

Honorary  
Doctorate Prof.  
**Stella  
Nkomo**



**RADBOUD  
UNIVERSITY  
PRESS**

**Doctor Honoris Causa Series**  
Radboud University | Nijmegen School of Management

Honorary Doctorate Prof. Stella Nkomo



# Honorary Doctorate **Prof. Stella Nkomo**

17 October 2023  
De Vereniging in Nijmegen

**Radboud University**





**Honorary Doctorate Prof. Stella Nkomo**

Published by RADBOUD UNIVERSITY PRESS

Postbus 9100, 6500 HA Nijmegen, The Netherlands

[www.radbouduniversitypress.nl](http://www.radbouduniversitypress.nl) | [www.ru.nl/radbouduniversitypress](http://www.ru.nl/radbouduniversitypress)

[radbouduniversitypress@ru.nl](mailto:radbouduniversitypress@ru.nl)

Editing: Radboud University Press

Photography: Dick van Aalst

Design: Textcetera, The Hague

Print and distribution: Pumbo.nl

ISBN: 9789493296367

DOI: 10.54195/UXDF4957

Free download at: [www.radbouduniversitypress.nl](http://www.radbouduniversitypress.nl)

© 2024 Stella Nkomo and Yvonne Benschop

**RADBOUD  
UNIVERSITY  
PRESS**

This is an Open Access book published under the terms of Creative Commons Attribution-Noncommercial-NoDerivatives International license (CC BY-NC-ND 4.0). This license allows reusers to copy and distribute the material in any medium or format in unadapted form only, for noncommercial purposes only, and only so long as attribution is given to the creator, see <http://creativecommons.org/licenses/by-nc-nd/4.0/>.

**Honorary Doctor**

Prof. Stella Nkomo

Professor emeritus of Human Resource Management (University of Pretoria)

**Honorary Promotor**

Prof. Dr. Yvonne Benschop

Professor of Organizational Behavior (Radboud University)



# Table of Contents

1	Laudatio .....	9
2	Certificate Honorary Doctorate .....	15
3	Acceptance Speech.....	19
4	Selected Publications.....	41

# Dies Natalis

Wageningen University  
SINCE 1923



YVONNE BENSCHOP

**LAUDATIO**





YVONNE BENSCHOP

**LAUDATIO**



Dear Professor Nkomo, Dear Stella,

This university has a history of being an emancipation university. The founders recognised how access to scientific knowledge, the ability to develop knowledge, the power over research agendas, and to have your voice heard in the scientific debate are vital elements for the emancipation of marginalised groups. The work for emancipation is never done, and the sensitivity for questions of emancipation – or diversity, equality and inclusion as the current discourse has it – has been a characteristic of this university ever since. There is a vibrant community of staff and students who work on multiple social inequalities, reflect on what counts as knowledge, and call for epistemic justice and equality. The 100<sup>th</sup> anniversary of the university is therefore a perfect occasion to bestow you, Stella Nkomo, with an honorary doctorate and celebrate the invaluable lessons you teach us.





You are a world-renowned authority on thinking about race and racism in intersection with gender and class in management and organisations. Your academic work spans over four decades and covers multiple disciplines and continents, as you worked in the USA and have been based in South Africa since 2000. You have made it your life's project to interrogate how race and gender inequalities in the workplace come about, are sustained, and can be changed. Not simply demographics or statistics, your work delves much deeper and unpacks how race and gender work as fundamental organising principles in every aspect of society, our private lives, and the workplace. Each and every one of us is located on the axes of race and gender and their intersection structures how we think about ourselves and others – it structures our identities and our institutions. You demonstrate how allegedly identity-blind – colourblind and/or gender-blind – policies and practices of leadership or Human Resource Management are not virtuous attempts to value merit, but fail to counter pervasive stereotypes and effectively strengthen processes of marginalisation.

You were among the first scholars to put race inequality front and centre in the discipline of management and organisation studies. Your research agenda to address the absence of race as a core analytical category started in the early 1990s when you published a groundbreaking article with the telling title “The emperor has no clothes: Rewriting ‘race in organizations’”. This has become a classic text that exposes the myths of race-neutral organisations and of universal Western knowledge. It shows the need to rethink and rewrite race in organisation studies when we want to counter the effects of systemic racism at work. Thirty years on, re-reading the article is a sad and painful experience as it is as relevant as it was, and race inequality is as much a characteristic of the present as it was a characteristic of the past. The fact that we can count the professors of colour at this emancipation university on a single hand is but one visible testimony to that.

The ink on that paper was just drying, when a new paradigm gained traction. Diversity and diversity management quickly came to dominate all scholarly and practitioner discussions about differences in the workplace. Instead

of addressing uncomfortable truths of unequal power relations between privileged and marginalised groups in organisations, the rhetoric of diversity emerged as a much happier and optimistic one. Diversity was presented as a new, empowering approach to valorise the different capacities of employees. It conceptualised differences as strategic assets for business, stretching diversity from race and gender to the umbrella notion for any individual difference. You recognised the seductive power of diversity early on, warning that a celebration of individual difference as competitive advantage watered down the potential for addressing systemic inequalities. This sparked a strand of critical diversity studies that re-engages with power dynamics, highlights the lived experience of inequalities, and resists a managerial, instrumental perspective on differences.

To make systemic inequalities visible and speakable is a tough job. It is intellectually challenging to understand the intersectionality of race and gender at work. It requires interdisciplinary proficiency to trace how historical, political and colonial relations continue to affect contemporary organisations in a globalised world. It requires courage to critically examine taken-for-granted, hegemonic ideas of organisations, leadership, or careers and problematise their universality, to show they are primarily developed in particular contexts dominated by particular Anglo-Saxon scholars. To work with postcolonial theories, explore the privileges of whiteness, and see organisations as racialised is to ask new questions about organisations and organising, with few shoulders to stand on. It means taking career risks, as questioning established theories means going against the grain, and early career scholars in precarious positions in the academy are warned against that. It is important to recognise how making systemic inequalities visible also takes an affective toll on the researcher, who sees her scholarship questioned and her values breached every time she needs to fight to get her ideas past the gatekeepers of journals or promotion panels.

In all of these areas and more, your pioneering scholarship exemplifies what it means to make a significant impact, in the strategy words of our university.

Your deep commitment to racial justice and equality and your willingness to engage in difficult conversations respectfully is motivating many of us. Your profound wisdom is widely recognised and you are a laurelled scholar on three different continents and have received lifetime achievement awards from multiple communities of management scholars. It is a true honour to welcome you in our midst as an honorary doctor.

**CERTIFICATE  
HONORARY  
DOCTORATE**





**CERTIFICATE  
HONORARY  
DOCTORATE**

## GREETINGS TO THE READER FROM THE RECTOR AND DEANS OF RADBOUD UNIVERSITY NIJMEGEN

By virtue of the authority of our predecessors, an academic degree may be conferred upon individuals who have distinguished themselves in their academic and scientific pursuits and successfully completed the academic requirements. Universities may also choose to confer such an academic distinction upon individuals who have excelled in the arts and sciences and who have made a significant contribution to the promotion thereof. For this reason, our university has decided to confer an honorary doctorate upon the illustrious

**Stella Mae Nkomo**

**Born in Tignall (USA) on March 17, 1947**

With her unique research on race and racism and their intersections with gender within organisations, Stella Nkomo contributes a much-needed perspective on management sciences. In doing so, she makes systemic inequality a topic of discussion and shows how historical, political and colonial relationships still influence organisations of today. Her deep involvement and wisdom are a shining example for all scientists and students concerned with racial equality and justice.

By consensus of all learned people, she is deserving of the highest praise and is therefore being awarded with the most honourable of academic distinctions. For this reason, and by virtue of the authority vested in us, we hereby present the degree holder with this honorary doctorate and confer upon her all associated honours and rights accorded by law and custom.

This certificate, signed by the Rector Magnificus and authenticated by the university seal, has been presented to the degree holder as permanent and valid proof of their achievements.

Issued in Nijmegen on October 17, 2023 on the occasion of our university's 100<sup>th</sup> anniversary.

Rector  
Professor J.M. Sanders

Promotor  
Professor Y.W.M. Benschop



# RECTOR ET DECANI RADBODI UNIVERSITATIS NOVIOMAGENSIS LECTORIBUS SALUTEM!

**I**N CHRISTI NOMINE. AMEN. Sapienti consilio a maioribus nostris institutum est, ut non modo ingenuarum artium studiosi, academicis disquisitionibus rite peractis, honorificum peterent industriae atque eruditionis testimonium, verum etiam homines doctos qui studiis atque litteris inter omnes excellenter et ad artes doctrinasque adiuvandis maxime contulissent, eadem honoris significatione Universitates sponte sua decorare possent,

Quamobrem, cum Universitas nostra commemoravisset illustrissimam

**Stellam Mae Nkomo**

Natam in pago Tignall, in Civitate Georgia Foederatae Americae a.d. XVI Kal. Apr. MCMXLVII, doctoratus honoris causa ei decretus est.

Haec dignitas Professori Stellae Nkomo delata ornat eam quippe quae deliberet et disputet phylem discriminationemque phyleticam una cum identitate generis, vocem scientiae administrandi et dirigendi gratissimam profundens. Explicat quomodo rationes priscae politicae necnon colonialismi usque adhuc adfectent res gubernandas, quibus inaequalitatem institutionalem constanter obicit. Officiose sapienterque praestat se exemplum clarissimum cunctis studiosis quibus cordi sint iustitia et aequalitas phyletica.

Quippe quae hominum doctorum omnium consensu eximias laudes meruerit et digna sit quae ab Universitate nostra insigni laurea decore augetur, Nobis, quo causam honestissimam adiuveremus, summos honores ei tribuere placuit.

Quapropter Nos pro potestate nobis concessa eandem

**Stellam Mae Nkomo**

**DOCTOREM HONORIS CAUSA**

sollemni modo ritumque creavimus et renuntiavimus et ei concessimus quidquid iuris et honoris legitime creato doctori vel lege vel more tribui solet.

Cuius rei quo sit firma testataque fides, Diploma hoc manu Rectoris subscriptum et maiore Universitatis sigillo confirmatum et tradendum curavimus.

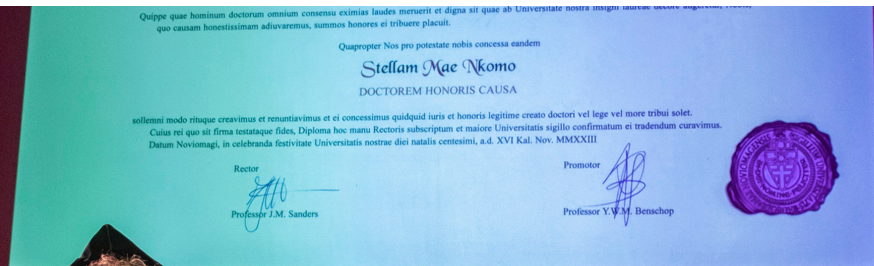
Datum Noviomagi, in celebranda festivitatis Universitatis nostrae diei natalis centesimi, a.d. XVI Kal. Nov. MMXXIII

Rector

Promotor

Professor J.M. Sanders

Professor Y.W.M. Benschop

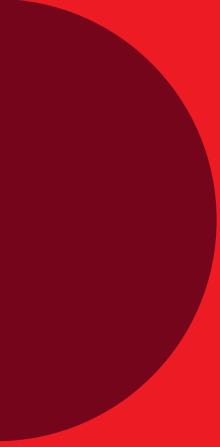


STELLA NKOMO

# ACCEPTANCE SPEECH







STELLA NKOMO

# ACCEPTANCE SPEECH



I am humbled and deeply grateful to receive an honorary degree from such a prestigious and globally respected university for my scholarship on social and demographic differences, now commonly referred to as diversity, equity, and inclusion in organisations. Receiving this degree is not only recognition of the work I have contributed to understanding the complex effects of social differences in the workplace, but it also signals the importance of race, gender, class, and other social identities in the field of management and organisation studies (MOS). I could not have imagined at the beginning of my academic career that I would be receiving such an honour.

My academic journey cannot be separated from my life story, however. It is a journey across two continents – from being born in the rural South of the United States, coming of age in New York City, to having spent the last half of my academic career in South Africa, a country struggling to build a new non-racial, non-sexist society that is truly inclusive for all who live in it.

I want to share this journey in four 'Acts'. These 'Acts' are not the complete story, of course. Instead, they reveal eventful early life experiences, how I came to study race and gender inequalities in organisations, the evolution of my thinking, and transformative moments in my journey. I end with reflections about my journey and the state of knowledge about inequality in organisations.

## Act 1: Early Life

I was born into our racialised and gendered world in a small rural town in the southern part of the United States two years after the end of World War II. My maternal grandfather – Lemuel Easley, born in 1892 – had served in France during World War I and once told me, “I didn’t fight any Germans, but I peeled a lot of potatoes.” African-Americans were allowed into the army but primarily to perform menial jobs such as cooking, digging trenches, and construction work. Before my grandfather served in World War I, he had been threatened by the infamous Red Shirts of Georgia, who terrorised Black people during the Reconstruction era after the end of the United States Civil War. After returning from the army where he had gained some skills as a carpenter, he was, again, confronted by racism. When my mother was a young child, the local Ku Klux Klan (the infamous white supremacist terrorist and hate group that proliferated after the end of slavery) was ever-present, monitoring the lives of Black people (including my grandfather) in the small town to ensure they stayed in their ‘place’.

While the Emancipation Proclamation of 1863 and the Reconstruction Acts of the 1860s granted enslaved people freedom from slavery, 244 years after the first African slaves arrived in the USA in 1619, racial equality did not come to pass. The Reconstruction Era of hope for racial equality across the country was followed by the Redemption Era led by ‘redeemers’ – a coalition of Southern conservative, pro-business Democrats and members of the elite planter class who pursued the tripartite goals of regaining political power, re-establishing

white supremacy in the South, and ensuring that freedmen and freedwomen and their descendants would become a cheap source of labour to restore the economic prosperity of the region. While my parents, Fred and Eva Brown, had dreamed of owning land and gaining freedom from the control of White farm owners, they had little choice but to work as sharecroppers.

Tired of getting nowhere, they left me and my three sisters with our grandparents and made the great migration North – to New York City. In the North, they could only find low-wage jobs. My mother worked as a domestic helper to rich White suburban families while my father worked menial jobs in the restaurant industry. We became an extremely poor family of twelve (ten children) living pay cheque to pay cheque in government-subsidised housing. Like other African-Americans who had migrated from the South, a visit or a picture sent home meant displaying a newfound prosperity no matter the reality.



A picture of my parents, Fred and Eva Brown, in New York City

Despite many hardships, my parents persevered because of the belief that the access to quality education denied to them would be available to their children. This was not the case, because school segregation was a reality in New York City. Children attended schools in their neighbourhoods. We lived in poor Black neighbourhoods in New York City. Schools in these neighbourhoods did not have the same level of resources as those in White middle-class areas. Even though desegregation of public-school education had been mandated by a landmark United States Supreme Court Case in 1954, segregation ended slowly. Eventually, Black children were bussed to higher-quality schools.



Age 7 in elementary school

For middle school and high school, I was bussed to schools in a White middle-class neighbourhood in the Bronx, but that did not automatically guarantee that I would realise my dream of going to college. When I told my guidance counsellor that I wanted to go to college, he advised me that I was too poor to even think about college. High school education was structured along race, gender, and class lines – poor, Black, Hispanic, and White working-class girls were directed towards the commercial track where we were taught typing,

shorthand, and administrative skills. Boys, on the other hand, were placed on the vocational track.

After graduating from high school in 1964, my experiences of being a solo in White spaces began. I was the first Black secretary to be hired by the bank where I worked. I was a curiosity not only to my boss but also to the mainly White customers. Witnessing the young, White, male interns who regularly came to the bank to learn about branch operations made me keenly aware of the gender and racial disparities in who could become a manager. In the five years I worked for the bank, there was not a single woman of any race or ethnicity among the interns being trained for management positions.



High school graduation picture

I decided then to pursue my dream to attend college. I did secretarial work during the day and took pre-college night classes at a community college prior to enrolling for a bachelor's degree. I was fortunate to get a scholarship to attend Bryant College (now Bryant University) in Rhode Island. Upon graduation, I had initially thought I would teach high school but then decided to pursue an MBA degree. After graduating as the top student, I was considered for a position in an accelerated management training programme of a Fortune 500 company. Despite the attractiveness of the position, I could not muster any enthusiasm about managing their business.

My journey took another significant turn soon afterwards. I was offered a lecturer position at the University of Rhode Island to teach the first-year management course. I enjoyed teaching and inquired about extending my contract. Education had changed my life, and I wanted to enable others to have a similar opportunity. I quickly learned from my department chair that a doctorate was required. I applied to several universities. I was the first Black woman admitted to the doctoral programme at the School of Management, University of Massachusetts at Amherst.

## **Act 2: Dedicating my scholarship to race and gender inequality in organisations**

I entered my doctoral studies with the goal of conducting research on the experiences of Black managers in corporate America. However, I was advised not to pursue this topic for my dissertation. Instead, I was told to produce a study on an important topic. The experiences of Black people in organisations was not a significant topic for the academy, but for me and others like me it was part of being in the world. I abandoned my topic and took the instrumental, survivalist path, producing a mainstream dissertation of formulaic research that I can barely relate to today. After completing my doctorate and landing a position as the first Black woman in a tenure-track position at the College



of Business of the University of North Carolina at Charlotte, I achieved the expected three publications from my dissertation.

Breaking from my dissertation research, I embarked on what I had really wanted to study: the career experiences of Black managers in corporate America. Armed with the excellent positivist, quantitative skills acquired during my doctorate studies, I conducted survey research on the status of Black managers with Dr Taylor Cox, Jr, also recognised as a pioneer in the field of race and diversity in organisations. We became collaborators for a research project to collect data from Black MBAs about their corporate experiences. Along with one of the completed surveys, we received a letter from a Black woman manager who shared her pain of being a solo in a Fortune 100 corporation. She thanked us for doing the research. The survey could not capture all of what she was experiencing in her organisation. Her heartfelt description of the mental toll of experiences with racism and sexism was jolting.

I realised two things at that moment. First, the contents of the handwritten letter affirmed what I was beginning to realise. The experiences of Black people in management had to be made visible despite the denial of their importance to MOS. Doing this research was not about publishing journal articles to satisfy tenure requirements. It was important because racism and sexism were consequential for so many Black men and women. Research had to matter. My goal as a scholar was to contribute to making the workplace a fairer and more equitable site, where marginalised people are valued. Second, I found my preferred epistemology for creating knowledge. I realised quantitative methods alone were inadequate for theorising the meaning and effects of being Black in organisational spaces steeped in racism and patriarchy.

It was not easy to get the work published, as much of the early research I did with Taylor was rejected by mainstream journals. At the time, there was no place in the academy for research on race or ethnicity in organisations. The

reasons for rejection were not subtle but quite explicit. Rejection letters from editors pointed to the limited literature on race as an indication of academy members' lack of interest in the topic. We did not give up. Eventually, we were successful in publishing several pioneering articles that empirically documented the differential experiences of Black managers with similar educational backgrounds as their White counterparts. Our research revealed their everyday experiences with discrimination and marginalisation. In the article "Invisible men and women: A status report on race as a variable in organization behavior research", we used a bibliometric approach to quantify the invisibility of research on Black managers in management research.

The difficulties of getting research on race published led to what have become my two most significant contributions to MOS. I wrote about the neglect of race within MOS theory and literature. The article continues to be cited and is viewed as changing the scholarly conversation about race in organisations. The paper "The emperor has no clothes: Rewriting 'race in organizations'" was published in the *Academy of Management Review* in 1992. In the article, I demonstrated how race had been studied in MOS scholarship in incomplete and inadequate ways. The limited research reflected and reified particular historical and social meanings of race. Specifically, my analysis revealed: (1) organisations were assumed to be race-neutral entities; (2) the limited research included race as a demographic variable or an individual characteristic that could be objectively measured; (3) the research approach to race was ahistorical and decontextualised; (4) the research omitted the structural dimensions of race; and (5) Western knowledge, epistemology, and subjects were assumed to be superior and universal. I also proposed alternative theoretical frameworks for how scholars could elevate race to an important analytical concept in MOS by theorising it as a structural feature of organisations. This article marked a shift in my thinking about race from its individual effects to a structural, systemic phenomenon in organisations.



The other turning point in my thinking was theorising the intersectional effects of race with gender. Research on gender in organisations was not invisible, but it was in its infancy. The present-day Diversity, Equity and Inclusion Division of the Academy of Management did not exist at the time. There was a women in management interest group that eventually became the Women in Management Division in 1983, the same year I received my doctoral degree. However, the research was primarily about White women managers, although the adjective White was never explicitly used in publications. Gender essentialism dominated women in management theory – an assumption that the experience of gender could be studied independently from other categories of difference like race. The literature on women in management was silent on the effects of the intersection of gender and race in organisations. Shortly thereafter, I was fortunate to meet Dr Ella Bell Smith, whose research focused directly on this omission.

I met Ella in 1986 when she invited me to be a discussant for a symposium on the careers of Black professionals in the workplace. Ella's doctoral research was on the careers and life experiences of professional Black women. During our first conversation we discovered a deeper connection: we had attended the same high school. What is the probability of two Black women from the same neighbourhood both earning doctorates in the same field and having similar research interests? Our shared roots and intellectual interests blossomed into a deep friendship and collaboration that continues to this day.

One of our major collaborations was the Life Journeys of Women in Corporations Research Project. Our goal was to conduct a definitive study of the career journeys of Black women in corporate America. The research was funded by both the Rockefeller and Ford Foundations. It was the first study to offer a comparative analysis of the lives and career journeys of trailblazing Black and White women who represented the first cohort of women to break the proverbial glass ceiling to enter the corporate suites of the largest corporations in

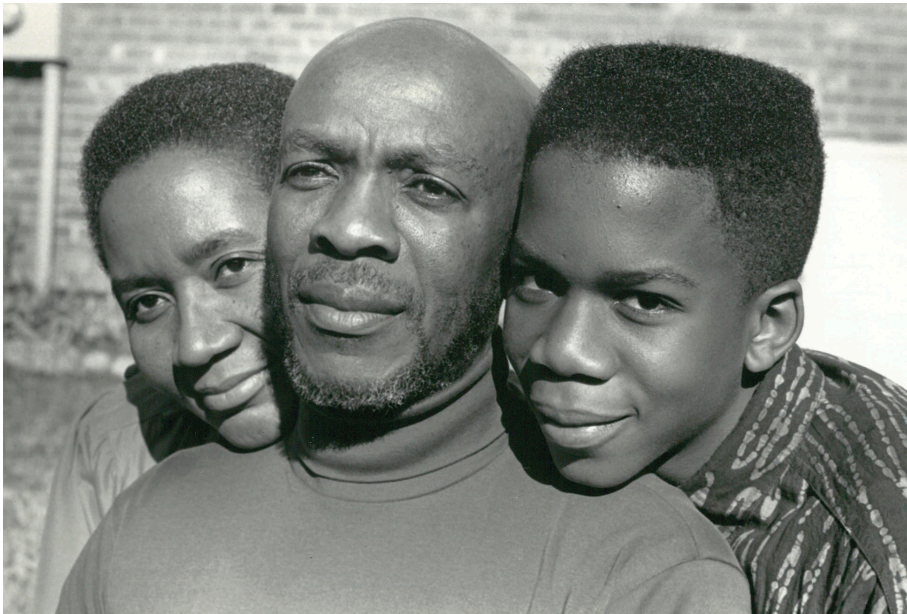
the United States. The novelty of the project was its use of intersectionality theory to demonstrate how race, gender, and class intersect throughout the women's lives, resulting not only in different career paths but also differences in how they made sense of these intersections. Harvard Business School Press published the results of the comprehensive study in 2001 in the book *Our Separate Ways: Black and White Women and the Struggle for Professional Identity*. The book was nominated for the Academy of Management's George R. Terry Book Award. The award recognises outstanding contributions to the advancement of management knowledge. Last year, an updated version of the book was published, which is, sadly, an indication of both its continuing relevance and the slow progress towards gender and racial equality in the workplace.



With co-author  
Dr Ella Bell Smith  
(Photo by Laurel Falls)

### Act 3: Changing continents: Reconstructing my academic identity in South Africa

I met my husband, Dr Mokubung Nkomo, when we both worked for the African-American Institute in New York City. He had just completed a bachelor's degree from Penn State University. Mokubung left South Africa after high school to escape the oppressive apartheid system. Our love for one another blossomed, and we married after I finished my first degree. We pursued our doctoral degrees at the same time and were fortunate to obtain academic posts at the University of North Carolina at Charlotte.



Nkomo family picture (1992, photo by Michelle Handler)

The release of Nelson Mandela on 11 February, 1990 after 27 years of unjust imprisonment for leading the struggle to end apartheid was historic and very personal. For Mokubung, it meant his first trip home after 25 years in exile. Our fifteen-year-old son, Sebenza, and I spent the summer of 1992 with him. I was incredibly happy for Mokubung and the prospects of freedom for all who

had suffered a brutal form of inhumanity. I was excited to continue my life and academic career in South Africa.

But I worried whether my teaching and research experience would be relevant in South Africa given the challenges the country was facing in building a new democratic state, free of the strictures of racial separation and persecution. Moving to a vastly different part of the world pushed me to expand my understanding of marginalisation and subordination. I had learned a great deal about South Africa from my husband and from reading and participating in anti-apartheid activism in the United States. I had also been a member of Charlotteans for a Free Southern Africa during our tenure at the University of North Carolina at Charlotte.



Charlotteans for a Free  
Southern Africa

I realised knowledge from a distance would not be enough to be a good academic in South Africa. I had to make an identity shift, deconstructing and reconstructing my teaching approach and doing research relevant for South Africa and Africa as a whole. I joined the University of South Africa, taking up a position in the School of Business Leadership. The primarily White, male student body was already changing to include more Black South Africans and women when I joined the faculty in July 2000. This was not the case for the academic staff, however. I was the first Black woman full professor to join the faculty and to become a member of the senior academic committee respon-

sible for decisions about the curriculum, selection of new academics, promotions, and transforming the School to align with the new non-racial vision for the country.

Changing the demographics of the School was difficult, but the more formidable challenge was grappling with the Eurocentric curriculum. On one level, I should have known this would be the case. While I was most anxious about my lack of knowledge of management and business in South Africa, my anxiety proved to be misdirected. I felt some relief when the content of the leadership module assigned to me was a replication of what is typically taught to management students in the United States. The greatest anxiety came from the difficulty I had in answering student questions about the challenges within their post-apartheid organisational contexts.

I began a search for literature about leadership and managing organisations in Africa that I could use in the classroom. I searched the top journals in MOS as well as textbooks. Africa was virtually absent from extant management knowledge. The assigned textbooks were from Europe or the United States. Case studies heralded the leadership success of mainly American managers and business leaders. My concern was determining how to make my teaching and research relevant for the management and leadership challenges in South Africa and the rest of Africa.

I pursued a dual approach. First, I conducted a critical systematic study of management textbooks and top journals to empirically document the presence and representation of Africa in MOS knowledge. At the same time, I turned to the literature on colonialism and postcolonialism in Africa, reading the works of Frantz Fanon, Aimé Césaire, Edward Said, Achille Mbembe, Homi K. Bhabha, Gayatri Spivak, and Amina Mama, among others. I examined the work of a small community of critical management scholars demon-

strating the potential of postcolonial theory for producing MOS knowledge as well.

The results of my research were published in an article titled “A postcolonial and anti-colonial reading of ‘African’ leadership and management in organisation studies: tensions, contradictions and possibilities”. The critical analysis revealed that leadership in Africa was largely invisible. When African leadership was included in Western texts, representations were binary, either referring to examples of ‘good’ leaders (e.g. Nelson Mandela) or ‘bad’ leaders (e.g. Shaka Zulu). Counternarratives offered primarily by African scholars were also problematic, often romanticising the cultural exceptionalism of African leadership. The results foregrounded a theoretical and epistemological challenge that remains even as the call to decolonise MOS grows. In the context of hegemonic management knowledge, can knowledge from the rest of the world be written unproblematically into MOS?

Second, I used the research to revise and restructure my teaching and involved MBA and doctoral students in developing case studies of African leadership. We focused specifically on learning how South African leaders were leading change within the changing South African national context. This work led to a major research project and the publication of “Leading organizational change in the ‘new’ South Africa”. Existing theory on leading change was context bound. Change in the competitive environment of business organisations was theorised to be the main determinant of how to lead change effectively. However, the research showed that what was positioned as universal knowledge for effective leadership, particularly leading change, was inadequate for leaders in societies facing the radical restructuring of an entire nation and government, as was the case of South Africa.

One of the epistemological turns I had to make was learning to write from the periphery to the ‘centre’. It is a challenge that has been well documented

over the years by scholars writing from the 'Global South'. Now, like my new colleagues, I had to learn how to write from Africa to convince reviewers and journal editors about the relevance of research conducted in South Africa for scholars in the 'Global North'. My research had, until this point, focused on the marginalisation of racial minorities and women in the USA and structures of inequality at the organisational level. Getting this research published in mainstream MOS journals while I was in the United States had been difficult; residing in a marginalised region of the world added to the challenge.

What I quickly learned about firsthand in South Africa was the way in which nations in the 'Global South' were excluded from management knowledge. Epistemic exclusion was a global problem for Black, Brown, Latino/Latina, and Indigenous scholars. While experiences of exclusion were not homogenous, the common thread was an ongoing struggle to disrupt the hegemony of Eurocentric management knowledge. My scholarship evolved from an early focus on the subjective experiences of race for racial minorities and the intersection of race and gender in the United States to embrace a deeper historical, political, and global understanding of racial, ethnic, and gender inequality in organisations. My work became increasingly influenced by critical theory, Black and African feminist thought, decolonial feminism, and the sociology of race, particularly the pioneering work of W. E. B. Dubois.

I strongly believed that one of the ways to include Africa in the production of MOS knowledge was to build a scholarly community of others with a similar interest. Fortunately, I met Dr Baniyelme "David" Zoogah and Dr Moses Acquaaah who had already brought together a small group of scholars from Africa and the diaspora interested in advancing management scholarship for Africa. We came together in caucus sessions at annual Academy of Management meetings. In 2010, we formed the Africa Academy of Management (AFAM). I was honoured to be elected its inaugural President. Our goal was to promote research and education about management and organisations in Africa.





Inaugural executive committee of the Africa Academy of Management  
Back row: Moses Acquah, Baniyelme “David” Zoogah, and Nceku Nyathi  
Front row: Karel Stanz, Benson Honig, Stella Nkomo, and Elham Metwally

With the support of the Academy of Management under the leadership of its then president, Professor James Walsh of the University of Michigan, we were able to launch several initiatives that continue today. One of the most impactful has been African Faculty Development Workshops (AFDW) held in Africa with the goal of increasing the research skills of early career academics and doctoral students. I was fortunate to also have the support of Professor Elsabé Loots, the dean of my faculty at the University of Pretoria.

AFAM continues to pursue its mission through research capacity building-workshops, mentoring of doctoral students, guiding and developing junior faculty, building collaborative networks among scholars, and advocating for interest in and focus on management in Africa globally. Biennial conferences held across the continent have attracted local as well as international



academics and practitioners. In 2015, we launched the *Africa Journal of Management* as an outlet dedicated to research which advances knowledge about management and organisations in Africa. The co-authored article “Why *Africa Journal of Management* and Why Now?” explains the rationale for the journal.



AFDW fellows and faculty at the National University of Rwanda in Kigali (2012)

## Act 4: Reflections and Gratitude

My academic career over the past 40 years reflects bicontinental contributions to understanding the inequalities and exclusions experienced by marginalised groups in the United States and South Africa. One of the principles guiding my journey was “*lift others as you climb*”, which had been the motto of the National Association of Colored Women established in 1896 by, amongst others, abolitionist and social activist Harriet Tubman. In addition to mentoring and supporting junior colleagues, I also held positions as the Chair of the Women in Management Division of the Academy of Management, served on the Executive

Committee of the Critical Management Studies and Human Resource Management Divisions, and the Board of Governors of the Academy of Management as well as several university committees and task forces tasked with addressing the challenges faced by women and racial/ethnic minorities. These leadership roles allowed me to advocate for change in the academy and in universities.

All that I have achieved would not have been possible without the support received from so many mentors and colleagues. There are too many to name, but they were unselfish in sharing knowledge, collaborating on research, coaching me on how to navigate the barriers I encountered, and most of all affirming my commitment to doing research that matters.

I am also deeply grateful for the many awards and honours I have received. The awards and recognitions also suggest there has been movement from the extreme view that research on race, gender, and other forms of inequality are not important topics in MOS. There are other markers of a growing recognition of the importance of understanding inequality in organisations. The Gender and Diversity in Organization Division of the Academy of Management, born from a protracted struggle for legitimacy, recently celebrated its 50<sup>th</sup> anniversary and adopted a new domain name: Diversity, Equity & Inclusion (DEI). In addition to new journals devoted to research on inequality in the workplace and management in other parts of the world other than the United States, many MOS journals realise they cannot claim international status if the articles published are dominated by research from one region of the world.

Perhaps the greatest recognition has come from the early career academics and doctoral students who continue to thank me for making it possible for them to study questions of inequality and marginalisation in organisations. They are my greatest source of optimism about the future of the field of DEI and decolonising MOS. Although we are not where we should be yet, there has been change since I began my journey. However, greater racial, ethnic, gender, and nationality diversity in the academy is not enough, especially when there

are still instances where early career scholars studying inequality and decolonisation are pressured to cloak their interests or to defend the value of their work. Nor is a superficial inclusion of knowledge from the rest of the world in management education a way to decolonise MOS. Change within the academy is inextricably connected to eradicating inequalities in organisations. My recent co-authored publication, “Diversity at a Critical Juncture: New Theories for a Complex Phenomenon”, describes the urgent need for new theories to address workplace inequality. The current political, legislative and ideological attacks on DEI work and those leading it underscores the need to accelerate knowledge that will lead to systemic change in organisations.

The research contributions I have made were not for personal achievement. Instead, it was about making visible the effects of inequality on those who did not fit conceptions of the ideal worker. My goal was to produce knowledge for the emancipation and attainment of social justice for the excluded. I wanted to contribute to the process of making the workplace a fairer and more equitable site, where marginalised people could experience affirmation instead of rejection. Inequality suffocates human potential and limits the possibilities for creating institutions that we can all thrive within.

Every day there are reminders of how the world continues to be marred by deep social and economic inequalities. It is easy within this context to become disillusioned about the prospects for radical change. When this happens, I draw inspiration to dwell in the possibilities for change from the words written by Raymond Williams in his book *Resources for Hope: Culture, Democracy, Socialism* (1989): “*To be truly radical is to make hope possible, rather than despair convincing*” (p. 118). I strongly believe change is possible if we choose it and commit to working for it. It is my deepest hope that one day our skin colours, ethnicities, religions, nationalities, genders, sexualities, and locations will matter less than our common humanity. I am humbled that Radboud University believes I have contributed towards this goal.

Note: some parts of this speech draw from earlier texts about aspects of my academic career journey:

- Bell, E., & Nkomo, S. M. (1999). Managing careers: Insider/outsider perspective. *Journal of Career Development* 26(1), 69-84;
- Nkomo, S. M. (2015). Challenges of management and business education in a developmental state: The case of South Africa. *Academy of Management Learning and Education Journal* 14(2), 242-258;
- Nkomo, S. M. (2016). Finding my scholarly voice: Making the invisible visible. *The Journal of Corporate Citizenship* 62, 11-13;
- Nkomo, S. M. (2020). Researching and writing what matters most. In E. King, Q. Roberson, & M. Hebl (Eds.), *Perspectives on Gender and Work: A Volume in Research in Social Issues in Management* (pp. 209-220). Information Age Publishing.



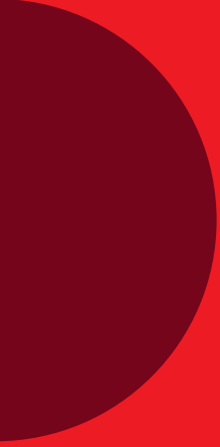
*Dies Natalis*



Radboud Universiteit  
1923

# SELECTED PUBLICATIONS





# **SELECTED PUBLICATIONS**



The following index is a partial overview of books, scientific articles, and chapters of edited volumes that were (co-)authored by Stella Nkomo throughout her academic career.

## Books

Klarsfeld, A., Nkomo, S.M., Taska, L., Bender, A. F., & Cachat-Rosset, G. (forthcoming 2024).

*Encyclopedia of Diversity Management*. Edward Elgar Publishers.

Smith Bell, E. L. J. & Nkomo, S. M. (2021). *Our Separate Ways: Black and White Women and the Struggle for Professional Identity*. Harvard Business School Press. (Re-issued with an updated preface and conclusion). Shortlisted for BookPal's 2021 Outstanding Works of Literature Award in the Business and Women Category.

Gleason, D., Nkomo, S. M., & de Jongh, D. (2011). *Courageous Conversations: A Collection of Interviews and Reflections on Responsible Leadership by South African Captains of Industry*. Van Schaick Publishers.

Bell, E., & Nkomo, S. M. (2001). *Our Separate Ways: Black and White Women and the Struggle for Professional Identity*. Boston, MA: Harvard Business School Press. Nominated for the Terry Book Award, Academy of Management.

## Selected journal articles

Fitzsimmons, S., Özbilgin, M. F., Thomas, D. C., & Nkomo, S. (2023). Equality, diversity, and inclusion in international business: A review and research agenda. *Journal of International Business Studies*, 54(8), 1402-1422.

Blasco, M., Wall, T., Nkomo, S.M., Marton, R., & Mandiola, M. (2023). In Praise of Shadows: Exploring the hidden (responsibility) curriculum. *Management Learning* 54(3), 291-304.

Nkomo, S. M. (2021). Reflections on the continuing denial of the centrality of "race" in management and organization studies. *Equality, Diversity and Inclusion: An International Journal* 40(2), 212-224.

- Bell, M. P., Berry, D., Leopold, J., & Nkomo, S. (2021). Making Black Lives Matter in academia: A black feminist call for collective action against anti-blackness in the academy. *Gender, Work & Organization* 28(S1, Suppl.), 39-57.
- Nkomo, S. M. (2020). Intersecting viruses: A clarion call for a new direction in diversity theorizing. *Equality, Diversity and Inclusion: An International Journal* 28(1): 39-57.
- Nkomo, S. M., Bell, M. P., Roberts, L. M., Joshi, A., & Thatcher, S. M. (2019). Diversity at a critical juncture: New theories for a complex phenomenon. *Academy of Management Review*, 44(3), 498-517.
- Nkomo, S. M., & Rodriguez, J. K. (2019). Joan Acker's influence on Management and Organization Studies: Review, analysis and directions for the future. *Gender, Work & Organization*, 26(12), 1730-1748.
- Hoobler, J. M., Masterson, C. R., Nkomo, S. M., & Michel, E. J. (2018). The business case for women leaders: Meta-analysis, research critique, and path forward. *Journal of Management* 44(6), 2473-2499.
- Nkomo, S. M. (2017). Time to look in the mirror: Producing management theory and knowledge for Africa. *Africa Journal of Management* 3(1), 7-16.
- Nkomo, S. M. (2016). Finding my scholarly voice: Making the invisible visible. *The Journal of Corporate Citizenship* 62, 11-13.
- Carrim, N., & Nkomo, S. M. (2016). Wedding intersectionality theory and identity work in organizations: South African Indian women negotiating managerial identity. *Gender, Work & Organization* 23(3), 261-277.
- Rodriguez, J., Holvino, E., Fletcher, J., & Nkomo, S. M. (2016). The theory and praxis of intersectionality in work and organizations: Where do we go from here? *Gender, Work & Organization* 23(3), 201-222.
- Nkomo, S. M. (2015). Challenges of management and business education in a developmental state: The case of South Africa. *Academy of Management Learning and Education Journal* 14(2), 242-258.
- Senne, Y., & Nkomo, S. M. (2015). The influence of labour brokering practices on employment equity in South Africa: The case of two universities. *South African Journal of Labour Relations* 39(1), 58-71.

- Nkomo, S. M., Zoogah, D., & Acquah, M. (2015). Why Africa Journal of Management and why now? *Africa Journal of Management* 1(1), 4-26.
- Nkomo, S. M., & Al Ariss, A. (2014). The historical origins of ethnic (white) privilege in organizations. *Journal of Managerial Psychology*, 29(4), 389-404.
- Nkomo, S. M., & Hoobler, J. (2014). A historical perspective on diversity ideologies in the US: Reflections on HRM research & practice. *Human Resource Management Review* 24(3), 245-257.
- Alcadipani, R., Khan, F. R., Gantman, E., & Nkomo, S. M. (2012). Southern voices in management and organization knowledge. *Organization: The Critical Journal of Organization, Theory and Society* 19(2), 131-144.
- Nkomo, S. M. (2011). A postcolonial and anti-colonial reading of 'African' leadership and management in organization studies: Tensions, contradictions and possibilities. *Organization: The Critical Journal of Organization, Theory and Society*, 18(3), 365-386.
- Nkomo, S. M., & Kriek, H. S. (2011). Leading organizational change in the 'new' South Africa. *Journal of Occupational and Organizational Psychology* 84(3), 453-470. Award for best article published in the journal in 2011.
- Booyesen, L., & Nkomo, S. M. (2010). Gender role stereotypes and requisite management characteristics: The case of South Africa. *Gender in Management: An International Journal* 25(4), 285-300. Highly Commended Award Winner at the Emerald Literati Network Awards for Excellence 2011.
- Zanoni, P., Jansens, M., Benschop, Y., & Nkomo, S. M. (2010). Unpacking diversity, grasping inequality: Rethinking difference through critical perspectives. *Organization: The Critical Journal of Organization, Theory and Society* 17(1), 9-29.
- Nkomo, S. M., & Ngambi, H. (2009). African women in leadership: Current knowledge and a framework for future studies. *International Journal of African Renaissance Studies* 4(1), 49-68.
- Jack, G. A., Calás, M. B., Nkomo, S. M., & Peltonen, T. (2008). Critique and international management: An uneasy relationship? Introduction to special topic forum: International management: Critique and new directions. *Academy of Management Review* 33(4), 870-884.
- Littrell, R. M., & Nkomo, S. M. (2005). Gender and race differences in leader behaviour preferences in South Africa. *Women in Management Review* 20(8), 562-580.

- Bell, E. J., Meyerson, D., Nkomo, S. M., & Scully, M. (2003). Interpreting silence and voice in the workplace: A conversation about tempered radicalism among black and white women researchers. *Journal of Applied Behavioral Science* 39(4), 381-414.
- Mangaliso, M., & Nkomo, S. M. (2001). Eskom's Chairman Reuel Khoza on the transformation of South African business. *Academy of Management Executive* 15(3), 8-15.
- Mangaliso, M., & Nkomo, S. M. (2001). HerdBuoys McCann-Erickson's Chairman Peter Vundla on black entrepreneurs and economic empowerment. *Academy of Management Executive* 15(3), 16-22.
- Bell, E., & Nkomo, S. M. (1999). Managing careers: Insider/outsider perspective. *Journal of Career Development* 26(1), 69-84.
- Bell, E., & Nkomo, S. M. (1998). Armoring: Learning to withstand racial oppression. *Journal of Comparative Family Studies* 29(2), 285-296.
- Cox, T. J. Jr., & Nkomo, S. M. (1992). Candidate age as a factor in promotability rating. *Public Personnel Management* 21(2), 197-209.
- Nkomo, S. M. (1992). The emperor has no clothes: Rewriting race in the study of organizations. *Academy of Management Review* 17(3), 487-513.
- Cox, T. J. Jr., & Nkomo, S. M. (1991). A race and gender-group analysis of the early career experience of MBAs. *Work and Occupations* 18(4), 431-466.
- Cox, T. Jr., & Nkomo, S. M. (1990). Invisible men and women: A status report on race as a variable in organization behavior research. *Journal of Organization Behavior* 11(6), 419-431.
- Nkomo, S. M., & Cox, T. J. (1990). Factors affecting the upward mobility of black managers in private sector organizations. *The Review of Black Political Economy* 18(3), 39-57.
- Nkomo, S. M., & Cox, T. J. (1989). Gender differences in the upward mobility of black managers: Double advantage or double whammy. *Sex Roles* 21, 825-837.

## Selected chapters in books

- Carrim, N. M. H, Kwesiga, E., Yanibaba, Y. & Nkomo, S.M. (forthcoming, 2024). Diversity ideologies and practices in sub-Saharan Africa. In C. Forson, G. Healy, M. Öztürk & A. Tatli (Eds.), *Research Handbook on Inequality and Work*. Edward Elgar Publishing.

- Nkomo, S., & Carrim, N. M. H. (2021). Gender identity and transformation in South Africa: Past, present, and future. In P. Daya & K. April (Eds.), *12 Lenses into Diversity in South Africa* (pp. 65-90). KR Publishers.
- Nkomo, S. M. (2020). Researching and writing what matters most. In E. King, Q. Roberson & M. Hebl (Eds.), *Perspectives on Gender and Work: A Volume in Research in Social Issues in Management* (pp. 209-220). Information Age Publishing.
- Nkomo, S. M. (2018). Reflections on Africapitalism and management education in Africa. In K. Amaeshi, A. Okupe & U. Idemudia (Eds.), *Africapitalism: Rethinking the Role of Business in Africa* (pp. 261-281). Cambridge University Press.
- Bell-Smith Edmondson, E. L. J. , & Nkomo, S. M. (2017). Postface: Reflections on the multiple faces of mentoring in the twenty-first century. In A. J. Murrell & S. Blake-Beard (Eds.), *Mentoring Diverse Leaders: Creating Change for People, Processes and Paradigms* (pp. 235-244). Routledge.
- Bosch, A., Nkomo, S. M., & Carrim, N., Haq, R., Syed, J., & Ali, F. (2016). Practices of organizing and managing diversity in emerging countries: Comparisons between Indian, Pakistan and South Africa. In R. Bendl, I. Fleigjenberg, E. Henttonen & A. J. Mills (Eds.), *The Oxford Handbook of Diversity in Organizations*. Oxford University Press.
- Ng, E., Metz, I., Nkomo, S. M., Cornelius, N., & Hoobler, J. M. (2016). A comparative review of multiculturalism in Australia, Canada, South Africa, United Kingdom, and United States. In A. Klarsfeld, E. Ng, L. Booysen, L. Castro-Christiansen, & B. Kuvaas (Eds.), *International and Comparative Perspectives on Diversity Management: An Overview* (pp. 131-170). Edward Elgar Publishing.
- Nkomo, S. M., duPlessis, Y., Han, R., & duPlessis, F. (2015). Diversity, employment equity in emerging markets. In F. Horwitz & P. Budhwar (Eds.), *The Handbook of Human Resource Management in Emerging Markets*. Edward Elgar Publishing.
- Nkomo, S. M. (2014). Inclusion: Old wine in new bottles? In B. Ferdman & B. Deane (Eds.), *Diversity in the Workplace: The Practice of Inclusion*. Jossey-Bass.
- Booyesen, L. A. E., & Nkomo, S. M. (2014). New developments in employment equity and diversity management in South Africa. In A. Klarsfeld, L. A. E. Booysen, E. Ng, I. Roper & A. Tatli (Eds.), *International Handbook on Diversity Management at Work* (2nd ed.). Edward Elgar.

- Zoogah, D., & Nkomo, S. M. (2013). Management research in Africa: Past, present and future possibilities. In T. Lituchy, B. J. Punnett & B. Pupilampu (Eds.), *Management in Africa: Macro and Micro Perspectives*. Routledge.
- Nkomo, S. M., & Ngambi, H. C. (2013). African women in management and leadership: Individual, societal and organizational influences. In T. Lituchy, B. J. Punnett & B. Pupilampu (Eds.), *Management in Africa: Macro and Micro Perspectives*. Routledge Publishers.
- Nkomo, S. M. (2013). Diversity ideologies: The case of South Africa. In K. M. Thomas, V.C. Plaut & N. M. Tran (Eds.), *Diversity Ideologies in Organizations* (pp. 281-292). Routledge.
- Nkomo, S. M. (2013). Diversity. In R. Griffin (Ed.), *Oxford Bibliographies in Management*. Oxford University Press.
- Nkomo, S. M. (2013). The continuing challenge of incorporating race and ethnicity into research on women's management careers. In S. Vinnicombe, R. J. Burke, S. Blake-Beard & Lynda L. Moore (Eds.), *Handbook of Research on Promoting Women's Careers* (pp. 64-86). Edward Elgar Publishing.
- Nkomo, S. M. (2012). Striving for gender equity in the new South Africa: Government and legislative initiatives. In S. Gröschl & J. Takagi (Eds.), *Diversity Quotas, Diverse Perspectives: The Case of Gender* (pp. 73-90). Routledge Publishers.
- Charles, A., & Nkomo, S. M. (2012). Race and organizational politics. In Gerald R. Ferris & Darren C. Treadway (Eds.), *Politics in Organizations: Theory and Research* (pp. 451-486). Routledge Publishers.
- Booyesen, A. E., & Nkomo, S. M. (2010). Employment equity and diversity management in South Africa. In A. Klarsfeld (Ed.), *International Handbook of Diversity Management at Work: Country Perspectives on Diversity and Equal Treatment* (pp. 218-243). Edward Elgar Publishing.
- Nkomo, S. M. (2009). The sociology of race: The contributions of W. E. B. Du Bois. In P. Adler (Ed.), *Handbook of Sociology and Organization Studies: Classical Foundations* (pp. 375-398). Oxford Press.
- Nkomo, S. M. (2008). Discrimination. In J. Barling & C. L. Cooper (Eds.), *Handbook of Organizational Behavior* (pp. 657-672). Blackwell Publishers.
- Nkomo, S. M. (2007). Workplace diversity. In S. Clegg (Ed.), *Blackwell Encyclopedia of Sociology*. Blackwell Publishers.

- Proudford, K., & Nkomo, S. M. (2006). Race in organizations. In A. Konrad, P. Prasad & J. K. Pringle (Eds.), *Handbook of Workplace Diversity*. Sage Publications.
- Nkomo, S. M., & Stewart, M. (2006). Diverse identities in organizations. In S. Clegg, W. Nord & C. Hardy (Eds.), *Handbook of Organization Studies* (2nd ed.). Sage Publications.
- Bell, E. E., & Nkomo, S. M. (2001). Gender and cultural diversity in the workplace. In L. Diamant & J. Lee (Eds.), *The Psychology of Sex, Gender and Jobs: Issues and Solutions*. Praeger Publishers.
- Cox, T., Jr., & Nkomo, S. M. (2001). Race and ethnicity: An update and analysis. In R. T. Golembiewski (Ed.), *Handbook of Organizational Behavior* (2nd ed.) (pp. 255-286). Marcel Dekker.
- Bell, E., & Nkomo, S. M. (2000). Refracted lives: Sources of disconnection between black and white women. In M. Davidson & R. J. Burke (Eds.), *Women in Management: Current Research Issues II* (pp. 205-222). Sage Publications.
- Nkomo, S. M., & Cox, T. (1999). Diverse identities in organizations. In S. R. Clegg, C. Hardy & W. Nord (Eds.), *Managing Organizations: Current Issues*. Sage Publications.
- Nkomo, S. M., & Kossek, E. (1999). Managing diversity. In E. Kossek (Ed.), *Managing Human Resources*. South-Western Publishing Company.
- Bell, E. E., & Nkomo, S. M. (1999). Foundations of success: A life course approach to women's career success. In R. Sims (Ed.), *Keys to Employee Success in the Coming Decades* (pp. 119-136). Quorum Books.
- Nkomo, S. M., & Cox, T. Jr. (1996). Diverse identities in organizations. In S. Clegg, C. Hardy & W. Nord (Eds.), *Handbook of Organization Studies* (pp. 338-356). Sage Publications.
- Cox, T. Jr., & Nkomo, S. M. (1996). Race and ethnicity. Reprinted in Mary C. Gentile (ed.), *Managerial Excellence through Diversity* (pp. 35-61). Harvard Business School Press.
- Nkomo, S. M. (1996). Identities and the complexity of diversity. In Susan E. Jackson & Marian Ruderman. (Eds.), *Diversity in Work Teams* (pp. 247-253). American Psychological Association.
- Frost, P., Garcia, J., Nkomo, S. M., & White, J. (1993). Teaching about diversity within a diverse learner environment. In C. Vance (Ed.), *Managing Learner Diversity* (pp. 253-262). Sage Publications.



- Bell, E. L., Denton T. C., & Nkomo, S. M. (1993). Women of color in management: Towards an inclusive analysis. In E. Fagenson (Ed.), *Women in Management: Trends, Issues and Challenges in Managerial Diversity* (pp. 105-130). Sage Publications.
- Cox, T., Jr., & Nkomo, S. M. (1993). Race and ethnicity. In R. T. Golembiewski (Ed.), *Handbook of Organizational Behavior* (pp. 205-229). Marcel Dekker.
- Bell, E. L., & Nkomo, S. M. (1992). Re-visioning women managers' lives. In A. Mills & P. Tancred (Eds.), *Gendering Organizational Theory* (pp. 235-247). Sage Publications.
- Nkomo, S. M. (1988). Race and sex: The forgotten case of black female managers. In S. Rose & L. Larwood (Eds.), *Women's Careers: Pathways and Pitfalls* (pp. 134-150). Praeger Publishers.

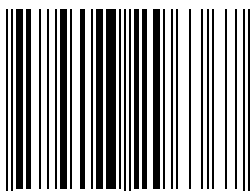


On October 17, 2023, during the 100<sup>th</sup> Dies Natalis of Radboud University, Stella Nkomo received an honorary doctorate from Radboud University. This doctorate was awarded in recognition of her groundbreaking research on the intersection between race and gender in managerial and organisational contexts. This edition includes honorary promotor Yvonne Benschop's laudatio, Stella Nkomo's acceptance speech, and a detailed recollection of Stella Nkomo's professional history.

Stella Nkomo was among the first researchers to address race as a distinct and relevant category within the field of management and organisation studies. In her research, Nkomo revealed that the notion of race neutrality in organisations is but a myth, and that systemic racism is alive and well within organisational contexts. Nkomo also played a big part in bringing intersectional research to life within management and organisational studies, noting that gender and race should be studied as interrelated factors that impact each other. She continues to strive for greater equality in managerial and organisational contexts, as well as for the decolonisation of management and organisational studies, to this day.

Honorary promotor Yvonne Benschop, professor of business administration and organisational behaviour: "your pioneering scholarship exemplifies what it means to make a significant impact, in the strategy words of our university. Your deep commitment to racial justice and equality and your willingness to engage in difficult conversations respectfully is motivating many of us."

ISBN 978-94-9329-636-7



9 789493 296367 >

Radboud University



Radboudumc  
university medical center

[www.radbouduniversitypress.nl](http://www.radbouduniversitypress.nl)