



Inclusive Leadership Pathways: Findings, outcomes, and applications in context

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Today we will cover...

- 1 • Context and Rationale Behind The Project
- 2 • Our Research
- 3 • What We Found
- 4 • Outcomes and Next Steps
- 5 • Discussion and Reflection

Project Rationale

- Earlier **WIHEA study** and the **Graduate Recruiters Masterclass** highlight that students need leadership skills to thrive in future workplaces.
- There is currently no institutional **framework** or central **resources** to help students recognise, articulate, and develop inclusive leadership skills.
- Opportunities to build inclusive leadership skills do exist, but they are mostly **extracurricular**, unevenly accessed, and not always visible or clearly linked to inclusive leadership development.
- Consequently, students conceive inclusive leadership very **narrowly**, often understanding it as a singular skill rather than a collection of skills.
- Our aim is to provide **all** students, no matter their disciplines or career aspirations, with broad, inclusive, and meaningful **opportunities** to develop the full range of skills that underpin inclusive leadership, and help them recognise and articulate them.

Inclusive Leadership Pathways Project – Timeline

December 25	January 26	February 26	March 26	April 26	May 26	June 26	July 26
SPO induction	Complete Literature Review	Recruit/run focus groups/group interviews (Stream A)	Analyse focus group/interview data (Stream A)	Feedback and testing of resources (all)	Report and recommendation write up (Stream A)	Finalise resources and recommendations (all)	Complete project webpages
Literature Review Training and commencement	Focus group training	Begin Resource Creation (Stream B)	Integrate initial focus group data into resources (Stream B)	Department embedded resource feedback (all)	Improve resources based on feedback (Stream B)	Pathway creation (Stream B/Staff)	Completion of Pathway
Finalise Ethics (Staff)	Design Focus Groups (Stream A)	Education Conference Submission (all)			Production of inclusive leadership framework (all)		Completion of embedded academic resources
	Rise 360 Training (Stream B)						

Approach and Methodology – Stream A

- Recruited a diverse participant group spanning students, staff, and alumni.
- Students were recruited via the Student Opportunity Newsletter, staff through a WIHEA mailing list, and alumni through LinkedIn.
- Designed, conducted and transcribed **focus groups** and **semi-structured interviews**
- **Thematically analysed** data to surface patterns and insights across participant groups
- Findings are directly informing the co-creation of the **Warwick Leadership Framework**, as well as Stream B's work.

Core Themes

- Understanding and Practicing Inclusive Leadership
- Exclusion, Power and Organisational Culture
- Inclusion Within University Life
- Inclusive Leadership Development and Structured Support

All participants listed communication as a key skill for an inclusive leader.

The majority of the participants highlighted the lack of opportunities or limited accessibility to take up a leadership role.

A few participants suggested that reducing hierarchy could help create a more inclusive university environment where students feel more able to seek support, contribute and be heard.

Notable Quotes

Student:

“ The support should be constant. It should not just be one training session ”

Staff:

“ Being a leader isn't about power or prestige. It's about making things good for the people that I'm leading and giving them the opportunity to do really well ”

Alumni:

“ You should provide the opportunity to everyone... you just make it as easy as possible for them to do so ”

Approach and Methodology – Stream B

- Applying Stream A's evidence as well as findings from the literature review to develop resources:
 - Constructing a **Warwick Award Leadership Pathway** that is accessible to all students
 - Developing **activities** to be embedded within **curricula**; piloting these within **SLS** and **WMS**.

Next Steps



FINALISE THE WARWICK AWARD
LEADERSHIP PATHWAY



CONTINUE REFINING AND
EMBEDDING RESOURCES BASED
ON DEPARTMENTAL FEEDBACK
AS STREAM B PROGRESSES



DISSEMINATE PROJECT
FINDINGS BEYOND THE
EDUCATION CONFERENCE TO
WIDER AUDIENCES



FINALISE PROJECT WEBPAGES
TO ENSURE LONG-TERM
VISIBILITY AND IMPACT

Take it back to practice

THE CORE IDEA

- Inclusive leadership is a collective of numerous different skills.
- They do not recognise where they already practice these different skills, particularly when they practice them outside their courses and are not clearly signposted to them.

A FIRST STEP TO TRY

- Ask your students to identify where they already employ inclusive leadership skills.
- Do they employ them in group work, labs, seminars, societies, part-time work, volunteering, etc?
- Help them name the skills involved.

ADAPT IT FOR YOUR CONTEXT

- Embed inclusive leadership into your courses
- Ensure that activities are accessible so that all students can recognise and develop their inclusive leadership skills, not just those who have the time for extracurriculars.
- These should enhance learning rather than add workload, and be aligned with your discipline so you do not force leadership language.

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Q&A

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**Thank you for
listening**