



DIVERSITY

This edition of Dialogue is devoted to **Leadership for a Culturally Diverse Society** (Andrews, Paschall, & Mütstifer, 1993) and how to develop an inclusive organization.

Cultural Diversity

Cultural diversity as a perspective has changed over time. It began as a focus on minorities and the responsibility of the dominant culture, but the current stage of its evolution centers on inclusiveness and the responsibility of everyone. Several definitions are key to understanding why diversity is for everyone:

- ◆ Diversity—meaning difference.
- ◆ Organizational culture—the policies, practices, values, and expectations that define the workplace, institution, or organization.
- ◆ Barriers to performance—the hidden obstacles, often unintentional and unrecognized.

- ◆ Multiculturalism—valuing, understanding, and respecting various distinct groups.
- ◆ Pluralism—the maintenance of special interests within a common (shared) culture.
- ◆ Inclusiveness—the act of encouraging belonging.

Stages of Diversity Development

The various stages of diversity development are (a) affirmative action, (b) valuing diversity, (c) managing diversity, but the ultimate goal is (d) building an inclusive high-performing organization (Norris & Lofton, 1995). Table 1 indicates that affirmative action focuses on recruiting underrepresented groups and depends upon human resources staff for initiating and maintaining the program. Building an inclusive high-performing organization, on the other end of the spectrum, requires a pervasive commitment to multiculturalism and pluralism throughout the organization. Thus everyone in the organization understands and supports inclusiveness as a fundamental value and as central to competitive

advantage. In order for diversity to cease being a stand-alone initiative, the organization will need to initiate activities to focus on understanding and valuing contributions of people who are different and then on assessing the culture and eliminating barriers.

The current political debate about affirmative action assumes that people and organizations have progressed to a higher stage of diversity development. And that assumption could be called into question in many arenas. Because few organizations have progressed to inclusiveness, the stages of valuing and managing diversity must become our primary foci. The theoretical implication of the Norris and Lofton (1995) stages of diversity development is that a higher level must be achieved before abandoning a lower stage. Should affirmative action be retained? It seems reasonable to conclude that it all depends—it depends upon the progress

Table 1: Stages of Diversity Development

CHARACTERISTIC	AFFIRMATIVE ACTION	VALUING DIVERSITY	MANAGING DIVERSITY	BUILDING INCLUSIVE ORGANIZATIONS
Diversity Goals	Recruit from under-represented groups, support and maintain.	Understand the value & contribution of difference.	Understand how to manage difference.	Eliminate barriers, establish high standards.
Leadership Commitment	Commitment can be superficial.	Commitment is uneven due to personal values.	Increased commitment through understanding.	Commitment is total and pervasive.
Status in the Organization	Driven by human resource management.	An initiative with a human resource focus.	A new management perspective.	Inclusiveness is a fundamental value of the organization.
Rationale	Government mandate, moral argument.	Moral argument, workforce argument.	Workforce and marketplace argument.	Marketplace and workforce arguments, competitive advantage.

Source: Adapted from Norris, D. M., & Lofton, M. G. J. F. (1995). *Winning with diversity: A practical handbook for creating inclusive meetings, events, and organizations*. Washington, DC: ASAE, IACVB, IAEM, MPI, PCMA.

within the specific organization. We know enough about human nature to know that prejudices change very slowly, or not at all—particularly because embedded stereotypes are considered normal, and individuals don't even know they have them.

The environmental context for managing diversity in our personal, organizational, and work lives is not just the social context within which we find it necessary to manage diversity. It is assumed that the rationale for creating a mutually satisfying culturally diverse society is apparent. Even so in the past year there have been some surprises in the relationships among the diverse populations in the United States after the Simpson verdict and after a discriminatory incident in Fargo, North Dakota. Rather than an exploration of the context that warrants our attention to diversity, the following text explores the scientific principles that offer a paradigm for action in managing diversity. A new environmental context is needed for understanding the leadership role in promoting inclusiveness.

Managing Diversity

Wheatley (1994), as an organizational development consultant, applied the newer scientific discoveries such as chaos theory, quantum mechanics, and field theory to humans and their organizations—whether they be family, institution, association, business, neighborhood, or government. It is the belief of this author that Wheatley's ideas are essential to understanding the context for your work and ours in managing diversity. Simply put, she summarizes the principles as (a) accept chaos, (b) share information, (c) develop relationships, and (d) embrace vision. Wheatley asserts that together these

principles summarize a paradigm shift toward holism and toward the primacy of relationships. Now for an explanation.

Reality, according to the new sciences, is not out there to be described; instead it is "created through engagement with others and with events. Nothing really transfers; everything is always new and different and unique to each of us" (Wheatley, 1994, p. 7). The new vision of reality holds that "ideas and information are but half of what is required to evoke reality. The creative possibilities of the ideas . . . depend on your engagement with them" (p. 7). Thus, "we inhabit a world that is always subjective and shaped by our interactions with it" (p. 8). The old sciences guided our thinking toward predictability, cause and effect, and objectivity. The new sciences instead paint a picture of complex relationships, nonlinear processes, and order within constant change. Rather than definite conclusions, today's leaders need to spend time searching for possibilities. Rather than documented knowledge, new leaders need to cultivate a sense of openness and wonder. Rather than detailed plans from which to measure outcomes, new leaders need to develop relationships and clarify meaningful visions. The principles are described as follows:

Principle 1—Accept chaos—

Scientists call a system chaotic when it becomes impossible to know where the system will be next. Over time, however, it is possible to discover that there is an inherent orderliness to things that seem to have total disorder. "Chaos is a science of process rather than state, of becoming rather than being." (Gleick, 1987, p. 5). Even in the face of disorder and chaos, a new order consistent with organizational meanings will emerge when people are not forced into rigid

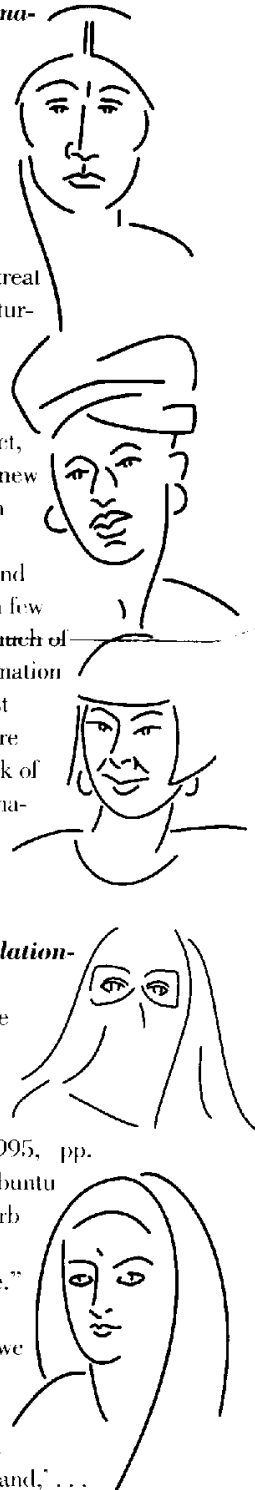
roles. Wheatley states the difficulty with this notion by saying that "It is hard to welcome disorder as a full partner in the search for order when we have expended such effort to bar it from the gates" (1994, p. 22).

Principle 2—Share information—

Organizations of all kinds depend on new information from many sources. Leaders must not view information as a commodity to condense, package, and pass along in memos; rather they should treat it as a dynamic quality. Disturbances and chaos generate new information, adding novelty and fueling new ideas in organizations. In fact, there is a constant need for new information that can nourish change. When only a few chosen individuals access and interpret information, only a few potentials are evoked and much of the creative quality of information is destroyed. Moreover, most people in the organization are likely to complain about lack of communication when information is simply handed down to them in an official document.

Principle 3—Develop relationships—

An African proverb explains the rationale for the primacy of relationships: A Nguni word, ubuntu, means "the quality of being human" (Griggs & Louw, 1995, pp. 158-159). The concept of ubuntu is best defined by the proverb translated as "A person is a person through other people." "While this . . . proverb reveals a world view—that we owe our selfhood to others, that we are first and foremost social beings, that, if you will, 'no man is an island,' . . .



ubuntu is, at the same time, a deeply personal philosophy that calls on us to mirror our humanity for each other. To the observer, ubuntu can be seen and felt in the spirit of willing participation, unquestioning cooperation, warmth, openness, and personal dignity . . . the philosophy embodied in ubuntu is one that honors a trusting, interdependent, reciprocal relationship delicately balanced with individual needs for autonomy and self-expression. . . . It is understandable that when we act upon a deeply felt sense of being connected to others by our common humanity, when we truly regard self and other as one, when we cherish human dignity, all of our relationships and the level of our behaviors and actions are raised to a higher plane. By contrast, it should be evident that, without such a binding ethos—and scores of societies, particularly in the West, are notably lacking in such shared values—human relationships deteriorate . . . or are thwarted at superficial ritualistic behavior.”

Wheatley (1994) concludes that reality is created as people and ideas meet and change in relationship to each other. “We literally grow, or construct ourselves, through our relationships. In some very meaningful sense we are our relationships” (Zohar & Marshall, 1994, p. 326). “There is not just ‘my group’ and ‘your group’ but the emergent society, the ‘dance,’ in which all groups discover and explore and create themselves as they share their public space” (p. 326-327). People throughout the organization must have ample opportunities to form relationships with each other, with important organizational activities, and with the environment.

A deep web of relationships is especially valuable when the organization is in disequilibrium. Capra (1991) credits this principle as

instrumental to new-paradigm thinking. “[N]ature . . . does not appear as a mechanical universe composed of fundamental building blocks, but rather as a network of relations” (p. 329). Helgesen (1995) describes this as a web of inclusion.

Principle 4—Embrace vision—

Field theory holds that space is filled with invisible fields and a small change in one aspect of the field exerts influence elsewhere in the field. Wheatley (1994) suggests that organizations are similar to fields with invisible qualities such as culture, vision, values, and ethics. She concludes that “We need all of us out there, stating, clarifying, discussing, modeling, filling all of the space with messages we care about. If we do that, fields develop—and with them, their wondrous capacity to bring energy into form” (p. 56). What is often lacking is enough clarity within the vision field to communicate it easily (Kotter, 1995). Consistency of words and deeds is paramount. Literally everyone needs to “walk the talk” ceaselessly. The cohering presence of meaning gives people and organizations freedom to move freely through uncertainty and chaos to shape the activity of the system. Meaning helps us maintain focus. Without meaning, there would be no way to control the quality and direction of order that emerges from chaos.

Expanding the Concept of Relationship

Louw in the book, *Valuing Diversity* (Griggs & Louw, 1995), states the case for going beyond the appreciation of international travel and beyond the art and artifacts from other lands that fill our homes to the “urgency for all of us to wake up and embrace the rich diversity of people and ideas at our doorstep” (p. 167). A

meaningful existence in the 21st century will be based upon our ability to develop relatedness. Louw talks about the factors involved in expanding relationships.

- ◆ Too much sameness creates little cause for a relationship. Some assume that the fewer differences, the better, but too much sameness causes relationships to stagnate and die.
- ◆ Extreme differences, on the other hand, end in polarization and posturing.
- ◆ What is needed is a new kind of ecological relationship system. We need to look at ourselves, openly and honestly, without judgment, recalling that sense of wonder and discovery we all had as children. We need “to go beyond survival and to consciously and deliberately begin to create a new relationship dynamic which, through a process of guided self-exploration and self-confrontation, will allow us to embrace the differences that, ultimately, will serve as our greatest source of strength and creative energy in everything we do in life” (Griggs & Louw, 1995, p. 169). When we move out of a survival modality, we can get on with the business of relating. As persons understand their own beliefs, values, feelings, and past experiences, they perceive the influence on reality and the sources of stereotyping, racist thinking, and exclusionary practices.

Thus, over time, persons and organizations can “become more proficient in distinguishing those perceptions that are simply false from those that are true and relevant—and from those that are true and irrelevant” (p. 170). The research is pretty clear that the creation of a

quality relationship space requires facilitation. And that's where leadership comes in.

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1996 KAPPA OMICRON NU ELECTION

Candidate Biographical Information

(Order Drawn by Lot)

Chair-Elect

Frances E. Andrews

Professor & Chair, Department of Family and Consumer Sciences, University of Montevallo, Omicron Alpha Gamma Chapter Adviser

Organizational Contributions:

KON Vice President/Program; Co-author of KON publications, "Leadership for a Culturally Diverse Society" and Leadership: Reflective Human Action;" Adviser Award of Excellence; Co-Guest Editor, *Kappa Omicron Nu FORUM*; Member, Visioning Team,

Leadership Academy; AHEA Leader Award; various AHEA committee assignments; site visitor for AHEA & ADA Commission for Accreditation; President-Elect, CAFCS; chair, Phi Kappa Phi scholarship committee; Phi Kappa Phi Lecturer; and many more roles in dietetic and family/consumer sciences associations.

Philosophy related to KON mission of empowered leaders:

Empowerment begins within, leads outward, and occurs through individual and collective action. Empowered people have personal values about worth of self and others, courage, trust, respect, hope, ethics, authenticity, and spirituality. They assume responsibility for themselves, act in ways that contribute to collective well-being and have an "enduring human capacity that give[s] their lives passion and purpose" (*Leading with soul: An uncommon journey of spirit* by Bolman & Deal, p. 6). I believe that Kappa Omicron Nu can and should offer the opportunity for members to become empowered to lead.

Vice Chair/Program

Laura D. Jolly

Associate Professor & Chair, Interior Design, Merchandising & Textiles, University of Kentucky, National Alumni Chapter

Organizational Contributions:

Home Economics FORUM editorial committee; Phi Upsilon Omicron adviser; ITAA President, editorial board, Strategic Planning Committee; AAFCS Board of Directors, Vice President for Program, Bylaws Committee, Strategic Program of Work Committee, chair of textiles and clothing section; Phi Kappa Phi

Scholarship committee and chair; and various other roles in ITAA, AAFCS, and Oklahoma FCS.

Philosophy related to KON mission of empowered leaders:

Visionary leadership skills are critical to the positive growth and development of groups and individuals. The visionary leadership skills and attributes I can offer the honor society include a strong process orientation, strategic planning, creativity, communication skills, and the belief in human potential. I am a strong proponent of creating environments where people can flourish. Empowered leaders throughout the organization must contribute by encouraging collective and reflective thinking. Kappa Omicron Nu is a learning organization with the capacity to encourage the continual change and growth of its members. This orientation toward continual learning and growth spawns empowered leaders as ideas for action emerge.

Secretary

Erica L. White

Graduate student, Department of Human Development and Family Studies, Pennsylvania State University; Library staff, Schlow Memorial Library; Omicron Tau Chapter.

Organizational Contributions:

Program chair, Omicron Tau Chapter; Co-Adviser, Omicron Tau Chapter; Chapter President and Adviser, Phi Upsilon Omicron; Chair, Steering Committee, Department of Human Development and Family Studies, Penn State; Liaison, The Second Mile (non-profit organization for disadvantaged children); Committee Member, Jena Student Exchange.

Philosophy related to KON mission of empowered leaders:

As a recent alumna who has experience working as an adviser, I understand the concerns of recent graduates and current students about the changing nature of our fields. I also realize that national organizations, such as Kappa Omicron Nu, can and should play a crucial role in this ongoing process. The best way to empower future leaders is to provide them with a sense of ownership. This should be ownership of their careers, their communities, and the organizations to which they belong. This feeling provides the energy and the commitment that are the basic building blocks of good leadership.

Editorial Committee

Geraldean Johnson

Acting Head, Department of Home Economics, Tennessee State University, Kappa Beta Sigma Chapter.

Organizational Contributions:

KON Nominating Committee; Secretary, Nashville Alumni Chapter; TAFCS President; AAFCS Council for Accreditation; AVA FCS Division Secretary and Board Members; Secretary/Treasurer, 1890 Council of FACS

Philosophy related to KON mission of empowered leaders:

I believe my experience and leadership style will be assets to the honor society. As a leader, it is important to be a facilitator and to anticipate needs in the future and ways that KON can meet these needs. I believe in the mission of Kappa Omicron Nu and its potential impact on scholarship, research, and leadership in the

profession of family and consumer sciences.

Virginia B. Vincenti

Professor of Family and Consumer Sciences & Associate to the Dean for Special Projects, University of Wyoming, Omicron Alpha Pi Chapter.

Organizational Contributions:

KON Awards Committee; Home Economics FORUM Editorial Committee; Guest Editor, Kappa Omicron Phi Distaff; Editorial Board and peer reviewer, JFCS and JVHHE; Associate Editor, FCS Research Journal; Chair, Teacher Education Section Yearbook Planning Committee; various other offices and committees of AHEA, Massachusetts HEA, AERA.

Philosophy related to KON mission of empowered leaders:

My background in history and philosophy of the field and my work experiences have prompted a great deal of reflection, reading, and professional development concerning leadership models and contextual realities in which our leaders function. With fiscal downsizing, more work, government, and community environments have become negative and disempowering. FCS leaders should use leadership models that are not only successful but consistent with our mission.

Bernice Duffy Johnson

Interim Dean, College of Arts and Sciences, North Carolina Central University, Kappa Gamma Epsilon Chapter.

Organizational Contributions:

KON adviser; Chair, AAFCS College and University Section; President, NCAFCS; Chair, AHEA

Leadership Development Committee; Secretary, Coalition for Black Development; Board of Directors, Scarritt-Bennett Center; Chair, Commission on Status and Role of Women, NC Conference; Board of Directors of Women in Business.

Philosophy related to KON mission of empowered leaders:

I believe it is the duty of Kappa Omicron Nu to develop leaders who will work to promote scholarship, to produce scholarly publications, and to improve the lives of individuals and families. I believe that honor and self-pride are keys to leadership development and enhancement. Kappa Omicron Nu can empower leaders to guide and facilitate excellence in leadership and learning.

Nominating Committee

Maxine Lewis Rowley

Teacher educator, Brigham Young University, Omicron Alpha Tau Chapter Adviser.

Organizational Contributions:

KON Awards Committee; KON Honor Award; AAFCS Board of Directors; AHEA Leader; UAFCS outstanding Service Award; AHEA Teacher of the Year Award; state offices and committees, AVA, UHEA; Consultant, Governor's Task Force on Women; Central committee International Year of the Family closing Ceremonies; leadership conference chair, Coalition for Black Development.

Philosophy related to KON mission of empowered leaders:

Among family focused organizations, Kappa Omicron Nu is a "Flag Ship" wherein the brightest and best are registered. Established publications, grants, conferences, and other awards give incentive for unleashing members' potential to provide continuity of unparalleled leadership and a definitive voice for families worldwide.

Judy K. Brun

Professor & Chair, Department of Family and Consumer Sciences Education and Studies, Iowa State University, Omicron Gamma Chapter.

Organizational Contributions:

Chair, KON Constitution Committee; numerous offices and committees, AAFCS; President, Society for Nutrition Education; other offices and committees in state organizations.

Philosophy related to KON mission of empowered leaders:

I bring a strong desire to help identify candidates for office that believe in the mission of the profession of family and consumer sciences, including the need to continuously redefine that mission to respond to changing societal values and evolving structures of human interaction and support. The need for a leadership focus in our

Complete the ballot below and mail to:

Kappa Omicron Nu Honor Society, 4990 Northwind Drive, Suite 140, East Lansing, MI 48823-5031
 The Nominating Committee: Shirley Hymon-Parker, Betty J. Church, Charlotte Edwards, Pamela Olson, E. Katrina Rivers.

Kappa Omicron Nu Ballot

(Order Drawn by Lot)

Vote for Candidates as indicated

The Ballot must be postmarked no later than December 1, 1996.

Chair Elect (vote for 1)

- Frances E. Andrews
- _____

Vice Chair/Program (vote for 1)

- Laura D. Jolly
- _____

Secretary (vote for 1)

- Erica L. White
- _____

Nominating Committee (vote for 2)

- Maxine Lewis Rowley
- Judy K. Brun
- Karen E. Craig

Editorial Committee (vote for 2)

- Geraldene Johnson
- Virginia B. Vincenti
- Bernice Duffy Johnson

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profession is critical to survival, to the ability to re-energize by attracting new members, and to the creation of the positive image we desire. The task of developing and empowering leaders in a predominantly-female profession has unique challenges and opportunities. For KON to focus on this as the mission for special emphasis is very astute.

Karen E. Craig

Dean, College of Human Resources and Family Sciences, University of Nebraska-Lincoln, Zeta Alumni Chapter.

Organizational Contributions:

President, treasurer, and board member, Association of Administrators of Human Sciences (and AAHE); AHEA vice president for public policy; Rotary Club president, Lincoln.

Philosophy related to KON mission of empowered leaders:

I believe change is a constant and that we as leaders must help those around us see the possibilities for improving the way we perform our professional roles. We must see the issues in society and be prepared to direct changes which serve individuals and families well or we are irrelevant and will not survive in a rapidly changing society. Empowered leaders have the capacity to change and lead change because they believe in and articulate quality of programs. They integrate input from a variety of sources and are assertive in articulating the value and role of their professional role whether it be in education, business, agencies, or volunteer roles.

Call for Papers



for publishing in

Kappa Omicron Nu FORUM
the journal of Kappa Omicron Nu Honor Society

TOPIC: Advanced Information Infrastructures: Realizing their Potential

Guest Editor:
Dr. Virginia M. Moxley

OBJECTIVES: This theme will

1. Delineate the social, economic, and cultural impacts of the uses of advanced information infrastructures.
 - a. How have advanced information infrastructures changed the way people learn, work, and relate?
 - b. How can the costs and benefits of using advanced information infrastructures be measured by individuals, businesses, educational institutions, and human service providers?
 - c. How will use of advanced information infrastructures change the culture of universities, of the workplace, of families, and of communities?
 - d. What ethical dilemmas do the emerging information infrastructures pose and how can good judgment be brought to bear on them?
2. Describe models for using advanced information infrastructures to improve human services, education, and research in family and consumer sciences.

3. Forecast how advanced information infrastructures are likely to impact service and information provision and acquisition, teaching and learning, and time use and productivity.

Overview:

Advanced Information Infrastructures: Realizing the Potential focuses on the social, economic, and cultural impacts of advanced information infrastructures. Authors are invited to examine the human dimensions of the rapid advances occurring in the information infrastructure. Information is a critical resource for families, businesses, educators, and service providers. Its acquisition and management is the principle activity of most professionals. Understanding the potential of information infrastructures to undergird (or to undermine) the work of educators, researchers, and other professionals can contribute to improved outcomes for the professional provider and for the clientele.

Information and Deadline:

Kappa Omicron Nu FORUM is a refereed publication outlet for both members and nonmembers. Manuscripts are due January 15, 1998.

For further information or to obtain a copy of "Guidelines for Authors," contact:

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Message from Anne Weiner
 Chair, Board of Directors

As you read this issue of Dialogue, you will observe a continuing emphasis on cultural diversity and leadership. Both topics have served as Conclave themes and as frameworks for modules that guide chapter programming and professional development. These concepts form a paradigm for managing diversity.



Kappa Omicron Nu is on the leading edge of theory development related to successful change in organizations. At the 1995 Conclave we were inspired by Terry Deal who reinforced our notion of leadership as reflective human action. And we have sponsored work-

shops and generated publications incorporating this and other innovative theories to actively promote our mission of empowered leaders. We actively share the outcomes of our work with many professionals and with other organizations in our field and other professions.

Our Society is modeling Helgesen's web of inclusion (1995) by incorporating Wheatley's principles (1994) of accepting chaos, sharing information, developing relationships, and embracing vision. We have accepted chaos and prospered by finding some order within the changes found in the current climate of higher education.

We have creatively supported collegiate chapters that have been affected by college or department restructuring while maintaining the values and mission of our organization.

Sharing information has always been a strength of Kappa Omicron Nu. There are frequent communications with collegiate and alumni chapters and the national office. Our publications include the Chapter Newsletter, *Dialogue*, and the *Kappa Omicron Nu FORUM*. Our communications will be strengthened as we enter cyberspace with our Web site and new e-mail capabilities.

As members we continually develop relationships with one another. This begins as we are initiated into the honor society and continues throughout our lives. This is particularly evident at Conclave as collegiate and alumni members work and grow together.

Kappa Omicron Nu has embraced vision specifically in its emphasis on managing diversity and leadership as reflective human action and provided leadership to our profession in these areas. We all can take pride in our honor society, and I encourage you to continue to be actively engaged with Kappa Omicron Nu.

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Helgesen, S. (1995). *The web of inclusion: A new architecture for building great organizations*. New York: Currency/Doubleday.
 Wheatley, M. (1994). *Leadership and the new sciences*. San Francisco: Berrett-Koehler.

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