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Chapter 1
The Merits of a Chief Diversity Officer (CDO):
Enterprise Training Program Strategy

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ABSTRACT

Developing an enterprise training program requires a commitment to cultivating diversity, equity, inclusion, and belonging (DEIB) organizational initiatives while providing alignment to the organizational mission, vision, and ethos. With this knowledge, enterprise training programs benefit organizations by fostering authentic cultures to resolve persistent issues of bias, implicit bias, and offenses of corporate policies. As a value, organizational leadership must lead and champion diversity initiatives to ensure stakeholders understand the importance of complying with organizational policies. The problem is that effective DEIB initiatives need implementation or an overhaul. Institutional DEIB initiatives fail because they have yet to identify the rationale for program development, provide financial investment, indicate specific and measurable program improvements, identify appropriate stakeholders to achieve institutional goals, and ensure implementation of streamlined program processes so that facilitators have needed administrative, instructional, and professional support.

INTRODUCTION

The purpose of this expose is to create and assess a Chief Diversity Officer (CDO): Enterprise Training Program Implementation Strategy. Composing insightful diversity, equity, inclusion, and belonging (DEIB) frameworks requires presenting assertions about developing recommendations, emendations, and practical application. Furthermore, assertions are assembled from peer-reviewed sources of comparative context. The research content is divided into different sections and coordinated with proficient reflexology. Presenting research exhibits professional capabilities and incorporates astute connections

of the data compiled. As a result, the variety of peer-reviewed research articles provide evidence for a DEIB enterprise training program implementation strategy.

Chief Diversity Officer (CDO): Enterprise Training Program Implementation Strategy

Developing a DEIB enterprise training program requires a commitment to cultivating a DEIB organizational initiative while providing alignment to the organizational mission, vision, and ethos (Atewologun & Mahalingam, 2018). With this knowledge, enterprise training programs benefit organizations by fostering authentic cultures to resolve persistent issues of bias, implicit bias, and offense of corporate policies (Carter et al., 2020; Nonnemacher & Sokhey, 2022). As a value, organizational leadership must lead and champion diversity initiatives to ensure stakeholders understand the importance of complying with organizational policies (Taylor et al., 2022).

BACKGROUND

As a diversity and inclusion professional, one collaborates with others to fulfill training obligations for the organization (Leon, 2014). As a result, the goals are to evaluate training and critical data by thoroughly addressing identifiable aspects of training designs (qualitative: phenomenological, grounded theory, action research, and quantitative: descriptive, correlational, experimental); including critical and significant content; distinctly presenting acute ideas that are perceptive, effectively synthesized, and integrated training for application; structured and formatted to achieve the training purpose. Often the division of labor strategy is employed to complete the work in a timely manner.

MAIN FOCUS OF THE CHAPTER

Exceptional organizations incorporate innovative change management, learning, and curriculum strategies that are conveyed through training. Organizations must take a no-tolerance approach to inequity in the workplace (Herring & Henderson, 2015). To this end, organizations must develop DEIB curriculum, gather pertinent data, assess data analytics, convey targets, disseminate advancement data, and encourage organizational stakeholders to reveal and live their true identities within educational and professional settings (Cascio & Aguinis, 2011).

The Enterprise Training Program Implementation Strategy Requires Collaborative Action

Further, diversity and inclusion professionals ensure team members achieve timeline commitments and intervene if necessary. Additionally, collaboration requires DEIB training development team members to contribute significantly to each training project; support the efforts of other team members; and complete critical reviews of training activities. Team members collaboratively select training modules and articulate training goals. The CDO is responsible for organizing and communicating to the training team the compilation of stated goals and ensuring the objectives of the training are completed in a timely

manner. In doing so, the CDO must determine the plan, communicate the plan, seek feedback, and ensure execution of the training plan (Cooper & Gerlach, 2019; Corley, 2020; El-Amin, 2022).

Collaboration For DEIB Enterprise Training Program Implementation Strategy

Collaboration merits the decision-making process and provides checks and balances, to elevate DEIB conversations and increase the probability for effectiveness in projects, programs, or organizations (Hoffmann et al., 2020). DEIB training development teams develop collaborative training activities by developing training plans based on the principles of ADDIE (analyze, design, develop, implement, and evaluation) training methodology, program requirements, or grant proposals (Esteves-Miranda et al., 2020). Group members chosen to work on projects maintain professional dispositions throughout the collaboration and as a result, are often selected to work on the more complex projects of the organization. In the process, several considerations are determined, including the social, organizational, and cultural contexts of team member development (Li et al., 2015).

Collaboration: Achieving Positive Outcomes

Collaboration is the best way to achieve a positive outcome. The CDO develops a training plan communicated in writing, verbally, and with visuals to communicate metrics. The visual chart provides a graphic portrayal of the training objectives, timelines, and gaps for multi-modal training team members. In a diversity and inclusion professional framework, team members are expected to base efficiency on the stated training project or grant requirements (Green, 2018; Joo; 2018). The DEIB training plan provides a technical map, increases cognition, which requires collaboration and cooperation by all team members (Abatecola et al., 2018). The predictors of excellent instructors and characteristics of effective college DEIB professionals indicate that the biggest impact is the realization of how professional development elevate one's career. As a leader, the implications for training professionals allows one to chart programs and initiatives that most align with current needs. This information encourages and challenges one to think pragmatically and systematically in choosing training for subordinates or peers. As a result, systemic changes are needed in an ever-evolving training framework. When training it is necessary to provide bridging, outcomes, pre-assessment, post-assessment, participatory learning, and summary (Queens, 2021). In providing a specific process for implementation and modeling, better DEIB training outcomes are realized.

Further, embracing active learning approaches creates opportunities for administrators to improve professional development and acumen. Educational leaders must determine how they will develop, implement, and convey innovative training that allows their teams to work through personal and organizational transitionary phases (Super, 2020). Additionally, training must offer various dimensions, specific to needs, complex for advanced staff, and exploratory as needed. When selecting training, consideration must center on the individual as well as organizational needs. Elements of professional development must be tied to holistic-development with regards to implicit bias, cultural-aversion, cultural perception, and diversity and inclusion. The challenge is to avoid unnecessary fragmentation, which is accomplished by dealing with biases, intentional programming, and training (Herranen et al., 2018).

Effective Training Mechanisms

Based on inferences made from Cascio and Aguinis (2011), managing and overseeing the development and implementation of training materials to reflect current operating processes and procedures is important to ensure staff compliance to company regulations (Cascio & Aguinis, 2011). Driving high employee engagement and identifying strategies to recruit and retain top talent must be a mission of all human resource professionals. Partnering with leadership and all departments to develop and maintain continuity of services is necessary. Utilizing various instructional methods to deliver content, including lecture, demonstrations, small group activities, videos and other methodologies as appropriate strengthens training. Demonstrating and communicating a clear understanding of and adherence to compliance and legal standards must be a priority. Implementing and scheduling training programs, ensures completion and documentation of scheduled training programs (Cascio & Aguinis, 2011).

Characteristics, Behaviors, and Traits of Effective Chief Diversity Officers (CDOs)

CDO collaboration is valuable within the workplace (Marshall, 2019). Working in teams influences a decision-making process. A team enables stakeholders to be more effective in their work, as compared to people who work on projects on their own. The sense of team disposition adds value and meaning to a specific work (Mohammed et al., 2021). Collaboration is a massive way for CDOs to achieve positive outcomes and meet DEIB organizational metrics. Supportive teams help CDOs overcome adversity related to challenging decision-making processes (Ng et al., 2020; Morgan et al., 2021).

CDOs can overcome the differences between likability and effectiveness since these qualities are required for effective leadership. Additionally, traits of likeability comprise the ability to advance the work in the way they plan but at the same time considers the preferences of organizational stakeholders (Hughes et al., 2018). Likability and effectiveness are both important traits of a successful leader and the success is dependent on the balance between the traits of decisiveness, directedness, logical, to that of indirect, emotional, collaborative, polite, (Coffman & Marques, 2021). Moreover, communication style is an indicator of leadership effectiveness.

Stereotypes dilute the effectiveness of CDOs (Mohammed et al., 2021). Currently, numerous changes have occurred within modern society as more diversity employees rise to leadership roles than they did in the past. The workforce is more accepting of diversity professionals in leadership roles, regardless of their age as other skills such as education, ability, and personality are key factors of leadership effectiveness (Mohammed et al., 2021). Indeed, culture has a strong influence on the acceptance of employees into leadership roles despite race, gender, or age. Some geographical locations are more amenable to diverse employees holding leadership positions despite intercultural considerations.

The Impact of the Chief Diversity Officer on Diversity Initiatives

Burke et al. (2018) examined the growing interest in DEIB initiatives; there is currently a lack of understanding concerning leadership within such initiatives, as the literature has focused on DEIB leadership within the context of traditional organizations. The current study investigates DEIB leadership within the context of DEIB initiatives operating in unprogressive environments, focusing on DEIB initiatives operating in isolated, confined environments. Burke et al. (2018) identified DEIB initiatives leader-

ship functions and a subset of structural characteristics associated with DEIB initiatives leadership in unprogressive environments (i.e., formality of leadership, locus of leadership, and leadership distribution). Burke et al. (2018) leveraged a historiometric approach to capitalize on real historical examples of unprogressive DEIB initiatives rich with vital information regarding actual DEIB initiatives leadership functions occurring in unprogressive settings. Results suggest that the most prevalent are DEIB initiatives leadership functions such as DEIB initiative problem solving, supporting social climate, structure, planning, and collaboration. Results also indicated that the degree to which leadership is distributed throughout the DEIB initiatives, and the formality of leadership varies across action and transition phases of the DEIB initiative's task cycle.

CDOs are expected to analyze and report diversity data and research trends to ensure innovative solutions are continuously integrated into the workforce. Research limitations and implications of workplace challenges are applied to investigate DEIB. This quantitative correlational framework provides an organizational transformation perspective (DeRosa & Johnson, 2012). Practical implications concerning leading a DEIB initiative in organizations address the social, and cultural implications, which postulates how organizational leaders enhance diversity, equity, inclusion, belonging. This implication denotes how incorporating DEIB strengthens organizational culture. CDOs help organizations to improve DEIB initiatives. The overall objective is to improve organizational performance.

Issues, Controversies, Problems

Franken and Plimmer (2019) determined that leadership matters in DEIB contexts. It influences stakeholder development and, in turn, the effective delivery of institutional services. Harmful leadership limits the fulfillment of both these requirements. Although there are many studies of institutional leadership, few explore aspects of poor leadership focusing on leading people in DEIB initiatives in the unique institutional sector context. The purpose is to explore the institutional sector environment to mitigate harmful leadership and identify what those aspects of harmful dispositions are. Poor leadership is based upon common, day-to-day forms of harmful mediocre leadership rather than more dramatic but distinct forms of destructive or toxic leadership. Four dimensions of harmful behavior were found: micromanagement, managing up but not down, low social and career support, and reactive leadership. Several connections leading to harm were found, including lessened stakeholder confidence, motivation, collaboration, learning, and development.

The Effects of Poor Leadership

Patel et al. (2022) reviewed three relevant streams of extant literature reveals a marked absence of a generic framework composed of a full range of negative manager and leader dispositions (from moderate to unprogressive) across sectors, avoiding particularly detrimental occurrences to the effectiveness of management and leadership development (MLD) programs. To address this concern, a multiple cross-case and cross-nation comparative analysis (MCCA) of data collected from 13 previous empirical replication studies (using the critical incident technique) of effective and ineffective managerial and leader disposition across culturally diverse industries, resulting in a comprehensive framework of perceived negative manager and leadership disposition. Patel et al. (2022) indicated a generic framework composed of five dispositional dimensions: inadequate functional disposition, unethical disposition, impersonal domineering disposition, depriving disposition, and closed or negative-minded disposition, supporting a culture that

influences stakeholder's perceptions of unsupportive leadership. It also stresses the importance of the routine in managerial or leadership frameworks by revealing that stakeholders' perceptions of negative manager or leader disposition include unprogressive decision-making and a lack of support.

Increasing Psychological Health and Safety

Fruhen et al. (2019) investigated what psychological health and safety commitment mean to leaders in a multi-method investigation. Perceived management psychological health and safety commitment as an aspect of safety climate or culture is a key influence on s psychological health and safety outcomes in organizations. What is unclear is how leaders create perceptions of management commitment. Psychological health and safety commitment as a leadership construct was viewed from leaders who experience and demonstrate it (Branscombe & Baron, 2017). A multidimensional psychological health and safety commitment framework is applied to leaders' commitment levels (consisting of affective, normative, and calculative commitment). The findings indicated the various dimensions captured leaders' psychological health and safety commitment, as safety commitment can be demonstrated via a range of dispositions, and the dimensions' association with dispositional demonstrations aligned with those of other types of commitment (Groysberg et al., 2018). Only affective safety commitment was consistently associated with demonstrations of safety commitment. The link between elevated levels of affective and normative safety commitment and demonstrations was more pronounced when participants perceived their company's safety climate more positively. Inferences indicate that a focus on leaders' experience of psychological health and safety commitment offers opportunities for new research into how leaders shape safety commitment perceptions. DEIB leaders must develop a personal mindset around psychological health and safety and support fostering strong safety climates and cultures (Jones & Dovidio, 2018). Affective commitment further encourages organizations to create work environments that foster leaders' affective and normative psychological health and safety obligations.

Notwithstanding, the worst organizational cultures are ones where leaders do not take responsibility or held accountable to ensure psychological health and safety, physical health and safety regarding DEIB ethos. When this occurs, cynicism is embedded throughout organizations (Herring & Henderson, 2015). As a result, CDOs must create a dashboard to track data measuring Key Performance Indicators (KPIs), participate in mentoring to share experience, and increase opportunities by allying, mentoring, hiring, celebrating, and promoting. Raising awareness requires that organizations increase understanding of DEIB issues when developing, executing, and measuring unconscious bias initiatives throughout the organization (McGregor-Smith Report, 2021). Leaders must establish and provide opportunities to all stakeholders by recruiting, hiring, promoting, and advancing individuals instead of catering to nepotism (Coughlan et al., .2019). Further, human resources (HR) directors must critically examine recruitment processes by rejecting non-diverse shortlists, challenging selection bias in recruitment and promotion, drafting job specifications more inclusively, ensure diversity on interview panels, and creating professional opportunities for all.

The value of organizations that promote psychological health and safety is indispensable for institutional revenues and sustainability (Caniac, 2018). Developing an employee enhancement strategy allows for improved employee life cycles, including recruitment, hiring and onboard to orient new employees on the company's organizational culture (Wallace, 2009). Quality improvement ensures employee awareness and ensures organizations take a no tolerance policy with regards to bullying, sexual harassment, bias, and discrimination. Employee satisfaction creates a profound loyalty and duty once the culture is

rooted and disseminated through different mediums and platforms. Once the cultures of inclusion and respect occur, the organizational focus is to maintain, achieve, and exceed performance.

The Effects of Poorly Planned DEIB Initiatives

Indeed, Ju et al. (2019) examined supervisory consequences of poorly planned DEIB initiatives relating to a sense of power, managerial self-efficacy, and task-oriented leadership disposition. There are detrimental effects of poorly planned DEIB initiatives on subordinates' work attitudes, outcomes, and leaders themselves. Drawing upon self-perception theory and power-dependence theory, we take a unique actor-focused approach to examine how and when engaging in a lack of planning may benefit actors (i.e., leaders). Specifically, we propose that a lack of planning is positively related to leaders' state sense of power, which positively relates to their managerial self-efficacy and task-oriented leadership disposition. Furthermore, the relationship between a lack of planning and state sense of power and the positive indirect effect of a lack of planning on managerial self-efficacy via state sense of power is stronger for leaders with low, rather than high, levels of chronic sense of power. Moreover, supplementary analyses showed that a lack of planning was positively related to a sense of power and managerial self-efficacy only in the short term. Ju et al.'s (2019) findings contribute to how poorly planned DEIB initiatives are delineated by a lack of support from institutional leaders.

Moreover, Ju et al. (2019) determined from an actor-centric perspective that poorly planned DEIB initiatives are not beneficial in the short or long term. The findings also shed light on why leaders may lack planning by revealing the possibility that they do so because they can gain some immediate psychological benefits afterward by creating dissonance among the ranks. Related research has shown that leaders may disregard their subordinates because of negative experiences, such as facing exceedingly difficult goals (Ju et al., 2019). Likewise, while engaging in poorly planned DEIB initiatives is associated with leaders' state sense of power and managerial self-efficacy in the short term, the results from supplementary analyses show that in the long, a lack of planning is negatively associated with a sense of power and managerial self-efficacy.

Specifically, findings show that only leaders with a low chronic sense of power can benefit psychologically (i.e., higher state sense of power and managerial self-efficacy) from a lack of planning. Research on the strategic use of poorly planned DEIB initiatives is based on metrically based outcomes (Mensi-Klarbach & Risberg, 2019). Specifically, the power-dependence theory posits that individuals' power originates from other individuals' dependence on them for valued goals and resources. However, with the guidance of self-perception theory, the same level of objective control over resources, individuals' state sense of power is further dependent on their disposition. A lack of planning is positively related to leaders' sense of power. Notwithstanding, stakeholder relationships remain negative in the long term. Thus, DEIB leadership support is power-inducing or power-inhibiting, depending on the institutional culture experienced.

The CDOs Ascension to Leadership

The labeling of CDOs in leadership has changed tremendously over time, with awareness of gender bias, educational outreach, and social movements to transform gender leadership stereotypes. (Onyeador et al., 2021; Zhang et al., 2021). Likewise, the influence in culture has happened over decades. Cultural

influence within the media has been pivotal in the changes seen for CDOs in companies who are successfully leading DEIB initiatives (Paikeday et al., 2019; Robinson et al., 2020; Spranger, 2022).

Framing the experiences of CDOs is important in context the fundamental tenets of CDO research, where the personal is often cultural or political (Stanley et al., 2019). Therein exist an intersection of organization issues within the cultural sphere and individual biases within the personal sphere, which yields organizational change initiatives (Hughes et al., 2018). Reconnoitered were CDO experiences and the intersectionality of race and class impact on CDOs leadership capabilities in development of a DEIB enterprise training program implementation strategy (Abatecola et al., 2018).

With an equal focus on strategy and leadership, DEIB training reflects organizational compliance, effective leadership, and professionalism (Derven & Gundling, 2014). Indeed, superb leadership skills are of little value when business-level strategies do not keep pace with organizational ethos and societal norms (Abuladze & Skorková, 2021). Often leaders make mistakes or poor judgment in the decision-making process. There are three red-flag conditions that are responsible pattern recognition or emotional tagging. They are conflicts of interest; attachments to people, places, or things; and the presence of misleading memories (Campbell et al., 2009). Moreover, Hoffmann et al. (2020) determined that shared decision-making is indispensable for complex program design. Also, shared decision-making requires cooperatively making decisions in the wake of having contemplative conversations about vision, values, ethos, challenges, issues, recommendations, and solutions. In this manner, leaders elevate stakeholder correspondence, informed decision-making, and evidence-based reflexivity.

Moreover, Workplace diversity initiatives promote individuality within organizations, acknowledging that each person can contribute with different, modern, and innovative ideas and solutions (Herring & Henderson, 2015). Employees with distinctive backgrounds and experiences supply a collective a range of views on matters and that provide productivity, performance, and profitability. Diversity incorporates a distinct array of competencies, which collectively provides a standard for exceptional abilities that increase organizational retention and efficiency (Herring & Henderson, 2015).

SOLUTIONS AND RECOMMENDATIONS

Shared responsibility necessitates leaders work with stakeholders and partners to develop comprehensive, effective communication techniques when collaborating with teams. Notwithstanding, stakeholder engagement is focused on knowledge acquisition mechanisms such as: (experiential, pragmatic, and collaborative) and organizational learning processes (information distribution, information interpretation, and organizational structure), by examining their impact on team member engagement leaders experience responsiveness, innovation, and modelling (Huber, 1991). As a result, these results demonstrate that leadership and team member relations are based on shared responsiveness.

Strategic Approaches: Effective DEIB Enterprise Training Program Implementation

Moreover, the incorporation of organization leadership commitment and stakeholder engagement ensures innovation, support, understanding, and exceptional execution of organizational or program initiatives. Furthermore, a formative cycle of assessment is needed when developing a DEIB enterprise training program and illustrates that DEIB training programs build mindfulness, character, engagement, and

commitment for building more equitable workplaces (Celik et al., 2021). Notwithstanding, Celik et al. (2021) noted the level of awareness among organizational stakeholders shifts across positions, departments, divisions, institutions, and regions. Subjective data indicated that diversity professionals are tasked with increasing awareness of organizational diversity and intercultural issues. CDOs are then tasked with facilitating buy-in from various stakeholders of the organization. Indeed, the concept of corporate social responsibility (CSR) is synonymous with corporate sustainability.

Essentially, leaders are tasked with shaping organizational culture and social interaction of stakeholders. CDOs are tasked with understanding multidimensionality and equity in power relationships within organizations. Moreover, authentic leadership is an aspect of emotional intelligence (Robbins & Judge, 2017). Organizational culture, politics, and the distribution of power frames how internal/external stakeholders view organizations, employee satisfaction, and perception of corporate social responsibility (CSR). Benefits of CSR are improved employee relations, customer relationships, improved business performance, diversity relations, health and safety, and enhances organizational effectiveness.

CONCLUSION

The purpose of this research was to contextualize the importance of effective decision-making when leading DEIB initiatives and when developing a Chief Diversity Officer (CDO): Enterprise Training Program Implementation Strategy. Conclusively, it is through collaboration that team building occurs between all stakeholders. Therefore, by engaging stakeholders in collaborative processes it provides an opportunity for people to get to grasp project or program requirements. Collaboration provides an opportunity for DEIB team members to explore every angle of the project; from the project plan, to risk mitigation, communications plan, a risk action plan; all while utilizing cause-and-effect as well as effective communication and decision-making tools to reach complex solutions (Leon, 2014). Also, the goal of diversity, equity, inclusion, and belonging is to ensure everyone's psychological health and safety in the workplace. The relationship between employer and employee must be held scared in law and in humanity. Further, unstated DEIB goals cause angst. Leaders must take ownership of DEIB initiatives and provide explicit accountability on who does what, why, when, where, and how. Where there is no leadership, DEIB initiatives are difficult to manage under accepted practices of organizational standards (Bost, 2018).

Further, the importance of leaders creating a dashboard to track data DEIB Key Performance Indicators (KPIs), training, learning, participating in mentoring to share experiences, collaborating, and increasing opportunities by allying, mentoring, hiring, celebrating, and promoting (Miller et al., 2017). Raising awareness requires that organizations increase understanding of DEIB issues when developing, executing, and measuring unconscious bias initiatives throughout the organization (McGregor-Smith Report, 2021). Becoming a learning organization ripens the organizational culture for change and innovation. Organizations are in the best place to do so with innovative, evidence-based learning, and training plans utilizing curriculum mapping to chart the strategy.

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