

How inclusive leadership fosters inclusion: a qualitative study at the municipality of Rotterdam

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Preface

With this thesis, I finish the master Public Administration at Leiden University. The overarching theme of my thesis is diversity and inclusion. Within this theme, there is a focus on inclusive leadership and which determinants are important for this style of leadership. As a supervisor in a greenhouse in Westland, I already experienced that the ability to work with a diverse group of employees is an important skill. In addition, after this study I realize how important it is to be aware of your own biases towards others.

Diversity is a very broad topic. From a picture of a team, the visible differences can be pointed out. However, the invisible differences cannot be seen from a picture, such as background, background, characters and opinions. Every person is unique and brings different talent to the team. If a manager is able to foster inclusiveness in the organization, this will result in better performance of the team (Randel et al., 2018). I hope my thesis provides some more interesting starting points to support the movement towards inclusion.

Writing this master thesis was sometimes a difficult process. Within the limited time frame, I worked hard to get the best result possible. Firstly, I want to thank Tanachia Ashikali for her supervision during the process. She has helped me a lot and inspired me with her feedback. I also want to thank the municipality of Rotterdam for the opportunity to conduct interviews with employees, managers, and directors. I have enjoyed my time there and gained a lot of knowledge during the internship. I want to thank the colleagues and other interns who supported me during my process of writing my thesis. In particular, I want to thank my supervisor Arzu Catakli, Dee Dijkstra and Josephine Verhoef for the conversations we have had during the past months. In addition, I want to thank my family and friends for their support and showing interest in my study during the last year. Lastly, I want to thank my sister Linda for reading and supporting me during the process, from beginning to end.

Summary

Provocative and research question

There is increasing attention on the topic of diversity and inclusion. Public organizations have initiated diversity policies to have an increasingly diverse workplace. There are several reasons to strive to be a diverse organization with an inclusive environment. Firstly, it will increase the representation of minority groups in the organization. In addition, it is important for public organizations to set a good example for private companies. In an inclusive workplace, employees feel highly valued in uniqueness and there is sense of a high belongingness. Inclusion means that an individual is treated as an insider and allowed, or even encouraged to retain uniqueness within the group. Only within an inclusive workplace the diverse talents of employees can be really utilized for improving organizational effectiveness (Shore et al., 2017; Ashikali & Groeneveld, 2015).

Inclusive leadership is recognized as an important variable that influences the attitude and behaviour of employees (Randel et al., 2018). In other words, managers play an important role in creating an inclusive environment. However, there is limited knowledge about which determinants are important for managers to show inclusive behaviour. The aim of this thesis is to gain knowledge about these contextual factors that influence the effectiveness of inclusive leadership. Therefore, the research question is: *What are determinants of inclusive leadership and how does inclusive leadership foster inclusion in the municipality of Rotterdam?*

Case description

The municipality of Rotterdam is committed to be an inclusive employer. In 2017, the city council adopted a motion to improve inclusion within the organization. A movement has been initiated, which focuses on awareness. This topic of inclusive leadership and inclusion is investigated in a qualitative matter. Using the municipality as a case study, this is an opportunity to gain deeper insights in the mechanism involving inclusive leadership and inclusion. In total 21 interviews were conducted. Different layers of the organization were included, such as employees, managers, department heads and directors.

Determinants

Two determinants are important. The first determinant is about leader individual difference factors. The style of leadership can be influenced by pro-diversity beliefs, humility and

cognitive complexity (Randel et al., 2018). Depending on what view of diversity a manager or director has, this has implications on the style of leadership. Ely and Thomas (2001) distinguish three perspectives on diversity: access-and-legitimacy perspective, discrimination-and-fairness perspective, and integration-and-learning perspective. Only with the latter, the benefits of a diverse workforce become clear, which is called the business case of diversity. Several respondents point out that diversity is valuable for them, because of the improving results of the team. The awareness of the value of each individual talent results in behaviours of leaders which are inclusive.

The second determinant which is distinguished is the organizational context. An important part of the organizational context is diversity management and what role it plays in the organization (Mor Barak, 2010; Guillaume et al., 2014; Jin, Lee & Lee, 2017). The intended HR practices of the municipality are to start an inclusion movement to change the organizational culture. However, this inclusion movement is not very visible within the organization. Therefore, while diversity policies can influence behaviours of leaders, this is not visible in the context of the municipality, due to lack of knowledge of such policies.

Other contextual considerations are observed as well. The influence of group members themselves is pointed out by several respondents. Moreover, a manager has a certain span of control. This span of control is possible larger, if the manager leads a homogeneous group and vice versa. In addition, if the environment asks from a manager to focus on the content instead of the team, this can lead to reduced attention for inclusion. The issues of the day should not go at the expense of the attention for the team. Managers need time in order to achieve an inclusive workplace. In addition, diversity is valuable, because it can increase team performances, but this is not resource-free.

Policy recommendations

In order to improve the inclusion in the municipality, several actions can be taken. The business case of diversity is a good starting point for conversations. Setting up an internal campaign through the whole organization shows that there is support for diversity and inclusion from the top of the organization and is creating more awareness by team managers and members. Secondly, providing more training to managers to increase inclusive leadership behaviours could be recommended. This can be done by showing how belongingness and

value for uniqueness are important in a team. The focus on (inclusive) leadership development is very important. Finally, the degree of inclusion within teams and the organization can be measured in order to increase the attention for the topic. The perception of inclusion across the organization can be measured. Inclusion consists of these two components, belonging and value for uniqueness and can be measured across the whole organization. This could also provide interesting starting points for new studies about inclusion and inclusive leadership.

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Chapter 1. Introduction

This chapter briefly provides the provocative for this thesis. After providing the provocative, the effects of diversity on performance will be elaborated on. Secondly, the function of diversity management and the importance of leadership in creating an inclusive climate are provided. The research question will be explained. Moreover, the academic and societal relevance of this thesis will be provided.

1.1 Provocative

Over recent years, diversity in society has grown. This is because of globalization and migration of large populations (SER, 2010; Ashikali, 2011). These processes will continue in the next decades and societal diversity will continue to grow. Diversity in society changes the labour market and this has implications for companies and organizations. As society and the labour market are changing and becoming more diverse, mainly public organizations have started working on diversity policies to have an increasingly diverse workplace (SER, 2010; Ashikali, 2011).

The Diversity Charter emphasized the increasing attention for diversity and inclusion, which was initiated in 2015 (Diversiteit in Bedrijf, n.d.). According to this Charter, there is a business case to create a diverse workforce. Utilizing the diverse talents of employees can improve organizational effectiveness. A prerequisite for this is to create an inclusive environment. Secondly, the Diversity Charter emphasises that diversity is a moral case. For the public sector, it is important to facilitate and stimulate an inclusive labour market. The municipality of Rotterdam is also part of this Charter (Diversiteit in Bedrijf, n.d.).

In short, in order to gain a diverse workforce, public organizations have started to implement diversity management (Mor Barak, 2010; Ashikali, 2011). In recent years, the importance of the role of managers to support an inclusive environment has been increasingly stressed (Randel et al., 2018). There is a link between diversity management and leadership. Diversity management is less effective, if leaders do not support inclusion. Additionally, leadership will be more effective if policies on diversity are concrete and clear (Guillaume et al., 2014; Jin, Lee & Lee, 2017). Therefore, in an organization where leaders support inclusion and where clear diversity policies are present, the chance of an inclusive environment is the highest. This is also supported by the article of Jin, Lee & Lee (2017), who wrote about the relative impact

of diversity management in relation to inclusive leadership. A manager should therefore show behaviours that foster inclusion. Randel et al. (2018) theorized these behaviours, focusing on two components of an inclusive environment, namely belonging and value for uniqueness. This will be further explained in the next chapter.

1.2 Diversity and performance

It is important that diversity amongst employees is managed well. Diversity can have either a positive or negative effect on team outcomes and work performance. Looking from a (social) categorization perspective, diversity can lead to subgroup categorizations (Homan & Greer, 2013). If not managed correctly, these intergroup biases could lead to increasing conflicts and a bad organizational climate. According to this perspective, it is about differences between members in how they are placed in a group. An employee can be part of the in-group or out-group. Their place in the group will affect their performance (Homan & Greer, 2013).

In contrast, diversity also has the potential to lead to increasing positive outcomes. According to the information/decision-making perspective, diversity is about differences in knowledge, expertise and perspectives. Diverse groups can foster from diversity by using these different backgrounds of their team members and therefore be more innovative and effective. This in turn can increase work motivation and satisfaction (Van Knippenberg & Schippers, 2007; Homan & Greer, 2013, p. 106). Where according to the first perspective increasing diversity could lead to a decrease in performance because of conflicts between intergroups, the second perspective acknowledges the power of diversity to be more creative and innovative. This stresses the importance of inclusion within teams and organizations.

Social identity theory (SIT) is used to further explore inclusion (Ashikali, 2018, p. 16; Shore et al., 2011). Within this theory, the relationship between social structures and individual identities is explained. This theory explains that people (and thus employees) have both a need for inclusion and differentiation. SIT overlaps partly with the social categorization perspective, whereas employees put themselves and others in social categories. This can result that there are different groups in the organization, either an in-group or out-group. In addition, a more elaborate explanation is provided by the optimal distinctiveness theory (ODT). This theory explains how there is a tension between human need for similarity and validation (Shore et al., 2011). People are feeling the need for uniqueness, but are also looking for

similarities. In this view, it is about a balance between a collective identity and a certain difference from the collective (Ashikali, 2018, p. 16; Shore et al., 2011). Inclusion is therefore a matter of a balance between a members' belonging in a team and their indicated value for uniqueness (Shore et al., 2011).

Guillaume et al. (2014) studied contingency factors influencing the effects of workplace diversity. According to Guillaume et al. (2014), variables that make demographic differences visible, variables that provoke intergroup bias, and variables that enhance or undermine information-elaboration can influence the effects of workplace diversity. Leadership is an important moderating factor that Guillaume et al. (2014) distinguish. In other words, they distinguish that leadership influences the information-elaboration perspective, which influences performance, social integration and well-being.

There are different ways to define and research diversity. Research is often focused on differences in gender, age, ethnicity, tenure, educational and functional background (Van Knippenberg & Schippers, 2007). However, diversity goes beyond the classification of minority groups. Addressing inequities on these characteristics does not describe diversity fully. Diversity can be conceptualized as referring to any differences between individuals (Ely & Thomas, 2001; Van Knippenberg & Schippers, 2007). In addition, there is a difference between actual diversity and perceived diversity. Actual diversity could be measured, whereas perceived diversity is about the extent to which people feel they are in a diverse organization (Piekut & Valentine, 2016).

1.3 Diversity management

In the recent years, public organizations have given more attention to diversity management in their HRM policies. Mor Barak (2010, p. 235) defines diversity management as *'the voluntary organizational actions that are designed to create greater inclusion of employees from various backgrounds into the formal and informal organizational structures through deliberate policies and programs'* (Mor Barak, 2010, p. 235). In other words, diversity management entails the actions an organization takes to increase diversity and inclusion within their organization. An organization has multiple policies and instruments or interventions at disposal to increase organizational diversity. Diversity management has a broad scale. Firstly, it starts with recruiting employees from minority groups. Secondly,

diversity management should bridge cultural gaps and foster inclusion. Finally, policies are needed to manage diversity in daily practice (Ashikali & Groeneveld, 2015; Scott, Heathcote & Gruman, 2011).

The goal of diversity management is to bring about the added value of diversity. The added value of diversity is increased legitimacy, creativity, innovation, and positive employee attitudes and behaviours (Ashikali & Groeneveld, 2015). Ely and Thomas (2001) distinguish three diversity perspectives on work group processes and outcomes. These perspectives have influence on the positive or negative outcomes of cultural diversity. By qualitative research, Ely and Thomas (2001) made a differentiation of three perspectives: the integration-and-learning perspective, access-and-legitimacy perspective, discrimination- and-fairness perspective. A perspective has implications for how members feel valued, and what their own cultural identity means at work. These perspectives are relevant for diversity management, and for inclusive leaders. The behaviours and environment in the organization can be dependent on the perspective of a manager (Ely & Thomas, 2001).

Firstly, with the integration-and-learning perspective it is possible to achieve sustainable benefits from diversity. In this perspective, the diverse background of employees is considered a valuable resource. Cultural identity shapes how people experience, see and know the world (Ely & Thomas, 2001). Secondly, the access-and-legitimacy perspective it is about the organization's markets and constituencies that are culturally diverse. This means that there is only diversity at the margins. The cultural competencies of diverse workforces are not incorporated. Finally, the discrimination-and-fairness perspective is about the moral component of diversity management. Diversity programs exist because of a moral imperative to ensure justice and fair treatment. This perspective can also be described as colour-blind. The minority groups should assimilate in the organization, which means to not use their cultural background as a benefit. To sum up, these perspectives influence how members of culturally diverse work groups participate in diverse organizations (Ely & Thomas, 2001).

According to Ely and Thomas (2001), only the integration-and-learning perspective will achieve sustainable benefits from diversity. With an integration-and-learning perspective, there is both belongingness and value for uniqueness. This fits with the information/decision making perspective, where differences between employees benefit performance (Van

Knippenberg & Schippers, 2007; Homan & Greer, 2013, p. 106). These perspectives are not only important in diversity management, but the perspectives can also be used to investigate the behaviour of managers.

Under the right circumstances, diversity of the workplace can increase organizational effectiveness (Guillaume et al., 2013). Organizations are able to recruit from a larger pool of talent. Moreover, it is argued that a diverse organization functions better because of the use of the background of the diverse workforce (Shore et al., 2011). In addition, with a diverse workforce, there is an improvement of representation in the public organization. This could also increase responsiveness. Nevertheless, when diversity is managed poorly, diversity of the workplace can also lead to other outcomes. There could be more discrimination, conflicts and weaker employee attachment (Guillaume et al., 2013). It is thus very important that there are the right circumstances in organizations for fostering diversity.

1.4 Inclusive leadership

Leadership is needed to ensure inclusiveness. Recently, attention is growing for inclusive leadership (Randel et al., 2018). Leadership is emphasized as an important concept to explain the effectiveness of public organizations in fostering workforce diversity (Boekhorst, 2014; Randel et al., 2018). An inclusive leader can create an inclusive workplace in which individuals with diverse and different backgrounds thrive.

An important concept related to inclusive workplaces used in the literature is inclusiveness (Shore et al., 2011; Shore et al., 2017). In an inclusive workplace, employees feel highly valued in uniqueness and there is sense of a high belongingness (Shore et al., 2017, p. 1265). Inclusion means that an individual is treated as an insider and allowed, or even encouraged to retain uniqueness within the group (Shore et al., 2011). Only within an inclusive workplace can the diverse talents of employees be really utilized for improving organizational effectiveness.

One important condition is that organizations not only focus on diversity, but rather on a culture of inclusion (Scott, Heathcote & Gruman, 2011; Boekhorst, 2014). In such an organizational culture, individuals are able to embrace their uniqueness and identify with the organization. (Guillaume et al., 2013). A successful diversity strategy should therefore focus

on culture change to create an inclusive work environment, in which diversity is embraced (Avery & McKay, 2010; Guillaume et al., 2013).

In order to study outcomes of certain HR practices, the model of Wright and Nishii (2007) can be used. In short, the model of Wright and Nishii (2007) describes the relationship between HRM practices and organizational performance. This model includes different layers: there is a difference between the intended HR practices, actual HR practices, perceived HR practices and the employee reactions (Wright and Nishii, 2007). For instance, an organization implements policy to increase inclusion practices, but a manager could possibly only follow this policy partially, which are the actual HR or leadership practices. Jacobsen & Andersen (2015) studied leadership practices as intended practices and perceived practices. The interviews with the managers indicate their intended leadership behaviours. The behaviour of the manager can be perceived differently by the employees, which are the perceived HR practices. These perceived HR practices lead to employee reactions. The model of Wright and Nishii (2007) is therefore suitable to study the causal mechanism between the determinants of inclusive leadership and inclusion.

Nowadays, inclusive leadership is recognized as an important contextual variable that influences the attitude and behaviour of employees. More research is needed involving the causal mechanism between organizational context, leader individual difference factors, inclusive leadership and inclusion (Shore et al., 2017; Randel et al., 2018). Both the organizational context and leader individual difference factors seem to be important in explaining managers' behaviours to be inclusive, which could result in an inclusive workplace. The thesis is both descriptive and explanatory (Toshkov, 2016). The causal mechanisms involving inclusive leadership and possible contextual factors are explored and further explained. Therefore, the following question is answered in this thesis:

What are determinants of inclusive leadership and how does inclusive leadership foster inclusion in the municipality of Rotterdam?

In order to research this mechanism, the following sub-questions are provided:

- *How does organizational context influence inclusive leadership and inclusion?*
- *How do leader individual difference factors influence inclusive leadership and inclusion?*
- *How does inclusive leadership foster inclusion?*

1.5 Societal relevance

The increasing diversity in society asks that organizations become more diverse as well. These developments have implications for public organizations. For public organizations, such as municipalities, it is important to have a diverse workforce to set a good example for other organizations and companies. In addition, if a workforce of a public organization is diverse, this will increase the representation of minority groups. Moreover, the responsiveness of organizations increases if there is space for more creativity and innovative ideas (Ashikali, 2018; Shore et al., 2017, Randel et al. 2018).

However, the downside of a diverse workplace can be a growth of (internal) conflicts, due to differences in norms and values (Homam & Greer, 2013; Guillaume et al., 2013). Nevertheless, this downside stresses the importance of managing diversity and inclusion within organizations in a proper way. By studying this topic and elaborating on how inclusive leadership can foster workplace diversity, organizations become better able to act on the increasing diversity and therefore manage this more efficient. Organizational effectiveness can improve if the diverse talents of employees are utilized (Shore et al., 2011). In addition, with the changing labour market this is important for the future workforce. The municipality of Rotterdam and other organizations can use the outcome of this study to increase the effectiveness of their (intended) policies to stimulate leaders to behave in an inclusive manner.

1.6 Scientific relevance

There is still little research about the mechanism involving inclusive leadership and inclusiveness (Randel et al., 2018, p. 191; Shore et al., 2017, pp. 11-12). Leadership is emphasized as an important concept to explain the effectiveness of public organizations in fostering workforce diversity. The diverse talents of employees can be utilized for improving organizational effectiveness. The added value of the research is that the context of effective

inclusive leadership is underexposed in current research. As Shore et al. (2017) and Randel et al. (2018) both argue, more research is needed to investigate how leader behaviours are interpreted by employees as inclusive. In addition, as Jacobsen and Andersen (2015) studied, there could be a difference between the intended and perceived leadership practices. Therefore, it is important to include employees in this study.

In addition, this thesis provides a case study research. This is important, because limited studies are conducted in a qualitative fashion. While quantitative research focuses on rule-based searching, studying inclusive leadership and inclusiveness through interviews will give a more nuanced view of reality (Flyvberg, 2006). This research will add to the scientific framework by providing a deeper understanding of the causal mechanisms involving inclusive leadership. With a better understanding of the mechanisms, there are more possibilities for intervention and control of inclusive leadership.

1.7 Reading guide

The thesis consists of the following chapters. Firstly, the theoretical framework is elaborated on in next chapter. The mechanism between inclusion and inclusive leadership is further investigated on. Moreover, determinants which influence this relationship are provided. The third chapter explains the methodology of this research. Thereafter, chapter 4 provides an analysis of the interviews conducted. Finally, chapter 5 gives final remarks and provides a discussion and policy recommendations for the municipality.

Chapter 2. Theoretical framework

This chapter provides a theoretical framework. This theoretical framework provides and discusses concepts that arise from the research question. This forms a theoretical explanation for the research question. Firstly, inclusion and inclusiveness is elaborated on. Thereafter, the concept of inclusive leadership is investigated. The role of leader individual difference factors is theorized. In addition, there is a closer examination of contextual factors which can be important in fostering workplace inclusion. This chapter finished with a conceptual model.

2.1 Inclusion and inclusiveness

To create a diverse organization, inclusion has been seen as a driver of diversity. Therefore, inclusion is the first step toward creating inclusive environments. As the optimal distinctiveness theory (ODT) claims, individuals need to balance the need for validation and similarity, versus uniqueness and individuation. The definition of Shore et al. (2011) is used to describe inclusion:

'Inclusion is the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness' (Shore et al., 2011, p. 1265).

In other words, inclusion consists of two components, namely belonging and uniqueness. Belonging is about to what extent employees feel part of the organization, whereas uniqueness is entails authenticity and being their full self. Belongingness within organizations is important to maintain strong and stable relationships. Social Identity Theory (SIT) explains the relationship between social structures and individual identities (Ashforth & Mael, 1989). This theory helps to understand how people (and employees) have both a need for inclusion and differentiation.

Ashforth & Mael (1989) wrote about social identity theory (SIT) and organization. In their article, Ashforth & Mael (1989) elaborate on the theory of social identification and try to understand the implications of the function of classification. Ashforth & Mael (1989) argue: *'Social identification, therefore, is the perception of oneness with or belongingness to some human aggregate' (Ashforth & Mael, 1989, p. 21).* An important contribution from SIT is that if there is a high perception of oneness, the outcomes of the work group are experienced as their personal outcomes (Ashforth & Mael, 1989; Randel et al., 2018).

However, without uniqueness, the individuals can be easily replaced and become interchangeable. The Social Identity Theory (SIT) overlaps with the social categorization perspective, in which employees put themselves and others in social categories. This can result in an in-group and out-group, based on similarities and differences between groups. In addition, a more elaborative explanation is provided by the optimal distinctiveness theory (ODT). This theory explains how there is a tension between human need for similarity and validation. People are feeling the need for uniqueness, but are also looking for similarities. In this view, inclusion means that there is a balance between a collective identity and a certain difference from the collective (Ashikali, 2018, p. 16; Shore et al., 2011).

Shore et al. (2011, p. 1266) describe an inclusion framework. In this framework, Shore et al. (2011) provides insights in what happens if there is a singular focus on belongingness, or value in uniqueness. *Figure 1* shows this inclusion framework.

Inclusion framework

	Low Belongingness	High Belongingness
Low Value in Uniqueness	<i>Exclusion</i> Individual is not treated as an organizational insider with unique value in the work group, but there are other employees or groups who are insiders.	<i>Assimilation</i> Individual is treated as an insider in the work group when they conform to organizational/dominant culture norms and downplay uniqueness.
High Value in Uniqueness	<i>Differentiation</i> Individual is not treated as an organizational insider in the work group but their unique characteristics are seen as valuable and required for group/organization success.	<i>Inclusion</i> Individual is treated as an insider and also allowed/encouraged to retain uniqueness within the work group.

Figure 1. Inclusion framework (Shore et al., 2011, p. 1266)

The inclusion framework can be linked to the three perspectives which Ely and Thomas (2001) distinguish, which are described in the introduction chapter. These perspectives are important in order to study how members of culturally diverse work groups participate in diverse organizations. In addition, these perspectives can also be used to investigate the behaviour of managers. Ely and Thomas (2001) distinguish the access-and-legitimacy perspective, discrimination-and-fairness perspective and integration-and-learning perspective.

With high belongingness and low value in uniqueness, an employee is treated as an insider when there is assimilation to the dominant culture. This situation can be seen in the discrimination-and-fairness perspective, where the background of diverse employees is not utilized. On the other hand, when individuals are not treated as insiders, but only their unique characteristics are seen as valuable there is high differentiation in the organization. This is important in the access-and-legitimacy perspective, where it is about the organizations' markets that are culturally diverse. For example, in case of the municipality, when different neighbourhoods are culturally diverse, this perspective could be useful in order to have a better access to these neighbourhoods. According to Ely and Thomas (2001), this results in diversity at the margins. While the teams which work with the neighbourhoods are diverse, the top of the organization will not represent this diversity.

If both components, belongingness and value for uniqueness, are not presented, the organization cannot be described as inclusive. In an inclusive organization, the individual is treated as an organizational insider and allowed, or even encouraged to retain uniqueness within the group (Shore et al., 2011). This situation fits with the integration-and-learning perspective. In this perspective, sustainable benefits from diversity can be achieved. The diverse background of employees is considered valuable, so there is a high value of uniqueness, while there is also belongingness.

Only by balancing both, an inclusive workplace can exist and foster positive outcomes. This definition of inclusiveness is about the individual experience within a group. It is important to note that depending on the context and contextual factors, the individual need for belonging or for uniqueness can vary (Shore et al., 2011). A manager or leader can influence the inclusion of a workplace, which can be called inclusive leadership. The effect of inclusive leadership is inclusion. In such a workplace, sustainable benefits from diversity can be achieved. The

diverse background of employees is considered valuable, so there is a high value of uniqueness, while there is also belongingness. When these two components are in balance, there is an inclusive organizational climate.

2.2 *Inclusive leadership*

Increasingly more research shows that leadership is a critical determinant in explaining the effects of diversity. However, the style or behaviours of leaderships studied in these articles differ from each other. Zaccaro, Rittman, & Marks (2001) show that functional leadership is a critical determinant in explaining the effects of diversity. In addition, Honan & Greer (2013) argue that considerate leadership is important in fostering diversity. Moreover, Nishii and Mayer (2009) also argue in favour of leaders playing a moderating role in order to achieve inclusiveness in organizations. Nishii and Mayer (2009) write about the moderating role of leader-member exchange in diversity. In addition, Nishii and Mayer (2009) also stress the importance of considering mediating variables to explain successful outcomes of diversity management. The mediating variables Nishii and Mayer (2009) describe are group norms, communication, cohesion, conflict, and information elaboration.

Other styles of leadership can be distinguished as well. For example, Ashikali and Groeneveld (2015) argue that both transformational leadership and an inclusive organizational culture are seen as important determinants of diversity management. These concepts positively affect the commitment of employees (Ashikali & Groeneveld, 2015). Transformational leadership has components of charismatic and inspirational style. Transformational leader can also change the organizational culture. However, this thesis focuses on inclusive leadership. Other forms of leadership, such as transformational leadership are not sufficient in creating an inclusive workplace, since transformational leadership enhances member commitment to shared organizational goals, there is a possible lack of uniqueness (Randel et al., 2018).

Looking at the inclusion framework of Shore et al. (2011), using a transformational leadership style will eventually lead to assimilation. This is a situation in which individuals are considered insiders, but there is a lack of value of uniqueness and therefore the diverse background of individuals is less visible. In other words, while transformational leaders are very good at transforming and bringing out a vision, it is more likely employees will assimilate to the dominant culture. The background of their diversity will not be used. This

leadership style could work better in the discrimination-and-fairness perspective from Ely and Thomas (2001). Only inclusive leadership addresses belongingness and uniqueness fully in an extent that transformational, empowering, servant, authentic and leader-member exchange do not (Randel et al., 2018).

Managers are critical to create an inclusive workplace, since team members form perceptions of inclusion based on the treatment they receive at work (Randel et al., 2018). This is important, because inclusive managers can make use of the '*value of diversity*' by retaining diverse employees. According to Randel et al. (2018), inclusive leadership enables the effective functioning of employees while belonging and uniqueness both are addressed.

Recently, there is more notion about inclusive leadership behaviours in specific. There are more efforts to establish inclusive leadership as a style of leadership. Nembhard and Edmondson (2006) describe leader inclusiveness. This form of leadership can help work groups to work together, overcoming differences and allowing members to collaborate in process improvement. Leader inclusiveness is defined as: '*words and deeds exhibited by a leader or leaders that indicate an invitation and appreciation for others' contributions*' (Nembhard & Edmondson, 2006, p. 947). In other words, with leader inclusiveness, there should be psychological safety for contributing. Therefore, the behaviour of inclusive leaders should be manifested by openness, accessibility and availability (Carmeli, Reiter-Palmon & Ziv, 2010). An important contribution from the article of Nembhard & Edmondson (2006), is that the members form perceptions of inclusion based on the treatment they receive at work. Inclusive leaders do that by not only making decisions, but also influencing organizational environment.

However, Randel et al. (2018) are using a more elaborate definition of inclusive leadership. This definition is based on the definition of inclusion from Shore et al. (2011). Randel et al. (2018, p. 195) describe inclusive leadership as: '*behaviours that collectively facilitate all group members' perceptions of belongingness to the work group and that encourage group members contributing their uniqueness to achieving positive group outcomes*' (Randel et al., 2018, p. 195). These behaviours can be constructed in five categories. These behaviours are provided in *Figure 2*.

Randel et al. (2018) propose in total five categories of inclusive leadership behaviours. There are three categories for belongingness, and the two others for uniqueness. For belongingness, the categories are supporting group members, ensuring that justice and equity are part of each members' experience and providing opportunities for shared decision making on relevant issues (Randel et al., 2018, p. 193). For uniqueness, it is about encouraging diverse contributions and helping employees fully offer their unique talents and perspectives (Randel et al., 2018, pp. 193-194).

Table 1

Behaviours that indicate value for inclusiveness, as described by Randel et al., 2018, pp. 193-194)

<i>Belongingness</i>	<i>Uniqueness</i>
1. Supporting group members	1. encouraging diverse contributions to the work group
2. Ensuring that justice and equity are part of each members' experience	2. helping group members fully offer their unique talents and perspectives
3. Providing opportunities for shared decision making on relevant issues	

Firstly, the categories of behaviours for belongingness will be elaborated on. The first inclusive leadership behaviour is supporting group members by providing a comfortable environment. In addition, an inclusive manager communicates that the employees' best interests are important. Employees are being supported in their needs and opinions. Secondly, inclusive leaders should ensure that justice and equity are experienced by each member. Justice and equity should be ensured to indicate that each member is a part of the group. Introducing policies with certain check and balances can provide fairness. Thirdly, it is important that there is shared decision making. For example, inclusive leaders can use shared decision practices, such as group participation when making important decisions (Randel et al., 2018).

Secondly, the categories of behaviours for uniqueness will be elaborated on. The next inclusive leadership behaviour is encouraging diverse contributions. This creates an environment where uniqueness is valued. If done correctly, this contributes to performance, because it supports perspectives that are not the norm. Secondly, the group members who are

not eager to speak up themselves should be recognized and helped to offer their talents and perspectives. An inclusive leader could do so by speaking with each individual member privately. According to Randel et al. (2018) these five categories of inclusive behaviours will create an inclusive workplace.

2.3 *Individual difference factors*

Leaders or managers have a huge influence over the organizational environment in which inclusive treatment by others may occur. There is not much research about the boundary determinants which influences the effectiveness of inclusive leadership (Randel et al., 2018). However, one of the boundary determinants is about the individual differences of managers (Randel et al., 2018). Individual differences (pro-diversity beliefs, humility, and cognitive complexity) contribute to behaviours that facilitate inclusion.

Randel et al. (2018, pp. 196-199) identify three individual differences which can constrain or stimulate managers to act in an inclusive manner. Firstly, Randel et al. (2018, pp. 196-199) propose that pro-diversity beliefs are positively related to inclusive leadership. A manager can have positive or negative experiences with diversity. This can be related to the perspectives Ely and Thomas (2001) distinguish: the integration-and-learning perspective, the access-and-legitimacy perspective, and the discrimination-and-fairness perspective. Depending on how a manager thinks about diversity, this can influence the involvement in inclusive leadership behaviours. In addition, also Meeussen et al. (2014) studied the influence of diversity perspectives on work outcomes.

Secondly, according Randel et al. (2018, pp. 196-199) leader humility increases the likelihood that a manager will engage in inclusive leadership. This means that a leader shows a high awareness of others. Thirdly, it is about cognitive complexity. This is the ability to perceive behaviour and social information of others in a multidimensional manner. A leader should be able to see individuals in groups as distinct, each possessing both positive and negative traits that make them different. These three leader individual difference factors, pro-diversity beliefs, humility and cognitive complexity influence how leaders behave. However, because multiple studies point out the influence of pro-diversity beliefs (Ely and Thomas, 2001; Meeussen et al., 2014; Randel et al., 2018), this is seen as the most important concept in identifying leader individual difference factors.

2.4 Organizational context

There are several potential contextual influences on the relationship between inclusive leadership and inclusiveness. One of the contextual factors is diversity management (Jin, Lee & Lee, 2017; Guillaume et al., 2014). The goal of diversity management is to bring out the added value of diversity. These policies or instruments are aimed to increase organizational diversity. Diversity management has a broad scale. Firstly, it starts with recruiting employees from minority groups. Secondly, diversity management should bridge cultural gaps and foster inclusion. Finally, policies are needed to manage diversity in daily practice (Ashikali & Groeneveld, 2015; Scott, Heathcote & Gruman, 2011). Therefore, diversity management is considered as an important contextual factor in explaining the effect of inclusive leadership.

Randel et al. (2018, p. 200) also distinguish another potential influence, which is the members of the group themselves. Randel et al. (2018, p. 200) argue that *‘if members themselves hold pro-diversity beliefs, have high levels of humility, or are cognitively complex, for example, or if members are high on openness to experience, perhaps this would bolster the effect of a leader’s inclusive behaviours.’*

Another important contextual factor could be the organizational climate (Randel et al., 2018, p. 200). In addition, other scholars (Scott et al, 2011) have argued that organizations should not only focus on diversity, but rather on a culture of inclusion. (Scott, et al., 2011). Scott et al. (2011) argue that the organizational culture will determine whether an organization will benefit from a diverse employee base. Furthermore, Mor Barak (2000) argues that diversity and organizational culture can contribute to the perceptions of inclusion-exclusion, which can then lead to job satisfaction, organizational commitment, individual well-being, and task effectiveness. The efforts of inclusive leaders within organizations can be undermined if there is not an inclusive climate in the organization (Randel et al., 2018, p. 200). On the other hand, if an inclusive leader is supported by the organization, this could enhance the impact of a manager. A consistent message encourages the perception of inclusion.

One can distinguish between an inclusive climate and inclusive culture. Climate can be defined as *“the shared meaning organizational members attach to the events, policies, practices, and procedures they see being rewarded, supported, and expected”* (Ehrhart, Schneider, & Macey, 2015, p. 2). Culture is seen as the basic assumptions about the world and

the values that guide life in organizations. Climate and culture are complementary components to inclusion.

2.5 Conceptual model

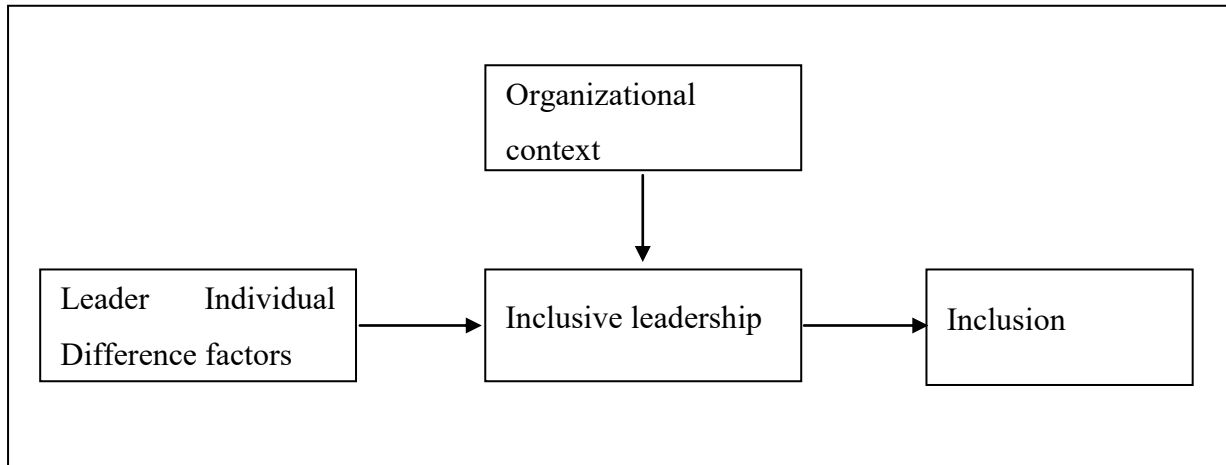


Figure 2. Conceptual model

The research question of this thesis is: *What are determinants of inclusive leadership and how does inclusive leadership foster inclusion in the municipality of Rotterdam?*

Two determinants are provided in order to answer this question. Firstly, the organizational context potentially has an influence. In this case, one important aspect of the organizational context is diversity management. Diversity management has three components. These are the selection and recruitment of minority groups, bridging cultural gaps, and policies which manage diversity in daily practise (Mor Barak, 2010). For example, a training about how a manager could utilize the diverse background of team members can stimulate managers to engage with inclusive leadership behaviours. In addition, other organizational aspects could also explain why leaders or managers engage in inclusive leadership behaviours. These additional aspects are not yet theorized, therefore they will be empirically determined.

Secondly, leader individual difference factors influence whether managers engage in inclusive leadership or not. The three factors which Randel et al. (2018) distinguish are pro-diversity beliefs, humility, and cognitive complexity. The pro-diversity beliefs are linked to the perspectives Ely and Thomas (2001) provide, namely the access-and-legitimacy perspective, the fairness-and-discrimination perspective, and the integration-and-learning perspective.

Depending on what diversity perspective a manager has, this could influence the leadership style of a manager.

Both inclusive leadership and inclusion consists of two components, which is about belonging and value for uniqueness. An inclusive leader acts in ways that facilitate the perception of belongingness and value for uniqueness in teams (Randel et al., 2018, p. 195). Inclusion is about the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness (Shore et al., 2011).

There is limited research about the causal mechanism between organizational context, inclusive leadership and inclusion (Randel et al., 2018). Therefore, it is difficult to determine the causal mechanism. The mechanism could be between organizational context and inclusive leadership, or between inclusive leadership and inclusion (possible bolstering the effect of inclusive leadership). However, one of the goals of this thesis is to explore what the role of organizational context (particularly diversity management) is in order to promote the relation between inclusive leadership and inclusion. Because of the limited knowledge about the mechanism between organizational context and inclusive leadership and inclusion, it remains difficult to determine this causal mechanism.

In order to solve this difficulty of defining the relation between the concepts, the conceptual model is inspired by the model of Wright and Nishii (2007), as introduced in the first chapter. The model distinguishes different layers to analyse HRM practices. The intended HR practices can be placed in the organizational context, because diversity management is an important contextual variable distinguished in the theory. This on an organizational level. The practices of inclusive leadership are measured as intended and perceived leadership practices on job group level (Jacobsen & Andersen, 2015). Managers are asked about their intended leadership practices, whereas employees are asked about the perceived leadership practices. Inclusive leadership should lead to inclusion, which are the perceived practices and leads to employee reactions.

Chapter 3. Methodology

This chapter provides the methodological justification and explanation. The research has taken place at the municipality of Rotterdam. The respondents are all employees of the municipality of Rotterdam. This way a general overview of the municipality can be constructed.

The study is qualitative. The research method is gathering data through semi-structured interviews. The goals are both descriptive and explanatory (Toshkov, 2016). This case will provide more insights on how inclusion is established by inclusive leadership, as described in the theoretical framework.

The strength of a case study is in addressing contemporary phenomena in real-life contexts. Case studies are in particular useful for these how and why questions. These would be difficult addressed in other approaches. A case study is a rather loose design (Meyer, 2001). This means that there should be made methodological choices. The sample time is restricted by the time frame of the study.

3.1 Case description

The municipality of Rotterdam is committed to be an inclusive employer. In 2015, the municipality signed the Diversity Charter, which was mentioned earlier in the introduction (Diversiteit in Bedrijf, n.d.). By signing this Diversity Charter, the municipality of Rotterdam plays an exemplary role for other employers in the region. The Diversity Charter is a group of companies and organizations that strive for an inclusive labour market, because of the business case and the moral aspect. The municipality considers the diversity policy as an integral part of the personnel policy. The starting point is the employment of employees based on their qualities and the stimulation of broad access to development and career opportunities, regardless of age, ethnicity, gender, sexual preference. In other words, differences between employees are appreciated and the importance of a diverse workforce for good ('*Rotterdammer-oriented*') services to the city and citizens is recognized (municipality Rotterdam, personal communication, April, 2019).

There are two concrete ambitions set out in relation to the Diversity Charter. Firstly, it is about providing a better balance in the age structure of the workforce. Young people are offered structural training places at all levels of education and traineeships. The composition of each trainee group strives for diversity in gender, educational direction, cultural background and learning objectives. Secondly, it is promoting the employment of people with a work disability or distance to the labour market through the realization of guarantee jobs (municipality Rotterdam, personal communication, April, 2019).

Moreover, the Rotterdam City Council adopted in 2017 a motion to improve inclusion in the organization. In order to achieve this, a movement has been set in motion within the organization around inclusion. Primarily, this movement focuses on awareness. This gives managers and employees insight into the values and norms of people with a different background and insight into how an inclusive organization can be shaped. There are trainings for managers, in which (cultural) sensitivity and value-free communication and acting are central. In addition, there is awareness training provided aimed at an inclusive recruitment and selection. Finally, the Young Professional program consists about a diverse group of young talented employees who work within the municipal organization (municipality Rotterdam, personal communication, April, 2019). In all, this makes the municipality a prototypical case to study inclusiveness.

3.2 Selection of respondents

It is important to investigate different layers in the organization. This is stressed in the model of Wright and Nishii (2007). According to this model, there is a difference between intended strategy and the actual or realized strategy. This is important in explaining the successful implementation of organizational policies. Subsequently, there is a difference in the actual HR practices and the perceived HR practices. These perceived practices have implication for the reactions of employees. Individuals differ in their perceived HR practices and in employee reaction, because of different backgrounds and experiences. The model can be used in order to explain how diversity management and inclusive leadership lead to an inclusive climate. Therefore, it is important to use the model of Wright and Nishii (2007) in order to explain how inclusive leadership foster inclusiveness. In addition, the respondents can hold different perspectives, because of their function. For this reason, respondents of different layers are selected.

The municipality contains of six clusters. The unit of analysis is at team level. Individual interviews are conducted with each team leader HR. These team leaders HR selected team managers and department heads (*afdelingshoofden*) to participate in this study. The team leaders HR selected the team managers and department heads at their own discretion. This brings a possibility of bias in the selection process. However, the respondents interviewed had different background and experiences with inclusion. Apart from this selection process, four directors are interviewed.

The interviews of the team leader HR and HR advisor from the cluster Stedelijke Ontwikkeling (*Urban Development*) were held together. In total 21 interviews are conducted, among four directors, five team leaders HR, two department heads, five team managers, and five employees.

Table 2

Respondents, arranged per cluster

Cluster	Respondents	Abbreviation
<i>Cluster MO</i> : Maatschappelijk Ontwikkeling, (Societal Development)	Team leader HR	Respondent 1
	Team manager	Respondent 2
	Employee	Respondent 3
<i>Cluster SO</i> : Stedelijke Ontwikkeling (Urban Development)	Team leader HR / HR advisor	Respondent 4
	Team manager	Respondent 5
	Employee	Respondent 6
	Employee	Respondent 7
<i>Cluster SB</i> : Stadsbeheer (City Management)	Team leader HR	Respondent 8
	Director	Respondent 9
	Team manager	Respondent 10
	Employee	Respondent 11
<i>Cluster W&I</i> : Werk en Inkomen; Work and Income (W&I)	Department head	Respondent 12
	Team manager	Respondent 13
<i>Cluster DV</i> : Dienstverlening; Service	Team leader HR	Respondent 14
	Director 1	Respondent 15
	Director 2	Respondent 16
	Department head	Respondent 17
	Team manager	Respondent 18
	Employee	Respondent 19
<i>Cluster BCO</i> : Bestuur en concernondersteuning, management and concern support	Team leader HR	Respondent 20
	Director	Respondent 21

In this thesis, to maintain anonymity the teams investigated in these clusters will be referred to by their respective cluster name. However, a single team does not resemble the whole cluster per se. Therefore, these results from one team cannot be generalized to the whole cluster its belongs to.

3.3 *Operationalization*

For the operationalization, the concepts as formulated in the conceptual model are used. The concepts are: leader individual difference factors, organizational context, inclusive leadership and inclusion. Leader individual difference factors and the organizational context are important determinants in explaining how inclusive leadership fosters inclusion. Since there is no existing topic lists with this combination of theories, an own topic list is prepared. Questions are asked on both determinants, such as why diversity matters, linking towards the personal beliefs of leaders, and organizational context (the type of work your team does, how does your team difference from others, or other clusters and what is the role of concern in this topic?). The topic list can be found in *Appendix 1*.

3.4 *Informed consent*

The respondents were informed via email. Before the interviews took place, the respondents were asked to sign an informed consent form. This form contains the goal of the research, asks permission to make audio tapes and stresses the voluntary and confidentiality of the research. In addition, respondent validation was requested after the interview, meaning that transcripts were sent to the respondents with an opportunity to make changes. No significant changes were made which were relevant for the study.

3.5 *Validity and reliability*

The problems of validity in qualitative studies are related to the fact that most qualitative researchers work independently and that there is a focus on the findings rather than to describe how the results were reached, and are limited in processing information (Meyer, 2001). Therefore, the interviews are analysed and coded. Concerning objectivity, to avoid this bias the questions are based on theory. The reliability is improved by transcribing the interviews. The intersubjectivity is guaranteed by the ability to follow the process of analysis through coding the interviews. Both theory and empirical findings are used to analyse the case of the municipality.

Table 3

Code tree, used by coding interviews

Concept	Definition	Elements	Indicators
Leader individual difference factors	Factors that can stimulate managers to act in an inclusive manner (Randel et al., 2018, pp. 196-199)	Pro-diversity beliefs, which can be split into:	
		Discrimination-and-fairness perspective;	Moral imperative and colour-blind
		Access-and-legitimacy perspective;	Organization's markets and constituencies that are culturally diverse
		Integration-and-learning perspective (Ely and Thomas, 2001)	Diverse background of employees is considered a valuable resource
		Humility	High awareness of others (Randel et al., pp. 196-199)
		Cognitive complexity	Ability to perceive behaviour and social information in a multidimensional manner (Randel et al., pp. 196-199)
Organisational context	Contextual influences on the relationship between inclusive leadership and inclusion	Diversity management	Actions that are designed to create greater inclusion of employees from various backgrounds into the formal and informal organizational structures (Mor Barak, 2010, p. 235)
		Organizational climate	Shared meaning organizational members attach to the events, policies, practices and procedures they see being rewarded, supported, and expected (Ehrhart, Schneider, & Macey, 2015, p. 2)
		Type of work	Characteristics of tasks and activities involving the work of a team
Inclusive leadership	Behaviours that facilitate the perception of belongingness and value for uniqueness in the teams (Randel et al., 2018, p. 195)	Belongingness	- supporting group members - ensuring justice and equity - shared decision making on relevant issues
		Value for uniqueness	- encouraging diverse contributions - provide fully opportunities to employees
Inclusion	The degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness (Shore et al., 2011).	Belongingness	Perception of being included in the group or organization
		Value for uniqueness	Perception of opportunities that provide for authentic or uniqueness

One approach in examining validity and reliability of qualitative studies is to apply the criteria used in quantitative research (Meyer, 2001). A strength of qualitative research is construct validity, because of the flexibility of the researcher and respondents. If there is confusion in understanding the questions, more explanation can be provided.

The internal validity of this research is high, because in every cluster one team is investigated. However, a big risk of conducting interviews is that respondents can give socially desirable answers. Another challenge is that there is a difference between intended and perceived behaviour. A manager can try to be very inclusive, but there is a possibility that the manager is not perceived as an inclusive leader (Vermeeren, Kuipers & Steijn, 2014; Jacobsen & Andersen, 2015). Therefore, hierarchical couples of employees and managers were made.

The external validity of this research is limited, because all the interviews were held in the context of the municipality of Rotterdam. However, the study tries to gain insights about the mechanism between inclusive leadership and inclusion, which can be the same in different organizational contexts. A qualitative study cannot generalize results based on statistical inference. A qualitative research provides detailed information about causal mechanisms and is therefore useful.

Chapter 4. Analysis chapter

The analysis is presented in this chapter. The structure of this analysis follows the conceptual model. As theorized, two determinants of inclusive leadership could play a role. Firstly, the organizational context will be provided, split into diversity management and other contextual factors. After providing the organizational context and its implications for inclusive leadership, the analysis elaborates on leader individual difference factors and the implications for managers to behave inclusive. Finally, the relation between inclusive leadership and perception of inclusion will be elaborated on.

4.1 Organizational context / Diversity management

The first part of the analysis starts with briefly discussing diversity management within the organization. As discussed earlier, Wright and Nishii (2007) provided a distinction between intended policy, actual policy and perceived policy. The policy documents provide information about the intended policy, whereas the interviews with team leaders HR and management provide information about the actual policy. Interviews with the employees provide more information about the perceived policy and perception of inclusion. The perception of inclusion is discussed at the end of this chapter. As theorized, diversity management is about the actions an organization can take to increase organizational diversity (Mor Barak, 2010). Diversity management starts with recruiting employees from minority groups. Secondly, diversity management should bridge cultural gaps and foster inclusion. Finally, policies are needed to manage diversity in daily practice (Ashikali & Groeneveld, 2015; Scott, Heathcote & Gruman, 2011).

The motion, which was adopted in 2017, to improve inclusion, resulted in a movement to create more awareness. In other words, the intended HR practices of the municipality are to start an inclusion movement to change the organizational culture. The movement should give managers and employees insight into the values and norms of people with a different background and insight into how an inclusive organization can be shaped. This fits with the integration-and-learning perspective of Ely and Thomas (2001). In addition, the director (respondent 21) who initiated the policy and thus the movement says:

'We do a lot, but sometimes not much. By that I mean: we do not shout it from the rooftops, we have no targets. A lot happens in the sense of undercurrents, people who visit me, who say

I want to get rid of my story; I feel that I am not being heard, because I am from somewhere else. I am not saying it is true, but that is the feeling there is. (respondent 21, director)

In short, according Guillaume et al. (2014) and Jin, Lee & Lee (2007) it is important that there are concrete and clear policies. These concrete and clear policies are important, because this provides a direction for the municipality and its managers to work towards. While the intention of the municipality to be an inclusive workplace, the policies which are drafted do not provide such clear directions on how to be an inclusive organization. The interviews with the team leaders HR, directors and managers provide information about the actual HR practices.

Firstly, five team leaders HR (respondents 1, 4, 8, 14, 20) are interviewed. The team leaders HR each lead a team of HR advisors, which are dedicated to one of the clusters. These team leaders HR can form the bridge between intended and actual policy. Therefore, the team leaders are mainly asked to provide information about the clusters and about the advising role towards managers. In other words, the team leaders HR provide information about the organizational context.

When asking about diversity management in the organization, there were different responses of the team leaders HR. Respondent 1 (team leader HR) points out that:

"You must also be able to explain why we want to be inclusive and what concerns us. What are the benefits and how can you use it? I think that is not yet that far. There is only a limited group who have ideas about this and who find it very important. But the majority thinks: what do you mean with inclusion?" (respondent 1, team leader HR)

In other words, from this quote it becomes clear that while there are policies to increase inclusion, these policies are not very well known. Respondent 14 and respondent 20 both argue that being an inclusive organization is part of the strategic HR calendar for the next years. However, the team leaders HR are not able to provide a clear picture about the diversity policies within the organization. According Guillaume et al. (2014) and Jin, Lee & Lee (2007) diversity policies are more effective if these policies are concrete and clear. In this case, it becomes apparent that not all the team leaders HR are fully aware of the diversity management of the municipality of Rotterdam.

In addition, the answers of directors and department heads also point out that the inclusion movement is not very visible in the organization. The directors and department heads are asked how they stimulate managers to act inclusive. This gives more insight in how the intended policies are executed in the top layers of the organization, thus in the actual management practices. Firstly, it is important to indicate that all the directors and department heads value diversity and argue that they want to have a diverse organization. There were no negative responses. However, the respondents differ in interpretation of what is needed from the management. To illustrate this, two examples are given. Firstly, respondent 12 indicates that in her department being an inclusive manager is a standard, a norm. A manager should act in an inclusive matter. To accomplish this, conversations about diversity are irregularly held. However, this department head also indicates that there are no clear procedures for this. The conversations are held incidental or when there is need for a new manager. In other words, there is attention to diversity and inclusion practices, however respondent 12 does not use an intended policy. Another example is given by respondent 16. This director argues that inclusive leadership is important, but that there are no training programs for managers to use an inclusive leadership style. She indicated that the expertise of this lies within HR. This could mean that managers are not aware of the intended inclusion practices.

Furthermore, managers are also asked about the diversity policies of the municipality. The answers of the managers are in line with the team leaders HR and with the directors and department heads. One manager (respondent 5) named the young professionals program as specific policy outcome and he had followed a training about inclusive leadership. However, the other managers did not name this and indicated that while there might be policy, they are not aware of it.

In conclusion, this means that the function of the inclusion movement is limited, because the actual HR practices are that there is not a concrete diversity management or policies. This does not fit within the theory about diversity management, where policies are needed to manage diversity in a daily basis. The municipality is trying to change or improve inclusion, without a clear vision of what is needed to actually be an inclusive organization. While the intended HR practices are pointing towards striving for more inclusion, the actual HR practices need more attention in order to change the organizational climate. If there is more action, this will change how these HR practices are perceived. In theory, diversity

management can have an impact on inclusive leadership. This contextual factor is not seen in practice, because most of the respondents are simple not aware of this movement.

4.2 *Other contextual factors*

Several other contextual factors that could influence managers to use an inclusive leadership style are pointed out by the respondents. A contextual factor that was distinguished is the organizational culture or climate (Ehrhart, Schneider, & Macey, 2015). If asking about the culture in a cluster, the team leaders HR all point out that one cluster is a very big unit and that it is not easy to define the culture in one cluster. Respondent 4 (team leader HR and HR advisor) point out that there are certain differences between clusters. For *cluster Stedelijke Ontwikkeling* (Development), the staff and employees are project-oriented and focused on the key performance indicators. However, the HR advisor (respondent 4) adds that the differences within the clusters are bigger than the differences between clusters. Respondent 1 (team leader HR) elaborates on this and argues that the four managing boards (*directies*) in her cluster all differ in their culture. The managing boards differ in how issues are addressed and therefore differ in their culture. Therefore, it is difficult to determine the climate and its influence on inclusive leadership in the different clusters, because among different components of the cluster the climate is likely to be different.

Another constraint pointed, which is pointed out by directors and department heads is that employees are important in the climate of the organization. This is illustrated by the following quote:

'Employees are much more important there than the management. The management team is of course a fairly limited group. It creates preconditions, we do a lot of other things. If you are talking about the culture of a department or a cluster, then there are those three hundred people. Those three hundred determine the atmosphere and that is much more complicated. At least, I find that more complicated because you do not get everything that plays out there on the table.' (respondent 12, department head)

This constraint fits with the influence of group members Randel et al. (2018, p. 200) also distinguish. The members of the group themselves influence the climate in the organization and could booster the effect of leader's inclusive behaviours. If the employees hold pro-diversity beliefs, this could be beneficial for the inclusion in the workplace. A manager can try to change these beliefs, but is limited in this sense.

Another important constraint which multiple respondents (both team leaders HR as managers) bring up is what is asked from a team manager. A team manager has many tasks and based on the expectation put on a team leader they might not be able to focus as much on inclusion as they wish or is necessary. As a team leader HR argues:

'What do you let people do in practice? If the practice requires them to bring the content of a project to the surface, it will be at the expense of people's attention. Even those who want have to make that choice.' (respondent 4, team leader HR)

Another respondent also adds to this that the primary processes are important for the cluster of this manager. These are paramount and require a lot of time and energy. Targets are set and sometimes there is political pressure, such as questions from the city council. That means that there is reduced consideration for the make-up of the team and what they need to be an inclusive team. A team manager also says:

'At some point your span of control is too large. With one kind of person, you can have a hundred of them. Because then you are no longer surprised, then you know what is going to happen, you know what route is being taken, then you can design the span of control more broadly. Working with diversity requires more effort.' (respondent 2, team manager)

In this case, the manager argues that it is more difficult to manage a highly diverse team. A highly diverse team asks for more attention and effort. A homogenous team will then lead to a larger span of control.

In other words, for leaders to be inclusive, resources are necessary from the organization. Not only should leaders be made aware of their prejudices, the issues of the day should not be at the expense of the attention for the team. As a director state:

'You have to keep it going, if you don't keep it going, it might be a forgotten thing in some time.' (respondent 16, director)

Under the right circumstances, diversity of the workplace can increase organizational effectiveness (Guillaume et al., 2013). However, this asks that leaders show and act accordingly to the inclusive leader behaviours, balancing belongingness and value for uniqueness in a good manner. The inclusion movement, started after the motion about diversity, can ask more attention for this matter.

In addition, a lot of the respondents argue that the benefits of diversity and especially inclusion should be emphasized. In this way, it can motivate leaders to engage in this

movement and express a more inclusive style. According to these respondents, this should be communicated in a proper manner, and not as something on top of all the other work. If leaders see diversity and inclusion as a tool to improve their team, it could trigger them to actively work for it.

4.3 *Individual difference factors*

The second determinant which is theorized are the leader individual difference factors. These factors are on individual level. It is about personal beliefs and perspectives. According to Randel et al. (2018), leader individual difference factors are important in explaining if a leader shows inclusive behaviour. The respondents can have different views of inclusive leadership because of pro-diversity beliefs, humility and cognitive complexity (*leader individual difference factors*). In this study, there is a focus on pro-diversity beliefs (Ely and Thomas, 2001; Meeussen et al., 2014). The respondents interviewed differs in these pro-diversity beliefs. Pro-diversity beliefs indicate how leaders look at diversity and can be split into the perspectives which Ely and Thomas (2001) distinguished: access-and-legitimacy perspective, fairness-and-discrimination perspective, and integration-and-learning perspective. In this section, the answers from directors, department heads and managers are analyzed, because inclusive leadership in de workplace is the primary focus of this thesis. The directors, department heads and managers are asked about how they define inclusive leadership and how they value diversity.

Firstly, the answers form directors and department heads are analyzed. In order to do so, two examples of responses are given. Respondent 16 clearly indicates the access-and-legitimacy perspective, illustrated by this quote:

'It means that in neighbourhoods which are mostly not white, you have to have conversations there. You have to do that with people who are one of them.' (respondent 16, director)

In the inclusion framework of Shore et al. (2011), this access-and-legitimacy perspective of Ely and Thomas (2001) is linked to differentiation. It means that there is a situation where there is low belongingness, and high value in uniqueness. In this situation, an employee able to talk the language of the street is highly valued. In the teams where these skills are handy, diversity is valued. However, there is a possible lack of belonging. Belongingness is about in what extent employees feel part of the organization. This is indicated by this director who says that she values diversity, because of these handy skills, resulting in high diversity in

executive functions (at employee level). However, in the management team, there is still limited diversity as the value of those skills has lost its value. This is illustrated by respondent 16 who says she values diversity, but does not see this reflected in her management team. In other words, this perspective of access-and-legitimacy leads to differentiation and therefore results in diversity only at the margins (Shore et al., 2011) not resulting in a completely inclusive workplace.

The second example is from respondent 12, a department head from *cluster Work and Income*. She clearly points towards the fairness-and-discrimination perspective. She argues that it is important to give everyone equal opportunities. In the inclusion framework of Shore et al. (2011), this is linked to assimilation. The perspective of access-and-legitimacy leads to high belonging, and lower value in uniqueness. This means that the benefits of diversity are downplayed. However, respondent 12 also indicates that diverse teams work better than homogenous teams. This fits more with the integration-and-learning perspective of Ely and Thomas (2001). However, she also indicated there was still a lack of diversity within her management team. Both examples shows that there are different diversity perspectives within the organization which could lead to assimilation, differentiation or inclusion. However, it is difficult to indicate whether these perspectives of directors and department heads influence them to behave in an inclusive matter.

The managers are also asked about their personal beliefs. Respondent 2 (team manager) clearly shows the integration-and-learning perspective, because she points out that she values the differences in her team and also strives in keeping together the team. In order to illustrate this, she states that her team has to learn from each other differences. In addition, she argues that in a team where policy is made, different ideas and considerations are important: the policy is made for the citizens, which are also very diverse. Respondent 10 (team manager) also shows the integration-and-learning perspective, where he focuses treating other team members with respect. He argues that listening to each other is the most important value, and he adds that every employee has his or her own opinion, which is valuable.

Respondent 18 (team manager) points out that she values a diverse team, because her team should be a reflection of the city she works in. This fits with the discrimination-and-fairness perspective (Ely and Thomas, 2001). As a manager, she tries to accomplish this to make sure

that every employee feels welcomed. Therefore, this team manager is more focused on belonging than value for uniqueness. Her perspective is different, which thus result in different intended leadership behaviours.

To conclude, if the business case, which is explained through the integration-and-learning perspective, is found important by managers, they show more awareness of inclusion (Ely and Thomas, 2001). Several respondents point out that diversity is valuable for them, because of the improving results of the team. Leaders intend to apply more inclusive leadership if they hold pro-diversity beliefs which are linked towards the integration-and-learning-perspective. In other words, the business case of diversity results in behaviours of leaders which are more inclusive. In this situation, managers strive for a team where belonging and value for uniqueness are in balance.

4.4 Inclusive leadership

This section is about the intended leadership behaviour of managers (Jacobsen & Andersen, 2015). The level of analysis is thus on job group level. The managers are asked what inclusive leadership is and how they practise it. In the next section, the perceived level of inclusion will be provided. Inclusive leadership is about balancing the two components, belonging and value for uniqueness in a good manner. If managers can balance these two components, it will foster inclusion in the team (Randel et al., 2018). Most of the managers emphasise that being an inclusive leader is not something they think about every day, because this is not their primary focus. When asking managers what inclusive leadership is, the managers gave different responses, which will be elaborated on in this section. An explanation for this is that their perception of what inclusive leadership is depends on what balance is needed. In some teams, there is a need for a high perception of belonging to the teams, while in other teams a high perception of value for uniqueness is important.

In addition, Randel et al. (2018) proposed five behaviours representative of inclusive leadership, three behaviours for belonging and two behaviours to support value for uniqueness (see *Table 1*). These behaviours are hinted at in the explanation of managers when talking about inclusive leadership. The way a manager behaves contributes to the inclusiveness in a team, and different approaches and behaviours of manager in the different teams will now be compared and contrasted.

Firstly, respondent 5 (a team manager of the Engineering Bureau) describes inclusive leadership as the following:

In itself interesting, what I actually have from that, is that everyone has value. Regardless of background, culture or gender or whatever or education. Everyone contributes to the whole process. That is a good principle for general work and tasks. But if you really need specialists, I think that the subject matter, the specialty is leading.' (respondent 5, team manager)

This team manager thus thinks that because of the type of work his team does which requires highly specialized skills, he is limited to be an inclusive leader. For this manager, this is a constraint to having a diverse team. The team manager directly links diversity to inclusive leadership. However, even in an apparent homogenous team a leader can show inclusive leadership behaviours. A leader can show these behaviours when the team is not diverse. The need for specialists might limit the team to become more diverse, but does not have to limit the manager to be inclusive. An inclusive workplace is also important for an apparently homogenous team, because even in such a team, there are also differences in backgrounds and characters. In addition, both employees pointed out that the perception of belonging is low, for example due to the lack of regular team meetings. This results in decreased opportunities in shared decision making, which is indicated as one of the inclusive leadership behaviours by Randel et al. (2018). This indicates that even an homogeneous team can lack inclusion.

In contrast with team SO, team DV reports high belonging but low value of uniqueness. Respondent 18 (the team manager of team DV) sees inclusive leadership as the following:

'Well, I think as a manager you have the responsibility, that if you have a team, and a team that you put together, you make sure that the team represents the society in which you work. So I think that's my job anyway. I think that I am responsible for a very open climate, so for example I have to make sure that if something is going on that they can come to me, but also that they can resolve it mutually.' (respondent 18, team manager)

In this team, following procedures and certain processes are prevalent in the work. In such a work environment, the value for uniqueness can be considered to be less important than in other teams, where employees can have a lot of different tasks and functions. This has implications on how the team manager acts in the team, focusing on an open climate and supporting group members, which results in a high belonging. This behaviour is in line with inclusive leadership behaviour regarding belonging as described by Randel et al. (2018). This

is also confirmed by the employee (respondent 19) interviewed. The behaviour of the team manager contributes to this sense of belonging, however the value of uniqueness has been overshadowed by it.

In team MO, where policies are made, inclusion is highly valued by the manager. There is strong awareness in the manager that behaviour exhibit by the manager influences the inclusion the team experiences. Respondent 2 (team manager of team MO) explains inclusion as the following:

'For me, that is inclusiveness: that you really have a diverse range of people around you to be able to make policy, and that is very difficult, to be able to attract people who, because there is only one vacancy text, for such diversity to bring in. That is difficult. But for me that is the essence, see if there is balance and make sure that there is balance.' (respondent 2, team manager)

In other words, the role of the manager is to seek a balance in this diverse team. In the interview, she addresses both belonging and value for uniqueness. She holds regular meetings with the team and tries to foster employees' diverse talents. This is acknowledged by the employee interviewed in this team. In this interpretation of inclusive leadership, the integration-and-learning perspective is visible. This perspective means that employees with different backgrounds can learn from each other and improve their work performance together. The perspective of this manager results in the inclusive behaviors described by Randel et al. (2018) thereby resulting in a team where belonging and uniqueness are balanced. For instance, in the team meeting the employees are encouraged to exchange ideas with each other. Team SB, the enforcement team, also has a team manager that acknowledges the perception of belonging and value for uniqueness as an important balance resulting in similar behaviours and outcome of inclusion in this team.

In sum, finding a good balance between perceptions of belonging and value for uniqueness is different per team. This depends on what is needed for a certain type of work. It is important to realize that different behaviours of the managers influence this balance. These inclusive leadership behaviours, as defined by Randel et al. (2018) contribute to the perception of inclusion. However, in practice, inclusive leadership is linked more to diversity, which is limited in the behaviours of Randel et al. (2018). Managers indicate that they are thinking about strategic personnel planning, about the composition of their management teams and that

they discuss this and are asking attention for it. Being aware of your own biases is an important part towards striving a more inclusive workplace. An important note that can be made here is that when respondents value diversity in their organization, because of the moral case, there is more attention going to the component of belonging of the workforce to their team. While according Shore et al. (2011) for an inclusive workplace, attention also has to go to the behaviours which point out the value for uniqueness.

4.5 Inclusion and inclusiveness in teams

This section will elaborate on the perceived practices of inclusive leadership, leading towards an inclusive workplace. The experience of inclusion differs among the employees. Inclusion consists of two components, belonging and value for uniqueness (Shore et al, 2011). The five employees who were spoken to all feel included in the team. A repetitive theme which led to the feeling of inclusion was the individual connection between the employee and the team manager. Additionally, regular communication between team members themselves and regular team meetings with their manager is experienced by the employees as an important tool to increase inclusion within the team. These individual meetings help group members to develop their own (diverse) talent, which shows value for uniqueness (Randel et al, 2018). Another beneficial component as experienced by the employees to promote inclusion was the active management to avoid the separation of subgroups in the team based on function or ethnic background. The prevention of subgroup formation can be linked to the experience of justice and equity as mentioned by Randel et al. (2018). The existence of the perception that all members collaborate together as one team results in a sense of belongingness.

However, it becomes apparent that each team seems to require their own balance of belonging and uniqueness. The degree of inclusion in different teams can be compared to each other. In the following paragraphs, a few teams will be described in more details to allow for more in depth analysis of the differences.

Firstly, the employees (respondent 6 and respondent 7) in team SO, working for the Engineering Bureau, have highly specialized profiles. Their function requires a specific educational background, which is important in their career and in the teams. In this team, the employees can utilize their individual talents to maximize performance resulting in strongly

specialized tasks. In this sense, there is a high value for uniqueness. However, the perception of belongingness in the team was less visible. Both employees (respondent 6 and 7) of this team indicated that there were not many team meetings and that the feeling of being one team was not really present. Therefore, individualized work can result in a high value for uniqueness, but simultaneously result in a lower relative sense of belonging.

This is in contrast with team DV (respondent 18 and 19). The type of work this team does is strictly formalized. Therefore, following procedures has the emphasis. Restricted by following the policies and procedures, there are fewer opportunities for individual variation resulting in a lower value for uniqueness. This creates a higher need and sense of belonging by working together on these cases and have regular team meetings to check how things are running.

In team SB, belonging and value for uniqueness are more in balance. In team SB, the enforcement team, which is a highly diverse team with diverse tasks, supporting both belonging and value for uniqueness. The different backgrounds of colleagues are utilized to increase performance, which shows value for uniqueness. This is illustrated by the following quote:

'Especially, certainly with the older generation. When you want to make something clear to a seventy-year-old Turkish or Moroccan person, it is handy if you have a Turkish or Moroccan colleague with you' (respondent 11, employee)

Belonging is also achieved by the enforcement team through a common goal, which is striving for more hospitality as a team. In addition, respondent 11 also notes that managers prevent the formulating of subgroups. The mixture of expectations and tasks in the team results in a balanced inclusion framework.

Comparing these three different teams reveals a pattern. The type of work influences the natural balance between value of uniqueness and sense of belonging. The degree of inclusion is thus different depending on what type of work the team is doing, which is also emphasized by Shore et al. (2011). For managers to improve the perceptions of inclusion in their team, they have to be aware of the tendencies within their team and ensure that the balance is maintained or corrected (between belonging and value for uniqueness).

This is perfectly illustrated in team MO. Originally, respondent 3 (employee) indicated that there was a lack of belonging in the team due to the high variety of tasks and lack of coordination between the team members. The new team manager achieved to restore the balance between the perceived sense of belonging and value of uniqueness by for example organizing regular team meetings to enhance the sense of belonging. This effect has been felt by the employee who now feels highly included. In addition, the employee added that the team was challenged to utilize their diverse background in their work to maintain a sense of uniqueness.

4.6 *Inclusion and inclusiveness in management layers*

Inclusion is not only a factor at the employee team level, but managers also form a team again in which inclusion plays a role. This section thus elaborates on the perceived inclusiveness of managers. The dynamics of a management team is fairly different than a team at an employee level, due to the different functions and tasks. The reactions about perceived inclusion are mixed for the five team managers. Four of the five team managers feel included, in the sense that they feel valued for their uniqueness and belonging towards the organization. When talking about inclusion, the managers are talking about an open environment where everyone has the space to express themselves freely:

'What I would then imagine is that you at least have an environment where everyone feels free to express themselves. And to undertake things within the framework that are there. And that people bring something from their background that enriches the group. And that you as a leader at least offer room for that. That would it be for me.' (respondent 5, team manager)

The managers feel included if they have the opportunity to express their own vision, relating to the sense of uniqueness, which is illustrated by the quote above. A sense of belonging is more abstract in higher levels of the organization, due to different tasks and smaller teams working for a common goal with a shared responsibility for the organization.

In contrast, one team manager does not experience an inclusive climate. This respondent has a high belonging with his work, because the manager feels strongly connected with the city he lives and works for. However, he indicated that there is a lower value in uniqueness. An example is when he was talking about the possibility to be promoted to a higher function, in that case he argues:

'Well, I think it is because I have quite a strong opinion. And I should not mention that, because then I place myself in a victim role. If I do that, then I get all that whining by others. And that is why I say you need recommendations, you need help from the inside.' (team manager)

This remark is not a positive sign for an inclusive climate. Needing recommendations from the dominant group in the organization in order to get a promotion does not stimulate differences within the organization. This requires assimilation to the dominant group reducing the value for uniqueness. Assimilation as mentioned by Shore et al. (2011) does not promote inclusion. This manager has an ethnic diverse background, therefore it could be considered that this is related to differences in status of minority and majority employees. However, respondents indicate that there is no differentiation between majority and minority groups. The lack of an open environment to express deviant opinions instead of the ethnic background results in the lack of inclusion due to the necessary to assimilate.

Interestingly, one of the managers pointed out that while talking about diversity in the management team that ethnic diversity was less important than other forms of diversity:

'[Other backgrounds, such as characters and gender play a role in diversity.] Not so much in the ethnic background, because most people bring along certain norms and values and therefore also entail a certain professionalism. And know what is required of them.' (respondent 13, team manager)

This is an interesting viewpoint, because this can also be linked to the inclusion framework of Shore et al. (2011). The ethnic background of minorities is less important, because this part of diversity is not visible anymore. In this way, there is assimilation. This means that there is high belongingness, while lower value in uniqueness. These statements indicate that there is a certain level of assimilation in the higher levels of the hierarchy in the organization, which means that the diverse background of employees is not utilized fully.

In sum, respondents and managers generally feel included within the team and organization. For respondents, the balance between value of uniqueness and sense of belonging is essential for perceived inclusion. Each team, with its own tasks, has its own challenges to maintain this balance. Managers have a strong sense of belonging due to their time spend with the organization and the responsibility felt for the organization. Their value of uniqueness is a

sensitive issue, due to the need to assimilate at higher levels of the organization. Attention should be given to these in order to create an inclusive organization, as provided in the framework of Shore et al (2011). It is necessary for someone to be treated as an insider, without the need to assimilate and lose their value for uniqueness, such as giving contributions to the team from their diverse backgrounds or characters.

4.7 *Conclusion*

In this conclusion of this chapter, the mechanism between the concepts is exposed.

Concerning the intended HR practices, the role of diversity management in fostering managers to show inclusive leadership remains unclear, because of the lack of clear and concrete policies. However, other contextual factors, such as the perception of team members themselves and the tasks of a team manager and his or her span of control are emphasized. These factors could impact leaders to show inclusive leadership behaviours, and also its effect of this leadership.

The role of pro-diversity beliefs in intended leadership practices has become clear. If a manager shows pro-diversity beliefs in line with the integration-and-learning perspective of Ely and Thomas (2001), this will likely result in a manager who acts in an inclusive manner. A different perspective leads to a different meaning or value of diversity, which influences how a manager acts. A manager engaging in inclusive leadership behaviours results in a more inclusive workplace. In specific, which behaviours a manager should emphasize – belonging or value for uniqueness – is dependent on the type of work a team does. A manager should actively try to find a balance between belonging and value for uniqueness, which results in an inclusive workplace, as perceived by the employees.

Chapter 5. Conclusion and discussion

This conclusion summarizes the main findings and discusses the results and implications. Starting with a short summary, theoretical implication will be provided. It will provide an answer to the sub-questions and main question. Furthermore, policy recommendations are elaborated on. In addition, suggestions for further research are provided.

Recently, the role of the managers in supporting an inclusive workplace is increasingly emphasized. Managers should show inclusive leadership, which is about balancing belongingness and value for uniqueness. Limited research has been done about the mechanism involving inclusive leadership and inclusion (Randel et al., 2018). Inspired by the model of Wright and Nishii (2007), a conceptual model is drafted between two determinants (organizational context and leader individual difference factors) and inclusive leadership, which influences the inclusiveness of the workplace. The research question which is answered in this thesis is: *What are determinants of inclusive leadership and how does inclusive leadership foster inclusion in the municipality of Rotterdam?*

5.1 Conclusion

In order to answer the research question, firstly an answer will be provided to the sub-questions.

How does organizational context influence inclusive leadership and inclusion?

It is argued that the organizational context has an influence on inclusive leadership. One important factor which is investigated is diversity management, which can be described as the tools necessary to increase inclusiveness within an organization. There is a difference between intended and actual HR practices. The intended HR practices are described in policy documents. The municipality aims for an inclusive organization by setting up a movement which promotes inclusion throughout the whole organization. However, the policies on how inclusion is managed in daily practice are not clear for the respondents. The answers of the respondents, both team leaders HR as directors and managers, show that there is not much knowledge about the inclusion movement within the organization. Therefore, while diversity policies can influence behaviours of leaders, this is not visible in the context of the municipality, because of lack of knowledge of such policies.

The respondents pointed out a few different organizational factors which could influence inclusive leadership and inclusion. Firstly, one constraint which is pointed out by the respondents are the perceptions of the team members themselves. In this case, if the employees do not share the same pro-diversity beliefs, it is possible that this will influence the perception of inclusion in the team. In this case, the influence of the manager showing that inclusion is important, can have a limited effect.

In addition, the span of control of a manager is pointed out. It is assumed that a homogeneous team might be easier to manage, because there are less surprising results. The employees within that team have similar ways of reasoning, resulting that managing the team becomes easier. In this sense, if a manager has a highly diverse team, the span of control is smaller. More research is needed to confirm such a hypothesis.

In a similar fashion of reasoning, the tasks of a team manager should be considered. If the organization asks of managers to have specialized knowledge about the work the team does, this could possible results in a lower attention to the composition and functioning of the team itself. Thereafter, this can evolve in a less inclusive workplace, since the manager is not able to be present as an inclusive leader. If the environment asks from a manager to focus on the content, it can lead to reduced attention for inclusion. In other words, a manager needs time in order to achieve an inclusive workplace. In addition, diversity is valuable, because it can increase team performances, but achieving an inclusive workplace is not resource-free.

How do leader individual difference factors influence inclusive leadership and inclusion?

Randel et al. (2018, pp. 196-199) proposed that pro-diversity beliefs are positively related to inclusive leadership. Pro-diversity beliefs are on a personal level. A manager can have positive or negative experiences with diversity. This can be related to the perspectives Ely and Thomas (2001) distinguish: the integration-and-learning perspective, the access-and-legitimacy perspective, and the discrimination-and-fairness perspective. Depending on how a manager thinks about diversity, it can influence the involvement in inclusive leadership behaviours. This is underlined by the empirical findings of the thesis. Different perspectives about diversity and inclusion result in a different definition of inclusive leadership. Managers who appreciate the business case of diversity are showing more awareness of inclusion. This results in intended behaviours which are more inclusive, showing a climate where there is

belonging and value for uniqueness. Thus, a manager applies more inclusive leadership behaviours, finding a balance between belonging and value for uniqueness, if a leader experiences the benefits of such as leadership style. For humility and cognitive complexity, this is not that clear.

How does inclusive leadership foster inclusion?

The role of the manager in order to create an inclusive workplace is underlined. A manager behaving in an inclusive manner will likely increase the perception of inclusion by employees. This is illustrated in the example of team MO, where a team manager has created a perception of inclusion for her employees. In addition, inclusive leadership behaviours, which are distinguished by Randel et al. (2018), such as supporting group members and providing opportunities to (diverse) talents contribute to the perceptions of inclusion, as defined by Shore et al. (2011). Depending on what balance (relating to Shore's inclusion framework) is needed in a team, a leader can choose to emphasise certain behaviours regarding belonging or value for uniqueness. An addition which can be made is that in practice the respondents link inclusive leadership more distinctively to diversity than is currently visible in the inclusive leadership behaviours distinguished in the theoretical framework. Even without visible diversity, inclusion can be aimed or achieved for. This stimulates the increase of a diverse workforce.

What are determinants of inclusive leadership and how does inclusive leadership foster inclusion in the municipality of Rotterdam?

To sum up, managers play an important role in fostering inclusion in their team. The awareness of inclusion and the notion about the benefits for a diverse team is therefore a key issue. Managers should hold pro-diversity beliefs in the sense that employees can learn from each other and that diverse contributions can improve performance. The business case supplements thus to the moral case. In addition, being an inclusive leader is not only dependent on leader individual difference factors, but also other contextual factors are distinguished. These factors relate to the ability of a manager or leader to be inclusive, having a limited span of control or other tasks which demand a lot of attention.

5.2 *Limitations*

This topic of inclusive leadership and inclusion is investigated in a qualitative matter. On the one hand, this provides deeper insights in the mechanism involving inclusion and inclusive leadership. On the other hand, the sample time is restricted, and conducting interviews is a time-consuming way of research. A big risk of conducting interviews is socially desirable answers. In this thesis, it was tried to limit socially desirable answers by providing anonymity to the respondents. The team leaders HR providing team managers for the interviews could also result in a possible bias. However, this was a comprehensible solution in order to gain access to the organization. Another risk of qualitative research is that the interpretation of the researcher affects the retrieved results. This is limited by using respondent validation and coding the interviews.

The external validity of this research is limited, because all the interviews were held in the context of the municipality of Rotterdam. However, the study tries to gain insights about the mechanism between inclusive leadership and inclusion, which can be the same in different organizational contexts. The results cannot be generalized, because this is not based on statistical inference. However, a qualitative research provides detailed information about the how and why. This research added a deeper understanding of the causal mechanisms involving inclusive leadership. With a better understanding of the mechanisms, there are more possibilities for intervention and control of inclusive leadership.

5.3 *Future research*

This thesis also provides opportunities for future researchers. There are several starting points. This thesis considered diversity in the broadest sense of the word. However, organizations often have introduced diversity practices in order to improve the position of minority groups within the organization. Therefore, an interesting study could focus on the relation between inclusive leadership and perceptions of inclusion about these groups, for example employees with a work disability.

In addition, this thesis theorized the role of diversity practices in order to increase inclusion within teams. However, because of the lack of actual concrete diversity management within the municipality, this causal mechanism remains unclear. Future research could investigate

this relation further. For instance, by investigating organizations or teams with concrete practices in comparison to organizations or teams which do not have these policies.

Future studies can also contribute to study the new insights, such as the influence on how a managers views diversity and the contextual factors, such as the span of control, in a quantitative manner. The contextual factors can be used as explanatory variables. Using quantitative measurements, causal inference can be established and results can be generalized easier.

5.4 Policy recommendations

Several policy recommendations can be made. These recommendations are mainly about creating awareness and actions. The (political) context of the municipality is important and should be acknowledged while making policies.

Firstly, the emphasis on the business case of diversity in the organization is a good starting point to start the conversation and to create awareness within the organization. If leaders or managers understand why diversity in organization is important (because of the beneficial effects), this results in more awareness and more inclusive behaviour. In addition, the members of the team are also important in creating an inclusive workplace. Setting up an internal campaign through the whole organization shows that there is support for diversity and inclusion from the top of the organization, and is creating more awareness by team managers and members. This could be done fairly simple with offline posters and online blogs.

Secondly, providing more training to managers to increase inclusive leadership behaviours. This can be done by showing how belongingness and value for uniqueness are important in a team. The focus on (inclusive) leadership development is very important, since this gives leaders more guidance in order to create an inclusive workplace. In addition, more training could also result in more awareness for inclusion.

Finally, I would argue that it is important to monitor the degree of inclusion. This is different than providing targets or quota for minority groups. The perception of inclusion in teams and across the organization can be measured. Inclusion consists of these two components, belonging and value for uniqueness. Providing such a measurement can give the inclusion

movement a clearer goal in mind and what specific action therefore are needed. This could also provide interesting starting points for new studies about inclusion and inclusive leadership.

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Appendix 1

Interview questions per function

HR team leaders

- * Can you describe your work at the municipality of Rotterdam?
- * How would you describe an inclusive climate?
- * Do you find it important that there is an inclusive climate?
- * How would you describe inclusive leadership?
- * In what way do you motivate managers to express inclusive leadership?
- * What are the challenges you experience regarding diversity and inclusion?

Team managers, department heads and directors

- * Can you describe your work at the municipality of Rotterdam?
- * How would you describe an inclusive climate?
- * Do you find it important that there is an inclusive climate?
- * How would you describe inclusive leadership?
- * What are the challenges you experience regarding diversity and inclusion?
- * In which way do you support the team members?
- * In which way do you ensure that justice and equity is visible?
- * How do you ensure that each team member uses his full talents?
- * Is there a matter of making joint decisions in your team?

Employee

- * Can you describe your work at the municipality of Rotterdam?
- * How would you describe an inclusive climate?
- * Do you find it important that there is an inclusive climate?
- * How would you describe inclusive leadership?
- * How is inclusiveness supported by the manager?
- * In what way is justice and equality visible in the team?
- * Are all the full talents of each team member utilized?
- * Is there a matter of making joint decisions in your team?