The impacts of different interventions on increasing inclusive practice and behaviours of leaders in organisations.

Introduction

Inclusive leadership has never been more critical, and the workplace – in a time of increasing divisiveness in politics and society – need to be transformed – thus necessitating a desperate need for leaders to bring people together and leverage the power and benefits of diversity and inclusion (Ferdman et al., 2021). Furthermore, the ability to be inclusive and create and sustain an inclusive culture in a workplace remains a critical component of 21st-century leadership – making inclusive leadership a necessary panacea for success in today's corporate and civil world.

Nembhard and Edmondson (2006) define inclusive leadership as "words and deeds by a leader or leaders that indicate an invitation and appreciation for others' contributions." Nembhard and Edmonson's (2006) definition focused mainly on leaders' understanding of the need to prioritise people and their contribution towards the successful accomplishment of the group or organisational tasks or objectives. Inclusiveness in a workplace is regarded as vital because it gives importance to people and their contributions to an organisation (Bishu and Kennedy, 2020). It motivates them to improve on their performances and contribute meaningfully to the group's overall success. Inclusive leaders primarily prioritise their members, and they are generally good listeners and people-oriented. Ashikali et al. (2021) contend that inclusive leadership enables leaders to understand people's perceptions in the workplace and design a plan accordingly. It guides leaders on the possible ways of tapping and managing members' talents with diverse backgrounds and motivating them to achieve success – thus increasing the chances of success in a multicultural organisation.

Against this backdrop, it is essential to have a robust framework of the different interventions that facilitate inclusive practices and behaviours of leaders. Thus, this study conducts a systematic review to answer the primary question: what is the impact of different interventions on increasing inclusive practice and behaviours of leaders?. Therefore, we draw from a wide range of existing studies on inclusive practices and inclusive leadership to consolidate the common interventions.

Inclusion and Inclusive leadership

The concept of inclusion is central to theorising inclusive leadership in any organisation. Das (2019) refers to inclusion as "an act of providing an environment that acknowledges, welcomes, and accepts different approaches, styles, perspectives, and experiences; to allow all to reach their potential and result in enhanced organisational success". For Randel et al. (2018), it is "the degree to which an employee perceives that he or she is an esteemed member of the workgroup through experiencing treatment that satisfies his or her needs for belongingness and uniqueness". In theorising this construct, optimal distinctiveness theory is the most appropriate theoretical framework for discussing inclusive leadership. Brewer (2012) relates optimal distinctiveness theory as an extension of social identity theory. The theory argues that people need to be similar and different concurrently (Brewer, 1991). It requires organisations to address people's needs for belongingness [the need to grow and uphold strong and stable interpersonal relationships], and people's uniqueness – the need to preserve a distinctive sense of self and to feel a sense of inclusion (Randel et al., 2018). Furthermore, Ferdman (2014) described inclusion as a multi-layered construct which helps to understand how inclusion is assessed and practised at a group, individual, organisational, or societal level (Figure 1).
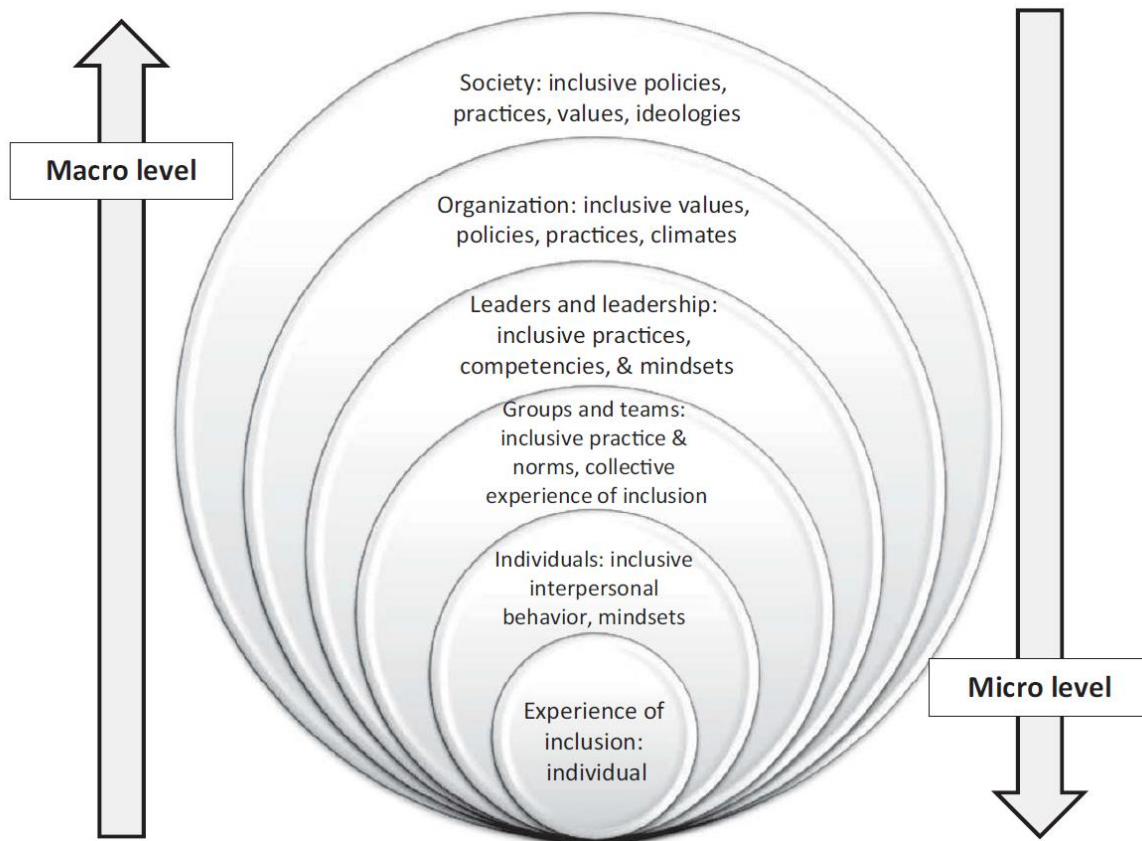
Figure 1 Adapted from Ferdman (2014, 17).

This model portrays inclusion as a practice with manifestations and elements at various system levels, from micro to macro. Fredman (2014, p. 16) described it as "an interacting set of structures, values, norms, group and organisational climates, and individual and collective behaviours, all connected with inclusion experiences in a mutually reinforcing and dynamic system". It means inclusion can be created and sustained at all of these levels. This is why inclusive leadership becomes critical in designing, strengthening, and sustaining inclusion.

Furthermore, diversity and inclusion have been an essential discourse across the globe. Many scholars (e.g., Sims, 2018; Hughes, 2018; Bishu and Kennedy, 2020; Feeney and Camarena, 2021; Ashikali et al., 2021) argue that diversity presents opportunities for societies and organisations to improve and be successful in their quest to achieve their various objectives. So, diversity is regarded as the solution rather than a problem to organisational success. The concept of inclusion should be driven both by top-down leadership and bottom-up engagement. In recent years, there has been a focus on diversity, equity, and inclusion globally, especially in organisations (Das, 2019).

Consequently, the discussion around inclusive leadership has also increased. Accordingly, the concept of inclusive leadership has been trending as critical in effective and efficient leadership in societies and organisations (Hughes and Brown, 2018). This, therefore, means that successful leadership in the current century and the future require inclusiveness in all facets of life. Whether in societies, communities, organisations, workplaces, departments groups, or teams. Das (2019) notes that successful and effective leadership requires adequate knowledge and pre-requisite skills to create opportunities to benefit from all types of diversity and increase these capacities in oneself and others. However, Ferdman (2021, p. 3) argue that 'inclusive leadership goes well beyond cultural competence or managing diversity to incorporate creating and fostering the conditions that allow everyone – across and with their differences and without having to subsume or

hide valued identities – to be at and to do their best, to see the value in doing so, and to belong and participate in ways that are safe, engaging, appreciated, and fair'. It means that inclusive leadership brings inclusion to life in a society, an organisation, a group, or an interpersonal relationship.

Therefore, a multicultural organisation is considered to have the opportunities to contribute more to the organisation's success than organisations with groups with people of the same background. Consequently, societies and organisations are beginning to realise the importance of diversity and inclusion. They are beginning to take advantage of encouraging a diverse workforce for greater efficiency and higher productivity (Ashikali et al., 2021). Organisations are starting to practise inclusive leadership to ensure that employees with diversified backgrounds are valued in their uniqueness, treated equally and fairly and have a sense of belonging (Larsen, 2021). So, given the above, inclusive leadership is regarded as fundamental for the success of diverse groups, organisations, and communities (Ferdman, 2014). It respects the diversity in employees' strengths (Hughes and Brown 2018), supports individual development, equity, and self-determination (Ferdman, 2014).

Conceptualising Inclusive Leadership
Many studies have examined inclusive leadership in the literature (e.g., Nembhard and Edmondson, 2006; Nishii and Mayer, 2009; Larsen, 2021). However, many previous studies have not fully developed and established inclusive leadership as a leadership approach to improve work efficiency in an organisation (Nembhard and Edmondson,2006). It shows that organisations need to focus on designing a leadership approach that will accommodate people with different orientations and backgrounds and allow equitable participation in the organisational discussions and decisions while appreciating their distinctiveness and contributions towards organisational success. Nishii and Mayer (2009) argue that leaders can encourage inclusiveness in organisations by accepting employees of various backgrounds and establishing high-quality relationships with them. They infer that group leaders can promote equality and inclusion as norms in every organisation to expedite greater power-sharing and improve mutual exchanges among group members.

Although Nishii and Mayer's (2009) studies did not provide explicit explanations of inclusive leadership, their research suggests that leadership inclusiveness has to do with establishing quality relationships with people of diverse backgrounds. Especially those who otherwise might be left out of such relationships (e.g., members of underrepresented groups).

As a result, scholars have extensively discussed inclusiveness as a leadership style (e.g., Carmeli et al., 2010; Hirak et al., 2012; Mitchell et al., 2015; Randel et al., 2018; Larsen, 2021). However, the discussions around the topic have not comprehensively conceptualised inclusive leadership. They have also not accurately compared inclusive leadership with other leadership styles in the literature. However, it is established in the literature that inclusive leadership is an act of modelling openness and offering an enabling environment for fair and just interactions with every member of a society, organisation, or group (Ferdman, 2014, 2021).

Shore et al. (2011) argue that both belongingness and inclusiveness needs must be accommodated to feel belongingness and inclusion in an organisation. Accordingly, leaders in societies and organisations exhibit varied behavioural approaches to address belongingness and uniqueness. Such practice encourages an individual's positive perception of the working environment and the value derivable from such uniqueness. Nembhard and Edmondson's (2006) indicate that inclusive leaders appreciate the contributions of minorities in an organisation, which implies some degree of value for uniqueness. Therefore, leaders are expected to emphasise how status differences can overcome differences in cross-disciplinary teams such that group members feel comfortable speaking up. Thus, individuals' perception of the inclusiveness of leaders

depends not only on their experiences as a member of the organisation. It also depends on observations of how everyone in the organisation is treated. The following section discusses inclusive leadership behaviours as a panacea for belongingness.

Leadership Behaviours as Facilitators of belongingness
Some leadership behaviours such as (1) supporting group members, (2) ensuring that justice and equity are part of each member's experience and (3) providing opportunities for shared decision making on relevant issues have been found to facilitate belongingness (Randel et al., 2018). According to Randel et al. (2018), supporting group members entails leaders' efforts at making sure that members of a group feel comfortable while also assuring them through constant two-way communication and stressing that their interests are crucial to successful leadership. Inclusive leaders often establish a conducive environment to accomplish their goals, regardless of their subordinates' backgrounds. This enables them to influence members of the organisations and help them achieve organisational goals (DiversityInc., 2017). Inclusive leaders can be role models in providing the necessary support for the actualisation of inclusiveness in any environment. Other members replicate that care and acceptance in group interactions (Nishii, 2013). They can promulgate inclusiveness and belongingness by establishing routines of inclusion through roles modelling inclusive practices such as justice, equity, and respect for group members (Shore et al., 2011; Sabharwal, 2014).

Furthermore, leaders can create a system of inclusive practices such as a brief meeting at the start of the day's work, where the leaders and members rub their minds. Other approaches include checking with other group members and asking them to voice out what is good and evil and what they have appreciated about being part of the group. It thus helps inclusive leaders create a sense of community that can promote belongingness among group members (Randel et al., 2018). Another important way of creating a sense of belongingness and inclusiveness is the practice of shared decision-making. It can be done by sharing power, broad consultation on decisions, involving group members in deciding how work is undertaken (Nembhard and Edmondson, 2006; Nishii, 2013). This approach allows inclusive leaders to include people with diverse backgrounds in group-wide participation during effective decision-making processes. In addition, it will enable them to discuss and integrate varied views offered in the final decisions (Randel et al., 2018). Alternatively, inclusive leaders can also ensure inclusion in an organisation by distributing the control of decision-making on specific aspects of the work across the group's tasks or responsibilities (DiversityInc., 2017). Other practices could include an enabling environment where members can share their views and make decisions jointly on a particular course of action. It may also involve designing a method that guarantees the sharing of information and tasks for inclusive participation of all members in the decision-making process (DiversityInc., 2017). Therefore, leaders can embed inclusion into the contextual make-up of the group by designing decision-making sharing practices that become a part of the organisation's norms (Randel et al., 2018).

Facilitating Inclusiveness through Indicating Value for Uniqueness
While there are many studies on the importance of belongingness as a critical aspect of inclusion in an organisation (Nembhard and Edmondson, 2006; Nishii, 2013; Shore et al., 2011), only a few have focused on uniqueness. The value of uniqueness in the workplace can be confusing. While some scholars argue that differences among workers may increase conflict (Nishii and Mayer, 2009), others posit that such differences may serve as a protecting factor against blind spots that come from homogeneity (Apfelbaum et al., 2014). For example, the CEO of Barry-Wehmiller, Bob Chapman, described uniqueness as 'Truly Human Leadership. He values each worker's uniqueness, which seems to be working for him as his company has grown from $20M to $3B under his watch (Johnson and Lambert, 2021). Therefore, it is essential that leaders acknowledge and show respect to differences in the workplace and show value for uniqueness (e.g., what an individual brings to the workgroup that others do not have – including identities and perspectives) (DiversityInc., 2017). Randel et al. (2018) propose two perspectives central to valuing

uniqueness in an organisation. The first is encouraging varied views and contributions to the tasks by the group members, regardless of their differences. Secondly, providing an enabling environment for people to offer their unique talents and perspectives to improve the efficiency of the group tasks – which are central in creating and sustaining a value for uniqueness. Randel et al. (2018, p. 193) succinctly put it as follows: 'By paying special attention to soliciting different points of view and approaches, inclusive leaders can support perspectives and orientations that are not the norm, but that contribute to performance'. This means that showing value for uniqueness enhances group members' self-definition and promotes a sense of self-worth lacking in belongingness (Larsen, 2021).

Leaders must encourage and support diversity (in terms of diverse group contributions) to create a sense of valued uniqueness (e.g., Shore et al., 2011; Winters, 2014). It may be achieved by soliciting different points of view and approaches that can enhance organisational performance (Mueller et al., 2012). Winters (2014) also argued that leaders must encourage and promote diverse contributions of employees by creating an enabling environment that acknowledges and accepts different perspectives, styles, approaches, and experiences to reap the full benefit of uniqueness and inclusiveness. It can be achieved by forming positive and personalised relationships with group members and recognising their abilities and willingness to contribute and provide diverse perspectives to accomplishing organisational goals (Roberson, 2006). Therefore, the leaders' behaviours discussed above show value for uniqueness and ensured that individuals' varied views are presented, and that group members are not prevented from contributing to the group.

The Effects of Individual Difference of a Leader
Individual difference characteristics that often increase individuals' likelihood of engaging in inclusive leadership behaviours have been identified as one of the factors responsible for different interventions on improving inclusive practice and behaviours of leaders. Randel et al. (2018) argue that particular traits of humility and the belief in the principles of diversity and cognitive complexity can increase the individuals' propensity to engage in inclusive leadership. This means that lack of humility and the belief in diversity and cognitive complexity may prevent a leader from engaging in inclusive leadership. Hirst et al. (2009) postulate that social identity theory provides a theoretical framework for understanding inclusive leadership – it focuses on leaders' attention on the group and its goals. Social identity theory enables leaders to value individuals' uniqueness while at the same time promoting belongingness in the organisation. Although the three individual differences mentioned are dissimilar, they have similar tendencies to perceive opportunities to increase a sense of belonging within a group while also viewing uniqueness as the possibility of creating value. Thus, it can be concluded that pro-diversity beliefs are a factor that increases the likelihood of individuals engaging in inclusive leadership. However, van Knippenberg and Haslam (2003) argue that individuals have varied perceptions about diversity's potential benefits and drawbacks in organisations. So, some individuals recognise diversity as fundamentally positive to the functioning of group works. Van Knippenberg et al. (2007) acknowledged that diversity creates value by providing alternative insights, perspectives, and competencies to improve organisational decisions' richness. So, individuals who view diversity as a positive concept are thought to have pro-diversity beliefs (Homan et al., 2007). In contrast, other scholars (e.g., van Knippenberg et al., 2007) view diversity as a negative concept – arguing that it creates conflict, adds unnecessary complexity, challenges established group norms, and threatens shared group identities. Hentschel et al. (2013) posit that such diversity perceptions are usually influenced by factors such as previous experiences (such as education, socialisation, exposure to other cultures, or involvement in tasks requiring diverse perspectives), including personality attributes (such as openness to experience and tolerance for ambiguity).

Therefore, pro-diversity beliefs are based on social identity theory, as they offer the means for leaders to engage in pursuing a positive social identity for the organisation (Hogg et

al., 2017). Furthermore, pro-diversity beliefs acknowledge that individual differences may, sometimes, exist in groups or organisations. Homan et al. (2007) argue that individuals in leadership positions with pro-diversity views should be open-minded and incorporate diversity as a concept in their organisations. They considered the construct to impact their groups' outcomes positively. Thus, being optimistic about openness to diversity allows leaders to establish a greater sense of belonging in an organisation. It also guides how diversity can be incorporated in people of different backgrounds and characteristics (e.g., gender, race, ethnicity, cultural background, and age) (De Mello e Souza and Tomei, 2021). It involves valuing individuals' potentials, unique contributions embedded in their diverse backgrounds and identities. It is thus theorised as relating to a high level of clarity regarding one's identity, strengths, and weaknesses (Nielsen, Marrone and Slay, 2010).

Cognitive complexity increases the possibility of an individual engaging in inclusive leadership. Dierdorff and Rubin (2007) describe cognitive complexity as an individual's ability to recognise behaviour and social information multidimensional. The authors further suggest that individuals with a high cognitive complexity perceive organisations as unique. Each has both positive and negative attributes that differentiate them from others. Social identity theory thus offers theoretic reasoning for cognitive complexity as it provides inherent motivation in positively examining the social identity of individuals in an organisation (Hogg et al., 2017). Thus, cognitive complexity extends social identity theory by thoroughly evaluating individuals' unique qualities relative to others in the organisation. Therefore, leader cognitive complexity is positively related to inclusive leadership.

Inclusive Leadership Behaviours Versus Members' Perceptions of Inclusion
Inclusive leadership behaviours versus member perceptions of inclusion also influence a leader's inclusive practice and behaviours. The members must perceive inclusive leadership behaviours that promote belongingness and value for uniqueness as being included in their workgroup. According to the social identity-based leadership perspective, individuals tend to have a sense of belongingness in an organisation when leaders engage in group-oriented behaviours. An example is involving members in the decision-making process and making sure that their perspectives are incorporated into the final decisions of the organisation (Hogg et al., 2017). In addition, the social information processing theory proposes that individuals in an organisation can perceive inclusiveness when the leader involve them in critical deliberations and value their opinions and contributions. As a result, they construct a shared interpretation of their leader as inclusive in the organisational decision-making process (Ashikali, 2019). In this situation, members relayed their leader's experiences through constant interactions with colleagues and other group members. Thus, group members may come together on a shared understanding of their leader's efforts towards promoting their belongingness and uniqueness in the organisation. This shared knowledge among members may create an atmosphere of understanding that a leader has inclusive behaviours (Bae et al., 2017). A leader that supports group members gives them a sense of belonging, which is fundamental to the tenets of inclusion (Brimhall, 2021).

Furthermore, inclusive leaders' promotion of equity and fairness also shows that the organisation respects group members, thus fostering the perception of belongingness and inclusiveness (Bae et al., 2017). Inclusive leaders also use their shared decision-making approach to enhance members' sense of psychological ownership and inclusion in organisation decision-making (Liu et al., 2012). Therefore, leaders' behaviours that emphasise value for uniqueness usually boost members' feelings of ownership and being valued for their unique qualities and perspectives – thus enhancing perceptions of inclusion. The self-verification theory posits that individuals constantly endeavour to be recognised for what makes them unique as individuals in an environment (Hogg et al., 2017). Group members tend to appreciate the goal of self-verification (having others see them as they see themselves) and perceive that their individual qualities are valued when leaders engage in behaviours that indicate value for uniqueness.

Emotional Intelligence and Inclusive Leadership
Emotional intelligence as a construct is about individual differences, which is key to effective leadership (Goleman et al., 2013). However, some scholars (e.g., Miao et al., 2018) suggest that emotional intelligence is more of a personality trait and should be evaluated using self-report measures to get the best of them in an organisation. Emotional intelligence impacts inclusive leadership in so many ways. The effects can be broken down into four perspectives: (a) emotional perception; (b) using emotions to facilitate thought; (c) understanding emotions; and (d) managing emotions (Mayer et al., 2016). These four perspectives influence inclusive leadership in an organisation. It is believed that leaders with significant emotional intelligence are excellent at studying others' emotions (Mayer et al., 2016). Miao et al. (2018) suggest that leaders who can understand others' feelings have the tendencies to create empathic bonds with their members, which helps develop perceptions of leaders' inclusiveness with the organisation. For example, a high emotional perception leader can easily detect a subordinate who develops anxiety about a work task – or a subordinate that is dissatisfied about an outcome of an organisational process or exercise. Such a leader provides the appropriate emotional and task-oriented support to the subordinate to overcome their dissatisfaction and fear. Furthermore, using emotions to facilitate thought should positively affect the balanced processing component of inclusive leadership. For example, emotionally intelligent leaders can use their knowledge to influence members' emotional states to design diverse cognitive perspectives and broaden their reasoning and creativity to accomplish organisational goals (Mayer et al., 2016). Therefore, it can be argued that leaders who are high on emotional perception can use their emotional intelligence to broaden their understanding and thinking. These make leaders open to different viewpoints that may challenge or help refine their deeply held position.

Furthermore, emotionally alert leaders can use their emotional intelligence to grasp complex feelings, meanings, and consequences of emotions expressed by members of organisations (Mayer et al., 2016). Miao et al. (2017) argue that emotionally intelligent leaders primarily interpret their subordinates' feelings accurately and understand the causes and meanings of their emotions. It offers the leaders the opportunity to nurture effective relationship building, enabling them to project the organisation's values and vision to the member (Walumbwa et al., 2008). Hence, the leaders who can build high-quality relationships with subordinates based on the principles of social exchange and can project their values and visions onto their subordinates are more likely to be perceived as inclusive leaders (Walumbwa et al., 2008). More so, emotionally intelligent leaders can utilise their emotional intelligence to observe and manage their emotions and subordinates to attain the organisation's overall objectives (Mayer et al., 2016).

Furthermore, emotionally intelligent leaders can use their emotional intelligence to promote positive emotional states, avoid negative emotions, and create a conducive working environment through inclusive leadership to achieve their goals (Miao et al., 2017). In summary, leaders who develop positive emotional alertness in the working environment are more likely to practice inclusive leadership. Emotionally intelligent leaders can manage their followers' emotions to create warm, positive feelings, leading to perceptions of inclusive leadership (Miao et al., 2018).

Methodology
To address the question 'what is the impact of different interventions on increasing inclusive practice and behaviours of leaders?' a systematic literature review was conducted to identify studies relevant to inclusive practices and inclusive leadership. Thus, the review emphasised how and where leadership programmes have made a demonstrable difference in leaders' inclusive behaviours and practice. The report was guided by Hallinger's (2014) conceptual framework for 'reviewing reviews of research'. Hallinger (2014) suggested five key questions conduct a systematic literature review [see Table 1]. Addressing these questions facilitated clarity in setting up the inclusion criteria of

the relevant literature to be reviewed. Thus, for an article to be included in our review, it must focus on inclusive leadership as a critical variable or subject area.

Table 1: Hallinger's guiding five questions for conducting a systematic review

Hallinger's Questions	Our Approach to the Questions
What are the central topics of interest, guiding questions, and goals?	We searched for the different interventions commonly used to increase inclusive practice and behaviours of leaders. We identified the impacts that these interventions have on inclusive leadership practices.
What conceptual perspective guides the review's selection, evaluation, and interpretation of the studies?	The review is guided by identifying and synthesising the empirical studies on the various interventions and their impact on increasing inclusive practice and behaviours of leaders.
What are the sources and types of data employed in the review?	We searched several databases for peer-reviewed articles and publications on inclusion practices and inclusive leadership. This led to a review of 43---- empirical studies.
What is the nature of the data evaluation and analysis employed in the review?	For an article to be included in our review, it must be an empirical and peer-reviewed study published between 2000 and 2021. It must focus on inclusive leadership as a key variable or subject area. From the evaluation and analysis of the data, we account for unified findings regarding the research phenomenon.
What are the major results of the review?	The review highlights three key interventions for enhancing inclusive practices and leadership. These interventions include reinforcing inclusive practices through diversity policy, learning and development, and coaching and mentoring.

We searched several databases, including EBSCOhost, Emerald, Google Scholar, Science Direct, and ProQuest, using keywords such as inclusive leadership, inclusive leadership practices, inclusive leadership practice and professional development, leadership performance and inclusive leadership, organisational change and inclusive leadership, and organisational development and inclusive leadership. We went further to conduct a targeted search for selected peer-reviewed leadership journals, including The Leadership Quarterly, Leadership & Organization Development Journal, Leadership, and Journal of Leadership Studies. Moreover, given the interdisciplinary nature of leadership, we searched for inclusive leadership literature among other selected non-leadership journals (e.g., Academy of Management Journal, British Journal of Management, Human Resource Management Journal) – and reports.

Table 2: Publication Results from Databases

Search Terms	Publications (2006 – 2021)
Inclusive leadership	638
Inclusive leadership practices	226
Leadership performance and inclusive leadership	31
Inclusive leadership practice and professional development	4
Organisational development and inclusive leadership	162
Organisational change and inclusive leadership	57

Table 3: Selected Peer-Reviewed Journals Publishing Inclusive Leadership

Peer-Reviewed Journal	Number of Articles	5-year Impact Factor[1]
Leadership	29	2.782
The Leadership Quarterly	7	10.52
Leadership & Organization Development Journal	8	3.575
Journal of Leadership Studies	3	0.427
Academy of Management Journal	4	15.873
Journal of Management & Organization	4	2.338
Human Resource Management Journal	3	8.693
Journal of Managerial Psychology	6	4.280
Equality, Diversity and Inclusion: An International Journal	13	1.447
Human Resource Management Review	9	8.693
European Journal of Training and Development	7	1.992
Advances in Developing Human Resources	3	1.754

As previously identified, table 2 reveals the total number of publications following the search terms. More specifically, the review spans 21 years (from 2006 to 2021) to capture almost two decades of research on inclusive leadership, especially given that the term 'inclusiveness' in leadership was popularised in 2006 by Nembhard and Edmondson. Within this timeframe, 43 empirical studies related to the topic and inquiry were reviewed, most of which were from the selected peer-reviewed journals (see Table 3).

Existing Evidence on the Impacts of Different Interventions on Inclusive Practice and Behaviours of Leaders.
Following an extensive literature search, there are only a few publications in inclusive leadership compared to other well-known leadership approaches and styles (e.g., transformational, transactional, authoritative, participative). Nevertheless, from the handful of studies on inclusive leadership, apart from conceptualising and theorising inclusive leadership, Some notable scholars (e.g., Singh and Kwhali, 2015; Bhopal and Brown, 2016; Manfredi et al., 2017; Johns et al., 2019) have identified interventions or programmes that facilitate inclusive practices, as well as inclusive behaviours, particularly among leaders; these are discussed in the following sub-sections.

Reinforcing Inclusive Practice through Diversity Policy
While a few empirical research (e.g., Galinsky et al., 2015; Buengeler, 2018; Roberson, 2019; Holmes, 2021) have been conducted to underscore the importance of diversity policy in creating an inclusive working atmosphere, there is an emergent discourse providing explicit reasoning for enhancing inclusive practices in the workplace through enacting diversity policies (Jin et al., 2017; Ashikali et al., 2021; Mor Barak et al., 2021). Rather than creating ambiguous expectations of people in the workplace (especially leaders) regarding the need to foster equality and diversity, a diversity policy is expected to drastically reduce the ambiguity and ensure clear rules and regulations for inclusive practices, as well as procedures or guidance for expressing grievances to the workplace inclusive rights when violated (Colgan et al., 2017; Emmott and Worman, 2008). Therefore, it is expected that diversity policies should spur inclusive behaviours and practice even among leaders.

Among others, one of the primary reasons backing the need for diversity policy as an intervention to promote inclusive practices in the workplace is based on the level of awareness among employees and leaders themselves on the variation of diversity issues. For instance, Kormanik (2009) points to the lack of awareness of the facets of sexuality as

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[1]The impact factor (IF) is a measure of the frequency with which the average article in a journal has been cited in a particular year. It is used to measure the importance or rank of a journal by calculating the times it's articles are cited.

increasing workplace stress, tension, misunderstanding, and perceived unfair treatments. Likewise, another study by Syed and Pio (2010) highlights the lack of awareness of legal rights as limiting migrant women to hold their organisations accountable for ensuring equal opportunities, especially those associated with religious beliefs. Also, Ravazzani (2016) suggests that most leaders fail to have a clear understanding of what diversity management means in practice when there are no clear written policies to guide such practices. As a result, enacting diversity policies remains a significant intervention and probably the first step for raising awareness and implementing inclusive practices and behaviours (Van Ewijk, 2011; Jin et al., 2017).

In addition, several studies have recognised the importance of diversity policy to changing or bolstering inclusive behaviour among leaders and the larger workplace (Randel et al., 2016; Shore et al., 2018). Diversity policy is an HRM strategy for reflecting or communicating the organisation's dedication and commitment to providing equal opportunities and promoting diversity (Theodorakopoulos and Budhwar, 2015), it [diversity policy] also serves as a legal binding for challenging unlawful discrimination in the workplace, even those familiar among top managers (Davis et al., 2016). Therefore, diversity policies are needed to "enable people to work to their full potential, resulting in a richer, more creative and more productive work environment" (Van Ewijk, 2011, p. 688).

Studies have also examined the influence of managerial (or leadership) behaviour in promoting inclusive practices. In some cases, inclusive behaviours are mediated by the relative presence or absence of policies, (Weiss et al., 2018; Javed et al., 2019; Kuknor and Bhattacharya, 2020), although in other cases leaders will act to promote inclusion despite the presence of absence of such policies (Miller, 2019). Nevertheless, some studies have reported exclusionary and discriminatory practices and behaviours among leaders – the result of which has been engender mistrust, job dissatisfaction, reduced self-efficacy, conflict, disloyalty, and loss of self-identity among employees in the workplace (Shore and Chung, 2021; Perry et al., 2021).

Tackling Inequality & Building Inclusion
Inequality has been the main issue for many organisations, governments, and societies – it breeds discrimination. For example, NHS is one of the largest employers of labour in Britain and one of the biggest in the world. One of the codes of ethics at NHS is to be supportive and fair to all staff. Therefore, looking at the various interventions, one can conclude that there are improvements in NHS inclusion initiative. However, there are still many challenges. The NHS introduced an equalities framework after the public inquiry into the murder of Stephen Lawrence, which highlighted institutionalised racism in the Metropolitan Police (Macpherson, 1999). The framework paved the way for the public sector equalities legislation. Consequently, the NHS Race Equality Action Plan was introduced four years later. However, Sky News (2018) report on the diversity gap between the NHS Trust's governance and inclusive leadership found little evidence of the effectiveness of such legislative intervention. It was acknowledged that despite various efforts of government and organisational initiatives to address discriminations of Black, Asian, and Minority Ethnic (BME) individuals in the last decades, very little progress had been made. The report suggests that NHS must do more to tackle white privilege.

Nevertheless, the NHS staff survey report of 2017 (NHS Staff Survey Coordination Centre, 2018b) shows that the NHS workforce in recent times is enormously diverse with some level of inclusiveness (NHS Employers, 2018). However, the NHS report on Workforce Race Equality Standard (WRES) noted that diversity and inclusion are only apparent at the lower level of the organisation and missing at the senior management and leadership level. For example, black and minority ethnic people constitute approximately 45% of the population in London, while BME constitute 41% of the NHS employees. The BME inclusion in London NHS Trust Board members was 7.9% as of 2013 (Kline, 2014). The report also indicates that only 1.4% are 'Very Senior Managers' (VSM) compared with 16.3%

in the workforce as a whole (NHS Equality and Diversity Council, 2017). This then questions the effectiveness of the NHS inclusion initiative.

Furthermore, in related findings, a recent independent review conducted by Sir John Parker into the diversity of FTSE 100 boards found that just 8% of directors were from BME backgrounds, out of 1,087 director positions. The Parker Review (2016), which studied the 500 largest charities in England and Wales, also found over half had 'all-white governance' while as many as 113 charities (22.6%) had as few as 1% to 10% BME representation on their boards (NHS Leadership Academy, 2019). Another evidence is the report from Stonewall looking into LGBT+ 7 on the health and social care industry, which stated that 26% of the 3,001 health and social care workers experienced discrimination from colleagues because of their sexual orientation (Somerville, 2015).

The UK Equalities Act (2010) and the Public Sector Equality Duty (PSED)
The UK government has enacted several laws – including the Equality Act (2010) and the Public Sector Equality Duty (PSED) – aimed at preventing discrimination within the workplace. A significant weakness of the Equality Act as set out by Miller (2018) is that whereas it promotes Equal Opportunity of access, it does not guarantee equal opportunities of outcomes and as a result produces a 'zero sum game'. In effect, although discrimination in recruitment and progression is illegal in the UK based on nine protected characteristics, access to interviews for BME people may have increased in the past decade although not enough to make a material difference. Of 134 UK universities only five are headed by someone who is not white, and of 24,281 headteachers in England, only 397 are of BME heritage (Miller, 2020). The key lessons from the Equality Act 2010 and similar legislation is that, when outcomes are not mandated, it is left to individual leaders and institutions to promote inclusion and equity in their policies and to demonstrate these in the practices. Although the public sector equality duty can move UK equality law towards a profound conception of substantive diversity and inclusion in society, its reliance on the good will senior leaders is a fundamental drawback.

Training/Continuing Professional Development.
Training is an integral part of inclusiveness intervention that spans various areas such as general training on diversity and inclusion for staff, simulation-based training, interprofessional training, team training, diversity awareness training and unconscious bias training (Georgiadou, 2021). The outcomes were diverse and primarily subjective. Some training programmes have been described as having some influence, resulting in improved inclusive leaders' behaviours and practices in some organisations. For example, King et al. (2012) investigated the impact of diversity training on discrimination and job satisfaction – drawing on overs 395 separate healthcare organisations in England. They found that diversity training did decrease instances of discrimination and enhance inclusiveness. However, evidence shows that the majority of the training programmes have minimal impact on inclusive leadership behaviours and practices in most organisations (Georgiadou, 2021).

Learning and Development Interventions
While having a set of diversity policies may be crucial for facilitating inclusive practices in the workplace, many studies also recommend learning and development programmes as an intervention to enhance inclusive practices and behaviours (Jin et al., 2017; Kuknor and Bhattacharya, 2020). Learning and development programmes are expected to increase the awareness and knowledge of diversity policies and ensure that employers (i.e., leaders) and employees are involved, learn, and make inclusive practice an organisational routine (Booysen, 2014).

One of the standard methods echoed in the reviewed articles for enhancing inclusive practices through learning and development is training. For instance, Shore et al. (2018) suggest that employees and managers (or leaders) should be trained to develop the skills needed to carry out critical behaviours to inclusive culture in the workplace. According to

Ferdman and Deane (2013, p.319), "inclusive leadership rests on a deep level of consciousness – deep self-awareness as well as an awareness of other perspectives – and an understanding of ethics and social justice issues". Thus, in line with the underlining principle of the behavioural theory of leadership that leaders must learn certain behaviours (Politis, 2006), rather than assuming that all leaders should have a trait of inclusive behaviours, organisations must ensure that leaders learn (through training programmes) how to practice inclusiveness in the workplace. Moreover, studies propel organisations to provide training that facilitates inclusive practices, including learning about diversity intelligence and cultural intelligence (Randel et al., 2018; Das, 2019).

Accordingly, most organisations are now investing heavily in diversity and inclusion management training to enhance the understanding of inclusive leadership. However, some scholars (e.g., Dobbin et al., 2011; Bregman, 2012; Hughes and Brown, 2018; Das, 2019) argue that training on diversity and inclusion does not prevent discrimination. They note that the various training initiatives on diversity and inclusion in the workplace might increase awareness but are not enough – they thus recommend the inclusion of diversity intelligence in the training programmes. This is because the intelligence to achieve inclusion and equity for all employees is lacking in most organisations. Thus, specific training on diversity intelligence is a way to ensure that leaders imbibe inclusive behaviours (Hughes and Brown, 2018). Hughes (2018) define diversity intelligence as the "capability of individuals to recognise the value of workplace diversity and to use this information to guide thinking and behaviour". Thus, diversity intelligence should be at the core of diversity training and leadership development to ensure that leaders can acquire the needed ability to translate what they learn into actual practice (Hughes, 2018).

Inclusive leadership requires diversity intelligence to be successful – it will help transform organisations by creating a culture of inclusion and equity, a panacea for good performance and organisational growth (Sims, 2018). Das (2019) postulates that people who demonstrate higher diversity intelligence competencies have tendencies to develop leadership practices that improve equity and inclusion in an organisation. Diversity intelligence help to create a culture of trust that enables employees to bring their whole selves into work and share their unique insights, experiences, and problem-solving skills (Das, 2019). It also enables leaders to act with compassion and love and create a serene environment where everybody does the right thing at the right time because it is justified and beneficial to all (Sims, 2018). The common perception is that leaders can establish a trustable relationship with the subordinates through diversity intelligence and create a climate where they feel confident contributing fully to organisational betterment (Pandey, 2018; Randel et al., 2018; Wittmer and Hopkins, 2018). Leaders need to develop diverse intelligence to understand their employees and their value in the organisation; otherwise, many talented employees' potential will be underutilised or marginalised in the workplace – which can deteriorate its competitiveness (Das, 2019). Therefore, diversity intelligence supports leaders in exhibiting inclusive leadership behaviour.
In addition, like diversity intelligence, studies also recommend that organisations add cultural intelligence to their training and education initiatives to enhance the awareness and implementation of inclusive practices and leadership (Alexandra et al., 2021; Turner and Merriman, 2021). Inclusive leadership behaviours promote perceived belongingness among employees of diverse cultural backgrounds while preserving their uniqueness as they participate in the organisation's processes to achieve success (Randel et al., 2017). Therefore, it is imperative to understand that the concept of cultural intelligence helps most multinational organisations, which are uniquely complex in their interactions with group dynamics and cultural diversity, to avoid conflict and inefficiency in their operations (Paiuc, 2021). Accordingly, every organisation needs to develop a conducive working environment that enables leaders to develop cultural intelligence and adapt and interconnect with individuals from diverse cultural backgrounds for the organisation's common goal (Gabel-Shemueli, 2019). Cultural Intelligence is the ability to perform and oversee multicultural settings to achieve organisational objectives (Earley and Ang, 2003).

Consequently, inclusive leaders relate to cultural intelligence in understanding how people of diverse cultures react to change and maximise their diversity potential (Paiuc, 2021). Furthermore, Solomon and Steyn (2017) affirm that cultural intelligence significantly promotes empowering leadership that engages with groups in an organisation by giving leaders more autonomy and responsibility. It indicates that culturally intelligent people can utilise cognitive and knowledge strategies to develop a set of competencies that are most required in today's global inclusive leadership (Gabel-Shemueli et al., 2019). Leaders with high cultural intelligence are perceived to be culturally competent; and have the cognitive, behavioural, and motivational capabilities to adapt to multiple environments and effectively work with people of diverse cultural backgrounds (Gabel-Shemueli et al., 2019). Likewise, Furrer et al. (2015) note that cultural intelligence influences leaders' interactions and employee engagement and has been associated with higher turnover and higher performance in multinational organisations. Thus, by adding cultural intelligence into training and education programmes, leaders can effectively understand and satisfy employees' needs and help employees overcome diversity challenges such as communication (Nosratabadi et al., 2020), cooperation and negotiation (Rüth and Netzer, 2020). It enables them to develop skills and abilities to efficiently manage intercultural interactions and positively affect the organisation's interpersonal relations (Lewis, 2018). It also helps employees be independent as they feel more capable of exercising influence and control in their environment. Consequently, leaders better monitor, analyse and adapt to others' behaviours when they display cultural intelligence (Rüth and Netzer, 2020). So, cultural intelligence is one panacea for effective and inclusive leadership in today's world.

Coaching and Mentoring Interventions
Another intervention that has showcased a demonstrable difference in leaders' inclusive behaviours and practice is using coaching and mentoring interventions to facilitate inclusive behaviours for the long term. For instance, a coach or mentor can facilitate increased awareness of exclusionary or inclusionary practices among the coachee or mentee by exploring their personal biases and normative thinking (Ferdman and Deane, 2013).

As an intervention, coaching is a powerful tool for leaders and managers to develop solutions rather than waiting to be told of the steps to take (Wasserman, 2020; Hopkins et al., 2021). Moreover, using the coaching approach to enhance inclusive practices and leadership provides a distinct method of empowering a leader-focused inclusive practice compared to the traditional training (Randel et al., 2018). For instance, Nishii and Leroy (2021) suggest that when leaders are involved in coaching to increase their awareness and actionable plans for inclusive practices, they often build capacity in place of dependency. Thus, coaching inspires a belief that removing the interference to continuous learning and doing can change leaders' behaviours towards inclusive practices. This is because coaching is believed to help leaders break through their biases through a conscious effort of separating observable facts from self-perceptions or interpretations of a specific set of diversity issues (Ferdman and Deane, 2013). Moreover, organisations with low levels of awareness of diversity may need a significant overhaul to imbibe the culture of coaching that facilitates inclusion in the workplace in the long run, especially for leaders (Gallagher and Bennett, 2018).

In addition, mentorship focuses on the personal development of high potential employees (e.g., leaders) and could offer solutions for overcoming exclusion in the workplace and among leaders (Johns et al., 2019). Mentorships can be used in building leaders who model inclusion and build culturally competent workplaces by recognising multiculturalism and employing appropriate diversity management tools (Chin et al., 2016). Studies aver that inclusive organisations imbibe a mentoring culture that encourages leaders to see and understand differences as valuable for deeper working relationships and overall employee development (Clayton et al., 2013; Nair and Vohra, 2017). Moreover, Alston and Hansman (2020, p.83) state that "embracing diversity and

demonstrating equitable and inclusive practices are critical components for mentoring relationships for leadership development". Moreover, mentoring relationships may be critical in the journey towards inclusive leadership development, especially in situations where the mentorship programme breeds a sense of belonging in the leader's development (Wang et al., 2010; Shalka, 2017). Moreover, peer support is vital for mentorships to work effectively. For instance, Shore et al. (2018, p.180) posit that "it is important that leaders use peer support for inclusion efforts so that the culture itself is inclusive". Therefore, mentoring is crucial to enhance inclusive leadership practices and behaviours.

It is important to note that in order to make any coaching and mentorship scheme effective at overcoming exclusion, the scheme must have pre-determined aims and objectives such as

1. to assist in identifying and evaluating the progress of BME people toward their career goals,
2. to help recognise barriers to achieving those goals, and
3. to identify strategies to achieve employees' vision and goals.

This will offer the opportunity for diversity and inclusion both in organisations and society. It will also enable employees to be more focused and prioritise workload to achieve career goals. This would help them fight discrimination and other barriers and ultimately enhance employees' career progression (Munro-Stasiuk et al., 2019).

The NHS's Positive Action Programme is another intervention programme that focuses on promoting leadership and management development opportunities for specifically targeted groups. For example, the programme compelled senior leaders in NHS to offer personal mentorship, expand training, development, and career opportunities, and incorporate systematic processes for tracking the career progression of BME staff in the NHS (Barnard et al., 2016). Similarly, the report of McGregor-Smith (2017) underlines several case studies to establish the potential benefits of sponsorship. However, no clear evidence indicates that this type of intervention has been very successful in all organizations. Furthermore, in academia, models have been suggested for mentoring individuals with disabilities (Daughry, Gibson and Abels, 2009), sexual minorities (Russell and Horne, 2009), women (Williams-Nickelson, 2009), and students of colour (Alvarez et al., 2009). However, do those mentoring programs facilitate positive results for individuals and organizations?

Some Specific Pieces of Evidence of Effectiveness of Interventions on Inclusion
Despite the scarcity of evidence of the effectiveness of different interventions on inclusive leadership behaviour and practices, a few interventions programmes prove to be effective. For example, King et al. (2011) found that – across 142 non-specialist hospitals in the UK – various intervention initiatives on diversity and inclusion increased inclusive leadership behaviours and practices in the health sector. The study shows that the nearer the 'fit' between the hospital staff diversity and the communities they serve, the more likely patients would be treated with politeness. This always has a positive impact on organisational performance. In another piece of evidence on workplace diversity, Guillaume et al. (2014) applied the 'Categorization-Elaboration Model' to evaluate the relationship between factors that prevent and enhance the positive effects of diversity – affirming that leadership behaviours encourage inclusive participation and reduce conflict among workers. Two factors were also discovered to be particularly significant regarding organisational climate and culture. The first factor states that shared perceptions of trust, justice or psychological safety promote positive intergroup contact and well-being. In contrast, the second factor notes that shared commitment to information sharing and integration enhances performance. Therefore, there should be a shift in thinking from a diverse climate to diverse mindsets to achieve diversity and inclusive leadership.

Using A Quota System
Another clear evidence of the effectiveness of an intervention programme is the use of a quota system in many establishments. For example, in the UK private sector, Davies (2015) demonstrated in his gender equality report that enforced quotas, which permits organisations to take control of targets rather than have them imposed on them, has so far proven successful. The report states that the intervention doubled the number of FTSE100 female board members, which is clear evidence of the positive impact of using a quota system on increasing inclusive leadership behaviour. Similarly, Norway became the first country to adopt a quota system as a way of intervention to improve diversity and inclusion. It led to increased women participation on boards from 9% in 2003 to more than 40% in 2012 (Sealy et al., 2016). Although the report evidenced the effectiveness of the quota system as an intervention programme, which enhanced inclusive leadership practice – but it was the beginning of inclusion in Norway.

This means that introducing a quota system at a higher level of leadership will allow a level playing field, provide opportunities for equality and adequate representation of people from minority backgrounds. An alternative approach to the quota system is to disapprove homogeneity and make it mandatory that a specific group cannot occupy more than a certain proportion of senior leadership positions not to dominate the minority group. For example, Torchia et al.'s (2011) study on gender representation in boards suggests that having 'at least three women directors makes boards more heterogeneous and allows majority-minority interactions and processes to occur, thereby enabling high-quality decisions. Another critical issue is the level of position minority individuals are recruited. Defining what is referred to as the glass cliff, Ryan and Haslam (2007) demonstrate that two-fifths of people from minority backgrounds have been placed in precarious leadership roles where there is a high risk of failure, with the situation even worse for those from ME groups. Therefore, a quota system will help organisations and society to reduce discrimination and enhance equal representation.

The Use of Inclusive Leadership Tools
The introduction of certain tools to improve inclusive leadership practice has also been found to have somehow impacted the inclusive behaviour of leaders in many organisations. Therefore, tools like checklists, goal sheets, and case analysis are helpful in this regard. Most inclusive leaders train and encourage their subordinates to use these tools in their daily tasks, and so far, it has been increasing inclusiveness in the workplace (Amin et al., 2018; Armstrong and Green, 2018; Johnstone and Wilkinson, 2018).
The use of inclusive leadership tools helps organisations devise objective means of treating every organisation member equally, irrespective of their identity and background. Checklists are a logically sequenced way to observe people's performance and evaluate their progress from one level to another (Armstrong and Green, 2018). 'Goal Sheet' is a powerful tool for setting and reaching goals in an organisation. At the same time, a 'Case Analysis' is a detailed analysis of an individual's or group's outputs and contributions to the organisation's overall objectives (Johnstone and Wilkinson, 2018). Since inclusive leadership is a substantially person-centred approach that focuses on followers' empowerment through personal development, equality, inclusion, thriving and psychological well-being – it is thus essential to use these tools to show the required individual's 'Key Performance Indicators (KPI) (Amin et al., 2018).

Relevant Case Studies

1. **ENGIE: Reengineering the culture to tackle the issue of sexual harassment Background / Focus**
   ENGIE is (numerically) a male-dominated workforce with women representing just 22% of employees worldwide; they wanted to attract young female engineers and provide them with good career development and safe working conditions. Women are reluctant to talk, and very few cases of sexual harassment are reported, which makes it easy not to address the problem. Following the French

legal constraints issued at the end of 2018, the company decided to co-build an initiative from scratch and a whole system to change the culture and tackle this issue.

Approach
co-building a holistic system – including prevention, orientation, support and treatment axes – with volunteer HR/diversity colleagues. Roles of the newly appointed 'referents' are defined and created a process and a communication toolkit, adaptable by local entities. The network of 70 referents built and motivated in France 2019 has grown to 120. ENGIE intensified efforts to raise awareness among all employees, train HR and management, train new referents, subscribe to a specialised hotline with penal lawyers and psychologists, and manage a steering committee with the major syndicates in ENGIE.

Result
Quantitative results are difficult to assess because change happens over time, and women are still reluctant to talk openly. However, progress has been made. Most 'referents' have been trained (90%), and half of the communication actions have been implemented (50%). So far, there are still very few cases reported (less than 10).

2. **HENKEL: Achieving gender-balanced leadership through networking and mentoring**

Background /Focus
Henkel's goal is to continually increase the share of female representation at all levels of the organisation. Their commitment to diversity has been recognised several times in recent years, with BCG Gender Diversity Index 2019 putting Henkel at a second-place within the DAX 30 category. In 2019, the proportion of women in management positions at Henkel was around 36 per cent, welcomed more than 42% female new joiners and continued strengthening their gender-balanced acceleration via various ongoing initiatives. One of them is the RISE Network by Henkel Beauty Care.
The Henkel Beauty Care' RISE Network' aims to advance gender-balanced leadership through networking, campaigning and mentoring.

Approach
RISE Network started in Henkel, Germany and expanded globally less than six months later. A LinkedIn community and an internal collaboration Microsoft Teams channel were created, where the network communicates and exchanges regularly. The RISE Network organises monthly networking sessions in Virtual Coffee & Connect one-hour webinars with inspirational internal and external guest speakers. Some of the critical topics covered have been home office efficiency, strategic career planning, mentoring, unconscious bias and gender-balanced leadership. The monthly networking sessions have been joined regularly by more than 100 participants. A RISE mentoring program was also launched globally, connecting almost 80 mentees with senior leaders, helping them develop their capabilities, confidence and competencies to accomplish personal and professional goals and to broaden their network.

Results
The RISE Community currently has around 500 online followers, and it continues to grow. The participation rate has reached more than 100 attendees per session, and more than 80 mentees have already joined the 12-months old programme globally. In addition, the initiative had a positive "pull" effect, with other business units, regions and functions adopting the networking and mentoring activities.

3. **IBERDROLA: Empowering women to enter the male-dominated electricity sector**

   Background / Focus
   Women have a clear desire to join the electrician field and, with that, IBERDROLA seek to empower and equip female talent with the skills and training required. Neoenergia, a subsidiary of the Iberdrola group in Brazil, identified an opportunity to empower women to enter the electricity sector, creating more excellent gender balance in an otherwise male-dominated industry.

   Approach
   The School of Electricians for Women was created with training and education exclusively for women interested in building electrical installations and energy distribution grids. Doing so has expanded employment opportunities for female talent in areas of economic difficulty. It has also created a mutually beneficial relationship for society and the company. Neoenergia focuses on female electricians' safety, qualification, and professional training to operate in the energy sector. Specialised courses in Bahia and Pernambuco prepare women to join the electricians and eventually gain employment within one of Neoenergia's energy distributors. The programme selection process consists of a written test (Portuguese, maths and writing), psychological assessment, altitude practical test and interview. Four classes of 25 women in each city receive 596 hours of training over seven months. Employees support female trainees through the company's volunteer programme. Volunteers monitor trainee development and discuss relevant organisation topics with trainees. After completing the programme, successful trainees are encouraged to apply for an electrician position within Neoengeria with the same benefits and pay as men entering the field.

   Results
   Since the programme's creation in August 2019, more than 21,000 women have applied for the 200 trainee positions available. Approximately 3,000 women attended the first in-person information session. This training programme promotes the growth of female talent in the sector. It attracts a diverse pool of talent to the organisation, where women will continue to be supported and encouraged in their development.

4. **Nestlé: Fostering inclusion by supporting all employees in their roles as parents**

   Background / Focus
   Nestlé is committed to fostering a supportive environment for their employees and their families and helping to improve their Nutrition, Health and Wellness, especially for new parents and their children. With this purpose, they reviewed their Global Maternity Protection Policy and launched a more inclusive and enhanced Nestlé Global Parental Support Policy in December 2019.
   Nestlé supports gender equality and diversity and understands that every family is unique. Recognising the diversity of families, Nestlé wants to support its employees in their roles as parents to make Nestlé an even more inclusive and inspiring place to work. It focused on making its Global Parental Support policy even more progressive, moving away from traditional gender stereotypes and acknowledging the broad spectrum of family structures to foster inclusion and enhance equality.

   Approach
   Their new gender-neutral Nestlé Global Parental Policy will apply to all employees worldwide. It extends parental leave for primary caregivers from 14 to 18 weeks of fully paid leave and offers secondary caregivers a minimum of four weeks. The

policy also promotes employment protection and non-discrimination after the parental leave, health protection in the workplace, a conducive work environment to breastfeed and access to flexible work arrangements upon return to work.

Results
Nestlé has received very positive feedback from their employees and their external stakeholders and decided that they will measure its impact on their employees through their following Global Engagement Survey.

5. **ORANGE: A global Enablers agreement on gender equality in the workplace, work-life balance and combatting discrimination and violence**

Background / Focus
Orange signed this open-ended, global agreement with the UNI Global Union in July 2019: it provides a common framework of actions and KPIs covering gender balance in all job roles, equal career opportunities, equal pay, work-life balance and combatting sexism, harassment, discrimination and violence, and applies to all countries in the world where Orange operates.
Orange wanted to ensure all countries have structured action plans to address gender equality in the workplace, work-life balance and combat discrimination and violence. It also ensures they are defined and tracked by a dedicated committee of men and women, including staff representatives and Employee Forums/unions.

Approach
Orange signed an agreement in July 2019, after six months of negotiation with the UNI Global Union. This agreement gave them a global structure with proposed actions and a standard set of KPIs to report on, but each country has the flexibility to define its actions depending on its local context. The agreement spans all countries in all regions in which Orange is present: more than 30 countries across Europe, the Middle East and Africa, Asia and America. So far, they have communicated this agreement to all employees in all countries. It was the central theme of their Group-wide International Women's Day communication that year. Most countries have now completed the first stages of deployment. They have nominated their Diversity representative and created their Diversity Committee. Some have already held one or two Committee meetings. Companies with more than 400 employees have completed their initial mapping exercise to understand their current status and actions and identify areas for improvement.

Results
The deployment of this agreement has enabled each country to draw up its action plan based on local best practices and those from other countries. It is too early to assess the impact of these action plans; but just the fact that dedicated representatives and Committees are being created in each country, and knowing they must report on the agreement's KPIs, will help to focus more on gender equality, work-life balance and discrimination and violence, and also encourage dialogue with Employee Forums and local unions.

6. **SAP: Growing to be an employer of choice for people with autism**

Background /Focus
Around 85% of people diagnosed with autism spectrum disorders are unemployed or underemployed, even though 60% have average-to-above-average cognitive abilities and intelligence. SAP's Autism at Work programme was launched in 2013, designed to leverage the unique abilities of people with Autism Spectrum Disorder (ASD).

The focus is to be the most inclusive software company on the planet; SAP aims to be an employer of choice for people with autism, increasing the number of colleagues with autism while maintaining a high retention rate. They also aim to be a force-multiplier of autism inclusion within their ecosystem and a differentiator in supporting neurodiversity in the workplace.

Approach
Initially, the programme targeted people with pattern recognition and data processing skills. As the programme grew, they learned that the abilities of people with autism are as unique as the individuals themselves, so they partner with external organisations to identify the best talent with ASD. Once the hiring decision is made, their new team is trained according to their specific needs. A new colleague with ASD is assigned a team buddy to support their onboarding and a mentor in their location who helps with social interactions and engagement at SAP. Every individual is unique, and while some people with autism need more frequent or ongoing support, others might not. This is an individual discussion with every new employee hired. Every candidate receives the programme's support and helps build an individual support circle with a variety of roles and people involved.

Results
Currently, the SAP workforce has more than 175 colleagues with autism in 16 countries and across more than 140 teams. They contribute daily to the company's success in more than 28 different types of roles. Nicolas Neumann, an Accounts Payable analyst, based in Buenos Aires, Argentina, joined SAP's Finance organisation through the Autism at Work Programme in 2016. He designed a tool that automates the posting of complex invoices with multiple cost allocations, reducing Accounts Payable's time to process significant credit card statements from two to three days to 20 minutes. Nico's innovation was awarded the SAP's most prestigious recognition for innovation.

7. **SIEMENS: Increasing gender diversity in senior management throughout Europe**

   Background / Focus
   A Siemens programme in the UK entitled 'Women into Leadership Programme' proved to be a great asset and important catalyst to foster an inclusive and unbiased culture. The programme counts more than 25% of promotions among its 40 participants.
   Siemens in Europe aims to strengthen its succession pipeline for business key functions with qualified female candidates to increase gender diversity in senior management throughout Europe.

   Approach
   Accelerate-Europe started in September 2019, providing early identification and targeted development of mid-career female candidates. The programme offers high impact, coaching-led interventions to accelerate engagement and performance and support for career decisions and professional development. After being nominated by their managers and interviewed by several colleagues of the Human Resources People & Leadership department, two cohorts of 12 participants were selected, representing a balanced mix of technical, business and support functions from 15 different countries in Europe. The twelve-month programme includes on-site workshops, individual coaching, work in between modules, career consulting, discussions with senior leaders and peer coaching. Two on-site and two virtual training courses focus on topics critical for a successful long-term career in big organisations: authentic leadership; self-belief and confidence; politics and networking; as well as presence and gravitas. These occasions also

serve as networking opportunities. The programme finished in August 2020, after which it formed an alumni community and HR monitors participants' progress.

Results

Participants and senior management established strong connections. Participants reported personal growth through an intense exchange of experiences. Siemens increased the female share of the candidate pool for senior management roles. Approximately 25% of participants were added to the succession pipeline for critical functions in the European organisation.

8. **SONAE: Creating learning opportunities by taking advantage of an age-diverse workforce**

Background / Focus

In an organisational context where four generations with significantly different profiles and ambitions coexist, Sonae MC, the food retail branch of Sonae Group, felt the need to leverage the value of this age diversity by bringing together employees of different ages in a mentoring relationship so that they can know each other better while sharing their life experiences and knowledge. The Reverse Mentoring Programme was designed and rolled out with that in mind.
The Reverse Mentoring programme aims to bring leaders and young people together, creating intergenerational value by building bridges through debate and mutual learning on topics that leverage Sonae MC's cultural transformation. As part of the programme, the younger generation becomes mentors and leaders as mentees in a reverted mentorship. During this time, mentors share their points of view on issues such as technology, the impact that diversity and inclusion have on decision-making processes and discuss the generational gap with their mentees.

Approach

Sonae MC kicked the programme off with open sessions to present and explain the initiative. During these sessions, mentors and mentees were paired up according to some criteria: mentors should be up to 30 years old, and mentees should be part of the top management layer. Those that were interested in participating were asked about their skills and preferences. The pairs were created through a matching process. Mentors and mentees signed a commitment letter and received a Mentor/Mentee guide to help them through the journey. A learning platform managed the programme and ensured everyone was aligned. During the programme, challenges were set to foster participants' engagement. After six months, the pairs were brought together to receive their feedback, hear about their experiences and key learnings and identify strengths and areas to improve for future editions. A survey was launched to collect feedback from participants and assess whether the programme had succeeded in accomplishing the goals defined at the programme's start.

9. **Co-op: Inclusion in action**
   Background / Focus

Co-op aims to make real and lasting changes to the way they do business. Spearheaded by CEO Steve Murrells, Co-op - the supermarket retailer - has set out 21 commitments to tackle racial inequality head-on across their stakeholder groups (colleagues, communities, customers and suppliers). They also plan to use their campaigning voice to educate and raise awareness of these issues, drive an anti-racist curriculum in the Co-op academy schools, and take a zero-tolerance policy to racism and bullying against Co-op colleagues.

Approach

Addressing the issues that colleagues from Black, Asian and Ethnic Minority groups may face in the workplace, Co-op's colleague commitments aim to

eliminate barriers to these marginalised groups' career progression and create a more inclusive and diverse workplace. These commitments include: Doubling the representation of Black, Asian, and Ethnic Minority leaders and managers by the end of 2022, moving from 3% to 6%, and then to 10% by 2025. Requiring diverse shortlists for all leadership roles – with no exceptions, partnering with organisations that will help to reach talent from Black, Asian or minority ethnic backgrounds—maximising the use of the Co-op apprenticeship levy and seeking partnerships and opportunities which focus on benefitting Black, Asian and ethnic minority candidates—actively collecting and monitoring data to track progress and reduce inequalities within internal systems and processes regarding promotion and opportunities. Requiring all leaders to have objectives that ensure they play their part in delivering our commitments to racial equality from 2021.

Results
The co-op has already kick-started their actions to progress towards accomplishing their colleague commitments by Establishing a partnership with BYP (Black Young Professionals) Network to help to recruit Co-op's future black leaders. They are developing inclusive recruitment training for recruiters and managers to roll out in 2021 and launching a talent development programme specifically for colleagues from Black, Asian, and Minority Ethnic backgrounds to support their career progression.

The HR Technologist article (2020) shared six examples of inclusive leadership employed by different organisations around the globe. For example, Deloitte sees inclusive leadership as a skill that can be learned; in 2018, Deloitte took a progressive step by developing a framework trait required for inclusive leadership because at Deloitte being a leader means being an inclusive leader; this is ingrained in their culture. It developed a framework of six inclusive behaviours (commitment, collaboration, curiosity, cultural intelligence, courage, and cognisance).

Salesforce considers achieving inclusivity through everyday leader-member interaction, which is achieved by influencing everyday workplace interactions. Authentic conversations, inclusive meetings, fair work assignments, and inclusive team activities. Iliana Quinonez, director, solution engineering at Salesforce, concluded that "senior leaders need to create an environment where people feel like they can use their voice without needing permission because it is their right".

P&G adopted nurturing disagreement through promoting employee voice. Geraldine Huse, President of P&G Canada, opines that "Accessing diverse points of view is vital in creating optimum strategies and plans. An inclusive leader creates an environment where disagreement is viewed positively, and collaboration is integral to inclusive leadership. At the heart of inclusive leadership is the art of listening to people, understanding and solving problems collectively and taking advantage of all the diverse experiences.

Facebook adopted the allyship approach by recognising that a significant number of senior leaders are men; male leaders need to practice inclusivity and encourage a culture of diversity, supporting female colleagues and all colleagues and helping create an environment where they feel safe - checking in with them and identifying what can be done to help.

The different interventions must be tailored to specific groups' needs (for example, using leadership development coaching to improve managers' behaviour and support relationship building. In the First Round Review; Small habits that promote inclusive behaviours, it is recommended that in order to foster an inclusive environment and promote inclusive leadership, these behaviours must be embraced by leaders (leaders invite and display authenticity by creating space for conversation and showing

vulnerability, building self-awareness, asking questions, being proactive in their learning, intentional in seeking out and responding well to feedback.

Conclusion

Feldman (2021, p. 14) succinctly recommends that 'inclusive leaders must be stewards and facilitators of an inclusive culture, as they attend to themselves and their effect on others, the groups in which they participate and lead, and the systems in which they play influential roles. Feldman's conclusion sums up the importance of inclusive leadership in a contemporary organisation.

The case studies above highlight the different aspects of creating inclusive organisations. These organisations have positively impacted gender diversity, age diversity, neurodiversity, promoting positive parenthood and tackling sexual harassment. Many organisations have taken different approaches to promote inclusive leadership and demonstrate their commitment to creating an inclusive environment. (For example, Bank of America and American Express uses sponsorship programmes, mentoring and sponsoring schemes (Johns et al., 2019). Robert Walter's report identified many other strategies organisations such as Manchester United and Northern Trust launched several employee networks with a senior executive sponsor, and Qlearsite leveraged the power of employee feedback to drive change.

Creating an inclusive environment and promoting inclusive behaviour should not be treated as a 'one-off initiative'; instead, it is recommended to use multiple practices and measures. For example, ENGIE, in its bid to combat sexual harassment, created a new role of referents, developed a new communication toolkit, intensified on raising awareness among its employees and included a subscription to a specialised hotline with penal lawyers. SAP adopted multiple approaches in supporting its autistic workforce by using a team buddy system to support new hires, provide mentorship and individualistic programme support. IBERDROLA encouraged more women to enter the electrical sector by using a two-pronged approach of providing professional training for women and providing a volunteering programme to support trainees through the programme and prepare them for the workforce as an electrician.

While much of the evidence from the literature document the benefits of developing inclusive leadership programmes and details the results achieved from the different initiatives such as training (Georgiadou, 2021), mentoring (Johns et al., 2019), sponsorship (HBR 2020)) and facilitated conversations, yet there is very few evidence of measuring the impact of such programmes.

Recommendations

Drawing from the case studies and literature review on inclusive leadership and developing inclusive culture in organisations, some recommended practices have been used successfully in many global organisations.

- Provide a platform for people to speak up: for example, do use of employee voice survey, ensure that marginalised groups have a voice and a platform.

- Get culture calibrated to inclusivity: achieving inclusivity will help to attract and retain diverse talent. This can be done by raising awareness of unconscious bias contextualised, such as mitigating bias via effective interviewing and promotional processes and appraisals.

- Adopt a systemic approach to inclusion and diversity: To avoid staff disengagement and distress, focus on creating a clear diversity strategy with milestones in place to achieve more excellent representation at all levels of the organisation (For example, start with leadership and critical roles, what proportion

of female or LGBTQi+ leaders will you aim to represent in your business, and within what timeframe? How will leaders empower, upskill, and support employees to reach their targets?

- Encourage flexible working conversations: Consider adopting the default organisational policy of advertising jobs that accommodate flexible working to increase applications from working parents, especially working mothers, and those caring for elderly family members.

- Allyship should be at the forefront of all initiatives: Allies and advocates should be prepared to take consistent and meaningful actions to ensure their organisations are safe and inclusive for all kinds of people. Organisations need to set up allyship programmes and ensure that effective allies are available around all business areas, from HR to senior leadership.

- Increased role model visibility: Senior leaders acting as allies and champions for different marginalised groups and employee resource groups in the organisation should be encouraged

- Access to upskilling and mentorship: Specialised training and mentorship programmes with a clear path to promotion need to be in place for individuals from under-represented and disadvantaged groups. This effort will help retain employees and change the makeup at the top of the organisation.

Table 4 Inclusive Behaviours

For Everyone	For Leaders
(Behaviours that everyone can exhibit to foster inclusion for themselves and others)	(Behaviours that leaders, especially those in positions of authority, can demonstrate, in addition to those for everyone, to foster inclusion)
Acknowledge, connect, and engage with others. Greet them (in culturally appropriate ways). Get to know them.	**Hold yourself and others accountable for creating an inclusive culture.** Use your power and position to challenge inequities at the individual, group, and system levels. Create safety for self and others. Question traditional assumptions regarding what performance and performers look like.
Listen deeply and carefully, as an ally, not a critic. Check for understanding. Develop and use cultural understanding.	**Invite engagement and dialogue.** Take the time for authentic conversation. Then, acknowledge and learn from mistakes. Finally, explicitly consider and ask who else needs to be included – continually ask who is missing.
Engage a broad range of perspectives. Invite new voices. Provide space for dissent. Have the courage to say what needs to be said. Check whether people feel included.	**Model bringing one's whole self to work and give permission for and encourage others to do so.** Show up authentically. Be vulnerable. Honour the full range of who people are. Be intentional about where you show up and where you are visible.
Openly share information; seek clarity and openness. Share your intent and process.	**Foster transparent decision-making.** Make it safe for others to express different perspectives. Model not having all the answers. Share data and information to the fullest extent possible.

Be curious. Learn how other people and groups may see and experience the world differently than you and your groups. Then, identify and share your assumptions.	**Understand and engage with resistance.** Engage many people in your efforts, especially those who have different views or ideas. Fully hear and respond to people's concerns and ideas. Have a goal of creating the best possible option rather than influencing others to agree.
Become comfortable with discomfort. Find and use your voice (even if different from others). Use discomfort as an opportunity for learning. Openly address disagreements – engage differences.	**Understand and talk about how inclusion connects to the mission and vision.** Paint the big picture. Consistently explain why and how inclusion matters. Recognise your critical role in linking the effort to individuals.
Increase your self-awareness. Understand your biases, assumptions, cultural background, and areas of privilege. Be aware of how your verbal and nonverbal behaviour communicates to others. Recognise that all of us have complex identities; learn more about yours.	
Be willing to learn and be influenced by others. Ask others about what they know, think, and feel, especially when their perspective may be different from yours. Remain humble and flexible.	
Be respectful and demonstrate fairness. Speak up when others are excluded. Be aware of your impact, not just your intent.	
Foster interdependence and teamwork. Move from an "I" to a "we" mindset. Recognise whom you rely on to achieve tasks and who relies on you. Invite active participation of all team members.	

Adapted from: Ferman et al.(2009)

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