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Chapter 12

Including the Exclusive: A Framework for Diversity and Inclusion Training in Intercollegiate Athletics

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ABSTRACT

This research provides an analysis of Kentucky State University's (KSU) Athletic Departmental Diversity, Equity, Inclusion, and Belonging (DEIB) training series based on Wolfe's leadership competencies. Utilizing Wolfe's competencies of leaders profile to measure DEIB training effectiveness provided a framework to evaluate the program. Wolfe's four domains are Domain 1: Vision, Values, and Culture; Domain 2: Personal Skills, Mindsets, and Values; Domain 3: Capacity Building for Innovation and Continuous Improvement; and Domain 4: Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment. It was found that leaders must focus on the internal complexities of leadership and organizational development, as well as operations. The goal of this chapter is to illuminate areas of growth as well as proficiency in DEIB training. Described is the execution of the DEIB training and development program in an intercollegiate athletic setting at a Historical Black College and University (HBCU).

INTRODUCTION

Including the Exclusive: A Framework for Diversity and Inclusion Training in Intercollegiate Athletics requires rejecting traditional philosophy and purposely identifying weaknesses, lack of knowledge, and organizational objectives to develop institutional leaders. Provided are improvement measures for what went well with the Kentucky State University Athletic Department Diversity, Equity, Inclusion, and

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Belonging (DEIB) training series, what is improving, and what needs to be improved. Additionally, the strengths and weaknesses of the DEIB training and development program are highlighted.

BACKGROUND

The Meaning of Including the Exclusive in Relation to Intercollegiate Athletics

Society often perceives athletes as privileged and entitled (Bimper, 2017). This perception is credited to the popularity that athletes possess based on their physical makeup, mental fortitude, and athletic prowess. Unrealistic as it may be, this assessment has prohibited athletes' inclusion, assuming that athletes are always included. The reality is that this idea could not be further away from the truth (Singer, 2008). Ironically, false concepts like this contribute to athletes being overlooked because of their visibility. Whether it is football on a Friday night or an ongoing newsreel on ESPN, the lives of athletes are constantly accessible and allow society to formulate the opinion that athletes do not need anything.

Former athletes can personally attest to the societal omissions related to athletes (Rubin, 2016). High school counselors would work diligently with non-athletes to secure federal grant and aid opportunities and scholarships so that these students could go to college. The same urgency in providing these services to athletes is not as prevalent (Heddy et al., 2017). Counselors assume that athletes had athletic scholarship opportunities or that coaches were facilitating the process, so the need to assist the student-athlete was not their priority (Purdy et al., 1982). On the other hand, coaches assumed that counselors were obligated to assist all students. The result was that everyone assumed someone was completing a task that anyone could have completed but instead, no one did. Consequently, the student-athlete suffers due to societal perceptions and assumptions.

These assumptions continue to manifest more as athletes transition from high school to college. Whether an athlete is a Division I athlete or a Junior College athlete, society assumes that the athlete has access to unlimited resources. Because of the misconception consciously omits the athlete from gaining access to resources and services accessible to non-athletic students (Singer, 2008). The reality in most cases is that athletes need more access to resources because the number of athletic scholarships is limited, and the number of athletes that receive scholarships is even more limited. Tutorial services, mental health services, counseling, time management seminars, and advising are all services that are accessible for non-athlete students; however, the design was not intended for students that have responsibilities and obligations outside of the realm of just being a student.

Additionally, although student services are available, the pressures of athletics do not permit time to take advantage of student services. Moreover, academic scholarship services are not convenient or readily available (Singer, 2008). Outside academics, the athlete has additional responsibilities, whether team meetings, practices, games, private workouts, film study, or media interactions. Indeed, the athlete is overly committed and under-supported.

Supporting an Intercollegiate Athletics Diversity and Inclusion Training Program

Diversity, equity, inclusion, and belonging (DEIB) is a societal need. Likewise, the University's responsibility is to prepare students to embrace, acknowledge, and accept the movement that "leaves no

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one behind. “The Kentucky State University Athletic Department is committed to being a “catalyst of change” in athletics and movements that holistically develop students. KSU Athletics aligns with the University’s mission to prepare students for a global society, and DEIB training is evidence-based in achieving this goal. Administrators intentionally sabotage their departments if they do not establish or continue DEIB workshops and training. The proverbial blinders have been removed, and as a department and University, the administration cannot “un-see” what has been exposed (Delgado & Stefancic, 2012).

A DEIB Brown Bag Series was launched in the Athletic Department in the Spring semester of 2022 to provide training to the student-athletes of Kentucky State University. The goal is to attain 100% training participation for all athletes and athletic staff. Administrators seek to incorporate this mandate in the Student-Athlete Handbook and create a series of web-based evaluations and certifications to integrate with existing mandatory training, such as annual drug abuse, sexual abuse, or concussion certifications that athletes and athletic staff must complete.

Further, the Kentucky State University Athletic Department prides itself on being “cutting edge” and a “trailblazer” in DEIB training, support, and execution. Therefore, the objective is to continue DEIB training efforts. Although the department is responsible for student-athletes, institutional leaders must impart DEIB knowledge despite silos and divisions. Therefore, the Athletic Department will offer seminars to all community and institutional stakeholders. Furthermore, providing valuable DEIB information and services is counterproductive as it does not include all institutional stakeholders.

Moreover, Kentucky State University Athletics currently has student-athlete participation of 345 students, with an additional 160 students included in-band and auxiliary organizations. There are approximately 40 staff members that work within the department. Compared to the total on-campus student population of 1300 students and university personnel of 347, athletics counts for a third of the university population “community. “The KSU Athletic Department also collaborates with several departments, including Student Engagement, Advising, Land Grant, Food Service, Finance, and Facilities. Additionally, DEIB awareness information must be disseminated campus-wide on a frequent cycle.

The Impact of an Intercollegiate Athletics Diversity and Inclusion Training Program

Athletics are universal. As a result, diversity and inclusion training profoundly impact intercollegiate athletics. Regardless of age, race, color, religion, gender, socio-economic status, sexual orientation, or sexual preference, athletics has the global capacity to reach all, break boundaries, and drive transformational change (Richter et al., 2021). When one runs fast, swings a bat, makes a touchdown, or shoots a basketball, those who love athletics love the deed regardless of the doer. However, like any other aspect of life, people, in general, need hope. The need to feel unlimited and unrestricted is necessary for growth. Growth can be stifled or stunted if there is no representation of all identifying variants in the arena of athletics. Everyone needs “a hero,” and someone who looks like them, acts like them, or can relate to them to support or aspire to be. When there are societal limitations or biased restrictions, we have eliminated the God-given right to dream. Sports has always “eased” its way into being inclusive, especially regarding race. Jesse Owens, Jackie Robinson, and Joe Louis were all respective first of color to break barriers in their respective sports. As controversial as it was, athletic pioneers changed the course. Eventually, athletic pioneers raised awareness that performing as a gifted athlete is not restricted by race and ethnicity. The movement to be inclusive continued to progress when society embraced the likes of Wyomia Tyus in track and field, Althea Gibson in tennis, and the development of the WNBA in

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professional basketball to remove the boundaries of gender in the world of athletics. Now more recently, athletes like Michael Sams and Brittany Griner have publicly announced their sexual preferences are continuing to break down barriers in athletics, which is the universal platform used to educate. Intercollegiate athletics will be changed and elevated by DEIB awareness because athletics has been the platform for change and the frontrunner in acceptance.

The Role of Administrators and Institutional Leaders in the role of the Intercollegiate Athletics Diversity and Inclusion Training Program

Institutional leaders are responsible for developing academic programs, the student experience, and students' psychological health and safety (Stanley et al., 2019, Steel & Bolduc, 2020). To effectively fulfill these responsibilities, administrators must be aligned with the athlete's expectations and needs. It is difficult to develop programs without doing so. In the world of athletics, no "cookie-cutter" format will satisfy the needs of everyone. Leaders must intentionally develop DEIB programming that is relatable, engaging, and action-oriented. One way that administrators contribute to DEIB institutional excellence is active involvement. Society has surpassed the days of sitting behind a stealth curtain to operate institutions (Scott et al., 2018). Leaders must be transparent in their plans, goals, and strategy. Students need to see DEIB work actively done and know their institution is a producer and a product of DEIB initiatives and effective outcomes. Administrators and leaders alike must be committed to participating in the training's recruitment, execution, retention, and application. DEIB training propels a shift in culture, such as the mentality of Clemson University's Head Football Coach Dabo Sweeney, "ALL IN," not just in words but in mindset and actions. Administrators are responsible for providing DEIB awareness and holding institutional stakeholders accountable.

Kentucky State University Athletic Department Diversity, Equity, Inclusion, and Belonging (DEIB) Training Series Topics

1. **Diversity Matters Series**
 - i. Unpacking Implicit Bias and Micro-aggressions: What are they and how do they affect me?
 - ii. Be ALL-STAR! Utilizing the STAR method to construct dynamic and solution-based DEIB initiatives
 - iii. A Framework to Build a High-Performing Diversity, Inclusion, Belonging, and Equity Culture
2. **Women's Empowerment Series**
 - i. Own Your Accomplishments: Know Your Worth! Owning Accomplishments.
 - ii. Wonder Woman: She's Bossy! Unpacking the Stereotypical Notion of the Term Bossy in Women's Leadership
 - iii. Raise the Bar (How to Network) Raise the Bar on Women's Leadership
3. **Maximize Organizational Performance: Workplace Communication Series**
 - i. Module 1: Workplace Communication for Leaders
 - ii. Module 2: Workplace Communication: Intention, Tactics, and Practice
 - iii. Module 3: Leading Teams: Building Trust and Commitment
 - iv. Module 4: Leadership Fundamentals: Embracing Change
 - v. Module 5: Leadership Fundamentals: Leading Innovation
 - vi. Module 6: Leading Teams: Dealing with Conflict

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- vii. Module 7: Leadership Fundamentals: Building Your Influence as a Leader
- viii. Module 8: Leading Teams: Fostering Effective Communication and Collaboration

The Role of the DEIB Facilitator

The role of a facilitator is to exhibit leadership and a collaborative mindset by incorporating DEIB training participants into the DEIB training process. The correlation between DEIB training and institutional goals is justifiable (Stanley et al., 2019). However, DEIB training is an individual aspect of organizational culture and exists regardless of the formal or informal facilitator role. DEIB training requires creativity, innovation, and a willingness to develop solutions. A skilled coach is an aspect of DEIB training needed to inspire others with a shared vision and outcome (El-Amin et al., 2021). Having others model what great DEIB behavior is a key component to attaining successful outcomes for participants.

Further, a facilitator assists training participants in DEIB training to attain and support DEIB training in practice. Moreover, outstanding facilitators allow others to ask questions and grow within the DEIB training process. In this vein, the facilitator often provides feedback regarding ideas, innovation, and situations. Also, when providing DEIB training, it is best to understand DEIB training dynamics and institutional objectives.

Facilitators must consider the intentional imperative within DEIB training practices to impact the outcome of DEIB programming. Intentional DEIB training necessitates understanding multiple perspectives from within the institution or on behalf of individuals. There are several ways to develop DEIB training. In the context of general DEIB training, a process whereby a collaborative develops the mission and focus of the training program. This distinction emphasizes that DEIB training is a collaborative and iterative progression, implying that more than just the actions of a leader matter. This is particularly important in a DEIB training context. Leaders and facilitators need to recognize that DEIB training is not necessarily the same as all DEIB training but must be individualized for organizational needs and audiences. For instance, highly directive DEIB training might be appropriate in one population but ineffective in another.

Therefore, planning focuses on DEIB training and allows facilitators to understand and experience solving relational issues using a structured approach in DEIB training. DEIB training skills are comprised of maintaining flexibility and utilizing adaptation skills in various circumstances to achieve the goals, objectives, and missions of participants or organizations. Additionally, aligning the value of DEIB training to institutional goals is an emerging need in executing and attaining organizational culture. Those in DEIB training must effectively develop their coaching and training skills to achieve program effectiveness. Moreover, intentional DEIB training requires executing the DEIB training process, which is critical for evaluating development and alignment metrics to foster an analytical perspective of a facilitator's abilities and program content.

Facilitators face several challenges when conducting a DEIB training program. The observations, examples, and case studies of personal accounts may not fully demonstrate everyday environments, even though observations help train participants to understand organizational diversity dynamics (El-Amin et al., 2021). Additionally, individuals may begin to speak about their past experiences once rapport is built, yet determining whether the individual is telling the truth (or not) can also be a challenge. However, depending on the critical incident, the individual may or may not tell the truth due to additional factors such as not accurately remembering the incident. More than often, when exposed to DEIB training content, individuals may enter a state of shock while training. When recalling the incident, the brain is

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likely to stress the mind. Therefore, it is significant to gather all information provided and authenticate it to overcome this challenge. Berger et al. (2012) argued that critical incidents and decision briefs are tools to understand program participants better. Innovative facilitators will help participants differentiate the significant dissimilarities between cases and critical incidents. This will lessen the challenge of the overall execution of the training program and minor difficulties that can be avoided before the program.

Moreover, Intercollegiate Athletics Diversity and Inclusion Training Program activities can be very time-consuming. Activities use considerable capacity where DEIB facilitators are completely overwhelmed if they do not plan what will occur during training. That is, determine who will do what, define “what is” within the scope of DEIB and “what it is not,” and align the training to the intuitional mission. Moreover, training execution needs to be clear, well-defined and focused.

Likewise, Intercollegiate Athletics Diversity and Inclusion Training activities must be engaging to determine participant experiences and knowledge gained and inference for behavioral change. Even though similar DEIB incidents are presented, the participants may have completely different views of the same topic. It is often difficult to ensure that training participants stay focused on the scope of DEIB content and engagement questions, especially if they have little insight into the topic being discussed or have experienced organizational or institutional trauma. The Intercollegiate Athletics Diversity and Inclusion Training activities must be stimulating to determine psychologically shifts and underlying beliefs of DEIB (El-Amin, 2022). There are various ways that Intercollegiate Athletics Diversity and Inclusion Training Program activities could be conducted. With such variability in modalities, proper planning and scope of work are imperative when looking to implement this type of training.

Evaluating the Intercollegiate Athletics Diversity and Inclusion Training Program

Executing an intercollegiate athletics diversity and inclusion training program requires significant time to address how to engage participants. Although, the Socratic method of questioning participants may elicit engagement or make some participants withdraw. When employing the questioning method, participants provide their lived experiences and may expound with in-depth answers and reasoning. Simple questions like “what do you mean?” are extremely helpful when gathering information from participants without leading them too far in a specific direction. Opportunities for improvement indicated that dividing the work between more than one facilitator would allow a facilitator to focus on only two or three participants to ensure that a single person does not do too much work.

All strategy requires analyzing institutional problems, gaps, and actions. Provided are three alternatives which would vastly improve the activity. Trainers may consider operating as feedback loop facilitators to provide a communal context in meetings and foster reciprocity. In group problem-solving, asking critical questions: what went right, wrong, and can be improved; so, stakeholders feel encouraged to openly share their experiences within a team or on a project (Branscombe & Baron, 2017). The trainer may find challenges engaging stakeholders due to interest in discussion or time constraints. Stakeholder engagement is a persistent obstacle for trainers, yet concerns can be lessened through a well-organized and supportive mutual meeting structure (Newell et al., 2016). The ability of trainers to provide a clear and concise context in facilitation feedback is critical to promoting intercommunication and interconnection.

Understanding gaps and action are paramount to DEIB training success. Indeed, leaders who engage with others improve personally and organizationally. This explanation focuses on four basic factors (innovative ideas, people, transactions, and organizational context). An understanding of how these factors

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are related leads to four basic problems confronting most leaders: (1) a human problem of managing direction, (2) a process problem in managing innovative ideas into productivity, (3) a structural problem of managing contextual relationships, and (4) a strategic problem of organizational leadership. These four basic problems suggest that these elements work together to provide an overall framework to guide leaders in their pursuit of innovation (Van de Ven, 1986).

The DEIB training experience emphasizes working with cross-functional teams and teaches one the significance of building trusted relationships and inspiring a shared vision with colleagues. Professional training and development facilitators help training participants make real-world DEIB connections and determine solutions. Leaders must clearly understand role expectations and encourage stakeholder engagement (El-Amin, 2022). Training facilitators must actively engage with departmental leadership to maintain the alignment of program goals. From a structural perspective, the utility of stakeholder participation provides deep learning experienced through learning activities and practical connection exercises. As a result, role identification is developed by understanding DEIB definitions, possible causes, constructing solutions, and measuring impacts.

Role identification for DEIB training is necessary to delineate roles within the training program (Smith, 2019). For instance, establishing a DEIB expert to support participants in the training. A trainer's effectiveness declines based on the participant group, institutional change processes, the kind of work, the structure, and the design of institutions (Bost, 2018). These significant changes affect stakeholder attitudes and behaviors in ways that increase the workload. When developing and scheduling DEIB training, organizational factors and stakeholder responses must be considered (Galli, 2018).

Additionally, theoretically relevant and intervening variables that influence work outcomes also indicate program management processes (Smith, 2019). Institutions significantly contribute to the transformation of training participants when their training approaches focus on developing programs that generate new knowledge and skills meant to address multiple social, economic, and environmental issues (El-Amin & George, 2020). Further, training is undertaken in almost all operations (Smith, 2019). Likewise, the most preferred quality in facilitation efforts is transferring implicit knowledge from one program to another. Overtly, institutions contribute to the global economy, which is highly significant because most businesses benefit from the output of the education sector (Galli, 2018). Training or facilitation roles demonstrate how course development takes place in institutions.

Moreover, problems in prospective facilitation efforts must be documented (Bost, 2018). Gaps are highlighted with role identification provides insight into principal factors of course development such as prospective programs chosen with the consensus of all stakeholders, the process of facilitation is well communicated, and possessing leadership values is the most preferred quality sought in the facilitator role (Smith, 2019). As an actionable measure, training by observing or train-the-trainer option for transferring implicit knowledge from one program to another provides continuity.

Ascertaining a process is important for professional development at the intuition of the project to understand agreement, ethos, and the role of the facilitator. As a result, successful onboarding accounts for the facilitator. Attainment of strong working knowledge develops confidence for training, procedural, and decision-making purposes. Administrators must acclimatize the facilitator to the institutional ethos and norms by providing information about the role, including training participants, faculty, staff, partners, organizational culture, and pertinent information.

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Problem, Gap, Action (PGA)

Skilled leaders acknowledge deficiencies, issues, and mistakes. Inexperienced leaders interpret everything as great. They operate to satisfy their managers and subordinates alike. Skilled leaders pursue innovation and excellence. Skilled leaders want to improve relationships (leadership) and decisions (technical expertise). Leaders who are doubtful, questioning and indecisive create stagnation.

Problem

Further, this explanation focuses on four basic factors (innovative contributions, individuals, endowments, and institutional context). As a result, an understanding of how these aspects are correlated leads to four basic problems confronting most leaders: (1) a human problem of engagement, (2) a process problem in managing innovative ideas into productivity, (3) a structural problem of managing contextual relationships, and (4) a strategic problem of organizational leadership (Van de Ven, 1986). These four basic problems suggest that these components work together to provide a general structure to guide leaders in their pursuit of innovation (Van de Ven, 1986). Moreover, DEIB innovation considers utilizing stakeholders by making them a priority. Further, institutions experience DEIB innovation and improved service delivery when leaders wield their ability to communicate with many internal and external stakeholders.

Gaps

Trust relates to how leadership incorporates the experiences of participants. Participation engagement provides an internal gauge of how much influence the participant and training facilitators synergize. Trust is often inequitable for both parties. However, this is not always the case; participants and leaders may have differing levels of trust in each other based on a culture of belongingness (Stanley et al., 2019). Emotions are also an integral part of how trust is experienced; when a participant or training facilitator experiences an emotion, the training facilitator may utilize trust to understand if a participant embraces cultural transformation. The emotional experience can also disrupt trust when the emotions are not warranted, such as elevated fear levels with a new culture or situations where a leader or participant may give far too much or too little trust to the other party.

Action

A culture of trust is a part of all working relationships, built over time to create healthy working relationships. There are ways to measure trust, determine if the trust should be provided, and multiple ways to foster more trust in relationships. Without trust, relationships are extremely hard to manage and lead to many other concerns in the training context. Stakeholders place more trust in those trusted by training facilitators because this allows them to have a foundation of trust in these participants. Likewise, the perception of trust can be altered by many factors. Indeed, the action of laying the groundwork for a new DEIB training and development program is groundbreaking for the KSU Athletic department. The approach was to offer training facilitation that was competent, knowledgeable, and capable of leading teams. There came the point where the training facilitator incorporated experienced guest speakers to support the DEIB ethos.

Including the Exclusive**TRAINING FRAMEWORK**

Often leaders and facilitators have a challenging time connecting leadership characteristics and behaviors to stakeholder identification, management, and the success of a training program. As a result, the significance of effective leadership means communicating successfully. It can be difficult for a leader to connect leadership characteristics and behaviors to leadership effectiveness when conveying information with stakeholders because individuals that are part of the DEIB training have certain needs with an expectation that those needs are met. To a degree, stakeholder connection and support determine leadership effectiveness and success. Likewise, collaboration is a key determinate of building trust with teams (Ozyilmaz et al., 2018). Regarding challenges to effective leadership, some projects fail because of poor leadership and communication. As a result, the leader's role is important in inspiring stakeholders and forming an effective working environment to meet training objectives.

Leadership Competency Domain One: Vision, Values, and Culture

In the context of organizational leaders and DEIB facilitators, Wolfe (2017) indicated that the competency of leaders is based upon four domains: Domain One: Vision, Values, and Culture; Domain Two: Personal Skills, Mindsets, and Values; Domain Three: Capacity Building for Innovation and Continuous Improvement; and Domain Four: Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment. The vision, values, and culture domain comprise leaders' ability to ascertain a learning environment where all training participants graduate with the knowledge, skills, and dispositions to succeed in college, career, and civic life. It emphasizes the significance of forming and maintaining an environment where all voices are valued, and all experiences are viewed as opportunities to learn and grow. The leadership competencies of domain one are to create a shared vision. Thus, preparing training participants for the future via inclusive, learner-centered, personalized approaches; ascertaining and supporting a learning-intensive culture that is asset-based, credible, and celebratory; ascertaining and supporting a learning-intensive culture of risk-taking and continuous improvement; creating norms that foster training participants voice, choice, agency; and foster and maintain connections to the local and global community.

Leadership Competency Domain Two: Personal Skills, Mindsets, and Values

Wolfe (2017) specified that the personal skills, mindsets, and values; domain encompasses the competencies needed for leaders to personally demonstrate the vision, values, and culture characterized in the first domain. These competencies define leaders who model frequent and responsive monitoring of themselves and the education environment to maintain a personalized, equitable, learner-centered school climate. The leadership competencies of domain two provide relevant content, instructional, human development, and technical knowledge and skills; demonstration and effective communication, a commitment to equity and learner-centered, personalized approaches; demonstration of effective change management on an ongoing basis; risk-taking and innovation; and exemplification of being a life-long learner with a growth mindset.

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Leadership Competency Domain Three: Capacity Building for Innovation and Continuous Improvement

Wolfe (2017) signified that the skills in the capacity building for innovation and continuous improvement domain define what leaders need to do to develop and perpetuate capacity across the learning community to embrace ongoing change in a learner-centered manner that improves learning. Key competencies in this domain include building capacity for all members of the learning environment and maintaining a culture of growth and improvement. The leadership competencies of domain three indicated the leadership competencies of development and support of an effective team; development of instruction that improves learning; support of a culture of risk-taking and continuous improvement for educators; development of an educator's capacity for assessment for learning and strategic data use; and Conveying strategic and personalized professional learning.

Leadership Competency Domain Four: Shared Responsibility and Structures for Continuous Improvement, Innovation, and Assessment

Wolfe (2017) determined that the shared responsibility and structures for continuous improvement, innovation, and assessment domain consist of the competencies required for leaders to create and maintain a learner-centered system of renewal and improvement and assess outcomes at all levels of the education environment. The leadership competencies of domain four indicated the leadership competencies of creating structures to support and spread innovation; using assessment for and as learning; ascertaining collective accountability; fostering systems that support personalization; enhancing continuous improvement and personalized approaches with the use of technology, and use of communication approaches that enable shared responsibility.

AREAS OF GROWTH, KNOWLEDGE, AND SKILLS

All strategy requires analyzing a circumstance's problems, gaps, and actions. Provided are three alternatives which would vastly improve the activity. In the role of training leader, mentoring and coaching are important for professional development to propel the acquisition and integration of strategy regarding compliance, culture, and the role of all on the project (Bush et al., 2018). As a result, successful collaboration allows a new team to develop a strong working knowledge to advance activities, procedures, and decision-making purposes. Leaders must assist new team members in achieving success by providing a thorough orientation with documents and materials, system logins, structural documents, and other information about the role. Gaps persistent may ensue without benchmarking DEIB training of various institutions.

Leaders frequently gain power by utilizing the existing organizational structure (Scott et al., 2018). For example, hygiene theory is a basic leadership hypothesis (Daft, 2018). An effective leadership style is known as the transactional/laissez-faire leadership model. Transactional leadership is alluring and relies on situational leadership (Blank, 2003; Robbins & Judge, 2017). Laissez-faire is likewise known to decrease impact and provide extra development in resources for representatives and partners to close gaps (Kelly, 2011). The participative leadership style works best with gifted and driven leaders; notwithstanding, leaders who are not as skilled or have reverent leadership capacities are not as power-

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ful (Robbins & Judge, 2017). For situational leadership, a self-motivated staff is a key to organizational outcomes. Finally, utilizing leadership practices permits organizations to thrive. Participatory leaders value collaboration to meet project and performance objectives.

Process and culture for the Diversity, Equity, Inclusion, and Belonging (DEIB) training is necessary to demarcate how the training will be delivered. As a result, professional training and development provide a real-world application to developing successful organizations. Leaders must communicate expectations clearly while encouraging stakeholder engagement in training environments. Training and development efforts were developed in the online course development format. Blackboard was initially identified as the learning management system (LMS) for the KSU DEIB project, yet institutional privacy concerns do not permit contractors to access the system. To alleviate this issue, it was decided that a third-party LMS would be utilized, Google Classrooms. This LMS was chosen because it is complementary, accessible, and unpretentious.

Gaining Stakeholder Trust

The problem with gaining stakeholder trust is building stakeholder collaboration that works for the training partner and the trainer. From a structural perspective, the utility of stakeholder participation provides connections so that one can execute the work efficiently and effectively. A gap Ozyilmaz et al. (2018) indicated that trainers might place resources into expanding trust with stakeholders, yet additionally put resources into building trust to work on stakeholders' perspectives, practices, and execution are important as well. Consequently, when trainers intentionally develop trust, they will positively impact stakeholder engagement, task execution, and leadership practices.

Further, a lack of trust-building may prompt stakeholders to avoid training, thus, reducing the participation rates of those that attend the training. When participants experience negative training circumstances, they may lose confidence in a program, department, or institution. Training and development professionals must have irrefutable confidence in building trust with key stakeholders. Notwithstanding, trust is developed by utilizing training and development, transparency of operations, and effective communications. Further, Schoorman et al. (2007) indicated that training and development in different disciplines reflect trust's causes, nature, and impacts. Prior ways to build trust include attributes of the trustor, the trustee, and program management. A conveyance of trust requires building internal-external stakeholder engagement. Consistency is vital to building trust. As a result, the way to mitigate issues with trust in process and means is to maintain the schedule of operations as outlined.

Trainers must consider planned imperatives within the professional training environment. Training and development dictate the capability to understand multiple perspectives and understand how to adapt when situations arise (Richter et al., 2021). The problem was reduced participation in the training course, yet the plan indicated that the DEIB training would stay on track. There are several ways to develop an understanding of adaptation to the training and development field in professional training, which is a process whereby a training professional innovates and provides training on a particular subject matter. This distinction emphasizes that training and development is an iterative progression, meaning that more than just the actions of the professional matter. It is about the relationship of a trainer to stakeholders, the mindset of each, and how they handle the occurrences they engage in. In this case, no gaps exist because the trainer and stakeholders created a mitigation strategy in the event of rescheduled athletic events which would coincide with the DEIB training. From an actionable standpoint, a command of one's industry and a focus on training and development provide one with a vital understanding and

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experience in resolving training program issues using a strategic and structured approach (Richter et al., 2021). This helps trainers build assurance in their potential to excel personally and professionally. Likewise, emotional intelligence skills encompass maintaining flexibility and utilizing adaptation skills in innumerable circumstances to achieve goals, objectives, and the scope of training programs. Factors that impact the mindset of adaptation are constraints such as how leaders work through operational changes. Flexibility is a factor in how teams execute effective projects. Additionally, various personality leadership characteristics impact how change is communicated to teams. Encouraging leader-participant interaction is an essential consideration to increase engagement.

Developing a communication strategy requires multiple managing dynamics, periodic status updates on performance against the communication strategy, and meeting strategy targets. Delivering service means providing value, reducing cost, and managing risk to conserve financial resources for programs. Developing a strategic communication strategy necessitates building a comprehensive internal and external communication plan. Conclusively, the keystone of leaders is fostering a solid reputation across the institution. Consequently, satisfying stakeholder demands, refining business procedures, and attaining key performance metrics improve role performance (El-Amin, 2022).

Trainers must consider planned imperatives within the professional training environment. Training and development dictate the capability to understand multiple perspectives and how to adapt when situations arise (Richter et al., 2021). The problem was reduced participation in the training course, yet the plan indicated that the DEIB training would stay on track. There are several ways to develop an understanding of adaptation to the training and development field in professional training, which is a process whereby a training professional innovates and provides training on a particular subject matter. This distinction emphasizes that training and development is an iterative progression, meaning that more than just the actions of the professional matter. It is about the relationship of a trainer to stakeholders, the mindset of each, and how they handle the occurrences they engage in. In this case, no gaps exist because the trainer and stakeholders created a mitigation strategy in the event of rescheduled athletic events which would coincide with the DEIB training.

Emotional Intelligence in DEIB Training

From an actionable standpoint, a command of one's industry and a focus on training and development provide one with a vital understanding and experience in resolving training program issues using a strategic and structured approach (Richter et al., 2021). This helps trainers build assurance in their potential to excel personally and professionally. Likewise, emotional intelligence skills encompass maintaining flexibility and utilizing adaptation skills in innumerable circumstances to achieve goals, objectives, and the scope of training programs. The major task of training and development is to convey knowledge to stakeholders based on organizational needs. Moreover, training and development involve identifying and evaluating knowledge from critical stakeholders, which is an ongoing effort. Training and development involve participation by key stakeholders, which are critical to the institutional and prompt skilled stakeholders to engage in training functions. It is essential to market the training as a value-added, high-quality training and development. The unintended consequences of ineffective communication are disengagement and confusion among training participants. Therefore, training and development require clear, concise, and authentic communication between stakeholders.

Trainers must consider planned imperatives within the professional training environment. Training and development dictate the capability to understand multiple perspectives and how to adapt when situ-

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ations arise (Richter et al., 2021). The problem was reduced participation in the training course, yet the plan indicated that the DEIB training would stay on track. There are several ways to develop an understanding of adaptation to the training and development field in professional training, which is a process whereby a training professional innovates and provides training on a particular subject matter. This demarcation emphasizes that training and development is an iterative progression, meaning that more than just the actions of the professional matter (El-Amin, 2022). It is about the relationship of a trainer to stakeholders, the mindset of each, and how they handle the occurrences they engage in. In this case, no gaps exist because the trainer and stakeholders created a mitigation strategy in the event of rescheduled athletic events which would coincide with the DEIB training. From an actionable standpoint, a command of one's industry and a focus on training and development provide one with a vital understanding and experience in resolving training program issues using a strategic and structured approach (Richter et al., 2021). This helps trainers build assurance in their potential to excel personally and professionally. Likewise, emotional intelligence skills encompass maintaining flexibility and utilizing adaptation skills in innumerable circumstances to achieve goals, objectives, and the scope of training programs.

Kurt Lewin presented strategic change management as a framework and a powerful mechanism for leaders and staff as an actionable consideration. Luwin indicated that strategic change management occurs by unfreezing the issue of trepidation, actualizing the change, and refreezing the concern to implement change (Woodward & Hendry, 2004). Subsequently, acceptance of "change as the only real constant that exists" permits professionals to grasp strategic approaches within organizations. Further, Supriyanto et al. (2020) investigated ways to incorporate innovative technological applications to help program managers. Moreover, Supriyanto et al. (2020) observed the effect of unconventional and creative media, which were the primary innovation applications for programming. The use of social media, for example, WhatsApp, WeChat, Facebook, Instagram, or other online media, provides needed program participants engagement. In addition, communication applications like Zoom, Google Meeting, or Hangout permit trainers to interface with DEIB participants.

Problems frequently exist in developing, executing, and evaluating training. However, the capacity of thoroughly prepared and gifted trainers is mitigated when requirements occur by using a blend of hard and soft skills. For example, the hard skills critical to being a successful trainer are understanding and applying information technology (IT) frameworks, cognizance of programming used for program execution, data analysis, stakeholder management, program evaluation, and planning. From a gap perspective, trainers or administrators may not require as much skill as what was regularly suspected. IT frameworks help make professionals more productive; there are expanded frameworks that training professionals must be aware of.

A Training Mindset

Similarly, the usefulness and capacities of a training mindset require an actionable degree of skill and emotional intelligence (Barreiro & Treglown, 2020). Emotional intelligence is the capacity to be mindful of, control, and express one's feelings and manage relationships. Thus, by applying emotional intelligence, hard skill application better aligns with soft skill performance; the most important skills of a trainer are the capacity to convey to a wide scope of stakeholders (Barreiro & Treglown, 2020). Correspondingly, soft skills are important for a successful trainer for community building, management, conciliation, emotional intelligence, and communication skills appropriate for the appropriate audience.

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As a result, skilled trainers maintain a wide scope of characteristics to react to the numerous situations of training needs.

Ascertaining the general aims of the diversity and inclusion training is one of the key processes of the DEIB training. Numerous tools are available to support the various phases of the process. As such, the facilitator is in the ongoing process of presenting training to participants, staff, faculty, and university partners. Identifying the most widely used tools and those associated with successful training for this population requires research and collaboration. Frequent meetings with the staff were necessary to develop specific training to ascertain the division's experiences, processes, and priorities. The facilitator then analyzed, applied, and executed based on the communicated value of the diversity training. Additionally, the team is still working on the best way to market the training to University stakeholders.

One of the diversity and inclusion training objectives was to develop a technological component to elevate the strategic capacity of diversity and inclusion. Further, when higher education organizations incorporate technological innovations, they ease the practice of scaling. The long-term supportability of the Kentucky State University Athletic Department is determined by how the institution manages its internal environment. Although Kentucky State University Athletes make up a small subset of the overall campus community, professional development programs such as these may impact training participants in their careers and the campus culture. Likewise, the Kentucky State University Athletic Department must use this unique offering to capitalize upon an empowering culture for its athletes. Lastly, Kentucky State University Athletic Department's diversity and inclusionary programming focus on the needs of its stakeholders to add value to the division.

From a strategic perspective, value, reliability, and customer experience gain problems of programming advantage. In doing so, facilitators must ascertain a clear framework for evaluation regarding how the experience impacts programming advantage in developing a quality diversity and inclusion program. The program's design must demonstrate an approach to achieving and supporting high-quality output, thus, emphasizing inputs (management practices) rather than outputs (quality performance). Further, collaboration is an advantageous factor that has led to greater satisfaction in Kentucky State University's Athletic Department. Likewise, the focus on the following metrics and performance measurements, identified as (number of participants, level of engagement, quiz participation, survey participation, video views, and course traffic). Evaluation will also occur based on program planning (plan development and assessment); performance excellence (performance management, program succession planning); professional development (stakeholder engagement), and adaptation (the ability to adapt to internal and external changes). Likely there is a need to connect to the larger vision of the University to make a long-lasting impact. Truly without input from the Kentucky State University Athletic Department DEIB representative, departmental training exists in a vacuum. Questions the facilitator must ask to provide for continuous improvement with marketing are: Why is this so difficult? What is going on there to improve participation? What are the barriers, and how do we remove them?

One of the diversity and inclusion training objectives was to develop a technological component to elevate the strategic capacity of diversity and inclusion. Further, when higher education organizations incorporate technological innovations, they ease the practice of scaling. The long-term sustainability of the Kentucky State University Athletic Department is determined by how the institution manages its internal environment. Although Kentucky State University Athletes make up a small subset of the overall campus community, athletes have influence and are often the leaders of their peers. Therefore, professional development programs may impact training participants and improve campus culture. Lastly,

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Kentucky State University Athletic Department's diversity and inclusionary programming focus on the needs of its stakeholders to add value to the division.

Moreover, problems related to higher education leaders are the inability to identify program issues and program improvements, recruit applicable stakeholders to achieve program goals, and realize efficient processes. Moreover, program performance is a critical aspect of effective and efficient outcomes. Gaps of effective performance include meeting the strategic objectives of the department, the significance of meeting performance initiatives, successful implementation of the diversity program, successful implementation of performance measures, and factors hindering the implementation of strategic performance initiatives (Wolfe, 2017). As an action, the capacity of the facilitator to implement improved performance provides insights into the success or failure of a diversity and inclusion program (El-Amin, 2022). Immediate action encourages participation to ascertain program improvements shown through workshop evaluations.

The Role of Capacity Building in DEIB Training

Capacity building management acumen is an important core competency derived from framing focus and a strategic networking strategy, enabling facilitators and administrators to improve training applications significantly. The facilitator must adhere to the planned process to address problems and more abstract technical issues (identifying participants, assembling training participants, timing, space, and place) that occur in the training process. The focus of this effort was a work in progress as the Athletic Director was inundated with the tasks of their role and had had little time to inform and forge the connection between the CDO and the facilitator. At the facilitator's request, it was implored that appropriate stakeholders were informed of the training, which is vital to the ongoing success of institutional diversity and inclusion training efforts.

Capacity building is important to support DEIB training. Leon (2014) posited that The Chief Diversity Officer (CDO) position has arisen as a principal role that gives strategic direction to DEIB endeavors. The developing number of CDO responsibilities provides insights into this role's significance at the institutional level. Three CDO models or prime examples of vertical power (i.e., collaborative officer, unit-based, and portfolio divisional) provide a structure for institutions to position the CDO role. Institutionally, CDO models range from one-person units to divisional structures. KSU's CDO exists as a one-person unit reporting directly to the President of the University.

Problems frequently exist in fostering collaborations. When fostering the connection between KSU's Chief Diversity Officer, some problems faced were conveying the project's scope, time, stakeholder engagement, and staff capacity. These challenges are resolved with appropriate communication with the CDO. The action – the capacity-building relationship is ongoing. As a result, the CDO serves a robust and consistent role; therefore, the athletic department works collaboratively to inform the CDO by utilizing a systematic approach to integrate the CDO into the DEIB training efforts. Gaps are often closed when program stakeholders ask appropriate questions, such as what procedures are utilized to elevate diversity and inclusion assets? Would the existing training be more effective if the CDO was part of the planning and execution process?

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Utilizing a Training Manual

The programming method for DEIB training must be outlined in a DEIB training manual or training plan developed by the facilitator and offers a clearly defined methodical and pragmatic program method. The steps of the DEIB training method are to ascertain the general aims, ascertain plans and requirements, develop specific training, analyze the survey data/ interpretation, and report the data. As a result, the DEIB training manual focuses on the facilitator's process, guides the experience with stakeholder interaction, and creates a well-organized structure for the training. The Kentucky State University Athletic Department provided a predefined population. This level of facilitation is necessary when capacity building with administrators because leaders need information and programming that is well-designed and managed to mitigate time profusion.

The situation, relevance, extant research, and the facilitator's capabilities allow for a greater training program. Administrative stakeholder participation was discussed at various meetings with the athletic department administrators. The purpose of these interactions was to inform other administrators of the programming taking place in the athletic department as a matter of courtesy and to ensure collaboration occurs. Due to the brief period of DEIB training, it may be difficult to bring all stakeholders together. The Athletic Director might proceed with the training given the operational needs of the athletic department. Discussions also may center around building capacity for institutional-wide DEIB training to ensure a practical approach. In contrast, training participants, staff, faculty, and partners must have ongoing access to the training materials to meet their DEIB training needs.

Fostering Collaboration in DEIB Training

Problems frequently exist in fostering collaborations. Administrators are committed to various tasks to satisfy their roles. Nevertheless, their structure impacts how administrators collaborate with departments, divisions, and programs to meet objectives. For instance, the Vice President for Student Affairs is positioned in the hierarchical matrix of the institution and maintains many roles due to the limited capacity at the institution. Their support provides access to training participants and institutional stakeholders. A chief goal of the Athletic Director was to provide access to the DEIB training to participants. Significant action is forming a climate of supportive leadership for the DEIB training program initiative (Leon, 2014).

Further, effective communication coincides with effective leadership. Gaps in the DEIB training relate to accruing sufficient surveys to appropriately assess the training. This is important because the multitude of experiences of respondents creates a dynamic and comprehensive body of information regarding preferred training execution.

Industry-based methods, group interactions, leadership, encouragement, motivation, and other related training development methods to achieve results and support DEIB programming. To identify solutions to problems that impact the needs of the institution. Training and development work more effectively, increase institutional partner satisfaction and improve training performance. Further, training facilitators must engage DEIB training partners by providing a value proposition. Reflection is a particularly important aspect of the learning process that many experts have emphasized as a defining characteristic of professional practice. Fullan (2011) demonstrated that the most productive strategies include assisting training participants, staff, and administrators in developing training and development change skills necessary for institutional improvement. Further, evaluation for learning is crucial to connect data on knowledge to instructional practices that accomplish learning results.

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Problems Gaps and Actions (PGA) highlight problems that frequently exist in fostering collaborations. The researcher's role in practice is to uphold academic core values and execution as it pertains to the challenges of the DEIB training. DEIB trainers ensure absolute integrity and consistency in practice by implementing practices through innovative DEIB training development. As the DEIB training leader, strong interpersonal and collaboration-building skills and the ability to effectively build relationships and work through challenging conversations are needed. As the DEIB training leader, providing influence by critically thinking through and conveying context. Developing cohesive solutions by working with collaborators is key as the DEIB training leader.

Evaluation in DEIB Training

Evaluation is extremely helpful as an exploratory tool (Butterfield et al., 2009). Development and planning for survey questions are emphasized. Poorly designed questions yield unneeded data. For example, asking closed-ended questions provides a quantitative measure for data collection, synthesis, methodology, and conveyance. Open-ended survey questions provide participants to provide more contextualized experiences that may support the quantitative or descriptive data. For evaluative purposes, providing a space to provide depth in their survey allows for reflection in the assessment process. Working with The CDO provided a focus for evidence-based data collection. The Diversity Matters Series provided a structured approach for linking existing campus training and Diversity Matters training to for-credit courses to accrue data for reporting and evaluative purposes.

Reflection is a particularly important aspect of the learning process that many experts have emphasized as a defining characteristic of professional practice. This activity aimed to bring together the CDO, The Athletic Director, and the facilitator to determine how to collaborate best. The meeting outcome allowed for more than program planning and institutional planning. Several aspects were determined as actionable items: 1. The three limbs of DEI at KSU (Classroom DEIB, DEIB Training participants Success, DEIB Capacity Building). 2. DEIB Reporting and Evaluation. 3. Linking existing campus training and Diversity Matters training to for-credit courses (accrue data for reporting and evaluation). 4. Upcoming publishing opportunities for faculty, staff, and training participants (see below). 5. Developing a National Model for DEIB Training within Athletics. 6. Developing a KSU DEIB Collaborative (faculty, staff, training participants, and external community partners).

The role of facilitator acumen and a leadership mindset is based on incorporating DEIB training participants into the DEIB training process. The correlation between DEIB training and institutional goals is remarkable. However, DEIB training is an individual aspect of organizational culture and exists regardless of the formal or informal facilitator role. DEIB training requires creativity, innovation, and a willingness to develop solutions. Being a skilled coach is an aspect of DEIB training needed to inspire others with a shared vision and outcome. Having others model what great DEIB behavior is a key component to attaining successful outcomes for participants.

Further, a facilitator assists colleagues in DEIB training to attain and support DEIB training in practice. Moreover, outstanding facilitators allow others to ask questions and grow within the DEIB training process. In this vein, the facilitator often provides feedback regarding ideas, innovation, and situations. Also, when providing DEIB training to others, it is best to understand DEIB training dynamics and intended outcomes for institutional objectives.

Reflection is a particularly important aspect of the learning process that many experts have emphasized as a defining characteristic of professional practice. Facilitators must consider the intentional imperative

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within DEIB training practices to impact the outcome of DEIB programming. Intentional DEIB training necessitates the capability to understand multiple perspectives from within the institution or on behalf of individuals. There are several ways to develop DEIB training. In the context of general DEIB training, a process whereby a collaborative develops the mission and focus of the training program. This distinction emphasizes that DEIB training is a collaborative and iterative progression, meaning that more than just the actions of a leader matter. This is particularly important in a DEIB training context. Leaders and facilitators need to recognize that DEIB training is not necessarily the same for all DEIB training or situation but individualized for the participant's population. For instance, highly directive DEIB training might be appropriate in one population but ineffective in another.

Problems frequently exist in planning evaluations. Planning focuses on DEIB training and allows facilitators an essential understanding and experience with solving relational issues using a structured approach in DEIB training (Stanley et al., 2019). DEIB training skills are actionable, comprised of maintaining flexibility and utilizing adaptation skills in various circumstances to achieve goals, objectives, and missions of participants or organizations. Additionally, a gap in aligning the value of DEIB training to institutional goals is an emerging need in the execution and attainment of organizational culture. Those in DEIB training must effectively develop their DEIB training skills to maintain the supportability of the program. Moreover, intentional DEIB training requires executing the DEIB training process, which is critical for evaluating development and alignment metrics to foster an analytical perspective of a facilitator's abilities and program content.

Problems frequently exist in conducting evaluations. The facilitator's experience in compiling the evaluation report must be skillful. Butterfield et al. (2009) argued how it is vital to focus on the critical events, incidents, or factors since they support DEIB program advancement, effective conveyance of the DEIB survey, and the experience of the detailed setting or event. Therefore, the anonymous workshop survey is less intimidating than a regular conversation. In the workshop sessions, external community partners seemed much more comfortable sharing their subjective experiences in greater detail; however, not part of the survey instrumentation can be presented as anecdotal data of participants' individual experiences. As a gap action item, Butterfield et al. (2009) further elucidated how data analysis is shown by forming categories that emerge from the data.

Problems Gaps and Actions (PGA) reflect actionable alternatives and growth directly connected to the activity and the leader. Problems frequently exist in fostering capacity building. There are issues in achieving capacity-building success because of integration challenges. For example, capacity-building challenges include external stakeholders. Often this means linking different financial and control systems, building effective working relationships (particularly when management styles differ), resolving problems regarding the status of the newly acquired institution's executives, and the loss of key personnel weakens the acquired institution's capabilities. It reduces its value proposition (Chen et al., 2019). Additionally, problems in achieving capacity-building success provide an evaluation of targeted objectives, due diligence, and the process of appraising institutional DEIB training programs.

How Reflection Improves Strategic Decision Making

Reflection is a particularly important aspect of the learning process that many experts have emphasized as a defining characteristic of professional practice. The Women's Empowerment Series will enhance future career plans. Linking DEIB provides inspiration and tools for success. The ability to stay focused on the educational task is important to understanding a discipline such as DEIB. Organizational leader-

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ship inspires others by encouraging employees to embrace diversity, equity, inclusion, and belonging (DEIB). Ethical leadership fosters transparency in reporting DEIB performance analytics. Leadership requires that leaders communicate DEIB performance by clearly conveying the vision of resourcing DEIB initiatives with finances, staff capacity, and policy (Chen et al., 2019). When leadership is specific and utilizes measurement as a decision-making tool, actionable, results-oriented, others follow the vision. Leaders must work collaboratively to ensure that others are part of the envisioning process. In this way, others feel part of the process and the solution.

Reflection practices improve the quality of stakeholder relationships, leading to the improved gap analysis and practice of stakeholder management within education. Reflection allows facilitators to think about all that consists of tasks and processes within an institution. The objective is to improve educational quality and stakeholder engagement. As a leader within education, training, and development, reflection profoundly contributes to educational success. Indeed, decision-making processes improve, and the institution can be successful if educational leaders find and intentionally capitalize on opportunities to advance reflection at all levels to improve instruction, departments, divisions, and the institution. There is a necessity to emphasize the benefits of reflection within management methods. Concluding factors of reflection improve education practices with a focus on decision-making.

The Reflection Connection, Collective Reflection, and its Effect on DEIB Programming

Some colleagues may have difficulty connecting leadership characteristics and behaviors to leadership effectiveness with DEIB reflection activities. The significance of effective DEIB training also means communicating effectively. It can be difficult for a trainer to connect authentic leadership and behaviors to reflection when conveying data with stakeholders because some data is too elevated or superfluous for certain stakeholders. Moreover, stakeholder connection and support determine actions (tasks identification and execution), leadership effectiveness, and success linked to key process indicators (data analytics). Likewise, reflection is a key determinate to building confidence with teams.

Moreover, intentionality can make communication easier as leaders must use good judgment when deciding what, when, how, and whom to collaborate with for authentic leadership. Leadership effectiveness requires reflection, knowledge, commitment, integrity, excellent communications competence, and vision. Regarding challenges to authentic leadership, the leader's role is important in inspiring stakeholders and forming an effective working environment to meet the institution's mission.

RECOMMENDATIONS AND CONCLUSION

Indeed, Richert et al. (2020) expressed that developing an institutional change culture requires intentionality. Although change is difficult, it is frequently fundamental to shift why and how institutions act. Innovation takes a level of preparation to lead training participants through the change shifts expected by prodigious, complex change. Change management frameworks provide evidence-based institutional templates for changemakers. In this way, DEIB innovators aim for significant cooperation in a positive, engaged institutional environment (Sue, 1991). As a result, innovative leaders determine how to make an institutional change despite initial support and capacity (scope, time, resources). Educational innovators shift the emphasis of change interaction from awareness, and action, to individuals executing change;

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change from a climate of order and control to one where leaders utilize collaborative decision-making and rethinking change as a fundamental shift in institutional culture rather than a progression of episodic events.

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KEY TERMS AND DEFINITIONS

Chief Diversity Officer (CDO): The Chief Diversity Officer (CDO) position has emerged as an executive-level position, which delivers strategic focus for diversity planning and execution efforts (Leon, 2014).

DEIB Initiatives: Organizational efforts to promote awareness of diverse racial, ethnic, and cultural identities within diversity, equity, inclusion, and belonging (DEIB) initiatives with intentionality and a desire for change (El-Amin, 2022).