

## Inclusivity and Resilience in Theory and Practice

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### Summary of Research

The importance of social connectedness, optimism, and community learning as features of community resilience have recently been highlighted. But social capital ..... resilience .....depends to a large extent on these features being established over a long period of time. This has implications for those trying to increase the resilience of communities as it highlights that resilience needs to be considered as part of long term community development plans, rather than part of quick fixes or short-term preparations for natural disasters. This means that there is a need to refine our pedagogy. It is imperative that Universities and other organizations redefine the pedagogy of learning systems, processes and contents across formal and non-formal education sectors that support the creation of sustainable societies. We propose to research and implement through pilot testing the most appropriate and effective ways to do this by developing the following:

#### 1. An International Leadership Development Program

What we are proposing here is to take a small group of selected students (Japanese, international students) and mentor them by our group at APU (6 months to one year) to give them specific skills (research, inclusive development and management, presentation, discussion, negotiation, etc.) and international sensibilities (such as trying to understand the other person, to think for yourself, to be able to think and communicate properly in the business and community context, to be flexible, and so on) that can help the internationalization of companies and society. Research will be done by the students as part of their training on what kind of people companies want to hire after the CoVID19 pandemic and on how to increase inclusivity in the workplace, for the purposes of strengthening the acceptance of inclusivity training at APU and in Japan. This set of programs will be presented and overseen by Ms Wendy Holdenson, Chief Operating Officer, Mitsui Australia.

#### 2. Personal and Business resilience and inclusivity videos

Mr Leigh Bennett and Associates will oversee the development and translation for the local Japanese market of an 8 Module Personal Resilience Self Coaching Program. This will be 8 short videos with slides (8-10 minutes) each with 2-3 follow up tools to put into place, reflection, personal growth tasks, etc. These modules are designed to enable future and current business leaders to tap into their diverse personalities, abilities, and qualities, and accept these diverse values as a member of the community. This will enable them to convert diversity and inclusivity into organizational power and, in turn, help solve the issues facing businesses and society.

Modules	Video/Webinar (10 min)	Tools
Personal Resilience Model and Self Assessment	Check in Where We are at	PR Self Assessment 7 Mindsets Survey
Purpose and Vision (Covid-19 lessons)	Gaining Congruence	The Mindset Survey (Pos Psych) The Sphere of Personal Control Positive Psychology Coaching - Session 1
Composure	Composure is Our Ally	Moving Towards a Growth Mindset Identifying Emotional Avoidance Strategies
Reasoning	Anticipate. Cope. Adapt.	Strengths Spotting by Exception Finding Leaving the Comfort Zone
Health and Wellbeing	Framework for Wellbeing	Spending Time in Nature GreenX7 Battery
Tenacity	Tenacity -the Heart of Resilience	Tapping into Your Inner Optimism Inspiration and Dealing with Change The Hope Map Finding Silver Linings
Collaboration	Social Networks	Positive Psychology Coaching Workbook 5.1 GreenX7 Battery
Personal Resilience Plan	Creating a Personal Resilience Plan	3 Resilience Exercises

### 3. Webinars and Workshops

The videos will also be material for a series of workshop webinars designed to develop a new pedagogy for the way APU and other education and training in resilience and inclusivity. Prof. Dr Loretta Chen and Prof. Dr Vafadari will coordinate, with Dr Rouault, this part of our research. Dr Vafadari recently co-hosted the Resilience and Recovery of Small Tourism Entrepreneurs and Communities Webinar (ICTA). These events will show participants how to develop:

- Esprit de Corps
- Resilience amongst teams/communities/groups
- Mutual confidence and co-dependency (inclusivity)
- Agility in handling future rapidly changing environments
- Shared spirit amongst teams working individually from remote locations
- Monitoring productivity of subordinates/team as a leader
- Ability to handle inter-personal issues of subordinates/team by increasing emotional intelligence
- Develop pro-active vision and ability to think on their feet

The business training component will be heavily oriented to the needs of the local community but will be reliant on and provide information and experience to our Faculty, students, and community representatives. The workshops will enhance the branding of APU in the local community as they will be oriented towards resilience, leadership and inclusiveness issues in the community now and in the future. It will also provide us with the opportunity to undertake active community-based research on

resilience and inclusivity.

#### 4. Creating research and disseminating the results

Finally, the purpose of this CIL project is to research and develop practical lessons from academic, business, and community attitudes and ways of doing things that will serve the interests of the community at large as well as APU. Thus, the results are applicable to all three areas of Inclusive Leadership in research, education, and practice. Each of our themes seek to further extend our understanding of the benefits of inclusivity and diversity in developing social and business capital in the community and passing that back into the pedagogy of research, learning and training. Each will be accompanied by a research modality that will provide data on the effectiveness of our approach to practical management for resilience based on inclusivity and the need to cultivate not just a diverse workplace and customer/industry contacts but also an inclusive approach to the university/Business/government network as a whole. There is growing recognition that leaders and teachers have a critical role to play in achieving this. Our group is focused on how to develop the practical management and leadership skills that will ensure that inclusivity is promoted in the context of the pedagogy of education and training. However, while the language of diversity and inclusive leadership is increasingly used in the management literature there is little readily available practical guidance that is:

- Evidence-based, drawing on the latest international and national research and practice in developing the pedagogy of inclusiveness;
- Business-focused, demonstrating the connection between inclusive leadership and both business outcomes (e.g. innovation, performance) and individual outcomes (e.g. feelings of belonging and uniqueness); and
- Comprehensive, clearly describing and connecting the three inter-related concepts of diversity, inclusion and inclusive leadership, and describing not just the characteristics of an inclusive leader but importantly also the knowledge, skills and behaviors they require to build that inclusion.

The results of this research will be published in the academic literature, presented in webinars and workshops and will be disseminated to the community through social media on an ongoing basis throughout the course of our work.