ISM THE INTERNATIONAL SCHOOL OF MANAGEMENT

# PERSPECTIVES

## A LOOK AT DIVERSITY AND INCLUSION 2022

**Age Diversity: Too Young to Lead or Too Old to Be Led?**

**Why Do Schools Need Their Own Diversity and Inclusion Programs?**

**Diversity as an Asset for Born-Global Firms**

# INTRODUCTION

by Pankti Gala

**Diversity, equity, and inclusion are three words that organizations have repeatedly incorporated into their career/recruitment pages and marketing strategies. But what do diversity, equity, and inclusion really mean at the core?**

Diversity is a way of inviting individuals from different backgrounds and schools of thought into an organization. Diversity in hiring shifts organizations' strategies to cater to the larger population, while equity is a way of balancing the imbalance of opportunities which have been created historically. Equity also helps marginalized people feel equal to their counterparts who have not been marginalized by society and history. Lastly, inclusion brings diversity and equity together to help each person recognize their counterparts' experiences and approach problems in new ways.

ISM's Diversity & Inclusion Committee was co-founded in 2018 by Kimberly Reeve, Steph Naudin, and Alison Knight. They believe that diversity and inclusion (DI) starts at the top and trickles down in any organization, and they have paved the way for this effort to continue for years to come. I want to thank them for this effort, and I look up to them for the years of experience they have in both academia and DI.

I also want to thank the previous DI Committee Chair Adriana Torres for believing in me and entrusting me with the position of DI Chair this year. Lastly, I want to thank all the members of the committee without whom these efforts would not be possible. Creating a diverse and inclusive culture requires conversation and hard work. I am certain that we will be able to do just that this year and in years to come at ISM.

I am proud to have joined ISM in 2020 as an IMBA student, and one of my main drivers for choosing this institution was the diverse backgrounds of staff, faculty & students here.

In this publication you will read perspectives from different students, staff & faculty about their experiences regarding DI—two of these authors are fellow DI Committee members. Lastly, I want to thank all the authors who contributed to this issue of Perspectives. For more information about DI at ISM, please see our website here or reach out to me directly at pankti.gala@student.ism.edu.

**Author Bio:** Pankti Gala is a final year IMBA student at ISM who currently lives in NYC. She currently works in corporate finance at an AdTech company: Integral Ad Science. In her free time, Pankti loves to cook, travel and has a passion for social justice activism. She was a DI ambassador at her previous company and believes that diversity, equity & inclusion drive a more positive culture around us in all aspects of life.

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# Age Diversity: Too Young to Lead or Too Old to Be led?

## by Nina Mohadjer

Within five minutes of talking to me, you will know that I have a passion for diversity, inclusion, and belonging. Many people ask me whether these new "buzzwords" were not exactly just that: buzzwords. Isn't it a given that organizations would recognize how different people are? And wouldn't Human Resources departments guide people and shape their paths within an organization? My answer is always the same smile and a clear and definite "no" to both questions.

Diversity, inclusion, and belonging have the known six pillars of gender, race, culture, sexual orientation, age, and religious beliefs. These include anything that distinguishes you as an individual from others, so these words have been and will be part of our lives–not just buzzwords. There are the external aspects (gender, race, and culture) and the internal ones that might not be noticed immediately (age, sexual orientation, and religious beliefs). Many articles have been written about the external pillars. Through the #MeToo and #BlackLivesMatter movements, people have brought awareness to the external differentiators, questioning present situations and asking for justice.

However, more and more, internal differentiators are being discussed. You might ask why. I believe it is the new generation of Millennial and Generation Z employees who care more about our shared humanity than just focusing on our external differences. And it is exactly this generation of future leaders who are showing up at interviews, not necessarily on the side of the interviewee, but as the future leaders of departments or future bosses.

Based on my experience with family, friends, and colleagues, the topic of age diversity is uneasy to discuss. At the end of the day, no one wants to be called "aged." How do you react when your future boss is 20 years your junior and wants to lead you? You who might have 20 years more experience then needs to listen and look up to that boss who could be your child.

Coincidentally, I had the pleasure of discussing this topic with a friend, who is a well-seasoned computer engineer who interviewed at a start-up. It was the perfect job description and a very good salary. However, he was very reluctant to accept the offer. He told me that during the interview the future boss, a 27-year-old, was recounting his experiences and achievements to him, a 50-year-old. I started digging and wanted to pinpoint the exact moment he felt uneasy, mentioning that applying at a start-up he had to expect that there would be an age difference. He agreed with me, but he also mentioned that the age factor was becoming more evident in the job market.

According to a Harvard Business Review article I recently read, it is the first time that five different generations are working side by side: Silent Generation, Baby Boomers, Gen X, Millennials, and Gen Z (Gerhardt, M. et al., 2022). So, the question popped up in my head: Can anyone be too young to lead or too old to be led? Is leadership connected to experience or can someone with more experience still learn from someone younger?

In my opinion, while it might be difficult, we should all put the anger and frustration away as it robs us of valuable time and energy. Instead, age diversity should be accepted and addressed, and organizations should focus on the combined benefit of experience and new skills which will lead to more productive teamwork and move organizations forward.

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Gerhardt, M. W., Nachemson-Ekwall, J., & Fogel, B. (2022). Harnessing the Power of Age Diversity. *Harvard Business Review Digital Articles*, 1–15.

**Author Bio:** For the last decade, Nina Mohadjer has worked in various jurisdictions where her cross-border experience as well as her multilingual capabilities have helped her with managing reviews and organizing teams of document reviewers to support her clients. She is a member of the Global Advisory Board of the 2030 UN Agenda as an Honorary Advisor and Thematic Expert for Sustainable Development Goal 5 (Gender Equality) and Goal 16 (Peace, Justice, and Strong Institutions). Nina is also an active member of numerous DIB Boards and the co-founder of Women in eDiscovery Germany

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# We Are Here: the women making a difference in the Middle East - video

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## "نحن هنا".. وثائقيات تعكس دور المرأة العربية بدول النزاعات

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# #WeAreHere: Gender Equity and Women Empowerment in the Middle East at UN Women

## by Emad AbouElgheit

I was privileged to be the Media and Communications Expert at UN Women, the United Nations entity for gender equity and the empowerment of women, between 2015 and 2016. #WeAreHere, انه_نحن in Arabic, was one of the most memorable campaigns we launched. The campaign was part of the UN Women's regional program "Spring Forward for Women" funded by the European Union, and it highlighted the crucial social and political work of women in conflict and post-conflict Arab countries such as Iraq, Libya, Syria, Palestine, and Yemen.

The #WeAreHere campaign published a series of documentary films about the role of women political activists in peacebuilding and mobilization in their respective countries. The films inspired hundreds of women activists from the Arab region to tell their own stories and make their voices heard. Women activists and regional celebrities shared inspirational stories in tweets, captions, photos, and videos. The stories included the role of women in peace negotiations, new legislation, elections, social mobilization, and awareness building.

Perhaps the most inspirational moments to me were those during the making of the campaign videos. Our team of videographers and directors had to travel to war zones and risk their safety to document the stories of those women heroes. One of the women activists in the video mentioned the killing of one of her colleagues as a result of her work. The team had to upload videos multiple times every day through poor internet connections while fearing that the videos would be confiscated or destroyed.

The campaign gained thousands of local, regional, and international media mentions. Examples include BBC, CNN, The Guardian, Sky News DW, and plenty of local news media. While some encouraging initiatives and laws have taken place in the last 10 years, many women in Arab countries continue to suffer violence, discrimination, and inequality in their daily lives. Armed conflicts, instability, and poor economic conditions double their suffering.

Looking back at this campaign eight years later, I remain proud of helping to spread awareness and influence policies favoring gender equality and women political and economic empowerment in that region.

**Links to documentary films:**

https://www.youtube.com/watch?v=s5GQISpUqis&t=87s

https://www.youtube.com/watch?v=FL10sdIx_NE

https://www.youtube.com/watch?v=OBwtPJ5ZExo

https://www.youtube.com/watch?v=KOG2GIYe0nw

https://www.youtube.com/watch?v=W7ZTjywwl-A

**Author Bio:** Dr. AbouElgheit is the Founder and President of Inbwnd, an international marketing strategy consulting company based in Connecticut, USA, where he is also an Associate Professor of Marketing at Western Connecticut State University. He has over 15 years of experience in global marketing and communications. Dr. AbouElgheit held senior positions and consulted various global organizations such as Gallup, the United Nations, the European Bank for Reconstruction and Development, and ITWorx. He obtained his PhD in International Business Management at the International School of Management. He is a published author of various e-commerce, digital consumer behavior, and international marketing papers.

# The Silent Struggle: Mental Health as the Invisible Dimension of Diversity

## by Tabea Dahn

**It is widely said that "diversity is about more than race." But people often think about social class, generational differences, sexual orientation, etc. (Big Think, 2018; Ingram, 2021). There is, however, an aspect of diversity that remains largely unspoken about: mental health issues.**

In February 2021, 41.5% of US adults reported having symptoms of anxiety or a depressive disorder (Vahratian et al., 2021). This number increased from 36.4% in August 2020 and was found to be closely linked to the reported COVID-19 cases. Moreover, one in four individuals did not receive the necessary treatment despite experiencing symptoms. The increase in mental health symptoms was particularly prominent in 18- to 39-year-olds.

If almost 50% of the working population in the US is fighting a daily mental health battle, why is there still a stigma attached to discussing what is going on inside our heads? Many organizations have now begun talking about diversity in terms of race, culture, and gender, but diversity and inclusion is about more than that. It is about offering support to underrepresented groups or groups that face unfair stigmas (Hughes, 2021). The invisibility of mental health struggles makes lending support to affected individuals more difficult than lending it to those with physical struggles. However, this does not make them less valid or the people less in need of support from their employer.

Harvard Business School recently created a discussion panel with five mental health practitioners to discuss the stigma attached to mental health issues and how organizations can include mental health in their diversity and inclusion agenda (Siliezar, 2019). One of the experts mentioned the necessity of viewing mental health on the same level as physical health. The question to ask now is, "How can we integrate mental health into our organization's diversity and inclusion initiatives?"

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**Author Bio:** Tabea Dahn is currently completing her PhD in International Business at the International School of Management with a focus on leadership. After growing up bilingual in Germany, she completed her BA in Management in Durham, UK, and then decided to move to Dubai, where she completed her master's degree in International Business and worked at Unilever in the Future Leaders Program. She also has work experience in start-ups and the occupational medicine industry. Her research interests include leadership development, organizational behavior, and change management.

# Why Do Schools Need Their Own Diversity and Inclusion Programs?

## by Sarah Chevalier

**The explosion in management training courses on Diversity and Inclusion (DI) demonstrates how nimble business can be once there is evidence that DI improves workforce wellbeing and the bottom line. As a professional K-12 (primary and secondary school) educator, I see that schools, too, need to incorporate diversity and inclusion in their practices and make it part of the curriculum that kids study.**

The job of K-12 education has always been two-pronged: To teach the *Three R's* "readin', writin' and 'rithmetic," that produce an educated workforce; and to deliver a moral education to create social cohesion. This is a global phenomenon, codified East and West, by Confucius and Plato, and time-honored up to the present day. These two prongs, the acquisition of useful skills and the edification of moral character, are still, and rightfully, the foundation of education. However, in the 1900s, educational reformers such as Vygotsky, Piaget, Montessori, Dewey, and others expanded the focus of education.

Over the last century, we have come to recognize the importance of play in the learning process; the concept that there is a whole child to address for maximal learning, not just a numero-linguistic brain. There has been a movement away from rote memorization of fact to include project-based learning that develops critical thinking skills, and a focus on pragmatism and democracy to explicitly include what is useful that has good consequences for society. Education became not only about what to *teach*, but importantly, about how to *learn* as well.

Today, globalization and technology have generated new imperatives yet again. We know that we must not teach children facts so much as how to determine whether facts (which are at our fingertips with any smartphone) are relevant, and, more importantly, reliable. The plethora of information, and balderdash that passes itself off as information, make the need for critical thinking skills greater than ever.

We have also learned that giving children agency, letting them make decisions and have a say in how and when they accomplish tasks, develops conscientiousness and passion. Good teachers, like good parents, design the available options according to developmental readiness. Ensuring opportunities for agency is a K-12 educational version of DI training programs undertaken by businesses. Diversity and inclusion means recognizing the inherent value of individuals and making sure they have a seat at the table. Agency is crucial, and we must work to dismantle roadblocks in the way of opportunity for all.

Why do schools need their own Diversity and Inclusion programs? The primary school curriculum naturally exposes young learners to the diversity of our globe. The curriculum starts out with the subject content Me… then *My Family*… then *My Community*… *My Country*… and then *The World*.  When I was a child growing up in the USA, I eventually learned (at least a little bit) about China and Ghana. Today, my granddaughter learns about China and Ghana and shares her Indian snack with her classmate who is Syrian in Germany. Diversity is not only a topic to learn about but also an experience, starting at a young age.

However, by the time kids get to be 12 years old, very little time in the school day is devoted to explicit learning about citizenship, culture, and the related topics of diversity and inclusion. That is why I am working with the University of California extension service and an educational institution in India to design curriculum and deliver workshops in global citizenship, global entrepreneurship, and interculturalism to high school students and their teachers across the globe. We do well to remember that diversity is not important in and of itself. Diversity is important because people are important, and people are infinitely diverse.

**Author Bio:** Sarah Chevaillier has worked as a teacher, principal, school director, and university administrator on four continents. Her company Knightwriter Learning Solutions brings the topics of culture, leadership, and learning to schools and organisations through workshops with faculty, students, boards, staff, and stakeholders. She says, "Education has nothing to do with teaching something. Education is all about making people powerful." Her EMBA studies at the International School of Management, completed just before she took on the job as the director of a K-12 school in Conakry, Guinea, prepared her for both challenging practical and cultural demands. She now resides in Berlin.

# Tips for Leading Diverse Teams

## by Victor Arnold

People often ask me where I'm from, and my short reply is, "It's a long story." My wife would say that I'm from "a lot of places." If someone insists, I would tell them that my mother is Portuguese, my father is German, and that I was born in Mozambique. I have lived and worked in five countries in Europe and Africa with my family and travelled to many more. My multicultural background has allowed me to speak several languages. Thinking back, I have learned that language is only a small part of communication.

My philosophy when I move to another country is to unpack my bags physically and psychologically. I try to immerse myself in the culture and relate to people. I try to be inquisitive, and I am not afraid to ask for help. I make wherever I go my home, and I don't look back–except to remember and use what I have learned before. There is no perfect formula, but here are a few things that I have learned are critical to success in leading diverse teams.

- **Listening:** By listening we learn even more.
- **Respect:** You need to be genuine in showing respect for everyone. People will see through you if you are not genuine. The team will take the lead from you.
- **Communication:** Good two-way communication leads to successful outcomes as people understand and work towards the same goal, as opposed to focusing on their differences.
- **Teamwork:** A regular fun activity, amateur team sport, or a community-based activity helps to break down barriers.
- **Common Goals:** People will always perform better if they contribute to and buy into a common strategy. Good results always bring people together as they feel a sense of pride and confidence in themselves and others.

A good way to improve communication and foster teamwork is a daily or weekly coffee meeting. I have implemented this with every team I have worked with. I often found that people that worked on the same team sometimes did not speak for days and hardly knew each other. My preference is a short daily meeting of 20-30 minutes. It works best when everyone is on the same site. For on-site, the location can be a meeting room or the cafeteria, if the business has one, or any suitable location where people can sit, have a hot drink, and talk privately. For remote workers, a weekly meeting where everyone's contribution is five minutes or less works best.

The leader brings the direct reports together and each person gives an update on the prior day's activity, anything that is planned, what they need help with, or other relevant business topics. Before the business discussion starts, people will arrive, pour coffee or tea, or have a biscuit, which allows them to interact and talk about non-business-related events.

A leader can also encourage and set up rituals or traditions. One tradition that I have used is the piggy bank. Anyone that is late to the meeting puts a coin in a piggy bank on the table. Once it is full, the team chooses a charity and donates the money. This encourages people to be on time, and there is a positive outcome if people are late.

Another way to improve communication and empower people is to ask someone on the team randomly to chair the meeting. This practice breaks the routine, and if you have a diverse team, it helps everyone to feel included and empowered. Although it does not come naturally to many leaders, it is important that in the coffee meeting, the leader takes the role of facilitator and avoids having a "command and control" attitude.

I have also found that food is the best icebreaker. In a diverse team, you can ask people to take turns bringing in a snack related to their culture or traditions once a month. The person then has to explain what the food is. Food sometimes helps people move from a generic understanding of a culture to more specific understanding, and it encourages them to enquire more. For example, there are sweets from Middle Eastern countries that may look the same to a European. However, they are quite different when you taste the ones from Egypt, the UAE, or Saudi Arabia. Not only that, but the team members from these countries often explain these sweets differently.

While these are some ideas to begin, once you start your own coffee meeting, you will quickly find other things that may work well with your team. When leading diverse teams, remember to listen, communicate, be curious, explore, show respect, and not judge.

**Author Bio:** Victor Arnold is currently Vice President S&M of Sullair in EMEA CIS as well as General Manager of Hitachi Air Compressor Group EMEA. He previously worked for Barloworld Equipment CAT in multiple roles across multiple countries and his last role there was Executive Director in the Global Power Business. Victor completed his DBA at the International School of Management, graduating Summa Cum Laude in 2015 while living in South Africa. He currently lives in Spain with his wife.

# Women Speed Up: Advancing Tech Education for Women in Bolivia



## by Tatiana Claudia Rengel Tarquino

Years ago, I had the pleasure of studying at the International School of Management (ISM). It was a great experience with international colleagues and professors who inspired me, like Professor Regnault who concluded his class by saying, "Your adventure in business and continuous learning will be challenging and rewarding at the same time. Good people do great things, they make things happen, and you can be one of them. Go ahead, take risks."

Professor Regnault's words really left a mark on me motivated me to set new goals. It inspired me to be a part of initiatives that contribute to the advancement of technological education in our society, despite the challenges that many people–particularly women–face to access this education.

Currently, I am the executive director of the Women Speed Up Foundation (WSU) in Bolivia, whose primary goal is to increase women's participation in tech education. I'm excited and proud of everything that I have been able to achieve over the years thanks to the team of WSU and different organizations that trust in our capacity as an organization. We work hand in hand with the CISCO Networking Academy, part of CISCO SYSTEMS, and we fulfill three roles: CISCO Academy, Academy Support Center, and the Instructor Training Center.

Now, under the initiative of Women Speed Up, the support of the CISCO Networking Academy team and thanks to financing from the Embassy of the United States in Bolivia, we have been able to make the program WOMEN IN NETWORK a reality. Our main priorities are to attain the principal objectives of United Nations sustainable development goals SDG 4 (quality education) and SDG 5 (gender equality). More specifically, the objective of this project is to teach students to develop skills in a very important subject: computer networking. These students take the CCNA1: Introduction to Networks course, part of CCNA: CISCO CERTIFIED NETWORK ASSOCIATE V7, through instructors who are trained in our Instructor Training Center.

The program has been successful so far. There are 106 scholarship instructors teaching in the program. The course, which has about 1,500 students owing to scholarships, will end in shortly. At the end of the course, the students will receive certificates, letters of congratulations, and digital badges from the CISCO Networking Academy. We are very excited to see the results of our students, mainly women, who are gaining the knowledge to meet the new demands of the job market, particularly in terms of international certifications. WSU will also continue undertaking different social responsibility projects that benefit people who need more opportunities and do not have the economic resources to pursue them.

**Author Bio:** Tatiana Claudia Rengel Tarquino is an entrepreneur, university professor, lecturer and mentor. She is the founder and General Director of the Women Speed Up Foundation, one of the Academy Support Centers (ASC) and Instructor Training Center (ITC), in Bolivia, among the strategic allies of CISCO Networking Academy. In addition, Tatiana is part of the Academy Advisory Council of CISCO Networking Academy. Her work focuses on the areas of technology, security, education and administration at a national and international level. She is a Systems Engineer from the Universidad Católica Boliviana San Pablo - Regional La Paz and holds a Master's Degree in Information Technology Security from the Military School of Engineering - La Paz Headquarters, as well as a Master in International Business Management from the International School of Management.

# Diversity in Academic Leadership: Interview with Dean Shatrela Washington-Hubbard

## by Linda McNeely

Brenau University announced Shatrela Washington-Hubbard, PhD, as the Swinton A. Griffith III Dean of the College of Business & Communication, effective March 7th, 2022. This formalizes the interim role she has held since August 2021. Dean Washington-Hubbard's rise to the position comes at a time when the importance of representation in academic leadership is increasingly important, with recent statistics indicating that Black women make up a low single-digit percentage of her peer group.

I sat down with my friend and colleague for a discussion about the importance of representation.

**How did your expertise in Human Resources prepare you for the demands of the Dean's position?**
My interest in Human Resource development dates to my doctoral work, where I examined the career development experiences of Black women presidents at Historically Black Colleges and Universities. The development component of HR focuses on providing individuals with the knowledge, skills, and resources for long-term growth. Human capital is an organization's greatest asset, which is why developing individuals and treating people as humans, not numbers, is key. By taking a holistic approach to leadership, I empathize with the needs of my faculty, staff, and students to be acknowledged as multifaceted human beings with differing development needs.

**Who were your biggest influences/supporters?**
While my support system begins with my parents, it extends to an amazing village of family and close friends. Their support and guidance allowed me to pursue educational endeavors and grow my career while raising my children. Support for working mothers remains a challenge in our society and an ongoing Human Resources issue. Beyond support, my village reminds me to celebrate success and encourages me to pave the way for others who aspire to have work-life integration.

**As a mother of young girls, what message do you hope to send to young people?**
I hope to send a message to the younger generation that they can do anything. They should not allow their race, gender, nor age to define them. Our world is changing, and each day women and minorities are shattering barriers that once hindered us or held us back from certain roles. It is great to see new representative leadership in roles that align more with the diverse backgrounds of our younger generation. I hope this is giving them all hope and inspiration that they too can break barriers in any field.

Brenau's students will graduate into a society that continues to struggle with diversity, equity, and inclusion. What development role does Brenau play in creating more representation in Business and Communications?

It is important that students at Brenau have a safe space to discuss societal issues that continue to divide us. I could easily act as though my selection as dean is typical; however, we still live in a society where many women and minorities must prove themselves well beyond the qualifications of their non-minority colleagues. I am grateful that at Brenau I have been surrounded by a community of people who see me as an intellectual and embrace my leadership capabilities.

Students at Brenau need to see individuals who look like them in leadership roles, thus removing the concept that leadership has a color, a gender, or an age. Leadership is the ability to create a vision and make it a reality. I am glad that as part of the Brenau community I am able to support our students in their development to make their dreams a reality.

**Author Bio:** Linda McNeely, PhD, is an Associate Professor of Management at Brenau University in Gainesville, GA, and a 2016 graduate in International Business Management.

# How an ISM Alumnus is Supporting Women Entrepreneurs in Nigeria

## by Daphne Halkias and Elizabeth Ujah

Across Africa, women's collective action through entrepreneurship is needed to raise female empowerment outcomes and drive wider societal change (Ojong et al., 2021; Olarewaju & Fernando, 2021). Women entrepreneurs in developing economies can learn from one another and build ecosystems for achieving their nations' United Nations Sustainable Development Goals (SDGs) through collective action, an approach that relies on sharing data and best practices among practitioners (Embry et al., 2022). Africa has the highest rate of entrepreneurship globally, and it is the only continent on which women account for 47% of all entrepreneurs. While Nigerian women progress toward economic empowerment and gender parity, their autonomy over the income generated through their entrepreneurial endeavors remains restricted (Halkias & Ufot-George, 2021). Nigeria is one of 115 economies analyzed by the World Bank where women cannot run a business the same way as men (Georgetown Institute for Women Peace and Security, 2020).

One community-based organization in Nigeria working for economic empowerment and gender parity is Women of Excellence. The organization's President, ISM alumnus Dr. Dorothy George-Ufot, and a team of dedicated women work to support women of all social classes to reach their social and professional goals. Women of Excellence has a consultative status in the African Union for women and children. Dr. Ufot-George says, "It is my goal not to leave any woman without help or relationship. We meet every quarter for a general meeting and once a month to pray together. We train poorer women on skills they can use for micro-entrepreneurship like baking, carpentry, and cooking. We hold weekend retreats and get to bond and grow friendships. On the first day of retreats, we have a special event where we dance together to solidify our bonding and sisterhood as the women participants practice and share experiences. The rich dance with the poor."

The pinnacle event of this organization is their inspirational annual conference, "Women of Excellence 2022," which was in March in Abuja with the theme

BreakThrough: Recalibrate. The primary goal of the annual three-day conference, attended and viewed by women across Nigeria thanks to technology, is to encourage women to become productive members of society and gain the self-esteem and self-respect needed to meet their personal and professional goals. This year's annual conference was live-streamed and can be viewed on YouTube here.
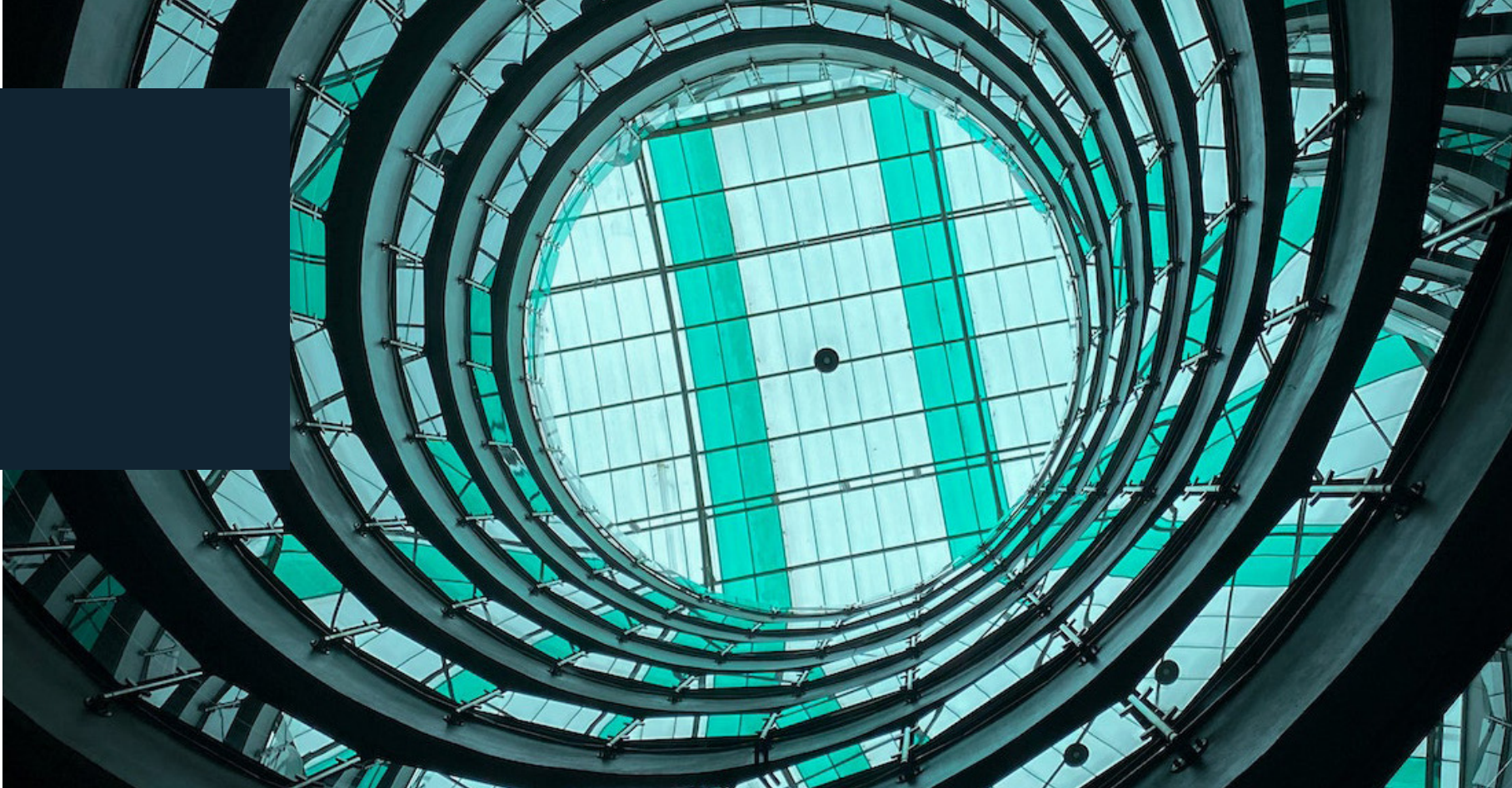
As the business case for women's economic empowerment begins to take shape in developing economies, the International School of Management-Paris supports alumni who work to build positive social change. At ISM Paris, students and professors share knowledge on how programs based on community participation connect global policy with place-based experience, offering a valuable perspective on implementing SDGs in regional communities (see Mbah & East, 2022). Women of Excellence Nigeria is just one example of collective action improving the lives and livelihoods of women entrepreneurs in developing economies and supports Nigeria's realization of seeking gender equality (SDG5), promoting decent work and economic growth (SDG 8), and reducing inequality (SDG10).

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# Inclusion at University: The Experience of Differently Abled Students in Germany (Interview)

## by Brigitte Waffenschmidt

Inclusion is becoming increasingly relevant in society today. But for many people, inclusion remains a rather abstract concept. What is everyday life or studying with a disability or chronic illness like? In this interview between Mark Zimmermann, a 22-year-old German Master's Student in Business Administration, and me, Dr. Brigitte Waffenschmidt, a lecturer at a German University in Nuremberg, I hope to provide insight into the different working and studying realities in Germany for people with disabilities or chronic illnesses.

**What is the infrastructure at German universities for students with disabilities like?**
At public universities in Germany, there is often no contact person who can support the decision to study with a disability or provide support in the event of problems. Private universities are often more flexible when it comes to inclusion. The lines of communication are simply shorter.

**Do digital degree programs have the potential for inclusion?**
Digital courses are certainly helpful and supportive. The course can be adapted to your own needs and pace. The flexibility is fully there. It is only important that a fixed social environment already exists. Digital studies can otherwise lead to loneliness.

**What is the digital university landscape like in Germany?**
The digital university landscape can certainly be expanded. Some areas still have technical catching up to do. There is certainly a chance to increase inclusion via the technical infrastructure. The pandemic has brought improvement and contributed to the modernization of the university landscape.

**What are the biggest challenges of mastering a degree with a disability?**
It is certainly not always easy to organize everyday life. It requires a lot of patience and perseverance. Sometimes you encounter resistance and bureaucracy. It is also important to demand compensation for disadvantages

(Nachteilsausgleich). German law is pretty good regarding inclusion. It is helpful to read the legal texts and to build up know-how about the possibilities of studying with inclusion.

**What would you recommend to other students with disabilities?**
Definitely staying power. Of course, it is also important to believe in yourself and to have courage. There is sometimes resistance that must be endured. It is also important to know your rights. There are always people trying to stop you from studying. It is therefore important not to lose your way and to believe in the big goal.

**Do you already know which path you would like to take after your studies?**
I would like to work in diversity management consulting to get people excited about the topic of diversity and to communicate its importance to businesses around the world.

**Author Bio:** Dr. Brigitte Waffenschmidt is an academic director of a private university in Germany. She also works together with different international universities and companies to help them grow their businesses. In addition, Dr. Waffenschmidt has been working as a consultant for the New World of Work, Generation and Health Management. She has and continues to publish books and articles in well-known journals in Germany. Dr. Waffenschmidt obtained her PhD from the University of Innsbruck and graduated from the International School of Management (ISM) in Paris and Dublin Business School with master's degrees in business and psychology.

# Who Runs the World? Sorry Beyoncé, but it Doesn't Seem Like Women Do

## by Abir Kerassa

Women make up 49.6% of the world's population across 195 countries, yet only 24 of these countries have women as presidents/prime ministers ("Population, female," 2019; "Facts and Figures," 2015). This perfectly represents how our world is made by and for men. We can see gender inequality in different aspects of our lives, from how cities are built to how the boardrooms are composed. In fact, according to catalyst 2021, in the United States, women represent almost 50% of the workforce. However, out of the S&P 500 company's CEOs list, only 31 are women and out of the Fortune 500 CEOs 2021 list, only 41 female CEOs (Hopkins et al.,2021; Hinchliffe, 2021).

I previously didn't understand what gender inequality meant from the workplace perspective until I experienced it myself. I only realized the need to promote a more gender-inclusive world when I started working as a general manager at the family business back home in Algeria. Being a female leader in a patriarchal society has been one of the hardest challenges I have faced. The hardest part of any leader's job is people management. So, it is hard to fathom how difficult it can be for a female leader when most of her subordinates/team believe that she belongs in the kitchen. This journey has taught me a lot and I have shared some of the key lessons I've learned in this article.

### Give it time

When taking a new leadership role, it is important to take time to understand the environment, the flow of information, and the implied power dynamics within the team and company before making any decisions. There is a need to prove oneself whenever assigned a new role. This need is exponentially augmented when it comes to women. The "prove it again" bias requires patience. It is also crucial to understand that working for a female leader is significantly hard for subordinates to accept. This is something that I wish I realized sooner. For many of my team members, it goes against their beliefs, and even their values sometimes, to work and report to a woman. As a female leader, understanding this helped me choose the best approach to make my team accept me.

### Be human

Having a human-centred approach will help you gain your employees' trust sooner. Remember to put the ego aside and put the final goal in sight. Have your employees' best interests at heart, and they will follow you.

### Communicate

It is important to have communication established with everyone, not only your direct reports. Be firm, yet flexible and approachable. A female leader needs to understand the importance of being firm when making decisions because there will be cases where subordinates will challenge or influence her decisions for their best interest. This is something that happens often to female leaders because it is assumed that women are easier to influence. Therefore, I recommend that leaders be open to suggestions, yet be ready to fight hard for some decisions.

### Persist

Never ever give up. Be bulletproof, persist, and you will eventually succeed.

Women should be accepted wherever they go to work. It shouldn't be this hard, but gender inequality has been around for a long time, and it will not change overnight. A 100% gender-inclusive world is still a utopic concept. However, small actions, like fighting and claiming a leadership position, can have an immense impact. It makes it a little easier for the next woman leader in line to be more accepted.

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**Author Bio:** Abir Kerassa is a general manager of family-owned owned sanitaryware manufacturing company in Algeria. She previously worked as a consultant at Kincentric, a human capital consulting firm in Dubai, UAE. Abir has a master's in management from IE Business School in Madrid, Spain, and is currently pursuing her DBA degree at the International School of Management. She has a broad international experience having lived in several countries. Abir is a young ambitious leader who loves traveling, reading, and kitesurfing.

# Inclusion in Education: Building Educational Infrastructure in Rural Ghana

## by Richard Collins

I am passionate about community development and curtailing rural-urban migration by making a positive impact on the lives of people living in deprived rural communities. This passion developed when I was appointed as a District Chief Executive (DCE) by His Excellency Nana Addo Dankwa Akufo- Addo, President of the Republic of Ghana. I was appointed to this position to administer and bring development to people in the North Tongu District, which has a population of 110,891 ("District Ghana"). To achieve this, I engaged an NGO called Pencils of Promise that builds quality educational infrastructure. Pencils of Promise also provides desks and chairs through a partnership of community support, which requires a 20% contribution from the community in the form of building materials (sand, chippings, laterite) and labor.

The Ghana Living Standard Survey (GLSS) report conducted in 2017 showed that extreme poverty is a rural phenomenon that worsened incidences of poverty in rural areas and has negatively affected men, women, and children (Ghana Statistical Services, 2019). This was of concern to me and influenced my decision to support these communities by raising the required 20% contribution to help meet Ghana's Millennium Development Goals (MDGs) 1 — Eradicate extreme poverty and hunger — and 4 — Reduce child mortality (United Nations). I visited and engaged with these rural communities that we had identified would benefit from these projects and explained the required tasks to them. In the end, the Assembly took up the challenge of financing the 20% material support, while the community provided communal labor.

These projects were very successful; with overwhelming support and communal labor, we saw the fastest completion of these projects in the history of the NGO. The communities that benefited from this program are Zomayi (six-unit classroom block), Juapong (three-unit classroom block), Bukarikorpe (three-unit classroom block), and Vome (six-unit classroom block). All of these units are equipped with ancillary facilities—toilets, a staff common room, headteacher offices, stores, the provision of water facilities, and desks. These primary schools are also beneficiaries of a free school feeding program.

The cost-benefit analysis showed that it costs the Assembly an average of $13,000 to construct a six-unit classroom block with an estimated total cost of $106,000. This means that through the program, I was able to construct eight of the six-unit classroom blocks with ancillary facilities for $106,000, instead of spending the same amount on only one six-unit classroom block.

It is also worth mentioning that before I took over as a DCE, the North Tongu District Assembly's performance in the League of Metropolitan, Municipal District Assemblies (MMDAs) was unsatisfactory; it held the position of 216th out of 216 MMDAs (Unicef, 2016). Under my jurisdiction, the District moved up to rank 74th out of the 260 MMDAs in "The National Ranking of MMDAs in 2020 Annual Local Government Service Performance" in Ghana. In 2021, UNICEF awarded the district as one of the ten best-performing assemblies in Ghana.

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**Author Bio:** Richard Collins formerly served as the District Chief Executive for North Tongu District Assembly for four years. He has 16 years of experience in accounting, finance, and administration. Collins obtained his MBA in finance from the Ghana Institute of Management and Public Administration (GIMPA). He is currently pursuing a PhD at the International School of Management.

# Fair Employment Practices in Singapore: A Closer Look

## by Puay Fong Oh

On March 23, 2022, the Singaporean Government released its latest report on fair employment practices, which revealed the results of a survey of 3,682 participants representative of the general labor population, with a response rate of 84 percent ("Ministry of Manpower," 2022a).

**Key Findings:**

- Only 8 percent of resident employees reported experiencing workplace discrimination in 2021.

- 25 percent of job applicants said they felt there was discrimination.

- All respondents said the top reason for discrimination was age, especially those aged 40 and above.

Hearteningly, only eight percent of employees reported discrimination at work, a sharp decline from the 24 percent reported by respondents in the last survey conducted in 2018. This is comparable to the average of 7% found in a survey of 28 European Union countries in 2015, which also revealed age to be the most common form of discrimination. The Manpower Ministry attributed the latest improvement to an increased awareness to ensure diversity, equality, and inclusion by employers—and a tight labor market due to the pandemic.

Although the overall picture shows commendable progress, the Manpower Ministry noted with concern the ageist tendencies reported by both employees and job applicants. It cautioned employers to be realistic in their talent recruitment drives, given that Singapore's greying demographics imply most of its workforce will soon be in their 40s to 60s. The Ministry will continue to work with the Tripartite Alliance for Fair and Progressive Employment Practices (TAFEP) to correct stereotypes, raise awareness, and promote fair employment practices. As highlighted on its website, hiring practices that are fair, merit-based, and non-discriminatory benefit employers by facilitating access to a wider talent pool; increasing productivity and staff retention; fostering innovation and entry into new markets; improving customer satisfaction; allowing more flexibility in staff deployment; and becoming highly sought-after employers ("Ministry of Manpower," 2022b).

Henceforth, the Ministry will conduct this survey on fair employment practices annually, instead of every three to four years. It is also currently working to enshrine the Tripartite Guidelines on Fair Employment Practices into law. More importantly, the government appreciates that diversity and inclusion issues require a holistic approach that recognizes their contexts. On March 28, 2022, it released its White Paper on Singapore Women's Development ("Singapore Women's," 2022). The White Paper outlines 25 action plans, grouped under five key areas: equal opportunities at work, recognition and better support for caregivers, protection from harm and violence, other support measures for women, and mindset shifts. Notably, the White Paper seeks to create a fair and inclusive society where all citizens — women and men — can realize their full potential.

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**Author Bio:** Fong is currently pursuing her PhD at ISM, specializing in Strategic Technology Management. She started her career as a diplomat and has traveled extensively. Subsequently, she pivoted to academia, where she managed research institutes specializing in international strategic issues and taught negotiation and cross-cultural communication to graduate students at ESSEC Business School's Asia-Pacific campus in Singapore.

## Table 1: Discrimination reported by Employees in 2021 (%)



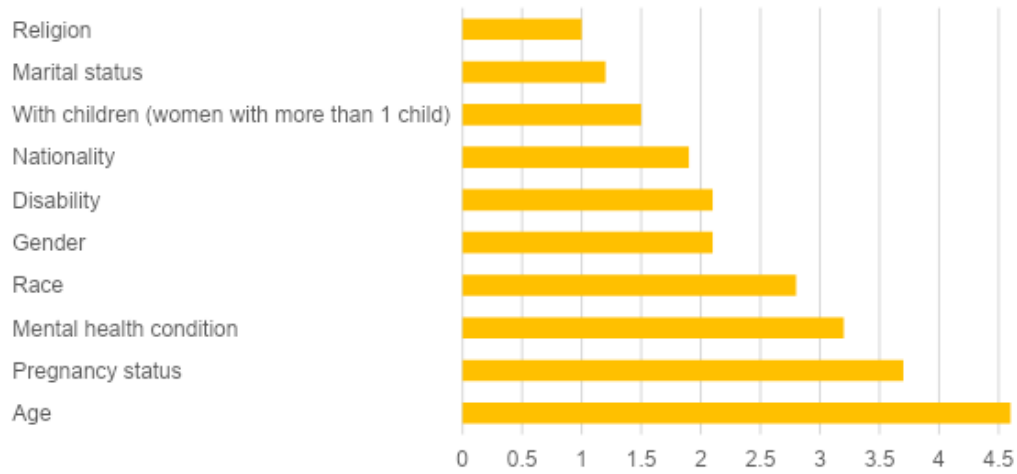| Category | % |
|---|---|
| Religion | ~1 |
| Marital status | ~1.2 |
| With children (women with more than 1 child) | ~1.5 |
| Nationality | ~1.9 |
| Disability | ~2.1 |
| Gender | ~2.1 |
| Race | ~2.8 |
| Mental health condition | ~3.2 |
| Pregnancy status | ~3.7 |
| Age | ~4.6 |

**Table 1** shows the main reasons for discrimination reported by employees.

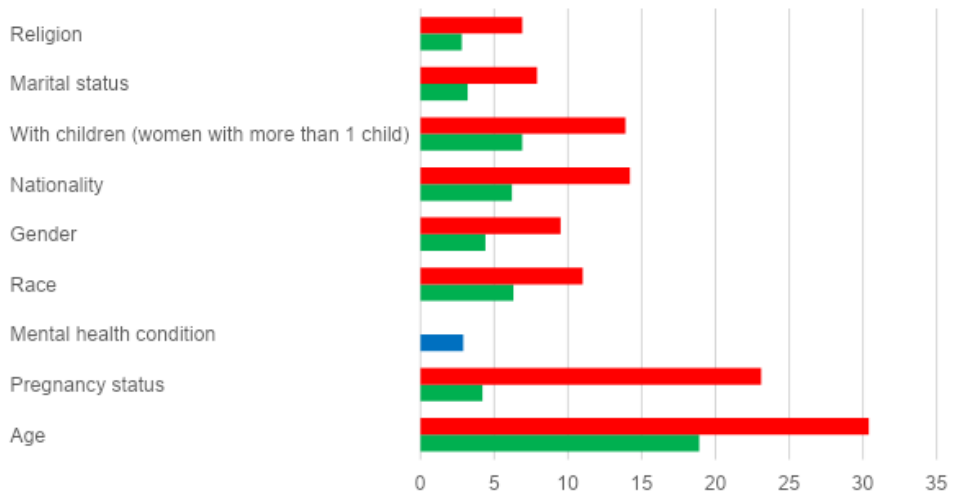## Table 2: Discrimination reported by Jobseekers in 2018 and 2021 (%)



**Table 2** compares discrimination reported by jobseekers in 2018 and 2021.

# Joining "Smart Rooms" to Understand Inclusive Workplace Signals for DEI

## by Trish Rubin

**When I begin teaching a new marketing course, I tell my students, "The smartest person in the room IS THE ROOM."**

Why do I say this? I want students to become a problem-solving community. We each bring something to the table. I want them to know it's a shared responsibility to help — not just themselves — but others become better versions of themselves as we learn together in the course. This instructional touchstone statement, "The smartest person in the room is the room," fits into the discussion of a tough topic for many classrooms: diversity equity and inclusion (DEI) in today's business workplace.

Today, we prepare the next generation of marketers who must expand their understanding of the concept, practices, and tools for DEI in the workplace. They cannot wait for on-the-job training. As an instructor of the most diverse generation ever, Gen Z, I have a responsibility to know as much as I can about the workplace of today and the discussions featuring DEI in the real world as well as academic tools and strategies. Along with theory, it matters today that our students understand how DEI is practiced in the workplace. How best to do this?

### Take the risk and educate yourself through a DEI community

To educate myself, I had to find a smart room focused on DEI. Losing my feelings of uncertainty around this important topic, I faced the discomfort of talking about it. But where to go for a trusted perspective? I needed to get smart quickly and sought communities of authentic professionals. I'm pleased to share that I've succeeded in that search. I've found two virtual communities. After reading this article, you can join me there!

These communities are high-quality rooms. They are places for instructors to experience understanding and empathy while engaging with those who have secured leadership positions as managers of inclusion. By joining these rooms, following the conversations, and connecting with others, we can be better prepared to help our students move into an inclusive workplace. In virtual rooms,

professionals from both small and large businesses have helped me become a better version of myself as an instructor as I grow my understanding of the robust world of DEI.

### Two great rooms to join for DEI Conversations

I'm a work in progress, and I've misstepped along the way. Recently, a student helped me understand where I might have been more aware of how I engaged with her in one of my classes. This proves that the smartest person in the room is the room. It also shows that learning never ends. DEI means evolution. Each time I sign into a room, I benefit. Whether it is by hearing powerful guests or watching and engaging in the chat, I discover new resources just by jumping into "smart DEI zoom rooms."

One room I can recommend is led by author, speaker, and consultant in DEI, Jennifer Brown. Her meeting occurs every Thursday at noon EST from NYC. The second room I recommend is a room hosted by the New York City-based Cultural Communications Agency, Sparks & Honey. The conversations attract a global audience and are held Tuesday through Thursday at noon EST. The sessions feature topics from across cultures and can be accessed on LinkedIN, in real-time or archived, and on Spotify.

### Why join Jennifer Brown Consulting's DEI smart room?

For 14 years, Jennifer Brown has built her reputation as an authentic leader in the Diversity Equity & Inclusion space. She is a world-renowned speaker, author, and consultant. Her weekly meeting often engages 200 or more participants around current topics. Just reading the descriptions in the chat of who is in the room each week is thrilling! Her recent guests included the heads DEI strategy for Unilever and Groupon. Talk about a smart room. The community calls are free and open to anyone in the community once you join. At this link, participants can register to receive information regarding speakers scheduled on this community call. You can also check out their Advocacy in Action series, which is a free monthly training series with the Vice President and Principal Consultant Adrienne Lawrence on

a variety of topics. You can always access the replays on the website as well. According to Jennifer, "The demand for equity and transparency is growing louder by the day. We're at a point in history in which people are finding their voices and using them to apply pressure on those organizations and leaders who are lagging behind social and demographic changes. There really is no room for complacency."

### Why join Sparks & Honey's DEI smart room?

Respected advertising industry leader Terry Young founded the ten-year-old agency that features a weekly virtual power room where you can observe discussions of how SIGNALS of Time: What's happening now" and SIGNALS of Space: What's happening on a larger scale in the future impact decisions. On a call, you will meet S&H's Senior Culture & Innovation Researcher, Alice Li, who welcomes you to join. "It is critical for educators to arm students with diverse cultural resources and the skills necessary to identify signals. This enables the next generation to future-proof their choices and become responsible and reflective members of society as they start making meaningful contributions to the world." This agency has an expansive client list that benefits from S&H's broad reach across topics that matter to brands and companies. S&H boasts a board of the most highly regarded industry leaders in business who discuss a range of topics that influence a broad band of conversations, including DEI. Track and register for briefings by following "Culture Briefing" as you visit the website www. sparksandhoney.com. After registering for a meeting, explore this site where you will have access to free "Intelligence Reports" to inform your teaching. This unique agency uses humans and a powerful AI force called "Q" to give up-to-the-minute signals, as well as a look into future conversations around inclusive topics. Attending any of their Culture Briefings during the week will get you into one of the smartest rooms in New York City without leaving your office.

### From Theory to Practice

I prepare my students for cross-cultural marketing strategies and share respected work like Hofstede's Cultural Dimensions. However, I add the perspective of workplace culture in the now and in the future to give students the heart for the hard work of participating in—and one day leading—an inclusive community. Then I stand back and let my diverse students raise the level of understanding in my own classroom. My "smart room theory" keeps me current with the evolving landscape of DEI, a world that matters so much today for business educators and their students. Understanding DEI is now much easier for me and more meaningful than a textbook for my diverse students. Add either of these virtual rooms to your DEI research and raise your awareness of today's signals. You won't be disappointed.

**Author Bio:** Trish Rubin is an instructor, consultant, education writer, and speaker. She teaches marketing at Baruch College in New York and at IESEG School of Management, Sup de Pub, EDC School of Management and Groupe IAM Dakar in Paris. Rubin has co-authored several books, including BrandED: Tell your Story, Build Relationships Empower Learning and ConnectED Leaders. She is a consultant for businesses, government agencies, not-for-profit organizations and educational institutions around communication needs and trainings for internal and external communication, and she hosts the podcast "Blur & Blend Marketing."

# Diversity as an Asset for Born-Global Firms

## by Laurent Dorey

After many professional years working on international business development and intercultural management, I have become passionate about assessing the kind of challenges global companies are facing in their initial years of existence. While narrowing down my field of analysis for my DBA Dissertation research, I decided to focus on mature, born-global firms (BGFs) from three countries (Australia, Canada, and France) and how diversity could help them be more durable.

When assessing how diversity can be an asset for born-global firms, it appears that diversity and its management are actively pursued by managers and their organizations with a genuine moral or equity rationale. Managing diversity seems to be embodied by a staunch corporate culture, supported within the organization by a holistic view, and is conveyed through managerial acts and philosophy. It is, therefore, combined into a unique corporate framework, crafted by values alignment, congruently serving as a base for performance reinforcement.

However, it seems that while genuinely imbued in all firms regardless of their countries of inception, diversity is strongly connected to the countries' historical connection to diversity and the global nature of the firms' activities. Indeed, in Canada and Australia, the diversity in the firms' workforces comes naturally or by chance, whereas in France, diversity is not as naturally fostered, especially when looking at diversity in hiring and matching performances. Thus, born-global firms in France rely more on luck in recruiting and face fiercer competition for "real talent," confronted as they are by the liability of their newness and attractiveness even within their home country in the absence of sound business track records.

Furthermore, differences between geographic locations also impact how business owners and managers anticipate having to be global to compete. The sampled company executives noted a need to ensure that their firm's holistic corporate frame encompassed business partners, affiliates, and foreign branches. They assessed this relational frame as representing a unique within- and cross-borders bonding organizational tool that is based on close relationships — relationships that border on friendship or even familial allegiance — across their whole organization. These relationships are therefore to be nurtured and leveraged for them to enlarge their business frame of reference, be inclusive of all stakeholders, and surpass cultural differences.

These findings confirmed the necessity for founders/managers to foster a team of non-clone employees performing as a group, the way diverse players perform in a rugby squad. Indeed, in those periods of many constraints, born global firms must know how to exploit and explore new capabilities to develop better cross-organizational creations of value in an environment of organized chaos. At their core, they possess a unique proficiency in creating new routines, continuously encountering changing situations, shaping a culture of adaptiveness, capabilities acquisition, and opportunity seizing, reinforced by a perceptive sense for diversity.

**Author Bio:** Laurent Dorey held positions in international business development for over two decades prior to starting his own consulting and teaching company, Add-Wise Conseils, which aims to share the best practices of international trade. He recently successfully defended his DBA Final Dissertation at the International School of Management and now aims at pursuing a further academic career in France and abroad.

# Driving Change Through Football in Africa

## by Mathias Nana

In the depths of Cameroon, in a rural area of the central region, a young woman named Jacqueline grew up with a passion for football and decided to make a career in this sport, which is often presented as a male preserve, especially in Africa. Unfortunately, she received very little to no support from her parents, who believe that a woman's place is in the home, taking care of the housework, the fields, and the education of the children. There are millions of women who can't live their lives to the fullest because of societal biases. Jacqueline is one of them.

But Jacqueline is not alone in her love for football as football is the favorite sport of Africans. Whether you're in the stands, in front of your TV at home, in a pub, or on your smartphone, you will always have a way to watch a match. The African Cup of Nations 2021 was held in Cameroon last January, and videos made by the Confederation of African Football and TikTok users with the hashtag #AFCON2021 had more than one billion views.

Given the large-scale audience that football offers, companies see it as an opportunity to connect their products and services to this audience. Among the companies that have decided to graft their brand image onto football, there are those that use the sport as a platform to advance noble causes. Think of Nike's "just do it" campaign in the US that featured the iconic footballer Colin Kaepernick and was used to take a stand on police brutality against Black Americans.

As a part of its agenda for the promotion of diversity and inclusion, the British multinational company Diageo decided to unleash the potential of millions of women in Africa using football. Through its subsidiary, Guinness Cameroun SA, Diego has sponsored Cameroon Women's Football, initiating a conversation around gender equality between youth and adults through football. This conversation was based on a well-known expression in the world of football, "home advantage," which means that when you play at home, you have a significant advantage compared to the visiting team.

By drawing a parallel with society, the brand demonstrated the link between the support coming from relatives (families, friends) and the performance of the players. #HerHomeAdvantage is an invitation to support girls' and women's dreams so that they shine. The campaign has generated more than 30 million impressions on social media, reached over 11 million users, and registered a net positive sentiment of 94%, and it will continue driving change and inspiring millions of girls and women across the continent.

**Author Bio:** Mathias Nana is an experienced global business leader with over 13 years of active experience in the fields of marketing and communication, connecting brands to their consumers across Africa. Currently, as Digital and Media Manager at Diageo, he leads the external commercial communication of more than 15 brands in beer, spirits and non-alcoholic categories. He also serves as the Project Manager for the Guinness Super League. The sponsorship of women's football in Cameroon. Before joining Diageo, Mathias was the Regional Managing Director of Full Circle Media French West Africa, a GroupM affiliate present in 18 countries across Central and West Africa. Mathias holds a bachelor's degree in advertising and a global MBA in marketing at Hult International Business School. Now he is pursuing a Global Doctor of Business Administration at the International School of Management.

# The Pandemic, Women, and the Labor Market

## by Marion Endter

### Did the pandemic push women out of the labor market?

The last two years might have felt to many of us that our activities, dreams, and projects have been put on hold or even paralyzed by the lockdown. People with small businesses had to close down their shops, others had to rethink their business ventures, and some had to re-structure investment plans to avoid further, uncalculated losses. Having to live isolated without contact with colleagues, business partners, and stakeholders, our ability to invent and receive inspiration appears to be blocked.

Women might feel even stronger that they have been pushed back into their traditional roles while working remotely, being faced with all the domestic tasks like cleaning, cooking, and child care on top of their professional responsibilities. It seems like history is catching up with them and that they never seem to be able to break the vicious cycle women have long faced: carrying the entire burden of taking care of the house and the family.

During the past two decades, employers and governments have shown a growing interest in understanding what policies and practices are effective at reducing work-family conflict. Several papers have investigated the relationship between various work practices and job characteristics and the ability of workers to integrate work and family demands (for a review of this literature see, for example, Batt and Valcour 2003; Berg, Kalleberg, and Appelbaum 2003; and Glass and Estes 1997). Researchers have suggested that the structure of the institutional environment may be a critical determinant of the ability of workers to balance their work and family needs — Brewster and Rindfuss 2000; Adsera 2004, 2005 (Bonet et al.,2013). Countries like France have organized their school system in a way that allows both parents to work. Schools accommodate children from 8:00 a.m. until 7 p.m. and provide lunch.

### Are there other reasons which might interfere with women's careers?

### The Implications of Marriage Structure for Men's Workplace Attitudes, Beliefs, and Behaviors toward Women

A study conducted by Cornell University stated: "Historically, work and family domains have been gendered such that men have traditionally been the breadwinners and women have been in charge of the home and family. Even while women have started to participate more in the workforce (Bureau of Labor Statistics, 2012), many people continue to endorse traditional gender roles (e.g., Hochschild and Machung, 1989; Thompson, 1993; Belskyand Kelly, 1994; Erickson, 2005; Sayer et al., 2009). Gender-role orientation refers to an attitudinal identification with a gendered role and the degree of compliance with role expectations, with traditionalism and egalitarianism at the opposite ends of the continuum (Larsen and Long, 1988; Hochschild and Machung, 1989; Harris and Firestone, 1998; Livingston and Judge, 2008). Traditional conceptions of gender roles are that women ought to fulfill family or private roles and men ought to fulfill work or public roles. In stark contrast, egalitarianism is a mindset in which gender is unrelated to role centrality, such that men and women can aspire equally to both roles (Gerson, 2004; Fletcher and Bailyn, 2005; Maume, 2006).

Within employees' private lives, gender-role orientations relate to the division of labor that distinguishes traditional marriages, in which the wife is not employed, and dual-earner marriages, in which the husband and wife both work full time and share financial responsibility for the family's wellbeing. The gender roles that exist in a man's private life may affect his attitudes and behavior toward women in his workplace. According to open-systems theory, organizations are reciprocally interdependent with their environments (in both directions), and thus home environments can shape how we behave at work (Kahn et al., 1964; Katz and Kahn, 1978; Gutek and Cohen, 1987). One concept from open-systems theory, the spillover hypothesis (Staines, 1980), elaborates on some of the mechanisms through which home environments shape how we behave at work. It suggests that the thoughts, attitudes, and emotions generated at home may carry over to

the workplace (Williams and Alliger, 1994; Edwards and Rothbard, 2000). This perspective aligns with research that has shown that people often bring their emotional and attitudinal baggage to the workplace (Scott, 1995; Brief, 1998).

Based on five studies with a total of 993 married, heterosexual male participants, we found that marriage structure has important implications for attitudes, beliefs, and behaviors related to gender among heterosexual married men in the workplace. Specifically, men in traditional marriages — married to women who are not employed — disfavor women in the workplace and are more likely than the average of all married men to make decisions that prevent the advancement of qualified women. Results show that employed men in traditional marriages tend to (a) view the presence of women in the workplace unfavorably, (b) perceive that organizations with higher numbers of female employees are operating less smoothly, (c) perceive organizations with female leaders as relatively unattractive, and (d) deny qualified female employee's opportunities for promotions more frequently than other married male employees do. Moreover, our final study suggests that men who are single and then marry women who are not employed may change their attitudes toward women in the workplace, becoming less positive (Desai et al., 2014).

### Do statistics provide proof of women being disadvantaged in the French labor market?

**Demandeurs d'emploi en catégorie A par sexe et âge** — Données CVS-CJO

| | Effectif (en milliers) | | | Évolution (en %) sur | |
| --- | --- | --- | --- | --- | --- |
| | 3e trimestre 2019 | 2e trimestre 2020 | 3e trimestre 2020 | un trimestre * | un an ** |
| Hommes | 1 705,5 | 2 158,2 | 1 883,5 | -12,7 | 10,4 |
| Femmes | 1 650,5 | 1 991,0 | 1 789,9 | -10,1 | 8,4 |
| | | | | | |
| Moins de 25 ans | 459,2 | 612,6 | 519,3 | -15,2 | 13,1 |
| Hommes | 240,5 | 326,4 | 276,9 | -15,2 | 15,1 |
| Femmes | 218,7 | 286,2 | 242,4 | -15,3 | 10,8 |
| Entre 25 et 49 ans | 1 987,4 | 2 484,0 | 2 184,8 | -12,0 | 9,9 |
| Hommes | 997,4 | 1 285,6 | 1 106,8 | -13,9 | 11,0 |
| Femmes | 990,1 | 1 198,4 | 1 078,0 | -10,0 | 8,9 |
| 50 ans ou plus | 909,4 | 1 052,7 | 969,3 | -7,9 | 6,6 |
| Hommes | 467,6 | 546,2 | 499,9 | -8,5 | 6,9 |
| Femmes | 441,8 | 506,4 | 469,5 | -7,3 | 6,3 |
| Ensemble de la catégorie A | 3 356,0 | 4 149,3 | 3 673,4 | -11,5 | 9,5 |

Champ : France métropolitaine.
Source : Pôle emploi-Dares, STMT.
* variation par rapport au trimestre précédent, en % ; ** variation par rapport au même trimestre de l'année précédente, en %.

The above data shows that fewer women in France are unemployed than men (Chômage et demandeurs d'emploi, 2020). Even in the second and third trimesters of 2020, when unemployment figures increased because of the pandemic, fewer women lost their jobs than men. Léandre Herman-Kasse explains in his article "Why is female unemployment decreasing faster than men's unemployment?" the evolution of women's employment during the last decades: In the eighties, women's unemployment was twice as high as men's unemployment. This has changed since. The reason is a structural one: more part-time contracts and missions (contracts limited in time) have been introduced to offer more flexibility. Those contracts helped women to exit unemployment. Women's unemployment figures dropped drastically.

Today, women's unemployment figures drop faster than men's. There are several reasons for that: Nowadays women have obtained the same level of education as men. Sometimes they are even more qualified. Companies are looking for the most talented and skilled workers. Equal pay is not yet common practice everywhere. Sometimes differences in remuneration for the same position represent 10-20%, depending on the sector. Companies make their calculations and make their decisions. Further, the statistics do not provide the nature of the

employment contracts. As described above, more women than men are willing to accept part-time jobs and missions. Therefore, having a job is not always equal to being able to support oneself financially (Herman-Kasse, 2020).

However, the fact is that many more women are employed today than forty years ago and the figures are increasing. Nowadays, more women work in management and executive positions than forty years ago and some companies have introduced equal pay. Although gender equality cannot be found everywhere, career opportunities for women have improved.

### Does the pandemic represent an opportunity for women at work?

With the pandemic, remote work has now become common practice. It's no longer only limited to low-paid service center jobs occupied mostly by housewives. Men are working remotely as well. Managers are willing to give up some of the control that they possessed when supervising employees in the office, changing their management practices, and allowing for more flexible working hours as employees save commuting time.

We not only share our house, bed, and table with our partners now, but also our home office. Our partner might become our best working buddy. We no longer gossip with colleagues at work. The newfound distance from work colleagues might reduce tension and improve the professionalism of conversations, discussions, and teamwork. These things, in combination with companies putting policies of inclusion in place and offering team-building events and remote project groups, could finally represent an opportunity of creating more equality at work.

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# How Diversity and Inclusion Fuel Innovation

## by Anthony Benson

The focus on diversity and inclusion (DI) is more pronounced than ever before in our world today. While the awareness and impact of DI is profound, everything indicates we are just in the early stages of understanding its importance. However, numerous studies have shown the positive impact of DI in organizations and all spheres of life. Therefore, organizations and people cannot afford to lose momentum in weaving both diversity and inclusion into every aspect of our world today. This article examines innovation through the lens of DI and how DI fuels innovation, leading to better financial results.

According to the National Association of Social Workers (NASW), the definition of DI goes beyond race and ethnicity. DI embodies the socio-cultural experiences of people, including but not limited to national origin, color, social class, religious and spiritual beliefs, immigration status, sexual orientation, gender identity or expression, age, marital status, and physical or mental health. There are two aspects of diversity and inclusion: inborn traits (such as age, gender etc.) and experiential traits (career, field of study, etc.). These traits are endowed in people and organizations.

Until recently, many of the benefits of adopting DI in innovation processes to drive better results were understudied and often misunderstood. However, there are now ongoing surveys and studies to help DI adoption efforts. For example, a recent study published by PwC revealed that a meager 16% of corporate directors believed their organization scored "excellent" for employing a diverse workforce. Also, 15% of the corporate directors felt their organization was excellent in developing diverse executive talent. Further, 83% of directors surveyed believed their organization should be doing more to promote gender and racial diversity. These survey results show that there is an opportunity for organizations to unearth the full benefits of diversity and inclusion.

Within the purview of this unprecedented opportunity, adoption appetite, and times we live in, I wholeheartedly believe organizations should fully commit to integrating DI into their value creation process. Organizations that fully embrace and integrate DI into their corporate culture set themselves up to challenge the status quo in thought patterns, ultimately building formidable and agile solutions. In the words of Sir Tim Berners-Lee (who invented the World Wide Web), "We need diversity of thought in the world to face the new challenges." The words of Sir Tim Berners-Lee accentuate that diversity of thought is the bedrock of transforming national economies and organizations into more sustainable and inclusive economic and social models capable of meeting current needs while ensuring adequate resources are available for future generations. The need for diversity of thought hinges on diversity and inclusion.

A proper inclusive and diverse workforce will incorporate collaborative efforts by multidisciplinary teams from diverse backgrounds, paving the way for diverse viewpoints and multiple interpretations for optimal problem solving. Thus, integrating DI will power an organizational value creation process with impactful differentiation and an improved customer experience. Further, nurturing DI within corporate DNA may lead to competitive advantage and help unlock hidden value in current products, services, technologies, and assets.

The gains from embracing DI were evident in Forbes's recent article titled "Diversity confirmed to boost innovation and financial results," where it was posited that diverse teams are well-positioned to unlock innovation and growth. It further noted that diversity is nonlinear thinking and its adaptability fuels innovation. The findings of the article were based on BCG's published report that proves diverse teams are more innovative than less diverse teams after surveying 1700 companies of varying sizes and in different locations.

Given the available qualitative and quantitative data, the importance of DI within an organization is not just media hype or a fad. Organizations that integrate DI into their value creation process set themselves up to gain a competitive advantage. Therefore, looking into the future, I boldly declare that DI contributes

to innovation and, ultimately, fuels the growth of all organizations and national economies, leading to optimal and sustainable global output. Hence, organizations that shy away from fully integrating DI into their value creation process will be left behind.

**Author Bio:** Anthony Kofi Benson, MBA, CIM, FCSI, FGAFM, MFP, CWM, CPM, ChFM, is an adventurous, positive possibility thinker and lover of innovative ideas and execution. He is a visionary and transformational leader with over 15 years of global experience in creating bottom-line impact by leading investment portfolios, directing business development initiatives, and providing strategic roadmap of financial management across financial service sector. Anthony is currently pursuing a PhD at the International School of Management. He is passionate about transforming lives and businesses globally.

# Advancing Diversity and Inclusion: Tackling our Implicit Biases

## by Zoe Uzoezi Osagie

As the world becomes more globalized with increasing migration and technological advancements, diversity and inclusion become more important as cross-border and cross-cultural interactions increase. Openness to others, equity, and inclusivity have become vital attributes that individuals or organizations should desire to succeed today (Bersin, 2016).

Diversity and inclusion programs are increasingly being embraced by organizations of all sizes (Eddleston, 2021). This article highlights the need to reflect continuously on our positions on diversity and inclusion as individuals, groups, institutions, or organizations. It also emphasizes the need to recognize and tackle our implicit biases in our drive to promote diversity and inclusion.

According to Tyner (2019), we might all have biases and we should seek to recognize them. They could be individual, or they could be structural biases in systems and organizations, such as biases regarding race, gender, sexual orientation, etc. Diversity and inclusion are both individual and organizational responsibilities. Therefore, individuals and organizations must constantly reflect on their values to ensure they are on track with their goals to strengthen diversity and inclusion. The first step to tackling biases is coming to the realization (Nalty, 2021). Self-awareness is key to transformation and evolution.

Implicit biases are attitudes, stereotypes, or opinions that we possess that unconsciously affect our understanding, actions, and decisions. According to Winfrey & Perry (2021), implicit or unconscious bias suggests that bias is present but is either not plainly expressed or is unintentionally expressed. Sometimes, we might desire to do the right thing, but our unconscious biases lead us to actions that may be against the principles of diversity and inclusion.

It is essential that we continually examine ourselves to identify implicit biases in the context of organizations. Individuals develop their worldviews and perspectives based on their experiences and exposure. The same applies to systems and organizations; they could develop dominant perspectives and

hidden barriers that inhibit diversity. That is why we sometimes find ourselves in environments that perpetuate discriminatory, biased, and anti-diversity ideas. However, we can all work to retrain and reeducate our unconscious minds to break down stereotypes and biases (Nalty, 2016).

Tackling our implicit biases requires dedication and effort. One will need to engage in deep reflection to recognize that they are present. It is helpful to reflect on experiences when these biases may have been expressed. It is also important to proactively identify possible situations where these biases could be expressed or displayed.

Another solution is to spend time interacting with people who are different from you and could challenge your bias (Nalty, 2021). The willingness to interact with people from diverse backgrounds and openness to others' views and perspectives is vital for driving transformation. Be open to new information on diverse perspectives and cultures. Seek to accept others based on their unique qualities, not how they look or where they come from. Boldly seek new experiences and create new associations and spend time listening to and interacting with people different from you, and you will be on your way to making a difference.

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**Author Bio:** Zoe Uzoezi Osagie obtained a PhD in International Business Management from the International School of Management. Her research interests are innovation, entrepreneurship development, and strategies for reducing inequality, including bridging the gap between the rich and poor economies in health, education, and finance. Her PhD dissertation focused on financial technology innovation in developing economies and how it could improve financial inclusion. She is a business consultant and has a wide range of experience in various industries, such as energy, telecommunications, and education. She is passionate about promoting diversity and inclusion in organizations and supports various diversity initiatives in her community.

# Why Diversity & Inclusion in the Workplace Matters

## by Ahmad Ayoub
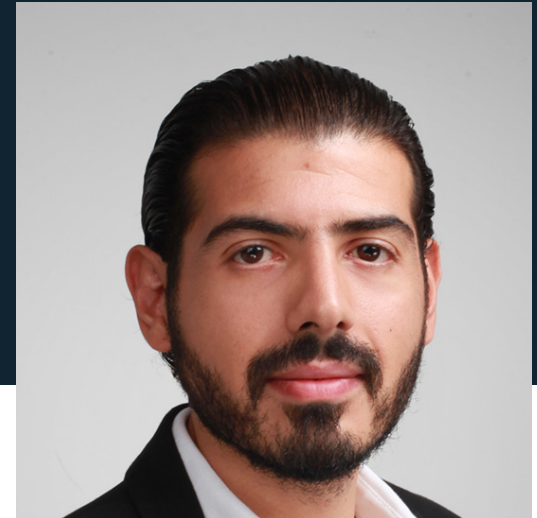
Today, it is widely believed that diversity and inclusion (DI) is the embodiment of companies' values and culture. In other words, it goes further than a company's policies. The concept of DI came to the fore to demonstrate a heightened sense of respect and honor towards the unique needs of employees, their perspectives, and their potential to enhance new concepts in business. But how does DI influence our perception or impression of one another and our feelings in everyday situations while working in teams? And why is an organization deemed prima facie deferential for embracing DI values?

There appears to be an intrinsic link between diversity and inclusion. They both enhance creativity and critical thinking by breaking down all workplace barriers to contribute to creativity and innovation. The workplace should be an inspirational and insightful environment. In an organizational context, diversity is perceived as a team comprised of members from different continents or backgrounds. It is also considered an added value to companies irrespective of team members' nationality, culture, race, character, gender, sexual orientation, or religion. On the other hand, inclusion is the mixed bag of skills, perspectives, and experiences intended to achieve new ventures. Strong teams are considered important in any corporation, and DI has a certain uninterpretable quality that makes businesses healthier.

Companies have become attuned to DI and regard it as a matter of utmost importance, meaning that the burden has been placed on CEOs to underpin the implementation of the concept. Many leaders are aware of DI's massive impact in boosting innovation and creativity, particularly when employees share their unique ideas in a diverse and healthy environment. Furthermore, D&I helps broaden thinking through brainstorming, cultivating new ideas, and creating new highly effective problem-solving techniques. Consequently, diversity and inclusion should be regarded as inseparable.

The world is evolving rapidly, however, DI is not changing at the same pace in all parts of the world. I believe that companies should implement DI practices to foster innovation and nurture creativity, thereby dismantling differences. Diversity and inclusion are intertwined: The more focus is placed on diversity, the more inclusion is nurtured.

**Author Bio:** Ahmad Ayoub is a Lebanese PhD student at ISM. He holds an LLB, an IMBA, and a master's degree in political science and international relations. He is interested in social entrepreneurship, notably in developing and funding bona fide solutions that squarely make a virtue of the necessity of addressing social issues. He is multilingual, speaking Arabic, English, French, Italian, and Spanish. He grew up in Beirut and has had the occasion to work in many fields, such as human rights, diplomacy, and law. Today, he is based in Paris and has previously worked in the education sector.

# Disability and Inclusion: My Experience as Someone Who is Hearing Impaired

## by Belle Neve



> **According to the World Health Organization's 2011 World Report on Disability, 15% of the world's population lives with some form of disability, of which 2-4% experience significant difficulties in functioning.**

I was four years old when I realized I could not hear. I was watching television, and my late adopted mother was speaking to my adopted father. The TV was muted, and I realized that I was lip-reading. I gestured to my mom with excitement that I could understand what was being said. She shooed me away like any mother would do to a toddler, thinking I was only seeking attention. This was in Nigeria. No one but me and my childhood friend Fatima knew that I was deaf.

### Early Life

In school in Lagos, Nigeria, I was ruled out as stubborn and punished for "not following instructions," which was always written on my report card. Fortunately, I thrived in music and dance courses because I could use the rhythms on subwoofers to remember things. I felt the vibrations of drums in my chest.

When I migrated to the US in 1998, all hell broke loose. I was expelled from the gifted and talented program and placed in the class for the intellectually disabled. Again, I pressed my case that I could not hear, but no one believed me. A math teacher explicitly told me, "You will never succeed if you keep pretending not to hear. You are just stupid." I will never forget that. That was when my late adopted mother, Dr. Chinelo Amaka Okolo-Chizea Koko Esq, came to my rescue! She moved to the UK and began working on a PhD on special educational needs at Brunel University. "I'm bringing you here so we can see about your ears," she told me.

We finally learned the truth through my education in the UK. At the Farringtons school, my French teacher "Mamzelle," as we all called her, pressed that I

had a hearing issue because I was failing French listening exercises. The NHS conducted a hearing test and confirmed what I already knew. I was diagnosed with tinnitus. I was 12, and that's when I began using hearing aids, which I still use to this day.

### Higher Education

As a journalism student, my course director did not trust that I would be able to accurately get sources and stories. Despite this, I was able to first spot extrajudicial killings in 2009 that later developed into the End SARS movement against police brutality in Nigeria in 2020. At the time, my course director accused me of fabricating the story. His exact words were, "The police don't just walk around shooting people."

This was such a blow to my self-esteem, but I pushed on and obtained my degree and left the UK. My late father, Fortunatus A Dawodu, helped the most. He challenged me to use other senses to get the story. He said, "Stay cool, stay cool, stay cool. The best place to hone your lip-reading skills is at the shops. Sit back and observe. There is always a story there."

### Life Today

Since 2013, I have lived in San Antonio, Texas. In my experience, it is the worst city in the world for accessibility and equitable services for the deaf. I have been accused of faking my disability for attention by prospective employers and even some extended family members who I did not grow up with. The police never call

interpreters when they pull me over for "speeding tickets" or to check if I really own my car. It is scary because although my driving license also states that I am deaf, they just start yelling.

The UK and France are far more advanced in their studies and understanding of hearing loss compared to Nigeria and the US. I lip-read very well and understand some sign language in American, British, French, Spanish, and German. I also speak French, Igbo, pidgin English, some Spanish, and I am now learning German. I have been very observant and worked harder than most to prove to numerous employers that I can work and perform the essential tasks of the job.

Sadly, my hearing loss has progressed to what is called a sensorineural hearing loss (SNHL) or Enlarged Vestibular Aqueduct. I now have 7% hearing in my right ear and 40% in my left ear. It is a permanent impairment. I will live with it and have to adapt my lifestyle as I grow older. This is why I have a fantastic hearing alert service dog called Sophie.

I end with these words from Moumita Das Roy, a marketing and communications and branding expert from New Zealand: "Being diverse is the only way we can be. Being inclusive is the best we can do."

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# Recommended Reading (& Listening) from *Harvard Business Review*

## by Judy Knight

**Gerhardt, M. W., Nachemson-Ekwall, J., & Fogel, B. (2022). Harnessing the power of age diversity.** *Harvard Business Review Digital Articles*, **1–15.**
https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=155748487&site=ehost-live

Summary: Are tensions between different generations escalating? In organizations, lack of trust between older and younger workers often yields a culture of competition and resentment that leads to real productivity losses. But when age-diverse teams are managed well, members can share a wide array of skills, knowledge, and networks with one another. Today's organizations already have the means to help leaders take advantage of these assets: tools that have been used by cross-cultural teams for decades and by DEI initiatives more recently. But these tools are rarely applied to age biases and conflicts. To change that, the authors offer a four-part framework of identifying assumptions, adjusting your lens, taking advantage of differences, and embracing mutual learning.

**Gino, F., & Coffman, K. (2021). Unconscious bias training that works.** *Harvard Business Review*, **99(5), 114–123.**
https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=151926554&site=ehost-live

Summary: To become more diverse, equitable, and inclusive, many companies have turned to unconscious bias (UB) training. By raising awareness of the mental shortcuts that lead to snap judgments — often based on race and gender — about people's talents or character, it strives to make hiring and promotion fairer and improve interactions with customers and among colleagues. But most UB training is ineffective, research shows. The problem is, increasing awareness is not enough — and can even backfire—because sending the message that bias is involuntary and widespread may make it seem unavoidable. UB training that gets results, in contrast, teaches attendees to manage their biases, practice new behaviors, and track their progress. It gives them information that contradicts stereotypes and allows them to connect with colleagues whose experiences are different from theirs. And it's not a one-time session; it entails a longer journey and structural organizational changes. In this article, the authors describe how rigorous UB programs at Microsoft, Starbucks, and other organizations help employees overcome denial and act on their awareness, develop the empathy that combats bias, diversify their networks, and commit to improvement.

**Ingram, P. (2021). The forgotten dimension of diversity.** *Harvard Business Review*, **99(1), 58–67.**
https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=147590087&site=ehost-live

Summary: Workers who come from lower social-class origins in the United States are 32% less likely to become managers than those who come from higher social-class origins. That represents a disadvantage even greater than the one experienced by women compared with men (27%) or Blacks compared with whites (25%). Social class disadvantage in the workplace prevails in every major economy around the world. In discriminating against people who come from a lower social class, we're discriminating against a majority of the workforce — a grossly harmful indulgence, especially when you consider what happens if you don't discriminate. According to the author's research, GDP is higher per capita in countries where more managers come from lower social-class origins. Companies pay a lot of attention to issues of gender and race, and for very good reason. In this article, the author argues that it's time to focus equally on social class disadvantage. In doing so, he notes, firms reinforce their efforts to combat other forms of disadvantage. He explores the root causes of the problem and lays out the most promising interventions that are emerging from research and practice to help remediate it.

**Jacobs, L., Quartarone, M., & Hemingway, K. (2022). Do your diversity initiatives promote assimilation over inclusion?** *Harvard Business Review Digital Articles*, **1–8.**
https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=155232263&site=ehost-live

Summary: Professional development initiatives intended to help underrepresented employees don't always lead to the progress leaders think they will — especially if those initiatives are designed around a harmful expectation of assimilation. The authors suggest examining the company's expectations of assimilation and professionalism, reframing professional development programs, adjusting feedback processes, and focusing on relationships.

**Michalak, C., & Jackson, M. (2022). Supporting the well-being of your underrepresented employees.** *Harvard Business Review Digital Articles*, 1–8.
https://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=155748479&site=ehost-live

Summary: Bountiful research has documented the importance of DEI for business. We know that organizations with diverse workforces enjoy increased financial performance, innovation, and creativity and decreased attrition and related costs. But efforts to address DEI in the workplace are typically disconnected from those aimed at supporting employee health and wellness. To enact meaningful change in the lives of employees, it's critical for business leaders to address employees' total well-being, including their physical, mental, emotional, and financial health; work-life balance; and social equity. Simply put, well-being is a central strategy to ensure that employees are able to contribute their best while navigating the myriad challenges that impact how they live, work, and relate to others. Failing to address the intersectionality of DEI and well-being does a substantial disservice to employees. The authors present a series of actions employers should take to ensure every part of their population has the resources and information they need to address the special needs of marginalized employee populations.

Did you know that Harvard Business Review offers podcasts that cover a variety of business topics, including diversity and inclusion? Listen to the following dialogs to learn what these corporate leaders have to say about diversity and inclusion approaches in the workplace.

**AT&T's Anne Chow: Creating a Safe Workplace**
https://hbr.org/podcast/2021/06/ats-anne-chow-creating-a-safe-workplace

The CEO of AT&T Business talks about how to create a safe workplace for employees of color.

**Delta's CEO Ed Bastian: Taking a Stand on Racial Equity**
https://hbr.org/podcast/2021/01/deltas-ceo-ed-bastian-taking-a-stand-on-racial-equity

What we can learn from Delta's Chief Executive Officer about how senior leaders can champion racial equity in corporate America.

**Sephora's Deborah Yeh: Unconscious Bias in Retail and Marketing**
https://hbr.org/podcast/2021/01/sephoras-deborah-yeh-unconscious-bias-in-retail-and-marketing

Sephora's Chief Marketing Officer talks about stereotypes and unconscious bias at work.

**Cisco's Fran Katsoudas: How to Talk About Race at Work**
https://hbr.org/podcast/2020/12/ciscos-fran-katsoudas-how-to-talk-about-race-at-work

Cisco's Chief People Officer on the company's response to employees who posted racist comments at an all-hands meeting.

**Author Bio:** Judy Knight received her master's degree in library science from Kent State University in 1999, with a concentration in business, medical, and legal librarianship. She has worked for the International School of Management for seven years and previously worked in the hospital setting as a medical librarian.

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## HOW TO GET INVOLVED

We are committed to the advancement of our diversity and inclusion initiatives, and we welcome any feedback, suggestions, and articles from our community members. To share your thoughts, contact Alison Knight at **alison.knight@ism.edu**.