

INCLUSION HABITS FOR OPERATIONS LEADERS: FINAL REPORT

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Declarations of Conflict of Interest

The authors have no conflicts to declare.

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EXECUTIVE SUMMARY

BACKGROUND AND AIMS

Inclusion Habits for Operations Leaders, delivered by the National Association of Women in Operations (NAWO), is a 10-week program consisting of app-based microlearning, webinars, and real-life practical “experiments”. This evaluation, conducted by BehaviourWorks Australia and funded by Social Ventures Australia (SVA), aimed to measure the impact of the course, with a focus on whether it led to behaviour change among participating managers. In addition, it examined what aspects of the course were most effective for behaviour change and what factors enabled or constrained behaviours.

METHODS

This evaluation consisted of a mixed-method, dual-sample approach in which participating managers and their supervisees completed surveys and interviews. The research team also analysed a dataset of experiments recorded by managers of inclusive actions they practiced throughout the course. Altogether, 36 manager surveys (12 that were linked pre-post), 18 supervisee surveys (retrospective post-then-pre), 11 manager interviews, and 157 experiments were analysed.

FINDINGS AND RECOMMENDATIONS

Impact of the program: The clearest outcomes from the program were improvements in knowledge and learning in line with the course aims (e.g., understanding bias, the difference between equality and equity). Behaviour change was also evident from interviews, and this was mostly in the form of effective communication, greater support and empowering of staff, and to a lesser extent, challenging bias in a variety of forms. In part due to small sample sizes, quantitative data from manager and supervisee surveys did not show any clear change in inclusive behaviours and workplace outcomes such as psychological safety.

Drivers and barriers for inclusive behaviours: Managers reported a number of personal (e.g., emotions such as fear of offending others or the discomfort of breaking the norms of polite conversation) and workplace (lack of time and attention due to heavy workloads, lack of diversity in team) barriers to carrying out inclusive behaviours. These could be more directly and explicitly targeted in future course content and activities to encourage behaviour change. Managers also reported broader workplace factors, such as barriers within senior leadership, workplace and cultural norms, and hierarchical and geographically dispersed organisational structures. These could be targeted to better support managers when bringing their learnings back to their organisation.

Strengths of the program and directions for improvement: The experiments component of the course was key to driving behaviour change, but managers also mentioned the utility and flexibility of the online modules and the importance of specific topics (bias, vulnerability, equity vs. equality) in challenging existing knowledge.

Most suggestions for improving the program focused on increasing the interactivity of group sessions and improving course participation and engagement. These included more focus on collective problem solving and exchange of practical ideas and experiences, as well as opportunities to practice inclusive behaviours in small groups. There is also potential to draw on general behavioural science techniques (e.g., making course participation more social, accountability mechanisms) to encourage course participation.

INTRODUCTION

BACKGROUND

Social Ventures Australia (SVA) is a social impact organisation that aims to speed up the creation of innovative ideas for action on social change. One way they do this is through their Employer Innovation Lab, which helps organisations meet current and future workforce needs by rethinking how they attract, recruit, retain, and support young people. This fully funded practical program makes inclusion achievable, offering hands-on workshops, real-world pilots, and expert support. One program that SVA has been involved with is *Inclusion Habits for Operations Leaders*, developed by the National Association of Women in Operations (NAWO) and adapted from a program by Emberin.

The *Inclusion Habits* program aims to develop core habits in frontline managers to create an inclusive and supportive work environment for their staff. It is delivered through online app-based learning and webinars over 10 weeks. Through the SVA Employer Innovation Lab, 10 positions were offered to managers from two organisations to take part in the September 2024 cohort of the program.

AIM

SVA engaged BehavioursWorks Australia (BWA) to carry out an evaluation of the *Inclusion Habits* program that has a focus on behaviour change. This evaluation aimed to measure the impact of the program on inclusive behaviours and related workplace outcomes (e.g., workplace inclusion, psychological safety, job satisfaction) among participating managers in the September 2024 cohort. It also examined what aspects of the course were most effective for behaviour change, and what factors enabled or constrained behaviours.

This report presents all background information, methods, research findings, and recommendations as part of this evaluation. Its primary audience is SVA and NAWO to inform them about the impact of the program, and what steps could be taken to improve behaviour change.

ABOUT THE PROGRAM

The *Inclusion Habits* program is a 10-week course that consists of three key components:

- **Daily, app-based microlearning:** Participants complete daily 10–15-minute lessons on inclusion through an online learning platform, EdApp.
- **Regular webinars:** Participants gather together four times throughout the program to connect, share and learn through live webinars. There are also regular check-ins from Inclusion Coaches to consolidate learning.
- **Experiments:** Participants apply their learning to action by experimenting with ways to embed inclusive behaviours in their everyday work and tracking the impact of changes in a shared central repository.

Program structure

The program is based on 7 modules that have the following themes:

1. Getting started
2. Acknowledge the uneasiness of difference
3. Communicate as one team
4. Be intentional in challenging the status quo
5. Get vulnerable, trust and harness the power of the team
6. Courageous curiosity

7. Fairness means “fair” tailored to you

The online component of each module consists of short lessons with explanatory videos and quizzes (e.g., multiple choice questions, word puzzles, true or false questions) to check understanding. There are also webinars at the start of the program (*launch webinar*), after the first habit is introduced (*experiments webinar*), after the fourth habit is introduced (*mid-point webinar*), and at the end of the program (*graduation webinar*).

In the September 2024 delivery of the course, key dates were:

- Program launch on 16 September
- Experiments for inclusion from 24 September
- Mid-point discussion on 16 October
- Program graduation on 11 November

Learning outcomes

The main learning outcomes of the program are:

1. Knowledge of negative impacts of exclusion and lack of diversity on organisations
2. Understanding the difference between diversity and inclusion
3. Understanding types of bias, their impacts, and strategies to reduce the impact of bias
4. Knowledge of strategies for difficult and courageous conversations about workplace inclusion
5. Understanding of the difference between equality and equity

The program fits more broadly within NAWO's *Outcomes Framework and Theory of Change*. This consists of four objectives, focusing on individuals (confidence and self-efficacy), leaders (capability), organisations (capacity), and sector (collaboration). Previous evaluations of the program and participants' experiments have been examined with reference to *Emberin's Inclusion Enablement Wheel*, which consists of 11 domains: diversity, safety and wellness, employee engagement, innovation, collaboration, productivity, agile leadership, talent pipelines, asset leverage, psychological safety, and customer engagement.

Requirements for graduation and the awarding of Inclusion Leader credentials are completion of all seven modules on the online learning platform and entering at least five experiments in the central repository.

INSIGHTS FROM THE LITERATURE

Defining workplace inclusion

Both research and workplace efforts have traditionally focused on improving diversity, while understanding and measuring *inclusion* is a more recent development. One of the most commonly used definitions of inclusion draws from social psychology and focuses on the concepts of *belonging* and *uniqueness* (Shore et al., 2011; see Appendix A). Belonging refers to the idea of connectedness, group membership (e.g., fitting in, being an insider), and group affection (e.g., being liked, cared about). Uniqueness refers to the idea of having a distinct and differentiated sense of self compared with others. Other authors have extended the idea of uniqueness to perceived *authenticity*, in which individuals feel and act based on their true self (Jansen et al., 2014). Other work has also focused on inclusive work climates and environments, consisting of fair treatment, inclusion in decision making (Nishii, 2013), as well as equal access to resources and opportunities (Roberge et al., 2021).

This evaluation focused mainly on the first definition of inclusion, which was used in all surveys and interviews (described as “a workplace where all staff feel like they belong and are valued for their uniqueness”). In line with this, the evaluation used Chung et al.'s (2020) measure of workplace

inclusion in surveys, which is a 10-item questionnaire capturing the two components of belongingness and uniqueness.

Measuring inclusive leadership behaviours

Inclusive leadership is well recognised for being a key ingredient in transforming diverse teams into inclusive environments where all members can reach their full potential and contribute to team goals (Ashikali et al., 2021). It is defined as a set of behaviours that help team members feel part of the group (i.e., contributing to belongingness) and maintain their sense of identity (i.e., contributing to uniqueness). It is distinct from other forms of leadership given its focus on accepting team members for who they are, versus motivating team members based on the organisation's needs (i.e., transformational leadership), the sharing of power (i.e., empowering leadership), and creating success for members (i.e., servant leadership; Randel et al., 2018).

There is some general agreement that inclusive leadership includes actions such as considering team members' differences, creating a safe environment for team members to be themselves, and motivating team members to exchange diverse views (Ashikali et al., 2021).

This evaluation drew on four key research articles on inclusive leadership behaviours, presented in Table 1. These were mapped out and prioritised to create a final list of behaviours for measuring in the evaluation, based on a combination of research considerations (from the BWA research team), as well as practical and evaluation considerations (from NAWO and SVA staff).

Two research articles have conceptualised inclusive leadership in terms of behaviours. Randel et al. (2018) identified five categories of inclusive behaviours (e.g., ensuring justice and equity, shared decision making, encouraging diverse contributions). Korkmaz et al. (2022) conducted a systematic review of 107 papers and proposed four categories of inclusive leadership (e.g., fostering employee's uniqueness, showing appreciation). Two other research articles specifically created measures of inclusive leadership behaviours. Ashikali (2019) developed one of the first scales of inclusive behaviours, while Hamilton's (2022) measure of inclusive behaviours includes not only belongingness and uniqueness, but also prevention of mistreatment.

Interventions to encourage inclusive leadership behaviours

Evidence on what interventions work to encourage inclusive leadership is scarce, though existing research has thrown caution to traditional diversity initiatives such as mandatory training (Dobbin & Kalev, 2016). Drawing on lessons from the related area of diversity training, research generally finds that outcomes consist of shorter-term learning, attitude, and awareness changes, but rarely sweeping behavioural or organisational change (Zhao et al., 2025). This is because the nature and delivery of the training is critical, with factors such as attendance (mandatory vs. voluntary), training length, amount of social interaction, active vs. passive training, delivery method (person vs. computer) more important than the presence or absence of training alone (Bezroková et al., 2016; Kalinoski et al., 2013).

In light of this, the *Inclusion Habits* course overcomes some well-known shortcomings of traditional diversity and inclusion training, that is, it is a relatively longer, ongoing program (10 weeks, with regular contact), has voluntary attendance by those interested in inclusion, is delivered across multiple platforms (webinars, app-based learning, coach check-ins), encourages behaviour change through experiments, and targets inclusion rather than diversity.

Table 1: Categories and examples of inclusive leadership behaviours from key research papers

Randel et al. (2018): Conceptualising inclusive leadership	Korkmaz et al. (2022): Conceptualising inclusive leadership from a systematic review	Ashikali (2019): Measuring inclusive leadership	Hamilton (2022): Measuring inclusive leadership
Categories of behaviours	Categories of behaviours	Scale for measuring behaviours	Scale for measuring behaviours
<p>Belongingness: Supporting group members</p> <ul style="list-style-type: none"> Says things to make team members feel comfortable Helps team members with their needs Expresses support for team members Creates a sense of community in the team <p>Belongingness: Ensuring justice and equity</p> <ul style="list-style-type: none"> Demonstrates fair treatment of team members Seeks out every team members' preferences and ideas during group tasks Proactively considers how decisions and processes unintentionally create a lack of equity Creates systems, processes, and policies to ensure justice and equity Demonstrates that staff belonging to a particular group are not representative of stereotypes <p>Belongingness: Shared decision making</p> <ul style="list-style-type: none"> Seeks consultation on decisions 	<p>Fostering employees' uniqueness</p> <ul style="list-style-type: none"> Supporting employees as individuals Promoting diversity Empowering employees Contributing to employees' Learning and Development (L&D) <p>Strengthening belongingness within a team</p> <ul style="list-style-type: none"> Ensuring equity Building relationships Sharing decision-making <p>Showing appreciation</p> <ul style="list-style-type: none"> Recognising efforts and contributions <p>Supporting organisational efforts</p> <ul style="list-style-type: none"> Being open to organisational change Promoting organisational mission on inclusion 	<p>Cognitive dimension</p> <ul style="list-style-type: none"> Encourages me to discuss diverse viewpoints and perspectives on problem-solving with colleagues Ensures I have the opportunity to express diverse viewpoints Stimulates me to exchange different ideas with colleagues Encourages me to use colleagues' diverse ethnic-cultural backgrounds in problem- solving Ensures that I use colleagues' diverse ethnic-cultural backgrounds as a source for creativity and innovation Stimulates me to learn from colleagues' ethnic-cultural backgrounds <p>Affective dimension</p> <ul style="list-style-type: none"> Stimulates me to actively participate in the team Ensures I am treated as an equal member of the team Tries to prevent me from thinking about colleagues in negative stereotypes Tries to prevent employees forming groups that could exclude other colleagues Ensures I have the opportunity to 	<ul style="list-style-type: none"> Makes new team members feel included Makes everyone feel like they belong Ensures that everyone feels welcome Asks for different points of view, especially from those who may typically be under-represented Encourages people to be themselves at work Allows team members to express their identities however they feel comfortable Appreciates our team's diversity Speaks up when someone makes a disrespectful comment regarding marginalised groups Confronts discrimination when they see it Stands up for employees who are mistreated Corrects stereotypical comments people make at work Creates and/or enforces policies and procedures that reduce bias Takes appropriate actions to protect the marginalized people in our team Utilises feedback from marginalised employees in workplace decisions,

Randel et al. (2018): Conceptualising inclusive leadership	Korkmaz et al. (2022): Conceptualising inclusive leadership from a systematic review	Ashikali (2019): Measuring inclusive leadership	Hamilton (2022): Measuring inclusive leadership
Categories of behaviours	Categories of behaviours	Scale for measuring behaviours	Scale for measuring behaviours
<p>widely from team members</p> <ul style="list-style-type: none"> • Gives team members opportunity to discuss how to integrate different ideas • Ensures decision making control is distributed across the team <p>Uniqueness: Encouraging diverse contributions</p> <ul style="list-style-type: none"> • Solicits different points of views and approaches • Supports perspectives and ideas that are not the norm but contribute to the team's work • Encourages diverse team members to offer their perspectives • Takes the risk to bring in new or alternative ways of doing things • Constructively manages any conflict when diverse views are brought together • Creates an environment that acknowledges, welcomes, and accepts different approaches, styles, perspectives, and experiences <p>Uniqueness: Helping team members contribute</p> <ul style="list-style-type: none"> • Encourages team members to speak who might otherwise not feel that their contributions are welcome • Asks group members to share ideas one by one so that those who 		<p>be myself in the team</p> <ul style="list-style-type: none"> • Communicates to employees the benefits of ethnic-cultural diversity in the team • Ensures I have the opportunity to have a voice in the team 	<p>policies, and procedures</p>

Randel et al. (2018): Conceptualising inclusive leadership	Korkmaz et al. (2022): Conceptualising inclusive leadership from a systematic review	Ashikali (2019): Measuring inclusive leadership	Hamilton (2022): Measuring inclusive leadership
Categories of behaviours	Categories of behaviours	Scale for measuring behaviours	Scale for measuring behaviours
<p>are new to the group, introverted, or are from different backgrounds can be heard</p> <ul style="list-style-type: none"> • Speaks with team members privately to understand their preferences and strengths • Recognises the different ways that team members can contribute • Removes any obstacles that are holding staff back from contributing 			

METHODS

OVERVIEW OF THE EVALUATION

Theory of change

The theory of behaviour change underpinning this evaluation is presented in Figure 1. The evaluation tested the theory that the behavioural intervention (*Inclusion Habits* program) impacted behavioural drivers (knowledge, attitudes/capability) that led to a shift in behaviour (managers carrying out inclusive behaviours). These behaviours impacted supervisees, leading to outcomes such as changes in workplace inclusion, psychological safety, job satisfaction, and team performance. The evaluation also examined:

- **Habits:** Given the focus of the program on developing habits through daily micro-learning, the evaluation examined the extent to which selected behaviours were habitual using the Self-Report Behavioural Automaticity Index (Gardner et al., 2012).
- **Contextual organisational factors:** Organisational factors such as leadership, policies, and culture are drivers of behaviour but can also affect how manager behaviours influence workplace outcomes.

Evaluation design and sources of data

Data was collected from both participating managers of the program and their supervisees (Table 2). This ensured that the evaluation measured not only what managers were doing, but whether these behaviours translated to workplace outcomes such as inclusion. Methods consisted of both surveys (to quantify the degree of change in key outcomes) and interviews (to gain a deeper understanding of the impact of the course, as well as behavioural drivers and barriers). In addition, the research team carried out a supplementary analysis of a dataset of experiments documented by participating managers throughout the program.

The evaluation had a *pre-post* design for managers, in which self-reported behaviours and outcomes prior to the program were compared with those following the program to look for evidence of change. For supervisees, a *retrospective post-then-pre* design was selected due to anticipated lower rates of participation and to avoid two rounds of recruitment. This was carried out after the program when supervisees reported on their experiences of workplace inclusion across the past three months (i.e., the duration of the program) and whether this changed since before that time. The original evaluation plan also included interviews of supervisees. However, this was later dropped due to low levels of participation, with recruitment efforts prioritising survey responses.

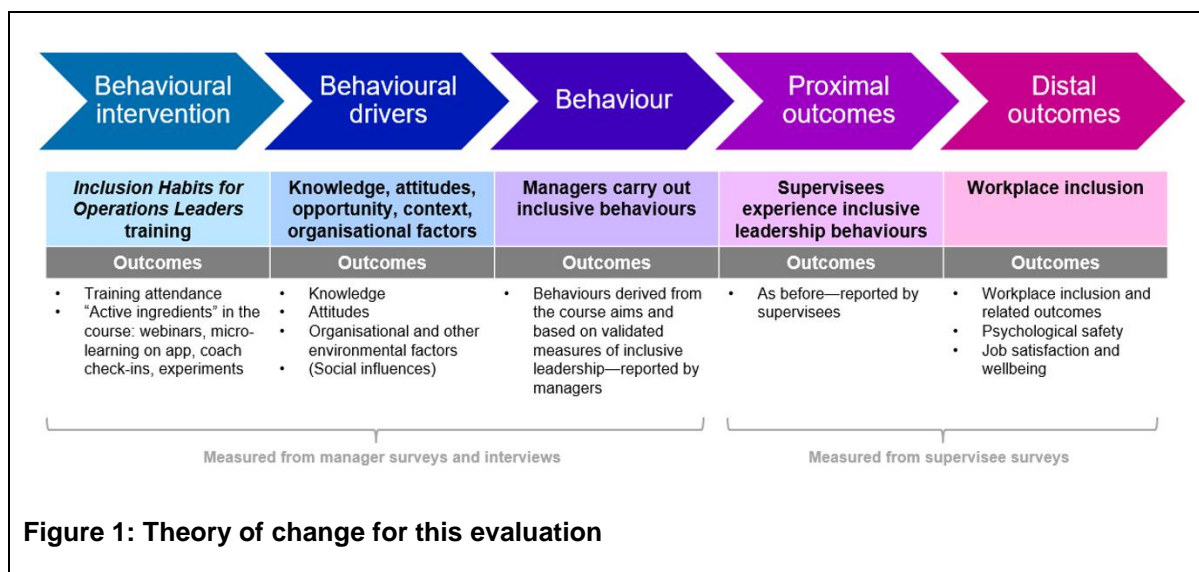


Table 2: Sources of data in this evaluation

Source	Platform	Date(s) collected	Final sample size	Information collected
Managers				
Surveys (pre)	Online, with link sent by NAWO	13 Sep 2024–3 Oct 2024	36 managers (complete surveys)	<ul style="list-style-type: none"> • Working arrangements • Workplace inclusion and related outcomes • Self-reported behaviours • Habit strength • Demographic information
Surveys (post)	Online, with link sent by NAWO	4 Nov 2024–16 Dec 2024	12 managers (linked to pre-surveys)	<ul style="list-style-type: none"> • As above, as well as course evaluation
Interviews	Zoom or telephone	13 Nov 2024–17 Jan 2025	11 managers	<ul style="list-style-type: none"> • Inclusive behaviours and outcomes • Course drivers • Personal drivers and barriers • Workplace drivers and barriers
Experiments	Entered on spreadsheet during course	Throughout the course	35 managers 157 experiments (complete and incomplete)	<ul style="list-style-type: none"> • Description of experiments • Inclusion area • Progress • Outcome • Strength of impact
Supervisees				
Surveys	Online (Qualtrics) with link sent by email from BWA	6 Nov 2024–18 Dec 2024	18 supervisees (complete surveys)	<ul style="list-style-type: none"> • Demographic information • Manager behaviours • Workplace inclusion and related outcomes

MATERIALS

Manager surveys (pre- and post-)

Table 3 presents the content of the manager pre- and post-surveys in the order that participants completed them (see Appendices B and C).

Table 3: Content of manager pre- and post-surveys

Section	Manager pre-survey	Manager post-survey
Working arrangements	<ul style="list-style-type: none"> Number of supervisees Percentage of time interacting with supervisees Diversity of organisation 	Pre-survey items not repeated
Workplace inclusion and related outcomes	<ul style="list-style-type: none"> Workplace inclusion (6 items, adapted from Chung et al., 2020) Psychological safety (5 items, adapted from Edmondson, 1999) Job satisfaction (2 items, adapted from Judge et al., 1998) Organisational policies and fairness (4 items, adapted from Mor-Barak et al., 1998 and Nishii et al., 2013) 	Same as pre-survey, plus: <ul style="list-style-type: none"> Impact on team performance (e.g., productivity, communication, quality of relationships; 6 items, adapted from Alper et al., 2000)
Manager behaviours	<ul style="list-style-type: none"> Inclusive leadership behaviours (16 items, adapted from Ashikali, 2019; Hamilton, 2022; Korkmaz et al., 2022; Randel et al., 2018) Knowledge and capability for inclusive behaviours Comfort with carrying out inclusive behaviours 	Same as pre-survey
Habits	<ul style="list-style-type: none"> Measure of habit strength for (1) making staff feel comfortable and (2) noticing potential biases (adapted from Self-Report Behavioural Automaticity Index, Gardner et al., 2012) 	Same as pre-survey
Open text questions about conditions for workplace inclusion	<ul style="list-style-type: none"> Conditions for workplace inclusion 	Same as pre-survey, plus: <ul style="list-style-type: none"> Drivers and barriers of inclusive leadership behaviours Other changes impacting workplace inclusion Biggest learnings and commitments as a result of the program
Demographic information	<ul style="list-style-type: none"> Age Gender Length of time at organisation Seniority 	Same as pre-survey
Course evaluation		<ul style="list-style-type: none"> Effectiveness of course components (e.g., online modules, webinars) Self-reported change in knowledge and capability Net promoter score

Supervisee surveys

Supervisee surveys examined a subset of the content from the manager surveys, albeit in a slightly different order (see Appendix D):

- **Demographic and workplace information:** age, gender, education, length of time at organisation, seniority, 4-item measure of organisational policies and fairness
- **Manager behaviours:** length of relationship with manager, % time supervised by manager, 16-item measure of inclusive leadership behaviours, 1-item measure of manager empathy
- **Workplace inclusion and related outcomes:** 6-item measure of workplace inclusion, 5-item measure of psychological safety, 2-item measure of job satisfaction
- **Open-text questions about manager behaviours for workplace inclusion**

Supervisees were asked to respond for both the last 3 months as well as for more than 3 months ago given the *retrospective post-then-pre* design.

Manager interviews

Manager interviews were facilitated by an interview guide (see Appendix E) and consisted of three parts. The introductory section provided participants with information on the purpose of the research, confirmed the explanatory statement and consent, and asked about the participant's role and involvement in the *Inclusion Habits* program. The next section asked about inclusive behaviours and their drivers and barriers, and the final section asked about broader workplace drivers and barriers. The interview questions were developed by the BWA research team with input from NAWO and SVA.

DATA COLLECTION AND PROCEDURES

Overview of data collection

Data was collected from participants at two points in time: at the beginning of the program in September 2024 ("pre") and following graduation at the end of the program in December 2024 to January 2025 ("post"). All 50 managers enrolled in the course and all 29 managers graduating from the course were invited to complete the pre- and post-surveys, respectively. In addition, the two SVA organisations (through the Employer Innovation Lab) plus two other organisations were selected to invite managers to interviews and their supervisees to surveys. A summary of the data collection is provided in Table 4.

Table 4: Summary of data collection

		Managers		Supervisees	
		Number invited	Number participated	Number invited	Number participated
At program start	Pre-survey	50 (enrolled)	42		NA
At program graduation	Post-survey	29 (graduated)	14	61 (subset selected)	21
	Interview	21 (subset selected)	11		NA

Note: Number participated does not refer to final numbers as some surveys were later excluded due to missing data.

Ethics

The project received approval from Monash University's Human Research Ethics Committee (Project ID: 44797).

Manager surveys (pre- and post-)

Both manager pre- and post- surveys were distributed by NAWO through an online platform, with the BWA research team adding a range of survey items to complement existing measures. The pre-survey was distributed one week prior to the first webinar and the post-survey was distributed following graduation. The surveys each took 10–15 minutes to complete.

Supervisee surveys

The supervisee survey was carried out through the online Qualtrics survey platform, with the survey link distributed by the BWA research team by email following program graduation. The survey took 10–15 minutes to complete.

Manager interviews

Recruitment emails to managers were sent by the BWA research team following program graduation. Participants were provided an email link to the Calendly booking system. Semi-structured interviews were conducted by one of the BWA research team members on Zoom or by telephone (participant preference) and took 30 minutes. Participants were provided the opportunity to consent and confirm explanatory statements at the start of the interview, with interviews audio recorded and transcribed for data analysis. Following the interview, transcribed interviews were analysed by identifying patterns through an inductive process of data familiarisation, coding, and theme development and revision.

SURVEY RESULTS

INTERPRETING THE RESULTS

One major consideration is the small sample size in many of the analyses. In the manager surveys, the small number of managers completing the post-survey meant that the linked sample of managers in both pre- and post-datasets was small ($N = 12$). For this reason, statistical significance testing was not carried out on the data but any differences are instead reported descriptively. Results for the full baseline sample (i.e., all managers who completed the pre-survey, $N = 36$) are also provided to maximise numbers. All figures include 95% confidence intervals to indicate the degree of uncertainty with the estimates.

OVERVIEW OF SAMPLE

Managers

Baseline (pre) dataset: The final baseline dataset consisted of 36 manager surveys. Although there were 42 valid surveys (response rate of 84%), 6 were excluded where managers had 60% or more of their data missing. Sixty-one percent of managers were men and 39% were women, and almost two-thirds (64%) were aged 45 years and over.

Around half of managers (48%) had been at their organisation between 1–5 years, and a quarter (24%) had spent more than 10 years at their organisation. The majority of managers (72%) reported their position to be somewhat senior or higher, and a similar proportion (76%) had accountability of profits, revenues, and expenses. There was a wide range of responses in the number of supervisees and time spent interacting with staff. Three managers had no direct reports while 7 supervised more than 10 staff. On average, managers spent 42% of their time interacting with staff.

Linked (pre-post) dataset: The linked dataset consisted of managers who completed *both* the pre- and the post-survey, and was small (12) due to the number of managers who completed the latter (14, response rate of 48%).

Supervisees

The final dataset consisted of 18 supervisee surveys. Although there were 21 valid surveys (response rate of 34%), 3 were removed due to missing data. Together, the supervisees were supervised by 13 managers in the program. Just over half of supervisees (10) had been supervised by their managers for 1–5 years, with 6 for under 1 year. There was a large range in how much time supervisees spent interacting with their managers, from 5% to 80%, with an average of 31%.

Supervisees were on average younger and at a more junior level compared with managers, but there were no other clear differences between the two groups. The majority of supervisees (83%) was aged between 35 and 54 years, and roughly equally men and women. Half of supervisees had been working at their organisation for more than 10 years.

CHANGE IN INCLUSIVE LEADERSHIP BEHAVIOURS

Behaviours at baseline

Figure 2 presents 16 inclusive leadership behaviours that were self-reported by managers and observed by supervisees. Only baseline data are presented due to small post-survey numbers from managers. There was general agreement between managers and supervisees on the most common behaviours (supporting staff to make their own decisions, treating everyone equally, and inviting

everyone to share their views) and the least common behaviours (putting in place workplace policies, explaining how diversity is related to business outcomes).

Supervisees indicated that managers carried out these behaviours more so than managers themselves. The greatest differences between what supervisees observed and managers reported were for:

- explaining diversity and business outcomes
- considering how workplace decisions and processes contribute to inequity
- putting in place policies, and
- having uncomfortable conversations.

These may be less accurately gauged by supervisees as these could take place in private (e.g., having uncomfortable conversations) or are less observable (e.g., considering workplace processes). Another reason for this difference is that managers reported these behaviours “in real time” when they completed the survey at the start of the course, while supervisees reported these behaviours retrospectively by reflecting back on 3 months earlier.

Change in behaviour

Figure 3 presents the average of the 16 inclusive leadership behaviours over time. Among managers, this average was 3.99 at the start of the course and 4.22 at the end, while there was almost no change in inclusive behaviours observed by supervisees. Supervisees’ observations of their managers’ empathy (*“Understands how others feel and cares about their feelings”*) also showed no change.

Change in habit strength of behaviours

Habit strength of two selected behaviours (making staff feel comfortable to express own views and noticing own potential biases) before and after the course are presented in Figure 4. This was measured through several statements such as *“Making staff feel comfortable...is something I start doing without realising I’m doing it”*. Although habit strength for noticing bias appeared higher after the program, some caution should be applied due to the small sample size (N = 9). In addition, managers may not have had the knowledge to identify biases in the pre-survey, thus impacting the accuracy of this measurement.

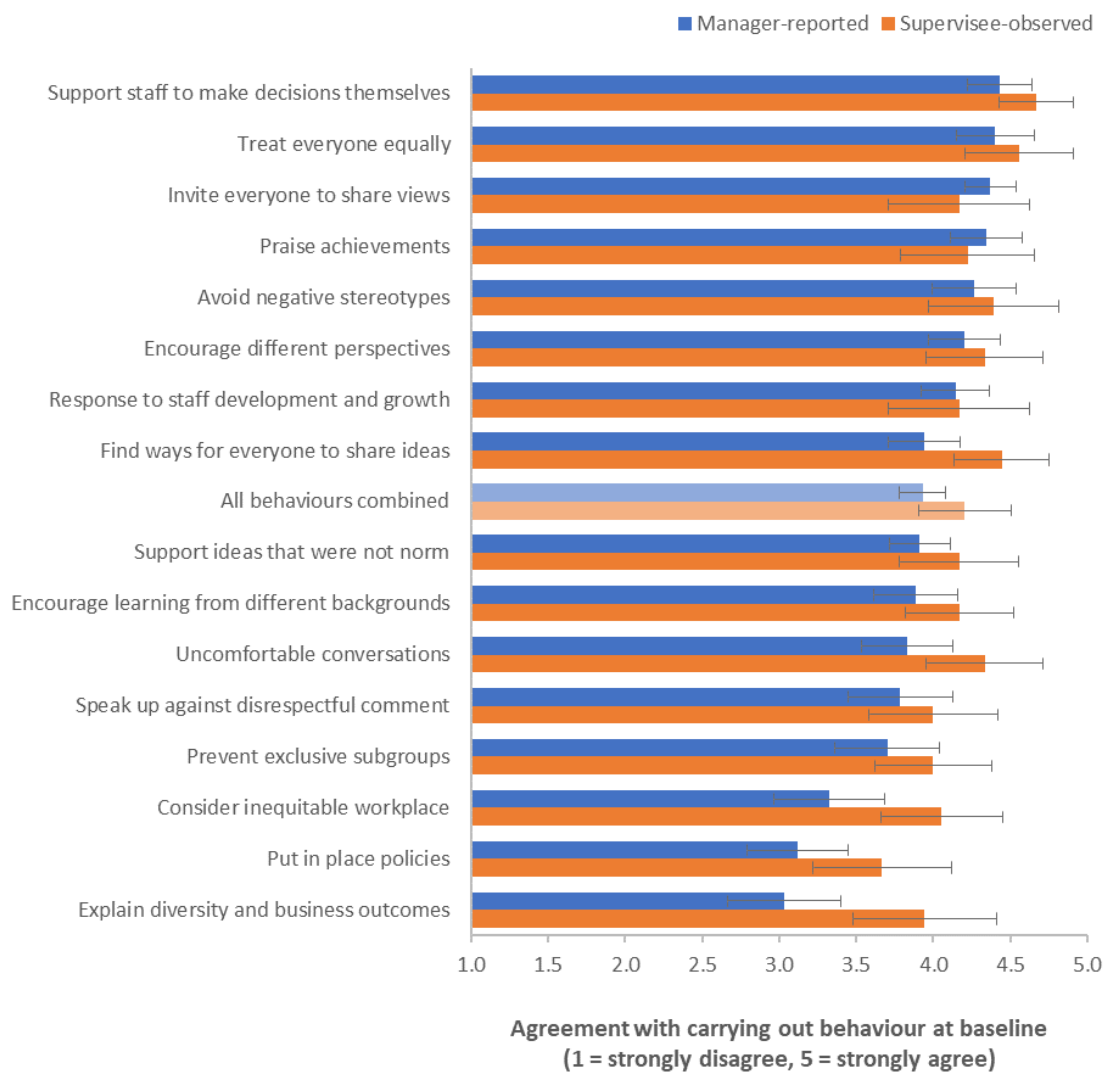
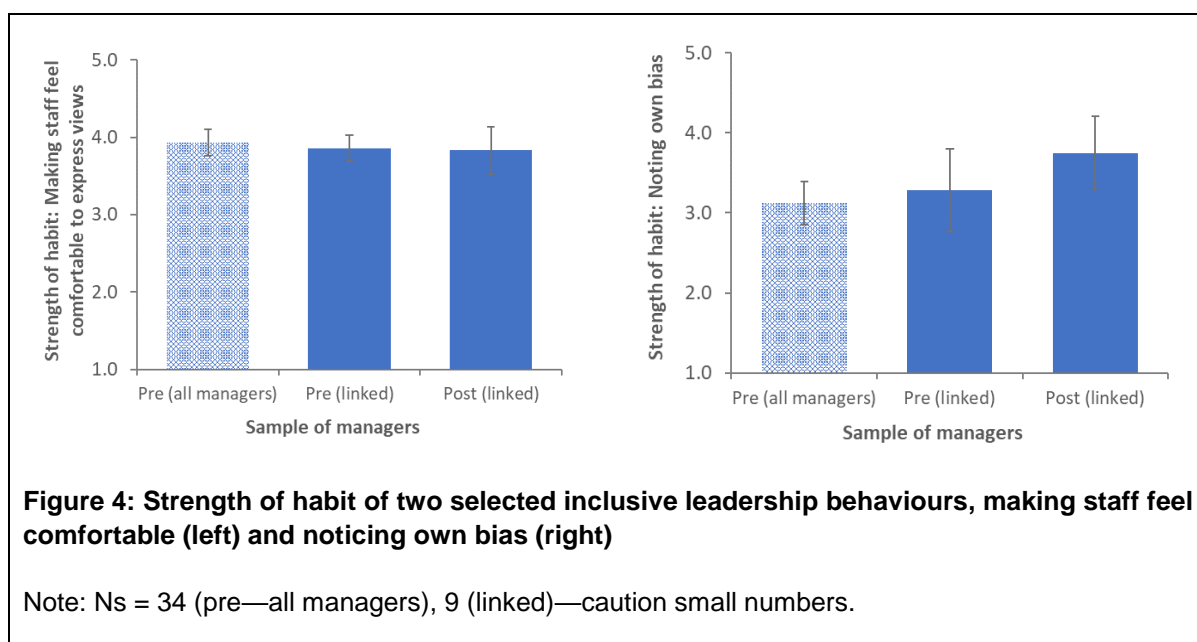
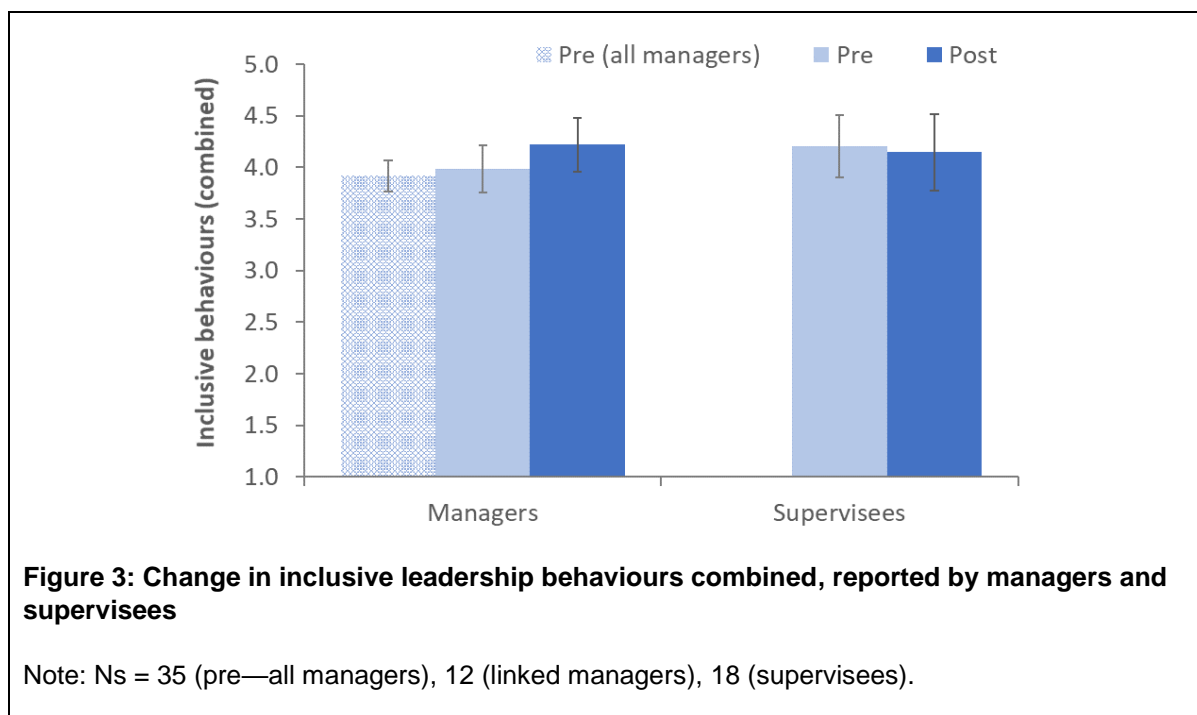


Figure 2: Inclusive leadership behaviours at baseline, reported by managers and observed by supervisees

Note: Ns = ~35 (managers), 18 (supervisees).



CHANGE IN KNOWLEDGE

Five knowledge outcomes (or related forms of capability) were measured in this evaluation:

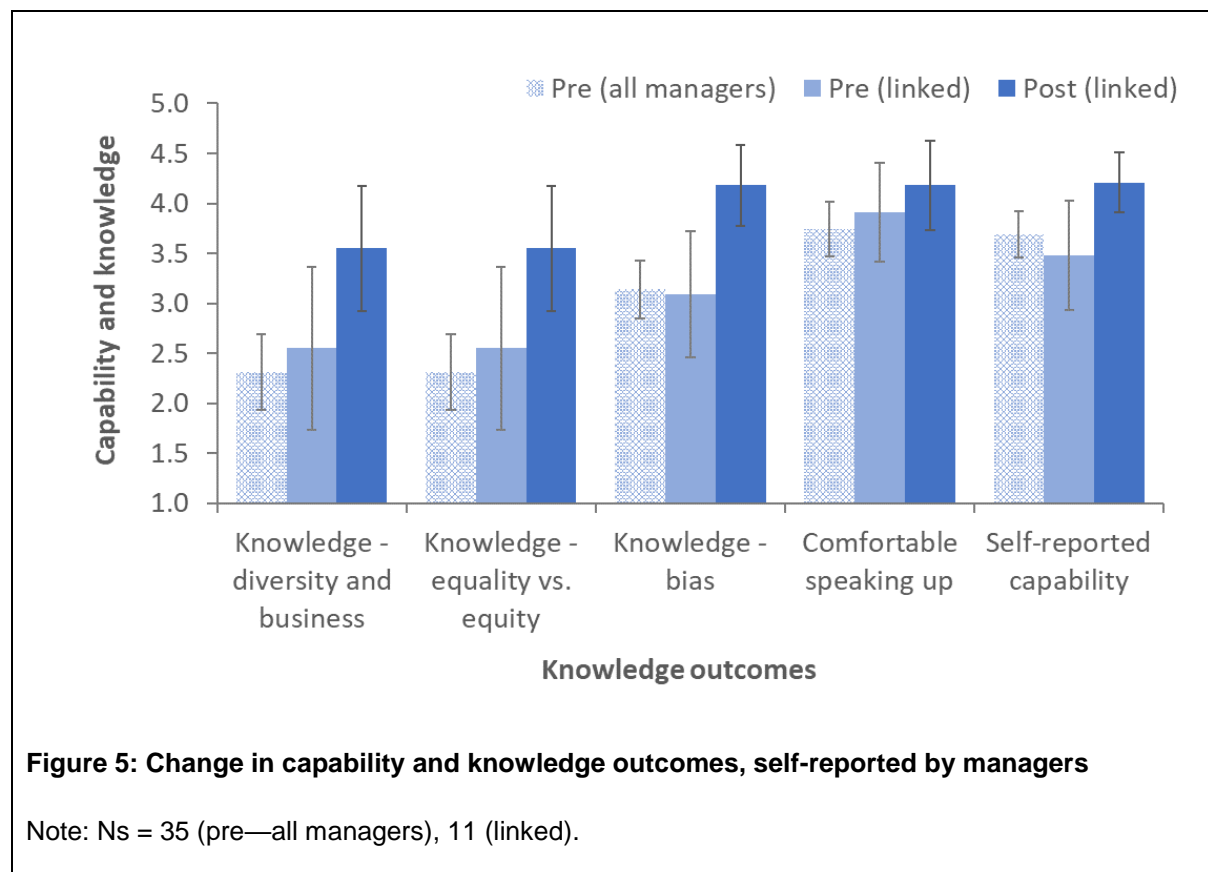
- Understanding the link between inclusion and business outcomes
- Ability to explain the difference between equality and equity
- Understanding the concept of bias
- Comfort in speaking up when someone is treated unfairly, excluded, or where policies are not inclusive (average of 3 items)
- Self-reported capability to carry out inclusive actions (average of 3 items)

All were considered drivers of inclusive leadership behaviours and were strongly associated with managers' self-reported behaviours at baseline. Apart from comfort in speaking up, all other knowledge outcomes were moderately higher after the program compared with the start (Figure 5). The wider range of scores at baseline also suggests that managers initially had greater variation in knowledge but this difference was levelled out throughout the course.

Managers in the post-survey were also asked retrospectively about their perceived change in knowledge of workplace diversity and equity, bias, confidence in carrying out behaviours, and their support of diversity, equity, and inclusion. Similar to above, managers rated all areas as having improved (average scores: 3.82–4.09 on a scale from 1 to 5) as a result of the course.

Managers also reported a range of additional learnings from the course, which included knowledge of:

- The WAIT principle
- Gaps in inclusion at their workplace
- Importance of being intentional about diversity, equity, and inclusion
- The potential of small changes for bigger impact
- The role of intersectionality, consistency, open dialogue, and accountability for driving change



CHANGE IN INCLUSION, PSYCHOLOGICAL SAFETY, AND JOB SATISFACTION

Figure 6 presents change in three workplace outcomes for managers and supervisees: workplace inclusion, psychological safety, and job satisfaction. Average scores for the two aspects of inclusion—belonging and uniqueness—were similar and so were not analysed separately. Workplace inclusion and psychological safety (where measured) were similar for managers and supervisees, and did not show any clear change over time. Job satisfaction scores appeared to be slightly lower in the post-survey for both managers and supervisees.

SATISFACTION WITH WORKPLACE DIVERSITY AND INCLUSION POLICIES

Managers and supervisees were asked about their attitudes towards workplace inclusion policies. This was the only workplace outcome where there were differences by gender (using a combined dataset that aggregated manager and supervisee samples). Figure 7 shows that satisfaction with inclusion policies trended lower among women compared with men, particularly for whether they thought policies were fair and for satisfaction with how diversity and inclusion policies were applied.

COURSE EVALUATION

The post-survey contained several questions asking managers to evaluate the course and rate its impact, however this was only completed by 12 managers. Overall, managers agreed that the course had a positive impact in a number of areas, particularly the quality of their relationships with their team members (Figure 8). Other outcomes reported by managers included communication and interpersonal benefits, specifically:

- Becoming more approachable to others
- Open conversations
- Deliberate communication method
- Greater perspective-taking

When asked about what component of the course was most important for changing behaviour, managers agreed most with the online modules on EdApp, followed by the experiments, and to a lesser extent coach check-ins (Figure 9). Finally, among the 10 managers who completed the question, half were promoters, producing an average Net Promoter Score of 8.7.

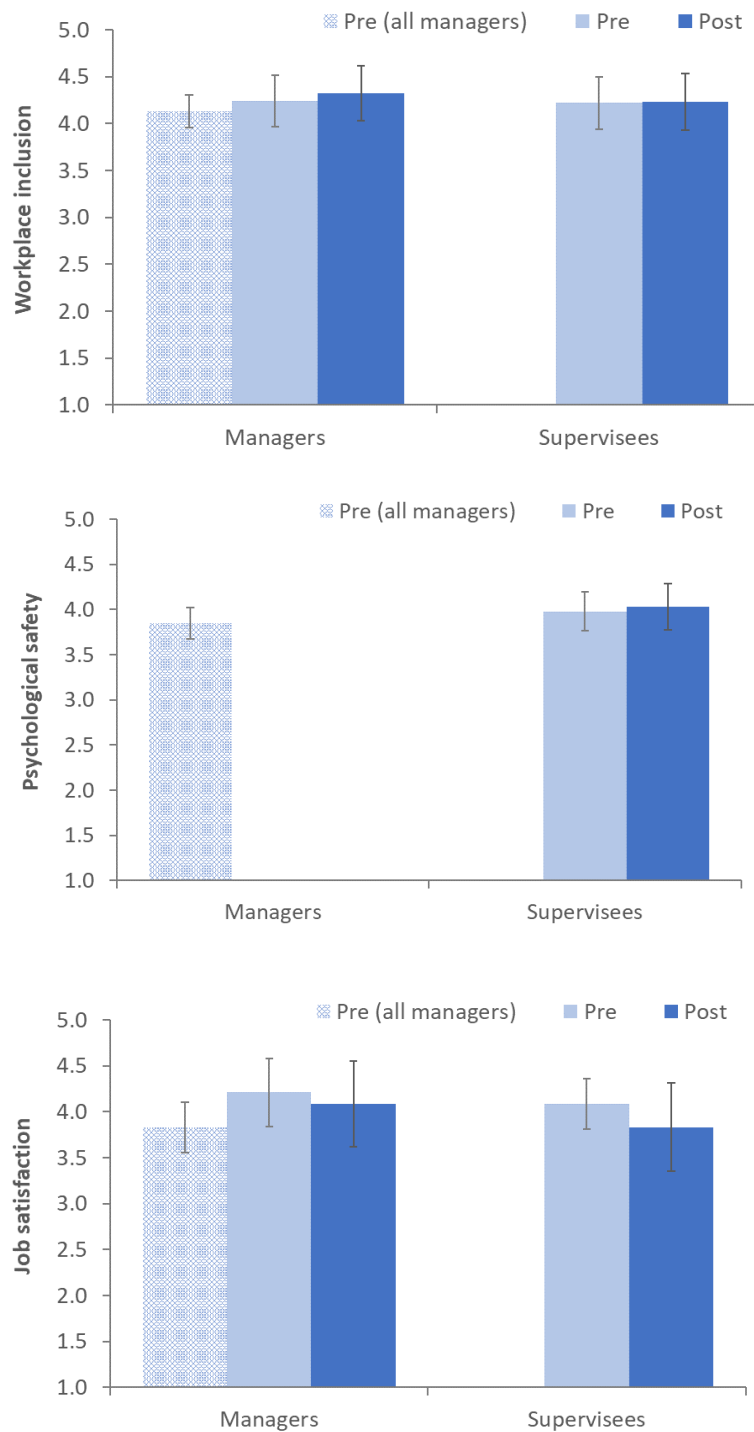


Figure 6: Change in workplace outcomes reported by managers and supervisees

Note: Ns = 36 (pre—all managers), 12 (linked managers), 18 (supervisees). Linked psychological safety pre-post scores are not shown for managers, as it was not collected in the post-survey.

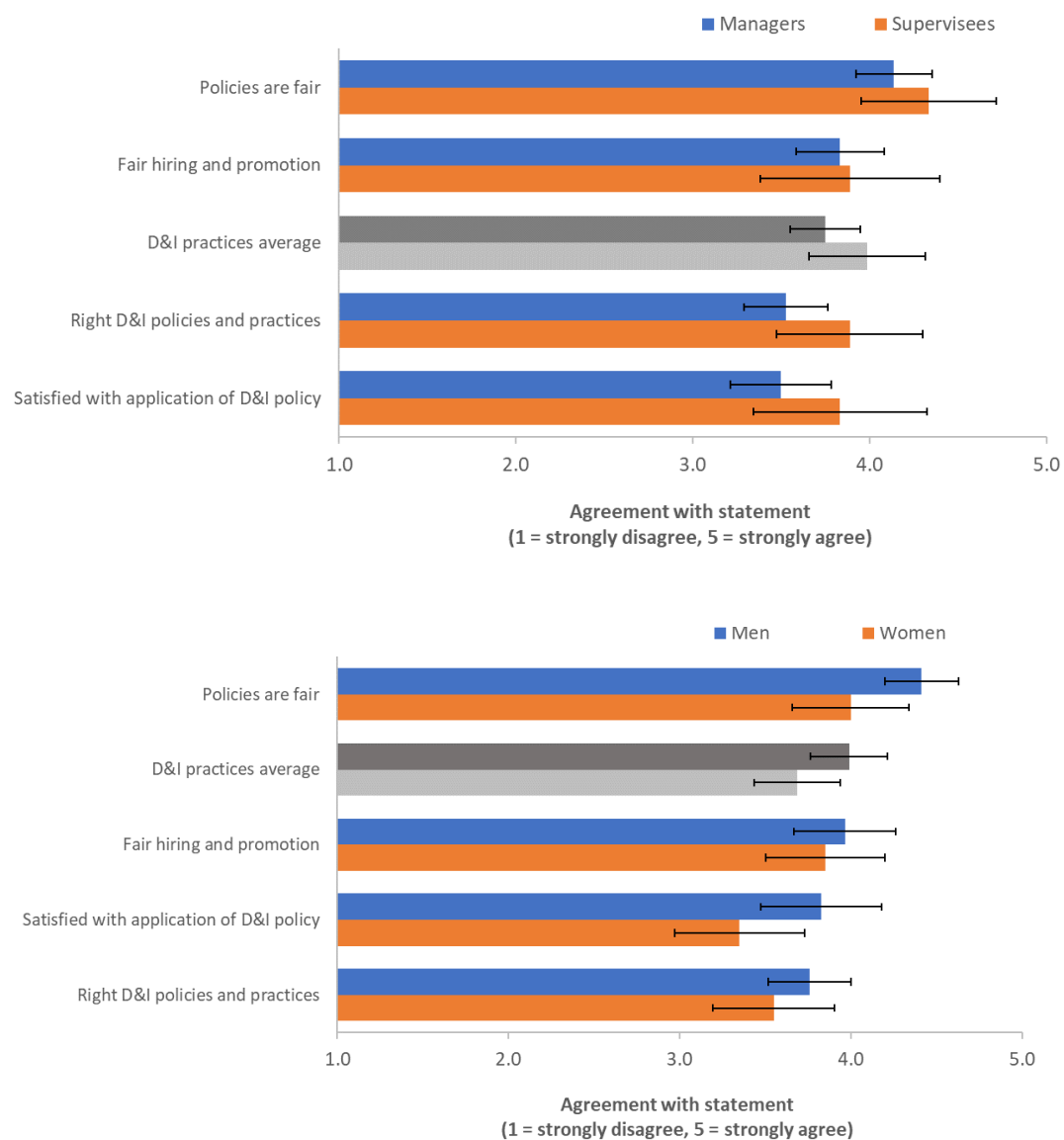


Figure 7: Satisfaction with workplace policies and processes at baseline, by role (top) and gender (bottom)

Note: Ns = 54 (role), 49 (gender).

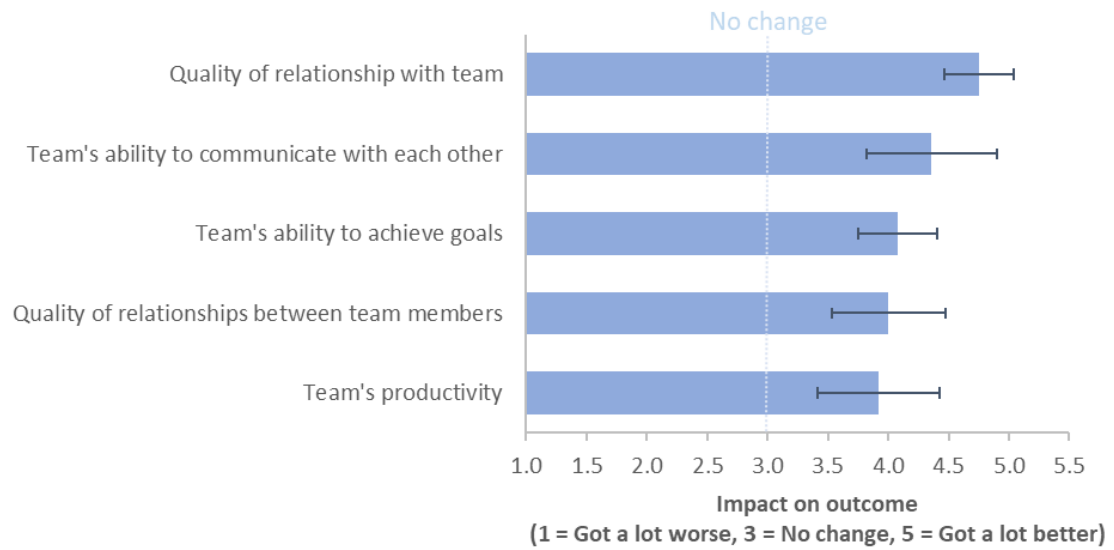


Figure 8: Impact of *Inclusion Habits* program on work outcomes

Note: N = 11–12.

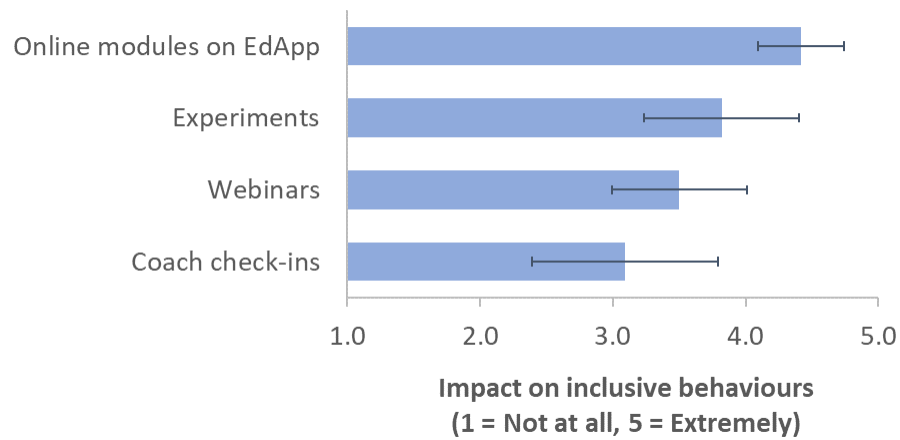


Figure 9: Effectiveness of *Inclusion Habits* program components on behaviour change

Note: N = 11–12.

INTERVIEW RESULTS

OVERVIEW OF INTERVIEW PARTICIPANTS

Interviews were carried out with 11 managers across all 4 participating organisations, representing a participation rate of 52% of invited managers. Eight interviews were conducted over Zoom, with the remaining 3 by telephone. Two of the managers had not graduated from the course—one had already completed the experiments and some online modules while another had just started the course.

Managers worked in a variety of areas (e.g., manufacturing, sales, services, executive, HR) and varied in terms of how many staff reported to them and how diverse their teams were. Several noted that their workplaces were ethnically and culturally diverse but were male-dominated. Most managers (7) participated in the course after being nominated, enrolled, or asked to attend the course by a supervisor, while 2 requested to attend the course after hearing about it, and 2 were involved in actively bringing the course to their organisation.

CHANGE IN INCLUSIVE LEADERSHIP BEHAVIOURS

Managers reported a number of new behaviours that they were now carrying out as a result of the course. These could be thematically grouped into three categories, described below.

Communicating clearly and having deeper conversations

First, changes in the way managers communicated were the most prominent and common actions reported. Managers spoke about communicating with more intent, often to deliberately target inclusion, as well as clarifying misunderstanding.

“Some of the skills that I picked up from the course, you know, just like outlining key points where they need to pick up where they’re like, we’re basically defining the positive to the negative stuff because everyone has stuff that they need to work on. [Six months ago] I wouldn’t have known how to address that [...] But now I feel a lot more confident in breaking down their work role and saying, ‘Hey, here’s a key area I need you to pick up on, you know. You’ve been a little bit behind on this side of things. Come, see me if you feel like you’re getting snowed under, you know.’” [Manager 8]

Managers reported carrying out more active listening with their staff, in particular, speaking less, waiting and observing, paying attention to cues such as body language, and communicating from a position of curiosity. Managers also mentioned taking greater care in their choice of words and using more considered communication. For example, they avoided speaking in ways that reflect biases, assumptions, or generalisations (e.g., saying “team” rather than “boys”).

Being more available and supportive of staff

Second, managers reported behaviours that could be summarised as being more available, present, and supportive of their staff. These included reaching out to staff, taking the time to get to know staff, engaging with diverse staff members, and being present or available for staff. Two managers mentioned allowing greater vulnerability in conversation, such as speaking more openly about their personal experiences, which strengthened their support and helped them be an ally to others.

Managers also mentioned behaviours that specifically supported their staff, such as saying things to build confidence (“I’ve got your back”), empowering their staff (e.g., taking a step back and letting their staff be the decision maker), or encouraging their staff to speak up. Managers also mentioned examples of when they celebrated differences among their staff.

“I straight up said to him, ‘I want you to feel more comfortable to challenge and speak up’, and he just picked up and ran with it so I didn’t even need to say anything more or encourage. But I was really proud to see that he just did it. He just obviously took that.” [Manager 2]

Challenging bias in a variety of forms

Third, and less frequently, managers reported challenging bias, which was carried out in different ways. Some noticed their own biases (e.g., in the way they speak), while others challenged biases in workplace processes (e.g., workplace activities that might be a barrier for staff that are struggling financially), biases among their staff (e.g., junior staff using offensive banter), or biases among their leaders (e.g., leaders promoting events that exclude others).

“It’s, you know, guys kind of going a bit over the top in how they speak to each other with mucking around. We’ve got a pretty small group in the way of I guess you call it diversity, where they’re all young men, but we’ve got a couple from different backgrounds. And then I’ve had a few come up, you know, because I’m pretty open and say, ‘Look, if there’s anything that ever happens [...] just come talk to me. I’ll nip it in the bud straight away.’ Yeah, yeah, trying. It’s trying to stop that before that actually occurs. It’s been probably one of the biggest challenges.” [Manager 5]

Finally, a number of managers reported personal changes such as being more curious and calmer, expressing greater empathy, being more self-aware, and being more experimental in their approach to carrying out inclusive actions.

The most common outcomes of these behaviours were teams and relationships that were more relaxed, comfortable, and organic, and less hierarchical. Managers reported greater clarity in the team and problematic issues addressed earlier rather than brewing into larger problems. Some managers described examples where communication with staff experiencing problems led to the same staff later thriving in their roles.

KEY DRIVERS OF BEHAVIOUR FROM THE INCLUSION HABITS PROGRAM

Managers were asked about the drivers of the above behaviours from the *Inclusion Habits* program. Experiments were by far considered the most valuable course component for encouraging behaviour change. Managers found that experiments were easy to embed in their everyday work, small and attainable, practical, and conducive to behaviour change.

“The whole experiment piece is critical [...] To me that was the key thing. The learning was bite-size and reinforced things. [...] To me, that was key to reinforcing the impact of the learning” [Manager 3]

“Yeah, I thought the experiments were a great idea, and it was quite practical. And you know, it fits into your day to day work. So, it’s not something like you’re doing practice outside of work. It’s very applicable to applying it to work. And the experiment process worked well.” [Manager 7]

Managers also found valuable the collective input and exchange of practical ideas that the course offered through discussions among participants and examples in the online modules.

Some topics were singled out as being key for changing knowledge and awareness. The distinction between equity and equality, self-awareness, and vulnerability were frequently mentioned as topics that challenged managers’ existing knowledge.

“The piece about the equity equality portion I found fascinating because I didn't fully understand what that means. So, I found that really good learning and I've always thought of myself as egalitarian. Treat everybody the same. But I, you know, realising that that doesn't mean that it's the same level playing field that you've got to adjust. And you know, to other people so trying to think about more, what resonates with other people is to just try to be consistent. So, I think, trying to be more considered about that. Not sure I've really managed to put that into action yet. But it's definitely something I've thought about a lot as to how to play that out.” [Manager 2]

“I really enjoyed it. That was definitely one thing, I enjoyed it, and I learned. I always thought of myself as being a really inclusive person, and I try to be an inclusive leader. And I thought, ‘Oh, we've got females, and we've got males and different genders and ethnicities that work here’, and I think ‘Oh, well, that's great. We're all good.’ But there were a lot of things that I assumed that I knew that I didn't, and I gained a lot from it.” [Manager 6]

Finally, some other strengths of the course (though not specific to behaviour change) were the online modules, particularly that they were flexible, interactive, and self-paced. Managers also liked the simplicity and structure of the course, as well as the clarity of information.

“I think the app was a really good idea. The reason why I say that is because, you know, like, obviously you don't have to do it then and there. You can just do it in your time when you have time. It was very flexible. So that's what I like [...] The EdApp was amazing”. [Manager 10]

IMPROVEMENTS TO THE COURSE TO ENCOURAGE BEHAVIOUR CHANGE

Feedback on how the course could be improved to encourage behaviour change fell into two clear themes, described below.

Greater interactivity and collaborative input from participants

First, managers thought that the course could be more interactive and benefit from greater collective input and exchange of ideas from participants. Managers shared the view that they wished to get together more as a group, interact with other course participants, gain diverse perspectives from different organisations, roles, and industries, and learn from others' examples and problems. One manager thought that the webinars could be more engaging and involve more group activities:

“Yes, I find the lecture, when they speak it wasn't interactive enough, and it's just, like, monotone. [...] For myself, I feel it was a bit boring. So, you know, sometimes you just leave the recording there and then I'm actually doing work at the same time. But I've been with other trainers where they actually get that person involved [when] they can tell the person's zoning out they'll get that person back involved. Ask questions, maybe do activities.” [Manager 10]

Another manager suggested more breakout activities in group sessions to test out inclusive actions.

“I believe it was on Teams, but I believe you can do breakout sessions in those things. And you, you know, just to bring the group smaller to be able to [...] It can help, but, you know, have like little scenarios that you work through, and that potentially could have been just to get the inclusion muscle going, I guess.” [Manager 6]

Strategies for participant engagement and course completion

Second, managers thought that the course could have more strategies and supports in place to encourage participant engagement to stay on track with the course. Common barriers were competing priorities and limited time, which led to participants to fall behind. Suggestions included

arranging with organisations beforehand to have protected time for completing the course, such as setting up a daily 10-minute calendar invite to complete course activities.

Some managers felt that the course instruction and guidance from coaches could be stronger in encouraging engagement.

“I wondered whether some of the coaches were a little bit too hands off. [...] Across the program, I probably expected a little bit more bringing the groups together. We were allocated a coach [...] I was a little bit surprised of that—almost—“hands-off” [approach]. There was the odd little thing every so often: ‘Hey, guys, don’t forget to do your experiments.’ ‘Don’t forget to do this.’ ‘You should be up to week 6 by now.’ I thought there was an intention to have a little bit more than that.” [Manager 11]

Likewise, other managers suggested more communication and reminders to support participants to complete course activities, particularly given the reactive nature of their own work (“*If it’s not sitting in my calendar, and someone hasn’t reminded me at some point, it’s not happening*”, Manager 5). One manager reported that most of the course communication was in the form of emails, and not as relevant to their work environment which relied heavily on phone contact.

Lastly, managers questioned whether greater accountability mechanisms could be in place to improve engagement:

“I don’t know if we’re probably held to account enough to be honest, but maybe that’s the intent of the course as well. You know it’s not like a formal qualification or anything. It’s just upskilling yourself a bit. So, I guess there’s a balance between being too formal and held to account versus just doing it for some learning. So maybe it’s okay.” [Manager 7]

Other feedback was less consistent, including the view that the last two sessions were fairly similar and that the course content was already prior knowledge. One manager suggested having additional topics on handling difficult situations while remaining inclusive, such as dealing with underperforming staff, staff taking too much leave, and staff whose expectations of work differ from their managers.

Insights from the surveys

Manager open-text responses in the surveys around improvements to the course were largely consistent with the two themes above. Similar to above, one manager recommended more interactive workshops or role-playing scenarios to deepen the learning experience and provide practical real-world applications. In addition, they suggested including more industry-specific case studies or examples, given the unique challenges faced by different sectors. They also recommended future deliveries of the course to set up ongoing peer networking and mentoring opportunities so that participants continue to learn from each other and share experiences of implementation.

OTHER DRIVERS AND BARRIERS TO INCLUSIVE LEADERSHIP BEHAVIOURS

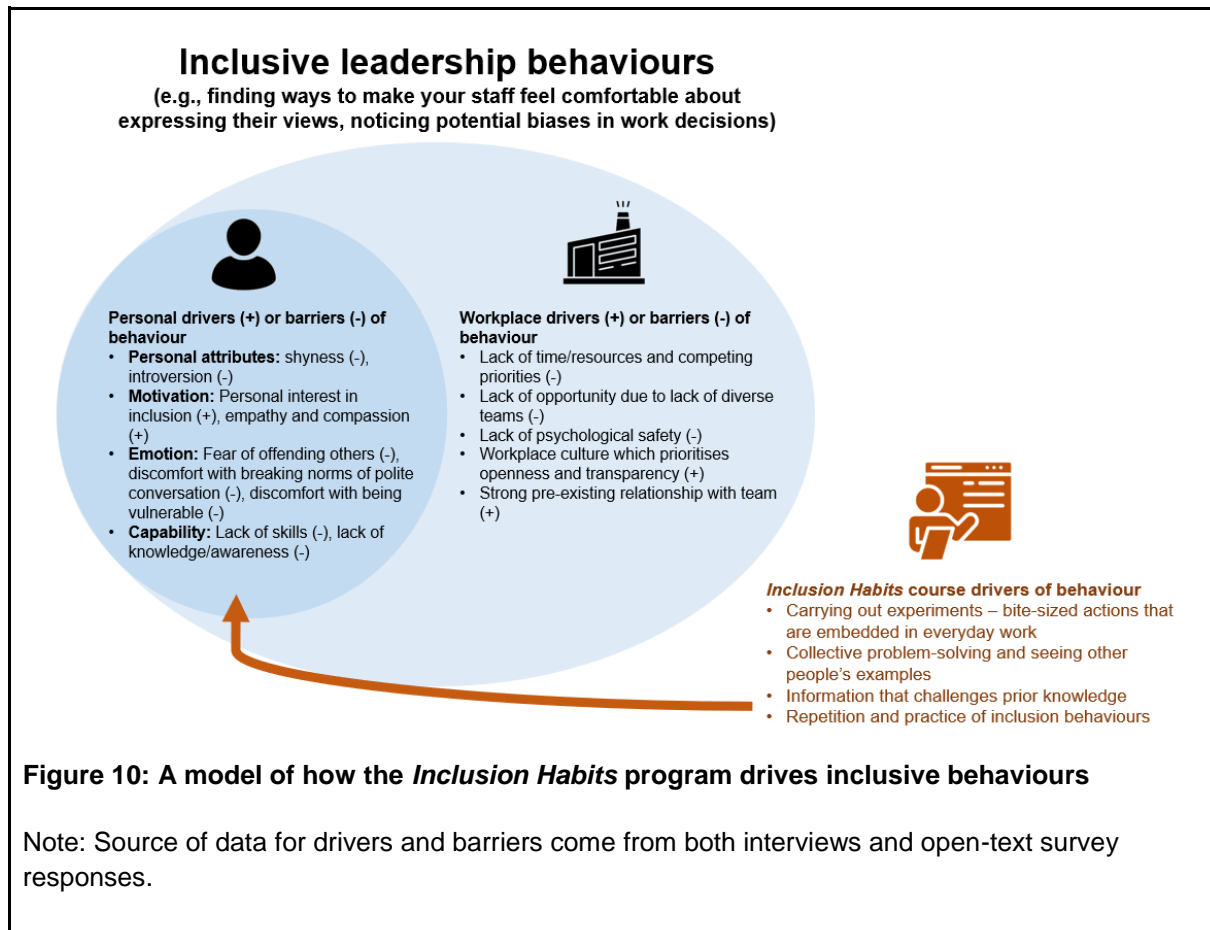
Beyond what they found helpful in the course, managers were asked about other drivers and barriers to their inclusive behaviours. These are summarised in Figure 10, with some of the main drivers and barriers listed below.

- **Time and resources:** One of the major barriers to carrying out inclusive leadership behaviours was heavy workloads, an extensive schedule of meetings, and under-resourced teams, which meant less time and attention devoted to conversations for building relationships and inclusion.

- **Lack of opportunity owing to lack of diversity:** Some managers observed that their teams were simply not diverse, which did not give them the opportunity to test inclusive behaviours. Some recognised this lack of diversity as part and parcel of their industry (*“Just because we’re an engineering company—generally there aren’t that many female engineers coming through the system”*, Manager 7) while some challenged hiring policies that contributed to this lack of diversity.
- **Personal drivers and barriers:** Managers were honest about their personal attributes that were barriers to carrying out inclusive behaviours. These included their own shyness, introversion, and (perceived) lack of social skills. They also mentioned emotions, such as discomfort with breaking the norms of polite conversation and fear of offending others. They acknowledged the importance of hands-on practice and repetition that could help overcome these barriers.

Another manager reported the lack of psychological safety among their leaders and peers that made it difficult to call out bias given negative previous experiences.

“It’s all well and good for me to build psychological safety for my team. But what about the psychological safety for me that I don’t feel with my leader and my peers in calling those things out, because I have been slaughtered for that in the past.” [Manager 3]



WORKPLACE FACTORS PROMOTING OR PREVENTING INCLUSION

Finally, managers were asked about broader enabling conditions required for inclusion with their own workplace in mind. While these are beyond the scope of the course (which focuses on managers' behaviours) it offers important insights for organisations on what else is needed in order for behaviours to translate to inclusion.

Barriers to inclusion at the senior leadership level

There was wide agreement that change needed to occur higher up and among senior leadership. Managers remarked on the mindsets of executive and senior leaders, who need to “*grow in their human stage of development in terms of understanding the difference between equality and equity, and not have such a concrete tier mindset*” [Manager 3].

“Unfortunately, and it happens in pretty much all larger businesses I've been around. Senior leadership tends to look like a gentleman's club in a lot of places [...] which turns into a secret men's club which it just filters down the line. And that's kind of filtered through our workplace as well in a lot of aspects where it's very not very inclusive, with a lot of people like around, or it's quite exclusive if you're not in certain cliques.” [Manager 5]

“[S]ome of our senior leaders, I suppose, in one sense, whilst they're open, empathic, compassionate, there's a bit of an old school mentality to management and leadership. It's quite a strong top-down sort of mentality to it.” [Manager 11]

The latter manager also noted that while most leaders had good empathy and intentions, they had less knowledge of structural societal barriers contributing to exclusion, which could be addressed through education and training. Another manager reported a common misconception that diversity and inclusion training should be applied to lower level staff, when in fact it is the other way around, a view that was shared by others.

“I would love some senior managers to do the same training to be honest. Cause, I really think there's some key takeaways that you know should be rolled out at every level of the organisation. So, it kind of felt like I don't know what the other organisations were like in terms of what level of the organisation we're under it, but I think people assume that the higher up the ladder you go the better you are at this stuff. I would maybe suggest it's the inverse” [Manager 2]

“So, I thought [the training] was really great. I thought, to be able to expand on it would be great if and I think if a lot of people in my company were to do it, I think it would be really hugely beneficial, especially at the top down.” [Manager 7]

In contrast, some managers noted the significant role of key HR staff and champions in driving inclusive change in their organisation and who are “*forcing the movement in the right direction*” (Manager 5).

Organisational structure

Organisational structure, geographical dispersion, and remoteness of work units were described as barriers to workplace inclusion. One manager spoke about the lack of a people-focused role onsite and another mentioned the lack of connection of remote units with central business units, which prevented senior leaders from understanding their unique work environments. Bureaucracies and hierarchical workplace structures were also seen by some managers as a barrier to inclusion, which prevented two-way communication required for true innovation.

Organisational policies

Overall, managers spoke positively about their workplace diversity and inclusion policies, which were not considered a barrier to inclusion. However, one manager pointed out the problematic mismatch between formal policy and actual actions by management.

Workplace and industry cultural norms

Workplace and industry cultural norms, and related attitudes towards diversity and inclusion initiatives were also brought up, but varied as to whether they were considered drivers or barriers to inclusion. Some managers spoke about a culture of open discussion and communication, social events, dedicated meetings, and multicultural activities that already made their workplace an inclusive one.

EXPERIMENTS RESULTS

ABOUT THE EXPERIMENTS DATASET

In addition to surveys and interviews, supplementary analysis was conducted on the experiments data provided by participants during the *Inclusion Habits* program. As part of their course participation, all managers were required to enter into a central repository 5 “experiments”, or ways to embed inclusion habits into their everyday work. NAWO shared the de-identified dataset with the BWA research team. The dataset consisted of the following fields:

- Name of manager’s coach
- Manager’s ID
- Organisation
- Whether the manager graduated from the course
- Experiment number
- Description of experiment (“What will you try?”)
- Inclusion area from the *Emberin Inclusion Enablement Wheel*
- Progress (“How have you been going with your experiment?”)
- Impact of the experiment (“What happened? What was the impact?”)
- Impact size (small, medium, or large)

The BWA research team then processed the dataset by removing all responses from coaches, but retained responses for participants who had withdrawn from the course. Next the team carried out qualitative analysis of the descriptions of the experiments by coding them to one of 8 higher-level behavioural categories. These behavioural categories were based on the original list of 16 inclusive leadership behaviours from the manager surveys which were thematically grouped, plus two emergent categories (“building stronger relationships”, “having deeper conversations”) to capture prominent behaviours from the course. Appendix F presents the definitions and coding process in detail.

RESULTS

Overview of experiments

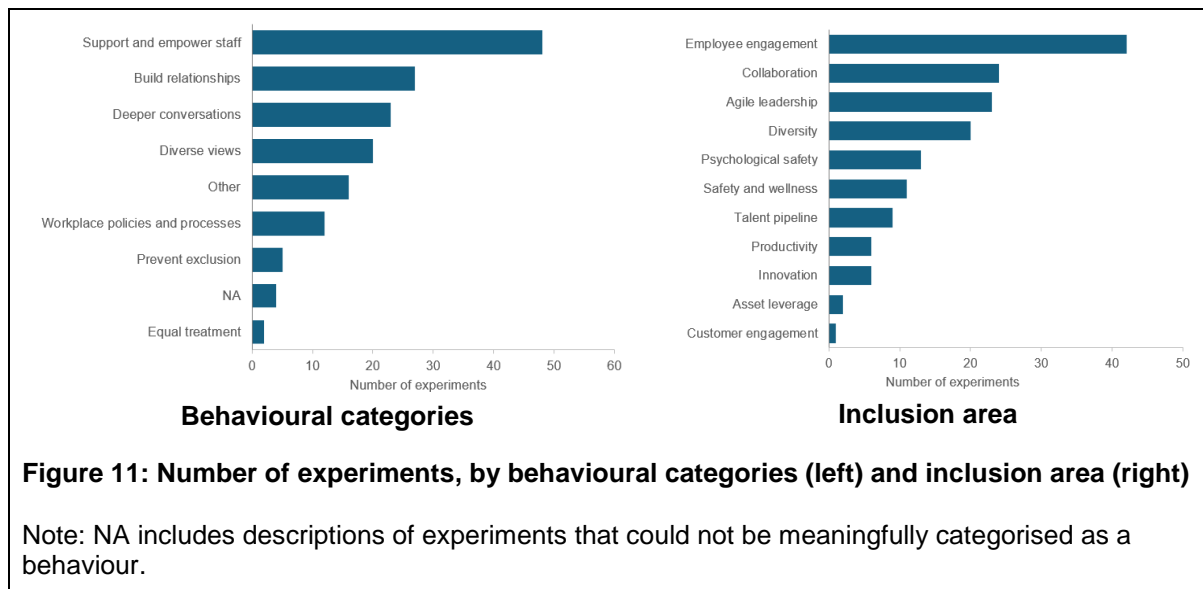
In total, there were 157 reported experiments (both complete and incomplete) among 35 managers, with an average of 4.5 experiments per manager.

Figure 11 shows the most common behaviours and inclusion areas in the experiments. Almost a third of experiments involved behaviours to *Support and empower staff* (31%), such as taking a step back and letting other staff make decisions. This was followed by *Building relationships* (17%), which was dominated by getting to know new people, checking in on people, and RU OK conversations. Next, *Holding deeper conversations* (15%) frequently consisted of managers making themselves vulnerable or sharing personal information. This was followed by *Encouraging diverse views*, which made up 13% of experiments.

In general, the list of 16 inclusive leadership behaviours mapped onto the experiments reported by managers, with a few exceptions. Experiments tended to be dominated by behaviours involving better communication and deeper conversations, as well as building relationships across staff more generally. There were relatively fewer experiments specifically promoting diverse views or preventing exclusion.

Second, there was also a range of behaviours that did not fit into the existing list, including carrying out safety observations or confirming information when communicating. A large portion of these behaviours were around providing feedback (where work processes were not working) or seeking feedback from others for self-improvement.

Mirroring the behaviours, the most common inclusion area associated with experiments was *Employee engagement* (27%), followed by *Collaboration*, *Agile leadership*, and *Diversity* (each making up 13–16% of experiments). More than half of experiments were associated with a medium self-reported impact, followed by large (29%) and small (18%).



Do experimental behaviours correspond with different inclusion areas?

To examine whether behaviours are associated with different inclusion areas, Table 5 shows the number of experiments by behavioural category and inclusion area, with highlighted cells indicating the largest groups. For experiments targeting *Employee engagement*, building relationships (e.g., getting to know new staff) and supporting and empowering staff (e.g., taking a step back in decision making) were key behaviours. Supporting and empowering staff were also key for *Collaboration* and *Agile leadership* inclusion outcomes.

Does the impact of experiments vary by behaviour or inclusion area?

Figure 12 shows the proportion of experiments for different behavioural categories by their impact size. Experiments that involved changing workplace policies and processes had the greatest share of large effects, though the smaller numbers in this category should be noted. In contrast, while *Holding deeper conversations* was a relatively common behaviour carried out in experiments, the impact of this was relatively smaller.

Figure 13 shows the proportion of experiments for different inclusion areas by their impact size. Experiments that involved *Diversity* and *Safety and wellness* had larger effect sizes (along with *Productivity*, but this involved smaller and less stable numbers).

Table 5: Number of experiments by behavioural category and inclusion area

Inclusion areas	Behavioural categories of experiments						
	Build relationships	Deeper conversations	Diverse views	Other	Support and empower staff	Workplace policies	Total exp'ts
Employee engagement	12	6	4	5	12	3	42
Collaboration	2	1	8	3	10		24
Agile leadership	3	6	1	3	9		22
Diversity	4		5		1	3	13
Psychological safety	2	3	1	3	2	1	12
Safety and wellness	4	4	1	1			10
Talent pipeline		1			6	2	9
Innovation		1			4	1	6
Productivity		1			3	2	6
Total experiments	27	23	20	15	47	12	144

Note: For behavioural categories, *Promote equal treatment*, *Prevent exclusion*, and *NA* categories are excluded due to small numbers (< 5). For inclusion areas, *Asset leverage* and *Customer engagement* areas are excluded due to small numbers (< 5).

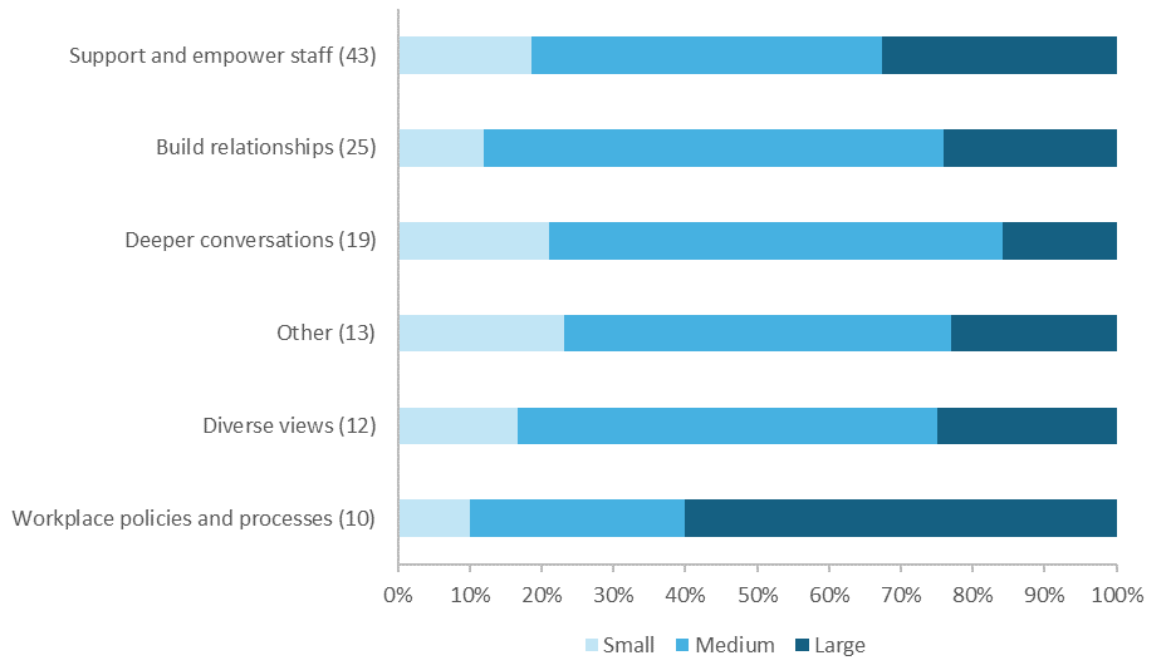


Figure 12: Impact size of experiments by behavioural category

Note: Numbers in parentheses indicate total number of experiments in each behavioural category. *Promote equal treatment*, *Prevent exclusion*, and *NA* categories are excluded due to small numbers (< 5). Incomplete experiments are excluded.

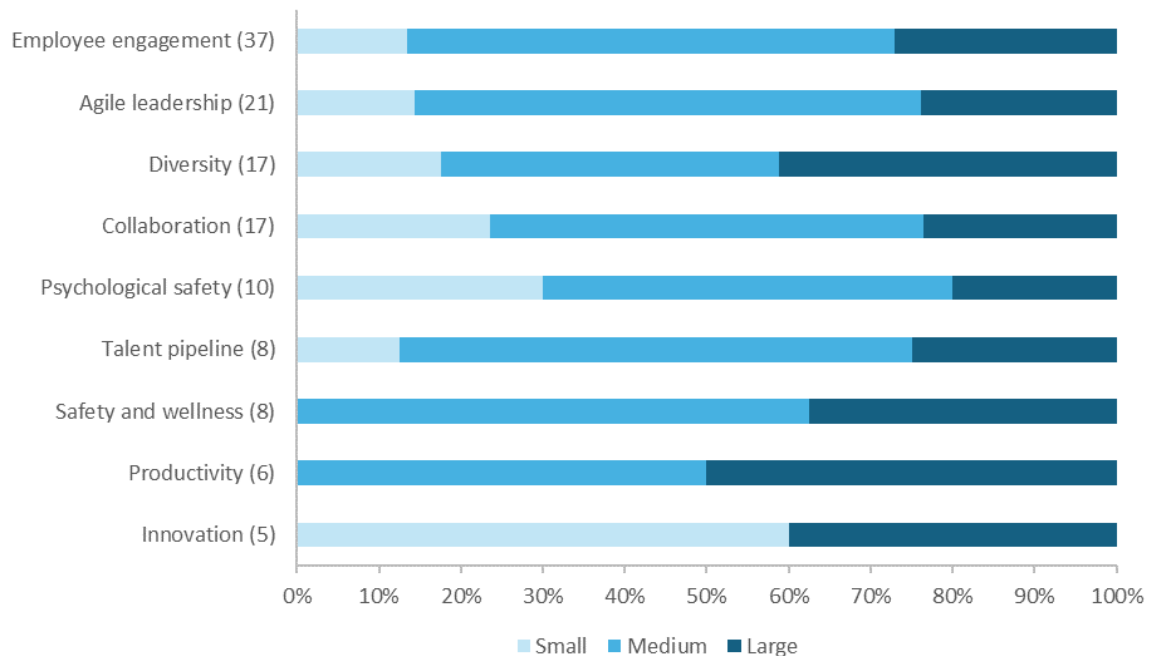


Figure 13: Impact size of experiments by inclusion area

Note: Numbers in parentheses indicate total number of experiments in each inclusion area. *Asset leverage* and *Customer engagement* areas are excluded due to small numbers (< 5). Incomplete experiments are excluded.

THE INCLUSION HABITS PROGRAM AND REDUCING BARRIERS FOR YOUNG WORKERS

This section summarises the findings from this evaluation relating to inclusive leadership behaviours and young people, given SVA's focus on reducing barriers to employment among young people.

AGE DIVERSITY AND INCLUSION IN PARTICIPATING ORGANISATIONS

Overall, the sample of managers and supervisees in this evaluation was skewed towards older ages: there were only 3 supervisees and 3 managers aged under 35 years. However, most managers considered their organisations to be more diverse in age and work experience (both scoring over the midpoint on a scale from "Not at all diverse" to "Extremely diverse") than other diversity dimensions of gender, ethnicity, disability, sexual orientation, and education. In interviews, most examples of workplace inclusion tended to focus on gender and ethnicity dimensions of diversity.

DIFFERENCES IN WORKPLACE INCLUSION OUTCOMES BY AGE

Survey results indicated that younger people (managers and supervisees combined) did not differ in their levels of workplace inclusion, psychological safety, and job satisfaction compared with their older co-workers. However, younger staff appeared to have lower levels of satisfaction with workplace diversity and inclusion policies, particularly procedures for hiring and promoting people, but this should be confirmed with larger numbers in future work.

OVERCOMING BARRIERS TO INCLUSION OF YOUNG WORKERS THROUGH THE INCLUSION HABITS COURSE

On interview, managers mentioned several barriers to inclusion of young workers, specifically a lack of knowledge around sources of disadvantage and a lack of time and communication skills for building relationships. Managers spoke about the learnings from the course in helping them understand the social and structural barriers faced by young disadvantaged workers, but also recognised this lack of knowledge among their senior leaders:

"[Y]ou're going to need to be a little bit more patient and ask a few more questions because people might turn up late for work, and you've got to find out that, you know, you might be dealing with someone that's been a sole carer for someone from the age of 14, and doesn't have transport, and is therefore stuck with public transport to get to work. And you know, so there's all sorts of stuff that impact their ability. Unlike the rest of us that have probably had really good charmed lives and haven't had those barriers to deal with on a daily basis. So you know, I think there's good empathy, and there's good compassion amongst our people and our leaders, which is a good start. But you just have to tap into that into that lovely scene of compassion and empathy, with the right sort of content and explanation. They probably haven't even heard of the term social structural economic barriers." [Manager 11]

Several managers spoke about generational differences when it came to addressing inclusivity among their staff. One manager mentioned the high volume of young apprentices in their team, and the demands of training them while also taking on a gentler management style:

“There are things that make it a bit... not inclusive I think. Well, one thing that is definitely very difficult is the high ratio of apprentices that we have. [...] And all of those apprentices, they haven't built up the thick skin that you have of the tradesmen that's been in the trade for 10-15 years, you still got to treat them very delicately and nurture them and at the same time as train them and develop them. So you have to be able to, you know, give them a slap on the wrist if they've if they've done the wrong thing. But without slapping them too hard on the wrist to make them, you know, cower up. And it's also hard to do that [...] It's all big learning things for myself, so I'm grateful for that challenge. But it's, you know, it's definitely very difficult because of the number of younger people we have here.” [Manager 9]

In these cases, the program's content on improving communication and building relationships helped highlight the importance of these actions and develop relevant skills. Other managers also found the experiments in the course were an important prompt to take the time to communicate with new staff and young apprentices:

“Like, I've had apprentices. It's all pretty much the same as bringing on new staff. Definitely, because most of the people we bring on the young men around the age of 20, and they're very, very different between generation to generation. And you just, if you roll with it. And it is what it is. Everyone's different. You've got to talk differently to everyone. And definitely when you're managing them, everyone's different. So it's not the actual talking to someone—I don't have an issue with, or any of that. That was fine. It was just actually taking the time to do it, which I normally wouldn't. [...] Because I just forget I'm busy.” [Manager 5]

SUMMARY AND DISCUSSION

STRENGTHS AND LIMITATIONS

Strengths

The main strength of this evaluation is the mixed-method approach for measuring program impact. The evaluation used both quantitative and qualitative data, collected from surveys, interviews, and pre-existing course data (experiments). The evaluation also drew from different audiences—managers enrolled in the course and their supervisees—to examine more rigorously whether changes in behaviour were observed and whether they translated to workplace outcomes. This can help overcome biases in self-reported data, such as social desirability. Some of the main findings from this evaluation were highly consistent across surveys, interviews, and experiments (such as the focus on interpersonal and communication behaviours, as well as key learnings).

Another strength of the evaluation is its use of evidence-based methods for measuring inclusive leadership behaviours and workplace outcomes (e.g., psychological safety). These are drawn from a robust body of research where surveys have been extensively tested and validated, and have links to theories of inclusion.

Limitations

The main limitation in this evaluation is the small sample size in the quantitative analyses, which meant that the analyses were underpowered to detect statistically significant differences between pre- and post-conditions. This prevented conclusions on whether there was a change in behaviours and workplace outcomes. In some cases, the data appeared to show an incremental change—such as in the strength of habit for noticing bias—but required larger numbers to confirm. The small numbers also compromised the generalisability of the evaluation findings. Managers completing the (linked) surveys and interviews represented around half of eligible participants, so it is unclear whether the outcomes of the program apply to all managers.

This evaluation drew on a pre-post design which compared outcomes over time, but did not use a control group (i.e., a group of managers who did not complete the course). Strictly speaking, this means that any benefits experienced by managers cannot be attributed to the course alone. In the post-survey, some managers mentioned other important changes which may have influenced workplace inclusion, such as diverse staff joining the team, and new initiatives and policies. Other changes over time—such as the dip in job satisfaction between pre- and post-surveys—may also reflect seasonal patterns as the evaluation was carried out before the end-of-year break.

Finally, this evaluation only measured changes within the first few weeks after the program. Some managers mentioned that it was still early days and that they had not yet tested their new skills. Future work should examine the longitudinal impact of the program to reveal if any knowledge benefits have remained stable, and if there has been greater behaviour change with increased opportunities over time.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

This evaluation aimed to measure the impact of the *Inclusion Habits* program, with a focus on whether it led to behaviour change among participating managers. Figure 14 presents the theory of change with conclusions on where changes were found across behavioural drivers (knowledge, capability), inclusive leadership behaviours, and workplace outcomes. Summary insights are also presented in Table 6 along with examples of suggested actions.

One of the clearest areas of change in the course was in managers' self-reported knowledge and capability around inclusive actions, which was evident from both surveys and interviews. Managers reported learning about bias, the difference between equity and equality, and the importance of diversity for business outcomes, which challenged their existing knowledge. Managers also acquired skills for better listening and more intentional communication.

There was some promising evidence of behaviour change from the interviews. Although the course focused on inclusion, diversity, equity, and bias, a large share of the behaviours reported by managers tended to be in the areas of communication (e.g., having deeper conversations, clarifying information, deliberation communication) and in supporting and empowering staff (e.g., taking a step back to let supervisees make decisions, being more present for supervisees). To a lesser extent, managers also reported actively challenging bias or encouraging diverse perspectives to be shared. This may be due to a number of reasons, but may also reflect fewer opportunities to carry out these behaviours (e.g., team itself is not diverse, bias is not as common in some inclusive workplaces).

In the quantitative data, there was no clear evidence of change in behaviours nor in workplace outcomes over time reported by managers or supervisees, partly due to small sample sizes.

Manager interviews revealed several drivers and barriers to carrying out inclusive behaviours, in addition to the knowledge and skills provided in the program. Personal barriers included emotion (e.g., fear of offending others, discomfort with breaking norms of polite conversation and with being vulnerable) and personality traits (shyness and introversion). Comfort in speaking up was the only capability outcome that showed little change before and after the course, which may be due to the drivers above.

In addition, workplace barriers were lack of time due to heavy workloads and competing priorities, lack of opportunity due to lack of diverse teams, and lack of psychological safety. More broadly, managers pointed out several obstacles to workplace inclusion: traditional mindsets and ways of working in senior leadership, and hierarchical or geographically dispersed organisational structures.

There were some insights from managers as to which aspects of the course were most important for driving change, and where the course could be further improved. Taking part in the experiments—bite-sized actions that could be embedded in their everyday work—was considered crucial, along with online modules and topics that challenged prior knowledge.

Feedback on improving the course was mostly about improving the interactivity of the group sessions and applying strategies to increase course participation and engagement. Managers suggested more collective problem solving and exchange of practical ideas and experiences with other participants. There was also an interest in more opportunities to practice inclusive behaviours in a safe environment. This is in line with the research on the benefits of simulation-based training to develop communication skills and encourage behaviour change, particularly for uncomfortable or difficult conversations (Faulkner et al., 2020; Garivaldis & Paine, 2022).

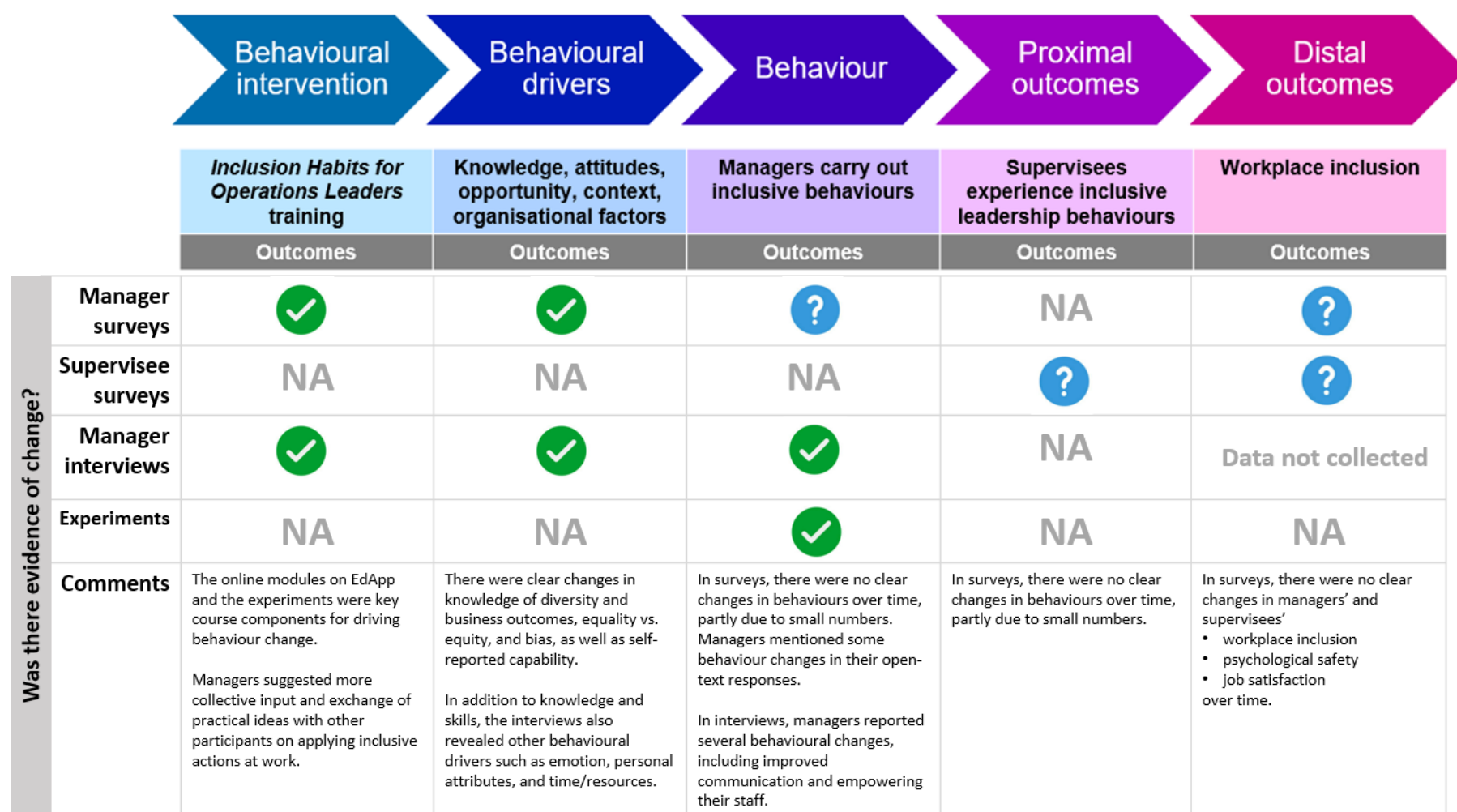


Figure 14: Theory of change for this evaluation with conclusions from surveys and interview findings

Table 6: Key insights and suggested actions for the summary findings of this evaluation

Insights from the course	Source of findings				Examples of suggested actions
	Manager surveys	Supervisee surveys	Manager interviews	Experiments	
Driving behaviour change					
Managers reported carrying out new behaviours, and a large share of behaviours involved supporting and empowering staff, building relationships, and better communication	X	X	X	X	<ul style="list-style-type: none">For information only—this may genuinely reflect greater opportunities for carrying out the given behaviours, as well as greater barriers to other types of behaviours (see below)
Managers reported several personal barriers to carrying out inclusive behaviours, such as emotion, personality, and lack of skills/capability	X		X		<ul style="list-style-type: none">Course content and discussions could directly tackle personal barriers to inclusive behaviours, particularly emotion (e.g., overcoming fear of offending others and discomfort with breaking polite norms) and personality (e.g., how to be inclusive for introverted leaders)
Managers reported several workplace barriers to carrying out inclusive behaviours and workplace inclusion, such as limited time, lack of psychological safety, barriers among senior leadership, the mismatch between leadership actions and policies, and organisational structure	X		X		<ul style="list-style-type: none">The program could provide recommendations to organisations to address broader workplace barriers to inclusion and create enabling conditions for managers (e.g., provide tailored feedback to organisations on these barriers)Managers and their organisations could be supported to have conversations to foster inclusion at a more systemic levelThe program could be tailored and aimed at higher levels of leadership
Some managers mentioned that it was still early days, that any current behaviour change had small and subtle impacts, and that change takes time			X		<ul style="list-style-type: none">Participants could be followed up at 6 months or 1 year to examine how behaviours have been implemented over time
Improving course delivery and engagement					
Managers suggested focusing on course engagement and participation to avoid participants falling behind or withdrawing			X		<ul style="list-style-type: none">The program could have more frequent, stronger, and more involved reminders to complete course requirements, and through a variety of channels (e.g., phone calls, text messages, email)The amount of interactive content (e.g., group discussions, questions, small group activities) in group sessions could be increasedThere are general behavioural science techniques that could encourage course-specific behaviours (e.g., filling in an experiment or finishing a module). These are simple, off-the-shelf techniques such as making the

					<p>behaviour easy, attractive, social, or timely (e.g., having accountability partners at the start of the course, setting up if-then plans to complete a behaviour)—see Appendix G for further resources</p> <ul style="list-style-type: none"> • Arrangements could be made with organisations prior to the program to commit more time for activities (e.g., booking 10 minutes daily in every participant's calendar to complete course activities) • The program could be held during particular times of the year to avoid busier periods
Managers found the interactive components of the program valuable and suggested more time devoted to collaborative and collective problem solving	X		X		<ul style="list-style-type: none"> • Managers could participate in peer networking and mentoring following the program to exchange ideas and share experiences in implementation • More activities could be built into webinars or other group sessions to allow greater collective input, crowd sourcing, and exchange of practical ideas for applying inclusive actions
Managers reported the need for practice and repetition to exercise the "inclusion muscle"	X		X		<ul style="list-style-type: none"> • Smaller breakout activities in group sessions, role-playing scenarios, and simulation-based training activities could allow managers to practice and test inclusion behaviours in a safe space

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APPENDIX A: DEFINITIONS OF INCLUSION USED IN THIS EVALUATION

Table A1: Common research definitions of inclusion

Term	Definition	Author	Key concepts
Inclusion	"The degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness" (p.1265)	Shore et al. (2011)	<ul style="list-style-type: none"> • Belongingness • Uniqueness
Inclusion	"The degree to which an individual perceives that the group provides him or her with a sense of belonging and authenticity" (p. 373)	Jansen et al. (2014)	<ul style="list-style-type: none"> • Belonging • Authenticity
Inclusive environment / climate	<p>"Individuals of all backgrounds - not just members of historically powerful identity groups - are fairly treated, valued for who they are, and included in core decision making." (p.1754)</p> <p>Three dimensions of an inclusive climate: Fair employment practices and diversity specific practices to eliminate bias, (2) Integration of differences, (3) Inclusion in decision making</p>	Nishii (2013)	<ul style="list-style-type: none"> • Fairness • Valued for identity • Inclusion in decision making
Inclusive climate	"A fair environment where equal access to employment and/or advancement is offered to all, which contributes to satisfy[ing] members' belongingness need. It can also allocate awards and recognition to value employees' unique work contribution, which will fulfill their need for uniqueness (p.99)"	Roberge et al. (2021)	<ul style="list-style-type: none"> • Fairness • Equal access to resources and opportunities • Belongingness • Uniqueness
Social inclusion	People have the resources, opportunities and capabilities they need to learn, work, engage, and have a voice in decisions that affect them	Australian Social Inclusion Board (2012)	<ul style="list-style-type: none"> • Access to resources and opportunities • Participation in society and work • Inclusion in decision making

APPENDIX B: MANAGER PRE-SURVEY

Thank you so much for participating in the Inclusion Habits program!

So we can get a better idea of where you are in your inclusive leadership journey, and what you're hoping to get out of the program, please complete the short survey below. We'll send you a similar survey at the end of the program so we can track changes over time.

We collect your name and email simply for the purposes of matching responses at the start and end of the program, and tracking survey completion. [ORG NAME] won't have access to individual responses, but results will be collated as part of final reporting to the Executive team. No individual details will be shared as part of this process. We do support knowledge generation and so we may share the data with third-parties (e.g. universities) for future research purposes only.

Any questions or concerns, get in touch on events@nawo.org.au

First name

Last name

Email

I have read the information above and consent to taking part in this survey.

About your working arrangements

How many employees do you directly supervise? These are the staff you manage, assign tasks to, and who report directly to you.

(Drop-down: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10+)

Roughly what percentage of your work time is spent interacting with the above staff that you manage? This includes all the time spent in face-to-face meetings, online meetings, emails, chat messages, and phone calls.

___ %

Think about all the people you interact with at your organisation. How diverse are your co-workers in relation to...

- Gender
- Age
- Ethnicity or race
- Disability status
- Sexual orientation
- Education
- Work experience

(8-point scale: Not at all diverse - everyone is the same, a little diverse, somewhat diverse, moderately diverse, very diverse, extremely diverse - everyone is different, not applicable, not sure)

About your workplace

The following questions ask about your experiences of inclusion at work.

How much do you agree or disagree with the following?

When we ask about your “team” we are referring to the group of people you work with most closely on a day-to-day basis.

- I am treated as a valued member of my team
- I belong in my team
- I feel that people really care about me in my team
- I can bring aspects of myself to this team that others in the team don't have in common with me
- People in my team listen to me even when my views are different
- While at work, I am comfortable expressing opinions that are different from my team

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree).
Measure of workgroup inclusion - Chung et al. 2020, slightly adapted for ease of reading.

The following questions ask about how safe and comfortable you feel about speaking up and taking risks in your work team.

How much do you agree or disagree with the following?

- If you make a mistake on this team, it is often held against you
- Members of this team are able to bring up problems and tough issues
- People on this team sometimes reject others for being different
- It is safe to take a risk on this team
- It is difficult to ask other members of this team for help

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree).
Psychological safety - Edmondson 1999, slightly adapted for ease of reading

The following questions ask about how you feel about your job.

How much do you agree or disagree with the following?

- I feel fairly satisfied with my present job
- I find real enjoyment in my work

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) *Brief measure of job satisfaction, Judge et al. 1998, adapted for ease of reading.*

The following questions ask about the policies and practices in your organisation as a whole.

How much do you agree or disagree with the following?

- My organisation's procedures for hiring and promoting people are fair
- The policies in my organisation (e.g., for sick leave) are fair to all staff
- My organisation has the right policies and practices for creating a diverse and inclusive workplace
- I am satisfied with how diversity and inclusion policies and practices are applied in my organisation

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) *Two items on organisation-level policies and fairness, loosely adapted from Mor-Barak et al. (1998) and Nishii et al. (2013), plus two extra on general D&I policies.*

About you as a manager

The following questions ask about the things you do as a manager to create an inclusive workplace.

Think about how you have interacted with your team in the last month. How much do you agree or disagree with the following?

In the last month, as a manager, I...

- Encouraged my team members to discuss different perspectives with each other
- Invited every team member to express his or her views in the team
- Encouraged my team members to learn from colleagues from different backgrounds
- Treated everyone on the team fairly
- Tried to prevent my team members from forming subgroups that might exclude others
- Avoided communicating in negative stereotypes about other team members
- Communicated to everyone how diversity is related to the business outcomes of the team and organisation
- Reached out to team members to have conversations which were important but which felt uncomfortable to have
- Supported each team member to make work-related decisions themselves
- Actively considered how workplace decisions and processes unintentionally created a lack of equity
- Put in place workplace processes and policies to address bias and ensure equity
- Supported ideas and views that were not the norm but contributed to the team's work
- Found ways for everyone to share their views, such as speaking to team members privately or asking team members to share ideas one by one
- Was responsive to the needs of all team members for development and growth
- Praised team members' achievements and recognised their contributions
- Spoke up when someone made a disrespectful comment about minority or disadvantaged groups

(5 point scale plus NA option: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, not applicable) *Inclusive leadership behaviours – Ashikali, 2019, 8 item measure based on a longer 13 item measure, adapted slightly for language; plus additional behaviours based on Korkmaz, Randel, Hamilton, and team discussion*

The following questions ask about your knowledge and ability to create an inclusive workplace.

To what extent do you understand the link between inclusion and business outcomes?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- To a very large extent

To what extent are you able to clearly explain the difference between equality and equity?

- I lack this skill
- I am somewhat skilled
- I am moderately skilled
- I am very skilled
- I am extremely skilled

How well do you understand the concept of bias (including unconscious bias) and how it can affect decision making?

- Do not understand at all
- Only a little understanding

- Moderate understanding
- Good understanding
- Understand extremely well

How comfortable are you in speaking up in situations where:

	Very uncomfortable	A little uncomfortable	Moderately comfortable	Very comfortable	Extremely comfortable
Someone is being treated unfairly					
Someone is being excluded					
Policies or processes are not inclusive					

To what extent do you agree or disagree with these statements?

	Strongly disagree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have the capability / ability to speak up about diversity, equity, and inclusion at work.					
I know how to take action to create a more inclusive team					
I know how to take action to manage bias in my team's decisions					
My workplace supports people to speak up about diversity, equity and inclusion.					

About your workplace habits

How much do you agree or disagree with the following?

Actively finding ways to make my staff feel comfortable about expressing their views is something...

- I do automatically
- I do without having to consciously remember
- I do without thinking
- I start doing without realising I'm doing it

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

How much do you agree or disagree with the following?

Noticing my potential biases when making work decisions and communicating with my staff is something...

- I do automatically
- I do without having to consciously remember
- I do without thinking
- I start doing without realising I'm doing it

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) *Self-Report Behavioural Automaticity Index (Gardner et al., 2012) with two key behaviours.*

An inclusive workplace is one where all staff feel valued, respected, connected, and are able to contribute. Inclusion is experienced when staff feel a sense of belonging while also feeling that their uniqueness is valued by others.

What are some things that help make your workplace inclusive? These could be anything, such as policies, working arrangements, others' actions, culture, and more.

What are some things that prevent your workplace from being more inclusive?

About you

You're almost finished! Thanks for sticking with us this far.

Finally, we'd like to know about you. Remember, your responses will be kept confidential and will not be stored with your name. When we report the findings, we will group everyone's results together so it will be impossible to identify you. If there are any questions you don't feel comfortable answering, you can still leave them blank.

What age group do you belong to?

- 18 - 24 years
- 25 - 34 years
- 35 - 44 years
- 45 - 54 years
- 55 - 64 years
- 65 years or older

What is your gender? (Select all that apply)

- Woman
- Man
- Non-binary / gender diverse
- My gender identity isn't listed. I identify as: _____
- Prefer not to say

How long have you been working at your current organisation?

- Less than 1 year
- 1 to 5 years
- 6 to 10 years
- More than 10 years

At what level would you say your current role is?

- Very junior, for example, entry level
- Somewhat junior
- Junior
- Mid-level
- Somewhat senior
- Senior

- Very senior, for example, C-suite

Do you have authority and accountability for the revenues, expenses and profits for your area of operation?

- Yes
- No

Could you please describe one or two specific outcomes you hope to achieve by participating in this program?

Finally, is there anything else you would like to tell us?

Thank you for your responses. We really appreciate your time.
We will be in touch again in a few months with the second survey.
See you then!

APPENDIX C: MANAGER POST-SURVEY

Congratulations on completing the Inclusion Habits program!

So we can get a better idea of the impact of the program and how we can improve it, please complete the short survey below. This is similar to the survey you completed at the start of the program so we can track changes over time. Some of the questions may seem a bit repetitive, and we ask that you answer the questions as honestly as possible, as this will ensure the quality of our data.

We collect your name and email simply for the purposes of matching responses at the start and end of the program, and tracking survey completion. [ORG NAME] won't have access to individual responses, but results will be collated as part of final reporting to the Executive team. No individual details will be shared as part of this process. We do support knowledge generation and so we may share the data with third-parties (e.g. universities) for future research purposes only.

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Last name

Email

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- I feel that people really care about me in my team
- I can bring aspects of myself to this team that others in the team don't have in common with me
- People in my team listen to me even when my views are different
- While at work, I am comfortable expressing opinions that are different from my team

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree).
Measure of workgroup inclusion - Chung et al. 2020, slightly adapted for ease of reading.

The following questions ask about how safe and comfortable you feel about speaking up and taking risks in your work team.

How much do you agree or disagree with the following?

- If you make a mistake on this team, it is often held against you
- Members of this team are able to bring up problems and tough issues
- People on this team sometimes reject others for being different
- It is safe to take a risk on this team
- It is difficult to ask other members of this team for help

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree).

Psychological safety - Edmondson 1999, slightly adapted for ease of reading

[Note this was not included in the final survey]

The following questions ask about how you feel about your job.

How much do you agree or disagree with the following?

- I feel fairly satisfied with my present job
- I find real enjoyment in my work

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) *Brief measure of job satisfaction, Judge et al. 1999, adapted for ease of reading.*

How has participating in the Inclusion Habits program changed the following?

- My team's ability to achieve its goals
- My team's productivity
- How effectively my team members communicate with one another
- The quality of the relationships between team members
- The quality of my relationships with my team members
- Anything else? (Please specify) _____

(5-point scale: Got a lot worse, Got a little worse, No change, Got a little better, Got a lot better plus NA / I don't know) *First four items are loosely adapted from team performance measures in Alper et al. 2006.*

The following questions ask about the policies and practices in your organisation as a whole.

How much do you agree or disagree with the following?

- My organisation's procedures for hiring and promoting people are fair
- The policies in my organisation (e.g., for sick leave) are fair to all staff
- My organisation has the right policies and practices for creating a diverse and inclusive workplace
- I am satisfied with how diversity and inclusion policies and practices are applied in my organisation

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) *Two items on organisation-level policies and fairness, loosely adapted from Mor-Barak et al. (1998) and Nishii et al. (2013), plus two extra on general D&I policies.*

About you as a manager

The following questions ask about the things you do as a manager to create an inclusive workplace.

Think about how you have interacted with your team in the last month. How much do you agree or disagree with the following?

In the last month, as a manager, I...

- Encouraged my team members to discuss different perspectives with each other
- Invited every team member to express their views in the team
- Encouraged my team members to learn from colleagues from different backgrounds
- Treated everyone on the team fairly
- Tried to prevent my team members from forming subgroups that might exclude others
- Avoided communicating in negative stereotypes about other team members
- Communicated to everyone how diversity is related to the business outcomes of the team and organisation
- Reached out to team members to have conversations which were important but which felt uncomfortable to have
- Supported each team member to make work-related decisions themselves
- Actively considered how workplace decisions and processes unintentionally created a lack of equity
- Put in place workplace processes and policies to address bias and ensure equity
- Supported ideas and views that were not the norm but contributed to the team's work
- Found ways for everyone to share their views, such as speaking to team members privately or asking team members to share ideas one by one
- Was responsive to the needs of all team members for development and growth
- Praised team members' achievements and recognised their contributions
- Spoke up when someone made a disrespectful comment about minority or disadvantaged groups

(5 point scale plus NA option: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, not applicable) *Inclusive leadership behaviours – Ashikali, 2019, 8 item measure based on a longer 13 item measure, adapted slightly for language; plus additional behaviours based on Korkmaz, Randel, Hamilton, and team discussion*

About the Inclusion Habits program

Inclusive actions are things that we do to make others feel like they belong and valued for being unique. They include the actions on the previous page, such as:

- Finding ways to make your staff feel comfortable about expressing their views
- Noticing potential biases in work decisions and when communicating with your staff
- Encouraging your staff to discuss different perspectives with each other
- Having important conversations to make others feel included, even if you feel a little uncomfortable

During your participation of the program how much did the following help you carry out these inclusive actions?

- Online modules on EdApp
- Webinars
- Coach check-ins
- The experiments
- Anything else? (Please specify)_____

(5-point scale: Not at all, A little, Somewhat, A lot, Extremely, plus NA / Didn't complete this)

Thinking about the inclusive actions above, what things made it *easier* for you to carry out these actions at work?

Thinking about the inclusive actions above, what things made it *harder* for you to carry out these actions at work?

--

Are there any other things you need in order to carry out these actions?

--

The following questions ask about your knowledge and ability to create an inclusive workplace.

To what extent do you understand the link between inclusion and business outcomes?

- Not at all
- To a small extent
- To a moderate extent
- To a large extent
- To a very large extent

To what extent are you able to clearly explain the difference between equality and equity?

- I lack this skill
- I am somewhat skilled
- I am moderately skilled
- I am very skilled
- I am extremely skilled

How well do you understand the concept of bias (including unconscious bias) and how it can affect decision making?

- Do not understand at all
- Only a little understanding
- Moderate understanding
- Good understanding
- Understand extremely well

How comfortable are you in speaking up in situations where:

	Very uncomfortable	A little uncomfortable	Moderately comfortable	Very comfortable	Extremely comfortable
Someone is being treated unfairly					
Someone is being excluded					
Policies or processes are not inclusive					

To what extent do you agree or disagree with these statements?

	Strongly disagree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have the capability / ability to speak up about diversity, equity, and inclusion at work.					

I know how to take action to create a more inclusive team					
I know how to take action to manage bias in my team's decisions					
My workplace supports people to speak up about diversity, equity and inclusion.					

Has participating in the Inclusion Habits program changed any of the following for you?

- My knowledge of equity and inclusion in the workplace
- My knowledge of bias in the workplace
- My confidence in carrying out inclusive actions such as making everyone feel comfortable or calling out bias
- How much I support diversity, inclusion, and equity at my work

(5-point scale: Not at all, A little, Somewhat, A lot, Extremely)

About your workplace habits

How much do you agree or disagree with the following?

Actively finding ways to make my staff feel comfortable about expressing their views is something...

- I do automatically
- I do without having to consciously remember
- I do without thinking
- I start doing without realising I'm doing it

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree)

How much do you agree or disagree with the following?

Noticing my potential biases when making work decisions and communicating with my staff is something...

- I do automatically
- I do without having to consciously remember
- I do without thinking
- I start doing without realising I'm doing it

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) *Self-Report Behavioural Automaticity Index (Gardner et al., 2012) with two key behaviours.*

An inclusive workplace is one where all staff feel valued, respected, connected, and are able to contribute. Inclusion is experienced when staff feel a sense of belonging while also feeling that their uniqueness is valued by others.

What are some things that help make your workplace inclusive? These could be anything, such as policies, working arrangements, others' actions, culture, and more.

What are some things that prevent your workplace from being more inclusive?

Since you started the Inclusion Habits program, have there been any other changes at your work that impacted how inclusive your workplace is? This might include things like new initiatives, new staff, or workplace incidents.

About you

You're almost finished! Thanks for sticking with us this far.

Finally, we'd like to know about you. Remember, your responses will be kept confidential and will not be stored with your name. When we report the findings, we will group everyone's results together so it will be impossible to identify you. If there are any questions you don't feel comfortable answering, you can still leave them blank.

What age group do you belong to?

- 18 - 24 years
- 25 - 34 years
- 35 - 44 years
- 45 - 54 years
- 55 - 64 years
- 65 years or older

What is your gender? (Select all that apply)

- Woman
- Man
- Non-binary / gender diverse
- My gender identity isn't listed. I identify as: _____
- Prefer not to say

How long have you been working at your current organisation?

- Less than 1 year
- 1 to 5 years
- 6 to 10 years
- More than 10 years

At what level would you say your current role is?

- Very junior, for example, entry level
- Somewhat junior
- Junior
- Mid-level
- Somewhat senior
- Senior
- Very senior, for example, C-suite

Do you have authority and accountability for the revenues, expenses and profits for your area of operation?

- Yes
 - No
-

About the Inclusion Habits program

What has been your biggest learning from the program? [Open-text]

What three actions will you commit to undertaking as a result of the program? [Open-text]

Action 1: _____

Action 2: _____

Action 3: _____

On a scale of 0 to 10, how likely are you to recommend this program to a friend or colleague? [rating scale]

Tell us a bit more about why you chose this number [Open-text]

Do you have any final thoughts or comments you'd like to share, including how we might improve the program for future participants? [Open-text]

Thank you for your responses. We really appreciate your time.

APPENDIX D: SUPERVISEE SURVEY

Experiences of inclusion at work

Project ID: 44797

Project name: Experiences of inclusion at work

Investigators: Dr Kun Zhao, Dr Fraser Tull, Dr Denise Goodwin

Welcome and thanks for taking part in this research!

Please read the [Explanatory Statement](#) and continue below if you consent to take part in the research.

Your responses are confidential and will not be shared with your manager, organisation or anyone outside the research team. In this survey we will be asking for your name to match your responses across surveys and interviews. We will remove your name from the data afterwards so it is not stored with your responses. When we report the findings, we will group everyone's results together so it will be impossible to identify you.

I have read the information above and consent to taking part in this survey.

First name

Surname

About you

We'd like to know about you and your workplace.

Remember, your responses are confidential and we won't store your name with your responses. We will group everyone's results together so it will be impossible to identify you. If there are any questions you don't feel comfortable answering, you can still leave them blank.

What age group do you belong to?

- 18 - 24 years
- 25 - 34 years
- 35 - 44 years
- 45 - 54 years
- 55 - 64 years
- 65 years or older

What is your gender? (Select all that apply)

- Woman
- Man
- Non-binary / gender diverse
- My gender identity isn't listed. I identify as: _____
- Prefer not to say

What is the highest level of education you have completed? [Drop-down responses]

- Primary school
- High school: year 11 or below (or equivalent)

- High school: year 12 (or equivalent)
- Certificate, diploma, or advanced diploma
- University undergraduate (e.g. Bachelor degree)
- University post-graduate (e.g. diploma, masters, doctorate)

Do you speak a language other than English at home? [Drop-down responses]

- No, English only
- Yes, Mandarin
- Yes, Arabic
- Yes, Vietnamese
- Yes, Cantonese
- Yes, Punjabi
- Yes, Greek
- Yes, Italian
- Yes, Filipino / Tagalog
- Yes, Hindi
- Yes, other

How long have you been working at your current organisation?

- Less than 1 year
- 1 to 5 years
- 6 to 10 years
- More than 10 years

At what level would you say your current role is?

- Very junior, for example, entry level
- Somewhat junior
- Junior
- Mid-level
- Somewhat senior
- Senior
- Very senior, for example, C-suite

How much do you agree or disagree with the following?

- My organisation's procedures for hiring and promoting people are fair
- The policies in my organisation (e.g., for sick leave) are fair to all staff
- My organisation has the right policies and practices for creating a diverse and inclusive workplace
- I am satisfied with how diversity and inclusion policies and practices are applied in my organisation

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) *Two items on organisation-level policies and fairness, loosely adapted from Mor-Barak et al. (1998) and Nishii et al. (2013), plus two extra on general D&I policies.*

This survey will ask you about your manager [MANAGER NAME]. By “manager” we mean someone you may report to.

How long has [MANAGER NAME] been your manager for?

- Less than 4 months
 - 4 months to under 1 year
 - 1 to 5 years
 - More than 5 years
 - The person named above is not my manager (i.e., I do not report to them in any way)
-

About your manager

Remember, your responses are confidential and won't be shared with your manager, organisation, or anyone else outside the research team.

Roughly how much of your work time is spent with [MANAGER NAME]? This includes all the time spent in face-to-face meetings, online meetings, emails, chat messages, and phone calls.

___ %

Think about how your manager [MANAGER NAME] has worked with you and your team. How much do you agree or disagree with the following?

My manager...

- Treats everyone on the team fairly
- Encourages team members to discuss different perspectives with each other
- Invites every team member to share their views
- Encourages team members to learn from co-workers from different backgrounds
- Tries to prevent team members from forming groups that might exclude others
- Avoided talking in negative stereotypes about team members
- Tells everyone how diversity is related to the business outcomes of the team and organisation
- Has conversations with team members which are important, but might feel uncomfortable to have
- Supports team members to make work-related decisions themselves
- Considers how workplace decisions and processes create a lack of fairness
- Put in place processes and policies to deal with bias
- Supports ideas and views that are not the norm but contribute to the team's work
- Finds ways for everyone to share their views, such as speaking to team members privately
- Is responsive to the needs of all team members for personal development
- Praises everyone's achievements and recognises their contributions
- Speaks up when someone makes a disrespectful comment about minority or disadvantaged groups
- Understands how others feel and cares about their feelings

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, not applicable, measured for "In the last 3 months" and "More than 3 months ago") *Inclusive leadership behaviours – Ashikali, 2019, 8 item measure based on a longer 13 item measure, adapted slightly for language; plus additional behaviours based on Korkmaz, Randel, Hamilton, and team discussion. Single-item trait empathy scale – Konrath et al., 2018.*

About your workplace

Think about your experiences at work. How much do you agree or disagree with the following?

- I am treated as a valued member of my team
- I belong in my team
- I feel that people really care about me in my team
- I can bring unique qualities of myself to the team that others don't have in common with
- People in my team listen to me even when my views are different
- While at work, I am comfortable sharing opinions that are different from my team

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, measured for "In the last 3 months" and "More than 3 months ago"). *Measure of workgroup inclusion - Chung et al. 2020, slightly adapted for ease of reading.*

The following questions ask about how safe and comfortable you feel about speaking up and taking risks in your work team. How much do you agree or disagree with the following?

- If you make a mistake on this team, it is often held against you
- Members of this team are able to bring up problems and tough issues
- People on this team sometimes reject others for being different
- It is safe to take a risk on this team
- It is difficult to ask other members of this team for help

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, measured for “In the last 3 months” and “More than 3 months ago”). *Psychological safety - Edmondson 1999, slightly adapted for ease of reading*

The following questions ask about how you feel about your job. How much do you agree or disagree with the following?

- I feel fairly satisfied with my present job
- I find real enjoyment in my work

(5 point scale: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, measured for “In the last 3 months” and “More than 3 months ago”) *Brief measure of job satisfaction, Judge et al. 1998, adapted for ease of reading.*

Final questions

Thanks for sticking with us this far. Remember your responses are confidential.

An inclusive workplace is one where all staff feel valued, respected, connected, and are able to contribute. Inclusion is experienced when staff feel a sense of belonging while also feeling that their uniqueness is valued by others.

What are some things that your manager does to make your workplace inclusive for everyone?

Are there any things that your manager is NOT doing that could make your workplace inclusive for everyone?

Finally, is there anything else you would like to tell us?

APPENDIX E: MANAGER INTERVIEW GUIDE

Manager interview Inclusion Habits for Operations Leaders program

Project ID: 44797

Project name: Experiences of inclusion at work

Investigators: Dr Kun Zhao, Dr Fraser Tull, Dr Denise Goodwin

Introduction

Introduce self

- Hello, my name is [RESEARCHER] and I am a researcher from Monash University. Thank you for agreeing to help us with this research.

Introduce purpose of the research

- This is part of a project to understand the impact of the Inclusion Habits for Operation Leaders program.
- The interview will take 30 minutes – I'll ask you about your experiences in the program and how it's affected what you do as a leader.
- It is being recorded and will be transcribed. But we won't share any identifying information and will only report summary results.
- Just so you know, we're also surveying and interviewing other staff that you're working with, and asking them similar questions, to see the wider impacts of the program.

Check they read Explanatory Statement and consent

- Before I start, can I confirm that you read and understood the Explanatory Statement emailed to you earlier and that you consent to participate in this project?

About managers

- Can you tell me about your role at [ORGANISATION]?
- What led you to take part in the Inclusion Habits program?

Inclusive behaviours and their drivers and barriers

- Since completing the training, have you made any changes to the things you do or say as a leader?
If yes - provide examples.
Check that they are consistent with the list of inclusive behaviours that we have. If not, provide a list of inclusive behaviours from the survey (see below) and ask if they carried out any of these behaviours. If they haven't carried out the behaviours, adapt the wording (e.g., Is there anything that would help you, etc.).
- What were the outcomes? How has it affected the team?
- Was there anything from the course that you found useful in helping you carry out these inclusive actions?
- Were there any actions that you would have like to carry out that was harder? Why? Was there anything that made it harder for you to carry out more inclusive actions?
- Is there anything that could have been done differently in the course or improvements you would like to see to encourage people to do more of these behaviours?

Workplace drivers and barriers

- What about in your workplace more broadly? Were there any things that made it easier or harder for you to be an inclusive leader?

Close

- Is there anything else you would like to add?
- From here on, results will be analysed and we will prepare a report for SVA and NAWO and summary findings for your organisation. No one will be identifiable in the results.
- If you need to contact me in the future, my details are in the explanatory statement.
- Thank you, that's the end of the interview.

Distress Protocol

- Should a participant become distressed at any point in the interview:
- Interview to be stopped immediately to allow participant time to recover.
- If participant does recover, interviewer to ask if participant comfortable to continue, reminding them they are under no obligation (formal or otherwise) to do so.
- If participant does not recover, interview to be terminated. Provide support services (Lifeline 13 11 14, Beyond Blue 1300 224 636), own organisational support if relevant. Check in with participant at a later time.

Examples of inclusive behaviours:

- Finding ways to make your staff feel comfortable about expressing their views
- Noticing potential biases in work decisions and when communicating with your staff
- Encouraging your staff to discuss different perspectives with each other
- Having important conversations to make others feel included, even if you feel a little uncomfortable

APPENDIX F: BEHAVIOURAL CATEGORIES AND CODING FOR EXPERIMENTS

Table F1: Behavioural categories and coding system for experiments data

Category	Specific behaviours	Definition and rules for coding
Encourage diverse views	<ul style="list-style-type: none"> Encouraged my team members to discuss different perspectives with each other Invited every team member to express his or her views in the team Encouraged my team members to learn from colleagues from different backgrounds Supported ideas and views that were not the norm but contributed to the team's work Found ways for everyone to share their views, such as speaking to team members privately or asking team members to share ideas one by one 	<p>Behaviours carried out with the intention to increase diverse perspectives, ways of working, and staff.</p> <p>Rules for similar behaviours: Where behaviours to increase diversity involve formal workplace practices or policies, code to "Set up workplace policies and processes". Where behaviours are targeted at upskilling or personally developing a staff member, code to "Support and empower staff".</p> <p>Examples: Encourage team to share their views, ensuring diverse team member is included, mix working groups up.</p>
Promote equal treatment	<ul style="list-style-type: none"> Treated everyone on the team fairly Actively considered how workplace decisions and processes unintentionally created a lack of equity 	<p>Behaviours carried out specifically to be fair to all staff or to treat people equally.</p> <p>Rules for similar behaviours: Where behaviours involve changing formal workplace practices and policies, code to "Set up workplace policies and processes". Where behaviours involve encouraging everyone to express their views equally, code to "Encourage diverse views".</p> <p>Examples: Started discussion about fairness, avoided bias when allocating tasks.</p>
Prevent exclusion	<ul style="list-style-type: none"> Tried to prevent my team members from forming subgroups that might exclude others Spoke up when someone made a disrespectful comment about minority or disadvantaged groups Avoided communicating in negative stereotypes about other team members 	<p>Behaviours aimed to prevent or address exclusion, bias in communication, or mistreatment to others.</p> <p>Examples: Calling out inappropriate labels in emails, calling out bias.</p>
Support and empower staff	<ul style="list-style-type: none"> Supported each team member to make work-related decisions themselves Was responsive to the needs of all team members for development and growth Praised team members' achievements and recognised their contributions Training and meetings to support staff [Added] 	<p>Behaviours carried out to empower, personally or professionally support staff, or contribute to staff's development.</p> <p>Rules for similar behaviours: Where behaviours involve getting to know staff without a specific focus on developing or supporting them, code to "Build stronger relationships". Where behaviours involve getting the perspective of a diverse staff member, code to "Encourage diverse views".</p> <p>Examples: Take a step back in decision</p>

Category	Specific behaviours	Definition and rules for coding
		making to allow staff to have more agency, let others make important decisions, allow team to collectively problem solve.
Set up workplace policies and processes	<ul style="list-style-type: none"> Put in place workplace processes and policies to address bias and ensure equity Sets up formal or more widespread workplace practices [Added] 	<p>Behaviours that involve setting up more formal processes, practices, and policies in the workplace to encourage inclusion.</p> <p>Examples: Speaking about inclusion topics at workplace meetings, organising workplace events, setting up processes for fairer recruitment.</p>
Build stronger relationships [Added]	<ul style="list-style-type: none"> Gets to know staff [Added] Sharing more about self [Added] Checking in on staff, including RU OK conversations [Added] 	<p>Behaviours involving checking on and getting to know staff more broadly, such as staff around the organisation.</p> <p>Rules for similar behaviours: Where building stronger relationships is carried out specifically to include diverse views, code to "Encourage diverse views". Where building stronger relationships is carried out specifically to support a single staff member and to develop them, code to "Support and empower staff".</p> <p>Examples: Breaking the ice with distant employees, spending time with employees they don't know, reaching out to new starters.</p>
Hold deeper conversations [Added]	<ul style="list-style-type: none"> Using the WAIT technique [Added] Sharing personal experiences [Added] Allowing self to be vulnerable [Added] Listening more [Added] Having conversations about deeper topics, e.g., belonging [Added] Having deeper, courageous conversations [Added] 	<p>Behaviours involving communication to build more meaningful or authentic connections with others.</p> <p>Rules for similar behaviours: When deep conversations are specifically to help develop a staff member, code to "Support and empower staff".</p> <p>Examples: Openly share personal information, use WAIT in conversation.</p>
Other	<ul style="list-style-type: none"> Communicated to everyone how diversity is related to the business outcomes of the team and organisation Reached out to team members to have conversations which were important but which felt uncomfortable to have 	Any other behaviours that do not fit in the categories above.
NA		Includes any responses that are too broad (e.g., "Be open and honest") or where the personal behaviour is unclear (e.g., "I want to better understand how my team works", "R U OK day is celebrated across the business").

APPENDIX G: BEHAVIOURAL SCIENCE FRAMEWORKS

Behavioural science frameworks such as [EAST \(Behavioural Insights Team, 2014\)](#) or [INSPIRE \(Falkner et al., 2019\)](#) offer some simple, off-the-shelf techniques for improving course participation and engagement. These techniques draw on research from social and cognitive psychology, as well as behavioural economics, to improve the likelihood of carrying out a behaviour. These could be applied to course participation behaviours, such as filling in an experiment, attending a live webinar, or completing online modules.

Table G1: General behavioural techniques that could be applied to course participation

General technique	Examples
Easy	<ul style="list-style-type: none"> • Use defaults, automate, or pre-fill steps for tasks • Remove hassle factors and friction costs associated with carrying out a behaviour • Simplify messages or instructions in course communication • Break down complex tasks into step-by-step actions
Attractive	<ul style="list-style-type: none"> • Use salience, images, and colours to attract attention to communication or reminders • Personalise and tailor course communication to participants • Incentives: Offer or highlight social or other forms of reward associated with taking up a behaviour • Create a sense of urgency and scarcity (e.g., highlight when the course will finish or when access to the online modules will expire)
Social	<ul style="list-style-type: none"> • Social norms: Show that most participants are doing the behaviour • Social contracts: Encourage participants to make a commitment to others (e.g., other participants, their supervisors, their supervisees) • Social networks: Set up accountability partners or groups • Use influential and credible messengers (e.g., participants' supervisors, organisational contacts) to communicate behavioural requests
Timely	<ul style="list-style-type: none"> • Consider when participants are most receptive to change, such as at the start of the program or when habits are disrupted • Frame behavioural requests in terms of immediate benefits (or costs of not doing the behaviour) • Use reminders • Implementation intentions: Help course participants make if-then plans for performing a requested behaviour, such as completing online modules or attending a webinar in person

Source: Adapted from Behavioural Insights Team (2014) *Four ways to apply behavioural insights*.