation Centered Inclusion Initiatives

HBCUs should approach the issue of inclusion in a couple of ways. First, it must ensure that its campus constituent groups have access to the decision-making process through diverse representation in leadership and committee work. Therefore, this inclusion work should center on shared governance to have transparent democratic processes on the campus. Additionally, inclusion should include LGBTQIA persons to make sure that they participate in the decision-making process.

Liberation Centered Equity Initiatives

Equity initiative at HBCUs should start with conducting an equity policy audit to review and revise necessary policies to ensure fairness among its student's success and employee engagements. For example, policies, programs, and practices should address this disparity if African American males are disproportionally stopping out, failing classes, or not graduating in the 4–6-year timeframe. Moreover, focusing on eliminating the pay gap between black men and black women should also be a priority by creating equitable salary tables that pay people based on merit, experience, and qualifications and are published publicly for the entire campus to view. Additionally, other policies that would address issues related to funding, curriculum offerings, and student programs should be assessed for equity.

Liberation Centered Belonging Initiatives

As revealed in the literature, there is a strong need for HBCUs to address the belonging needs of international and LGBTQIA students. As stated earlier, as part of the diversity initiative, Pan-Africanism should be employed to cultivate a stronger sense of belonging among African-American students and those students from the African diaspora. Efforts should be invested into socializing other students (i.e., white, brown, Asian) about systems of oppression and their place in them to foster a commitment towards an anti-racist, anti-sexist, ant-homophobic, and anti-exploitation world.

Liberation Initiatives at HBCUs

Liberation efforts ought to frame DEIB; however, other issues also need to be addressed within HBCUs concerning internalized racism. One action that goes to the core of liberation work is decolonizing the curriculum so that it does not replicate the dominant narratives that marginalize the contributions and ideas of people of color in academic disciplines. Recent studies such as Charles (Charles, 2019) and global ones such Shahjahan, Estera, Surla, and Edwards (Shahjahan, Estera, Surla, and Edwards, 2021) discuss the role of decolonizing curriculum to ensure that the perspectives and ideas of people of color are centered in teaching and learning.[1 2] Decolonizing the curriculum involves recentering the narrative away from Western and European towards relevant worldviews that put African Americans and Africans at the center of learning, teaching, and research at HBCUs.

As part of decolonizing the curriculum, HBCUs should commit to professional development programs that teach, reflect, interrogate, and dismantle internalized oppression. Because white racism permeates almost everything in civil society, there must be some grounding on the history, intent, and impact of white racism writ large in society. Furthermore, issues related to colorism, classism, and xenophobia should also be debated and discussed as part of the liberation efforts. Overall, HBCUs must start with liberation work within their campus before conducting DEIB work, or else it may run the risk of doing more harm than good with its people.

CONCLUSION

In the final analysis, it can be said that HBCUs must rethink the ways in which they approach DEIB work. At its best, HBCUs copycat the efforts of PWIs when conducting DEIB initiatives which can have minimal impact on the campus overall. At worst, HBCUs perpetuate and, in some ways, make worst the systems of oppression DEIB seeks to disrupt and destroy by not considering its campus's unique demographics and history. Thus, it is concluded that liberation it ought to be the fifth rail that should guide DEIB work at HBCUs.

Ideally, HBCUs should be the model of diversity, inclusion, equity, and belonging in higher education. They may reach this goal by employing a liberation framework towards executing DEIB work. Nonetheless, HBCUs have a lot of work to ensure that their campuses are equitable, justice-centered, and liberating places where faculty, staff, students, and others can feel valued, heard, seen, and engaged

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Section 4

Social and Diversity Issues

Chapter 14
Empowering Arkansas Minority Groups:
A Policy Analysis for Change

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ABSTRACT

This chapter presents an overview of the various challenges to overcoming racial disparities of minority groups in Arkansas. This chapter focuses on the efforts that have gone into education, lack of funding, discrimination, racial disparities, and the justice system through guidelines and reform both at the state and federal levels. Recommendations for policy reform will benefit the minority groups of Arkansas. Arkansas' minority groups are chosen for this chapter because Arkansans, often, out of all the states in the South, have traditionally failed to benefit from access to privileged groups, political elites, and the programs that would lift them from despair so that they may have access to those programs and institutions that would enable them to lead more productive lives.

INTRODUCTION

For years, it can be said that the shadow of the Confederacy has undeniably influenced Arkansas' politics at the local, state, and national levels. Traditionally, Arkansas' minority groups have failed to benefit from access to programs and institutions that would enable them to lead more productive lives. The George Floyd protests across the nation in 2020 have brought about sweeping reforms, which include improvements in the criminal justice system and for a change in many other areas of policymaking. Also, the Covid-19 pandemic has greatly exacerbated any economic gains made over the past few years temporarily. Still, it has also given time for reflection for America as a nation towards its future. All around us,

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we have seen the call for destroying and ridding public areas of reminders of Arkansas history and the suppression of underrepresented groups. It takes a monumental event and a nationwide protest to help America understand that to heal more effectively for its minority populations, America must remove all relics of the past; this can be seen in the removal of statues throughout the nation that reminds us of suppression and groups that have arisen in the wake of violent protests.

The brave Arkansas Nine students who enrolled at Central High School, plus others in higher education, have been impacted by racial disparities. There are obstructions preventing minorities from achieving the success of their Caucasian peers. Segregation still impacts many and divides public and private schools, causing unaffordability, roadblocks, and red tape through endless bureaucracy, impacting educational quality across inner-city, underrepresented youth, and smaller communities as well (Camera, 2019). In addition, public and charter schools show large funding gaps within Arkansas, continuingly causing divisive race relations between school districts. Some districts might joust over incentive-laden programs for funding, with district battles only making things worse between cash-strapped districts (Wolf and Wells, 2017). The gap here is often divided by race and evident within the K-12 level and higher education. The justice system has also been impacted by racial divides, with more minority populations bearing the brunt of the justice system and having increasingly longer sentences because of various racial disparities.

MAIN FOCUS OF THE CHAPTER

The main focus of this chapter is to provide a brief background of the problems facing minority groups in Arkansas, the challenges to overcoming racial barriers, the issues, controversies, and problems related to education, racial disparities, and how the justice system often enhances these disparities instead of helping to benefit these groups. We will provide a brief background and then discuss the issues, controversies, and problems facing minorities in Arkansas. We will conclude with goals for new, innovative methods of bridging the gap between educational quality within the state and organizations that offer nonviolence training and strategies for persons of all backgrounds to advance change and empower minority groups in Arkansas.

BACKGROUND

Arkansas has seen its share of major public figures rise to prominence, including the Clintons. Still, we also realize that helping secure a future for many groups who have struggled mightily is essential overall for a nation that has seen a shift in population demographics. This means that all levels of society must promote healing, tolerance, and affection for one another on an equal playing field. Equality also means boosting the opportunities for all areas to the extent that today's children can become the leaders of tomorrow. This also means that courageous public figures who stood up to oppression were necessary to empower local citizens to succeed when they sought political office or other visible civil service positions. Often, churches and religious centers of worship were ground zero for several community leaders who became successful, as they needed the power of organization, plus the endorsement of local organizers on the pathway to success. Chief among these was Pine Bluff lawyer William Harold Flowers, who forged ahead with his community organization called The Community on Negro Organizations (CNO) to help assist local black communities. Later, he was a local leader who helped establish the NAACP in the state (Kirk, 2021). L.C. and Daisy Bates were also newspaper publishers of the *Arkansas State Press* who later rose to prominence within the civil rights struggle throughout the state by publishing editorials in favor of black interests periodically while collaborating with Flowers and other black leaders. Daisy Bates proved to be a valuable asset in helping to lead school desegregation on the eve of the struggle and in the early civil rights movement after the Brown v. Board of Education Decision in 1954 (Kirk, 2021). Without leaders such as the Bates and The Little Rock Nine, a group of students who helped to integrate the schools, it would have been much more difficult to move forward with school desegregation in the state. The struggle was real for ensuring that all Arkansans could attend school to their fullest potential, but not without ups and downs along the way (Fradin and Fradin, 2004, p. 1).

Various challenges to overcoming racial barriers in Arkansas continued throughout the educational process. Still, they were essential, ensuring that the door to opportunity was open today for all students, spilling over into the justice system. We are aware not only of the brave Arkansas Nine students who enrolled at Central High School but a host of other cases throughout the years who were able to attend higher educational institutions and graduate schools. However, today we realize that obstructions have not sufficiently allowed African Americans and other minorities to fully realize success at the same level as their Caucasian peers. A form of segregation, in fact, continues to exist in Arkansas schools and prisons today, as many communities have self-segregated, including the fact that many schools remain divided between public and private schools, bringing a combination of unaffordable options, challenging barriers, and variations in the struggle to improve educational quality across not only inner-city and underrepresented groups throughout the state but smaller communities as well (Camera, 2019). In addition, public and charter schools show significant disparities in public school dollars within Arkansas, further contributing to complications in building greater harmony between these entities within districts. Some of them might be subject to battles over incentive-based programs to receive greater funding opportunities. Such inter-district battles only worsen some already financially-repressed districts (Wolf and Wells, 2017). The racial gap between school funding is evident for public school education at the K-12 level and higher education. The prison systems have also been impacted in similar ways. The following sections lay out the issues, controversies, and problems within the educational system, including a lack of funding, how racial profiling affects change, and finally, how the justice system impacts racial disparities among minorities.

Issues, Controversies, Problems

Education

Historically, black colleges and universities in Arkansas, compared to their traditionally white institution counterparts, have a variable difference between them in terms of offering educational funding opportunities and degree programs for all students, including those of minority groups. This goes further to the apparent gap between overall endowment and facilities, infrastructure, salaries, and the percent of need-based students who can receive sufficient financial aid packages from attending college or even graduating school later on. The small difference in dollars that can be offered in terms of scholarships might be the difference between retention rates of students staying in school and graduating instead of dropping out or transferring before completing a degree program. Graduation rates of HBCUs (Historically Black Colleges and Universities), when compared side by side to Arkansas TWIs (Traditionally

White Institutions), on average, are much lower overall nationally as well. Many of these schools rely on national, private, and local or state grants to continue operating at a high level (Wilson, 2008, p. 5).

Another area to be considered is the fact that excessive disciplinary measures in schools have led to higher dropout rates of minority students within Arkansas institutions of learning and students feeling targeted for their background instead of their academic abilities. More minority students nationally have been discriminated against within the K-12 educational system, which can also bring a lasting impact of students feeling inadequate, insecure, and vulnerable to the extent that, unfortunately, can tend to make personnel contribute to a grossly disproportionate rate of incarceration of minority youth in juvenile detention centers, and later, adult prisons when they get older. Likewise, statistically speaking, it has been found that black youth in Arkansas have been given, for every 100 black students, 117 disciplinary referrals overall. For 100 white students, however, only 38 disciplinary referrals are made (Lilley, 2019). In addition, retaining a negative mark on one's profile that shows youth prison time and discriminatory practices within the justice system that lead to inadequate legal representation, translating to harsher criminal convictions, can close the door to better job opportunities as well (Poe-Yamagata, 2009, p. 1).

Lack of Funding

Lack of funding opportunities or significant differences in research grant funds has arguably contributed to a so-called "caste" system in higher education, as Toldson explains (Toldson, 2016, p. 97). Unfortunately, this translates to fewer dollars overall and less visibility for outstanding academic programs for many HBCUs compared to TWIs, with the larger name bringing with it the advantages of greater publicity, higher-profile students and professors, and multiple income streams from near and far. Comparatively speaking, the college endowments of Philander Smith College and Arkansas Baptist, for example, are much smaller versus the University of Arkansas and Arkansas, Little Rock. More grants and funding also mean greater distribution of resources at a higher level and the ability to maximize the use of state-funded programs for future scholars.

Black and white districts continue to compete against each other for funding opportunities so that there is an unequal match of applying for funds with wealthy, white communities versus poorer, underdeveloped, majority-black districts, for example, to the extent that black school districts seem to be more heavily penalized. White districts, however, are not held to the same standard; all of this tension creates controversy and uneasiness, which further divides persons and communities overall from seeking common ground and improving overall performance for everyone involved. For example, the mixing of the public and private business creates a larger issue when monetary assets dominate decision-making at a higher level (Lyon-Ballay, 2019). Furthermore, a chasm is created when school district personnel are not held to a higher standard and are simply either rotated between districts or transferred to create less controversy. Instead, they are simply cycled in and out of troubled districts and back into another new one for short periods until problems start to arise, in an endless circle of incompetence, corruption, and mismanagement. At the same time, senior educational leaders turn a blind eye to what is happening around them (Millar, 2019). This foolishness also severely impacts children's education, as funding programs and greater opportunities are tied to district and school performance. Therefore, poorly performing, underrepresented districts are heavily penalized and continue to face many obstacles to causing overall positive and longer-lasting impacts within their communities.

The corporatization of education at high levels, as stated previously, has caused more problems in terms of policing the educational system (Lyon-Ballay, 2019). Profits gained from helping fund certain educational initiatives, or simply the fact that school personnel in Arkansas have avoided legal problems for many years by using their positions for financial gain, have opened up several major ethical issues for all state citizens to operate on an equal playing field. Some more recent trends that have seen a reduction of funds to many schools are the competition amongst schools or rivalries between districts for competing for their schools and getting creative with various programs to attract students. However, some institutions have been known to misuse these funds to the extent that transparency can become a problem. Certain classifications of schools that receive public funding are also not required to disclose how they spend their money or what percent of profits go directly into their schools. This particularly seems to be noteworthy in the case of charter schools. Statewide, according to a 2019 article by Valerie Strauss in the *Washington Post*, Arkansas had a grantee (those charter schools receiving grants) failure rate of fifty-two percent overall for charter schools throughout the state. The Department of Education stated, " Nor do...(or taxpayers) know where 18 grants to Arkansas 'no name and no NCES ID' charter schools went. Two of those grants were for $50,000" (Strauss, 2019). In addition, a handful of other states had failure rates above 50 percent for charter schools in a recent report over the last few years by Strauss as well, with at least $1 billion in wasted federal funds unaccounted for nationally that seemed to disappear (Strauss, 2019). California, in particular, witnessed 11 persons in one network of schools that were indicted for "criminal charges of grand theft, conspiracy, personal use of public money and financial conflict of interest" (Strauss, 2019), which also tend to reflect on similar conflicts of interests and state charges nationwide. Unfortunately, the reality is that many of these schools with an unusual activity that leans towards either borderline criminal activity run by unscrupulous individuals or blur the lines between separating public profits from private gain tend to be concentrated in heavily urbanized, poverty-stricken, and minority neighborhoods, where exploitation has few barriers, where other educational models have failed previously and where land is cheap. In addition, residents may be unaware of the background of these new persons coming in, where public officials tend to turn a blind eye to those who promise the world in exchange for a few souls, political favors, or future votes in return for approval of business activity where the legal waters run murky overall (DeJarnatt, 2012, p. 37).

Racial Disparities/Profiling

Another component of denial of opportunity for underrepresented groups in Arkansas includes how racial profiling continues to proliferate within local workplaces, legal, and educational systems and has continued to be an issue in some communities throughout the state. For example, a deportation scheme was uncovered in northwest Arkansas concerning collusion by local police and immigration agents to screen Latino immigrants on their legal status, which potentially borders on illegality in conjunction with due process rights, as stated in the Constitution (Bustamante and Gamino, 2018, p. 344). Besides racial profiling towards immigrants, we have also discovered that improving policing to reduce profiling has also factored into more persons of color being pulled over for traffic stops for unspecified reasons. The hard data from a recent study at Stanford University (Stanford Open Policing Project) indicates that, on average, black and Hispanic men are disproportionately pulled over for traffic stops compared to white men. Statistically speaking, black men are 20% more likely to get pulled over for traffic stops than white drivers (Stanford Open Policing Project, 2021) (Willingham, 2019). We have also witnessed racial disparities within the education system, which remains segregated to the extent that, 60 or more years after Little Rock's schools were integrated, the city's public school systems still witness a racial divide that has not improved much since then (Semuels, 2016).

The Justice System

We also know that, generally speaking, the justice system somewhat favors those with privilege and connections nationally and statewide. Public defenders often have higher caseloads and significantly less time to defend the underprivileged than expensive, high-powered attorneys who take on fewer cases to the extent that they can successfully negotiate the best possible outcome for their clientele. For example, Baldus et al. reveal that the case of Frank Williams, Jr., illustrates the potential bias in capital sentencing guidelines over the years between black and white defendants, to the extent that there appears to be a systemic bias, as well as within individual cases, where race factors into sentencing length and total prison time (Baldus et al., 2008, p. 555). Evidence from the article here clearly shows that racial bias has been a continued problem within the Arkansas judicial system for an extended period. This is even more apparent when considering the race of the victims (such as black-on-white crime) and prior criminal convictions when the judicial system factors in the overall appropriate punishment for the perpetrator of the crime.

One must also realize that race has factored into why certain drug convictions were harsher in the past before more recent reforms under the Fair Sentencing Act of 2010 (Fair Sentencing Act, 2010), advocated by the Obama administration, amended the laws. For example, during the War on Drugs period (especially after the Anti-Drug Abuse Act of 1986 (Anti-Drug Abuse Act, 1986), persons who possessed crack cocaine were given much more prison time than those convicted of cocaine possession. The Obama administration endorsed a change to the laws so that there was a more even display of the "punishment fitting the crime" after the 2010 Fair Sentencing Act was passed, since past data showed that drug convictions, with the implementation of mandatory minimum laws, tacked on a significantly lengthier prison sentence for crack cocaine than cocaine possession itself (Fair Sentencing Act, 2010). After a great deal of analysis, the debate proved to be specifically biased towards persons of particular backgrounds and disproportionately affected black males nationwide, which caused a surge in sentencing and offenders convicted under these guidelines in the time between 1986 and 2010 (Schmitt et al., 2). National trend data suggests that, had these laws not been reformed, the numbers would have continued to be lopsided in terms of racially-charged offenders and inappropriate or excessive sentences for the accused, costing the prison system and American taxpayers a great deal more over the ensuing decades.

The controversy about drug convictions and minimum guidelines for weapons convictions also brings to mind the idea that mandatory minimum sentencing guidelines cost Arkansas taxpayers a great deal of money. The reality is that many of the prisons swelled within the state to the extent that numbers increased rapidly since implementing these required minimums as a direct result of drug/weapons convictions. During the 1980s, certain federal guidelines were standardized to reduce bias, with absolute discretion left to each judicial entity as to how much prison time, parole, etc., was recommended for various convictions (Hartley et al., 2006, p. 493). Further reform at the state level in 1993 was supposed to reduce the chances of indeterminate sentencing across the board, to the extent that "the punishment fit the crime" (Hartley, p. 493). However, the reality is that since the *Blakely v. Washington* (2004) Supreme Court case, federal sentencing guidelines that require mandatory minimums might also create problems for the system as a whole; perhaps a better solution would be to make these recommendations under the Sixth Amendment, which "necessitates that the federal sentencing guidelines be advisory in nature rather than mandatory" (Hartley, p. 493).

Furthermore, we have also seen that the bias in sentencing extends towards others besides those considered to have a major role in crimes. For example, women-only minimally involved in specific drug or weapons charges have been dragged through the system to the extent that they received excessive time in jail. The female incarceration rate at a national level increased from 12,300 to 96,000-plus between 1980-2002, with female drug trafficking convictions at 6.8% in 2002; the two factors that primarily resulted in higher imprisonment rates result from the "the 'war on drugs' together with the enactment of mandatory minimum sentencing guidelines" (Gaskins, 2004, p. 1533). For some of these cases, several of the accused were merely bystanders or simply had personal relationships as mothers, wives, or significant others of drug dealers, for example, with little knowledge of the day to day activities of the nature of their business; however, mandatory minimum laws called for some particularly harsh sentences along the lines of drug conspiracy charges, several of which were overturned or pardoned by legal authorities and politicians, readjusted for appropriate sentencing, or thrown out at a future point in time (Gaskins, p. 1533). The primary issue seems to be to apply conspiracy charges clearly or adequately to crimes, some of which have been excessively applied to many persons facing drug convictions.

Unfortunately, the timing of particular cases and the political ambitions of the elected officials involved might also hold weight in terms of the length of prison time and the overall outcome of the case itself. Such racially-charged cases also become more complicated when the mental health status of the perpetrator is in question, to the extent that the best possible outcome or treatment for the accused is not fully considered, or even discussed, as a possibility (or an alternative) to capital punishment/life imprisonment (Baldus, p. 555). Thus, many of these cases have a suboptimal outcome for the perpetrators and show evidence of racial bias when compared side-by-side with other similar trials of accused persons of white backgrounds. National trends also concur that sentencing along racial lines tends to illustrate this concept even more across various categories of crime when considering the accused's race. For example, black male offenders, from 2012-2016, according to the U.S. Sentencing Commission, received 19.1% longer prison time than white male offenders of the same category of crimes (Schmitt et al., 2018, p. 2).

SOLUTIONS AND RECOMMENDATIONS

Bias along racial, ethnic, or other identifying group lines has shown a disparity in sentencing guidelines over the last few decades, particularly with federal and state drug conspiracy charges (Gaskins, p. 1535). Reform of these laws would help to ensure that adjustments to adequate and fair sentencing, especially for more vulnerable populations or those only minimally involved, can assist with righting the ship of racial justice just a bit more.

The reason why education is so crucial to healing old wounds over time, especially in Southern states like Arkansas that had to confront their violent and unpleasant racial tensions of the past, is that teaching tolerance and equality overall matter a great deal. We must use the most powerful weapon of all, our education, to bring lasting change over a lifetime and start early. For the most part, what many studies show is that hate and intolerance start early and must be learned somewhere, the first point of origin often being in the home. This hate festers and perpetuates itself over time to grow into a larger problem when young children start school. The most effective means to combat this is to help young children get exposure to other cultures and environments different from their own at an early age to the extent that they can learn to appreciate the many differences that the world has to offer. Many organizations and even trained professionals can help educators learn more about reducing the prospect of hate and identifying a problem quickly before it gets worse. The Southern Poverty Law Center, and other large organizations that promote civil rights, like the Martin Luther King Center, offer training resources and workshops to assist schools, communities, and workplaces with tolerance and sensitivity training for entire communities from the ground on up (SPLC, 2021). One might also find such resources as a glossary to identify organizing tactics and nonviolence training as invaluable to furthering the mission of community organizations and nonprofits dedicated to change (Glossary of Nonviolence, 2021). The King Center also offers nonviolence training and strategies for persons of all backgrounds to advance change, tolerance, and understanding on a larger scale to bring some of their ideas back to their communities (Nonviolence 365 Training, 2021). In addition, in the time of a major pandemic in 2020, resources to empower minority communities to reduce casualties and contribute safety for community organizations and their allies are crucial to promoting various civil rights causes, no matter what obstacles lie ahead (COVID-19 Resources, 2021). Another factor that inspires and motivates humankind to love one another is religious inspiration, which drives many from within to seek greater change overall to whole communities and bring people together.

Religious and church organizations must fight hate and intolerance to the extent that this must be fully realized in terms of why people fear change, seemingly promote hate, and do not accept others on an equal scale. Part of this lies in the fact that Arkansas, like many other Southern states, contains one part of its history that is particularly noteworthy but must be told. Racial and ethnic barriers remain a cause of concern today because many black and white denominations throughout the South continue to push racially-charged politics or policies that are the root cause of why hate still exists today. One 20th century case of bigotry that must not be forgotten includes the case of Harrison, Arkansas, where riots and lynching of black persons occurred in the early 1900s (PBS, 2021). Pro-Confederate organizations such as the Sons of the Confederacy continue to sugarcoat and endorse history and a pro-Confederate narrative up to the present day, notwithstanding the influence of the Ku Klux Klan throughout the state, as well as much of the South, up to and including the present time in many small towns such as this one. Particularly, the Southern Baptist Convention and various Protestant factions promoted various versions of Biblical doctrine that placed whites above others, the philosophy of which was only recently amended after complaints from others in the last few decades, but which did a great deal of damage with the myth about the mark of Cain and other teachings which were twisted and distorted by ministers with a certain agenda. The Southern Baptist Convention, for example, was, in its early days (and like many other denominations), a defender of the Southern hierarchy that existed before and after the Civil War for the next 100 years, which slowed and exacerbated any progress towards equality (Harvey, 1997, p. 17, p. 33).

FUTURE RESEARCH DIRECTIONS

A larger, yet more ambitious, goal might be for future educational leaders to discover new, innovative methods of bridging educational quality within particular school districts within the state. Some of the barriers might exist because funding is partially tied to the tax base of a particular area that serves the surrounding community, which tends to cause extremes of districts with ample funding, for example, and extra services. In contrast, those schools within low-income areas do not have a consistent, sustainable tax base to support additional, quality support services to each student at the same level as high-income areas. At the same time, more money does not always equal greater quality in school districts, for many studies have also shown that mismanagement of public funds can lead to inadequate school quality or lopsided spending in one area versus completely neglecting another critical need. However, overall, race does prove to be a factor in school funding, and overwhelmingly, majority-white school districts receive significantly more funding overall than minority dominant districts within the state (which is similar to the same phenomenon at a national level) (Meckler, 2019). Various bureaucracy and political decision-making levels might also contribute to the disparity in funds overall (Field, 2018). What is then needed might be some accountability factor to determine or outline where this funding goes and a breakdown that compares side by side how school districts might prioritize particular programs or resources across the board. Another helpful way to reduce the potential for abuse might be to standardize the idea of requiring school personnel to disclose any particular business activities that could lead to a serious conflict of interest and greater transparency with all staff from a district or institution's accounting activities over time. Funding for financially strapped districts based on multiple factors to determine critical needs, such as what percent of students are below the poverty line or who qualify for school lunch vouchers and continued follow-up to determine if the money is being used for its original intent can be helpful. The justice system could also provide similar parallels for youth and adult corrections programs, such as educational incentives to reduce recidivism.

CONCLUSION

To shed light on a positive future, Arkansas must rid itself of the names and monuments of former slaveholders and former benefactors, including physical reminders, which continue to insult many underrepresented groups. All around us, we have seen a call for change, which America must not ignore and change within its criminal justice system, its legal system, its educational system, and in workplace hiring practices. This also creates a policy to help empower many groups that have traditionally been left out in the cold and did not benefit from access to privileged groups or political elites. A paradigm shift of sorts encouraging greater dialogue and cooperative arrangements between both school districts and prison systems to help one another throughout the state could help. Finally, overall race relations could improve with fair, uniform sentencing guidelines that do not give too much room for excessive jail time and for incentives that promote racial equality in the hiring, administration of, and dispatching of qualified civil service personnel for both juvenile and adult populations that rewards talent in a merit-based system. The rewards are infinite if school districts and judicial systems alike can cater more to the needs of their local communities without the ugly cloud of racism obstructing the path to progress.

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Chapter 15
Digital Inequities and Digital Inclusion in Education:
An Agenda for the Post-COVID-19 World

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ABSTRACT

COVID-19 exposed a wide range of challenges hidden unnoticed in the promise of digital education. Digital education was once promised as the grand equalizer of access and inclusion in education. However, the massive deployment of digital tools in the educational realm during COVID-19 provided significant counterevidence to this promise. If education is a fundamental right and if digital technologies are the only way to gain access to education, it is important that these technologies be made available to everyone for effective use. However, as COVID-19 would demonstrate to us, this has not been the case. There have been stark and widespread inequities in the availability and quality of digital technologies for education, and the need for purposeful efforts to bridge the gap was felt prominently. In the backdrop of COVID-19, this chapter identifies some of the key equity issues and proposes solutions to address them.

INTRODUCTION

The future of the public sphere is digital and successful migration to digital processes and experiences would determine the competitive excellence of enterprises (George & Paul, 2020). The Covid-19 pandemic exposed gaps in our preparations in this regard; it also exposed the shallowness of our optimism

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(Beaunoyer, Dupéré, & Guitton, 2020; George & Mahar, 2020). The pandemic also highlights the importance of a scientific understanding of how it impacts society and communicates the same without bits and pieces of information going viral; the inadequacy in this area has led to a 'digital epidemic' situation (Chiolero, 2020). While we have no dearth of ideas on how education could respond to the pandemic and beyond, only a few of these ideas are backed by any level of scientific thinking.

Worldwide disruptions caused by Covid-19 underlined the fact that there are stark and widespread digital inequities in the availability and quality of digital technologies (Zawacki-Richter, 2021). When education worldwide had to be converted to online teaching and learning overnight, an urgent need for purposeful efforts to eliminate these inequities and bridge the gaps in digital literacy levels became an obligation for all educational institutions (Burns, 2020). Suppose education is a fundamental right, and digital technologies have become the only way to gain access to education due to disruptions. In that case, it is fundamental that these technologies be made available to all stakeholders, and digital literacy is a priority for effective practices in instruction and learning (Nair & George, 2016). Likewise, a digital repertoire of knowledge accessible for everyone should be a fundamental right (Khatun, George, & Dar, 2021). In the backdrop of the pandemic, and based on the observations and teaching notes of the presenters and student narratives, we will first discuss whether digital education can be leveraged as a tool to challenge the prevailing inequities in every other spectrum of digital engagements in society; then, address some of the key issues related to digital inequities and its impact on education such as awareness, access, availability, quality, urban and rural areas, and finally, address the strategies to improve digital inclusion.

DIVIDES AND WAYS TO BRIDGE THEM: A FRAMEWORK

Digital equity is "the" precondition for a just society in our times. The digital divide is an enemy of peace and manifests in economic, social, and cultural divides (Vishkaie, 2020). Digital inequities create the haves and the have-nots in the 21st century. The internet can create a just world; ironically, it ended up widening the gap between the rich and the poor (Norris, 2020). The three broad kinds of digital divides in education are:

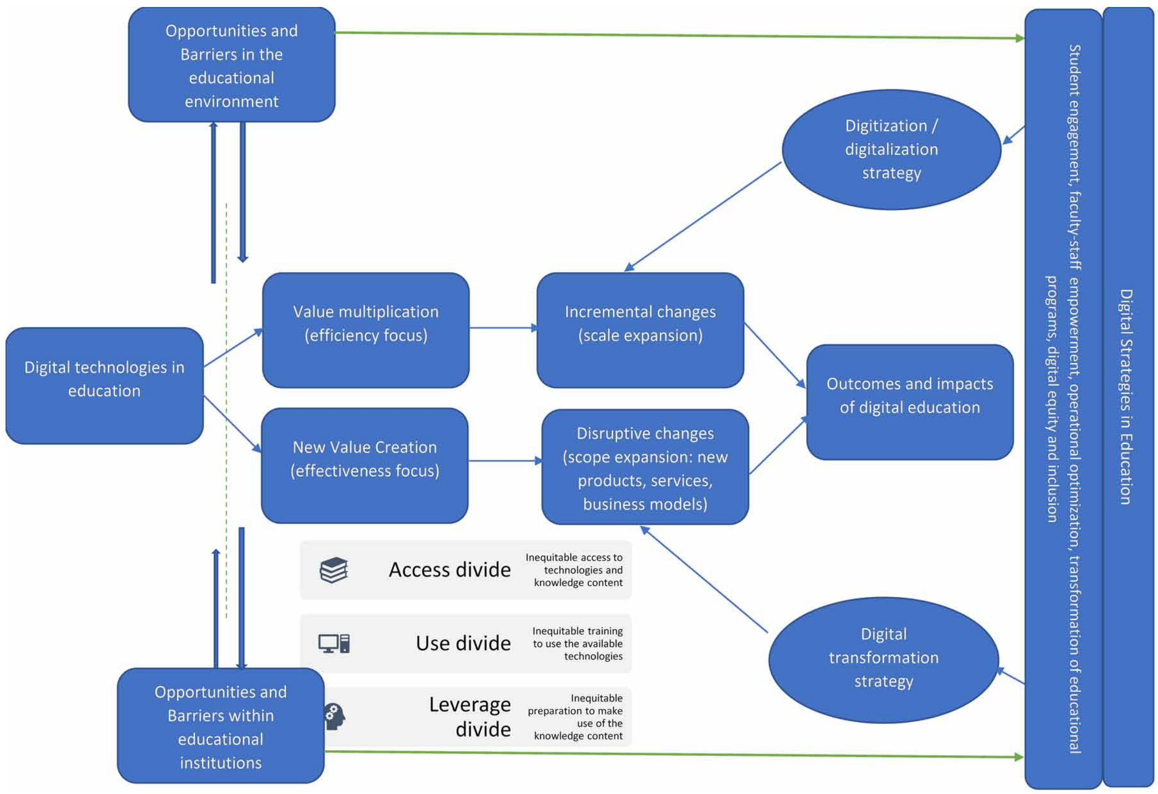
- Access Divide: Inequitable access to technologies and knowledge content
- Use Divide: Inequitable training to use the available technologies
- Leverage Divide: Inequitable preparation to make use of the knowledge content

In the light of these divides, the following conceptual framework encompasses the central problem of digital equity in education (See Figure 1):

DISCUSSION

Prior to the pandemic, the *digital divide* and *digital inclusion* had been the foci of instructor observations and student narratives in various graduate-level online courses (business and education) taught by the three presenters. Long before the pandemic, instructor observations and student anecdotal evidence coming from the field had already been ringing the alarm bells, pointing to major digital challenges (George & Sankaranarayanan, 2007; George, 2018). In 2019, one student responded when asked about digital

Figure 1. Digital transformation framework in education



inequities in their school: "I think there needs to be plans for low-income individuals to have access to the internet. This policy would allow for digital inclusion in low-income communities. Another policy that I think needs to be in place in communities such as libraries working together to provide hotspots or wi-fi access to the public." Another student noted: "Unfortunately, before school ended [Spring 2019], we had many students who were not accessing computers even if they have them, they were not able to access because of the internet or they just did not hold strong values with education." However, another student summarized the entire challenge: "Does it have to take a pandemic to change!" While these are anecdotal, these indicate large-scale challenges that are coming up.

While *digital divide* and *inclusion* caught the attention of a very few prior to the declaration of the pandemic on March 12, 2020 (World Health Organization [WHO], 2020), following the lockdown, these challenges became the foci of every educator and every administrator. Education was transformed overnight, and the notion of best practices was questioned, forcing educators to redefine teaching and learning. The academic world of instructional experts counted as best practices suddenly ceased to be of value. Exogenous players came up, and many of them had better instructional tools and methods than even the best of the brick-and-mortar universities. Many in the latter group were forced to tie up with the technology titans to provide high-quality digital education at scale and scope (Aguilar & George, 2021).

When the 1990s marked the Information and Communication Technology (ICT) revolution, this gave rise to borderless education and massification (democratization) in education, imagining the rate at which these technologies advanced could not have been imagined during those times. Digital equity and digital inclusion were not even part of the equation. When the adjective "digital" started to precede many nouns, redefining businesses, and educational practices, the two challenges continued to remain dark. A huge challenge is misunderstanding the term "digital" in digital education. Even experts wrongly assume that it is all about spamming educational experiences with technologies. As a result, digital education has become a competitive display field wherein schools and colleges force these technologies upon the learners. The time immemorial idea that if something could be taught straightforwardly, it should be taught so evaporated in our craze to showcase technology prowess.

Although the National Digital Inclusion Alliance (National Digital Inclusion Alliance [NDIA], 2019) describes *digital equity* as "a unified voice for home broadband access, public broadband access, personal devices, and local technology training and support programs" (para.1), according to the Internet World Stats in 2020 the world average *Internet World Penetration Rates* are significantly low (s 63.2%), even in developed countries like the U.S., making it difficult for "civic and cultural participation, employment, lifelong learning, and access to essential services" (NDIA, para 3). A decade ago, this issue was much less nuanced, the reason being that EdTech was not high-bandwidth-hungry. With richer multimedia content and real-time video communication needs, students would need much more than a basic dial-up connection to become beneficiaries of the digital revolution in education.

Moreover, according to NDIA (2019), *digital inclusion* refers to the activities necessary to ensure that all individuals and communities, including the most disadvantaged, have access to and use of Information and Communication Technologies (ICTs), which include five major elements: 1) affordable, robust broadband internet service; 2) internet-enabled devices that meet the needs of the user; 3) access to digital literacy training; 4) quality technical support; and 5) applications and online content designed to enable and encourage self-sufficiency, participation, and collaboration. However, reviewing the ICT competencies of 2017, less than half of the world's population even had the basic skills for computer-based activities, including sending e-mails with attachments, moving files, using copy and paste, and transferring files between devices according to the Broadband Commission (2020). Since "digital inclusion must evolve as technology advances," leaders in educational institutions need to act nimbly to develop "intentional strategies and investments to reduce and eliminate historical, institutional and structural barriers to access and use technology" (NDIA, para 5).

Based on our teaching experiences, our observations, and our student anecdotes, our findings verified the NDIA descriptions and suggestions of digital equity and digital inclusion. The digital divides were plentiful. The first divide was described as inequitable access to technologies and knowledge content. The second divide was the *User Divide* concerning inequitable training. There were wide gaps between those who could use technology to achieve goals and those who needed continual assistance. The third divide was the *Leverage Divide* which concerned the inequitable preparation to use the knowledge content. Various peer-reviewed studies agree with these characterizations at varying degrees (Buzzetto-Hollywood, Elobeid, & Elobaid, 2018; Van Dijk, 2020; Van Deursen & Van Dijk, 2019; Vishkaie, 2020).

Once the early shock of the first phase of the pandemic started to wear off, rapid responses were trying to remedy the situation. What was once the pre-pandemic digitized education: "absence of prior training, modeling of best practices, or easily accessed technical support" (McQuinter, 2020, p. XXX), turned into a rapid shift offering relationship, support, and building agency (employing teacher-leaders, looking for short/long-term solutions as needed – individual differences in each school's needs (Peterson et al., 2020). The following eight action items are not exhaustive but provide us with a starting point for further reflections.

- Invest in the development of thinking skills of individuals
- Increase the affordability of technology and knowledge content
- Produce high quality online open-access content and open-source technologies
- Empower the technology use skills of individuals
- Make content and its access friendly to differently-abled groups
- Make available technology documentation and knowledge content in multiple languages
- Share technologies across organizations and communities
- Strive for net neutrality

Thinking skills are one of the unique possessions of humankind; while machine learning aims to mimic this, there is an element of creativity and compassion in human thinking, and this cannot easily be ported to A.I. – or thus we hope. Regardless, we must equip our future generations with superior thinking skills. Digital education could do a lot in systematically training learners in various thinking skills (Özen & Duran, 2021). There are digital apps already in existence that aim to do this. While doing so, we must also keep in mind the important dimension of affordability. Let the promises of digital education not further cleave our already divided societies and communities. One major solution to the capitalist crisis in education that limits the reach of education only to those who can afford it is the proliferation of open educational resources (OER) and open-source educational technologies (Emejulu & McGregor, 2019).

Governments and philanthropic groups should invest more in educational technologies to make them accessible for differently-abled groups of learners. Corporations, too, could do a great deal in this regard. Accessibility definitions should be broad and must think beyond the limiting legal definitions (Pacheco, Yoong, & Lips, 2021). To speed up the innovation process, leaders should be willing to adopt and embrace technologies originally developed for other purposes (e.g., embedded use of Googler Translate to make educational content accessible for non-English speaking audiences). From the perspective of sharing benefits, it is also important to widely offer the source codes and open-source educational products' content. Finally, we must recognize that ideologies, particularly the political ones, always find their path into education, and digital education is not an exception. It is critically important to recognize this and build defenses against it intentionally. Digital education is too important to be left to political ideologies (Baig et al., 2019).

CONCLUSION

There are numerous unanswered questions regarding digital equity and inclusion in the context of Covid-19. Is it true that the urgency for the *availability* of digital technologies for instruction overshadows the corresponding urgency for the *quality* of these technologies? Is it possible that heavy stress on technologies that help *transmit* the digital educational content (e.g., Zoom, WebEx, MS Teams, Google Meet) resulted in significant neglect about digitizing the knowledge elements without losing quality? Did the prevailing inequities of access to technologies in different societies mirror the digital equity issues in education observed during Covid-19? Alternatively, did those prevailing inequities amplify or mitigate the digital educational inequities? Could digital education be leveraged as a tool to challenge the prevailing inequities in every other spectrum of digital engagements in society? Did international students study in the U.S. encounter a greater digital divide during Covid-19? How could U.S.-based universities help increase digital inclusion? Intercultural education is expected to be one of the key benefits of international education. Did the digital exclusion result in reduced opportunities for intercultural engagements? What are some innovative ways universities help strengthen intercultural ties even as education happens remotely, mediated by digital technologies? Could the digital divide experienced by the students be used as a pedagogical device to sensitize them of the importance of digital equity and inclusion? How could ed-tech businesses built around maximizing profits be made to respond to the need for digital equity? Is there a market logic for it? Or should governments mandate affirmative action from these companies regarding digital equity? All of these are important questions for the scholarly community and practitioners. We have very briefly touched upon some of these items in our paper. More investigation is needed to address them better.

Most of us would agree that the world of education continues to remain in a state of unrest (Almeyda, M., & George, 2018; Korstanje & George, 2020; Shima & George, 2014). The central, transformative promise of the 2030 agenda for the U.N. Sustainable Development Group (United Nations, n.d.) is “Leaving No One Behind,” and Sustainable Development Goal (SDG) 4 is about nations working to ensure inclusive and equitable quality education and promote life-long learning. Can we afford to wait for this transformation in a world where the digital divides continue to widen and fast? What is our moral obligation as educators? If the pandemic has shown us all, one thing that is that disruptions can be unexpected and paralyzing and require forecasting and acting nimbly, meeting the disruption halfway.

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Index

E

F

G

H

I

J

L

M

N

O

P

R

S

T

U

W