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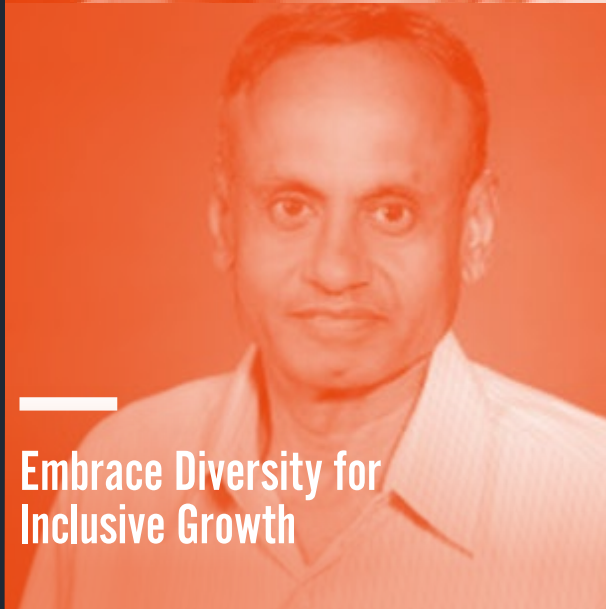
PERSPECTIVES

A LOOK AT DIVERSITY AND INCLUSION

SPRING 2020

Power of Investing in Employer-Led Programs

Gender Bias in Negotiation

Embrace Diversity for Inclusive Growth

INTRODUCTION

by Stephanie Naudin

In October 2018, the International School of Management (ISM) made diversity and inclusion (DI) one of its institutional priorities. Since then, we have developed internal processes that span all departments and impact the overall philosophy and strategic direction of the school including spreading awareness.

Most recently, I was invited to speak at an event hosted by the Women's Committee of the American Chamber of Commerce in Paris. There, I presented ISM's research findings and process of making DI a strategic priority. A few weeks later, the article titled "Diversity and Persistence: Exploring Factors Related to Graduate Business Student Retention and Success," co-authored by Dr. Kimberly Reeve (ISM faculty member and alumna), Alison Knight (ISM General Director), and myself, was published as part of the 2018 Proceedings of the IABS Conference in Hong Kong.

The research we have worked on up till now has helped us develop our institutional plan to make diversity and inclusion part of our everyday processes in our pursuit of continued excellence in business education. As the second part of our work, Dr. Reeve recently interviewed some of our current and former IMBA students to discuss the challenges they may have faced during their studies. Interestingly enough, the results of her study found that what matters most to student retention and success is support from partners and self-directed study habits.

Moving forward, we plan to continue to develop and promote content in the field of diversity and inclusion as part of our commitment to prepare students and graduates for success in the global marketplace. *Perspectives: A Look at Diversity and Inclusion* is part of that plan. It is a platform where our community members' voices can be heard, discussing issues that impact us all. I hope that you will enjoy reading from your peers and that you will continue to follow our work on diversity and inclusion.

Lastly, I would like to take this opportunity to thank our Diversity and Inclusion Committee members who continue to be a crucial part of our work. None of this would be possible without their valuable time, guidance, and feedback. This year, we welcome Adriana Torres as Chair of the committee while Kimberly Reeve steps into her new role as member of the ISM Board of Directors. Congratulations to you both! I look forward to our continued collaboration.

For more information about our committee or anything else related to DI, see our webpage here.

About the author

Stephanie Naudin has previous experience in textbook editing and teaching English as a second language. She is currently pursuing an International MBA at ISM, where she works as the Student Services Coordinator. In her role, she assists the Academic Department and coordinates the school's diversity and inclusion initiatives. She has been part of ISM's DI Working Group along with Alison Knight and Kimberly Reeve since its inception and has had an active role in developing and publishing their work. She has a bachelor of science in magazine journalism from Boston University.

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The New DI Is Actually the Old DI

by Tara Heusé Kenyon

My ISM doctoral dissertation has made me a cultural anthropologist of sorts. I have found that businesses are subject to the cultures where they operate and that working outside the constraints of a culture is not a recipe for success. A company's culture reflects, in part, the cultural bias of its managing director and is manifested in the diversity and inclusion (DI) inherent in the company.

When I started my company a few years ago, I chose to build a company culture which creates opportunities not readily available for people working in established organizations. My inspiration for a diverse and inclusive workplace comes from the leadership example of an incredibly successful woman who, in the early 1900s, managed a physics and chemistry laboratory, alums of which include three Nobel laureates.

This woman, Maria Skłodowska, better known as Marie Curie, developed her version of DI after early battles with cultural biases. In her native Poland, both boys and girls acquired similar educations, but, in the 1890s, only boys could progress to universities. At the same time in France, however, one was allowed admission to university if he or she had a foundation in science and mathematics, which she did. Thus, in 1891, Skłodowska traversed a roadblock found in the Polish culture by moving from Poland to France.

Returning to Poland upon completing her studies in 1894, Skłodowska was denied a faculty position at Kraków University simply because of her sex. She returned to France to pursue a PhD and, in 1903, became the first woman to win a Nobel prize, shared with husband Pierre Curie and another scientist. Upon Pierre's death in 1906, she was offered his chair at the University of Paris and became its first female professor. She desired to create a world-class laboratory there in his honor, but, despite her accomplishments, Dr. Curie's request was repeatedly denied. It was not until 1909, when the Pasteur Institute offered her a lab of her own, that the University of Paris in partnership with the Pasteur Institute made her the director, or "La Patronne," of the Radium Institute (now Curie Institute), which opened in 1914.

Regarding Dr. Curie's DI, a chemist in her employ stated in 1927 that her laboratory was "a unique place of work…within which she had gathered those she accepted as working companions, whether they were scientists of high quality, beginning researchers or modest technical collaborators." Her staff was quite diverse with one in three positions held by women and workers coming from several European countries as well as from China, Iran, and India. The workplace provided growth as well. Marguerite Perey, the first woman elected to the Académie des Sciences, started in Dr. Curie's lab as a washer of test tubes while a doctoral student of La Patronne.

While competing laboratories of the time employed the best and brightest scientists, as long as they were both European and male, Madame Curie was able to employ the best and brightest—period.

About the author

Tara Heusé Kenyon is the founder and CEO of Kentara Analytics (USA), a strategic analytics services firm which helps financial institutions globally to profitably manage their risks with quantitative risk analytics and strategic and capital planning. She recently graduated from the PhD program at ISM.

The Power of Investing in Employer-Led Programs

by Courtney Rottman

In the United States, Martin Luther King Jr. Day is an annual federal holiday and serves as an important day of remembrance and service. People honor and celebrate the civil rights leader's life and legacy as "a day on, not a day off" and is the "only federal holiday designated as a national day of service to encourage all Americans to volunteer to improve their communities."[1] As a civil rights leader and martyr, Martin Luther King Jr. has come to epitomize the civil rights movement in the United States and a representative of the fight against injustice that black people faced, and continue to face, as a result of historical and ongoing systemic hatred and bias of impoverished and marginalized people. Even with this knowledge and great respect for Dr. King and all of the civil rights leaders, I did not understand the extent of our nation's systemic discrimination until I recently participated in my employer's diversity and inclusion leadership program. To be clear, my ignorance was not due to a lack of formal education or acknowledgement of our past and current failures. However, I did not know how to practice anti-racist behaviors in the workplace. After having participated in my employer's diversity and inclusion program, I have a better understanding of how I can be a vigilant advocate for diversity and inclusion, which I view as an essential responsibility for any leader.

When I entered the workforce more than twenty years ago, I was not affronted by many of the racial and discriminatory practices that some of my colleagues faced. For example, I did not experience racial discrimination in a hiring process based on the color of my skin or the spelling of my name; I did not have to wonder whether I was joining a company that recognized my faiths and beliefs; I did not feel the financial impact of an employer that would not provide healthcare benefits to my family because I was in a same-sex marriage. These discriminatory practices did not happen to me because I happen to be a white, heterosexual female with mainstream Christian beliefs. If any dynamic of this description of myself was altered, my entire career path could be different today based on factors outside of my control. Diversity and inclusion programs help to shed a light on these types of discriminatory practices in the workplace and shift the power to employees and leaders to speak out and take action to create a more inclusive and non-discriminatory culture.

To provide a level setting basis of understanding, my employer's diversity and inclusion program initially took a very systemic approach, including creating leadership cohorts comprised of approximately 25 people, each tasked with reading several books and articles and visiting several civil rights sites. But the real work came after a common baseline of knowledge was created and a general rapport established. This baseline allowed for a dialogue to begin with one another, some of which were facilitated by trained professionals to push us out of our comfort zones. These conversations fostered an environment that allowed each of us to reach a place where we could be vulnerable and honest, thereby enabling us to grow and learn about what it means to be an organization that truly embraces diversity and inclusion as pillars of our work. Another key factor in our program was that an explicit expectation was set by leadership that specific, tangible application of our diversity and inclusion practices would be upheld and produced by each of us individually, and as a whole.

As organizational leaders, we need supportive workplace environments in which we can practice a hands-on approach to diversity and inclusion. Some studies suggest that creating a culture of learning helps leaders to meet business goals and objectives.[2] In building the link between learning about diversity and inclusion practices, and hands-on application to achieving business goals and objectives, tangible projects are needed. Workplace examples could include building out business resource groups, diversification of talent through the organizational hiring program, cultural awareness programs, and employee engagement strategies supportive of multicultural employee retention. As a result of the curriculum and opportunities provided through my employer's diversity and inclusion program, I quickly gained a better understanding regarding my role and the inherent responsibilities I hold in the workplace as a white, female leader and the inherent privileges that come with that description.

Although admirable, it should be noted that the efforts of my employer through our program are not unique. There has been a long standing commitment to professional development in the workplace for several decades. From continuing education programs to executive coaches, within the United States, employers are estimated to spend nearly $1,300 USD per employee on professional development and training each year [3] with the leadership development industry estimated to gross $366 billion USD annually.[4] As fiscal stewards, companies track and measure the investments they are making in their employees through professional development programs and training. But what is unique about diversity and inclusion programs is that they provide an opportunity to create a common understanding on which a strong workplace culture of inclusion is founded. In this regard, organizational culture supports brand development, higher employee retention, and a more competitive hiring pool; tangible outcomes a financial ROI sheet can measure.

In an increasingly global workplace, and as a melting pot of demographics and cultures, diversity and inclusion programs can also be used as a tool to help enforce and/or establish a corporation's culture, even at the point of new hire onboarding. Further, in today's competitive workforce, candidates and employees can really demand that employers take a more active role in fostering a culture of diversity and inclusion by doing more to educate staff, creating greater cultural awareness, and fostering empathy, respect, and trust. With this approach, corporate diversity and inclusion programs can help serve as catalysts to understanding, change, and equality in the workplace.

My personal diversity and inclusion journey is one that I am embarrassed by and proud of at the same time. Although I began in a place of ignorance to our history and my own inherent privileges, my employer's diversity and inclusion program fostered a stronger understanding of my role and responsibilities as a white, female leader, and I am focused on tangible professional and personal growth in this area. Overall, the program has served to spur change across our organization as participants continue to grow and apply their learnings, including actively affronting and addressing inherent injustices that are more visible to us now than ever before. For, as Martin Luther King Jr. once said, "Injustice anywhere is a threat to justice everywhere."[5]

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About the author

Courtney Rottman, JD, MPSA, is a global operations leader with close to 20 years of experience serving in leadership roles at such social innovators as ALSAC/St. Jude Children's Research Hospital, Baylor Scott & White Health, Susan G. Komen for the Cure, and Travelocity.com. Through these opportunities, Courtney has gained extensive experience building and transforming private and public sector organizations in areas such as business operations, strategic planning, domestic and international fundraising, business development, process and service improvement initiatives, program and performance analysis, contract and grant management, event logistics, corporate relations, conflict resolution and cause related marketing. She holds a juris doctorate degree from Texas Wesleyan University School of Law, a master's degree in public service and administration from Texas A&M University, as well as bachelor's degrees in international studies and history. Courtney is currently pursuing a Doctorate of Business Administration at ISM while working full-time as the Chief of Staff to the COO and as the Senior Director of Enterprise Operations for the largest healthcare charity in the United States.

Data for All:
A Data-Driven Strategy to Leave No One Behind

by Kris Oswalt

> **In 2015, all 193 members of the United Nations resolved that: over the next fifteen years, the people of our generation will work together to ensure "no one will be left behind" and to "endeavour to reach the furthest behind first."**
>
> *2030 Agenda for Sustainable Development,*
> **UN General Assembly, 2015**

About the author

Kris Oswalt is a transformational leader and an international development visionary with more than 40 years of experience in applying information technology for sustainable development. His strategy is to engage communities in the debate to rethink their own development solutions. He has helped to expand options in more than 130 countries by building capacities in ways that lead to good development outcomes, sustained by responsible development processes. He has worked to increase people's choices through innovations that harness the power of data to benefit communities economically, socially, and environmentally. Currently, as the President of the non-profit organization Community Systems Foundation, he has overseen the investment of more than 55 million USD in the application of information technology for sustainable development. Kris holds a bachelor of science degree from Purdue University and an MBA from Syracuse University. He is currently pursuing a PhD in international business management at ISM.

What does it mean to be left behind? According to research supported by the United Nations, five compounding factors of deprivation lead to the disadvantages that leave people behind (Discussion Paper, UNDP, 2018). Geographic isolation can make it harder to provide equitable social services and opportunities. Social discrimination is often based on gender, ethnicity, age, disability, religion, sexual orientation, or other aspects of a person's identity. Poor governance by weak public institutions breeds corruption and lawlessness. Socio-economic factors, such as low income, short life expectancy, or low educational attainment, are barriers that challenge generations of many people. Exposure to political conflict, natural hazards, epidemics, and violence results in fragile communities that are likely to be left the furthest behind.

What can be done to ensure that no one is left behind? The first step is for each of us to recognize that the dignity of the individual is fundamental to the design of sustainable development strategies. These strategies must enable people who are being left behind to meaningfully engage in the decision-making processes of how to help themselves catch up and participate as equal citizens in safe and inclusive communities.

How can information technology help? Two twenty first-century IT innovations bring hope to those at risk of being left behind: the internet and mobile phones. These two innovations have triggered an unprecedented data revolution that is rapidly becoming the backbone of data-driven sustainable development strategies to leave no one behind. Data For All (DFA) is a cutting-edge open data knowledge platform that gives access to development data to everyone: rich and poor, powerful and weak, duty-bearers and rights-holders (Data For All, Community Systems Foundation, 2016). DFA empowers everyone to access reliable and timely data for strategic program planning, service delivery, transparency, and accountability. DFA focuses on the collection and use of disaggregated data broken down by age, sex, income level, and location of residence. DFA harnesses the power of the data revolution to help marginalized communities help themselves: vulnerable adolescents, migrants, refugees, older persons, persons with disabilities, ethnic minorities, and indigenous people.

Is this strategic approach economically viable? Global research projects have been launched to study the efficacy of data-driven strategies to reach the most vulnerable first. One research study posited that "investing in the health and survival of the most deprived children would be more cost-effective, even though the costs of reaching them are higher, because the additional costs would be outweighed by greater results" (Narrowing the gaps: The power of investing in the poorest children, UNICEF, 2017). The results of this study showed that the number of lives saved per million US dollars invested among the most deprived children was almost twice as high compared to equivalent investments in less deprived communities. As a result, DFA data management technology was used to build EQUIST, a powerful analytical platform designed to help decision makers develop equitable strategies to improve health and nutrition for the most vulnerable children and women (Equitable Impact Sensitive Tool, UNICEF, 2012). EQUIST identifies cost-effective interventions, prioritizes key bottlenecks that constrain their coverage, and targets the most effective and equity-focused strategies for the most deprived communities. This data-driven strategic approach to sustainable development is being used to ensure that no one is left behind.

Gender Bias in Negotiation:
Is It True that Women Don't Ask?

by Ivonne Ranisch
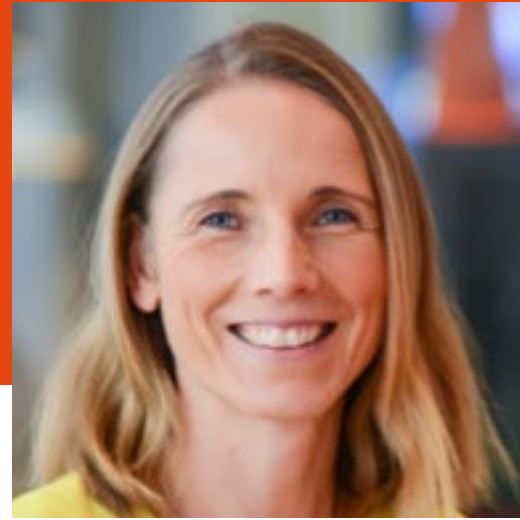
The book *Women Don't Ask* (2003) by Linda Babcock and Sara Laschever states that only 7% of women negotiate their starting salaries compared to 57% of men. This results in men starting the same job at a higher salary of 7.6%, which is one reason for the gender pay gap. However, a study conducted in Australia by Benjamin Artz, Amanda H. Goodall, and Andrew J. Oswald called "Do women ask?" discovered the contrary. They randomly selected 4,600 employers across 800 workplaces and surveyed them on the asking behavior of their employees. The findings of their study were that, while women do ask as often as men, they obtained a raise 15% of the time while men obtained a raise 20% of the time.

I believe that women do ask but that they just don't get the credit for it and are less successful. The fact that women are less successful than men is interesting and deserves some explanation. Whether we like it or not, there is still a gender bias in negotiation which stems from societal norms and expectations.

The female role in society is still to be accommodating and concerned with the welfare of others. This is reflected in the types of professions that are occupied by women, which are also traditionally lower paying jobs like preschool or kindergarten teachers, childcare workers, or nurses. All caring professions.

That women tend to be more caring is also reflected in the male to female ratio of volunteers in Australia where women are more likely to volunteer than men; the ratio is 21% women to 17% men (The Census Expert, 2019). There is nothing wrong with being caring; many of us women are mothers, playing a huge role in the caring for our children. The issue is that the expectations of being caring all the time then clash with typical negotiation behaviors like being assertive and tough on demands, and conceding with reluctance. By portraying such behavior in a negotiation, which is essential to success, a woman can face social backlash such as not getting what she asked for. It can also be worse. A study by Bowles, Babcock, and Lai (2006) found that women are penalized for negotiating on their own behalf. Male and female participants of the study were less inclined to want to work with women who attempted to negotiate a better salary. They did not however mind working with men who tried to negotiate a higher salary. This social backlash can influence women not to negotiate as hard; hence, they are less successful than men.

Throughout my work as a negotiation consultant, I have found that women do ask, but I have observed that there is this awareness of the social backlash and with it comes a lack of confidence. Here are a few practical tips for men and women that will help overcome biases and achieve better negotiation results:

1) Understand your negotiation style
Understand your negotiation style, and be aware of what you need to change in order to get the best possible outcome.

- You are the accommodator if you give in too early and as a result give away too much unnecessarily. **Tip:** Don't sacrifice your objectives. Prepare for the negotiation, and focus on the issues that need to be discussed.
- You are the specialist if you are methodical and diligent, and like to work on your own. You rarely show emotions and can seem cold. **Tip:** Be more approachable and conscious of how you come across. Try some small talk to break the ice and build trust.
- You are assertive when you want to get things done quickly. You are direct and candid, and love to win. Your communication style can be perceived as aggressive. **Tip:** Be conscious of your language and your tone. Try to connect with your counterpart.

2) Use the wider benefit
Point out how your demands will deliver greater benefit to more than just yourself. For example, a promotion could benefit the organization by demonstrating that they promote from within. It also provides new opportunities for other employees and is more efficient than hiring from outside the company.

3) Prepare
Preparation is key to any successful negotiation outcome. You need to understand the other party: What are their objectives? How much do they need you? What are their options? You also need to understand your objectives and your alternatives. The more alternatives you have, the more power you have. If you are negotiating for a pay raise and your only alternative is not to get the pay raise, then you don't have much power. Instead, think about what else they could give you if they can't give you money (e.g. a personal development course, additional paid leave days). The options are endless. You just have to be creative. Most negotiations fail due to lack of preparation. Make sure you invest the time and effort.

4) Don't be afraid
Never be afraid to ask. If you don't think you have the confidence, then you are most likely not prepared. With preparation comes confidence. Preparation gives you information, information gives you power, and power gives you confidence. Know your objectives. Start high with your demands, so you have room to concede. Understand why the other party needs you and what is in it for them.

5) Treat everyone equally
If you are a business owner and employ people, don't distinguish between gender; offer an equal salary regardless of gender. During negotiations, be aware of your gender bias and overcome this by consciously treating men and women the same before, during, and after negotiations.

6) Create the environment
It is important that businesses create an environment that values collaboration, ethical behavior, trust, and long-term relationships. An environment where everyone can speak up without fear of backlash and where everyone is treated equally.

Gender bias is real whether it is intentional or not. We need to be aware of it and recognize when this is affecting our decision making. We need to change our attitudes and views on stereotypical expectations. Times are changing, and we need to too, with our attitudes, views, and behaviors, for a better and more equal world.

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About the author

Dr. Ivonne Ranisch is an expert in negotiation, influencing, and dispute resolution. She is the founder of Octalo Negotiation, where she works with a wide range of global and local businesses helping them develop effective and transformative negotiation capability through consulting, training, and coaching. In 2016, she completed her DBA from ISM with a thesis on "Women's Leadership in Maritime Law Firms: The Australian Case." Throughout her career, Ivonne has had a particular interest in women in leadership roles and working towards reducing gender pay gaps and gender inequality in leadership roles. Part of her work is teaching women to become more confident negotiators, negotiating higher salaries and faster promotions.

Living Diversity & Inclusion

by Naomi Nguele

Diversity and inclusion are a couple of the most beautiful and powerful assets in today's world. The combination of diversity and inclusion is the catalyst for innovation in all its forms because it embraces experiences, backgrounds, ideas, and perspectives. It contributes to unlocking great potential by leveraging different standpoints -- the engines of innovation and thus sustainable development.

I am privileged to be an example of diversity and inclusion. Born and raised in Africa speaking my local language, I studied in Germany and had the opportunity to work in Asia, Oceania, and North America. Life in other cultures was the best learning experience for me. I learned to find common ground with others; showing genuine interest in people is what matters most in all cultures. During my time in Japan, I found the culture to be particularly enriching. It was fascinating to see the combination of high-tech and culture. My time there taught me to remain calm in almost every situation because, as long as we are calm, we can handle anything.

For global success, diversity and inclusion are crucial attributes. Companies today have become more focused on attracting and retaining a diverse workforce because of the unique added value that it brings to their value creation. Working with heterogeneous teams means sharing different ideas and concerns but also thinking outside the box. It is important to learn to look at things differently and from other perspectives. By doing so, we enlarge our horizons and learn to appreciate things that we would not have considered otherwise. Diversity and inclusion are about sharing opinions, experiences, and ideas, and moving faster together.

About the author

Naomi Nguele is a strategic and relationship driven leader with 18 years of experience in the biomedical and pharmaceutical industry. Currently, as senior quality manager at Hoffmann-La Roche Ltd, she is responsible for the quality oversight of medical device suppliers. Prior to that, Naomi was the managing director of TÜV Rheinland Pty Ltd in Melbourne, Australia. She has worked on all 5 continents and speaks many languages fluently. She has a biomedical engineering degree from the University of Applied Sciences in Hamburg, Germany, and is now pursuing her DBA at ISM.

Embrace Diversity for Inclusive Growth

by Sivakumar Venkataramany
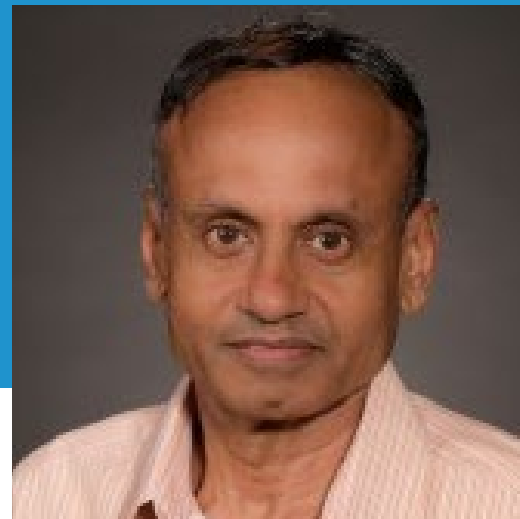
The concept of the global village and the advent of technology have certainly engendered better communication and an increased awareness of diversity. The successful inclusion of diverse elements alone can lead to the empowerment of those hitherto left behind. Conventionally, gender, age, race, and ethnicity may be the leading aspects of diversity. The need for inclusion of the minority may stem from legal and societal pressures. However, the acceptance of differing opinions is crucial and typically underestimated. It is imperative to value diversity of thought as a tool that enables understanding varied perspectives, thus paving the way for innovative methods and sustainable solutions.

Educational institutions are the best places to foster diversity and nurture inclusion from an impressionable young age. Youths educated in such a healthy environment naturally become the best citizens to serve their employers and society, thus easing the burden on human resources departments. Most educational institutions and corporations recognize and embrace diversity as a potential opportunity for inclusive growth. Its complexity does not intimidate them and helps in building tolerance as a virtue in individuals. As a result, those individuals find decision-making to be rewarding and mutually beneficial.

Hailing from India, a nation with a rich and diverse heritage in terms of religions and languages, I had the privilege to appreciate different customs and cultures from school days. My graduate school experience at the University of Miami exposed me to a variety of international cultures that included all continents. When I began my career as an instructor of finance and international business at Ashland University, the student population was homogeneous in physical appearance, cultural attributes, and extent of foreign travel (none). Though I was the only person from a different nation and culture, my neighborhood and workplace never hesitated to include my family and me among them. On my part, I did not waste any time to assimilate either.

Soon, the MBA program offered in many centers in the state brought in a mix of cultures and ethnicities. The profile of the undergraduate program similarly turned diverse. My position in the college of business provided me with opportunities to travel abroad for many international conferences and short-term visiting teaching assignments. The new one-year MBA program conceived three years ago includes at least two international trips with visits to several businesses. Undergraduate students have benefitted greatly through dedicated study abroad programs in Taiwan, China, and many other countries. The university has a dedicated department for diversity and inclusion, and these efforts have collectively proven to be quite fruitful in inculcating a direct appreciation of diverse cultures among our student population. On several occasions, some of my international students have been pleasantly surprised when I greet them on their holidays; they do not have to know that I maintain my special calendar. It is a simple gesture but one that I find crucial to ensuring a productive, respectful, and engaging environment, whether it is a classroom or workplace.

About the author

Dr. Sivakumar Venkataramany serves as Burton D. Morgan Chair Professor of International Business in the Dauch College of Business and Economics at Ashland University, Ashland, Ohio, USA. He teaches global finance, global strategy, and global management. He received his MBA, MS, and PhD from the University of Miami, Coral Gables, Florida. His research interests are risk management in global banks, emerging financial markets, and foreign direct investment in developing economies. He may be reached at svenkata@ashland.edu.

The Girls Program of the Future. To Be Equal.

by Mirta Michilli

The number of companies that recognize the value of women at the top has increased, showing progress in the gender gap issue. On the hierarchical scale however, it is precisely at the highest level where the greatest gender disparity is found. The road to leadership is still long. The Women in the Workplace 2019 research, which examines a sample of 68,500 employees from 329 large companies, shows the existence of a true ratio of inverse proportionality between the feminization rate of employment and hierarchy: as the career level increases, the percentage of women decreases, reaching 21% compared to 79% of males in high-ranking positions.

Stereotypes affect both the supply and the demand for labor. With regard to females, low self-esteem and a low propensity to get involved discourage personal and professional investment in more technical and technological contexts. Even those who need qualified personnel continue to prefer men over women, especially in technical and scientific contexts. However, changing attitudes is possible if we start in schools. Investing in female students to encourage the development and growth of their own identities increases the chances of success in bridging the gender equality gap.

With the Coding Girls program, Fondazione Mondo Digitale focuses mainly on equal opportunities in the science and technology sector, with actions such as fighting prejudices and stereotypes, peer training, positive models, and transformative training experiences. Every year it promotes a tour which, in addition to coding, includes developing computational thinking, team building skills, classroom animation techniques, and digital storytelling. The reference model, developed by the scientific director Alfonso Molina, is Education for Life, which integrates codified knowledge, skills, personality traits, and fundamental values. Different methodologies are used, such as train the trainers, peer to peer, and learning by doing.

The project was born in 2014 as part of the Italian semester of presidency in the Council of the European Union and during the European programming week. It has grown to become a year-long training program and an association. Twenty-five Coding Girls crews are already active, with young female work groups organizing meetings on coding and on STEAM disciplines for partners and the area.

The sixth edition of Coding Girls involved 10,000 female students from 14 cities in Italy. Two American "super coaches," assisted by 150 trainers (mentors, seniors, tutors, and facilitators), have driven programming challenges in major universities. Its established partners are the US Embassy in Italy and Microsoft. In the 2019-2020 academic year, a three-year edition started in Turin in collaboration with Compagnia di San Paolo.

Starting this year, the projects developed during the hackathons have integrated the Scratch platform with artificial intelligence applications. The most obvious result? The world of new technologies can no longer do without women's creativity.

About the author

Mirta Michilli is General Manager of the Fondazione Mondo Digitale, a non-profit organization founded by the municipality of Rome, the Lazio Region, and six large ICT companies. She worked as a consultant on innovation issues for the municipalities of Rome, Bologna, and Livorno, participating in the design and development of the first social networks promoted by local authorities, including the Iperbole. In the past, Mirta was behind the success of the municipality of Rome as President of the European Telecities Network (now Eurocities Knowledge Society Forum). In 1999, she founded Helios ICT Management Ltd, a spin-off of the University of Edinburgh. She holds a university degree in informatics at the University of Pisa and is a PhD candidate at the International School of Management. She regularly participates as a speaker at conventions, press conferences, and on television and radio programs.

Being a Global Citizen & Manager
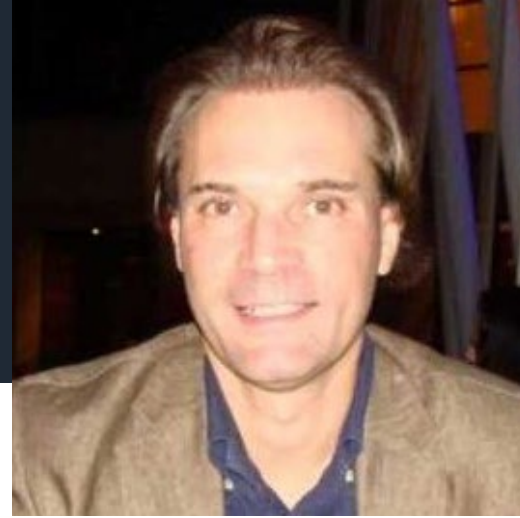
by Marc Laurenti

Becoming a global citizen and manager are not only words in the wind or a fashionable attitude of the moment. It means to take full responsibility for being yourself and caring for others in a fast-changing world that is becoming more and more interconnected every day.

We have to understand and realize that the notions of countries and borders are concepts of the past. We are all living on a tiny spaceship traveling through the universe. Humanity must adapt its resources to preserve its home and all its people, animals, and nature. This understanding and awakening must go through a process of preparation in order to engage people from all cultures, religions, belief systems, customs, and economic organizations to fuse as one global group.

As American economist Patrick Lencioni once said, "When we acknowledge our humanity, it attracts people. They want to be around us." Therefore, our task as global citizens is to connect by developing all the tools given to us, which will empower us to become global leaders.

The World Economic Forum brings together global leaders who work to improve the state of the world by improving business practices. In the '80s, the trend was, as best described by Gordon Gekko's character in the movie *Wall Street*, "Greed, for lack of a better word, is good." Those days are long gone! Today, to be an efficient global citizen, to become an enlightened leader is to understand that the paradigm is changing very fast, as fast as our environmental

issues are rising! It is a great and vital concern for all of us in a world that is becoming more and more interconnected.

With globalization, we all have the opportunity and responsibility to bring our unique abilities to our business practices as we work across political boundaries, through cultural differences, and in cooperation with all sectors and perspectives in our work. As ideas, innovation, growth, and wealth are advancing more quickly than ever before, it is important that we consider the big picture of our work. Consider calculated risks not as a limitation of our capacities but as opportunities to build a better economic, social, financial, political, and spiritual world.

About the author

Marc Laurenti is the founder and president of R.A.R.E. U.S.A. (Richness Arts & Redesigning Estates). The company advises its clients on redecorating their exclusive estates and investing wisely in pristine art. It is also one of the world leaders in collecting ancient historical maps. Marc has been an art dealer for more than 25 years, owning galleries and businesses in Miami Beach, Paris, Abu Dhabi, and Saint-Tropez. He is also the senior financial advisor of the royal family of Madagascar. He grew up in Ivory Coast and then spent 20 years of his life in the Middle East and 3 years in the US. He has traveled extensively around the world for business and pleasure. Marc joined ISM in 2003 and earned his International Executive MBA in 2004. In 2019, he obtained his Master of Philosophy.

The Role of Culture in Businesses Today & How Cultural Diversity Helps Teams Thrive

by Stephanie C. Phelps

I recently graduated from my MBA program and completed my thesis on multiculturalism in the workforce. As a multicultural individual myself about to embark on my career as a consultant working with clients all over the world, I was naturally drawn to the topic.

When talking about diversity, culture is a key topic to explore since it's essentially what makes the world go round. It brings people together in the same way that it separates us, mixing people and ideas in a tide of customs and ways of thinking. Of course, we automatically think of individuals' cultures, but it's important to remember that businesses have cultures too. Since the world is constantly changing, there is no such thing as a "last frontier" with regards to culture: it keeps evolving.

What with economic growth, increasing migration flows, and globalization still rocking the world full force (despite a few emerging nationalist tendencies), culture is at the center of many businesses' day-to-day, whether that be setting up new subsidiaries abroad, managing multicultural teams, or working with foreign clients or partners. However, nearly two thirds of international partnerships fail because of cultural clashes… and I'm about to tell you why (or at least the short version. For the extra long feature with bonus content, check out my thesis!).

Firstly, there is no "one size fits all" management solution. Many managers tend to think they will be successful in the future based only on past performances in any given cultural setting. Management needs to adapt to cultural contexts in order to get the best out of each team, and each person.

Secondly, many people believe that teams fail because of conflict or lack of synergy. While that last point may be valid to some extent, the main cause of failure is not the conflict itself, nor even so-called "cultural clashes"; the true culprit is ethnocentrism.

Ethnocentrism describes the fact that, to each individual, our own culture is the central point of so much more than our place of origin: it's what forges our beliefs, our values, and our moral compass. A bit like viewing the world through rose-colored glasses, ethnocentrism is why people always compare and judge other cultures in relation to their own. Since culture is what pre-defines our views of the world and develops our basic moral compass, viewing the world this way can show a very skewed image of reality. No one culture is any better or worse than another; they are simply different. Since we are all ethnocentric at our core, we need to learn to take off the glasses and adapt to the world the way it is.

Companies need to recruit talent that understands and is capable of adapting to these factors. By definition, a multicultural individual, or even someone who has experienced multiculturalism for example through expatriation or frequent work with other cultures, is more likely to be able to collaborate efficiently with other cultures than a mono-cultured individual. That's why multicultural individuals are becoming more sought-after employees and why companies are trying to train their current employees in order to send them abroad with more ease. Although culture can be an exportable concept thanks to travel and experiences, true multiculturalism is innate to certain people and can be a real added value that can lead to competitive advantage for a company.

So next time you go abroad and witness something that you would initially describe as strange, take a moment to remove the rose-colored glasses and embrace the fact that we are all strange in our own cultural ways. Learn from that and apply it within your company, or talk to your manager about expanding your team to being culturally inclusive. You might just be on the way to leading your team farther than it's ever been before, towards borderless success.

About the author

Stephanie C. Phelps completed her MBA at the Institut Supérieur de Gestion in partnership with ISM and New York's Baruch College in 2019, where she received honors for her thesis on multiculturalism in the workforce. As a British national raised in France, she decided early on that experiencing multiple cultures was a priority of hers, which pushed her to choose immersive expatriation opportunities in Spain and the US throughout her education. Now a resilience consultant based in the UK dealing with international clients on a daily basis, she aims to use her multicultural background and experience to help her company understand the impact of culture in business continuity and implement resilience in international settings.

The Case of a Team Project

by Abdoulaye Moubarak Mouctar

In 2017, when I was doing my postgraduate certificate at Fanshawe College in Canada, I had a teacher named Dr. Chopra for my global supply chain management course. He taught us the fundamentals of supply chain and gave us a hands-on project. Our assignment was to create a TV manufacturing brand with teammates from different parts of the world. We had to import materials, build a TV, and sell it.

My group project was called OJAMA, an acronym of the first letters of our names, and my teammates were from Ukraine, India, and Libya. The duration of the project was a little under three months. At first, we contacted suppliers from India, Indonesia, and Pakistan through my Indian classmates' contacts to get the best materials at a competitive price. Then, we used the Incoterms to ship everything, we collaborated with mechanics and electronics students to assemble the TVs, and we created a marketing plan to sell them.

During that time, my classmates and I got to know each other and shared information about our respective cultures. For example, I learned that Ukrainians watch Russian TV programs broadcast in Russian. In Libya, at the time of Muammar Gadhafi, people didn't have to pay taxes to watch TV.

And, in India, TV shows are broadcast in Gujarati, in Hindi, or others in Punjabi. As a Cameroonian, I watch TV in French and English, and our TVs are mostly imported from various countries such as France, the US, China, and India. On the day of the final presentation, we realized that this project had helped us understand each other's cultures and biases. While working on a supply chain project, we had also learned about cross-cultural teams. It was a rich experience, and it was great to collaborate to create something from scratch and to learn so much more than we'd expected.

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About the author

After getting his bachelor's in accounting and finance in Cameroon, Abdoulaye Moubarak Mouctar went to Canada to learn more about business management, where he got his postgraduate certificate in London, Ontario. Passionate about entrepreneurship, he started his own clothing line called Negus_237. He works in the oil and gas sector in the national refinery of his home country (SONARA) as a finance officer. He joined ISM's IMBA program in July 2019.

A Closer Look at Norway

by Veronika Dokken

Since 2016, Norway has consistently scored among the top three countries in the Inclusiveness Index, a yearly ranking conducted by the Othering & Belonging Institute at the University of California, Berkeley.[1] You may be surprised, but my initial experience in Norway was far from inclusive.

I moved to Norway in 2009 for family reasons (I married a Norwegian), and at the time I was a skilled specialist with management experience. I had 10 years of experience, including work as a managing director for a Swiss company, and two master's degrees. Despite my previous achievements, I couldn't get a relevant job for four years and started feeling miserable. I sent my CV everywhere, developed my local network, attended career fairs, but got zero responses.

I spoke with one of my husband's colleagues who has a foreign background herself and had experienced similar challenges. She said that the reason could be very simple: my foreign surname. She mentioned that, as soon as she changed her surname to a Norwegian one, she got a good job. I decided to follow her advice, and the magic happened within 2 months: I got a job.

Norwegians are proud of their culture and try to protect their identity. They also work hard to follow laws and regulations that support a highly diversified and inclusive society. Norway has inclusive policies, and it gives opportunities to both men and women to balance their work and family lives. As an example, all Norwegian residents get 49 weeks of 100% paid parental leave including 15 weeks of mandatory paternity leave. Also, there is a 40% mandatory female quota for the board of directors of any state-owned company. Such regulations create change and challenge roles for both sexes in society.

Diversification and inclusiveness are still controversial topics. There are more and more female leaders in Norway, but still only 36% of top management in Norway is female.[2] In addition, men's salaries are on average 12% higher than women's.[2]

The unemployment rate in Norway is a steady 4%. If we check similar data related to immigrants, the figures are different: 5.5% for immigrants from Eastern Europe and South America, 6.2% for those from Asia, and 9.6% for those from Africa.[3] Even one of the best countries in integration policy has challenges to overcome.

What do I do as an immigrant and Norwegian citizen to improve the situation? I volunteer as a mentor for an international organization called Professional Women Network, which helps foreign women in their process of integration into Norwegian society. I am also a consultant for the Norwegian project Together towards a Job that helps immigrants enter the Norwegian workforce. I am quite confident that we can create more diversity and inclusion in our society if we do it together.

[1] Barrett, M. (2019, December 19). Why Norway is one of the world's most inclusive nations. *The Local*. Retrieved from https://www.thelocal.no/20191219/why-norway-is-one-of-the-worlds-most-inclusive-nations

[2] Statistics Norway. (n.d.). Facts about equality. Retrieved from https://www.ssb.no/befolkning/faktaside/likestilling

[3] Statistics Norway. (n.d.). Registered unemployed among immigrants. Retrieved from https://www.ssb.no/arbeid-og-lonn/statistikker/innvarbl

About the author

Veronika Dokken is a business development consultant at Green Point International Ltd and managing director for Biofood Ltd, Norway. She has 20 years of management experience in the international business environment, having worked in Europe, Russia, and MENA. She has a passion for entrepreneurship and innovative sustainable solutions, which she developed within such industries as commodity, biofuel, aquaculture, and agriculture. Veronika has a Master of Education from Herzen Pedagogical University of Russia, a Master of Management from St. Petersburg State Polytechnic University, and an International MBA from ISM.

The City of Windsor's Diversity & Inclusion Initiative

by Drew Dilkens

As mayor of the fourth most diverse city in Canada, one of my key priorities is ensuring our municipal staff is fairly representative of the community we serve. The City of Windsor (Ontario), the city where I was born and now have the honor of governing, is a beautiful and unique place with a rich cultural history. It sits on an international border of the United States at Detroit, Michigan, and is home to North America's busiest trade crossing. Our close proximity to the US, along with our many natural, economic, and cultural assets, have made Windsor a destination of choice for many from across Canada and around the world.

Since 2015, our country has proudly welcomed more than 40,000 Syrian refugees and continues to support their successful assimilation into local communities such as our city. The number of international students attending our college and university has multiplied from hundreds a decade ago to more than 10,000 in 2019. Most of the growth occurred within the past five years and is forecast to rise in tandem with the increasing popularity of our high-quality, affordable public education among students from India and China.

But even before the arrival of international students and refugees, Windsor has always stood out as a haven for those seeking a better way of life. It was, after all, the first stop along the Underground Railroad where fugitive American slaves finally found freedom. We are proud of our cultural roots.

Yet, despite the role Windsor has played throughout history as a welcoming home for newcomers, the municipality as a corporation has struggled to employ a workforce that mirrors the composition of our unique community, where about one in four residents is an immigrant. As a leader in my community, this is an important issue to me. It is certainly an area where change is needed and an area that we have made a priority.

In 2018, the Council adopted a Diversity and Inclusion Initiative – the first in the 128-year history of the City of Windsor – and committed significant funds and resources to see it through. The initiative outlines a road map to help us better understand, engage, serve, and respond to the needs of our multicultural community. Less than two years after launching phase one of the plan, positive changes have already started to take shape. We established an Inclusive Action Network (IAN) made up of diversity and inclusion leaders from across the corporation to champion change, lead policymaking, and educate and engage staff. We also created Employee Resource Groups, a kind of support network of staff who share a common identity, characteristics, and interests around themes like LGBTQ+ and allies, persons with disabilities, visible minorities, and

strategies to assist with mental health. These groups report to the IAN with recommendations and feedback.

We launched our corporation's first Workforce Census asking a series of demographic questions to help us get a better picture of our employees and what they see as some of the barriers to inclusion and engagement in the workplace. The census data immediately helped us identify a need for more translators to assist our front-line staff who work with newcomers and residents who are deaf or hard of hearing. We introduced six "interpreters on wheels," a LanguageLine video remote interpreting service that offers live video translation in dozens of languages, including American Sign Language, to serve our customers. Working with a local college, we are in the process of designing a 3D Braille map of City Hall to help visitors who are blind or visually impaired navigate our campus. The census also serves as a data-backed benchmarking tool as we move closer to achieving our goals of becoming a more culturally competent organization that offers high-quality services that are accessible and inclusive.

This is just the beginning. Over the next year, we will continue to work in partnership with the Canadian Centre for Diversity and Inclusion to train our hiring managers and staff on diversity and inclusion fundamentals, managing bias in hiring and unconscious bias. We will also complete a thorough review of our hiring policies and practices to remove any potential barriers to prospective candidates. This isn't about hiring to fill quotas. It's about broadening our institutional knowledge and understanding of the people we serve so that we can become a stronger, smarter, and more effective organization.

Removing barriers, building bridges, and working together to better understand our organization and each other will undoubtedly lead to a strong city.

About the author

Drew Dilkens was elected Mayor of the City of Windsor on October 27, 2014. Prior to that and during his eight years as a member of Windsor City Council, he chaired the International Relations Committee and the Essex Windsor Solid Waste Authority, and spearheaded the creation and implementation of the new Tourism Windsor Essex Pelee Island. He also served as the vice chair of the Windsor International Airport Board of Directors, the Planning and Economic Development Committee, and EnWin Energy.

by Judy Knight

Auger-Dominguez, D. (2019). Getting over your fear of talking about diversity. *Harvard Business Review Digital Articles*, 2–5. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=139611373&site=ehost-live

Business leaders are often paralyzed into inaction by fear of saying or doing the wrong thing when attempting to cultivate a culture of diversity and inclusion. Missteps can be avoided by asking questions to better understand challenges employees face, listening, and reflecting on how they respond. Leaders can also educate themselves with resources that are available on the topic of diversity and bias. Another recommendation is to face the discomfort in an open and forthright way. Learn more: this article's author recommends the following books: *So You Want to Talk About Race* by Ijeoma Oluo, *The Memo: What Women of Color Need to Know to Secure a Seat at the Table* by Minda Hart, *The Bold World* by Jodi Patterson, and *The Person You Mean to Be: How Good People Fight Bias* by Dolly Chugh.

Chang, E. H., Milkman, K. L., Zarrow, L. J., Brabaw, K., Gromet, D. M., Rebele, R., ... Grant, A. (2019, July). Does diversity training work the way it's supposed To? *Harvard Business Review Digital Articles*, 2–6. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=137767193&site=ehost-live

The authors conducted a study to rigorously measure the impact of diversity training on more than 3,000 employees of a large global company in 63 countries. The results are reported and suggestions offered for ways companies can improve the efforts put into diversity training.
Learn more: read the original study that was published in the Proceedings of the National Academy of Sciences at https://www.pnas.org/content/116/16/7778.

Creary, S. J., McDonnell, M.-H., Ghai, S., & Scruggs, J. (2019). When and why diversity improves your board's performance. *Harvard Business Review Digital Articles*, 2–6. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=135652538&site=ehost-live

Mixed evidence that board diversity benefits firms led the authors to explore further by interviewing 19 board directors who held seats on 47 boards across the US. They concluded that the culture of the board itself rather than its diverse makeup determines how well boards perform their duties. The authors, together with the Chairman of the Board at Deloitte, offer recommendations for how boards can create more egalitarian board cultures and improve their governance.
Learn more: read Deloitte's report "The Inclusion Imperative for Boards: Redefining Board Responsibilities to Support Organizational Inclusion" at https://www2.deloitte.com/us/en/insights/topics/value-of-diversity-and-inclusion/redefining-board-responsibilities-to-support-organizational-inclusion.html?icid=dcom_promo_standard|us;en.

Lambouths, D., III, Scarborough, W., & Holbrook, A. (2019). Who supports diversity policies? It depends on the policy. *Harvard Business Review Digital Articles*, 2–11. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=139155075&site=ehost-live

This article reports on a study that looked at the effects of employee support for diversity initiatives across industries and occupations. Eight common diversity policies were included. The two most supported policies were voluntary training and the creation of a diversity office. The least supported policies were targeted recruitment and the establishment of accountable diversity goals. Major differences in support were found between race and gender. Strategies were identified to increase employee support.
Learn more: the original study was published in *Social Science Research* and can be found at https://www.researchgate.net/profile/William_Scarborough/publication/331242369_Support_of_Workplace_Diversity_Policies_The_Role_of_Race_Gender_and_Beliefs_about_Inequality/links/5dc045914585151435e59dc9/Support-of-Workplace-Diversity-Policies-The-Role-of-Race-Gender-and-Beliefs-about-Inequality.pdf.

Turban, S., Wu, D., & Zhang, L. (2019). Research: When gender diversity makes firms more productive. *Harvard Business Review Digital Articles*, 2–6. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=134981993&site=ehost-live

In a study of 1,069 firms across 35 countries and 24 industries, the investigators examined gender diversity and its effect on business outcomes. It was found that, when gender diversity was valued as important by countries and industries, there was a positive effect on productivity, as measured by market value and revenue. Those that did not value gender diversity in turn did not reap the benefits in productivity.
Learn more: the original study will be published in a forthcoming issue of *Organizational Science* and can be found at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3461294.

Harvard Business Review offers podcasts that cover a variety of business topics including diversity and inclusion in the workplace.

A New Way to Combat Bias at Work:
https://hbr.org/podcast/2020/01/a-new-way-to-combat-bias-at-work
Melinda Gates on Fighting for Gender Equality:
https://hbr.org/podcast/2019/10/melinda-gates-on-fighting-for-gender-equality
How African-Americans Advance at Work — And What Organizations Can Do to Help:
https://hbr.org/podcast/2019/08/how-african-americans-advance-at-work-and-what-organizations-can-do-to-help
Race Issues: https://hbr.org/podcast/2018/11/race-issues%20rel=

About the author
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 ISM for six years and previously worked in the hospital setting as a medical librarian.

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 the DI internal working group members at **alison.knight@ism.edu** or **stephanie.naudin@ism.edu**.