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THE ENDS OR THE MEANS: A CASE STUDY OF DIGNITY AND INCLUSIVE BUSINESS

By

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A DISSERTATION IN PRACTICE

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Abstract

The qualitative, instrumental single case study describes how leaders and other stakeholders of Recrea Colombia Empresarial (RCE) promoted the dignity of low-income populations through their business practices. The data analyzed were direct observations, semi-structured interviews, and artifacts. The results of this research evidenced that RCE promoted the dignity of recreational workers (RW) developing a business to break the cycle of inequality, encouraging a “dream big” mindset, and fostering autonomy and flexibility. The case study provided a starting point in the theory continuum of inclusive businesses (IB) and dignity and offered insights for the literature of transformational leadership related to dignity and IB. The study presented five practical recommendations designed to strengthen the promotion of the dignity of low-income RW at RCE. These recommendations responded to Immanuel Kant’s ethical perspective to always treat individuals as ends in themselves and never as a means to ends.

Keywords: dignity, inclusive business, inequality, transformational leadership, low-income populations, recreational workers, social clubs, case study, Colombia

Dedication

This dissertation is dedicated to my love and husband, Mauricio, who dares to dream with me in multiple languages, frequencies, and amplitudes. This study is also dedicated to the eternal love of my parents, Elsa Stella and Justo Vicente, on the year of their golden wedding anniversary. This doctorate is yours.

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Table of Contents

List of Tables

List of Figures

CHAPTER ONE: INTRODUCTION

The first chapter of the DIP brings an overview of the DIP problem; it has three sections. In the first section, I presented the statement of the problem, purpose, research question, aim, and proposed methodology of the study. In the second section, I discussed relevant terms of the research including, value chain, sustainability, the bottom of the pyramid (BOP), IB, base of the pyramid markets (BoPs), gross domestic product (GDP), per capita gross domestic product (PPP based), poverty, urban poverty, zonal planning unit (UPZ), and dignity. In the last section, I included other essential aspects of the study such as, delimitations, limitations, personal biases, and the reflections of the scholar-practitioner.

Statement of the Problem

Even though the global poverty rate decreased from 28% in 1999 to 11% in 2013, it is estimated that 10.2% of the world's workers are living with their families below the international poverty line defined at $1.90, or below, per person per day (United Nations [UN], 2016). Hence, organizations around the world are using IB to incorporate in their value chain the 10.2% of people living at the bottom of the economic pyramid (BOP) (World Business Council for Sustainable Development [WBCSD], 2016). IB are business models that include low-income populations as customers, employees, sources of supply or distributors (WBCSD, 2016) to provide mutual opportunities for innovation, growth, and competitiveness focusing on sustainable conditions (United Nations Development Programme [UNDP], 2008). IB are not charity or philanthropy. IB are commercially viable business models to create for-profit and long-term growth by bringing people, who were previously excluded, into the value chain of the organization (Menden et al., 2019).

Consequently, scholars have witnessed an exponential growth in IB, and a new lexicon to serve low-income populations (Hart et al., 2016). This nascent field of study has shown a primary emphasis to reach and describe an economic profit from BOP communities. However, aspects of a dignified human existence have been treated as a side note or merely considered as a result of the income (Hahn, 2012). Even though human dignity should be actively discussed in fields where vulnerable or dependent people are subject to decisions of powerful actors, dignity has not been studied empirically in IB to determine its meaning and relevance (Hahn, 2012; Wach, 2012).

Furthermore, the concept of IB needs to be clarified and enriched not only in the literature, but also in its application. Several business initiatives are developing what scholars call IB without defining themselves as such (Rösler et al., 2013). Yet, this lack of knowledge does not prevent them from learning and growing with the challenges and opportunities of working and partnering with low-income populations. Also, the construct of IB is confused with concepts including, philanthropy, the base of the pyramid markets (BoPs), social markets, and corporate social responsibility (CSR) (Cuervo Prados, 2009; Menden et al., 2019). These inconsistencies are abundant in the literature and need to be discussed to explore the meaning and growth of the IB concept (Likoko & Kini, 2017).

As a result, there is a consensus among scholars calling for empirical research in the field of study (Gutiérrez & Vernis, 2015; Hahn, 2012; Hart et al., 2016; London, 2009; Wach, 2012). This reality supported the need to know how leaders and other stakeholders of IB promoted the dignity of low-income populations through their business practices.

Purpose of the Study

The purpose of this qualitative, instrumental single case study dissertation in practice was to describe how leaders and other stakeholders of *Recrea Colombia Empresarial* (RCE) promoted the dignity of low-income populations through their business practices.

Research Question

The following research question guided this qualitative study: How do leaders and other stakeholders of *Recrea Colombia Empresarial* (RCE) promote the dignity of low-income populations through their business practices?

Aim of the Study

The aim of the proposed study was to provide information and a set of recommendations for leaders of *Recrea Colombia Empresarial* (RCE) regarding the promotion of the dignity of low-income populations through their business practices.

Definition of Relevant Terms

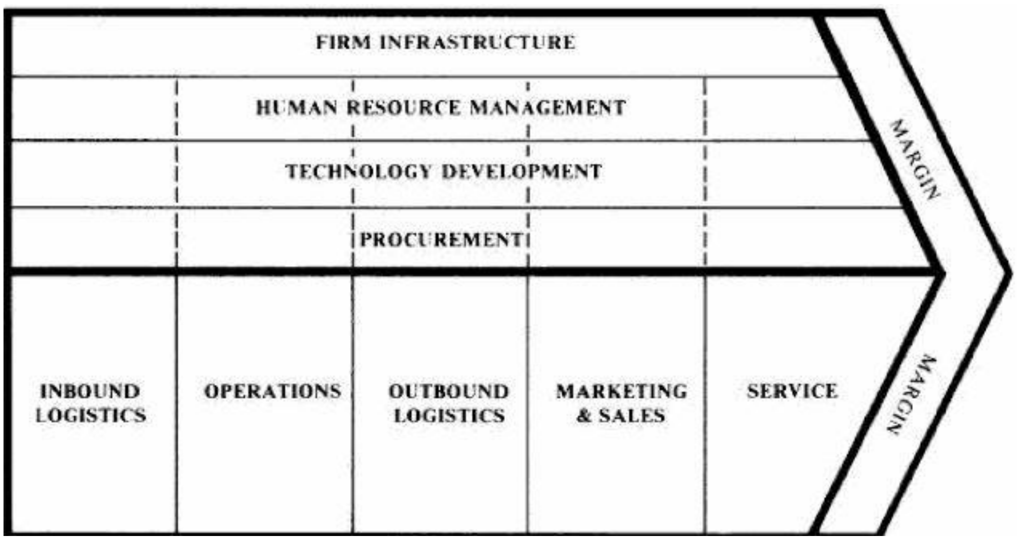
The following terms were used operationally within this study: Value chain, sustainability, the bottom of the pyramid (BOP), inclusive businesses (IB), base of the pyramid markets (BoPs), gross domestic product (GDP), per capita gross domestic product (PPP based), poverty, urban poverty, and dignity.

Value chain

This concept was introduced by Michael Porter (1998) and described the entire range of activities or steps present to create a service or product in a company or business. This business model includes all stages required from creation to distribution, and its analysis helps companies identify areas of its business in which they can develop competitive advantages. Although there are several ways to illustrate value chains depending on the specific business or organization, the generic activities identified by Porter (1998) are placed into two categories: primary activities (e.g., inbound logistics, operations, outbound logistics, marketing, and service) and support activities (e.g., procurement, technological development, human resources, and infrastructure). Figure 1 illustrates the generic value chain presented by M. Porter (1995).

Figure 1

Porter's Generic Value Chain



Note. This figure shows the primary and support categories of activities identified in a generic value chain. Each of these categories may be vital to competitive advantage and is divisible into several distinct activities that depend on the particular industry or company. For instance, in a common distribution company, inbound logistics may consist of activities including, material handling, warehousing, inventory control, vehicle scheduling, and return to suppliers. Figure 1 was adapted from Porter's (1995) figure 2-4 named subdividing a generic value chain.

Sustainability

Although there are several definitions of sustainability, the first designation of this term was published in the report *Our Common Future* in 1987 by the World Commission on Environment and Development (WCED) (Thomsen, 2013). The report defined sustainability "as development that meets the needs of the present generation without compromising the ability of future generations to meet their needs" (Thomsen, 2013, p. 88). Typically, sustainable development focuses on three main pillars, also named triple bottom line (TBL): Economic, social, and environmental. The United Nations Educational, Scientific and Cultural Organization (UNESCO) proposes culture as the fourth pillar of sustainable development recognizing its importance for human development (Ajuntament de Barcelona, n.d.).

Moreover, the core of contemporary sustainability seeks a global and broader coalition for positive change within and among societies (Edwards, 2009). At a global level, sustainability is oriented towards solutions that do not place emerging economies to a second-place where they are labeled as zones of environmental protection (Edwards, 2009). Instead, the world needs to find an alternative path to economic development using education as a catalyst to understand the interrelation of the TBL and the value of equality for the long-term growth.

The Bottom (or Base) of the Pyramid (BOP)

The phrase *'the bottom of the pyramid'* was first used by Franklin D. Roosevelt in 1932 in one of his weekly radio addresses. He said, "build from the bottom up and not from the top down, that put their faith once more in the forgotten man at the bottom of the economic pyramid" (Gupta, 2013, p. 6). In economics, the BOP defines the largest and poorest socio-economic group of people in the world (Oluwagbemi, 2010). Regularly, these low-income communities do not have adequate access to basic services, lack the opportunities to be self-sufficient, have low-life expectancy rate, and present a high mortality rate (Casado Cañeque & Hart, 2017).

Even though it is calculated that 10.2% of people are living at the BOP (WBCSD, 2016), the BOP is a heterogeneous group and challenging to define and measure. Casado Cañeque and Hart (2017) and Subhan and Khattak (2017) concluded that the BOP cannot be estimated solely by income; its identification needs to include other socio-cultural and political elements related to its geographical location (Subhan & Khattak, 2017). Thus, the concept of the BOP includes not only people living in extreme poverty, but also low-income populations who live on less than $10 per day (Casado Cañeque & Hart, 2017).

Furthermore, people at the BOP may be found in any geographical region in the world (Subhan & Khattak, 2017). Nonetheless, they are mostly present in developing countries, rural economies, and territories such as Africa, Asia, Eastern Europe, and Latin America and the Caribbean (International Finance Corporation, n.d.). Deepa Prahalad (2019) stated that the number of people living at the BOP has declined in the last 15 years.

While in 2002 the BOP was estimated at four billion people (C. K. Prahalad, 2005), Deepa Prahalad (2019) affirmed that this number decreased to three and a half billion people in 2017. Other authors like Casado Cañeque and Hart (2017) stated that the BOP covers approximately four and a half billion people who live on less than $8 per day. For Canback (n.d.) those differences in numbers are explained due to a self-interest among authors and organizations working with populations at the BOP to make this group more attractive to markets and global companies.

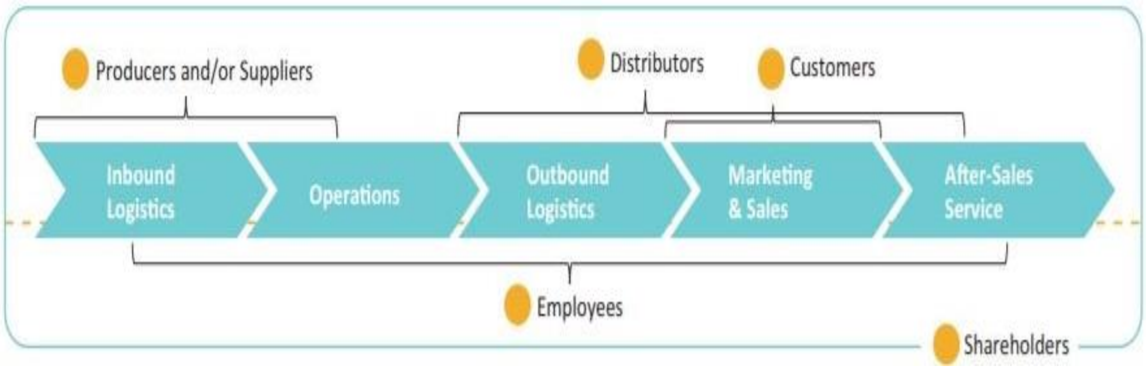
Inclusive Businesses (IB)

Inclusive businesses (IB) aim to build bridges between companies and the BOP that provide mutual opportunities for innovation, growth, and competitiveness focusing on sustainable conditions (UNDP, 2008). IB include low-income populations (also named people at the BOP) as customers, sources of supply, distributors, and retail partners at various points in the value chain of organizations (WBCSD, 2016). IB are commercially viable business models called to create for-profit and long-term growth by bringing people, who were previously excluded, into the value chain of the organization; they are not charity or philanthropy (Menden et al., 2019). Also, IB are not CSR since they are called to transform the core business activities of the organization (Likoko & Kini, 2017; Sivakumaran, n.d.; WBCSD, 2016).

Companies and organizations that host IB develop products, services, and innovations that have the potential to gain a competitive advantage in more established markets. In Africa, Asia, and Latin America, IB provide clean water, electrical power, communications, health care, education, financial services, and income-generating opportunities for the BOP (UNDP, 2008). Figure 2 presents the BOP involvement in a generic value chain.

Figure 2

BOP Involvement in the Value Chain



Note. This figure shows how people at the BOP may participate in the value chain of companies as producers, suppliers, employees, distributors, or customers. Source: United Nations Development Programme [UNDP] and Deloitte (2016).

Although the term '*Inclusive Businesses*' was coined by the World Business Council for Sustainable Development (WBCSD) in 2005 as a core business strategy aimed to serve low-income populations (Cuervo Prados, 2009; Likoko & Kini, 2017; Nielsen, 2017), some authors have developed empirical research relating the IB model to constructs such as philanthropy or Corporate Social Responsibility (CSR) (Goyal et al., 2014; Pineda Escobar & Falla Villa, 2016). These inconsistencies are not only abundant in the literature, but also motivated authors such as Likoko and Kini (2017) to explore the meaning and growth of the IB concept. The authors analyzed Google scholar data from 1990 to 2016 and concluded that even though scholars and practitioners appropriated the concept of IB differently, significant work has been done to develop a framework that questions the existing discourses and practices.

The Bottom of the Pyramid Markets (BoPs)

Although the concepts and development of IB and BoPs present significant differences in its scope, history, and application, diverse authors use them in the academic literature as synonyms (Gutiérrez & Vernis, 2015; Hart et al., 2016). When C. K. Prahalad and Hart (2002) coined the term '*The Bottom of the Pyramid Markets'* (BoPs) in the decade of 1990, they suggested an innovative, enterprise-based approach to see the poor as a potential market rather than a population in need of aid (Hart et al., 2016). These authors presented the BOP segment as a "prodigious opportunity for the world's wealthiest companies" (Pralahad & Hart, 2002, p. 54) and highlighted the potential of the poor as consumers. Then C. K. Prahalad (2005), in his famous book: *The fortune at the bottom of the pyramid*, developed the concept of BoPs and discussed the framework to incorporate products and services in the segment of the poor. C. K. Prahalad (2005) stated that the BoPs model should become part of the core business of the company and not relegated to be part of CSR and philanthropic initiatives.

Furthermore, C. K. Prahalad (2005) highlighted the importance of benefiting from the purchasing power, cultural knowledge, desire to acquire new technology, and need of recognition of the poor to increase the profit of companies. Subsequently, diverse organizations around the world started selling single-serve sachet packaged products to BOP segments aiming to increase their profits and the capacity to consume of the poor (Hart et al., 2016). Even though C. K. Prahalad (2005) mentioned the concept of *dignity* as one of the positive outcomes of consumption in BoPs, several authors criticized the eventual benefits to low-income communities (Hahn, 2012; Cuervo Prados, 2009). Also, despite the literature developed during the last 15 years, the truth is that BoPs initiatives have either failed outright or been converted to philanthropic programs. This reality led to the distinction between BoP 1.0 and BoP 2.0 approaches (Hart et al., 2016).

The BoP 2.0 approach moved from C. K. Prahalad's (2005) marketing purposes (selling to the poor) to the co-creation of products and value propositions innovating from the bottom-up (Casado Cañeque & Hart, 2017; Hart et al., 2016). Although the BoP 2.0 model focuses on collaborative parties (Kuo & Smith, 2018), it requires theoretical development, new conceptual elements, and empirical research to be equaled to the IB model. On that basis, while the concept of BoPs has evolved (Kuo & Smith, 2018), the BoP 2.0 version does not yet address clearly vital aspects of the TBL of sustainable initiatives, innovation, and practical strategies to include the poor effectively in the value chain of organizations (Casado Cañeque & Hart, 2017).

Casado Cañeque and Hart (2017) proposed a 3.0 version of BoP’s that assimilates to the IB model addressing elements such as sustainable development, innovation, entrepreneurship, and cross-sector partnership to alleviate poverty. With the BoP 3.0 construct, Casado Cañeque and Hart (2017) aim to move the inclusive business agenda forward reaching a transformation of the entire socio-economic system, rather than developing specific projects with local impact.

Gross Domestic Product (GDP)

GDP is a general measurement of a nation’s overall economic activity that is used to estimate the size of an economy and growth rate (Chappelow, 2019). It reflects the monetary value of all finished goods and services produced in a country's during a specific period (Chappelow, 2019). As of April of 2019, the estimated 2019 GDP for the U.S. was $21.34 Trillion, and for Colombia was $336.6 Billion (International Monetary

Fund [IMF], 2019). Also, the estimated real 2019 GDP growth for the U.S was 2.3% while for Colombia was 3.5% (International Monetary Fund [IMF], 2019a). These projections were made by the International Monetary Fund (IMF, 2019) for 2019.

Per Capita Gross Domestic Product (PPP Based)

Per capita GDP (PPP based), also called GDP per person or GDP per capita (PPP based), is an informal measure to determine a nation's prosperity. It gives an estimate of the standard of living in a specific country (Chappelow, 2019a). GDP per capita (PPP based) is GDP converted to international dollars using purchasing power parity (PPP) rates and divided by the total population of the country (Knoema, n.d.). Normally, the rankings of the richest nations in the world are led by countries with small populations and large economies. For instance, as of October of 2018, the top three countries with the highest GDP per capita (PPP based) were Qatar ($128,490), Macao SAR ($118,100), and Luxembourg ($109,200) (Chappelow, 2019a). The U.S. ranked in the 12th place ($62,606) and Colombia ($14,943) held the 89th place in a list of 189 countries (Knoema, n.d.). As of April of 2019, Colombia presented a higher GDP per capita (PPP based) compared to the average GDP per capita (PPP based) of the group of emerging market and developing economies in the world (International Monetary Fund [IMF], 2019b).

Poverty

According to the United Nations (UN, 2016) and The World Bank (2015), the International Poverty Line (IPL) is defined at $1.90, or below, per person per day. This amount represents less than $700 per year. The IPL reflects the mark in which the minimum nutritional, clothing, and shelter needs of an individual cannot be met. Usually, wealthy countries tend to have higher poverty lines than poorer countries (The

World Bank, 2015). Nonetheless, the IPL reflects the average of 15 poverty lines from some of the poorest countries in the world (The World Bank, 2015).

In the U.S., the poverty threshold for 2019 is calculated in $12,490 for a family of one person, per year. This amount represents approximately $34, or below, per a family of one person per day (U.S. Department of Health and Human Services [HHS], 2019). On the other hand, in Colombia, poverty is measured using two indexes: Monetary and Multidimensional Poverty (Departamento Nacional de Estadística [DANE], 2019).

Monetary poverty is based on income, and it includes two measurements: Extreme poverty and poverty. The poverty line for both measurements is presented in the country as a monthly figure being, in 2019, $117.605 COP (Revista Dinero, 2019) for extreme poverty (Approx. $39.5 per month or $1.3 per day) per person, and $257.433 COP (Revista Dinero, 2019) for poverty (Approx. $86 per month or $2.86 per day) per person. In 2019, these amounts represent for extreme poverty $475 per person per year, and for poverty $1,044 per person per year.

Additionally, in 2011, Colombia adopted a Multidimensional Poverty Index (MPI-C). This measure assesses broader social and health-related aspects of poverty in five dimensions including, education, childhood and youth conditions, labor, health, and living spaces. These five dimensions are equally weighted using 15 indicators (Oxford Poverty and Human Development Initiative [OPHI], n.d.). In Colombia, some individuals may fit into one or two categories of poverty (monetary and multidimensional).

The Global Multidimensional Poverty Index (MPI) complements the IPL of $1.90 a day by showing the nature and extent of overlapping deprivations for each person

(United Nations Development Programme [UNDP] & Oxford Poverty and Human Development Initiative [OPHI], 2019). It examines a person's deprivations across 10 indicators in health, education, and standard of living offering a more comprehensive view to identify both who is poor and how they are poor. In 2019, the global MPI covered 101 countries (31 low income, 68 middle income, and two high income) and used data from different national surveys and indicators that provide comparable information both across countries and world regions (UNDP & OPHI, 2019). According to the global MPI 2019, 23.1% of people are multidimensionally poor.

Urban Poverty

Poverty is increasingly an urban phenomenon. Even though 75% percent of the developing world's BOP populations still live in rural areas, low-income individuals are moving quickly to urban zones (Ravallion, 2007). The fastest urbanization of poverty has occurred in Latin America, where the majority of people at the BOP now live in urban areas. It is estimated that 60% of Latin American's poor reside in the cities (Ravallion et al., 2007). In contrast, in East Asia, less than 10% of BOP populations live in urban areas.

The process of urbanization is generally considered a positive factor in overall poverty reduction (Baker, 2008; Ravallion, 2007). Compared to rural centers, in urban areas are more job opportunities and incomes are higher (Tobin, n.d.). The cities attract more investors and entrepreneurs who promote economic growth. Also, urban areas offer the availability of services, and in many cases, a liberation from the social and cultural limitations present in rural villages (Baker, 2008).

Nonetheless, the phenomenon of urban poverty is underestimated not only because low-income populations are generally identified observing monetary income, but also because some instruments to collect data on poverty are focus mostly on rural poverty (Lucci et al., 2018). Besides, urbanization tends to affect the composition of the existent urban population; the new city residents tend to be poorer than the previous urban people (Ravallion, 2007).

Hence, measuring urban poverty is not an easy task (Baker, 2008). Many of the problems related to urban poverty are rooted not only in the complexities of corruption and distribution of resources, but also in a lack of planning for urban growth and management (Baker, 2008). Urban poverty is mainly associated with multidimensional poverty indexes considering their perspective beyond the monetary income (Chamhuri et al., 2013). For instance, urban low-income populations not only rely on a cash economy, but also have poor access to full employment, education, infrastructure, and services (Baker, 2008; Chamhuri et al., 2013). Moreover, the urban poor is highly vulnerable in natural disasters and keeps high health risk associated with living in slums or inadequate spaces (Baker, 2008).

Comparing to the rural poor, the urban poor is more exposed to have mobility issues, social fragmentation, exclusion linked to inequality, traffic accidents, crime, violence (Baker, 2008; Chamhuri et al., 2013), gang involvement, and drug issues (Ludwig et al., 2001). For poverty reduction, secondary towns offer more advantages for rural migrants than bigger cities. They provide a middle ground between semi-subsistence agriculture and the capitalistic city (Ingelaere et al., 2018).

Zonal Planning Unit (UPZ)

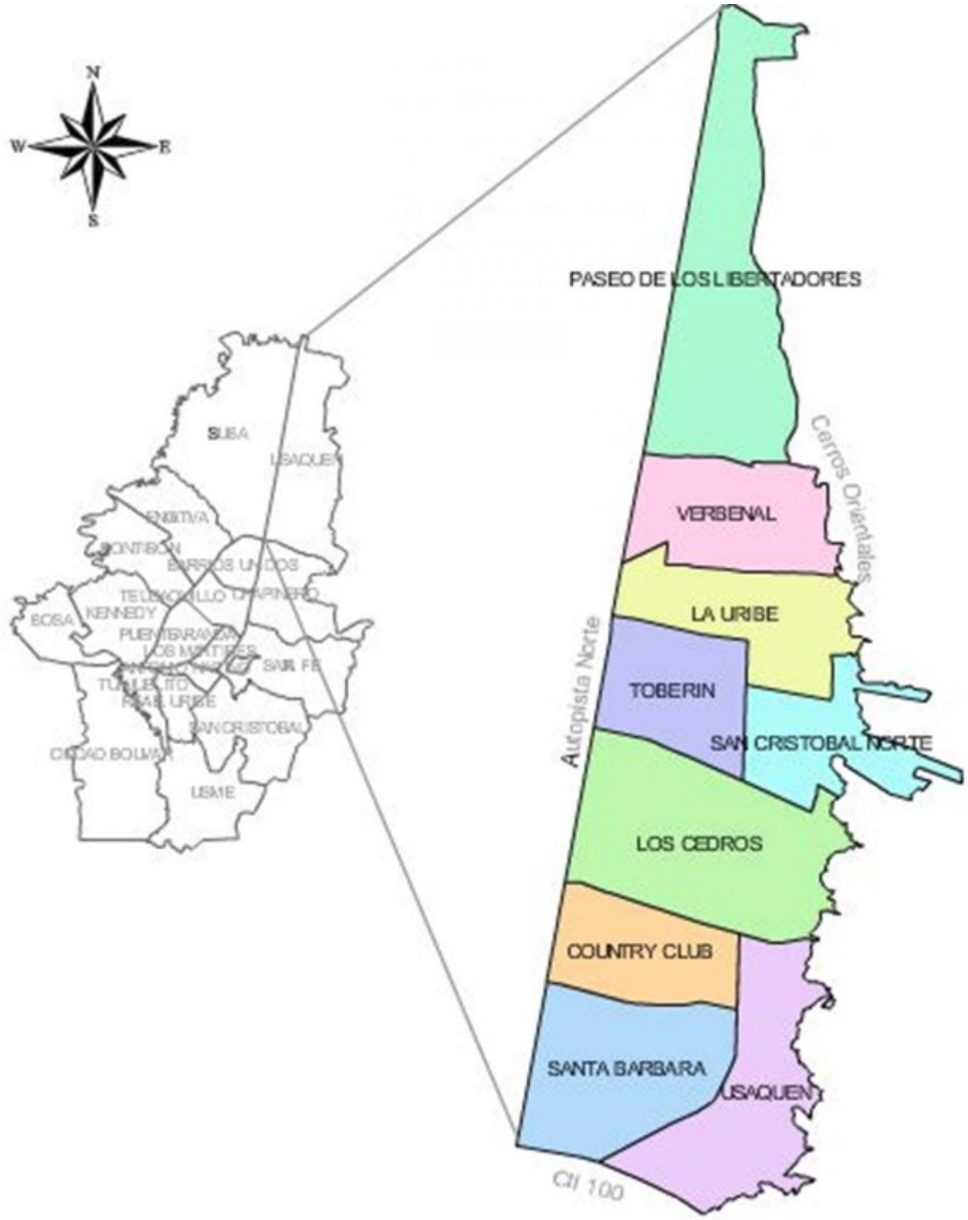
The zonal planning unit (in Spanish, Unidad de Planeamiento Zonal - UPZ) is a planning instrument to develop an urban standard in the level of detail required by

Bogotá D.C., the capital city of Colombia, due to the vast differences (e.g., infrastructure, income, population) that exist in some areas (Cámara de Comercio de Bogotá [CCB], n.d.). The function of the UPZ is to serve as territorial units or sectors to plan urban development at the zonal level; they are an intermediate scale of planning between neighborhoods and localities (CCB, n.d.).

Hence, Bogotá D.C. is divided into 20 localities, and each locality includes between one to 12 UPZs. In total, Bogotá D.C. has 113 UPZs, and each is divided into neighborhoods (Bogomolov et al., 2016). For instance, RCE is situated in the locality of Usaquén; the first locality in the city with around 474,200 inhabitants (Alcaldía de Bogotá, n.d.). Usaquén has an extension of approximately 16,200 Acres (6,500 Hectares), and it is divided into nine UPZs including, Paseo Los Libertadores, Verbenal, La Uribe, San Cristobal Norte, Toberín, Los Cedros, Usaquén, Country Club y Santa Bárbara (Secretaría de Cultura, Recreación y Deporte [SCRD], n.d.). Figure 3 shows the map of Bogotá D.C. divided in its localities, as well as the locality of Usaquén divided in its nine UPZs.

Figure 3

The Locality of Usaquén and its UPZs.



Note. This figure presents, in colors, the nine UPZs of the locality of Usaquén. Also, it shows, in black and white, a small version of the map of Bogotá D.C. to illustrate its localities, as well as the site of the locality of Usaquén. The locality of Usaquén has borders to the Eastern hills (in Spanish, *Cerros Orientales*) of Bogotá D.C. A large part of the Cerros Orientales is designated as a natural reserve with a variety of local flora and fauna. Besides the protected area status of some parts of the Cerros Orientales, there are urban settings that present issues such as, lack of urban planning, illicit construction, stream contamination, and forest fires. Source: Localidad 1 Usaquén (2010).

Dignity

"In a world of poverty and injustice, who are the undignified? Is it the poor or the rich?" (Glennie, 2015, para 4). In fact, some of the poorest people can be the most dignified while some of the richest lack dignity. Dignity is a complex concept and cannot be defined as a simple quality (Hahn, 2012). Despite various definitional efforts, there is a level of ambiguity in the literature that led to associate it with other derivative terms such as human rights, capacities, self-esteem, or freedoms (Hahn, 2012). Dignity drives people to think not only about the '*the end*' of development, but also about the '*how'* or the '*means*' of it. Therefore, dignity makes development more than just achieving economic outcomes; it implies a different way of seeing goals and human beings (Glennie, 2015). In general, human dignity could only be violated by human beings considering they are the ones who can discern and distinguish between humane and inhumane conditions (Hahn, 2012). For Kateb (2011), human dignity should be the basis to understand and defend human rights.

Nussbaum (2008) discussed dignity concerning respect and capacities. She stated that "if something has dignity, as Kant put it well, it does not merely have a price: it is not merely something to be used for the ends of others, or traded on the market" (p. 353). Nussbaum (2008) used the word 'something' extending its vision of dignity also to animals. Accordingly, the promotion of human dignity requires people creating the conditions and opportunities favorable for development and choice (Nussbaum, 2008).

Dignity also involves relational and communicative processes that give voice and agency to people (Rao & Sanyal, 2010). For instance, it is not enough to give someone food. Subjects should have the opportunity to exercise practical reason and genuine choice in the use of those nutrients. To be dignified, people need to have the opportunity to function as human beings and to develop their multiple capabilities (Nussbaum, 2008). Thus, individuals need to cross over from being passive recipients of public largesse and become active participants in determining their own destinies (Rao & Sanyal, 2010). Unemployment and poverty do not merely show a deficiency of income; they represent an obstruction to dignity considering that they prevent the formation of skills, freedom, and self-fulfillment (Hahn, 2012; Sen, 1999).

Equally, the context is vital to honor and recognize the dignity of human beings. When analyzing oligarchic, tyrannical, and absolute governments, as well as its illegitimate domination habits, it is evident that despotic powers usually violate human dignity (Kateb, 2011). Here, differences in treatment between local and foreign populations make divisive categories of human and ‘not-fully-human beings’ (Kateb, 2011). Thus, democratic systems and political participation are needed to lead positive processes of self-transformation and recognition of the dignity of the human being (Rao & Sanyal, 2010). “Where the full range of rights is recognized and respected by the state, there will be a democracy, and only there” (Kateb, 2011, p. 97).

Methodology Overview

I used a qualitative, instrumental single case study approach to develop my research study. Qualitative approaches are appropriate to study topics that have not been extensively researched (Creswell & Creswell, 2018). Also, they help gain new perspectives regarding particular subjects (Roberts, 2010). In qualitative studies, the researcher wants to understand the complex relationships among all that could surround the phenomenon of study. Thus, qualitative scholars promote understanding of human experiences rather than explaining it (Stake, 1995).

Although explanations are generally aimed to promote understanding, understanding needs intentionality that goes beyond connecting the cause and effect of a phenomenon. Here, the intentionality of the researcher requires empathy and a work of interpretation that promote the possibility to describe in-depth how things were, at a specific place and time, to facilitate comprehension (Stake, 1995).

As a researcher, I wanted to discover not only if leaders and other stakeholders of a particular IB promoted the dignity of low-income populations through their business practices, but also *'how'* they were doing it. This particular word (how), placed in the research question, provides a specific focus that determined the qualitative and descriptive orientation of the study (Creswell & Creswell, 2018). Qualitative research facilitates telling the story from the point of view of the participants and in their natural settings (Roberts, 2010).

An instrumental single case study is the in-depth study of a case (e.g., person, organization, department, or specific group) to provide new insights, build a theory, or advance in the development of tentative theory (Gerring, 2004; Mills et al., 2010; Rider, 2017). Instrumental and intrinsic case studies are different (Stake, 1995). In an intrinsic case study, the case is selected due to interest or curiosity on the case itself. Nonetheless, in instrumental case studies the case itself is secondary (Mills et al., 2010; Ridder, 2017; Stake, 1995). To identify an instrumental case study, the researcher focuses on an issue and then selects one case to illustrate it (Creswell & Poth, 2017).

Also, in an instrumental case study, the focus of the research is to be known before selecting the case and designed around established theories or constructs (Mills et al., 2010; Stake, 1995). For Rider (2017), a theory is defined more as a continuum than as a finished product. Thus, the presentation of theoretical goals in a case study is essential and needs to be outlined (Rider, 2017). In this DIP, the existing theory, found in the literature review, was the starting point of research and guided the search and interpretation for relevant evidence (Yin, 2018).

Further, I provided a starting point in the theory continuum to understand how leaders and other stakeholder promoted the dignity of low-income populations in an IB through their business practices. To help build theory, I provided answers to new questions motivated by the theory and the absence of it, as well as revealed connections among the phenomenon and offered rich and in-depth descriptions (Rider, 2017). Instrumental case studies require the use of multiple evidence including, documents, archival records, interviews, direct observations, and physical artifacts to provide an in-depth understanding of the phenomenon of study (Creswell & Poth, 2017; Yin, 2018).

For the DIP, a single instrumental case study offered the possibility to look at profound issues, identify patterns, and analyze complex relationships that helped understand the topic of study. As a researcher, I realized that my study was constructed following the rationale of instrumental case studies. While this process emerged naturally, it was crucial to identifying the boundaries, theoretical goals, and opportunities of this type of study. First, I focused on the topic of IB and dignity, and then I directed my attention to the search for a particular IB that could illustrate the topic of study. A specific case of an IB or a unique real-world example did not motivate this proposed research. Thus, the process followed served to analyze the topic of study and then to design research that helped build tentative theory enriching the existing literature on the topic of study.

Delimitations, Limitations, and Personal Biases

This section discusses the delimitations, limitations, and personal biases of the researcher related to the proposed study. Roberts (2010) recommended stating openly and honestly these three aspects in any study to determine what elements could affect the research.

Delimitations

In this section, I clarify the delimitations or boundaries of the study, as well as the aspects that can be controlled by the researcher (Roberts, 2010). The timeline for the proposed study was defined between nine and 12 months. Also, considering that I conducted an instrumental case study, the choice of a case for research was secondary (Mills et al., 2010; Ridder, 2017; Stake, 1995). Nonetheless, it was needed to advance and develop the study. The criteria for selecting the case included aspects such as, type of business, geographical location, stakeholders involved, reputation, and security (e.g., political, social, and internal issues present in Colombia). Equally, it was vital to have information about the inclusive nature of the project, as well as written approval of the company to conduct the case study research.

Accordingly, I contacted agencies that work with IB in Colombia (e.g., Consejo Empresarial Colombiano para el Desarrollo Sostenible (CECODES), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Business Call to Action (BCtA–UNDP), as well as companies (small, medium, and large size), scholars, and researchers that work with low-income population. Although not all of them responded to my invitation of being part of the research study, I met (video call and phone conversations) more than 40 individuals to identify a suitable place to conduct my research. During those meetings, I identified that many people did not know they were developing an IB initiative due to the lack of knowledge of the terminology. Therefore, I decided to also consider for my research those businesses, as described by Rösler et al. (2013), that develop what scholars call IB without defining themselves as such.

The company that agreed to be part of this research was *Recrea Colombia Empresarial* (RCE). RCE is part of Grupo Empresarial Silva (GES), a group of small Colombian companies dedicated to design and develop events, business logistics, and recreation. Since 2012, RCE provides recreation services (e.g., outdoor activities, sports, Summer camps, arts and crafts) to different country clubs in Bogotá D. C., and Colombia.

Without knowing what the concept of IB was, RCE started as an inclusive project employing young individuals from low-income communities in Bogotá D.C., particularly in the UPZs of Verbenal and San Cristobal Norte (in the locality of Usaquén). The purpose was to include young low-income students, with legal working age (18 years in Colombia), in RCE's value chain as recreation workers (employees) and help them step out of multidimensional poverty conditions and the complex environment that may surround them. This initiative has been in place for almost three years and, at present, not all recreational workers come from the UPZs of Verbenal and San Cristobal. RCE changed the focus of the recruitment to observe more the profile of the person than the site where they live.

As of February of 2020, RCE had 15 recreational workers (RW) involved in this project, and all of them were between 18 and 25 years old. Leaders at RCE recruit, train, and mentor young individuals to work in the most exclusive social club in Bogotá D.C. RCE help RW develop work and social skills (e.g., manners, training for recreational activities, safety), as well as follow their life projects. The leaders of RCE request RW to continue studying after finishing high school and offer support with their schedules and activities as college students.

The general manager and owner (GMO) of RCE manifested from the beginning a positive attitude and enthusiasm for the research. Nonetheless, one of the challenges was to find information (e.g., artifacts, documentation) about RCE before my trip to Colombia. RCE did not have a platform to communicate and advertise their projects, neither media information or press reports that could inform about their businesses. Also, due to security reasons, RCE's affiliation to the most exclusive social club in Bogotá D.C. limits the GMO to publish information were members of the club could be identified.

Moreover, the GMO was the main point of contact for all business activities related to RCE. Even though he was responsive using text and audio messages, he was not consistent in sending or facilitating documentation before my trip to Bogotá D.C. As such, I mitigated this challenge by obtaining data from third parties and searching in social networks (e.g., Facebook), as well as through phone conversations and chats with the GMO (e.g., Whatsapp, Skype). Also, besides the interviews and direct observations conducted during my trip to Bogotá D.C., I collected documentation and artifacts directly from the GMO and in the social club. This lack of public information extended my time in Bogotá D.C. for at least ten to twelve more days than it was expected to guarantee the recollection artifacts to inform the study.

Additionally, considering that the case study is the unit of analysis, different stakeholders were studied (e.g., leaders, recreation workers, staff, community). Such diversity required flexibility in the fieldwork since not all of the participants were located in the same place. Therefore, after I received the Institutional Review Board (IRB) approval at Creighton, I visited different places in Bogotá D.C. and Mosquera, Cundinamarca, to meet with and observe the participants, as well as used different tools to communicate and obtain information from people I could not reach in person including, video calls, phone calls, and emails.

Limitations

Limitations are restrictions created by the type of study or its methodology in which the researcher does not have control (Roberts, 2010). Therefore, I found limitations associated with the nature of the qualitative, instrumental single case study approach. For this study, the purpose was to provide an in-depth understanding of a single case and not to generalize the findings beyond the research site.

As noted by Creswell and Poth (2017), generalizability is a term that holds little meaning for qualitative researchers. It is used in a limited way since the value of qualitative research lies in the particular description developed in a specific context

(Creswell & Creswell, 2018). Nevertheless, some scholars are motivated to consider a large number of cases to reach generalizability and expand the scope of their studies (Creswell & Poth, 2017). To repeat a case study's findings in a different setting, it is crucial to have complete documentation of qualitative procedures (e.g., protocols and case study database) (Creswell & Creswell, 2018).

Personal Biases

This is not my first approximation to the concept of IB and its theoretical model. In 2008, during the research process to obtain a master's degree in social policy, I started learning about IB and its development in Colombia. At that moment, the concept was new and associated with topics including, CSR, philanthropy, poverty, and BoPs. In my research, I presented a state of the art of IB in Colombia, clarified vocabulary, and introduced the construct of '*Socially Responsible Inclusive Businesses'* as an alternative for the social policy in the country (Cuervo Prados, 2009). This idea included a normative and critical perspective of the meaning of inclusivity in the existing IB model, as well as considerations of its social orientation. Also, it included insights related to the necessity of a cross-sectoral perspective to enrich the model, as well as secondary reflections related to the quality of life, dignity, and well-being of individuals in Colombia. The study included observations related to the pertinence of IB in the political, social, and economic context of the country.

Additionally, during the development of my master's degree, I received a scholarship from the Inter-American Development Bank (IDB) to support my study on IB and were present in meetings and workshops with different stakeholder where the main topic was discussed and analyzed. Later, as an undergraduate instructor, I delivered conferences and lectures related to the model of IB and its potential role to the social policy in Colombia, using a cross-sectoral perspective.

Although this DIP and the research conducted for my master's degree shared an interest in the topic of IB, these studies were not related in its design, methodology, purpose, aim, and participants. For this DIP, I focused on specific aspects of IB and studied its application, evolution, and growth during the last ten years. Moreover, this was the first time I conducted an instrumental single case study. I used different tools to research and observe the phenomenon from a leadership perspective, including sources from the Anglo literature to enhance my knowledge of the topic.

On the other hand, in 2010, I worked with the GMO when I was the director of public relations and marketing, and he was the director of sports activities, in a social club in Mosquera, Colombia. I could see various recreational projects developed by him that later inspired the creation of RCE, as the first company of GES. Since then, I have had general information about his growth as an entrepreneur and also delivered one leadership talk for one of his business events in 2013. When I was searching IB to develop my research in Colombia, he manifested interest in my study, as well as in growing his inclusive project using the tools this research might bring to RCE and its recreational workers. As such, during my field trip, I provided two academic talks for the participants in the study. Also, I will provide RCE an executive summary of the research in Spanish. No monetary obligations or financial incentives were involved in this agreement. This research was carried out following ethical principles, and participant involvement was strictly voluntary.

Reflections of the Scholar-Practitioner

As noted by Alejandro Gaviria (2019), life is full of tumultuous accidents, fatal or auspicious destinies. When I reflected on all the successive changes and events that have brought me to write this DIP at Creighton, I not only coincided on the existential need for gratitude mentioned by Gaviria (2019) and many other virtuous intellectuals, but also on the ethical meaning of being Colombian and my role as a future doctor in Interdisciplinary Leadership.

For almost all generations, growing up in Bogotá D.C., Colombia has been a privilege and also a challenge. As a woman born in the 80s, I could experience the beauty of diversity and the chance to observe emotion and passion in each person who surrounded me. Also, I grew up watching how desire and energy could take complex shades when blended with a lack of ethics and opportunities. In the 80s and 90s, my generation experienced the fear produced by the unethical war related to drug trafficking, the incoherence of guerrillas, the sadness of corruption, and the enormous levels of poverty and inequality lived by diverse populations. Nonetheless, I also saw the power of honest people and examples of real social leaders who devoted their lives to preserve ethical principles no matter the pressure, consequences, and circumstances. During the last decades, I have felt a rapid social, economic, and political transformation in the country, as well as the need to pause and understand multiple ways to perceive the same reality.

Listening, observing, reflecting, and researching are four related ways that have helped me to pause and analyze multiple perspectives of the same reality, including mine. Also, they have helped discern what my role in diverse phenomena is, and how I can contribute to solve the issue or, at least, help understand others that our way to see the world is not the only way. This DIP was not the exception. Even though this research process was motivated by the desire to obtain a doctorate in Interdisciplinary Leadership, it was also an opportunity to continue listening, observing, reflecting, and researching about the nature, values, and motivations of human beings. Likewise, it was a way to think about Colombia and the development of IB models as a possible way to help solve poverty, achieve SDG, and promote human dignity.

Colombia ranks as the second-most-unequal country in Latin America being the first one Honduras (Serrano, 2018). Despite moments of economic growth, peace agreements, and reduction of poverty levels, the opportunities for low-income populations are scarce. For many people, it is more likely to get caught in poverty traps, than to experience social mobility in the country. In Colombia, moving out of poverty is not only a matter of having a mindset of prosperity, but also it is a generational fight to break the poverty cycle, usually not counting with governmental, institutional, and social support.

Colombians, and particularly people from Bogotá D.C., experience the reality of a highly stratified society in which specific scenarios are almost impossible to join for many individuals. There, social clubs are the perfect example of it. In Colombia, people claim for social justice, inclusion, and effective ways to reach economic growth and dignity for its population. That is why, this DIP developed a case study research, but in the end, it was one more step in the development of a leadership journey that aims to serve and understand others. For this DIP, I agreed with Stake (1995) when mentioning that "good research is not about good methods as much as it is about good thinking" (p.

19). Therefore, I know this DIP not only helped gain knowledge of academic research, but also helped develop good thinking to realize what my role is in the reality of Colombia.

Summary

In the first chapter of the DIP, I presented three main sections. In the first section, I introduced the statement of the problem, purpose, research question, aim, and methodology of the study. In the second section, I discussed relevant terms of the research including, value chain, sustainability, the bottom of the pyramid (BOP), IB, base of the pyramid markets (BoPs), gross domestic product (GDP), per capita gross domestic product (PPP based), poverty, urban poverty, zonal planning unit (UPZ), and dignity. In the last section, I included other essential aspects of the study such as, delimitations, limitations, personal biases and the reflections of the scholar-practitioner. The second chapter of this DIP presents a literature review of the research study.

CHAPTER TWO: LITERATURE REVIEW

The second chapter is a literature review, and it has four main sections. In the first section, I discussed the concepts of development and poverty, as well as the relevance of sustainable development goals (SDG) for world development. In the second section, I presented an overview of Colombia and its city capital, as the location where the case study is situated. This part included a discussion related to the development of the SDG in the country, particularly concerning the first SDG: Ending poverty. Then, in the third section, I examined the opportunities and challenges found in the IB literature for companies and people living at the BOP, as well as the role of different stakeholders in the development of IB. Also, I presented the situation of IB in Colombia. In the last section, I addressed the topic of responsible leadership (RL), as a suitable leadership view to developing IB, as well as other related theories of leadership including, transformational and ethical leadership.

Beyond Development and Poverty

The ends and means of development require an in-depth examination, particularly regarding poverty (Sen, 1999). What luxury is in one society might be a necessity in another environment (Yong Kim, 2018). Thus, even if basic income is met, people cannot always conduct themselves with dignity in the society in which they live (Yong Kim, 2018). Using this perspective, poverty should be analyzed as the deprivation of basic capabilities and freedoms rather than merely a lack of a basic income (Nussbaum, 2006; Sen, 1999). This implies extending the concept of poverty beyond the single idea of income per head (Bauman, 2011), including social, political, and economic considerations into the overall comprehension of poverty and development.

Traditional scholars identify development with the growth of the GDP, the rise of personal income, and notable technological advances. Although these views are generally accepted, Nussbaum (2006) stated that crude measures do not take into account distribution to analyze development. Therefore, they are useless in confronting countries with high levels of poverty and inequality (Nussbaum, 2006). Also, Sen (1999) affirmed that development should be seen as a process of expanding the freedoms of people. "Freedoms are not only the primary ends of development, they are also among its principal means" (Sen, 1999, p. 10). Freedoms depend on other determinants including, economic and social arrangements, as well as political and civil rights.

While the process of democratization varies from case to case and among regions, it is rare to see democracies emerging from popular insurgency, rebellion, or civil wars (Geddes, 1999). Usually, democracies are created by negotiation. In this regard, Geddes (1999) provided evidence that economic development increases the likelihood of democratic politics. However, there is no confirmation that only economic development breeds democracies (Przeworski & Limongi, 1997). For a country to democratize and sustain democracy, it needs to focus on income equality, rather than solely on higher income (Boix & Stokes, 2003). Also, if a nation wants to grow, it is vital to find the political resources to protect property rights (Leblang, 1996) and promote social conditions (e.g., education, legitimacy) to support democratic systems (Lipset, 1959).

Hence, the better educated the population, the better the chances for democracy in a specific country. For Lipset (1959), the higher one's education, the more likely one is to believe in the need for norms, tolerance, and rational electoral choices. Also, education helps to embrace democratic values and restraint from adhering to extremist doctrines that could divide society between a large impoverished mass and oligarchic or tyrannical elites (Lipset, 1959; Przeworski & Limongi, 1997).

While today's democracy may find itself weakened considering the rise of populist leaders in democratic states who appeal to anti-immigrant sentiment and aim to reduce fundamental civil and political liberties (Abramowitz, 2018), the development of democracy in a country usually changes the social conditions of the population (Lipset, 1959). This phenomenon might be observed in the changes of the shape of the stratification structure from an elongated pyramid, with a larger lower-class, to a diamond shape that reflects a growing middle class (Lipset, 1959). The poorer the country, the more elevated the nepotism and the pressure of the upper strata to treat low-income populations "as beyond the pale of human society, as vulgar, as innately inferior, as a lower caste" (Lipset, 1959, p. 83). Thus, real development requires the removal of significant sources and determinants of unfreedom like poverty, tyranny, and systematic social deprivation (Sen, 1999).

In globalized and contemporary society, Bauman (2011) affirmed that poverty is viewed by most as a criminal problem. "The poor are the collateral damage of a profit-driven, consumer-oriented society - 'aliens inside' who are deprived of the rights enjoyed by other members of the social order" (p. 8). Therefore, seeking to reduce poverty exclusively impacting income usually produce two problems. First, the solutions might not meet the needs of the different types of poverty (e.g., urban poverty, rural poverty, multidimensional poverty). Second, it does not contemplate vital forms of support and policy changes within society that usually take years to succeed (Chamhuri et al., 2013).

Consequently, the identification of several types of poverty reduction strategies is most appropriate for countries and urban areas that have different mixes of poverty (Chamhuri et al., 2013). For instance, in a country where poverty is often a transient phenomenon, the focus mainly is on social safety providing limited unemployment allowances, social grants, microcredit, and new skills programs (Chamhuri et al., 2013).

Conversely, in countries where a notable proportion of chronic poverty is identified, it is vital also to find direct investment toward basic physical infrastructure and reduce social exclusion. For Bauman (2011), fighting poverty through social inclusion is to give marginal individuals the possibility to build confidence and self-esteem legitimately. Thus, if people want to dramatically reduce poverty in all its forms achieving sustainable development for people at the BOP, it is vital to consider a multi-stakeholder perspective and partnerships at the global, national, and local levels (Vali, 2017). Here, leaders and other stakeholders should consider incorporating ethical approaches to the discussion of development analyzing related constructs such as inclusiveness, equality, dignity, and freedom.

Globally, world leaders have found in the 17 Sustainable Development Goals (SDG) (United Nations [UN], n.d.) a way to battle against poverty acting in diverse areas of sustainable development including, good health, well-being, quality of education, gender equality, reduction of inequalities, and climate action. While SDG are not the only way to alleviate poverty in all its dimensions, this initiative calls for multi-stakeholder action and inclusion defining an agenda for global partnership.

Sustainable Development Goals (SDG)

In 2000, 189 countries committed to achieving by 2015 eight anti-poverty goals called the Millennium Development Goals (MDGs) (UN, n.d.). Then, the United Nations (UN) member states adopted in 2015 the 2030 Agenda for Sustainable Development. This agenda is a call for action by all countries, and it has 17 Sustainable Development Goals (SDG) that require global partnership and a multi-sectoral approach (UN, n.d.). Figure 4 shows the 17 SDG defined by the UN (2016). The SDG acknowledge that development and ending poverty must be accompanied with strategies to reduce inequality, include others, encourage economic growth, and improve health and education while taking care of climate change and other environmental issues. This agenda responds to the concepts of sustainable development and the TBL.

The SDG call for global, national, and local leadership that can create synergies among diverse stakeholders and empower individuals as dominant agents for change (Reddy et al., 2017). This leadership needs to create opportunities for people to generate their own answers to development (Bahauddin, 2018), as well as the conditions to enable individuals and achieve those goals. Member states of the 2030 agenda for sustainable development are encouraged to lead, conduct, and present regular reviews of progress at the national and sub-national levels.

Figure 4

The 17 Sustainable Development Goals (SDG)

Note. This figure shows the 17 goals built on the successes and challenges of the Millennium Development Goals. The SDG included new areas such as climate change, economic inequality, innovation, sustainable consumption, and peace and justice (UN, 2016). Adapted from “Sustainable Development Goals” by UN (2016).

In the review of the first semester of 2019, the data provided by the United Nations Economic and Social Council (ECOSOC, 2019) evidenced some progress in the achievement of the SDG. For instance, extreme poverty and child mortality rates have been reduced, as well as diseases such as hepatitis. Moreover, gender equality and electricity access have increased in the poorest countries, as well as global labor productivity. Also, the proportion of the urban population living in slums is falling, and there is an evident universal response from national and regional governments, cities, businesses, civil society, academia, and young people to align with and advance the SDG implementation.

Nevertheless, the shift in development pathways to create the change required to meet the SDG by 2030 is not yet advancing at the scale required (ECOSOC, 2019). Notably, it is cause for concern that the extreme poverty rate is projected to be 6% in 2030, not reaching the first global goal to eradicate extreme poverty. Besides, hunger is rising for the third consecutive year, and biodiversity is falling at an alarming scale. So far, about one million species are already facing extinction, and greenhouse gas emissions are increasing (ECOSOC, 2019). Also, political and social conflicts, massive cross-border challenges, and instability in many countries have intensified, causing human affliction. Inequality, injustice, insecurity, and lack of trust in governments not only threatens the achievement of the SDG, but also may reverse the progress already made by diverse nations (ECOSOC, 2019).

The First SDG: End Poverty in All its Forms Everywhere

The 2030 agenda acknowledges that eradicating poverty in all its dimensions, including extreme poverty, is not only the first SDG to achieve, but also the most critical requirement for sustainable development (UN, n.d.). This global challenge needs urgent actions for people at the BOP including, improving access to sustainable livelihoods and essential social services, as well as employment, entrepreneurial opportunities, and productive resources. Also, it requires the development of social protection systems to assist those who cannot sustain themselves and intensify international cooperation and multisectoral partnerships for poverty eradication (UN, n.d.).

Although poverty is defined regularly according to income, the first SDG recognizes poverty in terms of the multiple deprivations people need to face. As such, the MPI is one tool for measuring progress in the first SDG; it reflected, in 2019, the massive variation in multidimensional poverty (MP) within countries (UNDP & OPHI, 2019). For instance, in countries like Uganda, MP ranges from 6% to 96.3%. Additionally, while two-thirds of people under MP live-in middle-income countries, half of the 1.3 billion people who live under MP are children under age of 18 (UNDP & OPHI, 2019). Regarding education, only one-third of the countries measured spend between 15% and 20% of total government expenditure on this area to help improve the conditions of people at the BOP (ECOSOC, 2019).

On the other hand, despite having a job, 8% of the world's workers (with their families) lived in extreme poverty in 2018 (ECOSOC, 2019). The situation remains critical in sub-Saharan Africa, where 38% of the workers experience extreme poverty. Similarly, social protection is still a luxury for a vast majority of the world's population. As of 2016, 55% of people at the BOP were not covered by any social protection (ECOSOC, 2019). People who live in extreme poverty need to confront profound deprivations often exacerbated by exclusion, lack of access to justice, violent conflicts, and vulnerability to disasters (ECOSOC, 2019).

An Overview of Colombia

The republic of Colombia is the fourth largest country in Latin America (BBC, 2018). It shares borders with Venezuela, Brazil, Peru, Ecuador, and Panama (Immerstein, 2015). Colombian population has raised approximately over 49.5 million people (Kline et al., 2018). Its official language is Spanish, and the country has five distinct natural regions: The Andes (covering the three branches of mountains), the Caribbean coast, the Pacific coast, the plains in the Orinoco (border with Venezuela), and the Amazon rainforest. Colombia is the only South American country that has coastlines on both the Pacific Ocean and the Caribbean Sea (Kline et al., 2018).

Colombia is a presidential republic and a social state under the rule of law. It is organized as a unitary republic, decentralized, with autonomy of its territorial units (Constitute Project, 2018). Colombia is one of the longest-standing and most stables democracies in Latin America (Central Intelligence Agency [CIA], 2019; Freedom House, 2018). It is a free market economy, and its top export products are crude oil, coal, refined petroleum, coffee, flowers, emeralds, and gold. Colombia is the third largest exporter of coffee in the world, and second largest cut flowers exporter (CIA, 2019). In Latin America, it is the fourth largest oil producer. Colombian real GDP grew more than 4% per year between 2012 and 2014 (Kline et al., 2018). However, its economy has lost traction for the fourth consecutive year (Focus Economics, 2018).

Colombia’s development has been hampered by inadequate infrastructure, corruption, poverty, narcotraffic, guerrillas, and an uncertain security situation (CIA, 2019). Although the government signed a peace agreement with the FARC (the biggest guerrilla group in the country), it is now facing the first stage of a post-conflict process.

Colombia still needs to confront other guerrilla groups such as the ELN and FARC splinter groups, as well as crime and other forms of violence. It has significant challenges including a compromised judiciary system, corruption, climate of impunity, and assassination of human rights and social activists (Freedom House, 2018).

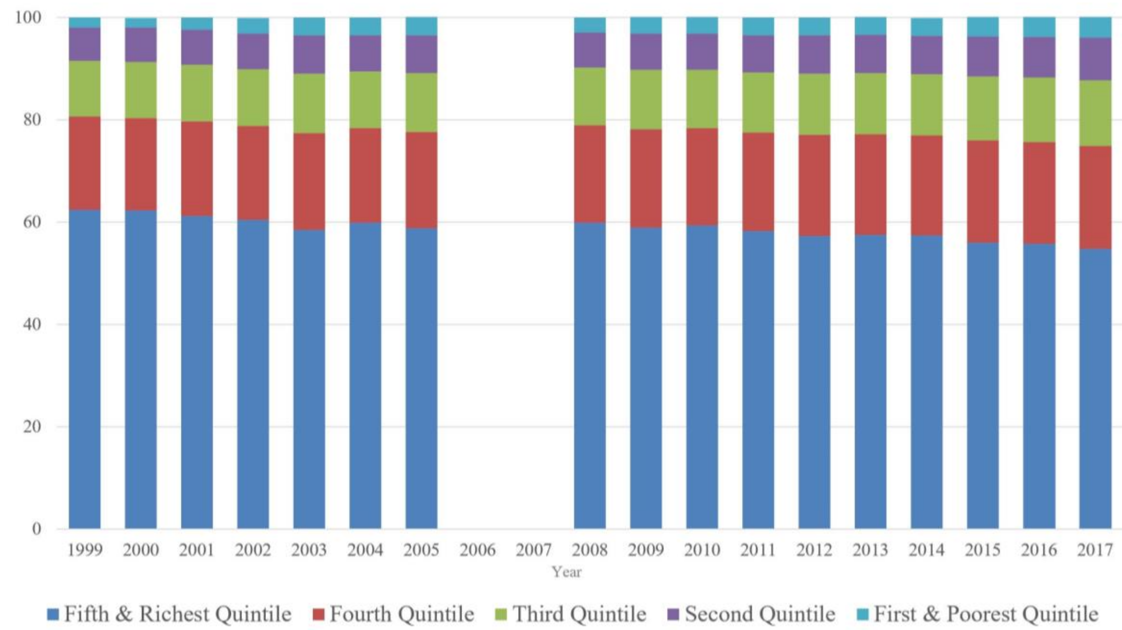
Furthermore, Colombia is confronting the massive migration and effects of the unprecedented political and economic crisis of Venezuela (Cara Labrador, 2019). It is estimated that more than 1.3 million Venezuelans have settled in Colombia (Janetsky, 2019). Even though Colombia was not prepared for this economic, political, and social emergency, the political leadership of the country has taken a humanitarian approach to welcome migrants fighting the Venezuelan regime of Nicolás Maduro through diplomatic and international pressure (Janetsky, 2019).

Besides the massive migration of Venezuelan people, Colombia has been historically a diverse country. Its culture reflects the Indigenous, European, and African origins of its people (Kline et al., 2018). Moreover, Colombia is a highly stratified society, and the dominant elites traditionally have owned or controlled the principal private assets (land and capital) of the country (Vanden & Prevost, 2018). Although Colombian urban population is less concentrated in the capital than in other countries of Latin America (Kline et al., 2018), it has the seventh-highest level of income inequality in the world (Moller, 2012; Vanden & Prevost, 2018).

In Colombia, the top 1% of the population receives 20.5% of the total income of the country, the highest percentage in the region (Kline et al., 2018). Internally, close to 85% of the Colombian population finds the income distribution unfair, and around 70% of the nationals believe that the government should be more active in implementing policies to reduce inequality (Moller, 2012). Figure 5 presents the distribution of income in Colombia from 1999 to 2017. It reflects the changes in inequality as measured by the distribution of income across quintiles of the population. Regularly, an increase in the share of total income for more deprived quintiles and a decrease for wealthier quintiles implies a trend towards greater equality (The World Bank, n.d.).

Figure 5

Colombia: Distribution of Income by Quintile, 1999 - 2007



Note. This figure was constructed by the author using public data provided by the World Bank (n.d.). It presents the percentage share of income as the share that accrues to subgroups of population indicated by quintiles. Also, it displays the income share held by the poorest 20% (or quintile), as well as the richest quintile. In this figure, the percentage by quintile may not sum to 100% because of rounding (The World Bank, n.d.). Data were not reported for 2006 and 2007 since there was a transition between the two surveys used to compute income in the country (the former *Encuesta Continua de Hogares* and the *Gran Encuesta Integrada de Hogares*, used since 2008) (The World Bank, 2019).

Although the middle class in Colombia grew to 28% in 2011 (Kline et al., 2018), poverty and inequality remain as two of the biggest challenges to achieve sustainable development conditions in the country. Therefore, Colombian leaders have recognized the necessity to adopt not only the 17 SDG promoted globally, but also to build consensus among diverse sectors of society to transform its current model of economic development (Dag Hammarskjöld Foundation, 2018).

SGD in Colombia

Colombia is one of the regional champions in the implementation of the 2030 agenda and its SDG (Dag Hammarskjöld Foundation, 2018). The country's participation coincides with several processes it has been leading to improve its regional and global presence. In May of 2018, Colombia was admitted to the Organization for Economic Cooperation and Development (OECD). Also, in 2016, the country adopted a peace agreement with the FARC, and has initiated conversations with other revolutionary groups to change the reality of violence experienced during the last decades (BBC, 2018).

Some of the most important concerns raised by Colombia in the implementation of the 2030 Agenda were related to unsustainable consumption and production patterns, climate change, integration of economic, social, and environmental decisions in the long term, and incorporation of a cross-sectoral perspective (Dag Hammarskjöld Foundation, 2018). Consequently, Colombia became the first country to bring together the National SDG Commission integrated by nine of the main government institutions (e.g., ministry of foreign affairs, ministry of sustainable development, ministry of finance and public credit, national planning department, among others). This high-level inter-institutional commission works for the preparation and effective implementation of the 2030 development agenda.

Also, the National SDG Commission has set national goals for 2030, and the strategies to achieve them based on four policy guidelines including, monitoring and reporting, strengthening statistical capacities, creating territorial strategies, and building partnerships with non-governmental actors (Dag Hammarskjöld Foundation, 2018). This commission aligned the SDG with four agendas that are priority for the country. Thus, the national development plan incorporated 92 SDG goals, the agenda for the OCDE contributed to 87 SDG targets, the green growth national strategy is linked to 86 SDG, and the peace agreement is aligned with 68 SDG (Dag Hammarskjöld Foundation, 2018).

The First SDG in Colombia: End Poverty in All its Forms

For 2030, it is expected to eradicate extreme poverty, reduce monetary poverty by 50%, and decrease multidimensional poverty to 8.4% in Colombia (Departamento Nacional de Planeación [DNP], n.d.). To achieve those goals, the country is implementing new systems of social protection, creating programs to ensure equal opportunity, developing gender-oriented policies focused on low-income populations, and working on property rights, services, and economic resources. Also, the government plans to guarantee new capital to end poverty (DNP, n.d.).

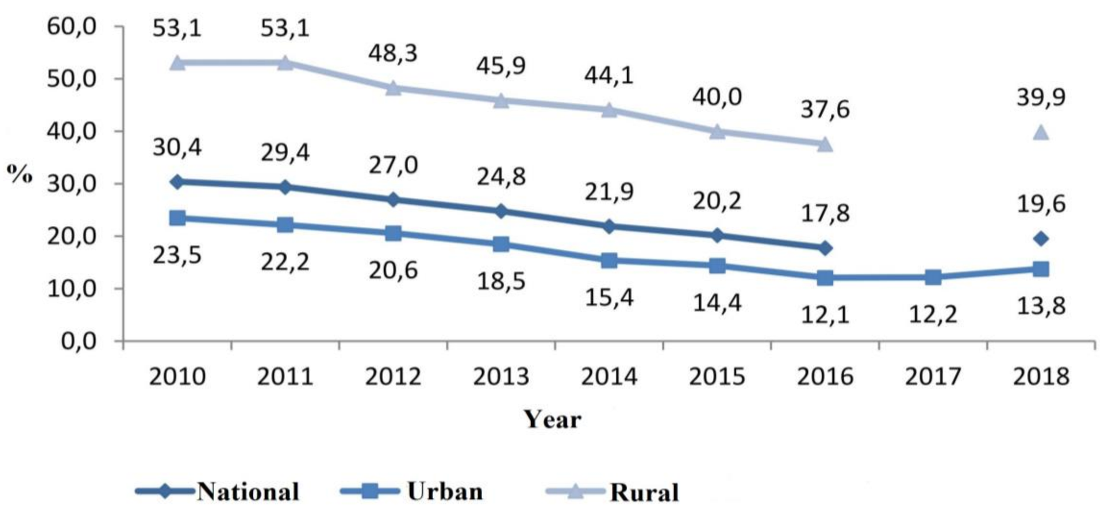
As of 2018, 27% of the Colombian population lived in monetary poverty, and 7.2% subsisted in extreme poverty conditions (DANE, 2019). Comparing to the data provided for 2017, whereas monetary poverty increased by 0.1%, extreme poverty decreased by 0.2% in the country (DANE, 2019). Between 2017 and 2018, 190.000

individuals in Colombia entered monetary poverty. In 2018, monetary poverty was higher in rural zones (36.1%) than in urban areas (24.4%) (DANE, 2019).

On the other hand, 19.6% of the Colombian population lived in MP conditions in 2018, and this percentage increased 1.8% comparing to the data provided for 2016 (17.8%) (DANE, 2019). In urban zones, MP increased 1.7% from the data provided in 2016 (12.1%), being 13.8% in 2018. In rural areas MP also grew by 2.3% from the data provided in 2016 (37.6%), being 39.9% in 2018 (DANE, 2019). Figure 6 presents the national, urban, and rural percentages of MP from 2010 to 2018 based on the results of the Colombian quality of life survey (in Spanish, Encuesta Nacional de Calidad de Vida – ECV) 2010 -2018.

Figure 6

Multidimensional Poverty in Colombia: National, Urban, and Rural. 2010-2018



Note. This figure shows the variations of MP in Colombia since 2010. Between 2010 and 2018, the reduction of MP in the total national was of 10.8%. In urban areas, MP decreased by 9.7% and in rural zones, 13.2% (DANE, 2019). The figure was adapted from "Gráfico 2. Incidencia de la pobreza por IPM (porcentaje) Total nacional, cabecera, centros poblados y rural disperso. Año (2010-2018)" by Departamento Nacional de Estadística (DANE, 2019).

As noted in chapter one, MPI-C assesses broader social and health-related aspects of poverty in five dimensions including, education, labor, childhood and youth conditions, living spaces, and health (Glennie, 2011; OPHI, n.d.). Households are considered multidimensionally poor when they have deprivation in at least 33% of the indicators (Centro de Estudios Sobre Desarrollo Económico [CEDE], 2019). Therefore, besides the general data provided for general MP in the country, in 2018 each of the five dimensions observed in the MPI-C was assessed separately to monitor the progress of the SDG and analyze deprivation on these areas, as follows: Education (32.9%), labor conditions (26.7%), childhood and youth conditions (14.7%), living spaces (13.2%), and health (12.5%) (CEDE, 2019).

Furthermore, in 2018, MP was assessed in Colombia observing the gender of the head of households. MP was higher in households led by women (21.7%) than the ones led by men (18.5%) (CEDE, 2019). The lowest incidence of general MP was presented in Bogotá D.C., followed by the Cauca Valley region (DANE, 2019).

The City Capital of Colombia: Bogotá D.C.

The capital of Colombia was founded in 1538 by Gonzalo Jiménez de Quesada, a Spanish conquistador, who came down from the north to reach the intermountain plateau that surrounds the city (named in Spanish, *la Sabana de Bogotá*) (Czerny & Czerny, 2016). The whole region was already inhabited by the *Muisca* people and well-developed by then (Czerny & Czerny, 2016). The Muiscas was an ordered indigenous group that is recognized for the origin of the *El Dorado* legend (Bushnell, 1996; Cartwright, 2015).

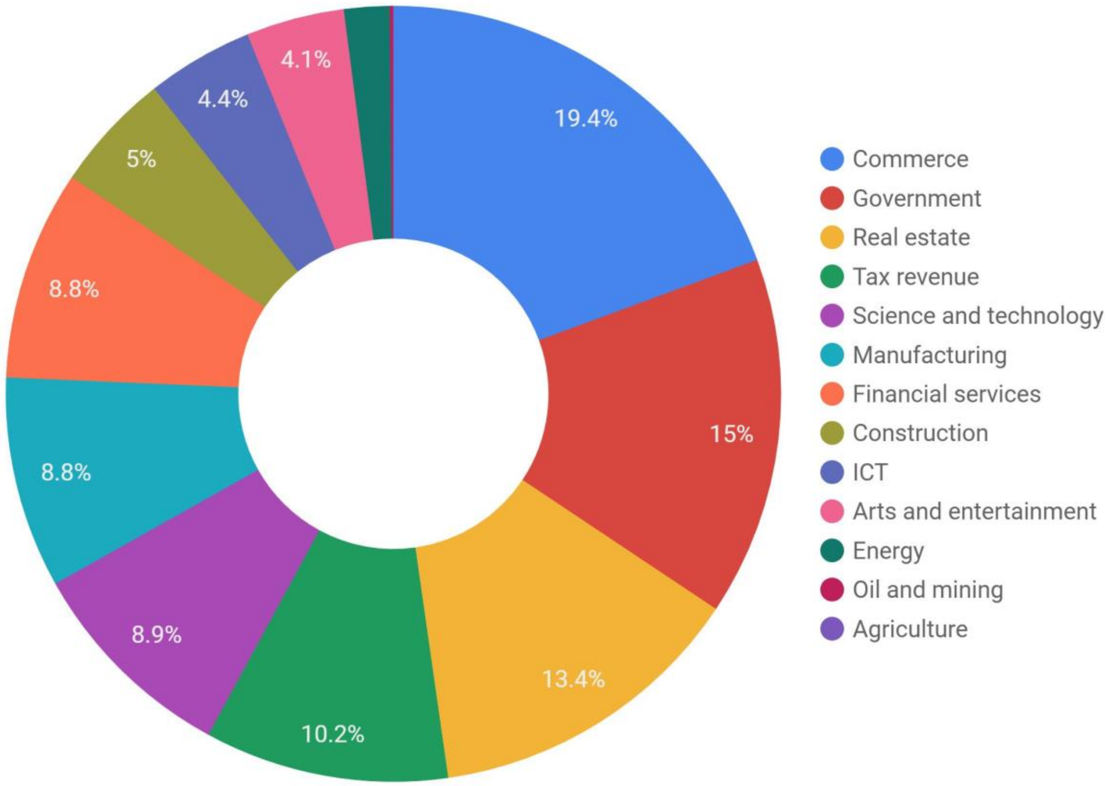
The Muiscas economy was based on intensive agriculture and gold, and they were experts producing cotton and other natural fibers (Bushnell, 1996). During the first years of the Spanish colonization, the Cerros Orientales (Eastern hills) were treated as a defensive barrier for the city (Czerny & Czerny, 2016).

Bogotá D.C. is the largest metropolitan area in Colombia at an altitude of 2,640 meters (Approx. 1.64 miles) above sea level and surrounded by mountain chains rise to 4,050 meters (Approx. 2.52 Miles) (Czerny & Czerny, 2016). It is the city home to central offices of the executive, legislative, and judicial branches, as well as important financial and commercial corporations. Bogotá D.C. generated more than a quarter of Colombia's GDP in 2018, around $85 billion. Also, in 2018, it reflected a GDP per capita of approx. $10,500, a monthly income per capita of around $378, and an unemployment rate of 10.50% (Colombia Reports, 2019). Figure 7 presents the contribution of each sector of the economy to the GDP of the capital.

The capital city has a unique, complex, and spatial structure that include environmental, political, and social challenges. In the last decades, there has been a rapid increase in the city's population and area (around the periphery) caused by an influx of immigrants driven forcibly out of the rural areas they once inhabited (Czerny & Czerny, 2016). Moreover, it is estimated that around 279,000 Venezuelans have migrated, legally and illegally, to Bogotá D.C. (Castillo, 2019). Although these migrations have brought diversity and essential resources, they have also motivated or incremented issues such as, urban poverty, establishment of informal house localities, land takeover by invasion, social marginalization, refugee camps, informal economic commerce in public zones, and criminal activity (Czerny & Czerny, 2016).

Figure 7

Bogotá D.C. GDP per Sector



Note. Source: Colombia Reports (2019). Bogotá D.C.'s economy is primarily based on the commerce and service sector, as well as on the benefits of being the country's political, judicial, and legislative center.

In 2018, Bogotá D.C. had the second-lowest percentage of monetary poverty (12.4%) in Colombia, being the lowest Manizales with 11.4% (DANE, 2019). The city capital did not present variations in the percentage of monetary poverty from 2017 to 2018. Additionally, Bogotá D.C. increased in 0.1% its percentage of extreme poverty from 2017 (2.4%), being 2.5% for 2018 (DANE, 2019). On the other hand, Bogotá D.C. had the lowest incidence of general MP in the country with 4.3%; this percentage has decreased in 7.8% from 2010 (12.1%) (DANE, 2019). In 2018, MP in the city for households with female leadership was higher (7.5%) than MP in households headed by men (2.6%) (DANE, 2019).

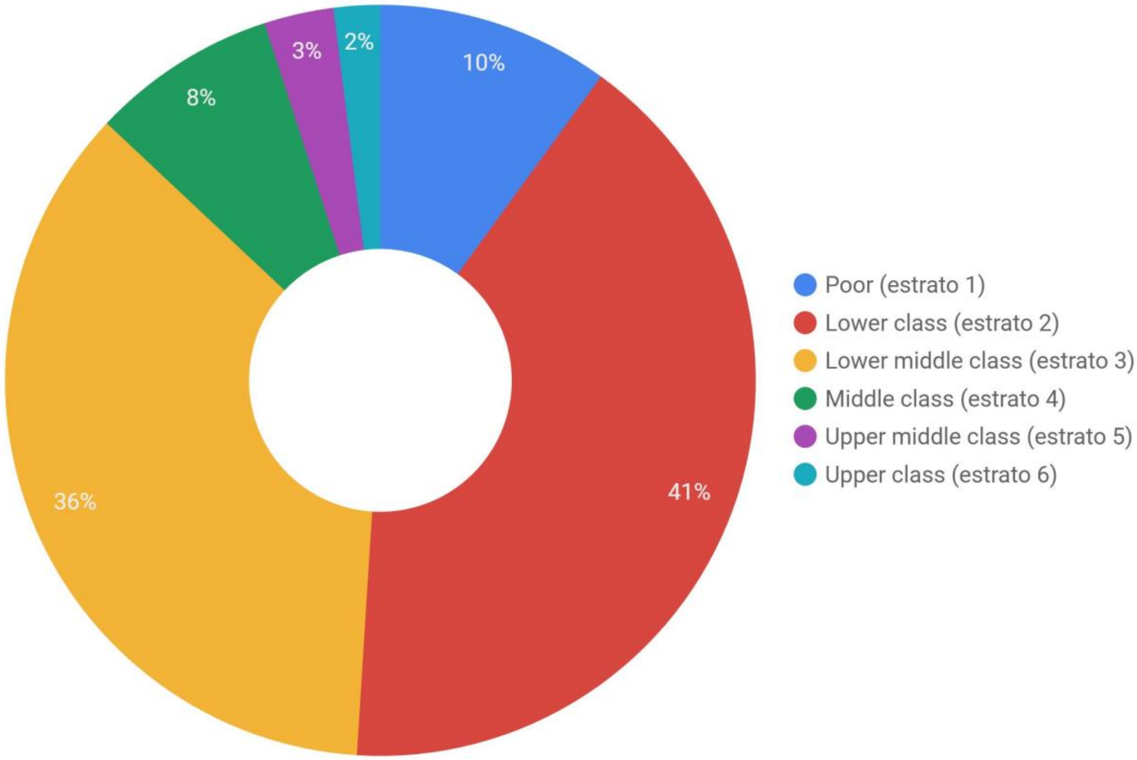
What is Your Stratum?

With around eight million residents, all neighborhoods in Bogotá D.C. are classified from strata one to six, with six being the wealthiest and one the poorest (Czerny & Czerny, 2016). Homeless people are classified as ‘without stratum’ (Jessel, 2017). In the 80s, the stratification system was created in Colombia as a progressive system of solidarity in which the population living in the upper layers pay more for the land and utilities (e.g., water, sewage) to subsidize the poorest residents (Esbjørn & Pérez Fjalland, 2012; Jessel, 2017). In Colombia, this system helped classify urban populations into different strata with similar economic characteristics (Esbjørn & Pérez Fjalland, 2012).

Stratification categorizes housing according to its location, size, building materials, access to city infrastructure, quality of neighborhoods, number of rooms per family member, and average income. Stratum one receives a subsidy of around 50%, stratum two of 40%, and stratum three of 15%. Stratum four pays average amounts. Strata five and six have an additional charge of 20% on the medium rate (Czerny & Czerny, 2016). Figure 8 shows the percentages of people who inhabit in each of the stratum existing in the city. Stratification may be informally taken to determine membership in a specific social class promoting exclusion and limiting social mobility within the city (Czerny & Czerny, 2016; Jessel, 2017).

Figure 8

Bogota D.C.'s Social Stratification



Note. In the city capital, strata one and two represent more than 50% of the population. Stratum three may also be classified as a low-income population, accounting for another 36% of the residents. The upper and upper-middle class (strata six and five) represent only 5% of the people living in the capital. Source: Colombia Reports (2019).

Even though stratification was not intended to lead to social-spatial discrimination (Czerny & Czerny, 2016), it has triggered socio-economic phenomena including, segregation, exclusion, and stigmatization of low-income populations (Esbjørn & Pérez Fjalland, 2012; Jessel, 2017). The unintended consequences of stratification have led to prejudice, stigma, and inefficiency (Jessel, 2017). For instance, many employers have evidenced strong preferences to hire people from strata four to six, not even evaluating profiles of people who live in strata one or two. Also, locations like the historic center of *La Candelaria* (home to numerous expats, diplomats, and wealthy people) are receiving the highest subsidy as stratum one due to the heritage status of the zone (Jessel, 2017).

The socio-spatial segregation characteristic in Bogotá D.C. is critical in the Cerros Orientales area (Czerny & Czerny, 2016). Notably, in the locality of Usaquén and the UPZs of *Verbenal* (VBL) and *San Cristobal Norte* (SCN) where RCE started to recruit its young low-income recreation workers. In the locality of Usaquén, all socio-economic strata (from one to six) are found (Consejo Local de Gestión del Riesgo y Cambio Climático, 2017), being VBL and SCN two examples of areas strata one, two, and three. Also, Usaquén is the location of the most traditional and prestigious social club in Bogotá D.C., (stratum six) where the elites protect their exclusivity and social status, as well as receive the recreational services provided by the young low-income workers of RCE.

Verbenal (VBL) and San Cristobal Norte (SCN)

Even though VBL and SCN are part of the locality of Usaquén, they are established in the higher part of the Cerros Orientales where not all neighborhoods are legal, and most of them do not count with adequate infrastructure, institutional services, or public transportation (Balanta et al., 2015). Traditionally, the UPZs of VBL and SCN are known by the presence of criminal groups and narcotraffic affecting the residents and limiting the presence of public services and institutional support (Balanta et al., 2015).

The UPZs of VBL and SCN are zones predominately strata one, two, and three, with exceptions in VBL where it is possible to find some construction classified as stratum five (Hospital de Usaquén, 2014). In 2014, VBL had 29 legal neighborhoods and nine nonlegalized zones. Similarly, SCN had 18 legal neighborhoods and five nonlegalized areas (Hospital de Usaquén, 2014). As of 2015, the estimated population in VBL was 112,500 people, and in SCN 76,000 individuals. Both UPZs displayed a similar distribution of men and women (Balanta et al., 2015).

While VBL is located in an area of 355.8 hectares, SCN is situated in an area of 275.3 hectares (Consejo Local de Gestión del Riesgo y Cambio Climático, 2017). In 2015, VBL was the UPZ in Usaquén with more inhabitants (Balanta et al., 2015). In 2017, the population density (inhabitants per hectare) of SCN was 262 people/hectare (Veeduría Distrital, 2017). Nonetheless, it was not possible to find data exclusively for the population density in VBL. For the year 2017, the data associated with VBL was presented in combination with other two UPZs (La Uribe and Paseo Los Libertadores); for these three UPZs there was a population density of 136 people/hectare (Veeduría Distrital, 2017). In UPZs strata five and six, like *Country Club, Santa Bárbara, and Usaquén,* the population density was 97 people/hectare. For 2017, the population density for the locality of Usaquén was 139 people/hectare, and in Bogotá D.C. 213 people/hectare (Veeduría Distrital, 2017).

Among the nine UPZs in Usaquén, VBL and SCN are two of the most complex areas sharing specific characteristics (Balanta et al., 2015). For instance, in 2014, they presented the highest concentration of inactive people, as well as ranked as the zones most populated of children between zero and five years (Balanta et al., 2015). Other issues of high occurrence in these two UPZs are chronic malnutrition, domestic violence, crime, gangs, population displacement, problems of accessibility and connectivity, and poverty (Hospital de Usaquén, 2014). In 2014, VBL displayed the highest rates of perinatal and child mortality in the locality of Usaquén (Balanta et al., 2015).

Also, VBL and SCN have environmental problems associated with illegal extraction of sand, lack of adequate sewage systems, forest fires, and illegal deforestation (Balanta et al., 2015; Hospital de Usaquén, 2014). In 2017, the average monthly income in SCN was around $256 (768,000 COP) per family and in VBL (including the UPZs of La Uribe and Paseo Los Libertadores) was approx. $420 (1,262,000 COP) per family (Veeduría Distrital, 2017). The average monthly income for the locality of Usaquén was $734,000 (2,200,000 COP) per family (Veeduría Distrital, 2017).

Inclusive Businesses (IB): Opportunities and Challenges

Inclusive Businesses were created with the goal of providing a win-win situation for companies and people living at the BOP. For low-income populations, they may generate opportunities for employment and entrepreneurship, as well as participation in the companies' value chains as suppliers, distributors, retailers, or consumers (WBCSD, 2016). Likewise, organizations may develop innovative ways to supply affordable, high-quality products and services to meet basic human needs including, food, water, sanitation, housing, and healthcare.

For instance, Gutiérrez and Vernis (2015) presented a qualitative study in which they compared two multinational natural gas companies that had the goal to serve low-income populations. The authors discussed internal and external conditions that surrounded those companies, as well as the importance of leaving the comfort zone to be successful in serving the people at the BOP. While GNB from Spain did not go beyond its pilot program, Promigas from Colombia succeeded in developing inclusive alternatives that served low-income populations. Also, although both companies lacked knowledge about how to work with people at the BOP, Promigas worked closely with government agencies and developed partnerships with multilateral organizations. It focused on learning from the BOP regarding their needs and restrictions (Gutiérrez & Vernis, 2015). Thus, beyond providing work to local talent, Promigas offered services for home improvement, small insurance policies, and formal loans and credits; especially to people who could not access those services before (Gutiérrez & Vernis, 2015).

Consequently, IB may provide an optimal opportunity to integrate cross-sector partnerships to reach the SDG (UNDP, 2008). Nonetheless, the road to achieving those goals requires flexibility, adaptation, and investment in unfamiliar settings (WBCSD, 2016). This section provides an overview of opportunities and challenges found in the IB literature for companies and people living at the BOP.

Opportunities for Companies

Several non-governmental organizations (NGOs), scholars, and multilateral organizations have created documentation and conceptual papers regarding the benefits of IB for multinational and large companies (Gutiérrez & Vernis, 2015; Hart et al., 2016; London, 2009; UNDP, 2008; WBCSD, 2016). However, empirical research is required to support this information. In the literature of IB, there is a consensus among scholars affirming that, for companies, doing business with low-income populations can be profitable (Goyal et al., 2014; Gutiérrez & Vernis, 2015; Halme et al., 2012; UNDP, 2008; WBCSD, 2016).

Likewise, authors agreed that IB provide a basis for long-term growth by developing new markets, driving innovation, and strengthening organizational value chains (Goyal et al., 2014; Gutiérrez & Vernis, 2015; Halme et al., 2012; Kuo & Smith, 2018; Likoko & Kini, 2017; UNDP, 2008; WBCSD, 2016). Also, IB might increase supply chain resilience, spawn investor interest, and assure license to operate in complex environments (UNDP & Deloitte, 2016). Although the existing research on the opportunities of IB has focused mainly at the company level, qualitative and ethical outcomes for employees, low-income populations, and other stakeholders remain unstudied, particularly in an empirical way.

While only a few scholars related IB with the SDG (UNDP, 2008; UNDP & Deloitte, 2016; WBCSD, 2016), there is a congruence on the need to reach corporate goals in the TBL of sustainability (Goyal et al., 2014; Gutiérrez & Vernis, 2015; Halme et al., 2012; Kuo & Smith, 2018; Likoko & Kini, 2017).

IB may share similar goals and may contribute to the progress towards reaching diverse SDG at different points across the value chain. For instance, IB that introduce people at the BOP as producers or suppliers could contribute to the first SDG (no poverty) empowering subjects and providing them a formal source of income. In this regard, Alpina (Colombia's largest dairy producer) developed an IB program to work with local suppliers in the agricultural sector for its supply chain needs (SNV & CECODES, 2008). The company integrated 1,050 families of small ranchers from Cauca and Nariño, who owned between two and six cows, into their value chain. These ranchers represented 8% of the national milk supply of Alpina (SNV & CECODES, 2008). This initiative also supported the thirteen SDG (climate action) reducing the impact of suppliers by training them in sustainable production practices (UNDP & Deloitte, 2016).

Furthermore, for the first SDG (no poverty) and the second SDG (zero hunger), Alpina has proved that it is possible to bring support lifting people out of extreme poverty. In Colombia, Alpina runs a major production facility in Sopó. This small town was the first one to be declared poverty free territory in the country (Tewes-Gradl et al., 2013). In Sopó, Alpina joined forces with municipal authorities, social organizations, and local enterprises to empower poor families to overcome extreme poverty within 14 months (Tewes-Gradl et al., 2013). The strategy included assessment of the needs of BOP families, as well as the creation of a comprehensive action plan that included, income generation, employment, access to identification, education, training, health, nutrition, housing, family dynamics, access to justice, and financial opportunities (Tewes-Gradl et al., 2013). Alpina also facilitated employment for three of those families in the waste-management field processing recycled Alpina packages (CECODES, 2010).

Additionally, authors like El Nashar (2016), Hahn (2012), and Wach (2012) have addressed explicitly ethical opportunities of IB to improve relationships with stakeholders, as well as organizational values and procedures among companies. The quantitative study conducted by El Nashar (2016) concluded that there is a significant impact of IB on the improvement of ethical values and internal control quality of organizations. Although El Nashar's (2016) study focused solely on internal opportunities for organizations, it provided a quantitative and accounting perspective that nurtured the interdisciplinary discussion of the present study.

Challenges for Companies

Corporations have been encouraged to change and achieve sustainable goals (UNDP & Deloitte, 2016). Nonetheless, changing organizations and their environments is demanding; researchers have consistently found that corporations tend to abandon their social goals in the quest for profitability (Battilana et al., 2019). In general, IB address questions about what a company is doing and what the maturity of a company is to include this initiative in the core business (Rösler et al., 2013).

There are considerable challenges when doing business with people at the BOP. Here, shortages of adequate infrastructure, need to understand new markets and distribution channels, and lack of skills of participants are generally present in hostile regulatory environments with weak institutions (Rösler et al., 2013). Usually, IB integrate low-income populations in places where markets and governments have failed historically providing well-being and justice (Rösler et al., 2013). Thus, for companies, it is likely that those regulatory environments not always facilitate favorable conditions to develop businesses and investments (e.g., inefficient tax system, lack of legal protection of contracts and agreements) (Corporate Citizenship, 2012).

An example of an IB that faced regulatory challenges was Vodaphone's mobile phone-based money transfer service, called M-PESA, in Kenya. This IB initiative was effective in providing financial inclusion, as well as in allowing people at the BOP (without a bank account) to transfer money quickly through text messages (Corporate Citizenship, 2012). As a lesson learned, the leaders of Vodaphone concluded that although M-PESA was a successful IB, local regulations were one of the biggest hurdles when expanding into new markets. Hence, when developing IB, organizations may think of engaging in policy dialogue at the local and national levels to improve, or help develop, desirable regulatory environments (Corporate Citizenship, 2012).

Moreover, even though companies tend to bring qualified human resources and capital to develop IB, their knowledge and passion may not be enough to overcome the challenges of working with people at the BOP. Corporate leaders need to learn nontraditional ways to interact and understand their targets, analyze BOP consumption patterns, and learn about informal competition, language barriers, and cultural differences. In general, the concept of IB often runs counter to established internal policies, procedures, and standards (Rösler et al., 2013).

Consequently, it is vital to learn how to adapt quickly and ethically to new cultures and traditions since corporate decision-makers do not typically come from the same culture or the BOP (Zobel de Ayala, 2018). This factor might limit their perspective of the realities on the ground (Corporate Citizenship, 2012), as well as may create new barriers including, lack of information about low-income markets, ethical dilemmas related to products and marketing strategies, and cultural clashes with specific communities.

In this regard, Davidson (2009) presented the example of the skin cream named Fair & Lovely. This product raised cultural and ethical concerns when introduced to people at the BOP in India; Unilever marketed the cream for lightening the skin color of Indian women (Davidson, 2009). Although all companies have the right to sell their products and find a market for them, this product was heavily criticized for its racist and discriminatory nature. Also, it was disapproved by the general public not only for insulting women's dignity, but also because it was difficult to believe that it was created to help eradicate poverty or benefit people at the BOP in India (Davidson, 2009).

Thus, while ethical challenges are an integral part of every business, differences in culture, gender, race, and income level will always raise ethical questions that must be addressed by leaders (Davidson, 2009). What is more, those inquiries might be inevitably emphasized when engaging in business with the BOP and associated with eradicating poverty. Companies, as profit-making enterprises, need to be aware of the risk of exploitation and manipulation of unsophisticated and inadequately educated consumers, partners, or workers usually present at the BOP (Davidson, 2009). Also, organizations need to see low-income populations not simply as profit-generating subjects, but as an essential part of the progress of a larger society and the particular IB initiative.

For a company, this process requires maturity and an awareness of the responsibilities not exclusively to its shareholders, but also to other stakeholders (Davidson, 2009). Furthermore, it demands a different mindset in which organizations should be determined to be positive global citizens that embrace voluntarily economic, ethical, political, social, and environmental responsibilities. So, to determine the level of growth and development of IB, the UNDP and Deloitte (2016) presented six stages of IB maturity that help understand the level in which the IB initiative may be classified. Figure 9 presents the six IB maturity levels and provide a short description of each stage. IB maturity is not associated with the sector, size, or country of operation of the IB. Instead, it is influenced by information associated with financial expectations, strategic position, leadership view, and potential impact of the IB (UNDP & Deloitte, 2016).

Figure 9

Inclusive Business Maturity Levels

Note: Adapted from "Inclusive Business Maturity Levels" by the UNDP and Deloitte (2016). The six levels of IB maturity go from bystander to champion, being champion an IB that operates in multiple regions and is integrated into the core business strategy of the company. An organization may explore various approaches and stages to IB using this tool. Technology and regulatory compliance are two powerful elements that help organizations move from one maturity level to another (UNDP & Deloitte, 2016).

The Bystander

The first level is also recognized as the absence of IB. In this stage, companies do not engage with the BOP productively. Usually, bystanders focus on different segments and targets, or use a model that does not rely on low-income populations (UNDP & Deloitte, 2016). While being a bystander does not imply a negative connotation, it is a stage that invites organizations to see the potential of investing and partnering with people at the BOP. Bystanders do not report experience or knowledge working with IB; they are not yet reliable in developing a sustainable IB model (UNDP & Deloitte, 2016).

The Accidental Tourist

Organizations classified in this second stage engage with the BOP by where they are or due to the conviction of leaders. Nonetheless, they are not aware that their inclusive activities constitute IB (UNDP & Deloitte, 2016). Regularly, accidental tourists are missing opportunities of impact due to their lack of knowledge of theory, networks, and benefits provided by IB. Here, IB activities may be adjacent to the core business strategy of the organization, and the company may not be knowledgeable in developing sustainable IB models, as well as scaling the impact of the initiative (UNDP & Deloitte, 2016). In this research, RCE classified as an accidental tourist due to the history and nature of its inclusive initiative.

The Responsible Citizen

Although IB are not CSR, many companies engage in IB relating those efforts to strategies of CSR. This relationship is usually promoted to gain reputational benefits and social impact (UNDP & Deloitte, 2016). However, IB that operate at this level do not reach full commercial viability and do not achieve an IB model over the long term. Using a CSR approach for IB limits the development of independent gains that will guarantee its sustainable growth (UNDP & Deloitte, 2016). Regularly, IB that fit into this category develop inclusive initiatives outside of the core business strategy of the organization and have a moderate impact and knowledge on BOP communities

The Explorer

These initiatives are exploratory IB or pilot programs to be viable long-term IB. Here, the leadership of the company understands and supports the IB model and its commercial opportunities (UNDP & Deloitte, 2016). Also, while the IB is not fully mature, there is clear intentionality to generate revenue and benefits partnering with people at the BOP. Typically, explorers have familiarity with low-income communities and the IB model, as well as generate low impact among the BOP. Explorer's initiatives are adjacent to the core business strategy of the organization (UNDP & Deloitte, 2016).

The Builder

In this level, companies have established IB that are part of the organization's core business strategy and are commercially viable. Besides the support of the leadership and its intentionality to develop IB, the company has gained valuable knowledge through experience working with the BOP (UNDP & Deloitte, 2016). Frequently, builders have started to measure their social impact, and low-income communities are likely to be engaged in various points of the value chain. Nonetheless, builders have not yet achieved scale due to regional challenges or time in the market (UNDP & Deloitte, 2016).

The Champion

In this stage, organizations have created IB poised for growth; they are commercially viable and have a defined path to sustainably achieving scale. At this level, IB are integrated into the culture of the company and are at the center of the business strategy (UNDP & Deloitte, 2016). Regularly, champions measure their social impact, look to improve their reporting activities, and maximize financial and social successes (UNDP & Deloitte, 2016). The leadership of champions actively supports IB and promote a substantial impact on low-income populations.

Opportunities for Low-Income Populations

IB initiatives integrate people at the BOP, either on the demand side as consumers, or on the supply side as employees, distributors, or suppliers of goods and services (Rösler et al., 2013). On the demand side, as mentioned in chapter one, there are examples of business models that integrate the poor recognizing their purchase capacity and the necessity to be socially accepted (e.g., BoP 1.0, BoP 2.0). Although integrating people at the BOP uniquely as consumers is not sustainable for them due to their unstable incomes, low-income populations are typically excluded from goods and services including food, clothes, healthcare, education, energy, and water. Hence, providing goods and services to people at the BOP has value. Nonetheless, people living in poverty should have freedom of choice regarding their consumption patterns (Rösler et al., 2013); consumption dynamics should not be imposed to them (Davidson, 2009).

On the supply side, IB may provide sustainable opportunities for low-income populations reaching some of the 17 SDG. Besides the examples provided in the case of Alpina, other SDG may be approached by IB. For instance, regarding the fifth SDG (gender equality), IB can engage women and other minorities at the BOP to be financially independent training them to provide specific goods to the organizations or being direct distributors of products (UNDP & Deloitte, 2016). A good example is the Brasilian company Natura. Natura is a multinational company that sales sustainable beauty and cosmetic products, and it is oriented to invest in women (SNV & CECODES, 2008). Natura's leadership believe that investing in women also includes the whole community. So, the company not only generates employment for women at the BOP, but also promotes more income through handcraft production. Natura also promotes other inclusive activities related to women's education, well-being, culture, and technical and financial support (Pascualini, 2017).

Additionally, as distributors, people at the BOP can use their local knowledge to design allocation methods that mitigate the challenges of rural delivery while supporting the ninth SDG (industry, innovation, and infrastructure). Similarly, regarding the fourth SDG (quality education), low-income populations can find opportunities to receive technical and vocational skills for employment and entrepreneurship (UNDP & Deloitte, 2016). In general, people at the BOP and IB may find win-win situations that provide sustainable conditions for both parts. Nonetheless, it is crucial to explore the perspective of those at the BOP of the effectiveness of these initiatives and other opportunities provided to low-income populations.

Challenges for Low-Income Populations

People living at the BOP face many challenges when they are included in diverse stages of the value chain of organizations. As customers, the unstable incomes, as well as the fact that they often live in places with inadequate infrastructure represent limitations to opt for the best choices in the market (Rösler et al., 2013). Also, there is often a lack of market information about consumer choices, consumer protection laws, and prices. As customers, low-income populations often pay a '*penalty*' which manifests in higher prices for goods and services of lower quality (Rösler et al., 2013). Typically, when profit margins of companies are particularly high, there is a risk that corporations are exploiting low-income consumers, rather than serving them (Leonard, 2007).

For instance, Davidson (2009) discussed the example of Nestle's infant formula. During the 1970's, the company came under severe criticism for marketing this product to poor mothers in developing countries who did not have the income and neither the understanding to use the product appropriately. Nestle advertised its infant formula as the modern, Western way to feed babies and provided free samples without first confirming that the consumers had an adequate supply of potable water to mix with the powder (Davidson, 2009). Also, Nestle did not warn mothers that after a few days using the formula, their milk (containing essential antigens) would dry up. Moreover, when the free samples were exhausted, local mothers could not afford to buy the product due to the high cost. Besides the penalties paid by mothers at the BOP, this marketing campaign resulted in receiving slogans such as, "Nestle Kills Babies" (Davidson, 2009). As a lesson learned, the leadership of Nestle recognized that when doing business with the BOP, strategies that could be accepted in a developed environment cannot merely be translated to low-income populations presuming a harmless success (Davidson, 2009).

Likewise, not all attempts to include people at the BOP in a business or productive project should be understood as favorable. For instance, Sen and Kliksberg (2007) introduced the concept of *unequal inclusion* (also unfavorable inclusion) to caution about non-positive conditions in which people can be included to be further exploited or oppressed. As such, for a person to be exploited, there should be an inclusion first but under unfair conditions. Examples of it could be child labor, human trafficking, forced labor, or domestic servitude.

In this regard, people at the BOP not only can be vulnerable due to their lack of knowledge about labor laws and rights, but also due to their necessity to find opportunities and a place in the society. For these cases, Sen and Kliksberg (2007) suggested to adjust the rhetoric of exclusion and incorporate the construct of unequal inclusion. Ethically, IB are expected not only to include favorably people who have been historically excluded (e.g., low-income populations), but also the ones who are included in any places or situations under unfavorable conditions (Cuervo Prados, 2009).

The Role of Stakeholders in Promoting IB

Leaders of IB do not act alone when creating and developing inclusive initiatives; they interact with a variety of stakeholders that affect or may be affected by the IB's actions. In IB, each actor or stakeholder has a role to play. Examples of stakeholders in IB are companies, low-income communities, government, academia, NGOs and multilateral organizations, and donors and investors (Melo & Magdalena, 2015; Rösler et al., 2013; Tewes-Gradl et al., 2013). IB may have more or fewer stakeholders depending on its size, type, development, and maturity.

Companies

In general, organizations propose strategies, assess market challenges and opportunities, and articulate their efforts with other stakeholders to create, develop, and promote IB (Tewes-Gradl et al., 2013). Also, companies create capacities for IB innovation and research, as well as commit vital resources (e.g., time, personnel, funds) to generate viable IB. Regularly, organizations engage with the community and in policy dialogue to design and create win-win solutions (Rösler et al., 2013). This stakeholder works closely with low-income communities to train and learn from them, as well as collaborates with other companies on platforms and business associations to help develop joint alternatives for IB (Tewes-Gradl et al., 2013). Companies use their sources and capacity to raise awareness among IB actors and identify needs to support inclusive, collaborative processes (Melo & Magdalena, 2015).

Low-Income Communities

As essential actors in any IB, BOP communities identify opportunities for business and know the competitive advantages of their group and location (Rösler et al., 2013). Low-income communities identify their own needs and capacities, as well as the stories of failure and successes with the private and public sectors. So, it is vital to include them not only in the design and operations of the IB, but also in the policymaking process when IB take a multisectoral approach (Tewes-Gradl et al., 2013). Usually, BOP communities have their democratic processes, representatives, and bodies (e.g., cooperative unions, local associations) (Tewes-Gradl et al., 2013). Thus, external stakeholders may want to partner with those developed groups to establish trust relationships (Melo & Magdalena, 2015), as well as observe other clusters that need to be leveraged and promoted using IB initiatives (e.g., women, people with disabilities).

Government

Local and national governments have a mandate; they should enable market conditions and eliminate constraints for businesses and the BOP (e.g., asymmetric information, lack of or inviable regulations, unequal distribution of financial resources, inadequate infrastructure) (Tewes-Gradl et al., 2013). Typically, governments are called to design and improve the regulatory environment, as well as address specific sector obstacles. Also, they are expected to strengthen their capacities collaborating with the private sector and establish platforms to engage other stakeholders in social, political, and economic development (Rösler et al., 2013). In the end, the government is the only actor that has the directive and the authority to impose sanctions and force actors to comply with rules (Tewes-Gradl et al., 2013).

Additionally, governments support aggregation of small-scale operators, improve consumer awareness, and if needed, give subsidies and subventions to people at the BOP (Rösler et al., 2013). As concluded by Cuervo Prados (2009), IB are not frequently designed to include the most impoverished individuals in the value chain of organizations; these people require first essential support in areas such as, access to identification, nutrition, housing, and health services to join IB initiatives. Besides, governments serve to articulate, formulate, adopt, implement, evaluate, and adjust public policies over time (Tewes-Gradl et al., 2013).

Academia

Public and private educational institutions gather data and help develop knowledge and insights to create theories, policies, procedures, evaluation, and suggestions for improvement related to IB (Tewes-Gradl et al., 2013). Furthermore, this stakeholder is crucial in the establishment of spaces for discussion, critique, and analysis of the actual IB model and alternative inclusive initiatives (Melo & Magdalena, 2015). Traditionally, academia has built environments of multisectoral and multidisciplinary analysis of different social realities. Hence, academia not only may raise awareness of IB among diverse stakeholders (Melo & Magdalena, 2015), but also is vital to provide knowledge and training through educational programs, research, and consultancy for participants in IB. In academia, leaders of IB and low-income populations may find mentors, strategic training, and tools (e.g., publications, lectures) to grow and help develop sustainable IB (Melo & Magdalena, 2015).

NGOs and Multilateral Organizations

Like academia, these stakeholders may establish multidisciplinary spaces for discussion, evaluation, and analysis of IB (Melo & Magdalena, 2015). They play an important role in connecting stakeholders and collecting data necessary to conduct pilot programs (Tewes-Gradl et al., 2013). Typically, NGOs and multilateral organizations identify and relate to low-income populations directly (Tewes-Gradl et al., 2013), as well as get involved in the creation and launch of IB projects (Melo & Magdalena, 2015).

When NGOs are present in IB, they help partnership with organizations to facilitate community engagement, act as platforms for dialogue, and facilitate public-private collaboration (Rösler et al., 2013). Multilateral bodies may assist in finding capital seeds and funds for IB projects (Melo & Magdalena, 2015). These two stakeholders are useful in identifying the needs and opportunities of those stakeholders who can be part of a solution (Melo & Magdalena, 2015). Also, they help build multisectoral bonds since they have local knowledge, as well as understand the corporate and governmental logics.

Donors and Investors

These two stakeholders often serve as facilitators for IB initiatives; they provide advice and funding to participants in IB including, low-income communities, companies, government, and NGOs (Tewes-Gradl et al., 2013). Donors and investors support governments and companies in improving the market environment, creating grant models, evaluating impact, and providing access to early-stage risk funding (Rösler et al., 2013). Typically, donors and investors provide contributions, raw materials, credits, or financial tools for setting up and expand IB projects (Melo & Magdalena, 2015). Also, donors and investors facilitate cross-sector dialogue, strengthen capacities along value chains of organizations, and disseminate best practices and lessons learned (Rösler et al., 2013). These stakeholders may provide valuable insights regarding IB experiences, policies, and regulations across countries (Tewes-Gradl et al., 2013).

An Overview of Inclusive Businesses in Colombia

Even though in 2018 Colombia was ranked in the third place of the easiest countries to do business in Latin America and the Caribbean (The World Bank, 2018), it needs improvements in infrastructure, government efficiency, judicial independence, and security to reach one of the top places in the world. Between 2005 and 2013, Colombia implemented 29 reforms aimed to remove obstacles and promote local entrepreneurship (Melo & Magdalena, 2015). Also, despite the positive business climate and efforts to have one of the most competitive countries in the region, the business development policy remains detached from social policy (Cuervo Prados, 2009; Melo & Magdalena, 2015). So, it is not yet possible to identify a regulatory or robust framework for promoting social initiatives, CSR, or IB linked to businesses in the country (Melo & Magdalena, 2015). In the public sector, the logic of IB is discussed by specific divisions of national agencies and for specific projects (Melo & Magdalena, 2015). In general, IB are not heavily promoted or developed by the Colombian government.

Colombia has more than 10 years of experience implementing and learning from IB (PNUD & CECODES, n.d.). Initiatives associated with IB started in 2006, promoted by the WBCSD and Netherlands Development Organization (SNV) (Melo & Magdalena, 2015). Later, the IDB and CECODES initiated a journey to understand the concept and discover the opportunities that the IB model could bring to the country. At that point, the novel concept needed to be understood, clarified, and developed, as well as analyzed as an alternative for the social policy in Colombia (Cuervo Prados, 2009). Until 2009, the vision of IB was clear. However, there were not many *champions* or mature IB to evaluate. The IB model needed to reach a place in the country and among multiple stakeholders. As of 2015, 36 cases of IB were found in Colombia (Melo & Magdalena, 2015).

In the last years, IB in Colombia have been linked to the SDG and the efforts of implementing the peace agreement signed in the country. According to the PNUD and CECODES (n.d.), IB mainly contributed to the first (no poverty), second (zero hunger), fourth (quality education), and eight (decent work and economic growth) SDG. Moreover, it was possible to find IB in different areas in the country (e.g., Valle del Cauca, Antioquia, Cundinamarca, Bogotá D.C.).

In Colombia, IB were primarily developed including the BOP as producers, employees, and consumers of goods and services. A minority of IB included low-income individuals as shareholders of the project (PNUD & CECODES, n.d.). The main obstacles for the development of IB in the country have been accessing to financing and seed capitals, finding partners to implement the projects, inadequate infrastructure, lack of knowledge and skilled personnel at the BOP, security, land issues, restrictive regulations, and corruption (PNUD & CECODES, n.d.).

In a survey developed by the PNUD and CECODES (n.d.), it was identified that food and beverage companies developed 32% of the IB in the country, 25% were from the utility sector, and 13% from the financial sector. Other areas that developed IB were technology, construction, and health. Among this group of companies, 72% of them interacted with the public sector to develop activities associated with IB (PNUD & CECODES, n.d.). Also, the primary motivations reported by entrepreneurs and leaders in Colombia to develop IB were possibilities of innovation, competitive advantages, and differentiation with other companies, as well as opportunities to be cost-effective and improve security and sustainability in the value chain (PNUD & CECODES, n.d.).

While the PNUD and CECODES (n.d.) reported notable improvements in the methodologies to measure the success of IB in the country, they also acknowledged that more work is needed to measure the impact of IB related to sustainability and the TBL. Other notable facts associated with IB are the creation of *the HUB*, in 2013, as a platform to develop public-private alliances for development, as well as the agreement for inclusive competitiveness (in Spanish, *Pacto por la Competititividad Inclusiva*). In the Hub, the private sector works to develop and support the economic inclusion of populations traditionally excluded from economic dynamics and businesses in Colombia. As of 2017, 37 companies supported The Hub (PNUD & CECODES, n.d.).

Leadership Literature

The third section of this chapter included relevant literature about leadership theories related to the problem of study. Notably, I discussed the topic of responsible leadership (RL), as a suitable leadership view to develop IB promoting sustainable development, as well as other related theories of leadership including, transformational and ethical leadership. Although the literature studied does not associate the IB model to any particular leadership theory, RL includes essential elements to develop IB such as, its interest in responding to complex global, societal, and environmental problems, as well as its attention to sustainability, social change, and inclusion of diverse stakeholders (Voegtlin, 2016). RL, as a contemporary view of leadership, observes the ethical and transformational leadership theories critically and helps question the pertinence of other leadership approaches that incorporate an ethical component to address the present and future complex challenges of leaders.

Transformational Leadership (TL)

Since the 80s, TL has been one of the most popular approaches to leadership. It is presented contrasting the theory of transactional leadership and, as its name implies, TL is a process that transforms people and organizations using emotions, values, standards, ethics, and long-term goals (Northouse, 2019). To do that, transformational leaders assess followers' needs and motivations viewing subjects as holistic human beings and helping them to reach their full potential (Northouse, 2019). Transformational leaders are associated with four characteristics: charismatic, inspirational, intellectually stimulating, and individually considerate (Bass et al., 1996). There is substantial evidence in the literature that TL is an effective form of leadership (Northouse, 2019).

Even though Burns (1978) and Bass and Steidlmeier (1999) emphasized in their work the moral foundations of TL, this theory of leadership has been intensely criticized by its ethical and values orientation. Groves and LaRocca (2011) concluded that business scandals (e.g., Enron, WorldCom, AIG) call into question the TL models and research developed during the last three decades. Also, Northouse (2019) affirmed that researchers have not established that TL is able to transform individuals or organizations ethically.

Although the quasi-experimental study developed by Arthur and Hardy (2014) provided initial evidence that TL may result in positive changes on followers to remediate poor performance in organizations, Groves and LaRocca (2011) concluded that the literature on TL remains deficient in studies that could demonstrate the value orientation and positive ethical impact on followers. Similarly, Wang et al. (2011), affirmed that research is needed to examine the influence of TL on various follower counterproductive behaviors, as well as the relationship between TL and individual ethical performance. Likewise, Northouse (2019) asserted that TL does not provide a clearly defined set of assumptions about how leaders should act in specific situations; it brings a view and a general way of thinking about leadership to transform others.

Additionally, observing the potential negative impact of TL to followers and organizations, Bass developed the construct of *pseudo transformational leadership* referring to leaders who are exploitive, power-oriented, self-consumed, and with questionable moral values (Johnson, 2015; Northouse, 2019). Nonetheless, the growing list of business leaders once characterized as transformational and that have driven unethical and irresponsible changes in their organizations and communities has promoted new leadership theories that address other management behaviors and followers' values, as well as attitudes toward social responsibility (Groves & LaRocca, 2011).

Also, TL has been questioned by its leader-centric nature (Johnson, 2015) and heroic leadership bias that stress more on the influence that the leader has on followers to transform themselves, and not on the reciprocal influence and shared processes to transform realities of both leaders and followers (Northouse, 2019). The most used measure of TL is the Multifactor Leadership Questionnaire (MLQ). It measures the leader's behavior in seven areas including, charisma, inspirational motivation, intellectual stimulation, individualized consideration, contingent rewards, management by exception, and laissez-faire (Northouse, 2019). The TL literature studied did not address discussions related to sustainability or stakeholder approaches. Equally, no studies were found that associated the construct of IB with TL.

Ethical Leadership (EL)

The research field of EL is still in an early phase of development; a limited number of empirical studies address the nature of this view of leadership. Hence, some theoretical formulations remain unstudied or are merely anecdotal (Northouse, 2019). For Price (2018), studies on EL reflect more of what people think and perceive about ethics rather than what ethics requires. Nevertheless, in a post-Enron World (Brown & Treviño, 2006), scholars have shown particular interest to study EL considering that leaders usually have more power and control than followers (Northouse, 2019). An increasing amount of research has recognized that there is a high demand for EL in organizations and institutions (Northouse, 2019). Also, recent scholarship has examined the influence of EL on outcomes for followers including, voice, job performance, and other positive and negative behaviors (Zhu et al., 2015).

Brown and Treviño (2006) defined EL as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (p. 595). In general, ethical leaders are honest, trustworthy, caring, approachable, and fair in their decision making (Northouse, 2019; Zhu et al., 2015). Moreover, they serve as ethical role models for their followers, as well communicate ethical standards and enforce those principles using rewards and sanctions (Brown & Treviño, 2006; Zhu et al., 2015). As a result, followers should be more likely to identify with the leader and demonstrate cooperative behaviors such as, voice and positive job performance (Zhu et al., 2015). Ethical leaders are expected to influence counterproductive behaviors of subordinates modeling learning processes and encouraging prosocial or citizenship actions (Brown & Treviño, 2006).

EL has fundamental differences to TL including, the transactional view of rewards and sanctions to reinforce ethical behaviors of followers, as well as that TL emphasizes on vision and intellectual stimulation while EL not (Brown & Treviño, 2006). Some similarities between EL and TL are related to personal characteristics of the leader such as, concern for others and focus on ethical decision-making, integrity, and role modeling. Brown and Treviño (2006) affirmed that personality traits as extroversion and openness to experience are more related to charisma and do not represent a distinctive part of the EL construct. A leader can be extroverted and open to novel experiences while not having into account ethical considerations.

Furthermore, the construct of EL has been criticized as conceptually vague (Voegtlin, 2016) and full of generalities (Price, 2018). Brown & Treviño (2006) argued that the definition was deliberately ambiguous because it is context-dependent. So, although the content of the definition appears to be universal, the importance of critical aspects of EL may vary across cultures (Brown & Treviño, 2006). Similarly, Northouse (2019), Price (2018), and Voegtlin (2016) stated that EL has a strong leader-centric view focusing on leader characteristics rather than on the contributions of other parties that are part of the leadership process. Zhu et al. (2015) concluded that EL did not impact follower voice equally; the impacts of EL differed across subjects and depended on the strength of their moral beliefs.

Beyond conceptual, descriptive, and anecdotal papers, EL lacks empirical support (Northouse, 2019). Even though the majority of studies found in the EL literature were cross-sectional (Bedi, Alpaslan, & Green, 2016), these studies do not provide information to infer causality among variables. Thus, experimental research is essential to obtain an objective measure of EL (Bedi et al., 2016; Walumbwa et al., 2011). Also, there are few studies available regarding the relationships between EL and its consequences, and the need for research on moral issues, moral intensity, and moral identity on EL (Bedi et al., 2016). Likewise, it is vital to examine the potential mechanisms through which EL influences effective performance in followers and organizations (Walumbwa et al., 2011). Future research should examine EL at the team level of analysis (Bedi et al., 2016), address the conceptual confusion of EL, and observe generational differences in ethical perspectives (e.g., millennials) (Northouse, 2019).

Additionally, even though Brown and Treviño's (2006) view of EL has been accepted in the literature as *the* theory of EL, it is only *a* theory that has strengths and weaknesses. It does not constitute *the true* regarding EL (Price, 2018). In this regard, Price (2018) discussed the ethical meaning of leadership and contrasted Brown and Treviño's (2006) view of EL with Kant's deontological approach to ethics. Immanuel Kant argued that people always should treat others as *ends* in themselves and never as a *means to ends* (Northouse, 2019). This approach is designed to identify the behaviors that can be used to achieve goals and, equally imperative, to respect the freedom of others. Also, it cautions individuals, including leaders, to treat people instrumentally and unequally (Price, 2018).

The deontological approach might be the only ethical theory that can systematically, consistently, and critically help on the distinctive ethical and contemporary challenges of leadership (Price, 2018). Using deontological lenses, EL fails to treat equally individuals since it appeals to perpetuate the leader-centric view that ethical leaders are better equipped to influence others (Price, 2018). Moreover, EL may encourage leaders to neglect the means, acknowledging that this theory is vague and culturally relative for the decision-making process. In general, EL calls to influence the ethical behavior of followers, not precisely their well-being (Price, 2018).

Even though diverse instruments have been developed to measure EL (e.g., Ethical Leadership Scale, Ethical Leadership Survey, Perceived Leader Integrity Scale, Ethical Leadership Questionnaire) (Yukl et al., 2013), the Ethical Leadership Style Questionnaire (ELSQ) was designed as a self-assessment tool to evaluate how a leader approaches various ethical dilemma (Northouse, 2019). The ELSQ does not measure if a person is ethical; it is a 45-question instrument that identifies primary and secondary ethical leadership styles (e.g., duty ethics, utilitarianism, virtue ethics, caring ethics, egoism ethics, and justice ethics) (Northouse, 2019). Other instruments have limitations in the assessment since they request external feedback from followers to analyze their perceptions of the leader's ethical behaviors (Chikeleze & Baehrend, 2017). The ELSQ has been used with business managers, and further research is encouraged with leaders in different sectors and across more extensive and diverse populations (Chikeleze & Baehrend, 2017). The EL literature studied did not address discussions related to sustainability or stakeholder approaches. Alike, no studies were found that associated the construct of IB with EL.

Responsible leadership (RL)

Like EL, RL theory is in an early stage of development (Johnson, 2015). The increasing interest in RL theories has developed a research field rich in theoretical foundations (e.g., transactional, ethical, servant, authentic leadership theories) (Groves & LaRocca, 2011; Johnson, 2015) and methodological approaches (Miska & Mendenhall, 2018). Despite that progress, RL needs to be studied in-depth clarifying its terms and research gaps (Miska & Mendenhall, 2018; Voegtlin, 2016). For instance, scholars still have a limited understanding of the duties of a responsible leader, the stakeholders' expectations of a responsible leader, and the challenges and outcomes of behaving responsibly as a business leader (Voegtlin, 2016). Also, conceptual and empirical research is needed adopting a multi-stakeholder approach to explore the effects and quality of outcomes of RL beyond employees (Miska & Mendenhall, 2018).

RL, as a field of study, has roots in the analysis of stakeholders, ethics, sustainability, and CSR (Groves & LaRocca, 2011; Johnson, 2015). RL is a theory and leadership challenge which requires leaders who care, who are ethical, who think of the consequences of decisions, and who are open towards diversity beyond the physical limits of the organizations (Pless, 2007). Also, RL has emerged from the discussion about the scope of responsibility of corporate leaders concerning their stakeholders, not only regarding their shareholders (Groves & LaRocca, 2011; Johnson, 2015).

Responsible leaders trust in *doing good* and take action to confront toxic behaviors such as discrimination, exclusion, and corruption (Miska & Mendenhall, 2018). Likewise, RL is based on the idea that leaders are not isolated from their environment and should solve complex, societal problems collectively (e.g., poverty, hunger, substandard housing, HIV/AIDS, malaria) (Johnson, 2015; Voegtlin, 2016). These leaders should make informed ethical judgments, communicate effectively, display moral courage, and motivate others to bring positive social change (Voegtlin, 2016). Pless (2007) defined RL

> As a values-based and through ethical principles driven relationship between leaders and stakeholders who are connected through a shared sense of meaning and purpose through which they raise one another to higher levels of motivation and commitment for achieving sustainable values creation and social change (p. 586).

Hence, in light of pressing global, societal problems there is increasing pressure from stakeholders to use the power and influence of RL to achieve social and environmental goals, beyond charitable or philanthropic action (Maak et al., 2016). RL often involves changing the status quo and focuses on developing the individual in environments that are not always supportive of those changes (Farmer et al., 2017). Thus, in this complex world, responsible leaders are called to achieve the SDG and endure great inclusiveness in the function of markets (Schwab, 2017). These leaders must help fix the present social contract and create innovative business ideas to foster social inclusion (Schwab, 2017).

In the world, few leaders are in a position to lead multinational and global corporations that could create a notable impact on global issues. However, RL does not discriminate the power that local leaders can bring to create and develop socially responsible organizations (Johnson, 2015). Responsible leaders manifest themselves acting as stewards, servants, coaches, architects, change agents, citizens, and storytellers, no matter what the status is in the organization (Johnson, 2015).

The Leader as Steward

Responsible leaders place followers' needs above their own (Groves & LaRocca, 2011). They act as guardians of organizational and individual values maintaining personal and group integrity (Johnson, 2015). Beyond the traditional stakeholders of the organization, stewards incorporate a global perspective in their actions considering the needs of the environment and future generations (Johnson, 2015).

The Leader as Servant

These leaders focus on the necessities of different stakeholders providing safe, healthy, and meaningful work and social environments (Pless, 2007). Some visible actions that respond to this role are paying fair wages, support the development of employees, and listen to the concerns of a variety of stakeholders (Johnson, 2015; Pless, 2007). Responsible leaders serve stakeholders integrating their perspectives and using dialogue as a powerful tool to achieve the good of the public (Johnson, 2015). Also, they give back to the community, protect resources, and raise awareness for environmental protection (Pless, 2007).

The Leader as Coach

Responsible leaders support others and work with them to achieve a shared vision based on economic successes and societal well-being (Groves & LaRocca, 2011). This role requires open communication with internal and external stakeholders, conflict management, awareness of cultural differences, and appropriate feedback based on ethical reasoning and reflective skills (Johnson, 2015).

The Leader as Architect and Storyteller

Responsible leaders focus on building organizational cultures of respect, inclusion, recognition, and integrity (Johnson, 2015). They communicate precisely shared values and social and environmental responsibilities using stories to create meaning of the world (Johnson, 2015; Pless, 2007).

The Leader as Change Agent

This role is conceptually comparable to inspirational motivation and intellectual stimulation dimensions of TL (Groves & LaRocca, 2011). Here, responsible leaders shape both the process and the result of change inspiring and mobilizing followers (Johnson, 2015). Also, these leaders keep momentum and manage the anxiety of internal and external stakeholders produced by the uncertainty of transitions.

The Leader as Citizen

Responsible leaders are aware of the necessities and desires of the community, as well as about the needs of their businesses (Johnson, 2015). They understand that business success, as well as social and environmental responsibility are not opposites (Pless, 2007). Thus, responsible leaders help stakeholders to thrive while recognizing the importance of cross-sector partnerships to create healthy societies. Responsible leaders have a moral obligation to promote social justice trying to solve political and social world challenges (Johnson, 2015).

On the other hand, RL researchers have developed studies at the *micro* (e.g., individuals, business leaders), *meso* (e.g., organizational, groups), and *macro* (e.g., culture, society) levels, as well as at the *cross-level* that focuses on various interactions between different levels of analysis (Miska & Mendenhall, 2018). While empirical research on RL is predominant at the meso level, future conceptual and empirical research is needed at all levels of analysis. Miska and Mendenhall (2018) stated that empirical cross-level research promises the most substantial contributions to the advancement of the RL field and the leadership literature. No studies were found that associated the construct of IB with RL.

RL has influences of a variety of leadership theories, including TL and EL. Also, RL has essential differences with these two views. TL focuses on processes primarily oriented to internal followers, and RL demands engagement with internal and external stakeholders to achieve broader and sustainable goals (Groves & LaRocca, 2011). Similarly, the changes expected to be developed by responsible leaders are associated with socially responsible objectives that integrate the TBL (Groves & LaRocca, 2011). The TBL is not associated with the TL theory or its literature.

Furthermore, EL and RL share the idea of the leader as a positive role model who acts according to ethical standards (Pless & Maak, 2011). Nonetheless, RL goes beyond ethical perspectives, mainly from a relational approach. RL affirms the importance of internal and external stakeholders, whereas EL restricts its theory to a unidirectional leader-follower relationship (Pless & Maak, 2011; Voegtlin, 2016). In fact, considering that RL goes further addressing factors at the individual, organizational, societal, and global levels, one of the main concerns of scholars is that RL may serve as a general theory of leadership ethics (Johnson, 2015).

Also, while EL observes the ethical guidance of leaders to improve their effectiveness and influence in organizations, RL acknowledges the tension between ethics and effectiveness and is cautious about exploiting ethics as a means to enhance effectiveness (Pless & Maak, 2011). RL goes beyond EL taking into consideration individual, societal, and global challenges and responsibilities that new generations of leaders should embrace (Voegtlin, 2016; Williams & Turnbull, 2015).

Currently, the world and the SGD call for leadership that creates synergies and cross-sectoral partnerships among diverse stakeholders empowering individuals as dominant agents for change (Reddy et al., 2017). Moreover, to reach those goals, the world requires innovative, ethical, and responsible leaders at the individual, organizational, national, and global levels. This leadership should be understood as an inclusive, collaborative, sustainable, and reflective process rooted in values, critical thinking, and self-reflection (Bahauddin, 2018). This desired leadership needs to be responsible for others and embrace their complexities (Bauman, 2011). Also, this leadership, based on responsibility and sustainability, needs to create opportunities for people to generate their own answers to development (Bahauddin, 2018).

Summary

The second chapter was a literature review, and it had four main sections. In the first section, I discussed the concepts of development and poverty, as well as the relevance of sustainable development goals (SDG) for world development. In the second section, I presented an overview of Colombia and its capital, as the location where the case study is situated. This part included a discussion related to the development of the SDG in the country, particularly concerning the first SDG: Ending poverty. Then, in the third section, I examined the opportunities and challenges found in the IB literature for companies and people living at the BOP, as well as the role of different stakeholders in the development of IB. Also, I presented the situation of IB in Colombia. In the last section, I addressed the topic of responsible leadership (RL), as a suitable leadership view to developing IB, as well as other related theories of leadership including, transformational and ethical leadership. Chapter three elaborates on chapter one and presents the methodology of the study.

CHAPTER THREE: METHODOLOGY

This section elaborated on the information provided in the first chapter of this DIP and discussed how I conducted the instrumental, single case study. Here, I included the research question that guided the study, as well as described the methods and research design followed for the research. Furthermore, I provided an explanation of the participants, data collection procedures, data collection tools, data analysis, methodological integrity of the study, and ethical considerations of the researcher.

Research Question

The following research question guided this qualitative study: How do leaders and other stakeholders of *Recrea Colombia Empresarial* (RCE) promote the dignity of low-income populations through their business practices?

Method

I used a qualitative, instrumental single case study approach to study my research topic.

Research Design Overview

Qualitative approaches are relevant to examine topics that have not been largely investigated (Creswell & Creswell, 2018) and help gain original perspectives regarding particular subjects and groups (Roberts, 2010). Moreover, qualitative approaches observe and search for understanding complex connections among all that exists. Nonetheless, qualitative researchers are not interventionists or intruders; they try to see what would have occurred had they not been there (Stake, 1995).

The nature of an instrumental single case study helps bring an in-depth study of a case to build a theory, challenge generalizations, assess existing theory, or provide new information to current theory (Gerring, 2004; Mills et al., 2010). Also, it may help to refocus further research in an entire field since a single case might represent the critical test of existing theory (Yin, 2018). Instrumental case studies offer the possibility to develop rich descriptions of the particular case selected, as well as allow to rely on multiple sources of evidence gathering data in a variety of ways including, documents, archival records, interviews, direct observations, and physical artifacts to answer the research question (Creswell & Poth, 2017; Yin, 2018).

In an instrumental single case study, the case itself is not the most crucial factor to study a particular phenomenon; it is secondary. The case is mainly *instrumental* since it helps accomplish something other than understanding a precise organization, person, event, or group (Stake, 1995). In the words of Stake (1995), researchers are interested in instrumental cases studies not because it helps to learn about the particular case, instead because “we will have a research question, a puzzlement, a need for general understanding and feel that we may get insights into the question by studying a particular case” (p. 3). The study of the case is not to understand the case per se; it is to comprehend something else.

Hence, as noted in chapter one, I wanted to discover if leaders and other stakeholders of a particular IB were promoting the dignity of low-income populations. Equally, I wanted to analyze ‘how’ they were doing it to understand and describe specific ideas, patterns, codes, and themes that may help build theory and advance on the existing constructs of IB. In this context, the word ‘how’ provided a specific focus that determined the qualitative and descriptive orientation of the research study (Creswell &

Creswell, 2018). Correspondingly, RCE was the particular case that helped understand and analyze the topic of study.

Also, the core of this research was to analyze in-depth a specific case study, not to generalize its findings to other cases (Stake, 1995). Although Gerring (2004) argued that case studies are intensive investigations of a single unit to generalize across a broader set of units, instrumental case studies do not permit generalization in a statistical sense (Mills et al., 2010; Stake, 1995). Case studies are transferable to theoretical propositions, not to populations or universes (Yin, 2018). However, instrumental case studies are essential to build theory (Stake, 1995) and challenge existing assertions in the literature (Yin, 2018), since they attempt to identify patterns and themes that can be compared and contrasted with other studies. Regularly, collective case studies explore multiple instrumental case studies and observe the transferability of the case findings to show multiple perspectives on the issue studied (Mills et al., 2010). Instrumental case studies may analyze lessons learned, as well as suggest areas of improvement, practical applications, and routes for future studies (Mills et al., 2010).

As an example, Stein et al. (2000) used an instrumental case study to explore how workforce policies related to older workers needed to be modified to concur with changing demographics. In the research, they tested the existing theory in a large university in the Midwest. Nonetheless, the site itself did not guide or motivated the research; it was a tool to understand the experience of the research participants. Even though Stein et al. (2000) noted that generalization was not their objective, their study provided development implications and suggested patterns for future exploration and research in the field of human resources, particularly in issues regarding aging workers.

Criteria for Selecting the Case Study

The criteria for selecting the case involved aspects including, type of business, geographical location, stakeholders involved, reputation, and security (e.g., political, social, and internal issues present in Colombia). To find the case study, I created open posts in social media (e.g., Twitter and Facebook) searching for IB that would be interested in participating in the research study. Also, I contacted agencies that work with IB in Colombia such as, CECODES, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Business Call to Action (BCtA– UNDP), as well as small, medium, and large size companies. Besides, I reached scholars, entrepreneurs, and researchers who work with the low-income population.

I identified that many individuals did not know they were developing an IB initiative due to the lack of knowledge of the terminology. Therefore, I decided also to consider those *accidental tourists* (UNDP & Deloitte, 2016), or as described by Rösler et al. (2013), businesses that develop what scholars call IB without defining themselves as such. I considered only businesses that were present in the market for at least two years to make sure they could provide valuable information concerning the topic of study.

The company that agreed to be part of this research was Recrea Colombia Empresarial (RCE). RCE is part of Grupo Empresarial Silva (GES), a group of small Colombian companies dedicated to design and develop events, business logistics, and recreation. Since 2012, RCE provides recreation services (e.g., outdoor activities, sports, summer camps, arts and crafts) to different social clubs in Bogotá D. C., and Colombia.

Without knowing what the concept of IB was, RCE started as an inclusive project employing young individuals from low-income communities in Bogotá D.C., particularly in the UPZs of Verbenal and San Cristobal Norte (in the locality of Usaquén). The purpose was to include young low-income students, with legal working age (18 years in Colombia), in RCE's value chain as recreation workers (employees) and help them step out of multidimensional poverty conditions and the complex environment that may surround them. As of February of 2020, RCE counted with one GMO, one lawyer, and 15 RW (three recreation coordinators and 12 RW).

Participants

Sampling in case study research involves choices the researcher makes regarding the definition of the unit of analysis, the number of the cases studied, and sampling strategies (Mills et al., 2010). Nonetheless, the application of the sampling logic to case study research can lead to confusion (Yin, 2018). Yin (2018) affirmed that researchers should avoid using the terms population, sample, or purposive sample since they can mislead others to think the case comes from some larger universe or population of similar cases. The best approach is describing the rationale for selecting the case study (mentioned above) and the participants of the research.

I obtained data from human sources such as the leaders of RCE, RW, and other stakeholders associated with the selected case study. This variety of participants was vital to triangulate the information and have an in-depth understanding of the case study. I asked 16 individuals to participate in the study, and only one of them declined the invitation. I interviewed 15 people including, the GMO, three recreational coordinators, nine RW, one person from the community, and one person from the staff of the social club where RCE provided its recreational services. Due to the security regulations of the social club, I was not allowed to obtain data from its members or to reveal information related to them.

In Colombia, the legal age to work is 18 years old, and all of the participants should have at least that age to be part of RCE. However, considering that in the state of Nebraska, participants until the age of 19 are considered children, I interviewed participants of 19 years old and up. Moreover, while the rule was that RW come from low-income communities, I was informed that RW were temporarily employed in RCE, as well as were studying in a college or have finished high school. Hence, RW had the decision-making capacity to provide voluntary consent and did not classify it as a vulnerable population. As college students or high school graduates, they could read, analyze, and understand the informed letter provided before the interview. Also, they were able to ask questions or decline their participation in the study.

The informed letter presented to the individuals was approved in English and Spanish languages by the IRB at Creighton (see the full informed letter in English and Spanish languages in Appendix A). The document was provided to all participants and was presented and discussed with each person before the interview. The informed letter told participants about their rights and the nature of the research and its scope. Also, it provided information about the contact information of the researcher and the confidentiality of the data. Likewise, the letter helped the researcher to obtain verbal agreement from the participants and to solve any questions related to the interviews or direct observations.

Additionally, while the GMO rejected the offer to keep his name and the name of RCE confidential in this study, I discussed with him the importance of preserving the confidentiality of the information related to the participants. The GMO approved in the research agreement not to exert pressure on individuals for participation in the research project. Likewise, he accepted the confidentiality of participants' research data, as well as the voluntary cooperation of individuals in the study.

In this context, confidentiality and voluntary participation in the research ensured that participants expressed themselves freely in the interview process. Also, confidentiality protected individuals and their jobs from any retaliation or identification with their responses or the results of the investigation. To ensure privacy, all respondent-identifiable information was labeled with numeric codes. The interviews were conducted individually, ensuring the confidentiality of the conversations and good quality of sound in the recording of the interviews.

Moreover, different stakeholders were studied (e.g., leaders, RW, staff, community), and such diversity required flexibility in the fieldwork since not all of the participants were located in the same place. Therefore, after I received the IRB approval (see the letter of approval in Appendix B), I visited different places in Bogotá D.C. and Mosquera to meet with and observe the participants and collect information. Also, I used different tools to communicate and obtain information from people I did not reach in person including, video calls, phone calls, and emails.

Data Collection

I used semi-structured interviews, direct observations, and artifacts as tools to collect data from participants, leaders, and other stakeholders of the selected case. Beyond interviews and direct observations as principal ways to obtain primary data, artifacts helped gain in-depth knowledge to analyze the case study and triangulate the information. In case study research, artifacts (e.g., documentation, pictures) should be carefully used and may not be accepted as an accurate record of events (Yin, 2018).

Data Collection Procedures

Normally, data gathering begins before there is a commitment to do the research study, but in reality, it is not possible to define a specific moment when this task starts (Stake, 1995). In this study, the theoretical information for the design of this research and its methodology began formally in the Summer of 2018 and informally since the beginning of my doctoral journey. Data collection for the particular case study started in the Summer of 2019 when the IB was selected.

After gaining permission to conduct the research study in RCE, I started collecting artifacts and information associated with this case and its members. While the majority of artifacts were obtained during the fieldwork, this previous search helped to learn about the case study and the communication style of the GMO of RCE. Also, it served to clarify what information was available, what data was needed to collect during the fieldwork, and what limitations were expected for the research study.

Prior to the interviews, I designed an interview protocol, and it was pre-tested with scholars and young individuals. The pretest is useful to look for aspects including, understandable instructions, precise wording, enough answers, sufficient detail, regional differences, challenging sections, irrelevant questions, length, and convenience (Roberts, 2010). Following the field test of the interview protocol, I made adjustments to the instrument. The revised interview protocol was used to obtain data from the participants of the study.

After receiving IRB approval, I coordinated with the GMO the logistics for the fieldwork. When I arrived in Colombia, I provided information related to the informed letter, scope of the research, and rights to all participants. Then, I conducted one interview per participant and four direct observations. Each interview lasted approximately 45 minutes, and the audio was recorded to facilitate the transcription of the data. I transcribed all interviews manually.

Moreover, each interviewee was given the opportunity to review the transcripts of the conversation to check for the accuracy of the data. Only one participant asked for the transcriptions of the interview and only suggested the correction of a typo. Member checking, as a validity strategy, helps determine whether the participants feel the data is accurate (Creswell & Creswell, 2018). Also, considering that all interviews were conducted in Spanish, and that this DIP should be written in English, the quotes of the transcripts that are included in this document were translated from Spanish into English to facilitate the reading of the final report of the study.

For the translation, I used Google automated translator, as well as checked manually for the accuracy of the data. I reviewed and corrected diverse elements of the translation including, language structure, idiomatic expressions, compound words, missing words, multiple meanings, and slang to make sure the meaning and content of the information provided by the interviewees did not change. Here, my cultural knowledge, experience with the Spanish language, and interaction with the participants were essential to obtain accurate data.

The information collected in the observation protocols, and my notes, were not shared with the participants of the study. Direct observations serve to triangulate data and increased the rigor of comparisons, insights, and patterns (Yin, 2018). I triangulated information as a validity procedure and provided detailed descriptions to convey findings (Creswell & Creswell, 2018; Stake, 1995). Thick descriptions of narratives and stories experienced during the field trip, provided rich ingredients to analyze and interpret the information. In general, a case study researcher should analyze the data "looking them over again and again, reflecting, triangulating, being skeptical about first impressions and simple meanings" (Stake, 1995, p. 78).

Additionally, to control for biases, I discussed my internal thinking processes and dilemmas with other scholars (e.g., committee members) to find new insights into the data (Saldaña, 2009). Also, this DIP included the elaboration of analytic memos to document any personal assumptions, interpretations, or perceptions about emerging patterns or data. Likewise, analytic memos were used to register ideas that could inform the section of recommendations and implications of the study. Analytic memos help reflect and think critically on the data corpus (Saldaña, 2009), as well as increase the credibility of a study (Rogers, 2018).

Data Collection Tools

For this research study, I used semi-structured interviews, direct observations, and artifacts as tools to collect data.

Interviews. Qualitative interviews are the main road for the researcher to understand multiple realities (Stake, 1995). They are conversations where the interviewer establishes a direction for the dialogue and follow specific topics raised by the interviewee (Babbie, 2015). As such, I created an interview protocol following the techniques and format presented by Creswell and Poth (2017), Babbie (2015), Jacob and

Furgerson (2012), and Leech (2002) that helped obtain relevant data to answer the question of research (see the full interview protocol in Appendix C). The interview protocol had a set of questions for each type of participant (e.g., leaders, recreational workers, and other stakeholders) and included between 11 and 12 open-ended questions per interviewee, space for notes, and welcome and conclusions statements. Also, it was designed for face-to-face conversations of 45 minutes, and it was translated into Spanish considering the native language of the interviewees. The questions of the interview protocol were designed following the theoretical concepts studied in the literature review including, dignity, IB, sustainability, TBL, and leadership.

Direct Observations. While direct observations were constant during my trip to Bogotá D.C., I documented four direct observations to obtain additional data regarding the interactions, language, and contexts of the participants of the study. Direct observations can be structured or unstructured depending on the specific situation (Mills et al., 2010). Also, direct observations can range from formal to informal data collection activities (Yin, 2018), may provide a unique perspective to collect information (Mills et al., 2010), and could be essential since they place in a real-world setting (Yin, 2018). Observations might contribute to developing robust case studies since they allow the researcher to perceive what is happening in the site (Mills et al., 2010).

In an instrumental case study, observation of contexts is not as crucial as in intrinsic case studies (Stake, 1995). Thus, the researcher should define what settings are essential to observe. For instance, I was present at workplace activities, meetings, and gatherings that were related to the development of the IB project and the RW. To document the observations, I created an observation protocol (see the full protocol in

Appendix D) containing specific topics derived from the theory presented in the literature review. The observation protocol had spaces to take reflective notes, as a means to provide information of specific behaviors, activities, objects, and words related to the concepts of IB, dignity, leadership style, sustainability (including TBL), and others (e.g., multidimensional poverty, monetary poverty, cross-sectoral partnerships). Also, the observation protocol had a place to describe the activity observed and a section to draw the map of the area.

Artifacts. In qualitative research, artifacts "are things that societies and cultures make for their use. They provide material evidence of the past by documenting and recording the past" (Given, 2008, p. 25). Artifacts provide valuable data about culture, society, or people and their assumptions, ideas, knowledge, and opinions. Examples of artifacts are documentation, audiovisual material, architecture, toys, paintings, graffiti, furniture, diaries, journals, meeting minutes, public records, and newspapers (Given, 2008). Artifacts and other sources of data serve to build a coherent justification for the themes (Creswell & Creswell, 2018). Although artifacts are often overlooked sources of data (Given, 2008), they can serve to triangulate and enrich the information obtained in the interviews, observations, and field notes.

Additionally, there is no right way to observe and analyze artifacts (Given, 2008). So, researchers should collect artifacts considering that each piece has a story. In this case study, artifacts were collected during the whole research process. However, the majority of the artifacts were collected during the fieldwork due to the difficulty in finding open data remotely. The GMO provided artifacts such as, pictures, videos, merchandising, and documentation, and some of them were explained and discussed directly with him during the field trip.

For this research, artifacts (e.g., documentation, uniforms, promotional products) provided support for the data found in the fieldwork. I categorized artifacts in five groups associated with the literature review: IB, dignity, leadership style (e.g., TL, RL), sustainability (including TBL), and others (e.g., multidimensional poverty, monetary poverty, cross-sectoral partnerships). Many artifacts provided information that was classified into two or more categories.

After categorizing artifacts, they were analyzed based on a list of questions that helped determine their pertinence and relevance. Some inquiries designed to examine specific pieces were: Who owned the artifact? Who created the object? How old was it? How was it used? Who used it? When was it used? Who could not use it? Also, what elements were not present in or were removed from the artifact?

Documentation. As a type of artifact, it refers to the variety of written, audio, and visual elements that are related to the case study and its participants (Mills et al., 2010). Documentation can either help guide the direct observations or as a supplement to the observations (Mills et al., 2010). Yin (2018) highlighted a variety of examples that could serve as documentation. These documents can be public or private, and they might contain errors and biases depending on the source of information. For this study, I considered and analyzed records including, pictures, videos, emails, letters, minutes of meetings, sales material, resumes, organizational documents, and presentations.

The effective use of documentation depends on the ability to determine the authenticity, credibility, and meaning of the material selected (Mills et al., 2010). In case studies, documents may serve as substitutes for records of activities that the researcher could not observe directly (Stake, 1995). However, in this research, documents were carefully used and not accepted as an accurate record of events. For case study research, documentation is mostly used to corroborate and augment evidence from other sources of information (Yin, 2018).

Data Analysis

Unlike statistical analysis, there are few fixed formulas to use as guides and analyze case studies (Yin, 2018). Hence, researchers need to evaluate their own style of empirical thinking, as well as the existing tools and evidence to develop this step (Yin, 2018). In the case study analysis, “still, there is much art and more intuitive processing to the search for meaning” (Stake, 1995, p. 72). Usually, for a case study, data analysis involves organizing the data, coding, using categorical aggregation and direct interpretation to establish themes or patterns, and developing naturalistic generalizations of lessons learned (Creswell & Poth, 2017; Stake, 1995).

In this study, the data analysis began following the data collection. Nonetheless, preliminary InVivo codes were identified and highlighted during the interviews and direct observations, as well as during the transcription process and the organization of artifacts. Saldaña (2009) recommended, as an analytic tactic, to start coding during the collection and formatting of the data, not after all the fieldwork. Therefore, I conducted one phase of pre-coding (during the fieldwork) and three rounds of coding (after the fieldwork) to identify the codes, themes, and subthemes. During the coding process, I searched for patterns, insights, and concepts that seemed promising.

During the pre-coding part and first round of coding, I identified only InVivo codes, as they were taken directly from what the individual said and in the Spanish language. InVivo codes are placed in quotation marks since they keep the data rooted in the participant's language (Saldaña, 2009). Usually, these codes are organized following the theoretical propositions that led the research study (Yin, 2018). In this research, the theory presented in the literature review (e.g., leadership styles, IB, dignity, sustainability) guided "the entire analysis, pointing to relevant contextual conditions to be described as well as explanations to be examined" (Yin, 2018, pp. 168-169).

Then, I conducted two more rounds of coding, translating the principal codes into English, and searching for patterns and insights that could lead to creating themes. After defining the main themes and subthemes of the study, I defined the order in which they needed to be presented to keep a logical sequence for the reader, as well as respond accurately to the research question.

Even though some patterns were identified from the research question and theory presented, I also searched for single instances and repetitions of data that emerged in the study. According to Stake (1995), categorical aggregation emphasizes in looking for frequent repetitions to construct themes, and direct interpretation focuses on a single instance. In instrumental case studies, the need for categorical data is more significant than in intrinsic case studies (Stake, 1995). However, I also coincided with Stake (1995) when concluded that, even in instrumental cases, some important features may appear only once and deserve to be highlighted. So, in this research, I used categorical aggregation and direct interpretation as two forms of analysis to identify and construct themes and subthemes.

Furthermore, I used naturalistic generalization not only as a process to gain insights by reflecting on the details and descriptions found in this case study, but also to develop the recommendations provided in the last chapter of this research. Naturalistic generalizations of lessons learned help analyze understandings associated with the data that is private, as well as to assist readers in arriving at high-quality understandings (Stake, 1995). Also, it aims to communicate, in a formal language, the reasons for making inside-the-head generalizations (Stake, 1995).

Qualitative Analysis Software

I used NVivo 12 Plus as a qualitative analysis software (CAQDAS) since it allows the researcher to use multiple languages (Creswell & Poth, 2017). NVivo's feature of managing data in English and Spanish languages was essential since the information provided by participants was in Spanish, and the study was presented to the dissertation committee using the English language. Spanish and English languages contain different characters (e.g., ñ, á, ü), and a multilanguage software facilitated the recognition of those elements. Also, NVivo 12 Plus helped with the organization of information to create codes and themes, as well as the creation and classification of analytic memos. NVivo 12 Plus provided reports that helped track the progress of the study.

The appropriate usage of NVivo 12 Plus required time for learning and adaptation before and during the data analysis stage. Although some CAQDAS may organize the information imported in an automated way, I did not use this feature to order the data. I conducted the pre-coding and first round of coding manually, and then, I entered the information in NVivo 12 Plus. The CAQDAS helped organize the data visually to define codes, themes, and subthemes that emerged from my analysis of the data. Equally, I needed to think critically about the reasons for identifying those codes and themes and connecting them to my research design. A CAQDAS does not replace the analytic and interpretative role of the researcher (Yin, 2018).

Methodological Integrity

Methodological integrity is established when research designs and procedures support the research goals, as well as respect the researcher's approaches to inquiry (Levitt et al., 2017). Thus, aspects such as fidelity to the subject and utility in achieving goals should be addressed in qualitative studies to ensure integrity (Levitt et al., 2017).

Fidelity. Levitt et al. (2017) described fidelity to the subject as "an intimate connection that researchers can obtain with the phenomenon under study" (p. 10). Hence, in this research, adequacy of data, researcher's perspective management in data collection and analysis, and groundedness were evidenced to ensure fidelity.

In this case study, the data was adequate to answer the research question since it was collected and triangulated using different data collection tools (e.g., semi-structured interviews, direct observations, and artifacts). Also, to achieve the goals of the instrumental case study, I obtained information from different stakeholders (e.g., leaders, recreational workers, community members, staff), as well as designed specific instruments to capture the unique perspective of each type of participant and their insights regarding the topic of study. For instance, in the interview protocol, I designed, pre-tested, and asked questions for leaders, RW, and stakeholders, using their native language. Also, each participant had the opportunity to review the transcripts of the interview and make adjustments to ensure accuracy.

Furthermore, fidelity was evidenced using categorical aggregation and direct interpretation as two forms of analysis to identify and construct themes and subthemes. Moreover, to show my perspective management in data collection and analysis, I clearly acknowledged my ethical view and the theoretical influence that guided this research.

Likewise, I used naturalistic generalizations to obtain lessons learned and to gain insights by reflecting on the details and descriptions found in this case study. To control for biases, I discussed my internal thinking processes and dilemmas with other scholars and created analytic memos to document any personal assumptions or perceptions about emerging patterns or data. The findings of this research were grounded in the evidence and supported using thick descriptions, as well as quotes and excerpts that demonstrated deep engagement with primary data.

Utility. For qualitative studies, utility refers to the effectiveness of the research design in achieving study goals including, answering the research question and resolving problems (Levitt et al., 2017). Therefore, aspects such as contextualization, meaningfulness, and coherence should be addressed in qualitative studies to ensure integrity (Levitt et al., 2017).

In this research, the findings and results responded to the research question. Also, the design of the study and recommendations provided were contextualized in the appropriate location and culture of the case study. The research provided sufficient information about the role of each participant, the setting, and the researcher for the reader to understand features of the context that influenced the findings (e.g., Colombian culture, poverty in Colombia and Bogotá D.C., stratification, etc.).

Similarly, the research study provided meaningful contributions to the literature of IB and its relation to the construct of dignity. The DIP advanced the comprehension of how leaders promote the dignity of low-income populations in IB through their business practices, as well as responded to the necessity of studying empirically the concept of dignity to determine its meaning and relevance in a specific setting. To help build theory, I provided answers to new questions motivated by the theory and the absence of it, as well as revealed connections among the phenomenon of study and offered detailed and in-depth descriptions. The research also provided information for the literature of transformational leadership.

Furthermore, this research provided relevant information and a set of five recommendations for leaders of the case studied to strengthen the promotion of the dignity of low-income populations through their business practices. The study's findings were related to one another and evidenced discrepant information to enhance coherence. The results of the study were only associated with the case study selected and consistent with the limitations of the chosen research approach.

Ethical Considerations

Ethical concerns may take place in all stages of the research including, design, data collection, data analysis, interpretation, writing, and presentation of results (Roberts, 2010). Thus, I ensured to have full respect for the rights of the subjects, procedures, and research site during the whole study. Also, I evaluated potential risks or harm, either emotional or tangible, that could arise in the research study (Babbie, 2015; Roberts, 2010). For this purpose, I used and applied the information learned in the courses of responsible conduct research and human research taken through the CITI program

(Collaborative Institutional Training Initiative) required by Creighton University to conduct this research study.

Moreover, given I had no relationship with the case study I examined, the potential for ethical concerns was somewhat limited. Nonetheless, it was essential to remember Robert's (2010) insights where, not all the time, leaders and gatekeepers are entirely interested in objectivity. Furthermore, some of them would even demand the researcher to evidence confidential data or produce results that are not entirely accurate to benefit their reputation (Roberts, 2010). Consequently, before the signature of the research agreement with GES, I informed its GMO about my ethical responsibility as a researcher and the ways this study could benefit and possibly affect the RCE or its members. I provided, to all participants, information about the precautions and measures I took to protect the data, participants, and research results. While no monetary obligations or financial incentives were involved in this agreement, RCE already received two academic talks for the participants and will receive an executive summary, in the Spanish language, with the results of the study.

Additionally, although I interviewed leaders and other stakeholders related to the IB project, it was vital to clarify that not all low-income individuals classified as vulnerable populations. Individuals might be considered vulnerable when they do not have the decision-making capacity to provide voluntary informed consent or can be easily manipulated (e.g., children, cognitively impaired subjects, or people that are institutionalized) (Block & Gordon, 2018). The participants of the study were not people of significant concern, considering that they were employees of a legal business and were not forced to participate in this study. Also, they had decision-making capacity, held a legal age to work, and made informed choices. Likewise, participants demonstrated sufficient literacy levels to comprehend their rights as research participants. Nonetheless, I reduced any risk of harm for the individuals or their jobs making sure they were participating voluntarily in this study and keeping the confidentiality of their data and responses.

Voluntary consent is a process and not merely the initial commitment with a cause or study. Thus, obtaining verbal permission of subjects to participate in this research was only the first step for them to join the study. At any time during the development of the research, individuals had the opportunity to withdraw from the study. Moreover, as noted by Hicks (2018), participants should have the right to refuse to answer specific questions, decline to complete specific tasks, and have enough time to consider and evaluate their decisions. Thus, I provided enough time for the participants to consider their choices and specific information about the scope of their participation. Also, I provided the informed letter (described above) and explained their rights as participants responding to any questions to guarantee that they understand their role in the research.

As a comprehensive approach during the development of the research study, I consulted, followed, and complied with all the steps, procedures, and recommendations provided by the dissertation committee and the institutional review board (IRB) at Creighton. All collected data will remain stored in a file cabinet and password-protected files on my personal computer for at least two years after the conclusion of the study. As a scholar, I did not receive any public or private funding to develop this research study.

Summary

In this third chapter, I elaborated on the information provided in the first section of this DIP and discussed the methodology followed in the instrumental, single case study. This chapter had two main sections. The first section presented the research question that guided the study. The second section described the methods and research design conducted for this study. Also, it included an explanation of the participants, data collection procedures, data collection tools, data analysis, methodological integrity of the study, and ethical considerations of the researcher. The next chapter presents the results of the study.

CHAPTER FOUR: RESULTS AND FINDINGS

The purpose of this qualitative, instrumental single case study was to describe how leaders and other stakeholders of *Recrea Colombia Empresarial* (RCE) promoted the dignity of low-income populations through their business practices. In an instrumental case study, the case itself helps accomplish something other than understanding a precise group or organization (Stake, 1995). Therefore, RCE did not inspire this research; rather, I focused on the topic of (IB) and dignity through the lens of this organization.

The core data sources analyzed for this case study were four direct observations and 15 semi-structured interviews conducted with four leaders of RCE, nine RW, one member of the community, and one staff member of the social club. Also, other sources of data were different artifacts (e.g., documentation, uniforms, promotional products) that served to triangulate the primary data.

The research question that guided the case study was: how do leaders and other stakeholders of RCE promote the dignity of low-income populations through their business practices? The answer to this question produced three themes: Developing a business to break the cycle of inequality, encouraging a "dream big" mindset for RW, and fostering autonomy and flexibility for RW. These themes and their sub-themes are presented, one by one, in this chapter.

Developing a Business to Break the Cycle of Inequality

The first theme that emerged suggested that RCE was created to promote the dignity of low-income populations. To understand this result, four sub-themes were analyzed including, context, an inclusive initiative, sustainability at RCE, and the leadership at RCE.

Context

According to interviewee 0037, “in this country, inequality is huge.” Colombia is a highly stratified society where the dominant elites traditionally have controlled private assets such as land and capital (Vanden & Prevost, 2018). In Colombia, the top 1% of the population receives 20.5% of the country's total income, the highest percentage in the region (Kline et al., 2018). Likewise, around 85% of Colombians find the income distribution unfair and unequal (Moller, 2012). In Bogotá D.C., all neighborhoods are classified from strata one to six, with six being the wealthiest and one the poorest. However, the socio-spatial segregation is more noticeable in the Cerros Orientales area (Czerny & Czerny, 2016). Particularly, in the locality of Usaquén, where the majority of RW live and work. For instance, participant 0071 commented, “the northern sector has two situations, in one block, you have stratum six, and in the other block, you have stratum two and one.” Interviews, artifacts, and observations supported the perception that people in Bogotá D.C. differentiate the north and the south of the city. The northern sector was considered a safer area when it was compared to the southern part.

Colombians, and particularly people from Bogotá D.C., experience the reality of a highly stratified society in which specific scenarios are almost impossible to join for many individuals. In Bogotá D.C., social clubs are an example of exclusiveness and inaccessibility for many locals. Socially, country clubs are contradictory spaces. While club members see these places as a source of success, many outsiders view country clubs as social and spatial means to help reproduce an unequal class system (Mayo, 1998). Historically, social clubs have combined money, time, leisure, and space to fulfill the desires of elites, as well as to live away from the lower classes (Mayo, 1998). For example, participant 0039 stated,

> One thing that touched me a lot was a boy [a member of the social club] who said to me [RW], "oh, you must live in the south," and I said to him, "why do you say that?" And he said, "it is that all those who work here live in the south." ... I told him, “no, we are neighbors," and he could not believe it! I explained to him that all of us who worked here as RW do so in order to be able to study.

Furthermore, the more impoverished the country, the more elevated the nepotism and the pressure of the upper strata to treat low-income populations as innately inferior or as lower castes (Lipset, 1959). In this regard, while interviewees coincided that members of the social club mostly respect them, participant 0011 affirmed, “respect is earned by one's work and is not for all employees. Most members treat you very well; there are few exceptions. There are only very few who discriminate, but they do exist.”

Likewise, interviews, observations, and artifacts evidenced strict rules where club members have priority in the use of areas, services, and products over non-members or employees. For instance, participant 0010 explained that, in the social club, “members, all of them powerful and wealthy, come here to relax and not to hear problems. So, we try to make that possible." Additionally, employees of the social club are called to remind their colleagues, and other visitors, about the differences in status due to the membership in the social club. Some expressions used by employees to their colleagues including, “this place is only for members, not for employees,” “you should be a member to use this,” or “members have priority in the use of it” evidenced a strict way to reinforce the socio-economic differences in the site. In this regard, participant 0039 commented,

> There is a factor that plays a lot, and it is the social factor. There are some dynamics that one has to learn to manage without feeling undermined. One understands that oneself is the one who gives himself the value in this type of work.

Additionally, all participants coincided that RW are more respected than other employees at the social club (e.g., nannies). For participant 0071,

> There should be no social differences, but there are and we have greatly diminished that. Now things have changed a lot; today they [members] do not tell us things like: "I pay you to come and work," that is no longer the case. Recrea has created a new culture of respect for recreational workers.

An Inclusive Initiative

Inclusive businesses (IB) are viable for-profit models called to create long-term growth by bringing people, who were previously excluded, into the value chain of the organization as employees, customers, sources of supply, distributors, or retail partners (WBCSD, 2016). IB build bridges between companies and low-income individuals, focusing on mutual opportunities and sustainable conditions (UNDP, 2008).

IB require knowledge, maturity, and a growing process to reach a defined path to sustainably achieving scale (UNDP & Deloitte, 2016). In this regard, observations, interviews, and artifacts supported that RCE was created as an inclusive, for-profit initiative to serve social clubs, as well as to provide employment and social opportunities to young low-income students to break the cycle of inequality experienced in the city. However, RCE still needs to grow to be classified as a mature IB. Currently, RCE is better classified as an *Accidental Tourist* (UNDP & Deloitte, 2016). Accidental Tourists are inclusive initiatives that are not knowledgeable in developing sustainable IB models, as well as scaling the impact of that initiative (UNDP & Deloitte, 2016). According to participant 0071,

> The goal of this company [RCE] is to be a transitory bridge, from where you come to a better future. We have been walking for many years in a search; we know that we are in the 10% of the search … We want to get something large with a program and a model that is aligned with vulnerable communities.

For Hahn (2012) and Sen (1999), unemployment and poverty do not merely show a deficiency of income for individuals; they represent an obstruction to dignity because they prevent the formation of skills, self-fulfillment, and freedom. In this regard, interviewee 0071 stated that, in RCE, “if a person tells you that he wants to study, or work, you have to allow him to do it. You will find 10 people who will not, but you need to support that person.”

Moreover, interviewees coincided that RCE is an essential opportunity for the development of RW. As noted by participant 0011, “I believe that when they [RW] feel integrated with this type of people [members], it helps them [RW] to raise their dignity and can have a broader vision of things that will help them in the future.” Also, participant 0073 said, “I am very grateful, and I have been able to do a lot since working here … This has opened doors for me.”

On the other hand, the fact that recreational workers leave RCE to work with a member of the social club is something normal and accepted. Participant 0071 said, “for us, that is great. If they [members] take the people who were trained by us, it is because we are good. It is because we are on a rising path.” Additionally, participant 0011 stated,

> They [RW] have many opportunities to excel. For example, to work in the company of one of the club members. Since it is a requirement that all workers study at the university, many of the members give them [RW] the opportunity to access companies that would not be easily accessed by them [RW]. This allows them [RW] to enter companies more easily. Those opportunities are not given to 99% of people in this city, and they can be provided in the club by the people who are there.

Furthermore, interviewee 0071 commented that RW had found jobs and opportunities to study while working with RCE,

> Some recreational workers were taken as babysitters of wealthy people and have traveled the world and are also studying. And one says, “what a wonder!” “She was not going to do that” because she was in a low-income neighborhood. This was not going to happen to them.

Although it is desirable that RW find opportunities to grow through RCE, interviews, artifacts, and observations evidenced a high turnover at the company that impacts its sustainable growth. However, such turnover is not tracked or measured by RCE. For instance, participant 0035 commented, “high turnover has generated disagreements among club members and recreational workers.” Also, interviewee 0034 noted,

In December last year, RCE was going through a difficult time. The money was not paid on time, and many people left. Two or three months passed in which they did not pay us. I know only one person who stayed from that time.

Equally, participant 0031 affirmed about the high turnover, "that does impact. The only person that has been around since I started is [name]. Whenever someone leaves a void remains, not everything can be forever, but it impacts us and affects us." Likewise, participant 0072 asserted, "when someone who has worked with us for long-time leaves, that is complicated because the children become attached. It is good to give new people the opportunity, but the complicated thing is in training." Also, interviewee 0034 stated,

> When there are people who stay, you feel confident. Nevertheless, there are some [RW] who come only for a day, and that is bad! It is bad because the children get used to it, and one does not get to know them [RW]. So, if that recreational worker did not do things well, many children take the perspective that Recrea was terrible. And that affects the image of the company.

Even though the goal of RCE is to be a transitory bridge for RW, the high turnover is one of the factors that jeopardize the sustainable growth of the company. RCE, as an Accidental Tourist (UNDP & Deloitte, 2016), needs to mature as an IB developing a sustainable model, as well as scaling the impact of the inclusive initiative.

Sustainability at RCE

Sustainability is defined "as development that meets the needs of the present generation without compromising the ability of future generations to meet their needs" (Thomsen, 2013, p. 88). Sustainable development focuses on a triple bottom line (TBL) where economic, social, and environmental aspects provide an equilibrium for long-term growth.

Economic Aspects. At RCE, the financial sustainability and the continuity of the inclusive initiative depend mainly on the contract with the social club. The service contract established between RCE and the club allows RCE to hire RW to entertain the children of the club. Also, the club counts on RCE to develop special recreational activities (e.g., Halloween, tournaments). In the words of the interviewee 0071,

> We [RCE] depend on the private company, and we have to be very competitive because 10 companies are behind this contract. To be sustainable, you have to be better than others. Much better than them. Recrea is the one that probably charges the most in the country [Colombia], but it is the one that shows more work and the best people that strive to do things well … The club pays us [RCE], and we pay recreational workers. However, the company keeps a percentage for the uniforms and equipment because you will always see them [RW] impeccable. The other item that is left is training, not because the law requires training, but because we want them [RW] to be competitive.

Likewise, artifacts and interviews evidenced that the club pays RCE if they provide the documentation to support that they comply with all legal requirements to work as contractors. According to participant 0010,

> For us to pay Recrea, we have to keep the invoices, social security payments, and insurances to see if they are meeting their legal obligations as employers. That is very important because they are there playing with the club's children. Imagine if something happens!

In general, IB propose strategies and articulate their efforts with other stakeholders to succeed (Tewes-Gradl et al., 2013). Private companies acting as stakeholders of IB create capacities for innovation and commit vital resources (e.g., time, personnel, funds) to generate win-win solutions. In this regard, the interviews suggested that the club provides benefits to RW that are exclusive of employees of the social club and not offered to all contractors (e.g., lunch, sunblock, and psychosocial support). As stated by participant 0071 "beyond the payment, the agreement with the club is to guarantee the recreational workers for lunch, which, as you [researcher] saw, is of quality."

From interviews and observations emerged that participants recognized the crucial role of the club as a stakeholder and the importance of obtaining other benefits at the site. For example, interviewee 0039 stated, "a strength of this job is that they [club] give us lunch, and we do not need to pay for it!" Also, participant 0037 said, "you know, the help of the club is very important for us." Equally, participant 0011 affirmed, "yes, the fact that they [club] provide lunch is the best. In the club, there are no cheap restaurants to buy food, but they give great food at lunch; they [club] care for people."

Even though it was observed that not all RCE leaders and RW were informed of other benefits provided by the social club including, free sunblock and psychosocial support, participant 0010 commented,

> In the club, there is a highly developed area called: Promotion and Psychosocial Care. Through a psychologist, who has a clinical specialization, the club can help with the things that are difficult to see about workers. Here we say: "I do not know what is behind the history of other people." Every day we know more about them, their needs, their children, and understand what they really need ... If desired, the psychologist [name] can help the recreational workers of Recrea. We are happy to help them in the best way we can.

Social Aspects. Social factors of sustainability are dimensions related to the community, access to social resources, well-being, quality of life, or social capital (Slaper & Hall, 2011). In this research, interviews and observations evidenced that leaders and RW have a desire to help actively in the community that surrounds them. For instance, interviewee 0036 stated, “this club is very closed; we need to think about other people that are outside of this club.” Moreover, participant 0039 commented,

> We have to innovate a bit and plan different activities. What we do here do not spread to other places. So, I propose to expand to new communities; more social work needs to be done. We need to involve people in the streets, vulnerable populations, displaced people, etc. It is that we are very recursive and that creativity can go to other places that need it more than the club.

In general, interviewees affirmed that RCE does think about the community. Nevertheless, individuals coincided that the company needs to expand its operations and scope, serving vulnerable populations. In this regard, participant 0037 asserted,

> We want to go further! We not only want to focus on the children of the club, but also to go and help the children of San Cristobal Norte. I want to see that children from less privileged neighborhoods like El Codito or San Cristobal Norte can learn other skills to have fun. We do think about the community.

On the other hand, interviews and observations showed that, internally, social clubs have particular challenges related to the well-being of employees. For example, interviewee 0010 highlighted,

> A sensitive issue among workers is that, since it is a club, they should work on weekends. So, there are people who have been working for 25 years every

> weekend. Many of them are alone because they lost their families for not being able to be with them ... that is difficult to manage because this is what the job is.

While the data evidenced that some RW missed spending the weekend with their families, interviews and observations also showed the importance of friendship and unity in RCE to overcome this challenge. For instance, interviewee 0074 affirmed,

> I really like to come here and see my friends. With my coworkers, we make outings. Those bonds of friendship that one forge here are quite strong; that encourages you to work here. I like to come here and do something for someone who likes me and who is on the same path as I am.

Also, participant 0035 stated that "I like the atmosphere of the coworkers, they are all like friends. They are like family, and I feel happy here." Likewise, interviewee 0037 commented, "when you come here, it is like having new friends!" Similarly, other interviewees perceive the unity of RW as a competitive advantage over other recreational companies. In the words of interviewee 0074, "an advantage of Recrea is that we all are united, it does not matter what the difficulty is, we solve everything as champions." Further, participant 0031 stated,

> We are different because of the meaning of unity. In other companies, they are not so integrated. Although they are capable and very good, when it came to being united, they are not. They only work for the payment. There, one does not feel confident in speaking with colleagues as friends.

From a different point of view, interviewee 0011 commented about what makes RCE different compared to other recreational companies,

> I have met different recreation companies, and in Recrea, they are like a family. They have a desire to get ahead, to serve, to be well, and that things went well. They help a lot with the events; they put much love in it, so everything is very nice, something that I have not seen in other places. They are very decent, very condescending to children. Working with them is a very motivating experience.

Similarly, participant 0010 highlighted the closeness among leaders and RW as a positive advantage. The interviewee stated,

> At the time the club changed the recreation company, we liked Recrea's presentation because it had different ingredients than other companies like the closeness leaders have with their recreational workers and the unity among them. Also, we saw that in Colombia, in this business, young people are used because they have a vocation for the subject, but people look down a bit. In the country, this is an undervalued job. And not because they [RW] have a certain tendency to play with children, they should be underestimated. So, what I liked about Recrea is that leaders respect them [RW] as people, and the company is aware of what they [RW] need.

Environmental Aspects. Discussions of environmental sustainability include the company's impact on dimensions such as animal life and natural resources. Other aspects of this environmental sustainability may be air and water quality, energy consumption, toxic waste, and land use (Slaper & Hall, 2011). From interviews and observations emerged the vital role that the environment plays for the social club and its stakeholders. The area of approximately one square kilometer where RW work at the club is not only one of the city's lungs but also a bird sanctuary. Also, it is a private space that not many locals have the privilege to visit. In the words of participant 0011,

> The environmental issue is essential for the club. Here, you will see that it has a lot of nature. I think, we have been very incisive with leaders at Recrea to take care of the environment and the place where they [RW] work. This is a lung of the city. I do not know how many thousands of trees we have there, but the area is protected. The ecological theme is key in the club, and today, children are taught to respect it.

Also, interviewees highlighted the purity, cleanliness, and excellent air quality of the park where RW perform their jobs. Interviewee 0010 noted that working at the club provides not only well-being, but also the possibility to be in a beautiful place different than other areas of the city,

> I do not think they [RW] come from places as beautiful as the club, and I think being in the club and seeing organized trees and gardens makes the difference. In that green and natural environment, it makes one believe that there are other parts of the city where that nature does not exist, or a nice space. For example, they [RW] are in a very nice park, full of gardens. It is a spectacular green park, where one says: "how nice to get there!" They have courts that are surrounded by pine trees, flowers, I think that vitalizes anyone.

In addition, interviews, observations, and artifacts supported that some RW helped develop sensitization regarding recycling and water use as part of their work with children. Nonetheless, interviewees did not identify environmental plans, objectives, or activities led and developed exclusively by RCE. In this regard, interviewee 0071 asserted, “we talk about protecting the land and water, and we raise awareness of traffic regulations and water use. Still, we do not have the ability to go the entire team to a brigade to pick up trash.” Moreover, participant 0035 stated,

> Taking care of the environment is very important for us, especially recycling and the use of resources. When I entered the club, there was no recycling. Recently, they started to reuse and recycle, but Recrea is not very aware of the environment. Each recreational worker tries to take care of it in their own way.

Also, interviews, artifacts, and observations demonstrated a desire, from leaders and RW, to create campaigns and impact positively on environmental causes. For example, interviewee 0072 stated, “we can organize eco-walks and stop spending so much water to help, in some way, the environment and Recrea.” Similarly, participant 0032 affirmed, “we could encourage cycling and friendlier transportation for recreational workers and expand it to other people.” Some interviewees expressed their desire to collaborate with the club in environmental campaigns. In the words of participant 0037, “I think we [RCE] can make a suggestion to the club and teach children that they are the future of the planet.”

The Leadership at RCE

Even though all individuals at RCE recognized themselves as leaders, interviews and observations evidenced that the GMO and three recreational coordinators were identified as the leadership of the company. This sub-theme focused on the four individuals who are performing leadership duties at RCE, as well as on the influence they exert on RW. From interviews, observations, and artifacts emerged that the leaders at RCE displayed behaviors of four characteristics of transformational leadership, discussed by Bass et al. (1996) and Northouse (2019), such as charisma, inspirational motivation, intellectual stimulation, and individualized consideration.

Charisma. As the emotional component of leadership, charisma describes people "who are special and who make others want to follow the vision they put forward" (Northouse, 2019, p. 170). Usually, charismatic leaders exhibit the confidence to meet followers' expectations. Some personality traits associated with charismatic leaders are dominance, desire to influence, self-confidence, and strong moral values (Northouse, 2019). At RCE, charismatic features were primarily identified, observing and inquiring about the GMO and the people's response to him. In this regard, interviewee 0010 stated,

> Sometimes he [GMO] has had to bring 50 or 60 workers here, and I have seen the general meetings that he does … but more than that, it is how they [RW] follow him and pay attention to him. It is not because he [GMO] is extreme or authoritarian; it is because he treats them [RW] well. Those guys [RW] spend much time in the sun, it is not easy, and he [GMO], through his good treatment, makes them genuinely follow him.

Likewise, artifacts, interviews, and observations evidenced for the GMO a strong self-confidence and a desire to influence and inspire RW and other stakeholders through innovative ideas. In his own words,

> I am not one to look back to see the others. I do not know anyone who is the direct competence of RCE. For example, in a bidding process, there can be 16 companies, and we always finish in the top two. Other companies sell services; we sell programs, integration, respect, pretty projects … the others do the traditional, but they do not do it as deeply as they could. It is not easy; customers

> must be happy. I know one more recreation company, but it is not a competitor for us.

Furthermore, interviewee 0034 affirmed about RCE leaders, “I do not know how they do it, but they always smile. There is something different there.” Also, participant 0072 stated, “customers take love from each person. For example, they say: 'I want [name] to come', because they are captivating and have very trained profiles.”

Inspirational Motivation. This aspect describes leaders who communicate high expectations to followers, inspiring them to be part of a shared vision (Northouse, 2019). At RCE, interviews, artifacts, and observations evidenced that their leaders transmit high expectations to their followers and show confidence in the selection process. In this regard, interviewee 0071 commented,

> We select guys who are “the best of the best.” Our interviews look for people who want to get ahead, and everyone must have a university process in their life, or be starting it or be clear about what they are going to do in their life.

Similarly, internal documentation revealed a comprehensive selection and training process where RW can achieve 12 levels of expertise at RCE. Though, interviews made clear that not all leaders and RW knew about those levels and the training process documented. During the interviews and observations, participants commented on different improvement opportunities for training. In the words of interviewee 0034, “I want them [RCE leaders] to do more activities and talks where we all meet, that they make camps, and extra-work activities.” Also, participant 0035 stated,

> When I began here, they [RCE leaders] never gave me initial training. So, one does not know everything! This is very important. What happened? That we gave

> ourselves the training, and many people were uncomfortable with that. Leaders want us to be super recreational workers, but they do not invest their time on that. When I started, I had to do research and studied everything on the subject because I knew nothing! I did it, but there are many disagreements with that. When they [RCE leaders] demand so much from us, they must give that kind of support.

On the other hand, the GMO indicated an inspirational vision for RCE. From interviews and observations arose that RCE was not only created to break the cycle of inequality experienced in the city, but also to change the way people perceive recreation in the country. Building on his personal story, the GMO affirmed,

> I was involved in recreation because I do not like it. When I was little, all the activities that generated anxiety were at my cousins' parties with recreational workers. And, it seems to me that my case could have happened with many more children. The goal of recreation should not be to make bad jokes at each other; the purpose of recreation should be to teach exciting things. So, we are creating a different project where we do not make those kinds of games that embarrass others. We are generating much more stimulating and complex activities ... If you see, we changed the way to entertain and cut a social barrier. Today, even wealthy children would like to be recreation instructors, but it is because we have a different way of seeing recreation.

Leaders and other stakeholders at RCE expressed on interviews and observations the goal and vision to professionalize recreation, as well as include people from all socio-economic levels on this goal. In the words of interviewee 0071, “if we professionalize this, people from different strata will be working for the same thing. Is not it amazing?" Moreover, participant 0010 stated,

> If RCE were to professionalize their work, it would be excellent, because I do not know of any company that can professionalize recreation or that has professional recreationists dedicated to it. I think Recrea could point it to that, and it will be a success in this country. It is not easy to be an entrepreneur, but Recrea can professionalize their workers and this business.

Additionally, participant 0038 not only trusted on the vision of RCE, but also concluded,

> I think that few rich people stop to see the role one plays as a recreational worker. However, some ask, "how is this done?" or "what does it feel like to deal with so many children?" When they ask me, I know they can or want to be recreators, but they are few. Nevertheless, I do see several imitating that role and wanting it to be of a better status to join us.

Intellectual Stimulation. This factor describes leadership that stimulates followers to be innovative and challenge their own beliefs and the values of the company (Northouse, 2019). Interviews and observations supported the idea that leaders and stakeholders at RCE challenge RW to be active contributors and lead themselves to perform their jobs. In this regard, interviewee 0039 asserted, "you learn to be your own leader and develop your own leadership strategy because leaders and children are always challenging you. You have to be very creative and purposeful." Furthermore, participant 0031 affirmed, "on a successful day, what could happen we [RW] can fix it between us, without having to go to the leaders or the coordinators."

Additionally, RW are welcomed to bring ideas and contribute to decision-making. In the words of participant 0071,

> My leadership style is that my people do what they want. For example, someone says to me: "I want this," and I do not do much! I accompany them to do things. They are the ones who do it. Each person wants to place an idea, and we make that possible.

Supporting the statement above, interviewee 0073 mentioned the openness to express disagreements and divergent ideas to leaders at RCE,

> I have always told the guys that nobody is more than anyone. If I am wrong about something, they are completely free to tell me, and I do it with them. Here there is no difference neither in the treatment nor in what we do. The difference is in the administrative functions that I have.

Individualized Consideration. This aspect represents leaders who provide a supportive climate to followers or act as coaches or advisers (Northouse, 2019). In this regard, one of the initial InVivo codes identified in this research was the word “apoyo,” that means support in English. This code was recurrent in interviews, artifacts, and observations. The meaning of support was key to determine the type of assistance RCE provided to RW related to the goal of studying at college while working with the company. Hence, it was determined that RCE does not contribute financially to pay the college of RW. RCE provides flexible and temporary work that seems convenient for a college student, as well as help coach RW during their journey as students. In the words of interviewee 0071,

> Support is not patting; it is goals. It is to follow up on their [RW] goals. As a leader, you follow them [RW] from the beginning, when they [RW] start dreaming about their future. That is what all companies should do. Because when you have a person and do not ask them anything, or when a person cannot tell you: "Boss, I have a presentation this week, and I need help," it is because they are dead from fear! That support is more important than anything. For example, when you have the doors of your house open for them [RW], and they arrive at 7:00 pm to review a document with you or interview you, that is worth everything! There, you already have something meaningful; you have a connection to help them [RW].

While RW manifested financial issues to pay their colleges, and some of them needed to suspend their studies temporarily due to monetary conditions, interviews and observations evidenced that RW appreciate the opportunity provided by RCE and its leaders. As noted by interviewee 0034, “I left school and practically did not know what to study until I came to Recrea. Then, I started to fill my life more. Now, I study and get into productive things.”

Encouraging a “Dream Big” Mindset for RW

The second theme suggested that leaders of RCE help promote the dignity of RW, encouraging them to keep a “dream big” mindset to achieve their aspirations aside from any socio-economic consideration. According to Nussbaum (2012), human beings should be able to use their senses, imagination, and thinking to experiment and produce desired outcomes that bring dignity and value to human life. The word “sueños” or “dreams,” when translated into English, was repetitive in artifacts and observations, as well as explicit in interviews during the fieldwork. In the words of interviewee 0071,

> One thing that cannot happen to them [RW] is that something or someone takes away their dreams. In life, it is not about what they should do; it is about what they dream and aspire to do … there has to be a standard where people who have little are not overwhelmed by opportunities or discouraged to achieve their dreams … we have tried to understand the payment as something secondary, but if you see each of them [RW] knows exactly why he gets up early every day and comes here. These guys [RW] fall in love with the children and their tasks, which are not simple. If that is not promoting dignity for them [RW], what is it?

To understand this second theme, two sub-themes were analyzed including, "I am not poor" and "our view of dignity."

"I Am Not Poor"

IB are not frequently designed to include the most impoverished individuals in the value chain of organizations. Regularly, low-income individuals require essential support in areas such as, identification, housing, or health services to join IB initiatives (Cuervo Prados, 2009). RCE is not the exception. Interviews, artifacts, and observations evidenced that although RW may classify in one or more dimensions of Multidimensional Poverty in urban areas, they must have specific characteristics to be considered eligible for the job. Although some specifications are common across organizations in Colombia (e.g., identification), RW should meet additional requirements to be hired at RCE including, access to health services and affiliation to any higher education program. In some cases, health for RW should be provided by the government (social programs) or covered privately by the workers or their families.

Likewise, interviews and observations revealed a discrepancy in the perception of low-income individuals among leaders, stakeholders, and RW. While leaders and stakeholders of RCE agreed that RW are low-income individuals, RW did not see themselves as such. However, RW admitted that in the context of the social club, some people perceive them as poor. As specified by interviewee 0037,

> Sometimes children and parents see us as poor. For example, the other day, a dad said that "the recres" [short version of RW in Spanish] were poor. At first, it bothered me because I am not poor! But then I got used to it because that is what they learn and see things ... in this club inequality is tough. However, when you are old, it is ridiculous to think like that. It is like putting labels. So, I do not know, in any case, they are children. Nevertheless, when it comes to parents, no, I am not poor.

Further, participant 0031 asserted, “I do not see the 'recres' [short version of RW in Spanish] as low-income. Although we do not all have the same income, we all go for a goal, and we all want to get ahead.” Similarly, interviewee 0034 commented, “I do not think we are low-income, but I do see those who need it the most. That income is vital to the recreational workers and their families.” Also, participant 0035 concluded,

> I do not think all recreational workers are low-income. They have some college education, and that is not as accessible to everyone in this country, trust me! We are all middle class, but not low-income. If there were low-income people, it

would not matter, it would be a very good opportunity for that person to open his mind.

On the other hand, participant 0071 asserted, “they [RW] say they are not low-income, and that is ok. We want people with a different mindset, a mindset of prosperity where they can dream big and achieve in the same way.” Also, interviewee 0073 said,

> Yes, they are low-income. Being low-income is an advantage here because we do not reject anyone. Here we receive all the people, and here we understand each other. There have been very humble people here, and we support them and try not to make them feel different. They need much support. We have made contributions; we sometimes bring food so that we all can have breakfast here. That is a space for them to clear themselves of their problems. There is no one here who is a millionaire, but we all need money and work. We try to make all the bad things go away. We want them all to understand they are rich because they are great people and have talents.

For Bauman (2011), fighting poverty requires social inclusion to allow marginal individuals to build confidence and self-esteem legitimately. At RCE, interviews and observations supported the advantage of having a “dream big” mindset to succeed in spaces like the social club. As noted by interviewee 0071,

> In Colombia, the best athletes are people who were born in marginal neighborhoods. You see a child from the club with iPad, iPhone, etc., but we were experts playing sports ... so, we have a repertoire of activities, and we know how to run fast. Also, we do not feel sorry to kneel, and that is very important ... when

> you come from a low-income community, everything surprises you, and you enjoy each opportunity.
>
> I know that because I come from a humble family with a humble background, but I grew up in social clubs because my father was a swimming teacher. We lived in a marginal neighborhood, but I was a swimmer of the national team! ... my dad taught us not to be ashamed of our torn shirts and trained us with the club members. However, I felt weird because I could not eat chicken with my hands; the others knew well how to eat it with fine cutlery. I did not! That ambivalence between being in a place where you have nothing and the next day you can eat with the best businessmen in the city, that is good training for life. I want these guys [RW] to experience that, to feel equal, and open their minds with that experience.

Moreover, participant 0072 stated, “they [RW] are not frustrated people; they see an opportunity in the other and use it intelligently. They [RW] have an excellent attitude to talk to all people. We like that attitude, and we support that.” Similarly, interviewee 0071 asserted, “I want them to know how to speak, bring alternatives, and solve difficult situations or handle a large or small event by themselves. So, we give them the confidence to believe and to make dreams happen.”

Consequently, interviews, artifacts, and observations evidenced that RW found many advantages when inquired about lessons learned on the interaction with people from the social club. For instance, interviewee 0035 concluded, “they give me the ability to dream, that one pursues his dreams.” Also, participant 0034 stated, “kids are very competitive! Sometimes it is bad for them, but for me it is good. That competitiveness can be healthy, and that helps me to know I can achieve things in life." Similarly, interviewee 0072 commented, "here I have learned perseverance and to run the extra mile, not to do mediocre things." Moreover, participant 0031 stated, "I fell in love with the process, and being in the club brings me back to many things from my childhood, things I could not do when I was a kid." Likewise, participant 0038 concluded,

> They give me motivation; the children of this club are very intelligent! Maybe because they have a school where they are good at developing skills or whatever. So, I ask myself: If a 4 or 5-year-old child speaks English perfectly, why cannot I (as a university student) speak it perfectly? That impresses me a lot because they come and speak in English, or the parents, and I cannot understand them! Well, one day, I will understand.

"Our View of Dignity"

Dignity urges to think not only about the '*the end*' of development, but also about the '*how*' or the '*means*' of it (Glennie, 2015). Dignity is a complex concept and cannot be defined as a simple quality (Hahn, 2012). Therefore, dignity is usually associated with derivative terms including, human rights, capacities, self-esteem, or freedom (Hahn, 2012). Although interviews, artifacts, and observations showed that RCE did not use a formal definition, or measurement, of dignity for their job, all participants coincided that RW were treated with dignity at RCE and in the social club.

On the other hand, interviews, artifacts, and observations evidenced differences in the treatment received by nannies in the club, regarding dignity. As noted by interviewee 0074, "our dignity is not affected. But you cannot say the same about the nannies; thank Goodness I work for Recrea! People perceive us differently because of our attitude and aspirations; they respect us." Correspondingly, participant 0039 stated, "it is notable that nannies should have to wear a white suit to come to the club ... those social differences affect your self-esteem a lot; these women must be silent ... it does affect the dignity of the nannies." From interviews and observations emerged that viewpoints of dignity at RCE can be classified into three main categories: Dignity as respect, dignity as equality and human rights, and dignity as capacities.

Dignity as Respect. As noted by interviewee 0071 “dignity, for me, is respect. Respect for what we are, we have, and want to be … it is basically to avoid harm or disrespect the ability of each person to dream, work, and be what they are.” Similarly, interviews and observations presented a connection between the words respect and dignity for participants. In general, individuals associated dignity with respect for the person, the RW, and the team. For instance, when interviewees addressed dignity as respect for the person included aspects such as respect for their own lives, decisions, and dreams. As noted by interviewee 0010, “the dignity of a worker must be respected individually, although there are many workers, each one is a different and independent world.”

Also, participants stressed the importance of authenticity and genuineness as a fundamental part of dignity. In the words of interviewee 0034, “dignity is like being myself, being able to express who I am, and what I want without being criticized or disrespected; without being told that I am not worthy of respect.” Moreover, participants expressed ideas related to dignity as respect for the RW and the team, as mentioned by participant 0011, “for them [RW], dignity is feeling good about themselves. Feeling that there is nothing that can take away their essence and illusions as human beings." Also, interview 0073 concluded,

> In this work, they [leaders and stakeholders] treat me with dignity, with respect. Furthermore, they allow us to develop as individuals and as a group, and that is very important! Here we make people's self-esteem grow because we respect them as they are.

In the club, any cases related to lack of respect for personnel are assessed by the human resources area or directly by the board of directors. In the words of interviewee 0010,

> Here we owe ourselves to service to members, and although there are cases of disrespect for workers, they are isolated cases. Those cases are even handled by the board of directors to reprimand them drastically because that is not allowed. We have to find that balance ... rights must be respected and fulfilled, but they must also fulfill their obligations and duties. In that line, we must stay, and there is the dignity of a worker.

Dignity as Equality and Human Rights. Human rights are fundamental rights and freedoms that should belong to every individual in the world; they are based on shared values like dignity, fairness, and equality, as well as protected by law (Equality and Human Rights Commission, 2019). Human dignity should be the basis to understand and defend human rights (Kateb, 2011).

Based on interviews and observations, there appears to be a link between dignity and equality. For instance, interviewee 0031 commented, "dignity is that we are all treated equally." Also, participant 0038 reflected on the meaning of equality for children and adults and stated, “all children are innocent in all economic strata. As you grow older, you adjust to your stratum, but when we are born, we are all equal. For children, we are all equal, and we all have dignity.”

Furthermore, the context is vital to understand constructs such as equality and dignity. Usually, tyrannical domination habits violate human dignity (Kateb, 2011). Thus, when interviewees were asked about the difference in the perception of dignity between leaders, stakeholders, and RW, participants stated that they did not notice major differences or violations of the dignity based on power or hierarchy at RCE. For example, interviewee 0036 affirmed, “I think it [the perception of dignity] is the same. The only thing that changes is that they are in charge of us, but I think it is the same.” Moreover, participant 0037 concluded, “we have similar perceptions. Recrea does not have too much power, so that the dignities of some people may be less valuable. That happens when leaders have a lot of power and money. But it is not the case here.” In contrast, interviewee 0036 commented,

> I have seen that there are people who misjudge people with money; they believe that they will always mistreat you, but no. Here I have spoken with people who seem to have much money, and they have treated me very well. About 15 days ago some Germans arrived, and we played a game, the experience was excellent. In sport, there is no distinction in anything; we all are equal.

Additionally, interviews and observations evidenced that the meaning of dignity as equality was closely related to the construct of human rights. In this regard, participants not only stated the importance of human rights, but also addressed reflections on discrimination. For example, interviewee 0035 affirmed, “values, respect, and human rights have a lot to do with dignity. Human rights are things that make you worthy, that make you count, and you need that to have dignity." Also, participant 0038 remarked, "dignity has to do with human rights, they are non-negotiable, and the person has them by the mere fact of being a person." Similarly, interviewee 0031 said, "each of us [RW] is a person and must have the human rights that each one deserves, to be treated with dignity."

Furthermore, regarding discrimination, participants communicated insights and narratives associated with nannies at the social club. Besides that, interviewees commented on former cases of gender and racial discrimination experienced by RW. For instance, interviewee 0072 stated,

> There was a recreational worker who was a lesbian … unfortunately, some people are very homophobic at the club. When she started, there were parents' comments. She showed that there was no reason to be ashamed of that. After some time, all the children approached her, and in the end, the parents valued her. Before, they judged her for her sexual orientation, but after some time, they liked her job. We all gave her support when she told us that the parents and children rejected her because of that. When we gave support to the recreational worker, everything changed, and her dignity was not affected anymore. She was accepted!

Moreover, other interviewees addressed a case of racial discrimination concerning a former RW at the social club. In the words of participant 0074,

> I had a colleague here with dark skin. Once, I was playing with a child, and the child said to him: "You are black, and I am not going to play with you." That was

> horrible, that was discrimination, and it affected his [RW] dignity. They [children] learn this from their parents and at home.

Elaborating on the same experience, interviewee 0073, stated the importance of raising awareness of the discriminatory treatment to find a positive outcome,

> He [RW] felt bad, and we talked to the boy and the boy's parents … that day was very tense, but I think the outcome was a success because although he was once humiliated, he did not allow himself to be humiliated again, and we were able to handle the situation.

Dignity as Capacities. To be dignified, individuals should have the chance to function as human beings and to develop their multiple capabilities (Nussbaum, 2008). Capabilities are freedoms and possibilities to decide and achieve goals in life (e.g., have physical health, maintain physical integrity, use of senses and imagination, feel emotions, reflect, establish affiliation, enjoy nature, or play) (Nussbaum, 2012). Hence, human beings must become active participants in determining their own destinies (Rao & Sanyal, 2010). The capabilities approach is driven by Kant's principle that each person is an end in itself (Nussbaum, 2012). So, if someone has dignity should not be used for the ends of others or traded on the market. Individuals do not have a price. That is why, dignity is more than just achieving financial outcomes; it implies a different way of seeing goals and human beings (Glennie, 2015).

From interviews and observations, there was a consensus among participants that human dignity goes beyond the income or any socio-economic consideration. For instance, interviewee 0033 stated, "dignity is like seeing that a person is a person, that he is not an object to produce or anything like that." Similarly, participant 0037 affirmed that dignity "is not feeling like a slave to anyone or doing something you do not want to do. Moreover, do not feel like you are less than someone or that you need to change your moral principles because of money." Furthermore, participant 0039 asserted that "dignity is something that is not loaned, sold, or negotiated. It is something that one forges ... it is like the value of each person."

On the other hand, although participants concurred that the payment is vital for RW, some RW manifested that, if needed, they would work at RCE without compensation considering the fulfillment it had brought into their lives. Interviews and observations evidenced that the work at RCE has provided opportunities for RW to grow as individuals with dignity. In the words of interviewee 0073 "Here, recreational workers see that everything is possible, and it makes them want to keep dreaming. It helps us a lot." Moreover, participant 0036 stated, "I used to be very dry, but the children changed me ... you kind of soften your heart. My thinking has changed a lot. I transfer these experiences into my work, and I am capitalizing on it a lot." Similarly, interviewee 0039 affirmed, "I have become very creative. Personally, I have developed other skills; I started painting! … the mere fact of becoming more creative contributes to my dignity." Also, participant 0073 concluded,

> In my case, the whole process with Recrea has made me grow a lot. Academically, I have become very organized; it has made me a better leader in my university. I did not have much relationship with children before. Now, I interact better with children, and that makes me a better person; it makes it easier to relate to people. Before, it was also difficult to relate to other people.

Furthermore, from interviews and observations emerged that RW have explored and developed other capabilities in the relationship to children including, the opportunity to play and join recreational activities, as well as the possibility to feel and express different emotions. As noted by interviewee 0074, “I transmit many things to the children of this club. This work is about that; it is about touching the soul of the children. Here one realizes that money is not everything, but kindness is necessary.” Moreover, participant 0072 stated, “what you do is to give children happiness, something that parents cannot always give them. They are paying for love. Some children believe that the mother hides from them when she has to work, and that is sad.” Likewise, interviewee 0035 asserted, “I realize that you go from being a recreational worker to being their friend ... whenever they arrive, they want to be with you. It is nice to be part of their lives and get involved with their things.” Accordingly, participant 0039 concluded,

> Here, I am inspired to give love and receive love. These children have everything, money, many nannies, many moms, even many grandmas! But they are alone. There are children who come only for us. Working here is giving them love and also feel loved.

Fostering Autonomy and Flexibility for RW

Dignity involves relational and communicative processes that give voice and agency to people (Rao & Sanyal, 2010). So, the promotion of human dignity requires people creating the conditions and opportunities for development and choice (Nussbaum, 2008). Agents should have the opportunity to exercise practical reasoning and freedom of choice to decide what obligations, goals, and objectives are valuable and convenient for their human development (Nussbaum, 2012). At RCE, autonomy and flexibility are two salient characteristics. RW decide when it is convenient for them to work based on their academic and personal schedules, as well as have the freedom to decide what recreational activities meet their interests and strengths. In the words of 0035,

> This work gives me the possibility of having a personal, academic, and working life. With Recrea, I have my spaces, and they are respected. My work does not interfere in my life or with fundamental things; that time management is very favorable, and I am free to decide what to do here.

The third theme that emerged from this study suggested that leaders at RCE fostered autonomy and flexibility as a way to promote the dignity of low-income populations. To understand this result, two sub-themes were analyzed including, motivators to work at RCE and the convenience of the job.

Motivators to Work at RCE

Motivation is a foundational topic in psychology and organizational studies; it describes the reasons that drive, energize, and support individuals' actions (Grant, 2008). In the workplace, productivity is strongly influenced by how motivated individuals are (Damij et al., 2015). Even though money and prestige are relatively relevant factors of motivation across generations, other intrinsic aspects of motivation (e.g., challenge, ownership, identity) play a significant role in the workplace (Damij et al., 2015).

Interviews and observations showed that, beyond money, RW chose to work at RCE for reasons including, love for children and affiliation. While many RW had other work experiences outside recreation, participants coincided that love for children is an essential motivator to work at RCE and in the social club. In this regard, interviewee 0037 commented, “besides money, I have always liked children, and I am dying to be a mom! That is why I work here." Also, participant 0039 stated, "to do this; one has to have an immense love for service and children because not everyone has the disposition to work with children." Likewise, interviewee 0035 affirmed, "I have always been very close to social work and work with children. I really like it. It is very enriching."

Although it is expected and encouraged that RW find a new job after graduating from college, participant 0073 highlighted that "after graduating, I plan to continue here [RCE] because I really like coming here. When you do not come, you feel that something is missing; you miss the children." Furthermore, interviewee 0074 concluded,

> I have always wanted to work with children. Since my brother was born, I have been close to children. I have always found it entertaining to play with children, and every day you learn something from them, something new, a new idea, something different! They have a different way of seeing the world. Sometimes, they do tell us the problems of their parents, and although we are not psychologists, we do try to guide them. Children always absorb what one tells them.

On the other hand, participants highlighted the importance of affiliation as an essential reason for RW to work at RCE. Affiliation as motivation is a concern with establishing, maintaining, or restoring positive interactions with another individual or group (Van Cappellen et al., 2017). For instance, interviewee 0033 commented, "it [the work at RCE] serves to expand our social group, we can share with different groups of people." Moreover, participant 0035 stated, "some people cannot take advantage of anything, but here [RCE] there are ways to get advice or help. That depends on how you relate to the people. I wanted to expand my social circle."

Accordingly, Nussbaum (2012) stressed on the importance of affiliation as a way to achieve human dignity. Hence, individuals must have the opportunity to live with and for others, showing interest in individuals and participating in social interaction. Affiliation also included the ability to protect institutions and groups (Nussbaum, 2012). In this regard, participants coincided that RCE has given RW not only identity, but also the capacity to feel part of the company. In the words of interviewee 0031, "I wanted to feel part of something new. So, I decided to work here." Forth, participant 0034 commented, "if you go with your uniform on, it is crucial to show a good image to the community. Some things cannot be done while wearing our uniform because we represent Recrea wherever we go." Similarly, interviewee 0011 concluded,

> They [RW] appear proud of their uniforms, always well organized. They see themselves as belonging to their company, and you can see that Recrea gives them what they need. It is not only about the uniforms, but also the materials and everything they need.

As noted by participant 0071, having motivations and reasons to work beyond money is something expected in what the interviewee defined as "pretty businesses." In his own words,

> If you see here, each of the people who work with us has a different heart than the others. They are people of very cool human quality, willing to listen, wanting to give a lot, and that is how we are all here. The goal is to give. We are not used to receiving so much; I do not know why. Sometimes one is not prepared to receive, but we are excellent to give.

The Convenience of the Job

From interviews and observations occurred that RW value their job due to its flexibility and the freedom they have at work. As noted by participant 0037, "at Recrea they are extremely flexible with our time." Likewise, all participants coincided that an advantage of the job for RW is to decide when to work and, if needed, to cancel the shifts they had arranged to prioritize their academic and personal life. Each month, RW provide their availability and, based on that information, coordinators assign the shifts to work at the social club. As commented by interviewee 0032, "they allow you to come when you can and not when they want." Also, participant 0037 affirmed, "I do not study on the weekends, but when I have to do it, the schedule here is very flexible, and my colleagues collaborate a lot. Nobody argues with me if I cannot come because I am studying." Similarly, interviewee 0074 concluded, "the working conditions are very good, and the hours and the environment adjust to what I need."

Furthermore, interviews and observations evidenced that while leaders and stakeholders recognize the complexity of RW's activities at the social club, RW defined their job as easy, fun, and relaxed. For instance, interviewee 0031 emphasized, "the comfort inspired me; it is not as difficult as in other industries." Similarly, participant 0032 commented,

> I like that you have fun and do not have the pressure that you would have in another job. This work does not interfere with the university. Here, life is more bearable and more relaxed. You do not have that weight on you. This job is very easy.

Moreover, RW agreed that the possibility to play and have fun at the workplace represents an advantage for the job. In the words of interviewee 0038, “truth be told, this could be considered one of the best jobs out there. Here, they are paying me to play.” Also, participant 0036 stated, “I come here to have fun and, every week I get out of the routine. I have guaranteed fun on Sundays!” Correspondingly, participant 0037 affirmed,

> It is a very simple job; one is not stressed here. It is relaxing, you come, and you decompress. It is not like my career that is stressful. Others say, "ah, but that is not a job." Well, what do we do? "My job is to come and play!"

In addition, participants concurred that freedom is another remarkable strength of RW’s job. Interviews, observations, and artifacts confirmed that RW felt free to express themselves and decide what activities to perform at the workplace. In this regard, interviewee 0039 concluded, “here, tasks are assigned with enchanting freedom and everything is organized. There are freedom and much order.” Similarly, participant 0073 affirmed, “we are free, and here nobody is really limiting us. Here we all express ourselves as we are. Thus, children have more affinity with us.” In the same way, interviewee 0038, asserted, “I like this job. There is full freedom of speech and freedom when we interact with leaders.”

In contrast, participant 0035 commented that freedom is a strength of RCE. However, it may have severe consequences for RW, particularly when observing factors such as access to social security benefits that come with formal employment. In the words of the interviewee, “I like the freedom we have here, but sometimes there is too much informality ... For example, there is no signed or legal contract for us [RW]; it is a verbal contract, and it is not stable.” Observations and artifacts supported participant

0035's insights. Informality in Colombia is a significant economic and social challenge; nearly 60% of all workers serve in the informal sector. Likewise, informality is prevalent in small companies reaching 90% of the employment (Organization for Economic Cooperation and Development [OECD], 2019) and represents one of the 15 variables of the MPI-C (OPHI, n.d.). In general, informality contributes to high-income inequality and has detrimental effects on social outcomes reducing productivity, worker's motivation, access to social services, and labor protection (OECD, 2019).

Discussion

Theory is defined more as a continuum than as a finished product (Rider, 2017). Thus, this qualitative, instrumental case study provided a starting point in the theory continuum of IB and dignity describing how leaders and other stakeholders promoted the dignity of low-income populations, in an inclusive initiative, through their business practices. Also, this research acknowledged the necessity to study dignity in IB empirically to discover its meaning and relevance (Hahn, 2012; Wach, 2012). Before this case study, there was no available empirical research that could provide insights or develop a tentative theory in the field of study.

Likewise, the study provided a voice to young, low-income RW who experience inequality in their vicinity and the most prestigious social club in Bogotá D.C., located in the second most unequal country in Latin America, Colombia. As a researcher, I wanted to learn not only if leaders and other stakeholders of an IB promoted the dignity of low-income populations through their business practices, but also 'how' they were doing it. Hence, from the analysis of semi-structured interviews, direct observations, and artifacts emerged that all participants felt RW's dignity was recognized at RCE. Additionally, three significant themes reflected how leaders and other stakeholders promoted such dignity for RW: Developing a business to break the cycle of inequality, encouraging a “dream big” mindset for RW, and fostering autonomy and flexibility for RW.

The first theme evidenced that RCE was created as an inclusive initiative to promote the dignity of young, low-income individuals in the context of inequality experienced in Bogotá D.C. This theme also helped observe RCE’s correspondence with the novel concept of IB and evidenced the dynamic of inequality experienced in the social club where RW perform their job. In this case study, the social club represented a contradictory space where RW experienced disparities and the benefits of interacting with individuals and private spaces, not always accessible to low-income populations.

Although RCE did not qualify as a mature IB, this inclusive initiative helped identify economic, social, and environmental factors to determine the sustainability of the business and its equilibrium for long-term growth. It was analyzed that phenomena such as high turnover, financial dependence, and lack of environmental plans and community work jeopardize the sustainable growth of RCE.

Also, the data supported the literature of IB evidencing that established companies, acting as stakeholders, are vital to generating win-win solutions for inclusive initiatives like RCE. In this case, the social club not only was identified as a crucial actor to help grow and sustain RCE, but also to assist in the promotion of the dignity of RW. In this regard, even though RCE communicated their support to RW's academic journey, the data clarified the meaning of the support provided by RCE. There was no evidence that RCE or its stakeholders provided funds to pay the studies of RW. Nonetheless, RW recognized the importance of the experience at RCE for their personal, academic, and professional development.

Even though the focus of this research was not to establish a relationship between leadership theories and the concepts of IB or dignity, the findings might help provide another starting point in the theory continuum of transformational leadership and the promotion of the dignity of low-income populations in IB. From interviews and observations emerged that RCE's leadership displayed aspects of transformational leadership style. For instance, behaviors related to charisma, inspirational motivation, intellectual stimulation, and individualized consideration indicated the transformational nature of the decisions taken at RCE. While case studies are not intended to be generalized to other cases, they can help inform leaders of inclusive initiatives on practices associated with the promotion of dignity for similar populations.

Furthermore, RCE leaders promoted the dignity of RW encouraging a "dream big" mindset. This second theme resonated with the need for human beings to use their senses and imagination to produce desired outcomes that bring dignity into their lives (Nussbaum, 2012). The word "sueños" or "dreams," when translated into English, was repetitive in artifacts and observations, as well as explicit in interviews during the fieldwork. In this study, it was evident that, regardless of their vocations or avocations, low-income RW had a mindset of prosperity where they can dream big and achieve in the same way.

At RCE, while leaders and stakeholders coincided that RW are low-income individuals, RW did not see themselves as such. Thus, the data evidenced the discrepancy in the perception of low-income populations among leaders, stakeholders, and RW.

Furthermore, the data showed the complexity of the concept of dignity and the different viewpoints of dignity at RCE. While all participants reported that dignity is vital for human existence and goes beyond any socio-economic considerations, participants identified the construct of dignity into three main categories: Dignity as respect, dignity as equality and human rights, and dignity as capacities.

The third way in which leaders and other stakeholders of RCE promoted the dignity of low-income populations was fostering autonomy and flexibility in the workplace. In this regard, the promotion of human dignity requires people creating the conditions and opportunities for development and choice (Nussbaum, 2008). So, agents should have the opportunity to exercise practical reasoning and freedom of choice to decide what goals and objectives are valuable and convenient for their human development (Nussbaum, 2012). At RCE, autonomy and flexibility were two noticeable characteristics. The data reported that RW decided when it was convenient for them to work based on their academic and personal schedules, as well as had the freedom to decide what recreational activities matched their interests and strengths.

In addition, the data displayed that, beyond money, RW valued the convenience of their job and had diverse motivations at work (e.g., love for children and affiliation). Even though leaders and stakeholders recognized the complexity of RW's activities at the social club, RW defined their job as flexible, easy, fun, and relaxed. Nonetheless, some aspects of that flexibility may have severe consequences for low-income RW in terms of income inequality, multidimensional poverty, productivity, worker's motivation, access to social services, and labor protection. In Colombia, informality is prevalent in small companies reaching 90% of the employment (OECD, 2019) and constitutes one of the 15 variables of the MPI-C (OPHI, n.d.). Further research is needed to determine the consequences of informality and lack of access to social services for the dignity of RW at RCE.

Summary

This chapter presented the results and findings of a qualitative, instrumental case study developed to describe how leaders and other stakeholders of RCE promoted the dignity of low-income populations through their business practices. This research not only provided a starting point in the theory continuum of IB and dignity, but also acknowledged the necessity to study dignity in IB empirically to discover its meaning and relevance (Hahn, 2012; Wach, 2012).

Moreover, the case study provided a voice to young, low-income RW who experience inequality in their vicinity and the most prestigious social club in Bogotá D.C., located in the second most unequal country in Latin America, Colombia. The research question that guided the research was how do leaders and other stakeholders of RCE promote the dignity of low-income populations through their business practices?

The core data sources analyzed for this study were four direct observations and 15 semi-structured interviews conducted to four leaders of RCE, nine RW, one member of the community, and one staff member of the social club. Other sources of data were different artifacts (e.g., documentation, uniforms, promotional products) that served to corroborate the primary data.

The results and findings of the study evidenced three significant themes, and their sub-themes, that emerged from the analysis of the data including, developing a business to break the cycle of inequality, encouraging a “dream big” mindset for RW, and fostering autonomy and flexibility for RW. Although the focus of this research was not to establish a relationship between leadership theories and the concepts of IB or dignity, the findings might provide another starting point in the theory continuum of transformational leadership and the promotion of the dignity of low-income populations in IB.

In addition, the research findings suggested that, regardless of the vocations or avocations of RW, they had a mindset of prosperity where they can dream big and achieve in the same way. While case studies are not intended to be generalized to other cases, this study may help inform leaders of IB on practices associated with the promotion of dignity for similar populations. Chapter five concludes providing a set of recommendations for leaders of RCE regarding the promotion of the dignity of low-income populations through their business practices.

CHAPTER FIVE: PROPOSED SOLUTION AND IMPLICATIONS

The purpose of the dissertation in practice (DIP) at Creighton University is to explore a significant, complex real-world problem and design an evidence-based solution to contribute to the greater good (Creighton, n.d.). Hence, in this DIP, I presented the main elements of a qualitative, instrumental case study research focused on the topic of inclusive businesses (IB) and dignity. The novel topic of IB has shown a primary emphasis on reaching economic profit from individuals at the bottom of the pyramid (BOP). However, in the field of study of IB, the dignity of low-income populations has been treated as a side note and not studied empirically to determine its meaning and relevance (Hahn, 2012; Wach, 2012).

The fifth and last chapter of this study provides information and a set of recommendations for the leaders of RCE to strengthening the promotion of the dignity of low-income populations through their business practices. As an evidence-based solution, I developed a set of five recommendations with substantial input from the literature and the data provided by diverse stakeholders of RCE through semi-structured interviews, observations, and artifacts. Also, each recommendation includes the rationale for its creation and implementation for RW at RCE. Chapter five closes with a section that discusses the main implications of the study and a synopsis of the whole dissertation in practice.

Aim Statement

The aim of the proposed study was to provide information and a set of recommendations for leaders of Recrea Colombia Empresarial (RCE) regarding the promotion of the dignity of low-income populations through their business practices.

Proposed Solution(s)

The purpose of these recommendations is to provide information and help guide leaders of RCE in strengthening the promotion of the dignity of low-income populations through their business practices. These recommendations were developed with substantial input from the literature and the data provided by diverse stakeholders of RCE through semi-structured interviews, observations, and artifacts. The recommendations provided do not intend to be a comprehensive list of all steps or dimensions needed by RCE leaders to promote human dignity. Also, they do not indicate a unique, sequential, or correct way to approach the promotion of dignity for low-income populations. Instead, this set of recommendations acknowledges the complexity of the topic of study and may be a resource for RCE to be nurtured and evaluated in its changing context, with the identification and participation of different stakeholders.

Likewise, this set of five recommendations recognizes that the concept of dignity challenges leaders to think about the end of development and its means. Promoting dignity must go beyond achieving economic outcomes for low-income populations; it implies a responsible and holistic view of business goals and human beings. So, as Immanuel Kant affirmed, people should always treat others as ends in themselves and never as a means to ends (Northouse, 2019).

First Recommendation: Risk Assessment and Social Security

Develop a risk assessment for RW and implement control measures suitable for the risks and hazards associated with their work and profile. This recommendation includes affiliating RW to an occupational risk insurer (in Spanish, Aseguradora de Riesgos Laborales, or ARL) and ensuring social security.

Rationale

Individuals should be able to experience a life of reasonable duration to have a dignified life; it involves having the conditions not to die prematurely or before life itself is so reduced that it is not worth living (Nussbaum, 2012). Even though companies are not expected to guarantee a specific duration of the life of its employees, responsible businesses are called to protect individuals and identify hazards and risk factors that have the potential to cause harm, even outside the workplace. A risk assessment aims to create safer and healthier work conditions evaluating hazards and minimizing the level of risk for individuals by adding control measures (Canadian Centre for Occupation Health and Safety [CCOHS], 2020). In Colombia, occupational risk insurers provide guidance, tools, and training for small companies to assess and protect employees.

Also, Colombian law states that all employees should be affiliated with an occupational risk insurer (Alcaldía Mayor de Bogotá D.C., 2012). However, the law does not obligate independent and informal workers (like RW) to join one of these insurers. The law provides the option for informal workers to affiliate themselves voluntarily. In the case of RCE, RW do not have this affiliation. As noted by participant 0035, "there is no legal, written contract for us; it is a verbal contract. We do not have social security."

Even though the club requires RW to be insured in case of any workplace accidents (for the day they stay at work), RCE does not provide any other protection or social security to its RW. The data obtained from participants showed that RW are not even gaining half of a minimum wage and are not affiliated to retirement funds, risk insurers, or health services by RCE. This reality prevents RW from receiving benefits and essential coverages (e.g., prevention programs, training, maternity leave) in activities linked to the job and performed outside of the club (e.g., commuting to the workplace, work meetings).

In this regard, interviews evidenced a case in which a person attacked a RW during her commute to work, causing severe injuries on the head. Although the RW was helped by RCE leaders when she arrived at the club, the insurance did not cover that issue. As noted by interviewee 0071, “the day [name] was attacked ... everyone went to the hospital to pay what we could and support [name].” While RW can affiliate voluntarily to an occupational risk insurer, it is recommended for RCE to formalize the working conditions of RW to ensure full social security protection (e.g., risk insurer, retirement funds, health services) for them. Besides, formalization impacts one of the 15 variables of the MPI-C (OPHI, n.d.) and might help move forward the dream of professionalizing RW's job providing favorable working conditions to these individuals.

Considerations for Practical Implementation

Even though informality in Colombia is prevalent in small companies reaching 90% of the employment (OECD, 2019), informal workers are vulnerable in the labor market. Usually, the companies that hire individuals informally do not comply with labor market regulations and provide inferior labor conditions to the workers (Peña, 2013). RCE might formalize RW's working conditions by following the steps provided in the law to affiliate employees to the social security system and finding incentives from the public sector to move forward with this initiative. For instance, the current Ministry of Commerce launched benefits and tax reductions to small entrepreneurs who want to formalize their workers (Dinero, 2019). Other institutions that may provide useful guidance for RCE on formalization, risk assessment, and social security are the local chamber of commerce and the Ministry of Labor in Colombia.

Moreover, although it is desirable to provide a minimum wage and formalize the working conditions for all RW, RCE may start this process gradually, ensuring the sustainability and continuity of the business in the market. The process of formalization might start with the oldest RW and leaders, and then include the team's newest members. In that way, the company can focus its investment initially on individuals who have proved their loyalty and service to the company. Also, formalizing RW after serving for a specific term may help as an incentive to new RW to stay at RCE, reducing high turnover.

Second Recommendation: Prevent Sexual Assault and Violence

Create “zero tolerance" policies at RCE and raise awareness to prevent sexual assault and any type of violence for RW.

Rationale

Policies and education are crucial factors in preventing violence; they empower individuals to prevent and act against any violation of human rights. Although individuals at lower education levels are more likely to experience violence, abuse occurs across all society levels (Domestic Violence Network, n.d.). In this study, the data suggested that RW are not victims of emotional or physical abuse at the club or in RCE. However, participants agreed that they had observed discrimination, violence, and abuse in the workplace related to the nannies and among children. As affirmed by interviewee 0038, in the club, “there are from insults to physical assaults [for the nannies], but it must not destabilize us [RW] so easily. I see clearly that this is related to the high socioeconomic stratum."

At RCE, interviews, observations, and artifacts supported the existence of internal regulations for RW related to discipline and job performance. Nonetheless, those guidelines do not address the topics of abuse, sexual assault, or violence in the workplace. Also, they do not raise awareness about the importance of preserving the physical integrity of RW. Hence, considering that individuals should be protected from violent attacks (e.g., sexual assault, violence) to have a dignified life (Nussbaum, 2012), it is vital to create policies and action plans at RCE to prevent any form of violence and abuse for RW in the workplace.

Considerations for Practical Implementation

Zero tolerance policies serve as guidelines for decisions that people must make in the workplace. They can also deter individuals from doing serious misconduct by clarifying that influences, status, or connections will not protect them (Gerson, 2006). Thus, RCE might update their internal regulations including a chapter of zero tolerance policies to prevent sexual assault and any violence for RW. To do this, the company might count on the support of a specialist on human resources management and a lawyer to analyze and formulate the new regulations. Similarly, RCE may find guidance to develop these internal policies with the local chamber of commerce and the Colombian Ministry of Labor. It is advised to find support from the area of human resources of the club and align the new policies with their internal norms.

Following the documentation phase, it is vital to raise awareness and educate RW and other stakeholders to prevent and act against any violations of human rights in the workplace. In general, the free exchange of ideas regarding zero tolerance policies, and even conflict over those ideas, promote healthy work environments (Gerson, 2006). Therefore, an educational process and socialization of zero tolerance policies might be done facilitating conversations and workshops with RW and other stakeholders. In this regard, the data suggested that RW are eager to receive training and participate in activities that could enrich personal and professional life. As noted by interviewee 0034, “I want them [RCE] to do more activities and useful talks where we all meet, like camps and extra-work activities.”

Although RCE might create training and educational material internally, the company may also count on external, specialized consultants to design and facilitate conversations, courses, meetings, and events. Likewise, since there are no established mechanisms for reporting any abuse or violence at RCE, it is essential to create how, when, and where RW should disclose sensitive information, including anonymous ways to report any incidents. Defining and communicating the route for reporting misconduct at RCE is vital to address and prevent any form of abuse for RW in the workplace.

Third Recommendation: Well-Being Plan

Create and implement a personal well-being plan for RW, including hydration, sun protection, psychosocial support, nutrition, and physical activity.

Rationale

Human beings should be able to maintain good physical health and receive adequate food to have a dignified life (Nussbaum, 2012). According to the World Health Organization (WHO, n.d.), health is a state of entire physical, mental, and social well-being and not simply the absence of disease or illness. Therefore, health care should focus on a wide range of activities related to the prevention and promotion of specific human behaviors. Well-being plans help individuals create, adopt, and maintain healthy behaviors (Aldana, 2020). In addition to physical training, individuals should bring proper attention to rest, recovery, hydration, and nutrition to maximize health and control risk factors (Kerrigan, 2018).

Even though the leaders at RCE strive to find individuals with good physical condition to perform the job, interviews and observations showed that the majority of RW did not have breakfast before starting their activities at the club. In the words of interviewee 0035, "I get up and try to have breakfast, but I cannot always eat before coming here." Also, the data showed that RW were not aware of benefits such as psychosocial support and free sunblock offered to them by the club. For example, participant 0039 stated about the leaders at RCE, “they keep an eye on us and how we are, whether we have lunch or not ... I share my sunblock with my colleagues because sometimes they cannot buy one. They [leaders] have no responsibility for our personal care.”

Besides, from observations emerged that RW did not take warm-up before starting playing with the children, as well as do not have specific rules to be hydrated or to rest during the workday. Regularly, RW arrive early in the morning and put their uniform to be ready for the activity. As noted by interviewee 0036, "the first thing I do is to put on my cap and shirt; then I start to play with the children until the park is full of kids." Although physical training is important, it is only one piece of the health and well-being puzzle (Kerrigan, 2008). Therefore, leaders are encouraged to organize a comprehensive well-being plan to guarantee adequate performance and good health for RW.

This initiative may also be reasonable and strategic for the company considering that RCE counts on each RW to provide the services to the social club. If someone gets a severe sunburn or is dehydrated in the workplace, RCE needs to commit additional resources to support the individual and the team. RCE should likely cover that absence with a new individual in the workplace or distribute the tasks among other RW, increasing their workload. As noted by Burton (2018), workers' well-being is what makes or breaks the business's long-term success. Overworked individuals deliver low-quality work and lack a commitment to the company. Instead, healthy workers are capable and eager to perform at their best.

Considerations for Practical Implementation

Starting a well-being plan involves more than implementing random initiatives related to healthy behaviors. Leaders need to think about which activities suit the workplace, seek input from stakeholders, and consider cost-effectiveness (Burton, 2018). Likewise, leaders usually need to assess different areas of the life of the employee to determine the goals and resources required. Thus, RCE may start its journey by asking questions to RW that can help discover opportunities for a healthy life and create the team and personal goals accordingly.

Currently, RCE has helpful tools and resources to start a well-being plan. For instance, the company might organize the resources provided by the club (e.g., sunblock, psychosocial support, hydration stations, lunch) and commit additional efforts to guarantee full nutrition, appropriate rest, and recovery for RW. Also, it is vital to find a staff member who may be in charge of running the plan and ensure its continuity.

Additionally, the well-being plan needs to be socialized and monitored periodically to determine its effectiveness. Some useful tools to obtain feedback are surveys and meetings where individuals can share their insights, expectations, and concerns (Burton, 2018). Similarly, it is advised to establish a baseline that could help measure the plan's effectiveness on other aspects related to well-being in the workplace, including productivity levels, sickness absence, work-life balance, and morale.

Fourth Recommendation: Multi-Stakeholder Support Network

Develop a multi-stakeholder support network for RW to transition from deciding over immediate needs to long-term goals in areas such as education, career development, asset building, and social capital.

Rationale

Dignified individuals must be able to form a notion of the good and critically reflect on the planning of one's life (Nussbaum, 2012). Thus, human beings must transition from deciding over immediate needs to managing their lives effectively. This includes being able to plan for the future (e.g., own property and hold property rights) on equal terms with other people (Leblang, 1996) and maintaining relationships of mutual recognition with others (Nussbaum, 2012).

In general, long-term planning in areas such as asset building, career development, and education is not the priority of low-income populations (USAID, n.d.). Also, participating in social, educational, or professional networks requires financial resources from individuals to afford activities or pay membership fees (Weyers et al., 2008). From interviews emerged that RCE leaders recognized the importance of supporting the life processes of RW. However, interviews, artifacts, and observations did not reveal resources that could effectively help RW develop long-term goals associated with education, career development, asset building, and social capital.

Hence, RCE needs to create a multi-stakeholder support network of coaches and mentors that help RW transition from deciding over immediate needs to long-term goals. Trained and experienced mentors and coaches are useful for individuals to create knowledge and network ties, build a supportive environment, improve competency, and confront real-world problems (Frederick, 2014; Robbins & Judge, 2016). Also, engaging with multiple stakeholders is beneficial for businesses that work with low-income populations to leverage knowledge and resources, benefiting from others' expertise (USAID, n.d.). Regularly, IB that want to achieve sustainable conditions for people at the BOP should consider multi-stakeholder partnerships at the global, national, and local levels (Vali, 2017).

Considerations for Practical Implementation

The road to achieving goals with low-income populations requires flexibility and investment in unfamiliar settings (WBCSD, 2016). Therefore, RCE might create a network of coaches and mentors not only using the social capital gained in its work at the social club, but also building relationships with the public sector. As noted by participant 0073, "working with the public sector could enrich us [RCE] a lot." Similarly, interviewee 033 asserted, "for the company, it would be a significant growth if we could interact with the public sector."

Although coaching and mentoring have not had the same development in the public sector than in the private sector in Colombia (Rairán & Solano Cantor, 2010), RCE may find opportunities for coaching and mentoring searching for partnerships developed between the public sector and academic institutions. Also, private organizations such as coaching federations and associations offer pro bono coaching oriented to low-income populations, as part of their social responsibility activities.

Moreover, in Colombia, local chambers of commerce offer mentoring and coaching for entrepreneurs, as well as training in mentoring. Other sources for networking can be found in NGO's and multilateral organizations. Some of them have established partnerships connecting Colombian talent worldwide to help develop young, talented professionals, particularly in areas such as education, finances, and career development. Even though creating a network of experts takes time and investment, developing a reliable multi-stakeholder network benefits the life of RW and the expansion and sustainability of the company.

Fifth Recommendation: Our Interdisciplinary Team

Promote the creation of an interdisciplinary team led by RW to develop community work and service to others.

Rationale

Human beings must have the capacity to interact and live with and for others, as well as show interest in other human beings to have a dignified life (Nussbaum, 2012). This capacity implies protecting the freedom of assembly and providing the tools to individuals to combat any form of discrimination (Nussbaum, 2012). At RCE, interviews, artifacts, and observations showed RW's strong interest in reaching vulnerable populations and developing social work that could impact audiences outside of the club. As affirmed by interviewee 0038, "society needs help, and the work I do here contributes only to the children of the upper strata ... We could go to strata one and two and attack more needs." Similarly, participant 0039 asserted, “what we [RW] do does not expand to other places ... we can provide excellent services to people who need it ... working with the public sector is not only for expanding the business; it is also for the vocation of service.” Although artifacts and interviews supported that RCE’s GMO did philanthropic activities in the past (e.g., collecting and delivering Christmas gifts in marginal neighborhoods), there was no evidence of recent humanitarian activities or specific plans to do social work.

In addition, interviews and observations evidenced that RW work and study in different disciplines (e.g., medicine, engineering, social work, marketing, humanities, arts). However, that knowledge is not regularly recognized in the workplace to create, develop, or improve activities. For instance, interviewee 0037 commented, “I do not apply my career here; this job is like a ‘backup’ for me.” Similarly, participant 0039 affirmed, “leaders should learn about all our passions and strengths to design other types of activities (e.g., dance). So, we have to innovate a bit and plan new different projects.”

Hence, it is recommended to acknowledge the disposition, knowledge, and potential that exist in RW to build an interdisciplinary team to help solve real-world problems for and with others. Although adopting interdisciplinary collaboration carries risks in any industry (e.g., conflict, power issues), RW would benefit from learning and thriving on possible challenges related to communication or problem-solving. Interdisciplinarity has shown effectiveness in addressing and solving complex, multifaceted issues (Bridle et al., 2013).

Furthermore, interdisciplinary teams can contribute to knowledge creation (Fong, 2003; Ma et al., 2014) and provide novel and useful solutions for companies and individuals (Yong et al., 2014). These teams provide high-quality collaboration and performance, developing significant communication degrees among its members (Körner, 2010). Ideally, members of interdisciplinary teams join the same hierarchical level and work collectively to plan, implement, and evaluate shared outcomes (Körner, 2010; Zeiss, 2003). Interdisciplinary work is characterized by a high degree of cooperation and mutual respect (Zeiss, 2003).

Accordingly, encouraging interdisciplinary work and collaboration among young individuals, like RW, can be particularly motivating since it is not restricted to a specific career stage or level (Bridle et al., 2013). Interdisciplinary teams comprise members with different abilities, experiences, and social networks. So, members can enjoy an enhanced capacity for creativity (Yong et al., 2014). Building an interdisciplinary team led by RW at RCE can address their desire to contribute to societal problems and grow actively with others. To build the future, young individuals require a new mindset where they become problem-solvers and capable of collaborating creatively with individuals from diverse worldviews, disciplines, and backgrounds (Edmondson & Reynolds, 2016).

Considerations for Practical Implementation

Knowledge creation among people from multiple disciplines is not linear; it begins with the pre-requisite of crossing boundaries among disciplines and expertise (Fong, 2003). Without boundary-crossing, team members could focus only on their own disciplinary area without collaboration with other disciplines (Fong, 2003). Hence, to promote an interdisciplinary team led by RW to develop community work and service to others, RCE needs to help establish a common language for communicating among team members and create the proper distance of expertise and knowledge to facilitate team performance (Ma et al., 2014).

Accordingly, excessive overlapping or an extreme range of knowledge within individuals may dampen learning and decrease the team's success (Ma et al., 2014). So, RCE may interview or survey RW to learn about the strengths, knowledge, and expertise of each individual. Also, RCE needs to facilitate collaboration meetings among RW to increase contact and promote understanding of their expertise to solve specific issues related to community work and service to others. This knowledge should include both positive and negative experiences and examine assumptions and constraints when the RW do not have sufficient knowledge to resolve a specific situation (Fong, 2003).

Regularly, interdisciplinary teams have to hold numerous meetings to enhance communication and eliminate misunderstandings or conflicts (Jin et al., 2010). Therefore, RCE needs to facilitate resources (e.g., space, time, funds) to determine routes for collaboration, create measurable objectives, and execute social projects. Likewise, it is essential to support the creation of a well-established evaluation system for each project. Evaluation systems are vital in interdisciplinary teams to diminish conflicts and a harsh climate caused by the differentiation among disciplines (Jin et al., 2010). Consequently, all RW should recognize their shared responsibility and be accountable for the whole project, beyond each profession's unique strengths and roles (Zeiss, 2003). In an interdisciplinary team, team members are assumed to be colleagues with no hierarchical team organization (Zeiss, 2003).

Synopsis of the Recommendations

In this study, I provided information and a set of five recommendations for the leaders of RCE to strengthen the promotion of RW's dignity through their business practices. As an evidence-based solution, the recommendations were developed with substantial input from the literature and the data obtained from diverse stakeholders of RCE through semi-structured interviews, observations, and artifacts. Table 1 presents a summary of the five recommendations and the main elements of the rationale for creation and considerations for practical implementation.

The recommendations were not designed as a comprehensive list of all steps or dimensions needed by RCE leaders to promote human dignity or the dignity of various low-income populations. Similarly, they did not indicate a unique, sequential, or correct way to approach the promotion of dignity for RW. Alternatively, the recommendations acknowledge the complexity of the topic of study and need to be nurtured and evaluated by RCE in its changing context, with the identification and participation of different stakeholders.

Hence, each recommendation was developed acknowledging the limitations observed at RCE, as a small business, and the potential RCE and its leadership have to provide creative solutions using the existing resources of the company. Likewise, each recommendation recognized that the concept of dignity challenges leaders to think outside of the box, encouraging them to reflect on the end of development and its means. So, the recommendations are based on a Kantian view where people should always treat others as ends in themselves and never as a means to ends (Northouse, 2019).

Table 1

Five Recommendations to Strengthen the Promotion of the Dignity of RW at RCE

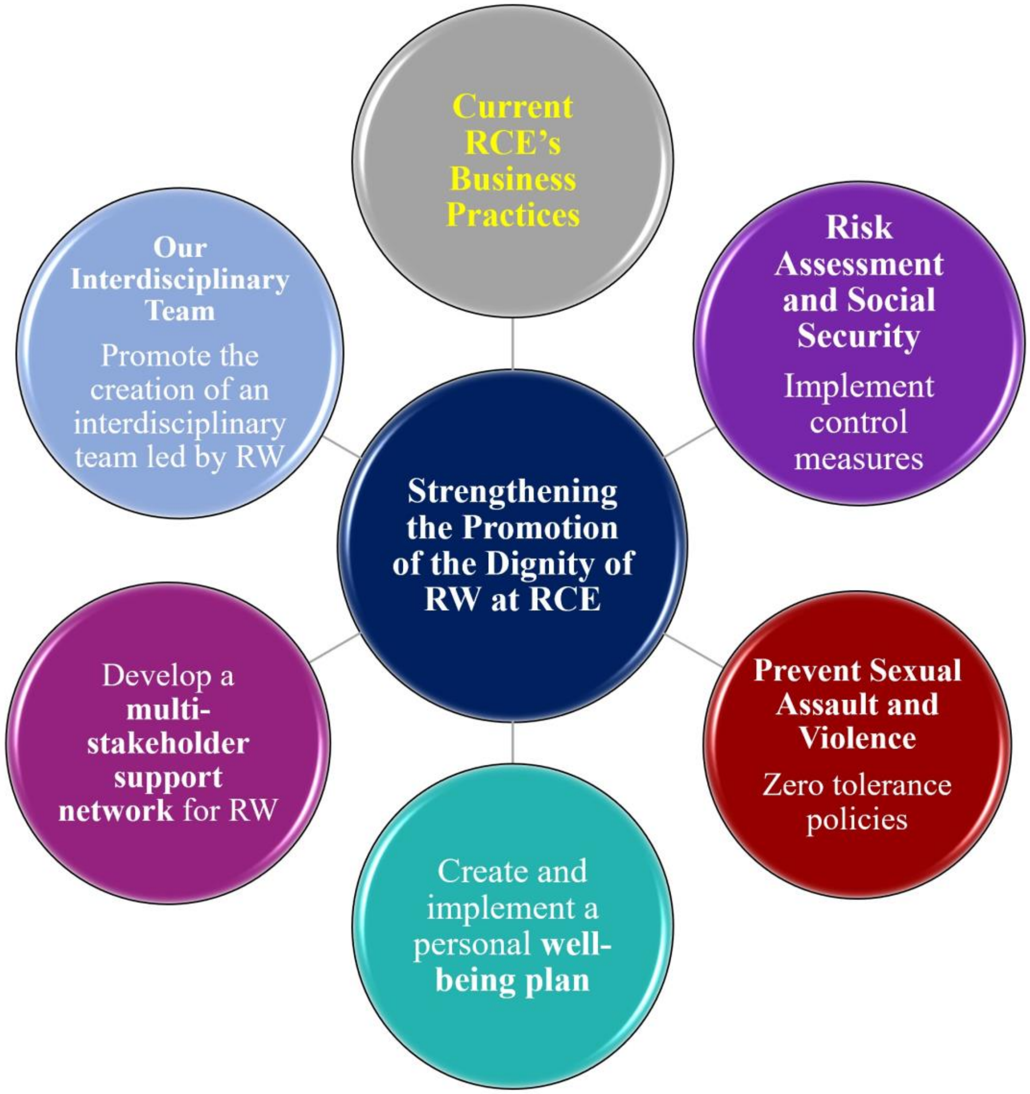
Recommendation Description	Rationale	Considerations for Implementation
Risk Assessment and Social Security	Participant 0035, "there is no legal, written contract for us … We do not have social security." The vulnerability of informal workers in Colombia. Multidimensional poverty.	Find incentives from the public sector to formalize workers. Follow steps to affiliate RW to social security. Start formalization RW gradually.
Prevent Sexual Assault and Violence	Interviewee 0038, in the club, "there are from insults to physical assaults [for the nannies]." Absence zero-tolerance policies at RCE.	Update internal regulations at RCE. Include zero-tolerance policies for RW. Raise awareness and educate RW on prevention (e.g., training, socialization).
Well-Being Plan	Health as well-being, not simply lack of illness (WHO, n.d.). Interviewee 0035, "… I cannot always eat before coming here." Participant 0039, "… They [leaders] have no responsibility for our personal care."	Organize the resources provided by the club (e.g., sunblock, psychosocial support) and guarantee full nutrition, appropriate rest, and recovery for RW. Commit new resources.
Multi-Stakeholder Support Network	Long-term planning is not a priority of low-income populations (USAID, n.d.). Data did not reveal help developing long-term goals associated with education, career development, asset building, and social capital. Interviewee 033, "… it would be a significant growth if we could interact with the public sector."	Create a network of coaches and mentors using the social capital gained in the club. Build relationships with the public sector. Find private organizations, NGOs, and coaching federations that offer pro bono services for low-income populations. National and international.
Our Interdisciplinary Team	Dignified life: Interact and live with and for others (Nussbaum, 2012). Interviewee 0038, "…We could go to strata one and two and attack more needs." Diversity of disciplines among RW.	Crossing-boundaries: establish a common language among RW (Fong, 2003; Ma et al., 2014). Identify the strengths and expertise of each individual: interviews or surveys. Determine routes for collaboration, measurable objectives, and an evaluation system to execute projects.

Note. This table summarizes the set of five recommendations created for the leaders of RCE to strengthening the promotion of the dignity of RW through their business practices. The recommendations were developed with substantial input from the literature and the data provided by diverse stakeholders of RCE through semi-structured interviews, observations, and artifacts.

In addition, the set of recommendations went beyond achieving economic outcomes for low-income populations and implied an ethical, responsible, and holistic view of business goals and human beings. Each recommendation was developed observing a list of ten essential capacities developed by Nussbaum (2012) for human beings to maintain a dignified life and pertinent literature from diverse disciplines. Nussbaum’s capabilities approach is driven by Kant’s principle that each person is an end in itself (Nussbaum, 2012). Figure 10 illustrates each of the five recommendations proposed in this chapter.

Figure 10

Five Recommendations to Strengthen the Promotion of the Dignity of RW at RCE



Note: The figure shows the relationship between the five recommendations developed in this study to strengthen the promotion of the dignity of RW at RCE. In one group, the model acknowledges the current business practices developed at RCE to promote RW's dignity. Each recommendation has a direct relation to the promotion of the dignity of RW and is not subordinated to other suggested recommendations.

Implications

Practical Implications

In a world of poverty and injustice, who are the undignified? Is it the poor or the rich?" (Glennie, 2015, para 4). In fact, some of the most impoverished individuals can be the most dignified, while some of the wealthiest lack dignity. Consequently, this research contributed to the greater good providing a voice to young, low-income RW who systematically experience the reality of inequality in their vicinity and in the most prestigious social club in Bogotá D.C., located in the second most unequal country in Latin America, Colombia.

In this case study, RW, leaders, and other stakeholders reflected on the meaning of dignity and inclusion for low-income populations. These considerations went beyond the idea of providing an income for individuals that are regularly excluded from the value chain of organizations; they focused on an ethical and holistic view of the person that addressed the needs, dreams, and desires of individuals as dignified human beings.

Likewise, the study revealed that RW felt their dignity was respected at RCE and 'how' leaders and other stakeholders were promoting such dignity through their business practices. In this regard, the research identified that RCE developed a business to break the cycle of inequality, encouraged a "dream big" mindset, and fostered autonomy and flexibility among their RW. Those findings came from a deep understanding of an instrumental, single case study and are not intended to be generalized to other cases. Nonetheless, they can help inform leaders and stakeholders of inclusive initiatives on practices associated with the promotion of dignity for similar populations, contributing to the Sustainable Development Goals.

Additionally, the DIP provided five practical recommendations designed to strengthen the promotion of the dignity of low-income RW at RCE. This set of recommendations focused on complex, real-world aspects of human dignity such as, having a life of reasonable duration and worth of living, preserving the physical integrity and health of RW, forming a notion of the good, reflecting on the planning of one's life, protecting the freedom of assembly, and providing the tools to combat any form of discrimination for RW. The recommendations implied a responsible and holistic view of human beings that responded to Immanuel Kant's ethical perspective to always treat individuals as ends in themselves and never as a means to ends.

Implications for Future Research

The opportunities for research in the field of IB and dignity are extensive in Colombia and globally. Particularly, considering that before this instrumental case study, there was no available research that addressed the concepts of IB and dignity empirically. Thus, future studies may build on this research to further clarify its results and obtain new data related to the implementation of the proposed set of recommendations for RCE.

Also, the findings of this study might motivate future qualitative and quantitative research such as follow-up studies on dignity and inequality among the different social levels that exist within the social club, as well as applied research about changes in the perception of dignity derived from the interaction between RW and the children of the social club. The related research might be conducted in the studied social club or in other places and countries to help understand different socio-economic dynamics, diverse populations, and alternative views about the value of IB on human dignity.

Likewise, considering that theory is defined more as a continuum than as a finished product (Rider, 2017), further studies may help provide new insights or advance in the development of the theory of dignity and its promotion on IB. Although I provided a starting point in the theory continuum to understand how leaders and other stakeholders promoted the dignity of low-income populations in an inclusive initiative through their business practices, it is vital to continue revealing connections between the concepts of IB and dignity. Moreover, future researchers need to challenge the findings of this case study developing comparative studies and incorporating new methodologies that could help create new literature, reach generalizability, and expand the scope of the topic of study.

Implications for Leadership Theory and Practice

In the literature review developed for this research, no studies were found that associated the construct of IB with specific leadership theories (e.g., transformational, ethical, responsible leadership). Also, although the focus of this research was not to establish a relationship between leadership theories and the concepts of IB or dignity, the data revealed that the leaders at RCE displayed behaviors of four characteristics of transformational leadership, discussed by Bass et al. (1996) and Northouse (2019). Those behaviors were charisma, inspirational motivation, intellectual stimulation, and individualized consideration.

Accordingly, the findings of this study may help provide another starting point in the theory continuum of transformational leadership and the promotion of the dignity of low-income populations in inclusive initiatives. However, the information provided in this research is not enough to conclude a prevalence of transformational leadership practices among IB or any benefits of this form of leadership to promote the dignity of low-income populations. Further research is needed to determine specific outcomes of transformational leadership on low-income populations related to dignity and IB.

On the other hand, this case study provided specific recommendations for leaders of RCE to strengthen the promotion of dignity among its RW. While this set of recommendations was not developed following any specific leadership framework or theory, it may inform current and future leadership studies on ethical ways to lead and address complex, real-world problems of low-income populations. Also, the recommendations may inform leadership studies that use a deontological perspective in which human beings are treated as ends in themselves and never as a means to ends.

Summary of the Dissertation in Practice

The qualitative, instrumental single case study described how leaders and other stakeholders of RCE promoted the dignity of low-income populations through their business practices. The research was developed in the locality of Usaquén in Bogotá D.C., the capital city of the second most unequal country in Latin America, Colombia.

The core data sources analyzed for this research were four direct observations and 15 semi-structured interviews conducted with four leaders of RCE, nine RW, one member of the community, and one staff member of the social club where RW performed their activities. Also, other sources of data were different artifacts (e.g., documentation, uniforms, promotional products) that served to triangulate the primary data.

The results and findings of this research revealed that RW felt their dignity was respected at RCE. Likewise, the study evidenced that RCE promoted the dignity of RW through three main themes: Developing a business to break the cycle of inequality, encouraging a “dream big” mindset for RW, and fostering autonomy and flexibility for RW. Those findings came from a deep understanding of an instrumental, single case study and are not intended to be generalized to other cases. However, the results might help inform leaders and stakeholders of IB on practices associated with the promotion of dignity for similar populations, contributing to the Sustainable Development Goals.

Moreover, this case study provided a starting point in the theory continuum of how leaders and other stakeholders of IB promoted the dignity of low-income populations through their business practices. Before this research, no studies were found that associated the construct of IB and dignity. Also, although the focus of this research was not to establish a relationship between leadership theories and the concepts of IB or dignity, the data revealed that the leaders at RCE displayed behaviors of four characteristics of transformational leadership, discussed by Bass et al. (1996) and Northouse (2019) such as, charisma, inspirational motivation, intellectual stimulation, and individualized consideration. Further research is needed to determine specific outcomes of transformational leadership on low-income populations related to dignity and IB.

In addition, the DIP provided five practical recommendations designed to strengthen the promotion of the dignity of low-income RW at RCE. This set of practices focused on complex, real-world aspects of human dignity such as, having a life of reasonable duration and worth of living, preserving the physical integrity and health of RW, forming a notion of the good, reflecting on the planning of one’s life, protecting the freedom of assembly, and providing the tools to combat any form of discrimination for RW. These recommendations implied a responsible and holistic view of human beings that responded to Immanuel Kant’s ethical perspective to always treat individuals as ends in themselves and never as a means to ends.

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Appendix A

Information Letter (English and Spanish)

Creighton UNIVERSITY
Creighton University Institutional Review Board
2500 California Plaza, Omaha, NE 68178 • Phone: 402-280-2126
Email: irb@creighton.edu

Information Letter

DATE: ________________

Dear Participant,

This study wants to describe how leaders and other stakeholders of *Recrea Colombia Empresarial* (RCE) promote the dignity of its recreational workers through their business practices. You are invited to participate in this research because I am interested in learning more about your experiences with RCE and its recreational workers. In this study, I will communicate with different individuals who are related to RCE, and your information will remain confidential. Your participation in this study is voluntary. You are free to refuse to participate in this research or to discontinue your participation in the project at any time without penalty.

I am the principal researcher of this study, and I will be available to answer any questions that you may have about the project. I will talk to you in an interview and will observe some of the activities RCE regularly organize with its collaborators.

- **For the interview:**
  - I will provide the information letter to you one or two weeks before our first meeting.
  - In our first meeting, I will explain the study to you.
  - You will decide to participate in the study.
  - If you want to join, I will conduct an interview that is scheduled for Approx. 45 minutes. The audio of the conversation will be recorded.
  - After the interview, you will be given the opportunity to review the transcripts of the conversation and make any desired corrections to the information.
  - I will be available to respond to any additional or final questions you may have about the study.
- **For the observations:**
  - You may see me observing different activities and taking notes related to those events. My notes will not be shared with anyone.

- The time I will be observing the activities will depend on the length of the event (Approx. 45 minutes).
- I will be available to respond to any additional or final questions you may have about the study.

Benefits of Participating in the Study

- You should not expect financial incentives from this study.
- Participants will receive two academic talks for your participation in the study.
- RCE will receive an executive summary of the research study.

Risks of Participating in the Study

- The potential risks to be in this study are no more than what you encounter in everyday life.
- A possible risk involved in this study is the potential social and psychological risks associated with accidental disclosure of confidential information from the data collected throughout the study. Methods of storing and securing data are designed to minimize this risk.

Confidentiality

I will do everything I can to keep your records confidential. However, it cannot be guaranteed. I may need to report certain information to agencies as required by law. The records I collect identifying you as a participant will be maintained and stored in a secure file cabinet or on my personal computer as password-protected files for at least two years after the conclusion of the study. All respondent-identifiable information will be labeled with numeric codes.

Records that identify you may be looked at by others. The list of people who may look at your research records are:

- The principal investigator and the members of the dissertation committee.
- The Creighton University Institutional Review Board (IRB).

I may present the research findings at professional meetings or publish the results of this research study in relevant journals. However, I will always keep your name and other identifying information private.

Disclosure of Appropriate Alternatives

- Another alternative would be to choose not to participate.

Compensation for Participation

- None.

Contact Information

- You can contact the principal researcher for answers to general questions concerning this research. Name and contact information follows:
  - Andrea Cuervo Prados
  - +1 701-260-7854

Sincerely,
Signature

____

Andrea Cuervo Prados

Bill of Rights for Research Participants

As a participant in a research study, you have the right:

1. To have enough time to decide whether or not to be in the research study, and to make that decision without any pressure from the people who are conducting the research.
2. To refuse to be in the study at all, or to stop participating at any time after you begin the study.
3. To be told what the study is trying to find out, what will happen to you, and what you will be asked to do if you are in the study.
4. To be told about the reasonably foreseeable risks of being in the study.
5. To be told about the possible benefits of being in the study.
6. To be told whether there are any costs associated with being in the study and whether you will be compensated for participating in the study.
7. To be told who will have access to information collected about you and how your confidentiality will be protected.
8. To be told whom to contact with questions about the research, about research-related injury, and about your rights as a research participant.
9. If the study involves treatment or therapy:
    a. To be told about the other non-research treatment choices you have.
    b. To be told where treatment is available should you have a research-related injury, and who will pay for research-related treatment.

Creighton University Institutional Review Board
2500 California Plaza, Omaha, NE 68178 • Phone: 402-280-2126
Email: irb@creighton.edu

Carta Informativa

Fecha: ________________

Apreciado participante,

Este estudio pretende describir cómo los líderes y otros públicos de interés de *Recrea Colombia Empresarial* (RCE) promueven la dignidad de sus recreacionistas a través de sus prácticas empresariales. Usted está invitado a participar en esta investigación, ya que yo estoy interesado en aprender más sobre sus experiencias con RCE y sus recreacionistas. En este estudio, me comunicaré con diferentes personas relacionadas con RCE, y su información será confidencial. Su participación en este estudio es voluntaria. Usted es libre de negarse a participar en esta investigación o suspender su participación en cualquier momento, sin tener ninguna penalización.
Soy el investigador principal de este estudio y estaré disponible para responder cualquier pregunta que pueda tener sobre el proyecto. Hablaré con usted en una entrevista y observaré algunas de las actividades que RCE organiza regularmente con sus colaboradores.

- **Para la entrevista:**
    - Le proporcionaré esta carta informativa una o dos semanas antes de nuestra primera reunión.
    - En nuestra primera reunión, le explicaré el estudio.
    - Usted decidirá si participa en el estudio.
    - Si desea unirse al estudio, realizaré una entrevista de 45 minutos Aprox. Se grabará el audio de la conversación.
    - Después de la entrevista, usted tendrá la oportunidad de revisar las transcripciones de la conversación y hacer las correcciones que desee a la información.
    - Estaré disponible para responder cualquier pregunta adicional o final que pueda tener sobre el estudio.
- **Para las observaciones:**
    - Usted me verá observando diferentes actividades y tomando notas relacionadas con esos eventos. Mis notas no serán compartidas con nadie.
    - El tiempo que estaré observando las actividades dependerá de la duración del evento (Aprox. 45 minutos).
    - Estaré disponible para responder cualquier pregunta adicional o final que pueda tener sobre el estudio.

Beneficios de participar en el estudio

- No debe esperar incentivos financieros de este estudio.
- Los participantes recibirán dos charlas académicas por su participación en el estudio.
- RCE recibirá un resumen ejecutivo del estudio de investigación.

Riesgos de participar en el estudio

- Los riesgos potenciales de participar en este estudio no son más de lo que usted se encuentra en la vida cotidiana.
- Un posible riesgo involucrado en este estudio son los riesgos sociales y psicológicos potenciales, asociados con la divulgación accidental de información confidencial de los datos recopilados a lo largo del estudio. Los métodos de almacenamiento y protección de datos están diseñados para minimizar este riesgo.

Confidencialidad

Haré todo lo posible para mantener la confidencialidad de sus registros. Sin embargo, la confidencialidad no se puede garantizar completamente. Es posible que deba entregar cierta información a algunas agencias, según lo exija la ley. Los registros que recopile para identificarlo como participante se mantendrán y almacenarán en un archivador seguro o en mi computadora personal como archivos protegidos con contraseña durante al menos dos años después de la finalización del estudio. Toda la información identificable de usted como participante se etiquetará con códigos numéricos.

Los registros que lo identifiquen como participante y este formulario de consentimiento firmado por usted, pueden ser revisados por otros. La lista de personas que pueden ver sus registros de investigación son:

- El investigador principal y los miembros del comité de disertación.
- La Junta de Revisión Institucional de la Universidad de Creighton (IRB).

Puedo presentar los resultados de la investigación en reuniones profesionales o publicar los resultados de este estudio de investigación en revistas relevantes. Sin embargo, siempre mantendré su nombre y otra información de identificación como privada.

Divulgación de alternativas apropiadas

- Otra alternativa sería elegir no participar en el estudio.

Compensación por participación

- Ninguna.

Información de Contacto

- Puede ponerse en contacto con el investigador principal para obtener respuestas a preguntas generales sobre esta investigación. Nombre e información de contacto a continuación:
    - Andrea Cuervo Prados
    - +1 701-260-7854

Cordialmente,
Firma

____
Andrea Cuervo Prados

Declaración De Derechos Para Participantes En Investigación

Como participante en un estudio de investigación, usted tiene derecho a:

10. Tener suficiente tiempo para decidir si participa o no en el estudio de investigación, y tomar esa decisión sin ninguna presión de las personas que realizan la investigación.

11. Rehusarse a participar en el estudio o dejar de participar en cualquier momento después de comenzar el estudio.

12. Que le digan qué está tratando de averiguar el estudio, qué le sucederá y qué se le pedirá que haga si participa en el estudio.

13. Ser informado sobre los riesgos razonablemente previsibles de participar en el estudio.

14. Ser informado sobre los posibles beneficios de participar en el estudio.

15. Que se le informe si existen costos asociados con la participación en el estudio y si será compensado por participar en el estudio.

16. Recibir información sobre quién tendrá acceso a la información recopilada sobre usted y cómo se protegerá su confidencialidad.

17. Recibir información sobre a quién contactar si tiene preguntas sobre la investigación, sobre lesiones relacionadas con la investigación y sobre sus derechos como participante de la investigación.

18. Si el estudio involucra tratamiento o terapia:

    a. Ser informado sobre las otras opciones de tratamiento que no son de investigación que tiene

    b. A saber dónde está disponible el tratamiento si tiene una lesión relacionada con la investigación, y quién pagará por el tratamiento relacionado con la investigación.

Appendix B

IRB Approval Letter

Creighton UNIVERSITY

Office of the Provost
Research Compliance

DATE:	03-Dec-2019 *(Updated 03-Dec-2019)*
TO:	Cuervo Prados, Andrea
FROM:	Social / Behavioral IRB Board
PROJECT TITLE:	The ends or the means: A case study of dignity and inclusive business.
REFERENCE #:	2000543
SUBMISSION TYPE:	Initial Application
REVIEW TYPE	Exempt
ACTION:	APPROVED
EFFECTIVE DATE:	03-Dec-2019

Thank you for your Initial Application submission materials for this project. The following items were reviewed with this submission:

- Creighton University HS eForm~

This project has been determined to be exempt from Federal Policy for Protection of Human Subjects as per 45CFR46.101 (b) 2.

All protocol amendments and changes are to be submitted to the IRB and may not be implemented until approved by the IRB. Please use the modification form when submitting changes.

If you have any questions, please contact the IRB Office at 402-280-2126 or irb@creighton.edu. Please include your project title and number in all correspondence with this committee.

Institutional Review Board
T 402.280.2126 | T 402.280.3200
Dr. C.C. and Mabel L. Criss Health Sciences Complex I
2500 California Plaza Omaha, NE 68178

creighton.edu
creighton.edu/researchservices/rcocommittees/irb

Appendix C

Interview Protocol (English and Spanish)

Name: Andrea Cuervo Prados.

Type of interview: Semistructured interview.

Objective: This interview will explore aspects of how those leaders and other stakeholders promote the dignity of recreational workers at RCE.

Time of Interview: 45 minutes
Date: _______________
Place: ______________
Interviewer: Andrea Cuervo Prados
Interviewee (Numeric code): TBD

Welcome Statement:

Hello, ________. Thank you for taking the time to complete this interview. Your participation in this research study is invaluable.

The purpose of this interview is to collect information for a qualitative case study that I am developing as a doctoral student. In the research, I will describe how leaders and other stakeholders of RCE promote the dignity of recreational workers.

Please remember that there are no correct or incorrect answers during this conversation. I want to learn from you and hear thoughts, facts, stories, insights, and all the information you want to share with me regarding RCE. Thanks for taking the time to share your knowledge and expertise to me.

I want to remind you that your comments will remain confidential. As noted in the ***consent form*** **(receive the consent form signed)**, your participation is voluntary. Please, at any time there is a question you do not want to answer just let me know.

This interview will be recorded to facilitate the transcription of the data, and if you would like to, you will receive a copy of the transcripts to look over the information for accuracy. You have the right to make any corrections or additions to that document. Do you want a copy of this transcript of this interview? **YES ___ NO ___**

Also, please keep in mind that you can stop the recording at any time using this button (show the pause button). You might use this option if you want to say something off the record or if you want to make a pause on the recording. I would take notes during the interview, and my notes will not be shared with anyone.

As you know we set aside 45 minutes for the interview**, is that still okay with you? ___** We will not go past 45 minutes unless you would like to do so, just let me know at the end of the conversation. **Do you have any questions before we start the interview?**

At the conclusion of the interview, I will once again thank the interviewee for his/her participation, give my contact information in case he/she would like to communicate something after the interview. Also, I will schedule our next meeting for the member checking.

QUESTIONS FOR LEADERS

1. Tell me more about the inclusive business (IB) project at RCE?
2. As a leader, what inspired you to work with low-income population at RCE?
3. What are your responsibilities with recreational workers?
4. A lot of people talk about sustainability these days. What do you think it takes to make working with low-income populations sustainable?
5. Could you describe a typical day in your leadership role with the IB project?
6. Can you tell me a success story of RCE related to the dignity of recreational workers? What was that like?
7. How could recreational workers achieve dignity beyond their paycheck? Please provide an example.
8. What does dignity mean to you? What do you think it means to your recreational workers?
9. How important is for a person who works in an IB project to think about the public sector and the environment? Can you tell me an experience related to that?
10. Tell me about other initiatives that entrepreneurs are doing with low-income groups. What makes your work different?
11. Is there something else you would like to add to this conversation that I have not asked? Please describe that for me.

QUESTIONS FOR RECREATIONAL WORKERS

1. What do you do at RCE?
2. What inspired you to work at RCE?
3. Could you describe a typical day in your life?
4. Could you describe the responsibilities of RCE leaders that relate to you?
5. What are the strengths and weaknesses of working at RCE? Please give me an example.
6. What has changed in your life since you are working at RCE?
7. What does dignity mean to you?
8. What do you like about your job beyond your paycheck? Please provide an example.
9. How different could be your perception of dignity when compared to the perception of dignity of the leaders and stakeholders of RCE?

10. How important is for you and your job to think about the public sector, the community, and the environment? Can you tell me an experience related to that?
11. What differentiates your job from the activities other recreational workers (not employed by RCE) are doing in country clubs?
12. Is there something else you would like to add to this conversation that I have not asked? Please describe that for me.

QUESTIONS FOR OTHER STAKEHOLDERS

1. What is your role in the IB project developed by RCE?
2. What inspired you to work or interact with the recreational workers at RCE?
3. What are your responsibilities with recreational workers?
4. What are the advantages and disadvantages of working or interacting with recreational workers at RCE? Please give me an example.
5. Could you describe typical interactions between you and RCE recreational workers?
6. Can you tell me a success story of RCE related to the dignity of recreational workers? What was that like?
7. How could recreational workers achieve dignity without money? Please provide an example.
8. What does dignity mean to you? What do you think it means to your recreational workers?
9. How important is for a person who works with RCE IB project to think about the public sector and the environment? Can you tell me an experience related to that?
10. Is there something else you would like to add to this conversation that I have not asked? Please describe that for me.

Additional questions for depth and breadth to the above questions:
Would you expound on that?
Tell me more.
How would you describe that in a different way?
I would like to hear more about that.
Would you clarify that for me?
What was the effect of that?
What were the consequences?
What was your reaction to that behavior?
Take me through your thought processes during that time.

Notes of the researcher:

Adapted from: Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage. p. 167.

Protocolo de Entrevista

Nombre: Andrea Cuervo Prados.

Tipo de entrevista: Entrevista semiestructurada.

Objetivo: Esta entrevista explorará cómo los líderes y otros públicos de interés promueven la dignidad de los recreacionistas de *Recrea Colombia Empresarial* (RCE).

Tiempo de entrevista: 45 minutos.
Fecha: _______________
Lugar: ______________
Entrevistador: Andrea Cuervo Prados.
Entrevistado (Código numérico): TBD

Saludo inicial:

Hola, ________. Gracias por tomarse el tiempo para conceder esta entrevista. Su participación en este estudio de investigación es invaluable.

El propósito de esta entrevista es recopilar información para un estudio de caso que estoy desarrollando, como estudiante de doctorado. En la investigación, describiré cómo los líderes y otros públicos de interés de RCE promueven la dignidad de los recreacionistas.

Recuerde que no hay respuestas correctas o incorrectas durante esta conversación. Quiero aprender de usted y escuchar hechos, pensamientos, historias, ideas y toda la información que desee compartir conmigo sobre RCE. Gracias por tomarse el tiempo de compartir sus conocimientos y experiencia conmigo.

Quiero recordarle que sus comentarios serán confidenciales. Como se indica en el **consentimiento informado** (recibir el documento firmado), su participación es voluntaria. Por favor, si en cualquier momento no desea responder una pregunta, solo avíseme.

Esta entrevista se grabará para facilitar la transcripción de los datos y, si usted lo desea, recibirá una copia de las transcripciones para verificar la exactitud de la información. Usted tiene derecho a hacer correcciones o adiciones a ese documento. ¿Quiere una copia de la transcripción de esta entrevista? **SI ___ NO ___**

Además, tenga en cuenta que usted puede detener la grabación en cualquier momento con este botón (mostrar el botón de pausa). Usted puede usar esta opción si desea decir algo fuera de la grabación o si desea hacer una pausa en la misma. Yo tomaré notas durante la entrevista, y mis notas no serán compartidas con nadie.

Como usted sabe, hemos reservado 45 minutos para la entrevista, **¿Le parece bien?** ___ Intentaremos no pasar de los 45 minutos, a menos que usted desee hacerlo, solo avíseme al final de la conversación. **¿Tiene alguna pregunta antes de comenzar la entrevista?**

Al finalizar la entrevista, una vez más agradeceré al entrevistado por su participación, le daré mi información de contacto en caso de que quiera comunicar algo después de la entrevista. Además, programaré nuestra próxima reunión para la revisión de las transcripciones.

PREGUNTAS PARA LOS LÍDERES

1) ¿Cuénteme más sobre el proyecto de Negocio Inclusivo (NI) en RCE?
2) Como líder, ¿qué lo inspiró a trabajar con una población de bajos ingresos en RCE?
3) ¿Cuáles son sus responsabilidades con los recreacionistas?
4) Varias personas hablan sobre sostenibilidad en estos días, ¿Qué se necesita para que el trabajo con personas de bajos ingresos sea sostenible?
5) ¿Podría usted describir un día típico en su rol de líder en el proyecto de NI?
6) ¿Puede contarme una historia de éxito de RCE relacionada con la dignidad de los recreacionistas? ¿Cómo fue?
7) ¿De qué manera los recreacionistas pueden alcanzar la dignidad mas allá de su salario? Por favor deme un ejemplo.
8) ¿Qué significa la dignidad para usted? ¿Qué cree que significa para los recreacionistas?
9) ¿Qué tan importante es para una persona que trabaja con NI pensar en el sector público y el medio ambiente? ¿Podría contarme una experiencia sobre esto?
10) Hábleme de otras iniciativas que los empresarios están realizando con grupos de bajos ingresos. ¿Qué hace que su trabajo sea diferente?
11) ¿Hay algo más que le gustaría agregar a esta conversación? Por favor coménteme.

PREGUNTAS PARA RECREACIONISTAS

1. ¿Qué hace usted en RCE?
2. ¿Qué lo inspiró a trabajar en RCE?
3. ¿Podría describirme un día típico en su vida?
4. ¿Podría describirme las responsabilidades de los líderes de RCE que tengan que ver con usted?
5. ¿Cuáles son las fortalezas y debilidades de trabajar en RCE? Por favor deme un ejemplo.
6. ¿Qué ha cambiado en su vida desde que trabaja para RCE?
7. ¿Qué significa la dignidad para usted?
8. ¿Qué le gusta de su trabajo más allá del salario? Por favor deme un ejemplo.
9. ¿Qué tan diferente puede ser su percepción de la dignidad cuando la compara con la de los líderes y otros públicos de interés de RCE?

10. ¿Qué tan importante es para usted y para su trabajo pensar en el sector público, la comunidad y el medio ambiente? ¿Podría contarme una experiencia relacionada con esto?
11. ¿Qué diferencia su trabajo de otras actividades que desempeñan otros recreacionistas (no afiliados a RCE) en clubes sociales?
12. ¿Hay algo más que le gustaría agregar a esta conversación? Por favor coménteme.

PREGUNTAS PARA OTROS PÚBLICOS DE INTERÉS

11. ¿Cuál es su rol en el proyecto de NI liderado por RCE?
12. ¿Qué lo inspiró a trabajar o interactuar con los recreacionistas de RCE?
13. ¿Cuáles son sus responsabilidades con los recreacionistas?
14. ¿Cuáles son las ventajas y desventajas de trabajar e interactuar con recreacionistas en RCE? Por favor deme un ejemplo.
15. ¿Cómo describiría una interacción típica entre usted y los recreacionistas de RCE?
16. ¿Puede contarme una historia de éxito de RCE relacionada con la dignidad de los recreacionistas? ¿Cómo fue?
17. ¿De qué manera los recreacionistas pueden alcanzar la dignidad más allá de su salario? Por favor deme un ejemplo.
18. ¿Qué significa la dignidad para usted? ¿Qué cree que significa para los recreacionistas?
19. ¿Qué tan importante es para una persona que trabaja con NI pensar en el sector público y el medio ambiente? ¿Podría contarme una experiencia sobre esto?
20. ¿Hay algo más que le gustaría agregar a esta conversación? Por favor coménteme.

Preguntas adicionales para profundizar y ampliar las preguntas anteriores:
¿Podría exponer eso?
Dígame más.
¿Cómo describiría eso de una manera diferente?
Me gustaría saber más sobre eso.
¿Me aclararía eso?
¿Cuál fue el resultado de esto?
¿Cuáles fueron las consecuencias?
¿Cuál fue su reacción a ese comportamiento?
Lléveme a través de sus procesos de pensamiento durante ese tiempo

Notas del investigador:

Adaptado de: Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage. p. 167.

Appendix D

Observational Protocol: Field Notes

Length of activity: ____

Description of the activity	Reflective Notes				
	IB	Leadership Style	Sustainability /TBL	Dignity	Others
Map of Room					

Adapted from: Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage. p. 171