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

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Preface

AN OVERVIEW OF THE SUBJECT MATTER

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

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

DIVERSITY STAKEHOLDER MOBILIZATION IN THE WORLD TODAY

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

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

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

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

Recruiting Diverse Stakeholders

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

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

evaluation for how DEIB experiences impact competitive advantage by developing a strategic diversity stakeholder strategy (Madu, 2013). As such, diversity stakeholder organizations and organizational leadership directly impacts how their organization is perceived by employees (Rabl et al., 2020).

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

Managing Diverse Stakeholders

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

DEIB Stakeholder Initiatives

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

The Role of Human Resource Management

Diversity stakeholder management as influenced by traditional human resource practices, emphasizes the impact of diversity stakeholders by focusing on their intersectionality (Rothaermel, 2021). How organizational leadership and staff interact with diverse employees is important. Human resource provides oversight as organizations are liable to societal mores, laws, and responsible for the psychological health and safety of employees, suppliers, and customers. As a result, individuals must adhere to the organiza-

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tional culture; therefore, human resource practices and standards must extend to diversity stakeholder management to supplement established HRM norms to achieve an ideal organizational culture. Likewise, DEIB standards create well-developed diversity stakeholder initiatives. For example, uniformity of procedures, established duty toward diverse employees, clarity of roles, belonging, and acknowledgment of equal employment opportunity (EEOC) compliance.

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

Recruiting Diversity

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

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

Diverse Stakeholders: Return on Investment (ROI)

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

Conclusion

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

ORGANIZATION OF THE BOOK

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

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

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

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

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

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

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

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

Chapter 8 aims to analyze socio-intercultural entrepreneurship as a capability building and development framework. The analysis departs from the assumption that entrepreneurship is a cultural embedded concept, although the intercultural category used in entrepreneurial studies has not been founded on a conceptual, theoretical, and empirical basis. Based on this existing research gap, the literature addresses the main issues of socio-intercultural entrepreneurship focusing on capability building and development

in a situational context and is also environment-oriented. The methodology used are exploratory and analytical tools. Socio-intercultural entrepreneurship competence is highly related to be situational context and environment-dependent on awareness and understanding of cultural differences.

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

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

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

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

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

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

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

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

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

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