A qualitative study informed by Critical Race Theory (CRT): Black white-collar workers assess racism, biases, and discrimination in organizational settings

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Abstract

This narrative qualitative study assessed how Black white-collar workers perceived racism, biases, and discrimination in organizational settings. The research question (RQ) guided the research: What are the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace? The study's qualitative research design consisted of semi-structured interviews with seven open-ended questions. There were 18 participants in this study. This study supported a learning outcome of the Doctor of Education in Organizational Leadership program by analyzing organizational problems, developing solutions, and measuring their impact. The theoretical framework for the study was Nickels and Leach's (2021) Critical Race Theory (CRT), which served as the theoretical lens of the study problem. The problem of practice occurred when organizational leaders utilized Institutional Racial Paralysis (IRP). The research phenomenon flourished when executive members looked the other way or ignored the existence of racism, biases, and discrimination in corporate culture. The researcher managed the data from the study on Zoom and Microsoft Word. The researcher coded the data from the 18 interviews on Atlas.ti and found 23 themes, including Black white-collar workers felt undermined and devalued in their organizations, Black white-collar workers said they were passed over for promotions or received minimal promotions compared to their White counterparts, Black white-collar workers experienced the credit and accolades for their ideas going to other workers. The findings from this study could assist organizational leadership in developing solutions to problems associated with racism, biases, and discrimination in the workplace.

Keywords: white-collar workers, racism, bias, discrimination.

Dedication

I dedicate this dissertation to my sons, Lloyd III and Llogan. Without their cooperation and support, completing this milestone would not be possible; they disciplined themselves to provide quiet backgrounds as I worked through this challenging process. Second, I dedicate this dissertation to Black white-collar workers who persevere through trying circumstances while serving as positive role models for the next generation. Lastly, I dedicate this dissertation to my father and stepmother, Lloyd and Mattie Demmons, who raised and guided me through life and stood up for me when I couldn't stand up for myself.

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Chapter 1 – Introduction and Background of the Study

Carmichael and Hamilton coined institutional racism in 1967, referring to racialized inequalities within and through organizations (Lui et al., 2022). Bias persistently caused an imbalance in American organizations (Vinkenburg, 2017). According to Roberts et al. (2019), Black corporate members continually endured implications and stereotypes developed from historical perceptions of the Black race. For example, although Blacks earned equal education, organizational wage disparities existed between Black and White executive members (Bracy, 2021). According to Kim and Toh (2019), organizational leaders relied on their personal preferences; corporate leaders influenced the workforce's collective behaviors and mindsets, and their traits presented emotions that guided organizational culture.

A gap between the existing and preferred organizational state existed as racialized organizations preserved racial hierarchies and supported the dominance of White executive members' interests over the interests of minority corporate members (Keaton & Cooper, 2022). According to Chase (2022), Black organizational members in American companies experienced racial bias from executive leadership more frequently than other races in advancement opportunities, performance appraisals, and hiring. In addition, Black organizational members held less value to executive administrators and other corporate members regardless of their high expectations to take on administrative roles (Brown, 2021). How Black white-collar workers perceived racism, biases, and discrimination in organizational culture qualified as authentic as white-collar workers' perceptions originated from an intellectually involved source.

The problem of practice occurred when organizational leaders utilized Institutional Racial Paralysis (IRP). According to Conyers and Wright-Fields (2021), IRP granted White corporate

leaders the ability to set standards for organizational behaviors aligned with their ideologies and beliefs. The research phenomenon flourished when executive members looked the other way or ignored the existence of racism, biases, and discrimination in organizational culture.

This narrative qualitative study assessed how Black white-collar workers perceived racism, biases, and discrimination in organizational settings. This study utilized the Critical Race Theory (CRT) theoretical concepts. Nickels and Leach (2021) defined CRT as a theoretical framework used in the social sciences to acknowledge the relationship between race and power in organizational settings. According to Keaton and Cooper (2022), organizations with racialized cultures lacked corporate integrity, reinforced whiteness, and acted as modern-day plantations. In addition, some organizations supported the concept of colorblindness to justify not actively addressing occurrences of racism in their organizational cultures (Conyers & Wright-Fields, 2021).

This narrative qualitative study aimed to assess the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. Demoiny (2017) proposed challenging the master narrative and power imbalance using the CRT lens. This study was significant as limited published studies existed on how Black white-collar workers assess racism, biases, and discrimination in organizational settings. In many of America's largest companies, the belief that the Black race is inferior to the White race created barriers to job opportunities for Blacks (Bracy, 2021).

This study achieved validity and reliability through saturation. The saturation point assured the study's validity and credibility (Mwita, 2022). Mwita (2022) listed the five factors that affected data saturation in qualitative studies: pre-determined codes and themes, sample size,

relevancy of research subjects, number of research methods, and length of data collection sessions. The research question (RQ) that guided the research:

> What are the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace?

The primary constructs of this qualitative study were organizational culture, racism, biases, and discrimination. The study documented the participant's age, sex, job title, and education level. The study evaluated the outcomes of how Black White-collar workers assessed racism, biases, and discrimination in organizational culture through coding.

The researcher conducted the semi-structured interviews on Zoom as this instrument qualified as dependable and anonymous. The study supported a learning outcome of the Doctor of Education in Organizational Leadership program by analyzing organizational problems, developing solutions, and measuring their impact. Furthermore, the study fits within the broader field by utilizing the theoretical concepts of Critical Race Theory (CRT). Nickels and Leach (2021) defined CRT as a theoretical framework used in the social sciences to acknowledge the relationship between race and power in organizational settings.

A limitation of this study involved the depth of answers from the participants during the study's semi-structured interviews. The comprehensiveness of reactions in the study's semi-structured interviews varied depending on the individual participant's openness and willingness to give thorough answers to the study's questions. In addition, this study delimited Black white-collar workers. In addition, this study delimited participants who self-identified as Black and spoke on how they perceived racism, biases, and discrimination in organizational culture.

Finally, this study delimited to participants responding to a participation post in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext.

Background

Legal scholars, including Derrick Bell, Kimberle Crenshaw, and Richard Delgado, first developed CRT (View et al., 2019) in the 1970s and 1980s to critique racial injustice in America (James-Gallaway & James-Gallaway, 2022). View et al. (2019) wrote colonization in America created racialized hierarchies in American society, and CRT attempted to theorize this phenomenon. According to Demoiny (2017), CRT adopted an ontological perspective of historical realism that race's dominant class and power structures shaped reality. View et al. (2019) listed the tenets of CRT as follows:

1. Racism was ordinary in American society.
2. Racial progress only occurred when it was in the interest of Whites in power to make a specific change that benefited minorities.
3. Race was a social construction reinforced by systems and structures; American society racialized everyone.
4. Racialized people had multiple identities; not everyone who shared an identity thought or behaved identically.
5. It promoted counter-narratives to the master narrative.

Dumas and Ross (2016) defined Black as a racialized group of African descent that shared history, processes, and kinship. Padilla (1994) described cultural taxation as roles and expectations which assumed Black organizational members' suitability for specific administrative tasks based on their race and presumed knowledge of cultural differences. Padilla (1994) listed the forms of cultural taxation as follows:

1. They were called upon to be the expert on diversity within the organization, even though they may not be knowledgeable on the issues or very comfortable in the role.
2. Black organizational members were often repeatedly called on to educate individuals in the majority group about diversity, even though this was not part of the job description. However, they received no authority or recognition to carry the responsibility.
3. Organizations often made Black organizational members serve on affirmative action committees or task forces that rehash past ineffective methods and affect little real structural change.
4. Black organizational members often served as the liaison between the organization and the ethnic community, even though they may have disagreed with how the organization's policies impacted the community.

White organizational members typically supported corporate cultures that disadvantaged minority members while claiming racial neutrality (Kreiter, 2021). Colorblindness ignored organizational racism and contended that all corporate members had equal opportunities, as racism did not exist (Mitchell, 2020). In addition, colorblindness allowed White executive members to maintain an unbiased self-image (Robotham, 2021). Kreiter (2021) wrote that "White power secured its dominance through seeming to be nothing in particular" (p. 17).

Carmichael and Hamilton coined institutional racism in 1967 to refer to racialized inequalities within and through organizations (Lui et al., 2022). According to Came and Humphries (2014), organizational racism was a complex and destructive phenomenon that some executive members ignored due to a lack of moral sensitivity. Organizations with racialized corporate cultures lacked organizational integrity, did not support antiracist policies, reinforced whiteness, and acted as modern-day plantations (Keaton & Cooper, 2022). Organizational racism

qualified as a pattern of discriminating against and disadvantaging one sector while providing material recourses and power to another sector of the corporate population (Came & Humphries, 2014). Racist ideologies most employees embraced shaped assumptions and perceptions of the entire organization (Chakravarty & Lawrence, 2022).

Racialized organizations preserved racial hierarchies and supported the dominance of White organizational members' interests over the interests of minority corporate members (Keaton & Cooper, 2022). Based on stereotypes and discrimination against minorities, White men remained the ideal candidates for promotions, recruiting, and hiring in American organizations (Bracy, 2021). Working-class White men used racism to remove attention from their subordinate positions and deflected onto organizational members with inferior jobs (Bohonos, 2021). Ramasubramanian (2018) stated, "Racial differences were deployed to sustain whiteness as the guiding norm in predominantly White institutions while ignoring the role of racism and violence. Both events emphasize racial differences to celebrate whiteness" (p. 437).

Although Blacks earned equal education, organizational wage disparities existed between Black and White executive members (Bracy, 2021). Bracy (2021) wrote that Black men received fewer promotions than White men in American organizations. Black men faced prejudice and stereotypes when human resource decisions were made in American organizations (Bracy, 2021). Racism negatively impacted minority organizational members' mental health in the form of stress (Lui et al., 2022).

Bias persistently caused inequality in American organizations (Vinkenburg, 2017). According to Chase (2022), Black organizational members in American companies experienced racial bias from executive leadership more frequently than other races in advancement opportunities, performance appraisals, and hiring. In many of America's largest companies, the

belief that the Black race is inferior to the White race created barriers to job opportunities for Blacks (Bracy, 2021). In addition, biases of executive leadership impact retaining minority organizational members and influence daily organizational interactions (Sabat et al., 2020).

Organizational leaders disproportionally influence corporate cultures by relying on personal values to shape organizational cultures (Kim & Toh, 2019). According to Kim and Toh (2019), organizational leaders relied on their personal preferences; corporate leaders influenced the organizational workforce's collective behaviors and mindsets, and their traits presented emotions that guided organizational culture. Organizational leaders possess the authority to shape corporate cultures by rewarding members who embrace the leader's behaviors and opinions (Kim & Toh, 2019). Counterproductive behaviors from organizational leadership negatively affected organizational productivity in the corporate workforce (Singh, 2021).

Hirsh and Lyon (2010) defined discrimination as the unjust treatment of a person and stated that discriminatory perceptions regarding Blacks in America originated during slavery. Organizational discrimination included advancements, wages, and termination decisions based on race (Bracy, 2021). Fears of competition in corporate environments and competition over resources motivated White discriminatory practices against Blacks (Evans & Sims, 2021). According to Roberts et al. (2019), Black corporate members continually endured implications and stereotypes developed from historical perceptions of the Black race. According to Rosette et al. (2016), corporate diversity programs complicated proving organizational discrimination as discriminatory behaviors evolved into more covert and subtle methods.

Psychiatrist Chester Pierce coined the term microaggression in 1970 to mean innocuous, subtle, preconscious, or unconscious degradations that caused adverse physical and mental health outcomes among Blacks (Lui et al., 2022). According to Applebaum (2019), microaggressions in

organizational settings sometimes occur unconsciously or unknowingly and have ambiguous interpretations that conceal their harmful effects. Racial microaggressions positively affect anxiety, depression, thoughts of suicide, and somatic symptoms in minorities (Lui et al., 2022). In addition, the cumulative burden of microaggressions contributed to low self-confidence, physical illness, and deteriorated mental health in minorities (Turner et al., 2021).

Statement of the Problem

This qualitative study, informed by CRT, assessed how Black white-collar workers perceived/experienced racism, biases, and discrimination in organizational settings. A gap between the existing and preferred administrative state existed as racialized organizations preserved racial hierarchies and supported the dominance of White executive members' interests over minority corporate members (Keaton & Cooper, 2022). Thomas et al. (2019) stated that organizational racial discrimination involved structural barriers that impeded the advancement of minority corporate members and shaped access to health-promoting resources and opportunities. According to Chase (2022), Black organizational members in American companies experienced racial bias from executive leadership more frequently than other races in advancement opportunities, performance appraisals, and hiring. Nonracial factors proved ineffective in explaining racial resentment as organizational cultures reflected American society (Talbert, 2017).

Demoiny (2017) stated that racism qualified as permanently ingrained in American culture. According to Bracy (2021), racism shaped negative stereotypes of Black organizational members that organizations sometimes utilized to justify administrative decisions. Bracy (2021) wrote that past organizational discrimination shaped corporate members' perceptions of future organizational outcomes.

Dumas and Ross (2016) defined Black as a racialized group of African descent that shared history, processes, and kinship. However, Blacks remained severely underrepresented in American organizations' executive and CEO positions (Charlton, 2019). Typically, American organizations limited Black's organizational roles (Wooten & James, 2019). For example, according to Chase (2022), organizations frequently appointed Black CEOs to highly publicized "glass cliff assignments" that had high chances of failure (p. 90). In addition, Black organizational members held less value to executive administrators and other corporate members regardless of their high expectations to take on administrative roles (Brown, 2021).

Bellamy (2022) defined white-collar employees as office workers over 18 years old who worked office jobs requiring mental effort. Karavelioglu et al. (2022) wrote that white-collar workers worked administrative jobs in office environments, and white-collar workers did desk jobs that required intellectual involvement. How Black white-collar workers perceived racism, biases, and discrimination in organizational culture qualified as authentic as white-collar workers' perceptions originated from an intellectually involved source.

Describe the Problem of Practice

The study's objectives assessed racism, biases, and discrimination in organizational culture to ensure all corporate members had the same opportunities to reach their full organizational potential based on their job performance. The perceptions and experiences of Black white-collar workers with racism, biases, and discrimination showed the detrimental organizational effects of acting as if these did not exist. Conyers and Wright-Fields (2021) described Institutional Racial Paralysis (IRP) as the propensity for organizations to remain inactive when race factored in solving organizational situations. The research phenomenon

flourished when executive members looked the other way or ignored the existence of racism, biases, and discrimination in corporate culture.

The problem of practice occurred when organizational leaders utilized IRP. According to Conyers and Wright-Fields (2021), IRP granted White corporate leaders the ability to set standards for organizational behaviors aligned with their ideologies and beliefs. Negative consequences arose for minority members when organizations ignored issues of race (Blessett & Gaynor, 2021). Blessett and Gaynor (2021) listed the four stages of IRP as follows:

1. Idleness.
2. Concealment.
3. Evolving modus operandi.
4. Pervasive.

The initial stage of IRP, idleness, is identified by a lack of action from organizational leadership when race factors in the decision-making process (Conyers & Wright-Fields, 2021). In the second stage of IRP, concealment, organizations willingly and knowingly hid critical information from organizational members that caused them to question executive leadership (Conyers & Wright-Fields, 2021). The third stage of IRP, evolving modus operandi, allows organizations to shift the attention from race to other factors that may explain their inactivity, and evolving modus operandi increases the culpability of organizational inaction (Conyers & Wright-Fields, 2021). In the final stage, IRP became pervasive and spread from organization to organization; as effective methods of concealment spread, it became imperceptible (Conyers & Wright-Fields, 2021).

Purpose of the Study

This narrative qualitative study assessed how Black white-collar workers perceived racism, biases, and discrimination in organizational settings. This study utilized the Critical Race Theory (CRT) theoretical concepts. Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational settings. In addition, this narrative study used qualitative methodology by conducting semi-structured interviews with Black white-collar workers that gauged how the participants viewed racism, biases, and discrimination in organizational cultures based on the participant's corporate experiences.

According to Keaton and Cooper (2022), organizations with racialized cultures lacked organizational integrity, reinforced whiteness, and acted as modern-day plantations. Dawson et al. (2020) recommended that organizations interrupt racism by creating corporate cultures that benefit all workers and suggest that executive leadership listen to minority workers without defensiveness or judgment to become conscious of biases in organizational cultures. Instead, biases and discrimination toward minority organizational members became normalized, and racism affected organizational culture by aiding White corporate members at the expense of minority executive members (Alexis et al., 2019). Kartolo and Kwantes (2019) wrote that organizational cultures that accepted discrimination toward minority corporate members as behavioral norms influenced executive members' perceptions of discrimination.

Withers (2017) defined whiteness as a system of racial power that maintained racial oppression in organizational settings through framings and narrations. According to Kim and Toh (2019), corporate leaders who rely on personal values to shape organizational culture disproportionately and negatively influence organizational culture. Keaton and Cooper (2022)

stated that racialized organizations perpetuated racial hierarchies that maintained the dominance of White members' interests over the interests of minority members. Racial organizational cultures normalized racial advantages and maintained unequal racial hierarchies through discourse, ideologies, and practices (Withers, 2017).

According to Kartolo and Kwantes (2019), organizational culture determines whether organizational beliefs regarding discrimination become amplified or minimized. Dunlea (2022) defined colorblindness as an adopted strategy that assumed equal opportunity and ignored an individual's racial identity and racial disparities. Some organizations supported the concept of colorblindness to justify not actively addressing occurrences of racism in their organizational cultures (Conyers & Wright-Fields, 2021).

Alexis et al. (2019) contended that biases and discriminatory acts against minority workers became normalized in organizational culture, and racism in corporate culture benefited White workers at the expense of minority workers. This study articulated how Black white-collar workers perceived racism, biases, and discrimination in organizational culture by assessing corporate culture, the context of language in organizational culture, and assumptions utilized in organizational culture. This qualitative study contributed to existing literature that assessed racism, biases, and discrimination in organizational culture. In addition, it brought attention to disparities Black white-collar workers experienced in organizational culture.

Significance of the Study

This narrative qualitative study aimed to assess the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. Demoiny (2017) proposed challenging the master narrative and power imbalance using the CRT lens. Republican legislature attempted to label CRT as a threat to national unity in assessing racism,

resource allocations, and administrative actions (Blessett & Gaynor, 2021). In addition, the now-revoked Executive Order 13950 distorted and maligned CRT and attempted to ban any speech critiquing organizational racism (Conway, 2022). Conway (2022) wrote the reasons for targeting CRT involved the pursuit of power, an allegiance to a White national identity, and minimized critiquing organizational racism in America.

White corporate members did not face the expectations of their Black counterparts (Brown, 2021). Padilla (1994) wrote that Black organizational members were called upon to be the expert on diversity within the organization, even though they may not be knowledgeable on the issues or very comfortable in the role. Many Black scholars found their publications about matters relating to Blacks devalued, harshly scrutinized, and rejected more frequently (Brown, 2021).

This study was significant as limited published studies existed on how Black white-collar workers assessed racism, biases, and discrimination in organizational settings. In many of America's largest companies, the belief that the Black race is inferior to the White race created barriers to job opportunities for Blacks (Bracy, 2021). Executive leadership should listen to minority corporate members without judgment or defensiveness, become conscious of White advantages in organizational settings, take action to interrupt racism, and create organizational cultures where everyone thrives (Dawson et al., 2020).

American organizations needed to improve methods of mitigating racial biases in the workplace (Humbert et al., 2019). Awareness of one's biases and monitoring one's behavior reduce the influence of bias (Kim & Roberson, 2022). According to Kreiter (2021), White organizational members that claimed not to experience racism denied they enjoyed the benefits

of privilege. Kim and Roberson (2022) stated that individuals who did not recognize their biases could not refuse them, allowing them to influence their thoughts and behaviors.

A need exists in American organizations to teach organizational leaders how to engage with minority employees (Sabat et al., 2020). Racial bias emerged when executive leadership possessed high decision-making latitude, explanations justified dishonest behavior, and heightened negative stereotypes (Rizzuto et al., 2022). According to Sabat et al. (2020), leaders in American organizations stereotyped minority organizational members as less effective than White corporate members. According to Kim and Toh (2019), organizational leaders relied on their personal preferences; corporate leaders influenced the organizational workforce's collective behaviors and mindsets, and their traits presented emotions that guided organizational culture.

The findings of this study contributed to the existing scholarly literature by illuminating the lived experiences of Black white-collar workers with racism, biases, and discrimination in organizational settings. This study may motivate leaders to review their corporate cultures and policies to improve the workplace for all employees. In addition, the findings from this study may help organizational leaders understand the work experiences of minority executive members. Finally, this study provided future researchers a framework to further investigate Black white-collar workers' experiences with racism, biases, and discrimination in organizational settings.

Research Question and Hypotheses

This study achieved validity and reliability through saturation. Mwita (2022) defined saturation as the point where researchers do not collect additional information from study participants as no new relevant information exists. The saturation point assured the study's validity and credibility (Mwita, 2022). Mwita (2022) listed the five factors that affect data

saturation in qualitative studies: pre-determined codes and themes, sample size, relevancy of research subjects, number of research methods, and length of data collection sessions. The research question (RQ) that guided the research:

> What are the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace?

Operationalization of Constructs

The primary constructs of this qualitative study were organizational culture, racism, biases, and discrimination. The study documented the participant's age, sex, job title, and education level. The study evaluated the outcomes of how Black White-collar workers assess racism, biases, and discrimination in organizational culture through coding.

Ellis et al. (2022) wrote that racism normalized negative beliefs and attitudes toward racial groups, and racism normalized discriminatory treatment of selected racial groups in social environments. Rizzuto et al. (2022) contended that racial bias emerged when organizational leadership possessed high decision-making latitude, explanations justified biased behavior, and heightened negative stereotypes. Finally, Kartolo and Kwantes (2019) called discrimination unfair treatment due to demographic group membership, and bias influenced minority workers' job performance, organizational commitment, and morale. The researcher measured the outcomes by coding the responses to the study's semi-structured interviews to determine how the participants perceived the existence of racism, biases, and discrimination in organizational culture.

Framework

Conceptual Framework

The study's qualitative research design consisted of semi-structured interviews with seven open-ended questions that assessed how Black white-collar workers perceived racism, biases, and discrimination in organizational culture. The researcher conducted the semi-structured interviews on Zoom as this instrument qualified as dependable and anonymous. In addition, Gillespie et al. (2021) wrote that open-ended questions provided a voice to respondents in giving valuable information concerning their lived experiences. The researcher used participation posts in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext. The researcher continued interviewing participants until achieving saturation.

This study supported a learning outcome of the Doctor of Education in Organizational Leadership program by analyzing organizational problems, developing solutions, and measuring their impact. The problem was many organizations practiced Institutional Racial Paralysis (IRP) by remaining inactive when race factored into solving organizational situations (Conyers & Wright-Fields, 2021). Nickels and Leach (2021) suggested addressing White hegemony through minority leadership and amplifying the ideas and voices of minority organizational members. Matta et al. (2014) wrote that if corporate members felt discriminated against, they may perceive the organization as unfair and exhibit negative work behaviors.

Theoretical Framework

The study fits within the broader field by utilizing the theoretical concepts of Critical Race Theory (CRT). Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational

settings. The study built upon the theoretical CRT model that argued that racism qualified as systemic and remained embedded in the corporate cultures of American organizations (Conyers & Wright-Fields, 2021). Martell and Stevens (2017) listed the assertions of CRT as follows:

1. Race continued to be a significant factor in determining American inequity.
2. American society was based on property rights, not human rights.
3. The intersection of race and property created a tool to analyze American social inequity.

View et al. (2019) wrote colonization in America created racialized hierarchies in American society, and CRT attempted to theorize this phenomenon. According to Demoiny (2017), CRT adopted an ontological perspective of historical realism that race's dominant class and power structures shaped reality. Legal scholars, including Derrick Bell, Kimberle Crenshaw, and Richard Delgado, first developed CRT (View et al., 2019) in the 1970s and 1980s to critique racial injustice in America (James-Gallaway & James-Gallaway, 2022). View et al. (2019) listed the tenets of CRT as follows:

1. Racism was typical in American society.
2. Racial progress only occurred when it was in the interest of Whites in power to make a specific change that benefited minorities.
3. Race was a social construction reinforced by systems and structures; American society racialized everyone.
4. Racialized people had multiple identities; not everyone who shared an identity thought or behaved identically.
5. It promoted counter-narratives to the master narrative.

CRT examined the manifestation of organizational racism (Blessett & Gaynor, 2021). Conyers and Wright-Fields (2021) suggested using CRT to explore the concept of colorblindness as justification for not actively addressing issues of race in organizational cultures. Blessett and Gaynor (2021) state that organizations typically avoid explicit racial justice conversations, leading to organizational culture shifts.

Methodology Overview

The purpose of this narrative qualitative research study aimed to assess how Black white-collar workers perceived racism, biases, and discrimination in organizational culture. The problem was many organizations practiced Institutional Racial Paralysis (IRP) by remaining inactive when race factored into solving organizational situations (Conyers & Wright-Fields, 2021). The theoretical framework for the study was Nickels and Leach's (2021) Critical Race Theory (CRT), which served as the theoretical lens of the study problem.

The following question guided the research:

RQ. What are the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace?

According to Denny and Weckesser (2022), qualitative research "explored complexities, nuance and seemingly contradictory positions that people held in the context of their lives, and the experience of people typically underrepresented in experimental studies" (p. 1799). The researcher chose a qualitative methodology over a quantitative method because qualitative research explored small populations that shared a common attribute and often suffered from the same problem (Denny & Weckesser, 2022). Qualitative research leads to knowledge that improves outcomes and brings attention to unconsidered organizational issues (Denny &

Weckesser, 2022). The justification of the qualitative narrative design began with the data this study collected in semi-structured interviews, as qualitative research lead to understanding the social world from the perspective of individuals who experienced social phenomena (Denny & Weckesser, 2022). Qualitative research answered the 'how' questions, the 'what' questions, and the 'why' questions (Denny & Weckesser, 2022).

The study consisted of participants who fit the demographics of Black white-collar workers. The researcher did not have an ideal number of participants as the study's interviews continued until saturation. Saunders et al. (2018) wrote that saturation occurs when the researcher finds repetition in participant responses. According to Hennink and Kaiser (2022), saturation often happened between the 9th and 17th interviews. Researchers typically reach saturation by the 13th interview (Hennink & Kaiser, 2022).

The researcher referred to, *How African American female faculty experience and perceive the organizational culture at community colleges: A qualitative study* (Brown, 2021), which included ten interviews. The researcher also referred to *Black and in business: A Critical Race Analysis of how Black students perceive race and racism in their business school experiences* (Chase, 2022), which included 13 interviews. In addition, the researcher referred to, *A participatory evaluation of the impacts of antiracism training: Towards methods and measures of individual, organizational, and system change* (Emmerling, 2022), which included 17 interviews.

The study addressed researcher bias by accurately quoting the responses of the semi-structured interviews without changing or adjusting participant responses. The researcher ensured meticulous data collection by using Zoom to collect all of the study's data, as Zoom qualified as anonymous and dependable. Participants expressed their views in responses to the

study's semi-structured interviews. The study's data allowed the researcher to conclude for a larger population as the participants resided in many locations across America.

The participant's information is confidential to the extent the law allows. Some steps the researcher took to keep the identity confidential are not including the name or overall identity. Instead, the researcher secured the information with these steps: Locking the information with a passcode. The researcher will keep the data for at least three to seven years. Then, the researcher will delete electronic data and destroy paper data.

The study used Zoom for the researcher's semi-structured interviews, including audio recordings. The researcher deidentified/anonymized the transcripts. The researcher removed identifiers from the dataset used for analysis and other potential identifiers, such as placenames. The researcher only named participants in the research if the participant had given specific consent for identification. In addition, all transcripts identified interviewees by a code rather than by name if the transcript is lost, stolen, or mislaid; this assisted in protecting the interviewee's privacy.

The researcher recruited participants for the study from participation posts in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext. Third, the researcher used Atlas.ti in the study to code the semi-structured interview transcripts. Finally, the researcher used Microsoft Word in the study to document findings. All of the instruments mentioned above qualified as dependable and anonymous.

The study's semi-structured interviews asked the participants:

1. What are your age, sex, and job title?
2. What is your education level?

3. Have you experienced being treated less respectfully than others in your organization?
4. Do you see racism relate in any way to organizational culture?
5. Have you experienced any emotional or psychological experiences regarding the manifestation of racism in the workplace?
6. Have you experienced biased treatment in your organization?
7. Do you see discrimination relate in any way to organizational culture?

If the participant answered "Yes," some follow-up questions included: Can you tell me more about your perspective on that? Is there a story you can share? How did you deal with the situation? Is this being addressed by leadership? Do you think others in your organization have experienced biased treatment as well? Can you talk about that?

If the participant answered "No," some follow-up questions included: Why do you think that is? Can you tell me what your organization does to promote equality? Do you think others in your organization would agree with you? Why or why not?

The researcher managed the data from the study on Zoom and Microsoft Word. The researcher transcribed the semi-structured interview results in Microsoft Word to ensure continuity in the documentation of the study's semi-structured interviews from Zoom. The researcher coded the data from the semi-structured interviews on Atlas.ti, and the study found 273 codes. The results from the semi-structured interviews clarified how Black white-collar workers perceived racism, biases, and discrimination in organizational culture.

Definitions of Relevant Terms

The following terms defined concepts in this study:

Bias. Racial bias emerged when organizational leadership possessed high decision-making latitude, explanations justified dishonest behavior, and heightened negative stereotypes (Rizzuto et al., 2022).

Black. A racialized group of African descent that shared history, processes, and kinship (Dumas & Ross, 2016).

Colorblind. An adopted strategy assumed equal opportunity and ignored an individual's racial identity and disparities (Dunlea, 2022).

Critical Race Theory (CRT). A theoretical framework in the social sciences acknowledged the relationship between race and power in organizational settings (Nickels & Leach, 2021).

Discrimination. Unfair treatment due to demographic group membership influences minority workers' job performance, organizational commitment, and morale (Kartolo & Kwantes, 2019).

Institutional Racial Paralysis (IRP). The propensity for organizations to remain inactive when race factored in solving organizational situations (Conyers & Wright-Fields, 2021).

Organizational culture. Schein (2004), "A pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel about those problems" (p. 18).

Racism. A normalization of negative beliefs and attitudes toward racial groups and a normalization of discriminatory treatment of selected racial groups in social environments (Ellis et al., 2022).

Saturation. Researchers did not collect additional information from study participants as no new relevant information existed, as the saturation point assured validity and credibility in studies (Mwita, 2022).

Qualitative research. Denny and Weckesser (2022) "Explored complexities, nuance and seemingly contradictory positions that people held in the context of their lives, and the experience of people who experimental studies typically underrepresented" (p. 1799).

White-collar workers. Individuals who worked administrative jobs in office environments and those who did desk jobs that required intellectual involvement (Karavelioglu et al., 2022).

Assumptions

Ellis and Levy (2009) defined assumptions as something researchers accepted as fact without proof. The premises of this study included the following:

1. The participants represented the experiences of Black white-collar workers.
2. The participants were willing to participate in this study and truthfully shared their experiences and perceptions of the topic.
3. The data collected answered the research questions.
4. The participants experienced the phenomenon of this study.

Delimitations and Limitations

Theofanidis and Fountouki (2018) described limitations as imposed restrictions that the researcher could not control. Limitations affected conclusions, results, and study designs (Theofanidis & Fountouki, 2018). Limitations arose from the participants' inability to recall their experiences accurately (Chase, 2022).

Brown (2021) categorized qualitative research as non-generalizable since small purposive samples provided the basis for the findings. Chase (2022) wrote the limits of qualitative research methods included sample size and the feasibility of generalizability. Qualitative research focused on transferability and insights into reflected experiences in similar organizations (Chase, 2022).

A limitation of this study involved the depth of answers from the participants during the study's semi-structured interviews. Gillespie et al. (2021) stated that interviews often produced more in-depth responses than surveys, whose short responses often lacked the context to code subsequently. The comprehensiveness of reactions in the study's semi-structured interviews varied depending on the individual participant's openness and willingness to give thorough answers to the study's questions.

Theofanidis and Fountouki (2018) described delimitations as definitions that researchers used to limit or set boundaries so their study's objectives remained attainable. Chase (2022) contended that delimitation drew attention to perspectives, experiences, and considerations not presented in the study. The delimitations in this study included the following:

1. This study delimited to Black white-collar workers. Therefore, this study only examined the experiences of Black white-collar workers.

2. This study delimited participants who self-identified as Black and spoke on how they perceived racism, biases, and discrimination in organizational culture.

3. This study delimited to participants that responded to a participation post in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext.

Organization of the Study

This qualitative research design consisted of semi-structured interviews that assessed how Black white-collar workers perceived racism, biases, and discrimination in organizational culture. The researcher selected participants for the semi-structured interviews through participation posts in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext. This study used Zoom to conduct the semi-structured interviews with Black white-collar workers as this instrument qualified as anonymous and dependable. The audio files from semi-structured interviews on Zoom were transcribed on Microsoft Word using a dictation function.

The researcher coded the transcripts of the semi-structured interviews on Atlas.ti that found patterns and established commonalities in the participants' responses. Next, the researcher wrote the patterns and findings from the coded interview transcripts in a Microsoft Word document. The researcher then prepared a polished dissertation that included the background, literature review, research methodology, findings, and study recommendations in a Microsoft Word document.

Summary

According to Roberts et al. (2019), Black corporate members continually endured implications and stereotypes developed from historical perceptions of the Black race. White organizational members typically supported corporate cultures that disadvantaged minority members while claiming racial neutrality (Kreiter, 2021). According to Came and Humphries (2014), organizational racism was a complex and destructive phenomenon that some executive members ignored due to a lack of moral sensitivity. Racism negatively impacted minority corporate members' mental health in the form of stress (Lui et al., 2022). Biases of executive leadership impacted retaining minority organizational members and influenced daily organizational interactions (Sabat et al., 2020).

A gap between the existing and preferred organizational state existed as racialized organizations preserved racial hierarchies and supported the dominance of White executive members' interests over the interests of minority corporate members (Keaton & Cooper, 2022). Thomas et al. (2019) stated that organizational racial discrimination involved structural barriers that impeded the advancement of minority corporate members and shaped access to health-promoting resources and opportunities. Typically, American organizations limited Black's organizational roles (Wooten & James, 2019). Bracy (2021) wrote that racism shaped negative stereotypes of Black corporate members that organizations sometimes utilized to justify administrative decisions. How Black white-collar workers perceived racism, biases, and discrimination in organizational culture qualified as authentic as white-collar workers' perceptions originated from an intellectually involved source.

The problem of practice occurred when organizational leaders utilized Institutional Racial Paralysis (IRP). Negative consequences arose for minority members when organizations ignored

issues of race (Blessett & Gaynor, 2021). Conversely, the research phenomenon flourished when executive members looked the other way or ignored the existence of racism, biases, and discrimination in organizational culture.

This narrative qualitative study assessed how Black white-collar workers perceived racism, biases, and discrimination in organizational settings. This study utilized the Critical Race Theory (CRT) theoretical concepts. Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational settings. Alexis et al. (2019) contended that biases and discriminatory acts against minority workers became normalized in corporate culture, and racism in organizational culture benefited White workers at the expense of minority workers. Dawson et al. (2020) recommended that organizations interrupt racism by creating corporate cultures that helped all workers and suggested that executive leadership listen to minority workers without defensiveness or judgment to become conscious of biases in organizational cultures.

This narrative qualitative study aimed to assess the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. Demoiny (2017) proposed challenging the master narrative and power imbalance using the CRT lens. This study was significant as limited published studies existed on how Black white-collar workers assessed racism, biases, and discrimination in organizational settings. In addition, a need exists in American organizations to teach corporate leaders how to engage with minority employees (Sabat et al., 2020).

This study achieved validity and reliability through saturation. The saturation point assured the study's validity and credibility (Mwita, 2022). Mwita (2022) listed the five factors that affect data saturation in qualitative studies: pre-determined codes and themes, sample size,

relevancy of research subjects, number of research methods, and length of data collection sessions. The research question (RQ) that guided the research:

> What are the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace?

The primary constructs of this qualitative study were organizational culture, racism, biases, and discrimination. The study documented the participant's age, sex, job title, and education level. The study evaluated the outcomes of how Black White-collar workers assessed racism, biases, and discrimination in organizational culture through coding.

The researcher conducted the semi-structured interviews on Zoom as this instrument qualified as dependable and anonymous. The study supported a learning outcome of the Doctor of Education in Organizational Leadership program by analyzing organizational problems, developing solutions, and measuring their impact. Furthermore, the study fits within the broader field by utilizing the theoretical concepts of Critical Race Theory (CRT). Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational settings.

A limitation of this study involved the depth of answers from the participants during the study's semi-structured interviews. The comprehensiveness of reactions in the study's semi-structured interviews varied depending on the individual participant's openness and willingness to give thorough answers to the study's questions. In addition, this study delimited Black white-collar workers. In addition, this study delimited participants who self-identified as Black and spoke on how they perceived racism, biases, and discrimination in organizational culture.

Finally, this study delimited participants responding to participation posts in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext.

Chapter Two – Literature Review

Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational settings. View et al. (2019) wrote colonization in America created racialized hierarchies in American society, and CRT attempted to theorize this phenomenon. Demoiny (2017) stated that racism qualified as permanently ingrained in American culture. Master narratives based on White domination conveyed a message of White privilege that gave the benefit of telling history. Republican legislature attempted to label CRT as a threat to national unity in assessing racism, resource allocations, and administrative actions (Blessett & Gaynor, 2021).

Dumas and Ross (2016) defined Black as a racialized group of African descent that shared history, processes, and kinship. Many Black scholars found their publications about matters relating to Blacks devalued, harshly scrutinized, and rejected more frequently (Brown, 2021). Padilla (1994) described cultural taxation as roles and expectations which assumed Black organizational members' suitability for specific administrative tasks based on their race and presumed knowledge of cultural differences. White corporate members did not face the expectations of their Black counterparts (Brown, 2021).

Bonilla-Silva (2018) described colorblindness as a racial ideology that ignored or minimized group differences, especially race and focused on the uniqueness or sameness of everyone in pursuing equality. Kreiter (2021) described colorblind racism as an ideology that claimed not to see race and refused to acknowledge “how the racialized social system contributed to observable racial inequality” (p. 17). Numerous studies showed that colorblind organizational members behaved more biased than other corporate members while considering themselves non-prejudiced (Robotham, 2021). White executive members typically supported

organizational cultures that disadvantaged minority members while claiming racial neutrality (Kreiter, 2021). Corporate hiring practices that supported colorblindness claimed that Blacks could no longer point out racism or name their realities (Brown, 2021).

According to Chase (2022), Black organizational members in American companies experienced racial bias from executive leadership more frequently than other races in advancement opportunities, performance appraisals, and hiring. Bracy (2021) wrote that racism shaped negative stereotypes of Black organizational members that organizations sometimes utilized to justify administrative decisions. Racial bias emerged when executive leadership possessed high decision-making latitude, explanations that explained dishonest behavior, and heightened negative stereotypes (Rizzuto et al., 2022). Kim and Roberson (2022) wrote that explicit attitudes were reportable actions that relied on cognitions and opinions that an individual accepted as accurate and valid. Alexis et al. (2019) described implicit bias as subconscious cognitions formed by stereotyping and supporting the privileged treatment of one's group.

Schein (2004) defined organizational culture as a pattern of basic assumptions that worked in an organization and acted as a conduit for solving organizational problems. Organizational culture was fluid, contextually dependent, and created by corporate members with conflicting assumptions and worldviews (Diaz, 2021). Diaz (2021) wrote that organizational culture directly impacted organizational effectiveness and performance. Teasley (2017) described positive organizational culture as conducive to professional energy, morale, and satisfaction while supporting collegiality and collaboration. When executive members viewed other corporate members as objects, blaming them when problems arose became routine (Foslien-Nash et al., 2020).

Hirsh and Lyon (2010) defined discrimination as the unjust treatment of a person and stated that discriminatory perceptions regarding Blacks in America originated during slavery. The history of discrimination experienced by Black corporate members prompted them to examine the distribution of rewards, their relationship with organizational leadership, and the application of policies and procedures (Bracy, 2021). According to Kartolo and Kwantes (2019), corporate members' perceptions of discrimination stemmed from organizational cultures that accepted discriminatory behavioral norms and perceived societal discrimination. White discriminatory practices against Blacks were motivated by the fear of competition in executive environments and over resources (Evans & Sims, 2021). Bracy (2021) stated that past organizational discrimination shaped organizational members' perceptions of future organizational outcomes.

Carmichael and Hamilton coined institutional racism in 1967, referring to racialized inequalities within and through organizations (Lui et al., 2022). Racism shaped individuals' conversations, consciousness, and racial ideologies (Emmerling, 2022). Thomas et al. (2019) stated that organizational racial discrimination involved structural barriers that impeded the advancement of minority corporate members and shaped access to health-promoting resources and opportunities. Racialized organizations preserved racial hierarchies and supported the dominance of White organizational members' interests over the interests of minority corporate members (Keaton & Cooper, 2022). Nonracial factors proved ineffective in explaining racial resentment as organizational culture reflected American society (Talbert, 2017).

According to Denny and Weckesser (2022), qualitative research “explored complexities, nuance and seemingly contradictory positions that people held in the context of their lives, and the experience of people typically underrepresented in experimental studies” (p. 1799). Mwita

(2022) stated that interviews involved conversations with participants and were the most common method of collecting qualitative data. Gillespie et al. (2021) wrote that open-ended questions provided a voice to respondents in giving valuable information that concerned their lived experiences. Gillespie et al. (2021) stated that interviews often produced more in-depth responses than surveys, whose short answers often lacked the context to code subsequently.

Karavelioglu et al. (2022) wrote that white-collar workers worked administrative jobs in office environments, and white-collar workers did desk jobs that required intellectual involvement. Bellamy (2022) defined white-collar employees as office workers over 18 years old who worked office jobs that required mental effort. According to Will (2022), candidates for white-collar jobs rarely knew the length of their workweeks. Krause et al. (2017) wrote that white-collar workers qualified as high-risk for metabolic and cardiovascular diseases due to a lack of physical activity.

Conyers and Wright-Fields (2021) defined IRP as "the propensity for an organization not to act when race was a salient factor in a situation" (p. 487). Negative consequences arose for minority members when organizations ignored issues of race (Blessett & Gaynor, 2021). IRP allowed White corporate leaders to set standards for organizational behaviors aligned with their ideologies and beliefs. Organizations unfairly categorized minority corporate members as lazy after they immobilized the minority executive members through IRP (Conyers & Wright-Fields, 2021).

Theoretical Framework: Critical Race Theory (CRT)

Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational settings. CRT argued that racism qualified as systemic and remained embedded in the corporate cultures of

American organizations (Conyers & Wright-Fields, 2021). Martell and Stevens (2017) listed the assertions of CRT as follows:

1. Race continued to be a significant factor in determining American inequity.
2. American society was based on property rights, not human rights.
3. The intersection of race and property created a tool to analyze American social inequity.

Tenets of CRT

View et al. (2019) wrote colonization in America created racialized hierarchies in American society, and CRT attempted to theorize this phenomenon. According to Demoiny (2017), CRT adopted an ontological perspective of historical realism that race's dominant class and power structures shaped reality. Legal scholars, including Derrick Bell, Kimberle Crenshaw, and Richard Delgado, first developed CRT (View et al., 2019) in the 1970s and 1980s to critique racial injustice in America (James-Gallaway & James-Gallaway, 2022). View et al. (2019) listed the tenets of CRT as follows:

1. Racism was normal or ordinary in American society.
2. Racial progress only occurred when it was in the interest of Whites in power to make a specific change that benefited minorities.
3. Race was a social construction reinforced by systems and structures; American society racialized everyone.
4. Racialized people had multiple identities; not everyone who shared an identity thought or behaved identically.
5. It promoted counter-narratives to the master narrative.

The first tenet of CRT, racism was normal or ordinary in American society, explained the continual acts of racism explicitly and implicitly in American organizations (Conyers & Wright-Fields, 2021). Racism remained familiar and permanently ingrained in American society (Demoiny, 2017). Brown (2021) wrote that CRT drew attention to patterns of exclusion in American organizations. Conyers and Wright-Fields (2021) stated that CRT examined the consequences of America's integrated society and how "separate but equal" existed in American society.

Racial progress only occurred when it was in the interest of Whites in power to make a specific change that benefitted minorities; another CRT tenet explained how organizations prioritized organizational interests and marginalized racial justice (Conyers & Wright-Fields, 2021). Addressing racism in American organizations became an expected necessity (Chase, 2022). Chase (2022) contended that Whites would ignore racism unless it benefitted them. Instead, many Whites embraced racial equality in organizations until it infringed on their position of privilege and power (Brown, 2021).

The third tenet of CRT, race was a social construction reinforced by systems and structures, explained the inadequate representation of Blacks in leading organizational positions (Conyers & Wright-Fields, 2021). Race constituted a social construction instead of a biological reality (View et al., 2019). According to Conyers and Wright-Fields (2021), a few Black organizational members progressed to positions of power as whiteness as a property granted privileges historically enjoyed by Whites. Brown (2021) wrote that corporate racism leads to emotionally injuring experiences for Black organizational members.

Conyers and Wright-Fields (2021) wrote that racialized people had multiple identities, and not everyone who shared an identity thought or behaved the same. The fourth tenet of CRT

critiqued liberalism as providing a method to ignore racism, that does not qualify as outward, as it did not account for subconscious biases (Conyers & Wright-Fields, 2021). Crenshaw (2017) described race liberalism as an ideology that embraced colorblindness and sought to eliminate discrimination. CRT rejected race liberalism because American organizations systematically privileged White organizational members to the detriment of minority corporate members (Crenshaw, 2017). Chase (2022) stated that claims of race liberalism and color blindness acted as camouflage for privilege and power experienced by dominant organizational groups. According to CRT, institutions achieved racial equality when corporate leaders engaged in the lived experiences of minority executive members to inform company policies that eliminated racial control (James-Gallaway & James-Gallaway, 2022).

The last tenet of CRT promoted counter-narratives to the master narrative, revealed the lived experiences of the disenfranchised in America, and delegitimized the dominant culture's narrative (Conyers & Wright-Fields, 2021). Chase (2022) wrote that CRT supported the validity of minorities' lived experiences in contrast to master narratives. Using counter-storytelling allowed minority organizational members to give voice to their stories relating to their marginalized corporate experiences (Brown, 2021). Brown (2021) stated that CRT supported minority executive members in naming their organizational realities when navigating through occurrences of organizational racism.

Property Functions of Whiteness

In 1995, Ladson-Billings and Tate extended CRT to analyze educational policies and practices centered around race (Demoiny, 2017). Demoiny (2017) stated that racism qualified as permanently ingrained in American society. View et al. (2019) wrote that CRT explored categorizing high-quality education as “White property.” According to Demoiny (2017),

American history instruction served as a metaphor for White privilege and power in American society. View et al. (2019) listed Ladson-Billings and Tate's (1995) property functions of whiteness as:

1. The right of disposition.
2. The right to use and enjoy.
3. The right of reputation and status property.
4. The right to exclude (p. 2).

Master narratives based on White domination conveyed a message of White privilege that gave the benefit of telling history (Demoiny, 2017). Demoiny (2017) proposed challenging the master narrative and power imbalance using the CRT lens. Martell and Stevens (2017) wrote that CRT-aligned teachers highlighted the role of race and inequity in America and placed race and racism at the center of their curriculum. CRT-oriented teachers questioned property rights over human rights in America, taught students to analyze inequity in America, and investigated how race factored in past and present American injustices (Martell & Stevens, 2017).

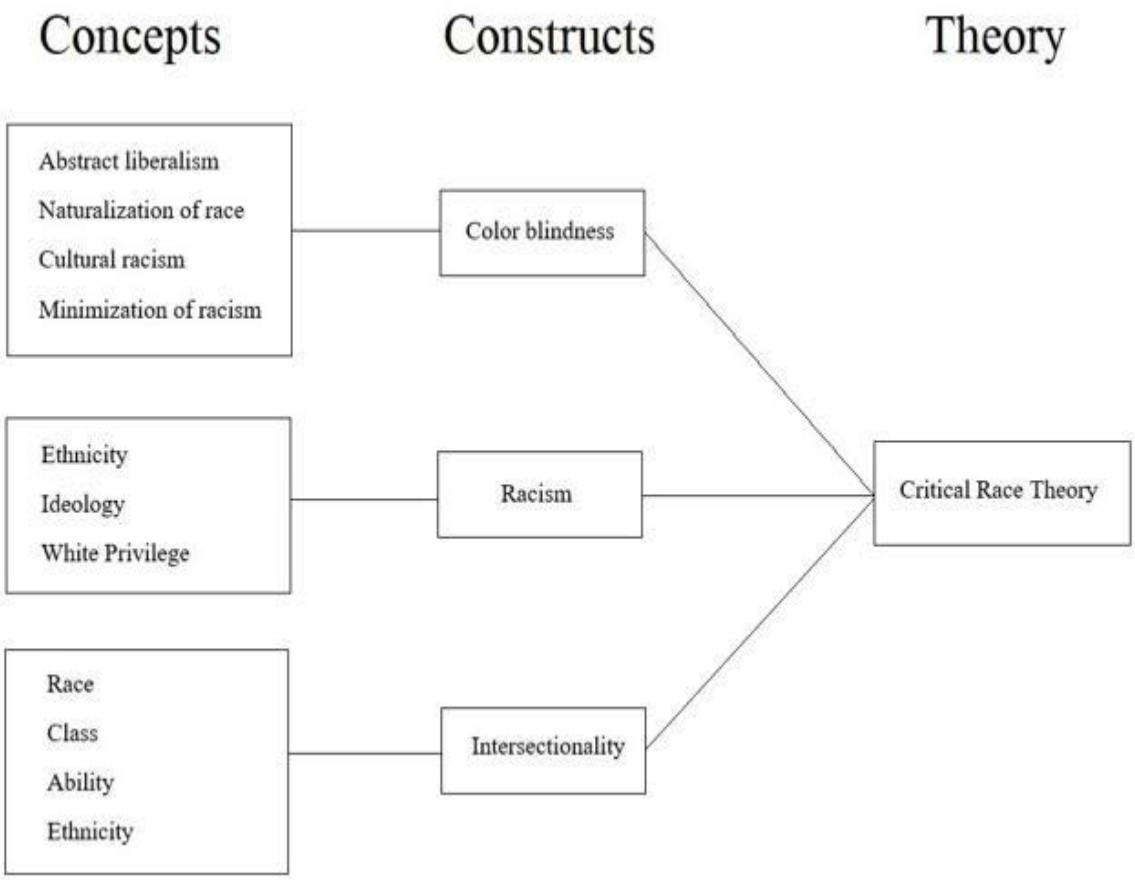
CRT examined the manifestation of organizational racism (Blessett & Gaynor, 2021). Conyers and Wright-Fields (2021) suggested using CRT to explore the concept of color blindness as justification for not actively addressing issues of race in organizational cultures. Color blindness was an adopted strategy that assumed equal opportunity and ignored an individual's racial identity and racial disparities (Dunlea, 2022). The rhetoric of color blindness maintained whiteness (Nickels & Leach, 2021). Heckler (2017) wrote that color blindness served as a frame where White people learned to think of themselves as responsible for their success instead of viewing themselves as belonging to a privileged racial group in America.

Conyers and Wright-Fields (2021) proposed utilizing CRT to examine White hegemony as justification for not actively addressing issues of race in organizational cultures. Nickels and Leach (2021) wrote that White spaces reinforced whiteness as the status quo and normalized corporate settings where Black people were absent or marginalized when present. White spaces were the organizational structures where White normativity supported White supremacy (Heckler, 2019). Nickels and Leach (2021) suggested addressing White hegemony through minority leadership and amplifying the ideas and voices of minority organizational members. According to Blessett and Gaynor (2021), organizations typically avoided having explicit racial justice conversations, leading to organizational culture shifts.

Republican legislature attempted to label CRT as a threat to national unity in assessing racism, resource allocations, and administrative actions (Blessett & Gaynor, 2021). In addition, the now-revoked Executive Order 13950 distorted and maligned CRT and attempted to ban any speech that critiqued organizational racism (Conway, 2022). Conway (2022) wrote the reasons for targeting CRT involved the pursuit of power, an allegiance to a White national identity, and minimized critiquing organizational racism in America. According to Conway (2022), the Republican opposition to CRT aligned with the dominant White patriarchy in America, persecuting minority citizens. Mischaracterizing CRT and mythologizing the greatness of America's past attempted to whitewash America's history of racial oppression and racism (Conway, 2022).

Figure 1

CRT concepts and constructs



The figure shows the concepts and constructs of CRT. Heckler (2017) wrote that color blindness served as a frame where White people learned to think of themselves as responsible for their success instead of viewing themselves as belonging to a privileged racial group in America. CRT argued that racism qualified as systemic and remained embedded in the organizational cultures of American organizations (Conyers & Wright-Fields, 2021). The intersection of race and property created a tool to analyze American social inequity (Martell & Stevens, 2017).

Black

Dumas and Ross (2016) defined Black as a racialized group of African descent that shared history, processes, and kinship. However, many Black scholars found their publications

about matters relating to Blacks devalued, harshly scrutinized, and rejected more frequently (Brown, 2021). Blacks remained severely underrepresented in American organizations' executive and CEO positions (Charlton, 2019). Typically, American organizations limited Black's organizational roles (Wooten & James, 2019). According to Chase (2022), organizations frequently appointed Black CEOs to highly publicized "glass cliff assignments" that had high chances of failure (p. 90).

Padilla (1994) described cultural taxation as roles and expectations which assumed Black organizational members' suitability for specific administrative tasks based on their race and presumed knowledge of cultural differences. White corporate members did not face the expectations of their Black counterparts (Brown, 2021). Black organizational members held less value to executive administrators and other organizational members regardless of their high expectations to take on administrative roles (Brown, 2021). Padilla (1994) listed the forms of cultural taxation as follows:

1. They were called upon to be the expert on diversity within the organization, even though they may not be knowledgeable on the issues or very comfortable in the role.
2. Black organizational members were often repeatedly called on to educate individuals in the majority group about diversity, even though this was not part of the job description. However, they received no authority or recognition to carry the responsibility.
3. Organizations often made Black organizational members serve on affirmative action committees or task forces that rehashed past ineffective methods and affected little real structural change.

4. Black organizational members often served as the liaison between the organization and the ethnic community, even though they may disagree with how the organization's policies impacted the community.

Colorblindness

Bonilla-Silva (2018) described colorblindness as a racial ideology that ignored or minimized group differences, especially race and focused on the uniqueness or sameness of everyone in pursuing equality. On the other hand, Dunlea (2022) defined colorblind as an adopted strategy that assumed equal opportunity and ignored an individual's racial identity and racial disparities. In addition, colorblindness ignored organizational racism and claimed that all corporate members had similar opportunities, as racism did not exist (Mitchell, 2020).

Kreiter (2021) described colorblind racism as an ideology that claimed not to see race and refused to acknowledge "how the racialized social system contributed to observable racial inequality" (p. 17). Colorblind racism allowed White organizational members to view corporate inequalities as the result of individual failures (Kreiter, 2021). Colorblind racism was expressed indirectly and qualified as subtle in contrast to previous expressions of racism that were direct and blatant (Mitchell, 2020). According to Kreiter (2021), colorblind racism claimed a moral high ground and protected status quo inequality through individual social interactions that included discursive strategies.

Numerous studies showed that colorblind organizational members behaved more biased than other corporate members while considering themselves non-prejudiced (Robotham, 2021). White executive members denied complicity with racism by claiming they morally objected to racism (Kreiter, 2021). Kreiter (2021) stated that colorblindness created a safe space for White organizational members to distance themselves from acknowledging their privilege and the

effects of racism. Challenging safe spaces for White corporate members resulted in emotional outbursts and extreme hostility (Kreiter, 2021).

White organizational members typically supported corporate cultures that disadvantaged minority members while claiming racial neutrality (Kreiter, 2021). Colorblindness allowed White executive members to maintain an unbiased self-image (Robotham, 2021). Kreiter (2021) wrote that "White power secured its dominance through seeming to be nothing in particular" (p. 17). According to Kreiter (2021), White organizational members that claimed not to experience racism denied they enjoyed the benefits of privilege.

Organizational hiring practices that supported colorblindness claimed that Blacks could no longer point out racism or name their realities (Brown, 2021). Phrases like "We all bleed red" or "I don't see race; I just see people" reflected colorblind sentiments (Bonilla-Silva, 2018). Rodriguez (2017) stated that politicians used colorblindness to link race to criminality.

Colorblindness denied the ability to address racial inequalities by proclaiming a love of diversity (Kreiter, 2021). Colorblindness diluted definitions of organizational diversity and allowed the downplay of corporate racism by emphasizing the uniqueness of everyone (Robotham, 2021). According to Kreiter (2021), colorblind organizations denied the existence of racism to mask their racialized practices.

By framing organizational inequalities as individual failings, colorblindness endorsed structural racism (Kreiter, 2021). According to Robotham (2021), White executive members that claimed colorblindness typically engaged in more interpersonal discrimination during interracial interactions than other organizational members. Conyers et al. (2021) proposed utilizing CRT to

examine the concept of colorblindness as justification for not actively addressing issues of race in corporate cultures.

Central Frames of Colorblindness

Bonilla-Silva (2018) listed the four main frames of colorblindness as follows:

1. Abstract liberalism.
2. Naturalisation
3. Cultural racism.
4. Minimization of racism.

Mitchell (2020) defined abstract liberalism as when White organizational members supported political and economic liberalism, especially race-related. Abstract liberalism supports non-governmental intervention and equal corporate opportunities (Kreiter, 2021). Abstract liberalism advocated for economic race-related issues while undermining the cause (Mitchell, 2020). Through abstract liberalism, White organizational members championed reasonableness and morality while they denied support for approaches to reduce corporate inequalities (Kreiter, 2021).

Naturalisation categorized racial inequalities as natural occurrences (Mitchell, 2020). Bonilla-Silva (2018) defined the naturalisation of racism as when White organizational members stuck together in clubs, relationships, and other organizational situations when they claimed this was not their intention. Naturalisation exposed how professedly ‘natural’ color groupings still had racist underpinnings (Kreiter, 2021).

Mitchell (2020) stated that cultural racism considered White culture superior to other cultures. Cultural racism occurred when organizations discriminated against the victim based on

their culture (Mitchell, 2020). Kreiter (2021) wrote that cultural racism relied on supposed cultural deficiencies to explain racial inequality. Cultural racism blames the victim by suggesting ineptness or laziness caused organizational racial inequalities (Kreiter, 2021).

Bonilla-Silva (2018) stated that minimization claimed that racism no longer existed and minimized racist acts when exposed. Minimization of racism claimed that racial discrimination no longer affected Black organizational members (Kreiter, 2021). According to Bonilla-Silva (2018), minimization of racism allowed White executive members to accuse minority executive members of hyper-sensitivity, playing the race card, and using racism as an excuse. Playing the race card "implied that those who experienced and called attention to racial discrimination lied or misinterpreted the reason behind the unequal treatment" (Bloch et al., 2019, p. 3). Minimization suggested that Black organizational members could not make legitimate claims that racial discrimination caused organizational problems since racism was not as bad as "before" (Kreiter, 2021).

Organizational Bias

Bias was a cognitive distortion that affected decision-making (Vinkenburg, 2017). Vinkenburg (2017) argued that raising awareness was insufficient to overcome bias. Bias persistently caused inequality in American organizations (Vinkenburg, 2017). According to Chase (2022), Black organizational members in American companies experienced racial bias from executive leadership more frequently than other races in advancement opportunities, performance appraisals, and hiring. In many of America's largest companies, the belief that the Black race was inferior to the White race created barriers to job opportunities for Blacks (Bracy, 2021).

Kim and Roberson (2022) defined stereotypes as racially biased associations, beliefs, and evaluations. Bracy (2021) wrote that racism shaped negative stereotypes of Black organizational members and, at times, utilized them to justify administrative decisions. Kawakami et al. (2017) listed the three types of information contained in a stereotype as follows:

1. Evaluation of the group in terms of valence (good/bad, positive/ negative).
2. Beliefs about characteristics of group members (Black people are criminals, Arabs are terrorists, Latinas are lazy).
3. Identification with the group (they are like me/not like me).

A need exists in American organizations to teach organizational leaders how to engage with minority employees (Sabat et al., 2020). Racial bias emerged when executive leadership possessed high decision-making latitude, explanations justified dishonest behavior, and heightened negative stereotypes (Rizzuto et al., 2022). According to Sabat et al. (2020), leaders in American organizations stereotyped minority organizational members as less effective than White corporate members. Biases of executive leadership impacted retaining minority organizational members and influenced daily organizational interactions (Sabat et al., 2020). Sabat et al. (2020) wrote that increased retention of minority employees impacted disparities and discrimination in corporate settings.

Explicit and Implicit Bias

Researchers listed explicit and implicit biases as likely causes of persistent disparities and discrimination in organizational settings (Shorty, 2021). According to Onyeador et al. (2021), organizations often attributed organizational discrimination to implicit bias. Organizations offered diversity training to show their responsiveness to underrepresentation and to absolve

themselves of culpability from prejudiced statements attributed to implicit bias (Onyeador et al., 2021).

Kim and Roberson (2022) wrote that explicit attitudes were reportable actions that relied on cognitions and opinions that an individual accepted as accurate and valid. Explicit attitudes qualified as controlled, deliberate, and based on individual beliefs (Kim & Roberson, 2022). According to Kim and Roberson (2022), when an automatic evaluation activated by default, an individual's cognitive beliefs did not always align with their judgment of explicit attitudes; this lowers the relationship between explicit and implicit attitudes as the individual rejected the automatic evaluation as invalid. Kim and Roberson (2022) stated that individuals who did not recognize their biases could not refuse them, allowing them to influence their thoughts and behaviors.

Greenwald and Lai (2020) defined implicit bias as overlearned mental associations about groups that included stereotypes and concepts like danger or inferiority. Alexis et al. (2019) described implicit bias as subconscious cognitions formed by stereotyping and supported the privileged treatment of one's group. Implicit bias, also known as unconscious bias or implicit attitudes, referred to spontaneous associations and evaluations made about members of a particular group (Kim & Roberson, 2022). Implicit biases in organizational culture resulted in disproportionate hiring and inaccurate assessment that influenced promotion (Turner, 2021).

Implicit attitudes occurred regardless of the individual's belief in their validity and developed through repeated exposure to associations of characteristics with a group. (Kim & Roberson, 2022). According to Kim and Roberson (2022), implicit bias influenced organizational decisions and manifested without an individual's awareness of speech and actions. In addition, unconscious bias automatically activated associations expressing stereotypes and

prejudice toward group members (Onyeador et al., 2021). Therefore, organizations should not use implicit bias to explain organizational diversity challenges when seeking participation from minority corporate members (Onyeador et al., 2021).

Onyeador et al. (2021) wrote that White organizational members often reacted defensively to allegations of racism. However, White corporate members reduced their defensiveness to accusations of racism by attributing the occurrence to implicit bias (Onyeador et al., 2021). Onyeador et al. (2021) listed the organizational consequences of focusing on implicit bias as follows:

1. Whites respond defensively to information indicating that they have, or even might have, implicit racial bias.
2. When asked to take responsibility for their implicit bias, those low in motivation to respond without prejudice expressed more negative explicit bias against Black organizational members.
3. When organizations framed incidents of discrimination in terms of implicit bias rather than explicit bias, observers held perpetrators less accountable and were less willing to punish them.

Organizations identified explicit and implicit biases through critical evaluations of race-related organizational culture (Shorty, 2021). Onyeador et al. (2021) warned that diversity training did not usually address the underrepresentation of Black corporate members at the managerial level. As a result, organizational leaders unintentionally undermined the underrepresentation of Black executive members at the administrative level by supporting diversity training that ignored it (Onyeador et al., 2021). Implicit bias training raised knowledge about implicit bias; implicit bias training did not seem to reduce implicit bias in organizations

(Onyeador et al., 2021). According to Onyeador et al. (2021), organizational leaders that want to address the underrepresentation of Black corporate members at the managerial level should implement interventions based on the following insights:

1. Organizations should use training to educate members of their organizations about bias and organizational efforts to address diversity, equity, and inclusion.
2. Organizations should prepare for, rather than accommodate, defensive responses from majority group members.
3. Organizations should implement structures that foster organizational responsibility for diversity, equity, and inclusion goals. (p. 21).

Mitigating Bias

Vinkenburg (2017) defined mitigating bias as organizational strategies to overcome disparities and discrimination. Mitigating bias included establishing and maintaining workplace equity, inclusion, and diversity (Vinkenburg, 2017). American organizations needed to improve methods of mitigating racial biases in the workplace (Humbert et al., 2019). Vinkenburg (2017) listed four solutions to overcome bias in American organizations as follows:

1. There was a need to recognize the implicit nature of bias when making hiring and promotion decisions.
2. Organizations must develop clear selection, evaluation, and promotion criteria.
3. Organizations should use an applicant pool rather than a single applicant when hiring, evaluating, and making promotion decisions, and the decision-making process should be structured.
4. Gatekeepers, or people who make hiring and promotion decisions, should be involved in building awareness and training initiatives regarding their implicit biases.

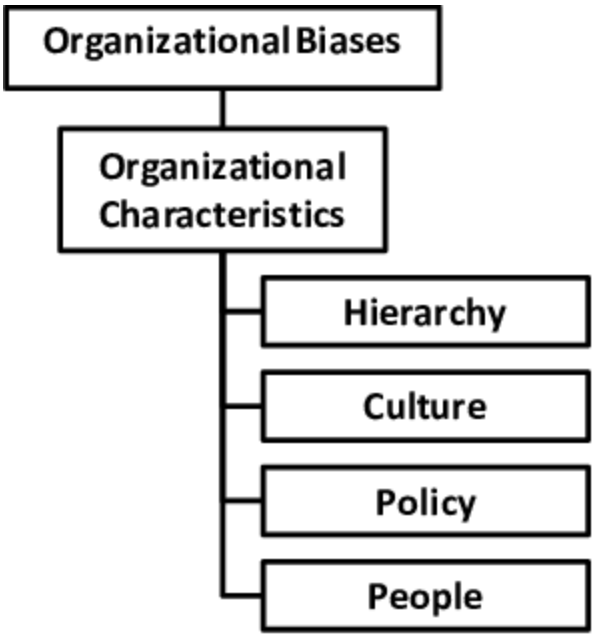
Creating bias awareness established American organizations' stereotypical ideologies (Vinkenburg, 2017). However, according to Kim and Roberson (2022), companies addressed bias by changing automatic associations. Kim and Roberson (2022) listed the following methods to change automatic associations:

1. Learning new automatic associations - Repeatedly pairing counter-stereotypic words with Black and White faces leads to lower implicit bias.
2. Change the pattern of associations activated by an object - Exposure to images of admired Black people improved existing positive associations.
3. Strengthen associations between the group and self - Seeing the other group as “more like me” enhanced evaluation. (p. 21).

Awareness of one’s biases and monitoring one’s behavior reduced the influence of bias (Kim & Roberson, 2022). Kim and Roberson (2022) wrote that biases significantly impacted people’s willingness to accept organizational changes regarding equity, inclusion, and diversity. According to Kim and Roberson (2022), addressing corporate bias proved paramount to initiating sustainable organizational changes regarding disparities and discrimination.

Figure 2

Contributing factors to organizational biases



This figure clarified the contributing factors to organizational biases. According to Sabat et al. (2020), leaders in American organizations stereotyped minority corporate members as less effective than White executive members. Bracy (2021) wrote that racism shaped negative stereotypes of Black organizational members and, at times, utilized them to justify administrative decisions. According to Chase (2022), Black corporate members in American companies experienced racial bias from executive leadership more frequently than other races in advancement opportunities, performance appraisals, and hiring.

Organizational Culture

Schein (2004) defined organizational culture as a pattern of basic assumptions that worked in an organization and acted as a conduit for solving organizational problems. Agom et al. (2020) described corporate culture as an implicit rule influencing organizational behaviors and practices. Bush and Middlewood (2013) wrote that organizational culture was related to informal administrative aspects and how executive members' beliefs, norms, and values united into shared corporate meanings. According to Schein (2004), organizational culture included

shared behaviors of executive members that assigned meanings to occurrences, events, and individuals within and outside the organization. Bush and Middlewood (2013) listed the four features of organizational culture:

1. Values and beliefs of organizational members.
2. Developed shared norms and meanings.
3. Rituals and ceremonies that celebrated beliefs and norms.
4. Assumption that heroes and heroines existed that embodied the organization's values and beliefs (p. 53).

According to Diaz (2021), organizational culture reflected how people do things. Organizational culture was fluid, contextually dependent, and created by corporate members with conflicting assumptions and worldviews (Diaz, 2021). Withers (2017) viewed organizational culture as the connective tissue between racial ideologies and practices. Diaz (2021) wrote that the organization of different views and problem-solving based on organizational challenges created organizational culture. Schein et al. (2017) described the theory of organizational culture as follows:

1. The culture of a group can be defined as the accumulated shared learning of that group as it solved its problems of external adaptation and internal integration.
2. The culture has worked well enough to be considered valid and taught the new members the correct way to perceive, think, feel, and behave.
3. This accumulated learning was a pattern or system of beliefs, values, and behavioral norms taken for granted as basic assumptions, eventually dropping out of awareness (p. 16).

Diaz (2021) wrote that organizational culture directly impacted organizational effectiveness and performance. In addition, corporate culture significantly influenced an organization's long-term profits and the success or failure of the organization (Diaz, 2021). According to Diaz (2021), influential organizational culture required an understanding that social control qualifies as consensus and commitment. Diaz (2021) listed the four concepts of influential corporate culture as follows:

1. Adaptability - internal flexibility and external focus.
2. Mission - meaning and direction.
3. Involvement - informal processes and formal structure.
4. Consistency - normative integration and predictability (p. 58).

Organizational culture involved problem-solving; positive, neutral, and adverse outcomes occurred as part of the problem-solving (Diaz, 2021). Teasley (2017) described positive organizational culture as conducive to professional effectiveness, morale, and satisfaction while supporting collegiality and collaboration. Conversely, Teasley (2017) characterized negative organizational culture as inefficient, with low colleague trust, a lack of leadership transparency, resistance to collaboration, and low corporate expectations. Diaz (2021) described the five propositions of organizational culture as follows:

1. An organization that emphasizes group culture will have effective employee involvement and teamwork.
2. An organization emphasizing developmental culture will have practical creativity, problem-solving processes, and decentralization.
3. An organization emphasizing hierarchical culture will have effective control, standardization, and predictable performance outcome techniques.

4. An organization emphasizing rational culture will have effective efficiency, productivity, and continuous quality improvement.
5. An organization emphasizing a balanced culture will have better results than the previous four propositions (p. 56).

When organizational members viewed other corporate members as objects, blaming them when problems arose became routine (Foslien-Nash et al., 2020). Foslien-Nash et al. (2020) suggested that organizational members take accountability for their actions and view other corporate members as they view themselves, regardless of race or color. According to Foslien-Nash et al. (2020), organizational employees should report their mistakes to understand them better and resolve administrative issues.

Organizational Leadership and Organizational Followership

Organizational leaders disproportionally influenced corporate cultures by relying on personal values to shape organizational cultures (Kim & Toh, 2019). According to Kim and Toh (2019), organizational leaders relied on their personal preferences; corporate leaders influenced the workforce's collective behaviors and mindsets, and their traits presented emotions that guided organizational culture. Organizational leaders were able to shape corporate cultures by rewarding members who embraced the leader's behaviors and opinions (Kim & Toh, 2019). Counterproductive behaviors from organizational leadership negatively affected organizational productivity in the corporate workforce (Singh, 2021).

According to Dula and Tang (2021), the leadership style of organizational leadership affected organizational culture and the corporate workforce's ability to produce quality services. In addition, executive leadership's ability to adapt to change, guidance, and vision determined if the organization successfully met its goals (Dula & Tang, 2021). Northouse (2018) wrote that

exemplary organizational leaders enabled others to act, challenged the process, inspired a shared vision, modeled the way, and encouraged the heart.

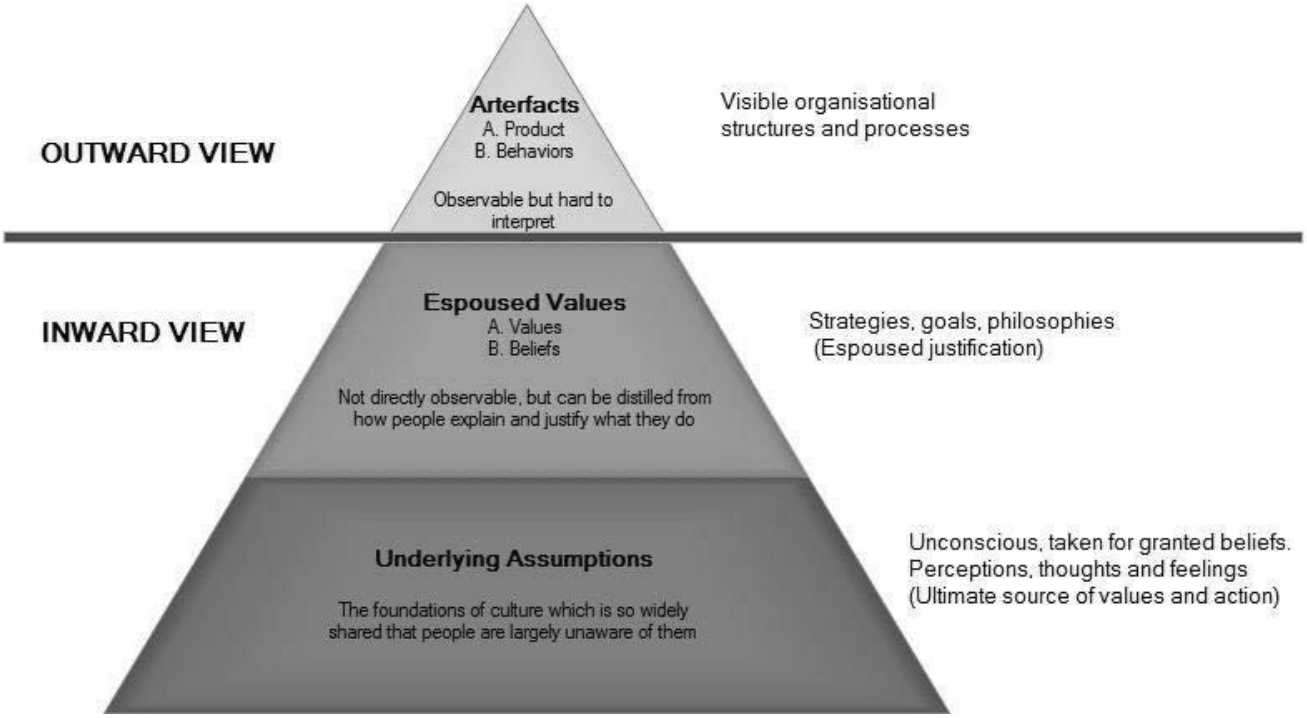
According to Esaki et al. (2022), organizational leadership can transform corporate culture to embrace diversity, equity, and inclusion. Executive leadership should practice humility with minority organizational members to improve organizational culture (Esaki et al., 2022). Roberts (2020) recommended that corporate leaders use empathy when interacting with administrative employees and executive clients.

Rahaman and Read (2020) defined organizational followership as a human response to executive leadership's behaviors concerning personal beliefs about others. Jiang et al. (2021) wrote that corporate followership impacted organizations to reach their objectives and determined organizational leadership's effectiveness. Finally, Foslien-Nash et al. (2020) suggested that organizational followership can enhance an organizational culture by improving teamwork.

Organizational followers' behavioral responses to executive leadership varied based on their perception of the managerial situation (Rahaman & Read, 2020). Jiang et al. (2021) wrote that organizational followership influenced organizational leadership through obedience, rejection, and resistance. According to Singh (2021), executive leadership likely faced aggression from the corporate following for mistreatments in organizational environments. Therefore, organizational followership's actions correlated with how organizational leadership's actions aligned with their perceptions and how they benefitted them (Rahaman & Read, 2020).

Figure 3

Schein's (2004) organizational culture model



The figure depicted Schein's (2004) organizational culture model. Schein (2004) defined organizational culture as a pattern of basic assumptions that worked in an organization and acted as a conduit for solving organizational problems. According to Schein (2004), organizational culture included shared behaviors of corporate members that assigned meanings to occurrences, events, and individuals within and outside the organization. Schein et al. (2017) wrote that accumulated learning was a pattern or system of beliefs, values, and behavioral norms taken for granted as basic assumptions and eventually dropped out of awareness.

Organizational Discrimination

Hirsh and Lyon (2010) defined discrimination as the unjust treatment of a person and stated that discriminatory perceptions regarding Blacks in America originated during slavery. Organizational discrimination included advancements, wages, and termination decisions based on race (Bracy, 2021). Kartolo and Kwantes (2019) called discrimination unfair treatment due to demographic group membership. Bracy (2021) described racial discrimination as barriers

experienced by minority organizational members to prevent them from achieving organizational success.

Organizations achieved justice when the distribution of rewards influenced job satisfaction (Lim & Loosemore, 2017). According to Bracy (2021), organizational members formed opinions of an organization based on how the organization demonstrated fairness. The history of discrimination experienced by Black corporate members prompted them to examine the distribution of rewards, their relationship with organizational leadership, and the application of policies and procedures (Bracy, 2021). Bracy (2021) listed the components of organizational justice for perceived organizational discrimination as follows:

1. Distributive justice.
2. Procedural justice.
3. Interactional justice (p. 29).

Organizations trained their members to build positive and healthy organizational cultures and to prevent discriminatory behaviors (Perry, 2020). According to Kartolo and Kwantes (2019), corporate members' perceptions of discrimination stemmed from organizational cultures that accepted discriminatory behavioral norms and perceived societal discrimination. Many employees worked in hostile environments caused by toxic organizational culture (Perry, 2020). Perry (2020) wrote that shifting the narrative to build healthy corporate cultures empowered the organizational workforce to achieve organizational goals collectively. Many Black executive members experienced workplace unfairness, mainly racial discrimination (Lim & Loosemore, 2017).

White discriminatory practices against Blacks were motivated by fears of competition in organizational environments and over resources (Evans & Sims, 2021). Many Blacks in the United Stated felt the history of slavery in America remained unresolved as organizational discrimination and organizational bias evolved from it (Bracy, 2021). According to Roberts et al. (2019), Black corporate members continually endured implications and stereotypes developed from historical perceptions of the Black race.

McCord et al. (2018) wrote that minority organizational members faced various forms of discrimination in corporate settings that often negatively impacted their self-esteem. Herr et al. (2018) stated that perceptions of organizational discrimination caused psychosocial stress and influenced job satisfaction. Subthreshold psychotic symptoms relate to administrative racial discrimination experiences in adults aged 18–27 (Lui et al., 2022).

Blacks faced organizational discrimination after participating in career-enhancing programs and achieving higher education (Bracy, 2021). Assari and Lankarani (2018) acknowledged that Blacks often faced organizational discrimination when advancing in predominately White organizations. According to Rosette et al. (2016), corporate diversity programs complicated proving organizational discrimination as discriminatory behaviors evolved into more covert and subtle methods.

Organizational culture determined if beliefs regarding organizational discrimination qualified as minimized or amplified (Kartolo & Kwantes, 2019). Kartolo and Kwantes (2019) stated that perceptions of corporate discrimination impacted employee morale, job performance, and organizational commitment from minority executive members. Therefore, organizational leadership can initiate lasting changes and minimize cynicism by focusing on shared norms and

values in corporate culture (Perry, 2020). Kartolo and Kwantes (2019) listed the three clusters of organizational culture norms as follows:

1. Constructive cultural norms were where organizational members interacted and collectively approached administrative tasks.
2. Passive-defensive culture norms were where organizational members interacted in ways that did not threaten their security and status.
3. Aggressive-defensive culture norms were where organizational members approached organizational tasks to protect their security and status.

Bracy (2021) stated that past organizational discrimination shaped organizational members' perceptions of future organizational outcomes. The perceptions of future corporate results prompted minority executive members to examine the administrative distribution of rewards, their relationship with organizational leadership, and the applications of policies and procedures (Bracy, 2021). According to Bracy (2021), executive members' perceptions of corporate fairness stemmed from the organization's hiring practices. Bracy (2021) contended that organizational members formed negative managerial perceptions if the organization discriminated against them in their initial job search. Matta et al. (2014) wrote that if corporate members felt discriminated against, they may perceive the organization as unfair and exhibit negative work behaviors.

Hattangadi (2019) warned that discriminatory organizational behaviors were detrimental to the organization and all corporate members. Bracy (2021) proposed that the perception of organizational discrimination contributed to adverse organizational outcomes and how long executive members remained committed to the organization. According to Dhanani et al. (2017), organizational discrimination produced prejudiced and racist effects and caused anger, anxiety,

and stress in minority corporate members. In addition, experiencing organizational discrimination resulted in negative and unbalanced feelings about an organization (Bracy, 2021).

Microaggressions

Psychiatrist Chester Pierce coined the term microaggression in 1970 to mean innocuous, subtle, preconscious, or unconscious degradations that could cause adverse physical and mental health outcomes among Blacks (Lui et al., 2022). Applebaum (2019) described microaggressions as a repetitive expression of racism towards targeted organizational members. The Oxford dictionary defined a microaggression as "a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority." Turner et al. (2021) listed the four subtypes of microaggressions as follows:

1. Microassaults - The "old fashioned" discriminatory statements.
2. Microinsults - Subtle snubs or humiliation that conveyed a demeaning message to the recipient.
3. Microinvalidations - Statements aimed to exclude, negate, and dismiss personal thoughts, feelings, or the experienced reality of a person.
4. Environmental microaggressions occur when microassaults, microinsults, and microinvalidations reflected in an organization's culture, process, and climate (p. 1728).

According to Applebaum (2019), Microaggressions in organizational settings sometimes occurred unconsciously or unknowingly and had ambiguous interpretations that concealed their harmful effects. Racial microaggressions positively affect anxiety, depression, thoughts of suicide, and somatic symptoms in minorities (Lui et al., 2022). In addition, the cumulative

burden of microaggressions contributed to low self-confidence, physical illness, and deteriorated mental health in minorities (Turner et al., 2021).

Pitcan et al. (2018) wrote that racial microaggressions and organizational racism affected Black men's social and psychological outcomes, organizational success, and corporate careers. For example, Pitcan et al. (2018) wrote that Black men earned 77.1% of their White male counterpart's pay, faced racial microaggressions that denigrated them because they belonged to a racial minority group, and faced disproportionate layoff rates. In addition, Nadal's (2011) Racial and Ethnic Microaggressions Scale (REMS) listed reasons for racial microaggressions in the workplace as follows:

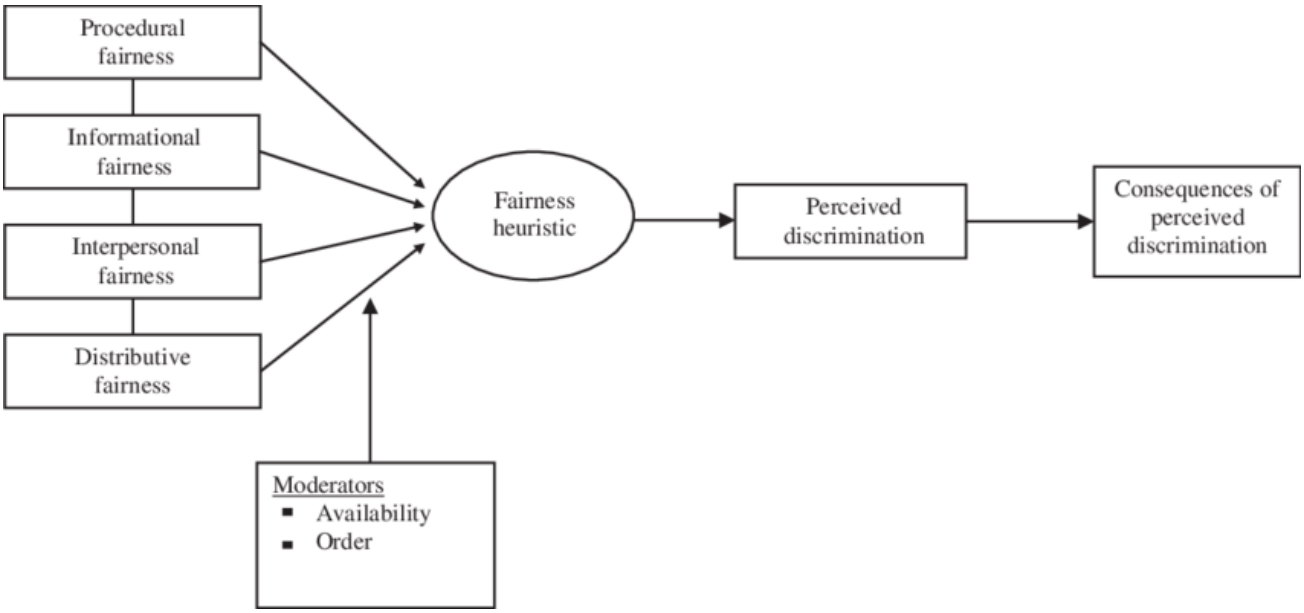
1. Exoticization/assumptions of similarity - Stating that “all people in your racial group look alike.”
2. Assumptions of inferiority - Assuming less education for an individual because of race.
3. Assumptions of criminality - Assuming an individual is prone to violence because of their race.
4. Microinvalidations - Stating that racism is a historical artifact.
5. Workplace microaggressions - Assuming an individual's work is inferior to people of other racial groups.
6. Environmental - Lack of representation in positions of power.

Lui et al. (2022) stated that microaggressions required the cognitive ability to identify and were difficult to attribute to racism in organizational settings. According to Turner et al. (2021), systemically encompassed microaggressions existed in organizations without unanimous agreement that they existed. Microaggressions proved subjective, sometimes unconscious, and some organizational members discounted their existence (Turner et al., 2021). Dawson et al.

(2020) recommend that organizations adopt an actively anti-racist culture that normalized the perspectives of minority organizational members, decentered whiteness, and avoided workplace microaggressions.

Figure 4

The organizational justice model for perceived organizational discrimination



The figure diagramed the organizational justice model for perceived organizational discrimination. Organizations achieved justice when the distribution of rewards influenced job satisfaction (Lim & Loosemore, 2017). According to Bracy (2021), executive members formed opinions of an organization based on how the organization demonstrated fairness. The history of discrimination experienced by Black organizational members prompted them to examine the distribution of rewards, their relationship with executive leadership, and the application of policies and procedures (Bracy, 2021).

Organizational Racism

Carmichael and Hamilton coined institutional racism in 1967 to refer to racialized inequalities within and through organizations (Lui et al., 2022). Williams et al. (2020) described racism as a form of discrimination with perceptions and attitudes based on skin color; Ellis et al. (2022) described racism as a normalization of negative beliefs and attitudes toward racial groups and a normalization of discriminatory treatment of selected racial groups in social environments. According to Came and Humphries (2014), organizational racism was a complex and destructive phenomenon that some executive members ignored due to a lack of moral sensitivity. Organizations with racialized corporate cultures that lacked organizational integrity did not support anti-racist policies and reinforced whiteness acted as modern-day plantations (Keaton & Cooper, 2022). Organizational racism qualified as a pattern of discriminating against and disadvantaging one sector while providing material recourses and power to another sector of the corporate population (Came & Humphries, 2014).

Levels of Racism

Racism shaped individuals' conversations, consciousness, and racial ideologies (Emmerling, 2022). Lui et al. (2022) conceptualized racism as personally mediated, internalized, and institutionalized. According to Bracy (2021), internalized racism leads to Blacks valuing the characteristics of Whites over their own. According to CRT, organizational racism included individual and institutional racism (Chakravarty & Lawrence, 2022). Emmerling (2022) wrote that racism operated on the following three levels:

1. The interpersonal.
2. The institutional.
3. The structural (p. 8).

According to Emmerling (2022), interpersonal racism consisted of attitudes, behaviors, and knowledge contributing to racialized interpersonal interactions. Interpersonal racism includes microaggressions, overt prejudice, and implicit bias (Emmerling, 2022). Chakravarty and Lawrence (2022) contended that when an organizational leader or organizational worker performed a racist act, it impacted the workplace. Racist ideologies embraced by most organizational employees shaped assumptions and perceptions of the entire organization (Chakravarty & Lawrence, 2022). Doane (2017) wrote that racist ideology contradicted an individual's racial consciousness.

Institutional racism is the customs, laws, and practices perpetuating racialized inequality in organizations' resources, rights, and opportunities (Lui et al., 2022). Chakravarty and Lawrence (2022) classified institutional racism as unconscious or conscious, covert or overt, and unintentional or intentional. According to Bowser (2017), organizations displayed institutional racism by influencing organizational outcomes when creating disparities in administrative policies, laws, norms, and practices. In addition, the guidelines, procedures, and patterns of institutional racism penalized, exploited, and disadvantaged minority organizational members (Chakravarty & Lawrence, 2022). Blacks experienced some forms of institutional racism more than other minority groups (National Public Radio et al., 2018). For example, a nationally representative survey on the prevalence of institutional racial discrimination in the United Stated found that 60% of Black Americans reported being unfairly stopped or treated by a police officer due to their race, compared to 27% of Hispanics and 13% of Asians (National Public Radio et al., 2018).

Thomas et al. (2019) stated that organizational racial discrimination involved structural barriers that impeded the advancement of minority corporate members and shaped access to

health-promoting resources and opportunities. Structural racism was the method used to support racial discrimination through mutually reinforced systems of employment, earnings, benefits, and health care (Bailey et al., 2017). According to McCluney et al. (2018), structural racism demonstrated the subtle mistreatment of Blacks in organizational settings through biased and stereotyped practices. In addition, organizations often worked with other organizations to reinforce structural racism (Emmerling, 2022).

White Hegemony

Racialized organizations preserved racial hierarchies and supported the dominance of White organizational members' interests over the interests of minority corporate members (Keaton & Cooper, 2022). Based on stereotypes and discrimination against minorities, White men remained the ideal candidates for promotions, recruiting, and hiring in American organizations (Bracy, 2021). Working-class White men used racism to remove attention from their subordinate positions and deflected onto organizational members with inferior jobs (Bohonos, 2021). According to Ramasubramanian (2018), “Racial differences were deployed to sustain whiteness as the guiding norm in predominantly White institutions while they ignored the role of racism and violence. Both events emphasized racial differences to celebrate whiteness” (p. 437).

Nonracial factors proved ineffective in explaining racial resentment as organizational culture reflected American society (Talbert, 2017). Whiteness was a system of racial power narrated and framed to maintain racial oppression in corporate settings (Withers, 2017). Racism impacted corporate culture by profiting White organizational members at the expense of minority executive members, normalized biases and discriminatory actions against minority executive members, and remained embedded in the fabric of American society (Alexis et al., 2019).

Organizational cultures secured racial interests and maintained unequal racial hierarchies through practices, conversations, and ideologies (Withers, 2017). According to Withers (2017), racial organizational cultures normalized and justified racial advantage in corporate settings.

Logan (2019) described American organizations as rooted in racial oppression. However, American organizations operated under the guise of not condoning organizational racism (Chase, 2022). Sociology professor Ray (2019) considered all American organizations racialized as it influenced how they socialized with stakeholders and impacted their daily functions. Ignoring the racialization of American organizations supported the appearance of executive power and White hegemony (Ray, 2019).

According to Roberts et al. (2018), race and racism determined how organizations functioned and excluded Black organizational members. Race and racism ran rampant for Black professionals in American organizations (Chase, 2022). Conn (2019) wrote that race and racism influenced organizational practices and opportunities presented to minority employees. In addition, racialized corporate cultures contributed to racialized realities for minority executive members (Chase, 2022).

According to Chakravarty and Lawrence (2022), organizational members targeted by racism experienced racial injustice in the workplace. Racism originated in America after slavery from individuals who wanted to deprive Blacks of the economic structure experienced by Whites (Bracy, 2021). American organizations relied on White cultural norms to form moral standards that shaped organizational culture (Withers, 2017).

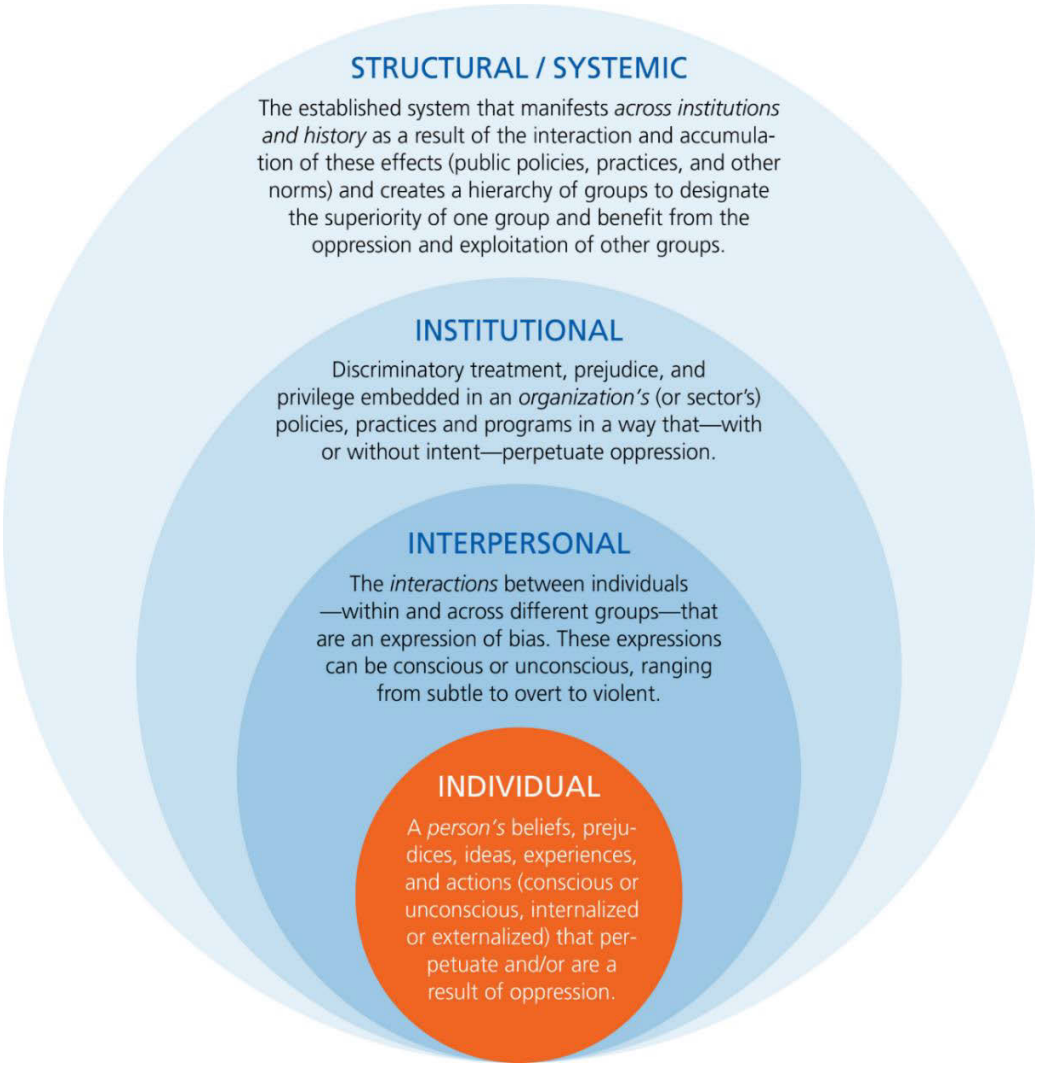
Although Blacks had earned equal education, organizational wage disparities existed between Black and White executive members (Bracy, 2021). Bracy (2021) wrote that Black men

received fewer promotions than White men in American organizations. Black men faced prejudice and stereotypes when making human resource decisions in American organizations (Bracy, 2021). Racism negatively impacted minority organizational members' mental health in the form of stress (Lui et al., 2022).

According to Chakravarty and Lawrence (2022), organizations should learn how they promote racial inequality to achieve corporate equality. Nickels and Leach (2021) suggested addressing White hegemony in American organizations by amplifying the ideas of minority organizational members and hiring minorities for leadership positions. Chakravarty and Lawrence (2022) wrote that subtle forms of racism in routine administrative acts highlighted the ignorance and disregard of organizational leadership. Organizational leadership should listen to minority corporate members without judgment or defensiveness, become conscious of White advantages in organizational settings, take action to interrupt racism, and create organizational cultures where everyone thrives (Dawson et al., 2020).

Figure 5

The four levels of racism



The figure shows the four levels of racism. First, according to Emmerling (2022), interpersonal racism consisted of attitudes, behaviors, and knowledge that contributed to racialized interpersonal interactions. Second, internalized racism leads to Blacks valuing the characteristics of Whites over their own (Bracy, 2021). Third, institutional racism was the customs, laws, and practices perpetuating racialized inequality in organization resources, rights, and opportunities (Lui et al., 2022). Finally, structural racism supported racial discrimination through mutually reinforced systems of employment, earnings, benefits, and health care (Bailey et al., 2017).

Qualitative Research

According to Denny and Weckesser (2022), qualitative research “explored complexities, nuance and seemingly contradictory positions that people held in the context of their lives, and the experience of people typically underrepresented in experimental studies” (p. 1799). Qualitative research explored small populations that shared a common attribute and often suffered from the same problem (Denny & Weckesser, 2022). Qualitative research can lead to knowledge that improves outcomes and brings attention to unconsidered organizational issues (Denny & Weckesser, 2022). Qualitative research showed an understanding of the social world from the perspective of individuals who experienced social phenomena (Denny & Weckesser, 2022). Qualitative research answered the 'how' questions, the 'what' questions, and the 'why' questions (Denny & Weckesser, 2022).

Mwita (2022) stated that interviews involved conversations with participants and were the most common method of collecting qualitative data. Interviews allowed researchers to document participants' feelings about the phenomenon under study (Mwita, 2022). According to Mwita (2022), structured interviews asked each participant the same predetermined questions. According to Mwita (2022), in semi-structured interviews, researchers asked participants questions from a prepared list with the option to ask follow-up questions for clarification. The flexibility of semi-structured interviews leads to more data collection than structured interviews (Mwita, 2022).

Gillespie et al. (2021) wrote that open-ended questions provided a voice to respondents in giving valuable information concerning their lived experiences. Gillespie et al. (2021) stated that interviews often produced more in-depth responses than surveys, whose short answers often lacked the context to code subsequently. Theofanidis and Fountouki (2018) described

delimitations as definitions that researchers used to limit or set boundaries so their study's objectives remained attainable. Chase (2022) contended that delimitation drew attention to perspectives, experiences, and considerations not presented in the study.

Saturation

Mwita (2022) defined saturation as the point where researchers did not collect additional information from study participants as no new relevant information existed. Saunders et al. (2018) wrote that saturation occurred when the researcher found repetition in participant responses. The saturation point assured the study's validity and credibility (Mwita, 2022). According to Hennink and Kaiser (2022), saturation often occurred between the 9th and 17th interviews. Researchers typically reach saturation by the 13th interview (Hennink & Kaiser, 2022).

Mwita (2022) listed the five factors that affect data saturation in qualitative studies:

1. Pre-determined codes and themes.
2. Sample size.
3. Relevancy of research subjects.
4. The number of research methods.
5. Length of data collection sessions.

Literature reviews often identified research codes or themes (Mwita, 2022). According to Mwita (2022), researchers should increase their sample size if they did not reach data saturation. Using relevant participants increased the likelihood of getting saturation in qualitative studies (Mwita, 2022). Mwita (2022) wrote that the chance of reaching data saturation increased by utilizing more than one data collection tool.

White-Collar Workers

Karavelioglu et al. (2022) wrote that white-collar workers worked administrative jobs in office environments, and white-collar workers did desk jobs that required intellectual involvement. Bellamy (2022) defined white-collar employees as office workers over 18 years old who worked office jobs that required mental effort. White-collar jobs included administrative, managerial, and professional positions (Will, 2022).

According to Will (2022), candidates for white-collar jobs rarely knew the length of their workweeks. Krause et al. (2017) wrote that white-collar workers qualified as high-risk for metabolic and cardiovascular diseases due to a lack of physical activity. Younger white-collar workers experienced health problems like depression, job stress, neck pain, insomnia, stomach ulcers, and hyperlipidemia (Karavelioglu et al., 2022).

Extant Literature focused on the Problem of Practice: Institutional Racial Paralysis (IRP)

This qualitative research study assessed how Black white-collar workers perceived racism, biases, and discrimination in organizational culture. The problem was that many organizations practiced Institutional Racial Paralysis (IRP) by remaining inactive when race factored into solving organizational situations (Conyers & Wright-Fields, 2021). Conyers and Wright-Fields (2021) defined IRP as "the propensity for an organization not to act when race was a salient factor in a situation" (p. 487). Negative consequences arose for minority members when organizations ignored issues of race (Blessett & Gaynor, 2021). IRP allowed White corporate leaders to set standards for organizational behaviors aligned with their ideologies and beliefs.

Stages of IRP

Blessett and Gaynor (2021) listed the four stages of IRP as follows:

1. Idleness.
2. Concealment.
3. Evolving modus operandi.
4. Pervasive.

The initial stage of IRP, idleness, was identified by a lack of action from organizational leadership when race factored into the decision-making process (Conyers & Wright-Fields, 2021). According to Conyers and Wright-Fields (2021), organizations remained idle by not addressing all three elements of administrative inaction. Conyers and Wright-Fields (2021) listed the three aspects of organizational inaction:

1. A lack of acknowledgment or depreciation of the role of race in a matter.
2. No action plan to address racial inequity.
3. No intention to create or implement new laws and policies to remedy a condition" (p. 488).

Starke et al. (2018) wrote that nervousness and apprehension caused organizational leadership to remain idle when planning the appropriate corporate actions regarding equity. According to Conyers and Wright-Fields (2021), organizational leaders may not address the problem to avoid upsetting stakeholders in organizational situations where race was a salient factor. From a CRT perspective, whiteness as property caused this nervousness (Conyers & Wright-Fields, 2021). Conyers and Wright-Fields (2021) stated that White hegemony only served the interest of maintaining power and provided another reason for idleness. White hegemony disregarded organizational fairness and racial disparity in positions of power (Conyers & Wright-Fields, 2021).

The second stage of IRP, concealment, often went undetected due to organizations deliberately hiding their inaction when race factored into the decision-making process (Conyers & Wright-Fields, 2021). According to Conyers and Wright-Fields (2021), concealment qualified as a layer of duplicity that made detecting idleness difficult. Organizations willingly and knowingly participated in concealment by hiding important information from organizational members, which caused them to question executive leadership (Conyers & Wright-Fields, 2021). Conyers and Wright-Fields (2021) wrote that organizational leadership could conceal a corporate incident and its inaction. Concealment made it challenging to blame executive leadership for inaction and complicated issues of accountability (Conyers & Wright-Fields, 2021).

According to Conyers and Wright-Fields (2021), concealment supported CRT's tenet that racism was normal or ordinary in American society, and concealment supported racial hegemony. By hiding idleness, organizations made it difficult for minority organizational members to prove occurrences of racial injustice (Conyers & Wright-Fields, 2021). In addition, Conyers and Wright-Fields (2021) stated that concealment made it challenging to hold organizational leadership accountable, as concealment produced apparent ignorance and skepticism. Concealment also denied corporate members accurate accounting of race-based occurrences through improper incident documentation; it became more challenging to have a detailed account of an incident the longer the idleness went undetected (Conyers & Wright-Fields, 2021). Hughey (2014) wrote that undetected organizational inaction helped the dominant group control the narrative.

In the third stage of IRP, evolving modus operandi, methods grew that kept organizational idleness concealed and made it challenging to expose organizational concealment (Conyers & Wright-Fields, 2021). According to Conyers and Wright-Fields (2021), evolving

modus operandi showed executive leadership was aware of their inaction and deliberately implemented various strategies to cover it. Evolving modus operandi allowed organizations to shift the attention from race to other factors that may explain their inactivity, and evolving modus operandi increased the culpability of organizational inaction (Conyers & Wright-Fields, 2021). Conyers and Wright-Fields (2021) wrote that liberalism provided a simple passage for evolving modus operandi to immobilize minority organizational members.

Gaynor (2018) stated that organizations utilized colorblindness and liberalism to maintain White hegemony and to shield dominant organizational constituents. According to Conyers and Wright-Fields (2021), evolving modus operandi was a tool that leaders utilized to control the narrative of corporate occurrences and concealed organizational idleness while ignoring or hiding counter-narratives. Liberalism kept IRP hidden through evolving modus operandi (Conyers & Wright-Fields, 2021). Conyers and Wright-Fields (2021) wrote that evolving modus operandi spread to other organizations that concealed their idleness.

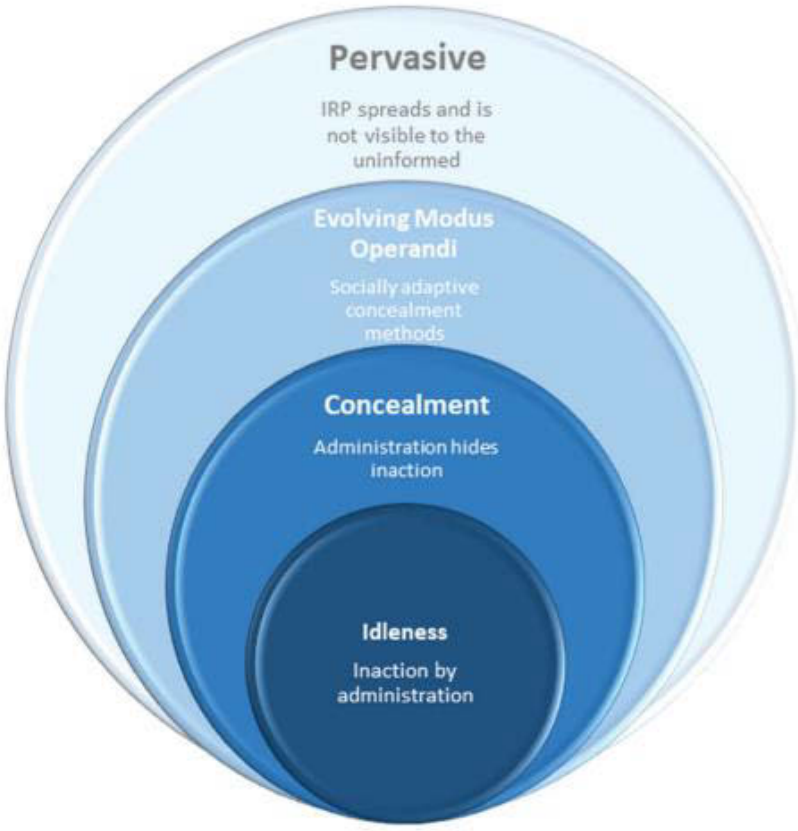
In the final stage, IRP became pervasive and spread from organization to organization; as effective methods of concealment spread, it became imperceptible (Conyers & Wright-Fields, 2021). Conyers and Wright-Fields (2021) stated that organizations could copy another organization's modus operandi without knowing the organization used the methods to conceal IRP. Organizations can accidentally support IRP by copying another organization's processes (Conyers & Wright-Fields, 2021). According to Ray (2019), organizations can unintentionally preserve systems of racial injustice and help them spread beyond their intended scope.

The practices of one organization can become standard practices of another organization through replication (Conyers & Wright-Fields, 2021). Conyers and Wright-Fields (2021) wrote that IRP limited opportunities for minority organizational members as it spread to other

organizations. Organizations unfairly categorized minority corporate members as lazy after they immobilized the minority executive members through IRP (Conyers & Wright-Fields, 2021).

Figure 6

The four stages of IRP



The figure illustrates the four stages of IRP. According to Conyers and Wright-Fields (2021), the stages of IRP build like onion layers; scaling back each layer reveals a truth with idleness at the core. The second stage of IRP concealed the organization's idleness (Conyers & Wright-Fields, 2021). Conyers and Wright-Fields (2021) wrote that the next step of IRP brought

attention to the adaptable concealment methods. Finally, IRP became pervasive and nearly undetectable in the final stage of IRP (Conyers & Wright-Fields, 2021).

Summary and Conclusions

Brown (2021) stated that CRT supported minority organizational members in naming their organizational realities when navigating through occurrences of corporate racism. Conyers and Wright-Fields (2021) suggested using CRT to explore the concept of color blindness as justification for not actively addressing issues of race in organizational cultures. In addition, Conyers and Wright-Fields (2021) proposed utilizing CRT to examine White hegemony as justification for not actively addressing issues of race in corporate cultures. Finally, Nickels and Leach (2021) suggested addressing White hegemony through minority leadership and amplifying the ideas and voices of minority organizational members.

Typically, American organizations limited Black's organizational roles (Wooten & James, 2019). According to Chase (2022), organizations frequently appointed Black CEOs to highly publicized "glass cliff assignments" that had high chances of failure (p. 90). White organizational members did not face the expectations of their Black counterparts (Brown, 2021). Black corporate members held less value to executive administrators and other organizational members regardless of their high expectations to take on administrative roles (Brown, 2021).

By framing organizational inequalities as individual failings, colorblindness endorsed structural racism (Kreiter, 2021). According to Robotham (2021), White corporate members that claimed colorblindness typically engaged in more interpersonal discrimination during interracial interactions than other organizational members. Conyers et al. (2021) proposed utilizing CRT to examine the concept of colorblindness as justification for not actively addressing issues of race in corporate cultures.

In many of America's largest companies, the belief that the Black race was inferior to the White race created barriers to job opportunities for Blacks (Bracy, 2021). A need exists in American organizations to teach organizational leaders how to engage with minority employees (Sabat et al., 2020). Sabat et al. (2020) wrote that increased retention of minority employees impacted disparities and discrimination in organizational settings. Organizations identified explicit and implicit biases through critical evaluations of race-related corporate culture (Shorty, 2021). American organizations needed to improve methods of mitigating racial biases in the workplace (Humbert et al., 2019). According to Kim and Roberson (2022), addressing organizational bias proved paramount to initiating sustainable organizational changes regarding organizational disparities and discrimination.

Diaz (2021) wrote that the organization of different views and problem-solving based on organizational challenges created organizational culture. Corporate culture significantly impacted an organization's long-term profits and the success or failure of the organization (Diaz, 2021). Foslien-Nash et al. (2020) suggested that organizational members take accountability for their actions and view other corporate members as they view themselves, regardless of race or color. According to Foslien-Nash et al. (2020), organizational employees should report their mistakes to understand them better and resolve administrative issues. Roberts (2020) recommended that corporate leaders use empathy when interacting with administrative employees and executive clients.

Bracy (2021) described racial discrimination as barriers experienced by minority organizational members that prevented them from achieving organizational success. Matta et al. (2014) wrote that if corporate members felt discriminated against, they may perceive the organization as unfair and exhibit negative work behaviors. Organizational leadership can initiate

lasting changes and minimize cynicism by focusing on shared norms and values in corporate culture (Perry, 2020). Dawson et al. (2020) recommended that organizations adopt an actively anti-racist culture that normalized the perspectives of minority organizational members, decentered whiteness, and avoided workplace microaggressions.

Organizational racism qualified as a pattern of discriminating against and disadvantaging one sector while providing material recourses and power to another sector of the corporate population (Came & Humphries, 2014). Chakravarty and Lawrence (2022) contended that when an organizational leader or organizational worker performed a racist act, it impacted the workplace. According to Chakravarty and Lawrence (2022), organizations should learn how they promote racial inequality to achieve corporate equality. Nickels and Leach (2021) suggested addressing White hegemony in American organizations by amplifying the ideas of minority organizational members and hiring minorities for leadership positions. Executive leadership should listen to minority corporate members without judgment or defensiveness, become conscious of White advantages in organizational settings, take action to interrupt racism, and create organizational cultures where everyone thrives (Dawson et al., 2020).

Qualitative research leads to knowledge that improves outcomes and brings attention to unconsidered organizational issues (Denny & Weckesser, 2022). Qualitative research showed an understanding of the social world from the perspective of individuals who experienced social phenomena (Denny & Weckesser, 2022). Qualitative research answered the 'how' questions, the 'what' questions, and the 'why' questions (Denny & Weckesser, 2022). Mwita (2022) stated that interviews involved conversations with participants and were the most common method of collecting qualitative data.

Karavelioglu et al. (2022) wrote that white-collar workers worked administrative jobs in office environments, and white-collar workers did desk jobs that required intellectual involvement. Bellamy (2022) defined white-collar employees as office workers over 18 years old who worked office jobs that required mental effort. According to Will (2022), candidates for white-collar jobs rarely knew the length of their workweeks. Krause et al. (2017) wrote that white-collar workers qualified as high-risk for metabolic and cardiovascular diseases due to a lack of physical activity.

Conyers and Wright-Fields (2021) defined IRP as "the propensity for an organization not to act when race was a salient factor in a situation" (p. 487). Negative consequences arose for minority members when organizations ignored issues of race (Blessett & Gaynor, 2021). IRP allowed White corporate leaders to set standards for organizational behaviors aligned with their ideologies and beliefs. Organizations unfairly categorized minority corporate members as lazy after they immobilized the minority executive members through IRP (Conyers & Wright-Fields, 2021).

Dip Chapter 3 – Research Methodology

The following question guided the research:

RQ. What are the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace?

The purpose of this narrative qualitative research study aimed to assess how Black white-collar workers perceived racism, biases, and discrimination in organizational culture. The problem was many organizations practiced Institutional Racial Paralysis (IRP) by remaining inactive when race factored into solving organizational situations (Conyers & Wright-Fields, 2021). The theoretical framework for the study was Nickels and Leach's (2021) Critical Race Theory (CRT), which served as the theoretical lens of the study problem. Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational settings. CRT argued that racism qualified as systemic and remained embedded in the corporate cultures of American organizations (Conyers & Wright-Fields, 2021).

The study used a qualitative methodology over a quantitative method because qualitative research explored small populations that shared a common attribute and often suffered from the same problem (Denny & Weckesser, 2022). This qualitative research study included semi-structured interviews with Black white-collar workers that assessed their perspectives/lived experiences with racism, biases, and discrimination in the workplace. This qualitative research study used semi-structured interviews as the researcher asked the participants follow-up questions to gain clarity and depth in their responses. In addition, the semi-structured interviews in this study asked the participants several open-ended questions. Gillespie et al. (2021) wrote

that open-ended questions provided a voice to respondents when they gave valuable information concerning their lived experiences.

The study consisted of participants who fit the demographics of Black white-collar workers. However, the researcher did not have an ideal number of participants as the study's interviews continued until saturation. The researcher referred to, *How African American female faculty experience and perceive the organizational culture at community colleges: A qualitative study* (Brown, 2021), which included ten interviews. The researcher also referred to *Black and in business: A Critical Race Analysis of how Black students perceive race and racism in their business school experiences* (Chase, 2022), which included 13 interviews. In addition, the researcher referred to, *A participatory evaluation of the impacts of antiracism training: Towards methods and measures of individual, organizational, and system change* (Emmerling, 2022), which included 17 interviews.

The primary constructs of this qualitative study were organizational culture, racism, biases, and discrimination. The study documented the participant's age, sex, job title, and education level. The study evaluated the outcomes of how Black White-collar workers assessed racism, biases, and discrimination in organizational culture through coding.

All of the instruments in this study qualified as anonymous and dependable. The researcher recruited participants for the study from participation posts in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext. The study used Zoom for the researcher's semi-structured interviews, including audio recordings. In addition, the researcher used Atlas.ti in the study to code the semi-structured interview transcripts. Also, the researcher used Microsoft Word in the study to document findings.

This study achieved validity and reliability through saturation. Mwita (2022) defined saturation as the point where researchers did not collect additional information from study participants as no new relevant information existed. The saturation point assured the study's validity and credibility (Mwita, 2022). Researchers typically reach saturation by the 13th interview (Hennink & Kaiser, 2022). This study conducted 18 interviews.

The participant's information was confidential to the extent the law allowed. Some steps the researcher took to keep the identity confidential were not including the name or overall identity. Instead, the researcher secured the information with these steps: Locking the information with a passcode. The researcher will keep the data for at least three to seven years. Then, the researcher will delete electronic data and destroy paper data.

The study's semi-structured interview asked the participants:

1. What are your age, sex, and job title?
2. What is your education level?
3. Have you experienced being treated less respectfully than others in your organization?
4. Do you see racism relate in any way to organizational culture?
5. Have you experienced any emotional or psychological experiences regarding the manifestation of racism in the workplace?
6. Have you experienced biased treatment in your organization?
7. Do you see discrimination relate in any way to organizational culture?

If the participant answered "Yes," some follow-up questions included: Can you tell me more about your perspective on that? Is there a story you can share? How did you deal with the

situation? Is this being addressed by leadership? Do you think others in your organization have experienced biased treatment as well? Can you talk about that?

If the participant answered "No," some follow-up questions included: Why do you think that is? Can you tell me what your organization does to promote equality? Do you think others in your organization would agree with you? Why or why not?

The researcher managed the data from the study on Zoom and Microsoft Word. In addition, the researcher transcribed the semi-structured interview results in Microsoft Word to ensure continuity in the documentation of the study's semi-structured interviews from Zoom. The results from the semi-structured interviews clarified how Black white-collar workers perceived racism, biases, and discrimination in organizational culture.

This study considered the ethical principles outlined in the Belmont Report, including respecting the autonomy of interview participants. No conflicts of interest arose in this study as it adhered to Franklin University's IRB guidelines criteria. The researcher maintained the ethical principles of the Belmont Report, including beneficence, respect for persons, and justice during all phases of the study. No known risks existed from participation in this qualitative study; the possibility of potential unforeseen risks not identified in the consent form (see Appendix C) existed. All transcripts identified interviewees by a code rather than by name if the transcript was lost, stolen, or mislaid; this assisted in protecting an interviewee's privacy.

Research Question

The following question guided the research:

RQ. What are the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace?

Research Design and Rationale

The purpose of this narrative qualitative research study aimed to assess how Black white-collar workers perceive racism, biases, and discrimination in organizational culture. The problem was many organizations practiced Institutional Racial Paralysis (IRP) by remaining inactive when race factored into solving organizational situations (Conyers & Wright-Fields, 2021). According to Conyers and Wright-Fields (2021), organizations remained idle by not addressing all three elements of administrative inaction. Conyers and Wright-Fields (2021) listed the three aspects of organizational inaction:

1. A lack of acknowledgment or minimization of the role of race in a matter.
2. No action plan to address racial inequity.
3. No intention to create or implement new laws and policies to remedy a condition" (p. 488).

The theoretical framework for the study was Nickels and Leach's (2021) Critical Race Theory (CRT), which served as the theoretical lens of the study problem. Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational settings. CRT argued that racism qualified as systemic and remained embedded in the corporate cultures of American organizations (Conyers & Wright-Fields, 2021). Martell and Stevens (2017) listed the assertions of CRT as follows:

1. Race continued to be a significant factor in determining American inequity.
2. American society was based on property rights, not human rights.

3. The intersection of race and property created a tool to analyze American social inequity.

This study used a narrative qualitative research design. According to Denny and Weckesser (2022), qualitative research "explored complexities, nuance and seemingly contradictory positions that people held in the context of their lives, and the experience of people typically underrepresented in experimental studies" (p. 1799). Qualitative research answered the 'how' questions, the 'what' questions, and the 'why' questions (Denny & Weckesser, 2022).

The researcher chose a qualitative methodology over a quantitative method because qualitative research explored small populations that shared a common attribute and often suffered from the same problem (Denny & Weckesser, 2022). In addition, qualitative research can lead to knowledge that improves outcomes and brings attention to unconsidered organizational issues (Denny & Weckesser, p. 2022). The justification of the qualitative narrative design began with the data this study collected in semi-structured interviews, as qualitative research leads to understanding the social world from the perspective of individuals who experienced social phenomena (Denny & Weckesser, 2022).

Methodology

This qualitative research study included semi-structured interviews with Black white-collar workers that assessed their perspectives/lived experiences with racism, biases, and discrimination in the workplace. Mwita (2022) stated that interviews involved conversations with participants and were the most common method of collecting qualitative data. In addition, interviews allowed researchers to document participants' feelings about the phenomenon under study (Mwita, 2022).

According to Mwita (2022), structured interviews asked participants the same predetermined questions. According to Mwita (2022), in semi-structured interviews, researchers asked participants questions from a prepared list with the option to ask follow-up questions for clarification. The flexibility of semi-structured interviews may lead to more data collection than structured interviews (Mwita, 2022). This qualitative research study used semi-structured interviews as the researcher asked the participants follow-up questions to gain clarity and depth in their responses.

The semi-structured interviews in this study asked the participants several open-ended questions. Gillespie et al. (2021) wrote that open-ended questions provided a voice to respondents in giving valuable information concerning their lived experiences. In addition, Gillespie et al. (2021) stated that interviews often produced more in-depth responses than surveys, whose short answers often lacked the context to code subsequently.

Several limitations existed in this study. Theofanidis and Fountouki (2018) described limitations as imposed restrictions that the researcher cannot control. Limitations affected conclusions, results, and study designs (Theofanidis & Fountouki, 2018). Limitations arose from the participants' inability to recall their experiences accurately (Chase, 2022).

Brown (2021) categorized qualitative research as non-generalizable since small purposive samples provided the basis for the findings. Chase (2022) wrote the limits of qualitative research methods included sample size and the feasibility of generalizability. Qualitative research focused on transferability and insights into reflected experiences in similar organizations (Chase, 2022).

A limitation of this study involved the depth of answers from the participants during the study's semi-structured interviews. Gillespie et al. (2021) stated that interviews often produced

more in-depth responses than surveys, whose short responses often lacked the context to code subsequently. The comprehensiveness of reactions in the study's semi-structured interviews varied depending on the participant's openness and willingness to answer the study's questions thoroughly.

Several delimitations existed in this study. Theofanidis and Fountouki (2018) described delimitations as definitions that researchers used to limit or set boundaries so their study's objectives remained attainable. Chase (2022) contended that delimitation drew attention to perspectives, experiences, and considerations not presented in the study. The delimitations in this study included the following:

1. This study delimited to Black white-collar workers. Therefore, this study only examined the experiences of Black white-collar workers.
2. This study delimited participants who self-identified as Black and spoke on how they perceived racism, biases, and discrimination in organizational culture.
3. This study delimited to participants who responded to participation posts in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext.

Participants/Data Sources/Sampling Plan

The study consisted of participants who fit the demographics of Black white-collar workers. The researcher did not have an ideal number of participants as the study's interviews continued until saturation. Saunders et al. (2018) wrote that saturation occurred when the researcher found repetition in participant responses. According to Hennink and Kaiser (2022),

saturation often happened between the 9th and 17th interviews. Researchers typically reach saturation by the 13th interview (Hennink & Kaiser, 2022).

The researcher referred to, *How African American female faculty experience and perceive the organizational culture at community colleges: A qualitative study* (Brown, 2021), which included ten interviews. The researcher also referred to *Black and in business: A Critical Race Analysis of how Black students perceive race and racism in their business school experiences* (Chase, 2022), which included 13 interviews. In addition, the researcher referred to, *A participatory evaluation of the impacts of antiracism training: Towards methods and measures of individual, organizational, and system change* (Emmerling, 2022), which included 17 interviews.

Operationalization of Constructs

The primary constructs of this qualitative study were organizational culture, racism, biases, and discrimination. The study documented the participant's age, sex, job title, and education level. The study evaluated the outcomes of how Black White-collar workers assessed racism, biases, and discrimination in organizational culture through coding.

Ellis et al. (2022) wrote that racism normalized negative beliefs and attitudes toward racial groups, and racism normalized discriminatory treatment of selected racial groups in social environments. Rizzuto et al. (2022) contended that racial bias emerged when organizational leadership possessed high decision-making latitude, explanations justified biased behavior, and heightened negative stereotypes. Finally, Kartolo and Kwantes (2019) called discrimination unfair treatment due to demographic group membership, and bias influenced minority workers' job performance, organizational commitment, and morale. The researcher measured the outcomes by coding the responses to the study's semi-structured interviews to determine how the

participants perceived the existence of racism, biases, and discrimination in organizational culture.

Data Collection Tools

Measurement and Instrumentation. The study used Zoom for the researcher's semi-structured interviews, including audio recordings. The interviews qualified as confidential. Therefore, the researcher deidentified/anonymized the transcripts. In addition, the researcher removed identifiers from the dataset used for analysis.

The researcher saved the interview recordings from Zoom on a password-protected device. Next, the researcher stored raw data separately and securely in an encrypted folder away from deidentified data used for analysis. Next, the researcher removed the interview recordings from Zoom. Then, the researcher transcribed the interview recordings on Microsoft Word.

The researcher only named participants in the research if the participant gave specific consent for identification. The names of employers remained confidential. The researcher removed other potential identifiers, such as placenames. In addition, all transcripts identified interviewees by a code rather than by name if the transcript was lost, stolen, or mislaid; this assisted in protecting an interviewee's privacy.

The researcher gained access to the study population by posting in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext. The researcher sent the moderator of this group a permission letter, as seen in Appendix A. The moderator of this private Facebook group reviewed all posts before they appeared in the group. When the moderator of this private Facebook group approved a post, it then appeared in the group.

The researcher recruited participants for the study from participation posts in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext. The researcher posted participation posts in the group, as seen in Appendix B. The researcher fully informed participants about the study and allowed them to ask questions before deciding to participate.

After participants responded to the participation posts, the researcher answered their responses by emailing them a consent form. Next, the researcher emailed the participant about their availability between 10 am-9 pm ET, any day of the week. Finally, the researcher sent the participant another email confirming their interview time with a Zoom link attached to the email.

After the participants responded to the participation post, the researcher emailed them a consent form, as seen in Appendix C. The researcher presented a consent form to participants via email at least two days before the Zoom interview. The researcher collected the consent forms from participants via email before the Zoom interviews began.

The qualitative semi-structured interviews were conducted on Zoom in quiet settings without interruptions. The researcher recorded the interviews on Zoom and saved them as Interview A, Interview B, etc. Because of confidentiality, participants were named participants during transcribing and Participant A, Participant B, etc., for this study. The researcher conducted the semi-structured interviews at different times. The researcher conducted the interviews during the day, on weekends, and after work.

Next, the researcher used Atlas.ti in the study to code the semi-structured interview transcripts. Finally, the researcher used Microsoft Word to document the study's findings. All of the instruments mentioned above qualified as dependable and anonymous.

Instrumentation

All of the instruments in this study qualified as anonymous and dependable. The researcher recruited participants for the study from participation posts in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext. The study used Zoom for the researcher's semi-structured interviews, including audio recordings. In addition, the researcher used Atlas.ti to code the semi-structured interview transcripts in the study. Also, the researcher used Microsoft Word in the study to document findings.

Reliability, Validity, and Researcher Bias

This study achieved validity and reliability through saturation. Mwita (2022) defined saturation as the point where researchers did not collect additional information from study participants as no new relevant information existed. The saturation point assured the study's validity and credibility (Mwita, 2022). Mwita (2022) listed the five factors that affected data saturation in qualitative studies:

1. Predetermined codes and themes.
2. Sample size.
3. Relevancy of research subjects.
4. The number of research methods.
5. Length of data collection sessions.

Literature reviews often identified research codes or themes (Mwita, 2022). According to Mwita (2022), researchers should increase their sample size if they did not reach data saturation. Using relevant participants increased the likelihood of getting saturation in qualitative studies

(Mwita, 2022). Mwita (2022) wrote that the chance of reaching data saturation increased by utilizing more than one data collection tool.

The study addressed researcher bias by accurately quoting the responses of the semi-structured interviews without changing or adjusting participant responses. The researcher ensured meticulous data collection by using Zoom to collect all of the study's data, as Zoom qualified as anonymous and dependable. Participants expressed their views in responses to the study's semi-structured interviews. The data for the study allowed the researcher to conclude for a larger population as the participants resided in many locations across America.

The participant's information was confidential to the extent the law allowed. Some steps the researcher took to keep the identity confidential were not including the name or overall identity. Instead, the researcher secured the information with these steps: Locking the information with a passcode. The researcher will keep the data for at least three to seven years. Then, the researcher will delete electronic data and destroy paper data.

Data Collection Procedures

The study's semi-structured interview asked the participants:

1. What are your age, sex, and job title?
2. What is your education level?
3. Have you experienced being treated less respectfully than others in your organization?
4. Do you see racism relate in any way to organizational culture?
5. Have you experienced any emotional or psychological experiences regarding the manifestation of racism in the workplace?

6. Have you experienced biased treatment in your organization?

7. Do you see discrimination relate in any way to organizational culture?

If the participant answered "Yes," some follow-up questions included: Can you tell me more about your perspective on that? Is there a story you can share? How did you deal with the situation? Is this being addressed by leadership? Do you think others in your organization have experienced biased treatment as well? Can you talk about that?

If the participant answered "No," some follow-up questions included: Why do you think that is? Can you tell me what your organization does to promote equality? Do you think others in your organization would agree with you? Why or why not?

Data Analysis Plan

The researcher managed the data from the study on Zoom and Microsoft Word. The researcher transcribed the semi-structured interview results in Microsoft Word to ensure continuity in the documentation of the study's semi-structured interviews from Zoom. The results from the semi-structured interviews clarified how Black white-collar workers perceived racism, biases, and discrimination in organizational culture.

The researcher coded the data from the 18 interviews on Atlas.ti and found 23 patterns. The 23 patterns that emerged from this study consisted of the following:

1. Black white-collar workers felt disrespected in the workplace, regardless of their educational status.
2. Black white-collar workers felt undermined and devalued in their organizations.
3. Black white-collar workers said they were passed over for promotions or received minimal promotions compared to their White counterparts.

4. Black white-collar workers experienced being treated less respectfully than others in their organizations through subtle workplace experiences.
5. Black white-collar workers experienced the credit and accolades for their ideas going to other workers.
6. Black white-collar workers experienced feeling ignored in their organizations.
7. Organizational meetings provided platforms for racism among co-workers.
8. Organizational members' backgrounds, biases, and prejudices influenced their interactions with others.
9. Organizations lacked diversity in desired organizational positions.
10. Organizations did not address racial issues that existed in their organizations.
11. The manifestation of racism in the workplace caused Black white-collar workers to question themselves and their abilities.
12. The manifestation of racism in the workplace contributed to why Black white-collar workers felt stress from their jobs.
13. The manifestation of racism in the workplace contributed to why Black white-collar workers left their organizations.
14. Black white-collar workers attributed biased treatment in their organizations to factors other than race.
15. Black white-collar workers felt they experienced biased treatment in their organizations based on race.
16. Black white-collar workers expressed hesitancy in reporting biased workplace experiences from fear of repercussions.

17. Black white-collar workers spoke of unbalanced workplace advantages and privileges experienced by their White counterparts.
18. Black white-collar workers felt excluded from positions in their organizations.
19. Discriminatory processes existed in organizations' hiring and promotion practices.
20. Organizational members attempted to refer to minority doctors by nicknames instead of Doctor and their last names.
21. Organizations' leaders made concerted efforts to promote equality in the workplace.
22. Black white-collar workers expressed frustrations when they reported racial occurrences to leadership.
23. Organizations' leadership comprised older White individuals who proved insensitive and problematic to Black white-collar workers.

The researcher coded the data from the 18 interviews on Atlas.ti and found 16 additional patterns to the initial 23 patterns. The 16 additional patterns that emerged from this study consisted of the following:

1. Black doctors felt disrespected when individuals in the workplace refused to call them Doctor.
2. Black white-collar workers felt they had to work harder than their White counterparts to receive recognition.
3. Underqualified White workers received promotions despite their spotty job performances.
4. Black white-collar workers who felt they were treated respectfully in their organizations attributed their respectful treatment to positive organizational cultures.
5. Black white-collar workers chose to ignore racial interactions in their organizations.
6. Black white-collar workers experienced microaggressions in the workplace.

7. The manifestation of racism in the workplace caused Black white-collar workers to question their co-worker's intentions and assumptions.
8. The manifestation of racism in the workplace caused Black white-collar workers to question their organizational standing.
9. Black white-collar workers attributed how their organizations promoted equality to why the manifestation of racism did not occur in their organizations.
10. Black white-collar workers felt workplace biases excluded them from progressing in their organizations.
11. Black white-collar workers from the North reacted differently to workplace biases than Black white-collar workers from the South.
12. Forms of discrimination proved equitable and just.
13. Organizations qualified as proactive in how they addressed organizational discrimination.
14. Senior Leadership in organizations made decisions without input from organizational members their decisions impacted.
15. Black white-collar workers were chastised by organizational members when they provided feedback about executive leadership.
16. Black white-collar workers assessed factors that limited organizational leadership's effectiveness.

Ethical Considerations

This study considered the ethical principles outlined in the Belmont Report, including respecting the autonomy of interview participants. The researcher secured permission from the study's participants through a consent form signed by all participants, as seen in Appendix C. The researcher also sought approval from Franklin University's IRB to collect participant data

before interviewing. Finally, the researcher sent a scripted invitation to the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext. The researcher only contacted those who said they would like to participate in the study.

No conflicts of interest arose in this study as it adhered to Franklin University's IRB guidelines criteria. Ethical concerns in the Belmont report included vulnerability related to the study's participants describing and reflecting on traumatic experiences. The researcher would have reported to Franklin University's IRB if the ethical concerns in the Belmont Report were violated.

The ethical principles of the Belmont Report, including beneficence, respect for persons, and justice, were maintained during all phases of the study. The researcher preserved the individual integrity of the study's participants and accepted the participants' right to avoid answering any of the semi-structured interview questions. The researcher treated all of the study's participants equally and fairly concerning the delivery of questions and the content provided. No monetary incentives existed in this study.

No known risks existed from participation in this qualitative study; the possibility of potential unforeseen risks not identified in the consent form (see Appendix C) existed. The researcher asked for the participant's permission before recording their interviews. The study used Zoom for the researcher's semi-structured interviews, including audio recordings. The interviews qualified as confidential. The researcher deidentified/anonymized the transcripts. The researcher removed identifiers from the dataset used for analysis.

The researcher saved the interview recordings from Zoom on a password-protected device. Next, the researcher stored raw data separately and securely in an encrypted folder away

from deidentified data used for analysis. Next, the researcher removed the interview recordings from Zoom. Then, the researcher transcribed the interview recordings on Microsoft Word.

The researcher only named participants in the research if the participant gave specific consent for identification. The names of employers remained confidential. The researcher removed other potential identifiers, such as placenames. In addition, all transcripts identified interviewees by a code rather than by name if the transcript was lost, stolen, or mislaid; this assisted in protecting an interviewee's privacy.

The researcher managed the recordings on a password-protected device. The researcher transcribed all recordings on Microsoft Word. The researcher deidentified data by referencing participants as Participant A, Participant B, etc. The researcher deleted the interviews after transcription. The researcher will keep the raw data and deidentified transcripts used for analysis for at least three years but up to seven years. Then, the researcher will delete electronic data and destroy paper data.

The researcher was the only person with access to the study's data. The researcher secured the information with these steps: Locking the information with a passcode. The researcher will keep the data for at least three to seven years. Then, the researcher will delete electronic data and destroy paper data.

Summary

The following question guided the research:

RQ. What are the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace?

The purpose of this narrative qualitative research study aimed to assess how Black white-collar workers perceive racism, biases, and discrimination in organizational culture. The problem was many organizations practiced Institutional Racial Paralysis (IRP) by remaining inactive when race factored into solving organizational situations (Conyers & Wright-Fields, 2021). The theoretical framework for the study was Nickels and Leach's (2021) Critical Race Theory (CRT), which served as the theoretical lens of the study problem. Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational settings. CRT argued that racism qualified as systemic and remained embedded in the corporate cultures of American organizations (Conyers & Wright-Fields, 2021).

The justification of the qualitative narrative design began with the data this study collected in semi-structured interviews, as qualitative research leads to understanding the social world from the perspective of individuals who experienced social phenomena (Denny & Weckesser, 2022). This qualitative research study included semi-structured interviews with Black white-collar workers to assess their views/lived experiences with racism, biases, and discrimination in the workplace. This qualitative research study used semi-structured interviews as the researcher asked the participants follow-up questions to gain clarity and depth in their responses. In addition, the semi-structured interviews in this study asked the participants several open-ended questions. Gillespie et al. (2021) wrote that open-ended questions provided a voice to respondents in giving valuable information concerning their lived experiences.

The study consisted of participants who fit the demographics of Black white-collar workers. However, the researcher did not have an ideal number of participants as the study's interviews continued until saturation. The researcher referred to, *How African American female*

faculty experience and perceive the organizational culture at community colleges: A qualitative study (Brown, 2021), which included ten interviews. The researcher also referred to *Black and in business: A Critical Race Analysis of how Black students perceive race and racism in their business school experiences* (Chase, 2022), which included 13 interviews. In addition, the researcher referred to, *A participatory evaluation of the impacts of antiracism training: Towards methods and measures of individual, organizational, and system change* (Emmerling, 2022), which included 17 interviews.

The primary constructs of this qualitative study were organizational culture, racism, biases, and discrimination. The study documented the participant's age, sex, job title, and education level. The study evaluated the outcomes of how Black White-collar workers assessed racism, biases, and discrimination in organizational culture through coding.

All instruments used in this study qualified as anonymous and dependable. The researcher recruited participants for the study from participation posts in the private Facebook group with 23K members: PhinisheD/FinishEdD (Drs/Future Drs) #WhoGotNext. The study used Zoom for the researcher's semi-structured interviews, including audio recordings. In addition, the researcher used Atlas.ti to code the semi-structured interview transcripts in the study. Also, the researcher used Microsoft Word in the study to document findings.

This study achieved validity and reliability through saturation. Mwita (2022) defined saturation as the point where researchers did not collect additional information from study participants as no new relevant information existed. The saturation point assured the study's validity and credibility (Mwita, 2022). Researchers typically reach saturation by the 13th interview (Hennink & Kaiser, 2022). This study conducted 18 interviews.

The participant's information was confidential to the extent the law allowed. Some steps the researcher took to keep the identity confidential were not including the name or overall identity. Instead, the researcher secured the information with these steps: Locking the information with a passcode. The researcher will keep the data for at least three to seven years. Then, the researcher will delete electronic data and destroy paper data.

The study's semi-structured interview asked the participants:

1. What are your age, sex, and job title?
2. What is your education level?
3. Have you experienced being treated less respectfully than others in your organization?
4. Do you see racism relate in any way to organizational culture?
5. Have you experienced any emotional or psychological experiences regarding the manifestation of racism in the workplace?
6. Have you experienced biased treatment in your organization?
7. Do you see discrimination relate in any way to organizational culture?

If the participant answered "Yes," some follow-up questions included: Can you tell me more about your perspective on that? Is there a story you can share? How did you deal with the situation? Is this being addressed by leadership? Do you think others in your organization have experienced biased treatment as well? Can you talk about that?

If the participant answered "No," some follow-up questions included: Why do you think that is? Can you tell me what your organization does to promote equality? Do you think others in your organization would agree with you? Why or why not?

The researcher managed the data from the study on Zoom and Microsoft Word. The researcher transcribed the semi-structured interview results in Microsoft Word to ensure continuity in the documentation of the study's semi-structured interviews from Zoom. The results from the semi-structured interviews clarified how Black white-collar workers perceived racism, biases, and discrimination in organizational culture.

This study considered the ethical principles outlined in the Belmont Report, including respecting the autonomy of interview participants. No conflicts of interest arose in this study as it adhered to Franklin University's IRB guidelines criteria. The ethical principles of the Belmont Report, including beneficence, respect for persons, and justice, were maintained during all phases of the study. No known risks existed from participation in this qualitative study; the possibility of potential unforeseen risks not identified in the consent form (see Appendix C) existed. All transcripts identified interviewees by a code rather than by name; if the transcripts were lost, stolen, or mislaid, this assisted in protecting an interviewee's privacy.

Chapter 4 - Findings

This study assessed the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. This study consisted of participants who fit the demographics of Black white-collar workers. The study's qualitative research design consisted of semi-structured interviews with seven open-ended questions. This study supported a learning outcome of the Doctor of Education in Organizational Leadership program by analyzing organizational problems, developing solutions, and measuring their impact.

There were 18 participants in this study. The participants in this study ranged from 29 years old to 63 years old. Of the 18 participants in this study, 13 were female, and five were male. All of the participants in this study worked white-collar jobs. Of the 18 participants in this study, seven had doctorate degrees, three were doctoral candidates, seven were doctoral students, and one had a master's degree.

The study's semi-structured interview asked the participants:

1. What are your age, sex, and job title?
2. What is your education level?
3. Have you experienced being treated less respectfully than others in your organization?
4. Do you see racism relate in any way to organizational culture?
5. Have you experienced any emotional or psychological experiences regarding the manifestation of racism in the workplace?
6. Have you experienced biased treatment in your organization?
7. Do you see discrimination relate in any way to organizational culture?

If the participant answered “Yes,” some follow-up questions included: Can you tell me more about your perspective on that? Is there a story you can share? How did you deal with the situation? Is this being addressed by leadership? Do you think others in your organization have experienced biased treatment as well? Can you talk about that?

If the participant answered “No,” some follow-up questions included: Why do you think that is? Can you tell me what your organization does to promote equality? Do you think others in your organization would agree with you? Why or why not?

The researcher coded words from the participants to themes acknowledged by the world. Understanding how the world associated certain words or phrases with other words or phrases in previous scholarly literature assisted the researcher in generating appropriate codes for the 18 interviews. The researcher used Atlas.ti’s AI Coding feature to create codes that maintained the integrity of the participant's responses instead of developing codes to match the researcher’s opinion and not accurately describe the participant’s views.

The researcher coded the data from the 18 interviews on Atlas.ti and found 23 themes. The 23 themes that emerged from this study consisted of the following:

1. Black white-collar workers felt disrespected in the workplace, regardless of their educational status.
2. Black white-collar workers felt undermined and devalued in their organizations.
3. Black white-collar workers said they were passed over for promotions or received minimal promotions compared to their White counterparts.
4. Black white-collar workers experienced being treated less respectfully than others in their organizations through subtle workplace experiences.

5. Black white-collar workers experienced the credit and accolades for their ideas going to other workers.
6. Black white-collar workers experienced feeling ignored in their organizations.
7. Organizational meetings provided platforms for racism among co-workers.
8. Organizational members' backgrounds, biases, and prejudices influenced their interactions with others.
9. Organizations lacked diversity in desired organizational positions.
10. Organizations did not address racial issues that existed in their organizations.
11. The manifestation of racism in the workplace caused Black white-collar workers to question themselves and their abilities.
12. The manifestation of racism in the workplace contributed to why Black white-collar workers felt stress from their jobs.
13. The manifestation of racism in the workplace contributed to why Black white-collar workers left their organizations.
14. Black white-collar workers attributed biased treatment in their organizations to factors other than race.
15. Black white-collar workers felt they experienced biased treatment in their organizations based on race.
16. Black white-collar workers expressed hesitancy in reporting biased workplace experiences from fear of repercussions.
17. Black white-collar workers spoke of unbalanced workplace advantages and privileges experienced by their White counterparts.
18. Black white-collar workers felt excluded from positions in their organizations.

19. Discriminatory processes existed in organizations' hiring and promotion practices.
20. Organizational members attempted to refer to minority doctors by nicknames instead of Doctor and their last names.
21. Organizations' leaders made concerted efforts to promote equality in the workplace.
22. Black white-collar workers expressed frustrations when they reported racial occurrences to leadership.
23. Organizations' leadership comprised older White individuals who proved insensitive and problematic to Black white-collar workers.

The researcher coded the data from the 18 interviews on Atlas.ti, finding 16 additional themes to the initial 23 themes. The 16 additional themes that emerged from this study consisted of the following:

1. Black doctors felt disrespected when individuals in the workplace refused to call them Doctor.
2. Black white-collar workers felt they had to work harder than their White counterparts to receive recognition.
3. Underqualified White workers received promotions despite their spotty job performances.
4. Black white-collar workers who felt they were treated respectfully in their organizations attributed their respectful treatment to positive organizational cultures.
5. Black white-collar workers chose to ignore racial interactions in their organizations.
6. Black white-collar workers experienced microaggressions in the workplace.
7. The manifestation of racism in the workplace caused Black white-collar workers to question their co-worker's intentions and assumptions.

8. The manifestation of racism in the workplace caused Black white-collar workers to question their organizational standing.
9. Black white-collar workers attributed how their organizations promoted equality to why the manifestation of racism did not occur in their organizations.
10. Black white-collar workers felt workplace biases excluded them from progressing in their organizations.
11. Black white-collar workers from the North reacted differently to workplace biases than Black white-collar workers from the South.
12. Forms of discrimination proved equitable and just.
13. Organizations qualified as proactive in how they addressed organizational discrimination.
14. Senior Leadership in organizations made decisions without input from organizational members their decisions impacted.
15. Black white-collar workers were chastised by organizational members when they provided feedback about executive leadership.
16. Black white-collar workers assessed factors that limited organizational leadership's effectiveness.

Presentation of Findings

Table 1

Participant Demographics

Name	Age	Sex	Job Title	Education
Participant A	33	M	Inclusive Pedagogy Lead	Doctorate (PhD)
Participant B	51	F	Education Director	Doctorate (EdD)
Participant C	53	F	Associate Professor of Communications	Doctoral Candidate (PhD)
Participant D	30	F	Investment Planning Processor	Masters
Participant E	36	F	Curriculum Specialist	Doctoral Student

				(EdD)
Participant F	44	M	Dean of Students	Doctorate
Participant G	51	M	Dean of Advanced Academics	Doctoral Student
Participant H	52	F	Assistant Principal	Doctoral Student (EdD)
Participant I	34	M	Assistant Special Education Director	Doctoral Student (EdD)
Participant J	58	F	Career Service Specialist	Doctorate (EdD)
Participant K	29	F	Licensed Professional Counselor	Doctoral Candidate (PhD)
Participant L	56	F	Special Education Teacher	Doctoral Student
Participant M	63	F	Teacher	Doctoral Student (EdD)
Participant N	49	F	Deputy Head of School	Doctoral Candidate
Participant O	51	F	School Counselor	Doctoral Student
Participant P	55	F	Middle School Liaison for Career Technical Education	Doctorate (PhD)
Participant Q	60	M	Office of Personnel Management Senior Privacy Analyst	Doctorate
Participant R	50	F	Assistant Supervisory Federal Air Marshall in Charge	Doctorate

Table 1 shows the demographics of the 18 participants in this study. The participants in this study ranged from 29 years old to 63 years old. Of the 18 participants in this study, 13 were female, and five were male. All of the participants in this study worked white-collar jobs. In addition, of the 18 participants in this study, seven had doctorate degrees, three were doctoral candidates, seven were doctoral students, and one had a master's degree.

Participant A

Participant A was a 33-year-old male who worked as Inclusive Pedagogy Lead in the Center for Teaching and Learning at a university. He had a doctorate (PhD). Participant A described occurrences in the workplace when individuals refused to address him as Doctor, even after he stated Doctor as his preferred title when individuals corresponded with him. Also, he said that organizations prioritized their financial bottom-line over social or cultural issues.

Participant A believed that gaslighting occurred in racist environments when individuals diminished racist incidents in attempts to manipulate the narratives of racist incidents.

Participant B

Participant B was a 51-year-old female working as a university's Education Director. She had a doctorate (EdD). Participant B observed instances where organizational members ignored or talked around in director or board meetings. She described racism in corporate culture as subtle and as an undercurrent of microaggressions. Participant B believed that discrimination impacted organizational culture through promotions, recognition received, and bonuses.

Participant C

Participant C was a 53-year-old female that classified herself as heterosexual and worked as an Associate Professor of Communications at a university. She was a doctoral candidate (PhD). Participant C shared an experience when she felt undermined and devalued after submitting disrespectful texts from a student to her Dean. He dismissed her request to remove the student from her class. Being from the North, she disconnected from how organizations and individuals in the South perpetuated bias treatment and accepted these actions as usual. Participant C categorized some administrators as not equipped to deal with issues of racial discrimination.

Participant D

Participant D was a 30-year-old female who worked as Investment Planning Processor at an insurance company. She had a master’s degree and was finishing her MBA in Business Analytics and Risk Management. Participant D shared how her organization passed over her in a position she qualified for in her department, and the job went to a less qualified individual. She said that Black workers have to overwork themselves while others receive accolades for doing

minimal work. Participant D believed that some potential employers dismissed minorities that applied for employment because of the ethnicity of their names and not their credentials.

Participant E

Participant E was a 36-year-old female who worked as a Curriculum Specialist at the Ministry of Education. She had an Executive MBA and was a doctoral student (EdD). Participant E noticed she did not receive the same professionalism or attentiveness in the workplace as her White counterparts. She experienced racism in the workplace as she was labeled a "token" because she was the only Black person in her unit, faced intimidation, and organizational members questioned her qualifications. Participant E hesitantly expressed her concerns to leadership due to the fear of the administration accusing her of playing the "race" card.

Participant F

Participant F was a 44-year-old male that classified himself as homosexual and worked as Dean of Students in an elementary school. He had a doctorate. Participant F said that he never experienced racism in the workplace as most of the principals and educators in his school district were African American. He recited experiences when his race treated him horribly based on his sexuality. Participant F noticed that he was not approached to teach or train staff and attributed this to him strictly following the book concerning laws and ethics.

Participant G

Participant G was a 51-year-old male who worked as Dean of Advanced Academics at a school. He had a master's degree and was a doctoral student. Participant G felt the organization set him up to fail because he did not receive the proper training to do his job effectively. In addition, he felt disrespected in the workplace because organizational members did not respect

his words and input. However, Participant G did not see discrimination related to corporate culture as he noticed opportunities for the growth of minority employees in his organization.

Participant H

Participant H was a 52-year-old female who worked as Assistant Principal at a head start through 8th-grade middle school. She had a master's in Curriculum and Technology and was a doctoral student (EdD). Participant H noticed that organizational leadership asked her White counterparts to present at district-level meetings. In contrast, her organization only asked Blacks to present at district-level conferences as it applied to predominantly Black schools. He said that Whites in his school district tended to fail up, meaning they were unsuccessful as teachers but somehow found jobs on the district level. In addition, Participant H stated the need for more Blacks in administrative and director positions in his district; many Blacks in his district lacked the credentials to qualify for the jobs.

Participant I

Participant I was a 34-year-old male who worked as Assistant Special Education Director at the Board of Education. He had a specialist degree and was a doctoral student (EdD). Participant I shared a story about working in a school district for nearly ten years and not getting a promotion that he qualified for in favor of a White woman with a bachelor’s degree; this resulted in Participant I leaving the school district. He described another situation where a Black woman with a doctorate lost her position as Academic Dean to a White woman with a master’s degree because the university said the Black woman with a doctorate was overqualified for the position. Participant I felt that others in his organization were discriminated against but failed to report it because they did not want to lose their jobs.

Participant J

Participant J was a 58-year-old female who worked as Career Service Specialist at a university. She had a doctorate (EdD). Participant J spoke of when she was new to her organization and the organization hosted a dinner meeting with the Community where they snubbed, ignored, and walked away from her. She said that her peers at her university did not view her as a peer even though she had more experience and education than most of them. In addition, Participant J felt her university did not respect the work she does as they checked and rechecked her work and made changes to her work without notifying her.

Participant K

Participant K, the youngest participant, was a 29-year-old female who worked as Licensed Professional Counselor at Counselors for Social Justice. She was a doctoral candidate (PhD). Participant K recounted when a professor treated her differently and graded her harder after she founded Counselors for Social Justice. She noticed that organizations typically focused on gender inequality and ignored racial disparities. Participant K compared discrimination against the LGBTQ community to how Whites treated Blacks in slavery, where abuse was expected and excused against these individuals.

Participant L

Participant L was a 56-year-old female who worked as Special Education Teacher at a school. She had an EdS in Curriculum and Instruction and was a doctoral student. Participant L shared a few stories about when she worked in a school in the South, and the Assistant Principal talked to her in a derogatory manner and accused her of doing her work incorrectly. She said the Assistant Principal was the main reason she left that job; she later found out the Assistant Principal received a suspension for the inappropriate discipline of a Black boy. In addition,

Participant L felt that predominantly White schools received opportunities and privileges that mainly Black schools did not.

Participant M

Participant M, the oldest participant, was a 63-year-old female who worked as a Teacher at a school. She was a doctoral student (EdD). Participant M shared a story when she did curriculum planning, and she came up with an idea that her organization glossed over. Another staff member presented the same idea an hour later, and the organization carried that idea out. She felt ignored at her job and used this to motivate her to focus on teaching. Participant M talked about how she was in a group of 12 at work with one other Black staff member, how the group delivered information to the Black staff members late, and how the Black staff members had to rely on each other for current information.

Participant N

Participant N was a 49-year-old female who worked as Deputy Head of School in the international education sector. She was a doctoral candidate. Participant N stated that not many Black people hold the position she does at work outside the United States. She said that many international schools were founded initially for White students living outside the United States; these international schools became more diverse over time. Participant N noticed that the "token" employee of color usually got appointed as the DEIJ Coordinator.

Participant O

Participant O was a 51-year-old female that classified herself as cisgender and worked as School Counselor at a school. She had a master's degree in School Counseling and was a doctoral student. Participant O worked at a minority-majority organization and did not see a relationship between racism and organizational culture. However, she recounted a story about

her previous job when she reported to an individual that did not have her education, skills, or credentials; this contributed to her departure from that organization. Participant O also recited a story from her previous job when the individual hat she reported to addressed minority doctors with nicknames instead of their proper names and titles.

Participant P

Participant P was a 55-year-old female who worked as Middle School Liaison for Career Technical Education in a school district. She had a doctorate (PhD) in Educational Technology. Participant P shared a story about when individuals that worked on the school level attempted to exert their authority on the district level. She talked about when she worked at an affluent school, and some parents seemed shocked when they met her and viewed her credentials. Participant P stated that her school district had many programs that promoted equality, including professional development, partnerships in her county, a racial and justice coalition, and organizations that provided scholarships to students.

Participant Q

Participant Q was a 60-year-old male who worked as an Office of Personnel Management Senior Privacy Analyst in the federal government. He had a doctorate. Participant Q said he has never been treated less respectfully than others in his organization and attributed this to education, communication, and his Senior Leadership position. He noticed the lack of promotions for minorities and the lack of minorities in leadership roles; he did not know if racism was the blame or if the expectations of minority workers who settled for less were the cause. Participant Q observed that his peers typically feel more comfortable speaking to others from their ethnicity.

Participant R

Participant R was a 50-year-old female who worked as Assistant Supervisory Federal Air Marshall in Charge at a federal agency. She had a doctorate. Participant R shared a story about a White male receiving accolades for her work and promotion. She was concerned about why she had not been promoted since 2009, as she checked all the boxes for promotion. Participant R considered racism in the workplace a burden that causes minorities to question themselves, their abilities, and their job performances.

Methodology

The study's semi-structured interview asked the participants:

1. What are your age, sex, and job title?
2. What is your education level?
3. Have you experienced being treated less respectfully than others in your organization?
4. Do you see racism relate in any way to organizational culture?
5. Have you experienced any emotional or psychological experiences regarding the manifestation of racism in the workplace?
6. Have you experienced biased treatment in your organization?
7. Do you see discrimination relate in any way to organizational culture?

If the participant answered "Yes," some follow-up questions included: Can you tell me more about your perspective on that? Is there a story you can share? How did you deal with the situation? Is this being addressed by leadership? Do you think others in your organization have experienced biased treatment as well? Can you talk about that?

If the participant answered “No,” some follow-up questions included: Why do you think that is? Can you tell me what your organization does to promote equality? Do you think others in your organization would agree with you? Why or why not?

Coding

The researcher coded words from the 18 participants to themes acknowledged by the world. Understanding how the world associated certain words or phrases with other words or phrases in previous scholarly literature assisted the researcher in generating appropriate codes for the 18 interviews. The researcher used Atlas.ti’s AI Coding feature to create codes that maintained the integrity of the participants' responses instead of developing codes to match the researcher’s opinion and not accurately describe the participant’s views.

After transcribing the 18 interviews, the researcher used the AI Coding feature on Atlas.ti to generate codes for the 18 interviews. The AI Coding feature on Atlas.ti produced 273 codes that were analyzed and refined when the researcher manually coded the 18 interviews. The AI Coding feature on Atlas.ti reduced human error and increased the reliability of the generated codes used in this study. The AI Coding feature on Atlas.ti uncovered insights and patterns the researcher may have overlooked when producing codes manually.

Coding helped produce common themes and additional themes for the 18 interviews and connected the 18 interviews to previous scholarly literature that shared common themes with the 18 interviews. Coding helped organize the interviews into categories to assess the commonalities and differences in the views of the 18 interview participants. When coding, the researcher ensured not to add words or contexts the participant did not express. The coding process for the 18 interviews produced 273 codes; the researcher did not try to manufacture additional codes as

the 273 codes thoroughly embodied the essence of the 18 interviews. Coding helped provide objective and grounded interpretations of the 18 interviews.

Table 2

AI Coding from Atlas.ti

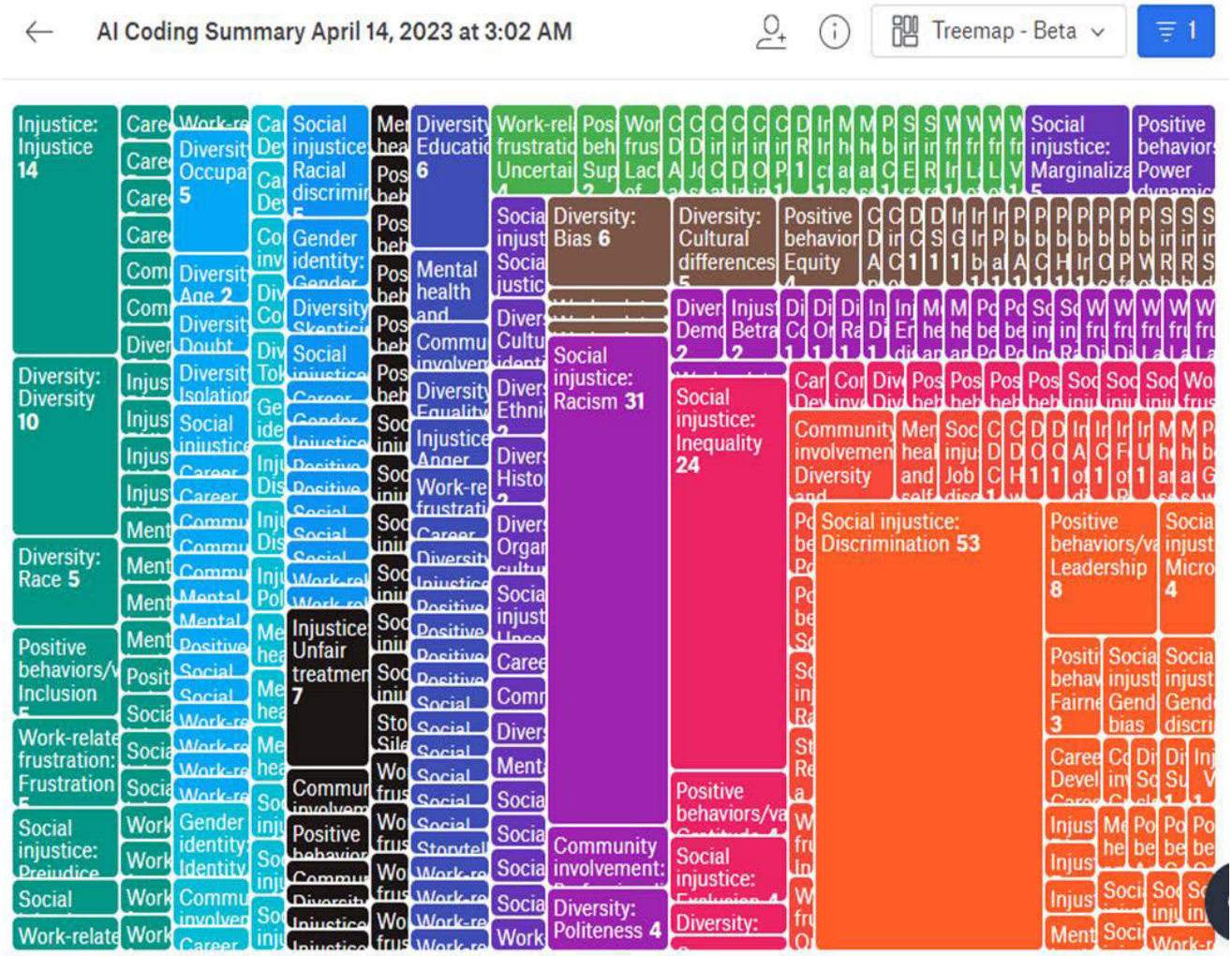


Table 2 shows the AI Coding from Atlas.ti for the 18 interviews. The AI Coding feature on Atlas.ti produced 273 codes that were analyzed and refined when the researcher manually coded the 18 interviews. The most frequent code obtained by AI Coding from Atlas.ti was Social

Justice: Discrimination, with 53 instances in the 18 interviews. Social Justice: Racism was the second-most frequent code in the 18 interviews, with 31 occurrences. The third-most regular code obtained by AI Coding from Atlas.ti was Social Justice: Inequality, with 24 instances in the 18 interviews.

Themes

The researcher coded the data from the 18 interviews on Atlas.ti and found 23 themes. The 23 themes that emerged from this study consisted of the following:

1. Black white-collar workers felt disrespected in the workplace, regardless of their educational status.
2. Black white-collar workers felt undermined and devalued in their organizations.
3. Black white-collar workers said they were passed over for promotions or received minimal promotions compared to their White counterparts.
4. Black white-collar workers experienced being treated less respectfully than others in their organizations through subtle workplace experiences.
5. Black white-collar workers experienced the credit and accolades for their ideas going to other workers.
6. Black white-collar workers experienced feeling ignored in their organizations.
7. Organizational meetings provided platforms for racism among co-workers.
8. Organizational members' backgrounds, biases, and prejudices influenced their interactions with others.
9. Organizations lacked diversity in desired organizational positions.
10. Organizations did not address racial issues that existed in their organizations.

11. The manifestation of racism in the workplace caused Black white-collar workers to question themselves and their abilities.
12. The manifestation of racism in the workplace contributed to why Black white-collar workers felt stress from their jobs.
13. The manifestation of racism in the workplace contributed to why Black white-collar workers left their organizations.
14. Black white-collar workers attributed biased treatment in their organizations to factors other than race.
15. Black white-collar workers felt they experienced biased treatment in their organizations based on race.
16. Black white-collar workers expressed hesitancy in reporting biased workplace experiences from fear of repercussions.
17. Black white-collar workers spoke of unbalanced workplace advantages and privileges experienced by their White counterparts.
18. Black white-collar workers felt excluded from positions in their organizations.
19. Discriminatory processes existed in organizations' hiring and promotion practices.
20. Organizational members attempted to refer to minority doctors by nicknames instead of Doctor and their last names.
21. Organizations' leaders made concerted efforts to promote equality in the workplace.
22. Black white-collar workers expressed frustrations when they reported racial occurrences to leadership.
23. Organizations' leadership comprised older White individuals who proved insensitive and problematic to Black white-collar workers.

Additional Themes

The researcher coded the data from the 18 interviews on Atlas.ti, finding 16 additional themes to the initial 23 themes. The 16 additional themes that emerged from this study consisted of the following:

1. Black doctors felt disrespected when individuals in the workplace refused to call them Doctor.
2. Black white-collar workers felt they had to work harder than their White counterparts to receive recognition.
3. Underqualified White workers received promotions despite their spotty job performances.
4. Black white-collar workers who felt they were treated respectfully in their organizations attributed their respectful treatment to positive organizational cultures.
5. Black white-collar workers chose to ignore racial interactions in their organizations.
6. Black white-collar workers experienced microaggressions in the workplace.
7. The manifestation of racism in the workplace caused Black white-collar workers to question their co-worker's intentions and assumptions.
8. The manifestation of racism in the workplace caused Black white-collar workers to question their organizational standing.
9. Black white-collar workers attributed how their organizations promoted equality to why the manifestation of racism did not occur in their organizations.
10. Black white-collar workers felt workplace biases excluded them from progressing in their organizations.
11. Black white-collar workers from the North reacted differently to workplace biases than Black white-collar workers from the South.

12. Forms of discrimination proved equitable and just.
13. Organizations qualified as proactive in how they addressed organizational discrimination.
14. Senior Leadership in organizations made decisions without input from organizational members their decisions impacted.
15. Black white-collar workers were chastised by organizational members when they provided feedback about executive leadership.
16. Black white-collar workers assessed factors that limited organizational leadership's effectiveness.

Analysis and Synthesis of Findings

Table 3

Have you experienced being treated less respectfully than others in your organization?

Name	Response	Quote
Participant A	Yes	*"There are instances where there's clear and obvious incidences where people are treated less respectfully than others, and then there are the instances in which perception is certainly a part of that experience in terms of it may not be clear and obvious, you know, some people may use the word covert with explaining that."*
Participant B	Yes	*"In, um, director meetings or in board meetings, um, just kind of being talked around or ignored sometimes happens. Um, depending on what the meeting is about or the topic on the table, sometimes just not giving the same the same opportunity to share or to speak as others."*
Participant C	Yes	*"The idea of being undermined and being devalued is so pervasive you you start to realize you have no place here because you are dealing with individuals who are not going to experience the student's disdain in the manor that you do."*
Participant D	Yes	*"There was a a position that came up in my department, and I, qualification-wise, I met all the qualifications, but there was a situation where they ended up choosing someone else who was a little bit less qualified, and one of the superiors had made a comment just about not feeling comfortable working with those people, quote un-quote, which actually meant people like me."*

Participant E	Yes	*"While she was, you know, attending to me, another White colleague of mine walked in, and she just stopped, you know, helping me out instead of him waiting for his turn like I did."*
Participant F	Yes	*"There have also been situations to where I would I have not been promoted or receive certain jobs. Or better yet, I'll give reason into because of my lifestyles being alternative. You know, African American gay males, same-gender loving. There were times that, um, I would be perceived as not being able to handle being the Dean of Students because I'ma guess appears to be soft or not masculine enough."*
Participant G	Yes	*"It was the lack of; I felt like it was the like, the lack of respect for myself, the title, the actual like being hired and not being actually trained to do my job properly. And when I asked, I never received the training that I needed to do my job effectively, and I felt like that was like setting me up to fail and not succeed in my job."*
Participant H	Yes	*"They are always asked to present at district-level meetings and, you know, AP meetings and and and professional development. They're the ones who are always asked to present. If African Americans are asked to present, it's generally at something that's mainly for predominantly African American schools."*
Participant I	Yes	*"You go through their interview, which is promised to you, and then it all of a sudden, it backfires. So, I was next in line to get a promotion, and then this other person that wanted this so bad. She got the job before me, and I was more qualified than her, and she only had a bachelors for that job. And it was like a slap in the face."*
Participant J	Yes	*"I was totally snubbed. I was totally ignored. I was walked away from. I was; it was like I was invisible. Even though I have the credentials, the abilities, the wherewithal."*
Participant K	Yes	*"He was always fairly nice to me and, until I founded Counselors for Social Justice. And then I noticed that he started treating me differently, kind of being like harder on me with my grades and everything."*
Participant L	Yes	*"I don't know what you're used to, but I am not from the South. And I am not used to being disrespected. And in all due respect, I have more education than you do, and I will not be disrespected by you or anybody else."*
Participant M	Yes	*"We were doing curriculum planning, and I came up with an idea that was kind of glossed over, and then let's say about an hour later, someone else came up with essentially, mentioned essentially, the same idea. And that one was carried through."*
Participant N	Yes	*"When I go to specific sessions that are held at these conferences for Head of School or Deputy Head of School or,*

		you know, people that are above the principalship, I'm the only Brown person that sits in the room."
Participant O	No	*"I think my current organization is built on some fundamental understandings that all educators are deserving of respect. And you know that's that's the culture of our organization. That's how we do business."*
Participant P	Yes	*"I've had individuals that would like to exert their authority at the school level over what's supposed to be happening at the district level. And there's been times that I've had to address it and basically let them know that I don't operate from the school levels under the schools structure that they have set up there, but I'm speaking from the district level, and I'm here to do this."*
Participant Q	No	*"Could be because of the educational level or the communications, uh, between my peers and Senior Leadership."*
Participant R	Yes	*"Anything I suggested, it wasn't acknowledged. The next thing you know, he was making those suggestions, or my suggestions was actually implemented under his command, where he's taking credit for it. And next, you know, he's now promoted and running that office."*

Table 3 shows how the 18 participants in this study responded to the interview question, "Have you experienced being treated less respectfully than others in your organization?"16 of the 18 participants in this study confirmed they experienced being treated less respectfully than others in their organizations. The two participants who felt they were treated respectfully in their organizations attributed their respectful treatment to positive organizational cultures.

Theme 1. Black white-collar workers felt disrespected in the workplace, regardless of their educational status

- *Participant D, "It doesn't matter how much education you have; it doesn't matter how how well you work, how many metrics you need, and things like that. There's always someone who can't see above those things and is always looking at that one thing that you can't control, which is your race."*

- *Participant J, "It was never a good idea to have someone that's fairly new, that is unknown, that is a person of color, leave them on their own amongst their peers because they don't consider me their peer. Even though I have more education and experience than almost everyone in the room."*
- *Participant L, "I don't know what you're used to, but I am not from the South. And I am not used to being disrespected. And in all due respect, I have more education than you do, and I will not be disrespected by you or anybody else."*
- *Participant P, "I'm not going to devalue myself to speak to someone who's of lower position who does not have the bigger picture, doesn't know, you know, the back story behind why decisions are made."*
- *Participant P, "They don't want to recognize you as the one that has the knowledge or the one that has the authority or the one that's even supporting them, to get where they need to be, or providing a service to support them with their students giving additional opportunities to their students."*

Theme 2. Black white-collar workers felt undermined and devalued in their organizations

- *Participant C, "The idea of being undermined and being devalued is so pervasive you you start to realize you have no place here because you are dealing with individuals who are not going to experience the student's disdain in the manner that you do."*
- *Participant E, "While she was, you know, attending to me, another White colleague of mine walked in, and she just stopped, you know, helping me out, instead of him waiting for his turn like I did."*
- *Participant G, "It was the lack of, I felt like it was the like, the lack of respect for myself, the title, the actual like being hired and not being actually trained to do my job properly.*

And when I asked, I never received the training that I needed to do my job effectively, and I felt like that was like setting me up to fail and not succeed in my job."

- *Participant H, "They are always asked to present at district-level meetings and, you know, AP meetings and and and professional development. They're the ones who are always asked to present. If African Americans are asked to present, it's generally at something that's mainly for predominantly African American schools."*
- *Participant K, "He was always fairly nice to me and, until I founded Counselors for Social Justice. And then I noticed that he started treating me differently, kind of being like harder on me with my grades and everything."*

Theme 3. Black white-collar workers said they were passed over for promotions or received minimal promotions compared to their White counterparts

- *Participant D, "There was a a position that came up in my department, and I, qualification-wise, I met all the qualifications, but there was a situation where they ended up choosing someone else who was a little bit less qualified, and one of the superiors had made a comment just about not feeling comfortable working with those people, quote-unquote, which actually meant people like me."*
- *Participant F, "There have also been situations to where I would I have not been promoted or receive certain jobs. Or better yet, I'll give reason into because of my lifestyles being alternative. You know, African American gay males, same-gender loving. There were times that, um, I would be perceived as not being able to handle being the Dean of Students because I'ma guess appears to be soft or not masculine enough."*
- *Participant H, "Those of us who are African American, if we experience any type of promotion or elevation, it's it's from just hard work, you know, and you you prove*

yourself. And I often say to people, African American administrators, we generally get schools that others don't want. We don't get the A schools, you know, we don't get the B schools now. We get in those schools that we're giving and we we move them up, we make low-performing schools higher performing.

- *Participant I, "You go through their interview, which is promised to you, and then it all of a sudden, it backfires. So, I was next in line to get a promotion, and then this other person that wanted this so bad. She got the job before me, and I was more qualified than her, and she only had a bachelors for that job. And it was like a slap in the face."*

Theme 4. Black white-collar workers experienced being treated less respectfully than others in their organizations through subtle workplace experiences

- *Participant A, "There are instances where there's clear and obvious incidences where people are treated less respectfully than others, and then there are the instances in which perception is certainly a part of that experience in terms of it may not be clear and obvious, you know, some people may use the word covert with explaining that."*
- *Participant D, "A lot of the the the differences in how people that look like me are treated versus people that don't, they're very subtle, just even the the advantages or the opportunities to work on projects and things like that."*
- *Participant H, "It's just little subtle things that over time it just kind of wears on you."*

Theme 5. Black white-collar workers experienced the credit and accolades for their ideas going to other workers

- *Participant M, "We were doing curriculum planning, and I came up with an idea that was kind of glossed over, and then let's say about an hour later someone else came up*

with essentially, mentioned essentially, the same idea. And that one was carried through."

- *Participant R, "Anything I suggested, it wasn't acknowledged. The next thing you know, he was making those suggestions, or my suggestions was actually implemented under his command, where he's taking credit for it. And next, you know, he's now promoted and running that office."*
- *Participant R, "I have implemented programs. I have run programs, and the accolades went to another individual, most likely White."*

Theme 6. Black white-collar workers experienced feeling ignored in their organizations

- *Participant B, "In, um, director meetings or in board meetings, um, just kind of being talked around or ignored sometimes happens. Um, depending on what the meeting is about or the topic on the table, sometimes just not giving the same the same opportunity to share or to speak as others."*
- *Participant J, "I was totally snubbed. I was totally ignored. I was walked away from. I was; it was like I was invisible. Even though I have the credentials, the abilities, the wherewithal."*
- *Participant N, "When I go to specific sessions that are held at these conferences for Head of School or Deputy Head of School or, you know, people that are above the principalship, I'm the only Brown person that sits in the room."*

Additional Theme 1. Black doctors felt disrespected when individuals in the workplace refused to call them Doctor

- *Participant A, "So, instead of identifying me as Doctor A, as I've now reminded them of, they just completely just dropped that off all together. So you know, it leaves one to think*

about, you know, how folks see you as a Black person on campus, but then also two, what feels like this complete disregard of giving someone their their the respect that they've that they've honored through the academic honors in which they've they've achieved."

- *Participant P, "Excuse me, you can address me by my name. You can address me by Miss P, or you can address me by Doctor P, but you will not call me and address me by Sweetie."*

Additional Theme 2. Black white-collar workers felt they had to work harder than their White counterparts to receive recognition

- *Participant D, "Even when you you do more and go above and beyond, sometimes that's not seen as enough, whereas there are other counterparts that could do the bare minimum, and then it's seen as excellent."*
- *Participant H, "I just know that as an African American woman, in education, I've always felt like we have to work ten times harder and produce ten times more results than our White counterparts just to get, you know, the same recognition."*

Additional Theme 3. Underqualified White workers received promotions despite their spotty job performances

- *Participant I, "They chose the Caucasian, uhm so, who was less qualified than me, and I knew I was qualified for the job. But it sometimes, it it as a person, it bothers you because you were like, OK, these people are talking to your ear, and they didn't uphold their words. So I can't trust them anymore. I mean, you can't. I can't trust them, people, anymore when they do things like that because that means that you do me like that again later in life."*

- *Participant H, "We have a a little saying we often say among friends of mine is that people in this district fail up. They can't cut it in the classroom, so somehow, they miraculously find a job on the district level, supposedly guiding teachers or guiding schools. But you know, you know for a fact when you stood side by side with them in, in a classroom situation, they they did not produce the test scores. Poor classroom management. You know, all of the above. And they're generally White, you know, the ones that fell up are White."*

Additional Theme 4. Black white-collar workers who felt they were treated respectfully in their organizations attributed their respectful treatment to positive organizational cultures

- *Participant O, "I think my current organization is built on some fundamental understandings that all educators are deserving of respect. And you know that's that's the culture of our organization. That's how we do business."*
- *Participant Q, "Could be because of the educational level or the communications, uh, between my peers and Senior Leadership."*

Table 4

Do you see racism relate in any way to organizational culture?

Name	Response	Quote
Participant A	Yes	*"I tend to agree with Ibram Kindi's definition of racism being the intersection, really, of these racist ideas, in addition to racist policies that typically operate institutionally, systemically, whatever you wanna align with that."*
Participant B	No	*"It's different in different environments and in different organizations that, um, I've been a part of. It's it's just kind of an undercurrent or more along the lines of microaggressions or subtle subtleties; it's not blatant."*
Participant C	Yes	*"What are the degrees that should be acceptable and or unacceptable to me."*
Participant D	Yes	*"Most Black people, I would say, I would say a good, a good*

		chunk of us, maybe not all of us, are kind of conditioned to kind of meet that head-on with with overworking ourselves overexerting ourselves and trying to kind of stay up. Even if we're ahead, in some some instances, whether it's academically, you know, mentally, emotionally, whatever it is, we still have to overwork ourselves to be seen as equal."
Participant E	Yes	*"Someone called me, you know, a token, you know, for being part of that unit because I was the only Black person. So and of of, of course, at that time, I was new, and I wasn't sure what my rights were regarding to that because that's not made clear at the organization. So that means the fact that there isn't anything like in terms of policy that's given to us when we arrive during orientation, that says if a racial related situation occurs, this is what you should do, these are the channels you show, you know, go through to file your grievance or something."*
Participant F	No	*"I've never experienced have a issue as it relates to racism, but I have had experience with my own people, um, treating me horribly. The the worst experience I've had was has been from my own people. And mostly I work in Fuchsia Public Schools, and most of the staff that we have are African American educators, including the principals."*
Participant G	No	*"It's about the lack of communication, the lack of respect. I think a lot of people; I think what it is, I think I don't know if people intimidated by your educational level or or my educational level."*
Participant H	Yes	*"Over time, I've watched, and I've noticed how, you know, Blacks don't normally get administrative positions."*
Participant I	Yes	*"She was an Academic Dean. However, she had her doctoral degree, and she's African American. She had her doctoral degree. So, they ended up getting rid of her because they said that she was overqualified for that position. So, they still had the position, but then they gave the position, they gave the position to a young female Caucasian lady who only had a masters in that position."*
Participant J	Yes	*"There are three Black women in the whole university. Two of us are have our doctorates. One, she is a faculty. I am a staff. And the other one? She asked; she's an alum of the university. We just hired a Diversity Person, and he he has his masters."*
Participant K	No	*"Being in Texas and the South, so I see it quite frequently around campus and in the Community more than I see it on campus."*

Participant L	Yes	*"That was definitely racism; definitely he was. And I later discovered that he had been a problem in other schools. And they had just kept moving him around. And after I left, they finally got to the point where they had to do something else, and they suspended him because he was doing something inappropriate in discipline or something with a Black boy. And they had to suspend him for it because he had had too many complaints."*
Participant M	Yes	*"In this particular group, there were times when, well, the ideas that came forth from the few people who were African Americans, they were ignored. And so became a point where, um, if one of the members of the team who was African American had not called, um, the staff out on that, they would not have been paid attention to. They, it was like, they wanted to ignore it and act as if certain events never happened. It's like, why would you feel that was, you were being ignored? And clearly, we had evidence to show that the person of color had brought up the same ideas earlier."*
Participant N	Yes	*"Giving the fact that the majority of the people that serve as diplomats and executives and NCOs are of the Caucasian persuasion, that alone speaks to the racism because these schools historically have been made-up of White Caucasian kids, even the ones that have the term international on it. But I think over time, you know, those schools tend to be more diverse, but does that mean that the racism historically that created these structures no longer exist? No, it doesn't. They still exist.*
Participant O	No	*"We are actually a minority-majority organization. The leader of our entire organization is African American."*
Participant P	Yes	*"I've seen racism in the culture, it's typically isolated, but it's there. I can see the individuals that recognize that they had issues growing up and are trying to change it or, you know, and they're more verbal, they let you know that, hey, this is how I grew up, but I'm trying to change this. I can appreciate that."*
Participant Q	Yes	*"It just appears that that in terms of, uh, being able to be promoted and and and gain, uh, leadership roles, we just seem to be pigeon held held in that. And I don't know if that's by our own design of expectations and settling for less. Or, is it that, uh, lack of opportunities for for us as a race of folks?"*
Participant R	Yes	*"I have the highest educational level. There is no written format as to what you need to be promoted. It's it's it's ultimately rules. So, no matter if I check all these boxes, they're still not considered to be promotable, you know, they still trying to figure out, well why you haven't been promoted."*

Table 4 shows how the 18 participants in this study responded to the interview question, "Do you see racism relate in any way to organizational culture?"13 of the 18 participants in this study confirmed they saw racism related to organizational culture. Conversely, five of the 18 participants in this study did not see a connection between racism and organizational culture.

Theme 7. Organizational meetings provided platforms for racism among co-workers

- *Participant A, "It's important to to remember that when it comes to racism and of itself, it doesn't have to necessarily be intentional. We have a lot of things that come out or that are the byproducts of the systems that we have in place due to the ideas that have been either created or shared, even if they're just like uninformed, right? Just because you have a group of people that are sitting around the table with the best intentions doesn't mean that they can operate or they that they won't operate in in racist ways."*
- *Participant E, "Someone called me, you know, a token, you know, for being part of that unit because I was the only Black person. So and of of of course, at that time, I was new, and I wasn't sure what my rights were regarding to that because that's not made clear at the organization. So that means the fact that there isn't anything like in terms of policy that's given to us when we arrive during orientation, that says if a racial related situation occurs, this is what you should do, these are the channels you show, you know, go through to file your grievance or something."*
- *Participant G, "It's about the lack of communication, the lack of respect. I think a lot of people; I think what it is, I think I don't know if people intimidated by your educational level or or my educational level."*

- *Participant G, "My worth is not respected. My words are not respected, as if I can't come to a meeting and say anything without it being like we're like someone's being trying to be put down or something like that. It's really not like that, but I know my voice is not respected as well on my current job, and my input is not respected."*
- *Participant M, "In this particular group, there were times when, well, the ideas that came forth from the few people who were African Americans, they were ignored. And so became a point where, um, if one of the members of the team who was African American had not called, um, the staff out on that, they would not have been paid attention to. They, it was like, they wanted to ignore it and act as if certain events never happened. It's like, why would you feel that was, you were being ignored? And clearly, we had evidence to show that the person of color had brought up the same ideas earlier."*

Theme 8. Organizational members' backgrounds, biases, and prejudices influenced their interactions with others

- *Participant C, "Some of it is racism, some of it is extreme cowardice, some of it is implicit bias. There are those things that, you know, that they would recognize as being explicitly racist."*
- *Participant D, "I think a lot of it just comes from ignorance, and that same ignorance that you may have because of your own personal bias can be brought into an organization, and then it does absolutely affect the organization as a whole."*
- *Participant D, "There are biases and prejudices that people have just before they even even get to know you. Even as as something as simple as seeing your name on a resume or seeing your name on a project and just assuming things about you and not not knowing you."*

- *Participant P, "I've seen racism in the culture, it's typically isolated, but it's there. I can see the individuals that recognize that they had issues growing up and are trying to change it or, you know, and they're more verbal, they let you know that, hey, this is how I grew up, but I'm trying to change this. I can appreciate that."*
- *Participant P, "I could definitely appreciate the teachers who acknowledged that they had problems. They were changing, and then when they went home, back to their own cultural upbringing, they had problems, and they had to address it, even with their own parents, their families. But when they came back, they were ready to continue the work."*

Theme 9. Organizations lacked diversity in desired organizational positions

- *Participant A, "What is their membership and value inside of that organization?"*
- *Participant E, "I feel like somehow the organization is not addressing, you know, the issue of diversity and and, you know, they're just not. It's like something that doesn't exist, basically."*
- *Participant H, "Over time, I've watched, and I've noticed how, you know, Blacks don't normally get administrative positions."*
- *Participant J, "There are three Black women in the whole university. Two of us are have our doctorates. One, she is a faculty. I am a staff. And the other one? She asked; she's an alum of the university. We just hired a Diversity Person, and he he has his masters."*
- *Participant Q, "It just appears that that in terms of, uh, being able to be promoted and and and gain, uh, leadership roles, we just seem to be pigeon held held in that. And I don't know if that's by our own design of expectations and settling for less. Or, is it that, uh, lack of opportunities for for us as a race of folks?"*

Theme 10. Organizations did not address racial issues that existed in their organizations

- *Participant A, "Institutions operate in terms of a bottom line; the bottom line is usually pretty much financial. So if what is happening inside of the workforce inside of the institution is not hitting the financial bottom line, typically, that's not something that receives precedent. So when you look at that, and then you see a lot of the social issues or the cultural issues within the institution that aren't surfacing to the level where it hits the bottom line."*
- *Participant A, "You know, this concept of, you know, there's glacial change in higher education, and to me, it's dog whistle because it just signals that whenever there are things that are presented as this is something that we really need to address, and then the responses as well it's gonna take a little bit of time for us to to address that, it signals to me that the institution doesn't prioritize that enough for that to be put at the pedal or at the top of its priorities."*
- *Participant R, "Unless they're going to be intentional and focused and making sure that Black females are promoted, they're not addressing it; it's just luck."*

Additional Theme 5. Black white-collar workers chose to ignore racial interactions in their organizations

- *Participant B, "Typically, I will ignore and just assert myself, or I will, um, say something head-on to the person."*
- *Participant E, "I had to just swallow the fact that she called me a token to my face without feeling, you know, you know, I don't know, otherwise about it."*

Additional Theme 6. Black white-collar workers experienced microaggressions in the workplace

- *Participant B, "It's different in different environments and in different organizations that, um, I've been a part of. It's it's just kind of an undercurrent or more along the lines of microaggressions or subtle subtleties; it's not blatant."*
- *Participant C, "The problem is when you are dealing with the microaggressions that is the blind spot for the White faculty. White men shoes, that's the problem. Because now, well, I didn't see it that way, I didn't sense it that way, I didn't realize, I didn't get the impression that."*

Table 5

Have you experienced any emotional or psychological experiences regarding the manifestation of racism in the workplace?

Name	Response	Quote
Participant A	Yes	*"I think one of the one of the byproducts or one of the symptoms of operating in a racist environment is gaslighting. So you know, you have all of these instances in which people are telling, when you see one thing happening and then people are telling you that another thing is happening that's not as bad as it as it ultimately is."*
Participant B	No	*"Professional development, um, training modules discussing and including different cultures and different ethnicities and videos, books, trainings, um, trying to show that they, you know, in embracing diversity."*
Participant C	Yes	*"I'm having a physiological response which is negative, and I am having a psychological response which is negative because it pisses me off, and I have to always temper myself and how I address it and how I contend with those who are dismissive of me."*
Participant D	Yes	*"You still have to be who you're going to be. You still have to get that stuff done. You still want a paycheck at the end of the day. But you know you do deal with with the the stress that that chaos of of racism does create from time and time."*
Participant E	Yes	*"I really felt sad, and there were instances when I first started*

		where people were questioning why I was in the team, even though I had all the qualifications, and some people were trying to intimidate me by saying, oh, let's see how the, you know, field feels about having a Black girl in this position."
Participant F	No	*"We try to promote equality and treat everybody fairly, regardless of their status."*
Participant G	No	*"I feel like I'm also being micromanaged, and I think that micromanaging piece of it is what physically and what mentally stresses me out because I'm being micromanaged."*
Participant H	No	*"Nothing that has has caused me any type of feelings of, you know, I can't handle this, you know, anxiety or stress."*
Participant I	Yes	*"I have experienced some emotional depression, distraught from that, from what was going on in my situation."*
Participant J	Yes	*"I don't get that respect in the work that I do because it's always checked and checked again and checked again, and then things are done without my knowledge to my work. And I find out later when I'm up here, supposed to be speaking from a position of power, where now I look like I don't know what I'm talking about because I was never made aware of the changes."*
Participant K	No	*"It hit it hits home, of course, with me being African American kind of hearing what they experience in the workplace because I'm pretty much self-employed, but I do experience some strong feelings of anxiety and concern because I do have an African American dad and an African American brother, and I just think about the things that they have to face, so it hits home for me."*
Participant L	Yes	*"In that situation with him, yes, was very emotional for me because I had never experienced that."*
Participant M	Yes	*"I was taught earlier by an a older member of my family that it's just a feeling; it will go away. So, when I was emotional, I tended to just, because I felt like miss, well not mistreated, but I felt ignored."*
Participant N	Yes	*"Biases, stereotypes, microaggressions, um, the feeling of being invisible in a room, the feeling of you always have to go down your list of credentials to prove that you are important. We, as people are of color are, have always been taught that we have to be two times smarter and work four times harder, and that still exists."*
Participant O	Yes	*"As an African American woman working with these two Caucasian women, one of whom didn't have any credentials, I felt like, you know, make it makes sense. I'm not going to do that. And so that was the impetus for my departure. I just, I couldn't. I couldn't. It didn't sit right with me."*
Participant P	Yes	*"I did have an administrator that I was working for that I could sense that there was some uneasiness about the race*

		aspect and having the kids more from her culture in my class."
Participant Q	Yes	*"I think sometime in meetings you could you can find your peers speaking more to their, uh, and maybe they feel more comfortable speaking to their either ethnicity or race."*
Participant R	Yes	*"If you're constantly being selected to, when the group works to do those things, and you excel, there's still, you don't get the accolades, you don't get the awards; you don't get any other features that come along with it. You know, you, you, you can't help but to do some a lot of self-reflection.*

Table 5 shows how the 18 participants in this study responded to the interview question, "Have you experienced any emotional or psychological experiences regarding the manifestation of racism in the workplace?"13 of the 18 participants in this study confirmed they experienced emotional or psychological experiences regarding the manifestation of racism in the workplace. Conversely, five of the 18 participants in this study did not share emotional or psychological experiences regarding the manifestation of racism in the workplace.

Theme 11. The manifestation of racism in the workplace caused Black white-collar workers to question themselves and their abilities

- *Participant A, "You find yourself questioning, you know, what's real and then, you know, in some regards, you know, whatever's coming to the whatever's coming to the forefront for you, you know, reminding yourself that know what I feel is real."*
- *Participant D, "I can do everything right, and it'll still be wrong, and then you start going, man. What's wrong with me? You know what is it that that you hate so much about me that you have to even, you know, act that certain way or or whatever?"*
- *Participant E, "Those things definitely, you know, affect you, and then they get, you know, get you second guessing yourself, you know. And then it takes a lot more energy mentally and emotionally to, you know, perform and get through, you know, everything*

while you're you're, you're, you're you're juggling emotional, you know, you know, and mental burdens caused by everything."

- *Participant M, "I know this was a good idea. I feel bad about it. What am I gonna do to make myself feel better? And basically what I did is I turned my focus back to the job at hand, which was teaching."*
- *Participant R, "I'm the kind of person that questions, what can I do better? What should I what I should be doing? What else? And you constantly, you know, you get to the point where it's like, OK. I'm just not good enough. But what is enough, you know? So, you constantly have doubts. You constantly question your abilities."*

Theme 12. The manifestation of racism in the workplace contributed to why Black white-collar workers felt stress from their jobs

- *Participant C, "I feel I have a visceral physical reaction to stress. I feel it in my gut. And so what I'm feeling in my gut that does not sit well with me impacts my blood sugar level and impacts my blood pressure level."*
- *Participant D, "It definitely is frustrating and and sometimes even stress inducing."*
- *Participant D, "If you experience racism, there's an element of stress that that the chaos that that racism creates, it just creates that element of stress for you. And and I absolutely have felt that you know, on the the the several small instances where I've seen just that that passive aggressiveness or, you know, the just just those little prejudices that I see."*
- *Participant G, "I've only been like mentally stressed out because of it."*
- *Participant G, "I feel like I'm also being micromanaged, and I think that micromanaging piece of it is what physically and what mentally stresses me out because I'm being micromanaged."*

Theme 13. The manifestation of racism in the workplace contributed to why Black white-collar workers left their organizations

- *Participant I, "I picked up my stuff, and I ended up leaving that the end of the school, end of the school year because I wasn't gonna tolerate it anymore."*
- *Participant L, "Until you get rid of all the people at the top and in the middle with that mindset, it's not going to change, and I don't think I can last long enough, mentally and emotionally, for you to have to take the time that is needed to correct this issue. And I don't feel like I have to. There are other places where I can work and not deal with this. And I'm willing to take a chance of working somewhere else."*
- *Participant O, "As an African American woman working with these two Caucasian women, one of whom didn't have any credentials, I felt like, you know, make it makes sense. I'm not going to do that. And so that was the impetus for my departure. I just, I couldn't. I couldn't. It didn't sit right with me."*

Additional Theme 7. The manifestation of racism in the workplace caused Black white-collar workers to question their co-worker's intentions and assumptions

- *Participant A, "One of the psychological symptoms of that is that you really start to question everything and start to question what are some folks's intentions, especially when you can be in a meeting with someone, and they seem completely pleasant, right? But then you still see, once that meeting is over, how they continue to operate, right?*
- *Participant D, "You're kind of going through the that mental list of of questions that you might have for yourself, where it's like, OK, what am I doing that makes you look at me and assume all these things about me or why am I having to go above and beyond?"*

Additional Theme 8. The manifestation of racism in the workplace caused Black white-collar workers to question their organizational standing

- *Participant A, "So you start to ask yourself, like all these questions, questioning if what you're doing at the institution is really valued."*
- *Participant A, "You find yourself, you know, like, well, should I look for another job? Should I look to go somewhere else, and then, of course, you have to think about the reality that racism isn't just isolated to one community. We're talking about systems that are in place. So you know it. Do I leave the devil that I do know for the devil that I don't know?"*

Additional Theme 9. Black white-collar workers attributed how their organizations promoted equality to why the manifestation of racism did not occur in their organizations

- *Participant B, "Professional development, um, training modules discussing and including different cultures and different ethnicities and videos, books, trainings, um, trying to show that they, you know, in embracing diversity."*
- *Participant F, "We try to promote equality and treat everybody fairly, regardless of their status."*

Table 6

Have you experienced biased treatment in your organization?

Name	Response	Quote
Participant A	Yes	*"I won't just isolate this to being a a person of color or a Black man. It also goes to the, you know, what people's position is within an institution as well."*
Participant B	Yes	*"Depending on what the majority is, um, and who the decision makers are and what angle you know the politics they're coming from, they're definitely bias and discrimination. I've seen it, felt it, participated, you know,*

		where it's present."
Participant C	Yes	*"I'm not from the South. And so things that are abnormal to me have a normalcy where I am. And so if I'm the one that's pointing to the fact that something is abnormal, something is dysfunctional, well, something must be wrong with you. You're just maladjusted."*
Participant D	Yes	*"There was a bias in the sense that there were people who did not look like me, who basically kind of picked and choose when they wanted to come into the office, and there was no real issue behind it. And whenever someone who like, you know, I I don't really miss miss days unless I was, you know, sick or had something like that. But if someone who looked like me ended up not showing up on the day we were all supposed to be there, then the next time we had what we call our teammates are called huddle, this the next time we had a huddle, then it would be a big deal."*
Participant E	Yes	*"In terms of, you know, meetings and when you're making suggestions, the White person's, you know, you could be saying exactly the same thing, but then if a White person says it, they would take it, it would have more weight. And you, and then you'll be like, I just said the same thing."*
Participant F	No	*"Any biases? Um, not that, no, I have to say, no, not that I'm aware of."*
Participant G	Yes	*"It was brought to my attention that it was stated that, one, I wasn't the right person for the job. I am about; I was obviously dishonest about my educational background and education."*
Participant H	No	*"Um, nothing really stands out. I think if I had ever, you know, again had the aspirations of wanting to work on the district level, I I think I probably would have then, but no, I haven't, not personally."*
Participant I	Yes	*"I was supposed to be the next line to get that job, and they were telling, you know, that I was supposed to be the next in line and different things. I do feel that I was treated based on my color. And I made note of it, but nothing was done."*
Participant J	Yes	*"I've been working on a proposal, and I've gone to leadership; I have the support of leadership on this. But then when I go to get help from the people that know how to set up the pages and stuff that I need, I get pushed back."*
Participant K	No	*"There were times where I would notice that everybody would start shifting towards only focusing on gender equality, but since I'm the President and the founder, I had a very good way of like managing it. But I did notice it was like a shift to let's kind of favor gender equality rather than racial equality. So, it was a temporary bias. But we worked it out for sure."*
Participant L	Yes	*"They get away with some things that we can't get away with.*

		They are given some opportunities and, um, privileges we feel that we would not be afforded, and we feel like it's because they are in Uptown school and we are downtown. Meaning most of the schools uptown are predominantly White. And most of the schools, well, all of the schools downtown, are predominantly Black."
Participant M	Yes	*"I just felt ignored. I felt that was biased because, as I said earlier, there were times when a person not of color mentioned the exact same thing, and then it's like, let's have an conversation. Let's explore that. And it's like, did you not hear me say that 20 minutes ago, maybe?"*
Participant N	Yes	*"I'm the only person of color as a Senior Leader in my organization."*
Participant O	Yes	*"My goodness, there's so many little microaggressions along the way. It's it's hard to pick just one."*
Participant P	Yes	*"From the Board of Education, you see the fights, you hear the narrative going towards one another, and you can tell that the unity is not there as one would expect it to be with our Board of Education."*
Participant Q	No	*"I felt some people should, it should have gotten a position and that they didn't. And then it later on, as you have a discussion, it's well, we felt this person we wanted to bring new blood in the in the in the organization."*
Participant R	Yes	*"It's just as unconscious bias. If we have a, if we have what they kind of called a stress position, it's never the Black females they call. It's always the White female, the White male."*

Table 6 shows how the 18 participants in this study responded to the interview question, "Have you experienced biased treatment in your organization?"14 of the 18 participants in this study confirmed they experienced biased treatment in their organizations. Four of the 18 participants in this study did not undergo biased treatment in their organizations.

Theme 14. Black white-collar workers attributed biased treatment in their organizations to factors other than race

- *Participant A, "I definitely, I'll have to say, definitely have experienced that, and I would associate that with a multitude of my identities, not necessarily just relegating that to my race."*
- *Participant A, "I won't just isolate this to being a a person of color or a Black man. It also goes to the, you know, what people's position is within an institution as well."*
- *Participant K, "For my individuals that are trans, the ones that pronouns are like she, her or like they, them, they experience a lot of bias, especially with us being in the South. We're going back to Southern Baptist. So, it's like, uh, God didn't create you to be this way. So they have, like, a lot of backlash with that."*
- *Participant P, "I've had the bias treatment as well. I get it from a a triple avenue. I get it because I'm a woman, I get it because I'm African American, and I also get it because I'm military."*

Theme 15. Black white-collar workers felt they experienced biased treatment in their organizations based on race

- *Participant A, "If you look at any institution, it's pretty consistent that there is a significant portion of people, particularly from marginalized experiences or communities that that feel biased in some way or have experienced it."*
- *Participant E, "She was grilled more, you know, questioned more about, you know, you know, her, she had to justify everything."*
- *Participant M, "At the time, we were the only two African American teachers in a group of, let's say, about 12. There were times when we got information later. There were times*

when we were ignored. Our ideas were ignored. And so yeah, there were definitely other things, but the only thing that kept us sane in that situation was that we had each other. We helped each other."

- *Participant P, "Whenever I go into a school that has Project Lead the Way, there is that, oh goodness, she's coming. And then they may ask a question, and I'll give you a very thorough answer, but sometimes it's more like to challenge, you know, to see if you really know your content, and I know my content; that's why I do what I do."*

Theme 16. Black white-collar workers expressed hesitancy in reporting biased workplace experiences from fear of repercussions

- *Participant C, "If you're someone that will point out something that is not working well, you get labeled as being difficult."*
- *Participant E, "You're saying it inside your head sometimes because you just don't wanna engage. And you know, you're just too exhausted to to, you know, argue about everything because you're just thinking, oh, they're gonna think I'm being petty."*
- *Participant I, "They're not saying too much about it because they want to be content in their job, and they don't want anything to happen to their job. Because once you speak out, people start threatening and doing type type things for your job."*
- *Participant N, "We just go along with it because it's just always been that way. Which you know, historically, racism and biases and stereotypes happen, but unfortunately, you know, safe spaces haven't existed in the past where you could call it out, or you could bring it to the table, or you can have conversation around that."*

Theme 17. Black white-collar workers spoke of unbalanced workplace advantages and privileges experienced by their White counterparts

- *Participant D, "It's those kind of biases where it's like, you know, it's cool when they do it. If I happen happen to, you know, decide for some reason that it's better for me to stay home or something happens because that's life and I end up having to stay home, then, you know, it shouldn't it shouldn't be a problem. There should be equal treatment for for everyone."*
- *Participant L, "Some schools that are not predominantly White, that workers get away with doing certain things, like with reports incorrectly and paperwork that. Our paperwork in Special Ed is federal documents, and some people get away with things that we say, us in the hood could never get away with."*
- *Participant L, "They get away with some things that we can't get away with. They are given some opportunities and, um, privileges we feel that we would not be afforded, and we feel like it's because they are in Uptown school and we are downtown. Meaning most of the schools uptown are predominantly White. And most of the schools, well, all of the schools downtown, are predominantly Black."*

Additional Theme 10. Black white-collar workers felt workplace biases excluded them from progressing in their organizations

- *Participant B, "It just depends again on the demographics and who's at the table and who's in charge and that type of thing."*
- *Participant R, "So there's a lot of unconscious bias and unconscious bias in terms of the selection and who gets an interview. You know, they don't think about, you know, the*

Black females that should be, they, we we can't even get a pane on the list to be the best qualified who get a interview."

Additional Theme 11. Black white-collar workers from the North reacted differently to workplace biases than Black white-collar workers from the South

- *Participant C, "There are differences in how other Black people respond to it. So, my colleagues that are not from the South, we have a different type of reaction and a different response than those who are from the South."*
- *Participant C, "The demanding tones that arise from White students, the way faculty from the North handle it is is quite different. Faculty from the South have a tendency to want to acquiesce and placate the students. Faculty from the North has the tendency to want to, excuse my French, shut that shit down. Like you were out of order. We're going to address the fact that you're out of order first."*

Table 7

Do you see discrimination related in any way to organizational culture?

Name	Response	Quote
Participant A	Yes	*"A lot of that has to do with one's educational background, with their lived experience, um, what their social identities are like."*
Participant B	Yes	*"It depends on what the objective or what the end result or desired outcome is; the desired outcome is in relation to who may or may not be discriminated against, such as with promotion or receiving some kind of recognition or bonus or something of that nature."*
Participant C	Yes	*"I have heard that during certain board meetings, he would say things that were either outright racist or racially inflammatory. So, there were a number of people, administrators, who got very used to that culture because we're in the South. And we're in Florida, by the way. And so there were certain things that were accepted."*
Participant D	Yes	*"Even before you get into an organization, you can be*

		discriminated against at the gate. If someone sees your name and it seems the least bit ethnic, some people will immediately, you know, say no to you before even looking at your resume."
Participant E	Yes	*"There's no open-door policy about what happens if you find yourself in this situation and again in their recruitment practices. They, you know, it's it's like just White."*
Participant F	Yes	*"That was a group of people at my job, which is a White committee, which is the Safety Committee. They didn't want me on the committee. They basically said that the deadlines and stuff was made, but they never posted the deadlines and things like that, so there was never ever a situation to where I was notified or known of the event."*
Participant G	No	*"I am seeing where there is a a move, and it's an opportunity for growth for both African American Black and Brown employees or educators in my in my organization."*
Participant H	Yes	*"There is a definitely a good old boy situation going on. The Superintendent that came in seemed to be more about elevating men to administrative and district level positions."*
Participant I	Yes	*"I see it all the time; I see it daily. Um, I see people being, you know, being overlooked for certain things. Because I've been at the Board office now, and I kind of see what they're doing, the hiring process."*
Participant J	No	*"I know of it, but I don't see it. And probably the reason I don't see it is because I'm not in those spaces as much as others, because since I'm staff, I'm not faculty. So, I'm not interacting with the students on that level, though they come to me for other things, and they tell me things. So, I hear of it, but I don't see it."*
Participant K	Yes	*"Since we're in the country, it's just like, you know, people will act like you you're not a person if they notice that you are in their eyes a male, that you have like makeup on or something of that nature, they will want nothing to do with you. It's kind of like how they treated African Americans back in slavery days where if they're getting abused and stuff, it's like, oh, OK, well, that's that's supposed to happen to them. They're not considered humans."*
Participant L	Yes	*"I believe it's real. I think the standards are not the same."*
Participant M	No	*"There are certain things that are done now to make sure that it looks as if there is no discrimination, being that there are the workshops and diversity and equity, and there are lots of, you know, everything is followed down the line. It's like, OK, this is what we do first for hiring and promotion and everything. So, on paper, it looks good."*
Participant N	Yes	*"Looking at benefits package, if you're an American, you get a different benefit package than you do if you are a local hire,*

		those type of things."
Participant O	Yes	*"Now this same person, in the number two slot, referred to her lovingly as Doctor ReRe. Now who? Who? Her first name is Regina. People do call her ReRe. ReRe was her nickname, but once you earn a doctorate, there is no Doctor ReRe; it's Doctor and your last name."*
Participant P	Yes	*"They don't want this particular person in this role because of how the person represents, and I can see that as a discriminating factor. It could be discrimination based on the way you talk, be discrimination based on the way you look, the way you present yourself. And I see that in, you know, particular situations where a teacher can't get out of a particular area."*
Participant Q	Yes	*"I've seen where they get up, what we call it a cert, with with, uh, potential candidates for a job, and they've already, you can sense, they've already selected, know in their mind, who they're going to hire."*
Participant R	No	*"I do see where unconscious bias, you know, picks the Karens over Shamika every day. I cannot honestly say it's discriminatory."*

Table 7 shows how the 18 participants in this study responded to the interview question, "Do you see discrimination related in any way to organizational culture?" Again, 14 of the 18 participants in this study confirmed they saw discrimination related to organizational culture. Four of the 18 participants in this study did not see a connection between discrimination and organizational culture.

Theme 18. Black white-collar workers felt excluded from positions in their organizations

- *Participant F, "That was a group of people at my job, which is a White committee, which is the Safety Committee. They didn't want me on the committee. They basically said that the deadlines and stuff was made, but they never posted the deadlines and things like that, so there was never ever a situation to where I was notified or known of the event."*

- *Participant H, "There is a definitely a good old boy situation going on. The Superintendent that came in seemed to be more about elevating men to administrative and district level positions."*
- *Participant P, "They don't want this particular person in this role because of how the person represents, and I can see that as a discriminating factor. It could be discrimination based on the way you talk, be discrimination based on the way you look, the way you present yourself. And I see that in, you know, particular situations where a teacher can't get out of a particular area."*
- *Participant Q, "I've seen where they get up, what we call it a cert, with with, uh, potential candidates for a job, and they've already, you can sense, they've already selected, know in their mind, who they're going to hire."*
- *Participant R, "They give you a list of ten people. And the ten people that they give is all White males or all White female."*

Theme 19. Discriminatory processes existed in organizations' hiring and promotion practices

- *Participant B, "It depends on what the objective or what the end result or desired outcome is; the desired outcome is in relation to who may or may not be discriminated against, such as with promotion or receiving some kind of recognition or bonus or something of that nature."*
- *Participant D, "Even before you get into an organization, you can be discriminated against at the gate. If someone sees your name and it seems the least bit ethnic, some people will immediately, you know, say no to you before even looking at your resume."*

- *Participant I, "I see it all the time; I see it daily. Um, I see people being, you know, being overlooked for certain things. Because I've been at the Board office now, and I kind of see what they're doing, the hiring process."*
- *Participant R, "The process in terms of who gets an interview, yes, I believe that's discriminatory process because you're excluding African American females during school, and Hispanic females and other Hispanics, and then your other nationalities."*

Theme 20. Organizational members attempted to refer to minority doctors by nicknames instead of Doctor and their last names

- *Participant O, "Now this same person, in the number two slot, referred to her lovingly as Doctor ReRe. Now who? Who? Her first name is Regina. People do call her ReRe. ReRe was her nickname, but once you earn a doctorate, there is no Doctor ReRe; it's Doctor and your last name."*
- *Participant O, "There was a woman in our department, Hispanic, Latin, Latina that I think that's the correct ethnic title, Latina. Her name was Isabella. She had earned a doctorate maybe two years prior, and they called her Doctor Izzy, as opposed to Doctor and her last name."*
- *Participant O, "It was clearly racial because there are other people in the entire organization who have doctorates, who were referred to as doctor last name, Doctor, last name, none of this Doctor ReRe, Doctor Izzy foolishness."*

Additional Theme 12. Forms of discrimination proved equitable and just

- *Participant A, "When you look at that from a discrimination perspective, it's really important to for folks to understand, you know, one, discrimination also always isn't a bad thing as well. Right? Going back to Ibram Kindi, where he talks about in his book*

how to be an anti-racist is that if you are discriminating in favorable ways, you're actually operating in an equitable way. Right?"

- *Participant A, "If you're looking at folks who are, let's just say, White identified, that are looking at these now discriminatory policies that favor people of color, then it can feel like what often is thrown out, which is now reverse racism, right, you know. So, it really just depends on what folks's definition of discrimination it is."*

Additional Theme 13. Organizations qualified as proactive in how they addressed organizational discrimination

- *Participant G, "I am seeing where there is a a move, and it's an opportunity for growth for both African American Black and Brown employees or educators in my in my organization."*
- *Participant M, "There are certain things that are done now to make sure that it looks as if there is no discrimination, being that there are the workshops and diversity and equity, and there are lots of, you know, everything is followed down the line. It's like, OK, this is what we do first for hiring and promotion and everything. So, on paper, it looks good."*

Table 8

Organizational Leadership

Name	Quote
Participant A	*"I think we do have areas in the current institution where I work in in which we certainly have folks that are looking to address the issues at the institution. I think there are other areas in which we could be doing better with doing that, and I think that's universal."*
Participant B	*"And then it just depends again on the demographics and who's at the table and who's in charge and that type of thing."*

Participant C	*"The semester just started, the spring semester just started on Tuesday, and already I'm having to deal with BS from a student. And I screenshot the communication to my Dean, and he's very blasé about it. He said he wasn't threatening. I responded back and said you're correct; he was not physically threatening, but he was threatening me professionally."*
Participant D	*"She never really specified what she meant in terms of like, you know, specifically like ohh, you know, Black people or anything like that. But just the comment being made, it was it was evident what she meant. I hadn't really kind of worked hand in hand with her since then."*
Participant E	*"We don't have the proper channels, and I don't think anyone, you know, has, you know, gone forward to them and said, hey, you know, because at the same time this fear from us, like I said, which there's just few of us who are, you know, people of color. So that you know, if you start addressing these things, they're gonna say, oh, you're you're playing the race card. So you you don't wanna appear as as as that type of a person, you you know, because sometimes you could be victimized for raising certain issues in in this context."*
Participant F	*"We have a Black principal, there are sometimes where the White people will get together too, and they attempted to vote the principal that we had out."*
Participant G	*"On the Leadership Team, we were all in the meeting one day, just making just making some of our honest opinions toward things because we're all for students. But it was taken as if we was attacked our school leader, and it was then stated that, one, we're not the school leader, and when we become a school leader, we can run our school the way we want to. And that was on, that was completely and totally unfair because none of us was basically trying to tear someone down. We were just giving our opinions and just giving some feedback on some questions that was asked during the meeting."*
Participant H	*"It's public knowledge that a part of his contract is to, um, so, I guess that's one way, that was a part of his contract that he would increase the number of African Americans in administrative and director positions in the district."*
Participant I	*"Leadership had changed when because I was offered this Assistant Principal job, or whatever. Leadership has changed."*
Participant J	*"They have started their focus group, but rumor has it they start a lot of focus groups, and nothing's ever done."*
Participant K	*"A lot of people that are in these like authoritative positions are older White males, so they're kind of stuck on this is how things are."*
Participant L	*"The Assistant Principal, who was White, older White woman, White man, was very derogatory toward me several times. In fact, that's the main reason I left."*
Participant M	*"I not really sure if that was being addressed by leadership. But, then leadership changed."*
Participant N	*"If there is a Brown person on the team, OK, you be the DEIJ Coordinator. No. That's not the way that should work because you're the*

	token Brown person or the the token person from, you know, uh, a what is the term indigenous population that happens to work in the organization just because, you know, we're a marginalized and a person of color doesn't mean that we should be the person to lead that charge."
Participant O	*"Our leadership has an open-door policy, whereas if you feel as though there is an issue, you can certainly bring it to the floor."*
Participant P	*"The only way it would be from from my experience, the only way it would be elevated is if it's something we can't solve."*
Participant Q	*"When you think about it, when leadership is is considered to be the problem at times. When leadership is dominated by by Caucasians, uh, they may not even feel that they're, that something is occurring because they they're not familiar with it, or they don't have to experience it. Where it's more prevalent for us as we're sitting there, and we know we've been there before and may have been engaged in it or observed it, you know."*
Participant R	*"I'm doing the DEIA, and I'm also the agency's ombudsman. So, no, it's it's not really happening. Yes, they're trying to get me help today. But it's so funny that they're not getting any help, support help. They getting me another supervisor to help, which is a White female that they they're considering, which already tells me we're going to bring this White female in, she could run the program, and I could work for her."*

Table 8 shows how the 18 participants in the study assessed leadership in their organizations. Some organizational problems were organizational insensitivity to minority workers and non-diversity in executive leadership. Some of the 18 participants in the study's organizational leadership faced obstacles when developing solutions to their corporate objectives. Some of the issues presented about leadership by the 18 participants in the study's organizations impacted how some Black white-collar workers viewed their organizations.

Theme 21. Organizations' leaders made concerted efforts to promote equality in the workplace

- *Participant A, "I think we do have areas in the current institution where I work in in which we certainly have folks that are looking to address the issues at the institution. I think there are other areas in which we could be doing better with doing that, and I think that's universal."*

- *Participant H, "It's public knowledge that a part of his contract is to, um, so, I guess that's one way, that was a part of his contract that he would increase the number of African Americans in administrative and director positions in the district."*
- *Participant I, "Leadership had changed when because I was offered this Assistant Principal job, or whatever. Leadership has changed."*
- *Participant O, "Our leadership has an open-door policy, whereas if you feel as though there is an issue, you can certainly bring it to the floor."*

Theme 22. Black white-collar workers expressed frustrations when they reported racial occurrences to leadership

- *Participant C, "The semester just started, the spring semester just started on Tuesday, and already I'm having to deal with BS from a student. And I screenshot the communication to my Dean, and he's very blasé about it. He said he wasn't threatening. I responded back and said you're correct; he was not physically threatening, but he was threatening me professionally."*
- *Participant D, "She never really specified what she meant in terms of like, you know, specifically like ohh, you know, Black people or anything like that. But just the comment being made, it was it was evident what she meant. I hadn't really kind of worked hand in hand with her since then."*
- *Participant L, "The Superintendent assured me that he was working on resolving issues like that, and I just explained to him that my own mental health couldn't wait for him to fix it because, in my opinion, it was going to take too long to fix that kind of a problem."*

Theme 23. Organizations' leadership comprised older White individuals who proved insensitive and problematic to Black white-collar workers

- *Participant K, "A lot of people that are in these like authoritative positions are older White males, so they're kind of stuck on this is how things are."*
- *Participant L, "The Assistant Principal, who was White, older White woman, White man, was very derogatory toward me several times. In fact, that's the main reason I left."*
- *Participant Q, "When you think about it, when leadership is is considered to be the problem at times. When leadership is dominated by by Caucasians, uh, they may not even feel that they're, that something is occurring because they they're not familiar with it, or they don't have to experience it. Where it's more prevalent for us as we're sitting there, and we know we've been there before and may have been engaged in it or observed it, you know."*

Additional Theme 14. Senior Leadership in organizations made decisions without input from organizational members their decisions impacted

- *Participant J, "Senior leadership like to do things behind closed doors, and then they don't; they don't include the people that the changes are affecting into their conversations. Once they've decided, then all of the changes happen without input from the people that are actually running the programs for them."*
- *Participant J, "Because someone's given the position of director, but yet they're having to answer three and four people before they can make a decision. So why am I the director of this program if I can't make any decisions?"*

Additional Theme 15. Black white-collar workers were chastised by organizational members when they provided feedback about organizational leadership

- *Participant E, "We don't have the proper channels, and I don't think anyone, you know, has, you know, gone forward to them and said, hey, you know, because at the same time this fear from us, like I said, which there's just few of us who are, you know, people of color. So that you know, if you start addressing these things, they're gonna say, oh, you're you're playing the race card. So you you don't wanna appear as as as that type of a person, you you know, because sometimes you could be victimized for raising certain issues in in this context."*
- *Participant G, "On the Leadership Team, we were all in the meeting one day, just making just making some of our honest opinions toward things because we're all for students. But it was taken as if we was attacked our school leader, and it was then stated that, one, we're not the school leader, and when we become a school leader, we can run our school the way we want to. And that was on, that was completely and totally unfair because none of us was basically trying to tear someone down. We were just giving our opinions and just giving some feedback on some questions that was asked during the meeting."*

Additional Theme 16. Black white-collar workers assessed factors that limited organizational leadership's effectiveness

- *Participant C, "Unfortunately, he was someone in afternoon roller; I guess because this was his last presidency before retirement, he just kind of didn't do what he needed to do."*
- *Participant O, "The leader was her friend. So, it was not addressed, it it was, it was heard, but not resolved."*

Summary

This study assessed the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. This study consisted of participants who fit the demographics of Black white-collar workers. The study's qualitative research design consisted of semi-structured interviews with seven open-ended questions. This study supported a learning outcome of the Doctor of Education in Organizational Leadership program by analyzing organizational problems, developing solutions, and measuring their impact.

There were 18 participants in this study. The participants in this study ranged from 29 years old to 63 years old. Of the 18 participants in this study, 13 were female, and five were male. All of the participants in this study worked white-collar jobs. Of the 18 participants in this study, seven had doctorate degrees, three were doctoral candidates, seven were doctoral students, and one had a master's degree.

The study's semi-structured interview asked the participants:

1. What are your age, sex, and job title?
2. What is your education level?
3. Have you experienced being treated less respectfully than others in your organization?
4. Do you see racism relate in any way to organizational culture?
5. Have you experienced any emotional or psychological experiences regarding the manifestation of racism in the workplace?
6. Have you experienced biased treatment in your organization?
7. Do you see discrimination relate in any way to organizational culture?

If the participant answered “Yes,” some follow-up questions included: Can you tell me more about your perspective on that? Is there a story you can share? How did you deal with the situation? Is this being addressed by leadership? Do you think others in your organization have experienced biased treatment as well? Can you talk about that?

If the participant answered “No,” some follow-up questions included: Why do you think that is? Can you tell me what your organization does to promote equality? Do you think others in your organization would agree with you? Why or why not?

The researcher coded words from the 18 participants to themes acknowledged by the world. Understanding how the world associated certain words or phrases with other words or phrases in previous scholarly literature assisted the researcher in generating appropriate codes for the 18 interviews. The researcher used Atlas.ti’s AI Coding feature to create codes that maintained the integrity of the participants' responses instead of developing codes to match the researcher’s opinion and not accurately describe the participant’s views.

The researcher coded the data from the 18 interviews on Atlas.ti and found 23 themes. The 23 themes that emerged from this study consisted of the following:

1. Black white-collar workers felt disrespected in the workplace, regardless of their educational status.
2. Black white-collar workers felt undermined and devalued in their organizations.
3. Black white-collar workers said they were passed over for promotions or received minimal promotions compared to their White counterparts.
4. Black white-collar workers experienced being treated less respectfully than others in their organizations through subtle workplace experiences.

5. Black white-collar workers experienced the credit and accolades for their ideas going to other workers.
6. Black white-collar workers experienced feeling ignored in their organizations.
7. Organizational meetings provided platforms for racism among co-workers.
8. Organizational members' backgrounds, biases, and prejudices influenced their interactions with others.
9. Organizations lacked diversity in desired organizational positions.
10. Organizations did not address racial issues that existed in their organizations.
11. The manifestation of racism in the workplace caused Black white-collar workers to question themselves and their abilities.
12. The manifestation of racism in the workplace contributed to why Black white-collar workers felt stress from their jobs.
13. The manifestation of racism in the workplace contributed to why Black white-collar workers left their organizations.
14. Black white-collar workers attributed biased treatment in their organizations to factors other than race.
15. Black white-collar workers felt they experienced biased treatment in their organizations based on race.
16. Black white-collar workers expressed hesitancy in reporting biased workplace experiences from fear of repercussions.
17. Black white-collar workers spoke of unbalanced workplace advantages and privileges experienced by their White counterparts.
18. Black white-collar workers felt excluded from positions in their organizations.

19. Discriminatory processes existed in organizations' hiring and promotion practices.
20. Organizational members attempted to refer to minority doctors by nicknames instead of Doctor and their last names.
21. Organizations' leaders made concerted efforts to promote equality in the workplace.
22. Black white-collar workers expressed frustrations when they reported racial occurrences to leadership.
23. Organizations' leadership comprised older White individuals who proved insensitive and problematic to Black white-collar workers.

The researcher coded the data from the 18 interviews on Atlas.ti, finding 16 additional themes to the initial 23 themes. The 16 additional themes that emerged from this study consisted of the following:

1. Black doctors felt disrespected when individuals in the workplace refused to call them Doctor.
2. Black white-collar workers felt they had to work harder than their White counterparts to receive recognition.
3. Underqualified White workers received promotions despite their spotty job performances.
4. Black white-collar workers who felt they were treated respectfully in their organizations attributed their respectful treatment to positive organizational cultures.
5. Black white-collar workers chose to ignore racial interactions in their organizations.
6. Black white-collar workers experienced microaggressions in the workplace.
7. The manifestation of racism in the workplace caused Black white-collar workers to question their co-worker's intentions and assumptions.

8. The manifestation of racism in the workplace caused Black white-collar workers to question their organizational standing.
9. Black white-collar workers attributed how their organizations promoted equality to why the manifestation of racism did not occur in their organizations.
10. Black white-collar workers felt workplace biases excluded them from progressing in their organizations.
11. Black white-collar workers from the North reacted differently to workplace biases than Black white-collar workers from the South.
12. Forms of discrimination proved equitable and just.
13. Organizations qualified as proactive in how they addressed organizational discrimination.
14. Senior Leadership in organizations made decisions without input from organizational members their decisions impacted.
15. Black white-collar workers were chastised by organizational members when they provided feedback about executive leadership.
16. Black white-collar workers assessed factors that limited organizational leadership's effectiveness.

Chapter 5 - Discussion, Conclusions, and Recommendations

This narrative qualitative study aimed to assess the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. This narrative study used qualitative methodology and conducted semi-structured interviews with Black white-collar workers that gauged how the participants viewed racism, biases, and discrimination in the workplace based on the participant's corporate perspectives and experiences. Karavelioglu et al. (2022) wrote that white-collar workers worked administrative jobs in office environments, and white-collar workers did desk jobs that required intellectual involvement. The perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace qualified as authentic as white-collar workers' perceptions originated from an intellectually involved source. Of the 18 participants in this study, seven had doctorate degrees, three were doctoral candidates, seven were doctoral students, and one had a master's degree.

All participants in this study were Black. Black organizational members in American companies experienced racial bias from executive leadership more frequently than other races in advancement opportunities, performance appraisals, and hiring (Chase, 2022). Blacks remained severely underrepresented in American organizations' executive and CEO positions (Charlton, 2019). Thomas et al. (2019) stated that organizational racial discrimination involved structural barriers that impeded the advancement of minority corporate members and shaped access to health-promoting resources and opportunities. A gap between the existing and preferred organizational state existed as racialized organizations preserved racial hierarchies and supported the dominance of White executive members' interests over the interests of minority corporate members (Keaton & Cooper, 2022).

This study utilized the Critical Race Theory (CRT) theoretical concepts. Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational settings. Demoiny (2017) proposed challenging the master narrative and power imbalance using the CRT lens. Republican legislature attempted to label CRT as a threat to national unity in assessing racism, resource allocations, and administrative actions (Blessett & Gaynor, 2021). In addition, the now-revoked Executive Order 13950 distorted and maligned CRT and attempted to ban any speech that critiqued organizational racism (Conway, 2022). Conway (2022) wrote the reasons for targeting CRT involved the pursuit of power, an allegiance to a White national identity, and minimizing critiquing organizational racism in America.

The study's objectives were to assess racism, biases, and discrimination in organizational culture to ensure all corporate members had the same opportunities to reach their full organizational potential based on their job performances. Conyers and Wright-Fields (2021) described Institutional Racial Paralysis (IRP) as the propensity for organizations to remain inactive when race factored in solving organizational situations. The research phenomenon flourished when executive members looked the other way or ignored the existence of racism, biases, and discrimination in the workplace. Onyeador et al. (2021) wrote that White organizational members often reacted defensively to allegations of racism. However, White corporate members reduced their defensiveness to accusations of racism by attributing the occurrences to implicit bias (Onyeador et al., 2021).

Black white-collar workers felt undermined and devalued in their organizations and received minimal promotions compared to their White counterparts. Data from this study presented how organizational members' backgrounds, biases, and prejudices influenced their

interactions with others. Participants in this study divulged that the manifestation of racism in the workplace caused them to question themselves and their abilities. This study showed that factors other than racism contributed to biased organizational treatment; racism qualified as a contributing factor to discriminatory administrative treatment. Participants in this study said that discriminatory processes existed in organizations' hiring and promotion practices.

This study supported a learning outcome of the Doctor of Education in Organizational Leadership program by analyzing organizational problems, developing solutions, and measuring their impact. Data from this study uncovered administrative issues related to racism, biases, and discrimination that included organizational insensitivity to minority workers and non-diversity in executive leadership. This study presented solutions to organizational problems related to racism, biases, and discrimination, including leaders making concerted efforts to promote equality in the workplace, leadership including input from corporate members on decisions that impact them, and leadership not reacting defensively to feedback from minority employees. Finally, this study measured the impact of organizational problems related to racism, biases, and discrimination that involved the retention of minority employees, frustrations of minorities in the workplace, and limiting organizational effectiveness.

Foslien-Nash et al. (2020) suggested that organizational members take accountability for their actions and view other corporate members as they view themselves, regardless of race or color. According to Foslien-Nash et al. (2020), organizational employees should report their mistakes to understand them better and resolve administrative issues. Esaki et al. (2022) stated that organizational leadership can transform corporate culture to embrace diversity, equity, and inclusion. Executive leadership should practice humility with minority organizational members to improve organizational culture (Esaki et al., 2022).

The findings in this study necessitated the need for organizations to become active when race factors in solving organizational situations. Organizations should critically evaluate race-related corporate culture, improve methods of mitigating racial biases in the workplace, address discrimination by changing automatic associations, and implement interventions. Organizations should immediately incorporate the implication plan. Assessments of the implementation plan should occur every six months to monitor the implementation plan's effectiveness.

This narrative qualitative study aimed to assess how Black white-collar workers perceive racism, biases, and discrimination in organizational settings. This study confirmed the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. The findings of this study demonstrated that racism, biases, and discrimination continued to present obstacles for Black white-collar workers in the workplace. Very few studies addressed the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. The data suggested further studies as racism, biases, and discrimination continue to thrive in the workplace.

The findings in this study suggested that racism in the workplace influenced the expectations of minority employees. Bracy (2021) wrote that racism shaped negative stereotypes of Black organizational members and, at times, utilized them to justify administrative decisions. This study had implications in the workplace since biases often influenced minority workers' careers in their organizations. This study confirmed that minorities still experienced racism in their organizations despite their educational achievements. The findings in this study supported the implication that organizational leadership impacted the workforce as organizational leaders disproportionally influenced corporate cultures by relying on personal values to shape organizational cultures (Kim & Toh, 2019).

This study might prove helpful to American organizations and higher education institutes by providing insights regarding the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. This study could help fill the existing research gap on the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. Future research may also want to examine the perspectives/lived experiences of White white-collar workers with racism, biases, and discrimination in the workplace to compare with the findings in this study.

Interpretation of the Findings

Findings from this study highlighted the experiences of Black white-collar workers with being treated less respectfully than others in their organizations. Participants in this study shared how they felt disrespected in the workplace, regardless of their educational achievements. Black white-collar workers felt undermined and devalued in their organizations and received minimal promotions compared to their White counterparts. Findings from this study indicated that Black white-collar workers did not always receive accolades and credit for their ideas in the workplace. Additionally, Black white-collar workers had to work harder than their White counterparts to receive recognition.

Participants in this study revealed that workplace meetings provided platforms for racism among co-workers. Came and Humphries (2014) described organizational racism as a complex and destructive phenomenon that some executive members ignored due to a lack of moral sensitivity. Data from this study presented how corporate members' backgrounds, biases, and prejudices influenced their interactions with others. Findings from this study disclosed that organizations ignored racial issues that existed in their organizations. Also, micromanaging impacted Black white-collar workers in the workplace.

Findings from this study shared emotional and psychological experiences regarding the manifestation of racism experienced by Black white-collar workers in the workplace. Krause et al. (2017) wrote that white-collar workers qualified as high-risk for metabolic and cardiovascular diseases due to a lack of physical activity. Younger white-collar workers experienced health problems like depression, job stress, neck pain, insomnia, stomach ulcers, and hyperlipidemia (Karavelioglu et al., 2022). Participants in this study divulged that the manifestation of racism in the workplace caused them to question themselves and their abilities. Additionally, The manifestation of racism in the workplace contributed to why Black white-collar workers felt stress from their jobs.

This study showed that factors other than racism contributed to biased organizational treatment; racism qualified as a contributing factor to discriminatory administrative treatment. Participants in this study feared negative repercussions for reporting biased workplace experiences. Black white-collar workers expressed that workplace biases excluded them from progressing in their organizations. Also, this study uncovered differences in how Black white-collar workers from the North reacted to workplace biases than Black white-collar workers from the South.

Hirsh and Lyon (2010) defined discrimination as the unjust treatment of a person and stated that discriminatory perceptions regarding Blacks in America originated during slavery. This study's participants said biased processes existed in organizations' hiring and promotion practices. Organizational discrimination included advancements, wages, and termination decisions based on race (Bracy, 2021). Findings from this study revealed that organizational members attempted to refer to minority doctors by nicknames instead of Doctor and their last names. Additionally, data from this study indicated that forms of discrimination proved equitable

and just, and some organizations qualified as proactive in addressing organizational discrimination.

This study supported a learning outcome of the Doctor of Education in Organizational Leadership program by analyzing organizational problems, developing solutions, and measuring their impact. Data from this study uncovered organizational problems related to racism, biases, and discrimination that included organizational insensitivity to minority workers and non-diversity in executive leadership. This study presented solutions to organizational problems related to racism, biases, and discrimination, including leaders making concerted efforts to promote equality in the workplace, leadership including input from corporate members on decisions that impact them, and leadership not reacting defensively to feedback from minority employees. Finally, this study measured the impact of organizational problems related to racism, biases, and discrimination that involved the retention of minority employees, frustrations of minorities in the workplace, and limiting organizational effectiveness.

Proposed Evidence-Based Solutions

When organizational members viewed other corporate members as objects, blaming them when problems arose became routine (Foslien-Nash et al., 2020). Foslien-Nash et al. (2020) suggested that organizational members take accountability for their actions and view other corporate members as they view themselves, regardless of race or color. According to Foslien-Nash et al. (2020), organizational employees should report their mistakes to understand them better and resolve administrative issues.

According to Esaki et al. (2022), organizational leadership can transform corporate culture to embrace diversity, equity, and inclusion. Executive leadership should practice humility with minority organizational members to improve organizational culture (Esaki et al., 2022).

Roberts (2020) recommended that corporate leaders use empathy when interacting with administrative employees and executive clients.

According to Chakravarty and Lawrence (2022), organizations should learn how they promote racial inequality to achieve corporate equality. Nickels and Leach (2021) suggested addressing White hegemony in American organizations by amplifying the ideas of minority organizational members and hiring minorities for leadership positions. Executive leadership should listen to minority corporate members without judgment or defensiveness, become conscious of White advantages in organizational settings, take action to interrupt racism, and create organizational cultures where everyone thrives (Dawson et al., 2020).

Support for Solutions

Organizational leadership can initiate lasting changes and minimize cynicism by focusing on shared norms and values in corporate culture (Perry, 2020). Organizational leaders were able to shape corporate cultures by rewarding members who embraced the leader's behaviors and opinions (Kim & Toh, 2019). In addition, executive leadership's ability to adapt to change, guidance, and vision determined if the organization successfully met its goals (Dula & Tang, 2021). Northouse (2018) wrote that exemplary organizational leaders enabled others to act, challenged the process, inspired a shared vision, modeled the way, and encouraged the heart.

Factors and Stakeholders Related to the Solutions

Racism shaped individuals' conversations, consciousness, and racial ideologies (Emmerling, 2022). Thomas et al. (2019) stated that organizational racial discrimination involved structural barriers that impeded the advancement of minority corporate members and shaped access to health-promoting resources and opportunities. Racialized organizations preserved racial hierarchies and supported the dominance of White organizational members'

interests over the interests of minority corporate members (Keaton & Cooper, 2022). Nonracial factors proved ineffective in explaining racial resentment as organizational culture reflected American society (Talbert, 2017).

Logan (2019) described American organizations as rooted in racial oppression. However, American organizations operated under the guise of not condoning organizational racism (Chase, 2022). Gaynor (2018) stated that organizations utilized colorblindness and liberalism to maintain White hegemony and to shield dominant corporate constituents. Sociology professor Ray (2019) considered all American organizations racialized as it influenced how they socialized with stakeholders and impacted their daily functions. Ignoring the racialization of American organizations supported the appearance of executive power and White hegemony (Ray, 2019).

Recommended Implementation Plan

Many organizations practiced Institutional Racial Paralysis (IRP) by remaining inactive when race factored into solving organizational situations (Conyers & Wright-Fields, 2021). Conyers and Wright-Fields (2021) defined IRP as "the propensity for an organization not to act when race was a salient factor in a situation" (p. 487). As a result, negative consequences arose for minority members when organizations ignored issues of race (Blessett & Gaynor, 2021). In addition, IRP allowed White corporate leaders to set standards for organizational behaviors aligned with their ideologies and beliefs.

Implementation Plan (based on the evidence-based solutions)

A need exists in American organizations to teach organizational leaders how to engage with minority employees (Sabat et al., 2020). According to CRT, institutions achieved racial equality when corporate leaders engaged in the lived experiences of minority executive members to inform company policies that eliminate racial control (James-Gallaway & James-Gallaway,

2022). Organizations should not use implicit bias to explain organizational diversity challenges when seeking participation from minority corporate members (Onyeador et al., 2021).

American organizations need to improve methods of mitigating racial biases in the workplace (Humbert et al., 2019). Vinkenburg (2017) listed four solutions to overcome bias in American organizations as follows:

1. There is a need to recognize the implicit nature of bias when making hiring and promotion decisions.
2. Organizations must develop clear selection, evaluation, and promotion criteria.
3. Organizations should use an applicant pool rather than a single applicant when hiring, evaluating, and making promotion decisions, and the decision-making process should be structured.
4. Gatekeepers, or people who make hiring and promotion decisions, should be involved in building awareness and training initiatives regarding their implicit biases.

Kim and Roberson (2022) stated that companies could address bias by changing automatic associations. Kim and Roberson (2022) listed the following methods to change automatic associations:

1. Learning new automatic associations - Repeatedly pairing counter-stereotypic words with Black and White faces leads to lower implicit bias.
2. Change the pattern of associations activated by an object - Exposure to images of admired Black people improves existing positive associations.
3. Strengthen associations between the group and self - Seeing the other group as “more like me” enhance evaluation. (p. 21).

According to Onyeador et al. (2021), organizational leaders that want to address the underrepresentation of Black corporate members at the managerial level should implement interventions based on the following insights:

1. Organizations should use training to educate members of their organizations about bias and organizational efforts to address diversity, equity, and inclusion.
2. Organizations should prepare for, rather than accommodate, defensive responses from majority group members.
3. Organizations should implement structures that foster organizational responsibility for diversity, equity, and inclusion goals. (p. 21).

Factors and Stakeholders Related to the Implementation Plan

Nonracial factors proved ineffective in explaining racial resentment as organizational culture reflects American society (Talbert, 2017). Whiteness is a system of racial power that narrates and frames to maintain racial oppression in corporate settings (Withers, 2017). Racism impacted corporate culture by profiting White organizational members at the expense of minority executive members, normalized biases and discriminatory actions against minority executive members, and remained embedded in the fabric of American society (Alexis et al., 2019). Organizational cultures secured racial interests and maintained unequal racial hierarchies through practices, conversations, and ideologies (Withers, 2017). According to Withers (2017), racial organizational cultures normalized and justified racial advantage in corporate settings.

Starke et al. (2018) wrote that nervousness and apprehension could cause organizational leadership to remain idle when planning the appropriate corporate actions regarding equity. According to Conyers and Wright-Fields (2021), organizational leaders may not address the

problem to avoid upsetting stakeholders in organizational situations where race is a salient factor. From a CRT perspective, whiteness as property caused this nervousness (Conyers & Wright-Fields, 2021). Conyers and Wright-Fields (2021) stated that White hegemony only served the interest of maintaining power and provided another reason for idleness. White hegemony disregarded organizational fairness and racial disparity in positions of power (Conyers & Wright-Fields, 2021).

Assessment Procedures

Greenwald and Lai (2020) defined implicit bias as overlearned mental associations about groups that include stereotypes and concepts like danger or inferiority. Alexis et al. (2019) described implicit bias as subconscious cognitions formed by stereotyping and supporting privileged treatment of one's group. Implicit bias, also known as unconscious bias or implicit attitudes, referred to spontaneous associations and evaluations made about members of a particular group (Kim & Roberson, 2022). Implicit biases in organizational culture resulted in disproportionate hiring and inaccurate assessment that influenced promotion (Turner, 2021).

Implicit attitudes occurred regardless of the individual's belief in their validity and developed through repeated exposure to associations of characteristics with a group. (Kim & Roberson, 2022). According to Kim and Roberson (2022), implicit bias influenced organizational decisions and can manifest without an individual's awareness of speech and actions. In addition, unconscious bias automatically activated associations that expressed stereotypes and prejudice toward group members (Onyeador et al., 2021). Therefore, organizations should not use implicit bias to explain organizational diversity challenges when seeking participation from minority corporate members (Onyeador et al., 2021).

Onyeador et al. (2021) wrote that White organizational members often reacted defensively to allegations of racism. However, White corporate members reduced their defensiveness to accusations of racism by attributing the occurrences to implicit bias (Onyeador et al., 2021). Onyeador et al. (2021) listed the organizational consequences of focusing on implicit bias as follows:

1. Whites responded defensively to information indicating that they have or even might have an implicit racial bias.
2. When asked to take responsibility for their implicit bias, those low in motivation to respond without prejudice expressed more negative explicit bias against Black organizational members.
3. When organizations framed incidents of discrimination in terms of implicit bias rather than explicit bias, observers held perpetrators less accountable and were less willing to punish them.

Organizations can identify explicit and implicit biases through critical evaluations of race-related organizational culture (Shorty, 2021). Onyeador et al. (2021) warned that diversity training did not usually address the underrepresentation of Black corporate members at the managerial level. As a result, organizational leaders unintentionally undermined the underrepresentation of Black executive members at the administrative level by supporting diversity training that ignored it (Onyeador et al., 2021). Implicit bias training raised knowledge about implicit bias; implicit bias training did not seem to reduce implicit bias in organizations (Onyeador et al., 2021).

Suggested Evaluation, Timeline, and Assessment for Implementation Plan. The findings in this study necessitated the need for organizations to become active when race factors in solving organizational situations. Organizations should critically evaluate race-related corporate culture, improve methods of mitigating racial biases in the workplace, address discrimination by changing automatic associations, and implement interventions. Organizations should immediately incorporate the implication plan. Assessments of the implementation plan should occur every six months to monitor the implementation plan's effectiveness.

Implications

This narrative qualitative study aimed to assess how Black white-collar workers perceive racism, biases, and discrimination in organizational settings. This study confirmed the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. The findings of this study demonstrated that racism, biases, and discrimination continue to present obstacles for Black white-collar workers in the workplace. Very few studies addressed the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. The data suggested further studies as racism, biases, and discrimination continue to thrive in the workplace.

Practical Implications

The findings in this study suggested that racism in the workplace influenced the expectations of minority employees. Bracy (2021) wrote that racism shaped negative stereotypes of Black organizational members and, at times, utilized them to justify administrative decisions. Padilla (1994) described cultural taxation as roles and expectations which assume Black executive members' suitability for specific administrative tasks based on their race and presumed

knowledge of cultural differences. For example, many organizations expected minority workers to act as DEI representatives. Padilla (1994) listed the forms of cultural taxation as follows:

1. They were called upon to be the expert on diversity within the organization, even though they may not be knowledgeable or very comfortable in the role.
2. Black organizational members were often repeatedly called on to educate individuals in the majority group about diversity, even though this was not part of the job description. However, they received no authority or recognition to carry the responsibility.
3. Organizations often made Black organizational members serve on affirmative action committees or task forces that rehashed past ineffective methods and affected little real structural change.
4. Black organizational members often served as the liaison between the organization and the ethnic community, even though they may disagree with how the organization's policies impacted the community.

This study had implications in the workplace since biases often influenced minority workers' careers in their organizations. Vinkenburg (2017) argued that raising awareness was insufficient to overcome bias. Bias persistently caused inequality in American organizations (Vinkenburg, 2017). In many of America's largest companies, the belief that the Black race was inferior to the White race created barriers to job opportunities for Blacks (Bracy, 2021).

Bracy (2021) described racial discrimination as barriers experienced by minority organizational members that prevented them from achieving organizational success. The history of discrimination experienced by Black corporate members prompted them to examine the distribution of rewards, their relationship with executive leadership, and the application of policies and procedures (Bracy, 2021). This study confirmed that minorities still experienced

racism in their organizations despite their educational achievements. Blacks faced organizational discrimination after participating in career-enhancing programs and achieving higher education (Bracy, 2021).

The findings in this study supported the implication that organizational leadership impacted the workforce as organizational leaders disproportionally influenced corporate cultures by relying on personal values to shape organizational cultures (Kim & Toh, 2019). According to Kim and Toh (2019), organizational leaders relied on their personal preferences; corporate leaders influenced the workforce's collective behaviors and mindsets, and their traits presented emotions that guided organizational culture. According to Sabat et al. (2020), leaders in American organizations stereotyped minority organizational members as less effective than White corporate members. Biases of executive leadership impacted retaining minority organizational members and influenced daily organizational interactions (Sabat et al., 2020). Sabat et al. (2020) wrote that increased retention of minority employees would impact disparities and discrimination in corporate settings.

Implications for Future Research

The findings from this study and the existing scholarly literature support the implications for future research. This study might prove helpful to American organizations and higher education institutes by providing insights regarding the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. The findings from this study could assist organizational leadership in developing solutions to problems associated with racism, biases, and discrimination in the workplace.

Future research should further assess how racism, biases, and discrimination in the workplace affects minority workers. This study could help fill the existing research gap on the

perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. In addition, including Blacks from other fields of work in future research would provide a nuanced understanding of the perspectives/lived experiences of various Black workers with racism, biases, and discrimination in the workplace.

Future research may also want to examine the perspectives/lived experiences of White white-collar workers with racism, biases, and discrimination in the workplace to compare with the findings in this study. Future research examining the perspectives/lived experiences of White white-collar workers with racism, biases, and discrimination in the workplace would clarify the similarities and differences in perspectives/lived experiences of White white-collar workers and Black white-collar workers with racism, biases, and discrimination in the workplace. In addition, such research would offer new insight into understanding and interpreting racism, biases, and discrimination in the workplace.

Summary of the Study

This narrative qualitative study aimed to assess the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. This narrative study used qualitative methodology and conducted semi-structured interviews with Black white-collar workers that gauged how the participants viewed racism, biases, and discrimination in the workplace based on the participant's corporate perspectives and experiences. Karavelioglu et al. (2022) wrote that white-collar workers worked administrative jobs in office environments, and white-collar workers did desk jobs that required intellectual involvement. The perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace qualified as authentic as white-collar workers' perceptions originated from an intellectually involved source. Of the 18 participants in this study,

seven had doctorate degrees, three were doctoral candidates, seven were doctoral students, and one had a master's degree.

All participants in this study were Black. Black organizational members in American companies experienced racial bias from executive leadership more frequently than other races in advancement opportunities, performance appraisals, and hiring (Chase, 2022). Blacks remained severely underrepresented in American organizations' executive and CEO positions (Charlton, 2019). Thomas et al. (2019) stated that organizational racial discrimination involved structural barriers that impeded the advancement of minority corporate members and shaped access to health-promoting resources and opportunities. A gap between the existing and preferred organizational state existed as racialized organizations preserved racial hierarchies and supported the dominance of White executive members' interests over the interests of minority corporate members (Keaton & Cooper, 2022).

This study utilized the Critical Race Theory (CRT) theoretical concepts. Nickels and Leach (2021) defined CRT as a theoretical framework in the social sciences that acknowledged the relationship between race and power in organizational settings. Demoiny (2017) proposed challenging the master narrative and power imbalance using the CRT lens. Republican legislature attempted to label CRT as a threat to national unity in assessing racism, resource allocations, and administrative actions (Blessett & Gaynor, 2021). In addition, the now-revoked Executive Order 13950 distorted and maligned CRT and attempted to ban any speech that critiqued organizational racism (Conway, 2022). Conway (2022) wrote the reasons for targeting CRT involved the pursuit of power, an allegiance to a White national identity, and minimized critiquing organizational racism in America.

The study's objectives were to assess racism, biases, and discrimination in organizational culture to ensure all corporate members had the same opportunities to reach their full organizational potential based on their job performance. Conyers and Wright-Fields (2021) described Institutional Racial Paralysis (IRP) as the propensity for organizations to remain inactive when race factored in solving organizational situations. The research phenomenon flourished when executive members looked the other way or ignored the existence of racism, biases, and discrimination in the workplace. Onyeador et al. (2021) wrote that White organizational members often reacted defensively to allegations of racism. However, White corporate members reduced their defensiveness to accusations of racism by attributing the occurrences to implicit bias (Onyeador et al., 2021).

Black white-collar workers felt undermined and devalued in their organizations and received minimal promotions compared to their White counterparts. Data from this study presented how organizational members' backgrounds, biases, and prejudices influenced their interactions with others. Participants in this study divulged that the manifestation of racism in the workplace caused them to question themselves and their abilities. This study showed that factors other than racism contributed to biased organizational treatment; racism qualified as a contributing factor to discriminatory administrative treatment. Participants in this study said that discriminatory processes existed in organizations' hiring and promotion practices.

This study supported a learning outcome of the Doctor of Education in Organizational Leadership program by analyzing organizational problems, developing solutions, and measuring their impact. Data from this study uncovered organizational problems related to racism, biases, and discrimination that included organizational insensitivity to minority workers and non-diversity in executive leadership. This study presented solutions to organizational problems

related to racism, biases, and discrimination, including leaders making concerted efforts to promote equality in the workplace, leadership including input from corporate members on decisions that impact them, and leadership not reacting defensively to feedback from minority employees. Finally, this study measured the impact of organizational problems related to racism, biases, and discrimination that involved the retention of minority employees, frustrations of minorities in the workplace, and limiting organizational effectiveness.

Foslien-Nash et al. (2020) suggested that organizational members take accountability for their actions and view other corporate members as they view themselves, regardless of race or color. According to Foslien-Nash et al. (2020), organizational employees should report their mistakes to understand them better and resolve administrative issues. Esaki et al. (2022) stated that organizational leadership can transform corporate culture to embrace diversity, equity, and inclusion. Executive leadership should practice humility with minority organizational members to improve organizational culture (Esaki et al., 2022).

The findings in this study necessitated the need for organizations to become active when race factored in solving organizational situations. Organizations should critically evaluate race-related corporate culture, improve methods of mitigating racial biases in the workplace, address discrimination by changing automatic associations, and implement interventions. Organizations should immediately incorporate the implication plan. Assessments of the implementation plan should occur every six months to monitor the implementation plan's effectiveness.

This narrative qualitative study aimed to assess how Black white-collar workers perceive racism, biases, and discrimination in organizational settings. This study confirmed the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. The findings of this study demonstrated that racism, biases, and

discrimination continue to present obstacles for Black white-collar workers in the workplace. Very few studies addressed the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. The data suggested further studies as racism, biases, and discrimination continue to thrive in the workplace.

The findings in this study suggested that racism in the workplace influenced the expectations of minority employees. Bracy (2021) wrote that racism shaped negative stereotypes of Black organizational members and, at times, utilized them to justify administrative decisions. This study had implications in the workplace since biases often influenced minority workers' careers in their organizations. This study confirmed that minorities still experienced racism in their organizations despite their educational achievements. The findings in this study supported the implication that organizational leadership impacted the workforce as organizational leaders disproportionally influenced corporate cultures by relying on personal values to shape organizational cultures (Kim & Toh, 2019).

This study might prove helpful to American organizations and higher education institutes by providing insights regarding the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. This study could help fill the existing research gap on the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. Future research may also want to examine the perspectives/lived experiences of White white-collar workers with racism, biases, and discrimination in the workplace to compare with the findings in this study.

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Appendix A

My name is Lloyd Demmons II, and I am a doctoral student at Franklin University. I am conducting a research study on the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. I am completing this research as part of my doctoral degree in Doctor of Education in Organizational Leadership. I am requesting your permission as the Administrator to post my recruitment letter within your FB group for data collection.

Thank you for taking the time to read this. I would appreciate your assistance,

Lloyd

Appendix B

Hello,

I am researching how Black white-collar workers perceive racism, biases, and discrimination in organizational culture; this is dissertation research. The study will consist of participants who fit the demographics of Black white-collar workers. This study defines Black as a racialized African descent group that shares history, processes, and kinship. In addition, for this study, white-collar workers work administrative jobs in office environments that require intellectual involvement and are over 18 years old.

Participation will take 30 minutes to one hour and is voluntary. If you are interested in participating in an audio interview on Zoom, contact me for further instructions. The interview is confidential. There are no known risks involved in this research.

If you have any questions, please let me know.

I appreciate your consideration,

Lloyd Demmons II
Graduate student
Franklin University
demmon02@email.franklin.edu

Appendix C

Hello,
My name is Lloyd Demmons II and you are invited to take part in a research study. I am a graduate student in Doctor of Education in Organizational Leadership at Franklin University in Columbus, Ohio. As part of the requirements for earning my doctorate, I am doing a research project.

Why is this study being done?
The purpose of my project is to assess how Black white-collar workers perceive racism, biases, and discrimination in organizational culture. In addition, this study will use qualitative methodology by conducting semi-structured interviews with Black white-collar workers to gauge how the participants view racism, biases, and discrimination in an organizational culture based on the participant's organizational experiences. I am inviting you to participate in my project because you fit the demographics of Black and a white-collar worker.

What am I being asked to do?
If you participate in this project, I will schedule an online interview with you on Zoom at a time convenient for you.

Taking part in this study is your choice.
Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss of benefits you would normally have.

What will happen if I decide to take part in this study?
The interview will consist of seven open-ended questions to assess the perspectives/lived experiences of Black white-collar workers with racism, biases, and discrimination in the workplace. It will take between 30 minutes to one hour. The interview questions will include questions like, "Have you experienced biased treatment in your organization? "and "Do you see discrimination relate in any way to organizational culture?"

Only you and I will be present during the interview. With your permission, I will audio record the interview so that I can focus on our conversation and later transcribe the interview for data analysis. You will be one of about 15-20 people I will interview for this study.

What are the risks and benefits of taking part in this study?
I believe there is little risk to you for participating in this research project. You may become stressed or uncomfortable answering any of the interview questions or discussing topics with me during the interview. If you do become stressed or uncomfortable, you can skip the question or take a break. You can also stop the interview or you can withdraw from the project altogether.

There will be no direct benefit to you for participating in this interview. The results of this project may contribute to the greater good of organizational culture by drawing attention to racism, biases, and discrimination.

Privacy and Confidentiality:
I will keep all study data for a minimum of three years but up to seven years. Then, the researcher will delete electronic data and destroy paper data. Only my Franklin University dissertation chair and I will have access to the information. Other agencies that have legal permission have the right to review research records. The Franklin University IRB has the right to review research records for this study.

After I write a copy of the interviews, I will erase or destroy the audio recordings. When I report the results of my research project, I will not use your name. I will not use any other personal identifying information that can identify you. I will use pseudonyms (fake names) and report my findings in a way that protects your privacy and confidentiality to the extent allowed by law.

Future Research Studies
Even after removing identifiers, the data from this study collected for this study will not be used or distributed for future research studies.

Questions:
If you have any questions about this study, please email me at demmon02@email.franklin.edu . You may also contact my dissertation chair, Dr. Eric Parker, at eric.parker@franklin.edu. If you have any questions regarding your rights as a research participant, please contact the Franklin University IRB Office at 614-947-6037 or irb@franklin.edu.

If you agree to participate in this project, please sign and date the following signature page and return it to: demmon02@email.franklin.edu

Keep a copy of the informed consent for your records and reference.

Signature(s) for Consent:

I agree to join the research project entitled, "*A qualitative study informed by Critical Race Theory (CRT): Black white-collar workers assess racism, biases, and discrimination in organizational settings*."

Please initial next to either "Yes" or "No" to the following:

_____ Yes _____ No I consent to be audio recorded for the interview portion of this research.

Name of Participant (Print): _____

Participant's Signature: _____

Signature of the Person Obtaining Consent: _____

Date: _____