Developing an Effective Diversity and Inclusion Program

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LD 850 Leadership Integrative Capstone

Granite State College

November 30, 2021

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Acknowledgements

I would like to acknowledge and give thanks to those who helped me along this journey. Without these individuals, I would not have been able to complete this project or focus on my goal of completing my education.

Dr Kurt Stuke for engaging me early in my journey.

Dr. Joseph Mews for his continued support and feedback over many interactions.

My sons Richard and David Hammond for challenging me and helping me broaden my perspective of our world.

Many willing family, friends, and co-workers who had to endure my ongoing conversations on this topic and my pursuit for further growth.

Most of all I want to give special thanks to my husband, Todd Hammond. Without his support, I would not have been able to focus on this study, my journey of self-discovery, and reinvestment to myself. I hope to repay him someday.

Abstract

The intent of this study is to investigate diversity and inclusion programming to identify elements desired to execute an effective program. This study identifies five key components which should be factored into the planning of any program. In addition, there is reference to factors to be mindful of when planning to avoid ineffective programs. Programming relevance and impacts are identified through examples provided in content reviewed. Analysis is conducted on the themes identified and conclusions reached to suggest improvements to be adopted for effective programming. Leadership styles that emerged as most valuable for effective diversity and inclusion programming were Servant and Transformational Leadership.

Keywords: Diversity, inclusion, leaders, training, Servant Leadership, Transformational Leadership, sociocultural, and engagement

Developing an Effective Diversity and Inclusion Program

Chapter 1 - Introduction

Embracing and collaborating with diverse individuals is not a new concept. From the early 1950's, when activities such as the Brown vs. Board of Education forced the desegregation of public schools, to the very recent Black Lives Matter movement, our country continues to evolve and respond to its diversity (Timeline of the American Civil Rights Movement, 2021). In response to the ever-changing world, organizations have given a hard look at what they need to do to meet the changes ahead of them. The Civil Rights movement in the 1960s sparked a new level of energy around understanding diversity and gave strength to those who believed knowledge would improve awareness. Industries and organizations wanting to stay relevant in the ever-changing demographic of workers and consumers started to investigate programming to introduce diversity training as a topic. Our world is changing, so with it, organizations must figure out how to change as well.

In 2021, the United States Census reported the racial and ethnic diversity of the country has increased since it last reported in 2010 (2021). According to the Census Bureau's Diversity Index for 2020, the United States was 61.1%, which was growth of 6.2% over the 2010 result of 54.9%. The United States Census Bureau's Diversity Index measures the probability that two random people will be either from a different race or ethnic group (2021). With this changing demographic, it is becoming more important for organizations to recognize these changes in society. As the world continues to evolve, it is becoming an increasingly more important topic for managers to address diversity (Shi et al., 2018). In the past, individuals may not have identified their diversity due to fear or being excluded. Now identifying differences is more acceptable, even encouraged, and becoming a key part of a person's identity. It is important and relevant to who they are and how

they wish to be treated. In response, others must work to understand diversity to be effective when working together.

In 2016, it was reported 67% of US organizations and 74% of Fortune 500 organizations had invested in diversity training (Alhejji et al., 2016). While this seems to be pointing a positive direction for diversity and inclusion, the country is still needing to gain ground on this topic. In a 2021 study conducted by Refinitiv, they found 256 of the 500 companies on the Fortune 500 list published results on racial and ethical data (Quiroz-Gutierrez, 2021). It was further noted only 22 of those companies had more robust reporting to indicate enhanced diversity and inclusion practices. The lack of data and information from these organizations leads some to believe that diversity and inclusion programs for many organizations are still emerging. The intent of diversity education is to increase awareness within organizations with the goal to improve experiences for all (Vaughn, 2007). While awareness is helpful with moving organizations forward, those with more robust programs to factor in inclusion are experiencing success due to their efforts to embrace diversity. There is also a need to ensure diversity and inclusion is a part of a corporation's culture. This is where management can support programming and help their organizations move forward.

While understanding diversity is helpful in an organization, it is important inclusion exists as well. The next steps in the diversity programming are to build tools for inclusion practices. This is sometimes a messy process, as it can lead to uncomfortable conversations across the organization (Frost and Kalman, 2016). If an organization wants to develop their programming, they need to make an investment of time and resources. Without the investment, the organization will not move ahead to have success with a diverse workforce or consumer base. The investment comes with a price, which is why some organizations chose to only adopt a basic diversity and inclusion model.

Though there are others who recognize the value of this investment and have launched robust initiatives to make impactful culture changes to their organizations.

Programming is not effective if there are no resources supporting the effort. Most organizations, with robust programs, choose to identify Diversity Officers who create a vision and mission statements for the organization (Morgan-Daniel et al., 2021; Simons, 2017). These individuals set goals for their leadership teams and downline staff to help influence change to the culture (Simons, 2017). Diversity Officers are often identified as peacemakers to the organization and these individuals need to realize some workers will resist diversity education (Simons, 2017). A trust in leadership is important to help battle this potential issue, as the leaders managing these resources must be seen as acting ethically (Goswami and Goswami, 2018, p. 72). It is important leaders are fair and consistent with their entire employee base. Leaders who subscribe to a Servant Leadership model may find more acceptance from their staff for the changes being encouraged to the culture of the organization through inclusion efforts (Greenleaf, 2021.) It is those leaders who understand how to reach their staff and demonstrates an investment to them, who will find success in instituting the changes to support diversity programs (Ghasempour Ganji et al., 2021).

In addition to Servant Leadership, those leaders who can effectively engage the Transformational Leadership style may also find success with adoption of diversity programs. Transformational Leadership engages both the leaders and employees in the leadership process and can have profound influence on cultural changes desired for an organization. Through interactions, Transformational leaders can stimulate and motivate staff to adopt innovative practices (Murari and Mukherjee, 2021). As organizations look to leverage diversity and inclusion programming, it is necessary to engage all levels of the organizations. Leaders can function as stewards of diversity programming, but it takes employees engagement to truly make meaningful

impact to cultural changes sought (McClain and Linde, 2021). A Transformational leader can bring the inspiration and motivation to their staff to help move staff in this direction (Murari and Mukherjee, 2021).

There are several studies focused on understanding diversity and inclusion programs. Many focus on how to make them effective and relevant. In the next sections, results are shared from the investigation conducted on the assorted studies that exist. Following the review of information, observations will be provided leading to findings from the research on what components are needed for an effective diversity and inclusion program. This will include recommendations organizations should contemplate when considering the direction to take their diversity and inclusion program.

Chapter 2 - Literature Review

Diversity and Inclusion has been a topic of discussion for many organizations since the 1960s. Following the Civil Rights Act of 1964, which prohibited the discrimination based on race, color, religion, sex, or national origin, organizations found it important to teach about diversity to help ease tensions. As awareness increased, the act of teaching diversity became more of an opportunity to grow to meet the needs of a changing social climate. The recent events from 2020, following a very turbulent election in 2016, sparked another spotlight on diversity and inclusion. It reminded everyone of the need for organizations to continue to develop programming around diversity awareness and inclusive activity. The purpose of this research is to focus on diversity and inclusion programs and identify what makes programs effective in an ever-changing sociocultural environment.

Investment of Resources

For many programs, the beginning starts as an investment of resources to focus on the development of diversity and inclusion education. In some organizations, taskforces are formed, and strategic goals are set which includes building vision and mission statements (Morgan-Daniel et al., 2021; Simons, 2017). The idea origination of having a diversity and inclusion taskforce usually begins in the human resource department and is fueled by the need to secure and retain talent (Goswami and Goswami, 2018). Organizations that can sustain the expense often set up executive level roles known as Diversity Chiefs or Diversity Officers to help with promoting diversity programs (Simons, 2017). More advanced programming includes ongoing focus on diversity and inclusion initiatives and in some situations bonusing and compensation for executives who promote diversity programming (McClain and Linde, 2021). While building programs is very effective, there are some theories this training needs to be started sooner and become an aspect of our ongoing culture and learning (McClain and Linde, 2021). In addition, leader and employee involvement is necessary. Without leadership and employee support, programs could fail.

Employee Involvement

There are many who suggest diversity and inclusion programming needs support from many levels of the organization. Some cite the program needs to be focused on opening awareness but also ensuring all individuals feel included, despite their differences (Frost and Kalman, 2016; Pleasant, 2017). Those who feel excluded or marginalized will feel undervalued in the organization and this is regardless of their background (Frost and Kalman, 2016; Pleasant, 2017; Simons, 2017). To be effective for more than any direct area of focus, this exclusion must be addressed. This is a complex process. For organizations building task forces to address their

diversity and inclusion needs, it is recommended the composition of the task force reflect the diversity of the community they are serving (Morgan-Daniel et al., 2021). One aspect of diversity that could be overlooked is understanding the varying values of the employees' programs are intended to reach (Ghasempour Ganji et al., 2021). Equally important is the need to trust leadership and to believe there is an ethical value system in place for programs (Goswami and Goswami, 2018). Also there needs to be a recognition that some may feel overlooked by the program and disengage if it does not bear relevance to them individually (Frost and Kalman, 2016).

Leadership Supported

In the forum of leadership, support by the leader through the downlines is identified as an important aspect for successful programs. Researcher Stephanie Pleasant spoke to this when she cited the lack of leadership support can negatively influence commitments and empowering of employees (2017). While she focused on the importance of Human Resources Departments to move programming forward, it was the leaders who kept the momentum of programs. This was also examined in a study on the Medical Library Association when researchers Morgan-Daniel, Goodman, Franklin, Bartley, Nicholas, and Pionke investigated the effectiveness of the activities with this organization (2021). Research concluded it was better for leaders to welcome discomfort by encouraging sometimes uncomfortable discussions. Goswami and Goswami (2018) also found leadership who continued the practice of open and transparent communication with staff on promotion and development activities helped influence a healthy diversity and inclusion program. The research goes on to support managers whose perceptions of a positive social culture and support for knowledge sharing equaled a sharing culture. This produced and promoted diversity of thought (Goswami and Goswami, 2018). Negatively impacting programs

were leaders who were rude to their staff and diminished job satisfaction and organizational

commitment. It is noted leader must be stewards of diversity and inclusion programming for

organizations to flourish and grow in their efforts (McClain and Linde, 2021).

Measuring Results

Once a program is developed, it is important to measure its success. Goals that are

measured produce results (Giovannini, 2004). Many organizations measure their successes

through employee engagement surveys with questions focused on retention (Pleasant, 2017).

Goswami and Goswami found that higher engagement numbers equated to higher retention

(2018). They further linked lower numbers to low productivity and higher turnover rates of staff.

What most of the research found is transparent management of performance was a good thing for

increasing engagement (Goswami and Goswami, 2018). A challenge for many of the

organizations that assess the impact of diversity programming by utilizing engagement

assessments is the data is more qualitative feedback versus quantitative measures (Morgan-

Daniel et al., 2021). Some organizations are leveraging affinity groups and establishing SMART

goals for those groups (Glassman & Glassman, 2017). While there are others who use 360

feedback reviews on their managers to assess impacts of diversity and inclusion programming

(Giovannini, 2004). It was also noted to be careful when reporting data as language can frame

biases (Frost and Kalman, 2016). For example, some organizations would report on the number

of jobs saved at an organization versus the number of jobs lost due to the lack of diversity

programming. The ideal state for measuring success would occur on a frequent basis with real

time report of information (Frost and Kalman, 2016).

Continually Evolving

Researchers have also cited how diversity programming needs to continually evolve. No one size fits all program can be implemented and the program must continually be reviewed and changed due to changes in our social environment (McClain and Linde, 2021). Frost and Kalman cited adapting to change may not come naturally to most people but adapting is necessary for survival (2016). Much like needing to adapt to a changing market, diversity and inclusion programs must adapt to stay relevant to changes in society. Some organizations develop a plan to address diversity, but they stop there and do not take the program further (Frost and Kalman, 2016). It has been noted that progress for some may have been limited, as there is a lack of s a safe space for senior leaders to work through their own understanding of diversity (Pennington, 2020). Others invest a bit more effort as it is the socially responsible thing to do but still stop short of the ideal program. For small number of organizations, diversity and inclusion is a business strategy (Frost and Kalman, 2016). It is integrated to their business model and is led from the bottom up with top level support.

For a more evolved program, there needs to be individual accountability and understanding of diversity (Frost and Kalman, 2016). Pleasant noted when social identity is combined with diversity, it creates a new foundation in which social identity is built (2017). In addition, it was discovered those who are willing to speak up and participate are more engaged (Goswami and Goswami, 2018). Ghasempour Ganji's research cited those who are more engaged, due to diverse perspectives being welcomed, were more open to innovation (2021). McClain and Linde also noted change management is supported through the diversity of thought (2021). Diversity in an organization is noted as a positive indicator of moving an organization forward. It is through diversity programs that new talent with different perspectives are identified

and inclusion encourages the involvement of those with varied backgrounds to engage in

dialogue to help enhance the business they support.

Diversity and inclusion programs have been researched and assessed for several decades.

Over the years, researchers have identified the evolution of programming which was driven by

changes to our culture and society. As awareness increases, so does the need for more robust

programming. Though there continues to be differences in programs, the assorted studies and

publications on diversity and inclusion point to five major components that should exist in every

program. Without these five components, programming may still exist but be limited in its total

effectiveness. Researchers continue to review and identify best practices for programming to

work towards the ideal solution for our world. This review looked at the evolution of programs

to respond to the changing environment.

Chapter 3 – Framework for Analysis

The focus of this study is to discover best practices of successful diversity and inclusion

programs and to understand what elements are needed. Through this qualitative investigation, it

has been necessary to also review obstacles which may hinder organizations from executing on

effective programming. To conduct this research, queries on effective diversity and inclusion

programming was conducted on the various publications on research conducted. As there were

several peer reviewed studies conducted on this topic, content was easily discovered but required

a little further sorting to get to the core of this study. To stay relevant, the queries were restricted

to the past seven years to current for published content that specially targeted effective programs.

As there appeared to be some gaps in the research, a counter search of ineffective

programming was also queried. This introduced areas program developers may wish to avoid

when conducting their planning. There was less peer reviewed content available on this reverse

search, but some limited content did exist on the topic. The content revealed counter points that directed back to how to execute on effective programming. Further investigation was required to validate the backgrounds of researchers and authors of content.

To organize thoughts, a Literature Review was completed to identify major themes. Content reviewed was then placed into one of five major themes that arose from the research. Those themes included an investment to resources, involvement of employees, supported by leadership, measuring results, and to continually evolve. By aligning the content, it identified and gaps in the information gathered and allowed the opportunity to further research those gaps. The Literature Review also allowed for contrasting thoughts to be correlated and investigated further. Through the process of reviewing, organizing, and documenting information, conclusions were reached on this topic.

Chapter 4 - Discussion and Analysis

Organizations may be at various states of planning in their diversity and inclusion programming. For some, they made the investment in these programs years ago while others are just starting up their efforts. As society continually evolves, it is important organizations recognize and adapt to the changing demographics of their workforce and consumer base. They must learn to adapt their business and services provided to the changing sociocultural environment. They must recognize and invest in programming for diversity and inclusion to stay relevant. The theory of evolving to adapt to a new culture has been in existence for years (Frost and Kalman, 2016). The concept is not new and applies to any industry. Whether it is responding to the necessity of evolving an ecosystem or realizing the need to evolve in a financial sector, evolution is necessary for survival (Frost and Kalman, 2016). In the reference to financial planning, those portfolios that follow a diverse investment tactic yield better results. The same is true for organizations who

identify their employees as valuable resources in which they are investing. The best approach is to ensure a diverse perspective is brought to the planning sessions to produce greater results (Frost and Kalman, 2016). Creating and sustaining diversity and inclusion programming helps organizations evolve.

This process starts with the recognition that programming is important, and resources should be aligned to the effort. For organizations in the early phase of planning, this means identifying the need and aligning current resources from within the organization. (Frost and Kalman, 2016). For more advanced organizations with existing diversity and inclusion programs, this will result in executive level positions being developed and financially supported with a focus on diversity (Morgan-Daniel et al., 2021; Simons, 2017). It is important the investment be protected and allowed to grow as a strategic plan. Diversity and inclusion executives should build mission and vision statements to promote programming and establish goals which are shared through the organization (Morgan-Daniel et al., 2021). If the relevance of diversity and inclusion program is not linked to strategic goals, with ties to personal SMART goals, then the program will not be successful at all levels of the organization. It is necessary to link efforts of all staff in the organization to promote the success of the program.

The identification of a diversity and inclusion executive is important but only one step in the building out an effective program. The staff who are included share an equally vital role. Despite differences, these individuals will make a greater investment to the organization (Pleasant, 2017). Those who are not engaged, or even marginalized, will feel excluded and subsequently not support programming (Pleasant, 2017). This needs to be recognized and addressed to ensure inclusion which will help the program succeed. As planning commencements, careful consideration should be given to the key stakeholders and recipients of this program. Programs should engage the staff

and factor in a variety of opinions when developing content. The makeup of working groups should reflect diversity of the organization and the consumer groups (Morgan-Daniel et al., 2021). Senior leaders must recognize some of the staff will resist programming. This is not something to fear as these leaders need to acknowledge that for some, introducing new diverse talent may make them feel like they are losing something of value (Simons, 2017). It is important to acknowledge these barriers and work to address them when planning employee involvement. The leaders must be transparent when discussing performance expectations (Goswami and Goswami, 2018). Open and transparent discussions will ease some tensions and encourage engagement with all employees. Recognition of staff's access to organizational information and strategic plans will increase their investment to the program as well (Goswami and Goswami, 2018). The more information available to staff, the more they can embrace the programming and results desired.

A key component of most diversity and inclusion programming is that is it supported. Like many initiatives, if the leader does not support them, they could fail after launch. To keep programming effective, the leader must be in touch with their employees and their needs. They must identify their personal investment in programing and be allowed time to learn (Pennington, 2020). If a leader adopts a Servant Leadership style, they will possess the tools to make programming successful. As a servant leader, they can spend their time to determine what their staff needs to be successful (Greenleaf, 2021). Servant leaders invest time in learning about their team on an individual level. This can lead to discussions around personal differences and how to address those differences in the workplace. Employees become engaged because of the efforts of their leaders, as it demonstrates a level of integrity and commitment to the employee. Employees understand the goals of the leader are wrapped closely around their own success (Pleasant, 2017). In turn, the employees will reward their leaders with dedication and commitment as there is now

a mutual investment in success. In contrast, the lack of support can negative effects and influence empowerment or engagement of staff (Pleasant, 2017). Those who are rude or dismissive to their employees' differences will have a lasting impact on staff morale (McClain and Linde, 2021; Goswami and Goswami, 2018). The leader who acts in the capacity of a coach and helps their employees to succeed, will find the best benefit for their effort (Rodgers et al., 2019). The effort to understand the employee's needs and subsequently acting in a manner that helps satisfy those needs will aid a leader in moving the diversity program forward.

In addition to a Servant Leadership style, Transformational Leadership can help foster a positive environment where diversity and inclusion efforts can flourish (Murari and Mukherjee, 2021). It is in the Transformational Leadership model where innovation flourishes. Diversity and inclusion programming is built upon the basis of innovation. Adopting diverse practices and opening to diverse perspectives will help drive results for an organization. A top-down approach to diversity and inclusion programming does not make lasting changes to the culture of an organization (Frost and Kalman, 2016). Transformational Leadership encourages leaders to work beyond their own interests and to identify the strengths of their staff to move initiatives forward (Murari and Mukherjee, 2021). Understanding the needs and interests of their teams allows them to achieve results. Understanding the differences and allowing staff to be their whole authentic selves encourages an environment of inclusion and innovation (Frost and Kalman, 2016). The staff who feel engaged are open to innovative ideas and growing business in innovative ways (Ghasempour Ganji et al., 2021). Diversity and inclusion programming encourages an environment where people can be open and as a result, engagement increases.

While many programs have established some level of measuring results for the goals, there are still opportunities that exist with reporting results of diversity efforts. For some organizations

diversity assessments are completed in a qualitative form and reported to senior leadership (Morgan-Daniel et al., 2021). This is a good starting place for organizations looking to assess impact but reporting needs to go further. More quantitative information should be introduced, in addition to qualitative measures, when assessing impacts. Some of the quantitative measures being utilized geared towards retention rates and turnover of individuals of diverse backgrounds (Goswami & Goswami, 2018).

It is good to understand retention rates of the diverse population at an organization, but it does not get to assessing effectiveness of diversity programs for the entire organization. There can be a silent sector who may never leave an organization but feel isolated or marginalized (Pleasant, 2017). Some may simply become disengaged and choose not to leave organization but yield poor results. Organizations must find ways to look at diversity and inclusion programming to understand whether their efforts are effective for their entire organization. This means finding new ways to measure program effectiveness and to not simply stop at identifying how many participated in required annual training to meet compliance needs (Frost and Kalman, 2016).

A few organizations have started the process of assessing demographic information of their employee base and categorizing it at various levels of the organization (Hunter, 2020). This information is useful when determining the success of moving diverse talent up through the organization to advance roles. This is accomplished by benchmarking the information collected and later returning to it to assess the growth in different job categories (Hunter, 2020). Ideally, measuring the success of diversity and inclusion programming will be conducted on an ongoing basis. Assessment should not cease once targets are met, instead new goals should be established to push for further results (Frost and Kalman, 2016).

Additional thought should be granted to the various stakeholders and recipients of diversity and inclusion efforts. Results should be communicated in ways meaningful to those who are receiving the information (Deszca et al., 2020). Communications should be developed with specific recipients in mind and delivered with the intent of reaching certain stakeholders' interests. Results relative to frontline employees may not be the same data an organization would want to share with their consumer groups (Deszca et al., 2020). Careful consideration should be granted to the needs of the various individuals and planning for results and measurements should be conducted with a goal to produce information on an ongoing basis to all targeted groups.

One misstep some organizations make is they assume once diversity and inclusion programs are developed, they can utilize the same programs year after year (Frost and Kalman, 2016). This is an incorrect assumption on the part of planners. Organizations who possess this mindset will find their diversity and inclusion programs will fail. Much like the changing demographic of our society, diversity and inclusion programming must continually evolve to be effective (Frost and Kalman, 2016). There is a need to continually evolve programming to meet ever changing needs and issues we are facing in society. As recognition of diversity increases, so does the need to address new topics and diverse perspectives.

With diversity awareness increasing, individuals are becoming more comfortable with identifying with their authentic selves. Organizations must be ready to embrace and change programming to meet the demands of the new identities. Staff who are willing to speak up and participate in developing program will help foster an environment where there is continuous improvement (Goswami and Goswami, 2018). Organizations need to adapt by continuing to review and assess the effectiveness of their programs. Leaders should look for opportunities to evolve their skills with diversity and seek feedback from their staff. This will help the organization

be effective in the evolution of programming. It is not wise to stay still and never make a change. If this occurs, organizations will find they become obsolete or irrelevant to their employees and consumers. The investment to enhancing diversity and inclusion, on a continued basis, should be made and resources allocated to the ongoing efforts.

Recommendations

Organizations have recognized the need to have diversity and inclusion programming in their strategic plans. Organizations who either do not want to make the full commitment or are starting new in this effort will have programs that are basic. Once programming has started, it is important to continue to develop upon what is built (Frost and Kalman, 2016). In building out programming, organizations need to ensure key components are included to build an effective program. Through this research, there are five key components which emerged and should be a factor in every diversity and inclusion program. Organizations should plan to include these components, even if they are not executed at the beginning of the program development.

Most critical to start is the investment of resources (Frost and Kalman, 2016; Morgan-Daniel et al., 2021; Simons, 2017). This needs to be a firm commitment of any organization, whether the resources are hired or identified from the existing employee base. Diversity and inclusion programs succeed when leaders are there to help move them forward and engage their staff (Goswami and Goswami, 2018; Simons, 2017). Leaders who subscribe to the Servant or Transformational Leadership style may find the most success with driving programming forward (Murari and Mukherjee, 2021). Equally important is employee engagement in programming (Pleasant, 2017). Ideally, organizations will cast a wide net to capture as many diverse perspectives as possible in their program planning. Having these three components is a good start for many

programs, but to truly move to a program forward to continue its success, there are two additional components should be included.

The area of greatest opportunity for most organizations is with measuring the success of diversity programs. In addition, many organizations do not give thought to continually evolving programs once developed. As discussed, if the measurement of the effectiveness is not conducted and there is not a continued investment in evolving the program, the program will fail (Goswami and Goswami, 2018; Morgan-Daniel et al., 2021). Any previous efforts to build programming may become irrelevant to the staff and to consumers. Having a dedicated resource, whose primary responsibility is to drive diversity and inclusion for the organization, will help with both opportunities (Morgan-Daniel et al., 2021; Simons, 2017). Organization should provide their Chief Diversity Officers with support, either financially or through additional resources assigned to the task, to help further programs. The Chief Diversity Officers must ensure their program planning involves leaders and front-line staff. In addition, it should be a goal of the organization to develop and deliver results to program stakeholders (Deszca et al., 2020). The diversity leaders should give thought to how to continually evolve their program to help it be a success for their organization (Frost and Kalman, 2016). Once these key components are addressed, organizations should experience the benefit of their investment through continued employee engagement and enhanced innovation practices.

Chapter 5 - Conclusion

The need for diversity and inclusion programming is not a new concept for most organizations. Since the 1960s, the desire for building awareness of diversity has been present. The ongoing changes to our world continue to make diversity and inclusion education a necessity. It is more than just satisfying a compliance need; it is what is needed to adapt to

ongoing changes to society. The investment of time and resources provides a return on the efforts

and commitment of the organization. Once an investment is made, it needs to be supported by

the leaders in their effort to identify and engage staff in the process of developing programming.

Leaders possessing Servant or Transformational Leadership styles may yield greater success

with moving programming forward. With increasing sociocultural changes to our world,

organizations must commit to the investment of diversity and inclusion programming to stay

relevant in the future. Further they must build programming that is effectively meeting the needs

of the organization, workforce, and consumer base by ensuring resources are allocated,

employees are involved, leadership is supportive, results are measured, and there is a

commitment to continue evolve programs developed. Without an investment to this type of

programming and a recognition of its value, organizations will find they are no longer relevant to

their consumers and their workforce.

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