

Exploring Inclusive Leadership, Psychological Diversity Climate, Procedural Justice, and Employee Engagement among New Generation Workers

Neeraj Chauhan * and Pardeep K. Ahlawat **

*Research Scholar, Institute of Mgt. Studies and Research (IMSAR), MDU, Rohtak –124001, Haryana, India.

** Professor, Institute of Mgt. Studies and Research (IMSAR), MDU, Rohtak–124001, Haryana, India.

Email: neerajchauhan22@gmail.com, p_ahlawat@mdurohtak.ac.in

ABSTRACT

This study aims to enhance the understanding of inclusive leadership (IL) behavior by examining its theoretical evolution and addressing conceptual ambiguities. Without delving into specific numerical analyses, the researcher presents a three-tiered model of IL behavior that encompasses encouraging employee authenticity through diversity promotion, fostering team cohesion by building relationships, and publicly recognizing achievements aligned with organizational inclusion goals. Additionally, the article establishes a nomological network of variables related to inclusive leadership, providing a brief overview of pertinent theories such as social exchange and intrinsic motivation. These theories elucidate the underlying mechanisms, such as motivation and reciprocity, supporting the corresponding relationships within the IL framework. The researcher advocates for further exploration of the IL multi-level model to assess its predictive validity for organizational and personnel outcomes.

Keywords: Inclusive Leadership, Psychological Diversity Climate, Procedural Justice, Employee Engagement, New Generation Workers, Systematic Review, Multilevel Model, Organizational Behavior.

1. Introduction

In today's modern, international business vernacular, the term "inclusion" has found its way into the conversation. Both academics and business owners agree that inclusion is critical to the long-term profitability of companies as well as the health and happiness of their workforce. Robertson (2006) and Shore et al. (2009) believe that inclusivity may be a more constructive way to managing diversity. This is in contrast to the traditional view of diversity as a problem that has to be addressed. In order to foster inclusion, one method that may be used is to cater to the need of workers for uniqueness and belonging (Shore et al., 2011). During their time at work, employees will be able to maintain their individuality while still having a good time. This strategy, when executed correctly, assists firms in cultivating an inclusive culture in which all individuals have the sense that they belong. Employees are able to perform to the best of their abilities, adjust to novel circumstances, collaborate well with coworkers from other countries, and, in general, have a great time while they are on the job. Alongside an inclusive environment and inclusive behaviours, inclusive leadership was identified by Shore et al. (2011) as a contextual component that contributes to inclusion. This was done in conjunction with providing an inclusive environment. Over the course of the last twenty years, a great number of research have investigated the positive effects that inclusive leadership may have. Despite the fact that leadership has been extensively examined in the literature and that there is evidence to support its worth, there is still a great deal that is unknown with relation to the idea and concept of inclusive leadership.

There is currently no consensus among academics in the field about the topic of inclusive leadership. This is due to the fact that there are several viewpoints and schools of thought regarding the issue. The theoretical rigour of individual contributions has varied, despite the fact that scholars have established research procedures to advance the theory and presented a variety of opinions on the definitions that are now in use. It is possible that a shallow grasp of the idea and how it functions might lead to misunderstandings about the characteristics and impacts of inclusive leadership (Randel et al., 2018), as well as theoretical barriers. As a result, the purpose of this literature review is to accomplish three things: (1) define inclusive leadership; (2) summarise the available research models; and (3) assess the current state of the topic in relation to its fundamental concepts. The primary objectives of this study review are to answer the following two questions:

- How does the literature describe inclusive leadership behaviours, and how can we use these definitions to build a shared understanding of inclusive leadership?
- What are the basic theories that explain the hypothesised links between the antecedents, mediators, outcomes, and moderators of inclusive leadership? How is inclusive leadership theorised?

Given the haziness around the topic of inclusive leadership behaviours in both theory and practice, we set out to answer the first issue by doing a content analysis and compiling the existing literature on the topic (Shore & Chung, 2021). By building on previous studies and reviews, our research does the following: (1) it incorporates studies published in this rapidly evolving field up until April 2021; (2) it offers a notion that encompasses several contexts (because we didn't zero in on just one industry); (3) it sheds light on hitherto undiscovered facets of leadership related to identity and belonging (such as the value of investing in staff training and development).

We studied the literature on inclusive leadership and its core beliefs, as well as its antecedents, processes, outcomes, and contingencies, in order to answer the second research question. This was done in order to answer the question. Quantitative research served as the foundation for our study. By offering an overview of theories and the instances of linkages that they describe, the nomological network that develops as a result of this study serves as a foundation for future theoretical advancements on inclusive leadership. This is the last and most essential portion of our research.

1.2 Inclusive Leadership

Several problems have been presented to organisations as a result of the dynamic business environment that exists today. This environment has been driven by deregulations, advancements in technology, and increased economic competitiveness all over the globe. The demand is transitioning from conventional to unconventional markets along with changing demographics and attitude profiles of customers. Although the prosperity that has resulted from massive expansion in economies has altered the expectations of consumers and technology have empowered them with more product options, the demand is shifting from conventional to unconventional markets. In addition, the economic deregulations of the business sector and the excessive use of digital technologies have resulted in a reduction in the life cycles of products. This has not only encouraged innovativeness in the process of product development, but it has also encouraged innovativeness in the process of creating organisational culture in which employees are to be encouraged for their innovative work

behaviour. In contrast, workers who come from a variety of demographic and geographical origins have expectations that their organisations would provide them with fair treatment, equal opportunities, and a healthy balance between their professional and personal lives. Therefore, it would be risky for the leaders of the organisation to engage in standard business methods. Instead, they should concentrate on building a culture that may have a beneficial impact on employee performance by focusing on certain unusual tactics.

The culture of an organisation gives it a certain atmosphere or atmosphere in which its members as a team have their own values, work methods, and connections, which distinguishes the organisation from others in its field. It has been suggested by specialists that the views that workers have about the culture of the organisation, whether they are good or negative, have an effect on their performance. This further suggests that a stronger organisational culture is associated with greater employee performance. In addition, the capability that is expected of corporate leaders to gain an advantage over their rivals is the manner in which they address two primary issues, namely the culture of diversity and the culture of inclusion within their organisations. Both of these issues play significant roles in the process of establishing and ingraining an inclusive culture in which respecting and valuing the employees is of the utmost importance.

There must be a direct correlation between the actions of leaders of varied groups and the ideals held by the organisation. It is the responsibility of leaders to foster an inclusive organisational culture (Wasserman et al., 2008) that encourages workers of all backgrounds to work together in harmony and that exemplifies good citizenship, increased engagement, and creativity on the job.

1.2.2 New Generation Employees

Numerous studies have shown that millennials are more involved in their work and better able to learn on the job than members of previous generations (Li and Xu, 2013). This is in comparison to members of earlier generations. Workers of the new generation, who are known for their inventive nature, do not adhere to the established norms. Directness, democracy, fairness, and justice are the qualities that make for the most successful relationships in the workplace. With a widespread contempt for authority and a focus on equality, younger workers are believed to be more goal-oriented and autonomous than older workers. They also tend to place a greater emphasis on equality. According to Li and Jhou (2012), one of the characteristics of working ideals that the millennial generation embraces is the concept of a work-life balance. According to Twenge et al. (2010), employees of the millennial age are more likely to move professions, and they also have lower levels of occupational satisfaction and organisational commitment. This is because of the characteristics that they possess. As a result of their increased commitment to the principles of organisational justice and fairness, the younger generation of workers places a greater focus on equal relationships with leaders. Conventional methods of managing human resources are confronted with new issues brought about by the current generation, which is more eager to be recognised and respected.

When it comes to the workplace, diversity and inclusion are two separate concepts. Diversity in the workplace is exemplified when there is a broad variety of ages, genders, ethnicities, levels of education, and other demographics among the staff members. Shenoy (2013) asserts that the social categorization of Indian society is built on a firm basis that is comprised of these variety factors. However, in this study, we will focus largely on analysing the gender of

the respondents as well as the group to which they belong (general, minority, disability, and socially disadvantaged). This is because prior research in this context has revealed that these are the most significant characteristics. On the other hand, inclusion refers to the process of eliminating barriers and ensuring that all individuals are treated with decency and respect, while also providing them with equal opportunities to participate and advance within the organisation. Unfortunately, a great number of businesses that have good intentions fail to promote inclusion when they concentrate only on the diversity of their workforce, which ultimately leads in disappointing outcomes for the company. As a consequence of this, the organisation must not ignore the fact that diversity and inclusion programmes are complimentary to one another.

As a consequence of the fact that employee attitudes towards diversity and inclusion are significant determinants of organisational performance, it is evident that it is essential to do research on these subjects. To put it into perspective, the United States of America has been the source of the vast bulk of research on diversity and inclusion projects. There is a possibility that these results might not apply in Asian countries due to the significant cultural variations that exist between them. In addition, there has been a widespread disdain for the ways in which inclusivity influences the attitudes and behaviours of workers. The main objective of the research is to investigate the ways in which workplace inclusion influences the organisational citizenship behaviour, engagement, and innovation of millennials in the context of the Indian environment.

1.2.3 Degrees of inclusive leadership

Employee, team, and organisational leadership behaviours are some of the many levels into which research has placed them. This is because most organisations have hierarchical structures. In order to fully understand inclusive leadership, it is crucial to take into account the level(s) of analysis that are suitable for each assessment. According to Ferdman and Deane (2013), leaders' inclusive actions affect the organization's inclusion strategies and imperatives, as well as the experiences of people and groups inside the organisation. Our conclusion is that inclusive leadership approaches may be effective not just at the team and employee levels, but also at the organisational level. Because the leader is the one whose actions affect everyone from individuals to teams to the organisation as a whole, we have given careful consideration to each of these levels.

3. Review methods

Search procedure

To find comprehensive, objective, repeatable, and methodical answers to our research questions, a systematic literature review was performed. Using a content analysis to synthesize and evaluate, the data was gathered from papers on the subject, with an aim to assist defining the notion of inclusive leadership. Being open and honest was the aim of the researchers.

Numerous academic articles were searched that define inclusive leadership for the first subject and for statistical investigations of the same for the second. To make the research more replicable, the PRISMA 2020 flow diagram (table 2) was utilised. The systematic literature review only included journal papers that (a) were published before April 2021, (b) were written in English, and (c) discussed inclusive leadership characteristics. The internet

database Web of Science was used as the source of information since it provides access to papers that comply to publishing standards across several domains. The academic literature was scoured in search of articles that addressed leader inclusion, inclusive leadership, inclusiveness in leadership more generally, or any combination of these topics. The remaining articles were also screened a second time to find ones that show inclusive leadership characteristics after retrieving the appropriate data (N = 51). Articles that did not meet the criteria for journal papers (N = 33), were duplicates (N = 14), or were not in English (N = 4). The examination did not include 48 articles since they did not describe leadership in any way. The final dataset was based on 51 separate experiments.

Research Process

Searching databases for relevant research was one of the first phases in the study approach; this returned 99 entries. The next step was to verify that each record was eligible; however, 48 reports were not included since inclusive leadership was not specified. Consequently, 51 publications were considered for inclusion in the final analysis. The focus on inclusive leadership necessitated a meticulous selection of study materials that were both distinctive and pertinent.

Analysis approach

After that, the papers were sorted according to the research methods they used. A total number of 24 conceptual publications, 18 qualitative studies, 58 quantitative studies, and 7 research were discovered that employed mixed methodologies in the dataset. Following that, a content analysis was carried out and an inductive approach was used to discover, analyse, and characterise the data patterns (Neuendorf, 2002). Such inclusive leader traits as "valuing individuality" and "embracing errors" are defined in the articles by one author using initial-order codes. The coherent first-order norms provide as a foundation for common second-order themes, such as "guarantee everyone is fairly portrayed" and "praise progress," which reflect the many initiatives taken by inclusive leaders.

To guarantee accurate topic categorization, the author team engaged in an open discussion and thus utilised ten broad categories, such as "ensure equity" and "recognise employees' efforts," to arrange the sixty-three themes. Subsequently, the researchers spoke about whether these inclusive leadership characteristics are targeting the organisation, the team, or the person. In order to get a wide variety of expert viewpoints on the subject, eight researchers—including the authors—from the domains of leadership, organisational behaviour, and human resources (HR) separately coded the objective level for each of the sixty-three themes. Employee, team, and organisation were the three tiers assigned to each subject. The researchers were tasked with selecting the one they deemed most relevant.

Table 1: Enhanced Framework of Inclusive Leadership Dimensions, Categories, and Themes

Authors	Categories	Detailed Themes and Literature Support
Dimension: Fostering Employee’s Uniqueness (E*)		
Ye et al., 2019; Wang et al., 2019; Carmeli et al., 2010/2009	Supporting employees as individuals	Inclusive leaders are attentive to employees' feelings, expectations, and interests. They provide personalized guidance and remain approachable and available, offering emotional support and promoting individual strengths (Choi et al., 2017; Fang et al., 2021).

Bradley, 2020; Randel et al., 2018; Meeuwissen et al., 2021	Promoting diversity	Leaders who promote diversity recognize and appreciate the unique differences among employees, encourage contribution, and value open communication and diverse ideas.
Nemeth & Edmondson, 2006; Randel et al., 2018; Mir et al., 2021	Empowering employees	This involves collaborative decision-making, encouraging involvement in organizational activities, and promoting opportunities for employees to suggest improvements in work processes.
Rayner, 2009; Chen et al., 2020; Wang et al., 2019; Fang et al., 2019	Contributing to L&D	Leaders contribute to employee growth by being receptive to development needs, advancing career opportunities, offering constructive feedback, and facilitating learning from mistakes.
Dimension: Strengthening Belongingness within a Team (T*)		
Rayner, 2009; Liu et al.; Siyal et al., 2021; Saxena et al., 2019	Ensuring equity	Ensuring moral conduct, unbiased decisions, justice, fair reward distribution, and equitable representation are key to fostering team belongingness.
Randel et al., 2018; Kuknor & Bhattacharya, 2020b; Xiaotao et al., 2018	Building relationships	Inclusive leadership strengthens team cohesion by making members feel included, supporting their role within the team, enabling the effective functioning of diverse groups, and building close connections.
Minehart et al., 2020; Gotsis & Grimani, 2016; Amin et al., 2018; Ferdman, 2014; Nemeth & Edmondson, 2006; Meeuwissen et al., 2021	Sharing decision-making	Inclusive leaders engage in respectful team interactions, provide clear rationales for practices, collaborate on actions, and seek consensus in decision-making.
Dimension: Showing Appreciation (E*&T*)		
Ahmed et al., 2020; Ryan, 2009; Qi et al., 2019; Mansoor et al., 2021	Recognizing efforts and contributions	Appreciation is shown by including employees in decision-making, noticing and affirming their efforts, praising achievements, and promoting a culture of change and recognition.
Dimension: Supporting Organizational Efforts (O*)		
Choi et al., 2017; Caron et al., 2019; Ferdman, 2014; Derven, 2016; Luu, 2016; Gotsis & Grimani, 2021	Being open to organizational change	Leaders support organizational growth by embracing new opportunities, understanding resistance to change, and leading development initiatives.
Ferdman, 2014; Norman et al., 2018; Luu, 2016; Gotsis & Grimani, 2021	Promoting organizational mission on inclusion	They create inclusive environments, articulate the connection between inclusion and the organization's mission, and implement participative management strategies to enhance diversity.

As a foundation for modifying the levels for each subject and, by implication, every category, we used the most generally accepted level. where investigators provided further comments on the subjects or where the level of agreement was low (PA <62.5%), the author team reached the final decision. We decided not to add 12 topics whose definitions were either too general or too specific. For instance, "invites team to social initiatives" was very specific, and "having open communication" was redundant with other codes. "Helps employee to contribute" is now explained as "helps group members fully contribute" (N 5), among other rewordings done for clarity's sake. By the end of it all, we got 50 themes that were grouped based on 10 criteria. Taking into account both theory and categories at the same time allowed us to identify four fundamental dimensions.

Our second area of investigation was based on inclusive leadership theory. In order to address this, we collected data on the antecedents, processes, outcomes, and contingencies of inclusive leadership that have been empirically examined and restricted our article selection to quantitative studies. Additionally, we collected details about the hypotheses that were used

to investigate these associations. First, we grouped the variables by whether they were antecedents or not, and then we clustered them based on the other variables that were associated with them. An employee variable is a way to describe a variable that is associated with a worker. Some examples of elements that are connected to an employee's personal experiences include their positive mood and their organisational citizenship conduct. Team performance and organisational characteristics like power distance were clustered in a similar fashion. We also found characteristics that are unique to leaders and included them as a variable in the summary for leaders. As an example, we accounted for leaders' work-family conflicts. Making a nomological network to display the data synthesis from earlier empirical studies was the last step in the process. Second, by collecting the ideas that explain the connections between inclusive leadership and other traits, we want to help academics in the field comprehend its existence and qualities.

4. Results

One of the first things that the researchers did was make a note of the fact that the topic of inclusive leadership has been covered in both theoretical and practical works during the course of the study. There were many different points of view about inclusive leadership that were incorporated in the conceptual papers and reviews. The relationship between inclusive leadership and other leadership styles has been the subject of investigation in a number of literature reviews and academic studies. Virtual teams and healthcare are two examples of settings that have been the subject of research in various sectors. These environments have been investigated as instances of inclusive leadership.

4.1 A unified view of inclusive leadership

The complete concept of inclusive leadership is anchored in the themes (N = 37), categories (N = 10), and dimensions (N = 4) discovered by the content analysis, as demonstrated in Table 1. The publications that are related with each subject are also indicated in the table that presents the themes. The term "as cited in" was used in some of the articles that were being evaluated for inclusion. These articles made reference to definitions from sources that were not included in the review. In this context, the phrase was used to make an indirect reference to the definition. In the following sections, we will provide further clarification on the categories that are included inside the dimensions.

Embracing the individuality of employees

The study conceptualises four groups at the employee level that make up the first dimension. This dimension is based on the leader-employee relationship and aligns with the uniqueness demand as stated in optimal distinctiveness theory. To begin with, there is the category known as "supporting employees as individuals." What this means is that leaders should be approachable, listen to employees' feelings, and give them clear instructions. Regarding the second set, "promoting diversity," it is based on the idea that inclusive leaders may either recognise the special traits of their workers or help them contribute to the team in a good way. Also, "empowering employees" is the third option. Part of this is empowering employees to make their own decisions. Leaders may foster a sense of empowerment among their employees by giving them opportunities to share their thoughts and feelings about how they would want to see their work done or by including them in decision-making processes. As a conclusion, inclusive leaders place a premium on "employees learning and development (L&D)." L&D, or learning and development, is an individual's path to improving their

strengths and addressing their deficiencies on the job. From what can be gathered from the publications the researchers looked at, leaders that demonstrate a genuine interest in their workers' professional development are practicing inclusive leadership.

Fostering a sense of community among team members

An additional facet of inclusive leadership is linked to the need to belong, according to optimal uniqueness theory. It is formulated at the team level since it concerns team dynamics in general and leader-team dynamics in particular. A leader may help their followers feel like they belong by "ensuring equity". Leadership that exemplifies moral conduct (Rayner, 2009), decision-making that is free of bias, equitable incentive distribution, and inclusive team representation (Saxena et al., 2021) are all approaches to achieve this goal. Additionally, leaders should work on strengthening their relationships with the team as a whole and promoting positive interactions among team members to cultivate a feeling of belonging. In a 2016 study, Sugiyama et al. Two examples of behaviours that help to forming partnerships include fostering a good work experience and supporting workers as team members. Thirdly, "sharing decision-making" covers a range of behaviours, such as leaders involving staff in decision-making, providing rationale for practices, or collaborating with employees rather than issuing orders alone.

Table 2: Expanded Conceptualization of Inclusive Leadership

Dimension	Sub-Dimensions	Detailed Description
Fostering Employee's Uniqueness	* Supporting individuality, * Encouraging diversity, * Empowering autonomy, * Enhancing L&D	This dimension emphasizes the recognition and support of each employee's individual qualities and contributions, promoting diversity and providing empowerment and opportunities for personal and professional development.
Strengthening Belongingness within a Team	* Maintaining equity, * Cultivating relationships, * Participating in shared decision-making	This aspect focuses on creating an equitable environment where team members feel valued, connected, and engaged in collaborative decision-making processes.
Showing Appreciation	* Acknowledging efforts and contributions	Inclusive leadership involves actively recognizing and appreciating the efforts and contributions of all employees, fostering a culture of acknowledgment and gratitude.
Supporting Organizational Efforts	* Welcoming organizational change, * Advancing organizational mission for inclusion	Leaders under this dimension actively support and drive changes within the organization that align with the mission of inclusion, demonstrating a commitment to both employee welfare and organizational growth.

Table 3: Expanded Nomological Network of Empirical Research Variables

Category	Variables	Extended General Description
Antecedents	* Employee and intervention-related antecedents	These are the precursors to inclusive leadership, encompassing individual employee traits such as commitment and integrity, as well as organizational strategies like gamification.
Mediators	* Employee, team, and leader mediators	Mediators explain the processes through which inclusive leadership impacts outcomes. This includes variables that enhance psychological empowerment and safety, and leader-employee relationship quality.
Moderators	* Employee, team, leader,	These variables can adjust the impact of inclusive leadership on its

	and organizational moderators	outcomes. They range from personal values and team dynamics to leader behaviors and organizational practices.
Outcomes	* Employee, team, and organizational outcomes	Outcomes are the end results of inclusive leadership practices. They manifest in various forms, from individual employee behaviors to wider team and organizational achievements.

Showing appreciation

One subcategory of this dimension is "recognizing efforts and contributions," which pertains to how leaders respond to accomplishments and work. This is accomplished when leaders pay attention to the work, validate the contributions, and celebrate the successes. Because an individual or the whole team may demonstrate gratitude, this dimension is understood on two levels. Similarly, the results might be achieved by people working alone or as a team.

Table 4: Theoretical Frameworks Explaining Inclusive Leadership (IL) and its Impact on Leadership Outcomes

Theory	Authors	Relation with IL	Expanded Literature Support
Affective Events Theory	Ye et al., 2018	Influence on Emotional States	IL enhances a positive workplace atmosphere, facilitating learning from errors.
Asymmetric Theory	Tsui et al., 1992	Impact on Individual Differences	IL's effectiveness is modulated by personal control perceptions and varies across demographic lines, reinforcing work vigor and inclusivity.
Causal Attribution Theory	Younas et al., 2021	Connection to Integrity Perceptions	IL strengthens perceptions of integrity, leading to proactive, change-oriented OCBs.
Cognitive Evaluation Theory	Javed, Khan, & Quratulain, 2018	Relationship with Empowerment	IL fosters a sense of empowerment, enhancing employees' control and autonomy.
Conservation of Resources Theory	Bhutto et al., 2020	Enhancement of Creativity	IL correlates with creativity, particularly in environmental initiatives.
Cost-Benefit Analysis Theory	Ye, Wang, & Guo, 2019, Ye, Wang, & Li, 2019	Influence on Learning Capacity	IL associates with a propensity for learning from errors, demonstrating a cost-benefit analysis perspective.
Goal Setting Theory	Ye, Wang, & Guo, 2019, Ye, Wang, & Li, 2019	Interaction with Performance Pressure	IL, along with performance pressure, boosts team communication and idea expression.
Social Information Processing Theory	Zeng, Zhao, & Zhao, 2020	Role in Employee Proactivity	IL enhances psychological safety, which in turn encourages employees to be proactive and assertive.
Intrinsic Motivation Theory	Siyal et al., 2021	Mediator for Creativity	IL nurtures intrinsic motivation, subsequently enhancing creativity among employees.
Role Identity Theory	Liu & Lee, 2021	Support for Competence Needs	IL meets employees' competence needs, aligning with their role identity and skill mastery.

Supporting organizational efforts

Organisational practices should be explained by leaders as being in line with inclusion, and leaders should convey the relationship between inclusion and the purpose and vision, as well as the establishment of a diverse workforce. The second point is that top-level executives should "promote the organisational mission on inclusion". Table 3 shows that these findings form the backbone of an integrated theory of inclusive leadership.

4.2 A hierarchical nomenclature system for diverse leadership

To build a picture of the state of the art in inclusive leadership research, the researchers combed through the theoretical frameworks of the applicable studies in search of relationships between inclusive leadership and its causes, effects, intermediaries, and antecedents. One of the distinctive features displayed in table 4, which displays the findings in a nomological network, is whether a leader's activities are focused at the person, group, or corporate level.

To start, there is a dearth of resources that explain inclusive leadership and provide guidance to help executives implement its tenets. The lack of research on what causes inclusive leadership is one example that Lin, Tsai, and Liu (2016) point out. At the organisational, team, and individual levels, most studies examining the effects of inclusive leadership have concentrated. One research that looked at the effects of inclusive leadership on employee learning from failures was Ye, Wang, and Li (2018). Furthermore, the idea of equity inside the company is vital in linking inclusive leadership to the actions of workers in regard to their dedication and participation. Mechanisms that centre on the team level still have space for development.

4.3 Theoretical foundations of the examined models

Table 2 shows some instances of explored connections organised according to the principles that address them; researchers in the field of inclusive leadership examine research models in accordance with the direction of numerous underlying ideas. Research on inclusive leadership has made use of a wide variety of theoretical frameworks, as we discovered. The most often used theoretical framework in the scholarship is theory of social exchange, sometimes known as exchange between leaders and members of theory. In the case of employee-related outcomes, we have and organisational change readiness and organisational learning culture and business model innovation. Social identity theory may also provide light on the connections discussed in the literature. To understand the impacts of inclusive leadership on workers, such as enhanced work embeddedness and emotional commitment, researchers have mostly relied on social identity theory.

There were also discovered over twenty more (Table 2) that show several ways to inclusive leadership theory based on different themes, in addition to these two main notions. Social exchange theory analyses the dynamics of interpersonal interactions via the prism of reciprocity, social identity theory centres on the significance of individuals' sense of self, and intrinsic motivation theory prioritises the role of resources and motivation. It has been elaborated on the understanding of these concepts in the discussion as below.

5. Discussion

This literature review accomplishes two goals that will contribute to the advancement of inclusive leadership studies: first, it unifies previous definitions of inclusive leadership into a single conceptualization.

A unified framework for inclusive leadership

This study seeks to bridge the gap in existing conceptualizations and provide a more unified framework for the area of inclusive leadership by synthesising the different definitions and

explanations of the term. To achieve this, we consider two aspects: first, the relevance of the themes, and second, the level of organisation at which a leader is directing their activities (employee, team, or organisational level). However, we did manage to classify things into dimensions (see Table 1). Promoting workers' individuality and improving team belongingness were the first two characteristics of inclusive leadership that were reasonably predictable, because each component represented one degree. Furthermore, the distinctiveness and belongingness dimensions have long been the centre of attention in inclusion theory. Since it was intended for both the employee and the team, expressing gratitude seemed to add another layer of complexity. The leader's activities directed at the organisational variables, or supporting organisational efforts, are a last and critical component that develops.

The first two dimensions mostly align with a previously proposed model. However, the research has added a few more aspects to this model, namely with the part about fostering workers' uniqueness. First and first, leaders should acknowledge and value the unique attributes of each person as "supporting employees as individuals" (as we understand it). "Empowering employees" may inspire confidence, according to Ahearne, Mathieu, & Rapp (2005) and Raub & Robert (2013), and inclusive leaders capitalise on this by "promoting diversity" (Bass & Riggio, 2006). Attaining distinctiveness ultimately relies on "contributing to employees' learning and development (L&D)" as it reinforces unique personalities. Since leadership is considered as a collaborative effort involving many individuals, developing strong connections encompasses not only the leader-team dynamic but also the leader's influence on team dynamics. The researchers classify "building relationships" as an important subcategory alongside "ensuring equity" and "sharing decision-making." This classification helps to provide a more complex picture of the aspect of enhancing team belongingness.

The literature research led us to the conclusion that inclusive leadership encompasses much more than fostering an environment where employees feel safe to be themselves and where they can form strong bonds with one another. In addition to confirming the established characteristics of inclusive leadership, our study also found that several authors used expressions of thankfulness. Recognition and gratitude in the workplace have the potential to address basic human needs. Acknowledging and praising qualities, actions, and achievements is the point. Under the "showing appreciation" dimension, under the "recognising efforts and contributions" subcategory, we find the following three concepts: acknowledging the efforts, validating the contributions, and praising the results. "Recognition of efforts and contributions" is an ambiguous term since it does not specify what the efforts, contributions, or successes were. We agree with this assessment. There are two sides to the coin when it comes to rewarding employees for their work and the impact they have on the company.

The amount of recognition that is wanted may be applied to both individual workers and the group overall. Therefore, we propose that there are methods of showing appreciation that are good for the team as a whole and for each individual member. The literature on appreciation has explored it on two levels, both independently and in connection to other ideas like leadership. Academics have suggested researching appreciation within a larger framework, but separately, due to its positive impacts. Providing evidence of gratitude as a separate dimension follows the concept's description, degrees of goal, and suggestions for further research in the relevant literature.

It has also been found that supporting organisational activities is a feature of inclusive leadership. Leadership has been acknowledged throughout literature as valuable. Efforts to combat prejudice and promote equality are often championed at the highest levels of an organisation. Dwertmann et al. (2016) emphasised the importance of leaders assuming responsibility for diversity goals and ensuring that HRM practices align with leadership's activities on inclusiveness. Put another way, the amount of backing from top management may influence how successful diversity and inclusion initiatives are within an organisation.

In today's increasingly diverse corporate landscape, inclusive leadership is more crucial than ever before. This shift is a direct outcome of globalisation. Lastly, inclusive leadership showcases the multilayer nature of leadership by taking into account the organisational level alongside the individual and team levels. Therefore, we contend that leaders may find a strong foundation for navigating the diverse workplaces of the present and future within the framework of inclusive leadership, which is based on the different theories of leadership.

The literature study and expert comments revealed that inclusive leadership behaviours target varied levels. Inclusive leaders are actors whose actions target diverse levels. Based on our study, fostering a feeling of belonging is more related to the team and its dynamics, while promoting workers' uniqueness is more influenced by their own experiences. It should come as no surprise that actions taken by the team or the organisation might have repercussions for the employees themselves. The importance of seeing inclusive leadership from several levels is a major discussion point in leadership literature. This viewpoint, however lacking precise boundaries, provides a more thorough comprehension of the actions needed to foster inclusion.

Limitations

This study has a few restrictions that limit its applicability. Because the researchers only utilized the Web of Science database, it is likely that our findings were impacted by additional publications that have not yet been published. This is because we only used the database. Perhaps further information on thoughts, relationships, and speculations that lie under the surface can be found in these papers. In a similar vein, the results indicate that the majority of the assumptions made in the literature are correct. This leaves the question of whether or not the components of inclusive leadership that are advocated could be ineffective something that is up for dispute. Dickersin (1997) and Franco, Malhotra, and Simonovits (2014) state that publications have a propensity to promote research that has significant consequences. This view is supported by the findings of many other researchers. One possible explanation for this phenomena is that this is the case. It would be excellent if academics were to share these results with the general public, especially in light of the fact that seemingly insignificant findings from studies on inclusive leadership could point scholars in the direction of crucial ideas for future research.

6. Conclusion

This study provides a fresh synthesis of existing definitions and research on inclusive leadership by painstakingly building a multi-level conceptualization of the term. In today's varied workplaces, it emphasises the significance of inclusive leadership by demonstrating how it intersects with diversity management and leadership studies. In inclusive leadership, the article stresses the need of personal identity elements, resources, and incentive for employees as well as reciprocal interactions. Despite these advancements, the study stresses

the need of a systematic, multi-level analytical strategy to further our knowledge and direct our future studies. Scholars and practitioners seeking to promote inclusive practices and increase employee engagement in a more globally integrated workforce may use this comprehensive examination of inclusive leadership as a starting point.

References

1. Ahearne, M., Mathieu, J., & Rapp, A. (2005). To empower or not to empower your sales force? An empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance. *Journal of Applied Psychology*, 90(5), 945. <https://doi.org/10.1037/0021-9010.90.5.945>
2. *Ahmed, F., Zhao, F., & Faraz, N. A. (2020). How and when does inclusive leadership curb psychological distress during a crisis? Evidence from the COVID-19 outbreak. *Frontiers in Psychology*, 11, 1898. <https://doi.org/10.3389/fpsyg.2020.01898>
3. *Amin, M., Till, A., & McKimm, J. (2018). Inclusive and person-centred leadership: Creating a culture that involves everyone. *British Journal of Hospital Medicine*, 79 (7), 402–407. <https://doi.org/10.12968/hmed.2018.79.7.402>
4. Avolio, B. J., & Bass, B. M. (2002). *Developing potential across a full range of leadership: Cases on transactional and transformational leadership*. Lawrence Erlbaum Associates Publishers. <https://doi.org/10.4324/9781410603975>
5. *Bhutto, T. A., Farooq, R., Talwar, S., Awan, U., & Dhir, A. (2020). Green inclusive leadership and green creativity in the tourism and hospitality sector: Serial mediation of green psychological climate and work engagement. *Journal of Sustainable Tourism*, 1–22. <https://doi.org/10.1080/09669582.2020.1867864>
6. *Bradley, E. H. (2020). Diversity, inclusive leadership, and health outcomes. *International Journal of Health Policy and Management*, 9(7), 266–268. <https://doi.org/10.15171/ijhpm.2020.12>
7. *Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. *Creativity Research Journal*, 22(3), 250–260. <https://doi.org/10.1080/10400419.2010.504654>
8. *Caron, J., Asselin, H., Beaudoin, J. M., & Muresanu, D. (2019). Promoting perceived insider status of indigenous employees. *Cross Cultural & Strategic Management*, 26 (4), 609–638. <https://doi.org/10.1108/CCSM-02-2019-0031>
9. *Chen, L., Luo, F., Zhu, X., Huang, X., & Liu, Y. (2020). Inclusive leadership promotes challenge-oriented organizational citizenship behavior through the mediation of work engagement and moderation of organizational innovative atmosphere. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.560594>
10. *Choi, S. B., Tran, T. B. H., & Kang, S. W. (2017). Inclusive leadership and employee well-being: The mediating role of person-job fit. *Journal of Happiness Studies*, 18 (6), 1877–1901. <https://doi.org/10.1007/s10902-016-9801-6>
11. *Derven, M. (2016). Four drivers to enhance global virtual teams. *Industrial and Commercial Training*, 48(1), 1–8. <https://doi.org/10.1108/ICT-08-2015-0056>
12. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55 (1), 68.
13. Dickersin, K. (1997). How important is publication bias? A synthesis of available data. *AIDS Education and Prevention*, 9, 15–21.
14. Dwertmann, D. J., Nishii, L. H., & Van Knippenberg, D. (2016). Disentangling the fairness & discrimination and synergy perspectives on diversity climate: Moving the field forward. *Journal of Management*, 42(5), 1136–1168. <https://doi.org/10.1177/2F0149206316630380>
15. *Fang, Y. C., Chen, J. Y., Wang, M. J., & Chen, C. Y. (2019). The impact of inclusive leadership on employees' innovative behaviors: the mediation of psychological capital. *Frontiers in Psychology*, 10, 1803. <https://doi.org/10.3389/fpsyg.2019.01803>
16. Ferdman, B. M., & Deane, B. R. (Eds.). (2013), Vol. 33. *Diversity at work: The practice of inclusion*. John Wiley & Sons. <https://doi.org/10.1002/9781118764282>.
17. Franco, A., Malhotra, N., & Simonovits, G. (2014). Publication bias in the social sciences: Unlocking the file drawer. *Science*, 345(6203), 1502–1505. <https://doi.org/10.1126/science.1255484>
18. *Gotsis, G., & Grimani, K. (2016a). The role of servant leadership in fostering inclusive organizations. *Journal of Management Development*, 35(8), 985–1010. <https://doi.org/10.1108/JMD-07-2015-00>
19. *Guo, Y., Zhu, Y., & Zhang, L. (2020). Inclusive leadership, leader identification and employee voice behavior: The moderating role of power distance. *Current Psychology*, 1–10. <https://doi.org/10.1007/s12144-020-00647-x>
20. Holvino, E., Ferdman, B. M., & Merrill-Sands, D. (2004). Creating and sustaining diversity and inclusion in organizations: Strategies and approaches. In M. S. Stockdale, & F. J. Crosby (Eds.), *The psychology and management of workplace diversity* (pp. 245–276). Blackwell Publishing.
21. *Javed, B., Khan, A. K., & Quratulain, S. (2018). Inclusive leadership and innovative work behavior: Examination of LMX perspective in small capitalized textile firms.
22. *Jolly, P. M., & Lee, L. (2021). Silence is not golden: Motivating employee voice through inclusive leadership. *Journal of Hospitality & Tourism Research*, 45(6), 1092–1113. <https://doi.org/10.1177/2F1096348020963699>

23. *Kuknor, S., & Bhattacharya, S. (2020b). Exploring organizational inclusion and inclusive leadership in Indian companies. *European Business Review*, 33(3), 450–464. <https://doi.org/10.1108/EBR-04-2020-0089>
24. *Kuknor, S. C., & Bhattacharya, S. (2020a). Inclusive leadership: New age leadership to foster organizational inclusion. *European Journal of Training and Development*. <https://doi.org/10.1108/EJTD-07-2019-0132>
25. *Lin, C. P., Tsai, Y. H., & Liu, M. L. (2016). Something good and something bad in R&D teams: Effects of social identification and dysfunctional behavior. *Technological Forecasting and Social Change*, 104, 191–199. <https://doi.org/10.1016/j.techfore.2016.01.001>
26. *Meeuwissen, S. N. E., Gijsselaers, W. H., van Oorschot, T. D., Wolfhagen, I. H. A. P., & Oude Egbrink, M. G. A. (2021). Enhancing team learning through leader inclusiveness: A one-year ethnographic case study of an interdisciplinary teacher team. *Teaching and Learning in Medicine*. <https://doi.org/10.1080/10401334.2021.1887738>
27. *Minehart, R. D., Foldy, E. G., Long, J. A., & Weller, J. M. (2020). Challenging gender stereotypes and advancing inclusive leadership in the operating theatre. *British Journal of Anaesthesia*, 124(3), e148–e154. <https://doi.org/10.1016/j.bja.2019.12.015>
28. *Mir, A., Rafique, M., & Mubarak, N. (2021). Impact of inclusive leadership on project success: Testing of a model in information technology projects. *International Journal of Information Technology Project Management*, 12(1), 63–79. <https://doi.org/10.4018/IJITPM.2021010103>
29. *Nembhard, I. M., & Edmondson, A. C. (2006). Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. *Journal of Organizational Behavior*, 27(7), 941–966. <https://doi.org/10.1002/job.413>
30. Neuendorf, K. A. (2002). *The content analysis guidebook*. Thousand Oaks, CA: Sage.
31. *Norman, L., Rankin-Wright, A. J., & Allison, W. (2018). “It’s a concrete ceiling; it’s not even glass”: Understanding tenets of organizational culture that supports the progression of women as coaches and coach developers. *Journal of Sport and Social Issues*, 42(5), 393–414. <https://doi.org/10.1177/2F0193723518790086>
32. Overstreet, R. E., Hazen, B. T., Skipper, J. B., & Hanna, J. B. (2014). Bridging the gap between strategy and performance: Using leadership style to enable structural elements. *Journal of Business Logistics*, 35(2), 136–149. <https://doi.org/10.1111/jbl.12043>
33. *Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A., & Kedharnath, U. (2018). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review*, 28(2), 190–203. <https://doi.org/10.1016/j.hrmr.2017.07.002>
34. Raub, S., & Robert, C. (2013). Empowerment, organizational commitment, and voice behavior in the hospitality industry: Evidence from a multinational sample. *Cornell Hospitality Quarterly*, 54(2), 136–148. <https://doi.org/10.1177/2F1938965512457240>
35. *Rayner, S. (2009). Educational diversity and learning leadership: a proposition, some principles and a model of inclusive leadership? *Educational Review*, 61(4), 433–447. <https://doi.org/10.1080/00131910903404004>
36. Saxena, A., Meschino, D., Hazelton, L., Chan, M., Benrimoh, D., Matlow, A., et al. (2019). Power and physician leadership. *BMJ Leader*, 3(3), 92–98. <https://doi.org/10.1136/leader-2019-000139>
37. *Saxena, A., Meschino, D., Hazelton, L., Chan, M., Benrimoh, D., Matlow, A., et al. (2019). Power and physician leadership. *BMJ Leader*, 3(3), 92–98. <https://doi.org/10.1136/leader-2019-000139>
38. *Shore, L. M., & Chung, B. G. (2021). Inclusive leadership: How leaders sustain or discourage work group inclusion. *Group & Organization Management*. <https://doi.org/10.1177/2F1059601121999580>
39. Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management*, 37, 1262–1289. <https://doi.org/10.1177/2F0149206310385943>
40. *Siyal, S., Xin, C., Umrani, W. A., Fatima, S., & Pal, D. (2021). How do leaders influence innovation and creativity in employees? The mediating role of intrinsic motivation. *Administration & Society*. <https://doi.org/10.1177/2F0095399721997427>
41. Tsui, A. S., Egan, T. D., & O’Reilly, C. A. (1992). Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*, 37, 549–579. Van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of Management*, 37(4), 1228–1261. <https://doi.org/10.1177/2F0149206310380462>
42. *Wang, Q., Wang, J., Zhou, X., Li, F., & Wang, M. (2020). How inclusive leadership enhances follower taking charge: The mediating role of affective commitment and the moderating role of traditionality. *Psychology Research and Behavior Management*, 13, 1103. <https://doi.org/10.2147/PRBM.S167911>
43. *Wang, Y. X., Yang, Y. J., Wang, Y., Su, D., Li, S. W., Zhang, T., & Li, H. P. (2019). The mediating role of inclusive leadership: Work engagement and innovative behaviour among Chinese head nurses. *Journal of Nursing Management*, 27(4), 688–696. <https://doi.org/10.1111/jonm.12754>
44. *Xiaotao, Z., Yang, X., Diaz, I., & Yu, M. (2018). Is too much inclusive leadership a good thing? An examination of curvilinear relationship between inclusive leadership and employees’ task performance. *International Journal of Manpower*, 39(7), 882–895. <https://doi.org/10.1108/IJM-01-2017-0011>
45. *Ye, Q., Wang, D., & Guo, W. (2019). Inclusive leadership and team innovation: the role of team voice and performance pressure. *European Management Journal*, 37(4), 468–480. <https://doi.org/10.1016/j.emj.2019.01.006>
46. *Ye, Q., Wang, D., & Li, X. (2018). Promoting employees’ learning from errors by inclusive leadership. *Baltic Journal of Management*, 13, 125–142. <https://doi.org/10.1108/BJM-05-2017-0160>
47. *Younas, A., Wang, D., Javed, B., & Zaffar, M. A. (2021). Moving beyond the mechanistic structures: The role of inclusive leadership in developing change-oriented organizational citizenship behaviour. *Canadian Journal of*

- Administrative Sciences/Revue Canadienne des Sciences de l'Administration, 38(1), 42–52. <https://doi.org/10.1002/cjas.1586>
48. *Zeng, H., Zhao, J. L., & Zhao, X. Y. (2020). Inclusive leadership and taking charge behavior: Roles of psychological safety and thriving at work. *Frontiers in Psychology*, 11, 62. <https://doi.org/10.3389/fpsyg.2020.00062>
 49. *Zhao, F., Ahmed, F., & Faraz, N. A. (2020). Caring for the caregiver during COVID-19 outbreak: Does inclusive leadership improve psychological safety and curb psychological distress? A cross-sectional study. *International Journal of Nursing Studies*, 110, 103725. <https://doi.org/10.1016/j.ijnurstu.2020.103725>
 50. *Zhu, J., Xu, S., & Zhang, B. (2020). The paradoxical effect of inclusive leadership on subordinates' creativity. *Frontiers in Psychology*, 10, 2960. <https://doi.org/10.3389/fpsyg.2019.02960>
 51. Zopiatis, A., & Constanti, P. (2010). Leadership styles and burnout: Is there an association? *International Journal of Contemporary Hospitality Management*, 22(3), 300–320. <https://doi.org/10.1108/09596111011035927>