

Role models as drivers of inclusion

*Inclusive leadership among lower-level leaders: The influence of role modelling and climate
for inclusion*

MASTER THESIS

Radboud Universiteit



Author: Julie Harts

Student number: s1079769

Mail: Julie.Harts@ru.nl

Supervisor: dr. M.L. van Engen

Second assessor: dr. C. Essers

Project theme: inclusive leadership

Specialization: Strategic Human Resource Leadership

Institute: Radboud University

Date: 12-06-2024

Word count (including references): 12085

Content

Abstract	3
Preface.....	4
Introduction	5
Theoretical framework.....	8
Inclusive leadership	8
Role modelling as an antecedent to IL: Social learning theory	9
Climate for inclusion as moderator between role model behavior and IL	11
Conceptual model	13
Exploration of dimensions.....	13
Methodology	16
Research design	16
Research Ethics.....	16
Participants (sample).....	17
Data analysis.....	22
Results.....	23
Preliminary analysis.....	23
Hypothesis testing.....	24
Additional analysis.....	29
Discussion	30
Additional analysis.....	33
Limitations and future research	33
Practical implications.....	35
Conclusion.....	36
Reference list.....	37
Appendix	44
Appendix A.....	44
Appendix B.....	57
Appendix C.....	58

Abstract

Research on inclusion and inclusive leadership in the workplace is relatively recent, but has increased significantly. Because of this relative novelty, many antecedents and organizational context factors have not yet been explored and therefore current research responds to this. Drawing upon the social learning theory and climate for inclusion dimensions, this study examined the moderating role of a climate for inclusion in the relationship between inclusive role model behavior and inclusive leadership. The study has a quantitative, cross-sectional research design and the sample consisted of 172 respondents. The results show support for a moderating role of a climate with equitable employment practices, and contrary to what has been hypothesized, the results show support for a partially mediating role of climate for inclusion. When equitable employment practices are lacking in an organization, inclusive role models can compensate for this. Additionally, inclusive role models both directly affect inclusive leadership behavior among lower-level leaders and influence the organizational climate that in its place encourages inclusive leadership behavior among lower-level leaders. The results highlight the importance of exemplary role models in the organization when it comes to inclusion.

Keywords: inclusive leadership, role models, climate for inclusion, organizational context

Preface

This research is the last proof of proficiency for the Radboud University, Nijmegen's Master of Science (MSc) in Business Administration (SHRL). First, I would like to thank dr. M. L. van Engen very much for her guidance and support throughout this research. Her pleasant brainstorming sessions and feedback helped to increase the quality of my Master thesis. In addition, I would like to thank my second reader, dr. C. Essers, for her time and feedback. I cannot close without mentioning my fellow students of the thesis circle inclusive leadership, from whom I experienced a lot of support, learned a lot and where sociability was never lacking. Enjoy your reading!

Julie Harts,

Nijmegen, June 2024

Introduction

More and more companies are reflecting diversity in society and organizations are increasingly trying to embed diversity into the culture of the organization (Roberson & Perry, 2022). Diversity in terms of increased immigration, more women working, diverse cultures in society, more and different knowledge and skills, and an ageing population (Gross-Golacka et al., 2022). However, only being “diverse” as an organization is not enough. Despite their efforts to be more diverse, organizations sometimes fail to listen to and utilize underrepresented groups. Indeed, it is important for an organization to embrace and utilize this diversity as well (Randel et al., 2018). For example, a diverse team is not immediately an inclusive team (Ye et al., 2018). Diversity management in organizations plays a crucial role in fostering inclusion and creating an inclusive environment (Nishii, 2013). An inclusive organizational environment is considered a requirement worldwide because of its impact on organizational performance, as well as legal obligations around equity and ending discrimination (Shah et al., 2022). In this respect leaders can play an important role. Roberson and Perry (2022) highlight the importance of leaders actively exploring ways to appreciate and utilize the growing diversity within organizations to enhance organizational performance. One way to achieve this is through inclusive leadership (Gross-Golacka et al., 2022; Randel et al., 2018). Inclusive leadership allows an employee to be their unique self while having a sense of belonging to the organization too (Korkmaz et al., 2022). That is important because we want to be unique as human beings, but we also want to belong somewhere (Ruijters, 2018, p. 82).

Much research to date focuses on the influence of inclusive leadership on individual, team and organizational outcomes. There is a positive relationship between inclusive leadership and employees learning from mistakes or between inclusive leadership and psychological safety, creativity, affective commitment, and performance (Shore & Chung, 2022; Ye et al., 2019). Thus, research on outcomes is extensive. However, research on what organizational context factors influence inclusive leadership behavior is limited (Ashikali 2018; Ashikali 2023; Korkmaz et al., in press; Mendelsohn, 2021; Roberge et al., 2021; Shore & Chung, 2022; van der Hamsvoord, 2021). Whereas, according to Fiedler's (1978) contingency theory, leadership style and effectiveness is highly dependent on the context/ situation in which the leader finds him/ herself.

The contingency theory states that instability and uncertainty in the leader's environment affects the leader's control in a given situation which in turn affects a leader's behavior/ actions (Fiedler, 1978). For example, more recent research by Soyeon and Mannsoo (2019) shows that the effectiveness of transformational leadership depends on the organizational structure. Complementing this, Korkmaz et al. (in press) found that the norm-setting-, spatial-, and task-context influence the emergence of inclusive leadership. And so inclusive leadership as a leadership style cannot be seen as something isolated.

Several studies, as mentioned above, have examined determinants/ boundary conditions of inclusive leadership and indicate that role modelling regarding inclusive leadership and organizational climate in relation to inclusive leadership can be further explored (Ashikali, 2023; Gerritsen, 2020; Korkmaz et al., in press; Roberge et al., 2021; Shore & Chung, 2022; Van der Hamsvoord, 2021). Therefore, this research tries to fill this gap, by focusing on these two important organizational aspects derived from previous studies (Ashikali, 2023; Gerritsen, 2020; Korkmaz et al., in press; Roberge et al., 2021; Shore & Chung, 2022; Van der Hamsvoord, 2021) and further test these.

A role model serves as a source of inspiration and a source from who you can learn (Brown & Treviño, 2014). According to Mendelsohn (2021), supervisors who have inclusive leaders themselves are more likely to exhibit inclusive behaviors. Reversely, if there is a negative sanction attached to performing inclusive behavior or if this inclusive behavior is not seen as desirable, the leader will not readily reproduce what has been learned (Bandura, 1977). According to Booyesen (2014), an inclusive climate is crucial for a leader to develop inclusive leadership behavior. A climate for inclusion is defined by Nishii (2013) as a climate with equitable employment practices, where differences are integrated, and in which people are included in decision-making. Drawing on this, Bandura's (1977) social learning theory and Nishii's (2013) three dimensions of an inclusive climate are used to test the relationship between role model behavior, inclusive leadership and an inclusive organizational climate.

The purpose of this study is to provide insight into how a climate for inclusion affects the relationship between role models in higher levels of the organization and inclusive leadership behavior performed by lower-level supervisors in the organization. This study, therefore examines whether a climate for inclusion can moderate the relationship between role models and inclusive leadership behavior. This leads to the following central research question:

Research question (RQ): *To what extent do role models in higher-level management positions influence inclusive leadership behavior among lower-level supervisors, and to what extent is this relationship moderated by a climate for inclusion?*

In this way, this study responds to the request of previous studies to further examine facilitators and barriers in inclusive leadership (Ashikali, 2023; Gerritsen, 2020; Korkmaz et al., in press; Roberge et al., 2021; Shore & Chung, 2022; Van der Hamsvoord, 2021). Accordingly, this research brings new light to the research of inclusive leadership, role models and organizational climate. In addition to examining the relationships between these concepts, this research also provides an innovative perspective by exploring whether there is specific correlation between the different dimensions of inclusive leadership and climate for inclusion. This has not been researched before, and in this way insight can be gained into whether certain dimensions of inclusive leadership are more or less strongly related to dimensions of climate for inclusion. Furthermore, as inclusion is an increasingly important issue in society, this research also contributes at the societal level (Roberge et al., 2021; Shah et al., 2022). Finally, this study also has a practical contribution as it gives organizations insight into how the organizational context contributes to inclusive leadership behavior.

First, the relationship between role models and inclusive leadership behavior is described. Next, the relationship between an inclusive organizational climate, inclusive leadership and role models is discussed. The theoretical framework contains hypotheses that formed the input for the conceptual model being tested. The theoretical framework concludes with an exploratory piece that seeks to uncover the relationships between the dimensions of inclusive leadership and climate for inclusion. Next, the method of the study is explained, followed by the results section. This report ends with a discussion and conclusion of the results, and suggestions for future research are provided.

Theoretical framework

Inclusive leadership

In research on inclusive leadership, many different perspectives and conceptualizations of inclusive leadership have been used. For example, according to Booysen (2014), inclusive leadership includes specific skills focused on relationships, collaboration, creating inclusive workplaces, consensus and engaging each individual. Or according to Shah et al. (2022), inclusive leaders can create an inclusive climate by embracing and supporting every employee. Inclusive leaders are for instance more open and accessible leaders, who communicate with everyone (Carmeli et al., 2010; Sedlářík et al., 2023). In addition, an inclusive leader pays attention to the interests of and possible new opportunities for its employees (Choi et al., 2017). Inclusive leadership reduces status differences in groups and brings about a sense of shared identity (Roberson & Perry, 2022). When there is a high-quality relationship between a leader and his followers, this sends signals of equality and shared power and thus inclusion (Roberson & Perry, 2022).

To deal with this inconsistency and incompleteness in the different perspectives on inclusive leadership, avoid confusion and theoretical breakthroughs, Korkmaz et al. (2022) integrated the different conceptualizations of inclusive leadership into a framework consisting of four dimensions. These are, fostering employee's uniqueness, strengthening belongingness within a team, supporting organizational efforts, and showing appreciation, and are shown in Figure 1 (Korkmaz et al., 2022). This research draws on this conceptualization of inclusive leadership.

Fostering employees' uniqueness means a manager paying attention, giving direction to his/ her employees, making him/ herself available, recognizing and valuing individual differences, giving employees a voice and confidence, and the manager paying attention to employee growth. Strengthening belongingness within a team includes a leader giving out rewards fairly, does not judge, builds on the relationship with his/ her team and making decisions collaboratively. The dimension showing appreciation means a leader recognizes and values the contribution of an employee or team. Finally, inclusive leadership involves the dimension supporting organizational efforts, which includes how a leader expresses the organization's vision regarding inclusion (Korkmaz et al., 2022).

Figure 1

Conceptualization of IL



Reproduced with permission from About and beyond leading uniqueness and belongingness: A systematic review of inclusive leadership research (p. 7) by Korkmaz et al., 2022, Elsevier. Copyright, 2022, Elsevier, Inc.

Role modelling as an antecedent to IL: Social learning theory

Literature suggests that the environment of a person strongly influences a person's behavior and learning (Bandura, 1977). According to the social learning theory, most human behavior is learned through observation (Decker, 1986). Individuals then imitate these behaviors (Bandura & Walters, 1977). Human beings are shaped by interactions with others, and so the role of others is critical in pursuing and seeking to achieve goals. Bandura (1977) states that the people one interacts with regularly determine the kind of behavior one will repeatedly observe and thus learn most thoroughly. For inspiration and motivation, leaders often look to other successful role models (Hoyt et al., 2012). In organizations influential role models are leaders in the higher echelons (Brown & Treviño, 2014). Similarly, Ahn et al. (2020) appoint that managers are visible figures in organizations and are important role models. Supervisors are often seen as attractive role models because of their place in the hierarchy that gives them status and power (Brown & Treviño, 2014). Brown and Treviño (2014) define a role model as someone one looks up to and can learn from. And, according to Kouzes and Posner (2011), an exemplary leader is one who takes initiative, who goes against the status quo, who takes risks,

who creates a safe environment to learn from mistakes and where you dare to step out of your comfort zone and listens to everyone.

It is thus that leaders look to the exemplary behavior of other successful role models (Hoyt et al., 2012). The example behavior described above is related to the conceptualization of inclusive leadership by Korkmaz et al. (2022) in terms of a higher-level manager who supports one in learning from mistakes, one who is open to doing things differently or one who treats each team member fairly and thus contributes to fostering employees' uniqueness, supporting organizational efforts, and strengthening belongingness within a team. Additionally, Van der Hamsvoord (2021) indicates that inclusiveness is often positioned as a goal at the top of the organization. And, according to Korkmaz et al. (2022), when a higher-level manager clearly expresses the organization's vision/ purpose regarding inclusion, it can contribute to the dimension of supporting organizational efforts of inclusive leadership.

Indeed, previous research has found that inclusive behavior among top managers is positively related to inclusive behavior among a lower-level supervisor (Zhong et al., 2022). As well as another previous study that suggest that supervisors who have inclusive leaders themselves are more likely to exhibit inclusive behaviors (Mendelsohn, 2021). Research by Brown and Treviño (2014) found something similar, namely that leaders who have ethical role models throughout their careers are also more likely to exhibit ethical behavior themselves.

In short, role models inspire others to perform certain actions or behaviors. They convey goals, behaviors and/or strategies (Ahn et al., 2020). Important role models in organizations are those in high-level positions (Brown & Treviño, 2014). Mendelsohn (2021) states that higher-level managers are able to influence the behavior of leaders in lower levels of the organization. Modelling in organizations can take place through training or in the daily interaction between managers and subordinates (Decker, 1986).

Thus, based on the social learning theory and the empirical findings of previous studies, I expect the relationship between an inclusive role model in the organization and a lower-level leader's inclusive behavior to be positive.

H1: the relationship between inclusive role models in higher-level management positions and lower-level supervisors' display of inclusive behaviors is positive.

Climate for inclusion as moderator between role model behavior and IL

Bandura (1977) emphasizes in his social learning theory that the relationship between role models in the organization and the adoption of these inclusive behaviors depends on the environment in which a leader finds him/ herself. A person may have paid attention to the role model, remember his/ her behavior and possess the appropriate skills, but if there is a negative sanction attached to performing this behavior or if this behavior is not seen as desirable, the person will not readily reproduce what has been learned (Bandura, 1977). Fiedler's (1978) contingency theory states that a leadership style is effective in one environment and not in another. Also, Kargas and Varoutas (2015) state that leadership occurs in complex systems and interacts with, for example, the culture of an organization. Moreover, Oc (2018) appoints that organizational climate and culture are the social characteristics of the environment in which leadership takes place. Indeed, Korkmaz et al. (in press) found that the norm-setting context, which includes organizational culture, shapes shared understanding of inclusion and also identifies norms for expected leadership behavior.

An organizational culture contains the shared beliefs of its members and distinguishes one organization from another. The culture can be considered the personality of an organization (Manetje & Martins, 2009). Culture gives an organization a certain climate (Kaouache, 2016). According to Booyesen (2014), a leader's development of inclusive behavior is influenced by the inclusiveness of the organization's culture and climate. Booyesen (2014) defines climate as the mood, prevailing atmosphere and subjective perceptions one has of the work environment.

Summarizing, according to Bandura (1977), leadership can be taught, and in case of inclusive leadership, according to Booyesen (2014), this requires an inclusive climate. According to Booyesen (2014), an inclusive climate is one of respect, equality and fairness. In inclusive climates, every employee is treated fairly, valued and everyone is involved in decision-making. Different cultural identities are valued and utilized (Nishii, 2013). According to Nishii (2013), a climate for inclusion consists of three dimensions. These are the foundation of equitable employment practices, the integration of differences, and inclusion in decision making. The first dimension is about the fairness of organizational practices that help eliminate biases. The second dimension is about each individual being able to maintain their own cultural identity without negative consequences. And finally, the last dimension of climate for inclusion involves allowing each individual's voice to be heard and including

every perspective, even if different from the status quo. In this way, stereotypes and prejudices are reduced (Nishii, 2013).

In exclusive workplaces, people are often expected to conform to predetermined values and ways of doing things. In inclusive workplaces, by contrast, the focus is more on collaboration, mutual respect, equality, valuing differences and looking at things from multiple perspectives (Booyesen, 2014). Nishii (2013) points out the importance for organizations to actively create inclusive environments in order to effectively leverage diversity, as emphasized by Roberson and Perry (2022). Aspects of an organizational climate that help ensure inclusive leadership practices include: policies against discrimination and harassment, equal treatment policies, fair pay, the opportunity for safe dialogue, fair grievance procedures and conflict management procedures (Booyesen, 2014).

Indeed, previous research has found that an inclusive climate is an important precondition in the relationship between inclusive leadership behaviors among higher-level managers and lower-level leaders (Zhong et al., 2022). Zgong et al. (2022) mention that the organizational context shapes lower-level leaders' learning process. If they see that the organization supports diversity and inclusion, they are more likely to make their own management style inclusive as well. In a supportive diversity climate, people feel safer to express their identity (Shore & Chung, 2022). Liu and Chan (2017) also mention that organizational climate creates certain expectations, just as was stated in Bandura's (1977) reinforcement and motivational process. A study by Ainscow and Sandill (2010) presents a similar finding. Namely, that leaders in schools with an inclusive culture are also more likely to engage in inclusive values and encourage individuals. In addition, Eva et al. (2019) argue that the culture in which a leader operates ideally is in harmony with the leadership style the leader wants to practice.

Thus, based on the social learning theory, the theory about climate for inclusion and the empirical findings of previous studies, I expect that the more inclusive the organizational climate, the stronger the relationship between role models in higher-level management positions and inclusive leadership behavior among lower-level supervisors.

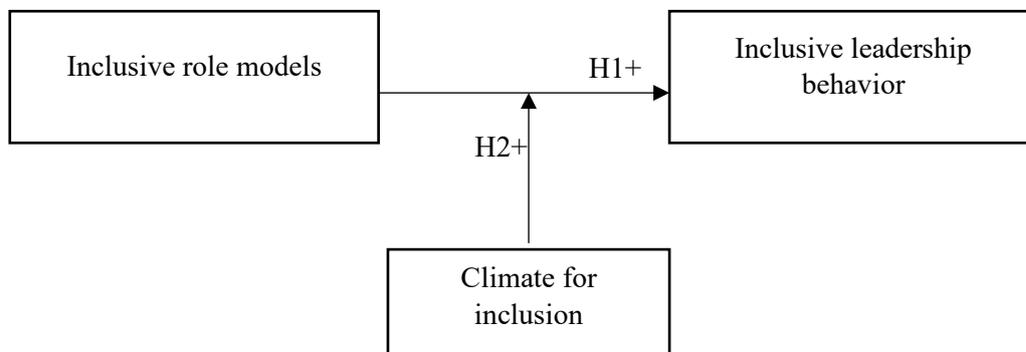
H2: The effect of inclusive role models in higher-level management positions on whether a lower-level supervisor exhibits inclusive behavior is positively moderated by a climate for inclusion in such a way that the more inclusive the organizational climate, the stronger the effect.

Conceptual model

In summary, by merging Bandura's (1977) social learning theory and Nishii's (2013) dimensions of a climate for inclusion, this research proposes a moderating model on the relationship between role models and inclusive leadership behaviors moderated by an inclusive climate. The model that will be tested is shown in Figure 2.

Figure 2

Conceptual model



Note: own work

Exploration of dimensions

Inclusive leadership consists of four dimensions and some of these dimensions could be specifically related to the climate for inclusion dimensions. No previous research has been conducted to gain a deeper understanding of the relationships between these dimensions. For this reason, this research will explore them.

When the four dimensions of inclusive leadership behavior of Korkmaz et al. (2022) are placed along the three climate for inclusion dimensions of Nishii (2013), some more specific links can be identified. Leaders are the implementers of organizational policies and practices and thus the policies and practices that reflect the various climate for inclusion dimensions (Nishii & Wright, 2008). According to Nishii and Wright (2008), leaders play a critical role in representing the organization. And thus representing/ expressing the prevailing climate of the organization. This can be linked to the supporting organizational efforts dimension of inclusive leadership (Korkmaz et al., 2022). How many climate for inclusion

dimensions are part of an organization's climate affects the extent to which an organization stands for inclusion and thus the organization's message to leaders about inclusion. The organization's message affects whether a manager will then adopt matching role model behavior and thus inclusive leadership behavior or not. So, the extent to which an organization stands for inclusion and expresses this in an inclusive climate can influence the extent to which a higher-level manager supports these organizational efforts around inclusion. For example, supporting the organization's initiatives around inclusion then involves communicating the benefits of diversity and how committed the supervisor is to working toward an organization that represents society (Korkmaz et al., 2022).

Moreover, climate for inclusion dimension one is about equitable employment practices and this corresponds strongly to rewarding fairly, no judgments, building on the relationship with team members and that decisions are made collaboratively, and thus strengthening belongingness within a team (Korkmaz et al., 2022). The second dimension of climate for inclusion is about a climate where people can be their authentic selves and where differences that people bring to the workplace are appreciated. This is strongly related to the dimensions of fostering employees' uniqueness and showing appreciation, which is about recognizing and valuing individual differences, giving employees a voice and confidence, and the manager paying attention to employee growth (Korkmaz et al., 2022). Finally, the third dimension of climate for inclusion is about a climate that embraces different perspectives and this includes both dimension one and two of inclusive leadership from Korkmaz et al. (2022).

Based on the abovementioned exploration, I propose four explorative hypotheses:

H3a: The effect of inclusive role models in higher-level management positions on whether a lower-level supervisor (a) fosters employees' uniqueness and (b) shows appreciation is positively moderated by a climate where differences are integrated, in such a way that the more the organization stands for integrating differences, the stronger the effect.

H3b: The effect of inclusive role models in higher-level management positions on whether a lower-level supervisor strengthens belongingness within a team is positively moderated by a climate with equitable employment practices, in such a way that the more equitable the employment practices are, the stronger the effect.

H3c: The effect of inclusive role models in higher-level management positions on whether a lower-level supervisor (a) fosters employees' uniqueness and (b) strengthens

belongingness within a team is positively moderated by a climate where everyone is included in decision making, in such a way that the more people are included in decision making, the stronger the effect.

H3d: The effect of inclusive role models in higher-level management positions on whether a lower-level supervisor supports organizational efforts regarding inclusion is positively moderated by a climate where (a) differences are integrated, (b) employment practices are equitable, and (c) everyone is included in decision making, in such a way that the more inclusive the climate, the stronger the effect.

Methodology

Research design

The purpose of this quantitative study is to determine the influence of role models on inclusive leadership behavior among lower-level leaders and whether this effect is different in inclusive versus exclusive climates. It involves testing relationships between variables, for which quantitative research is the most appropriate (Hair et al., 2018). This research is being approached from a post-positivist viewpoint, in which objectivity is central, but also the idea that there is never one truth and thus theories can always be falsified. It is about testing hypotheses, examining cause-effect relationships and a real focus on the generalizability of results. The goal of research from this paradigm is “prediction and control” (Guba & Lincoln, 1994). In this research inclusive role models is the independent variable (X), inclusive leadership behavior is the dependent variable (Y), and climate for inclusion is the moderator (W). Data was collected through an online questionnaire distributed through social media channels such as WhatsApp, Facebook, Instagram, LinkedIn, and the Radboud University Sona System. The tool used to administer the survey is called Qualtrics. The questionnaire was available online from April 17, 2024 to May 1, 2024. In order to safeguard anonymity, privacy and informed consent, it was indicated at the beginning of the questionnaire that completion took about 15 minutes and that anonymity and security of the data retrieved were guaranteed. The data file was stored in a secure database at Radboud University after the survey (RIS). In addition, brief information was provided about the study and that one could stop participating at any time. After completing the questionnaire, the respondent was thanked and the respondent could see the email address of one researcher, to give the opportunity to ask questions afterwards.

Research Ethics

As a researcher, it is important to adhere to general principles and specific guidelines throughout the research process (American Psychological Association, n.d.). From the post-positivist paradigm, ethics are also very well considered. It concerns the code of conduct regarding the rights of those subject to or affected by the research (Guba & Lincoln, 1994). A requirement in conducting research is to obtain informed consent from respondents. For this reason, the purpose of the study, the duration of the questionnaire, the option to opt out of the study and who could be contacted for other questions were clearly established and conveyed to respondents (American Psychological Association, n.d.). The complete questionnaire

including the consent form is attached in Appendix A. Also, to ensure control of statistical testing, the syntax of the data analysis was stored. Next to this, no data is discarded that does not support the hypotheses.

Participants (sample)

Data is collected in a Dutch context. For this study the interest was in how supervisors rate their own inclusive behavior, that of their higher-level manager and how they rate the climate of the organization and so the unit of analysis is “supervisors who have higher-level managers to report to”. So, the respondent had to be a supervisor him/ herself and have a supervisor above him/ her to be eligible for this study. In order to draw correct conclusions and thus have sufficient statistical power in the measurement, it is necessary for the sample size to be sufficiently large (Hair et al., 2018). To determine the appropriate sample size, G*power software was used (G*Power 3.1). For a small effect size ($f=.20$) a sample of at least 199 participants was needed ($\alpha=.05$, $df=1$) to reach a Power of .80. To more easily meet the desired sample size, the questionnaire was distributed to the social networks of five students who were simultaneously conducting research on inclusive leadership. Through a stratified convenience sample, data was collected, meaning that participants were selected based on their proximity and accessibility. Relevant sampling considerations involved including respondents who are supervisors that have higher-level managers to report to, supervisors from various sectors in order to compare results on labor market sector, and in addition, to ensure diversity in the sample, an approximately equal gender distribution was also an important sampling element. The convenience sample is inexpensive and non-time intensive. In contrast, convenience sampling negatively affects the generalizability of the results (Bornstein et al., 2013). The survey received a total of 508 responses, of which 355 remained after cleaning the data. For this study, only the respondents who also hold managerial positions themselves are relevant and thus the final sample for this study is 172 respondents. Birthyear ranged from 1957-2009, with an average birthyear of 1983 (SD=13,09), the amount of hours the respondents worked per week ranged from 3 to 65, with an average of 35 hours (SD=9,07). The majority of respondents saw their supervisor weekly (60,5%, SD=0.66). 81 of the sample identified themselves as men and 91 as women. The average tenure was 11 years (SD=10,63), and the most common educational level was higher vocational education (47,7%). The demographic statistics are presented in Table 1 below.

Table 1 demographic characteristics

Variables		Range		
Tenure		0-44		
Variables	Categories		Frequencies	Per cent
Level of Education	Secondary School		11	6,4
	Vocational Education		22	12,8
	Higher Vocational Education, Bachelor		82	47,7
	Master		53	30,8
	PHD		4	2,3
Contact executive	Daily		48	27,9
	Weekly		104	60,5
	Monthly		17	9,9
	Less than monthly		3	1,7

Measurement instruments

The questionnaire was developed by five students in collaboration with their supervisor and together we formed a thesis circle around inclusive leadership. To create the questionnaire, the variables had to be operationalized. The dependent and independent variable and moderator were operationalized using existing measurement scales. Statements were measured on a 5-point Likert scale from 1 meaning ‘strongly disagree’ to 5 meaning ‘strongly agree’. The independent and dependent variable were measured using a shortened version of the existing inclusive leadership scale (INCLEAD) by Korkmaz et al. (2022). The four highest loading items of each dimension were chosen using software program R. See Appendix B for the items. For the self-rating of the inclusive leadership scale, the statements have been converted into the I form. Respondents could opt for both the English or the Dutch version of the questionnaire. For the inclusive leadership scale there are Dutch and English versions available, and for the climate for inclusion instrument translations were made. Translations were subsequently back translated using the translation program DeepL and checked with the original English instruments, to examine the translation adequacy. To determine adequacy, factor structure, and number of factors, the Kaiser-Meyer-Olkin (SME) sampling adequacy measure (> 0.5), Bartlett's Tests of Sphericity ($p < .05$), eigenvalue (> 1), explained variance ($> 60\%$) and the scree plot is looked at (Field, 2018).

Inclusive leadership

Inclusive leadership was measured by using the four-dimensional conceptualization of inclusive leadership according to Korkmaz et al. (2022). A self-rating among lower-level supervisors was done, meaning that supervisors rated their own inclusive leadership behavior. A sample item from the dimension fostering employees' uniqueness is "I encourage each individual to share their ideas openly.". A sample item from the dimension strengthening belongingness within a team is "I encourage collaboration within the team". A sample item from the dimension showing appreciation is "I praise the efforts of all team members.". A sample item from the dimension supporting organizational efforts is "I communicate how inclusion contributes to organizational outcomes.". Exploratory factor analysis is used to establish the construct validity. Reliability analysis is used to establish the correlation between the individual items of a factor. A Cronbach's alpha around .80 is considered good (Hair et al., 2018). On this scale, the exploratory factor analysis revealed a KMO value of 0.94, which is higher than the needed 0.5, and Bartlett's Test of Sphericity was significant ($p < .001$). Communalities after extraction were all above the threshold of .20. It was found that one item loaded on more than one construct (cross-loading). For this reason, this scale was improved by removing one item. The cross-loader with a difference $< [.20]$ was removed (Field, 2018). This resulted in a 14-item scale for inclusive leadership (SELF-RAT). Appendix A shows the questionnaire, where the item deleted has an asterisk. Based on the Eigenvalue criterion, it could be concluded that two factors came out that together explain 66% variance. However, since the theory with a validated scale indicates a clear indication of four components, and I am interested in the subdimensions in this study, I adhered to the a priori four factor model. Following that, a reliability analysis was performed. Cronbach's alpha was for fostering uniqueness .872, Cronbach's alpha was for strengthening belongingness within a team .875, Cronbach's alpha was for supporting organizational efforts .882 and Cronbach's alpha was for showing appreciation .857. And finally, the Cronbach's alpha for the overarching scale was .942. Thus, this existing scale from the theoretical model provides more than sufficient reliability (Field, 2018).

Role model behavior

Role model behavior is also measured by using the conceptualization of inclusive leadership according to Korkmaz et al. (2022). However, in this case the lower-level leaders rated their higher-level managers on inclusive leadership behavior. A sample item is “My manager encourages each of us to share our ideas publicly.”. Exploratory factor analysis is used to establish the construct validity. Reliability analysis is used to establish the correlation between the individual items of a factor. A Cronbach's alpha around .80 is considered good (Hair et al., 2018). On this scale, the exploratory factor analysis revealed a KMO value of 0.93, which is higher than the needed 0.5, and Bartlett's Test of Sphericity was significant ($p < .001$). Communalities after extraction were all above the threshold of .20. Based on the Eigenvalue criterion, it could be concluded that two factors came out that together explain 67% variance. However, since the theory with a validated scale indicates a clear indication of four components, and I am interested in the subdimensions in this study, I adhered to the a priori four factor model. Following that, a reliability analysis was performed. Cronbach's alpha was for fostering uniqueness .880, Cronbach's alpha was for strengthening belongingness within a team .849, Cronbach's alpha was for supporting organizational efforts .877 and Cronbach's alpha was for showing appreciation .815. And finally, the Cronbach's alpha for the overarching scale was .948. Thus, this existing scale from the theoretical model provides more than sufficient reliability (Field, 2018).

Climate for inclusion

The variable climate for inclusion is measured with a developed scale by Nishii (2013). Nishii (2013) has developed a comprehensive and shortened measurement scale. The shortened and thus 15-item version of the scale was chosen for this study. Dimension one of climate for inclusion was measured with five items, dimensions two with six items and dimensions three with four items. A sample item of dimension one is “This organization has a fair promotion process.”. A sample item of dimension two is “This organization values work-life balance.”. A sample item of dimension three is “In this organization, employee input is actively sought.”. Exploratory factor analysis is used to establish the construct validity. Reliability analysis is used to establish the correlation between the individual items of a factor. A Cronbach's alpha around .80 is considered good (Hair et al., 2018). On this scale, the exploratory factor analysis revealed a KMO value of 0.91, which is higher than the needed 0.5, and Bartlett's Test of Sphericity was significant ($p < .001$). Communalities after extraction were all above the threshold of .20. It was found that multiple items loaded on more than one construct (cross-

loading). For this reason, this scale was improved by removing some items. Cross-loaders with a difference $< [.20]$ were removed in turn, with the worst cross-loader (furthest from 1.20) removed first (Field, 2018). This resulted in a 12-item scale for climate for inclusion (CLIMATE). Appendix A shows the questionnaire, where the item deleted has an asterisk. Based on the Eigenvalue criterion, it could be concluded that two factors came out that together explain 60% variance. However, since the theory with a validated scale indicates a clear indication of three components, and I am interested in the subdimensions in this study, I adhered to the a priori three factor model. Following that, a reliability analysis was performed. Cronbach's alpha was for climate with equitable employment practices .818, Cronbach's alpha was for climate where differences are integrated .862, and Cronbach's alpha was for climate where everyone is included in decision making .877. And finally, the Cronbach's alpha for the overarching scale was .903. Thus, this existing scale from the theoretical model provides more than sufficient reliability (Field, 2018).

Control variables

Three control variables were included in this study so that the relationship between the independent and dependent variable and moderator could be studied purely. As Flick (2007) indicates, the strategy in quantitative research is to control as many influences as possible in order to guarantee reliability, validity and objectivity.

According to Bandura (1977), people learn most from others they see repeatedly and the power of repetition of observed behavior is an important process in social learning. For this reason, the number of working hours and whether or not a supervisor sees their higher-level manager (role model) often are measured. The number of working hours is measured with an open-ended question "How many hours per week do you work? (average number of hours)" and the number of contact moments between the role model (higher-level manager) and the supervisor is measured using a 4-point scale with 1 meaning "daily," 2 meaning "weekly," 3 meaning "monthly" and 4 meaning "less than monthly". Research by Cuadrado et al. (2015) has found that women rate same-sex managers more favorably in leadership styles. This may influence the outcomes of inclusive role models on inclusive leadership. Gender of the lower-level supervisor was coded as "Man" (1)(N=81), "Woman" (2)(N=91), "Non-binair" (3)(N=0) and "Other" (4)(N=0) with man as reference category. Finally, birthyear is also added to the analyses as a control variable, because learning ability and type of learning is often associated with age (Davies et al., 2017; Findsen, 2015). For example,

older workers are more likely to prefer informal learning (Davies et al., 2017). Birthyear is measured with an open-ended question “What is your birthyear?”.

Data analysis

The statistical program SPSS was used to analyze the data. First, the data was cleaned and missing values and outliers were identified. Only one outlier was identified, namely birth year 1940. This value was changed into the most extreme value using the Z-score in SPSS, but within normal range (Field, 2018). In addition, certain missing values were replaced by the mean and 99 was entered for others. Since we had made all questions mandatory and many answer options were ranges, the number of missing values and outliers were not that high. Following this, factor analysis and reliability analysis as described in the measurement instruments section was performed. Factors ideally have a simplest structure as possible, with items preferably loading on only one factor (Hair et al., 2018). To determine the amount of useful variance in the scores, Cronbach's alpha is looked at. In this way, the reliability of the factors is looked at by assessing the Cronbach's alpha of the items. Items with a Cronbach's alpha of $<.70$ are removed (Hair et al., 2018). From the reliability analyses of all scales, the deletion of no item appears to increase the Cronbach's alpha. Reliability is significantly high for all ($>.80$).

This study measures the influence of inclusive role models on inclusive leadership behavior. This involves the analysis of the relationship between one independent and one dependent variable of metric measurement level and thus a simple regression analysis was conducted (Hair et al., 2018). Regression analysis is well suited for testing the relationship between one or more predictor variables and an outcome variable (Field, 2018). Prior to regression analysis, the assumptions of regression were checked and these findings can be found in Appendix C. To measure the interaction effect of climate for inclusion, the statistical program PROCESS in SPSS was used. PROCESS is the best tool to examine moderation. The model number appropriate to a moderation analysis in PROCESS is model number 1 (Field, 2018). This analysis measured the single effect of role model behavior and climate for inclusion on inclusive leadership and the interaction effect of the independent variable and moderator. In addition, the various sub-hypotheses that delve deeper into the dimensions of the variables were also tested using the SPSS program PROCESS.

Results

Preliminary analysis

Table 2 shows the mean, standard deviations and correlations among the (control) variables of this study. Significant correlations evident from Table 2 are discussed here. Inclusive role model behavior correlates positively with inclusive leadership ($r = .600, p < .01$) and climate for inclusion ($r = .681, p < .01$). In addition, inclusive leadership also correlates positively with climate for inclusion ($r = .558, p < .01$). Control variables were also included in this study. These were gender, birthyear, contact moments and working hours per week.

The more hours per week a supervisor works, the more the supervisor thinks the organizational climate has equitable employment practices ($r = .163, p < .05$), that the organization involves everyone in decision making ($r = .172, p < .05$) and the better the supervisor rates its own inclusive leadership behavior ($r = .243, p < .01$). Additionally, female supervisors rate their higher-level manager better on fostering uniqueness ($r = .157, p < .05$) and supporting organizational efforts ($r = .152, p < .05$). The older a supervisor is, the better they rate themselves on their own inclusive leadership behavior ($r = -.191, p < .05$). Lastly, for the categorical variable “contact moments with supervisor,” MANOVA was used along with Bonferroni’s Post-hoc test to understand the correlations between variables and the different subcategories of “contact moments with supervisor” (Field, 2018). A significant difference in inclusive role model behavior between the different categories of the amount of contact with the higher-level manager was found ($F(2, 169) = 8.255, p < .001$). Therefore, I ran post-hoc contrast tests that indicated that those who have daily and weekly interactions with their higher-level manager, rate their higher-level manager more favorably on inclusive leadership behavior than those who have monthly/ less than monthly interactions with their higher-level manager ($p < .001$). Despite the fact that the univariate test of climate for inclusion does not indicate significant differences between “contact moments with supervisor” categories ($F(2, 169) = .2998, p = .053$), the post-hoc test shows that those who have daily interactions with their higher-level manager rate the organizational climate as more inclusive than monthly/ -less ($p < .05$). For this reason, the variable “contact moments with supervisor” is converted to a variable with only two categories, with 1 meaning “daily and weekly” and 2 meaning “monthly and less than monthly”. Finally, all model variables showed deviation in skewness and kurtosis. Inclusive role model behavior (-.981), inclusive leadership (-2.404) and climate for inclusion (-1.219) are all highly negatively skewed, meaning a left-skewed distribution characterized by very few low values (Field, 2018).

Table 2 Mean, SD and correlations of variables and control variables

Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Incl. role model behavior	3,8	0,9																
2. Inclusive leadership (selfrating)	4,1	0,7	,600**															
3. Climate for inclusion	3,7	0,7	,681**	,558**														
4. Dimension 1 IL (individual)	4,0	1,0	,918**	,587**	,626**													
5. Dimension 2 IL (team)	3,9	1,0	,915**	,547**	,632**	,794**												
6. Dimension 3 IL (appreciation)	3,9	0,9	,855**	,479**	,569**	,751**	,752**											
7. Dimension 4 IL (organization)	3,4	1,0	,861**	,510**	,586**	,707**	,697**	,608**										
8. Dimension 1 selfrating (individual)	4,3	0,7	,542**	,907**	,544**	,554**	,516**	,456**	,399**									
9. Dimension 2 selfrating (team)	4,4	0,7	,592**	,926**	,579**	,583**	,561**	,478**	,472**	,845**								
10. Dimension 3 selfrating (appreciation)	3,9	0,9	,855**	,479**	,569**	,751**	,752**	1,000**	,608**	,456**	,478**							
11. Dimension 4 selfrating (organization)	3,6	0,8	,521**	,821**	,412**	,465**	,409**	,409**	,554**	,612**	,665**	,409**						
12. Dimension 1 climate (eq. empl. prac.)	3,7	0,9	,531**	,419**	,867**	,489**	,506**	,438**	,447**	,440**	,450**	,438**	,271**					
13. Dimension 2 climate (integr. diff.)	3,8	0,8	,668**	,584**	,911**	,614**	,605**	,563**	,586**	,552**	,578**	,563**	,461**	,632**				
14. Dimension 3 climate (incl. in dec. mak.)	3,6	0,9	,570**	,447**	,823**	,526**	,552**	,468**	,471**	,440**	,489**	,468**	,315**	,655**	,693**			
<i>Control variables</i>																		
15. Work hours week	35,1	9,1	0,130	,243**	0,131	0,124	0,076	0,127	0,140	,289**	,237**	,163*	,163*	,158*	0,065	0,148		
16. Gender			0,147	0,090	0,079	,157*	0,112	0,091	,152*	0,067	0,031	0,093	0,114	0,082	0,087	-0,002	-,216**	
17. Birthyear	1983	13,1	-0,058	-,191*	-0,065	-0,003	-0,026	-0,032	-0,136	-,204**	-,192*	-0,110	-,160*	-0,050	-0,065	-0,046	-,223**	-0,101

** $p < .01$ level (2-tailed); * $p < .05$; $N = 172$

Hypothesis testing

To test all hypotheses, PROCESS model 1 of SPSS was used (Field, 2018). Since all four control variables showed correlations, they were consistently included in each analysis. The results of the regression and moderation analysis are shown in different models in Table 3. Model 1 shows the results of hypothesis testing 1 and 2, model 2 and 3 show the results of hypothesis testing 3a, model 4 shows the results of hypothesis testing 3b, model 5 and 6 shows the results of hypothesis testing 3c and finally, model 7 shows the results of hypothesis 3d.

Hypothesis 1: The model test for this hypothesis was significant ($F(7,164) = 9.565$, $p < .001$, $R^2 = .469$). The first hypothesis tested whether inclusive role models in higher-level management positions had a positive influence on inclusive leadership behavior among lower-level supervisors. A significant effect was found between inclusive role model behavior and inclusive leadership ($b = .274$, $p < .01$), meaning hypothesis 1 is accepted. Furthermore, the analysis showed that the younger people are, the less well they rate themselves on inclusive leadership ($b = -.007$, $p < .05$), although the effect was very small.

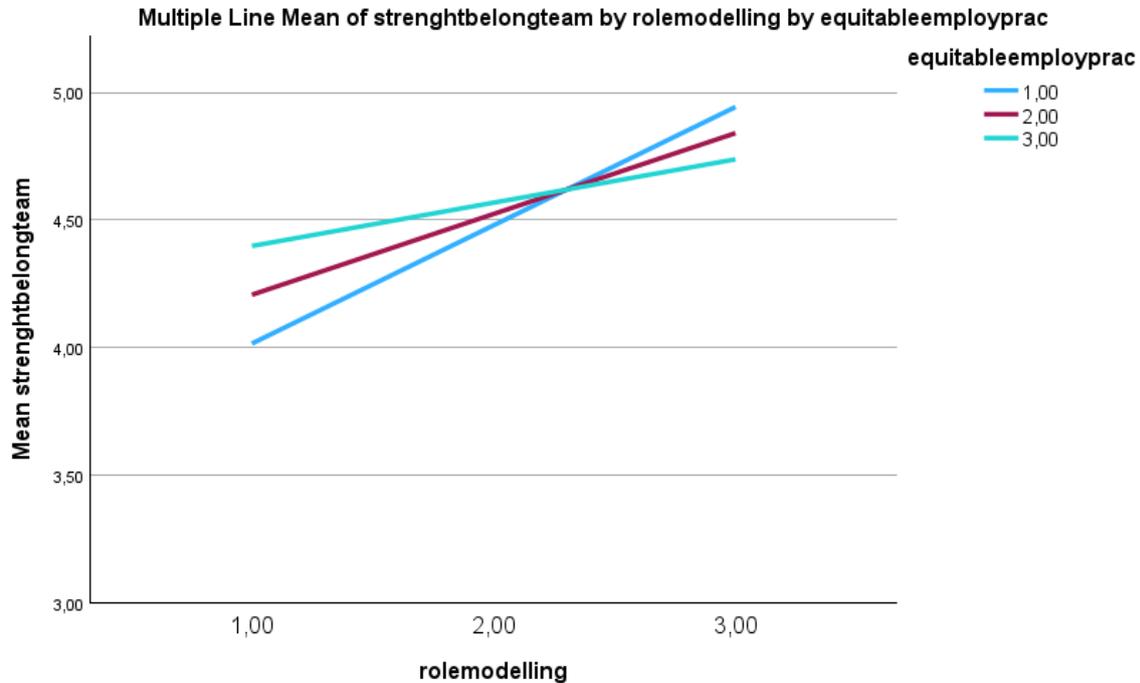
Hypothesis 2: The model test for this hypothesis was significant ($F(7,164) = 9.565$, $p < .001$, $R^2 = .469$). The second hypothesis predicted that the influence of inclusive role models in higher-level management positions on lower-level supervisors' inclusive leadership behavior is higher when the organizational climate is more inclusive. Table 3 shows that the interaction effect is not significant ($b = -.136$, $p = 0.21$). As a result, hypothesis 2 is rejected. Furthermore, the analysis showed that the younger people are, the less well they rate themselves on inclusive leadership ($b = -.007$, $p < .05$), although the effect was very small.

Hypothesis 3a: The model test for this hypothesis was significant ($F(7,164) = 7.917, p < .001, R^2 = .469$; $F(7,164) = 3.841, p < .01, R^2 = .339$). Hypothesis 3a tested if the effect of inclusive role model behavior on fostering uniqueness (self rating) and showing appreciation (self rating) is stronger in a climate where differences are integrated. Table 3 shows that the interaction term between a climate where differences are integrated and fostering uniqueness (self rating) on the one hand ($b = -.175, p = .07$) and showing appreciation (self rating) on the other hand ($b = -.185, p = .06$) is not significant. No moderating result was found, therefore hypothesis 3a is rejected. Further, the analysis shows that the more hours per week a lower-level leader works, the better they rate themselves on fostering uniqueness ($b = .020, p < .01$).

Hypothesis 3b: The model test for this hypothesis was significant ($F(7,164) = 7.942, p < .001, R^2 = .423$). Hypothesis 3b predicted that the effect of inclusive role model behavior on strengthening belongingness within a team (self rating) would be stronger in an organization with equitable employment practices. As indicated, in Table 3 (Model 4), the interaction effect is significant ($b = -.193, p < .05$). The results indicate an opposite effect, with a negative moderation, which means that hypothesis 3b is also not accepted. Figure 3 describes this interaction effect. The more a climate has equitable employment practices, the less positive the effect of inclusive role model behavior on strengthening belongingness within a team (self rating) becomes. Furthermore, the analysis showed that the younger people are, the less well they rate themselves on strengthening belongingness within a team ($b = -.007, p < .05$), although the effect was very small.

Figure 3

Moderation effect of a climate with equitable employment practices on the relationship between inclusive role model behavior and strengthening belongingness within a team



Hypothesis 3c: The model test for this hypothesis was significant ($F(7,164) = 7.801$, $p < .001$, $R^2 = .418$; $F(7,164) = 8.841$, $p < .001$, $R^2 = .450$). Hypothesis 3c tested if the effect of inclusive role model behavior on fostering uniqueness (self rating) and strengthening belongingness within a team (self rating) is stronger in a climate where everyone is included in decision making. As shown in Table 3, both interaction terms (CLIMATE3 x SELF1; CLIMATE3 x SELF2) are not significant ($b = -.152$, $p = .13$; $b = -.186$, $p = .06$). No moderating result was found, therefore hypothesis 3c is rejected. Further, the analysis shows that the more hours per week a lower-level leader works, the better they rate themselves on fostering uniqueness ($b = .017$, $p < .05$). Next to this, the younger people are, the less well they rate themselves on fostering uniqueness ($b = -.008$, $p < .05$), although these effects are very small.

Hypothesis 3d: The model test for this hypothesis was significant ($F(7,164) = 8.536$, $p < .001$, $R^2 = .301$). The last hypothesis predicted that the effect of inclusive role model behavior on supporting organizational efforts (self rating) is stronger in a climate for inclusion. The interaction effect is not found to be significant ($b = .003$, $p = .98$), therefore hypothesis 3d is not accepted.

Table 3 Results regression and moderating analysis

Outcome: Incl. leadership - model 1			
Model summary	R2	F	p
	.469	9.565	<.001
Predictor variable	b	SE	p
Incl. role model behavior	.274	.752	<.01
Climate for inclusion	.170	.101	.092
Incl. role model behavior x Climate for inclusion	-.136	.106	.207
Gender	.053	.095	.575
Birthyear	-.007	.003	<.05
Hours per week	.012	.006	.064
Contact with supervisor	-.015	.201	.943
<i>N= 172</i>			
Outcome: Fost. uniqueness (self rating) - model 2			
Model summary	R2	F	p
	.469	7.917	<.001
Predictor variable	b	SE	p
Incl. role model behavior	.166	.095	.074
Integration of differences	.248	.111	<.05
Incl. role model behavior x integration of diff.	-.175	.092	.070
Gender	.071	.100	.481
Birthyear	-.008	.004	<.05
Hours per week	.020	.007	<.01
Contact with supervisor	-.061	.204	.767
<i>N= 172</i>			

Outcome: Showing appr. (self rating) - model 3

Model summary	R2	F	p
	.339	3.841	<.01
Predictor variable	b	SE	p
Incl. role model behavior	.163	.074	.103
Integration of differences	.234	.064	.079
Incl. role model behavior x integration of diff.	-.185	.032	.058
Gender	.103	.004	.404
Birthyear	-.004		.399
Hours per week	.012		.153
Contact with supervisor	-.003		.991

N= 172

Outcome: Strength. belong. (self rating) - model 4

Model summary	R2	F	p
	.423	7.942	<.001
Predictor variable	b	SE	p
Incl. role model behavior	.372	.063	<.001
Equitable empl. practices	.050	.058	.325
Incl. role model behavior x equitable empl. prac.	-.193	.089	<.05
Gender	-.045	.116	.696
Birthyear	-.007	.004	<.05
Hours per week	.011	.008	.192
Contact with supervisor	.074	.233	.752

N= 172

Outcome: Fost. uniqueness (self rating) - model 5

Model summary	R2	F	p
	.418	7.801	<.001
Predictor variable	b	SE	p
Incl. role model behavior	.289	.080	<.01
Incl. in dec. making	.073	.076	.319
Incl. role model behavior x incl. in dec. making	-.152	.101	.125
Gender	.049	.113	.664
Birthyear	-.008	.004	<.05
Hours per week	.017	.007	<.05
Contact with supervisor	-.034	.216	.877

N= 172

Outcome: Strength. belong. (self rating) - model 6			
Model summary	R2	F	p
	.450	8.841	<.001
Predictor variable	b	SE	p
Incl. role model behavior	.307	.071	<.001
Incl. in dec. making	.120	.074	.134
Incl. role model behavior x incl. in dec. making	-.186	.093	.058
Gender	-.036	.116	.754
Birthyear	-.008	.003	<.05
Hours per week	.012	.008	.144
Contact with supervisor	.074	.231	.748

N = 172

Outcome: Supp. orga. efforts (self rating) - model 7			
Model summary	R2	F	p
	.301	8.536	<.001
Predictor variable	b	SE	p
Incl. role model behavior	.405	.096	<.001
Climate for inclusion	.111	.116	.337
Incl. role model behavior x Climate for inclusion	.003	.118	.982
Gender	.083	.118	.482
Birthyear	-.007	.005	.137
Hours per week	.007	.007	.319
Contact with supervisor	-.063	.251	.801

N = 172

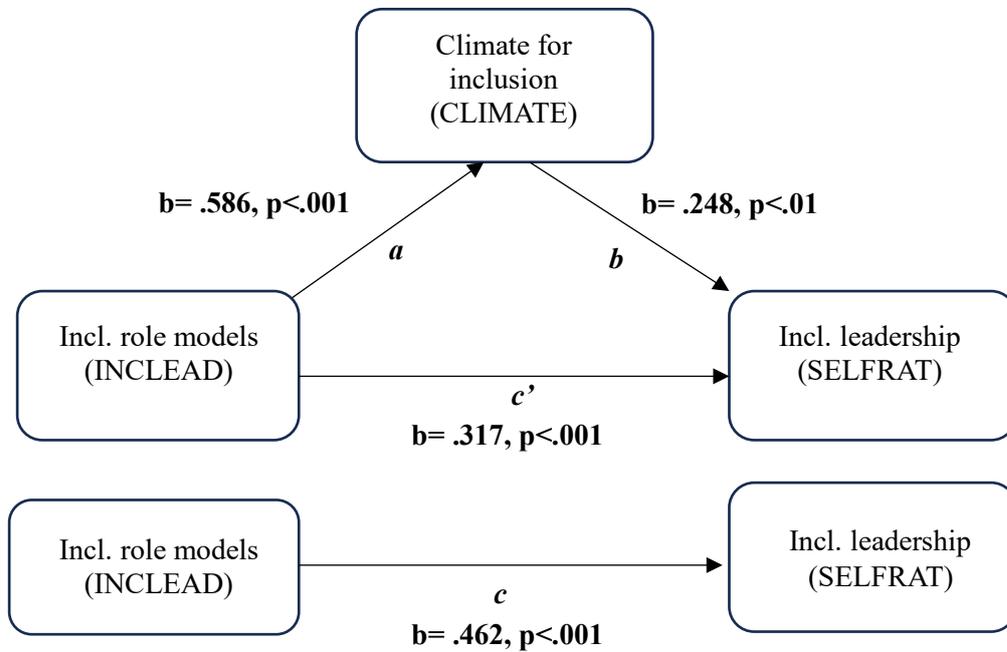
Additional analysis

The results show that no support was found for climate for inclusion as a moderator in the relationship between inclusive role model behavior and inclusive leadership. To further explore the role of climate for inclusion, an additional analysis was conducted. First, a simple regression analysis was conducted to examine whether a direct relationship exists between the variables climate for inclusion and inclusive leadership ($F(5,166) = 19,143, p < .001, R^2 = .347$). A significant effect between climate for inclusion and inclusive leadership was found ($b = .575, p < .001$). Based on this significance, a mediation analysis was performed ($F(5,166) = 22,523, p < .001, R^2 = .404$). Model 8 shows the extent to which climate for inclusion has a mediating role. A significant effect is found ($b = .145, LLCI = .016, ULCI = .279$), where both the effect of inclusive role model behavior on climate for inclusion is significantly

positive ($b = .586, p < .001$) and the effect of climate for inclusion on inclusive leadership ($b = .248, p < .01$).

Model 8

Results mediation analysis



Discussion

The purpose of this research was to examine whether inclusive role models in an organization promote inclusive leadership behavior among leaders in lower levels of the organization and whether the presence of an inclusive climate reinforces this relationship. In addition, an exploratory section of this research delved deeper into the interrelationships of the dimensions of the three concepts. As a result, this research provides insight into organizational context factors that have been underexplored previously (Ashikali 2018; Ashikali 2023; Korkmaz et al., in press; Mendelsohn, 2021; Roberge et al., 2021; Shore & Chung, 2022; van der Hamsvoord, 2021). This was done using Bandura's (1977) social learning theory and Nishii's (2013) climate for inclusion dimensions. To answer the research question 'To what extent do role models in higher-level management positions influence inclusive leadership behavior among lower-level supervisors, and to what extent is this relationship moderated by a climate for inclusion?' data from 172 respondents was analyzed. While the core results confirmed the direct relationship between role model behavior and inclusive leadership behavior, the exploratory part of this study also shows a moderation effect between role models, whether a lower-level supervisor strengthens belongingness within a team and a climate with equitable employment practices. In addition, support was found for an alternative mechanism, namely that role models are able to influence the organizational climate which in turn inspires lower-level leaders to demonstrate inclusive behavior as well.

The results suggest that inclusive role models in an organization matter for the extent to which lower-level leaders also engage in inclusive leadership behavior (hypothesis 1). This is in line with previous research (Bandura, 1977; Brown & Treviño, 2014; Hoyt et al., 2012; Mendelsohn, 2021; Zhong et al., 2022). Thus, higher-level leaders are indeed exemplary figures that lower-level leaders learn from when it comes to inclusive behavior (Brown & Treviño, 2014). For example, role model behavior that lower-level leaders adopt are supporting people in learning from mistakes, breaking with the status quo and treating people fairly (Korkmaz et al., 2022; Kouzes & Posner, 2011).

Furthermore, this research did not find support for the second hypothesis, which means that it cannot be said that the relationship between inclusive role models in higher-level management positions and a lower-level leader's inclusive leadership behavior is stronger in an inclusive climate. This is in contrast to previous research that claims that organizational context influences a leaders' learning and that the organizational culture within which a leader

operates is preferentially aligned with the leadership style the leader adopts (Eva et al., 2019; Zhong et al., 2022). A possible explanation for this opposing finding may be that this study and research by Zhong et al. (2022) were conducted in different cultural contexts. Research by Zhong et al. (2022) was done in organizations in China and current research in organizations in the Netherlands. This may indicate that employees in Chinese organizations have a different view of the organizational climate or are more likely/ less likely to see it as inclusive. Another possible explanation for this relationship not being supported may be because the validity of the measuring instrument was not sufficient. From the open-ended question at the end of the questionnaire, it was indicated that sometimes concepts were not clear or questions were too broad. Dillon and Caspi Sable (2020) also mention that leaders sometimes do not know what inclusive leadership requires of them. Therefore, future research should clarify the definition of inclusive leadership to increase the validity of the results.

The relationships between the dimensions of the different concepts were then explored in more detail. The exploratory analysis shows that a moderation effect was found for subdimension two of inclusive leadership. The presence of an organizational climate with equitable employment practices moderates the relationship between inclusive role models and whether a lower-level leader strengthens belongingness within a team. However, the patterns found are contrary to my expectation. More specifically, the relationship between inclusive role models and whether a lower-level leader strengthens belongingness within a team becomes weaker the more equitable employment practices an organizational climate has. Thus, contrary to expectation, inclusive role models and a climate with equitable employment practices do not reinforce each other in terms of strengthening belongingness among lower-level leaders. Apparently, a lower-level leader feels less inclination to strengthen belongingness within a team as an organization's fair employment practices increase. This opposite effect can be explained by research by Booyesen (2014) that indicates that a leader's development of inclusive behavior is influenced by the inclusive structures already in place in the organization. In short, the more inclusive the climate, the less leadership matters. So, it is only in the absence of an inclusive climate that the leader plays a role, and then a leader can compensate for the non-inclusive climate. A possible example of the interplay between leadership and organizational climate, has been examined by Kaiser et al. (2013). They indicate that the diversity structures present in an organization can also have negative consequences. Meaning that leaders get the illusion that under-represented groups in the

organization are already treated fairly and these leaders then stop responding to diversity issues.

Additional analysis

Additionally, there appears to be a direct relationship between a climate for inclusion and the extent to which a lower-level leader exhibits inclusive leadership behavior. More specifically, when an organizational climate is inclusive, a lower-level leader is more likely to exhibit inclusive leadership behaviors. This direct relationship had not been hypothesized and was therefore further explored in an additional analysis. The additional analysis showed that a partial mediation exists between inclusive role models, an inclusive climate and inclusive leadership. Thus, inclusive role models in higher-level management positions have both a direct effect on inclusive leadership behavior among lower-level leaders and an influence through organizational climate on inclusive leadership behavior. This finding is in line with existing literature indicating that leaders exert considerable influence on the organizational environment (İşçi et al., 2015; Randel et al., 2018). And also previously cited research shows that when an organizational climate stands for certain things, a leader more readily adopts a similar/ appropriate leadership style (Ainscow & Sandill, 2010; Eva et al., 2019; Liu & Chan, 2017; Shore & Chung, 2022). This finding proves that organizational climate thus facilitates inclusive leadership and that this relationship found is interesting for future research.

Limitations and future research

This study has several limitations. First, this study has a cross-sectional research design, wherein data is collected in only one point in time. This is in contrast to longitudinal research, in which changes and causal relationships over time can be captured (Flick, 2007). Another disadvantage of a cross-sectional research design is that common method variance bias can occur, which affects the validity of the study. This is the case when data is only collected from one single source, which is the case in this study (supervisors). Therefore, future research should investigate longitudinally the relationship between role models, inclusive leadership and inclusive climate so that multiple respondents, multiple types of data, multiple time periods, and changes in behavior and climate can be taken into account (Rindfleisch et al., 2008). As a result, follow-up research may provide more insight into the direction of causality. For example, follow-up research may reveal that as a lower-level leader exhibits inclusive behavior, he/ she views his/ her higher-level manager differently. In such a way that the lower-level leader is more knowledgeable about inclusion and is therefore more likely to recognize

inclusive behavior and, in turn, influence the climate in a certain way. Or conversely, that when lower-level leaders exhibit inclusive leadership behavior, they in turn pay less attention to role models.

Second, this study is limited by the sampling method used. A convenience sample was used in which the network of the five master degree students was used. This has resulted in an overrepresentation of one particular sector (35,5% Health & Welfare) and level of education (80,8% Higher Vocational Education and higher). This may have influenced the results because educational level may be related to leadership style. As one has a higher educational level, one develops a different view and need regarding leadership (Cetin & Kinik, 2015; Barbuto et al., 2007). And studies show that in the healthcare sector, employee-oriented leadership styles are the most effective and most desired, which may also have influenced the outcomes (Kumar, 2013; Sfantou et al., 2017). For example, if current research is conducted in the tech industry, it may be able to present a different picture about role models, inclusive leadership and climate. Indeed, according to Khan and Bhattacharya (2022), women are underrepresented in the technological sector and especially in senior mentoring positions, which affects diversity in role model positions. In addition, men are much more career and task-oriented and women are more people-oriented, which may also bring different preferences and ideas regarding inclusive leadership and organizational climate (Khan & Bhattacharya, 2022). Therefore, future research should use random sampling to avoid overrepresentation of certain groups.

Third, all variables in current research are skewed and heteroscedasticity was found to exist which may have affected the efficiency of the regression estimates. These issues may have affected the interpretation of the data, indicating caution in the conclusion (Field, 2018). Besides, the predetermined sample size (199) was not met, which affects the POWER of this study. As a result, effects may not have been properly tested in this study (Field, 2018). Therefore, future research should use a larger sample size.

In addition to this, future research may further explore the relationship between inclusive role models, inclusive leadership and organizational climate with qualitative research. Indeed, according to Ruijters (2015, p. 113), hierarchy and power play an important role in relationships with others. The extent to which we listen to the ideas of others is influenced by our personal relationships (Ruijters, 2015, p. 113). Future research is therefore recommended to further explore existing power structures and interrelationships and their connection to role models, inclusive leadership and organizational climate. Qualitative

research is in fact ideally suited to gain an insider perspective and more contextual data to form a broader/ deeper understanding (Guba & Lincoln, 1994). Finally, it may be interesting to further explore the direct relationship between role model behavior and inclusive leadership from this study. Follow-up research may further explore deeper aspects of role model behavior, such as certain behaviors, messages, etc., and how this affects the relationship between inclusive role models and inclusive leadership among lower-level leaders.

Practical implications

With the growing diversity, organizations are increasingly challenged to create inclusive workplaces (Shore et al., 2018). A successful inclusive organization leads to increased employee effectiveness, employee satisfaction and improved organizational outcomes (Royall et al., 2022). It is important that inclusion is carried throughout the organization because a truly inclusive workplace includes all levels, from the top manager, to a lower-level manager, to the newest employee (Royall et al., 2022). Therefore, it is important for organizations to understand those aspects of the organization that contribute to this. This research shows that efforts by organizations to achieve this should start with role models at the top of the organization. Leaders at higher levels in the organization have an important exemplary role when it comes to inclusive leadership behavior among lower-level leaders and play an important role in the absence of an inclusive climate. Role models who carry inclusion will ensure that the organizational climate becomes more inclusive which sets the standard for lower-level leaders about what is expected of them (Royall et al., 2022). Not only do these role models create a more inclusive climate, they also have a direct impact on encouraging inclusive leadership behavior among lower-level leaders, and they can mean a lot to organizations where equitable employment practices are lacking.

For this reason, organizations are advised to make higher-level managers aware of their exemplary role and provide them with those tools that lead them to understand the importance of inclusion and carrying inclusion into the organization. Organizations can do this through training/ workshops that emphasize the importance of inclusive leadership and by incorporating 360-degree feedback, which is an effective management development tool that makes higher-level managers aware of their own behavior (Hazucha et al., 1993). Supporting this, HRM could establish “role model networks,” in which higher-level managers can share experiences and learn from each other. In this way, they create connectedness with other role models and more self-awareness of their beliefs and views which, according to Simmons and

Yawson (2022), leads to being better able to lead diversity. Leaders' self-awareness of their own social identity promotes seeing diversity in others (Simmons & Yawson, 2022).

When it comes to training, HRM can facilitate leaders in the upper echelons of organizations in developing inclusive behaviors, for example, by offering workshops according to the four dimensions of inclusive leadership. Workshops can include topics such as developing cultural sensitivity, becoming aware of biases, developing leadership skills appropriate to inclusive leadership and, for example, learning how to conduct an open dialogue. Finally, HRM can develop an evaluation system for leaders so that leaders are evaluated and rewarded based on their behaviors on the four dimensions of inclusive leadership. In conclusion, it is recommended that organizations pay attention to role models at the top of the organization through training and 360-degree feedback.

Conclusion

This research examined the relationship between inclusive role models at the top of the organization and inclusive leadership behaviors among leaders at lower levels and also the potentially reinforcing role of an inclusive climate in this relationship. My research contributes to the existing literature by examining inclusive leadership from the perspective of leader-leader relationships. Using data from 172 respondents from the Dutch context, the results provide the most evidence for the fact that inclusive role models in higher-level management positions promote inclusive leadership behavior among lower-level leaders and that in the absence of equitable employment practices, role models play an important role when it comes to strengthening belongingness within a team among lower-level leaders. These findings highlight the importance of organizational context for leaders with respect to inclusive leadership and future research is therefore encouraged to further explore this relationship. Role models are the linchpin in the organization that can set inclusion in motion.

Reference list

- Ahn, J. N., Hu, D., & Vega, M. (2020). “Do as I do, not as I say”: Using social learning theory to unpack the impact of role models on students' outcomes in education. *Social and Personality Psychology Compass*, 14(2), e12517. <https://doi.org/10.1111/spc3.12517>
- Ainscow, M., & Sandill, A. (2010). Developing inclusive education systems: The role of organisational cultures and leadership. *International Journal of Inclusive Education*, 14(4), 401–416. <https://doi.org/10.1080/13603110802504903>
- American Psychological Association. (n.d.). APA Ethics Office. Retrieved on March 1, 2024, from www.apa.org/ethics
- Ashikali, T. S. (2018). Leadership and inclusiveness in public organizations. Retrieved on January 29, 2024, from <https://scholarlypublications.universiteitleiden.nl/access/item%3A2974452/view>
- Ashikali, T. (2023). Unraveling determinants of inclusive leadership in public organizations. *Public Personnel Management*, 52(4), 650-681. <https://doi.org/10.1177/00910260231180286>
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.
- Barbuto, J. E., Fritz, S. M., Matkin, G. S., & Marx, D. B. (2007). Effects of gender, education, and age upon leaders' use of influence tactics and full range leadership behaviors. *Sex Roles*, 56, 71–83. <https://doi.org/10.1007/s11199-006-9152-6>
- Booyesen, L. (2014). The development of inclusive leadership practice and processes. In Ferdman, B. M., & Deane, B. R. (Eds.), *Diversity at work: The practice of inclusion* (pp. 296–329). New York: John Wiley & Sons.
- Bornstein, M. H., & Jager, J., & Putnick, D. L. (2013). Sampling in developmental science: Situations, shortcomings, solutions, and standards. *Developmental Review*, 33(4), 357-370. <https://doi.org/10.1016/j.dr.2013.08.003>
- Brown, M. E., & Treviño, L. K. (2014). Do role models matter? An investigation of role modeling as an antecedent of perceived ethical leadership. *Journal of Business Ethics*, 122(4), 587–598. <https://doi.org/10.1007/s10551-013-1769-0>

- Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. *Creativity Research Journal*, 22(3), 250–260.
<https://doi.org/10.1080/10400419.2010.504654>
- Cetin, M. O., & Kinik, S. F. (2015). An analysis of academic leadership behavior from the perspective of transformational leadership. *Procedia - Social and Behavioral Sciences*, 207(20), 519-527. <https://doi.org/10.1016/j.sbspro.2015.10.122>
- Choi, S. B., Tran, T. B. H., & Kang, S. W. (2017). Inclusive leadership and employee well-being: The mediating role of person-job fit. *Journal of Happiness Studies*, 18(6), 1877–1901. <https://doi.org/10.1007/s10902-016-9801-6>
- Cuadrado, I., García-Ael, C., & Molero, F. (2015). Gender-typing of leadership: Evaluations of real and ideal managers. *Scandinavian Journal of Psychology*, 56(2), 236-244.
<https://doi.org/10.1111/sjop.12187>
- Davies, E. M. M., Hanley, K., Jenkins, A. K., & Chan, C. (2017). Learning and training for older workers. In Flynn, M., Li, Y., & Chiva, A. (Eds), *Managing the Ageing Workforce in the East and the West* (pp. 185-206). Bradford: Emerald Publishing Limited.
- Decker, P. J. (1986). "Social learning theory and leadership". *Journal of Management Development*, 5(3), 46-58. <https://doi.org/10.1108/eb051615>
- Dillon, B., & Caspi Sable, S. (2020). Navigating inclusion as a leader. In Ferdman, B. M., Prime, J., & Riggio, R. E. (Eds.), *Inclusive Leadership Transforming Diverse Lives, Workplaces, and Societies* (Chapter 26). London: Routledge.
- Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. *The Leadership Quarterly*, 30(1), 111–132. <https://doi.org/10.1016/j.leaqua.2018.07.004>
- Fiedler, F. E. (1978). The contingency model and the dynamics of the leadership process. *Advances in experimental social psychology*, 11, 59–112.
[https://doi.org/10.1016/S0065-2601\(08\)60005-2](https://doi.org/10.1016/S0065-2601(08)60005-2)
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics*. Los Angeles: SAGE Publications.

- Findsen, B. (2015). Older workers' learning within organizations: Issues and challenges. *Educational Gerontology, 41*(8), 582–589.
<https://doi.org/10.1080/03601277.2015.1011582>
- Flick, U. (2007). *Designing qualitative research*. London: Sage.
- Gerritsen, R. (2020). *Barriers and facilitators to inclusive leadership*. Retrieved on January 29, 2024, from <https://theses.uibn.ru.nl/items/d741afed-024a-45b3-8c7a-ecd8c540dae5>
- Gross-Gołacka, E., Kupczyk, T., & Wiktorowicz, J. (2022). Towards a better workplace environment—empirical measurement to manage diversity in the workplace. *International Journal of Environmental Research and Public Health, 19* (23), 15851. <https://doi.org/10.3390/ijerph192315851>
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 105-117). SAGE Publications.
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2018). *Multivariate Data Analysis* (8th ed.). Boston: Cengage Learning.
- Hazucha, J. F., Hezlett, S. A., & Schneider, R. J. (1993). The impact of 360-degree feedback on management skills development. *Human Resource Management, 32*(2-3), 325-351. <https://doi.org/10.1002/hrm.3930320210>
- Hoyt, C. L., Burnette, J. L., & Innella, A. N. (2012). I can do that: The impact of implicit theories on leadership role model effectiveness. *Personality and Social Psychology Bulletin, 38*(2), 257-268. <https://doi.org/10.1177/0146167211427922>
- İşçi, S., Çakmak, E., Karadağ, E. (2015). The effect of leadership on organizational climate. In Karadağ, E. (Eds.), *Leadership and Organizational Outcomes* (pp. 123-141). Springer.
- Kaouache, R. (2016). Analysis of organisational cultures a survey about managers' view at algerian electricity production companies. *Algerian Scientific Journal Platform, 12*(1), 45-56.

- Kargas, A. D., & Varoutas, D. (2015). On the relation between organizational culture and leadership: An empirical analysis. *Cogent Business & Management*, 2(1), 1-18. <http://dx.doi.org/10.1080/23311975.2015.1055953>
- Khan, F., & Bhattacharya, S. (2022). A phenomenological study to understand gender diversity and inclusion in the tech industry. *Cardiometry*, (22), 386-394. <https://doi.org/10.18137/cardiometry.2022.22.386394>
- 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*, 32(4), 100894. <https://doi.org/10.1016/j.hrmr.2022.100894>.
- Korkmaz, A. V., Van Engen, M. L., Knappert, L., & Schalk, R. (in press). Contextualizing inclusive leadership: An exploration of organizational boundary conditions. *The Leadership Quarterly*.
- Kouzes, J. M., & Posner, B. Z. (2011). *The five practices of exemplary leadership* (2nd ed.). New York: John Wiley & Sons.
- Kumar, R. D. C. (2013). Leadership in healthcare. *Anaesthesia & Intensive Care Medicine*, 14(1), 39-41. <https://doi.org/10.1016/j.mpaic.2012.11.006>
- Liu, A. M. M., & Chan, I. Y. S. (2017). Understanding the interplay of organizational climate and leadership in construction innovation. *Journal of Management in Engineering*, 33(5), 04017021. [https://doi.org/10.1061/\(ASCE\)ME.1943-5479.0000521](https://doi.org/10.1061/(ASCE)ME.1943-5479.0000521)
- Manetje, O., & Martins, N. (2009). The relationship between organisational culture and organisational commitment. *Southern African Business Review*, 13(1), 87-111.
- Mendelsohn, D. B. (2021). Inclusive leadership: Exploration of individual and situational antecedents. [Doctoral Thesis, Columbia University]. <https://doi.org/10.7916/d8-bt9v-c476>
- Nishii, L. H. (2013). The benefits of climate for inclusion for gender-diverse groups. *Academy of Management Journal*, 56(6), 1754-1774. <https://www.jstor.org/stable/43589961>
- Nishii, L. H., & Wright, P. M. (2008). Variability within organizations: Implications for strategic human resources management. In D. B. Smith (Ed.), *The people make the*

place: Dynamic linkages between individuals and organizations (pp. 225–248).

Taylor & Francis Group/Lawrence Erlbaum Associates.

Oc, B. (2018). Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. *The Leadership Quarterly*, 29(1), 218-235.

<https://doi.org/10.1016/j.leaqua.2017.12.004>

Randel, A. E., Galvin, B. M., Shore, L. M., Ehrhart, K. H., Chung, B. G., Dean, M. A., & Kedharnath, U. (2018). Inclusive leadership: Realizing positive outcomes through belongingness and being valued for uniqueness. *Human Resource Management Review*, 28(2), 190-203.

<https://doi.org/10.1016/j.hrmr.2017.07.002>

Rindfleisch, A., Malter, A. J., Ganesan, S., & Moorman, C. (2008). Cross-Sectional versus longitudinal survey research: Concepts, findings, and guidelines. *Journal of Marketing Research*, 45(3), 261-279.

<https://doi.org/10.1509/jmkr.45.3.261>

Roberge, M. -É., Xu, Q. J., Aydin, A. L., & Huang, W. -R. (2021). An inclusive organizational climate: conceptualization, antecedents, and multi-level consequences. *American Journal of Management*, 21(5), 97-115.

Roberson, Q., & Perry, J. L. (2022). Inclusive leadership in thought and action: A thematic analysis. *Group & Organization Management*, 47(4), 755-778.

<https://doi.org/10.1177/10596011211013161>

Royall, S., McCarthy, V., & Miller, G. J. (2022). Creating an inclusive workplace: the effectiveness of diversity training. *Journal of Global Economy, Trade and International Business*. 2(1), 39-55.

Ruijters, M. C. P. (2015). *Je Binnenste Buiten*. Vakmedianet.

Ruijters, M. C. P. (2018). *Queeste naar goed werk*. Vakmedianet.

Sedlářík, Z., Bauwens, R., & van Engen, M. (2023). Needs before deeds: Psychological need satisfaction as a mechanism linking inclusive leadership to organizational citizenship behavior. *Leadership & Organization Development Journal*, in press.

<https://doi.org/10.1108/LODJ-12-2021-0545>.

Sfantou, D. F., Laliotis, A., Patelarou, A. E., Sifaki- Pistolla, D., Matalliotakis, M., Patelarou, E. (2017). Importance of leadership style towards quality of care measures in

- healthcare settings: A systematic review. *Healthcare*, 5(4), 1-17.
<https://doi.org/10.3390/healthcare5040073>
- Shah, H. J., Ou, J. P., Attiq, S., Umer, M., & Wong, W. -K. (2022). Does inclusive leadership improve the sustainability of employee relations? Test of justice theory and employee perceived insider status. *Sustainability*, 14(21), 1-19.
<https://doi.org/10.3390/su142114257>
- Shore, L. M., & Chung, B. G. (2022). Inclusive leadership: How leaders sustain or discourage work group inclusion. *Group & Organization Management*, 47(4), 723-754.
<https://doi.org/10.1177/1059601121999580>
- Shore, L. M., Cleveland, J. N., & Sanchez, D. (2018). Inclusive workplaces: A review and model. *Human Resource Management Review*, 28(2), 176-189.
<https://doi.org/10.1016/j.hrmr.2017.07.003>
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe, K. M., & Singh, G. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management*, 37(4), 1262-1289.
<https://doi.org/10.1177/0149206310385943>
- Simmons, S. V., & Yawson, R. M. (2022). Developing leaders for disruptive change: An inclusive leadership approach. *Advances in Developing Human Resources*, 24(4), 242-262. <https://doi.org/10.1177/15234223221114359>
- Soyeon, K., & Mannsoo, S. (2019) Transformational leadership behaviors, the empowering process, and organizational commitment: investigating the moderating role of organizational structure in Korea. *The International Journal of Human Resource Management*, 30(2), 251-275. <https://doi.org/10.1080/09585192.2016.1278253>
- Van der Hamsvoord, R. (2021). *Inclusie op de werkvloer, hoe realiseer je dat?* Retrieved on January 27, 2024, from <https://theses.uhn.ru.nl/server/api/core/bitstreams/0ab0bd84-bd3b-4d93-a5e9-2ce2119475cc/content>
- Ye, Q., Wang, D., & Li, X. (2018). Promoting employees' learning from errors by inclusive leadership: Do positive mood and gender matter? *Baltic Journal of Management*, 13(1), 125-142. <https://doi.org/10.1108/BJM-05-2017-0160>

Ye, Q., Wang, D., & Li, X. (2019). Inclusive leadership and employees' learning from errors: A moderated mediation model. *Australian Journal of Management*, 44(3), 462-481. <https://doi.org/10.1177/0312896218805796>

Zhong, J., Li, Y., & Luo, J. (2022). The trickle-down effects of inclusive leadership on employees' innovative behavior: The joint moderating effects of vicarious learning and organizational inclusion climate. *Journal of Leadership & Organizational Studies*, 29(3), 342-358. <https://doi.org/10.1177/15480518211059941>

Appendix

Appendix A

Questionnaire including introduction and informed consent

Start of Block: Introduction eng

Q111 Dear participant,

Thank you very much for your willingness to participate in this research! We are students of the master program Strategic Human Resources Leadership at Radboud University. This research focuses on the topic of inclusive leadership. We are very curious about your experience with this.

The questionnaire contains questions about your leader's leadership style and your experience of your work and health. We have provided several subtopics within the theme. To be able to participate in the research, it is important that you are currently employed in an organisation and have a supervisor (manager).

Completing the questionnaire takes approximately 15 minutes. We greatly appreciate your time!

Kind regards,

Loes de Winkel, Nathalie Elenbaas, Lianne Fontein, Julie Harts and Siri Uijttewaal.

Under the supervision of Dr Marloes van Engen Associate Professor Strategic Human Resource Management,
Nijmegen Institute for Management Research, Radboud University

End of Block: Introduction eng

Start of Block: Informed Consent Eng

Q112 Anonymity and consent to participation.

Before proceeding to fill out the survey, we would like to ask you to read the following information carefully:

- Your answers will be processed anonymously and strictly confidential. This means that student survey reports will not show the answers given by individual participants.
- Your answers will be stored securely and anonymously in a database of the university; your answers cannot be traced back to you individually.
- Your answers will be used only for academic teaching and research purposes.
- You may stop filling in the survey at any time.

- You consent to the data being used for the purposes described above and retained for 10 years after completion of the study (1-5-2034).

For further questions regarding the study, please contact Siri Uijttewaal. You can send an email to siri.ujttewaal@ru.nl. She will answer your question as soon as possible.

Good luck completing the questionnaire! Click "yes" below if you want to participate in the survey. This means that you have had enough opportunity to consider whether you want to participate in the study and that you understand that there are no consequences for participating.

Q116 I agree

Yes (1)

No (2)

Skip To: End of Survey If I agree = No

End of Block: Informed Consent Eng

Start of Block: verkort other-rating eng

The following statements are about how your supervisor (manager) treats **individuals**, including yourself. Indicate the extent to which you disagree or agree with a statement.

If you have multiple supervisors, take one person in mind: the supervisor/manager with whom you deal the most.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My supervisor supports each one of us both at personal and work level. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages each one of us to approach him/her/them for support. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages each one of us to share our ideas openly. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor fosters unique contributions of each one of us. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about how your supervisor (manager) interacts with your **team**. Please indicate to what extent you disagree or agree with a statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My supervisor treats team members fairly. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor encourages collaboration within the team. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor facilitates a strong team spirit. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor fosters participative decision making within the team. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about how your supervisor shows **appreciation**. Please indicate the extent to which you disagree or agree with a statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My supervisor shows recognition for the contributions made by the team. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor praises the efforts of all team members. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor shows appreciation for the effort made by individuals. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about how you rate your supervisor's attitude toward the **organization** and organizational change. To what extent do the following statements apply to you?

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My supervisor acts constructively to resistance towards changes happening within the organization. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor communicates how inclusion contributes to organizational outcomes. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor communicates the benefits of diversity for our organization. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor communicates dedication to establishing an organization which represents diversity in society. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: verkort other-rating eng

Start of Block: Self-rating INCLEAD eng

The following statements are about how you, as a supervisor (manager), treat **individuals**. Please indicate the extent to which you disagree or agree with a statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I support each individual both at personal and work level. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage each individual to approach me for support. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage each individual to share their ideas openly. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I foster unique contributions of each individual. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about how you, as a supervisor, deal with your **team**. Please indicate the extent to which you disagree or agree with a statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I treat team members fairly. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage collaboration within the team. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I facilitate a strong team spirit. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I foster participative decision-making within the team. (4)*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements are about how you as a supervisor show **appreciation**. Please indicate the extent to which you disagree or agree with a statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I show recognition for the contributions made by the team. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I praise the efforts of all team members. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I show appreciation for the efforts made by individuals. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The following statements are about how you view your attitude toward the **organization** and organizational change. Please indicate the extent to which you disagree or agree with a statement.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I act constructively to resistance towards changes happening within the organization. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate how inclusion contributes to organizational outcomes. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate the benefits of diversity to our organization. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicate dedication to establishing an organization which represents diversity in society. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Self-rating INCLEAD eng

Start of Block: Climate for inclusion (Nishii, 2013) eng

The following questions are about your **organizational climate**. Can you indicate to what extent you agree with the following statements?

Dimension1 Equitable employment practices

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
This organization has a fair promotion process. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance review process is fair in this organization. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization invests in the development of all of its employees. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees in this organization receive “equal pay for equal work.” (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization provides safe ways for employees to voice their grievances. (5) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension2 Integration of differences	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
This organization is characterized by a non-threatening environment in which people can reveal their “true” selves. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization values work-life balance. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization commits resources to ensuring that employees are able to resolve conflicts effectively. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees of this organization are valued for who they are as people, not just for the jobs that they fill. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this organization, people share and learn about one another as people. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This organization has a culture in which employees appreciate the differences that people bring to the workplace. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dimension3 Inclusion in decision making

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
In this organization, employee input is actively sought. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this organization, everyone's ideas for how to do things better are given consideration. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this organization, employees' insights are used to rethink or redefine work practices.(3)*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top management exercises the belief that problem-solving is improved when input from different roles, ranks, and functions is considered. (4) *	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Climate for inclusion (Nishii, 2013) eng

Appendix B

Results factor analysis in software program R

Uniqueness: ILU 1, ILU3, ILU4, ILU6

Belonginess ILB2, ILB4, ILB6, ILB7, IL8 (about equal in score)

Appreciation: ILA1, ILA2, ILA3

Org. efforts: ILO2, ILO4, ILO5, ILO6

Appendix C

Analysis assumptions regression analysis

Prior to regression analysis, it is important to check four assumptions. These are linearity, multicollinearity, homoscedasticity and the measurement level of the variables (Field, 2018). The conclusions drawn based on the SPSS output of checking these assumptions are briefly discussed below.

- (1) Linearity: it is important that the relationship between the independent and dependent variable is linear. This was checked by creating polynomial variables (**2 and **3) of all interval and ratio Xs and including them in a regression analysis (Field, 2018). The output from SPSS showed that none of the polynomial variables were significant, leading to the conclusion that linearity exists and thus the first assumption is met.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,674 ^a	0,454	0,405	0,52895

Dependent Variable: SELFRAT_a

Predictors: (Constant), INCLEAD_D4cent3, INCLEAD_D3cent2, INCLEAD_D4cent2, INCLEAD_D2cent, INCLEAD_D2cent2, INCLEAD_D1_cent, INCLEAD_D3cent, INCLEAD_D1_cent2, INCLEAD_D4cent, INCLEAD_D3cent3, INCLEAD_D2cent3, INCLEAD_D1_cent3, INCLEAD_cent2, INCLEAD_cent3_b

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	36,512	14	2,608	9,321	<,001 ^b
Residual	43,927	157	0,280		
Total	80,438	171			

Dependent Variable: SELFRAT_a

Predictors: (Constant), INCLEAD_D4cent3, INCLEAD_D3cent2, INCLEAD_D4cent2, INCLEAD_D2cent, INCLEAD_D2cent2, INCLEAD_D1_cent, INCLEAD_D3cent, INCLEAD_D1_cent2, INCLEAD_D4cent, INCLEAD_D3cent3, INCLEAD_D2cent3, INCLEAD_D1_cent3, INCLEAD_cent2, INCLEAD_cent3_b

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1 (Constant)	4,038	0,082		49,014	0,000
INCLEAD_cent2	0,119	0,273	0,208	0,435	0,664
INCLEAD_cent3	0,176	0,114	0,775	1,544	0,125
INCLEAD_D1_cent	0,238	0,115	0,332	2,069	0,040
INCLEAD_D1_cent2	0,094	0,116	0,203	0,812	0,418
INCLEAD_D1_cent3	0,021	0,065	0,121	0,319	0,750
INCLEAD_D2cent	-0,001	0,104	-0,001	-0,010	0,992
INCLEAD_D2cent2	0,044	0,137	0,097	0,319	0,750
INCLEAD_D2cent3	0,020	0,052	0,125	0,380	0,704
INCLEAD_D3cent	0,054	0,109	0,073	0,498	0,619
INCLEAD_D3cent2	-0,067	0,103	-0,141	-0,652	0,515
INCLEAD_D3cent3	-0,080	0,048	-0,448	-1,665	0,098

INCLEAD_D4cent	-0,014	0,104	-0,020	-0,133	0,894
INCLEAD_D4cent2	0,027	0,078	0,049	0,351	0,726
INCLEAD_D4cent3	0,015	0,046	0,066	0,334	0,738

Dependent Variable: SELFRAT

(2) Multicollinearity: it is a requirement that the correlation between the independent variables must not be too high. To check this, I looked at the tolerance values in the Coefficients table in the SPSS output. This showed that no tolerance value is $<.10$ (.284; .290; .370; .449) and thus the assumption of multicollinearity is also met (Field, 2018).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,610 ^a	0,371	0,356	0,55021

Predictors: (Constant), INCLEAD4, INCLEAD3, INCLEAD2, INCLEAD1

Dependent Variable: SELFRAT

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	29,882	4	7,471	24,677	<,001 ^b
Residual	50,556	167	0,303		
Total	80,438	171			

a. Dependent Variable: SELFRAT

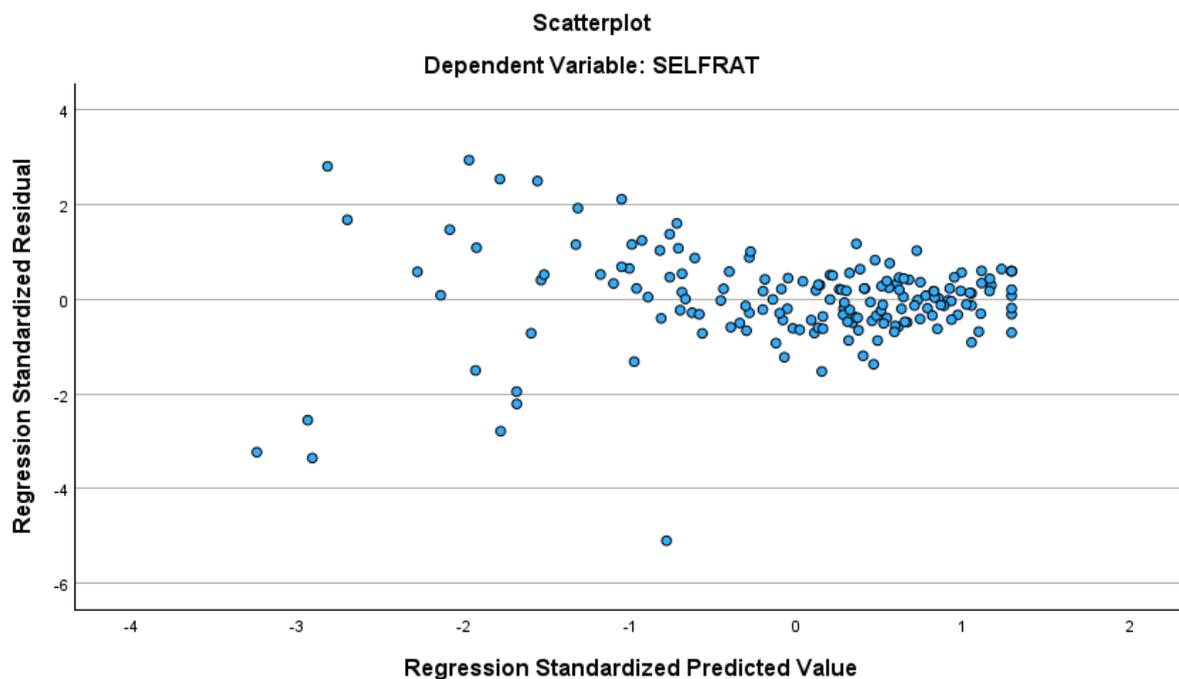
b. Predictors: (Constant), INCLEAD4, INCLEAD3, INCLEAD2, INCLEAD1

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	2,303	0,196		11,743	0,000		
INCLEAD1	0,253	0,083	0,352	3,061	0,003	0,284	3,518
INCLEAD2	0,118	0,082	0,164	1,442	0,151	0,290	3,449
INCLEAD3	0,002	0,075	0,003	0,026	0,979	0,370	2,704
INCLEAD4	0,101	0,064	0,145	1,580	0,116	0,449	2,225

a. Dependent Variable: SELFRAT

(3) Homoscedasticity: it is important that the variance around the estimated values of the dependent variables, for all values of the independent variable, is equal. By making a Scatterplot, this was checked and there does not appear to be an equal distribution. For this reason, there is heteroscedasticity and therefore caution is indicated in the conclusion (Field, 2018).



(4) Measurement level: each variable entering the regression analysis must be of minimum interval measurement level (Field, 2018). For the variable Contactleid, this was not the case. Normally, this is solved by creating Dummy variables (Field, 2018), however, in this case, based on the results of the MANOVA analysis, it was made into a dichotomous variable with category 1 "daily and weekly" and category 2 "monthly and less than monthly."