

Inclusive Leadership... driving performance through diversity!



Sponsored by:

Acknowledgement

enei, the Research Report Sponsors, and supporting organisations would like to thank the Research team, led by Gloria Moss including Ceri Sims, Ian Dodds and Alan David, working under the aegis of Buckinghamshire New University.

Gloria Moss PhD, FCIPD, Professor of Management and Marketing at Buckinghamshire New University, provided both overall direction and detailed inputs to the theoretical, empirical and analytical aspects of the research and to writing the final report. She combines a background as an L&D Manager in Eurotunnel and Courtaulds with research producing seventy journal articles/conference papers and books - *Gender, Design and Marketing* (2009), Gower; *Profiting from Diversity* (2010) and *Lessons on Profiting from Diversity* (2012), both Palgrave Macmillan; *Why men like straight lines and women like polka dots* (2014). Her consultancy/research focuses on the impact of nationality, gender, and personality on leadership, teamwork, design and marketing and she is a regular contributor to *Management Today*, *HR Magazine* and *Personnel Today*.

Ceri Sims, PhD, PGCertHE, CPsychol. Senior Lecturer in Psychology at Buckinghamshire New University, was largely responsible for major developments of the survey and assessment scales, the operational management of the survey, statistical analyses and initial presentation/report of survey findings. Ceri is chartered by the British Psychological Society and is on their register of Coaching Psychologists. She was a research scientist for the Medical Research Council and has taught and researched at Durham, Newcastle, London and Middlesex universities. Her publications, mostly in peer-reviewed journals, range from developmental disorders in children to coaching students to overcome procrastination to multicultural perceptions of wellbeing. Her specialist areas for lecturing are Occupational Psychology, Personality and Individual Differences, Developmental Psychology, Coaching Psychology and Research Methods.

Dr Ian Dodds, CEO of Ian Dodds Consulting, advised on contextual aspects of the topic and also undertook the majority of the interviews. Ian specialises in equality, diversity and inclusion management, engagement, leadership, organisation and people development and behavioural change to enable his clients to reap the performance benefits from building high performance, engaging and inclusive cultures. Before becoming a consultant, Ian was Group Head of Organisation and People Development for ICI, then the largest chemicals company in the world, and a member of its Fine Chemicals Manufacturing Board. He is: a qualified coach and counsellor; an elected, faculty member of the NTL Institute of Applied Behavioural Science; a member of the Guru Steering Group of the Engage for Success Movement.

Alan David, currently Visiting Lecturer in Strategic Management at the University of Westminster, advised on the intersection between leadership and strategy. He worked at Courtaulds in the head office Strategic Planning team and, following an MBA, attended the Advanced Management Programme International (AMP), run by faculty at Harvard Business School. His main teaching interests relate to Corporate Strategy, Systems Dynamics and Strategic Modelling. His research interests focus on how systems thinking interventions impact on organisational learning and how a range of interventions, from Soft Systems' approaches and Scenario Thinking, enrich management thinking about strategy. He has delivered workshops on Scenario Planning to the Banking and Airlines sector in Lagos Nigeria working with colleagues from the University of Westminster.

This research, commissioned by the Employers Network for Equality & Inclusion (enei), has been sponsored by CIPD, Santander, EY and Affinity Sutton.

It looks at organisations' understanding of Inclusive Leadership (IL), the perception of its practice in the eleven organisations taking part in the research and links between the perception of IL and self-ratings on performance, productivity, satisfaction and well-being.

March 2016

Contents

1	Executive Summary	4
1.1	Background	4
1.2	Methodology	5
1.3	Key Findings	6
1.3.1	IL Model and Competencies	6
1.3.2	Inclusive Leadership and Outputs	7
1.3.3	Organisational and Individual Benefits of Inclusive Leadership	7
1.3.4	Inclusive Leadership Definition	8
1.3.5	The Influence of the Top Person	8
1.3.6	Strategic Context	8
1.3.7	Impact of Individual Variables	9
1.4	Key Recommendations	9
2	Introduction to Inclusive Leadership and the enei Research	10
2.1	Background	10
2.2	Factors prompting a shift to Inclusive Leadership	10
2.2.1	Employee Diversity	11
2.2.2	Societal, organisational and individual values	12
2.2.3	New form of leadership	12
2.3	The concepts underpinning both the survey and interviews	13
2.3.1	Inclusive Leadership	13
2.3.2	Factors influencing leadership style	15
3	Methodology	20
4	Results	21
4.1	Survey Results including Key Findings	21
4.1.1	Summary of Survey Results	21
4.1.2	Perceptions as to the strength of Inclusive Leadership in organisations	23
4.1.3	Differences in perceptions of IL	25
4.1.4	Perceptions of Productivity, Engagement and Satisfaction and how these relate to the perceived strength of IL in an organisation	26
4.2	Interview Results including Key Findings	28
4.3	Competency Framework	38
4.4	The Self-Assessment Tool	38
5	Case Studies	38
5.1	Affinity Sutton	39
5.2	EY	41
5.3	PageGroup	43
5.4	Sodexo	45
	Appendix A - Literature Review	47
	Appendix B - Survey Results	57
	Appendix C - Selection of Competencies for (i) the Competency Statements and (ii) Self-Assessment Tool	65
	Appendix D - Detailed Interview Responses	69
	References	90

Executive Summary

The research commissioned by the Employers Network for Equality & Inclusion (enei) and sponsored by the CIPD, Santander, EY and Affinity Sutton, looks at organisations' understanding of Inclusive Leadership, the perception of its practice in the 11 participating organisations and links between the perception of Inclusive Leadership and self-ratings on performance, productivity, satisfaction and well-being.

The research also revisits the academic literature on the context to participative leadership, whether in terms of individual, team or strategic factors to see whether this literature is still valid or needs further refinement.

Background

Leadership in organisations matters. According to Ken Blanchard, Visiting Professor at Cornell University, leaders have a major role in setting the vision to move toward the organisation's goals, and then creating a motivating environment for people so those goals can be reached. Excellent leaders can turn a good organisation into a great one, and poor leaders can, in his view, 'send a great organisation downhill'.¹

For a long time, Command and Control leadership has dominated organisations but a change in thinking is forcing a rethink as to the optimal style in a changing and increasingly diverse world. This prompted the Employers Network for Equality & Inclusion (enei) to undertake a study into the prevalence of Inclusive Leadership (IL) and its perceived effects in enei member organisations, aiming to produce valid and reliable responses from a newly-created survey and interviews across all levels of the organisation. The research would, at the same time, seek to establish whether IL was strongly correlated with particular organisational strategies.

Broadly, two sets of factors underpin the increased focus on Inclusive Leadership. These are a steady increase in employee diversity on the one hand and changing societal, organisational and individual values on the other. In terms of organisational values, the imperatives of greater innovation, productivity and employee engagement have served to prioritise a shift from Command and Control leadership with increased competition in the market being a major factor fueling these changes in values.

It is this wide range of factors that has inspired discontent with the heroic model of leadership and a call for something different. When taken together with the concept of Inclusion (defined as "a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best" (Miller and Katz, 2002)) and an increased need for organisations to respond to faster moving and more turbulent environments, IL becomes a potentially powerful concept. One of the questions explored by the new research is the shape of this new form of leadership and how it may differ from other models.

There is a view that sees Inclusive Leadership as a tool, not only to enhance diversity but also to increase business and individual performance. With a scope this wide, the impact and subsequent business case for IL is significant, since it has the potential to improve performance and innovation, create competitive edge, attract and retain talented people with diversity of thought and create an inclusive culture.

The search for a clear definition is important because, although the concept of IL has been active for a few years, it is not yet clearly defined. This may be linked to the fact that previous research on IL has cherry-picked underlying constructs and has not justified them in terms of well-established leadership models. This naturally reduces the reliability and validity of this earlier work, a problem addressed in the new research reported here.

¹ Blanchard 2011

In order to correct this fundamental deficiency, a decision was made to underpin the new research with two well-established and well-regarded models of leadership that seemed to fit well with the concept of IL. The two models are 'Transformational' (Tf) and 'Servant' Leadership (SL), widely respected models that appeared prima facie to have a good match with many of the concepts used, piecemeal, in earlier studies of IL. The decision to underpin the IL research questions with these two models of leadership conjointly, a methodology not used in previous empirical studies of IL, brings the guarantee of greater robustness than previously achieved.

The enei research took this combination of Tf and SL styles as its starting point in order to establish whether either or both the Servant and Transformational models were compatible with an IL approach.

A further aim was to develop an understanding of whether particular business strategies prevailed in organisations with IL. This covers new ground since previous studies had not considered the strategic context in relation to IL. One recent study², for example, looked at the leadership contexts for explore and exploit business strategies, an 'explore' strategy being based on the exploration of fresh products, services and markets and an 'exploit' strategy focusing on existing ones. The study's conclusions did refer to leadership styles that appeared to be similar to IL but further research was needed to reliably establish the connection with IL.

As a consequence of these aims, the objectives of the enei research were to establish:

- 1. A robust model and definition of IL**
- 2. The extent to which IL is perceived to be prevalent in organisations**
- 3. The perceived impacts of Inclusive Leadership**

The extent to which diverse people are valued and the presence of IL affects self-perceptions of productivity, satisfaction and engagement

- 4. The individual, situational and strategic context for IL**

The extent to which an organisation's strategy and ways of working impact IL and the associated influence

Methodology

A two-part survey was conducted, measuring:

1. The perceptions of IL in the organisation and
2. Self-perceptions of performance, motivation and well-being

The survey was followed by a series of interviews with participants.

- 966 first line supervisors and non-management members of staff completed the survey from 10 of the participating organisations
- 61 interviews (with standardised questions dependent on role) were completed from all 11 of the participating organisations

It should be noted that positive outcomes of IL were explored both by the survey and by the interviews while contextual factors that might influence the presence or absence of IL were only examined in the interviews.

²Hakonsson, 2012 based on March 1991

In addition to employees and managers from Affinity Sutton, CIPD, Santander and EY, seven other enei member organisations also took part in the study:

- Nationwide (participation in interviews only)
- NHS
- Network Rail
- Pitney Bowes
- PageGroup
- Pearson and
- Sodexo

Key Findings

1.3.1 IL Model and Competencies



FINDING 1:

A new model of Inclusive Leadership has emerged, supported by fifteen distinct competencies

The study showed that Inclusive Leaders have 15 core competencies, which are not seen together in the existing Inclusive Leadership models. These are:

1. **Individualised Consideration** - showing individual interest and offering one-to-one support for people
2. **Idealised Influence** - providing an appealing vision that inspires others
3. **Inspirational Motivation** - encouraging others to develop ideas and to be challenging
4. **Intellectual Stimulation** - encouraging creative thinking
5. **Unqualified Acceptance** - showing acceptance of everyone without bias
6. **Empathy** - being able to appreciate the perspective of others and endeavouring to understand how others feel
7. **Listening** - truly listening to the opinions of others
8. **Persuasion** - having an influence on people's actions without force or coercion
9. **Confidence Building** - providing positive feedback to boost people's self-efficacy
10. **Growth** - providing opportunities for all employees to realise potential, make autonomous and unique contributions and progress with the organisation
11. **Foresight** - being able to consider the views of others about possible outcomes
12. **Conceptualisation** - being able to focus on how employees contribute to long-term objectives
13. **Awareness** - having self-awareness of how preconceived views can influence behaviour towards others
14. **Stewardship** - showing a commitment to leading by serving others for the good of everyone rather than for self-gain
15. **Healing** - showing a respect for the wellbeing of all employees

The research concluded that IL depends on all 15 competencies being present as they are all equally important in their own right.

The coherence of the ratings suggests that the behaviours and skills required for IL are likely to co-exist in the same leaders since these leaders are likely to have a holistic approach to leadership, deeply rooted in the desire to lead through forming strong interpersonal relations with people.

It should be noted that links and differences with Servant and Transformational Leadership styles are reviewed in the body of the report.

1.3.2 Inclusive Leadership and Outputs



FINDING 2:

People working with Inclusive Leaders are more productive, satisfied and engaged than those working with non-inclusive leaders

The correlation in the survey between the degree of IL and self-ratings of performance, satisfaction and engagement was very high at 0.89 as well as statistically significant. This shows that there is a very strong relationship between the perceived presence of IL in an organisation and employee self-motivation and performance.

Organisations whose employees perceive high levels of IL are more likely to regard their leaders as having a positive influence on their productivity, satisfaction and engagement.

There were significant differences between the survey scores of the participating organisations. Those showing the highest ratings of self-performance also showed the highest rating for IL, demonstrating a clear link between perceived IL-levels and performance. This shows that when perceptions of IL increase, perceptions of motivation, satisfaction and engagement increase as well.

N.B. In statistical terms, any correlation higher than 0.5 would be considered a good relationship and one approaching 0.9 is very high being just short of 1.00, which would indicate an invariable link between two things.

1.3.3 Organisational and Individual Benefits of Inclusive Leadership



FINDING 3:

People at all levels believe that IL results in many positive outcomes for the organisation and the individual

This shows that not only is IL associated with positive outcomes but it is also acknowledged by and visible to individuals at all levels of the organisation.

The specific benefits are:

- Enhanced performance and productivity
- Enhanced loyalty
- The advance of under-represented groups
- Enhanced creativity
- Better services to clients, customers and service users
- Better teamwork
- Motivation to go the extra mile
- Higher retention
- Diverse talent pool

1.3.4 Inclusive Leadership Definition



FINDING 4:

A robust definition of IL:

Leaders who are aware of their own biases and preferences, actively seek out and consider different views and perspectives to inform better decision-making. They see diverse talent as a source of competitive advantage and inspire diverse people to drive organisational and individual performance towards a shared vision.

The creation of a new Leadership model, which increases performance, clearly requires a new definition. The competencies underpinning the survey and interview feedback have been used to create this definition.

A more detailed explanation would be:

An Inclusive Leader: is a role model exemplar of inclusive behaviour; listens to and seeks out the views of diverse people and takes account of these views, without bias, in the decisions they make; appreciates that a diverse group of people will generate more creative solutions to problems and encourages this; inspires people through a shared vision of future success and motivates them to deliver it; leverages difference for high performance and provides responsive excellence to customers', clients' and service users' needs; provides positive feedback to boost people's self-efficacy; puts effort into helping diverse people identify their talents and develop them for performance now and future advancement; communicates authentically and honestly in a way that inspires trust, loyalty and well-being.

1.3.5 The Influence of the Top Person



FINDING 5:

IL must be role modelled from the top to have the greatest impact

A very high proportion of managers perceive that the top person's behaviours and attitudes have a very strong influence on the behaviours of those working in the same organisation. Therefore, behaviour and attitudes of the top person are extremely important to drive performance.

1.3.6 Strategic Context



FINDING 6:

Having an organisational strategy based on 'explore' rather than 'exploit' factors will help in the achievement of IL

Organisations with the highest levels of perceived IL have a tendency to place a higher priority on the 'explore' aspects of organisational strategy (i.e. developing new products, services and markets) than on the 'exploit' aspects of strategy (i.e. focusing on the control of costs and procedures). The reverse is the case for organisations perceived as having the lowest levels of IL.

1.3.7 Impact of Individual Variables



FINDING 7:

Some groups (BME employees, those with over five years' service and disabled respondents) produce lower ratings of overall Inclusive Leadership than other participants.

There are no differences in overall survey ratings for the presence or absence of IL by gender, sexuality, religion, caring responsibilities (excluding non-childcare) or educational achievement

The finding that some groups of employees have higher ratings of overall IL compared to other groups suggests that employees perceive Inclusive Leadership differently.

Further research is needed to understand the root of these differences, but it may suggest that IL behaviours are embedded in corporate policies and communications but are undermined over time, as employees witness non-inclusive behaviours. This suggests the need for organisations to explore the reasons for the difference and address any barriers.

It should be noted that there is a very strong positive relationship between ratings of IL and perceived outputs amongst BME employees and those over 34. This shows that IL, when perceived by minority groups, can lead to enhanced self-perceptions of performance, satisfaction and engagement, which provides an opportunity that organisations should not ignore.

Key Recommendations

Organisations must act to develop Inclusive Leadership styles and cultures to improve performance.

enei recommend 3 key actions to ensure organisations benefit from employees who are more productive, satisfied and engaged:

1. Review recruitment and promotion criteria to ensure IL competencies are included.

Recruit, promote and retain inclusive leaders that demonstrate the 15 IL competencies to inspire and engage their teams.

2. Review management development and reward programmes to ensure IL behaviours are promoted and rewarded.

Encourage IL through all training and development programmes, building reward schemes that reinforce positive IL behaviours and expectations.

3. Monitor attitudes and culture of IL.

Identify groups of people with lower perceptions of IL, identify barriers to inclusion and take appropriate action to ensure the organisation is getting the best out of all its talent.

Note from enei

The findings of this research have confirmed our belief that IL has and will continue to have a key role to play in the success of an organisation. Implementing the recommendations will ensure organisations are maximising the contribution of their inspired and talented people.

Introduction to Inclusive Leadership and the enei Research

2.1 Background

Leadership in organisations matters. According to Ken Blanchard, Visiting Professor at Cornell University, leaders have a major role in setting the vision to move toward the organisation's goals, and then creating a motivating environment for people so those goals can be reached. Excellent leaders can turn a good organisation into a great one, and poor leaders can, in his view, 'send a great organisation downhill' (Blanchard, 2011).

For a long time, Command and Control leadership has dominated organisations but a number of factors in a changing and increasingly diverse world are forcing a rethink in organisations. Reflecting this mood, the Employers Network for Equality & Inclusion (enei) has undertaken research into the prevalence of Inclusive Leadership (IL) and its perceived effects in enei member organisations. The research, using a survey and interviews, would also establish whether IL was strongly correlated with particular organisational strategies and led to the development of a self-assessment instrument and set of competencies. The fact that much of the previous research on IL was not rooted in tried and tested constructs, something the new research would correct, made this pressing.

The research, project work and report was produced by a team led by Professor Gloria Moss of Bucks Business School at Buckinghamshire New University with team members including Dr Ceri Sims (chartered psychologist), Dr Ian Dodds (D&I expert) and Alan David (strategy expert). They undertook a literature review (an extended version of the summary in Appendix A is available on request), a survey, interviews, competency statements and a self-assessment IL tool. Participating organisations consisted of the four sponsoring organisations (the CIPD, EY, Santander and Affinity Sutton) as well as Network Rail, the NHS, Page Personnel, Pearson, Pitney Bowes and Sodexo.

This report that follows is divided into eleven sections:

- Factors prompting a shift to Inclusive Leadership (IL)
- Theoretical underpinnings to the research's study of IL
- Facilitating factors
- The methodology
- Results from the survey and interviews
- Case Studies
- Competency framework
- Self-assessment tool
- Conclusions
- Appendices (including a literature review)
- References

2.2. Factors prompting a shift to Inclusive Leadership

Broadly, two sets of factors underpin the increased focus on IL . One is a steady increase in employee diversity and the other is changing societal, organisational and individual values. We will look at each of these in turn.

2.2.1 Employee Diversity

Diversity within an organisation calls for leadership that can bring subgroups together into a collective. The subgroups can consist of any of the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation), cognitive diversity (diversity of thought) or a combination of these. Increasing focus is in fact being placed on the overlap or 'intersectionality' of these variables (Kelly and Smith, 2014) on the basis that people possess multiple identities and cultures that emphasise conformity may encourage 'covering' identities, something that may assist promotability (Yoshino and Smith, 2013) at the expense of feeling engaged to the point of remaining with the organisation (Kelly and Smith, 2014).

Research on intersectionality is still in its infancy so reference will be made in this report to single threaded diversity strands. With that in mind and within the constraints of the current research, we explore below the evidence on a selection of variables (nationality, age and gender) rather than on all of the protected characteristics.

(a) Nationality

As world cultures become more interconnected, national diversity will be ever more evident in organisations. This is an important factor to consider when considering the scope for introducing IL to organisations since research highlights extreme variations between nationalities in terms of comfort levels with low Power Distance, a low power gap between those yielding and being at the receiving ends of and a prerequisite, probably, for IL. Typically, Anglo-Saxon cultures are lower in Power Distance than many Asian, South American or Mediterranean countries and it may be easier to deliver IL in the former than the latter.

(b) Age

Members of the millennial generation (born 1980-1995), now 35% of the UK workforce, are more likely than earlier generations to view cognitive diversity as essential for an inclusive culture that supports engagement, empowerment, and authenticity. They also value inclusion not as an abstract ideal but as a critical tool that enables business competitiveness and growth (Smith, 2015). It is perhaps the gap between their concern to see diversity take root and the reality of many organisations that accounts for the lesser satisfaction they are said to experience in the workplace as compared with older generations, also being less tolerant of an autocratic approach to leadership (Deloitte millennial survey, 2015). They are also said to place a higher priority than older generations on being valued for the multiplicity of their identities —*their whole self*— rather than conventional delineations based on group memberships (Goux 2012). The attitudes of the millennial generation described here prioritises an approach to inclusion that is focused on intersectionality between diversity characteristics.

(c) Gender

Men constitute 70% of managers and leaders in organisations in 55% of 128 countries (ILO 2015) and enhancing gender Inclusive Leadership is likely to produce greater gender parity (Kelan, 2015). One vector is Transformational leadership which is credited with enhancing gender-sensitive micro practices (*ibid*, p.13 and 19) as well as offering a leadership style that women may be more comfortable exercising than men (Moss and Daunton, 2006; Moss et al, 2010; Moss, 2014; Moss, 2015).

2.2.2 Societal, Organisational and Individual Values

In terms of *societal* values, Porter predicts that short-term capitalism will give way to long-term shared stakeholder value capitalism (Porter and Kramer, 2011) and it is thought that organisational environments will face greater volatility, uncertainty, complexity and ambiguity (VUCA) in the environments they face (Wolf, 2007). These two shifts in societal values are likely to prioritise Inclusive Leadership over a Command and Control style, assuming of course that other factors, including situational factors, do not stand in the way (Martin, Liao and Campbell, 2013).

In terms of *organisational* values, the twin imperatives of greater innovation and greater employee engagement have prioritised a move away from Command and Control leadership. The ability to manage a diverse team is seen as fundamental to achieving innovation according to one commentator (Philips, 2014) who writes of a:

realisation from decades of research from organisational scientists, psychologists, sociologists, economists, and demographers that if you want to build teams capable of innovating, you need diversity. Diversity enhances creativity. It encourages the search for novel information and perspectives, leading to better decision-making and problem solving. Diversity can improve the bottom line of companies and lead to unfettered discoveries. Even simply being exposed to diversity can change the way you think (see <http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>).

In terms of employee engagement, one commentator, Professor Beverly Alimo-Metcalfe (2010), writes of an increasing awareness of the role that employee engagement can play in increasing customer satisfaction, productivity and profitability as well as in reducing staff turnover (Sirota Survey Intelligence, 2006). In terms of benefits for individuals, these include increased well-being and health, higher self-efficacy, commitment, increased self-esteem, job satisfaction and fulfilment, and reduced work-related stress (Alimo-Metcalfe and Alimo-Metcalfe, 2007).

Bringing these two points together, Opportunity Now (2014) writes of the need for a new style of leadership that is 'adaptable' (p.5), that uses flatter, less hierarchical structures to develop the knowledge economy and that is able to respond in an agile way to emerging markets, digital-inspired cultural change and downturns in the economy (*ibid*, p.5).

It is this wide range of factors that have inspired discontent with the Command and Control model of leadership and a call for a new style of leadership that offers greater inclusion. With inclusion defined as: "a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best" (Miller and Katz, 2002) one has a potentially powerful concept. What does this new form of leadership look like?

2.2.3 New form of leadership

The new form of leadership is 'Inclusive Leadership'. The term 'leadership' is defined by Kotter (2001), Konosuke Matsushita Professor of Leadership, Emeritus, at the Harvard Business School, as an activity focused, unlike management, on setting a vision, motivating and inspiring people (1990, p.104):

Keeping people moving in the right direction, despite major obstacles to change, by appealing to basic but often untapped human needs, values and emotions

The 'inclusive' part of leadership has been variously defined, with no single definition as yet widely adopted. In fact, recent research (Nitu and Atewologun, 2015) has shown that only 12% of articles on Inclusive Leadership (IL) refer to a theoretically established form of leadership, with leader-member exchange and transformational leadership being the most frequently cited theories/models in this small subset of papers. Moreover, 29% of studies evaluated were rated as 'poor' quality,

presenting only descriptive findings and a minimal audit trail for qualitative studies or surveys of perceptions and/or frequency data.

The shortage of good quality work is concerning. The small proportion of studies that refer to a theoretically established form of leadership, for example, is concerning since it produces a tendency to conduct empirical work in a theoretical vacuum. Readers interested in reading content summaries of the main studies from the academic and grey (i.e. non-academic) literatures are invited to read the full literature review in Appendix A (pp.47-56) from which you will see that there are two well-established models of leadership that, between them, appear to map competences alluded to in piecemeal fashion in the academic (Hollander *et al*, 2008; Metcalfe, 2010) and practitioner (Catalyst, 2014; Deloitte, 2012; Opportunity Now, 2014) literatures on IL. The two leadership models are 'Transformational' (Tf) and 'Servant Leadership' (SL) and it is strange that empirical research on IL has not, hitherto, used these as umbrella models. It is only in a theoretical discussion of IL (Echols, 2009) that we find them referred to since empirical work on IL has cherry-picked the underlying constructs and not justified them in relation to well-established models of leadership. This of course reduces the reliability and validity of this work, a problem addressed in the enei research reported here.

The firmer foundations of enei's new research are rooted in:

- IL survey questions that map closely to Transformational (Tf) and Servant (SL) competencies
- IL survey questions on outcomes that are based on earlier research findings regarding outcomes of IL
- The fact that interviews with people at all levels in 11 organisations provided an independent view as to the meaning of IL, with a subsequent comparison of these and Tf and SL constructs mapping closely. Mapping of IL outcomes against those presupposed from previous research could also take place

In the following section, we provide a brief overview of the literatures on Transformational and Servant leadership, concepts that underpin the new enei survey, and also look briefly at the literature on the individual, contextual and strategic factors that have hitherto been thought to facilitate the establishment of participative leadership, a form of leadership that, in its emphasis on involving people, can be said to be allied to the newer concept of IL.

Having then briefly reviewed the earlier literature, we will then report on the findings of the new enei research, noting how this compares with earlier findings.

2.3 The concepts underpinning both the Survey and Interviews

There are six primary concepts underpinning the survey and the interview questions, with two relating to IL, one to outcomes credited by earlier research and three to contextual factors that may facilitate the presence or absence of IL. Short summaries of these are provided here but more details can be found in the literature review to be found in Appendix A (pp.47-56).

2.3.1 Inclusive Leadership

As mentioned earlier, two well-respected models of leadership were selected as those against which interview respondents' views on IL would be benchmarked, and those against which outputs would be measured. The two concepts were (i) Transformational and (ii) Servant Leadership, well-respected models that have, conjointly been the object of *theoretical* discussion in relation to IL (Echols, 2009) but, where *empirical* research is concerned (Van Dierendonck *et al*, 2013), not related back to the concept of IL.

Transformational Leadership involves four dimensions (Bass, 1985) with the associated competencies described, there being:

- **Individualised Consideration**
Showing individual interest and offering one-to-one support for followers
- **Idealised Influence**
Having admirable qualities that followers want to identify with
- **Inspirational Motivation**
Providing an appealing vision that inspires followers
- **Intellectual Stimulation**
Encouraging followers to develop their ideas and to be challenging

Servant Leadership as initially conceptualised (Greenleaf, 1970, 1977) and extended by organisational theorists in recent years (Spears, 1995; Russell and Stone, 2002) is based on the principle that leaders are first and foremost 'servants' of their followers. Based on Greenleaf's original formulation and emphasis, we identified eleven dimensions of a servant leader and their associated competencies:

- **Unqualified acceptance**
Being inclusive in considering followers that involves being non-judgmental and accepting each follower as a unique individual
- **Empathy**
Putting oneself mentally and emotionally into their followers' place in order to more fully understand their experiences and perspectives
- **Listening**
Actively listening to followers, that involves not only listening to the content but also the underlying meaning and emotional significance behind followers' views and opinions
- **Persuasion**
Being able to influence followers by showing them the benevolent merits of the direction that they are being led in rather than through formal authority or force
- **Confidence building**
Providing followers with opportunities and recognition so that they see themselves as valuable contributors to the team and organisation
- **Growth**
Encouraging followers to reach their full potential by providing opportunities for them to make autonomous and unique contributions and to emulate servant leadership behaviours
- **Foresight**
Having the ability to see events and anticipating where they might lead, and being sensitive to warnings of potential negative events ahead of time (foreseeing the unforeseeable)
- **Conceptualisation**
Having a vision about possibilities and articulating that vision to followers (knowing the unknowable)
- **Awareness**
Being fully open and aware of environmental cues in the face of challenges; being mindful and insightful rather than allowing stress to interfere with clarity of thinking
- **Stewardship**
Articulating the belief that the organisation's legacy is to contribute in a purposeful way to society
- **Healing**
Helping followers cope with any burdens or personal troubles in their lives

The literature review in Appendix A describes the previous studies on IL and it is unfortunate that these earlier studies cherry-picked concepts without providing well-validated models to underpin their selection. In order to correct this fundamental deficiency, a decision was made to underpin this new research with two well-established and well-regarded models of leadership that seemed to fit well with the concept of IL. The two models were 'Transformational' (Tf) and 'Servant Leadership' (SL), widely respected models (see literature review pp.47-56) that appeared *prima facie* to have a good match with many of the concepts used, piecemeal, in earlier studies of Inclusive Leadership (see Table 5 in Appendix A, pp.49-50 for evidence of the theoretical overlap). The decision to use these two models of leadership conjointly to underpin the questions in the enei survey measuring the presence/ absence of Inclusive Leadership (not something done in previous studies) brings the guarantee of greater robustness than achieved in earlier studies.

Retrospectively, the decision to anchor survey questions about IL-ness in organisations on Tf and SL characteristics appears to have been amply justified since the survey yielded strong statistical findings to back this up. Some readers may balk at statistical findings but they are very important in driving a solid understanding of the core components of IL.

In fact, both the survey and interview results supported the conclusion that Inclusive Leadership is linked to 4 Tf and 11 SL competences:

Survey findings

- A Principal Component Analysis³ of the IL survey questions results demonstrated statistically high correlations with the latent construct (see Appendix C, pp.65-68 for details). This, in addition to the findings from the previous literature (for a summary of the relevant literature that clusters around these concepts see Table 5 on pp.49-50) justifies the use of Servant and Transformational Leadership as the main pillars of the leadership questions in the survey'.
- Moreover, a Multiple Regression Analysis⁴ using (i) the IL ratings in the first part of the survey, based on the Tf and SL constructs in the questions and (ii) the self-perceived performance (output) ratings produced by respondents, showed that Servant Leadership (SL) and Transformational (Tf) leadership together account for 80% of the variance in performance, satisfaction and engagement outputs, with SL accounting for 6 % of that variance and Tf accounting for under 1% of that variance. This means that 73% of the variance in the model is accounted for by SL and Tf together. The finding that SL and Tf conjointly produce enhanced outputs over SL and Tf singly echoes recent research (van Dierendonck *et al*, 2013).

Interview findings

- The views of senior and middle managers were sought on the elements constituting 'Inclusive Leadership' and 75% of the competencies prioritised by the 38 managers interviewed across eleven organisations corresponded with Servant Leadership, the remaining 25% corresponding with Transformational Leadership (for details of the % of responses citing particular competencies, see Appendix C, pp.65-68). This finding relates to the relative role of SL and Tf leadership in the definition of IL and the finding of a greater role for SL parallels the greater role played by SL components in producing positive outcomes than Tf elements (see paragraph above).

2.3.2 Factors influencing leadership style

Moving away from definitions of IL and its links to outputs, what factors could be said to influence the extent to which IL may occur? A summary of the main points discussed in the literature are shown below with a more detailed overview to be found in Appendix A.

Broadly, three main factors could be said to influence the likely occurrence of IL:

- *Individual factors*: Gender, Nationality, Sexuality and Disability
- *Contextual factors*: Whether the work environment is 'favourable' or not.
- *Strategic factors*: The extent to which the organisation is following an 'explore' as against an 'exploit' strategy, or both.

Each of these points will be explored in turn.

³ Principle Component Analysis is a data reduction technique that examines ratings on several items with a view to identifying clusters and patterns. In other words, this is a quantitative way of looking for themes and patterns.

⁴ Multiple Regression Analysis is a statistical process for estimating the relationship amongst variables. The regression was conducted to see how much of a variance in the performance ratings could be explained by both Transformational and Servant leadership.

2.3.2.1 Individual factors

Within the constraints of the current research, we explore below the evidence relating to IL and a small selection of variables (gender, nationality, sexuality and disability) since the constraints of this study prevent detailed focus on all of the protected characteristics.

a. Gender

Views on the extent to which gender may or may not influence the establishment of IL vary. Cross-cultural research on Inclusive Leadership by US research organisation Catalyst (Prime and Salib, 2014) concluded that there is no effect for gender since there appears to be a common language of inclusion that holds equally for men and women. On the other hand, a substantial body of research suggests otherwise, citing evidence that women are more likely to lead in a 'transformational' style and men in a 'transactional' style (Sparrow and Rigg, 1993; Alimo-Metcalfe, 1995), mirroring the separate finding that the style most highly rated by men is transactional, command and control leadership (Rosener, 1990, Bass, 1998; Bass & Avolio, 1994; Druskat, 1994) with leadership based on 'bestowing power' and exploiting the good will of staff (Alimo-Metcalfe, 2010).

The evidence that men and women may operate different success criteria where leadership is concerned may, given men's power in the workplace, produce a tendency for work-based leadership skills to be assessed according to male norms of leadership, thereby putting female managers under pressure to adapt to these masculine leadership norms (Kanter, 1977; Alimo-Metcalfe, 2010). Since the male norm, according to this literature, is for Command and Control leadership, this would prejudice the establishment of Inclusive Leadership.

b. Nationality

Where nationality is concerned, a cross-cultural GLOBE study (House *et al.*, 2004) found that cultural contexts affect the ways in which leadership is enacted. For example, variability in the value placed on the ability to express or control one's emotions, being domineering or egalitarian and taking risks or showing caution (Eagly and Chin, 2010) has been noted.

c. Sexuality and Disability

Some of the literature on these variables can be found in the literature review in Appendix A, s.10.2.1 (c) and (d).

2.3.2.2 Contextual Factors

Favourability

A classic study from the late 1950s but still widely regarded (Fiedler, 1994) defined the contextual conditions for participative leadership, a type of leadership which as we have said has elements of IL. One of the conditions he cites relates to the nature of the relations between leader and subordinate, and another to the relative degree of task structure allied with the relative power of the leader (itself a function of the extent to which a leader delegates). Fiedler predicted that favourable conditions for participative leadership would include:

- Moderate relations between leader and subordinate
- Moderate task structure
- Moderate power (i.e. some delegation takes place)

Fiedler's theories have been validated in the past but five interview questions were used to establish the extent to which interviewees' situations matched the above. It was then possible to assess the extent to which, using the survey results, the presence of the above conditions was matched by the perceived presence of Inclusivity in that organisation.

2.3.2.3 Strategic Factors

The extent to which business strategy may or may not provide a favourable context to a particular style of leadership is frequently overlooked in the Human Resources literature. This is unfortunate given the view that a 10% improvement in the alignment of leadership behaviour with strategy produces a 20% improvement in the clarity of direction and consequent commitment of the workforce, leading to a 40% improvement in performance (King and Glowinkowski, 2015). This alleged link between leadership style, business strategy and performance makes it vital to understand the extent to which business strategy may determine leadership style and *vica versa*. The following pages set out some of the thinking on this topic and the interviews carried out allow this thinking to be tested.

The driver behind this? The increasing need for organisations, in both the profit and not for profit sectors, to respond to faster moving and more turbulent environments drives the need for a capability to demonstrate greater strategic 'agility' (Sambamurthy, *et al.* 2003) with this agility permeating several areas: *Marketing agility* – the ability to read quickly and effectively signals from complex (global and multicultural) environments; *Operational agility* - the ability to quickly reconfigure elements of the value chain to respond quickly and effectively to new customers or in the case of not-for-profit sector, beneficiaries; the third type of agility, *Partnering agility*, is the ability to work effectively in partnerships and strategic alliances and be sensitive to cultures and organisational systems and procedures.

The focus of past Strategy studies

Previous studies of business strategy have examined the extent to which particular strategic orientations are aligned with particular leadership styles. One important model is the *explore / exploit* model (March, 1991) that reflects a balance between exploring new alternatives and exploiting existing competences. A further and related model identifies four strategic positions, those of *Defender*, *Prospector*, *Analysers*, and *Reactor* (Miles and Snow, 1978) and this model, one of the most enduring of the last 25 years (Hambrick, 2007), is shown in Table 1 (below), with Figure 1 showing how it relates in practice with the *Explore / Exploit* options:

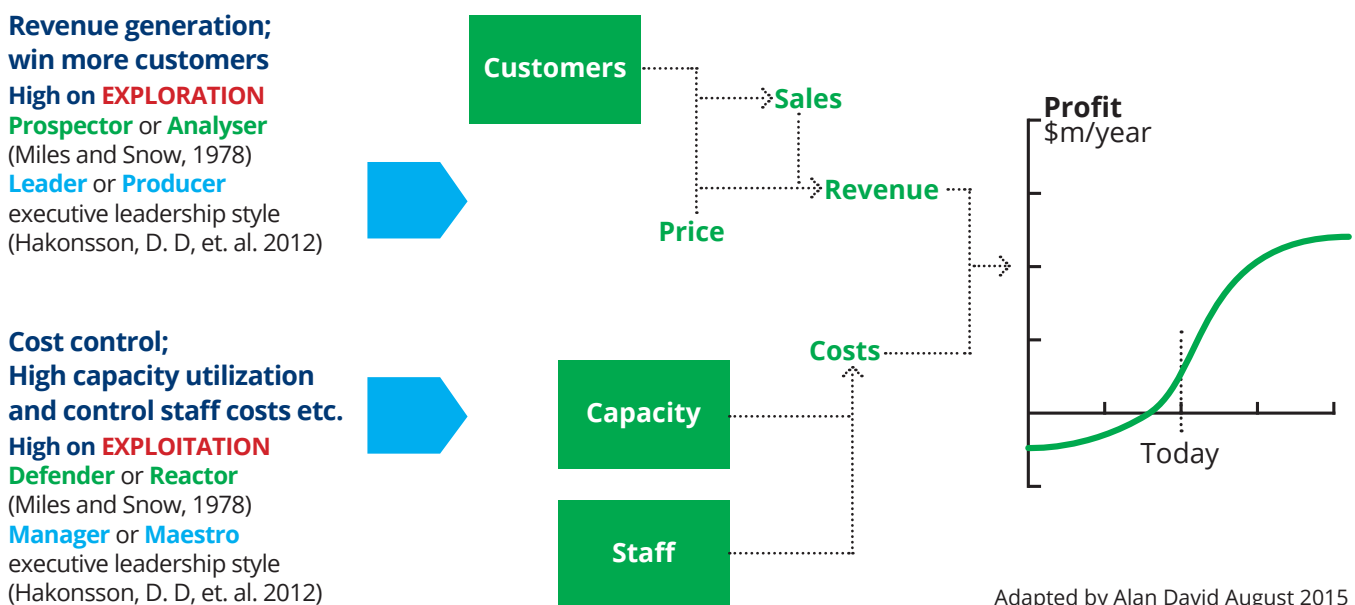


Figure 1 - Strategy: Matching strategy implementation and executive leadership style (Miles and Snow, 1978)

As can be seen from Table 1 below, the 'Defender' mode is one which controls secure and often premium niches, producing little engagement with product market development but plentiful engagement with issues related to operational efficiencies, stability and reliability. The 'Prospector' mode, on the other hand, prioritises engagement with new opportunities and new product-market development while the 'Analyser' mode exhibits characteristics of both 'Defender' and 'Prospector' modes, prospering through greater innovation than in their product-market initiatives than 'Defenders' but exercising more caution than 'Prospectors'. Finally, the 'Reactor' mode is one where a strategic approach is absent, a *modus operandi* that is regarded as dysfunctional.

Strategic approach	High / low on exploitation	High / low on exploration	Strategic orientation
Reactor	Low	Low	No strategy of innovation and information is inward-looking and lacking focus
Defender	High	Low	Emphasises process innovation but not product innovation and collects detailed information
Prospector	High	Low	Aggressive approach to innovation and dealing with broad information
Analyser	High	High	Refines existing products and experiments with new products, using complex information processing

Table 1: Four modes of strategic intervention (Miles and Snow, 1978), adapted by A David from Hakonsson et al (2012)

One strategic orientation that the enei interviews revealed as common in a high proportion of organisations was the 'analyser' mode. As we have seen, this combines 'Defendor' and 'Prospector' strategies so that it is high on *exploitation* and as well as *exploration* (see Table 2 and Figure 2 below), a dual focus that often means juggling multiple and often conflicting goals. There is a growing view that particular styles of leadership are needed to achieve the level of 'ambidexterity' required (Jansen, et al, 2008; Hakonsson et al, 2012), with Hakonsson's research prioritising 'Producer' and 'Leader' styles of leadership, both of which have elements in common with Inclusive Leadership since they both involve employees in decision-making (see Table 2 below for definitions). In terms of strategic context, Hakonsson's model envisages extensive delegation coupled either with high or low uncertainty avoidance depending on whether a 'Producer' or 'Leader' style is adopted respectively, and pre-empting the results of the enei research, it would appear that organisations in which IL is strongly perceived are organisations with lower levels of risk avoidance, thereby placing them in the 'Leader' quadrant in Figure 2. To this extent, Hakonsson's Leader' type may have elements in common with the IL type of leader that emerges from enei's research.

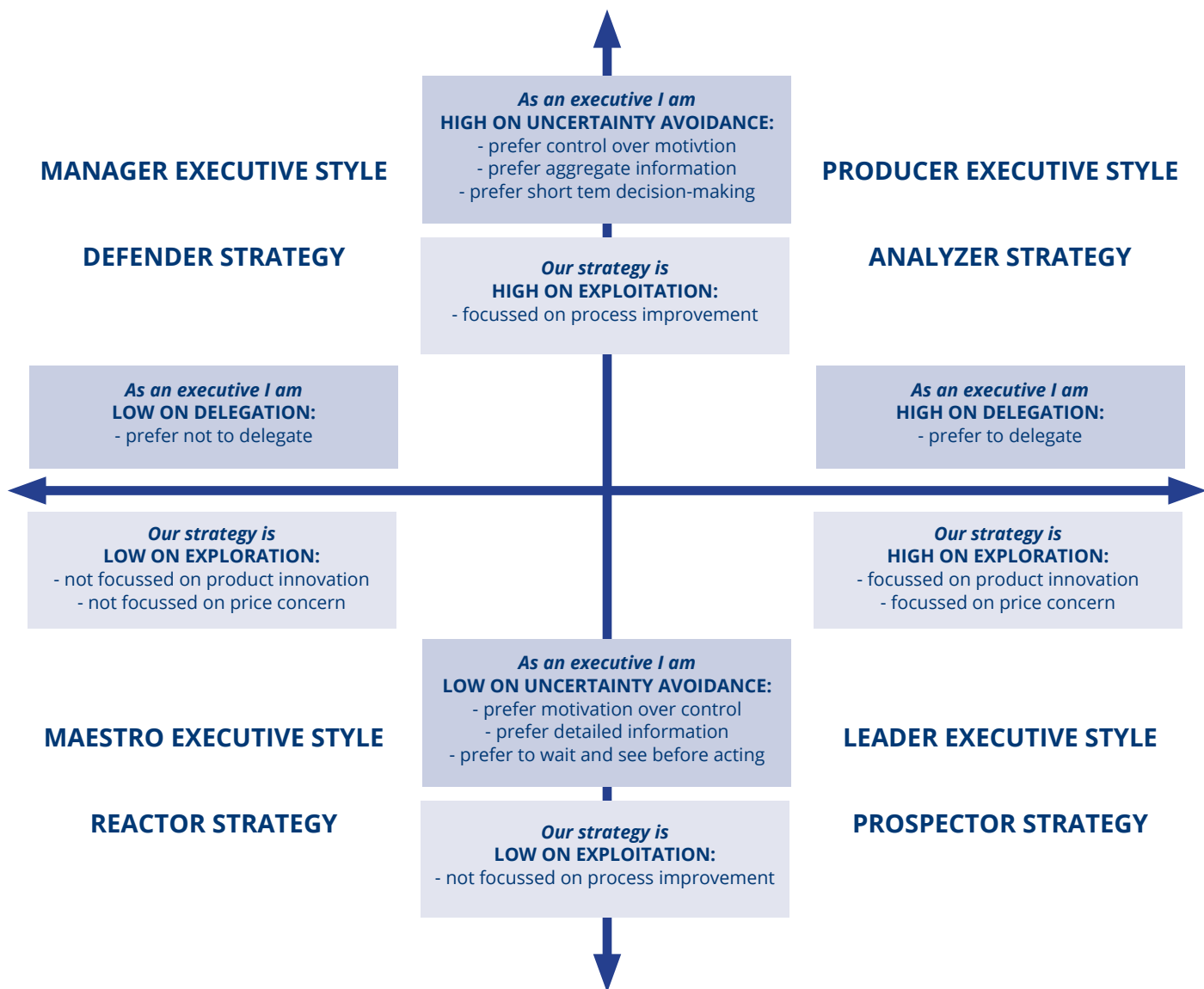


Figure 2: How leadership styles map to the strategic environment (Hakonsson et al, 2012)

Leadership style	High / low on delegation	High / low on uncertainty avoidance	Executive leadership style
Maestro	Low	Low	Involved closely in decision-making which can lead to bottlenecks
Manager	High	Low	Short-term, high-detail focussed managers, emphasising tight control and focus
Leader	High	Low	Future, long-term focus with much decision-making and control passed to subordinates
Producer	High	High	Long-term focus with much decision-making passed to subordinates but control retained by the manager

Table 2: Types of executive style aligning with strategic orientation (Hakonsson et al, 2012)

3. Methodology

The four main objectives of the enei study were to establish:

A robust definition of IL

- An appropriate definition would be established from a comparison of definitions obtained from interviews and the strength of the 15 Tf and SL elements used in the survey

The extent to which IL is perceived in organisations:

- The survey and interviews measured the extent to which respondents perceive IL to be present in their organisations
- The extent to which respondents consider gender and nationality affect capacity to deliver IL (interviews)

The perceived impacts of Inclusive Leadership

The extent to which:

- A diversity of people are perceived to be valued (survey and interviews)
- IL is perceived to affect the diverse talent pool of an organisation (interviews)
- The presence or absence of IL correlate with self-perceptions of productivity, satisfaction and engagement (survey and interviews)
- The attitudes and behaviours of the top person influence the behaviours and attitudes of other people in the organisation (interviews)

The individual, situational and strategic context for IL

The extent to which:

- Power is delegated to individuals (interviews)
- Leader/team relations are favourable (interviews)
- Tasks are structured (interviews)
- Organisations operate an 'explore' or 'exploit' strategy and one of high or low uncertainty avoidance (interviews)

The empirical work was underpinned by Ethics approvals from Buckinghamshire New University and consultation with enei member organisations on the format of survey and interview questions. Key priorities in developing the survey and interview questions were to ensure:

- The reliability, validity and ease of use of the online survey instrument
- Ease of understanding of the survey and interview questions

The survey with 50 questions was directed at non-managers and first line supervisors and measured:

- The perceived presence or absence of IL amongst the generality of leaders in the organisation
- Self-perceptions of productivity, satisfaction and engagement

In subsequent analyses of the 966 responses from ten organisations, relationships between variables and differences between groups were analysed using IBM-SPSS software (namely, the influences of country of operation, gender and age and the presence of elements of Inclusive Leadership and strategy and their impacts on individual social-psychological state). T-tests and Analyses-of-Variance tests were used to compare groups and multiple regressions were used to establish predictive relationships and patterns. In terms of distribution and sampling, the survey was distributed to first-line supervisors and those with no management responsibilities in participating organisations. A total of 966 complete responses were obtained to the survey from 10 organisations with the demographics of respondents shown in Appendix B.

The interviews with 16 questions were conducted on the telephone with 61 non-manager, middle and senior managers in eleven organisations. Questions sought views on the following:

- Definition of IL
- Extent of IL perceived in member organisations
- Impact of IL on a diverse talent pool
- Extent to which gender and nationality affect the ability to deliver IL
- Influence of the behaviour and attitudes of the top person to others in the organisation
- Contextual and strategic elements (delegation, task structure, leader/team relations, explore/exploit strategy and risk aversion)

4. Results

The results from the survey and the interviews are shown below:

4.1 Survey Results including Key Findings

The survey was in two sections, with the first part measuring perceptions of Inclusive Leadership in the organisation and the second part measuring self-perceptions of performance, motivation and well-being. Results on the first are shown in section 4.1.2 below with those relating to self-perceptions of the three output factors of Productivity, Satisfaction and Engagement shown in section 4.1.3 below. The key findings from the two sections of the survey are summarised in Table 3 below:

4.1.1 Summary of Survey Results



Key survey findings:

Demographic factors

- 1. 10 large organisations participated in the questionnaire with 966 complete sets of answers both on the Inclusive Leadership scale (38 questions) and on the 12 questions that are part of the self-performance rating scale. Responses were elicited from those without management responsibilities as well as from those with first line management responsibilities.**
- 2. Of those providing demographic information, 58% of participants were women. Their responses indicated a greater involvement in childcare than the men's responses.**
- 3. Although the largest overall length of time in job was over ten years, more men than women reported being in their job for over ten years. Women were more likely to have no management responsibilities compared to men (F=61.4%, M=56.2%) and men were more likely to manage more than 20 staff compared to women (F=7.9%, M=11.1%).**
- 4. Although the questionnaire was targeted to reach all demographic groups there were clear differences in percentage responses between different groups: Groups with strong responses included those from the 35 -53 years age group, those without caring (or child care) responsibilities outside of work, those with a white ethnic origin, a heterosexual orientation, being Christian (or no religious affiliation), not having a disability, having an Undergraduate degree, having worked for the organisation for over 10 years and having either none at all or little in the way of management responsibilities.**



Key survey findings *continued*:

Survey reliability and IL competencies

5. The Inclusive Leadership scale showed a very high level of internal reliability. The 15 characteristics measured on the IL scale were inter-correlated and the scale is shown to measure a single underlying construct.

Correlations between IL and self-ratings of Productivity, Satisfaction and Engagement

6. IL ratings were strongly related to self-performance influenced by leaders' behaviours ratings: IL ratings were related to self-ratings of Productivity, Satisfaction and Engagement with work.
7. The youngest age group (Gen Y) gave higher ratings of IL and self-performance compared with other age groups. Younger employees whose educational level was at diploma or Undergraduate levels accounted for these higher ratings. Younger employees whose educational level was at Postgraduate or Professional levels provided comparably lower ratings similar to that of the other age groups.
8. New employees (working in their organisation for less than a year) gave higher IL and self-performance ratings compared with employees who had been in their jobs for longer periods.
9. Small group differences were shown for Ethnicity, Religion, Disability and Caring responsibilities. White, non-Christian and non-disabled employees without caring responsibilities are indicating higher levels of IL and self-performance. Further research is needed with larger group sizes to explore these effects in more detail.
10. There were not any effects for gender, sexual orientation and managerial responsibility. There were no clear effects of educational level for age groups other than the youngest group.

Organisations

11. Three clusters of organisations emerged, with three organisations producing high ratings for both IL and leader-influenced self-performance; two organisations producing moderate levels of ratings and five organisations showing lower levels of IL and leader-influenced self-performance. It can be seen that those organisations in which employees perceived high levels of IL were more likely to report positive levels of Productivity, Satisfaction and Engagement. These results indicate that developing an Inclusive Leadership style can have a strong influence on levels of motivation, productivity and satisfaction.

Table 3: Summary of the survey findings

4.1.2 Perceptions as to the strength of Inclusive Leadership in organisations

The scale used in the first part of the survey to measure the perceived strength of IL in organisations consisted of 38 questions, the responses to which yielded an excellent level of internal reliability with all 38 items correlating to a high degree with the total scale.

One striking finding was the extent to which ratings of the fifteen competences underpinning the construct of IL were strongly inter-correlated and there are two possible explanations for this. The first is that the broad range of behaviours and skills required for IL are inter-related and tend to co-exist within the same leaders, a view held by Greenleaf, the creator of the 'Servant Leader' concept. Following this way of thinking, the apparently separate elements of IL in fact present a holistic picture of leadership, which is rooted in a desire to lead through forming strong interpersonal relations with followers. This interpretation is supported by the fact that a single rather than multiple clusters of responses were detected by the Principle Component Analysis in the responses to the 38 questions on IL, showing that the IL construct is uni-dimensional rather than multidimensional.

The second explanation for the high level of inter-correlations between item scores is possible bias in followers' perceptions of their leaders. According to this way of thinking, followers may be more likely to view their leaders in an overall positive light when they are thought to display just some of the IL characteristics, a process of thinking that reflects a 'halo' effect.

Whichever of the two explanations is correct, or perhaps there is an element of both, it is important to realise that employee perceptions of their leaders tend to involve very similar levels of evaluation for a variety of IL characteristics. In fact, the underlying construct at the heart of employees' understanding of IL appears to be one in which 'the leader inspires and motivates all employees to achieve'.

Whilst the survey data reveals strong evidence of uniform responses across the sample, the data also reveal differences in response by individual variables. The most significant patterns occur in comparisons across organisation and demographic variables (age, length of service, ethnicity, education level and disability) with some variables highlighting no significant differences in response. These two categories of response are shown separately here with the first set of responses shown being those which did not register differences in perceptions of IL and the second being those that did. Background demographic information on the survey sample is included in each case and further information on this can be found in Appendix B.

No differences in perceptions of IL

(i) Management responsibilities

The majority of survey respondents were employees with either no or few management responsibilities with 60.5% indicating no management responsibilities and less than a quarter of the sample managing fewer than 10 staff members. Only 90 out of the 966 participants (less than ten percent of the sample) indicated that they managed more than 20 members of staff and these figures are as expected since the target respondents were those with no management responsibilities.

(ii) Gender

Of those who indicated their gender (n=961), the largest percentage of respondents were female (58%) with them reporting more caring responsibilities, especially childcare responsibilities, than men. There were also different patterns between men and women in the length of time they had been in their jobs. Although the largest overall length of time in job was over 10 years, more males than females reported being in their job for over 10 years.

There were similar patterns in the management responsibilities for men and women but women were more likely to have no management responsibilities than men (F=61.4%, M=56.2%) and men were more likely to manage more than 20 staff compared to women (F=7.9%, M=11.1%). *There were no effects for gender on overall ratings relating to the presence / absence of IL in organisations.*

(iii) Religion

Of those participants who indicated their religious affiliation or preference, 40.26% indicated that they had no religion or were atheist. Just over half of the respondents indicated that they were Christian and fewer than 7% indicated religions other than Christianity. *There were no effects for religion in the evaluations of IL.*

(iv) Sexual orientation

Of those participants who answered, over 90% indicated that they were heterosexual. Twenty-five participants indicated that they were homosexual (F=10, M=25), thirteen participants were bisexual and four indicated 'other' sexuality. *There is no pattern of difference in perceptions of IL according to sexuality.*

(v) Caring responsibilities

Of those participants who answered, 59.5% did not have any caring responsibilities, leaving over 40% of respondents with caring responsibilities. Of those with childcare responsibilities, 29% of these responsibilities were for childcare. *There was no effect of caring responsibilities on IL ratings.*

(vi) Educational level

Of those participants who answered, 25% declared the highest level of educational attainment to be High School or Further Education; 37.5% with a Bachelor Degree and 17.9% with a Masters degree as shown in the following bar chart:

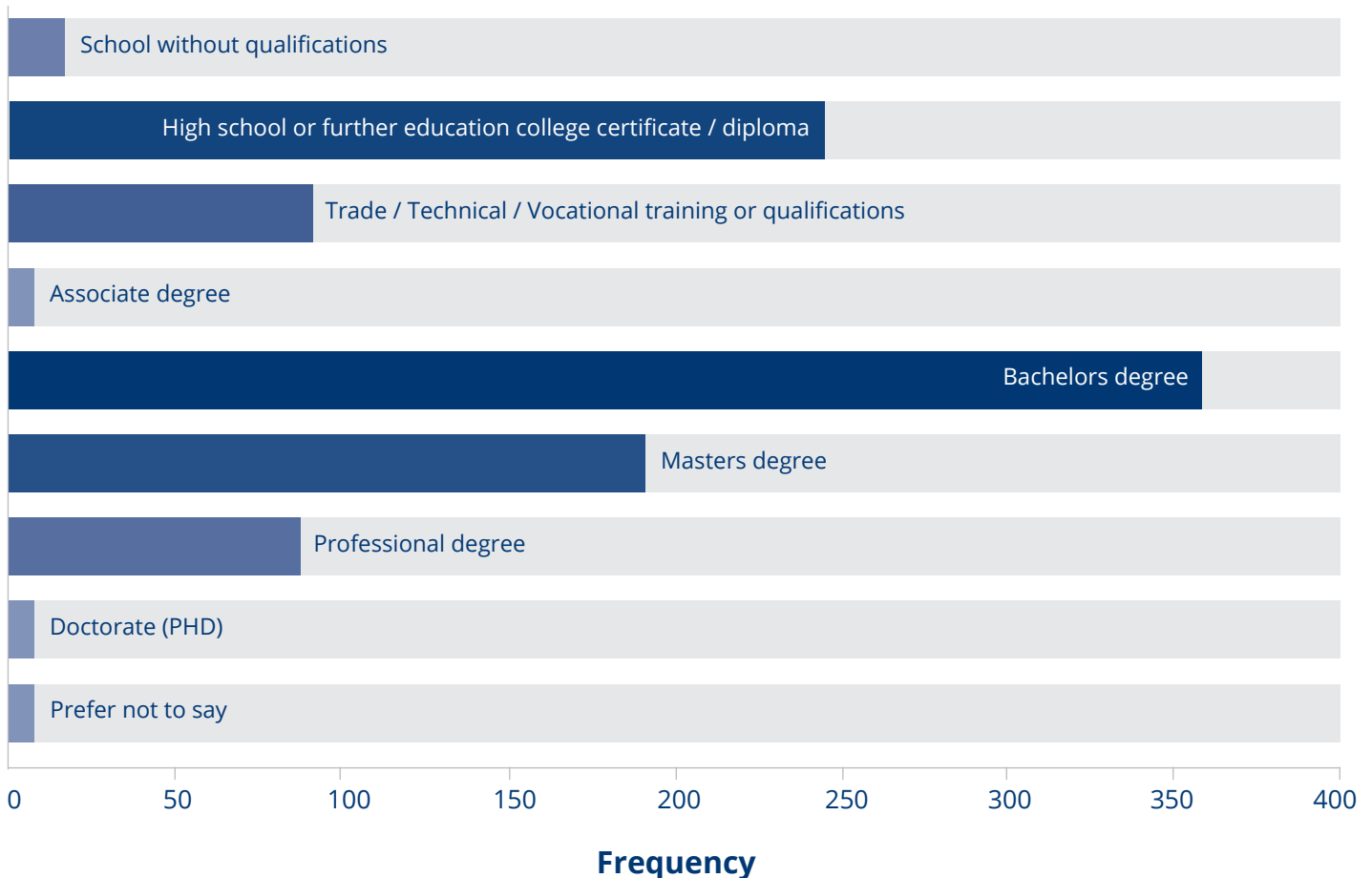


Figure 4: The education level of survey respondents

The survey findings showed that *there were no differences in mean overall IL ratings between educational groups.*

4.1.3 Differences in perceptions of IL

(i) Organisations

Examining the spread of 966 responses from the 10 participating organisations (plus an 'other' category involving 10 participants who could not be identified within those 10 organisations), it is clear (see Figure 3 below) that the number of survey participants varied widely by individual organisation.

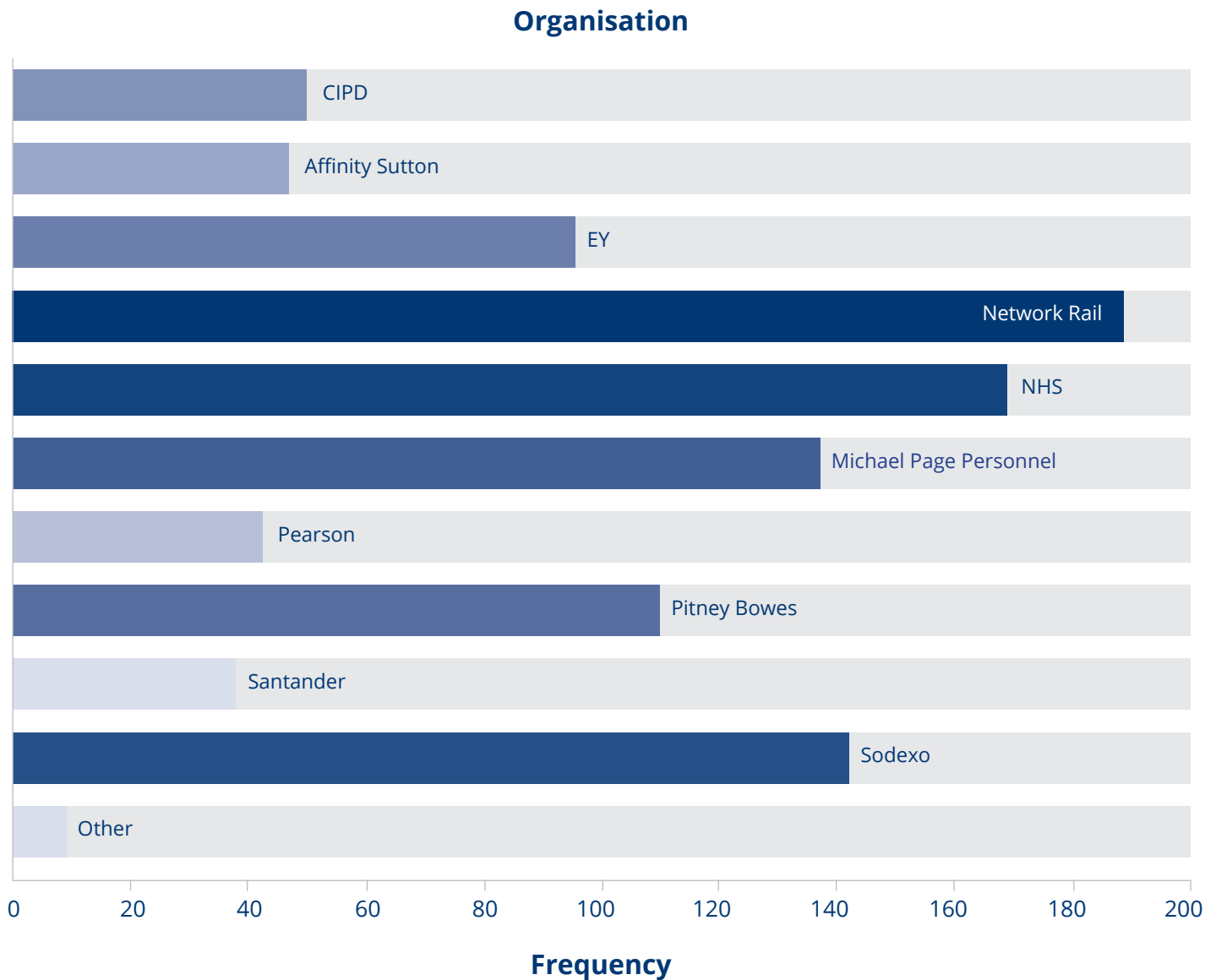


Figure 5: Number of survey respondents by demographic groups

There were *highly significant differences between the mean IL scores between the organisations* with three clusters emerging from high, medium to lower levels of Inclusive Leadership.

(ii) Age groups

Of those participants who indicated their age group, the largest group was within the 35 to 53 years range (49.8%); the next largest group was the youngest group, aged between 17 to 24 years (34.6%). Overall, and for each of the 15 IL characteristics separately, the youngest age group gave higher ratings than the older two age groups. This shows that *younger employees were more likely to rate their leaders as higher on IL behaviours than employees from their mid-30s and older.*

(iii) Ethnicity

Of those participants who indicated their ethnic group (omitting the 'prefer not to say' respondents), 85.3% were white, with 10.9% being from other ethnic groups. Overall IL ratings showed white participants giving significantly higher IL ratings than BME participants. These findings indicate that *white employees are significantly more likely to perceive or experience IL behaviours than BME employees.*

(iv) Disability

Of those participants who answered, only 2.9% indicated that they had a disability, a total of 28 participants. Comparison between disabled and non-disabled participants revealed that *non-disabled participants produced significantly higher IL ratings than disabled participants.*

(v) Length of time working in the organisation

Of those participants who answered, the highest level of service offered of 'more than 10 years' was indicated by 32.9% of the sample. Interestingly, the next frequent level down was the lowest category of 'less than a year' (21.2%). Mean IL ratings show that *employees working for less than a year in their job have far higher mean ratings of overall IL compared to other groups, with those having over 5 years' experience in the job having the lowest mean ratings.*

We have looked at patterns of survey responses in relation to perceptions of IL and a further important set of responses relate to self-perceptions of Productivity, Engagement and Satisfaction and how these relate to the perceived strength of IL. These findings are shown in the next section.

4.1.4 Perceptions of Productivity, Engagement and Satisfaction and how these relate to the perceived strength of IL in an organisation

There was a wide degree of variation across organisations in the extent to which IL and high self-performance ratings were reported. So, three organisations showed high ratings for both IL and self-performance ratings, two showed moderate levels and five organisations showed lower ratings. Across all of the ten participating organisations there is, in fact, *a very high correlation (0.89) that is also statistically significant between IL ratings and self-ratings of productivity, satisfaction and engagement.*

These results show that organisations whose employees perceive high levels of IL are more likely to regard their leaders as having a positive influence on their Productivity, Satisfaction and Engagement than those organisations where low levels of IL are perceived. Therefore, it appears that the perception of, or *presence of Inclusive Leaders goes hand-in-hand with providing employees with the opportunities and incentives to be creative, enjoy their work and be committed enough to it to go the extra mile.* In other words, IL is associated with a strong workforce of employees who are committed to their work and self-profess to high levels of productivity.

The underlying processes? It appears that Inclusive leaders are able to articulate a shared vision that is fully inclusive of a diversity of talents and skills, encouraging, supporting and respecting followers' contributions, views and needs through listening actively, showing empathy, being supportive and non-judgemental whilst also modelling good-decision making and planning skills that are beneficial to everyone involved.

In terms of the nuts of bolts of Inclusive Leadership and its constituent elements, the survey data reveal that Transformational and Servant leader ratings both make unique contributions to the prediction of self-performance ratings but that *Servant leader ratings make a greater unique contribution to IL than Transformational leader ratings.*

A brief note, finally, before moving on to the interview findings on the extent to which individual and organisational variables appear to influence outcomes with those showing no differences reported first.

No differences in correlations between IL perceptions and performance self-ratings

(i) Management responsibilities

There were *no significant effects of management responsibilities on self-performance ratings* either overall or for each of the three performance output variables.

(ii) Gender

There were *no effects for gender on overall self-performance ratings.*

(iii) Religion

There is some small indication, though falling short of significant, that *Christian participants give slightly lower ratings of self-performance than other religious groups.*

(iv) Sexual orientation

Ratings show that, as a group, the *homosexual/bisexual participants produce slightly higher overall self-ratings than the heterosexual group* (giving higher ratings for each of the three output variables of satisfaction, engagement and productivity) but the differences do not reach significant levels.

Differences in correlations between IL perceptions and performance self-ratings

(i) Organisations

There were *highly significant differences between the mean self-performance ratings between the organisations* with means ranging widely from 32 to 49, with the highest ratings of self-performance associated with the organisation showing the highest ratings on IL. Amongst the participating organisations, three clusters emerged, with three organisations producing high ratings for both IL and leader influenced self-performance, two organisations producing moderate levels of these ratings and five organisations showing lower levels of IL and leader influenced self-performance.

(ii) Age groups

The *youngest group showed significantly higher mean IL score than other age groups*, also producing higher self-performance ratings on all three outcomes of Productivity, Satisfaction and Engagement in younger compared with older groups. The second is not surprising given that self-ratings on these 3 factors were found to correlate (as we saw in s.4.1.2 (iii)) with individual IL ratings. Having said that, there is a strong and significant positive correlation between IL and outputs even when attention is restricted to respondents over the age of 34.

(iii) Ethnicity

Mean *performance ratings show a higher average rating at a statistically significant level for white compared with BME ethnic groups* overall. Nevertheless, there is a strong and significant positive correlation between IL and outputs when only non-white participants are examined.

(iv) Disability

Comparison between disabled and non-disabled participants revealed that non-disabled participants showed higher self-performance ratings as a result of leaders' behaviours compared with disabled participants. This effect was significant for Satisfaction and Engagement but not significant effect for Productivity. Having said that, there is a non-parametric correlation (due to small numbers) between IL and outputs even when the focus is restricted to respondents with disabilities.

(v) Caring responsibilities

Employees without caring responsibilities outside of work report on average higher self-performance ratings influenced by leadership compared to caring groups with 'Childcare' faring better than 'Other caring' responsibilities. This same pattern held true and was highly significant for all three-self performance outputs of satisfaction, engagement and productivity with the latter significantly lower amongst the caring group. So these findings suggest that having caring responsibilities reduces self-performance ratings as influenced by leaders' behaviours.

(vi) Educational level

There were *no differences in mean self-performance ratings as influenced by leaders' behaviour across different educational levels*. However, there was an interaction between age and educational level such that the youngest age group of participants whose level was Further Education (FE) or Undergraduate (UG) produced higher self-performance ratings than the youngest participants whose educational levels was Postgraduate or Professional training. It is possible that more highly trained Generation Y employees have higher expectations of work opportunities and support from their leaders and this can lead to higher levels of dissatisfaction with leaders' behaviours in meeting their needs for challenges and work-life balance compared to Generation Y employees whose qualifications and training does not extend beyond UG degree level.

The real difference, however, was for the *FE and Undergraduate-trained youngest group who gave higher mean ratings than the older groups*, which shows that that Gen Y employees who have FE and Undergraduate training and qualifications are the most satisfied with their performance.

This shows that the youngest participants whose education is at FE and Undergraduate degree level are most likely to experience both higher levels of IL and perceive greater levels of work performance as a result of leaders' behaviours compared with other age and education groups of employees.

(vii) Length of time working in the organisation

Self-performance ratings reduced with the length of time on the job. In particular, those working for under a year had significantly higher means compared with those working in the organisation for one year or more.

4.2 Interview Results including Key Findings

Interviews took place with 61 people across 11 organisations, with 21 respondents being without management responsibilities and 38 senior or middle managers. Key findings for each of the 16 questions posed are shown after the summary results immediately shown in Table 4. Details of the percentage opinions expressed by managers / non-managers can be found in Appendix D where indicative quotations are shown for each question to give a flavour of the range of respondent opinion. Except where comments are of a sensitive nature, the name of the originating organisation is shown together with the level of the respondent.



Key interview findings:

Demographic factors

1. Eleven organisations participated in the 61 telephone interviews with between five and ten respondents per organisations 40% of which were with non-managers and 60% with middle and senior managers.

IL Competencies and practice

2. Managers and non-managers perceive the elements and priorities of IL similarly with 75% of the prioritised competencies corresponding with Servant Leadership and 25% with Transformational competencies.
3. All respondents consider that IL is evident in their organisation with a little over 75% of respondents indicating that a Diversity of people is valued.

IL and Outcomes

4. Positive outcomes attributed to IL by respondents include, in order of frequency of response: performance and productivity, enhanced loyalty, the advance of under-represented groups, enhanced creativity, better services to clients, customers and service users, teamwork, motivation to go the extra mile and higher retention. The first of these mirrors the survey findings of a strong correlation between perceived IL and self-performance ratings.
5. A high proportion of managers believe that IL can lead to a diverse workforce and talent pipeline.
6. In terms of possible negative outcomes, almost 1/3 of respondents consider that IL could be time-consuming and that a focus on enhancing diversity could cause offence.
7. 80% of manager responses agree that the behaviour and attitudes of the top person influences those of others throughout the organisation.

Table continues below

Key interview findings *continued*:

Contextual and strategic factors

8. About 1/3 of respondents consider that a great deal of emphasis is placed on delegating power. This is a relatively low figure and increasing rates of delegation may set the conditions for enhanced IL.
9. Close to 3/4 of responses indicate that most tasks are 'highly structured'. According to the earlier and well-respected study by Fiedler (validated since his original study), the presence of high task structure, along with high delegation and high trust should set the conditions for a style of leadership that is low on relationship building. However, these three conditions were found to be in place in both organisations achieving the highest and lowest IL ratings in the survey. This suggests that further research is needed, in particular testing the applicability of Fiedler's theory to Inclusive Leadership.
10. Most responses register the co-existence of an 'Explore' and an 'Exploit' strategy and interview with those organisations that register higher levels of IL than others having a greater leaning to 'Explore' strategies.
11. 1/3 of the manager responses indicate that the organisation is perceived as careful and reluctant with only a small minority of respondents registering the organisation as keen to develop new ideas

Whether change is needed

12. A small majority of employees indicate that change in organisational culture is needed, with leaders needing to be more engaging.

Table 4: Summary of the interview findings

Question 1:

What does IL mean to you in the context of a large, national organisation like yours? What behaviours and skills would you expect to see a leader practise?



KEY FINDINGS:

- Both managers and non-managers prioritised the following competencies (a note in brackets reveals whether these are Transformational (Tf) or Servant Leader (SL) competences): being free of bias / prejudice (SL); tailoring communications to individuals (Tf); taking views into account (SL); leveraging differences (SL); developing diverse talent (SL); being open about decisions (SL); role modelling (Tf); listening (SL).
- Overall, senior managers, middle managers and non-managerial respondents perceive the priorities of IL as being within eight areas, with differences appearing only in the prioritisation or listing of five areas (importance of openness and transparency; development of diverse talent; importance of leading by example; importance of willingness to learn about and understand individuals' differences; being fair).
- 25% of prioritised competences correspond to Tf competencies and 75% to SL competencies. The prioritisation of SL-related competencies reflects the survey finding that SL ratings make a greater contribution than Tf leader ratings to self-performance ratings.

Question 2:

To what extent do you see the leadership behaviour and skills described in the definition of IL provided encouraged and practised in your organisation?

The definition of IL provided to participants was as follows:

An Inclusive Leader is one who **listens** respectfully to a diversity of people, **factoring their views into decisions**, **behaving ethically**, **encouraging** others to be **creative** about problems, **encouraging the growth** of their skills, inspiring through a shared vision and inspirational objectives, **leveraging differences** and **communicating honestly** in a way that inspires trust and loyalty.



KEY FINDINGS:

- There is a view amongst all respondents, both managers and non-managers, that IL is evident whether greatly or to a certain extent, in their organisation.
- Respondents of all levels were relatively equally divided between whether or not the leadership behaviours and skills associated with IL are (i) greatly practised in their organisation or (ii) only to a certain extent.

Question 3A: Diversity and leadership style (gender)



KEY FINDINGS:

- The majority of respondents of all levels (69% of managers and 89% of non-managers) do not perceive a difference in the extent to which men and women are likely to lead in an inclusive way.
- A significant minority of managers (29%) consider that women have a greater tendency to practice IL than men.
- One person thinks that women are less inclusive than men.

Question 3B: Diversity and leadership style (culture and ethnicity)



KEY FINDINGS:

- The majority of managers (65%) and non-managers (53%) feel that there is no difference in the tendency for different cultures or ethnicities to lead in an inclusive way.
- A significant minority (24% of managers and 35% of non-managers) consider that different cultures and ethnic minorities will lead more or less inclusively.

Question 4A: Positive outcomes of IL



KEY FINDINGS:

- Significant specific positive outcomes are noted by more than 5% of responses across several domains (shown here in descending order of frequency of references): performance and productivity, enhanced loyalty, the advance of under-represented groups, enhanced creativity, better services to clients, customers and service users, teamwork, motivation to go the extra mile and higher retention.
- The finding of a strong relationship between IL and enhanced performance and productivity mirrors the survey finding of a strong correlation between perceived IL and self-performance ratings.
- Responses of managers and non-managers alike point to similar views with differences only emerging in relation to the extent to which IL advances under-represented groups (more non-managers believing this than managers) and enhances creativity (more managers believing this than non-managers).

Question 4B: Negative outcomes of IL



KEY FINDINGS:

- A third of responses suggest no negative effects.
- Almost a quarter of the responses consider that IL could have the negative outcome of being time-consuming.
- A minority but mainly manager responses hold that the advancement of minorities could cause offence to non-minority groups.

Question 4C: IL and its impact on a diverse talent pool (managers only)



KEY FINDINGS:

- All of the positive responses were associated with respondents feeling that IL has a significant impact on diverse talent management with 27% of manager responses citing a boost to the talent pool that fosters diversity and a further 27% of responses crediting IL with enabling everyone to have their talents acknowledged and recognised.

Question 4D: Trust in leaders (non-managers only)

	Non-managers %
Leaders trusted by a diversity of staff	42
Leaders are supported by teams	39
Leaders are supported by teams	39

Question 5A: Delegating power and sharing decision-making



KEY FINDINGS:

- Approximately 1/3 of manager and non-manager responses indicate that emphasis is placed on delegating power.
- c.1/4 of responses indicate that leaders share decisions.
- Interestingly, approximately four times as many manager as non-manager responses point to little or no emphasis being placed on delegating power as compared with non-manager responses.

Question 5B: To what extent are tasks clearly structured



KEY FINDINGS:

- Close to 3/4 of manager and non-manager responses indicate that most tasks are highly structured and precisely defined in respondent organisations.
- A small minority, all managers, thought that it was a mix and that the tasks in their organisations could not be easily structured and precisely defined.
- Combining the responses of questions 5A and 5B, most reveal that the majority of tasks are structured and precisely defined with over 50% of respondents indicating that there is at least some emphasis on the delegation of power in organisations. Applying Fiedler's findings to these results (he predicted that one of the conditions for participative leadership is the presence of high task structure and low leader power - see p.8 of the report) suggests that a majority of organisations have some but not all of the contextual conditions in place to achieve participative leadership, an element of IL. So, the conditions for high task structure are in place but more delegation (connected with lower leader power) would help in embedding greater participation. Until organisations apply more delegation they may have difficulty in providing the context for participative and inclusive leaders.

Question 6: To what extent a diversity of people are valued (non-managers only)



KEY FINDINGS:

- 3/4 of respondents indicate that in their organisations, a diversity of people is valued with the remaining quarter indicating that diversity is valued 'to some extent' in their organisations.

Question 7:

To what extent is change needed?



KEY FINDINGS:

- A small majority of responses indicate that change in organisational culture is needed (28% of non-manager and 13 of manager responses) as well as changes to improved IL practice (31% of manager and 13 of non-manager responses) and leaders being more engaging (12% of manager responses).

Question 8A:

Is Inclusive leadership rewarded? (managers only)



KEY FINDINGS:

- Just under half of the respondents (47%) indicate that the organisation rewards IL.
- One quarter of respondents indicate that IL is not rewarded.

Question 8B:

Developing employees (non-managers only)



KEY FINDINGS:

- Nearly 2/3 of responses indicate that existing personnel are developed and trained for new roles and nearly 1/3 indicate that more experienced people are brought in from outside.

Question 9:

Influence of the top person



KEY FINDINGS:

- 80% of manager responses agree that the behaviour and attitudes of the top person influence those of others throughout the organisation whereas just under half of the non-managers thought that the top person's behaviour and attitudes had great influence.
- Nearly 1/3 of the non-manager responses indicate that the leader's behaviours and attitudes only influence behaviours throughout the organisation to some extent.

Question 10A:

Strategic emphasis on new products, services or markets or cost control (managers only)



KEY FINDINGS:

- The majority of responses indicate that there is either substantial emphasis on new products/ services or markets (39%) or on a combination of this together with an emphasis on cost control as well (36%).
- Theory (Hakonsson et al, 2012) suggests that the 'producer' and 'leader' styles of leadership, styles akin to IL in emphasising bottom-up innovation / debate, are likely to emerge from a context that is high on exploration and exploitation, the situation that is identified by 36% of respondents in organisations. The other conditions referred to (ibid) are (i) high delegation and (ii) either high or low uncertainty avoidance depending on whether the 'Leader' or 'Producer' style is used.
- A comparison of risk avoidance scores on question 10A and 10C from organisations achieving the highest and lowest IL survey scores on the IL survey reveals a lesser emphasis on risk avoidance in the high-IL scoring organisations than in the low IL scoring organisations so it could be that the 'Leader' style in Hakonsson's model is closer to enei's IL than the 'Producer' style in his model (2012).

Question 10B:

Strategic emphasis on new products, services or markets or improving procedures (managers only)



KEY FINDINGS:

- A small majority of responses indicate an emphasis in organisations on both the development of new products, services and markets (57%) with 30% of responses pointing to an emphasis on improving procedures (30%) thereby suggesting that around half of organisations are operating an 'explore' and 'exploit' strategy.

Question 10C:

Strategic emphasis on being adventurous or focused on being careful and reluctant



KEY FINDINGS:

- The managers' responses point to perceptions of the organisation as significantly less adventurous than those of non-managers (could it be that lower levels are involved in more grass-roots innovation?) with just 21% of manager responses and 34% of non-manager responses indicating that the organisation is 'adventurous'.
- 1/3 of the responses suggest that the organisation is perceived as careful and reluctant with only a small minority of responses registering the organisation as keen to develop new ideas. As noted in comments on question 10A above, a proportionately greater emphasis on new ideas than risk avoidance in high IL scoring organisations may be a factor in the survey finding of a greater presence of IL in those organisations. This would support a link between the presence of IL and a strategic orientation as an Explorer.
- Managers' responses indicate that they perceive their organisations to be more likely to be both adventurous and careful and reluctant (37%) than the responses of non-managers (21%).

Question 11:

Is there a results-based reward system? (Managers only)



KEY FINDINGS:

- The majority of responses (50%) indicate that there is a results-based reward system or some elements of that and another system

4.3 Competency Framework

Fifteen competencies emerged as significant from the survey and interview phases of the research with 4 rooted in Transformational Leadership and 11 in Servant Leadership (see pp.14 for a list of these competencies). The table 10 in Appendix C (pp.65-68) shows the numerical data and statistics supporting the selection of these competencies and additional details can be found on p.14 (above).

4.4 The Self-Assessment Tool

A self-assessment tool was developed based on the competencies referred to above and in Appendix C (pp.65-68)

There are four elements to this:

- A factor analysis of the survey data to extract core factors of IL (see Appendix C)
- Additional themes or supporting themes from the Interviews
- Development of questions for self-assessment that are based on these themes. These questions are inclusive to a potential range of respondents and are written in such a way as to:
 - Minimise bias especially social desirability biases
 - Show a reliable and valid measure of the core factors as identified from the survey and interviews
- Development of a suitable scoring method that provides overall scores and scores for the separate factors of IL.

5 Case Studies

Case studies relating to each organisation have been built up from the information provided by the survey as well as information provided directly by organisations. Case studies have a vital role to play in helping organisations learn the lessons of IL since Hollander *et al* (2008) write that 'The practice and benefits of Inclusive Leadership can be shown, can be learned by experience and [can be] taught by example'. They go on to say that 'case studies have a vital role to play in sharing experience of best practice and spreading an understanding of the benefits that it can bring'.

A total of 4 Case Studies follow, showing IL practice and findings in Affinity Sutton, EY, the PageGroup and Sodexo.

Case Study: Affinity Sutton



Company Information

The Affinity Sutton Group Ltd (ASG) owns 57,000 properties across 122 local authorities including some of the UK's most deprived areas. They provide social and affordable housing to over 150,000 residents. Affinity Sutton use their surplus primarily to develop and build new homes.

As well as being a social landlord, Affinity Sutton run a comprehensive community investment programme. This provision is delivered through Affinity Sutton Community Foundation, established by ASG as a charitable subsidiary to provide provision to strengthen the local communities in which they operate.

The foundation's activities focus on reducing antisocial behaviour, supporting residents into work and training, and maximising incomes to boost financial stability. Led by a Community Investment department the Neighbourhood Investment, Work and Enterprise, and Financial Inclusion teams act as enablers, forging links with partners, sourcing funding, leading projects and monitoring outcomes, and providing direct support to residents and communities.

The Challenges Faced

Creating an inclusive culture at Affinity Sutton is very important because they have such a diverse workforce (for example, 55% female and 15% BAME), although the protected characteristics are only some indicators of the diversity of Affinity Sutton's population when taking into account different backgrounds, educational attainment, income levels etc. In addition, many of Affinity Sutton's

key services such as repairs and maintenance are delivered by contractors so this is also an area where they need to be mindful and respectful of the diversity of their resident population. Customer satisfaction currently achieves a year-on-year level of 80%, which is an indicator that people feel fairly treated, however, Affinity Sutton can never be complacent which is why they focus so heavily on Inclusive Leadership.

Innovative Actions Taken

Affinity Sutton's motto is 'Strength in Diversity' and stems from a belief that diverse teams are much more innovative and creative, and make better decisions. Over the last two years, their Senior Management teams have gone through Inclusive Leadership training, devised from the work by Opportunity Now (From Pioneer to Mainstream) that identified 44 Inclusive Leadership behaviours. Affinity Sutton developed a game called 'Panopoly' to roll out as part of the training, which is designed to give senior leaders insight into the inclusive behaviours expected of them; a chance to give each other feedback on how well they see each other demonstrating those behaviours; and the opportunity to discuss areas of concern, e.g. the difference between positive action and positive discrimination in managing under-represented groups almost always needs further exploration. The emphasis on treating people as individuals, flexibility, the value of diverse teams in innovating and being proactive in building diverse teams were common themes throughout the training.

Definitive Outcomes

Having rolled out the Inclusive Leadership training over the last two years, the enei research now gives Affinity Sutton an opportunity to measure the impact of the training and how inclusive their leaders are perceived to be across the organisation. Affinity Sutton have measures in place that show record levels of employee satisfaction (84%), including from minority groups. Their LGB staff, for example, gave a score of 89% to the question 'The workplace culture is inclusive of LGB people' in the latest Stonewall Index satisfaction survey. In 2014 Affinity Sutton won the enei award for Employee Engagement.

Evidence of Impact

In the Inclusive Leadership **survey** conducted with a research team at Buckinghamshire New University and involving ten large organisations, Affinity Sutton (AS) achieved a high level of Inclusive Leadership (IL) as rated by non-managers and first-level supervisors, with high ratings also for the influence of leaders on their productivity, engagement and work satisfaction.

The demographic group patterns for Affinity Sutton mostly reflected the pattern for the survey as a whole: Participants were mostly white, there were more females than males and average ages were between 35 and 53 years. The biggest difference with the overall sample was that 41% of AS respondents indicated that their education level was FE or diploma level, whereas the average educational level for the entire survey sample was degree level. Also, respondents were more likely to represent an even spread based on length of time working in their jobs and mostly they had been working for Affinity Sutton from 2 years upwards, whereas the overall sample said they had been working in their organisations for over 10 years.

Since only 42 respondents from Affinity Sutton completed the whole survey, analyses of the results was limited, especially when comparing scores with minority groups where numbers were far too small (none of the participants for Affinity Sutton indicated that they had a disability). However, trends indicated females scoring higher on IL than males, a finding that was not reproduced in the survey results as a whole. Also, those without a religion gave higher ratings than those whose religion was Christianity. Finally, new employees who had worked for AS for less than a year gave higher IL ratings than those who had worked in the organisation for longer. This latter result is consistent with the pattern of the survey overall, with new employees generally perceiving greater IL.

In terms of the eight **interviews**, the IL competence cited most frequently by respondents as an important element of IL was leveraging differences (16%). When asked the extent to which IL (as defined by the research team) was encouraged and practised in their organisation, 87.5% of non-manager responses indicated that IL was practised to 'some' or 'a great extent'. Only 21% of responses from

managers /non-managers suggested that there is little emphasis on delegation and that leaders do not share power, which indicates high levels of delegation.

In terms of outcomes of IL, the largest % of responses about positive outcomes highlighted the role of IL in performance and productivity (24%). 40% of managers refer to a combined emphasis on 'explore' and 'exploit' (with 40% highlighting control of costs /procedures) with 22% describing AS as 'adventurous and keen to develop new ideas', 22% as 'careful and reluctant' and 33% as a combination of both.

Case Study: EY



Company Information

EY employ 212,000 people based in 728 offices in 150 countries, organized into 28 Regions and four Areas.

EY are committed to doing their part in building a better working world. The insights and quality services EY deliver help build trust and confidence in the capital markets and in economies the world over. EY develop outstanding leaders who team together to deliver on promises to all of their stakeholders. In so doing, EY play a critical role in building a better working world for their people, their clients and for their communities.

EY's values define who they are. They influence the way EY employees work with each other, their clients and regulators, and their communities, where they use professional skills to create positive change close to home and around the world.

The Challenges Faced

EY are committed to having 30% women and 10% BMEs in their partnership. They used a research based approach to determine the best way to pay attention to under-represented groups. Concluding that unconscious biases come together to form the organisational culture, EY rolled out unconscious bias training to partners and employees.

After identifying that unconscious bias training creates change in individuals, but does not sufficiently change the company culture, EY looked towards a programme of inclusive leadership to interrupt that culture and reduce barriers to under-represented groups progressing to leadership positions.

Innovative Actions Taken

From the outset, the Inclusive Leadership Programme intentionally introduced tools and methodologies that would enable EY's leaders to lead inclusively. The Inclusive Leadership Programme was piloted with EY's partners who are critical friends, who by the end of the workshop were able to articulate the importance of inclusive leadership, and also suggested the need for a senior partner to open and close the event and for the workshop to be extended from 6 hours to 9 hours.

In Phase 1, 94% of UK&I partners completed the Inclusive Leadership Programme, which included pre-work, a workshop, followed by support in the form of 5 hours of 1-2-1 coaching, and 6 hours of peer learning.

Phase 2 has focused on those below partner level, from executive directors through to managers. To maintain focus, EY held a summer of inclusion, which involved senior partners reflecting on and sharing what Inclusive Leadership means to them.

Definitive Outcomes

The strongest impact has been on challenging the majority to think about how inclusively they lead, in small everyday ways as well as in bigger ways. It is not just about gender and ethnicity. The ILP has created a mind-set shift in ensuring that EY leaders' behaviours are inclusive towards all their people, no matter what their gender, ethnicity or background, thus creating a climate where they can advance their careers and succeed.

Due to the programme's emphasis on inclusive behaviours, the challenge of nurturing all talent now falls on the whole organisation.

There is now greater accountability in terms of performance ratings and promotion and the firm has already seen a difference in promotions, engagement and in representation in leadership. The new partner intake exceeds EY's target of 30% female and 10% BME, with EY set to reach that target for the overall partner group

by 2020, and performance ratings and promotions are moving ever closer towards an equitable balance.

EY's focus on Inclusive Leadership means that they are taking a more sophisticated approach to diversity than before. They recognise that everybody has multiple dimensions. At review committee meetings, one person is required to play the role of inclusiveness champion. Data on proportional promotions is reported up to the Board and is challenged if not proportionate. The ILP helps each individual to lead inclusively in their daily role, and they leave the ILP with practical ideas about how to make a real difference in their teams and with their clients.

EY are clear in their communications from the ILP that the culture change is for everyone. EY make sure that they progress talent and are the best in the market place.

Evidence of Impact

In the Inclusive Leadership **survey** conducted with a research team at Buckinghamshire New University and involving ten large organisations, EY achieved a high level of Inclusive Leadership (IL) as rated by non-managers and first-level supervisors, with high ratings also for the influence of leaders on their productivity, engagement and work satisfaction.

EY showed some differences in their participant pool compared to the overall sample. For EY, most respondents were of the Millennial Generation and the vast majority had only been working in the organisation for less than a year. In fact, a high 92% of EY respondents were new employees. Also, whereas 57% of the overall survey sample indicated they had no caring responsibilities outside of work, a much higher 73% of EY respondents indicated that they did not have any caring responsibilities (parenting or other). Since 62% of the EY respondents were female, this difference seems to reflect the younger ages of the EY participants rather than gender-related factors.

A notable finding is that whilst just over 10% of the participants in the survey were of BME ethnic groups, 26% of the EY sample came from a range of ethnic groups that were of BME origin. Another small difference is that there were slightly more participants with a Masters degree in the EY sample than in other samples.

In terms of the nine **interviews** conducted by the

research team, the IL competence cited most frequently by respondents as an important element of IL was being free of bias and prejudice (16%). When asked the extent to which IL (as defined by the research team) was encouraged and practised in their organisation, 100% of non-manager responses indicated that IL was practised to 'some' or 'a great extent'. In a further related question about trust in leaders, 100% of non-managers indicated trust in leaders.

In terms of outcomes of IL, the largest % of responses about positive outcomes highlighted the role of IL in performance and productivity (24%). Managers refer to a combined emphasis on 'explore' and 'exploit' with 55% describing EY as 'adventurous and keen to develop new ideas' and 22% describing it as 'careful and reluctant'.

PageGroup

Company Information

PageGroup are a leading global recruitment business who employ 5,600 people based in 153 offices in 35 countries.

Their success has been built on:

- strong organic growth over nearly 40 years of operation;
- their passion;
- long-term relationships with clients and candidates, and;
- a unique approach to rewarding their people.

They are recognised as the best in the recruitment industry for qualifying and placing the right candidates for their clients. With operations in 35 countries, PageGroup provides recruitment services and career opportunities on a local, regional and global level. PageGroup's focus is on specialist areas of the market, including industry sectors and job functions, replicated across their international network.

The Challenges Faced

People are PageGroup's biggest asset. Understanding, embracing and operating in a multicultural world is fundamental to both their success as a business and that of their employees. PageGroup strive to nurture an inclusive working environment and work closely with their clients to support their diversity and inclusion strategies, sourcing from a diverse talent pool and working hard to ensure the environments they recruit into are inclusive.

Innovative Actions Taken

PageGroup have implemented a wide range of learning and development practices providing employees with a blended learning approach delivered by their Talent

Development team. They run courses on unconscious bias as well as attending seminars and workshops around Inclusive Leadership to understand best practice.

Inclusive Leadership is promoted through OpenPage, a forum promoting change in the business that is driven from the top down with executive board member sponsors driving its initiatives across the global business. PageGroup is also a committed member of the 30% Club and are actively involved with their mentoring scheme both with mentees and as mentors.

Definitive Outcomes

PageGroup provide guidance and advice around diversity and inclusion training to all employees and pride themselves on the work they've undertaken to embed this into the organisational culture. Since 2012, in the UK, PageGroup's female to male manager ratio has improved from 42:58 to 50:50 with the number of female directors increasing from 31 in 2012 to 48 in 2015.

Having introduced maternity workshops PageGroup have also seen their maternity return rate rise to 90 percent and are proud to be one of very few organisations that can say 87% of their directors have been promoted from within.

Evidence of Impact

In the Inclusive Leadership **survey** conducted with a research team at Buckinghamshire New University and involving ten large organisations, Page Personnel (the professional, clerical, and support level recruitment division of PageGroup) achieved a high level of Inclusive Leadership (IL) as rated by non-managers and first-level supervisors, with high ratings also for the influence of leaders on their productivity, engagement and work satisfaction.

Page Personnel showed some differences in their participant pool compared to the overall sample for average age, length in job and caring responsibilities. In the overall sample, the predominant demographic groups were aged between 35 and 53 years and working in the

organisation for over ten years. In Page Personnel, on the other hand, the vast majority of respondents were of the Millennial Generation and most had been working in the organisation for under five years.

A further distinguishing feature was that whereas 59% of the survey sample as a whole indicated that they had caring responsibilities outside of work, fewer than 16% of Page Personnel respondents indicated that they had any caring responsibilities (parenting or other). Since 68% of the Page Personnel respondents were female, this difference seems to reflect the younger ages of the Page Personnel participants rather than anything to do with gender.

A particularly interesting finding is that whilst the overall results from the survey showed new employees giving much higher ratings than employees who had been in the organisation for at least a year, for Page Personnel the pattern was very different. In this case, employees who had been in their jobs for up to five years provided the same good average IL rating and positive ratings for work outputs as employees who had only been in their jobs for under a year. This finding indicates that the perception of IL and the consequential benefits this brings to work performance are the experiences of young employees at Page Personnel whether they are established or new to the organisation.

The nine **interviews** conducted by the research team supported the survey findings. For example, when managers and non-managers were asked for a definition of IL, the IL competences cited most frequently by respondents were leading by example (36%) and motivating and inspiring (21%).

When asked the extent to which IL (as defined by the research team) was encouraged and practised in their organisation, 89% of non-manager responses indicated that IL was practised 'to a great extent'. In a further related question about trust in leaders, 100% of non-managers indicated trust in leaders. These responses back up the positive IL survey findings for Page Personnel.

In terms of perceived outcomes of IL, the largest % of responses about positive outcomes highlighted the role of IL in retention (36%) while 50% of responses indicated that there were no negative outcomes. Where opportunities for development are concerned, 100% of non-managers

perceive that this is an organisation where existing personnel are developed and trained for new roles.

Finally, in terms of tasks and strategy, 89% of responses from managers and non-managers indicate that most tasks are highly structured. Where strategy is concerned, managers refer to a combined emphasis on 'explore' and 'exploit' activities with 44% describing Page Personnel as 'adventurous and keen to develop new ideas' and 0% describing it as 'careful and reluctant'.

Case Study: Sodexo



QUALITY OF LIFE SERVICES

Company Information

Founded in 1966 Sodexo is the worldwide leader in quality of life services. They have developed unique expertise, backed by nearly 420,000 employees in 80 countries across the globe.

Sodexo's experiences with over 75 million customers worldwide each and every day enable them to develop services that reinforce the well-being of individuals, improving their effectiveness and helping companies and organisations to improve performance every day.

Sodexo are the world's 18th largest employer. In the UK and Ireland their employees deliver on-site service solutions to clients at over 2,000 locations in the corporate, healthcare, justice, education, leisure and defence sectors. With an annual turnover of over £1bn, Sodexo deliver a diverse range of services ranging from catering, cleaning, reception to security, laboratory and grounds maintenance services, enabling clients to focus on their core business.

The Challenges Faced

As a values driven organisation, where the individuals Sodexo employ are the only asset they have, Sodexo very much recognise the importance of Inclusive Leadership behaviours as pivotal to staff engagement, performance and retention.

Innovative Actions Taken

Inclusion is one of six areas of focus in Sodexo's diversity and inclusion strategy. They have undertaken a number of initiatives to develop a culture of Inclusive Leadership throughout their organisation.

This has included Sodexo's executive team participating in unconscious bias workshops, which is now being cascaded to the senior management team. Sodexo also have an e-learning programme that the rest of the management population can undertake.

Sodexo have a cultural navigator tool that helps foster self-awareness and other-awareness so individuals can effectively communicate and collaborate in a global team environment.

As part of the reorganisation of moving from a country to a global operating model Sodexo have designed and delivered a suite of e-learning programmes supporting managers in their development as inclusive leaders such as on managing change and Inclusive Leadership behaviours.

All of the organisation's managers attend a one day diversity and inclusion (D&I) programme looking at business case for D&I and what actions they can take to promote inclusion.

Sodexo have a charter, '15 golden behaviours' that sets out actions an inclusive leader can take throughout the employee lifecycle.

They also have a 'focus of five' behavioural framework that identifies the five key management behaviours required to manage people effectively. Sodexo managers are measured against this as part of their annual employee performance appraisal.

Sodexo proactively promote flexible working recognising and supporting that people may need to work flexible for a variety of reasons including childcare, eldercare and to pursue interests outside of work.

Their four employee networks, Women Work, Generations, Origins and Pride, work collaboratively to raise awareness, engage employees and provide education on these agendas.

Definitive Outcomes

Through Sodexo's engagement survey the organisation have being able to measure the impact of their initiatives, for instance 78% of employees agreed with the statement, "I feel Sodexo values diversity in the workplace", 14 points above the UK benchmark.

Participating in this research led by enei will give Sodexo the opportunity to gather feedback on their approach to date and identify and prioritise what needs to be done next in order to ensure the organisation are truly embedding inclusive leadership across the organisation.

Evidence of Impact

In terms of the five **interviews** conducted, the IL competence cited most frequently by respondents as an important element of IL were listening (15%) and being open and transparent about decisions (12%). When asked the extent to which IL (as defined by the research team) was encouraged and practised in their organisation, 100% of manager and non-manager responses indicated that IL was practised to 'some' or 'a great extent'. A large 50% of responses from across leaders and non-managers indicated that there is a lot of emphasis on delegating power with a further 50% across the two groups indicating that leaders share decisions.

In terms of outcomes of IL, the largest % of responses about positive outcomes highlighted the role of IL in increased creativity and motivation (29%) with 21% of respondents highlighting both the benefits for performance and productivity and 21% highlighting the benefits for greater diversity in thinking. In terms of 'explore' and 'exploit', 60% of manager responses refer to the organisation as 'careful and reluctant' (as against 60% of non-manager responses describing the organisation as either 'keen to develop new ideas' or a mixture of this and being 'careful and reluctant'. Moreover, 75% described the emphasis as being on developing new ideas as against controlling costs while equal proportions of managers described the emphasis as being on controlling procedures on the one hand and developing products, services and markets on the other.

Appendix A: Literature Review

1. Academic studies of Inclusive Leadership

1.1 Alimo-Metcalfe

Alimo-Metcalfe is Professor of Leadership at Bradford University and she developed an inclusive model based around the views of “recipients” of leadership behaviour, namely direct reports (2010), as to the elements that they considered optimal for engagement. The style that they favoured is one in which leaders support others enabling them to realise and affirm their own leadership, thereby seeing leadership as a social process and partnership rather than as the exercise of power over others. This constitutes a ‘distributed’ approach to leadership in which a shared vision is built by a range of internal and external stakeholders. According to Alimo-Metcalfe, this preferred style contains a persistent theme of inclusion, collaboration and ‘connectedness’ and an enthusiasm for removing barriers to communication, replacing this with promoting joint working.

Alleged organisational benefits are given as increased employee engagement leading to increased customer satisfaction, staff productivity and reduced staff turnover (Sirota Survey Intelligence, 2006). Alleged employee benefits are increased well-being and health, self-efficacy, self-esteem, job satisfaction, fulfilment and commitment and reduced work-related stress (Alimo-Metcalfe and Alimo-Metcalfe, 2007). Her model is as follows:

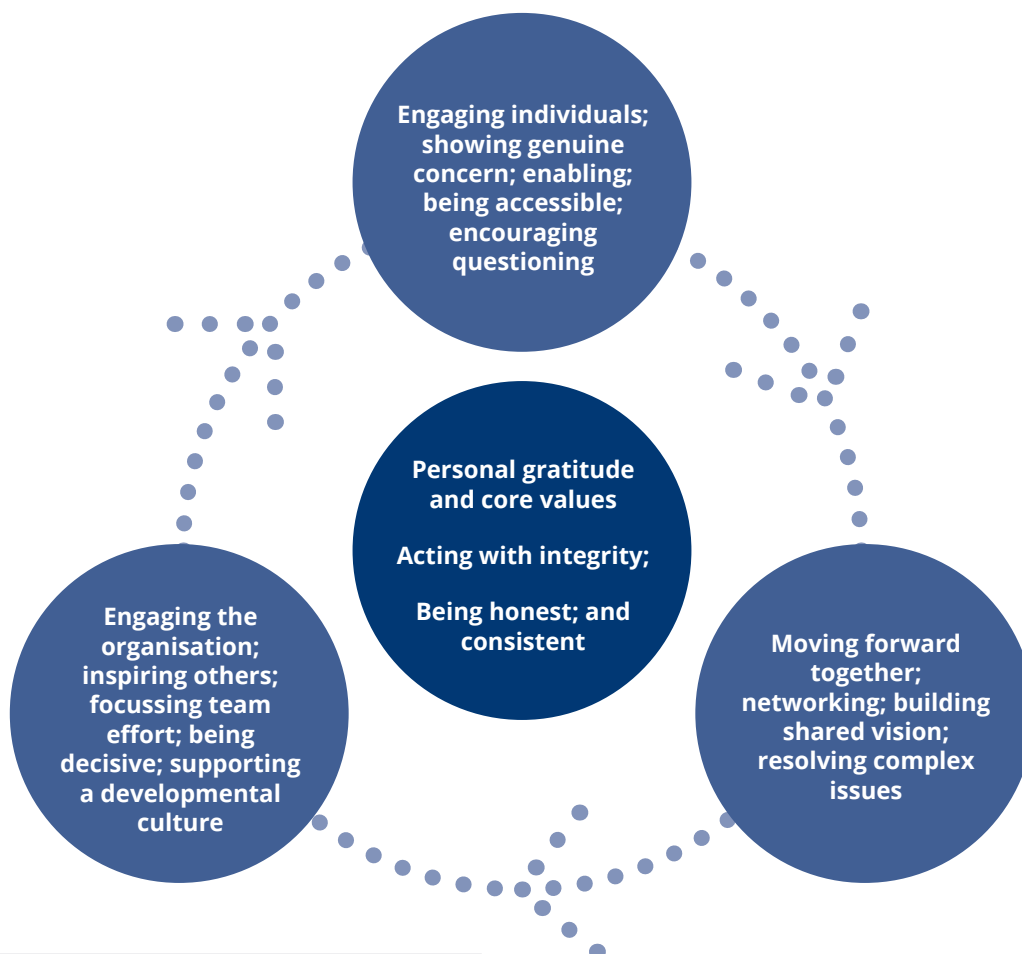


Figure 6: Alimo-Metcalfe model of leadership (2010)

Although Alimo-Metcalf describes her model as 'Transformational' it is regrettable that she does not link it to the earlier Transformational (Tf) model of Bernard Bass (1990) since, according to an academic commentator, Echols (2009) Tf leadership is one of the twin pillars on which IL rests. Echols, in fact, argues that so-called 'Transformational' and 'Servant' Leadership jointly support the enactment of IL although he had not actually put this view to the test. This is regrettable since there is a view (Patterson, 2007) that transformational and servant leadership have, of all leadership theories, been particularly influential.

Patterson builds on earlier estimations of the value of the Tf leadership model. For example, two academics (Judge and Piccolo, 2004) found that

The validity of transformational leadership, in particular, seems to generalise across many situations, including when it is studied in rigorous settings (p.765)

In terms of the elements that make up Transformational leadership, these are 4 in total:

- *Idealised influence*: the degree to which leaders act as role models for their followers, embodying the values that the followers should be learning and internalizing
- *Inspirational motivation*: the degree to which leaders create a vision that challenges followers to leave their comfort zones; communicate optimism about future goals and provide meaning for the task at hand
- *Intellectual stimulation*: the degree to which leaders encourage followers to be innovative and creative, creating safe conditions for experimentation and sharing ideas
- *Individual consideration*: attention to followers' individual needs and one-to-one communication with followers

Where 'Servant' leadership is concerned, this has been described as a 'valid model for modern organisational leadership' (Russell and Stone, 2002) and Echols writes of its potential to produce an Inclusive Leadership style. Its elements? Greenleaf, the originator of the concept of Servant Leadership, did not provide a definition of the concept of Servant Leadership; but, instead, described specific behaviours associated with Servant Leaders (1977, *ibid*, p.96). These behaviours include empathy with Servant Leaders caring deeply about what others think and responding to problems by listening first" (*ibid*, p.32). In fact, we have taken the ten elements defined by Larry Spears (1998), CEO of the Greenleaf Centre plus three other elements deriving from Greenleaf's writings and noted by Russell and Stone (2002), making for thirteen characteristics as follows:

The ten attributes: listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment to the growth of people and building community. The three additional attributes are: unqualified acceptance of people; autonomy for followers; trust and respect.

Summarising the way that Transformational and Servant Leadership can jointly support the exercise of Inclusive Leadership, Echols (2009) writes that the behaviours associated with these two styles of leadership will jointly emphasise the importance of appreciating and valuing people, listening, mentoring or teaching, and empowering followers" (Stone *et al*, 2004, p.354). It is these two concepts that inspire the questions that appear in the survey, supplemented with related concepts that appear in the grey (i.e. non-academic), literature. We will just look at two concepts here from that.

1.2 Opportunity Now

This research conducted in five organisations (BAE systems; the British Army; Citi; Fujitsu and HM Revenue and Customs) defined Inclusive Leaders as those who have skills in adaptability, building relationships, developing talent, creating diverse cultures and leveraging that difference for competitive advantage (2014).

(http://opportunitynow.bitc.org.uk/system/files/research/5815_executive_summary.pdf).

1.3 Linkage

Produced an Inclusive Leadership Assessment model (see <http://www.diversityjournal.com/13313-moving-dial-measuring-inclusive-leadership/>, uploaded in 2014) which consists of three parts as follows:

- Leads oneself (elements are: (i) courageous (ii) authentic and open (iii) Values perspectives
- Leads relationships: (i) communicates adaptively (ii) builds and connects relationships (iii) facilitates development
- Leads culture: (i) allows for differences (ii) shares authority, power and credit (iii) builds a climate of trust and respect

The Linkage definition of Inclusive Leadership has the sharing of authority, power and credit as an element and this has common elements with Bass’s concept of participative leadership (1990).

A summary of elements in Transformational and Servant Leadership that inform enei’s definition of IL are shown in Table 3 below. Concepts from the academic and grey literatures on IL that appear to match (though not presented as being similar to Transformational or Servant Leadership) are shown in the final column of the table.

	Inclusive leadership		Corresponding theories of Inclusive Leadership (academic and grey literatures)
	Transformational Leader	Servant	
1. Relationships	<p><i>Individualised consideration:</i></p> <p>attending to individual needs;</p> <p>offering empathy and support; genuine concern for the needs and feelings of followers;</p> <p>personal attention to each follower as a key element in optimising effort (Bass, 1990)</p>	<p>Unqualified acceptance of those served (pp.10-11)</p> <p>Empathy (pp.10-11)</p> <p>Healing (p.20) (Greenleaf, 1970)</p>	<p>Approachable, non-hierarchical (Opp Now, 2014); Showing genuine concern and willingness to take on board people’s concerns (Alimo-Metcalfe, 2010);</p> <p>Altruistic leadership (Catalyst, 2014); Feedback on progress (Hollander <i>et al</i>, 2008);</p> <p>Authentic appreciation for the diversity of team members (Bilimoria, 2012)</p>

Table 5 Inclusive leadership components from GM and ID’s reading of the literature (name of scholar offering a particular model is shown in brackets)

Table continues below

<p>2. Culture</p>	<p><i>Idealised influence:</i></p> <p>providing high ethical values;</p> <p>serving as an ideal role model for followers;</p> <p>leader walks the talk and is admired for this (Bass 1990)</p>	<p>Persuasion (pp.15-17)</p> <p>Stewardship and community building / spirit (pp.20-22)</p> <p>Power used to create opportunities and build autonomy for followers (p.23)</p> <p>Trust and respect (p.21)</p>	<p>Role modelling (Schein, 1996; Echols 2009; Opp Now 2014);</p> <p>Authentic and open (Linkage, 2014)</p> <p>Promotes team relations that are fair rather than based on favouritism (Pitinsky, 2010; Bilimoria, 2012);</p> <p>Uses the participation of the maximum number of people (Echols, 2009);</p> <p>Shares authority, power and credit (Linkage, 2014);</p> <p>Empowers people in line with organisational goals (Echols, 2009);</p> <p>Acting with integrity and being honest (Alimo-Metcalfe, 2010);</p> <p>Perpetuates the morality of the worth of the individual (Echols, 2014);</p> <p>Replicates inclusive leaders (Echols, 2009);</p> <p>Highly collaborative (Ryan, 2007)</p> <p>Evoking feelings of belongingness in followers;</p> <p>Modesty and humility (Ryan, 2007);</p> <p>Honest communications that encourage trust and loyalty (Hollander <i>et al</i>, 2008).</p>
	<p><i>Intellectual stimulation:</i></p> <p>solicits followers' ideas; challenges followers to be innovative and creative; constantly challenge followers to higher levels of performance (Bass 1990)</p>	<p>Listening (p.8)</p> <p>Awareness (pp.14-15)</p> <p>Commitment to the growth of people (p.11)</p> <p>(Greenleaf, 1970)</p>	<p>Listening (Hollander <i>et al</i>., 2008);</p> <p>Learning from diverse perspectives (Bilimoria, 2012);</p> <p>seeking out diverse perspectives (Deloitte, 2012)</p> <p>Openness to the views of others (Alimo-Metcalfe, 2010);</p> <p>followers know that their ideas count (Bilimoria, 2012);</p> <p>encouraging psychological safety that allows the voicing of dissent or imagination</p> <p>Understanding personal biases both similarity-attraction bias and process bias and showing curiosity in relation to other people (Deloitte, 2012);</p> <p>empowerment (Catalyst, 2014);</p> <p>understanding biases (Deloitte, 2012);</p> <p>Empowers individuals to reach their full potential (Echols, 2009);</p> <p>Creating a workplace in which diverse talent is fostered (Deloitte, 2012)</p> <p>Encouraging women to take developmental roles or apply for promotion and giving women credit and a voice in meetings (Kelan, 2015);</p> <p>Developing talent (Opp Now, 2014)</p>
<p>Decision-making style and strategy</p>	<p><i>Inspirational motivation:</i></p> <p>articulating a vision;</p> <p>inspiring and motivating followers (Bass 1990)</p>	<p>Foresight (pp.12-13)</p> <p>Conceptualisation (P.18)</p> <p>(Greenleaf, 1970)</p>	<p>Promoting a common vision based on shared values (Bilimoria, 2012);</p> <p>Engaging followers (Hollander <i>et al</i> 2008);</p> <p>Two-way communications between leader and follower (<i>ibid</i>);</p> <p>Promoting team conditions that encourage members to speak up about ideas (Bilimoria, 2012);</p> <p>Leveraging difference for competitive advantage (Opp Now, 2014)</p>

2. Earlier literature on factors influencing leadership

2.1 Inclusive Leadership a universal panacea or optimal in certain contexts?

According to Alimo-Metcalfe (2010) notions of leadership are affected by changes in society, including social, economic, demographic, technological and political factors, and are, thus, constantly adapting (p.634). These views amount to what is known as a 'contingency' approach to organisational behaviour and the literature identifies key determinants as being related to three elements:

- Individual-related factors (e.g. favourability, gender, nationality and age)
- Leaders and Team related factors
- Strategic factors

What we know currently about the impact of these elements on leadership is explored in the next section and questions relating to many of the contextual variables cited appear in the interviews to test the continued applicability of this theory.

2.2 Individual-related factors

There is a view that in a diverse society leaders need to understand their own preferred style and behaviours and how these may differ from those preferred by others (Ayman and Korabik, 2010, p.157; Eagly and Chin, 2010, p.216). Here is the second set of researchers for example:

'the growing diversity among followers challenges all leaders to take into account the perspectives of people representing backgrounds, beliefs, and mores different from their own' (Eagly and Chin, 2010, p.216).

It is recognised, at the same time, that people may not consciously be aware of their biases and that conscious denial of stereotypes can coexist with unconscious mental associations that affirm stereotypes (Dovidio and Gaertner, 2004). Whether conscious or unconscious, stereotypes can affect individuals' estimations of their own and other people's suitability for leadership positions, a phenomenon known as *stereotype threat* (Eagly and Chin, 2010, p.218).

Within the constraints of the current study, we explore below the evidence on a selection of variables (gender, nationality, sexuality and disability) rather than on all of the protected characteristics.

a. Gender

Research by the American research organisation, Catalyst, Inclusive Leadership (Prime and Salib, 2014) in six countries (Australia, China (Shanghai), Germany, India, Mexico, and the United States) concluded that there appeared to be a common language of inclusion, which held equally for men and women. By contrast, research by Ayman and Korabik (2010) concluded that 'gender-role socialisation; gender-role beliefs, attitudes, and expectations; gender stereotypes; gender-based status differentials; group gender composition; and the gendered nature of tasks' can present challenges and affect leaders' style and behaviour in many complex ways.

Catalyst's conclusions may be influenced by the definition of Inclusive Leadership that they choose to use (not rooted in any literature unfortunately) and it is conceivable that a different definition could give rise to contrasting conclusions. What does other research suggest on this question?

In fact, a substantial body of research suggests that there are differences in how men and women lead, with evidence that women are more likely to enact leadership in 'transformational' terms and men in 'transactional' terms (e.g. Sparrow and Rigg, 1993; Alimo-Metcalfe, 1995). Where specifics are concerned, recent research suggests that men are more likely to describe their preferred style of leadership in transactional, command and control terms (Rosener, 1990) adopting a laissez-faire, or management-by-exception style (e.g. Bass, 1998; Bass & Avolio, 1994; Druskat, 1994) with leadership based on 'bestowing power' and exploiting the good will of staff (Alimo-Metcalfe, 2010). Women, by contrast, are more likely to adopt a transformational, democratic and participative leadership style than men' (Alimo-Metcalfe and Alban-Metcalfe, 2005; Eagly and Chin, 2010, p.219) irrespective of the gender of their direct reports (Alimo-Metcalfe and Alban-Metcalfe, 2005). Relatedly, "feminine" empowerment includes principles of interdependence, co-operation, connectedness, and the sharing of power (Alimo-Metcalfe, 1995).

The supposed diversity in leadership success criteria by gender may, given men's power in the workplace, produce a tendency for work-based leadership skills to be assessed according to male norms of leadership (Moss, 2006), thereby putting female managers under pressure to adapt to these norms (Alimo-Metcalfe, 2010). Variations on this theme suggest that male norms can 'push women leaders toward a relatively androgynous style of leadership that incorporates culturally masculine and feminine elements' (Eagly and Chin, 2010) and a further suggestion is that male norms can put pressure on women to adopt a more extremely masculine style (Kanter, 1977). This final point can lead women in the workplace to adopt masculine styles of leadership that lead them to adopt leadership styles that are indistinguishable from those of men. In this case, the style that women present in the workplace may not be identical with the style that they could present in different contexts.

In the context of management in Latvia, at a time when women occupied over 40% of management positions, the highest in the EU at the time, women were found to offer a Transformational style of leadership that was far removed from a masculine Command and Control model (Moss *et al*, 2010).

b. Nationality

Professor Beverly Alimo-Metcalfe wrote in 2005 that it was rare to find cross-cultural studies of leadership. However, she does describe two pieces of work, the first an extensive, international investigation of the generalisability of concepts of leadership among a total of 62 cultures (Hartog *et al.*, 1999). This study identified 21 lower order and 6 higher order concepts and the study concluded that aspects of charismatic/transformational leadership could be generalised across cultures. Conversely, a study in the same year (Booyesen, 1999), eliciting attributes of leadership from black and white South African bank managers, highlighted significant differences in expectations of appropriate leadership behaviour according to ethnicity.

The nature of difference was further defined in a cross-cultural GLOBE study (House *et al.*, 2004), which found that cultural contexts affect the ways in which certain characteristics were enacted. For example, cultural variability emerged in the value placed on other characteristics of leaders such as the ability to express or control one's emotions, being domineering or egalitarian, and taking risks or showing caution (Eagly and Chin, 2010).

c. Sexuality

A UCLA Williams Institute study of 2011 (Sears and Mallory) found that by 2009 in the US 87% of Fortune 500 companies had included sexual orientation and 41% included gender identity in their non-discrimination policies. Over a period of ten years, the percentage of Fortune 500 companies offering domestic partner benefits increased from 14% to 59% and the report highlights the benefits to organisations as including better recruitment and retention of the most talented employees, improved employee morale and productivity, meeting the needs of diverse customers and sparking ideas and innovation through employees, including LGBT employees, who bring different perspectives and experiences.

d. Disability

In terms of disability, exclusion can have profound impacts on careers. By the age of 26, young disabled people are more than three times as likely as other young people to agree with the statement 'whatever I do has no real effect on what happens to me' (Burchardt, (2005). Moreover, 49% of disabled people of working age do not work, and disabled people are at considerable risk of living in poverty, with severe consequences for their families, children and society (Lyon, Barnes and Sweiry, 2006).

The social and rights-based models assume that people with a disability should participate in all development activities and that actions may need to be taken to enhance accessibility. This implies taking responsibility to understand how to include people with a disability as stakeholders in all mainstream work and looking for ways to support their participation in community life. In addition to that, the rights-based approach emphasises the ability to claim rights and focuses on both empowerment and accountability (International Disability and Development Consortium, 2012). This will add to the talent base of organisations and will be in line with a Diversity and Inclusion philosophy.

2.3 Contextual factors

Favourability

An academic in 1958, Fiedler, suggested that one of the elements in IL, namely participative relations between leader and subordinate, would occur only when a particular combination of leader-member and job-related factors were in place. For example, he suggested that participative relations would follow where tasks were highly structured, leaders had relatively little power (the case where leaders delegate for example) and where team-leader relations were poor (Fiedler, 1994). Fiedler's theories have been validated in the past but we have used the interview questions about task, trust in the leader and delegation to test the validity of Fiedler's findings to Inclusive Leadership.

2.4 Strategic factors

In discussions of leadership, the relationship to an organisation's strategy is often overlooked. This would be a mistake since there is a view that a 10% improvement in the alignment of leadership behaviour with strategy produces a 20% improvement in the clarity of direction and consequent commitment of the workforce, leading to a 40% improvement in performance (King and Glowinkowski, 2015). So data on the link between leadership style and strategy is therefore vital and an overview of the literature on this point has been covered on p.16. The following pages set out some of the current thinking on this topic and also overview relevant findings from the interviews carried out as part of this research project.

2.4.1 The focus of past strategy studies

Previous studies have examined the extent to which particular strategic orientations are aligned with particular leadership styles. One important model is the *explore / exploit* model of March (1991), reflecting a balance between the exploration of new alternatives and the exploitation of existing competences in an organisation. A further and related model is that of Miles and Snow (1978), recognised as one of the most enduring models of the last 25 years (Hambrick, 2007) given its proven validity in a wide array of settings, including hospitals, universities, banking, industrial products, and life insurance. Miles and Snow's classification identifies four strategic positions, these being *Defender*, *Prospector*, *Analysar*, and *Reactor* modes. A summary of these modes is shown in Table 1 (p.17) and Figure 2 (p.18), the latter showing the relationship of Miles and Snow's four types to the *explore / exploit* dimensions.

As can be seen from Table 2 (p.16), the 'Defender' mode is one which controls secure (and often premium) niches, producing little engagement with product market development but plentiful engagement with issues related to operational efficiencies, stability and reliability. The 'Prospector' mode, on the other hand, prioritises engagement with new opportunities and new product-market development while the 'Analyser' mode exhibits characteristics of both Defender and Prospector modes, prospering through greater innovation than in their product-market initiatives than Defenders but exercising more caution than Prospectors. Finally, the 'Reactor' mode is one in which a strategy is absent and a *modus operandi* that is considered dysfunctional.

It is worth expanding for a moment on the Analyser type since this orientation is common in many organisations being high on exploitation and also high on exploration (see figure 2, below). Combining *exploration* and *exploitation* demands a level of organisational 'ambidexterity' in juggling multiple and often conflicting goals. To achieve this requires certain leadership behaviours (Jansen, *et al*, 2008) and research on the link between strategic orientations and leadership style (Hakonsson *et al*, 2012) identifies four leadership styles, with two of these, the 'Producer' and 'Leader' styles (see Table 2,p.16) appearing to have the closest fit with the concept of IL emerging from this research since they presuppose a high level of inclusive decision-making.

In terms of the specific conditions for the application of these styles, Hakonsson *et al* (2012) suggest the need for high levels of delegation for both 'Producer' and 'Leader' styles and high and low levels of risk avoidance for 'Producer' and 'Leader' styles respectively. In fact, the findings of this enei study on IL suggest that IL-rich organisations with a greater emphasis on Explore than Exploit and a lower emphasis on risk avoidance than in organisations that achieved lower survey ratings on IL perceptions. Given the importance of contextual context, and given the fact that the data on strategic approaches was provided largely by interview data, further research to confirm or otherwise this finding would be helpful.

3. Alleged benefits of inclusive Leadership

There have been several studies on Inclusive Leadership (for a full account of these please see the full literature review) all of which offer alleged benefits for this style of leadership. As we have seen in the full literature review, the definitions of Inclusive Leadership (IL) vary across these studies, one of the reasons for the new project launched by the enei. It is nevertheless interesting to summarise the alleged benefits of IL since these can form a backdrop to the benefits and outcomes that the new project establishes.

In the study by American researcher Catalyst (2014), the benefits of IL, defined as altruistic leadership, were measured in six countries namely Australia, China, Germany, India, Mexico and the USA. This style of leadership was found to be linked both to employees' self-reported innovation (suggesting new processes and systems) and sense of team citizenship, both linked to product innovation, corporate citizenship, and overall team productivity (Prime and Salib, 2014) with these effects reportedly more significant in some countries than others. In Australia, Germany and the USA For example, employee perceptions of inclusion accounted for 19-22% of innovation; in India, employee perceptions of employee inclusion accounted for 62% of innovation; in China and Mexico, employee perceptions of employee inclusion accounted for 78% and 51% of inclusion respectively.

Where team citizenship behaviours were concerned (i.e. behaviours going above and beyond the call of duty in helping other team members and meeting group objectives) employee perceptions of inclusion accounted for 43% of Team citizenship behaviour in India; in Australia, Germany and the USA, employee perceptions of inclusion accounted for 29%-41% of team citizenship; in China and Mexico perceptions of inclusion accounted for 71% and 60% of team citizenship respectively. The enhanced link with enhanced innovation and citizenship in China may be a function of the fact that employee perceptions in China may be more dependent on the behaviours of managers than is the case in more individualistic countries such as Australia, Germany and the USA.

In the same year as the Catalyst report, Ibarra (2014) concluded that ‘if you can be who you are and you feel included and accepted your motivation and ideas will help the company’s success now and in the future’. Similar themes emerge in research conducted in the same year by Opportunity Now (2014) with the benefits that they attribute to Inclusive Leadership including enhanced motivation, enhanced loyalty, improved performance and productivity, motivation to go the extra mile, increased self-confidence and increased career-enhancing opportunities.

The full literature review references earlier studies and the benefits that they ascribe to IL. Reference to the study author and the main benefit(s) cited are shown in Table 6 below:

Study	Benefits of IL cited
Centre for Talent Innovation (Hewlett <i>et al.</i> , 2013)	70% more likely to have captured a new market in one year; 45% more likely to show an improvement in market share
Bilimoria (2012)	A move from command and control to IL can mark a shift from an exclusionary and stagnant culture that is de-motivating and de-energising to one that is inclusive and open one and brings out the best of people, energising them, encouraging collaboration and supporting initiative and innovation
Deloitte report (Deloitte Touche Tohmatsu, 2011)	IL facilitates Diversity of thought; assists in the retention of Generation Y and Generation Z employees (those born 1996-2012) who show a greater interest in diversity of thought and the way that diverse thinking can facilitate organisational learning
Alimo-Metcalfe (2010)	IL facilitates employee engagement; increased customer satisfaction, productivity, profitability and reduced employee turnover; increased well-being and health; reduced burnout; reduced stress; higher self-efficacy, job satisfaction, fulfilment, and proactivity in dealing with change
Nishii and Mayer (2010)	IL is associated with reduced employee turnover
Eagly and Chin (2010)	IL facilitates a movement between majority and minority perspectives depending on the cultural context

Table 6: Benefits of IL in studies 2010- 2013

4. Developing Inclusive Leaders

Given the multiple benefits ascribed to IL, plus the findings from the findings from the new research reported below, it is vital to understand how to develop Inclusive Leaders. Regrettably, there is less information on this than many other related topics. However, there is some useful guidance. Opportunity Now (2014), for example, makes the point that organisations need to reward both outputs and behaviours and Ryan (2013) suggests that a useful step in developing Inclusive Leadership skills is acquiring relevant skills such as understanding the basis of people’s claims, the assumptions underlying assertions, and interests that motivate people to promote certain positions. These critical skills can also help in recognising unstated, implicit and subtle points of view as well as the often invisible or taken-for granted conditions that provide the basis for exclusive stances and practices (Ryan, 2013, p.13).

In a similar way, Brown (2004) discusses the need for leaders to be cognisant of their own and colleagues' biases so that they can more actively and carefully listen to new perspectives and counter-narratives. Care in the way language is used can also be helpful with leaders needing to be aware of the power that messages and language can convey.

Appendix B

Survey Demographics

Altogether, after cleaning the data file and removing cases that produced less than a half of the survey, a total of 986 participants took part in the survey. Of these 986 participants, 966 completed the survey and 20 completed two thirds of it.

Survey Respondents

Breaking down the 986 respondents into the 10 participating organisations (plus an 'other' category involving 10 participants who could not be identified within those 10 organisations), it is clear that the number of survey participants by organisation varied widely.

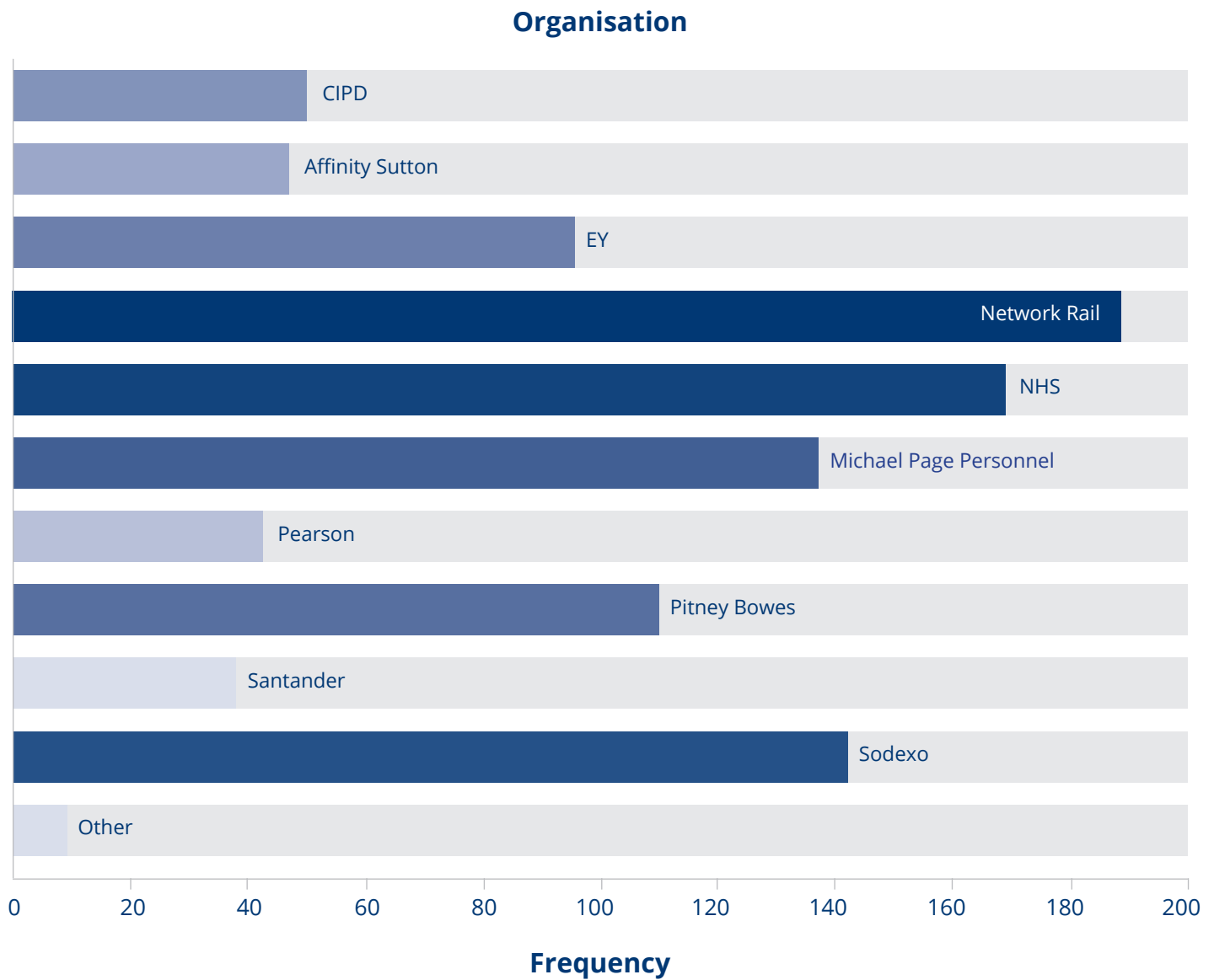
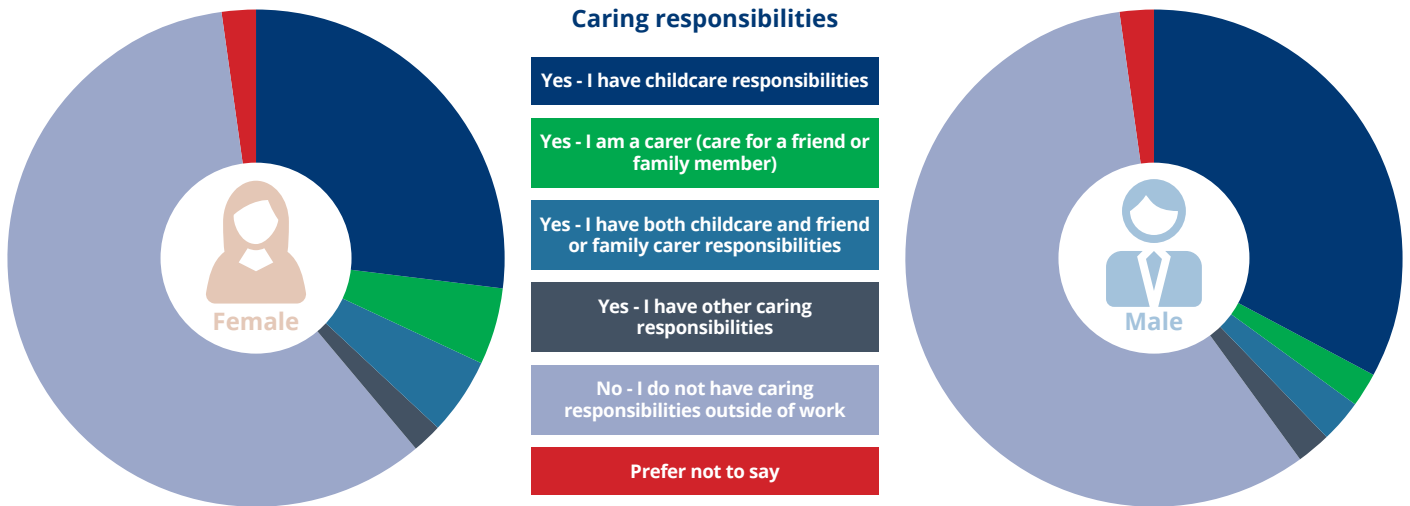


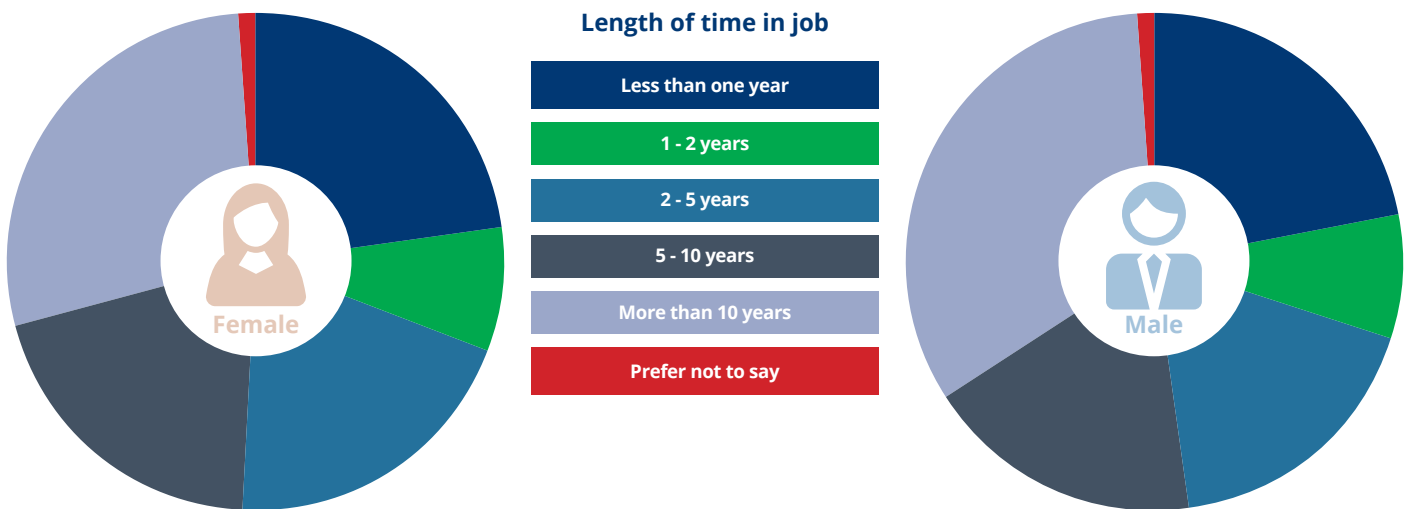
Figure 7: Number of survey respondents by demographic groups

Gender

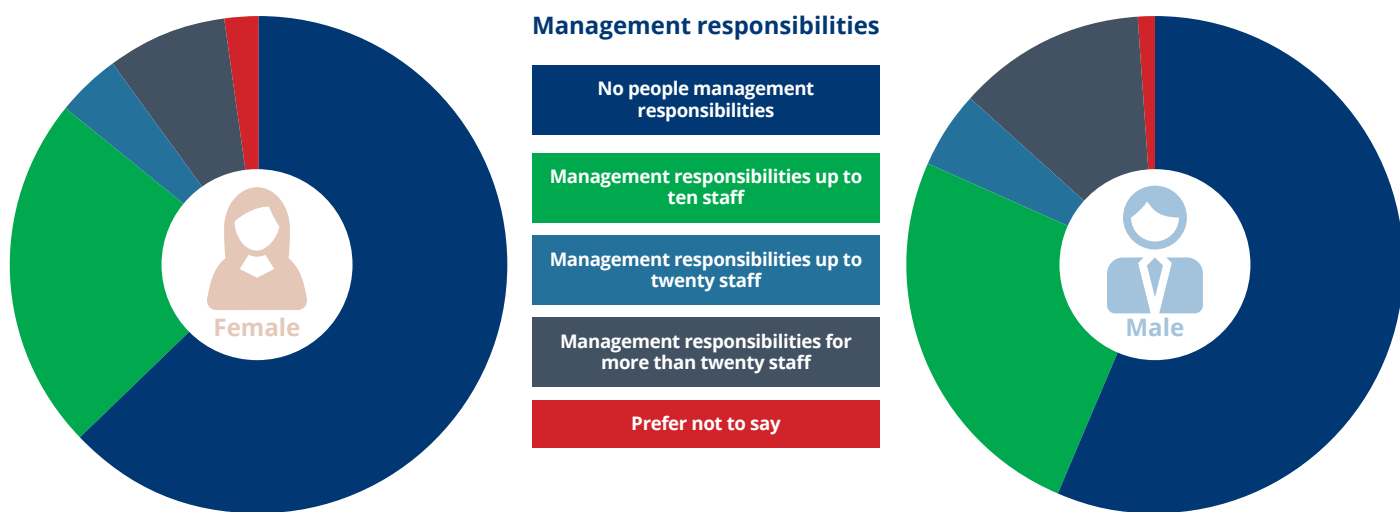
Of those who indicated their gender (n=961), the largest percentage of respondents were female (58%). Comparing the female and male participants, there were differences in caring responsibilities (see charts below), with females reporting more caring responsibilities than males, especially childcare responsibilities.



There were also different patterns between men and women in the length of time they had been in their jobs. Although the largest overall length of time in job was over ten years, more males than females reported being in their job for over ten years.



There were similar patterns in the management responsibilities of male and female participants. However, there was some slight variation: Females were more likely to have no management responsibilities compared to males (F=61.4%, M=56.2%) and males were more likely to manage more than 20 staff compared to females (F=7.9%, M=11.1%).



Age Groups

Of those participants who indicated their age group, the largest group was within the 35 to 53 years range (49.8%); the next largest group was the youngest group, aged between 17 to 24 years (34.6%). Overall, of those who indicated their age, 13.3% of the participants were over 53 years of age and 6 of these participants were over 65.

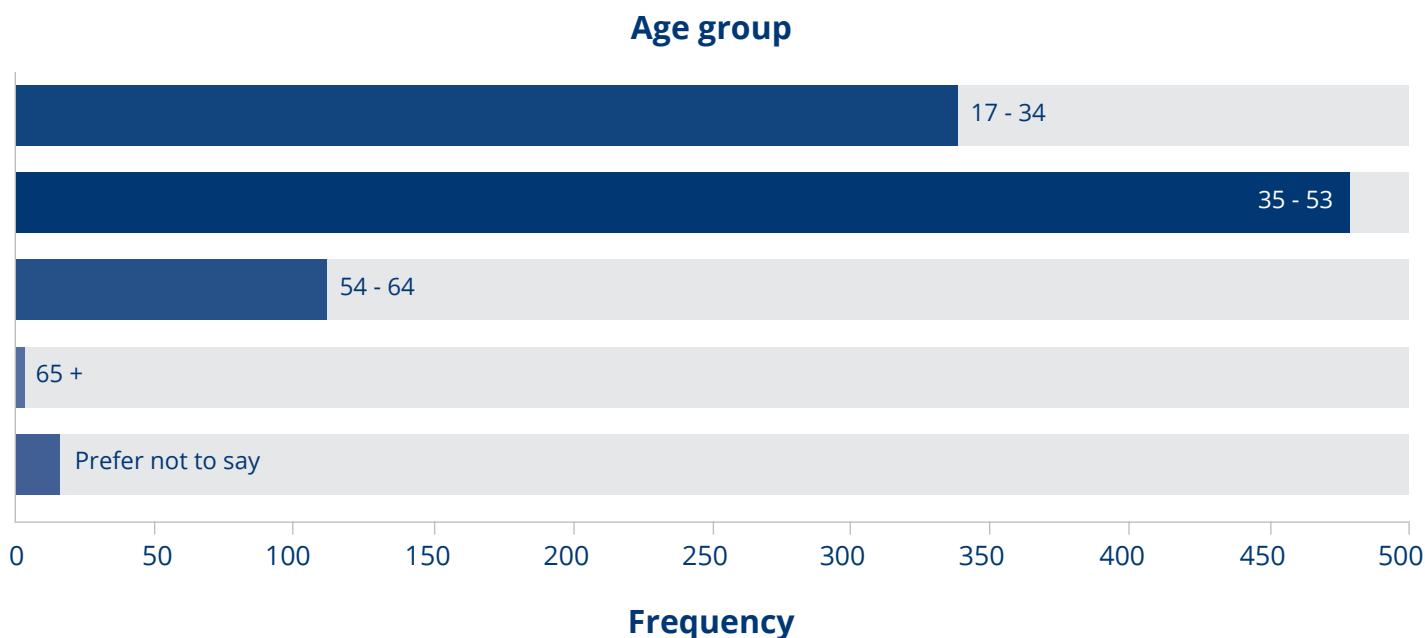


Figure 8: Age groups of survey respondents

Ethnicity	Frequency	Percent
English / Welsh / Scottish / Northern Irish / British	737	74.7
Irish	33	3.3
Gypsy or Irish Traveller	3	0.3
Any other White background	68	6.9
Mixed / multiple ethnic groups	4	0.4
White and Black Caribbean	6	0.6
White and Black African	3	0.3
White and Asian	5	0.5
Any other Mixed / multiple ethnic background	5	0.5
Indian	24	2.7
Pakistani	6	0.6
Bangladeshi	1	0.1
Chinese	7	0.7
Other Asian background	7	0.7
African	13	1.3
Caribbean	10	1.0
Other Black / African / Caribbean background	8	0.8
Arab	2	0.2
Other ethnic group	3	0.3
Prefer not to say	38	3.8
Total	986	100

Table 7: Ethnic composition of survey respondents

Religion

Of those participants who indicated their religious affiliation or preference, 40.26% indicated that they had no religion or were atheist. Just over half of the respondents indicated that they were Christian and less than seven percent indicated religions other than Christianity. The breakdown of participants by religion, including those choosing not to answer this question is presented below.

Religion	Frequency	Percent
No religion	378	38.3
Christian	496	50.3
Buddhist	4	0.4
Hindu	13	1.3
Jewish	2	0.2
Muslim	20	2.0
Sikh	7	0.7
Any other religion	19	1.9
Prefer not to say	47	4.8
Total	986	100

Table 8: Religious background of survey respondents

Disability

Of those participants who answered, only 2.9% indicated that they had a disability, a total of 28 participants.

Sexual Orientation

Of those participants who answered, over 90 percent indicated that they were heterosexual. Twenty-five participants indicated that they were homosexual (F=10, M=25), thirteen participants were bisexual and four indicated 'other' sexuality.

Caring Responsibilities

Of those participants who answered, 59.5% did not have any caring responsibilities, meaning that over forty percent of respondents out of those who answered this question had caring responsibilities. Including the 'prefer not to say' category in the table, the breakdown of responses is presented below.

Caring Responsibilities	Frequency	Percent
Yes - I have childcare responsibilities	284	28.8
Yes - I am a carer (care for a friend or family member)	38	3.9
Yes - I have both childcare and friend or family carer responsibilities	39	4.0
Yes - I have other caring responsibilities	24	2.4
No - I do not have caring responsibilities outside of work	566	57.4
Prefer not to say	35	3.5
Total	986	100

Table 9: Caring responsibilities of respondents

Educational Level

Of those participants who answered, the most popular level of educational level from the sample was Bachelor Degree level (37.5%); the next educational level frequency was Further Education or High school (25%), followed fairly closely behind with Masters Degree level at 17.9%. The following bar chart presents the breakdown of frequencies by educational level including the 'prefer not the say' group.

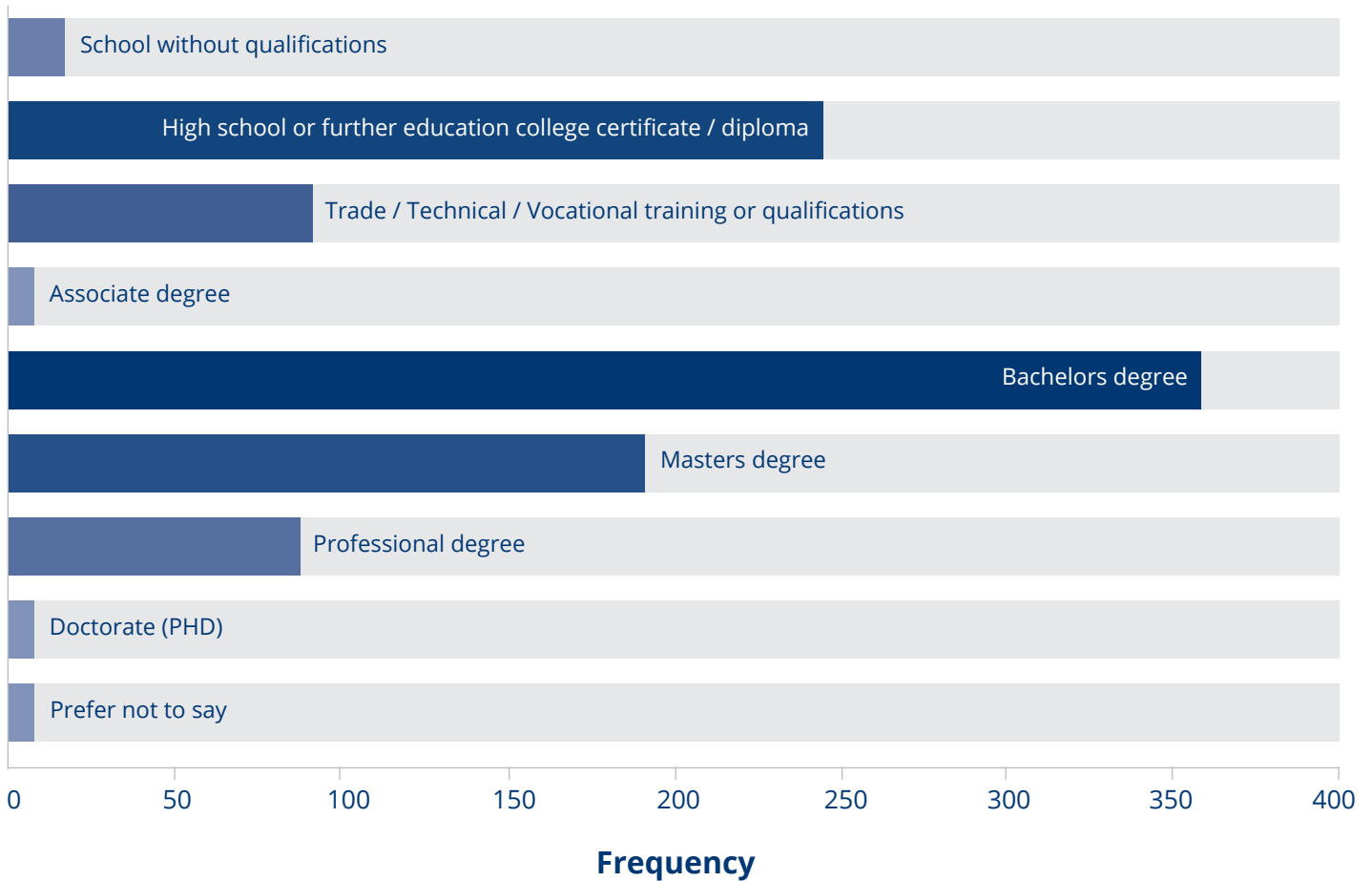


Figure 9: The education level of survey respondents

Length Of Time Working In Organisation

Of those participants who answered, the most popular length of service participants had given working in their job was in the highest 'more than 10 years' category (32.9%). Interestingly, the next frequent level down was the lowest category of 'less than a year' (21.2%). The following bar chart presents the frequencies for the length of time in job, including the 'prefer not to say' group of respondents.

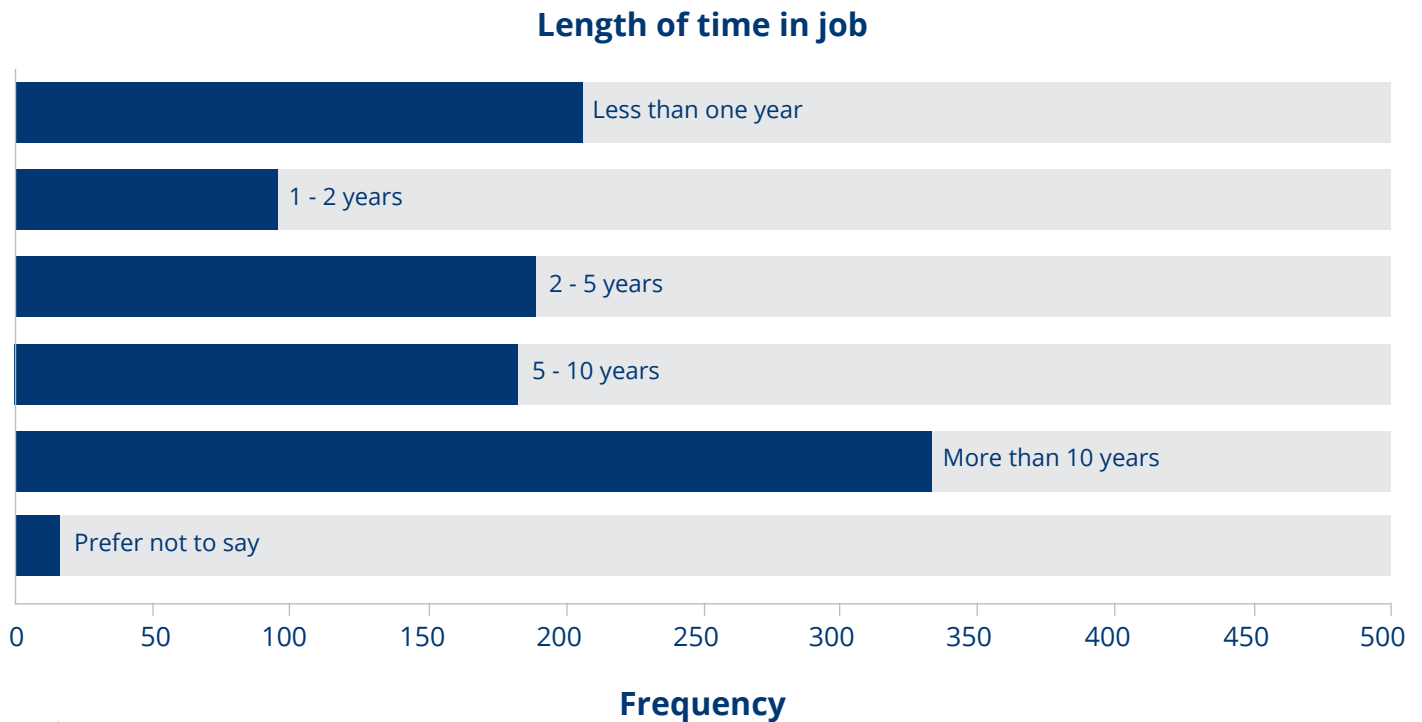
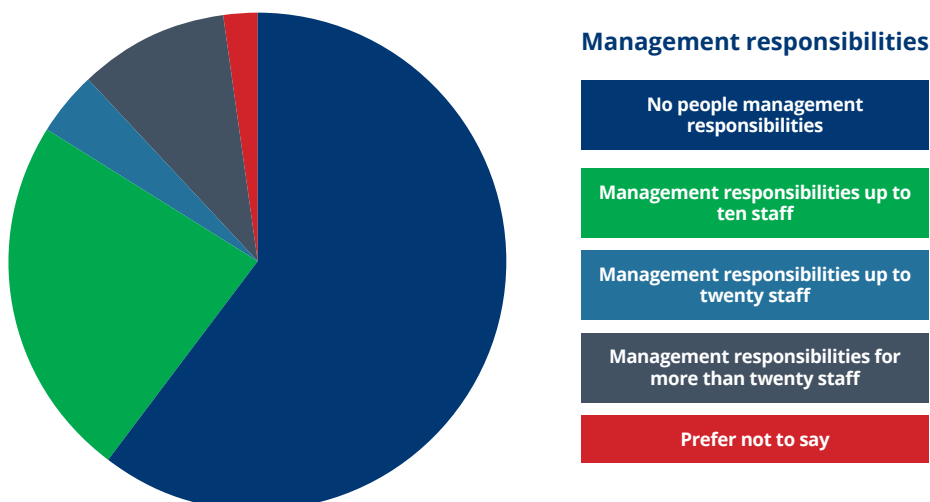


Figure 10: Length of time on the job of respondents

Management Responsibilities

The participants were mostly employees with either no or few management responsibilities. Of those participants who answered, 60.5% had no management responsibilities and less than a quarter of the sample had a small level of management responsibility (managing less than 10 staff members). Only 90 participants (less than ten percent of the sample) indicated that they managed more than 20 members of staff. The pie chart below shows diagrammatically the proportions of answers given by participants for their level of management responsibilities.



Appendix C

Selection of Competencies for (i) the Competency Statements and (ii) Self-Assessment Tool

A total of 15 competencies emerged from the survey and interviews as being important both (i) in defining Inclusive Leadership and (ii) in showing a strong correlation with positive self-perceptions of performance and productivity. The statistical strength of the first of these points is shown in columns 2 and 3 below and the statistical strength of the second is shown in the final column 4. Also shown are the competencies volunteered by interview respondents as being elements of IL (see column 3 in the table below). Those competencies marked with ** appear to be particularly central and those marked with * appear to be of high importance.

It should be noted that whilst the survey provided a set of leadership descriptions for respondents to rate, the relevant interview question was open-ended and provided respondents with an opportunity to volunteer competencies which they thought constituted IL. These differences explain the lower percentages for the interview over the survey responses.

A summary definition of each competence appears in the first column in italics.

Overall competency and the survey statements for each competency that achieved highly significant statistical results with those results shown in the next column (the number after each statement refers to the survey number)	Principal component analysis and the extent to which each Inclusive Leadership (IL) survey question is correlated against the latent construct Correlations of 0.7 or more are very good to excellent	% of interview respondents who cited this competence as an element of IL	Correlations between each IL survey and positive self-perceptions of performance and productivity Correlations of 0.5 are good and those of 0.7 or more are very good
Individualised consideration (Tf) ** <i>Showing individual interest and offering one-to-one support for followers</i>			
The organisation makes use of everyone's talents to make this a more successful organisation 1	0.75	14.9%	0.63
A diverse range of views are taken into account 2	0.75	18.2%	0.49
Leaders usually listen to people's concerns and offer support 4	0.78	13.5%	0.67

Table 10: Statistical information on the strength of the fifteen competencies underpinning the survey instrument, competency statements and self-assessment tool

Table continues below

<p>Idealised influence (Tf)* <i>Having admirable qualities that followers want to identify with</i></p> <p>Things operate on the basis of fairness rather than favouritism or bias 5</p> <p>Leaders communicate honestly and encourage trust and loyalty 10</p>	0.72	6.5%	0.59
<p>Inspirational motivation (Tf) * <i>Providing an appealing vision that inspired followers</i></p> <p>Leaders understand that different things motivate different people 8</p> <p>The leaders inspire and motivate all employees to achieve 14</p>	0.74	9.3%	0.64
<p>Intellectual stimulation (Tf) <i>Encouraging followers to develop their ideas and to be challenging</i></p> <p>This is a workplace in which everyone, regardless of background, is given opportunities to develop and advance 13</p> <p>People can usually reach their full potential 7</p>	0.79	0.1%	0.66
<p>Unqualified acceptance (SL) <i>Being inclusive in considering followers (being non-judgemental and accepting each follower as a unique individual)</i></p> <p>Leaders allow us to be our real selves at work 17</p>	0.72	2.1%	0.62
<p>Empathy (SL) <i>Putting oneself mentally and emotionally into followers' places</i></p> <p>Leaders try to understand the feelings of their staff 18</p>	0.79	1.4%	0.69

Table continues below

<p>Listening (SL) ** <i>Actively listening to followers (following content but also the underlying meaning and emotional significance behind views and opinions)</i></p> <p>People's views are taken into consideration even where these differ from the majority views 11</p> <p>Leaders are prepared to listen to people whose views may differ from their own 34</p>	0.78	18.2%	0.62
<p>Persuasion (SL) <i>Being able to influence followers by showing them the benevolent merits of the direction they are being led in rather than through formal authority or force</i></p> <p>Leaders set a good example and this makes me work hard 19</p>	0.81	9.3%	0.73
<p>Confidence building (SL) * <i>Providing followers with opportunities and recognition so that they see themselves as valuable contributors to the team and organisation</i></p> <p>Leaders give me the confidence to know that I can succeed in my work 20</p> <p>Minority voices are given the confidence to contribute to important decisions 33</p>	0.82	4.3%	0.77
<p>Growth (SL) * <i>Encouraging followers to reach their full potential</i></p> <p>The diverse talent of employees, including minority groups, is encouraged and promoted by leaders 36</p> <p>A diverse range of talents have opportunities to get promoted and reach the top 22 .756</p>	0.76	11.6%	0.63
	0.76	0.7%	0.62

Table continues below

<p>Foresight (SL) <i>Having the ability to see events and anticipating where they might lead</i></p> <p>I trust our leaders' vision for the organisation 23</p>	0.74	6.5%	0.66
<p>Conceptualisation (SL) <i>Having vision about possibilities</i></p> <p>Leaders have the ability to think about important long-term goals for a diverse workforce 24</p>	0.76	6.5%	0.64
<p>Awareness (SL) * <i>Being fully open and aware</i></p> <p>Leaders can be fair and objective and will speak out when things are not fair for particular employees or groups 25</p> <p>Leaders seem aware of their personal prejudices and try to be fair to everyone 35</p>	0.79	2.2%	0.64
<p>Stewardship (SL) <i>Articulating the belief that the organisation's legacy is to contribute to society</i></p> <p>The organisation is one in which employees feel they can be part of a team working together 32</p>	0.75	7.9%	0.68
<p>Healing (SL) <i>Helping followers cope with burdens or personal troubles</i></p> <p>I am confident that leaders would offer support with personal issues to employees who are different from themselves 30</p>	0.71	7.9%	0.62

Appendix D

Detailed Interview Responses

A total of 16 questions were posed to managers and non-managers and their tabulated responses are shown below alongside key findings and indicative quotations. Reference in the quotations to 'S' refers to a senior manager; 'MM' to a middle manager and 'NM' to non-managers without management responsibilities.

Question 1:

What does IL mean to you in the context of a large, national organisation like yours? What behaviours and skills would you expect to see a leader practise?

Competencies cited	% of senior and middle managers responses referring to this	% of non-manager responses citing this	Overall % of responses by all respondents citing this element
Being free of bias / prejudice	10	11	10
Tailoring communications to individuals	9	10	9
Taking views into account and promoting open discussion and debate	8	10	9
Leveraging differences	8	7	8
Being open and transparent about decisions	7	0	7
Developing diverse talent	7	4	7
Leading by example and role modelling	7	3	6
Listening	5	8	6
Willingness to learn about and understand individuals' differences	5	3	8
Inspiring, motivating and engaging	4	3	7
Being honest	4	3	7
Demonstrating vision and direction	3	3	6
Being fair	3	4	7

Table 11: % responses to question 1 (showing the competence prioritised by respondents)



KEY FINDINGS:

- Both managers and non-managers prioritised the following competencies (a note in brackets reveals whether these are Transformational (Tf) or Servant Leader (SL) competences): being free of bias / prejudice (SL); tailoring communications to individuals (Tf); taking views into account (SL); leveraging differences (SL); developing diverse talent (SL); being open about decisions (SL); role modelling (Tf); listening (SL).
- Overall, senior managers, middle managers and non-managerial respondents perceive the priorities of IL as being within eight areas, with differences appearing only in the prioritisation or listing of five areas (importance of openness and transparency; development of diverse talent; importance of leading by example; importance of willingness to learn about and understand individuals' differences; being fair).
- 25% of prioritised competences correspond to Tf competencies and 75% to SL competencies. The prioritisation of SL-related competencies reflects the survey finding that SL ratings make a greater contribution than Tf leader ratings to self-performance ratings.



Free of bias: 'It means leadership which creates a culture and environment where everyone feels comfortable in being who they are and able to contribute to their full potential' (Network Rail, Senior Manager (S))



Tailoring communications: 'Would expect leaders and managers to appreciate different people's styles, beliefs and preferences and to identify / appreciate / respect them and to manage them in an appropriate way to get the best out of the individual and make them feel valued (Page, S)



Listening: 'It is about taking people along with you and exercising leadership through engaging people and not through authority and making sure that ideas are explored within the team' (NHS, S)



Leveraging differences: 'The concept applies to all of our people. It means understanding and being aware of differences and incorporating the understanding into everything we do to leverage the benefits of Diversity' (EY, S)



Developing talent: 'It is about creating an environment where people from different backgrounds and experiences can maximise their potential in that environment' (EY, S)



Being open: 'IL is being transparent around decisions and providing feedback on the outcomes' (Pearson, S)



Question 2:

To what extent do you see the leadership behaviour and skills described in the definition of IL provided encouraged and practised in your organisation?

The definition of IL provided to participants was as follows:

An Inclusive Leader is one who **listens** respectfully to a diversity of people, **factoring their views into decisions**, **behaving ethically**, **encouraging** others to be **creative** about problems, **encouraging the growth** of their skills, inspiring through a shared vision and inspirational objectives, **leveraging differences** and **communicating honestly** in a way that inspires trust and loyalty.

Extent practised and encouraged	Senior and middle managers %	Non-managers %	Total % of all respondents citing this
Greatly	49	44	47
To a certain extent	43	56	47
Rarely	5	-	4
Difference between what is encouraged and practised	3	-	2



KEY FINDINGS:

- There is a view amongst all respondents, both managers and non-managers, that IL is evident whether greatly or to a certain extent, in their organisation.
- Respondents of all levels were relatively equally divided between whether or not the leadership behaviours and skills associated with IL are (i) greatly practised in their organisation or (ii) only to a certain extent.



'Many of these features are encouraged and practised e.g. behaving ethically, encouraging creativity and inspiring a shared vision and communicating honestly are good. Not so strong are listening respectfully, leveraging differences and respecting the full diversity of employees' (MM)



'X is a very diverse organisation and we do a lot of these behaviours but there are some pockets where some of them are not practised' (S)



Question 3A: Diversity and leadership style (gender)

Is there a difference in men and women's tendency to lead inclusively?	Senior and middle managers %	Non-managers %	Total % of all respondents citing this
No difference	69	89	76
Women have greater tendency to practise it	25	11	20
Men have greater tendency to practise it	3	0	2
Women have more empathy	3	0	2
Men are more competitive	0	0	0
There are differences but am not clear what they are	0	0	0



KEY FINDINGS:

- The majority of respondents of all levels (69% of managers and 89% of non-managers) do not perceive a difference in the extent to which men and women are likely to lead in an inclusive way.
- A significant minority of managers (29%) consider that women have a greater tendency to practice IL than men.
- One person thinks that women are less inclusive than men.



'Women are better at leading more inclusively because we tend to be more collaborative than men. This means that we ask for people's points of view more than men do' (EY, S)



'Have noticed that women in senior positions try and show that they are the leader. Women in senior positions can be less inclusive than men and less respectful in showing off their power. They always have to show off that they're the boss and the manager – have never seen men do this' (Affinity Sutton, NM)



'Men are a bit more inclusive in my experience than women' (EY, NM)



Question 3B: Diversity and leadership style (culture and ethnicity)

Is there a difference in the tendency for different cultures/ethnicities to lead in an inclusive way?	Senior and middle managers %	Non-managers %	Total % of all respondents citing this
No difference	65	53	61
Different cultures / ethnicities will lead more or less inclusively	24	35	28
Don't know / none of the above	11	12	11



KEY FINDINGS:

- The majority of managers (65%) and non-managers (53%) feel that there is no difference in the tendency for different cultures or ethnicities to lead in an inclusive way.
- A significant minority (24% of managers and 35% of non-managers) consider that different cultures and ethnic minorities will lead more or less inclusively



'From my experience, I have found that the one ethnic background leader I had was inclusive' (NHS, MM)



'I think it is less of a deal for BAME leaders because they are more relaxed and it is more relaxed for them to lead inclusively' (Nationwide, S)



'The ethnic minority leaders I have encountered are more inclusive' (Network Rail, MM)



'A leader has to understand different cultures and the journeys they have taken. This is possible for leaders from any background' (Santander, S)



Question 4A: Positive outcomes of IL

Constructs	Middle and senior managers %	Non-managerial %	Totals %
Performance and productivity	19	18	19
Loyalty	10	12	11
Advance of under-represented groups	5	13	8
Motivation to go the extra mile	6	5	6
Increased creativity and motivation	8	3	7
More diversity of thinking	7	7	7
Better services to clients, customers or service users	7	7	7
Better team work	5	7	6
Retention and reduced turnover	6	3	5



KEY FINDINGS:

- Significant specific positive outcomes are noted by more than 5% of responses across several domains (shown here in descending order of frequency of references): performance and productivity, enhanced loyalty, the advance of under-represented groups, enhanced creativity, better services to clients, customers and service users, teamwork, motivation to go the extra mile and higher retention.
- The finding of a strong relationship between IL and enhanced performance and productivity mirrors the survey finding of a strong correlation between perceived IL and self-performance ratings.
- Responses of managers and non-managers alike point to similar views with differences only emerging in relation to the extent to which IL advances under-represented groups (more non-managers believing this than managers) and enhances creativity (more managers believing this than non-managers).



'More effective workforce who want to be a part of the success of the business – feeling a part of a bigger organisational vision and goal' (EY, MM).



'It leverages the talents of everyone' (Network Rail, MM)





'It harnesses the collective brains of a large, diverse workforce' (NHS, S).



'It broadens our perspective on things and is likely to generate more creative solutions' (NHS, S).



'It is very good for morale' (NHS, S).



'People work more efficiently and effectively when they are happy, validated and listened to' (NHS, S).



'If you have contented, happy staff who enjoy coming to work, you get good patient care' (NHS, S).



'It has a huge impact on how people interact. For example, there is better collaboration and people are prepared to listen and to speak up' (NHS, MM)



'Commerciality and understanding our customers requires us to understand our employees who represent those customers' (Nationwide, S).



'Being reflective of the Diversity of our constituencies will enable us to be more successful in meeting diverse stakeholder needs (Pearson, S)



'A lot of people have different beliefs and mixing can change viewpoints' (Page, S)



'Diverse teams are better at problem-solving' (Pearson, S)



'A team of people who feel included provide more natural support within the team and help anyone who is struggling' (Pitney Bowes, S)



'No question is a silly question' (PB, Non-Manager (NM))





'The more diverse you are, the more likely you are to get to access different opinions and ideas on things that you have not thought yourself' (PB, NM)



'Leaders are role models who motivate employees' (Santander, S)



'We work in a market place where attracting and retaining talent is difficult but IL has made us an employer of choice' (Sodexo, S)



'It's about encouraging people to come to work – you want to create an environment where people have careers with you. We employ some of the most vulnerable and need to be responsible to help with their progress and success' (Sodexo, S)



'Since you are taking people's views into account, you build up trust between people. This is a massive benefit in a large company since everyone feels that everyone is on the same page. Everyone trusts what everyone is doing' (Page, NM).



Question 4B: Negative outcomes of IL

Constructs	Senior and middle and managers %	Non-managers %	Totals %
No negative effects	28	45	33
Works for some but not for others	18	5	13
Time consuming	20	30	23
Advancement of minorities could cause offence	20	5	15



KEY FINDINGS:

- A third of responses suggest no negative effects.
- Almost a quarter of the responses consider that IL could have the negative outcome of being time-consuming.
- A minority but mainly manager responses hold that the advancement of minorities could cause offence to non-minority groups.



'None as long as it is applied effectively and brings in people who are outsider and creates a level playing field' (Affinity Sutton, NM)



You could go too far with Diversity and narrow opportunities for the majority' (EY, S)



'There could be a perception that we are promoting minorities and white employees could feel that they are being disadvantaged' (Nationwide, MM)



'It presents more challenges to the manager because of people approaching work and problem-solving differently' (Network Rail, NM)



'Positive discrimination can lower the morale of white employees' (Nationwide, NM)



'There can be misunderstandings in communications e.g. what a person says may not be what they mean' (Network Rail, NM)





'It is time-consuming - listening to everyone might mean that there are too many views and it can lead to conflict and be time-consuming (EY, NM)



Question 4C: IL and its impact on a diverse talent pool (managers only)

What is the impact of IL on a diverse talent pool?	Senior and middle and managers %
Provides an organisational talent pool that fosters diversity	27
Enables everyone to have their talents acknowledged and recognised	27
Provides a mindset that facilitates greater diversity	18
Attracts the best people	15



KEY FINDINGS:

- All of the positive responses were associated with respondents feeling that IL has a significant impact on diverse talent management with 27% of manager responses citing a boost to the talent pool that fosters diversity and a further 27% of responses crediting IL with enabling everyone to have their talents acknowledged and recognised.



'We introduced a mentoring programme which has helped to develop the skills and abilities of high potentials. We have also introduced 'Leading Diverse People for Performance' (Affinity Sutton, S)



'It means people are given an equal opportunity to flourish and talent management decisions are made on the basis of performance' (Pearson, S)



'Gives people from diverse backgrounds the opportunity to succeed' (NHS, S)



'You have to become aware of unconscious bias barriers' (Nationwide, S)



Question 4D: Trust in leaders (non-managers only)

	Non-managers %
Leaders trusted by a diversity of staff	42
Leaders are supported by teams	39
Don't know	13



KEY FINDINGS:

- The responses indicate that a high proportion on non-manager responses (81%) express the view that leaders are trusted by their staff or supported by their teams



'Yes, diverse groups do trust Sodexo's leaders and they have the willing support of their teams since they put effort into communicating with them' (Sodexo, NM)



'Leaders definitely have trust. 100% leaders communicate with employees – e.g. I have very strong relationships with leader. They have made it clear that if there is something wrong, we can talk to them. They will make time as soon as you need to speak to someone about something (Page, NM)



'The traditional white male might be less trusting as they might feel women are being promoted and not on merit' (Network Rail, NM)



It depends. Some are trusted and some not. It's about 50/50 (Affinity Sutton, NM)



Question 5A: Delegating power and sharing decision-making

Constructs	Senior and middle and managers %	Non-managers %	Totals %
Lot of emphasis on delegating power	27	34	30
Some emphasis on delegating power	23	20	22
Little or no emphasis on delegating power	11	3	8
Leaders share decisions	23	29	25
Leaders do not share decisions	14	9	12



KEY FINDINGS:

- **Approximately 1/3 of manager and non-manager responses indicate that emphasis is placed on delegating power.**
- **c.1/4 of responses indicate that leaders share decisions.**
- **Interestingly, approximately four times as many manager as non-manager responses point to little or no emphasis being placed on delegating power as compared with non-manager responses.**



'We wouldn't be able to allocate the right resources to address requirements if we didn't delegate power' (Affinity Sutton, S)



'Some are good at it and some not' (S)



'Power is limited to a small cabal' (MM)



'We consult the staff through our process 'Listening interactions' (NHS, S)



'Delegation is rife - the organisation allows people to be responsible and provides loads of autonomy' (NHS, S)





'There is the aspiration to delegate power but it is conventionally hierarchical. It makes a good effort to gauge the voices and opinions of its people through workshops and other activities' (NM)



'Organisation X wants to empower people and we do well on giving the permission to make decisions but not always the support they need to execute them' (NM)



Question 5B: to what extent are tasks clearly structured

	Senior and middle and managers %	Non-managers %	Totals %
Most tasks are highly structured and defined	71	76	73
Tasks are a mixture of easily structured and precisely defined	12	0	7
Tasks are not easily structured	12	0	7



KEY FINDINGS:

- **Nearly 3/4 of manager and non-manager responses indicate that most tasks are highly structured and precisely defined in respondent organisations.**
- **A small minority, all managers, thought that it was a mix and that the tasks in their organisations could not be easily structured and precisely defined.**
- **Combining the responses of questions 5A and 5B, most reveal that the majority of tasks are structured and precisely defined with over 50% of respondents indicating that there is at least some emphasis on the delegation of power in organisations. Applying Fiedler's findings to these results (he predicted that one of the conditions for participative leadership is the presence of high task structure and low leader power - see p.8 of the report) suggests that a majority of organisations have some but not all of the contextual conditions in place to achieve participative leadership, an element of IL. So, the conditions for high task structure are in place but more delegation (connected with lower leader power) would help in embedding greater participation. Until organisations apply more delegation they may have difficulty in providing the context for participative and inclusive leaders.**



'In some areas of work it is difficult to structure and define. In the retail outlets, it is highly structured and defined' (Nationwide, MM)



'It varies e.g. in sales and processes; they are highly structured and defined. For others, like my group, people need a high degree of self-organisation and initiative' (Pearson, S)



'The tasks and work are often structure and defined. However, new and explorative work is not so structured and defined' (Pearson, NM)



Question 6: to what extent a diversity of people are valued (non-managers only)

	Non-managers %
Diversity is valued	76
Diversity is somewhat valued	24



KEY FINDINGS:

- ¾ of respondents indicate that in their organisations, a diversity of people is valued with the remaining quarter indicating that diversity is valued 'to some extent' in their organisations



'They are highly valued and respected. Even down to site level, we have developed recognition schemes for immediate recognition and do four-star awards. If you think of a better way of doing things you are strongly encouraged to feed that back' (Sodexo, NM)



'People are respected and valued. We need to do more about cognitive diversity. We are very good around visible diversity but not so much about leveraging diversity of thought. We are still UK-centric in our thinking' (Pearson, NM)



'I imagine that there will be instances where it doesn't happen, e.g. the terminology that people use can sometimes come across as racist or sexist' (NHS, NM)



Question 7: to what extent is change needed?

Constructs	Senior and middle and managers %	Non-managers %	Totals %
Change our leadership practice so that it is more inclusive	31	13	23
No change needed	8	13	10
Change organisational culture	18	28	22
Improve communications	10	19	14
Need leaders who engage more	12	3	9



KEY FINDINGS:

- A small majority of responses indicate that change in organisational culture is needed (28% of non-manager and 13 of manager responses) as well as changes to improved IL practice (31% of manager and 13 of non-manager responses) and leaders being more engaging (12% of manager responses).



'The style is currently hierarchical and top down and needs to evolve into something which is delegating, involving and inclusive' (S)



'You can start to see that the people being recruited are inclusive and less of the 'Tell do' approach. The organisation is looking at being more inclusive – there is a drive on inclusivity' (Santander, S)



'Our leaders need to be better models of inclusivity. We need to be better at offering the evidence for decisions and be more honest' (NM)



'There could be improvements in the way we engage people in new ways of working. We could test it more with them and get some feedback' (NM)



Question 8A: is Inclusive leadership rewarded? (managers only)

	Senior and middle managers %
IL is rewarded	47
IL is not rewarded	26



KEY FINDINGS:

- **Just under half of the respondents (47%) indicate that the organisation rewards IL.**
- **One quarter of respondents indicate that IL is not rewarded.**



'Our leadership programmes concentrate on IL and that is what we reward' (Affinity Sutton, S)



'No, people don't get rewarded for working in a certain way. However, I believe people who are behaving inclusively are more likely to be recognised and developed' (NHS, MM)



'The key recognition now is managers' employee engagement scores and this is about IL' (Pitney Bowes, MM)





'The red thread through leadership behaviours has to be IL. You could achieve all your financial targets and not get more than 60% if you can't show the evidence of IL' (Sodexo, S)



'We have articulated leadership behaviours but the rewarding of these is mixed and so their practice is mixed (S)



Question 8B: developing employees (non-managers only)

	Senior and middle managers %
More experienced staff are brought in from outside	29
Existing personnel are developed and trained for new roles	63



KEY FINDINGS:

- Nearly 2/3 of responses indicate that existing personnel are developed and trained for new roles and nearly 1/3 indicate that more experienced people are brought in from outside.



99% yes. The ethos of the company is to grow organically. Hire graduates but every other management task is filled from within. Never seen a manager brought in from the outside' (Page, NM).



'To a great extent but it relies on the individual to apply for the promotion' (Nationwide, NM)



'When we went through a massive re-organisation two years ago a lot of people left and we brought a lot of new people in. The emphasis is still on external recruitment' (NM)



Question 9: influence of the top person

Constructs	Senior and middle and managers %	Non-managers %	Totals %
Don't know	3	20	9
A great deal	80	45	67
To some extent	11	30	18



KEY FINDINGS:

- 80% of manager responses agree that the behaviour and attitudes of the top person influence those of others throughout the organisation whereas just under half of the non-managers thought that the top person's behaviour and attitudes had great influence.
- Nearly 1/3 of the non-manager responses indicate that the leader's behaviours and attitudes only influence behaviours throughout the organisation to some extent.



'To a large extent since the behaviour at the top encourages behaviour of a similar nature whether good or bad' (NHS, S)



'It's absolutely key since it does definitely influence what happens further down the chain. Our CEO is definitely pushing IL and bringing in Inclusive Leaders (Santander, S)



'It trickles down. The top person influences the person who interacts with them and all the way down (Page, NM)



'We see a lot of the people at the top and this has inspired people vastly' (Pitney Bowes, NM)



'The influence of the top person is great because they share a vision and we all participate in activities to align us with the vision. This means that the top person's behaviours influence other people's behaviours to a great extent' (Sodexo, NM)



'Limited because we are very fragmented and not many people get to see the personality and behaviour of the leader' (Pearson, S)





'It very much influences the next couple of tiers of management. At the lowest level, this hardly filters down and they are influenced by the behaviours of their immediate managers. They need to put more effort into deliberately influencing behaviour down the organisation by the executive directors being more visible in the way that the CEO is through his walk-about's' (Network Rail, NM)



'Their behaviours have a high impact at senior levels but when it cascades down to the front line staff, the impact isn't there anymore' (Nationwide, MM)



Question 10A: strategic emphasis on new products, services or markets or cost control (managers only)

	Senior and middle managers %
Don't know	0
Lots of emphasis on new products, services or markets	39
Emphasis is less on new products than on cost control	25
Emphasis is on both	36



KEY FINDINGS:

- The majority of responses indicate that there is either substantial emphasis on new products/ services or markets (39%) or on a combination of this together with an emphasis on cost control as well (36%).
- Theory (Hakonsson *et al*, 2012) suggests that the 'producer' and 'leader' styles of leadership, styles akin to IL in emphasising bottom-up innovation / debate, are likely to emerge from a context that is high on exploration and exploitation, the situation that is identified by 36% of respondents in organisations. The other conditions referred to (*ibid*) are (i) high delegation and (ii) either high or low uncertainty avoidance depending on whether the 'Leader' or 'Producer' style is used.
- A comparison of risk avoidance scores on question 10A and 10C from organisations achieving the highest and lowest IL survey scores on the IL survey reveals a lesser emphasis on risk avoidance in the high-IL scoring organisations than in the low IL scoring organisations so it could be that the 'Leader' style in Hakonsson's model is closer to ene's IL than the 'Producer' style in his model (2012).



'It's a real mixture of the two' (Affinity Sutton, MM)





'We are pretty forward thinking and there is a good balance. We really do look into the future' (Affinity Sutton, MM)



'We make sure our core services stay good by not focusing on new things to the detriment of the existing things we are doing' (NHS, S)



We prioritise new products and services but there is effort improving what we have' (Nationwide, S)



'We do a mix of both in parallel' (Nationwide, MM)



'Santander has great innovation at the centre of everything and there is an increasing amount of effort at looking outside and also really understanding our customers. To be competitive, we have to be innovative' (Santander, S)



What we are doing at Page Personnel is developing new brands but the priority is on maintaining and developing well-established brands' (S)



Question 10B: strategic emphasis on new products, services or markets or improving procedures (managers only)

	Senior and middle managers %
Lots of emphasis on new products, services or markets	1
Emphasis is less on new products than on improving procedures	30
Emphasis is on both	57



KEY FINDINGS:

• A small majority of responses indicate an emphasis in organisations on both the development of new products, services and markets (57%) with 30% of responses pointing to an emphasis on improving procedures (30%) thereby suggesting that around half of organisations are operating an 'explore' and 'exploit' strategy.



'We prioritise cost and quality control and improving existing policies and procedures' (Senior)





'It's both so we can be successful and credible in the market place' (EY, S)



'There is a real balance here and especially because of our mutuality and the need to take account of the interests of our members' (Nationwide, S)



'Quality is very important. If we get that right, a reduction in costs will follow. However, developing new services improves quality' (NHS, S)



'There is a real balance. In the last year, we have opened in quite a few new countries but have always looked at the costs' (Page, S)



Question 10C: strategic emphasis on being adventurous or focused on being careful and reluctant

	Senior and middle and managers %	Non-managers %	% of all responses
Don't know	5	3	4
Adventurous	21	34	30
Keen to develop new ideas	5	8	14
Careful and reluctant	31	34	33
Both keen to develop new ideas and careful and reluctant	37	21	27



KEY FINDINGS:

- The managers' responses point to perceptions of the organisation as significantly less adventurous than those of non-managers (could it be that lower levels are involved in more grass-roots innovation?) with just 21% of manager responses and 34% of non-manager responses indicating that the organisation is 'adventurous'.
- 1/3 of the responses suggest that the organisation is perceived as careful and reluctant with only a small minority of responses registering the organisation as keen to develop new ideas. As noted in comments on question 10A above, a proportionately greater emphasis on new ideas than risk avoidance in high IL scoring organisations may be a factor in the survey finding of a greater presence of IL in those organisations. This would support a link between the presence of IL and a strategic orientation as an Explorer.
- Managers' responses indicate that they perceive their organisations to be more likely to be both adventurous and careful and reluctant (37%) than the responses of non-managers (21%).



'We look at innovation but there is always an element of cautiousness' (Nationwide, MM)



'Adventurous, e.g. developing a cross-organisational method of care which is new for the NHS' (NHS, S)



'It is a mixture of both as they are happy to explore new territories but they are also cautious' (Affinity Sutton, non-manager)



'Adventurous. I've been here over 10 years and there have always been new things introduced to make it better for the patients and staff' (NHS, NM)



Question 11: is there a results-based reward system? (managers only)

	Senior and middle managers
Yes, payment-by-results	50
No payment-by-results	28
Some elements of both	22



KEY FINDINGS:

- The majority of responses (50%) indicate that there is a results-based reward system or some elements of that and another system



'There are rewards for both financial results and behaviours. It is measured all the way through down to front-line managers' (Sodexo, S)



'It is a tiered structure based on a framework agreed with the Union and bonuses are dependent on the performance of Network Rail' (Network Rail, MM)



'There is PBR down to the first level of management but below that there is less of a relationship between performance and pay' (Pitney Bowes, S)



'It's a behaviours-based performance system and the PBR aspect is minor' (Santander, S)



References

- Alimo-Metcalfe, B and Alban-Metcalfe, J (2005), Leadership: Time for a New Direction? *Leadership*, February, 1: 51-71, accessed on 18 October 2015 at <http://www.ctrtraining.co.uk/documents/AlimoMetcalfeLeadershipTimeforaNewDirection.pdf>
- Alimo-Metcalfe, B. (2010), Developments in gender and leadership: introducing a new inclusive model, *Gender in Management: an International journal*, 25 (8), 630-639
- Ayman, R. & Korabik, K. (2010), Leadership: Why gender and culture matter, *The American Psychologist*, 65 (3), 157–170
- Bass, B (1990), From Transactional to Transformational Leadership: Learning to Share the Vision, *Organizational Dynamics*, 18 (3), 19-31
- Bass, B (1998), Transformational Leadership: Industrial, Military, and Educational Impact, Lawrence Erlbaum Associates
- Bass, B. M., & Avolio, B. J. (1994), Improving organizational effectiveness through transformational leadership. Thousand Oaks, CA, Sage
- Bilimoria, D (2012), Inclusive Leadership: Effectively Leading Diverse Teams, 4 March, <https://weatherhead.case.edu/news/2012/04/03/inclusive-leadership-effectively-leading-diverse-teams>
- Blanchard, K (2011), Why does leadership matter, 8 October, <http://howwelead.org/2011/10/08/why-does-leadership-matter/> accessed on 18 December 2015
- Booyesen, E. (1999) 'An Examination of Race and Gender Influences on the Leadership Attributes of S. African Managers'. Unpublished PhD thesis. University of South Africa
- Brown, K. (2004). Leadership for social justice and equity: Weaving a transformative framework and pedagogy. *Educational Administration Quarterly*, 40 (1), 77-108.
- Burchardt (2005) The education and employment of disabled young people: frustrated ambition, The Policy Press, Joseph Rowntree Foundation, <http://www.efds.co.uk/assets/0000/3412/OOO40.pdf>, accessed on 18 December 2015
- Catalyst (2014), Inclusive leadership: the view from six countries, accessed on 1 October 2015 at http://www.catalyst.org/system/files/inclusive_leadership_the_view_from_six_countries_0.pdf
- Deloitte (2012), Inclusive leadership: will a hug do, <https://www2.deloitte.com/content/dam/Deloitte/au/Documents/human-capital/deloitte-au-hc-diversity-inclusive-leadership-hug-0312.pdf>, accessed on 8 July 2015
- Deloitte (2015), Fourth millennial survey: mind the gaps, available at <http://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html> accessed on 26 October 2015
- Dovidio, J. F., and Gaertner, S. L. (2004). Aversive racism. *Advances in Experimental Social Psychology*, 36, 1–52.

- Druskat, V. U. (1994), Gender & leadership style: Transformational and transactional leadership in the Roman Catholic Church. *Leadership Quarterly*, 5(2), 99-119, available at <http://pubpages.unh.edu/~vdruskat/gender%20and%20leadership%20style.pdf> accessed on 26 October 2015
- Eagly, A and Chin, (2010), Diversity and Leadership in a Changing world, *American Psychologist*, 65 (3), 216-224
- Echols, S. (2009), Transformational / servant leadership: a potential synergism for an inclusive leadership style, *Journal of Religious Leadership*, 8, (2), 85-116 <http://arl-jrl.org/Volumes/Echols09.pdf>, Accessed on 8 July 2015
- Fiedler, F. E. (1994) *Leadership Experience and Leadership Performance*, Alexandria, VA: US Army Research Institute for the Behavioural and Social Sciences.
- Glazer, N., and Moynihan, D. P. (1970), *Beyond the melting pot*. Cambridge, MA: MIT Press
- Goux, D (2012), Millennials in the workplace, Bentley University Center for Women in Business, <https://www.bentley.edu/centers/sites/www.bentley.edu.centers/files/centers/cwb/millennials-report.pdf>.
- Greenleaf, R (1970), *The servant as leader*, <https://www.leadershiparlington.org/pdf/TheServantasLeader.pdf>
- Greenleaf, R., K., (1977), *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*, New York, Paulist Press
- Hakonsson, D.D., Burton, R., Obel, B and Lauridsen, J T. (2012), Strategy Implementation Requires the Right Executive Style: Evidence from Danish SMEs. *Long Range Planning*, 45. 182-208.
- Hambrick, D.C. (2007), The field of management's devotion to theory: Too much of a good thing?, *Academy of Management Journal*, 50 (6), 1346-1352
- Hartog, D, House, R, Hanges, S and Ruiz-Quintamilla, S (1999), culture-specific cross-culturally generalizable implicit leadership theories: are attributes of charismatic forward-transformational leadership universally endorsed?, *Leadership Quarterly*, 10, 219-256, March
- Hollander, E.P., Park, J, Boyd, B., Elman, B and Ignagni, (2008), Inclusive Leadership and Leader-Follower Relations: Concepts, Research, and Applications, International Leadership Association, May/June, accessed on 25 August 2015 at <http://www.baruch.cuny.edu/wsas/academics/psychology/documents/ILJune08.pdf>
- House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (Eds.) (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies*. Thousand Oaks, CA: Sage.
- Ibarra, H (2014), Inclusive leadership: unlocking diverse talent, Women@INSEAD
- International Disability and Development Consortium (2012), Making inclusion a reality in development organisations: a manual for advisors in disability mainstreaming, http://www.iddconsortium.net/sites/default/files/resources-tools/files/121200_iddc_totm_digi_revised.pdf accessed on 18 December 2015
- International Labour Organization (ILO) (2015), Women in Business and Management: Gaining momentum. Accessed on 30 September at http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_334882.pdf

- Judge, T. A., and Piccolo, R. F. (2004), Transformational and transactional leadership: A meta-analytic test of their relative validity, *Journal of Applied Psychology*, 89, 755–768
- Kanter, Rosabeth Moss (1977), *Men and Women of the Corporation*. New York, Basic Books
- Kelan, E (2015), Linchpin – men, middle managers and gender inclusive leadership, Cranfield International Centre for Women leaders, accessed on 30 September 2015 at <http://www.som.cranfield.ac.uk/som/dinamic-content/research/Linchpin.pdf>
- Kelly, W. and Smith, C. (2014), What if the road to inclusion were really an intersection? Deloitte University Press, http://d27n205l7rookf.cloudfront.net/wp-content/uploads/2014/12/DUP_1003_Intersectionality_MASTER.pdf accessed on 19 December 2015
- King, R. and Glowinski, S. (2015), *Strategy, People, Implementation*, Panoma Press
- Kotter, J (1990), What Leaders Really Do, *Harvard Business Review*, May-June , 103-111 See <http://vtnea.org/uploads/files/Leadership%20That%20Gets%20Results.pdf>
- Kotter, J. P., (2001), What leaders really do?, *Harvard Business Review*, 79 (11), p.85- 96
- Linkage, <http://www.diversityjournal.com/13313-moving-dial-measuring-inclusive-leadership/>, uploaded in 2014
- Lyon, N., Barnes, M. and Sweiry, D. (2006) Families with Children in Britain: Findings from the 2004 Families and Children Study, Department for Work and Pensions Research Report 340
- March, J. (1991), Exploration and exploitation in organizational learning. *Organization Science*, 2: 71-87
- Martin, S., Liao, H., and Campbell, E. M. (2013), Comparing empowering leadership and directive leadership on task proficiency and proactivity: A field experiment in the UAE. *Academy of Management Journal*, 56, 1372-1395
- Miles, R. E., and Snow, C. C. (1978), *Organizational Strategy, Structure, and Process*. New York, McGraw-Hill
- Miller, Frederick A. and Katz, Judith H. (2002), *The Inclusion Breakthrough: Unleashing the Real Power of Diversity.*, San Francisco, Berrett-Koehler Publishers
- Moss, G, and Daunton, L (2006), The discriminatory impact of deviations from selection criteria in Higher Education selection, *Career Development International*, 11 (6), 504-521
- Moss, G, Farnham, D and Cook, C (2010), Women managers in Latvia: a universal footprint for the future, in *Profiting from Diversity*, Edited by Gloria Moss, Palgrave Macmillan
- Moss, G (2014), Unconscious bias as a mechanism for indirect discrimination, *Equal Opportunities Review*, 252, 11-12, November
- Moss, G (2015), Les femmes et le leadership, *France Forum*, edition: Femmes à la conquête de l'égalité, 59, October, <http://www.institutjeanlecanuet.org/dossier-du-mois/femmes---a-la-conquete-de-l-egalite--n---59---o/les-femmes-et-le-leadership.html>

- Nitu, M and Atewologun, D (2015), Inclusive Leadership: a systematic review of the evidence, *OP Matters, British Psychological Society*, 26, June
- Opportunity Now (2014), Inclusive Leadership – from Pioneer to Mainstream Maximising the Potential of your People, available here http://opportunitynow.bitc.org.uk/system/files/research/5815_executive_summary.pdf, accessed on 27 October 2015
- Patterson, K. A. (2007), *Servant Leadership: A Theoretical Model*, Ph.D. diss., Regent University
- Phillips, Katherine (2014), How Diversity Makes Us Smarter, *Scientific American*, September, accessed on 30 September at <http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/>
- Pittinsky, T. (2010), A two-dimensional model of Intergroup Leadership, *American Psychologist*, 65 (3), 194-200
- Porter, M. and Kramer, M. (2011) 'The big idea: Creating Shared Value on shared value, *Harvard Business Review*, January – February edition,
- Prime, J. and Salib, E. (2014), Inclusive Leadership: the view from six countries, *Catalyst*, http://www.catalyst.org/system/files/inclusive_leadership_the_view_from_six_countries_0.pdf, accessed on 8 July 2015
- Rosener, J. (1990), Ways women lead, *Harvard Business Review*, 68, November-December, 119-25.
- Russell, R and Stone, A (2002), A review of servant leadership attributes: developing a practical model, *Leadership and Organisation Development Journal*, 23 (3), 145-157
- Ryan, J. (2007). Inclusive leadership: A review. *EAF Journal*, 18(1/2), 92-125.
- Ryan, J. (2013). Promoting Inclusive Leadership in Diverse Schools. In Bogotch and C. Shields (Eds.), *Handbook of Educational Leadership and Social (In) Justice*. Dordrecht, NL: Springer
- Sambamurthy, V. Bharadwaj, A.S., and Grover, V. (2003). Shaping agility through digital options: Reconceptualising the role of IT in contemporary firms, *MIS Quarterly*, 27(2), 237-263
- Schein, E (1996), *Organizational culture and leadership*, Jossey-Bass
- Sears, B and Mallory, C (2011), Sexual Orientation and Gender Identity Non-Discrimination Policies of the Top 50 Federal Contractors and the Top 50 Fortune 500 companies, Williams Institute of UCLA, <http://williamsinstitute.law.ucla.edu/research/workplace/economic-motives-for-adopting-lgbt-related-workplace-policies/> accessed on 18 December 2015
- Smith, C (2015), The Radical Transformation of Diversity and Inclusion The Millennial Influence, Deloitte University, accessed on 25 August 2015 at <http://www2.deloitte.com/us/en/pages/about-deloitte/articles/radical-transformation-of-diversity-and-inclusion.html>
- Sparrow, J. and Rigg, C. (1993), Job analysis: selecting for the masculine approach to management, *Selection and Development Review*, 9 (2), 5-8

Spears, L (1998), Tracing the growing impact of servant leadership, in Spears, L (Ed.), *Insights on Leadership: Service, Stewardship, Spirit and Servant-Leadership*, John Wiley and Sons, New York, NY, pp.1-22

Stone, A. G., Russell, R.F. and Patterson, K. (2004), Transformational versus Servant Leadership: A Difference in Leader Focus, *The Leadership and Organization Development Journal*, 25(4) 349 -61

Van Dierendonck, D, Stam, D, Boersma, P, de Windt, N and Alkema, J (2014), Same difference? Exploring the differential mechanisms linking servant leadership and transformational leadership to follower outcomes, *The Leadership Quarterly*, 25 (3), 544-562, <http://www.sciencedirect.com/science/article/pii/S1048984313001409>

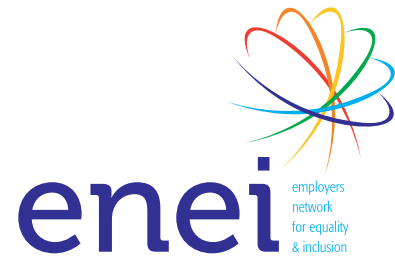
Watson, Wyatt (2006), 2005/2006 Communication ROI Study, Effective Communication: A Leading Indicator of Financial Performance, can be accessed from at www.watsonwyatt.com

Wolf, Daniel (2007). Prepared and Resolved: The Strategic Agenda for Growth, Performance and Change. dsb Publishing

Yoshino, K. and Smith, C. (2013), Uncovering talent: A new model of inclusion, Deloitte University Leadership Center for Inclusion, December, pp. 1–20.

Report commissioned by:
enei - Employers Network for Equality & Inclusion

020 7922 7790
www.enei.org.uk



Report sponsored by:

Affinity Sutton
ASGCommunication@affinitysutton.com



CIPD
press@cipd.co.uk



Santander
www.santander.co.uk



EY
tmason@uk.ey.com

