



MAINSTREAMING TALENT INCLUSIVITY IN ORGANISATIONS; A DEONTOLOGICAL IMPERATIVE

Casely Ato Colemanⁱ

Senior Fellow,
IMANI Center for Policy Education,
Ghana

Abstract

Diversity is being invited to the dance, and inclusivity is showing off your dancing skills without fear or favour. The strategic imperative to mainstream inclusivity in talent management in human resources management is strongly linked to the deontological moral theory of human rights and goodwill. Inclusivity in talent management in a global development organisation is not only an ethical imperative but also a strategic advantage, with the potential to facilitate competitiveness in the labour market, innovation, employee engagement, and overall organisational performance. Using a mix of quantitative and qualitative data, this study analysed data from a global organisation of factors that enable or restrict talent inclusivity in its human resources management practices. Our conclusion is that eight key factors are important to enable talent inclusivity in an organisation. Namely, senior leadership commitment based on a deontological imperative, internships and graduate recruitment, onboarding as a tool for socialisation of the right organisational culture, extending talent pools, performance management, building technical capacity through learning and development, compensation and employee engagement touch points. This study contributes to HR knowledge and practice by introducing a novel research area that looks at the ethical basis for talent and links ethical philosophy with inclusive talent management practices in global development organisations. It provides an emerging area of research and practice for HR-Practitioner scholars to study further.

Keywords: deontology, talent management, inclusivity, leadership, global north, global south

1. Introduction

The strategic imperative to mainstream inclusivity in talent management in human resources management is strongly linked to the deontological moral theory of human rights and goodwill. According to the prominent philosopher Immanuel Kant,

ⁱ Correspondence: email boadu.coleman@gmail.com

deontology refers to an obligation or duty. This theory depends on the intention or will of an act and not on the consequences. In that sense and linked to inclusive talent management practices within organizations and institutions, an action is right if and only if it is done in accordance with duty. A duty is constituted by goodwill or is dependent on whether it is represented or motivated by goodwill. It also means you treat people as intrinsic ends and not as a means to further ends. According to Hemphil (2015), social justice as a moral imperative calls for direct attention to who wins and loses in society. We extend this argument and posit that inclusivity in talent management in HRM is an important aspect of social justice within an organization. Inclusivity in talent management in human resources management (HRM) is linked to the fundamental human rights of a person to realize his/her full potential.

There is no denying the fact that inclusion in talent management practices plays a key role in ensuring the delivery of organisational strategic priorities. Organisations are confronted with the challenge of not just embracing inclusivity but also integrating it into their human resources eco-system, especially in a global village that is seeing dramatic societal, technological, political-economic shifts and a greater understanding of the importance of including varied viewpoints and talents within an organisation. Inclusivity in talent management in an organisation is not only an ethical imperative but also a strategic advantage, with the potential to facilitate competitiveness in the labour market, innovation, employee engagement, and overall organisational performance. In the field of human resource management, the emphasis is placed on the strategies and best practices that HR professionals may use in order to recruit, retain, and grow inclusive talent pools. Inclusivity in talent management practices requires data and insights on the design and impact of recruitment and selection practices, performance management practices, and leadership development programmes that encourage inclusion. Inclusivity in talent management is important to reduce prejudices and build workplace environments that provide fair opportunities for every staff member to realise their full potential.

This research examines the extent to which inclusivity is mainstreamed into talent management initiatives in a global organisation.

2. Research Problem

The purpose of our research is to examine the factors that facilitate a talent-inclusive approach in managing talent in a global organisation. A global organisation is defined as an organisation which has operations and staff across many countries. Typically, a global organisation may have its headquarters in the global north, e.g. USA, Europe, etc. In recent times, there has been a move by some global organisations to relocate to countries in the global south, e.g. Africa, Asia, etc.

For purposes of our study, these are our key assumptions and definitions:

- 1) Countries that are defined as developing countries are considered as global south countries.

- 2) Countries from the advanced countries are considered as the global north countries.
- 3) An employee or candidate for a role who is a national of a global south country and is based in a global south country and/or works from a global south country falls in the category of global south talent.
- 4) An employee or candidate for a role who is living in the Global North but ethnically from the Global South falls in the category of global south talent, e.g. a Nigerian living in the UK, a Ghanaian living in Germany.

The research will focus on gender inclusivity, race inclusivity and nationality inclusivity.

This is to provide a layered definition of inclusivity in order to accurately reflect the realities of the internal labour market dynamics of the case study organisation and wider global labour market eco-system relative to our study.

2.1 Hypothesis

- 1) Talent inclusivity in a global organisation implementing poverty eradication programmes is a deontological imperative because it demonstrates alignment between the organisational values on inclusivity and its operating model that reflects the diversity and inclusivity of the communities where programmes are implemented.
- 2) If an organisation's key stakeholders, e.g. funders, government partners, and the board, align on the deontological and strategic imperativeness of talent inclusivity, this provides a solid foundation to implement talent inclusivity initiatives.

3. Literature Review

3.1 Perspectives of Talent Management

There are three main perspectives on the definition of talent management (Lewis & Heckman, 2006). In the first perspective of talent management, it is considered a set of functions and practices performed by the HR team. (Mucha, 2004). According to this perspective, it is related to the same function of HRM practices such as planning, training, development and retaining (Iles et al., 2010; Schiemann, 2014). For example, Creelman (2004) defines TM as a process of recruitment, development and maintaining talents, which is close to the traditional definition of HRM. The second perspective says that the organization is designing talent pools of employees who are called exclusive people, people who can make a vital change in the future and current performance of the firms (Rothwell, 2011). The firms can hunt these people through practices associated with workforce planning and development; thus, the practices are related to employees (McCauley & Wakefield, 2006). The third perspective assumed that talent management is related to specific positions, which are called key positions in firms or Exclusive position (Anlesinya et al., 2019). This perspective is considered an approach that begins by identifying crucial jobs for positions that require highly performing and talented

people (Tarique & Schuler, 2010; Sparrow et al., 2014). According to Ready and Conger (2007), talent management is the process of planning human resources to meet the demands of the organization under the terms of employing talented personnel. To achieve that goal, an effective reward system existence is obligatory (Ready & Conger, 2007).

3.2 Ethics and Inclusive Talent Management

The importance of the need to address inclusivity in talent management is also linked to the deontological moral theory of human rights and goodwill. According to the prominent philosopher Immanuel Kant, deontology refers to an obligation or duty. Misselbrook (2013). This theory depends on the intention or will of an act and not on the consequences. In that sense and linked to inclusive talent management practices within organizations and institutions, an action is right if add only if it is done in accordance with duty. A duty is constituted by the goodwill or is dependent on, if it is represented or motivated by goodwill. It also means you treat people as intrinsic ends and not as a means to further ends. Social justice as a moral imperative calls for direct attention to who wins and loses in society. We extend this argument and posit that inclusivity in talent management in HRM is an important aspect of social justice within an organization. Inclusivity in talent management in human resources management (HRM) is linked to the fundamental human rights of a person to realize his/her full potential. An organization which creates a conducive environment for the nurturing of talent will become competitive in terms of addressing skilled labour shortages. Skilled labour shortage is defined as the inability to have the required quality (competencies) and quantity (number/headcount) to drive strategy execution. Talent management in HRM can be conceptualized from a broader inclusivity perspective. An inclusivity perspective helps to identify the issues, challenges, prospects and solutions that an organization requires to build an inclusive talent pool. Individual differences are part of life, and appreciating inclusivity means respecting individual talent and what they contribute within an organization.

3.3 Social Responsibility and Inclusive Talent Management

A generally accepted model of social responsibility was developed by Keith Davies (1960). Davies argues that social responsibility arises from social power because businesses have significant influence over issues like providing employment opportunities. We define this as providing income sustainability. The actions of an organization to fulfil this role affect the general living conditions of the society. We therefore argue that when an organization promotes inclusive talent management practices, it gives men, women, persons with disabilities, people from the global north or global south, opportunities to realize their full potential in employment relations. This, we contend, constitutes the inclusive aspects of social responsibility and talent management in HRM. Inclusive and exclusive TM form part of the wider field of HRM and embrace an organisation's ability to attract, identify, select, develop, and retain key employees (Sheehan & Anderson, 2015). Highly talented individuals are identified by

organizations based on a variety of characteristics, such as competences, skills, abilities, experience, knowledge, intelligence, character, and drive, or the ability to learn and grow within an organization (Minbaeva & Collings, 2013). Hence exclusive Talent Management distinguishes itself from Human Resource Management by being more elitist, centering on a narrower and strategically defined group of employees whose competencies are identified as critical success factors (Iles et al., 2010; Marinakou & Giousmpasoglou, 2018; Preece et al., 2011) with the potential to boost the competitive advantage of the firm (Boudreau and Ramstad, 2007, Huselid, Becker & Beatty, 2005). The lack of conceptual clarity and uniformity when defining the scope of talent and talent management has been a central debate within the talent management field for the past decade (Dries, 2013; Gallardo-Gallardo & Thunissen, 2016).

3.4 Gender Inclusivity and Talent Management

Empirically and conceptually, there is a widespread conceptualization of talent based on different and often opposing imperatives and philosophies of talent and talent management (see e.g. Meyers & Woerkom, 2014). For example, in studies on the gender inclusivity of talent management practices in organisations, many studies have confirmed that compared to men, juggling work and family is a big barrier to women's career progression (Womack, 2005; Ernst & Young, 2011; Subramaniam et al., 2014). On top of the family-related barriers, Worrall et al. (2008), Wentling and Thomas (2009) concluded that unfriendly organisational norms, culture and practices at the workplace affect more female employees than male employees and have a negative impact on their career development. Green et al. (2004:24) revealed that the lack of self-esteem, confidence and self-efficacy prevents women from applying for promotion, thus constituting key barriers to their career progression.

Schruijer (2005) studied the career orientations, career success and perceived self-efficacy of women employees in relation to their gender identity and argued that women with a masculine gender identity are more willing and able to break the glass ceiling than their female colleagues with a female gender identity. As a result, they tend to be more successful in their career at the detriment of work/life balance. Devillard et al. (2013), in McKinsey 'Women Matter' survey series, paint a more alarming picture of the glass ceiling. The authors say there is 'not a single "glass ceiling," but a leaky pipeline stage by stage'. In a survey conducted with 130 companies, Devillard et al. (2013) found that, at the entry level, there are more women (52%) than men (48), but as women climb the corporate ladder, their numbers fall by a factor of 2 to 5. By the time women reach the CEO level, their number falls to 2%, from 9% and 14% in executive committees and senior management, respectively.

Al-Manasra (2013) tested the impact of organizational practices, male culture, family and social commitments on women's career progression in Jordan. He concluded that the glass ceiling has a more significant impact on women's career progression. Male culture and organizational practices are ranked second and third, respectively. Bombuwela and De Alwis (2013) also studied the effects of the glass ceiling on women's career development with a focus on the private sector in Sri Lanka. By contrast to Al-

Manasra (2013), Bombuwela and De Alwis (2013) noted that individual factors and cultural factors have more negative effects on women's career development than the glass ceiling phenomenon. Franze (2014) believes that women lag behind men because of their gap in ambition. He argues that because of their feelings of self-doubt, 'fewer women than men expect to reach a general manager or director level by the end of their careers.' And not surprisingly, he found that '73% of women managers believe [glass ceiling] barriers prevent them from progressing to top levels.

Lockwood (2004), Wilson (2014), and Franze (2014) are among the many researchers who looked at solutions to break the glass ceiling. Paludi (2013) propose many strategies that will smooth the path to managerial positions, including articulating gender equality as a key organizational value; assessing progress toward the stated goals by collecting and evaluating key indicators; showcase accomplishments of females in company materials; assessing the feasibility of providing more flexible schedules for full-time workers; and providing mentoring and networking programs. In the same line and in an earlier study, Lockwood (2004) recommended actions that HR professionals can take to break the glass-ceiling barriers. Proposed strategies include:

- 1) examining the organizational culture (including review examine HR policies and practices, behaviours, traditions and norms that may work against women, identifying the organization's best practices that support women's advancement),
- 2) driving change through management commitment,
- 3) fostering inclusion,
- 4) supporting women's career development, and finally measuring for change (i.e. monitor the impact of recruiting strategies, track women's advancement, measure women's turnover against men's, and explore reasons why women leave the organization) (Lockwood, 2004, p. 8).

Strategies proposed by Franze (2014) to remove gender inclusivity challenges include coaching confidence, role modelling and mentoring, talent management, flexible attitudes, and rethinking the recruitment and selection process.

3.5 Strategic Imperative of Inclusive Talent Management

There are reasons why organizations should consider a more inclusive technical approach to talent management. Thomas (2019), Cox (2017), Robinson (2020) Organizations operate in and with an increasingly diverse workforce caused by demographic changes and mobility across borders (Collings, 2014; Scullion & Collings, 2011; Schuler, Jackson & Tarique, 2011). Overall, talent scarcity and hard-to-predict market dynamics make future talent needs hard to anticipate. Accordingly, a more diverse and inclusive talent pool is desirable for companies and if companies want to compete for the 'best talent', they have to attract and develop from a pool of workers that is increasingly diverse in terms of gender, age, nationality, ethnicity, educational background etc. (Bourdreau, 2013; Tatli, Vassilopoulou & Özbilgin, 2013; World Economic Forum, 2011). The growing diversification of organizations and the workforce makes issues such as employee perceptions of organizational justice and

fairness important (Swales, Downs & Orr, 2014). Organizations are increasingly pressured by customers, stakeholders and shareholders to deliver on social sustainability (Swales et al., 2014:12) as well as to create 'shared value' at the societal level (Kramer & Porter, 2011), for instance, by upgrading their workforce through training and development.

Holck and Stjerne (2019), in their research, made a distinction between exclusiveness and inclusiveness in talent management (Meyers & Woerkom, 2014). In particular, the degree of exclusivity – namely, how narrow or broad is the target group for organizational talent management activities – is what sets literature on talent management apart from HRM and its focus on all employees (Daubner-Siva, Vinkenbunrg & Jansen, 2017; Swales, 2013). The main difference between Talent Management (TM) and HRM has resulted in HRM promoting egalitarianism, whereas exclusive TM emphasizes segmentation. As a response to the strategic segmentation perspective, the literature has discussed the spectrum of inclusion and exclusion. The very inclusive or 'fully' inclusive (see Swales et al., 2014) approach defines talent as a broader yet unique set of skills that most employees possess, becoming an asset when productively applied in organizations. The more exclusive TM approach defines talent as limited, including only a small proportion of employees perceived as talented, depending on their scarce and strategic value for the firm (Becker, Huselid, & Beatty, 2009). The perceived quality of exclusive TM's as more strategically embedded has therefore attracted more attention in the literature than the inclusive TM approaches. The inclusive approach to TM has materialized mainly as a critique of potentially 'harmful' and divisive consequences of exclusive TM, as well as the potential value of more humanistic and egalitarian prospects of a collective view on performance and skills (Holck & Stjerne, 2019).

3.6 Inclusive Talent Management and Corporate Governance

Many studies have confirmed that inclusivity at the highest level of corporate governance, namely at the board, is essential to strengthen corporate governance, as it improves decision-making processes, reduces group thinking (Janis, 2013; Mullen et al., 1994), and fosters a wider range of perspectives (Kagzi & Guha, 2018; Kirsch, 2018; Pucheta-Martínez & López-Zamora, 2018; Terjesen et al., 2009). A diverse board encourages more comprehensive discussions, leading to better strategic choices and ultimately improved corporate performance (McGuinness et al., 2017)

To complement studies in this area, from February 2024 to June 2025, this research collected primary data with selected employees in our case study organisation to understand the extent to which the organisation's talent management approaches promoted inclusion and how it addressed challenges. The outcome of the research will enable us to propose a framework to mainstream inclusivity in talent management in organisations.

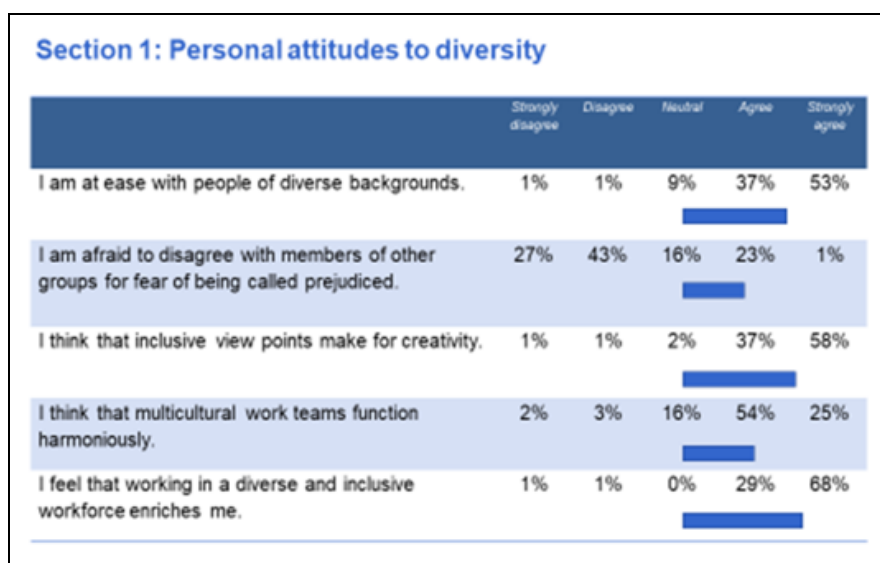
4. Methodology

4.1 Background of Case Study Organisation

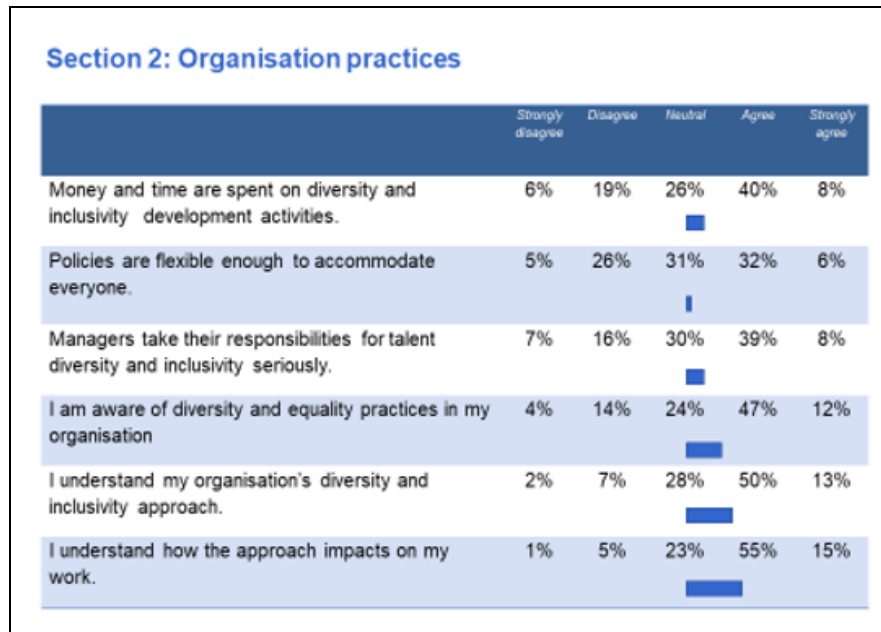
The company is headquartered in the United Kingdom and has been in existence for over fifty years now. It focuses on partnering with community-based organizations to build their capacities in governance, citizen voice and action and social mobilization. It also has direct programme implementation in water and sanitation, child protection, youth and agri-preneurship with a focus on creating, managing, and scaling innovative, profitable agribusinesses across the food value chain. It uses community managed project approach as its business model and has an annual budget of eighty million dollars and operates in twenty-five countries across the world. It raises funds in nine countries in Europe. It has regional centers of expertise in each of the four regions of Asia, Africa, Europe and Latin America, who provide oversight for sixteen country offices across the world. It has a very diverse labour force across all levels of the organisation. At two consecutive funder roundtable sessions in 2022 and 2023, four of its key funders, who cumulatively contribute 65% of the organisation's funding, had encouraged the senior leadership team to implement measures to ensure a significant number of staff from the global south were developed and promoted into middle and senior management and leadership roles. Two of the funders provided additional non-restricted funding to support the organisation in implementing a comprehensive talent management initiative. Internally, the company also analysed data from two cycles of staff opinion surveys, which highlighted low scores on how the organisation was living its value of inclusivity.

4.2 Summary of the Staff Opinion Surveys 2022 & 2023

An average total of 800 employees participated in the 2 cycles. This represented 53.3% of the total number of staff of 1300. 58% were females and 42% were males.



Government partner agencies in at least 5 countries in the global south had also questioned why the organisation's leadership team was always made up of people from the global north. At its senior leadership retreat at the end of 2023, the senior leadership decided to take corrective action to address the gaps and a consultant was engaged to guide the process. The consultant was supported by a working group of senior leaders, middle managers and staff representatives.



4.3 Research Approach

Drawing lessons from other studies, this research used a deductive approach to analyse factors that influence, enable or restrict inclusivity in talent management practice within our case study organisation. The research was remotely conducted from February 2024 to June 2025. The next section below covers the research method used to answer the research problem to achieve the research objectives.

4.4 Research Method

This section covers the data collection technique, the research questionnaire, the research participants and how they were selected, and the technique used to collect and analyse data. The ethical considerations conclude this section. In the context of the qualitative research, the focus of the study was to conduct an exploratory-cum facts finding study (Bryman 2016; Bryman & Bell, 2015); the reason is that the sources of data in this study include participants' narratives that need to be analysed to study the "why" and "what" of the problem of implementing inclusive talent management practices in a global organisation.

4.5 Data Collection Techniques

Data can be collected through interviews and questionnaires. Each of these techniques is defined as follows:

- **Interview:** an interview is ‘conversation between two or more people, requiring the interviewer to establish rapport, to ask concise and unambiguous questions, to which the interviewee is willing to respond and to listen attentively’ (Sanders et al., 2012, p. 372). There are three types of interviews: structured interviews, semi-structured interviews, and unstructured or in-depth interviews.
- **Questionnaire:** a questionnaire is a data collection technique in which each person is asked to respond to the same set of questions in a predetermined order (Sanders et al., 2012, p. 679).

A survey questionnaire was designed to collect data and opinions of 76 participants. The participants were purposely selected due to their direct role in facilitating talent management practices. These included all sixteen country HR Directors, all the four HR Business Partners in the regional centers of expertise, all country directors in the 16 country offices, twenty-five line managers and eight out of the ten executive senior leadership team members. In addition, 7 employees with disabilities also participated in the survey, 2 of them occupied middle or senior level roles within the organisation.

The questionnaire was used because this research involves the structured collection of data from selected employees of the case study organisation. *SurveyMonkey*, an online survey tool, was used to create and publish a web-based and self-completed questionnaire. Each respondent responded to the same set of questions and recorded their own answers online.

The findings from the survey questionnaire were reinforced with semi-structured interviews with the 8 senior leadership team members, which also included the Chief HR Officer. The semi-structured interviews focused on management practices, culture and leadership decision rights to enable talent inclusivity practices.

4.6 Research Questionnaire

As explained in the previous section, *SurveyMonkey* was used to design a web-based and self-completed questionnaire. The questionnaire consisted of seven areas described in the section that follows.

4.6.1 Inclusive Talent Management Norms and Practices

Respondents were asked to select the appropriate answer to indicate the extent to which they agree with the following aspects.

- Inclusive-friendly working environment,
- Fair access to functions and positions by all staff irrespective of background,
- Efforts made by the organisation to discourage exclusivity and discrimination at the workplace,
- Existence of an effective policy to prevent and deal with harassment,
- Promotion of work/family balance,
- Implementation of an inclusive development program for all staff irrespective of background or origin,
- Inclusive balance at different teams and projects,

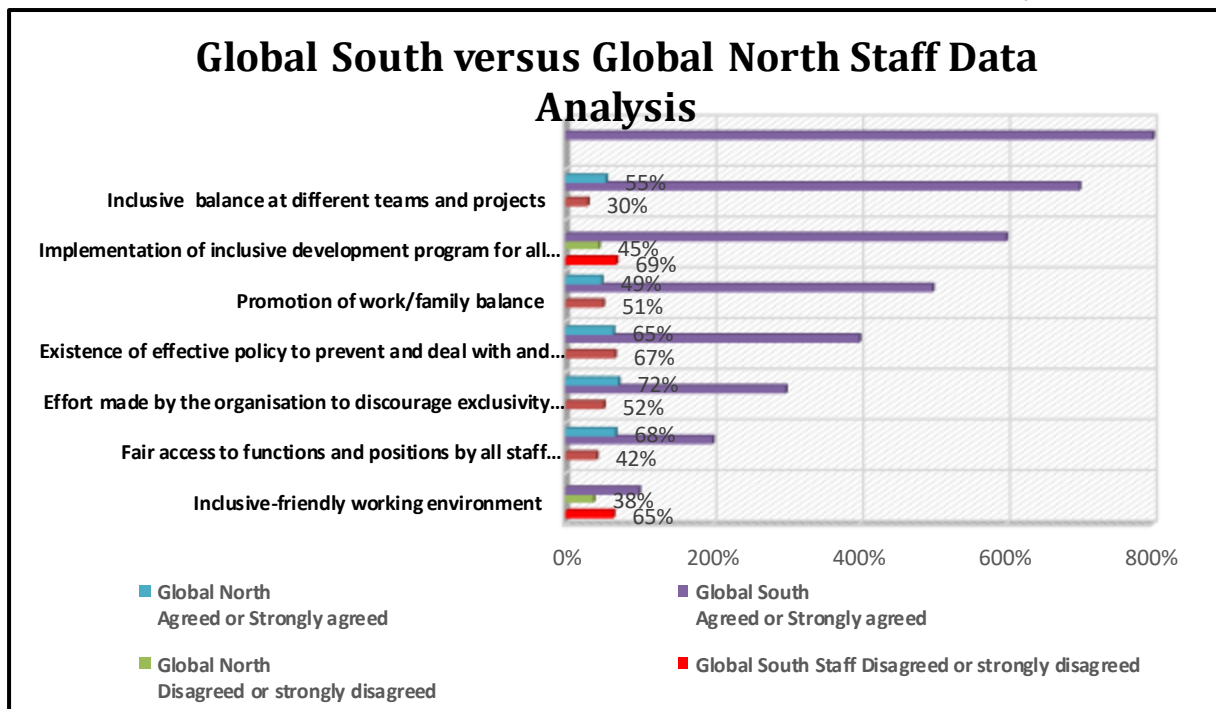
A five-point and weighted Likert scale is used as follows: Strongly disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), and Strongly agree (5).

4.7 Overall Data Analysis

4.7.1 Global South versus Global North Staff Data Analysis

- Inclusive-friendly working environment: 65% of global south staff disagreed or strongly disagreed, and 38% of global north staff disagreed or strongly disagreed
- Fair access to functions and positions by all staff irrespective of background: 42% of global south staff agreed or strongly agreed, while 68% of global north staff agreed or strongly agreed.
- Effort made by the organisation to discourage exclusivity and discrimination at the workplace: 52% of global south staff agreed or strongly agreed, while 72% of global north staff agreed or strongly agreed
- Existence of effective policy to prevent and deal with harassment: 67% of global south staff agreed or strongly agreed, while 65% if global north staff agreed or strongly agreed.
- Promotion of work/family balance: 51% of global south staff agreed or strongly agreed, while 49% of global north staff agreed or strongly agreed
- Implementation of inclusive development program for all staff irrespective of background or origin: 69% of global south staff disagreed or strongly disagreed, while 45% of global north staff disagreed or strongly disagreed.
- Inclusive balance at different teams and projects: 30% of global south staff agreed or strongly agreed, while 55% of global north staff agreed or strongly agreed.

Figure 1: Global South versus Global North Staff Data Analysis



4.7.1.1 Summary

The findings overall highlighted gaps in perceptions of global south and global north staff on talent inclusivity management practices, policies and culture. Global South staff had fewer positive scores on talent inclusivity compared with Global North staff, whose scores were more favourable. We argue that this suggests staff from the global south believe the organisation needs to improve its talent inclusivity practices.

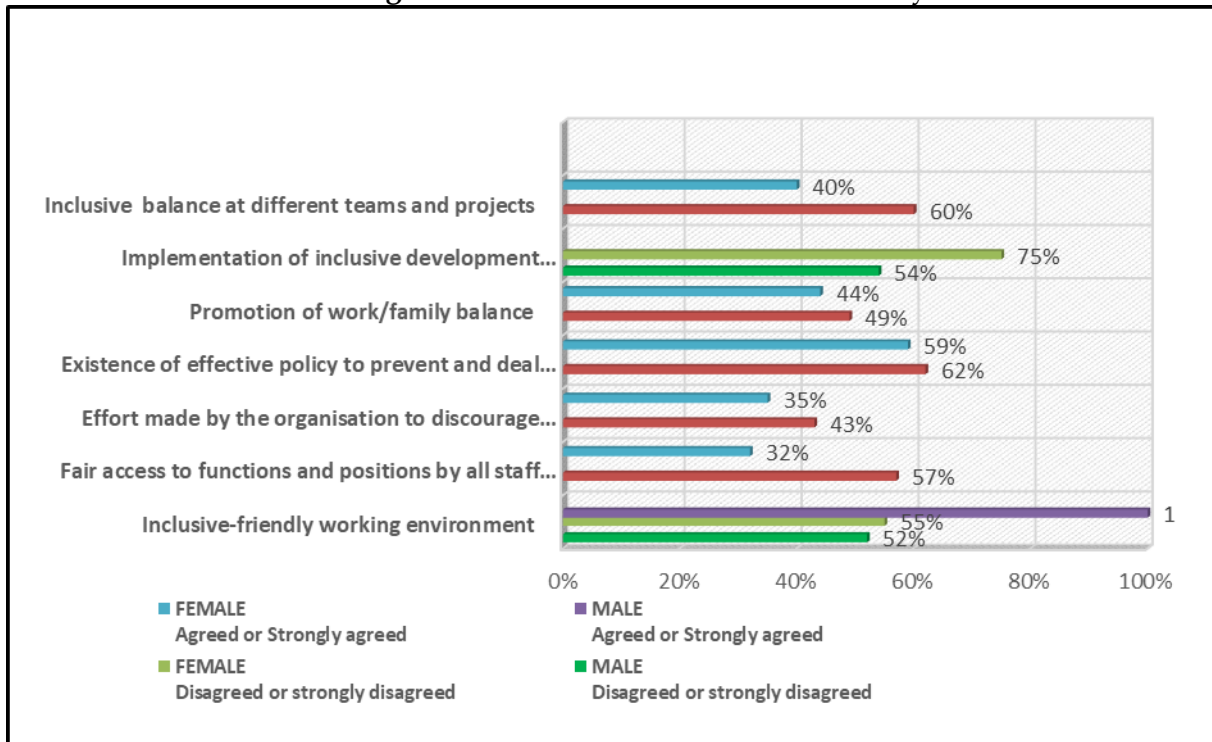
4.7.2 Female versus Male Staff Data Analysis

- Inclusive-friendly working environment: 55% of female staff disagreed or strongly disagreed, and 52% of male staff disagreed or strongly disagreed
- Fair access to functions and positions by all staff irrespective of background: 32% of female staff agreed or strongly agreed, while 57% of male staff agreed or strongly agreed.
- Effort made by the organisation to discourage exclusivity and discrimination at the workplace: 35% of female staff agreed or strongly agreed, while 43% of male staff agreed or strongly agreed
- Existence of effective policy to prevent and deal with harassment: 59% of female staff agreed or strongly agreed, while 62% of male staff agreed or strongly agreed.
- Promotion of work/family balance: 44% of female staff agreed or strongly agreed, while 49% of male staff agreed or strongly agreed
- Implementation of inclusive development program for all staff irrespective of background or origin: 75% of female staff disagreed or strongly disagreed, while 54% of male staff disagreed or strongly disagreed.
- Inclusive balance at different teams and projects: 40% of female staff agreed or strongly agreed, while 60% of male staff agreed or strongly agreed.

4.7.2.1 Summary

The findings overall highlighted gaps in perceptions of male and female staff on talent inclusivity management practices, policies and culture. Female staff had lower positive scores on talent inclusivity than male staff, whose scores were more favourable. We argue that this suggests female staff believe the organisation needs to improve its talent inclusivity practices.

Figure 2: Female and Male Staff Data Analysis



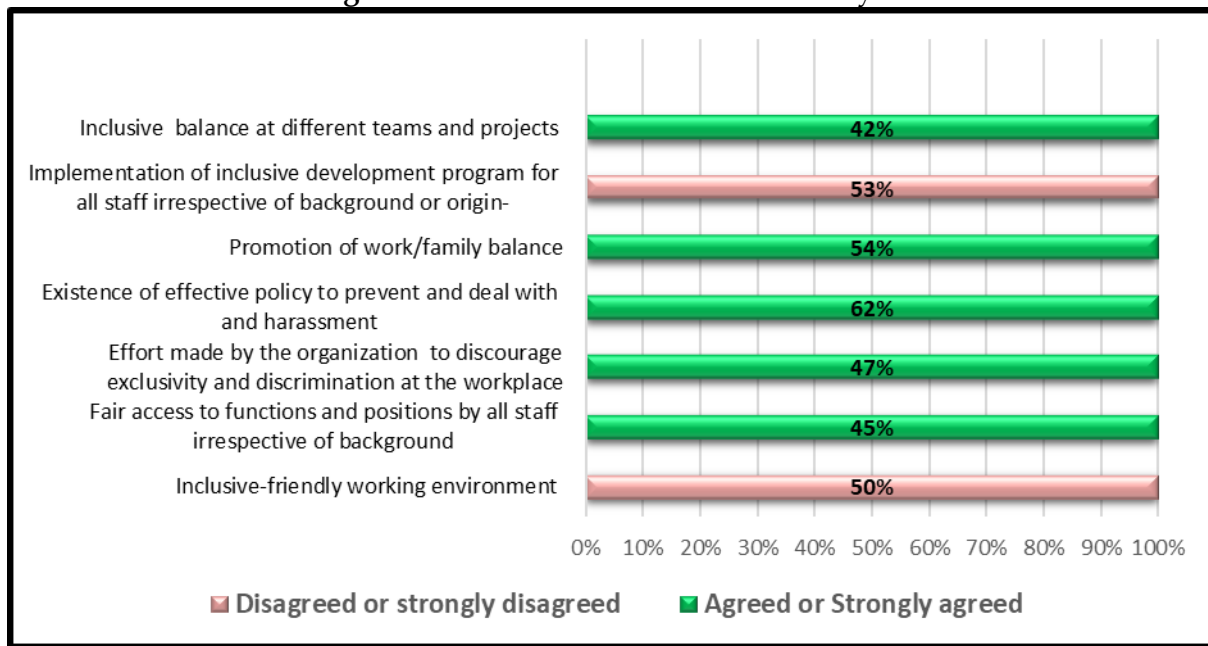
4.7.3 Staff with Disabilities

- Inclusive-friendly working environment: 50% disagreed or strongly disagreed
- Fair access to functions and positions by all staff irrespective of background: 45% agreed or strongly agreed.
- Effort made by the organization to discourage exclusivity and discrimination at the workplace: 47% agreed or strongly agreed
- Existence of effective policy to prevent and deal with harassment: 62% agreed or strongly agreed
- Promotion of work/family balance: 54% agreed or strongly agreed
- Implementation of inclusive development program for all staff irrespective of background or origin: 53% disagreed or strongly disagreed
- Inclusive balance at different teams and projects: 42% agreed or strongly agreed.

4.7.3.1 Summary

The findings overall highlighted that staff with disabilities have mixed scores on the areas covered. There were generally either average or slightly positive scores for policies to prevent harassment, fair access to promotion pathways and an inclusive, friendly work environment. We argue that this suggests staff with disabilities believe the organisation needs to improve its talent inclusivity practices.

Figure 3: Staff with Disabilities Data Analysis



4.7.4 Learning and Development Data Analysis

The lack of learning and development programs for women is a key challenge perceived by women as well as staff from the global south. Staff from the global south also indicated this as a barrier to their career growth. Overall, nearly 52% of female staff surveyed strongly disagree or disagree with the statement ‘our office implements development programs that enable women to get new skills, and promotions.’ In addition, nearly 48% of global south employees surveyed strongly disagree or disagree with the statement “our organisation implements learning and development programmes that enable staff from the global south to get new skills and promotions”. These data align with the previous findings of the 2022 and 2023 employee opinion survey, which identified similar challenges to talent inclusivity in the organisation.

The comparison of opinions by geographical location revealed that half of the women (63%) in global south offices have a negative opinion, compared to 37% of women in global north offices. 55% of women in general and 62% of men from the global south have the same perspectives regarding development opportunities available to them. It can be argued that the organisation’s systems are not inclusive and friendly, highlighting weaknesses in gender and global south staffing inclusivity. Over half of the employees of the case study organisation believed that organisational policies, structures, and procedures should be reviewed with a talent inclusivity lens to create a culture conducive to females and staff from the global south. The vast majority of men (88%) are positive about the organisation's learning and development programs. This situation could be explained by the fact that learning and development programs are approved by leadership and management teams dominated by men. This could potentially lead to stereotypes about women and biases in decision-making (Paludi, 2013). This finding suggests that a male-dominant organisational culture influences the extent to which learning and development programmes are seen as inclusive. Another

challenge observed in the career development of women and Global South staff is the struggle to balance work and family. About 45% of female staff and 57% of Global South staff believe the organisation does not promote work and family balance.

Respondents made a total of 100 recommendations (55 from women and 45 from men). These recommendations were grouped under three factors: management practices, organisational culture and leadership.

In summary:

- There were marked differences in perceptions of female staff from the global south and female staff from the global north on talent inclusivity practices. Perceptions of female staff from the global north were more positive compared to those of female staff from the global south. This suggests there is a need to design talent-inclusive practices that focus on female staff from the global south.
- There are modest differences in perceptions between staff from the global north and staff from the global south. Generally, staff from the global south held negative perceptions of the organisation's talent inclusivity practices. This suggests the need to pay extra attention to inclusive talent management practices that target and empower staff from the global south.
- A significant number of recommendations (55%) had to do with management practices. Regardless of background, respondents indicated a need to look at management practices and procedures that influence inclusive talent management norms and practices on career development for women and staff from the global south within the organisation. Almost 25% of recommendations made had to do with work-life balance, which indicates the importance of embedding management practices with implicit rules and customs and principles that shape how organization reinforces inclusive talent management practices to ensure work-life culture and behaviour. 1 out of 5 recommendations related to leadership factors, and this suggests the need for senior leadership to take bold steps to « *walk the talk* » on talent inclusivity culture and leadership actions and behaviors.

4.7.5 Talent Inclusivity Initiatives Implemented

In light of the results of the data, an action plan was designed with a twelve months' period and senior leadership discussed and agreed that there was an alignment between the organisation's employment value proposition to be an employer of choice and its core values of empowerment, inclusion and community. We assert this represented a deontological mindset at the highest level of the organisation. Senior leadership implemented a series of corrective actions to address the gaps. These included signing a memorandum of understanding (MOU) with 4 global reputable universities in each of the regions where it had operations. The company also instituted its inaugural graduate recruitment programme targeting final year graduates from less represented communities in the 4 universities. A new digitally driven performance management system was also introduced to ensure a more transparent and inclusive performance management culture. All line managers were enrolled in inclusive

management training programmes, and they were also expected to be measured against inclusivity-related KPIs. Members of the board were also provided with customized training on talent inclusivity in corporate governance.

A new applicant tracking system (AST) has been purchased, and the talent acquisition team has started using anonymisation of resumes to reduce bias in longlisting and shortlisting processes. Pre-interview written tests are now anonymized and the senior leadership team has approved a new values and behaviors competencies framework to ensure coherence between talent acquisition, onboarding, performance management, learning and development and total rewards administration. A Chief Compensation Officer was hired to introduce a more transparent approach to pay design and management. The organisation has also introduced a new culture where the Board is provided with inclusivity updates at each of its six-monthly meetings.

The organisation refreshed its onboarding and new staff socialisation curriculum with an inclusivity toolkit, which provided a suite of slides, videos, case studies and examples of community-managed inclusive projects in its field operations for new staff and line managers. In addition, the organisation introduced an inclusivity month initiative, where accomplished leaders who were persons with disabilities, or from ethnic minorities or senior women in academia, business and the public sector were invited to share experiences on their professional and leadership journeys. Talent inclusivity was also measured in upward 360-degree feedback processes for all managers and leaders beyond a certain grade level. A pulse survey administered in the last quarter of 2025 for a selected sample of line managers revealed that 65% of the respondents agreed on a Likert scale of 4.2 and confirmed noticeable improvements in the culture and practice of talent inclusivity within the organisation. 12 out of 18 new graduate trainees, i.e. 66% who were interviewed during a focused group discussion during this period, also confirmed on a likert scale of 3.8 that they were excited with the respectful, conducive work environment within the organisation. 2 out of the 12 graduate trainee who were persons with disability also confirmed on a likert scale of 3.65 that they appreciated the culture and practice of respectful and inclusive culture by their line managers.

4.7.6 A Model to Ensure Talent Inclusivity in A Global Organisation

Based on the findings of this research, we propose a model to ensure talent inclusivity is mainstreamed into all relevant and applicable organisational human resources management and development systems, practices and processes.

4.7.6.1 Leadership Commitment to Do Right

The most significant foundation for success with this framework is senior leadership commitment and political will to invest in talent inclusivity to align with its organisational values and overall strategic priorities. This support must come from senior executive leaders as well as members of the board at the highest level of corporate governance. This commitment becomes the deontological imperative for any talent inclusivity initiative. In practical terms, this means leadership commitment and

political will to support concrete talent inclusivity initiatives to avoid staff perception of tokenism or symbolism. Some examples include senior leaders' role modeling inclusive leadership behaviors and decision making, approving budgetary provisions to implement talent inclusivity initiatives, and providing oversight to track implementation of talent inclusivity initiatives across all human resource decisions, initiatives, processes and practices. The deontological imperative also means an ability by leadership to display a commitment to a course of action in the face of challenge, to act consistently and in line with understood ethical requirements.

4.7.6.2 Building Talent Pools Through Internships & Graduate Recruitment Programmes

Talent inclusivity can be enhanced by identifying opportunities to establish internship and graduate recruitment programs with universities to talent-spot promising candidates from underrepresented communities in line with organisational values of inclusivity. Depending on resourcing needs, an organisation can periodically organise Job Fairs at universities to attract a diverse and inclusive pool of graduates for internships as well as graduate recruitment programmes for entry-level roles.

4.7.6.3 Accountability & Talent Acquisition Processes

Senior leadership and the board members must walk the talk and support and hold management to account to institutionalize incentives to reinforce inclusion in talent acquisition processes. Specific examples are:

- The organisation must include a statement of its aspiration to be an equal opportunities employer in all job advertisements. This must be reinforced with an intentional strategy to promote job advertisement in diverse websites and platforms that are tailored to underrepresented communities.
- There must be an intentional decision to select the applicant from the underrepresented group in the final selection process, where the gaps in scores are narrow between a candidate from a well-represented group and under-represented group.
- Ensure that an adequate proportion of individuals from diverse backgrounds sit on interview panels.
- Ensure that interview processes (selection of applications, timing of the actual selection process, interview questions, etc) are sensitive to time zones.
- Systematically assess the inclusivity sensitivity of candidates during the selection process and via reference checks.

4.7.6.4 Onboarding as a Tool for Socialisation of the Right Organisational Culture

Talent inclusion must be part of the content of all onboarding processes for senior leadership, the board and staff. This helps to embed the right culture of talent inclusivity. Specifically, the board provides leadership by holding Management accountable to ensure there are visible norms, artifacts, patterns, rituals, symbols, and

stories of heroes that visibly demonstrate the existence of talent inclusivity across the organisation's talent management practices.

Additional specific measures are:

- Include in the onboarding package materials, information, and resources on inclusivity.
- Conduct further assessment of new staff during probation period on their inclusivity sensitivity skills, e.g. understanding of the needs of male and female staff, transgender individuals from diverse backgrounds, global north versus global south relationship building, mutual respect and tolerance, fairness and transparency, etc.

4.7.6.5 Performance Management

- Set measurable objectives for inclusivity sensitivity and ensure they are observed, measured and acknowledged via the personal development plan and performance management process, and addressed as a learning and development need.
- Key competencies that must be measured include emotional intelligence, intercultural sensitivity and empathetic leadership.
- Orient all managers with supervision roles on potential inclusivity-related biases and conflicts during the performance appraisal process and how to address them. Line Managers should remain aware of the biases and point out and, if identified, have them addressed while reviewing performance appraisal documents.

Being sensitive to understand/discern power dynamics/gaps within the organisation, being aware of the social distance between colleagues within teams across every level of the organisation due to different cultures, ages, and genders, adapting leadership and management engagement style, bridging the gap with more effective communication, applying feedback tools to build a healthy team spirit across the organisation

4.7.6.6 Technical Capacity Through Learning and Development

Technical capacity refers to providing inclusion leadership awareness training and skills to board members and senior management teams, and assessing the impact of those knowledge management initiatives. This has to be reinforced by training all staff on inclusive work practices so the entire workforce is on the same page.

Practically, this means:

- Include inclusivity-related topics in organisation-wide learning and development offerings that will provide workshops, listening circles, and safe spaces for inclusion conversations internally.
- Conduct at least one inclusivity awareness session and update for all staff in each year based on time zones and regions.
- Conduct at least one inclusivity awareness session and update quarterly at senior leadership meetings.

- Conduct at least one inclusivity awareness session and update at each company-wide retreat
- Ensure that learning and development programs are conducted in family-friendly hours/periods;
- Identify high-performing potential staff from underrepresented groups and prepare them for succession to higher roles and responsibilities in line with the organisation's career development pathway processes.
- Consider inclusivity balance when nominating staff for learning and development initiatives that offer career development opportunities.
- Encourage knowledge management on inclusivity through case studies and team presentations at relevant middle and senior leadership team meetings
- Ensure inclusivity balance in project teams across the organisation

4.7.6.7 Compensation and Talent Justice

- Ensure inclusivity is integrated into compensation decisions in line with the organisation's compensation philosophy using the concept of "*applied comparatio*".
- Ensure all human resources policies are available, accessible and administered transparently in line with due processes and staff are provided with periodic training.

4.7.6.8 Inclusive Engagement Touch Points

- Ensure inclusivity-related questions are integrated into annual staff opinion and engagement surveys.
- Introduce a recognition event to encourage staff who have been the most inclusive and sensitive during the year, or during a defined period of time. The outcome intended here is to create an environment where people pay more attention to inclusive-related issues.

4.7.6.9 Implementation

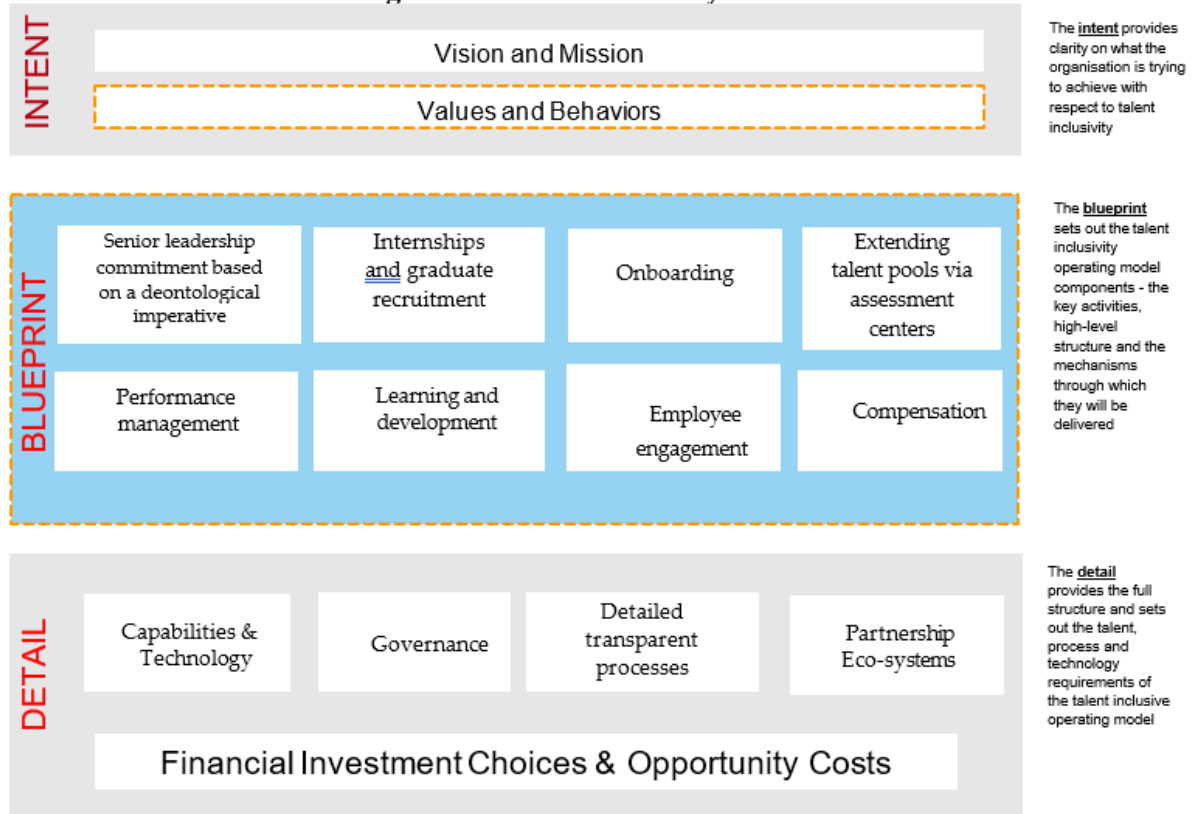
In each year, the Chief HR officer must work with senior leadership, including the board's HR committee, to define high-level performance objectives to support the implementation of the technical approach to mainstream inclusivity into all aspects of the organisation's human resources management systems and processes. HR Partners will be required to discuss the framework in regular meetings with staff and consider revisions to the framework as and when appropriate for the approval of the senior leadership team.

4.7.6.10 Monitoring & Evaluation & Reporting

- The HR Team will provide monitoring and evaluation support to line managers, and provide and the Chief HR Officer must submit an update to the senior leadership team every 6 months.

- The Chief HR Officer must develop an Inclusive mainstreaming checklist, which will be maintained by the respective HR Partners and reviewed every 6 months.

Figure 1 : A Talent Inclusivity Framework



5. Conclusion

Using a case study of a global organisation supported by an extensive literature review, this study analysed key concepts and practices that can be considered as the building blocks to implement effective talent inclusivity practices in an organisation. Leadership at the highest level of governance is key as board members as leaders need to do deep introspection to appreciate themselves, acknowledge their predispositions, blind spots, and vulnerabilities, and then be open to appreciating the differences that colleagues bring to the table with their unique talents, personalities, working styles, and cultural backgrounds. This must be cascaded to the next layer of the senior leadership team. Inclusive leaders are individuals who are aware of their own biases and actively seek out and consider different perspectives to inform their decision-making and collaborate more effectively with others. Embodying talent inclusivity requires a combination of addressing shifts in mindset at the individual level and then reinforcing it with an organisation-wide model that institutionalizes talent inclusivity through onboarding, training, talent management strategies, policies, systems, and practices.

We believe three key findings have come out of this research. Namely:

- Inclusion in talent management practices facilitates the delivery of an organisation's strategic priorities. Talent inclusivity in a global organisation implementing poverty eradication programmes is a deontological imperative as well as a strategic advantage because it demonstrates alignment between the organisational values on inclusivity and its operating model that reflects the diversity and inclusivity of the communities where programmes are implemented.
- If an organisation's key stakeholders, e.g. funders, government partners and the board, align on the deontological and strategic imperativeness of talent inclusivity, this provides a solid foundation to implement talent inclusivity initiatives.
- Eight factors are important to enable a global organisation to implement talent inclusivity across its practices, culture and leadership. Specifically, these are senior leadership commitment, internships and graduate recruitment, onboarding as a tool for socialisation, extending talent pools, performance management, building technical capacity through learning and development, compensation, employee engagement and talent justice touch points. The study also highlighted the role of the Chief HR Officer as the principal talent inclusivity champion to provide operational effectiveness leadership to monitor and report on progress on all corporate talent inclusivity initiatives to senior leadership and the board.

5.1 Implications for Future Research

This study introduces a novel research area that links ethical philosophy with inclusive talent management practices. Even though the study focused on only one global organisation and therefore cannot be generalised across the board, it offers data and insights that can be replicated at scale for further analysis to confirm, modify or rebut the conclusions of this work. Future work will look at comparing talent inclusivity practices across profit and not-for-profit sectors to examine similarities and differences in approach. The integration of deontological ethics and organisational inclusivity strategies provides a new area for HR practitioner-scholars to study further.

Creative Commons License Statement

This research work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-nd/4.0>. To view the complete legal code, visit <https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode.en>. Under the terms of this license, members of the community may copy, distribute, and transmit the article, provided that proper, prominent, and unambiguous attribution is given to the authors, and the material is not used for commercial purposes or modified in any way. Reuse is only allowed under the terms of the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Casely Ato Coleman is a Senior Fellow of the leading African think tank, IMANI Centre for Policy Education. Casely has over 30 years of experience in International Development, Human Resources and Organisational Leadership. He has worked in senior leadership roles for global organisations such as World Vision International, Plan International, European Climate Foundation, Meliore Foundation, and with the UNFPA. He has almost 18 years of experience teaching as a Visiting Professor of HR Strategy & Organisational Behavior at the Institut Supérieur de Management (ISM), Senegal and was also a part-time lecturer in HR and organisational behavior at the University of Ghana Business School. Casely brings a practitioner scholarship lens to his work. His key areas of consulting and research include HR strategy execution, knowledge management, organisational culture, compensation, politics of industrial relations, organisational redesign, restructuring and change management and leadership in complex humanitarian contexts. He has degrees from the University of Ghana, the University of Bergen, Norway and the London School of Economics And Political Science, UK.

References

- Al-Manasra, E. (2013). What Are the "Glass Ceiling" Barriers Effects on Women Career Progress in Jordan?. *International Journal of Business and Management*, 8(6), pp.40 – 46. <https://doi.org/10.5539/ijbm.v8n6p40>
- Anlesinya, A., Dartey-Baah, K., & Amponsah-Tawiah, K. (2019). Strategic talent management scholarship: a review of current foci and future directions. *Industrial and Commercial Training*, 51(5), pp. 299–314. Retrieved from <https://sw.leadershipacademy.nhs.uk/wp-content/uploads/sites/33/2022/07/Strategic-talent-management-scholarship-Anlesinya-et-al-2019.pdf>
- Bombuwela, P. & De Alwis, A. (2013). Effects of Glass Ceiling on Women's Career Development in Private Sector Organizations – Case of Sri Lanka. *Journal of Competitiveness*, 5(2), pp. 3-19. Retrieved from <https://doi.org/10.7441/joc.2013.02.01>
- Boudreau, J. W., & Ramstad, P. M. (2007). *Beyond HR: The new science of human capital*. Boston: Harvard Business Press. Retrieved from https://books.google.ro/books/about/Beyond_HR.html?id=rrtFBlw1DB8C&redir_esc=y
- Collings, D. G. (2014). Toward mature talent management: Beyond shareholder value. *Human Resource Development Quarterly*, 25(3), 301-319. <https://doi.org/10.1002/hrdq.21198>

- Collings, D. G., Scullion, H., & Vaiman, V. (2011). European perspectives on talent management. *European Journal of International Management*, 5(5), 453-462. <https://doi.org/10.1504/EJIM.2011.042173>
- Cox, E. T. (2017). *Creating an Inclusive Workplace: Understanding and Leveraging the Impact of Diversity and Inclusion in the Corporate Culture*. McGraw-Hill Education. Retrieved from <https://www.glmc.com/pdf/Creating-Inclusive-Workplaces-2.pdf>
- Creelman, D. (2004). Return on investment in talent management: Measures you can put to work right now. *Human Capital Institute*, 2121
- Davis, K. (1960). Can businesses afford to ignore social responsibilities? *California Management Review*, 2, 70-76. <https://doi.org/10.2307/41166246>
- Devillard, S., Sancier, S., Werner, C., Maller, I. & Cossof, C. (2013). *Women Matters*. McKinsey & Company. Retrieved from [https://www.mckinsey.com/~media/mckinsey/featured%20insights/women%20matter/addressing%20unconscious%20bias/womenmatter%202013%20report%20\(8\).pdf](https://www.mckinsey.com/~media/mckinsey/featured%20insights/women%20matter/addressing%20unconscious%20bias/womenmatter%202013%20report%20(8).pdf)
- Dries, N. (2013). Talent management, from phenomenon to theory. *Human Resource Management Review*, 23(4), 267-271. Retrieved from <https://doi.org/10.1016/j.hrmr.2013.08.006>
- Ernst & Young (2011). *The Working Mother Report: What Moms Choose*. [Online]. Available at: <http://www.wmmsurveys.com/WhatMomsChoose.pdf> (Accessed 11th March 2026)
- Franze, L. (2014). *Ambition and gender at work*. Institute of Leadership & Management. [Online]. Available at: https://www.i-l-m.com/~media/ILM%20Website/Downloads/Insight/Reports_from_ILM_website/ILM_Ambition_and_Gender_report_0211%20pdf.aspx (Accessed: 11 March 2026)
- Gallardo-Gallardo, E., & Thunnissen, M. (2016). Standing on the shoulders of giants? A critical review of empirical talent management research. *Employee Relations*, 38(1), 31-56. <https://doi.org/10.1108/ER-10-2015-0194>
- Hemphill, B. (2015). Social Justice as a Moral Imperative. *The Open Journal of Occupational Therapy* (3). <https://doi.org/10.15453/2168-6408.1150>
- Holck, L. & Stjerne, I. (2019). How Inclusive Can Exclusive Talent Management Be?. <https://doi.org/10.1108/978-1-83909-093-620201009>
- Huselid, M. A., Becker, B. E., & Beatty, R. W. (2005). *The workforce scorecard: Managing human capital to execute strategy*. Boston: Harvard Business Review Press. Retrieved from <https://hbsp.harvard.edu/product/2454-HBK-ENG>
- les, P., Preece, D., & Chuai, X. (2010). Talent management as a management fashion in HRD: Towards a research agenda. *Human Resource Development International*, 13(2), 125-145. <https://doi.org/10.1080/13678861003703666>
- Janis, I. L. (2013). *Groupthink: Psychological studies of policy decisions and fiascoes (2nd ed., [Nachdr.]*. Wadsworth. Retrieved from https://books.google.ro/books/about/Groupthink.html?hl=de&id=7oVEAAAAMAAJ&redir_esc=y

- Kagzi, M., & Guha, M. (2018). Does board demographic diversity influence firm performance? Evidence from Indian knowledge-intensive firms. *Benchmarking: An International Journal*, 25(3), 1028–1058. <https://doi.org/10.1108/BIJ-07-2017-0203>
- Kirsch, A. (2018). The gender composition of corporate boards: A review and research agenda. *The Leadership Quarterly*, 29(2), 346–364. <https://doi.org/10.1016/j.leaqua.2017.06.001>
- Kramer, M. R., & Porter, M. (2011). Creating shared value. *Harvard Business Review*, 89(1/2), 62-77. Retrieved from https://www.researchgate.net/publication/272576643_The_Big_Idea_Creating_Shared_Value_How_to_Reinvent_Capitalism_and_Unleash_a_Wave_of_Innovation_and_Growth
- Lewis, R.E. and Heckman, R.J., (2006). Talent management: A critical review. *Human resource management review*, 16(2), pp. 139-154. <https://doi.org/10.1016/j.hrmr.2006.03.001>
- Lockwood, N. (2004). The Glass Ceiling: Domestic and International Perspectives. *SHRM Research Quarterly*. [Online]. Available at: <http://www.shrm.org/Research/Articles/Documents/040329Quaterly.pdf> (Accessed: 11 March 2026)
- Marinakou, E., & Giousmpasoglou, C. (2019). Talent management and retention strategies in luxury hotels: evidence from four countries. *International Journal of Contemporary Hospitality Management* 2(8). <https://doi.org/10.1108/IJCHM-10-2018-0862>
- McCauley, C. & Wakefield, M. (2006). Talent management in the 21st century: Help your company find, develop, and keep its strongest workers. *The Journal for Quality and Participation*, 29(4), pp. 4-10. Retrieved from https://www.researchgate.net/publication/291877466_Talent_management_in_the_21st_century_Help_your_company_find_develop_and_keep_its_strongest_workers
- McGuinness, P. B., Vieito, J. P., & Wang, M. (2017). The role of board gender and foreign ownership in the CSR performance of Chinese listed firms. *Journal of Corporate Finance*, 42, 75–99. <https://doi.org/10.1016/j.jcorpfin.2016.11.001>
- Meyers, M. C., & Van Woerkom, M. (2014). The influence of underlying philosophies on talent management: Theory, implications for practice, and research agenda. *Journal of World Business*, 49(2), 192-203. Retrieved from <https://doi.org/10.1016/j.jwb.2013.11.003>
- Minbaeva, D., & Collings, D. G. (2013). Seven myths of global talent management. *The International Journal of Human Resource Management* 24(9): 1762–1776. <https://doi.org/10.1080/09585192.2013.777539>
- Mullen, B., Anthony, T., Salas, E., & Driskell, J. E. (1994). Group cohesiveness and quality of decision making: An integration of tests of the groupthink hypothesis. *Small Group Research*, 25(2), 189–204. <https://doi.org/10.1177/1046496494252003>
- Mucha, R.T. (2004). The Art and Science of Talent Management. *Organization Development Journal*, 22(4), pp. 96-100.

- Nkomo, S. M., & Cox, Taylor A. (2019). *Diverse Identities in Organizations: Exploring the Dark Side of Diversity and Inclusion*. Routledge. Retrieved from https://www.researchgate.net/publication/281179249_Diverse_identities_in_organizations
- Preece, D., Iles, P., & Chuai, X. (2011). Talent management and management fashion in Chinese enterprises: exploring case studies in Beijing. *The International Journal of Human Resource Management*, 22(16), 3413-3428. <https://doi.org/10.1080/09585192.2011.586870>
- Pucheta-Martínez, M. C., & López-Zamora, B. (2018). Corporate social responsibility strategies of Spanish listed firms and controlling shareholders' representatives. *Organization & Environment*, 31(4), 339-359. <https://doi.org/10.1177/1086026617722147>
- Ready, D.A. and Conger, J.A. (2007). Make your company a talent factory. *Harvard Business Review*, 85(6), pp. 68. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/17580649/>
- Robinson, G. (2020). *Inclusive Leadership: A Framework for the Global Era*. Palgrave Macmillan.
- Rothwell, W.J. (2011). Replacement planning: A starting point for succession planning and talent management. *International Journal of Training and Development*, 15(1), pp. 87-99. <https://doi.org/10.1111/j.1468-2419.2010.00370.x>
- Schiemann, W.A. (2014). From talent management to talent optimization. *Journal of World Business*, 49(2), pp. 281-288. <https://doi.org/10.1016/j.jwb.2013.11.012>
- Schruijer, S. (2005). Do Women Want to Break the Glass Ceiling? A Study of Their Career Orientations and Gender Identity in The Netherlands. *Management Revue*, 17(2), pp. 143-154. Retrieved from https://www.imrpress.com/journal/MRev/17/2/10.5771/0935-9915-2006-2-143?utm_source=researchgate.net&utm_medium=article
- Schuler, R. S., Jackson, S. E., & Tarique, I. (2011). Global talent management and global talent challenges: Strategic opportunities for IHRM. *Journal of World Business*, 46(4), 506-516. <https://doi.org/10.1016/j.jwb.2010.10.011>
- Sheehan, M. & Anderson, V. (2015). Talent management and organizational diversity: A call for research. *Human Resource Development Quarterly*, 26(4), pp. 349-358. <https://doi.org/10.1002/hrdq.21247>
- Sparrow, P., Scullion, H. & Tarique, I. (2014). *Multiple lenses on talent management: Definitions and contours of the field*. Contemporary issues in International Context, Cambridge University Press. Retrieved from <https://www.cambridge.org/core/books/abs/strategic-talent-management/multiple-lenses-on-talent-management-definitions-and-contours-of-the-field/0AC60145174D294C0E7E24F9FC97A518>
- Subramaniam, I., Arumugam, T. & Abu Baker Akeel, A. (2013). Demographic and Family Related Barriers to Women Managers' Career Development. *Asian Social Science*, 10(1), pp. 86-94. <https://doi.org/10.5539/ass.v10n1p86>

- Swailles, S., Downs, Y., & Orr, K. (2014). Conceptualising inclusive talent management: Potential, possibilities and practicalities. *Human Resource Development International* 17(5): 529–544. Retrieved from https://eprints.hud.ac.uk/id/eprint/21519/3/Inclusive_talent_management_Revision_12_May_FINAL.pdf
- Tarique, I. & Schuler, R.S. (2010). Global talent management: Literature review, integrative framework, and suggestions for further research. *Journal of World Business*, 45(2), pp. 122-133. <https://doi.org/10.1016/j.jwb.2009.09.019>
- Tatli, A., Vassilopoulou, J., & Özbilgin, M. (2013). An unrequited affinity between talent shortages and untapped female potential: The relevance of gender quotas for talent management in high-growth potential economies of the Asia Pacific region. *International Business Review*, 22(3), 539-553. <https://doi.org/10.5465/AMBPP.2012.12558abstract>
- Terjesen, S., Sealy, R., & Singh, V. (2009). Women directors on corporate boards: A review and research agenda. *Corporate Governance: An International Review*, 17(3), 320–337. <https://doi.org/10.1111/j.1467-8683.2009.00742.x>
- Thomas, R. (2019). *Inclusion and Diversity in the Workplace: Building a Culture of Belonging*. Harper Collins.
- Wentling, R. & Thomas, S. (2009). Workplace culture that hinders and assists the career development of women in information technology. *Information Technology, Learning and Performance Journal*, 25(1), pp. 25–42. Retrieved from <https://files.eric.ed.gov/fulltext/ED504735.pdf>
- Wilson, E. (2014). Diversity, Culture and the Glass Ceiling. *Journal of Cultural Diversity*, 21(3), pp. 83 – 89. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/25306838/>
- Womack, S. (2005). *Juggling family and work is career barrier, say women*. The Telegraph. [Online]. Available at: <http://www.telegraph.co.uk/news/uknews/1499944/Juggling-family-and-work-is-career-barrier-say-women.html> Accessed 11th March 2026.
- World Economic Forum (2011). *Global Talent Risk – Seven Responses*. Geneva: World Economic Forum. Retrieved from https://www3.weforum.org/docs/PS_WEF_GlobalTalentRisk_Report_2011.pdf
- Worrall, L., Harris, K., Thomas, A., Stewart, R., Jessop, S., McDermott, P. & Platten, A. (2008). Organisational Cultures: Progression and Retention Barriers to Women in the UK Construction Industry. *The International Journal of Diversity in Organisations, Communities and Nations*, 8(3), pp. 33-39. Retrieved from <https://salford-repository.worktribe.com/output/1435632/organisational-cultures-progression-and-retention-barriers-to-women-in-the-uk-construction-industry>