

L&D Intervention mediating the Impact of Diversity, Equity, Inclusion and Acceptance on Performance: Proposed Framework

Dr Tulsee Giri Goswami

Department of Management, Central University of Rajasthan, Ajmer

Abstract:

Diversity is the range of human differences from class, age, ethnicity, race, beliefs, and values. Equity comes from treating employees equally and giving them fair chances of growth in an organization. Inclusion is a sense of belonging and being valued in the workplace. Diversity, Equity, and Inclusion (DEI) have been a much-discussed topic since their evolution, and many researchers have discussed their impact on productivity. Acceptance, on the other hand, is ignored and considered the same as inclusion. Acceptance is more psychological than DEI, and it depends on an individual's perception. Therefore, the success of the organization cannot be ensured by implementing 'Diversity, Equity, and Inclusion', but it also needs the "Acceptance" of different identities.

This paper aims to see the literature on Diversity, Equity, and Inclusion and the need for Acceptance as the new component of DEI. This study is qualitative and purely based on the theoretical literature available on DEI. The purpose of choosing this study is to see the need for Acceptance in an organization. It will benefit the organizations in formulating the DEI policies and designing L&D interventions and it will also be fruitful for future researchers to formulate the relationship in Diversity, Equity, Inclusion, and Acceptance while using L&D Interventions.

Keywords: *Diversity, Equity, Inclusion, Acceptance, L&D Intervention, DEI in the Workplace*

Introduction:

With roots in the civil rights movement of the 1960s, Diversity, Equity, and Inclusion, or DEI, has expanded to encompass the gender, sexual orientation, religion, national origin, and other identities. (Definitions and Fundamental Ideas for Diversity, Equity,

and Inclusion (DEI), glossary n.d.). The two significant studies, by Edelman et al. (2001) and Kelly and Dobbin (1998), emphasized the emergence and decline of the term "diversity." According to them, there wasn't much written about diversity before 1987. However, following that year, practitioner journal articles about the idea sharply increased, reaching a high in 1993 and then gradually declining over the following three years (Garg & Sangwan, 2021). According to Williams and Lynn (2010), acceptance is a self-regulation technique that is founded on having a welcoming and open mindset toward one's feelings, ideas, or outside circumstances. Prior research has assessed the effect of DEI on several performance indicators for a business, including revenue, productivity, financial performance, and cost-cutting. Higher acceptance levels are associated with greater mental health and performance, according to acceptance research (Bond & Hayes, 2002).

Diversity works best when it is paired with practices, policies, and procedures that create an inclusive workplace environment where employees feel respected, safe, valued, and involved both as individuals and as a part of the company (Wasserman, 2015). Mcisaac and Moody (2014) contend that by prioritizing diversity and inclusion and spearheading change initiatives, leadership may contribute to the development of the value proposition for these issues. According to Miller (1998), enhancing team members' ability to embrace diversity can improve team performance in organizations. This highlights the responsibility of organizational leaders in creating a varied and inclusive work environment.

Although they frequently work together, learning and development (L&D) developers, HR specialists, and DEI teams are typically distinct departments in most corporate organizations. L&D is either non-existent or falls under the HR department in certain companies.

Therefore, there is no intrinsic relationship or expectation of an interaction between L&D and Diversity, Equity, and Inclusion (DEI). Rather, HR divisions are leading the charge in advancing inclusive and equitable ideals and diversity. Even though larger companies may have their own DEI teams, they are still not associated with L&D.

Even though every business approaches DEI differently, many lose out on the chance to use their learning initiatives to influence workplace culture, promote diversity, and foster fresh perspectives. However, DEI and L&D might exchange priceless

information and perspectives, opening the door to a closer working relationship down the road.

To find out more about the DEI learning tactics being used and whether they are successful in changing behavior, I would like to research the literature. I find myself wondering if it is possible to alter people's mental models in order to create a varied, egalitarian, and inclusive workplace.

The main objective of this research paper is to review the existing literature on Diversity, Equity, Inclusion, and Acceptance and understand the relationship between them through a conceptual framework.

DEI Initiative

Era	DEI Initiatives	Focus of DEI Initiative
1960s-1970s	Equal Employment Opportunity (EEO); Affirmative Action	Reaction to persistent instances of prejudice against minorities; emphasis on "hiring by the numbers"
1970s-1980s	Affirmative Action; beginning of Diversity Management	Prioritize expanding the number of women and people of color employed.
1980s-1990s	Diversity Management	Emphasize the importance of understanding cultural diversity in terms of sexual orientation, gender, and race.
1990s-early 2000s	Diversity Management; beginning of Diversity, Equity, and Inclusion	Focus on awareness of cultural differences, stereotypes, unconscious bias, and privilege
Early 2000s-present	Diversity, Equity, and Inclusion focus; includes diversity management	Put your attention on promoting inclusion, equity, and diversity in the workplace.

Review of Literature:

The few related and important scholarly papers that present the results and help in driving the conclusion are presented below:

S.no	Contribution of the study	Researcher
1	This review article on diversity and inclusion from 2010-2017 helped in understanding the evolution of diversity and inclusion in recent times.	(Garg & Sangwan, 2021)
2	The paper worked in the area of workforce diversity and employee performance. The contribution of studies was to show that workforce diversity increases the creativity of employees leading to an increase in overall employee performance.	(Sundari, R., 2018)
3	This study shows the impact of diverse organizations on competitive advantage.	(Dixit, 2015)
4	This paper showed the relationship between diversity and an organization's productivity.	(Saxena, 2014)
5	According to this study, greater opinions of organizational justice and diversity management led to happier employees.	(Choi & Rainey, 2014)
6	The study looks at diversity and inclusion practices in great detail and demonstrates how effective diversity management strategies are at raising employee satisfaction and organizational success.	(Pai, 2021)
7	This empirical paper examines the role of Acceptance on mental health, job satisfaction, and work performance.	(Bond & Bunce, 2003)
8	This study shows the impact of acceptance and commitment training on work performance, stress, and job satisfaction.	(Pingo, Dixon, & Paliliunas, 2020)
9	The study included a thorough analysis of the literature on D&I as well as an online poll with 10,000 participants from over 40 nations and industries with an emphasis on lower-to middle-income economies. Increased D&I has been linked to increases in employee and organization performance, according to research.	(International Labour Organisation, 2021)

10	"an examination of social structures, institutions, and ways of knowing and being" is necessary to comprehend the role that organizations play in addressing the problem of DEI (p. 190).	Ortiz and Jani (2010)
11	The research elucidates the significance of organizations and their leadership in the advancement of DEI work through the concept of racialized organizations, defined as "racial structures which connect organizational rules to social and material resources".	Meghji (2022)
12	"DEI trainings have become increasingly popular under a range of titles (such as "Anti-Racism Training," "Diversity Training," "DEI Training," "Sensitivity Training," and "Cultural Competency Training")." At the core, the objective of these training programs is to "create positive changes related to bias, diversity, equity, and inclusion"	Cox (2022)

Research Methodology

The study is conceptual and reviews the existing literature on Diversity, Equity, Inclusion, Acceptance, and L&D interventions. To select and summarize the material studied for this paper, I have used a narrative review approach. Published empirical papers, review papers, survey data, and internet sources are used for conducting this study. The data is collected through different databases using the keywords 'Diversity', 'Equity', 'Inclusion', 'Acceptance', and L&D Interventions.

Research Objectives

1. To study the relationship between Diversity, Equity, Inclusion, and Acceptance
2. To explore the impact of DEIA on organizational performance
3. To describe the role of L&D Intervention on DEIA for improving organizational performance
4. To propose a conceptual model for further research

The aforementioned objectives will be accomplished by the compilation of scholarly material that has been published and addresses one or more of the research issues

related to the three main areas of focus—L&D intervention, training, and DEI practitioners.

Findings of the study

The existing literature shows that diversity, equity, and inclusion initiatives impact organizational performance. Studies of Acceptance have shown that it has increased job satisfaction and employee performance, leading to collective organizational performance. These studies show the relationship between Diversity, Equity, Inclusion, and Acceptance.

Acceptance is related more to individual performance, as being accepted depends upon the various individual experiences. Previous studies have not considered 'Acceptance' as a separate DEI component; therefore, more research is needed in this field. This study shows that Acceptance can be added to the DEI framework.

The study presents a conceptual framework that shows that the existing literature review presents a significant relationship between DEI initiatives and organizational performance. L&D interventions have shown a positive impact on employee performance.; Thus, taking L&D interventions as a mediator variable, we can predict the relationship between Diversity, Equity, Inclusion, and Acceptance with their impact on increased organizational performance.

Scholars and researchers have exchanged differing views on the definition and goal of L&D programs through a survey of the literature. This necessitates analyzing the institutional structure created by its leaders, who play a major role in deciding what can and cannot be woven in. When spearheading DEI efforts within their firm, leaders might take into consideration the practical advice provided by Auger-Dominguez (2020).

Many academics and researchers agree that there is a glaring dearth of studies looking at the efficacy of diversity training (McGuire and Bagher, 2010,). Yap et al. (2010) observed that training programs do not adequately address the structural or systemic behaviors that sustain unequal work experiences and outcomes. "The evidence of its positive impact on organizational performance is far from conclusive," according to Alhejji et al. (2015).

Mandatory diversity training, according to Green (2018), is ineffective and can undermine organizational goals. They are most typically “based on one-off or regular seminars, periodic interventions over weeks or months, workshop interventions, and/or self-paced e-learning” which lack “providing work-based, participatory learning to work with different employees” (Fujimoto & Hartel, 2017).

Everyone reiterated the criticism about the absence of evaluation. "More attention needs to focus on the evaluation of diversity training initiatives," according to McGuire and Bagher (2010). The "poor use of diversity-training measures, too much reliance on self-report measures, and little longitudinal investigation of outcomes" were highlighted by Alhejji et al. (2015). According to Fujimoto and Hartel (2017), "There is little evidence of objective behavioral change that results in improving work relationships among participants; diversity training is often limited to short-term affective evaluation or self-reported behavioral change."

To "teach generalizable and customizable skills, so recipients can identify and address the infinite variability of biases and inequities they may encounter," the author proposes including this paradigm in DEI training. The author contends that although participants in these training programs frequently have the best of intentions, intentions by themselves are insufficient to bring about meaningful change.

To comprehend, forecast, and modify human behavior, this strategy necessitates the adoption of L&D interventions. This indicates that DEI training needs to be a multifaceted, continuing, sustainable learning process that is part of an institutional plan with senior leadership commitment, responsibility, and metrics rather than a one-time event that happens once a year. To find the best interventions for addressing the pertinent problems and gaps in people's learning and development, a comprehensive needs assessment is necessary. Metrics that measure the effectiveness of the interventions are also needed to determine which ones are successful and ineffective (Nguyen, 2014).

By evaluating the literature on the DEI training's success or lack thereof within organizations illustrates the power and agency that organizations have in constructing the narrative of the social structures and individual agency (Meghji, 2022). Instead of being racial neutral, organizations create policies that influence how individuals act

and interact with one another through the range of opportunities and activities they provide, such as training programs.

According to the literature, leadership support is essential to the success of DEI projects in businesses. Gaining the support of the leadership through the advancement of DEI requires inclusive leadership behaviors and ideals. In order to become an inclusive leader, Bourke and Titus (2021) recommended embracing characteristics like obvious dedication, modesty, awareness of prejudice, and productive teamwork.

Proposed Conceptual Framework

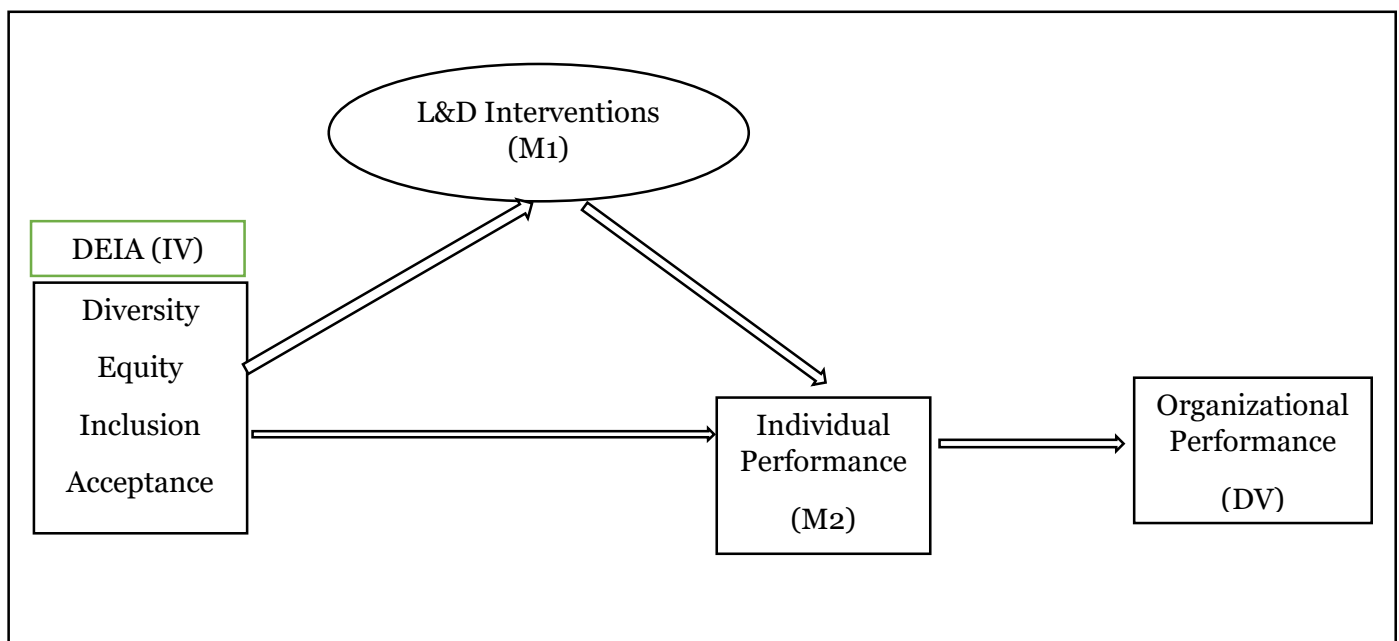


Figure 1: DEIA's Impact on organizational performance

Based on the review of the literature aimed author proposed a conceptual framework to be used to conduct further research on the impact of DEIA on employee performance and organizational performance using L&D Interventions as a mediator for the same. The framework shows DEIA as the independent variable and organizational performance as the dependent variable. Whereas L&D Interventions (M1) are to be used as mediator of individual performance. Further analyzing the mediating role of individual performance (M2) for analyzing the organizational performance.

Implications and Recommendations for Practice

In order to bring about significant change and go beyond performative measures, I will emphasize and condense important recommendations as mentioned below-

1. Clarify outcomes for engaging in DEI efforts

Whether DEI activity is motivated by financial objectives, social justice imperatives, or a well-balanced blend of both, there needs to be a clear commitment to the work and clear organizational outcomes. The study draws attention to possible conflicts between social justice rhetoric and the business case. Organizations must therefore clearly state their goals and the reasons behind their participation in DEI initiatives. However, the topic of how companies might promote alignment between corporate goals and social justice ambitions still has to be answered.

2. Leadership's pivotal role in DEI success

This will support the development of high-achieving teams that value inclusivity and diversity. As noted by Auger-Dominguez (2020), adopting such behaviors as a leader is not simple; the author revealed that fear frequently prevents leaders from acting decisively on DEI. Leaders must become socially conscious, accept vulnerability and humility, talk candidly about challenging subjects, and show their commitment by taking concrete steps to overcome this obstacle. This will make it possible for businesses and their executives to effectively manage the intricacies while demonstrating a sincere commitment to workplace DEI initiatives.

3. Shift away from training as a band-aid solution

In order to show that corporations are taking action on DEI challenges, training is frequently seen as a short-term solution. This might not deal with the underlying reasons for DEI problems. The literature highlighted how inadequate needs assessment and evaluation made such training initiatives unproductive. Organizations should avoid making a purely symbolic commitment to DEI and instead see training as a component of a holistic strategy. This could entail creating training curricula that support company objectives and prioritize awareness, preventive, and competency-building customized to meet the needs of a wide range of employees.

Cox (2022) recommended moving away from an information deficit strategy and toward an empowerment-based approach. This entails applying human behavioral science techniques, such as cognitive-behavioral theory (CBT), to help participants develop habits that are consistent with DEI principles. In general, companies should implement a multifaceted, long-term strategy for DEI training that includes senior leadership accountability, commitment, and ongoing assessment.

4. Empower DEI practitioners to upshot meaningful change

Finding clarity on who is in charge of carrying out the work to advance DEI initiatives was one of the major problems found in the research. Organizations used a variety of strategies, such as committees, resource groups, and employing DEI professionals. Neoliberal concepts hinder the work done by DEI practitioners, who prioritize performative indicators over solving underlying injustices. DEI practitioners frequently face obstacles such as a lack of institutional will, a function that is seen as an afterthought, and the need to reconcile competing duties and expectations. Together with the additional difficulty of inadequate funding, staffing, and support, their work entails combating subtle kinds of racism, biases, and injustices. Tokenism, a lack of resources, and the stress of teaching people about DEI issues are the main causes of burnout. Establishing sufficient institutional commitment, resources, and support is necessary for organizations to enable DEI practitioners to bring about significant change.

5. Ensure L&D Content Encompasses All Groups of People

If even one member of the team does not receive proper training that is tailored to their strengths, limitations, and talents, the team will not be able to perform at its highest level and achieve outstanding outcomes. That includes personnel who experience, learn, or interact with the world and others differently than neurotypical persons.

Only when it allows for a range of learning styles, speeds, challenges, preferences, and opportunities can an L&D program be considered effective. It must therefore take into account the neurodiverse workforce and remove the obstacles that they frequently face at work.

6. Embed DEI Into Organizational and L&D Structure

If DEI is integrated into the organizational and L&D framework, then the latter will prosper along with the former. Collaboration among instructional designers, L&D specialists, and DEI teams may guarantee a diversity of content, accommodate various learner groups, and produce good learning results for all.

Additionally, DEI ought to be included in hiring practices, succession planning, performance reviews and assessments, recruitment campaigns, leadership development, and employee engagement. In addition to learning about the principles of DEI and receiving good training, staff members should be equipped with the skills and knowledge needed to implement it, overcome prejudices, and promote accountability.

7. Ensure That Learning About DEI Includes the C-Suite

All members of the organization, including managers and executives, should have equitable access to and education in DEI. Promoting varied values and creating an inclusive workplace where everyone may learn, develop, and flourish depends on it.

The senior executives in the organization should be aware of what diversity is, who it involves, and how learning and development may support the upkeep of an accepting and tolerant culture. As a result, leaders from various departments and groups can exchange special perspectives and experiences on the learning initiatives, making sure that the difficulties, emotions, and opinions of their communities are taken into consideration.

8. Co-develop an Inclusive Culture

Together, the L&D, HR, and DEI teams can create a variety of training opportunities to help co-develop an inclusive culture and values. Each stakeholder can contribute to the content's effectiveness, variety, engagement, and suitability for various audiences by drawing on their unique subject matter expertise.

In order to create a long-lasting change and improve communication between various functions, this project should involve the entire workforce, including the highest levels

of the business. In addition, these groups and divisions can advise one another on proper language, strategies, and techniques to meet the requirements of each worker.

Since L&D and DEI are intrinsically linked, combining their knowledge, abilities, and experience can result in more effective learning solutions and diverse, efficient projects. Every department contributes significantly to the development of a more diverse workplace that recognizes the requirements of all employees and ensures that no one faces obstacles to their professional development.

To create a varied and fair workplace and instill these values and behaviors in new hires, businesses must use L&D and DEI right now. A company's overarching goals can be matched with the learning solution and the aims of the learners by using instructional designers and L&D departments.

They have to take into account how the high-level organizational objectives and DEI objectives align when aligning these aims. L&D teams also need to make sure that the learning solutions help learners achieve their long-term objectives and career goals.

Examples: Organizations implemented L&D for DEIA
<i>To encourage Diversity, Equity, and Inclusion (DEI) in the workplace, numerous organizations all over the world have put Learning and Development (L&D) interventions into place. The goal of DEI programs is to make the workplace more equal and inclusive for workers from a variety of backgrounds. The following are a few instances of companies that have actively participated in L&D interventions for DEI:</i>
Google: Google is known for its commitment to diversity and inclusion. The organization has put in place several L&D initiatives, such as training on unconscious bias and leadership development initiatives that promote inclusivity and diversity.
Microsoft: Microsoft has made investments in DEI projects, offering leaders and staff extensive training courses. They offer tools and assistance for fostering an inclusive work environment.
IBM: The company has a long history of advocating for inclusion and diversity. To combat unconscious prejudice and advance inclusivity, the organization has put in place several L&D interventions, including training courses and seminars.
Salesforce: Salesforce is renowned for its steadfast support of gender parity. The organization has put in place several DEI initiatives, such as training on unconscious bias and creating an inclusive workplace that is required for all staff members.
Accenture: Accenture has received praise for its initiatives to advance inclusivity and diversity. The organization focuses on fostering an inclusive work environment and minimizing bias by offering training and services to its staff.
Deloitte: To promote a more inclusive workplace, Deloitte has adopted DEI initiatives, such as training programs and leadership development. The company is committed to fostering an atmosphere that values diversity.
Facebook: To address diversity and inclusion challenges, Facebook (now Meta) has launched several L&D interventions. The business has made investments in initiatives and training programs to foster a more inclusive and diverse work environment.
Bank of America: DEI efforts have been supported by financial firms such as Bank of America. They offer diversity and inclusion training programs to staff members to foster a more equal work environment.
Intel: With its Diversity in Technology program, Intel has moved the DEI field forward significantly. The corporation met its ambitious target of having a complete representation of women in its U.S. workforce by 2024, two years ahead of schedule. Although Intel had difficulty altering its hiring and promotion procedures, there have been definite advantages—more diversity fosters innovation and improves corporate performance.
Johnson and Johnson: Employee Resource Groups (ERGs) have been effectively deployed by Johnson & Johnson as a component of their DEI strategy. The company offers a venue for employees from a variety of backgrounds to meet and support one another through its 12 ERGs, which have over 120 chapters worldwide. Even though overseeing so many ERGs can be difficult, Johnson & Johnson has reaped the rewards in the form of improved comprehension of various markets and higher employee engagement.

The key to the future of DEI in L&D is to view it as an ongoing process. Adopt a yearly dedication to DEI programs and cultivate an inclusive workplace environment that honors various viewpoints. Organizations may stimulate innovation, increase employee engagement, and enhance company success by supporting DEI in L&D.

Conclusion and Scope for the Future Research

Diversity, Equity, Inclusion, and Acceptance can contribute to the growth of a company. This study shows the importance of L&D Interventions, and it concludes that DEIA should be included in appropriate L&D interventions in an organization. The implication of this study is for companies to follow the DEIA framework for a more sustainable and prosperous future.

Diversity is successful when it is combined with policies, procedures, and practices that result in an inclusive work culture where people feel appreciated, valued, safe, respected, and engaged as individuals and members of the business (Wasserman, 2015). Mcisaac and Moody (2014) contend that by prioritizing diversity and inclusion and spearheading change initiatives, leadership may contribute to the development of the value proposition for these issues. According to Miller (1998), enhancing team members' ability to embrace diversity can improve team performance in organizations. This highlights the responsibility of organizational leaders in creating a varied and inclusive work environment.

This caping paper explores the complex field of diversity, equality, and inclusion (DEI) in the workplace, emphasizing three crucial areas: learning and development, the work of DEI practitioners, and the efficacy of learning opportunities. With DEI becoming more and more prominent in organizational agendas, the goal of this research is to offer a thorough analysis based on a thorough examination of the literature. The study examines how companies define and rank DEI, highlighting the critical role that learning and development plays in creating and maintaining inclusive cultures. It explores the duties and difficulties DEI practitioners encounter while offering insights into the processes that shape their jobs.

The study also assesses the results of DEI training programs in an effort to determine how well they promote behavioral modification. This research adds nuanced viewpoints to the continuing discussion on DEI through a thorough analysis of the literature, providing insightful information for academics, practitioners, and organizational leaders.

The success of DEI programs is largely dependent on leadership and development, highlighting the significance of senior leaders supporting DEI and encouraging a

shared commitment throughout the organization. It has been shown that inclusive leadership practices are drivers for organizational success, thus it is important for leaders to actively foster qualities like humility, effective cooperation, and visible dedication.

Turning attention to DEI training, the literature points out the drawbacks of using it as a band-aid solution. It is recommended that businesses see training as a component of a broader approach, incorporating it into more extensive cultural and systemic changes. The usefulness of DEI training and its detractors' criticisms highlight the significance of proactive approaches that deal with structural problems and integrate DEI education into more general organizational objectives.

Finally, the lack of clarity surrounding DEI responsibilities and the difficulties practitioners encounter highlight the necessity for well-defined roles, institutional support, and resources. Recognizing DEI practitioners as moderate revolutionaries highlights their capacity for transformation and call on institutions to create atmospheres that support, rather than obstruct, their work. The study emphasizes the long-term, multifaceted integration of DEI activities into organizational culture and practices, often supporting strategic, data-driven methods.

This study has some limitations and can open the door for future research. The study is based on a literature review and has no quantitative statistics to prove the relationship. Future research can be done through primary data to establish the validity of this theory.

References

1. Alhejji, H., Garavan, T., Carbery, R., O'Brien, F., & McGuire, D. (2015). Diversity Training Programme Outcomes: A systematic review. *Human Resource Development Quarterly*, 27(1), 95–149
2. Auger-Dominguez, D. (2020). Getting over your fear of talking about diversity. *Harvard Business Review*, 112–113.
3. Bond, F. W., & Bunce, D. (2003). The Role of Acceptance and Job Control in Mental Health, Job Satisfaction, and Work Performance. *Journal of Applied Psychology*, 88(6), 1057–1067. <https://doi.org/10.1037/0021-9010.88.6.1057>

4. Choi, S., & Rainey, H. G. (2014). Organizational Fairness and Diversity Management in Public Organizations: Does Fairness Matter in Managing Diversity? *Review of Public Personnel Administration*, 34(4), 307–331. <https://doi.org/10.1177/0734371X13486489>
5. Cox, W. T. (2022). Developing scientifically validated bias and diversity trainings that work: Empowering agents of change to reduce bias, create inclusion, and promote equity. *Management Decision*, 61(4), 1038–1061
6. Dixit, P. (2015). Managing Workforce Diversity in a Competitive Environment. In *International Journal of Business and Management Invention (IJBMI)* ISSN (Vol. 4). Retrieved from www.ijbmi.org
7. Fujimoto, Y., & E.J. Härtel, C. (2017). Organizational diversity learning framework: Going beyond diversity training programs. *Personnel Review*, 46(6), 1120–1141
8. Garg, S., & Sangwan, S. (2021). Literature Review on Diversity and Inclusion at Workplace, 2010–2017. *Vision*, Vol. 25, pp. 12–22. <https://doi.org/10.1177/0972262920959523>
9. Glossary of Definitions and Core Concepts for Diversity, Equity, and Inclusion (DEI). (n.d.). Retrieved from <http://greenlining.org/wp->
10. Green, D. O. (2018). Integrating equity, diversity, and inclusion into the DNA of public universities: Reflections of a chief diversity officer. *Diversity in Higher Education*, 185–199
11. International Labour Organisation (2021). A literature review of diversity and inclusion in the workplace: Key findings https://www.ilo.org/actemp/publications/WCMS_808898/lang--en/index.htm
12. McGuire, D., & Bagher, M. (2010). Diversity training in organisations: An introduction. *Journal of European Industrial Training*, 34(6), 493–505.
13. Meghji, A. (2022) *The Racialized Social System: Critical Race Theory as Social Theory*. Polity Press.
14. Nguyen, S. (2014). The critical role of research in diversity training: How research contributes to an evidence-based approach to diversity training. *Development and Learning in Organizations: An International Journal*, 28(4), 15–17

15. Ortiz, L., & Jani, J. (2010). Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education*, 46(2), 175–193.
16. Pai, R. (2021). A Review on Diversity and Inclusion in the Workforce for Organizational Competitiveness. 9(7), 2320–2882. Retrieved from www.ijcert.org
17. Pingo, J. C., Dixon, M. R., & Paliliunas, D. (2020). Intervention Enhancing Effects of Acceptance and Commitment Training on Performance Feedback for Direct Support Professional Work Performance, Stress, and Job Satisfaction. *Behavior Analysis in Practice*, 13(1), 1–10. <https://doi.org/10.1007/s40617-019-00333-w>
18. Saxena, A. (2014). Workforce Diversity: A Key to Improve Productivity. *Procedia Economics and Finance*, 11, 76–85. [https://doi.org/10.1016/s2212-5671\(14\)00178-6](https://doi.org/10.1016/s2212-5671(14)00178-6)
19. Sundari, R. (2018). Workplace Diversity and its Impact on Performance of Employees. *BVIMSR's Journal of Management Research*, 10(2), 145-156.
20. Williams, J. C., & Lynn, S. J. (2010). Acceptance: An historical and conceptual review. *Imagination, Cognition and Personality*, 30(1), 5–56. <https://doi.org/10.2190/IC.30.1.c>
21. Yap, M., Holmes, M. R., Hannan, C., & Cukier, W. (2010). The relationship between diversity training, organizational commitment, and career satisfaction. *Journal of European Industrial Training*, 34(6), 519–538