# Subject Index

References to figures are in italics.

## A
- Aboriginal peoples in Australia, 522–523. See also Rio Tinto Iron Ore Accountability, 439
- Accountability systems, 244–245
- Action learning, 319
- Action Planning Template, 352, 353
- Adaptability, 159
- Affirmative competencies, 159
- Affirmative action, 575
- Alliant International University, 457–458; multicultural/international competencies, 459–460
- Allophilia, 188–189, 236
- Americans with Disabilities Act, 31–32
- America Speaks, 483, 504; 21st Century Town Meetings, 497–502;
  California Speaks on Health Care, 486; Citizen Summits, 486, 487;
  Community Congresses, 486, 489;
  Everyday Democracy, 483–484;
  examples of dialogue and deliberation, 485–487; Listening to the City, 486, 488; meetings, 487–491; National Issues Forum, 483;
  Our Budget, Our Economy, 486, 490;
  Port Philip Speaks Community Summit, 486, 491; Public Agenda Foundation, 484; Public Conversations Project, 484
- Anxiety/uncertainty management (AUM) theory, 171
- Apology and forgiveness, 83–84
- Apple, 405
- Assessing inclusion, 220
- Assumptions, 585
- Authenticity, 105–111; experiencing and manifesting authenticity, 109–111; requiring presence and attention, 111–113
- Autonomous self, 117

## B
- Balancing business case with the right thing to do, 552–553
- Balancing diversity and inclusion, 248
- Banding, 575
- Barriers to progress, 557–560
- Behavioral competencies, 160
- Behaviors: cross-cultural and intercultural behavior, 83; dance of apology and forgiveness, 83–84; developing inclusive behaviors, 212–214; disability etiquette, 82–83; elements of inclusive behavior, 38–42; inclusive behavior as a cornerstone of effective leadership, 445–446; of inclusive leadership, 190–191, 192–195
- Belonging, 13
- Benchmarks: Bridging Group, 420; External Group, 420; Foundation Group, 420; GDIB model, 420–422;
  Global Diversity and Inclusion Benchmarks (O’Mara and Richter), 415–417; how the benchmarks were developed, 417–419; how to use GDIB, 426–429; Internal Group, 420; levels of progress, 422–423; leveraging benchmark practices, 555–556; samples of benchmarks, 423–426; supporting Aboriginal contractor engagement, 538–539
- Benefits of work-life balance, 72
- Beyond Race and Gender (Thomas), 583
- Bias: defeating, 65
Blue Cross Blue Shield of Michigan (BCBSM), 218–219
Blunders and successes, 77–78
Bringing one’s whole self to work, 93–95, 101–102; authenticity requiring presence and attention, 111–115; conscious and unconscious choices, 103–105; embracing multiple identities, 95–97; sharing experiences of inclusion and success, 112–113; views of the “self”, 98–101; wholeness and authenticity, 105–111; work and social contexts, 115–119
Business case: balancing with the right thing to do, 552–553

C
California School of Professional Psychology, 457
California Speaks on Health Care, 486, 489–490
Capacity for complexity, 137–139
Career pathing, 319
Carrefour, 405
CDOs. See chief diversity officers (CDOs)
Center for Creative Leadership (CCL), 312
Challenge and support model, 170–172
Chief diversity officers (CDOs), 234, 473
CIS. See corporate inclusion strategy (CIS)
Citizen Summits, 486, 487
Civil Rights Act of 1964, 364
Classism, 474–475
Clear leadership, 109
Climate for inclusion: defined, 331–337; espoused vs. experienced, 337–338; outcomes associated with, 338–340; three primary dimensions constituting inclusive climates, 332; Weyerhaeuser, 441
Climate of respect: creating, 309–310
Coaching, 321, 534
Coca-Cola, 244
Co-constructing inclusion, 34–36
Cognitive competencies, 158–159
Cognitive complexity, 64
Coherence, 136
Communication: based on individual development, 58–67; behavioral “hand”-oriented communication, 82–84; cosmopolitan communication, 141; in education and training, 66–67; ethnocentric communication, 141; fact-based communication, 57–58, 71–78; feelings- and values-oriented communication, 78–82; to fit organizational stages of development, 67–70; monocultural communication, 141
Communication perspective, 130–131, 136
Community Congresses, 486, 489
Comparative diversity management, 366. See also global diversity management
Competing issues, 557–558
Complexity, 557; capacity for, 137–139
Compositional diversity, 163
Conditions in which diversity is an asset, 74–75
Conference Board: Council of Talent Management Executives, 266, 274, 283
Conocimiento, 334–335
Constructive-developmental theory, 138
Contact hypothesis, 62–64
Context, 552
Contracting, 346–349
Coordinating with others, 136
Corporate inclusion strategy (CIS), 397; decreasing litigation costs and reputational risk, 405; examples of, 399–405
Corporate social performance (CSP), 395–397
Corporate social responsibility (CSR), 395–397
Cosmopolitan communication, 141
CQ. See cultural intelligence
Creativity, 76–77
Critical consciousness, 143
Cross-cultural and intercultural behavior, 83
CSP. See corporate social performance (CSP)
CSR. See corporate social responsibility (CSR)
Cultural assimilator, 64–65
Cultural competence, 289, 553–555; vs. humility, 182; and the inclusion equation, 221–224; measuring, 223–224
Cultural humility, 159
Cultural identity: at group vs. individual level, 131
Cultural intelligence, 157, 576. See also intercultural competence
Cultural level of change, 472
Culture: defined, 130, 155–156
Culture learning, 157. See also intercultural competence
Culture of inclusion: creating an inclusive organizational culture, 307–309

D
D&I, 4–5; 360-degree feedback, 273–278; and organizational or employee surveys, 265–273; and performance management, 278–280
D&I perspective, 261, 263
Daisy model, 132–134
Dance of apology and forgiveness, 83–84
Data analysis and interpretation, 351
Data analytics, 271–272
Data collection, 349
Defeating bias, 65
Defense against difference, 166, 167
Definitions, 551–552
Dell, 211
Demographics, 71–72
Denial of difference, 166–167
Developmental assignments, 318
Developmental Model of Intercultural Sensitivity, 164–170
Disability etiquette, 82–83
Disabled workers: achieving inclusion, 207
Discrimination: confronting subtle discrimination, 242–243; rise of complaints to the EEOC, 231
Dissonance, 136
Diversity: associated with negative outcomes, 7–8; conditions in which diversity is an asset, 74–75; defined, 3, 56, 206, 452–453; establishing responsibility for, 233–235; and inclusion, 205–206; leveraging diversity to increase business performance, 243–244; maintaining focus on, 250–251; tasks performed better by diverse groups, 75; types of diversity that can add value, 75–76; at work, 5–8. See also D&I
Diversity councils, 217–219
Diversity management, 364–365. See also global diversity management
DiversityInc survey, 217–218
Divided selves vs. integrated selves, 99–101
DMIS, 164–170
Downsizing, 249–250
Dun & Bradstreet Inclusion Initiative, 9
Dutch Royal Shell, 376–379

E
Economic climate, 249–250
Education: access and success, 455, 458–465; activities and events, 471; admissions standards, 461; affirming climate, 456, 469–472; challenge of transforming climate, 472; chief diversity officers (CDOs), 473; classism, 474–475; conflicts between identity groups, 473–474; from course to curriculum, 467–468; course transformation, 466; everyday interactions, 471–472; faculty and staff, 463–465; globalization and its relationship to diversity and inclusion, 475–476; history of diversity and inclusion in higher education, 455–455; inclusion in, 31–32; infused programs, 455, 466–469; institutional commitment, 455, 456–458; key components of diversity and inclusion, 455–456; physical environment, 470; policies, 470–471; research and scholarship, 468–469; students, 461–463; teaching diverse learners, 467
EEOC. See U.S. Equal Employment Opportunity Commission
Effective priming, 344
Emotional intelligence, 144–145, 576; and the inclusion equation, 224–225
Empathy, 144
Employee engagement surveys, 219–221
Employee network groups, 219
Employee productivity and community-oriented initiatives, 405
Employee resource groups, 219, 243–244
Employee surveys, 265–273
Employee Value Propositions (EVPs), 272–273
Employment practices, 332–333
Engagement Survey, 271
Engaging different perspectives, 555
Ensembled self, 117
EQ. See emotional intelligence
Equal Employment Opportunity Commission, 582
Equal Pay Act of 1963, 364
ERGs. See employee resource groups
Ernst & Young, 235, 243; Career Watch, 241; feedback, 249; Leadership Matters program, 247
Essentializing cultures, 160–161
Ethnocentric communication, 141
Everyday Democracy, 483–484
EVP. See Employee Value Propositions (EVPs)
Exclusive processes and practices, 447
Executive coaching, 321
Exotifying cultures, 160
Expectation of being included, 9
Experience of inclusion, 4, 17–18, 96–97; elements of, 36–38

F
Fact-based communication: examples, 71–78; why it’s not enough, 57–58.
See also communication
Fair Employment Practices Committee, 582
Fairness, 79–80
Fairtrade Labelling Organizations International, 404
Family of Five Schools, 402
Feedback, 248–249, 576; 360-degree feedback, 273–278, 316; multirater, multisource feedback, 316
Fiat justitia, 525
Friedman, Milton, 395–396
From . . . To . . . Because exercise, 352, 354

G
Games, 65
Gap, 405
GDIB. See Global Diversity and Inclusion Benchmarks (O’Mara and Richter)
GDIB model, 420–422
GDM. See global diversity management
GDS. See Global Diversity Survey
GIPA. See Greater Involvement of People Living with HIV and AIDS
Global competence, 157. See also intercultural competence
Global Diversity and Inclusion Benchmarks (O’Mara and Richter), 415–417; GDIB model, 420–422; how the benchmarks were developed, 417–419; how to use GDIB, 426–429
Global Diversity Survey, 507–509
Global focus: expanding, 251–252
Global Reporting Initiative, 404
Global Voices, 485, 491
Globalization: influence of in D&I, 288–290; and its relationship to diversity and inclusion, 475–476
Goal setting, 320
Governance, 439
Greater Involvement of People Living with HIV and AIDS, 511
Group performance, 73–74
Group purchasing power, 72–73
Group-level inclusion, 18. See also inclusion

H
Handwork, 516
Head, heart, hand concept, 59–60
Headwork, 515
Heartwork, 515–516
Hierarchy model, 141–142
Higher education: access and success, 455, 458–465; activities and events, 471; admissions standards, 461; affirming climate, 456, 469–472; challenge of transforming climate, 472; chief diversity officers (CDOs), 473; classism, 474–475; conflicts between identity groups, 473–474; from course to curriculum, 467–468; course transformation, 466; everyday interactions, 471–472; faculty and staff, 463–465; globalization and its relationship to diversity and inclusion, 475–476; history of diversity and inclusion in, 453–455; infused programs, 455, 466–469; institutional commitment, 455, 456–458; key components of diversity and inclusion, 455–456; physical environment, 470; policies, 470–471; research and scholarship, 468–469; students, 461–463; teaching diverse learners, 467
Historical evolution of managing workplace diversity, 581–584
HIV/AIDS management and prevention, 402–403. See also UNAIDS
Hogan Personality Inventory, 289
Holistic culture wheel, 237–238
Horizontal job enlargement, 318–319
Human resource management, 229–231, 516; best practices, 238–247; changing focus changes HR, 252–255; creating a supportive organizational culture, 235–238; diversity and inclusion programs, 231–233; establishing responsibility for diversity and inclusion, 233–235; future directions in inclusive HR practices, 250–252; problems and solutions, 247–250
Humility, 30, 122; vs. cultural competence, 182; cultural humility, 159

Identity: conflicts between identity groups, 473–474; cultural identity at group vs. individual level, 131; embracing multiple identities, 95–97; exploring the sources of our identity, 106; ranking of, 133–134; the self incorporating our multiple identities, 98–99. See also bringing one’s whole self to work
Identity models, 58–59
Improvement programs: design and initiation, 352–355
Inclusion: actual inclusion, 15; challenges and paradoxes of practice of inclusion, 43–47; co-constructing inclusion, 34–36; concepts of, 20–31; connection to inequality and hierarchical aspects of intergroup relations, 9–10; as a core concept in relation to diversity, 3–5; defined, 206, 452–453; developing inclusive behaviors, 212–214; difficulty of achieving, 206–209; and diversity, 205–206; elements of inclusion at the organizational level, 43, 44; elements of inclusion at work, 33–43; elements of inclusive behavior, 38–42; as essential to support and work with diversity, 8–12; establishing responsibility for, 233–235; as an ethical imperative for diversity management, 10; experience of, 4; experience of inclusion, 17–18, 36–38, 96–97; frame of reference for what constitutes inclusion, 15; group-level inclusion, 18; individual and collective components, 30–31; individual experience, 17–18; and interculturalism, 160–164; interpersonal behavior, 18; interpersonal practices for, 143–150; as key to diversity’s benefits, 5–12; lack of, 559; leaders and leadership, 19; maintaining focus on, 250–251; multilevel perspective, 12–13; at multiple levels, 16–20; organizations, 19–20; as a practice, 16; societies, 20; as a systemic and dynamic process, 15; systemic inclusion framework, 13–16; systems of inclusion, 17. See also D&I

IBM: EXITE Camp, 241; global strategy to manage diversity, 252
Inclusion equation, 200–211; cultural competence, 221–224; emotional intelligence, 224–225; inclusive systems and programs, 214–221; in a values-driven culture, 211–214
Inclusion paradigm, 584–588
Inclusion Survey. See Organizational Health Survey
Inclusive climates. See climate for inclusion
Inclusive cultures: role of leaders in fostering, 180–181
Inclusive decision making: 21st Century Town Meetings, 497–502; implications for other organizations, 503–504; meetings, 496–497; outreach, 492–494; principles for recruiting participants, 494–496; recruitment, 491–492. See also AmericaSpeaks
Inclusive leadership: benefits of, 446–447; defined, 306; focus areas for inclusive leaders, 448; leadership effectiveness, 437–439; traditional entity-based vs. inclusive relational-based leadership, 304–305; Weyerhaeuser, 444–449. See also leaders and leadership
Inclusive workplace: defined, 298–299; examples of corporate inclusion strategy, 399–405; levels of, 393–394; model, 392–395; three-stage continuum of practices, 397–399
Inconsistency, 122
Incrementalism, 374
Individual performance, 73–74
Innovation, 76–77
Inquisitiveness, 159
Integrated selves vs. divided selves, 99–101
Integration, 443–444
Integration and learning perspective, 6–7
Interactive deliberation: examples of dialogue and deliberation: 485–487. See also AmericaSpeaks
Intercultural communication competence, 157. See also intercultural competence
Intercultural competence, 157–160; training and development of, 164–172
Intercultural effectiveness, 157. See also intercultural competence
Interculturalism and inclusion, 160–164
International diversity management, 366. See also global diversity management
International Labour Organization, 404
Interpersonal behavior, 18
Interpersonal practices for inclusion, 143–150
Intersectionality, 101, 133, 517; conceptualization of, 134–135
Interviewing, 163
Job rotation, 318–319
Job sharing, 318–319

L
Lack of clarity on “it”, 560
Lack of diversity, 208–209
Lack of history and credence, 558
Lack of inclusion, 208–209, 559
Leader development, 300–301
Leaders and leadership, 177–180, 297–299; behavioral manifestations of inclusive leadership, 190–191, 192–195; clear leadership, 109; inclusive, 19; inclusive behavior as a cornerstone of effective leadership, 445–446; inclusive relational-based leadership, 305–306; at individual level of system, 182–184; manifestations of inclusive leadership, 182–188; new trends in leadership thinking and inclusive leadership, 302–305; at organizational level of system, 187–188; at relational level of system, 185–186; relationship between leadership and leadership development, 301–302; role of leaders in fostering inclusive cultures, 180–181; role-modeling and leadership for inclusion, 109; traditional entity-based vs. inclusive relational-based leadership, 304–305;
transformational leadership, 300; what effective leaders do, 447–449
Leadership development, 300–301; 360-degree feedback, 316; assessment for inclusive leadership development, 315–317; challenges of inclusive leadership development, 317–320; comprehensive leadership development framework, 311; inclusion in leadership development systems, 310–312; learning, 315; process model for inclusive leadership development, 312–321; self-awareness, 314–315; support for inclusive leadership development, 320–321
Leadership effectiveness, 437–439
Learning and effectiveness paradigm, 6–7
LGBT workers: achieving inclusion, 207–208
Liberation, 597
Listening to the City, 486, 488
Logic Model, 352–355
LoveLife Trust, 402

M
Macy’s, 219
Marketplace: blunders and successes, 77–78
Marriott, 235; accountability systems, 245; “glocal” approach, 252; holistic culture wheel, 237–238
Mayflower Group, 266, 274, 282–283
Meaning-making, 131–137
Measurement Grid, 356
Measurement skills, 573–574
Meditation, 66
Mentoring, 190–191, 216, 321
Microaffirmations, 210
Microaggressions, 146–148, 232, 242–243
Microinequities, 209–210, 242
Microsoft, 211; corporate-community strategies, 403–404
Millennials, 440–441
Mindfulness, 66; in the face of microaggressions, 145–148
Mindset of integration, 170
Minimization of differences, 166, 167–168
Models to support critical reflection, 148–150
Monocultural communication, 141
Multicultural workers, achieving inclusion, 207
Multinational diversity management, 366. See also global diversity management
Mystery, 136

N
NADOHE. See National Association of Diversity Officers in Higher Education
National Association of Diversity Officers in Higher Education, 473
National Coalition for Dialogue and Deliberation, 484–485
National Issues Forum, 483
Nigerian Business Coalition against AIDS, 403
Nike, 405
Nondiscrimination, 565
Nuance, 553

O
Observing self, 145
Occupational group segregation, 249
OD. See organization development (OD)
OHS. See Organizational Health Survey
Open-mindedness, 159
Optimal distinctiveness theory, 14
Organization development (AD): importance of senior leadership support, 284–287; importance of training, 287–288
Organizational change, 340, 357; example, 340–345; global diversity management activities in, 375; step-by-step guide, 345–356
Organizational culture: creating an inclusive organizational culture, 307–309
Organizational Health Survey, 267–271
Organizational leaders, 187–188
Organizational performance, 73–74
Organizational surveys, 265–273
Organizations: communication to fit organizational stages of development, 67–70; creating a supportive organizational culture, 235–238; elements of inclusion at the organizational level, 43, 94; inclusive, 19–20
Our Budget, Our Economy, 486, 490
Outcomes. See benchmarks Outreach, 442–443, 492–494

P
PAR. See participatory action research (PAR)
Participation, 13
Participatory action research (PAR), 340, 342
PCP. See Public Conversations Project
Peer reference system, 349–350
Peer-to-peer influence, 247
PepsiCo: D&I and 360-degree feedback, 276–278; D&I and PMP, 279–280; D&I and talent management, 283; data analytics, 271–272; Employee Value Propositions (EVPs), 272–273; Engagement Survey, 271; Ethnic Advisory Board, 267; inclusion pulse surveys, 269–271; Inclusion Survey, 267–271; senior leadership support for inclusive OD, 285–286
Perceptions, 348
Performance management and D&I, 278–280
Performance management process (PMP), 278–280
Personal Diversity Journey, 224–225
Perspectives, 555
PEWS. See Programs for Employment and Workplace Systems (PEWS)
PMP. See performance management process (PMP)
Port Philip Speaks Community Summit, 486, 491
Power dynamics, 133
Practice of inclusion, 594; a dynamic and cyclical process, 594–595; multiple levels of analysis and action, 597; a proactive and never-ending process, 595; a professional foundation and framework for praxis, 596–597; questions for the future, 597–600
Practices: human resources best practices, 238–247; supporting inclusive leadership, 188–189
Praxis, 596, 597
Principles, 81–82
Programmatic and simplistic approaches, 560
Programs for Employment and Workplace Systems (PEWS), 340
Prospector survey, 289
Proximity principle, 336
Prudential, 219
Psychological safety, 347, 348
Psychotherapy, 65–66
Public Agenda Foundation, 484
Public Conversations Project, 484

R
RBSE. See Reflected Best Self Exercise (RBSE)
Recognition, 10
Recommendations for moving forward, 560–562
Recruiting, 214–215
Recruitment, 78; outreach, 492–494; principles for recruiting participants, 494–496
Reflected Best Self Exercise (RBSE), 107
Relational leaders, 185–186
Relational self, 117
Retention, 78
Reverse mentoring, 216
Reward systems, 574. See also performance management process (PMP)
Rio Tinto Iron Ore, 523–524; aboriginal community relations, 525–527; Aboriginal contractor engagement, 533, 537; barriers to Aboriginal contractor engagement and potential RTIO solutions, 530–532; benchmarking, 538–539;
intervention, 529–539; key performance indicators, 536; lessons learned, 539–542; problem identification, 527–529
Role-modeling, 109
RTIO. See Rio Tinto Iron Ore

S
Safe learning environments, 321; creating, 309–310
Second-order change, 588
Self-authoring, 139
Self-definition, 119–121
Self-reflection, 222–223
Shell, 403
Shell Intensive Training Program (SITP), 402
Shell Youth Training Academy (SYTA), 402
Sick culture, 522
Siemens, 241–242
Similarities, 81
SITP. See Shell Intensive Training Program (SITP)
Social divisions, 7
Social inclusion, 32–33
Social intelligence, 144–145
Social investment strategies, 406–407. See also corporate inclusion strategy (CIS)
Social justice, 79
Societies: inclusive, 20
Sodexo, 215–216, 219
Spirituality, 80–81
Sponsorship, 216–217; impact of in advancing multicultural employees, 207
Standards. See benchmarks
Standpoint plurality, 10
Starting with the end in mind, 552
Storytelling model, 140–141
Strategic diversity framework: Weyerhaeuser, 436–444
Stretch assignments, 318
Structural level of change, 472
Subgroups, 521
Subtle discrimination, 242–243
Success factors, 208
Surveys, 264; D&I and organizational or employee surveys, 265–273; Hogan Personality Inventory, 289; Prospect survey, 289. See also 360-degree feedback
Survival anxiety, 346–347
System of inclusion, 313
Systemic eloquence, 142–143
SYTA. See Shell Youth Training Academy (SYTA)

T
Talent management, 281–283, 440–441; developing a pipeline of diverse talent, 239–242; individual talent management, 319
Tasks performed better by diverse groups, 75
Tesco, 405
360-degree Feedback, 273–278, 316
Time Warner Cable: Connect a Million Minds program, 249
Title VII, 582
Tolerance of ambiguity, 159
Tragedy of the commons, 383
Training, 245–246, 319; importance of in D&I efforts, 287–288; UNAIDS, 515–517; Weyerhaeuser, 439
Transformational leadership, 300
Trans-systemic complexity, 139
Truth and reconciliation, 83–84
21st Century Town Meetings, 497; key principles of, 497–499; outcomes: 499–502
Types of diversity that can add value, 75–76

U
Unconscious competence, 60–61
Subject Index

Underlying differences, 7
United Nations Convention on the Rights of People with Disabilities, 32
United States International University, 457
University of Southern California (USC), 399–402
Untapped resources, 558–559
U.S. Equal Employment Opportunity Commission, 231

Values, 81–82
Verizon, 243; accountability systems, 245; Diversity Leadership Institute (DLI), 246, 249–250
Vertical job enrichment, 318–319
Views of the "self", 98–101

W
Ways of knowing, 138–139
Weyerhaeuser, 432; the change management process, 434–436; inclusive leadership, 444–449; reasons for the D&I initiative, 433–434; strategic framework for change, 436–444
Whole self. See identity; self
Wholeness, 105–111
Women: achieving inclusion, 207
Work climate and culture, 441
Working groups, 350–351
Work-life balance: benefits of, 72
Work-life strategies, 215–216
Workplace. See inclusive workplace

X
Xenophobia, 188