

Tilburg University

INCLEAD

Veli Korkmaz, Ayfer; van Engen, Marloes; Schalk, R.; Bauwens, Robin; Knappert, Lena

Publication date:
2022

Document Version
Version created as part of publication process; publisher's layout; not normally made publicly available

[Link to publication in Tilburg University Research Portal](#)

Citation for published version (APA):
Veli Korkmaz, A., van Engen, M., Schalk, R., Bauwens, R., & Knappert, L. (2022, Nov 10). INCLEAD: Development of an inclusive leadership measurement tool.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

INCLEAD: Development of an inclusive leadership measurement tool

Ayfer Veli Korkmaz (Tilburg University)
Marloes van Engen (Radboud University)
René Schalk (Tilburg University)
Robin Bauwens (Tilburg University)
Lena Knappert (Free University Amsterdam)

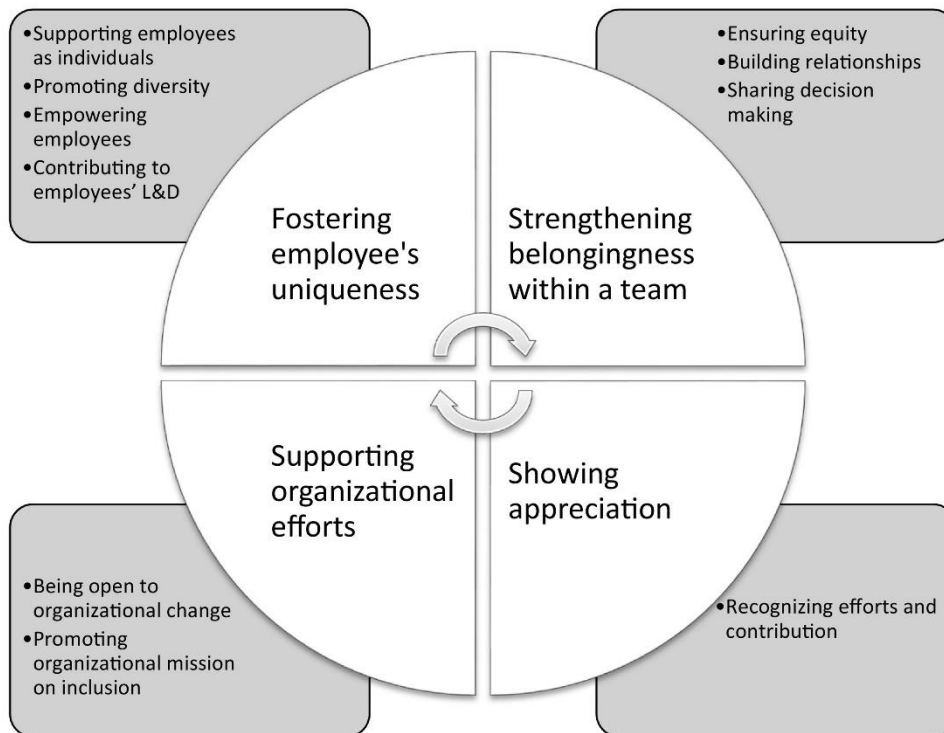
The field of inclusive leadership has been progressing since Nembhard and Edmondson (2006) coined the first definition of inclusive leadership as “words and deeds by a leader or leaders that indicate an invitation and appreciation for others' contributions” (p.927).

Contemporaneous with the developments around the conceptualization of inclusive leadership, attempts to operationalize the concept were also taken (e.g., Nembhard & Edmondson, 2006; Carmeli et al., 2010; Zheng et al., 2017). However, we suggest that the measurement tools developed are not fully representing the concept of inclusive leadership which means the field is missing an all-embracing operationalization. This is also in line with Shore and colleagues (2011) suggestion on developing measurement tools for each inclusion focus. Having such a measurement tool is essential for the progression of the field.

In this paper, as preview of an ongoing research manuscript, we aim to provide the field with an inclusive leadership operationalization reflecting a consolidated conceptualization of inclusive leadership. We use the consolidated conceptualization of inclusive leadership developed recently based on the existing knowledge in the literature (Veli Korkmaz et al., 2022).

The Figure below summarizes the four dimensions and 10 subthemes of inclusive leadership as distinguished by Veli Korkmaz et al. (2022).

Figure 1: A consolidated conceptualization of inclusive leadership



While developing the inclusive leadership scale based on this framework, we adopted a multi-step approach:

1. Collecting a number of measurement tools available in the literature* (e.g., Ashikali et al., 2021; Carmeli et al., 2010; Nembhard & Edmondson, 2006)
 - a. The first author mapped each item against the inclusive leadership conceptualization to get a view on the inclusive leadership dimensions and categories measured. This mapping showed some of the inclusive leadership categories were not represented.
 - b. In collaboration with two master's students, two of the authors investigated the items based on the following criteria
 - i. whether the items measure behaviors
 - ii. the levels (i.e., employee, team, organization)

- iii. whether the items are clear
 - iv. whether there were overlapping items
 - c. According to the criteria, the team made the decision to adjust or exclude the items.
 - d. Finally, we reviewed the categories which were not represented by available items and developed items to fill this gap. At the end of this step, we ended up with 34 items in total.
2. In order to ensure validity, we ran a pre-validation with a sample of 549 employees. Overall, these results confirm that the 34-item pool is a valid and reliable way to measure inclusive leadership as a four-dimensional second-order construct (CFI = 0.95; RMSEA = 0.05; SRMR = 0.05) in line with the framework advanced by Veli Korkmaz and colleagues (2022).

The items are listed in Table 1.

WHITE PAPER DO NOT CITE WITHOUT EXPLICIT PERMISSION BY AUTHORS

Dimensions	Themes	Final item
Facilitate Individuals' Uniqueness (A)	Support employees as individuals (1A)	<p>My supervisor supports each one of us both at personal and work level.</p> <p>My supervisor encourages each one of us to approach him/her on personal issues.</p> <p>My supervisor encourages each one of us to approach him/her for support</p>
	Foster diversity (2A)	<p>My supervisor encourages each one of us to share our ideas openly.</p> <p>My supervisor encourages everyone to make use of each other's unique backgrounds during problem-solving.</p> <p>My supervisor fosters unique contributions of each one of us.</p> <p>My supervisor makes sure that each one of us is invited to express different viewpoints.</p>
	Empower employees (3A)	<p>My supervisor encourages each one of us to take initiative.</p> <p>My supervisor gives each one of us personal authority to make decisions on how to accomplish tasks on our own.</p> <p>My supervisor encourages each one of us to solve problems ourselves instead of just telling us what to do.</p> <p>My supervisor empowers each one of us to make work-related decisions.</p>
	Contribute to employees' L&D (4A)	<p>My supervisor helps each one of us to learn from mistakes to develop ourselves.</p> <p>My supervisor gives attention to learning and development opportunities for each one of us.</p> <p>My supervisor helps each one of us to further develop ourselves.</p>
Foster Belongingness in a Team (B)	Ensure equity (1B)	<p>My supervisor encourages honesty as a virtue within the team.</p> <p>My supervisor treats team members fairly.</p> <p>My supervisor treats team members equally.</p> <p>My supervisor makes sure that nobody is left out in the team.</p>
	Build relationships (2B)	<p>My supervisor encourages team members to build closer connections with one another.</p> <p>My supervisor encourages collaboration within the team.</p>

		My supervisor facilitates a strong team spirit.
	Share decision making (3B)	My supervisor fosters participative decision making within the team. My supervisor explains the reasoning behind the decisions to the team. My supervisor motivates team members to come to a common agreement for action. My supervisor makes decisions together with the team when it is possible.
Appreciate People's Efforts (C)	Recognize Employees' Efforts (1C)	My supervisor shows recognition for the contributions made by the team. My supervisor praises the efforts of all team members. My supervisor shows appreciation for the effort made by individuals.
Support Organizational Efforts (D)	Open to organizational change (1D)	My supervisor is open to change the way we proceed to achieve our goals within the organization. My supervisor acts constructively to reluctance towards changes happening within the organization. My supervisor is attentive to new opportunities to improve work processes within the organization.
	Promote organizational mission on inclusion (2D)	My supervisor communicates how inclusion contributes to organizational outcomes. My supervisor communicates the benefits of diversity for our organization. My supervisor communicates dedication to establishing an organization which represents diversity in society.

Table 1. INCLEAD: Inclusive leadership measurement tool

References

- *Adams, B. G., Meyers, M. C., & Sekaja, L. (2020). Positive leadership: Relationships with employee inclusion, discrimination, and well-being. *Applied Psychology, 69*(4), 1145-1173.
- *Ashikali, T., Groeneveld, S., & Kuipers, B. (2021). The role of inclusive leadership in supporting an inclusive climate in diverse public sector teams. *Review of Public Personnel Administration, 41*(3), 497-519.
- *Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. *Creativity Research Journal, 22*(3), 250-260.
- *Jin, M., Lee, J., & Lee, M. (2017). Does leadership matter in diversity management? Assessing the relative impact of diversity policy and inclusive leadership in the public sector. *Leadership & Organization Development Journal, 38*(2), 303-319.
- Korkmaz, A. V., van Engen, M. L., Knappert, L., & Schalk, R. (2022). About and beyond leading uniqueness and belongingness: A systematic review of inclusive leadership research. *Human Resource Management Review, 100894*.
- *Lapalme, M. È., & Doucet, O. (2018). The social integration of healthcare agency workers in long-term care facilities: A cross-sectional study. *International journal of nursing studies, 82*, 106-112.
- *Nembhard, I. M., & Edmondson, A. C. (2006). Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior, 27*(7), 941-966.
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management, 37*, 1262–1289.
- *Werder, K. P., & Holtzhausen, D. (2009). An Analysis of the Influence of Public Relations Department Leadership Style on Public Relations Strategy Use and Effectiveness. *Journal of Public Relations Research, 21*(4), 404–427.
- *Xiaotao, Z., Yang, X., Diaz, I., & Yu, M. (2018). Is too much inclusive leadership a good thing? An examination of curvilinear relationship between inclusive leadership and employees' task performance. *International Journal of Manpower, 39*(7), 882-895.
- *Zheng, X.X., Diaz, I., Zheng, X.T., & Tang, N.Y. (2017). From Deep-Level Similarity to Taking Charge: The Moderating Role of Face Consciousness and Managerial Competency of Inclusion. *Leader & Organizational Development Journal, 8*(1), 89-104.