Chapter 6

Organizational Changes and Leadership Suitability:
A Study of Institutional Diversity in Educational Institutions

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ABSTRACT

Implementing diversity agendas at dispersed, loosely connected, and change-resistant institutions such as colleges and universities is a global concern. To create the essential transformation for a diversity agenda to thrive, a shift in the organizational environment and culture is required. Higher education experts have long recognised leadership styles as one of the most essential contributing aspects to successful institutional transformation and specifically during technological time (IoT), particularly when it comes to diversity agenda initiatives. This chapter reviews the literature on various types of diversity agendas, change paradigms due to change in technology, and leadership styles by synthesising data from 10 case studies on successful strategies and providing implications for how diverse leadership styles might be employed to fuel the institutional diversity effort.

INTRODUCTION

Colleges and universities are not immune to the continual challenges of technological transformation and advantages of fostering social diversity, fairness, and inclusion ideals as organisations embedded in a larger society.

The promotion of these ideas in higher education has not been without controversy, and institutions will continue to face significant internal and external challenges in their efforts to incorporate diversity into their organizational structures and cultures (Aguirre and Martinez, 2006; Williams, 2013). As a result, academics and practitioners have joined forces to argue that higher education must change to reflect shifting demographic patterns, educate students for a more globalised economy and varied workforce, and embrace the principles of social and cultural pluralism and equity (Aguirre and Martinez, 2006; Chun and Evans, 2009; Williams, 2013).

To Describe These Values, the Term "Diversity Agenda" Was Coined

This research was based on three different lines of inquiry, which are addressed further below.

The relevant literature on institutional diversity strategies, sometimes known as the diversity agenda, is examined first. Following that, an overview to change technological paradigms implicated in the diversity agenda scholarship, namely co-optative and transformative change, is provided. Finally, the notion of leadership is examined, with a focus on three key leadership style paradigms: transactional, transformational, and full range leadership. As previously said, the three key areas of Williams, are social justice rationale, educational benefits rationale, and business reason (2013). The necessity for higher education institutions to adapt to shifting demographic trends, technological transformation due to IoT and address both historical and contemporary identity-based societal injustices is referred to as the social justice justification.

The case for educational advantages is based on research findings that highlight the importance of attracting and retaining students from a diverse background to educational and human development purposes.

The commercial motive refers to the need for institutions to become more inclusive to compete for top students, teachers, and staff, as well as to prepare students for a global economy and a diverse workforce in the era of technological transformation due to IoT (Williams, 2013). As a result of these problems and opportunities, diversity is becoming a strategic goal for schools and universities (Williams, 2013).

Several organisations have produced institutional policy statements, often known as diversity agendas, as a way of demonstrating commitment and structuring their

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