



STARBUCK ACADEMY

Inclusive Leadership

Inclusive Leadership

Everyday habits that help every person in your team be treated fairly, heard, valued and able to grow

Ten short video lessons, one practical tool for each. About 6 learning hours in total, including your workplace tasks.

Name

Date

STARBUCK & ASSOCIATES

COACHING & LEADERSHIP DEVELOPMENT

How to use this workbook

This workbook goes alongside the ten video lessons in Inclusive Leadership. Each lesson gives you one idea to think about and one practical tool to use with your own team.

Watch a lesson, read its page here, answer the reflection questions, then use the tool during the week that follows. The programme takes about 6 learning hours in total, including the workplace tasks. It works best spread over ten weeks, so each new habit has time to settle before you move on.

By the end of the programme you will be able to

- Use the four tests of inclusion: fair, heard, valued and growing
- Recognise everyday bias and slow down important people decisions
- Run meetings, recruitment and onboarding so that everyone has a fair chance
- Share work, opportunity and honest feedback fairly across your team
- Support different needs by asking rather than assuming, and repair mistakes well
- Respond to exclusion confidently and agree a team inclusion plan

Programme map

LESSON	TITLE	YOUR TOOL
1	What inclusive leadership really is	The Inclusion Snapshot
2	Understanding bias without blame	The Decision Pause Check
3	Hearing every voice in meetings	The Meeting Voice Tracker
4	Fair recruitment and onboarding	The Fair Hiring and Onboarding Checklist
5	Fair access to work and opportunity	The Opportunity Map
6	Inclusive feedback and performance	The Feedback Fairness Check
7	Everyday language and repairing mistakes	The Everyday Inclusion Tracker
8	Supporting different needs	The Working Well Conversation
9	Challenging exclusion and being an ally	The Speak Up Plan
10	Making inclusion how your team works	The Team Inclusion Plan

WORTH KNOWING

This programme is practical leadership development, not legal advice. Where it touches on the Equality Act 2010, reasonable adjustments or formal concerns, follow your organisation's policies and speak to HR. Psychological Safety in Teams is a natural companion if you want to go further on helping people speak up.

What inclusive leadership really is

Inclusive leadership is not a special initiative. It is how you lead every day: how you decide, who you listen to, how work is shared out and how people feel after a conversation with you.

Key ideas

- Inclusion lives in small, repeated choices, and those choices are within your control.
- Diversity is the mix of people in a team. Inclusion is what it feels like to be part of that team.
- The four tests of inclusion, asked from each person's point of view: am I treated fairly, am I heard, am I valued for who I am, am I growing?
- Included people share ideas and raise problems early. The Equality Act 2010 protects people from discrimination, and inclusive leadership goes further than the law.
- You do not need to be perfect. Curiosity, a willingness to change and a good response to mistakes matter most.

EXAMPLE

Rachel's team is friendly and gets on well. When she asks herself the four tests for each person, she realises two newer colleagues rarely speak in meetings and have not had any development since joining. Nobody meant it. It had simply never been noticed.

Reflect

Which of the four tests do I think my team would pass most easily, and which least?

Whose experience of my team might be quite different from my own?

YOUR WORKPLACE TASK THIS WEEK

Complete the Inclusion Snapshot on the next page. Rate your team against each of the four tests and write down one piece of real evidence for every rating.

TOOL 1

The Inclusion Snapshot

Take an honest look at your team as it is now, not as you would like it to be. Use what you have seen and heard, not what you assume. You will come back to this snapshot in lesson 10.

TEST	THE QUESTION FROM EACH PERSON'S VIEW	WHAT YOU MIGHT NOTICE
Fair	Am I treated fairly?	Decisions are explained. The same rules apply to everyone.
Heard	Am I heard?	Everyone contributes in meetings. Ideas are credited to the right person.
Valued	Am I valued for who I am?	People can be themselves. Differences are respected, not just tolerated.
Growing	Am I growing?	Stretch, development and visible work are shared across the team.

Your snapshot

FOR EVERYONE IN MY TEAM	NOT YET	FOR SOME	FOR MOST	FOR EVERYONE
Fair	☐	☐	☐	☐
Heard	☐	☐	☐	☐
Valued	☐	☐	☐	☐
Growing	☐	☐	☐	☐

TEST	ONE PIECE OF REAL EVIDENCE FOR MY RATING
Fair	
Heard	
Valued	
Growing	

Which test would I most like to improve first, and for whom?

Understanding bias without blame

Everyone uses mental shortcuts. They save effort, but they are shaped by our own experience and can quietly favour people who seem familiar. The aim is not guilt. It is better habits.

Key ideas

- Affinity bias: warming to people who remind us of ourselves.
- Confirmation bias: noticing the evidence that supports what we already think.
- The halo effect: letting one strong impression, good or bad, colour everything else.
- Bias shows up in everyday choices: who leads a project, whose idea is remembered, who seems ready or a good fit.
- Structure helps most: agree criteria first, use evidence you can point to, and pause before decisions that affect opportunities.

EXAMPLE

Tom is choosing who should represent the team at a client workshop. His first thought is Liam, who is confident and reminds Tom of himself at that stage. When he checks against the criteria he wrote down, Aisha has more relevant experience. He asks her first.

Reflect

Which of the three patterns do I recognise most in my own decisions?

Where do I use words like potential, presence or fit without clear evidence?

YOUR WORKPLACE TASK THIS WEEK

Use the Decision Pause Check on at least two real decisions about people, such as who takes on a piece of work or who you put forward. Note what the check changed.

The Decision Pause Check

Use this before any decision that affects someone's opportunities: allocating work, recommending someone, choosing who to develop or who to hire. It takes two or three minutes.

PAUSE POINT	ASK YOURSELF
Criteria	Did I decide what matters before I thought about the people?
Evidence	What can I actually point to? Is it recent only, or across time?
Options	Who else could do this? Have I considered the whole team?
The flip	Would I decide the same way if this person were different in some way that should not matter?
Words	Am I relying on words like fit, presence or potential? What do I really mean?

Your decisions this week

THE DECISION	MY FIRST INSTINCT	WHAT THE PAUSE SHOWED	FINAL DECISION

EXAMPLE

Grace is about to give a new project to the person who always handles that type of work. At the options question she realises two others have asked for similar experience. She keeps her original choice but pairs one of them on the project, and says why.

Which pause point made the most difference, and why?

Hearing every voice in meetings

Meetings are where many ideas, decisions and reputations are made. Small changes in how you plan and run them give everyone a fairer chance to contribute.

Key ideas

- A few people often do most of the talking, and not always because they have the best ideas.
- Send the agenda and papers a day or two ahead, and say what you need from each item. It helps reflective thinkers and many neurodivergent colleagues.
- Use rounds, silent thinking time or written ideas first. Invite quieter people by name, with warning.
- In hybrid meetings, bring online colleagues in first, watch the chat and confirm decisions in writing.
- Step in calmly when someone is talked over, and credit ideas to the person who raised them first.

EXAMPLE

Mo's weekly team meeting is lively, but the same three people lead every discussion. He starts opening each main item with two minutes of silent note writing, then a quick round. Joe, who rarely spoke before, now raises a practical point most weeks.

Reflect

Who do I hear from most in my meetings, and who least?

What might make it easier for quieter or remote colleagues to contribute?

YOUR WORKPLACE TASK THIS WEEK

Use the Meeting Voice Tracker in one meeting you lead or attend. Then choose one structure from the checklist and try it next time the group meets.

The Meeting Voice Tracker

Quietly keep a tally during one meeting. Use initials, keep it private and treat it as information for you, not a judgement of anyone.

PERSON	SPOKE	WAS INTERRUPTED	IDEA PICKED UP	REMOTE OR IN ROOM

Inclusive meeting checklist

STAGE	TRY THIS
Before	Agenda and papers out a day or two ahead, with what you need from each item.
Opening	A quick round so every voice is heard early. Online colleagues go first.
During	Silent thinking or written ideas before discussion. Invite people by name, with warning.
Throughout	Bring interrupted people back in. Name who raised an idea first.
After	Confirm decisions and actions in writing, and offer a way to add thoughts later.

What pattern did the tracker show me?

Which one structure will I try next time, and in which meeting?

Fair recruitment and onboarding

Who joins your team, and how they are welcomed, shapes a great deal of what follows. Always work within your organisation's recruitment process, and use these habits inside it.

Key ideas

- Start with the role: write clear criteria and separate what is essential from what is nice to have.
- Use plain language, mention flexibility and invite requests for adjustments during the process.
- Ask every candidate the same core questions, and score answers against the criteria before discussing them.
- Ask what a person would add to the team, not only whether they fit.
- In the first weeks, explain the unwritten rules, offer a buddy, ask what helps them work well and check in often.

EXAMPLE

Hannah's advert asks for a "dynamic self-starter who hits the ground running". She rewrites it to describe the actual work, lists four essential criteria, mentions that part-time hours are possible and adds a line inviting candidates to ask for any adjustments they need.

Reflect

What did my own first few weeks in this team or organisation teach me about belonging?

Which part of our recruitment relies most on gut feeling?

YOUR WORKPLACE TASK THIS WEEK

Use the Fair Hiring and Onboarding Checklist on your team's recruitment or welcome process. If you are not hiring, review how your latest starter was welcomed. Pick two things to improve.

The Fair Hiring and Onboarding Checklist

Tick what you already do well. Then choose two things to improve, and check them with HR where they touch your organisation's process.

RECRUITMENT	NOT YET	SOMETIMES	ALWAYS
Criteria are written and agreed before we see candidates	☐	☐	☐
Essential and desirable criteria are clearly separated	☐	☐	☐
Adverts use plain language and mention flexibility	☐	☐	☐
Candidates are invited to ask for adjustments	☐	☐	☐
Every candidate gets the same core questions	☐	☐	☐
Answers are scored before candidates are discussed	☐	☐	☐
More than one person is involved in the decision	☐	☐	☐

ONBOARDING	NOT YET	SOMETIMES	ALWAYS
Equipment and access are ready on day one	☐	☐	☐
The new person has a named buddy	☐	☐	☐
We explain the unwritten rules of the team	☐	☐	☐
We ask what helps them work well	☐	☐	☐
Check-ins are planned for the first few weeks	☐	☐	☐

My two improvements

WHAT I WILL CHANGE	BY WHEN	WHO ELSE NEEDS TO BE INVOLVED

Fair access to work and opportunity

Careers are built on the work people get to do. When opportunities are shared out quickly and informally, some people can miss out without anyone intending it.

Key ideas

- Visible work gets noticed. Invisible work, like note taking, organising and helping new starters, rarely does. Share it round and recognise it.
- Stretch often goes to people who ask first or remind us of ourselves. Think about the whole team.
- Say openly what opportunities exist, what they involve and how you will decide.
- Mentoring gives advice. Sponsorship uses your influence to put someone forward.
- Fairness shows in the pattern over months, so look back regularly and adjust.

EXAMPLE

Looking back over six months, Priya sees that Ben has presented to the leadership team three times, while Leah has organised every team event and taken notes in every planning meeting. She rotates the notes, thanks Leah publicly for the events and puts her forward for the next presentation.

Reflect

Who in my team have I actively spoken up for recently?

Who might be missing out because they do not ask?

YOUR WORKPLACE TASK THIS WEEK

Complete the Opportunity Map for the last six months. Note who has had the visible work, the stretch, the development and the invisible work, then choose one change you will make.

TOOL 5

The Opportunity Map

Use your diary, project lists and one-to-one notes for the last six months. Initials are enough. Keep it private: it is a thinking tool for you, not a scorecard.

PERSON	VISIBLE WORK	STRETCH	DEVELOPMENT OR TRAINING	INVISIBLE WORK	SPONSORED BY ME?

Reading your map

IF YOU NOTICE	CONSIDER
The same names in the visible column	Open up the next opportunity and say how you will decide.
The same names in the invisible column	Rotate the tasks and recognise them properly.
Someone with no development recently	Ask them what they would like to learn next.
Nobody you actively sponsor	Choose one person to speak up for this month.

What is the one change I will make, and when?

Inclusive feedback and performance

Feedback and reviews shape people's progress, pay and confidence. Bias can hide in vague comments, uneven standards and judgements about style rather than results.

Key ideas

- Be specific: what the person did, when, and what effect it had, then what good would look like next time.
- Give everyone the same honest, respectful feedback. Holding back from some people denies them the chance to grow.
- Judge results and the behaviours the role requires, not whether someone works the way you do.
- Keep brief notes through the year, for everyone in the same way, so reviews rest on evidence rather than memory.
- Look at your ratings together for patterns, and talk your reasoning through with a peer.

EXAMPLE

Sarah's draft review for Kwame says he "needs more presence in meetings". She asks herself what she actually saw. The honest answer is that he rarely speaks first, but his written analysis shapes most decisions. She rewrites the feedback around the impact of his work and one specific goal.

Reflect

Who in my team gets the most detailed development feedback from me, and who the least?

Which working styles do I tend to rate more highly, and why?

YOUR WORKPLACE TASK THIS WEEK

Use the Feedback Fairness Check on feedback or review notes you have written recently. Look for vague words, uneven standards and judgements about style rather than results.

TOOL 6

The Feedback Fairness Check

Take two or three pieces of feedback or review notes you have written recently, ideally for different people. Check each one against these questions.

FOR THIS PIECE OF FEEDBACK	NO	PARTLY	YES
It describes specific behaviour and its impact	☐	☐	☐
It is linked to what the role requires	☐	☐	☐
It draws on evidence from the whole period	☐	☐	☐
It includes a clear development point	☐	☐	☐
I would say the same to anyone doing the same thing	☐	☐	☐

Words to look at again

IF YOU WROTE	ASK YOURSELF
Presence, gravitas, polish	What exactly did I see, and does the role really need it?
Not a good fit	Which specific criterion is not being met?
Abrasive, emotional, too quiet	Would I describe someone else the same way for the same behaviour?
Great potential, or reliable	Am I using these words evenly across the team?

What I will change

FEEDBACK FOR	WHAT I WROTE	WHAT I WILL WRITE INSTEAD

Everyday language and repairing mistakes

Inclusion is felt most in small, everyday moments. They add up over time, for better or worse, and everyone gets some of them wrong sometimes.

Key ideas

- Small moments, such as a mispronounced name or being left out, add up. Notice the effect, whatever the intention.
- Microinclusions are small acts of welcome: greeting everyone, crediting ideas, asking people who are not usually asked.
- Use the words people use about themselves, ask if unsure and avoid assumptions about home life.
- When you get it wrong: acknowledge, apologise briefly, correct it and do better. Do not ask for reassurance.
- When someone tells you something affected them, listen, thank them and reflect before responding in detail.

EXAMPLE

In a team meeting, Chris calls Anjali by another colleague's name for the second time. Afterwards he says, "I called you the wrong name earlier. I am sorry, that is not okay and I will get it right." He does not explain why it happened. He just gets it right from then on.

Reflect

What small moments might leave someone in my team feeling on the outside?

How do I usually react when I get something wrong, and how would I like to react?

YOUR WORKPLACE TASK THIS WEEK

Choose three microinclusions from the Everyday Inclusion Tracker and practise them every day. Read the repair steps so they are ready when you need them.

The Everyday Inclusion Tracker

Choose three microinclusions from the list below, or write your own. At the end of each day, tick how often you managed them.

MICROINCLUSION	WHAT IT LOOKS LIKE
Names	Learning to say every name correctly, and asking if unsure.
Greetings	Saying hello to everyone, not only the people you know best.
Credit	Naming who raised an idea when you mention it.
Invitations	Asking for input from someone who is not usually asked.
Social time	Checking events suit different people, not only the pub.

MY THREE THIS WEEK	NOT YET	ONCE OR TWICE	MOST DAYS	EVERY DAY
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐

When I get it wrong: the repair steps

- 1 Acknowledge it.**
Name what happened, simply and without a long explanation.
- 2 Apologise briefly.**
A short, sincere sorry keeps the focus on the other person.
- 3 Correct it and do better.**
Use the right word or name, and show the change over time.

Supporting different needs

Everyone works best in slightly different conditions. The principle at the heart of this lesson is simple: ask, do not assume.

Key ideas

- The person best placed to say what helps them is the person themselves. Ask open questions and listen.
- Under the Equality Act 2010, employers have a duty to make reasonable adjustments for disabled people. Many are simple. Follow your organisation's process and ask HR for advice.
- Neurodivergent people often bring real strengths. Clear instructions, fewer surprises and time to prepare help many people, and nobody needs a diagnosis to ask what helps.
- Employees have a legal right to request flexible working. Use your organisation's policy, keep an open mind and explain your reasoning.
- Keep personal information private, record what you agree and follow through.

EXAMPLE

Jas tells her manager, Dan, that open-plan noise makes it hard to concentrate on detailed work. Dan asks what would help. They agree she can book a quiet room for two afternoons a week and get meeting notes in writing. They set a date to review it in a month.

Reflect

Have I ever asked each person in my team what helps them do their best work?

Where might I have made assumptions about what someone can or cannot do?

YOUR WORKPLACE TASK THIS WEEK

Hold a Working Well Conversation with at least one person in your team. Ask what helps them do their best work, agree what you will try and set a review date.

The Working Well Conversation

Offer this conversation to everyone in your team, not only to people who have told you about a condition or circumstance. That way it is normal, not singled out. Let the person share as much or as little as they choose.

Questions to ask

- When do you do your best work? What helps?
- Is there anything about how we work that makes things harder for you?
- How do you prefer to receive information, instructions and feedback?
- Is there anything in your life outside work that it would help me to know about?
- What is one thing I could do differently that would help?

What we agreed

WHAT WE WILL TRY	WHO DOES WHAT	REVIEW DATE

WORTH KNOWING

Do not ask about diagnoses, and only share what someone tells you with their agreement and on a need to know basis.

If an adjustment may relate to a disability or health condition, or needs spending or a policy decision, talk to HR about your organisation's process.

Challenging exclusion and being an ally

When you see or hear something that excludes someone, what you do next matters, both for the person affected and for what your team learns is acceptable.

Key ideas

- Silence sends a message. A calm, brief response is far better than none.
- In the moment you can name it, ask a question, or redirect and follow up privately.
- Afterwards, check in with the person affected and ask what they would like to happen. Be honest if you have a duty to take it further.
- Being an ally is shown in action: amplifying people, sharing opportunities and staying involved when it is uncomfortable.
- Harassment, repeated behaviour or possible discrimination should follow your organisation's policy, with advice from HR. The Equality Act 2010 protects people from discrimination and harassment at work.

EXAMPLE

In a team chat, someone jokes about a colleague's accent. Lucy replies, "I do not think that is fair, let us keep the jokes to things we can all laugh at." Later she messages the colleague privately to check how they are and whether they would like her to do anything more.

Reflect

When have I stayed silent about something I wish I had challenged? What stopped me?

Who in my team might need me to use my influence on their behalf?

YOUR WORKPLACE TASK THIS WEEK

Complete the Speak Up Plan. Prepare the words you would use in the moment and find out what your organisation's policy says about raising concerns.

The Speak Up Plan

It is much easier to respond well when you have thought about it in advance. Choose words that sound like you.

APPROACH	WHAT IT CAN SOUND LIKE
Name it	That is not okay here. Let us keep it respectful.
Ask a question	What did you mean by that? How do you think that came across?
Redirect	Let us bring it back to Sam's point. Sam, carry on.
Follow up later	Can I have a quick word about something you said earlier?

My prepared responses

A SITUATION I MIGHT FACE	WHAT I WOULD SAY IN THE MOMENT	WHAT I WOULD DO AFTERWARDS

Know your formal route

QUESTION	MY ANSWER
Where is our policy on raising concerns?	
Who in HR would I speak to?	
What support can I point someone to?	

WORTH KNOWING

This is not legal advice. Serious or repeated behaviour, harassment and possible discrimination should follow your organisation's policy. You do not need to investigate alone, but do act, and do not promise complete confidentiality.

Making inclusion how your team works

Inclusion lasts when it becomes part of how the whole team works, rather than depending on one leader's memory or energy.

Key ideas

- Share ownership with the team: how meetings run, how work is shared, how people are welcomed and how concerns are raised.
- Ask before you plan. Use the four tests, and offer private ways to share, such as one-to-ones or an anonymous survey.
- Agree two or three specific commitments, each with an owner.
- Build them into routines that already exist, so they keep going in busy weeks.
- Revisit the plan every few months, recognise progress and keep learning.

EXAMPLE

Femi shares his Inclusion Snapshot with his team and asks for their view. They agree three commitments: rotate who chairs the weekly meeting, share new opportunities in the team channel with a closing date, and use a buddy for every new starter. They review them each quarter.

Reflect

What has changed in how I lead since the start of this programme?

Which one habit am I most determined to keep?

YOUR WORKPLACE TASK THIS WEEK

Use the Team Inclusion Plan with your team. Share what you have learned, invite their views on the four tests and agree two or three commitments, each with an owner and a review date.

The Team Inclusion Plan

Build this with your team, not for them. Start by asking what they notice against the four tests, then agree a small number of commitments.

Snapshot then and now

TEST	MY RATING IN LESSON 1	MY RATING NOW	WHAT THE TEAM SAID
Fair			
Heard			
Valued			
Growing			

Our commitments

WHAT WE WILL DO	WHICH TEST IT HELPS	OWNER	BUILT INTO WHICH ROUTINE	REVIEW DATE

EXAMPLE

Femi's team write their commitment as "Every new opportunity is posted in the team channel with a closing date and how we will decide." The test it helps is growing, the owner is Femi, and it is reviewed at each quarterly planning session.

FINISH

What I am going to do

Two or three small changes that you actually make will do more than a long list you never start.

My three actions

WHAT I WILL DO	WHEN	WHO I WILL TELL

Coming back to this

Put a date in your diary about a month from now and answer these three questions.

What has changed since I did this workbook?

What did I not get to, and what got in the way?

What am I carrying forward?

KEEP GOING

Inclusive Leadership

Return to the video lessons and knowledge checks whenever you want a refresher, and revisit your team inclusion plan every few months.

£149 per person, per year, inc. VAT

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