

Cultivating Inclusive Leadership in Management Education: Bridging the DEI Competency Gap

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ABSTRACT

Diversity, Equity and Inclusion (DEI) in management education is a critical subject that has increasingly become important in preparing future leaders for a diverse world. The research problem is the lack of knowledge on how management education programmes develop inclusive leadership skills by identifying and building necessary capabilities. This study aimed at identifying DEI competencies, evaluating existing approaches to teaching and learning and analyzing the factors that hinder or facilitate the development of inclusive leadership skills. By conducting a conceptual literature review, it examined academic journals and authoritative sources while focusing on DEI in management education. Historical development towards more inclusive practices, identification of core competencies required for an inclusive leadership model, and efficacy of different teaching methods are the major points. It therefore calls for incorporation of DEI principles into management education; providing innovative ways to overcome these barriers. The study thus has serious implications for management education as it provides an influential framework for improving educators' preparation of future leaders who can navigate through diverse and inclusive workforces.

Keywords: Diversity, Equity and Inclusion, DEI, Inclusive Leadership, Management Education, Gender Equity

INTRODUCTION

Diversity, equity and inclusion (DEI) has become of great importance in modern day academia and corporate world. This is important as through DEI, respect for all cultures is cultivated promoting value and inclusiveness among all people while at the same time addressing any unique barriers encountered by particular groups of students or professors (McCleary-Gaddy 2019). Management education requires a comprehensive understanding and integration of DEI in order to nurture future leaders. For instance, in management education, DEI promotes intercultural competence, diversity appreciation, collective well-being and sustainability (Guo-Brennan 2022). Moreover, it plays a crucial role in creating better gender equality practices within educational institutions' learning environments (Evans & Knepper 2020).

The relevance of DEI cuts across the syllabus as it is essential for inclusive learning environment and establishes goals related to cultural competence. It is also important for expanding student success outcomes and preparing graduates for work in today's diverse global economy (Kincey et al., 2022). In this regard, theory development in management education entails focusing on women's participation in sport rather than on men's sport which tends to be commercialized. These are requirements for inclusion; they satisfy the needs of belongingness and uniqueness that foster diversity in people (Shore et al., 2011).

On the other hand, there could be a gap when it comes to investigating how leadership skills within

management education can be inclusive. This means understanding what specific competencies are required to develop inclusive leaders through educational programs. The research problem is that this lack of comprehensive understanding regarding how management education programs foster inclusive leadership skills especially when it comes to identifying competencies required for inclusive leadership as well as how such competencies are nurtured within schooling frameworks (Crisol-Moya et al., 2022; Gómez-Hurtado et al., 2021). This gap requires an in-depth investigation into the extent to which management education aligns with developing skills necessary for effective inclusive leadership. The study aimed at identifying key DEI competencies for inclusive leadership in management education, examining extant pedagogical approaches towards DEI infusion in management education, and outlining obstructers and enhancers to DEI education of inclusive leadership.

The study focused on identifying and analyzing the competencies required for inclusive leadership within management education. Besides, it sought to establish how these competences were integrated into current curricula and effectiveness of such programmes in developing them. The study identified gaps and strengths in existing educational approaches while investigating barriers and facilitators affecting the growth of inclusive leaders. It identifies key inclusive leadership competences that will guide higher learning institutions towards creation of more effective curriculums. These competencies are important with regards to past educational and organizational problems hence providing evidence-based recommendations for academic institutions (Crisol-Moya et al., 2022; Gómez-Hurtado et al., 2021). This research set out to contribute to the field of management education by better preparing future leaders who can promote equity and inclusion in different organizations. This research is important as it has potential to reshape business school education so that future managers are better prepared for the challenge of working within a diverse and inclusive workplace.

LITERATURE REVIEW

The literature on Diversity, Equity, and Inclusion (DEI) in management education emphasizes the creation of a learning environment that values respect, belonging, and diversity. Studies such as that by Guo-Brennan (2022) describe the significance of DEI in nurturing intercultural competence and collective wellbeing. This is particularly important in management education which aims at producing future executives. Fuentes et al. (2021) suggest that inclusive learning environments and cultural competence goals can be achieved through curricula that incorporate DEI concepts. Furthermore, this corpus addresses gender equity for management education with understanding such as on creating gender-sensitive learning experiences (Evans & Knepper 2020). These studies all circle around integrating DEI principles into management education to prepare students for a globalized workforce. The body of literature implies the extensive potential of DI in transforming management education towards present society and organizations' challenges.

Theoretical frameworks for inclusive leadership development in management education encompass a range of concepts and approaches. Popper and Lipshitz (1993) explore the idea of self-efficacy, motivation modes, and leadership skills as fundamental elements. Osiname (2018) goes beyond this to include culture, change, leadership, inclusion and challenge as part of the framework. According to these frameworks, inclusive leadership is multilayered and necessitates personal growth combined with an understanding of various cultural and organizational contexts. Randel et al.'s (2017) framework adds prodiversity beliefs, humility, cognitive complexity, and behaviors that facilitate belongingness and group outcomes into the mix. Gotsis and Grmani (2016) have identified ethical leadership, authentic leadership style, servant leader style and spiritual leader style as some of the key inclusive leadership style. These models collectively accentuate the importance of leaders who are not only competent in their roles but who also are deeply aware and responsive to the diverse needs and perspectives of their teams and stakeholders.

The historical trajectory represents a change from exclusive practices towards inclusivity for all. This

evolution shows an increased recognition regarding multiple aspects within DEI that significantly shape educational environments. In addition increase in DEI can reduce prejudice and increase performance in work related settings thus showing positive relationship between organizational outcomes on one hand through DEI initiatives (Waples & Morgan 2022 p.25). Moreover including research methods courses with DEI will provide students with clear models on how to apply inclusive practices necessary for engaging in social justice research(Etengoff 2022). This means that instead of being peripheral it can be seen as a core component of teaching.

Additionally, Rossi et al.(2022) advocate for treating DEI as an interconnected system in medical education, focusing on the creation of places where students can feel a sense of belongingness, and their basic human needs such as safety, respect and involvement are satisfied (Rossi et al., 2022, p.15). This perspective reveals the significance of considering DEI from a holistic standpoint that encompasses different dimensions of education. The depth of its understanding has expanded with time leading to more thorough integration of these principles in educational frameworks for DEI within management education. It then follows that we are heading towards greater inclusivity and equity in management education.

Various perspectives on DEI in management education reflect the multiple nature of this concept across different educational contexts. Service learning pedagogies' impact on inclusive mindsets within management education have been demonstrated by Bandyopadhyay et al. (2021). This exercise indicates that experiential learning is one way through which students can learn about diversity, equity and inclusion hence fostering understanding among them. As Littenberg-Tobias et al. (2020) point out, digital simulations combined with Natural Language Processing (NLP) present novel teaching approaches for DEI (Littenberg-Tobias et al., 2020). Therefore, these simulations teach learners how to behave within big settings when it comes to formative assessment and they also show how technology can be used to improve DEI.

In addition Corsino and Fuller (2019) discuss common ways to teach diversity issues under CTS programs including cultural humility or bias training at times (Fuller & Corsino 2014 p.44). The above approaches indicate that there is need for continuous improvement as well as development of D & I strategies in management education. Similarly Foronda, Prather, Baptiste and Luctkar-Flude (2019) suggest that cultural humility should be integrated across the curriculum to help learners become more appreciative of diversity (Foronda et al., 2019). This view emphasizes the importance of making DEI principles pervasive throughout one's educational journey. These diverse perspectives indicate that DEI in management education is not a one-size-fits-all concept but requires a tailored approach that considers the unique needs and contexts of different educational settings.

Though post-secondary educational institutions have recognized the significance of increasing equity through DEI initiatives, there are still significant gaps between student outcomes as observed by Cumming et al. (2020). Such a gap indicates that while the importance of DEI is acknowledged, its effective implementation and impact on student success are areas needing further exploration and improvement. When examining pharmacy education, Arif et al. (2022) found graduates to be lacking in knowledge about DEI topics leading to health disparities and inequities (Arif et al., 2022). This finding highlights an important gap in the curriculum that calls for greater integration of DEI topics.

Also, according to Rossi et al.(2022), medical education has often focused more on increasing diversity than on ensuring equity or inclusion thereby impeding transformative or sustainable change (Rossi et al., 2022 p.36). From this point of view, treating DEI as a system rather than as three separate domains is the best way forward. Furthermore, Taeckens-Seabaugh(2017) urges scholars to think broadly about efforts towards achieving DEI and filling existing gaps in literature especially when it involves older adults(Taeckens-Seabaugh 2017). This implies the need for research practices that take into account diverse groups. This

reveals the challenging nature of effective implementation of DEI strategies and a need for ongoing research and development in this area in order to be successful.

Inclusive Leadership Competencies

Developing competencies for inclusive leadership in management education is a complex process, which requires a wide array of skills and attributes necessary for effective leadership in diverse environments. Based on a thematic synthesis of recent literature, there are few overarching competencies that are crucial for inclusive leadership as far as management education is concerned. Besides, this synthesis draws from the insights obtained from meta-analyses and systematic reviews to provide an extensive understanding of these competencies.

Interpersonal and Emotional Competencies

- *Emotional Intelligence and Interpersonal Skills:* Acknowledged by Rajendran et al. (2020), emotional intelligence is the key to inclusive leadership. It allows leaders to understand the emotional and interpersonal needs of different team members. It is important to note that it is not only about recognizing one's own emotions but also being empathetic with others, which is important in various and inclusive settings (Alfalih, 2022).
- *Communication Skills:* Inclusive leaders have effective communication capability as their foundation. This not only involves the ability to communicate thoughts clearly and persuasively but also listening actively and empathetically when interacting with others (Yabrude et al., 2021).

Adaptability and Resilience Competencies

- *Adaptability and Resilience:* As noted by Qhogwana et al. (2023), inclusive leadership requires adaptability and resilience. These competences are necessary to navigate through complex work dynamics especially those found in diverse work environments. Adaptability entails adjusting strategies and actions due to changing situations while resilience refers to sustaining ones effort despite challenges (Lee et al., 2023).

Cultural and Ethical Competencies

- *Cultural Diversity Awareness:* For inclusive leaders, understanding and appreciating cultural diversity is fundamental. It not only includes awareness of different cultural norms, customs and traditions but also how this diversity enhances team performance and innovation (Sidhu et al., 2023).
- *Ethical and Authentic Leadership:* Inclusive leadership is closely linked to ethical and authentic leadership styles. These leadership styles emphasize trustworthiness, honesty, and a strong moral compass that fosters respect and trust among different teams (Gheorghe, 2021).

Cognitive and Decision-Making Competencies

- *Cognitive Complexity and Humility:* For inclusive leaders, cognitive complexity plays an important part since it enables them to understand multiple perspectives or approaches. Moreover, humility involves accepting one's short comings while being open to learning from anyone regardless of class or status (Hornby, 2014). This competence enables leaders make informed decisions in diverse complex environments (Simmons et al., 2020).
- *Problem-Solving Competency:* Lee et al. (2023) examine core competencies necessary for fostering professionalism in home day care center directors, incorporating problem-solving competency. This skill is essential for inclusive leaders who may have to face challenges or conflicts in diverse groups (Lee et al., 2023)

Leadership and Management Competencies

- *Leadership Skills and Management Competencies*: Strong leadership skills including the ability to inspire, motivate, guide teams towards shared goals characterize inclusive leaders. Additionally management competences like strategic planning, resource allocation as well as performance management are important in leading diverse teams effectively (Beyrouti, 2017).
- *Leadership Styles*: Inclusive leadership additionally encompasses using different styles of leadership such as transformational, servant or ethical thus enhancing inclusivity within organizations through diversity (Yabrude et al., 2021).

Personal Development Competencies

- *Continuous Learning and Self-Improvement*: Inclusive leaders are committed to continuous learning and self-improvement. This involves being abreast with the latest developments in the field, seeking feedback and being open to new ideas and perspectives (Hornby, 2014).
- *Competency Modeling*: Vnoučková et al. (2016) expound on competency modeling within agriculture companies applicable in management education. This model works by identifying key talents and skills that are needed for inclusive leadership such as strategic thinking, cultural intelligence, ethical decision making, among others (Alfalih, 2022).

Pedagogical and Principle-Based Competencies

- *Innovative Pedagogical Approaches*: For management education to develop these competencies innovative pedagogical approaches are needed. These approaches encompass experiential learning, case studies, role-plays and simulations that provide practical experience of managing diversity and leading inclusively (Beyrouti, 2017).
- *Understanding of Diversity and Inclusion Principles*: Deep understanding of diversity and inclusion principles is a prerequisite for inclusive leadership. This requires not only knowing different cultural norms but what they imply on gender or social background as well as the possibility of exploiting them for organizational success. This can be seen in Alfalih's (2022) discussion on developing diversity management competencies in Saudi Arabia's private sector where he emphasizes cognitive skills as well as communication competence in relation to leadership diversity competences.

DEI Promoting Pedagogical Approaches

Diverse and innovative pedagogical approaches in management education that promote DEI are aimed at creating inclusive and engaging learning environments. For promoting DEI in management education, service learning is a significant pedagogical approach in the Indian context (Bandyopadhyay et al., 2022). This method helps students to get involved in social projects that tackle real-life issues hence appreciating diversities and inclusivity. Service learning helps students to connect theoretical knowledge with practical situations making them understand better various cultures and societal dynamics. This methodology is consistent with Zhaitapova et al.'s (2022) findings which stress the importance of ongoing teaching training as a way of addressing societal concerns. Innovations like gamification or exploratory learning such as Lego Serious Play are considered impactful on increasing DEI in business schools (Gkogkidis & Dacre, 2021). These strategies involve active participation of learners through hands-on activities to foster creativity, collaboration and problem solving skills. By using gamification, educators can make classrooms interactive where all students are motivated to participate and share their ideas from different angles. Exploratory experimental environments similar to those created by using Lego Serious Play contribute to deeper understanding of DEI principles in the management sphere allowing for visualizations of complex concepts by students.

Jarupongputtana et al. (2022) discuss how interdisciplinary community-based learning can enhance digital citizenship competencies. This method involves the fusion of different disciplines in order to address societal problems, hence promoting digital literacy as well as DEI consciousness. This way of teaching is consistent with a holistic education that facilitates an in depth comprehension of social issues and what they need to be done about them. Sanches et al. (2022) show how critical thinking is associated with information literacy pedagogical strategies. This approach is important in management education for it enables students to critically evaluate information, taking into account different views and the needs of others involved. Dierksmeier (2020) juxtaposes mechanistic management education against humanistic management learning. On the other hand, humanistic management learning builds students' consciousness about ethical, social and environmental aspects for business aligning these practices with principles of DEI. This approach is vital because it develops future leaders who have skills in management as well as strong commitment to creating ethical inclusive environments. According to Zhaitapova et al. (2022), continuous pedagogical education is aimed at ensuring that school instructors are constantly adapting their methods of teaching to be more inclusive for all their students based on DEI ideology. It guarantees that teachers always have best tactics and knowledge allowing them integrate DEI ideas correctly into curriculum.

Elmassri et al. (2023) illustrate how SDG 8 which focus on stimulating inclusive and sustainable economic growth has been integrated into business school education. The goal here is not only to educate students on global challenges but also encourage them think critically about how the activities they will undertake as managers will make a difference towards a more equitable and just world. Elmassri et al. (2023) have studied the perceptions of students about business school education and the integration of Sustainable Development Goals (SDGs). This study suggests that incorporating DEI and sustainability themes into curriculum is important, as it creates content that is inclusive and encourages sustainable economic growth. The pedagogical approaches in management education that promote DEI are diverse and multifaceted. They range from service learning and gamification to interdisciplinary community-based learning and critical thinking strategies. These approaches are instrumental in preparing future leaders who are not only skilled in management practices but also deeply committed to fostering inclusive and diverse workplaces. By integrating these pedagogical approaches, management education programs can effectively promote DEI values among learners, preparing them for the challenges of a diverse global workforce.

FOSTERING INCLUSIVE SKILLS: BARRIERS AND FACILITATORS

In the context of management education, developing inclusive leadership skills is a multifaceted challenge, influenced by various barriers and facilitators. This discussion synthesizes findings from existing literature to understand these factors and proposes strategies to overcome barriers and leverage facilitators.

Analysis of Barriers and Facilitators

In today's educational landscape, the idea of inclusive leadership is often overtaken by various obstacles. These barriers could be in form of educational institution's inherent structural and systemic problems or broader societal elements. It is important to examine these barriers in depth, so as to understand and overcome the hurdles that limit efforts aimed at fostering inclusive leadership in education. The prevalence of homogeneity of teaching staff and syllabi often leads to a constrained view of leadership.

This homogeneity means that various perspectives and experiences are missing in relation to managing diverse teams or organizations properly. The work of Goodall et al. (2022) emphasizes how uniformity can hinder leadership development for diverse educational environments. Many educational institutions are reluctant to accept new paradigms such as inclusive leadership approaches. This resistance is often due to limited understanding about the importance of diversity, equity, and inclusion (DEI) or strong adherence to traditional teaching methods. Bonesso (2022) offers insight into how this resistance obstructs integration of inclusive leadership principles thereby hampering effective response by educational leaders to evolving

needs of their diverse constituencies.

There are great hurdles in integrating innovative teaching methods as well as leadership approaches due to lack of financial and material resources. Goodall et al. (2022) have argued that educational institutions often face the problem of scarce resources and thus may lack enough for inclusive leadership to be properly implemented and sustained. Barriers to developing inclusive leadership skills include engrained biases and stereotypes. Often these prejudices can be traced back to cultural influences at the societal level, which can impact both learners and tutors, thus promoting exclusionary attitudes and practices. Bonesso (2022) has talked about how these roadblocks slow down the process towards responsive inclusive leadership within an academic community. One major barrier is the resistance of long-standing curricular structures alongside traditional teaching methodologies to DEI demands. Thorpe (2019) writes that this systemic inertia stops educational establishments from changing in ways that would support inclusive leadership.

The effectiveness of technology in leadership development can be hampered by challenges such as the digital divide and non-user-friendly platforms. There are technological barriers that hinder accessibility and effectiveness of leadership development programs which are discussed by Li et al. (2022) and Qazi, Sharif, and Akhlaq (2022) especially in under-resourced settings. Inclusive leadership faces diverse and intricate barriers in education. These barriers include matters pertaining to homogeneous teaching, inertia, insufficient resources, societal blockages on cultural grounds and real cause for change resistance to new paradigms and technological pitfalls. Policy shifts, re-allocation of resources, changes to culture as well as technology advancements are required to address these barriers. It is only through such comprehensive efforts that educational institutions can begin to overcome these hurdles and foster truly inclusive leadership.

The nurturing of inclusive leadership skills is significantly enhanced by a variety of facilitators, which play a pivotal role in shaping an educational environment conducive to DEI. Central to this endeavor are innovative teaching methods, such as experiential learning, service learning, and collaborative projects. These approaches, as Hornby (2014) notes, are instrumental in fostering inclusive leadership skills. They provide students with opportunities to immerse themselves in diverse perspectives and apply leadership concepts in tangible, real-world scenarios. Equally crucial is the robust support from educational institutions. This backing, manifesting as financial resources, policy reforms, and the creation of inclusive learning spaces, is vital for the successful integration of DEI initiatives (Li et al., 2022). Furthermore, the professional development of faculty in DEI and inclusive leadership is paramount. Offering educators workshops, seminars, and resources not only enhances their understanding but also equips them with the necessary skills to effectively impart these principles (Qazi, Sharif, & Akhlaq, 2022).

Student involvement in the development and execution of inclusive leadership initiatives is another key facilitator. By engaging in student-led projects, providing feedback, and participating in curriculum design, students gain hands-on experience in leadership roles (Kennedy, McGowan, & El-Hussein, 2023). Additionally, the support from government and regulatory bodies in policy development and DEI training is a significant enabler, assisting institutions in implementing effective strategies (Li et al., 2022). Prior training and awareness provided by higher education institutions in DEI and inclusive leadership also play a critical role. Such preparatory measures equip both students and faculty with the essential knowledge and skills to effectively engage with DEI issues (Qazi, Sharif, & Akhlaq, 2022). Lastly, the role of information technology in developing online learning systems that incorporate DEI principles offers accessible and diverse educational materials and experiences. The digital proficiency of students and faculty further facilitates the adoption of e-learning platforms, enhancing the learning experience in inclusive leadership (Li et al., 2022; Qazi, Sharif, & Akhlaq, 2022).

Balancing Barriers with Facilitators

In addressing the barriers to inclusive leadership in education, it is essential to consider the facilitators that

help to counterbalance these challenges. Each section below delves into specific barriers and discusses how they can be mitigated through various strategies, supported by recent academic research.

- **Combating Homogeneity with Innovative Methods:** Combating Homogeneity with Innovative Methods: It is a necessity to fight against homogeneity of teaching staff and syllabi in the educational landscape for a more inclusive and diverse view of leadership. This can be achieved through diverse and experiential teaching methods that bring multiple points of view and experiences into the learning environment. For example, Corson (1998) views indigenous cultures' community-based education as a good model of integrating different perspectives into the teaching process. Alongside, Hohmann et al. (2022) affirm on how community members' knowledge and beliefs are influenced by statewide educational programs, suggesting that such broad-based educational efforts may effectively address homogeneity.

Recent studies also show that adopting varied and experiential ways of teaching can make significant improvements in learning experience. For instance, Khalid et al. (2023) discuss how simulation-based experiential learning enhances learners' abilities to analyze difficult global health issues. This method brings about diversity in learning experiences and makes students think analytically based on real-life situations. Likewise, Vindigni (2023) identifies adaptive and re-adaptive pedagogies within higher education with emphasis on their effect on professional competency development across various curricula. Such pedagogies allow for personalized instructional processes that are tailored towards meeting the specific requirements of each student according to his or her background.

Moreover, Bhati and Song (2019) stress collaborative experiential learning as an important means of formative assessment that is individually oriented. Here, students can then understand better material using approaches that they are comfortable with academically thus promoting inclusive learning environments. In addition, Papaioannou et al. (2023) contribute to this discussion by reviewing high profile learning spaces in tertiary institutions which promote variety within different experiences. In many educational systems, it is crucial to adopt different kinds of experiential teaching methodologies due to prevalence of homogeneity among them. Leadership perspectives are broadened while varied viewpoints and experiential learning opportunities improve the overall learning experience.

- **Overcoming Resistance with Institutional Support:** Overcoming resistance to new paradigms in education, particularly those related to inclusive leadership, is a challenge that can be effectively addressed through institutional support, policy reforms, and resource allocation. Bingerud (2021) illustrates this through the example of Chalmers University of Technology, which overcame resistance and inertia by implementing a matrix organization that included student co-creation. Bodnar and Horishna (2021) further emphasize the importance of institutional support in facilitating the adoption of new paradigms in general secondary education institutions.

The significance of institutional support in educational settings has been discussed extensively in recent literature. Gorski and Parekh (2020) discuss the support for critical multicultural teacher educators, highlighting how transformative teaching and social justice education are bolstered by perceptions of institutional support. This means that institutions that actively back their educators in these areas can go a long way toward affecting inclusive and diverse teaching practices. Thomas (2020) explores the role of institutional support in the leadership development of women in higher education administration. Resultantly, this research suggests that there is need for institutional backing so as to meet these challenges head on especially for marginalized groups.

Besides, Zhao et al. (2020) examine how behaviors are shaped through institutional support in British higher educational institutions focusing on employees for sustainable technological change. Even more importantly, it emphasizes that not only educational improvements but also technological progressions

within the education sector rely on institutional support. Philipsen et al. (2022), on the other hand, test an instrument designed to assess teachers' perceptions about institutional support regarding online and blended learning professional development thus reinforcing what is being said about twenty-first-century educational landscape's dependence on school endorsement.

- **Technology as a Means for Overcoming the Scarcity of Resources:** Education is faced with the task of addressing resource scarcity, especially when it comes to implementing innovative teaching methods. In this case, e-learning platforms can be used to solve this problem. Kretzer et al. (2017) explore how schools in Malawi have managed to improve sustainability despite limited resources. The authors demonstrate the potential of e-learning platforms in providing cheap and sustainable solutions in situations where resources are limited. In a similar vein, Wagenge-Ouma (2011) considers cost-effective approaches to resource-constrained higher education in Africa. Moreover, new researches are also pointing out the significance of e-learning in dealing with resource limitations. Guenther (2020), for example, points out that academic research has come to a point where there is need to be innovative in finding ways to overcome limitations regarding resources. This initiative suggested by e-learning tools provides an opportunity for educators and learners alike to access resources on need basis that are flexible and can be scaled up or down as required by specific learning contexts. Similarly, Sydow et al. (2019) discuss how Pan-African University Alliance was organized using e-Learning systems showing that technology use reduces challenges caused by scarce resources thereby promoting educational cooperation between different countries.

Furthermore, Brodrick et al.(2022) provide an illustration of how multimedia and other forms of simulation training can be used in medical education with examples on how e-learning can achieve comprehensive training even where there are limited resources. Therefore, its use should not only conserve resources but also lead to high-quality education outputs at all times. These illustrations show how using e learning would address the issues related to scarcity of resources in education. Treating resource scarcity as an implicit challenge within the educational setting highlights the role played by E-Learning platforms towards its reformulation; these become one way through which learning institutions become more accessible and affordable (Wagenge-Ouma, 2011).

- **Countering Societal Roadblocks with Faculty and Student Engagement:** Inclusion leadership skills development in education is hampered by societal and cultural roadblocks, which is a complex yet important endeavor. An effective strategy towards this goal is empowering educators and learners to be DEI actors. Socio-scientific argumentation plays a role in driving science learning, which can be useful for inclusivity-driven environments within academic institutions (Greer & Glaze, 2016). If educational institutions engage with faculty and students on the subject of diversity, equity, and inclusion (DEI), then they will be able to create a culture that counters prejudices and stereotypes prevalent in society at large. Other recent studies have also underscored the significance of faculty-student engagement in DEI initiatives. Technology-supported DEI efforts are exemplified through La Macchia's (2020) illustration of the use of an academic digital library for promoting equity and inclusivity in higher education while addressing accessibility issues on online courses raised by Burgstahler (2022) among others.

In addition, Hussaini et al. (2022) examine innovation in recruitment and curricular design for DEI education focusing on hematology-oncology trainees who serve as guides while specializing in particular areas. To understand how students perceive the impact of diversity, equity, and inclusion initiatives at college level; Haley et al. (2023) gather information from graduate students who wanted to know about diversity-related opportunities during their time at university campuses. Overall, these findings indicate that faculty-student involvement in the search for solution is essential when it comes to ensuring an all-inclusive environment. This involvement will not only take care of societal and cultural obstacles but also foster

community spirit by fostering understanding among all parties in the educational system. Societal roadblocks can thus be addressed through concerted effort to involve staff members along with students in diversity, equity, and inclusion activities. This participation is significant for promoting inclusive atmosphere that recognizes diversity and equalizes access to education within academic settings.

Recent Developments in DEI

There have been some new approaches to DEI in management education and new challenges have been emphasized. For instance, the DEI Institute is an initiative that targets nursing faculty aimed at fostering inclusive learning environments and tackling health equity concerns in education settings (O'Connor et al., 2019). This is one of many recent moves to train people in DEI for various fields. "Educational Developers" are now seen as promoting lifelong learning by being cultural influencers for DEI and having an equity mindset for mitigating challenges related to DEI (Dietz et al., 2022). The evolution of educators' roles in shaping DEI initiatives that change institutional culture is what this development points out.

Implementing diversity, equity, inclusion and belonging (DEIB) has shown to enhance performance through overcoming recruitment, promotion and retention barriers within organizations including educational institutions (El-Amin, 2022). This shows why holistic strategies of managing diversity, equity, inclusion and belonging are important in business schools demanding systemic transformation towards genuine inclusivity. Professional development programmes on DEIB launched by graduate schools have been found to enhance students' intercultural competence leading to more inclusive climates (Willis & Schram, 2022). It reflects the increasing importance of DEI training within higher education that acknowledges the necessity for preparing graduates who would be entering into diverse workplaces. These recent developments in DEI in management education exhibit a dedication to advancing inclusive practices and addressing emerging challenges within the field. They remind us about the importance of continuous innovation and adaptation in DEI strategies so as to meet changing needs of students and educators.

METHODOLOGY

The research was grounded in literature-based theoretical inquiry, focused on Diversity, Equity and Inclusion (DEI) in business schools. This effort aimed to consolidate existing literature. It identified gaps in the same, and suggested new ways of looking at inclusive leadership development. This approach was especially appropriate for investigating DEI from different angles by analyzing various perspectives and theoretical frameworks depthfully (Snyder, 2019). It involved going through academic journals as well as conference proceedings amongst other authoritative sources. The search was guided by key online databases and keywords related to DEI in management education, inclusive leadership and pedagogical approaches were used. Criteria for selecting the literature included relevance to the study topic, recency of publication time and academic standing (Booth et al., 2016). Thematic analysis helped capture key themes and patterns evinced in the literature. The method allowed me to discover common threads, divergent views as well as emerging trends. In addition, it critically evaluated methodologies applied and findings reported by the chosen studies to verify their validity and reliability thereby bringing all these together into a single account that reflected current knowledge status while proposing forward-looking directions for future inquiries (Braun & Clarke, 2012).

KEY FINDINGS AND DISCUSSION

The exploration of Diversity, Equity, and Inclusion (DEI) in management education has unveiled significant findings that are reshaping the academic and corporate landscapes. This comprehensive review delves into the key findings of the study, revealing the multifaceted nature of DEI and its profound impact on management education. It offers an understanding of the current state and future directions of DEI in

management education.

The study emphasizes the critical role of DEI in creating a culture that values respect, belonging, and addresses unique barriers faced by diverse student and faculty groups. McCleary-Gaddy (2019) highlights the necessity of this culture in management education, where future leaders are shaped. The nurturing of these leaders requires an integrated approach to DEI, fostering an environment where all individuals feel valued and included. According to Guo-Brennan (2022), this aspect is important for collective well-being as well as sustainability in management education. This means that without appreciating diversity while working together will result to poor performance since diversity affects people's success through training as well as development programs related to managers' cultural intelligence which is responsible for managing different teams effectively. In addition, it also highlights that gender-inclusive learning experiences are essential to promote gender equality. For example, Waples and Morgan (2022) and Etengoff (2022) argue that DEI is not as simple as many people think. They acknowledge that it is a multi-faceted concept with educational implications.

This study shows that if students do not learn in gender-inclusive environments, then the institution cannot be considered to have achieved gender equity within its structures. This finding is significant in addressing gender disparities and fostering an environment of equality. The curriculum should, therefore, include DEI in order to create an inclusive learning environment and set cultural competence goals for graduates (Fuentes et al., 2021). This integration is key to increasing student success outcomes and preparing graduates for a diverse global workforce, addressing the evolving needs of the labor market (Kincey et al., 2022). According to Kincey et al. (2022), this means that the future leaders must be aware of the roles played by diversity, inclusion, and equity since these are all elements of DEI within organizational context. This aspect of DEI is critical in bridging the gap between academic preparation and real-world application. Education stakeholders have divergent opinions concerning diversity, inclusion, and equity which are components of DEI (Bandyopadhyay et al., 2021). For instance, Bandyopadhyay et al. (2021) discuss about they experienced service learning pedagogy through which they developed inclusive mindset while solving business problems. On one hand Littenberg-Tobias et al. (2020) reflect on digital simulations and NLP for teaching diversity courses while on the other hand Corsino and Fuller (2021) review DEI educational approaches in Clinical and Translational Science education.

This research work by Rajendran et al. lists down various skills that are necessary for effective leadership in companies like emotional intelligence, adaptability, cultural diversity awareness, ethical and authentic leadership, cognitive complexity as well as communication skills. (Rajendran et al., 2020; Alfalih, 2022; Qhogwana et al., 2023; Lee et al., 2023; Sidhu et al., 2023; Gheorghe, 2021; Hornby, 2014; Simmons et al., 2020; Beyrouti, 2017; Yabrude et al., 2021). As such if one is to summarize the content of this article it can be said that some of the contemporary teaching techniques that promote equity in learning are discussed here. For example Bandyopadhyay's view is that we live in a world where services offered or given must be inclusive and diverse based on this service learning pedagogy (Bandyopadhyay et al., 2022). Besides that Zhaitapova et.al (2022) studied about these implications of the study. However Sanches et.al(2022), also insist on critical thinking as a skill that can be used to solve problems related to DEI while Dierksmeier("Humanistic Management Learning," n.d) expounds more on humanistic management-learning. Lack of diverse faculty is one barrier while institutional resistance is another hindrance to implementing inclusive policies within the institutions of higher learning (Smith et al., 2018). Innovating pedagogical approaches, institutional support, faculty development, student engagement, and technology assist with these (Smith et al., 2018). The development of organizations such as the DEI Institute and the roles of educational developers as cultural influencers indicates that stakeholders are committed to promoting inclusive practices (O'Connor et al., 2019; Dietz et al., 2022; El-Amin, 2022; Willis & Schram, 2022).

Programs for Inclusive Leadership Skills

The process of developing inclusive leadership skills in management education is complex and requires multiple competencies. Recent literature has identified a number of key competences for effective leadership in diverse settings, which are essential for future leaders to thrive and contribute to a more diverse and globalized workforce.

Leaders need emotional intelligence to be able to understand and respond appropriately to the emotional and interpersonal needs of team members (Rajendran et al., 2020). This goes beyond recognizing oneself by appreciating others, which is crucial in diverse settings (Alfalih, 2022). Adaptability and resilience: The demands of inclusive leadership require adaptability and resilience in order to cope with the complexities of different workplaces (Qhogwana et al., 2023). Adaptability involves adjusting strategies and approaches in response to changing circumstances while resilience refers to sustaining effort and focusing on the challenges that come along the way (Lee et al., 2023). A main competency for being an inclusive leader is understanding and embracing cultural diversity. This implies knowing how different cultures operate as well as leveraging this diversity for enhancing team performance and innovation (Sidhu et al., 2023). In addition, inclusive leadership entails ethical practices based on authenticity as highlighted by Gheorghe (2021). This fosters trustworthiness, moral compassing that builds trust among team members.

Cognitive complexity entails being able to recognize and consider multiple positions or viewpoints necessary for inclusive leadership. Coupled with such humility, this enables leaders' decisions to be more informed regarding multifaceted environments characterized with different people (Simmons et al., 2020). Inclusive leaders have to be good at leading, inspiring, and guiding their teams towards a common goal. Besides this, they also need administrative skills such as strategic planning, resource allocation and performance management (Beyrouti, 2017). In order to achieve inclusivity and diversity within organizations transformational leadership, servant leadership and ethical leadership are used (Yabrude et al., 2021). Effective communication is central to inclusive leadership. It means being able to communicate ideas clearly and persuasively and listening actively and empathetically to others (Yabrude et al., 2021). Inclusive leaders are individuals who continuously learn and seek self-improvement in terms of their knowledge on the subject matter as well as industry changes (Lewin, 2014). Hence, they remain updated in their field by seeking feedback from colleagues as well as being open minded to new ideas (Hornby 2014)

To handle different situations that occur in diverse groups in an organization, inclusive leaders should possess problem solving skills (Lee et al., 2023). Competency modeling involves identifying key talents and skills necessary for inclusive leadership like strategic thinking, cultural intelligence and ethical decision-making processes (Alfalih, 2022). These competencies may be developed through innovative pedagogical approaches such as experiential learning; case study method; role play; simulations etc thus providing practical experience of managing diversity while leading inclusively (Beyrouti, 2017). Deep understanding of diversity management principles is a critical factor for inclusive leadership (Alfalih, 2022). It requires knowing different cultural norms or practices as well as recognizing how these differences can make an organization successful.

DEI, Careers and Leadership

Diversity, Equity, and Inclusion (DEI) education in management programs are transformative journeys that transcend the boundaries of academic knowledge to influence future career paths and leadership traits of students. This is because it offers a comprehensive study of diverse cultures and perspectives which is highly valued in the current global employment market. Hence, employers are interested in recruiting DEI educated individuals since they can adapt to various workplaces and have a positive impact on them. Consequently, this has made students who have studied DEI very attractive to potential employers (Fuentes-

Afflick et al., 2023). Moreover, continuous exposure to DEI education creates stronger cultural competence which helps students work effectively across cultures thus having an edge particularly in companies that operate globally or target heterogeneous consumer groups (DeHart, 2022).

Inclusive leadership styles are the most apparent results of DEI education. Leaders who have been immersed with the principles of DEI tend to be empathetic and proactive in their desire for equality even when dealing with diversified views. These are leaders who develop working environments where diversity is not only recognized but also appreciated as can be seen from the way the team members feel belonged to such a company or department thereby promoting mutual respect among its members. Modern organizations increasingly recognize this type of inclusive leadership as indispensable (Roberson, 2020). Moreover, future executives undergo ethical grooming by acquiring DEI training that consequently promotes ethical decision making style while responding to social concerns just like companies have become more socially responsive because of growing interest in corporate social responsibility (Johnson, 2021).

The impact of DEI education can be clearly seen when it comes to developing inclusive leadership styles. Leaders with grounding in DEI principles typically demonstrate empathy; they have a willingness to listen to different opinions; they hold fairness as one of their major values while valuing equity at work places where diversity leads towards belongingness among the team. In response to such a development, inclusive leadership has come to be seen as one of the major necessities in today's organizations (Roberson, 2020). Besides, DEI education inculcates strong sense of ethics and social responsibility among future leaders thus leading to leadership styles which are greatly concerned with ethical judgments as well as social responsibility just like the world of business has been focusing on corporate social responsibility (Johnson, 2021).

Management programs' DEI education is more than an academic exercise; it is a transformative experience that shapes students' professional paths and leadership styles. It is therefore meant to prepare these individuals for life where diversity, equity and inclusion will be core values professionally and personally leading to better integration into the global workforce which is both diverse and all-inclusive.

Effectiveness of Different Pedagogical Approaches

The effectiveness of pedagogical approaches in management education for promoting DEI is supported by various theoretical frameworks and models. Bandyopadhyay et al. (2022) highlights that service learning nurtures these values while Adhikari, (2021) adds on to this by stating that such a strategy has to be inclusive to all learners. DEI practices are often supported by service learning theories which are built upon experiential learning theory – whereby students learn best when they get involved actively in real life activities. In this pedagogy, not only do students gain knowledge but also empathy and social consciousness hence making them inclusive leaders.

The use of exploratory learning environments, such as Lego Serious Play, is noted for its effectiveness in promoting DEI (Gkogkidis & Dacre, 2020). They are often premised on constructivist learning theories where knowledge is gained through experience and interaction with others. Students can develop an inclusive mindset and become more appreciative towards diversity by engaging in creative and collaborative activities. Effective classroom management strategies are crucial in creating a DEI-focused educational environment. This includes reactive/proactive strategies, cooperative learning, culturally responsive teaching, etc., as mentioned by Adhikari (2021). All these strategies fall under transformational learning theory whose main aim is to change the lenses of learners so that they become more empathetic and inclusive.

Nikolova and Andersen (2017) argue that value created through service-learning involves academic teaching that matches real business challenges. According to this theory people learn through each other's

behavior by watching their actions being performed or modeled before them; thus it implies that students will appreciate diversity and inclusivity by example since they see this behavior in real-life situations. Inclusive leadership development models, such as those presented in the work of inclusive leadership in compulsory education (2022), focus on distributed and pedagogical leadership as key to fostering inclusive practices. These models often incorporate elements of transformational leadership theory, which emphasizes the role of leaders in inspiring and motivating followers to achieve higher levels of performance, while also fostering an inclusive and equitable environment.

Comparison Literature and Theoretical Frameworks

The study on DEI in management education shows a strong alignment with existing literature and theoretical frameworks. The emphasis on experiential learning, inclusive leadership development, and innovative pedagogical approaches indicates a progressive evolution in management education. These advancements are crucial for preparing future leaders who can effectively navigate and contribute to a diverse and globalized workforce (Guo-Brennan & Evans & Knepper 2020).

The study also aligns with various theoretical frameworks that support its findings. The emphasis on experiential learning approaches is supported by experiential learning theory, as exemplified in the effectiveness of service learning by Bandyopadhyay et al., 2022 or Exploratory Learning Environments for Responsible Management Education Using Lego Serious Play (2021). Additionally, the focus on inclusive leadership development models aligns with transformational leadership theory highlighting inspiring and motivating followers by Yabrude et al., 2021. The innovative pedagogical approaches identified in the study support social learning theory that learning occurs through observation and modeling, a concept explored by Littenberg-Tobias et al., 2020.

This alignment is evident in several key areas. Firstly, the study's exploration of the historical evolution of DEI in management education resonates with existing literature that documents a shift towards more inclusive and equitable practices. This shift is particularly noted in the works of Waples and Morgan (2022) and Etengoff (2022), which detail the progressive acknowledgment of DEI's multifaceted nature and its pivotal role in educational environments. Moreover, this research mirrors McCleary-Gaddy's work whose emphasis on cultivating respect, value and belonging highlights DEI's importance in nurturing as well as inclusive educational institutions. Additionally, the study also explores how to integrate DEI into the curriculum as evidenced by Fuentes et al.'s findings that indicate an increasing need for universities to incorporate these values into their programs thus facilitating equality.

The study indicates significant advancements in management education, particularly in the integration of DEI principles and the development of inclusive leadership skills. These advancements reflect the changing dynamics of the global workforce and the growing importance of diversity and inclusion in organizational contexts, as discussed by Guo-Brennan (2022) and Evans and Knepper (2020). The study not only aligns with existing theories and literature but also contributes to the ongoing discourse on the importance of DEI in management education providing new insights and directions for future research and practice.

IMPLICATIONS FOR MANAGEMENT EDUCATION

Educators and Educational Institutions

The findings have critical implications for educators and educational institutions. For teachers, it is necessary to apply experiential and interactive learning techniques. These approaches are underpinned by theoretical frameworks that facilitate self-efficacy, motivation, leadership skills, as well as understanding cultural contexts in diverse organizations. The remarkable adoption of these methods necessitates a supportive environment for creativity significantly by educators who must not only teach but also learn from

their students. Integration of DEI principles into curricula is paramount for educational institutions. Instead of merely updating course content, this entails a comprehensive reconsideration of teaching methods to ensure inclusivity in the context of diversity among students. Moreover, institutions should engage in policy formulation that supports DEI undertakings and establish an institutional culture that respects and promotes diversity at all levels.

In addition to revisiting the curriculum and policy changes, institutions should concentrate on faculty recruitment and development strategies aimed at supporting the goals of DEI. This involves hiring faculty members with diverse backgrounds and offering them professional development opportunities so that they can effectively contribute towards DEI initiatives. The findings show a holistic approach to management education on DEI is necessary since both educators and institutions need to work together. In these alterations, educational establishments can be significant participants in developing global managers who not only know how to manage people but understand the importance of equality in culturally diverse environments.

Recommendations for DEI Integration

Integrating Diversity, Equity, and Inclusion (DEI) more effectively into management education requires a multifaceted approach that encompasses curriculum development, faculty training, student engagement, collaboration with external entities, and inclusive assessment methods. By adopting these recommendations, management education programs can create an inclusive and comprehensive learning environment that not only educates students about DEI but also prepares them to be effective, empathetic leaders in a diverse business world.

To have business savvy students who have a full understanding about these matters it is crucial to embed DEI topics and case studies within the curriculum. This might mean incorporating modules focusing on this issue into existing units or designing altogether new courses around them. Case studies should be widely diverse and practical, making them understand DEI complexities in business. The role of faculty members in DEI education cannot be overemphasized. Educating them on DEI issues, inclusive teaching techniques and experiential learning approaches will enable them to teach inclusively to a diverse student body. Such training should be ongoing as well as adaptive as the landscape of DEI changes. Students have an active role to play in the entire process of DEI implementation. Encouraging students to engage in service learning programs and other related activities enhances their understanding for diversity and inclusion while at the same time providing life-long skills. This way, they become critical thinkers who are empathetic.

Through internship placements, guest lectures, joint projects among others, these alliances expose students to diverse real-life work scenarios where they can practically appreciate DEI's value within an organization. Internships, guest lectures, joint projects among other things would allow students firsthand understanding of implementing and valuing DEI in different organizational settings. Excellent assessment methods will cater for all types of learners with different learning styles. These methods must be designed fairly such that they test each student's grasp of knowledge about applying DEI principles in their lives generally and not just during exams time when everyone is anxious about getting good grades even if it means cheating. By creating classroom environments that value diversity and promote inclusivity, every student's learning experience can be enhanced as well improved. Compared to unconscious biases being addressed; safe spaces where open dialogues can take place have been created; inclusive languages have been adopted; among other strategies employed by instructors.

Using technology and innovative teaching approaches enable faculty to overcome resource constraints while engaging students in interactive and meaningful learning experiences. This mentorship programs and support networks for young people from marginalized communities can help them develop leadership skills as well as deal with isolation. Promoting inclusive culture within institutions is very important. Resource

allocation, policy changes, and an environment that values diversity as well as inclusion should be the main focus areas for creating a culture of inclusivity in education institutions. Partnerships with leading DEI organizations and firms can offer resources that are invaluable. Case studies based on practical examples enhance learning which can also take place through these partnerships. Real-world experiences through diverse communities and organizations will deepen student understanding of inclusive leadership. Encouraging a culture of inclusivity within educational institutions is crucial. Such an environment promotes diversity at every level in the institution's life.

Future Research Directions

There are several potential directions for future research. Longitudinal studies that examine the long-term effects of DEI-focused education on management graduates' jobs and leadership style; Evaluating different pedagogical approaches to promoting DEI in diverse cultural and institutional settings; Assessing the impact of selected DEI interventions and programs on student outcomes and school culture; Address the difficulties faculty members face while incorporating DEI into their teaching, how they can be solved; Examining how technology, such as virtual reality and artificial intelligence, can enhance DEI instruction in management curricula are some pertinent research areas. The integration of diversity, equity, and inclusion aspects into management education is not a fad but an exigency of globalization in the modern world. Educators and institutions can use innovative pedagogical approaches to foster inclusive leadership development thereby preparing future leaders who will fit in well with global workforce diversity.

CONCLUSION

An important contribution to our understanding of how DEI principles are integrated into curriculum design and inclusive leadership development is this study on Diversity, Equity, and Inclusion (DEI) in management education. It points out that educational practices have changed over time to become more inclusive hence underlining the necessity of creating a culture where diversity, equity, and inclusion matter. It identifies key competencies required for inclusive leadership such as emotional intelligence, adaptability, cultural sensitivity among others and explores innovative ways through which these competencies can be integrated into management education. The paper also addresses barriers and enablers that influence development of an inclusive leadership strategy proposing practical suggestions for overcoming these hurdles. This research marks an important milestone towards re-orienting business education to better prepare tomorrow's leaders for the challenges associated with managing in a diversified workplace by providing insightful information to educators/institutions concerned about equitable learning environments.

Reflections on the research objectives. The first objective sought was identifying key DEI competencies required for inclusive leadership in management education. This was skillfully accomplished by the study which explored a number of critical competencies like emotional intelligence, ability to adapt, and awareness of cultural diversity. In the research, reference is made to recent literature including work by Rajendran et al. (2020) and Alfalih (2022), among others, thus providing a deep understanding of the skills and attributes necessary for effective leadership in diverse environments. The study closely scrutinized various innovative approaches that are being used in assessing current pedagogical approaches for DEI integration in management education. Among the techniques mentioned include service learning, interactive online games as well as exploratory learning environments. It also analyses how these methods have been implemented in educational settings through their efficacy in promoting inclusiveness and relevant abilities relying upon works of Bandyopadhyay et al. (2022) and Littenberg-Tobias et al., (2020). The research also effectively examined the barriers and facilitators affecting the development of inclusive leadership skills through DEI education. As a result, it provided a very perceptive analysis of challenges such as institutional constraints or lack of resources while also outlining the facilitators like institution backing combined with innovative teaching methods. This comprehensive analysis therefore helped to understand what goes on

during effective implementation of DEI in MSM programs.

Final thoughts. The look ahead regarding the future of DEI in management education seems very bright and fluid. Given the changes in global landscape, learning institutions will increasingly incorporate DEI as part of their management programs. Thus, maintaining a strong commitment to DEI will improve both students' wellbeing and ability to lead effectively in multicultural contexts. In addition, this will widely enriching DEI initiatives for better teaching methods, faculty training and use of technology in it will sustain its relevance, impact and inclusiveness within management education. To sum up, incorporating principles of DEI into management education is an important step toward creating a new kind of leaders that can meet challenges and opportunities thrown by a diverse world connected by thin wires.

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