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Institutionalizing diversity and inclusion engaged marketing (DIEM) for multicultural marketplace wellbeing

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Institutionalizing diversity and inclusion engaged marketing (DIEM) for multicultural marketplace wellbeing

Abstract

Within an institutional theory framework, this paper identifies three interconnected fields of the marketing institution – research, education, and practice – that contribute to advancing the diversity and inclusion discourse in promoting multicultural marketplace wellbeing. Conducting three studies, one in each field and across contexts in three continents, we identify barriers that inhibit effective implementation of diversity and inclusion initiatives in today's multicultural marketplaces. These barriers exist within and across fields and pertain to cultural-cognitive (shared meanings), normative (normative factors), and regulatory (rules and systems) pillars supporting the existence or transformation of institutions. From our research findings, we provide specific guidance for institutional work within marketing's fields and policy developments needed to advance diversity and inclusion engaged marketing (DIEM) for enhancing multicultural marketplace wellbeing.

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Keywords: diversity and inclusion, multicultural marketplace, wellbeing, institutional work, relational engagement, marketing research, higher education and practice

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Introduction

The question of how to leverage multicultural diversity and achieve full inclusion for all individuals has become a focal topic among business researchers, educators and practitioners across many societies (Ferdman 2014). In particular, the last decade has seen the introduction of several initiatives signaling this focus, including: Forbes' annual 'Best Employers of Diversity' list (Umoh 2020); Refinitiv's Diversity and Inclusion Index (2020) for socially responsible investment; and McKinsey (Hunt et al. 2018) and BCG (Taplett et al. 2019) reporting on the value of a diverse and inclusive organizational culture for business performance.

Some initiatives also see business/management research, education and practice join forces, as exemplified by the PhD Project (2020). This US-based initiative was established in 1994 to instill a greater appreciation for diversity and inclusion (D&I) among corporate and academic leaders, with the ambition of impacting students. To date, the PhD Project has quintupled the number of underrepresented professors in business schools (an increase of over 1200 to date). Similar momentum is evident in other continents. In South Africa, several universities introduced programs to recruit and educate graduates to foster a diverse and democratic society (Mckie 2019). Yet, emerging initiatives remain isolated and limited in scale, with ongoing criticism leveled at universities for perpetuating 'culturally-colonial', discriminatory knowledge (Grosfoguel 2013; Sleeter 2010). Furthermore, across a broad spectrum of industries, improvements to workplace D&I are assessed as slow or inconsistent and not fulfilling objectives (PwC 2019; Murgia 2019).

This ineffective progress is particularly evident from the perspective of external marketplace stakeholders. Recent years have seen numerous instances of organizations being criticized for cultural insensitivity and/or discriminatory practices in their marketplace activities. For example, Volkswagen received backlash for releasing ads depicting an oversized white hand flicking a black

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man away from a VW Golf into what is labeled the 'Little Colonist' café (Somerville, 2020) and portraying men being astronauts and athletes and a woman looking after a baby stroller (O'Malley, 2019); Starbucks – for the arrest of two African-American customers in one of its stores, prompting a wider debate on racial profiling in retail spaces (Gabbatt 2018). A growing body of research also shows various consumer populations still subjected to discriminatory experiences, such as exclusion (Bone, Christensen, and Williams 2014; Kuppuswamy and Younkin 2020), stereotyping (Grau and Zotos 2016; Lee, Kim, and Vohs 2011), or being made invisible (Bennett et al. 2016; Gopaldas and Siebert 2018). The year 2020 laid bare the consequences of pervasive inequality and discrimination in the marketplace. The Covid-19 pandemic demonstrated ongoing disparities in access to health information and care for many historically marginalized populations across the world, while the widespread international expansion of the Black Lives Matter protests brought into sharp focus racial stereotypes persisting in marketing activities of many major organizations (Duffy 2020).

In sum, many consumers remain deprived from the benefits of D&I advancement. Extending Demangeot et al.'s (2019, p. 314) argument that multicultural marketplace wellbeing – "a positive emotional, mental, physical and social state of being experienced by culturally diverse market actors" – requires concerted efforts promoting inclusion by marketing research, education and practice, we consider D&I-engaged marketing (DIEM) an important wellbeing-enhancing mechanism, currently underutilized in the marketplace. We define DIEM as actions in marketing research, education and practice that proactively and consistently promote advancement of D&I for all marketplace participants.

There are positive steps towards DIEM. In academic research, these include publication of studies on diverse marketplaces in our discipline's leading journals, examining topics such as bi-national families (Cross and Gilly 2014), systemic discrimination in the financial services industry

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(Bone et al. 2014), and faux diversity in gentrification (Grier and Perry 2018). There also are several past (Crittenden et al. 2020; Demangeot et al. 2015; Ellson 2014; Henderson and Williams 2013), or forthcoming (Williams, Cross, and Dellande 2020; Moorman et al. 2018) journal special issues on these topics. In marketing practice, there is emerging market analytics on the positive impact of advertisements representing diversity and inclusivity on consumer perceptions and share price (Beer 2019), as well as on the remaining gaps and inequalities in the representation of minorities in advertising (Lloyds Banking Group 2018). A Cultural Insights Impact Measure to assess the cultural resonance of an advertisement with diverse consumers has been developed by the US Association of National Advertisers (Sherwood 2019). Networks of marketers and advertisers also are working to produce training and best practices for promoting workforce diversity in marketing (e.g., Salesforce.com: Siegel 2019). More recent developments include promoting racial equality in the wake of 2020 Black Lives Matter protests, with individual organizations radically reviewing their C-suites, branding, marketing, and hiring practices and industry associations pledging sustained action (Duffy 2020; Stewart, 2020).

Yet, efforts to further advance DIEM are facing several major hurdles. First, many initiatives remain fragmented, concerning only one diversity facet (gender, disability, race/ethnicity) or one industry segment (advertising), and are seen as superficial or publicity-seeking (hiring of a chief diversity officer and staff training – Tai 2018). Second, there is a lack of understanding how organizational D&I practices impact marketplace stakeholders (Demangeot et al. 2019). A third hurdle lies in several forms of opposition to D&I. The strongest is the worldwide rise of extreme discriminatory ideologies (Sheehy 2017). In some current political contexts, these ideologies exert pressures at state level on D&I initiatives and programs established or being developed by organizations (O'Brien and Olson, 2020; BBC News, 2017). There also are acts of reactance, such

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as some men's reluctance to hiring or placing women in roles for professional advancement following the #MeToo movement (Atwater et al. 2019).

In view of the above, this paper contributes to current research and industry endeavors for DIEM advancement by taking an integrated view on how DIEM initiatives across the marketing discipline can be strategically broadened in scope and sustained. We address three questions: 1) what barriers prevent more effective and consistent DIEM initiatives? 2) how can DIEM be more socially impactful? and 3) what policy developments are needed to enable stronger DIEM advancements? We draw on institutional theory to develop a framework that identifies how DIEM actions can be aligned for affecting systemic changes, in what we identify as the organizational fields of the marketing institution (research, education, and practice[1]). Within this framework, we conduct three studies, multicultural in participants and country contexts (USA, UK, and South Africa). Our findings reveal several barriers, internal and external to marketing institution, impeding DIEM advancement, as experienced by actors in the three fields. We develop a set of within and cross-field actions for marketing professionals to strategically coordinate their work for holistic DIEM advancement. We provide policy development recommendations for maximizing this work's effectiveness and discuss how integrated policies and actions can leverage DIEM's positive impact on multicultural marketplace wellbeing.

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Institutional theory as a lens for examining DIEM progress

Institutional theory

Institutional theory (DiMaggio and Powell 1983; Scott 1995) posits that individual and organizational actors are constrained by prevalent rules, norms, and shared meanings. At the same

[1] In research, we include primarily academic research; in education – higher and further education; in practice – businesses, public and not-for-profit entities producing marketplace offerings (products, services, communications). From here on, due to space constraints, the fields are referred to as 'Research, Education, and Practice'.

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time, they work towards changing those rules, norms and meanings by attempting to legitimize alternative ones. Among the 'building blocks' of institutional theory are *organizational fields* and *institutions. Organizational fields* are defined as "communit[ies] of organizations that partake in a common meaning system and whose participants interact more frequently and fatefully with one another than with actors outside the field" (Scott 2001, p. 56). *Institutions* are defined as "those (more or less) enduring elements of social life that affect the behavior and beliefs of individual and collective actors by providing templates for action, cognition, and emotion, non-conformity with which is associated with some kind of cost" (Lawrence, Suddaby, and Leca 2011, p.53). Institutions form and operate at macro- (political ideologies, sociocultural norms), meso- (systems of healthcare, industry, labor organization, leisure) and micro- (families, social peer groups) levels of social organization.

The set of rules, norms, and meanings operationalizing how people 'live together' (Zapata-Barrero 2015) can be understood as a macro-institution. Two competing discourses currently contribute to legitimizing different conceptions of 'living together' in multiculturally diverse societies. First is the discourse of explicit or implicit 'dominance' of majority socio-cultural groups over minority ones, expressed through cultural bias and discrimination and sometimes extreme forms of supremacist ideologies (Kešić and Duyvendak 2016). The second is D&I discourse promoting equality between people and groups, expressed through prioritizing inclusion as a sine qua non condition for wellbeing (Nowicka and Vertovec 2014).

The multicultural marketplace is a major social arena of the 'living together' macro-institution, where different cultural codes converge and are experienced as bodily (consumers, front-line staff) and non-bodily (brands, media) manifestations of cultural origins, heritage, race, ethnicity, religious (non-)beliefs, impairments, age, sexual orientation, gender identity, class, migration or neuro status, amongst others (Demangeot et al. 2019). The marketplace is also one of

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the main arenas where meso-level institutions operate, reflecting or attempting to transform macro-institutions. Marketing, a meso-level institution, materializes cultural codes concerned with 'living together,' informed by and informing social development (Vorster et al. 2020). It can, through product/service provision and communications, (de-)legitimize D&I discourse and impact marketplace stakeholders' lived experiences (Saren, Parsons, and Goulding 2019).

Research, Education and Practice are three organizational fields of the marketing institution, with actors in these fields involved in forming insights regarding lived experiences of the marketplace. Using these insights, they produce offerings, representations or spaces, guidance for training of marketing professionals, or theories, ultimately impacting the value consumers receive from their marketplace and social experience. In turn, actors' abilities to sense new trends within consumer spheres and develop innovations addressing these trends is key to aligning marketing offerings and actions with consumers' needs and ultimate wellbeing.

Marketing's three organizational fields are interconnected through the circulation of ideas, knowledge, and people. Interaction between fields can enable the co-creation of new knowledge and actions, or perpetuate existing ones. Grier, Thomas, and Johnson (2018) demonstrate how a lack of critical engagement with the notion of (re)construction of race in consumption by the Research field may be interrelated with practices overlooking historically racially-discriminated consumers or treating race simplistically as a segmentation variable. Burton (2009) shows how marketing academics socialized into dominance of whiteness ideology through euro-centered education continue to reproduce it in research and teaching. Consumers too can influence and/or accelerate change towards new knowledge and actions in the marketing institution. Through resistance, activism, boycotts or 'buycotts', they can exert organized or emergent collective power over the Practice field and (de-)legitimize practices and offerings (Denegri-Knott, Zwick, and Schroeder 2006). Through brand communities and content generation, they can 'shape the

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conversation' by providing researchers, educators and practitioners with insights and their own framing of salient issues. Yet, while the transformative consumer research (TCR) movement is focused on consumers' voice, and consumer-inclusive methodologies such as participant action research (Ozanne and Saatcioglu 2008) or community action research (Ozanne and Anderson 2010) are promoted, a consumer wellbeing focus is still rarer in the wider marketing discipline, falling behind other management sciences (Mari 2008; Moorman et al. 2018).

Through an institutional theory lens, DIEM represents an emerging sub-institution seeking legitimacy. DIEM advancement takes place in a context of 'loose coupling' between consumers and the three organizational fields themselves. Although interconnected, fields are distinct communities, animated by different imperatives and meaning systems. Field-specific considerations (impact on the bottom line, teaching effectiveness, societal impact, research rigor, innovation, etc.) motivate different actions. It is, therefore, likely that such 'interconnected yet siloed' modus operandi impacts translations of D&I discourse and actions upon DIEM.

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Institutional work

Institutional work encompasses "the purposive action of individuals and organizations aimed at creating, maintaining, and disrupting institutions" (Lawrence and Suddaby 2006, p. 215). A growing body of literature identifies different kinds of institutional work that individual and organizational actors carry out (see Lounsbury 2001; Zietsma and Lawrence 2010). Lawrence and Suddaby (2006) synthesize these efforts as aligning with three pillars of institutional legitimacy: 1) shared meanings (cultural-cognitive), 2) normative foundations and networks (normative), and 3) rules systems and regulatory support (rules). They identify eighteen main forms of institutional work required to legitimize a new institution and disrupt the existing institution where transformation is sought (see Web Appendix 1). Because institutional work is characterized by the intentionality and effort of all actors involved (Lawrence et al. 2011), we argue that a holistic view

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on actions toward DIEM advancement, by actors across marketing's organizational fields, can explain why, how and where this work is most and least effective. We next report three studies carried out in each of marketing's fields with this aim.

Methodology

Research approach and context

Using a multi-method approach (Morse 2003), we designed three qualitative studies to examine DIEM work by actors operating in marketing's Research, Education and Practice fields in the USA, UK and South Africa (SA). These contexts, representative of multicultural marketplaces (Kipnis, et al. 2013), allow for contrasting different perspectives to "take account of the ideological, historical and structural contexts of cultural diversity" (Demangeot et al. 2019, p. 342). The three contexts are comparable by the multicultural nature of their demographic landscapes, and by the ongoing challenges, in their sociopolitical discourses, of the hegemony of historically-dominant groups (e.g., white ethnoracial group, male gender group, etc – Nkomo and Hoobler 2014). At the same time, they represent different regional locales (North America, Africa, Europe), hemispheres (western: USA, UK; non-western: SA), and histories of cultural diversity evolution (post-colonial: USA, SA; migration: UK). Hence, these contexts illuminate both contextually unique and cross-contextually similar experiences of actors working towards advancing DIEM. Such cross-contextual view is important given that actions directly related to advancing D&I are set as global priorities (as reflected, for example, in emphasis on inclusivity in several of the United Nations' Sustainable Development Goals, including Reduced Inequalities, and Gender Equality – UN 2015), as well as the transnational interconnectedness of contemporary markets, research and education (Demangeot, Broderick, and Craig 2015; Nowicka and Ryan 2015). The studies comprise: 1) a heteroglossic researcher introspection (Study 1); 2) a systematic

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review of D&I agenda and DIEM actions as reflected in universities' official webpages and marketing curricula (Study 2); and 3) three knowledge co-creation workshops with professionals and marketing practitioners engaged in D&I (Study 3).

Study 1

We examined experiences of marketing actors advocating for DIEM within the Research field via heteroglossic (e.g., multi-voice) researcher introspection, which uses researcher's lived experiences as data and allows for conjoining multiple viewpoints on a focal interest (Gould 1995; Wallendorf and Brucks 1993). Through mindful observation(s) on the self and/or external phenomena, introspection enables discovery of paradoxes and resolutions that might not otherwise be accessible (Banbury, Stinerock, and Subrahmanyan 2012; Woodside 2004).

This paper's authors share the lived experience of studying culturally diverse consumers in multicultural marketplaces and their experiences of wellbeing. Co-authors also have past or current roles as practitioners and educators in business/management schools. Our experiences of academia vary by timeline and career stage; the team comprises five early-career academics (doctoral researchers and/or academics between one- and three-years post Ph.D. award[2]) and eight more established academics (four at associate professor and four at professor/chair or above level). We cover a range of western (USA, France, UK, Italy, Spain, Belgium) and non-western (Brazil, SA, Kazakhstan, Ukraine, Romania, Poland, China, United Arab Emirates, Malaysia, Caribbean, the Middle East, South East Asia) national and regional contexts and different focal dimensions of multicultural living (e.g., ethnicity, race, multiracial, multicultural, disability, gender facets and their intersections), allowing for variation (Banbury et al. 2012).

[2] One of the early-career academics combines work in academia as a research associate with a career of Chief Experience Officer.

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Our approach was interactive introspection (Gould and Maclaran 2003), whereby one or more researcher-informants introspect, while others comment, question and/or introspect in response. We chose written introspections "to create meaningful contextualised narratives for analysis" (Boufoy-Bastick 2004, p. 4). To balance team power dynamics (Muhammad et al. 2015), early-career academics were first to conduct a written introspective exercise; other academics reviewed and elaborated on these in a subsequent exercise. The first three authors developed an introspection brief, asking team members to consider the following questions: 1) How to research multicultural marketplaces for transformative outcomes? 2) How to design and implement effective marketing practice interventions for multicultural marketplace wellbeing? and 3) How to prepare and develop marketers through education and training curricula for effective [multicultural] wellbeing-enhancing marketing practices? Interactive introspection continued throughout our track's work at the 2019 TCR conference. Working in smaller groups and then as a whole group, we produced 'brainstorm posters' on initial introspections. Team notes akin to 'memoing' supported the articulation of analytical observations and clarification of assumptions, to arrive at shared interpretations (Miles and Huberman 1984).

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Study 2

Study 2 sought to gain insight into the Education field. We conducted a review of the D&I discourse and DIEM actions as reflected in corporate communications and marketing curricula for universities in our three chosen contexts: USA, UK and SA. The design followed the systematic review method (Siddaway, Wood and Hedges 2019) and focused on websites, as grey (non-academic) sources enable discovery of the status quo in areas of public life on which academic knowledge is scarce (Stansfield, Dickson, and Bangpan 2016).

Using a quasi-random sampling procedure, a sample of 48 universities (USA: 20, UK: 20, and SA: 8) was selected. The sampling criteria took into consideration specifics of the higher

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education sector in each context. For the USA, the 65 member universities of the Power Five Athletic Conferences were deemed appropriate to identify a representative view, in terms of geographical location, university ranking and type (private vs. public). For the UK, we chose the Complete University Guide, which provides a comprehensive list of 131 higher education institutions from across England, Wales, Scotland and Northern Ireland. For SA, the list comprised all 24 universities in the country. USA and UK samples were drawn as follows: first, university lists were sorted alphabetically, with each university identified by a number. Next, using an online random number generator (http://numbergenerator.org/), we generated a list of 20 numbers and sampled universities based on their number. SA sample was drawn to comprise eight universities included in the 2018 edition of Times Higher Education World University Rankings list, as we reasoned this will enhance data's cross-comparability.

Drawing on the study objectives, we generated a list of keyword search terms: "equality", "diversity", "inclusion", "multicultural", "intercultural", "multi/intercultural markets", "cultural (in)sensitivity", "(inter)cultural competence". We first conducted searches for the: 1) home webpage of the university's official website; and 2) home webpage of the university's business/management school (if existing). The first 10 returns of each search were recorded, subsequent returns were carefully inspected. All returns potentially relevant to our research questions were recorded, including, but not limited to university/school statements of mission, vision, policies, D&I agenda, plans and procedures, definitions pertaining to equality, diversity and inclusion, as well as D&I related events, research groups/projects and training. Next, we identified and reviewed webpages providing descriptions of marketing courses, seeking programs and modules that include topics related to our keyword search terms in the titles and content outlines, learning outcomes or syllabi. Given our conceptual focus on marketing as an institution in which DIEM strives for legitimacy, we chose to look for evidence of DIEM embeddedness in

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curricula. That is, while acknowledging that D&I progress could have been assessed via student and faculty counts as a proxy measure, we reasoned that, for substantial gains in DIEM specifically, demographic diversity needs to be matched with educational content.

Study 3

Study 3 design followed a relational engagement approach, where researchers actively engage with "relevant stakeholders building on their everyday understandings, interests, and expertise" (Ozanne et al., 2017, p. 5). Knowledge co-creation workshops, recommended for institutional work research, were used to elicit productive interactions – a form of relational engagement (Hampel, Lawrence, and Tracey 2017; Spaapen and Van Drooge 2011). Productive interactions converge voices, experiences and skills of researcher(s) and relevant stakeholders (executives, managers, policy makers, consumers, activists, nonprofits) to co-create knowledge for societal benefits. The workshops pursued three interrelated objectives: 1) gain insights into the experiences of actors advancing DIEM in practice; 2) identify whether and what forms of institutional work can advance DIEM; and 3) scale up non-academic stakeholders' input into the long-term knowledge development agenda of our research network. Objectives (1) and (2) were directly relevant to this paper's aims; (3) pursued further relational engagement work.

The workshops took place in two locations in the UK (London and Yorkshire) and one location in the USA (Midwest); two of our chosen contexts with different histories of diversity evolution, i.e., post-colonization (USA) and migration (UK). Outside of our author team, the workshops comprised 26 contributors representing a range of backgrounds and professional experiences (8 in one UK location; 6 in the other UK location, with contributors from across South, Midlands and North England; 12 in the USA workshop, with contributors from across the USA, including the Eastern, South and Western regions). Contributors were recruited via snowballing from personal contacts and online resources (e.g., companies' websites, Twitter,

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LinkedIn). To maximize democratic and outcome validity (Ozanne and Saatcioglu 2008), we utilized a maximum variation sampling strategy to engage a range of contributors for distilling core experiences from "common patterns that emerge from great variation" (Patton 1990, p.172). Hence, we sought variety in sectors, scope of organizations' operations (regional, national, international/global), roles and seniority among marketing practitioners and other contributors who were involved, through formal (D&I function/department) or informal (activist movements concerned with diversity in media/advertising) structures, in activities intersecting D&I and marketing. Web Appendix 2 presents a detailed contributor profile.

All workshops followed a discussion forum format and, for cross-national equivalence (Belk 2006), adhered to the same protocol comprising broad guideline questions (see Web Appendix 2 for questions' examples). Three contributors in the UK, who were unable to attend the workshop, were interviewed by one member of the UK research team. Interviews followed the same protocol and were subjected to the same analysis (Patton 1990). All workshops and interviews were audio-recorded with contributors' consent.

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Data Analysis

In all three studies, we subjected data to thematic analysis, following the constant comparative method (Glaser and Strauss 1980) and seven analytical stages by Spiggle (1994). Textual data (introspective pieces in Study 1; systematic review records in Study 2) were analyzed on data collection completion; voice recorded data (workshops and interviews in Study 3) were transcribed verbatim, then analyzed. Analyses followed a derived etic approach, first conducted within and subsequently across organizational field and national data subsets for Studies 2 and 3, to discern context-informed specificities and differences as well as cross-contextual similarities (Berry 1979). For each data (sub)set, one author independently conducted initial thematic analysis, utilizing meaning categorization to identify emergent descriptive emic themes and condensation to

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formulate analytical etic themes (Kvale 1996). These were subsequently contrasted with our theoretical framework and literature. Themes were condensed and classified as rules, norms and meanings-related constraints (barriers) or transformative actions experienced by actors. Emerged themes were audited by at least one other author before being shared with the author team. The three lead authors consolidated and compared emerged themes, identifying themes recurring across and specific to context (organizational field/national). The team met regularly online to discuss and agree on emerging interpretations.

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Findings

Analysis reveals that actors across marketing Research, Education and Practice fields experience a range of challenges in advancing DIEM. Within an institutional theory framework, these challenges manifest as cultural-cognitive (meanings), normative (norms) and regulatory (rules) barriers that inhibit building (legitimizing) DIEM as a sub-institution. Some barriers exist across fields; others are field-specific. Analysis also reveals that harnessing fields' interconnectedness can aid overcoming barriers. We report findings via exemplar data extracts and condensed data in Table 1. Web Appendix 3 provides this table with both condensed and non-condensed data.

----Insert Table 1 About Here----

Barriers for DIEM – Meanings

The first group of barriers represent challenges related to operationalization of the D&I discourse. Specifically, findings reveal *Confounded conceptualizations of D&I* (barrier 1 – Table 1) within and across marketing's organizational fields. This appears to restrict actors' DIEM activity. Research contributors identified a predominant theoretical focus on *"more profitable means of improving reach and return on investment* [rather than] *impact on consumer wellbeing"* (Researcher Informant 2) obstructing their work on examining marketing's impact on multicultural

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marketplace wellbeing. Within Education, data highlighted that business/management schools appear to rely on university-level visions and actions upon the D&I agenda rather than comprehensively specifying D&I as a required outlook for future business leaders. Within Practice, unclear and varying D&I definitions appear to obstruct organizations' visions of DIEM social outcomes, resulting in a trivialization of the discourse as *"the right language to not get in trouble"* (UK contributor).

A second barrier is *Selective operationalizations of DIEM* (barrier 2 – Table 1), a focus on select stakeholders based on cultural difference marker(s) or on organization's type/size. In Education, findings show within- and cross-national variations in focus on cultural groups (racial minorities, LGBTQ, disability, gender) and stakeholders (staff, students). Practice contributors highlighted that DIEM is more prevalent in the agenda of large corporations but *"not really a conversation"* in smaller organizations (UK contributor). These findings corroborate prior academic and industry reports indicating that large private and public organizations tend to 'dimensionalize' their approach to D&I, engaging stakeholders perceived relevant to their instrumental objectives through corporate branding and advertising (Berrey 2011; Jonsen et al. 2019). Smaller organizations may find acting upon or sustaining D&I more challenging (Cruikshank 2017). Selective operationalizations of DIEM are linked to "traumas of omission" (Bennett et al. 2016, p. 283) and prevent achievement of equity, as articulated by a USA Practice contributor: *"So diversity and inclusion, I think oftentimes the equity piece is left out of it."* Addressing equity is a developing DIEM trend, showcased by the USA's Association of National Advertisers #SeeAll initiative (Schultz 2019).

A third barrier reported by Research and Practice contributors encompasses *Deficiencies in production and diffusion of unified DIEM knowledge* (barrier 3 – Table 1). Practice contributors highlighted the need for DIEM knowledge developed from standpoints of empathy, compassion

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and humanity. Similarly, Research contributors highlighted considerations of multicultural wellbeing, empathy and *"basic human needs for inclusion"* (Researcher Informant 3) as an important perspective missing from marketing education and theories. Such observations resonate with emergent notions of 'affective marketplace inequality' – e.g., lack of 'care' in marketplace offerings and/or communication (Hutton 2019), and of 'inclusivity marketing' – e.g., a principle of recognizing all consumers and their (multi)cultural identities (Papandrea 2019). That inclusivity requires active empathetic thinking (Berlach and Chambers 2011) explains the cross-field demand for empathy as one of core DIEM concepts.

Together, empathy, inclusivity and equity were identified as components for reinforcing the meanings pillar of DIEM. Significantly, Practice and Research contributors emphasized the need for connecting silos within and across fields to facilitate DIEM knowledge production and diffusion. Practice contributors reasoned that this can be accomplished by maximizing interactions: *"So, there needs to be so much conversation between all the different groups especially the activists…"* (UK contributor); *"…everyone needs to step out of their comfort zone."* (USA contributor). Others pointed to the need for closer interaction with professional training, a key marketing education form in some marketplaces: *"Many marketers in South Africa do not complete Master's or Doctoral degrees"* (Researcher Informant 1).

The fourth barrier we identified is the *Lack of shared language and mutual understanding in construction of DIEM-specific resources and actions* (barrier 4 – Table 1). Contributors from Practice expressed frustrations over a deficit of accessible knowledge resources and/or exchange platforms that consolidate DIEM-specific expertise and best practices. They perceived the Research field to offer few relevant forms of DIEM knowledge and a lack of accessible, flexible ways for engagement between large actors in Education and Research (universities' business/management schools) and small-size Practice actors (regional marketing and advertising

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agencies). Research contributors acknowledged that work is required to extend the scope of engagement between DIEM-oriented research and other fields. They also expressed concern that their work is 'lagging behind' needs and pace of Practice. A similar trend is observable in the Education field. Only a minority of universities in our sample offer specific marketing courses dealing with marketplace diversity holistically: while some emphasize an international perspective in regular marketing courses, very few address intra-national diversity.

Contributors emphasized the need for joint production of resources and knowledge. A USA Practice contributor identified 'theorizing on the ground' as required joint work: *"…in real time practice, not so much as a theory. I mean the theory piece could just be, maybe in some type of research and development, but then at a certain point, to actually be on the ground or in a particular environment"*. A UK Practice contributor stressed that Research field actors need to do 'translational' work to create shared meanings, language and understandings: *"So if you* [academia] *produced something which marketers want to read, you're creating some change"*.

Barriers for DIEM – Norms

The second category of barriers concerns norms. A first barrier, *D&I anxiety* (barrier 5 – Table 1), indicates that competition between 'dominance' and 'D&I' discourses within the macro-institution of 'living together' is mirrored in the marketplace. It shapes stances of and relationships between marketplace actors, including consumers, brands, marketing academics/practitioners, and organizations. Contributors stated the need to recognize the (at times unintended) consequences of mainstreaming D&I discourse and develop solutions. These consequences encompass reactance from some members of currently-dominant cultural groups. For instance, campaigns for inclusion of consumers with disabilities could result in the non-disabled perceiving them *"too able to be on benefits just because they were out shopping"* (Researcher Informant 4). Practice contributors indicated that not engaging with dominant groups generates beliefs of *"all this* [D&I] *work* [being]

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subversive and […] *taking away access* [to] *an opportunity"* (USA contributor). They stressed that engaging these groups is not a retreat from the D&I agenda but rather *"actually getting them to be involved"* (UK contributor).

Findings illuminate how D&I anxiety can constrain marketers' transformative actions for DIEM advancement. This supports prior research proposing a relationship between (multi)cultural meanings conveyed through marketing actions and perceptions of threats from cultural outgroups co-present in a multicultural marketplace leading to reactance (Kipnis et al. 2013; Visconti et al. 2014). Contributors shared reflections on being 'stuck' between the ethos of 'greater good' and extant norms imposed through client/shareholder/employer pressures. One UK Practice contributor illustrated client-imposed pressures: *"…brands are really terrified of the term diversity and inclusion.* […] *So, there's a sense that people are trying to just cover their ass as opposed to really engaging with the topic"*. Another described pressures from shareholders: "*Shareholders are nervous* […] *they're quite willing to overlook the diversity angle of the whole thing, where they're happy to just disregard big sections of the marketplace of which I think is totally foolhardy"* (UK contributor). A Research contributor also detailed employer pressures: "*I tried to fight it* [leaning towards culture research] *for a long time* […] *fearing that I would be perceived as 'boxing myself' in the only thing I knew anything about"* (Researcher Informant 5).

The second barrier takes form of normative pressure 'from within' to preserve marketing disciplinary traditions, which Brownlie and Saren (1997) define as myths and rhetoric. We term this barrier *Dominance of 'pre-DIEM myths and rhetoric* (barrier 6 – Table 1). Our analyses identified a prioritized 'westernized' outlook on cultural diversity and the 'Segmentation-Targeting-Positioning' (STP) foundation of marketing strategy among the key myths that guide actors' conduct and pose complex moral dilemmas.

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Review of marketing curricula showed that in the Education field, aside from single exception cases in the USA and UK, business/management schools focus on implications of international/global dimensions of cultural diversity for marketing decisions but omit perspectives of colonialism and other socio-historical trajectories. These findings align with previous observations that business education is yet to fully integrate diversity issues (Jackoway 2014). At the same time, findings highlight that national level perspectives on diversity and intercultural relations can obscure differences among cultural source(s) of discrimination and exclusion in other contexts. For instance, USA Practice contributors noted that the *"American optic"* of race relations overlooks *"other reasons* [for which] *people can feel different"*. Similarly, Study 2 illuminated that universities' D&I policies and processes typically interpret the discourse through the lens of national context or are directly motivated by national initiatives. The focus of D&I discourse varies from equal opportunities in the USA, to equality and an end to discrimination in the UK, and country transformation and power rebalancing in SA. UK universities appear motivated by the Equality Act 2010 and focus D&I discourse on end to discrimination; SA universities by Broad-Based Black Economic Empowerment Act 2003 and focus on country transformation and power rebalancing; while no such single motivation is traceable in the USA sample, the D&I discourse is focused on equal opportunities. Such contextual variations, coupled with the need for an international outlook on D&I, resonate with concerns over marketing ignoring large proportions of humankind, mostly in non-western societies (Hill and Martin, 2014) and with calls for marketers to sensitively balance intra- and inter-national perspectives when adopting a DIEM stance, particularly considering implications in varying socio-political settings (Kipnis et al. 2013).

Contributors highlighted tensions that pre-DIEM myths and rhetoric pose to negotiating between commercial (product/service value delivery) and moral (inclusivity) considerations in

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professional decisions, given that they currently represent different imperatives. Acknowledging that routinized dominant practices such as segmentation and targeting may produce/perpetuate marketplace exclusion, they indicated the need for critical re-thinking: *"Segmentation is something that we do in marketing* […] *So you're going to chase the money. If the money is primarily in the hands of one particular group, that group is going to get more of your attention* […]*, more of your social affirmation of worth.* […] *And yet I have to wonder* […] *segmentation could actually very well be one of the key contributors to the lack of inclusion"* (USA Practice contributor); *"…while targeting is a core principle of good marketing, it also by its very nature a form of exclusion. The question then is perhaps whether we need to constantly combine targeting and representation in our considerations*" (Researcher Informant 12). These concerns corroborate calls for re-examining what marketing practices act as mechanisms (re)producing and (re)enforcing social (in)justice (Grier 2020). Such re-examination bears urgency as pervasiveness of STP extends beyond human actors. Across digital platforms (business, non-profit, political, governmental), micro-targeting algorithms have been constructed based on traditional models. Developed with limited DIEM perspectives, these algorithms can amplify exclusion by limiting access to information and resources (Williams et al. 2020).

A third norms barrier, which we term *Gap in marketing-specific evidence to make a convincing case for DIEM* (barrier 7 – Table 1), also rests on the tension between commercial and moral imperatives. In Education, this barrier manifests as no visible uptake, at business/management school level, in translating universities' D&I policies as an imperative to train graduates as future business leaders able to shape societies, marketplaces, and organizations toward inclusivity. Across Practice and Research, the majority of contributors also noted that a lack of 'hard' evidence on benefits of engaging with D&I via the marketing function raises difficulties in making a 'business case' for DIEM. Practice contributors emphasized that business

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and moral imperatives should be integrated in this 'business case' and asserted the key role of a concerted cross-field effort in its development. They noted the absence of metrics capturing DIEM *"implications for profit margins"* and organizations' innovation capabilities (UK contributor) while stressing that *"One thing that* [academics] *can do is to push back on the* […] *absolute monetization of the* [D&I] *strategy"* (USA contributor). Contributors also expressed that marketing is lagging in D&I drive, giving way to functions informed by other business/management disciplines: "*Marketing officers have, in my opinion, delegated their responsibility to HR or to social responsibility"* (USA contributor). This brings into question the sustained relevance of marketing, particularly considering that emerging 'business cases' for D&I are already driven by law (Fires and Sharperson 2017) and strategy (Hunt et al. 2018).

Barriers to DIEM – Rules

The final group of barriers suggested by our data concerns formal and informal rules (processes, policies) guiding practices in marketing's three fields. We label the first barrier *Methodological deficiencies* (barrier 8 – Table 1). Findings show that, across fields, procedures (sampling approaches, auditing frameworks) and instruments (metrics, measures) available to actors do not adequately capture the status of DIEM practices. Deficiency in tools to adequately execute and evaluate performance of DIEM initiatives often results in failed outcomes as articulated by a USA Practice contributor: *"So it's just a new thing that I think sometimes people just jump onto it because it's what everyone else is doing* […] *But then if it's not actually implemented the correct way, it doesn't come out with the results that you want"*.

Two interrelated barriers also surfaced. One is what we term *Lack of applied D&I focus in marketing/business education and training policies* (barrier 9 – Table 1). Both Practice and Research contributors suggested that marketing education and training policy development is crucial for overcoming meanings and norms barriers for DIEM. Although D&I discourse is more

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embedded in the general management, marketing has yet to make these connections, as a UK Practice contributor illustrates: "[D&I] *sits separately from, actually, the* [marketing] *discipline*. […] *oftentimes students don't marry the two up"*. In Education, we observed an absence of an explicit operationalization in marketing curricula, especially in the USA and UK datasets, of DIEM as a professional ethos and skillset, aside from a statement by one USA university.

Contributors identified that applied pedagogical innovations are needed to advance disciplinary understandings both by marketing students and professionals: *"I have been an educator and a researcher for more than a decade, but I have only been involved in diversity and inclusion for I think a little more than one year. And I have always been thinking about those roles as kind of separate.* […] *And I can see there's a lot of connections."* (USA contributor). Contributors suggested a range of qualities, competences and skills that should be incorporated in marketing curricula, including empathy and (multi)cultural intelligence, unconscious bias, skills for change-making, and evaluating, qualitatively and quantitatively, DIEM effectiveness. Enduring absence of these innovations is surprising considering that calls for their development trace back over 15 years (Burton 2005). This potentially can be explained by the drive for DIEM until recently being promoted through efforts of individual academics (Demangeot et al. 2019). Institutional support for DIEM is emerging, as evidenced by AACSB, a leading international accreditation authority for business/management schools, integrating D&I as an accreditation standard and holding a D&I Summit in November 2019 (AACSB 2018, 2019). However, as our data indicates, more concerted practical developments are required to embed DIEM as a set of competences and skills that constitute a basis for marketing professionals' training.

The final barrier, which we term *Lack of self-regulation and 'encouraging' governance* (barrier 10 – Table 1), highlighted the need for meaningful implementation of DIEM principles in marketplace-level/organizational policies. Contributors suggested two implementation routes:

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punitive self-regulation – *"I'm thinking corporate America it should have teeth with it, so that if there are violations to diversity and inclusion policies, that there's a repercussion"* (USA contributor) and 'encouraging' governance through rewards/awards – *"And then the Mayor's Office in London* […] *did something called The Women We See last year, which was all about awarding"* (UK contributor). They also emphasized the value of direct involvement of policy makers and cross-field initiatives, highlighting that complementing scope can maximize impact, as two UK contributors articulate: *"And UN Women and Unilever have a joint global movement called the Unstereotype Alliance"; "…so much of the progress that's been made here is where businesses are partnering with institutions"*.

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Discussion and Implications

The present research conceptualizes DIEM as an emerging sub-institution seeking to build legitimacy within the wider marketing institution. Through empirical studies across marketing's three organizational fields (Research, Education and Practice), we address our earlier stated questions: 1) what barriers prevent more effective and consistent DIEM initiatives? 2) how can DIEM be more socially impactful? and 3) what policy developments are needed to enable stronger DIEM advancements? In answer to question (1), a triangulation of the three studies shows evidence of barriers in each field restricting actors' efforts to institutionalize DIEM. Some barriers are field-specific; many exist across fields. This suggests that lack of concerted effort between fields is hindering collective progress towards DIEM and, consequently, diluting marketing's potential to positively impact multicultural marketplace wellbeing. Considering these observations from an institutional theory perspective, we derive two key implications addressing question (2) and recommend a set of policy developments addressing question (3).

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Towards a holistic and systematic advancement of DIEM

A first implication arises from the finding that actors' work towards legitimizing DIEM as a sub-institution within marketing suffers from the existence of 'structural holes' (Burt 2004), or silos between actors or fields having complementary knowledge or expertise. Better harnessing of connections between fields is needed for a more holistic DIEM advancement. This points to the potential value of developing bridging capital across fields. Bridging capital, a type of social capital constituting links between heterogeneous actors and communities through participation in voluntary networks and organizations, enables building of consensus and achieving collective leverage (Putnam 2000). The findings also point to several means of developing bridging capital through brokerage. Brokerage – an act of cohesively transferring knowledge and best practices – enables selection and synthesis of ideas that create value for all communities (Burt 2004).

Our research identifies common needs for: knowledge (theories, concepts, definitions, frameworks, indices); arguments (business and moral 'cases', evidence); learning or educational resources (repositories, insights, best practices); 'tools for action' (models, methods, audits, measures, policies); and contextualization (knowledge of cross-diversity and cross-national conditions). Concurrently, our findings highlight two main issues hindering cross-field actions to address these needs: 1) a lack of 'translatability' of each field's output and 2) a poor conception among actors of the possible contributions that different fields' actors can make towards advancing DIEM. We propose that actors' institutional work within their fields and implementation of brokerage and bridging activities can address common needs and lead to a more strategic drive for DIEM. Brokerage would enable co-production of 'translatable' DIEM definitions and principles and capture the impact of DIEM practice on organizations' financial and social performance. Bridging would build cross-field knowledge sharing and reach critical mass for engaging public, industry, and organizational policy makers.

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The second implication stems from opportunity for a systematic approach enabling actors, within and across fields, to work concertedly at institutionalizing DIEM further by reinforcing its cultural-cognitive, normative and regulatory legitimacy. Although some work to overcome the barriers identified is occurring within each field, the organically-evolving isolated efforts lack momentum required for transformational impact within the marketing institution as a whole.

Adapting Lawrence and Suddaby's (2006) institutional work typology, we develop a framework for institutionalizing DIEM, presented in Tables 2a, 2b and 2c that, respectively, delineate the systematic work required to overcome uncovered meanings, norms and rules barriers. The tables show illustrations of institutional work forms within (table columns) and/or across (cross-column rows) fields. Importantly, for this work to reach sufficient scale, policies are needed to create structures and mechanisms to determine, encourage and evaluate DIEM work. The next section draws from Tables 2a-2c to outline required policy development.

----Insert Tables 2a, 2b, 2c About Here----

Policy Development

To build DIEM's cultural-cognitive legitimacy and overcome barriers to meanings and language, actors can: 1) collectively and within their fields, develop knowledge that advances DIEM's understanding and acceptance among actors (theorizing); 2) connect DIEM practices to existing ones to enhance their acceptability and adoption (mimicry/templating); and 3) enhance actors' skills and knowledge to implement DIEM within their practice (educating). Key in this work is the development of a shared, holistic view on diversity as a lived marketplace experience and a definition of DIEM, its principles and value to stakeholders.

This work can be enabled and stimulated via professional associations within each field (e.g., Marketing Science Institute in Research; Society for Research in Higher Education, Marketing Educators' Association in Education; and The Chartered Institute of Marketing in

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Practice) introducing policies encouraging DIEM knowledge exchange and integration activities. These policies can include joint funding to support the establishment of national and international cross-field relational engagement platforms (Ozanne et al., 2017), such as a cross-field DIEM Network, cross-field peer mentoring (for example, matching Practice leaders with researchers), and development of knowledge sharing resources (e.g., expert databases, best practice repositories, training materials – specialized reading lists, immersive experiential learning simulations and activities). Within-field association can encourage their members to connect and learn across fields, by stimulating cross-field research on DIEM-related challenges, such as discrimination and exclusion in the marketplace and public policies impacting D&I. In this cross-field research, Practice actors can identify most pertinent issues, whereas Research and Education actors can create and disseminate knowledge about these issues to current and future marketers. Publishers of marketing journals, books and professional magazines can support DIEM resources and new knowledge dissemination via open access.

To build the normative legitimacy of DIEM and overcome barriers related to D&I anxiety and tensions with extant marketing myths and rhetoric, actors should strive for a more wide-spread establishment of DIEM as a disciplinary standard. This can be achieved by 1) constructing a distinct identity as communities of DIEM professionals within and across fields (constructing identities); 2) challenging taken-for-granted myths, rhetoric and practice, as well as metrics of social and corporate performance delivery (changing normative associations); and 3) advancing DIEM's visibility (constructing normative networks). DIEM norms should be anchored in the marketing institution through: 1) disseminating cases of 'good and bad' practice, showcasing the potential harms of currently-established models, such as STP (valorizing and demonizing); 2) reinforcing the ties between DIEM practices and their performance outcomes (mythologizing); and 3) establishing blueprints for DIEM-informed decision making, incorporating cross-marker

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(ethnicity/race, disability, etc.), intra- and inter-national difference considerations, as well as their intersections (embedding and routinizing).

Several policy advancements can stimulate these forms of institutional work. The cross-field DIEM Network can engage with international and national governments, organizations, think tanks and public funding bodies to spotlight marketing's transformative role in advancing D&I. While these organizations show growing attention to matters of individual and community wellbeing, thus far, few of them explicitly recognize the potential impact of DIEM. For example, a recent[3] keywords search for 'marketing' and 'advertising' on the official website of the Organisation for Economic Co-operation and Development (OECD) did not return results related to D&I, although shaping policies to foster wellbeing and equality are among the four OECD's priorities. Briefings with policy makers can stimulate development of DIEM research, education and practice, potentially via funding initiatives targeting international and national D&I-focused goals (such as United Nations' Reducing Inequality goal) calling for marketing-led projects.

Within-field institutional and corporate policies can facilitate encouragement of DIEM via codes of responsible conduct. With inclusivity featuring among the top ten 2020 global consumer trends, forecast to increase in significance following Covid-19 pandemic outbreak (Angus, 2020), implementing these codes will speak to organizations' triple bottom line objectives. Practice actors (managers or organizations) can incorporate in their marketing operations and strategies the United Nations Guidelines for Consumer Protection (2016), particularly consumer needs for access to essential goods and services and inclusivity of vulnerable and disadvantaged consumers. Research and Education actors (learned societies, journals) can assess to what extent activities in their ecosystems (research streams, teaching programs development, methodologies) speak to delivery

[3] conducted on 19th February 2020.

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of social change for all humankind and fully recognize stakeholders' diversity (Community for Responsible Research in Business and Management 2017; Hill and Martin 2014; Ozanne and Fischer 2012). To aid such systems with in-depth insights, a DIEM audit framework and associated metrics to capture DIEM performance can be developed, potentially with input by consumer movements advocating for D&I.

To build regulatory legitimacy of DIEM, actors can leverage within and cross-field networks, to: 1) extend scope and reach (advocacy); 2) determine systems for evaluating conduct in campaigns, product development, service processes, etc., along DIEM principles (defining); and 3) implement those systems (vesting). All fields should engage in, and lobby for, development of governance and policy mechanisms that encourage application of these criteria (enabling) while 'calling out' practices having opposite effects (deterring and policing). Furthermore, 'norming' of DIEM as an asset for organizational social performance should be supported by demonstrating such effects, to mitigate resistance of other discourses (undermining assumptions and beliefs) and challenge their validity (disassociating moral foundations).

Industry governance and corporate policy mechanisms enabling this work include the specification of DIEM standards for new or existing organizational and individual certifications. Examples of those include business/management schools' accreditation frameworks (e.g., AACSB, AMBA and EQUIS; professional bodies' accreditations), or corporate certification frameworks, such as ISO2600 for social responsibility. The DIEM audit can become a certification mechanism, co-implemented with consumer movements. Public funding grants to organizations can be offered upon certification to accelerate change. Field leaders can use formal recognition and incentives for encouraging and rewarding individual marketing professionals proactively developing DIEM skills. Deans of business/management schools could introduce rewards for marketing research and clinical staff who conduct project(s) and produce outputs advancing a

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DIEM agenda, including research evidencing the social and market performance impact of DIEM strategies and practices, or pedagogical materials on implementing DIEM. Rewards can take the form of asserting the requirement of DIEM work in recruitment, professional development planning, performance review and career progression decisions, or prioritizing their internal financing. Similarly, industry leaders can reward individuals attaining professional awards or certification, require evidence of DIEM excellence and offer training towards these indicators. Implementation of new requirements within fields can be met via cross-field collaborations. For example, Education and Practice actors can develop a joint framework for assessing training needs and customizing executive education or in-house training; Practice actors can offer opportunities for student competitions or placements developing DIEM skills.

Such organizational policies can signal that employees as a minimum are free to champion D&I, and as a maximum will be awarded special recognition. Development and implementation of recognition systems takes time; in this respect, empowering chief diversity officers can make an immediate contribution to the encouragement and promotion of DIEM, as well as provide leadership for the recognition systems development. It is, however, important to note indications from other disciplines that, in some contexts, policies are yet to emerge for elevating the professional clout of diversity officers (Tatli 2011). Hence, appointments of chief diversity officers should not be considered a panacea in absence of DIEM-focused mechanisms.

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Conclusion

While acknowledgment that marketing insufficiently recognizes and serves the diversity of its consumers and other stakeholders is growing (Hill and Martin 2014; Moorman et al. 2018), the drive for DIEM faces many internal and external hurdles, including the fragmented nature of initiatives and the surging reactance. We draw from the concept of institutional work to empirically identify institutional barriers to DIEM advancement, then provide marketing

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professionals and policy makers with a systematic set of possible actions within- and cross-fields, to institutionalize DIEM as a core tenet of marketing Research, Education and Practice.

There are limitations to our studies, pointing to important future research avenues. The purposive sampling strategy in Studies 1 (introspection) and 3 (knowledge co-creation workshops) aimed to obtain in-depth insights from actors involved with the DIEM agenda rather than observations of possibly contrasting views and experiences, limiting generalizations. Further studies should include experiences by actors with different levels of D&I involvement. Although Studies 1 and 2 covered three geographical contexts, Study 3's coverage is limited to two contexts (USA and UK). Future knowledge co-creation work in additional contexts is necessary. Finally, Study 2 was limited to information in the public domain, which may mean certain practices and initiatives were not considered in the systematic review of universities and business/management schools and require future exploration. There are further action directions in each field. In Research, work is needed to flesh out the theoretical and methodological domains of DIEM. Our findings emphasize the need for relational engagement and broader action research approaches for this work to generate impacts beyond academia. In Education, curriculum and content development work is required to integrate intra- and inter-national diversity perspectives and provide insights into marketing's impact on multicultural wellbeing. In Practice, work is needed to ensure that DIEM translates into transformative practices rather than trivial pursuits of a new market segment or satisfying needs of selected stakeholders.

Another important direction for future interrogation is whether one field is better placed to drive change and transformation toward DIEM for multicultural marketplace wellbeing. Hill and Martin (2014) propose that transforming marketing knowledge and actions for consumer and community wellbeing requires the Research field to initiate, inform and effect change across the marketing discipline. It could also be argued that the Practice field is likely to be the most

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responsive to consumer-driven demands for inclusivity and social justice, guided by business and/or social performance goals. By being 'at the consumer frontline', Practice may be justifiably well placed to drive Research and Education agendas in DIEM. Taking this line of reasoning further, consumers, through the power they exercise over businesses, could accelerate Practice's influence on Education, as Practice requires graduates with the skills to operate in multicultural marketplaces. Both fields could then drive developments in Research.

Other perspectives suggest that a holistic, integrated effort is required to yield an overall transformation in marketing discipline. Demangeot et al. (2019) showcase how actions in the Research, Education, and Practice fields each play a unique role in the drive for multicultural marketplace wellbeing. From this perspective, it is essential to avoid a situation where one field would assume a 'reactive' position to actions in other fields. While this paper shows progress towards DIEM in all three fields, studies in the higher education sector alert us to the fact that some institutions view D&I from a 'co-optive' perspective, using it merely as a means of mirroring the environment they operate in, rather than with a transformational purpose (Aguirre Jr. and Martinez 2006). Unless curricula are transformed and knowledge for consumer wellbeing is generated, graduates, irrespective of the diversity of their make up as a group of new professionals, will struggle to develop inclusive marketing strategies and practices (Poole and Garrett-Walker 2016). Our findings reveal similar concerns in the Research and Practice fields.

Our view is that the drive towards DIEM should be fully co-owned by and coordinated between the three fields. Considerations of each fields' roles and 'proactive/reactive' stances highlight the need for future research to trace the diffusion of specific initiatives, perhaps employing longitudinal or archival methodologies. Yet, as we interrogate and debate these considerations, further progress should not be delayed. Ultimately, all involved in the marketing discipline owe society the effort to embrace DIEM for multicultural marketplace wellbeing.

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Table 1: Barriers for D&I discourse and DIEM in marketing fields

	Study 1 **Researcher introspections**	**Study 2** **Systematic review of universities**	**Study 3** **Knowledge co-creation with practitioners**
Meanings and language barriers			
1. *Confounded conceptualizations of D&I*	• Lack of commonly accepted definitions of D&I. • Poor understanding of multicultural marketplace wellbeing as a marketing performance outcome.	• Absence of a common definition of D&I in higher education and in business education.	• Absence of a commonly accepted definition of D&I. • Poor understanding of D&I significance and adoption of D&I jargon as a box-ticking exercise.
2. *Selective operationalizations of DIEM* based on particular markers of cultural difference (e.g., cross-national diversity, disability, gender, etc.), or adopted by selected groups of organizational actors	• Fragmentation of DIEM between forms of diversity (e.g., disability, ethnicity etc.), resulting in separation into research sub-fields that do not communicate.	• Incoherence between different constituents of diversity. • Separation of the D&I discourse from business/management schools' activities.	• Diversity defined as a growing list of demographic markers. • Equity erosion via the exclusion of D&I stakeholders. • Absence of DIEM from small organizations' agenda. • Lack of representation of disadvantaged actors.
3. *Deficiencies in production and diffusion of unified DIEM knowledge*	• Theories are not grounded in the evolution of multicultural living or not linked to multicultural marketplace wellbeing as a marketing performance outcome. • Knowledge production doesn't draw on perspectives of all actors imparting professional marketing knowledge, accounting for contextual specificities.	• Absence of alignment between D&I discourse and research / education strategies of business/management schools.	• Parameters of DIEM principles/actions (e.g. equity, empathy, humanity) undefined. • Knowledge production drawing on the perspectives a limited number of actors.
4. *Lack of shared language and mutual understanding in construction of DIEM-specific resources and actions*	• Misperceptions: academics as lacking understanding of current realities or lagging behind; practitioners as ignoring science-based knowledge. • Lack of a shared language and of 'translational' work precluding knowledge transfer(s) between academics (researchers and educators) and practitioners.	• Lack or narrow coverage of DIEM in marketing courses.	• Lack of academic knowledge offerings that are developed for 'action on the ground'. • Lack of easy access to expert knowledge about topical DIEM issues. • Absence of suitable engagement platforms and of 'translational' work between academics (researchers and educators), practitioners and policy makers.
Norms barriers			
5. *D&I anxiety:* organizations, marketers and consumers	• Unintended consequences of 'mainstreaming' D&I not theorized/examined. • Marketers feeling 'stuck' between pressures by client/firm/career and 'the greater good'.		• Current actions for 'mainstreaming' D&I discourse evoke reactance because of the anxiety some consumer groups are to lose out. • Some marketers feel 'stuck' between pressures by client/firm/career and 'the greater good'.

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			• Rise of the discriminatory ideologies is polarizing the marketplace.
6. *Dominance of 'pre-DIEM' marketing myths and rhetoric* focused on marketing strategy goals	• Traditional Segmentation – Targeting – Positioning (STP) rhetoric obscures the role of marketing offerings as social inclusion/exclusion mechanisms. • A tension exists between the STP model and drive for DIEM. • Westernized contextual outlook overlooks socio-historic specificities of non-western contexts.	• Dominance of traditional, general marketing learning content obscures the role of marketing in D&I when setting intended learning outcomes. • Cross-national contextual specificities are not covered when D&I is addressed in learning content.	• Although sensing firms can deliver societal value (e.g., social wellbeing, inclusion), marketers tend to focus on the delivery of instrumental value, posing dilemmas of commercial versus moral considerations in decision-making. • A tension exists between the STP model and drive for DIEM. • Westernized contextual outlook and lack of international knowledge hinder accounting for socio-historic specificities related to particular cultural markers (e.g., racialization of D&I discourse in the USA) and minimize effectiveness of DIEM implementation.
7. *Gap in marketing-specific evidence to make a convincing case for DIEM*	• Absence of evidence for the moral responsibility of marketing representation in contributing to inclusive societies. • Absence of measurement tools.	• Non-explicit moral and business case for DIEM.	• Absence of arguments for combining the moral and the business cases. • Limited measurements of the impact that DIEM has on business performance.
Rules barriers			
8. *Methodological deficiencies*: extant procedures, instruments and training are not applicable for effectively planning, implementing and evaluating DIEM	• Difficulty of capturing/measuring the 'positive transformative effect' of DIEM. • Challenges to embed participant/community voices and capture multiple perspectives.		• Difficulty of capturing/measuring the 'positive transformative effect' of DIEM. • Lack of tools/templates for DIEM implementation.
9. *Lack of applied D&I focus in marketing/business education and training policies* for embedding DIEM across all fields	• Marketing is 'partitioned' from D&I in current curricula. • Learning content related to social impacts is non-explicit.	• Marketing is 'partitioned' from D&I in current curricula.	• Lack of DIEM-relevant learning contents.
10. *Lack of self-regulation and 'encouraging' governance*	• DIEM focus is not explicitly applied by marketers.		• Organizations do not 'act upon' existing policies. • Lack of investment in developing evidence-based DIEM approaches.

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Table 2a: Institutional work for overcoming meanings barriers[4], to establish DIEM

Institutional work type (brief definition)	Bridging/brokerage work examples		
	Academic research work examples	**Higher education work examples**	**Practice work examples**
Theorizing (Developing and specifying abstract categories and elaborating chains of cause and effect)	• Co-develop and articulate: 1) a shared view on diversity as a lived experience of marketplace stakeholders with multiple cultural identities; 2) a definition of DIEM, its principles (inclusivity, equity, empathy) and stakeholder value (multicultural marketplace wellbeing).		
	• Further conceptualization of multicultural marketplaces and compile a theoretical apparatus for DIEM. • Further conceptualize dimensions of multicultural marketplace wellbeing and how DIEM action can enhance or harm it for all diverse stakeholders.	• Develop sample lists of DIEM-relevant course topics for embedding within all core marketing courses. • Develop immersive experiential learning materials that enable exclusion to be experienced.	• Promote the view on diversity as a lived experience rather than a growing list of 'demographic conditions' and inclusivity, equity and empathy as guiding principles for DIEM action.
Mimicry/templating (Associating new practices with existing sets of taken-for-granted practices, technologies and rules to ease adoption)	• Establish a cross-field DIEM Network and lobby for adoption and dissemination of DIEM definition and principles. • Establish shared knowledge dissemination resources (newsletter, social media community) and promote connections between DIEM practices and both financial and social performance of a brand/organization.		
	• Examine existing frameworks to propose adaptations for improving their DIEM sensitivity. • Advance a DIEM model from existing theories (capabilities, performance, etc.). • Draw from common metrics to develop DIEM metrics (advertising effectiveness, brand value/equity, etc.).	• Promote the development of graduates as professionals advancing DIEM in the vision of business/management schools. • Advocate for holistic perspective on diversity and inclusivity in marketing curricula. • Align curricula with professional training and 'in-house' programs (apprenticeships, employer graduate development schemes) to maximize DIEM embeddedness.	• Capture and promote how DIEM practices/actions benefit other excluded categories of consumers (e.g., introducing a ramp for wheelchair users access also improves accessibility for elderly, for families with pushchairs, etc.).
Educating (Endowing actors with skills and knowledge necessary to support the new institution)	• Via the cross-field DIEM Network, actively build links with public policy actors and activist groups. • Co-produce DIEM learning resources, including: 1) books, practical manuals; 2) immersive experiential platforms (interactive websites, simulations) covering different forms of diversity and inclusion; 3) best practice case studies. • Develop and maintain an open access repository hosting above learning resources.		
	• Create doctoral reading lists and seminars on DIEM. • Develop 'community of DIEM sensitive research', nationally and internationally, such as the Multicultural Marketplaces network emerged in TCR movement. • Test the effectiveness of experiential scenarios, for use in immersive platforms.	• Develop a 'community of DIEM sensitive teaching' housed by business/management schools, nationally and internationally. • Integrate multicultural marketplaces and DIEM perspectives in marketing courses. • Develop tools for facilitating 'difficult conversations' about D&I and multicultural marketplace wellbeing in marketing learning and teaching; utilizing immersive platforms and experiential scenarios.	• Develop a 'community of DIEM sensitive practice', nationally and internationally, possibly integrating existing networks and communities. • Compile and share insights and success stories on when/how DIEM action has contributed to multicultural marketplace wellbeing for use in immersive platforms.

[4] Barriers: Confounded conceptualizations of D&I, Selective operationalizations of DIEM, Deficiencies in knowledge, Lack of shared language and understanding

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Table 2b: Institutional work for overcoming norms barriers[5], to norm and maintain DIEM

Institutional work type (brief definition)	Bridging/brokerage work examples		
	Academic research work examples	**Higher education work examples**	**Practice work examples**
Constructing identities (Defining the relationship between an actor and the field in which that actor operates)	• Build a distinct identity of the cross-field DIEM Network, encouraging members to include their network association credentials. Establish a presence in communication spaces/platforms.		
	• Build identity of 'community of DIEM sensitive research', possibly as the Multicultural Marketplaces network, within marketing and business/management research communities. • Advocate for 'DIEM sensitive researcher' title/certification.	• Build an identity of 'community of DIEM sensitive teaching' within teaching practitioner communities and events. • Advocate for 'DIEM sensitive' certification of courses for distinguishing them within 'mainstream' marketing course curricula.	• Grow networks of DIEM sensitive practitioners and/or strengthen presence of and connections with wider community of D&I professionals. • Develop roles within organizations and marketing function (e.g. Chief Empathy and/or Inclusivity Marketing Officers).
Changing normative associations (Re-making the connections between sets of practices and the moral and cultural foundations for those practices)	• Co-develop white papers and other materials to make the moral and business case for DIEM, integrating existing evidence and the broader purpose of marketing. Showcase dark side of STP and contextual perspectives on diversity. • Collaborate with public policy actors to establish a stance on exclusionary STP and consider alternative frameworks.		
	• Conceptually establish marketing's purpose being social as well as financial performance. • Examine the social (exclusion) impact of targeting, identify intersectional oversights. • Challenge STP and develop alternative frameworks (inclusive representation). • Strengthen the connection of diversity to humanity as a whole rather than to individual 'power groups'.	• Represent the importance of building societal welfare via DIEM in business/management school vision, programs and course aims. • Critically engage students in debunking STP, covering the social (exclusion) impact of targeting and intersectional oversights; teach alternative frameworks. • Promote understanding of diversity as a lived experience rather than a growing list of demographics, aligning with 'specialisms' within D&I and other disciplines (HRM, OB, etc.) to enable students to make connections.	• Promote the role of brands as social actors that impact on feelings of inclusion, empowerment and social wellbeing. • Debunk STP by showing the social (exclusion) impact of targeting. • Promote the perspective of diversity as a universal lived experience rather than a growing list of demographics, to counter the perceptions of power play between different forms of diversity.
Constructing normative networks – (Constructing interorganizational connections through which practices become normatively sanctioned)	• Create, as part of the functions of cross-field DIEM Network, joint events (conferences/workshops) and engage, as a Network, with other bodies.		
	• Promote the 'community of DIEM sensitive research', via research seminars and workshops, and sessions in larger academic events such as learned societies' conferences.	• Promote the 'community of DIEM sensitive teaching' via workshops and sessions at educational associations events (such as Chartered Association of Business Schools' conference in the UK).	• Continue celebrating marketing/advertising industry associations promoting DIEM sensitivity (e.g. La Charte de la Diversité (France: https://www.charte-diversite.com/); Women in Marketing (international/global: https://womeninmarketing.org.uk/); Creative Equals (UK: http://www.creativeequals.org/)), via workshops and larger industry events.

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Valorizing and demonizing (Providing for public consumption positive and negative examples)	• Co-conduct a systematic audit of DIEM actions (campaigns, product innovations, etc.) in marketing and advertising within past 5-10 years, including campaigns that received backlash and have been pulled out. • Utilize the audit's findings to make available (via learning resources repository) a collection of best cases and examples of 'dangerous targeting' when associated with stereotyping, discrimination, etc. • Engage with governance and public policy actors, towards the development of norms, rules and policies guiding and regulating the practice of targeting in relation to diversity.		
Mythologizing (Preserving the normative underpinnings of an institution)	• Develop a research program that draws from history of the D&I discourse in different contexts and history of the marketing discipline to link to origins of equality and equity, (e.g., consumer and civil rights, social justice, etc.).	• Incorporate, in marketing curricula, historical perspectives on emergence of D&I discourse and critical perspectives on how various culturally different 'markers of discrimination' emerged. • Include theories/concepts of social justice, consumer and civil rights from different contexts.	• Vocalize, in industry press and companies' releases, how a DIEM approach draws from core premises of humanity, equality and/or equity.
Embedding and routinizing (Actively infusing the normative foundations into routines and practices)	• Embed the practice, in all research projects, of characterizing the marketplace(s) of interest in terms of D&I landscape to critically evaluate the validity of specific concepts and models. • Consider external validity of research projects in relation to contextual nature of D&I discourse and practices.	• Embed the practice of specifying developing students' awareness of the contextual differences regarding the D&I discourse and how marketing practice impacts multicultural marketplace wellbeing and the wider D&I discourse, as program-level learning outcome of marketing taught programs.	• Embed diversity within organizations and marketing/advertising function (membership, routines and processes, e.g. expert database) to enhance the DIEM sensitivity of decisions, offerings and representations. Embed the practice of evaluating products/campaigns from multicultural marketplace wellbeing outcomes perspective.

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[5] Barriers: D&I anxiety, Dominance of 'pre-DIEM' myths and rhetoric, Gap in marketing-specific evidence

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Table 2c: Institutional work for overcoming rules barriers[6], to maintain DIEM and disrupt dominant marketing institution

Institutional work type (brief definition)	Bridging/brokerage work examples		
	Academic research work examples	**Higher education work examples**	**Practice work examples**
Advocacy (Mobilization of political and regulatory support)	• Cross-field DIEM Network to publicize activities of within-field communities		
	• Establish Special Interest Groups on DIEM in national academies and, via international societies, extend DIEM perspectives.	• Establish workgroups (within associations and schools) to promote DIEM embeddedness in marketing curriculum.	• Establish workgroups that promote DIEM in marketing practice.
Defining (Construction of rule systems that confer status or identity)	• Collaboratively develop 'DIEM audit' framework, to form basis of 'DIEM index'		
	• Publish handbook of DIEM research for multicultural marketplace wellbeing. • Establish special sections/issues and/or a journal devoted to DIEM. • Create award for DIEM sensitive research.	• Create a 'DIEM sensitive business/management school' certification. • Create 'DIEM sensitive' course specialization. • Create award for DIEM sensitive teaching.	• Create awards for DIEM sensitive practices (product development, advertising campaigns, staff diversity initiatives, etc.).
Vesting (Creating rule structures that confer property rights)	• Embed DIEM in Responsible Research charters.	• Incorporate DIEM as explicit capabilities and skills for graduates.	• Create industry charters or voluntary codes of DIEM, with emphasis on equity, empathy and inclusivity.
Enabling (Creating rules that facilitate, supplement and support institutions)	• Co-administer a 'DIEM audit' as a certification of organizations and work with governance bodies at promoting it as a 'self-assessment' tool.		
	• Adapt 'DIEM index' for evaluating research quality by institutions, learned societies, editors.	• Adapt 'DIEM index' to marketing courses, departments (subject groups) or business/management school.	• Implement 'DIEM index'.
Policing (Ensuring compliance through enforcement, auditing and monitoring)	• As a cross-field DIEM Network, publicize findings by within-field monitoring initiatives.		
	• Monitor topics addressed by journals and conferences, editorial and advisory boards of journals and learned societies for DIEM sensitivity.	• Publish a regular 'leagues table' of DIEM sensitive schools.	• Establish and/or support activist organizations monitoring for DIEM sensitivity (Unstereotype Alliance and CriticalAxis – women / disability in advertising; Models of Diversity – fashion). • Publish regular reports on DIEM sensitivity monitoring.
Deterring (Establishing barriers)	• Sustain dialogue with public, industry, and organizational policy bodies concerning advancements and areas for improvement on DIEM sensitivity.		
Disassociating moral foundations (Disassociating the rule from its moral foundation)	• Publicize and promote the 'moral imperative of DIEM, linking to CSR and social justice concepts.		
Undermining assumptions and beliefs (Decreasing perceived risks of innovation)	• Publicize and promote the 'hard evidence' of DIEM benefits for P&L, innovation capabilities, etc.		

[6] Barriers: Methodological deficiencies, Lack of applied D&I focus in education and training, Lack of self-regulation and 'encouraging' governance

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Web Appendix 1: Main forms of institutional work and their definitions (Source: Lawrence and Suddaby, 2006)

	Creating institutions	Maintaining institutions	Disrupting institutions
Building regulatory legitimacy	**Advocacy** (The mobilization of political and regulatory support through direct and deliberate techniques of social suasion) **Defining** (The construction of rule systems that confer status or identity, define boundaries of membership or create status hierarchies within a field) **Vesting** (The creation of rule structures that confer property rights)	**Enabling work** (The creation of rules that facilitate, supplement and support institutions, such as the creation of authorizing agents or diverting resources) **Policing** (Ensuring compliance through enforcement, auditing and monitoring) **Deterring** (Establishing coercive barriers to institutional change)	**Disconnecting sanctions** (Working through state apparatus to disconnect rewards and sanctions from some set of practices, technologies or rules) **Disassociating moral foundations** (Disassociating the practice, rule or technology from its moral foundation as appropriate within a specific cultural context) **Undermining assumptions and beliefs** (Decreasing the perceived risks of innovation and differentiation by undermining core assumptions and beliefs)
Building normative legitimacy	**Constructing identities** (Defining the relationship between an actor and the field in which that actor operates) **Changing normative associations** (Re-making the connections between sets of practices and the moral and cultural foundations for those practices) **Constructing normative networks** (Constructing the interorganizational connections through which practices become normatively sanctioned and which form the relevant peer group with respect to compliance, monitoring and evaluation)	**Valourizing and demonizing** (Providing for public consumption positive and negative examples that illustrate the normative foundations of an institution) **Mythologizing** (Preserving the normative underpinnings of an institution by creating and sustaining myths regarding its history) **Embedding and routinizing** (Actively infusing the normative foundations of an institution into the participants' day to day routines and organizational practices)	
Building socio-cognitive legitimacy	**Mimicry** (Associating new practices with existing sets of taken-for-granted practices, technologies and rules in order to ease adoption) **Theorizing** (The development and specification of abstract categories and the elaboration of chains of cause and effect) **Educating** (The educating of actors in skills and knowledge necessary to support the new institution)		

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Web Appendix 2: Knowledge co-creation workshop contributors' profiles and main guidelines questions in the workshop protocol[5]

No	Workshop/contributors	Affiliation (sector/organization)	Job Role
		USA	
1	Contributor #1	Activism	Coalition Coordinator
2	Contributor #2	Financial	Information Security Analyst Lead
3	Contributor #3	Financial	Management Trainee
4	Contributor #4	Chamber of Commerce	Talent Development Program Director
5	Contributor #5	Marketing & Advertising	Managing Director
6	Contributor #6	Education	VP for Diversity and Inclusion
7	Contributor #7	Heavy Machinery & Equipment	Senior Manager of Industrial Product Marketing
8	Contributor #8	Marketing & Advertising	HR Director
9	Contributor #9	Retail	HR Director
10	Contributor #10	Activism	Commissioner
11	Contributor #11	Education	Professor of Marketing
12	Contributor #12	Education	Associate Professor of Marketing
	Note taker #1		Doctoral Candidate of Marketing
		UK – location 1	
13	Contributor #1	Entrepreneurship	Director
14	Contributor #2	D&I Advocacy & Activism	CEO
15	Contributor #3: James A. Lyon	D&I Advocacy & Activism: Models of Diversity	Director
16	Contributor #4: Sara Chandran	Marketing & Advertising: The Unmistakables	Account Manager
17	Contributor #5: Miruna Caraba	Marketing & Advertising: Collider	Account Manager
18	Contributor #6: Lee Menzies-Pearson	Marketing & Advertising: Collider	Senior Strategist
19	Contributor #7: Reshmi Nambiar	Market Research: Kantar	Client Director
20	Contributor #8: Anna L. Kennedy	Marketing & Advertising: Fast Thinking	Marketing Director
	Note taker #1		Research assistant

[5] The Appendix reflects that some of our UK contributors explicitly expressed a wish to be acknowledged, while others opted for preserving anonymity; anonymity was preserved for all US workshop contributors.

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No	Workshop/contributors	Affiliation (sector/organization)	Job Role
		UK – location 2	
21	Contributor #1: Karen Correia da Silva	Consumer Behavioral Insights Agency: Canvas 8	Associate Director of Social Science
22	Contributor #2: Eline Jeanne	Research/Advocacy/Training: Media Diversity Institute	Project Coordinator
23	Contributor #3: Nicola (Nicky) Kemp	Marketing & Advertising/Journalism: Campaign	Trends Editor
24	Contributor #4: Dan Broadbent	Marketing & Advertising: Objective Creative	Managing Director
25	Contributor #6: Jane Evans	Advocacy: Uninvisibility Project	Founder
26	Contributor #7: Fraser McLeay	Education	Professor of Marketing
		UK – interviews	
27	Contributor #1: Daniele Fiandaca	Culture Change Consultancy: Utopia	Co-Founder
28	Contributor #2	Marketing & Advertising: Research/Training (Professional Institute)	Head of Diversity
29	Contributor #3:	Manufacture: Beverages	Global Head of Brand Communications

Sample questions utilized to guide the workshops and interviews:

- Based on your experiences, whether, to what extent and how D&I informs marketing and advertising practice? What are successes, challenges and areas to improve so far?
- What qualities and skills do marketing/advertising professionals need to implement D&I competently in their practice?
- In your view, does marketing/advertising education have a role to play in advancing D&I agenda? If so, what is it?
- How can educators and researchers in general, and myself and my colleagues in particular, support marketing practice in driving D&I in the future?

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Web Appendix 3: Barriers for D&I discourse and DIEM in marketing fields (extended version of Table 1)

	Study 1 **Researcher introspections**	**Study 2** **Systematic review of universities**	**Study 3** **Knowledge co-creation with practitioners**
Meanings and language barriers			
1. *Confounded conceptualizations of D&I*	• Lack of commonly accepted definitions of D&I. *My research journey has encountered a number of challenges, given the lack of a general theoretical framework that could inform my findings, the multiple and overlapping conceptualizations for critical constructs used in my research such as "ethnicity", "social inclusion", "culture" or "wellbeing", and the complex research questions that were yet to be answered in the extant literature.* (RI3) *…multiculturalism* […] *is maturing and changing as well.* […] *key to have as we develop our theory for multicultural effects. Essentially, multiculturalism is a complex and dynamic construct that we will need to treat as nuanced as possible.* (RI13) • Poor understanding of multicultural marketplace wellbeing as a marketing performance outcome. *few* [theories and frameworks on marketing and culture] *focus on the impact on consumer well-being, but rather on more profitable means of improving reach and return on investment. […]* (RI2)	• Absence of a common definition of D&I in higher education and in business education. Most universities and business schools do not articulate a vision of the multicultural contexts for which they will educate their students. Some SA universities connect their vision to the diversity of society (e.g., "A just university in a vibrant democracy"), but they do not connect the role of their future graduates to the society they live in. Only one US university in the sample has a vision of graduates as "leaders who value diversity"; two UK universities explicitly aim to prepare graduates for a multicultural context by "developing students' competence in challenging equality in future employment" and ensuring that "graduates are prepared and confident to challenge the inequality of industry"; one SA university refers to "educat[ing] students about a multicultural worlds". Other universities refer to graduates with a global (rather than multicultural) outlook.	• Absence of a commonly accepted definition of D&I. *…whether it's the entertainment industry definition, or academic industry definition or corporate industry definition, I've seen many different definitions per industry. I've never seen one formal, unified definition of what this is. Folks just make it fit their needs.* (USA contributor) • Poor understanding of D&I significance and adoption of D&I jargon as a box-ticking exercise. *Companies* […] *they think it's just using the right language to not get in trouble* […] *even just the distinction between diversity and inclusion, they don't quite get it.* (UK contributor) *I think a lot of the box ticking mentality actually stops people really getting to the bottom and understanding what is the humanity of the diversity.* (UK contributor) *Time and time again, it's so shocking to me, in dealing with different new people in corporate America, the lack of understanding of what diversity and inclusion is. It's such an aha.* […] *I can get a new colleague who has no idea what their privilege might be, or what their advantages might be, just by being who they are.* (USA contributor) *…when I look at the term diversity and inclusion, in my opinion, or in my definition of it, diversity is relatively easy to achieve because it's achieved based on demographics. If we have certain percentage of women, if we have certain percentage of Hispanics. The organization feels like the diversity goal has been achieved. But I think inclusion really deals with human beings at an individual level, who they are. What they believe. And that's much more difficult to achieve.* (USA contributor)

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2. *Selective operationalizations of DIEM* based on particular markers of cultural difference (e.g., cross-national diversity, disability, gender, etc.), or adopted by selected groups of organizational actors	• Fragmentation of DIEM between forms of diversity (e.g., disability, ethnicity etc.), resulting in separation into research sub-fields that do not communicate. *One challenge within disability studies is the echo chambering of the field. There is a need to mainstream the findings and the research instead of keeping the information within those who are cemented in the field.* (RI4)	• Incoherence between different constituents of diversity. - Different groups (e.g., international students, LGBTQ, people with disabilities, racial minorities) are often addressed separately. - Different emphases on different groups of stakeholders (students, staff, faculty, etc.). - The references to the different markers of diversity vary: some markers (e.g., age, migration status) are not in all descriptions of diversity; the UK dataset shows a more consistent description of diversity in terms of 'legally-protected characteristics'. • Separation of the D&I discourse from business schools' activities. A majority of universities have centralized D&I positions and activities, but few business schools communicate coherently their stance and actions on D&I.	• Diversity defined as a growing list of demographic markers. *I was so sure that somebody will say, it's race, gender, age diversity, religious diversity. I didn't hear that, so that's what I'm going to say, is in America, I think to add to the boxes. It started with the boxes, and then it grew a little bit over time, and there were some new categories that were added in the conversation.* (USA contributor) • Equity erosion via the exclusion of D&I stakeholders. *…in America, you're seeing this representative content, but do you think as well behind the scenes that those teams are representative too?* […] *Okay, I went to one fashion, I visited Nordstrom. I went to visit them. Hell, yes, behind the scenes. I just saw so many different nationalities, and I saw one disabled worker working there, but yes, it was all happening*. (UK contributor) *So diversity and inclusion, I think often times the equity piece is left out of it. Like as businesses, we talk about diversity and inclusion, but to really achieve it, it's creating equity. Inclusion is the intention, but equity is what's going to bring about the change. And so often times when we define diversity and inclusion, we don't have the end result which is the equity. I think that's the piece that we're missing. We're not ready, or we're not thinking about what it takes to get to that equity point.* […] *Because you have to make things equitable to achieve inclusion.* (USA contributor) • Absence of DIEM from small organizations' agenda. *So, we're an agency that works predominantly business-to-business but also support extensive clients. And in terms of range of size of our clients, that could be from a medium-sized SME through to corporates. And I think everything that people have said about they're aware it's a multi-client base, you could certainly see that that's even more of an issue if you worked with much smaller clients because it's not really a conversation they're necessarily having.* (UK contributor) *I think it's [D&I] more important to brands than it is to the advertising and marketing industry itself. And now, the marketing industry is coming around to brands. And so, I find we are getting tons of diversity and inclusion work. This is because of Geopolitics largely.* (UK contributor)

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			• Lack of representation of disadvantaged actors. *…you're coming in as whatever minority status that you have, a person of color, and you have an administration of all white telling you what diversity and inclusion is. It comes off differently than if it was a fellow person of your group. And so when I think about it, I mostly think about, I wouldn't say clashes, but disagreements and differences that had happened between the student body and the administration in the college, and other places I'm assuming, as well. Just having different – there's the official, what's in the code, written down definition of what it was, and then it was what the students actually felt that it should have been. Those different definitions often led to a lot of disagreements and clashes between the two groups.* (USA contributor)
3. *Deficiencies in production and diffusion of unified DIEM knowledge*	• Theories are not grounded in the evolution of multicultural living or not linked to multicultural marketplace wellbeing as a marketing performance outcome. *…multiculturalism* […] *is maturing and changing as well.* […] *key to have as we develop our theory for multicultural effects. Essentially, multiculturalism is a complex and dynamic construct that we will need to treat as nuanced as possible.* (RI13) *…there is a need to place the basic human needs for inclusion and belongingness at the centre of new marketing efforts.* (RI3) • Knowledge production doesn't draw on perspectives of all actors imparting professional marketing knowledge, accounting for contextual specificities. *Marketing practitioners are often directed by their agencies in terms of "proprietary" consumer (in this context I include both B2C and B2B) behaviour and engagement models based on constructs developed in non-multicultural marketplaces. These*	• Absence of alignment between D&I discourse and research / education strategies of business schools. Limited evidence that business and management schools systematically pursue research / teaching agendas that inform policies, strategies and methods for building an inclusive business/management school community.	• Parameters of DIEM principles/actions (e.g. equity, empathy, humanity) undefined. *And as long as we don't think outside the box, we still keep the box, we have a problem.* […] *And I would love that the D&I initiative in this country goes to a deep level. Go a level deeper. Rather than talking about demographics, and checking all those boxes, and focusing on who we really are. I think if people do that, we are going to realize that there are so many similarities across race, across gender, across many different demographic groups. And I think that's the hope for achieving inclusion in our society.* (USA contributor) *There's the political aspect of D&I that is going to turn some students off. They may think I'm used to what I'm used to.* (UK contributor) *So thinking about having the stronger, deeper conversations, again about who are we offending, who are we not – who's not feeling included? I think those are some of the things that I encourage you to continue to do.* (USA contributor) • Knowledge production drawing on the perspectives a limited number of actors. *So, there needs to be so much conversation between all the different groups especially the activists because an activist, on one point, could be doing really good but a couple of words in their language and they lose the whole lot.* (UK contributor) *I run an apprenticeship programme as well with* [name] *the Director of Marketing, and it's called* [name of the programme]. *And it's all about getting young people from different backgrounds into the industry through*

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	models may not have an element of consumer wellbeing attached. (RI1) *Many marketers in South Africa do not complete Master's or Doctoral degrees and only a handful complete a professional qualification (Institute of Marketing Management) which is about 50% of the theory taught in the Chartered Institute of Marketing's (UK)* *Postgraduate Diploma. The syllabus of the CIM qualification covered all aspects of the marketing discipline introducing academic theory to allow linkages to be made to apply in practice. The IMM syllabus touches on the main marketing concepts at a high level based on models developed by advertising agencies.* (RI1)		*apprenticeship programmes. And they're mostly school-leavers. And we have seen the school-leavers versus the graduates.* (UK contributor)
4. *Lack of shared language and mutual understanding in construction of DIEM-specific resources and actions*	• Misperceptions: academics as lacking understanding of current realities or lagging behind; practitioners as ignoring science-based knowledge. *From my own experience in the corporate world, the industry believes that the academia is "behind" in researching topics that are relevant to the industry; it perceives academics as "highly egotistical people" and "not down to earth," and dismisses the value of academic research; and that Academics speak in a language that is difficult to understand to practitioners/consumers and it can even be "dangerous" for practitioners to try to apply recommendations found in an academic paper. On the other hand, some (though not all) academics perceive practitioners as "quasi-ignorants" that implement strategies without proper research (or thought for that matter). I find*	• Lack or narrow coverage of DIEM in marketing courses. Across the sample (US, UK and SA): 1) An integration of the diversity of the marketplace in marketing courses lags behind compared to those covering intra-organizational diversity. 40% of the US sample, 25% of the UK sample, and 12.5% of the SA sample offer courses on multicultural management. The proportions drop to 10%, 10% and 0 respectively for courses on multicultural marketing. 2) Some universities (60% in the US, 40% in the UK, 0% in SA) cover the	• Lack of academic knowledge offerings that are developed for 'action on the ground'. *…in real time practice, not so much as a theory. I mean the theory piece could just be, may be in some type of research and development, but then at a certain point, to actually be on the ground or in a particular environment with the particular different segment groups that you're looking to market to, that you have to be, I used to say boots on the ground, and put it in practice.* (USA contributor) • Lack of easy access to expert knowledge about topical DIEM issues. *If we have any topic, we're looking for an expert on that, to have expert databases in place that are inherently very diverse. Because from that sense, you will immediately get different opinions.* (UK contributor) • Absence of suitable engagement platforms and of 'translational' work between academics (researchers and educators), practitioners and policy makers. *I'm probably being really contrarian and it might sound absolutely terrible, marketing books and marketing academics speak to students and marketers, advertising marketers to create marketing books which talk to*

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	this to be an unfortunate vicious cycle. (RI5) *…my own experience* […] *highlights many areas of disagreement between scholars and companies, particularly those about accessing data and measuring the impact of research projects.* (RI8) • Lack of a shared language and of 'translational' work precluding knowledge transfer(s) between academics (researchers and educators) and practitioners. [I] *feel more can be done to distinguish TCR– particularly in non-academic circles, where there is no time to process and immerse yourself in the background information or learn the difference between social marketing, transformative consumer research, etc. and keep up with new trends and innovations in the field.* (RI2)	international (rather than the multicultural) dimension of diversity. The proportions are 55% in the US, 45% in the UK, 12.5% in SA in the case of integrating an international (vs. multicultural) dimension in regular marketing courses.	*marketers, there's no crossover. So if you* [academia] *produced something which marketers want to read, you're creating some change there.* (UK contributor) *The problem isn't the research, the problem is who reads it. It doesn't matter what you do. Most research isn't read by anyone. There's no action off the back of it. That's the problem. So, actually, you've got to start with how do you do the… What is the distribution? Who are we getting in the work? And what is the action we're looking for? And then worry about the research.* […] *am I proud of that* [a piece of research]*? If I'm totally honest with you, no, because we didn't get it in front of enough people. A brilliant piece of work that got read by very few people.* […] *but we should have got it to government. We should have had a launch in government.* (UK contributor) [Name of organization] *runs lots of different groups and committees, and there are occasions when we are talking about talent and young people, and that includes graduates and school-leavers. And we are looking at universities and how can we develop better relationships with universities for the industry* […] *Advertising is largely SME-driven, with lots of freelancers. It's a very different landscape. It's not like a* [multinational organization], *which you also get at very job fair and every careers fair. You will not see our agencies, just because of the nature of the business: we don't have the resource and the time to be seen at every university fair. So it's kind of: how can we work around that? Like what can we do to have a presence on campus even if we're not physically there, you know?* (UK contributor)
Norms barriers			
5. *D&I anxiety:* organizations, marketers and consumers	• Unintended consequences of 'mainstreaming' D&I not theorized/examined. *…I am becoming increasingly aware of unintended consequences associated with marketers. Although for the most part, genuine wellbeing is the intended outcome, this can occasionally result in inadvertent negative consequences.* […] *…a new campaign called 'Purple Tuesday' launched by a not-for-profit disability organisation aims to get companies to commit to improving the experience of*		• Current actions for 'mainstreaming' D&I discourse evoke reactance because of the anxiety some consumer groups are to lose out. *…my belief is people don't fear change, even though we say that. I think people fear loss. And so what we don't have on the table is the fact that while we're advancing these conversations, there's an entire counter culture going on right now of people who believe that all of this work is subversive and is taking away access an opportunity, and you will not replace us, etc. And so I think that has to be a fundamental part of the pressing issue that has to be addressed* […]. *So we have to get a balance. To prevent certain frictions within this.* (USA contributor) *No minority in history has ever effected change without the support of the majority, and it felt, to me, from the outside, that men weren't really*

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	consumers with disabilities. […] …it has been criticised and considered by many people with disabilities as a possible negative, as some believe that CCTV in shops will be used to prove people with disabilities as too able to be on benefits just because they were out shopping. (RI4) • Marketers feeling 'stuck' between pressures by client/firm/career and 'the greater good'. *As I transitioned from casual observer to active meaning-creator, I experienced a growing frustration at the disregarded impact and untapped potential of strategic marketing in shaping a better future.* (RI2) *I tried to fight it [leaning towards culture research] for a long time during my second year in the program fearing that I would be perceived as "boxing myself in the only thing I knew anything about, unable to do anything else"* (RI5)		*engaged at all. If anything, they were being pushed further out. So, therefore, how can you really drive change if you're pushing the majority away rather than actually getting them to be involved.* (UK contributor) *…a lot of client-side organisations have been further along the journey of getting the kind of workplace practices that foster more diverse organisations thinking about flexible working, thinking about a lot of the things that make women stay in the workplace or have time to come into the workplace. And I think agencies, in general, have tended to work very long hours, very dependent on clients' needs and timeframes, and that can actually be really tough if you've got a life outside of work you're trying to juggle.* (UK contributor) • Some marketers feel 'stuck' between pressures by client/firm/career and 'the greater good'. *…brands are really terrified of the term diversity and inclusion. Then they think protected characteristics, lawsuits, no. So, there's a sense that people are trying to just cover their ass as opposed to really engaging with the topic and why it's important and how and that holistic view.* (UK contributor) *Shareholders are nervous, shareholders are this and shareholders are that. Probably the shareholders are the holders of the keys to the businesses where they want their returns on the money, they want their half percent shares. And yet they're quite willing to overlook the diversity angle of the whole thing, where they're happy to just disregard big sections of the marketplace of which I think is totally foolhardy.* (UK contributor) *…I feel like we've spent so many years placating to people, and saying oh well if this offends your sensibilities, we're not going to do it. In this case it was, if you don't like it, deal with it just like the rest of the people in the country.* […] *So I think in this conversation about equity, it's not only about gains, but it's also about people having to adjust to the fact that they think they have ownership to everything.* (USA contributor) • Rise of the discriminatory ideologies is polarizing the marketplace. [name] *said he went to a town hall meeting by a Christian fundamentalist group who complained about* [corporate brand] *support of diversity. And after hearing them talk and hearing them say how much they hate*

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			diversity, he turned around and said, I don't want them as consumers. I'd rather that they don't buy [products by corporate brand] *and we go out to the people who are more embracing of this. So I think we're seeing brands taking a more political stance on that. I think brands being more political, there will be an element of that.* (UK contributor)
6. *Dominance of 'pre-DIEM' marketing myths and rhetoric* focused on marketing strategy goals	• Traditional Segmentation – Targeting – Positioning (STP) rhetoric obscures the role of marketing offerings as social inclusion/exclusion mechanisms. *Marketing practitioners typically design marketing interventions based on economic advertising segments, which typically involve a level of disposable income, status desires, media type engagement and a numeric majority in terms of race. In South Africa, this manifests as either black models in advertisements or a representative of at least three of the four main races. What is missing is the understanding of the impact that they will be making by creating a feeling of exclusion amongst other economically active groups.* (RI1) *I thought about my past and prior experiences as an individual who has been fairly consistent in maintaining a certain level of exercise whenever possible and the assumptions about access to exercise that I never considered. […] A reminder that sports and recreations aren't just physical activities but social activities and choosing not to participate is very different from not ever having that choice at all.* (RI6) • A tension exists between the STP model and drive for DIEM. *…while targeting is a core principle of good marketing, it also by its very nature a form of exclusion. The question then is perhaps whether we need to constantly combine targeting and representation in*	• Dominance of traditional, general marketing learning content obscures the role of marketing in D&I when setting intended learning outcomes. Absence of learning outcomes concerned with multicultural (intercultural) competence for understanding of multicultural marketplaces. No evidence (in our sample) that DIEM is a mainstream topic dealt with explicitly in marketing curriculum, through graduate outcomes, specific multicultural marketing courses, or as an element of marketing courses. Only one business school includes a specific undergraduate "US diversity and international perspectives" requirement; one UK school in the sample offers an MSc with a marketing emphasis where the internship component requires students to 'demonstrate increased cultural and ethical awareness through […] working in cultural diverse groups and teams'. Hence, at best, diversity in the marketplace is considered simply as a matter for segmentation, targeting and positioning. The SA dataset	• Although sensing firms can deliver societal value (e.g., social wellbeing, inclusion), marketers tend to focus on the delivery of instrumental value, posing dilemmas of commercial versus moral considerations in decision-making. *Like I think, in general, for in the world of business, if you can combine a commercial, a reputational and a moral case to do something, you're in a much stronger position to make change happen.* […] *You can't just go after the sales without thinking how that impacts society, how your business is perceived, how you affect consumers' lives. And, equally, you can't just go after reputation without thinking about performance. It has to be totally together.* (UK contributor) *There was a lot of work done around brand purpose recently which talks about are brands just products or do they play a role bigger than that? So can brands play a role to take up social issues and play the role of actually changing mindsets? So on your point about profitability, can an athlete stand up for an athlete who stands up for ethnicity? So can brands take up that stand? And there are proof that when brands have done that, they've actually profited from that. It's about brand purpose. There are examples of brands who've been able to do that successfully as well.* (UK contributor) *We* [marketers] *typically have a better feel than anybody else in the company for what generates value. And value, I think you would agree with me, value to the customer is more than just the functional. And value to the firm is more than just a specific profit. And yet, social well being, inclusion, that person being empowered, ultimately that person living a better life, is good for business.* (USA contributor) *I want to throw an interesting question to talk about ethnicity and to talk about making money and doing the right thing, because that's always how I try and frame the diversity conversation. This is a question I've never come to the answer of, and I'll pose the theoretical. I've worked on real true fashion brands, and let's say I'm going to do a campaign in China. And I know, I've got the research which says unfortunately if I have BAME*

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	our considerations. […] *How do processes of inclusion and exclusion operate in both verbal and visual communication generally?* (RI12) *…an inclusive marketing effort needs to be representative to a broader audience and to highlight diversity, rather than to emphasize the source distinctiveness through narrowly targeted marketing messages* (RI3) *Within the variety of theories concerned with culture and intercultural interactions, I struggled to find one that enabled marketers to represent superdiversity without continuing to define cultural boundaries.* (RI2) • Westernized contextual outlook overlooks socio-historic specificities of non-western contexts. *South Africa is an under-researched marketplace and having a special distinction of it being an organic multicultural marketplace is perpetuating lack of consumer wellbeing due to the lack of knowledge of how to apply research and the misapplication of research-driven models provided by western-based advertising agencies.* (RI1) *… how do we further characterise multicultural marketplaces in order to capture their diversity and tease out their main dimensions? To what extent are inclusion/exclusion processes that advertisers use, consciously or not, dependent on the contextual nature of the marketplace?* (RI12)	includes some business programs that deal with the diversity of the business environment in general, and at times of the marketplace in particular. • Cross-national contextual specificities are not covered when D&I is addressed in learning content. The university sample reveals differences across contexts regarding the focus of the D&I discourse (equal opportunity in the US, equality and an end to discrimination in the UK, country transformation and power rebalancing in SA), which appears to reflect the historical origins of each context's demographic makeup.	*models in my advertising in China, it's going to go down badly with the Chinese consumers.* (UK contributor) *…some companies come at is as a media problem, like a reputational issue alone rather than an internal cultural problem.* (UK contributor) • A tension exists between the STP model and drive for DIEM. *Segmentation is something that we do in marketing, we talk about it all the time.* […] *So you're going to chase the money. If the money is primarily in the hands of one particular group, that group is going to get more of your attention, more of your resources, more of your product development, more of your advertising, more of your social affirmation of worth.* […] *And yet I have to wonder, as I'm listening to [name] talking about it, segmentation could actually very well be one of the key contributors to the lack of inclusion.* (USA contributor) *Somebody asked her* [a media personality] *the question of how the consolidation of media in America has contributed to the lack of civil discourse. Her answer was very interesting, because it was segmentation. She said segmentation is used in marketing too. It's a corporate strategy.* (USA contributor) *I don't see how we could do our job without segmenting, but we might be segmenting by values or the price point in the market or geography or whatever it might be.* […] *A good inside process will find out what people are actually looking for as opposed to leaning on lazy stereotypes if you like.* (UK contributor) • Westernized contextual outlook and lack of international knowledge hinder accounting for socio-historic specificities related to particular cultural markers (e.g., racialization of D&I discourse in the USA) and minimize effectiveness of DIEM implementation. *From an international perspective, I kind of think of diversity and inclusion from an American optic, that we have difficulty understanding that other countries also struggle with diversity and inclusion. I was in class once, doing a master class, and someone said, well if we can just get rid of the hyphenated American, we'd be in a really good position. And I have a colleague from Austria that said, no we have a pretty homogeneous population, and we still find ways to discriminate. And so the idea of it's different. Also if you look at colleagues from India and Pakistan, when you*

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	I remember doing the International Marketing Communications Module for my CIM [Chartered Institute of Marketing] *Post Grad qualification (granted it was 14 years ago) and there was no mention of multicultural marketplace perspectives. We were simply told to remember when marketing internationally there will be other cultures and our branding or imagery may be offensive. Having coached one of my marketing managers through their IMM* [Institute of Marketing Management] *Integrated Comms module it seems nothing much has changed. So the curriculum for attaining professional marketing qualifications needs to include an in-depth appreciation of the dynamics of multicultural marketplaces. Further, I am yet to experience the construct of consumer wellbeing being a major component of consideration in any curriculum. […] It should become a fundamental component of all professional marketing qualification modules.* (RI1)		*talk to people from the countries, they see very defined difference in terms of culture and approach.* […] *So I think there's a lot to be said for the lack of American sophistication in understanding international diversity.* (USA contributor) *diversity [and] inclusion might not look the way it does in the UK and other places, and we'd be willing to accept that because it's not a single rule book.* (UK contributor) *So I think in terms of how something might be perceived in a different cultural context, in terms of how progressive it is, you see a big gap. So, for instance, some of the work we're doing in India, just to show women and men socialising and drinking together, particularly drinking alcohol together, in a mixed-gender social situation, that's quite unusual.* […] *But what that might mean in India versus what that might mean in North America could be two different things.* (UK contributor) *Internationally, the one thing that I was going to point out is the fact that I think it's only in America that we talk about race. I don't know if people can verify that for me. But in other countries, there are other differentiators. It's religion, it's other things.* […] *There are still reasons that people can feel different, but race is generally, in my experience, just in the US.* (USA contributor)
7. *Gap in marketing-specific evidence to make a convincing case for DIEM*	• Absence of evidence for the moral responsibility of marketing representation in contributing to inclusive societies. *…continued efforts are needed by businesses and government to ensure that advertising, which has become a point of reference in the socialization and education of younger generations and not only, can be used effectively to promote a more united, equal and inclusive society.* (RI3) • Absence of measurement tools. *…it may be time to develop measures for some of the constructs* (RI12)	• Non-explicit moral and business case for DIEM. Most universities in the dataset do not explicitly articulate: - the (moral or business) case for diversity and inclusion within the university/business school, - the (moral or business) case for the training of future graduates to shape diverse and inclusive organizations and marketplaces and societies. In the majority of the sampled universities across contexts, there is a lack of explicit involvement at the business	• Absence of arguments for combining the moral and the business cases. *One of the things that you* [academics] *can do is to push back on the monetization, the absolute monetization of the strategy. Where everything is reduced down to what's the P&L, and what's the payback? Marketing officers have, in my opinion, delegated their responsibility to HR or to social responsibility or whatever.* (USA contributor) *…discourse work* [is needed] *of making sure that diversity is almost synonymous to students with innovation.* […] *Diversity is the thing that is embedded and integral to innovation.* (UK contributor) • Limited measurements of the impact that DIEM has on business performance. *At the moment, I don't know how we get value from it* [collaboration between practitioners such as the contributor and academic researchers] *because that's the simple answer. I'm sure we would get value. We don't know how. So, for me, it's the value exchange.* […] *I don't know anyone in*

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		school level in implementing the D&I policies put in place at the university level.	*academia, so I've never really had ideas about working with academia. But the more… If I did sit down with more people from academia, I know we'd create an opportunity with people who are interested.* (UK contributor) *…as an advertising industry, have we made a difference in the last year? You know, I'd be really interested to see what's changed, more broadly…I mean, it's difficult, but you could choose and measure, for instance, from our model or from someone else's model like how many women are being shown in professional roles in an advert, and you could measure that. I'd be really interested to see what's happening outside of the UK, Europe, North America in terms of gender portrayal. I think it's really interesting to see what's happening in adverts out of India or Africa, for example. Gosh, I think there's so many things that academia could tell us! You would know better than I.* (UK contributor) *So I know ethically I should be diversifying my advertising. Financially if I include BAME, it's not going to be as effective as if I included a Chinese model or if I included a white Germanic model. So where does the argument come there about profitability over ethics?* (UK contributor)
Rules barriers			
8. *Methodological deficiencies*: extant procedures, instruments and training are not applicable for effectively planning, implementing and evaluating DIEM	• Difficulty of capturing/measuring the 'positive transformative effect' of DIEM. *As an early adopter* [of multicultural marketplaces and TCR paradigms], *I had a major methodological challenge, in that, the instruments typically employed for testing advertising effectiveness in the area of race had been developed in an environment where the white race was seen as the numeric majority rather than a market that had become multicultural organically. For example, does purchase intent, attitude towards the brand and the ad really demonstrate an advertisement's effectiveness in a multicultural marketplace or is it a sense of belonging? In addition, is consumer wellbeing really based on the feeling of prejudice or is it more*		• Difficulty of capturing/measuring the 'positive transformative effect' of DIEM. *…the biggest problem we've got is the acceptance of diversity and how you measure that. How can you measure or quantify the non acceptance of it and where the biggest blocks are in society.* (UK contributor) *we don't have an audit of onscreen diversity* (UK contributor) • Lack of tools/templates for DIEM implementation. *So it's just a new thing that I think sometimes people just jump onto it because it's what everyone else is doing, and it's the smart thing to do. It'll make us look better. But then if it's not actually implemented the correct way, it doesn't come out with the results that you want.* (USA contributor) *They* [small businesses] *care about it, but they don't know how to do it.* (UK contributor)

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	fundamental in terms of overt exclusion. (RI1) • Challenges to embed participant/community voices and capture multiple perspectives. *…do our current research approaches and sample populations actually ever get the voices of those most affected or do we just get those who are somewhat affected and can articulate their concerns?* (RI6)		
9. *Lack of applied D&I focus in marketing/business education and training policies* for embedding DIEM across all fields	• Marketing is 'partitioned' from D&I in current curricula; • Learning content related to social impacts is non-explicit. *Multicultural marketing should be introduced in the university curriculum in order to train future marketers in light of more inclusive and transformative marketing theories and practices.* (RI3)	• Marketing is 'partitioned' from D&I in current curricula. Lack of explicit operationalization, in the US and UK datasets, of the importance of knowledge and competence about diversity in dealing with multicultural societies from the perspective of the business or marketing disciplines. Only one explicit statement in the US sample regarding the need to "ensure curricular requirements include significant intercultural perspectives", and one explicit statement in the UK sample of curricular efforts directed at producing graduates who are "prepared and confident to challenge the inequality of industry". In the SA dataset, the focus on the curriculum's role in developing students' perspective is more widespread and explicit. There are curriculum transformation, decolonization and localization initiatives in most universities in	• Lack of DIEM-relevant learning contents *I think that diversity and inclusion education for management has been around for a while, at least in the US. But what we observe as marketing academics is that it sits separately from, actually, the discipline*. […] *often times students don't marry the two up.* […] *I think business schools and management schools have to be more proactive in educating students about EDI* [equality, diversity, inclusion]. *But I think it also has to be a little bit more applied and has to be embedded in specific courses.* (UK contributor) *Especially the thing that I gained a new perspective thinking is, I have been an educator and a researcher for more than a decade, but I have only been involved in diversity and inclusion for I think a little more than one year. And I have always been thinking about those roles as kind of separate. So I'm doing my research, teaching my classes. But I also think D&I is important and doing a service to the college and university.* […] *And I can see there's a lot of connections. If we are able to better connect to those, not just for me but for many other faculty members as well.* (USA contributor) *…there's also teach marketing and advertising in a much wider level. So, don't separate it off from the rest of the world. It is just a part of the world.* […] *So, if that can be ingrained in students that this isn't separate from the rest of the world. It doesn't lead it. It doesn't follow it. It's actually part of the ecosystem. I think that would be a really good place to start.* (UK contributor)

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		the sample. However, these are mostly led at the university level, with little evidence in the data of how these initiatives are 'relayed' at the business school level.	
10. *Lack of self-regulation and 'encouraging' governance*	• DIEM focus is not explicitly applied by marketers. *Every creative brief or marketing strategy should be backed up by a well-researched understanding of the target consumer base with an emphasis on a commitment to preserving consumer wellbeing across the marketplace.* (RI1)		• Organizations do not 'act upon' existing policies. *I'm thinking corporate America it should have teeth with it, so that if there are violations to diversity and inclusion policies, that there's a repercussion for that to be violated.* (USA contributor) *"I think people start to spot where those biases might be impacting their decisions. So, I think the problem with unconscious bias is it's seen as a Holy Grail for creating change. And in a lot of businesses, if it's not done properly, it just, to me, it, kind of, gives people permission to actually have those biases. Oh, look, you've got the same bias as me; you've got the same bias as me; you've got the same bias as me. There's no action off the back of it. I mean, that has to be fundamentally, cognisance of bias is understanding your biases, but then working out what you need to do to change the workplace as a process in order to compensate for those biases.* (UK contributor) • Lack of investment in developing evidence-based DIEM approaches. *"A big piece, you mentioned research. If the university can do a huge amount of money for research, I think that will be a big driver to growing, facilitating D&I efforts internally here, within [ ] University, and I think you could help externally, across the industry."* (USA contributor)

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