多文化集団におけるインクルーシブ・リーダーシップの機能に関する研究

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Mechanisms of Inclusive Leadership in Culturally diverse Group
多文化集団におけるインクルーシブ・リーダーシップの機能に関する研究

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Abstract

The current study examines the conditions that foster innovative behavior in culturally diverse groups. We propose that some employees working in a culturally diverse group experience exclusion or ostracism from formal processes and informal processes in the workplace, which impairs their sense of belonging and feeling of inclusiveness to the teams, resulting in a lack of effective communication between employees, thereby limiting team innovation. In Study 1, we theorize that inclusive leadership, a leadership style that plays a key role in creating an inclusive environment, can maximize the abilities and uniqueness of group members. Leaders who present openness, accessibility, and availability to members, focus on facilitating psychological safety, encourage a sense of inclusiveness among team members, and maintain their uniqueness, can reduce any problems associated with exclusion within a group. Furthermore, we propose that cultural intelligence, also known as a cultural quotient (CQ), refers to the ability to adapt to a new cultural setting and has a positive impact on inclusive leader behavior in cross-cultural settings. We investigated 500 employees who had experience in working with foreigners within Japanese companies. The results of structural equation modeling (SEM) analysis indicated that a sense of inclusiveness among employees had a positive effect on innovative behavior. Additionally, inclusive leadership was positively related to a sense of belonging among employees to the group with a mediating effect of psychological safety. Finally, CQ imposed a positive effect on

inclusive leader behavior. These findings present new directions for cross-cultural group research. In Study 2, we reviewed the hypothesized model of Study 1and further proposed that inclusive leadership plays a role of encouraging both sense of inclusiveness and feelings of uniqueness in the culturally diverse settings. Based on our hypotheses, a hypothesized two-factor inclusive leadership scale was developed. We investigated 1000 employees who currently working with foreigners within Japanese companies. The results of factor analysis did not indicate a significant 2-factor result and the hypothesized scale was reformed into one-factor scale. The results of SEM analysis indicated that inclusive leadership was positively related to a sense of belonging and feeling of uniqueness among employees to the group. Additionally, the feeling of uniqueness of employees played critical role on contributing innovative behaviors in the culturally diverse settings.

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1. Introduction

1.1Research background

1.1.1 Sense of inclusiveness and performance

Trends in globalization that are taking place in society as a whole also spill over into organizations. Cultural diversity entails more salient indicators of diversity, such as skin color, and language, along with those that are less conspicuous, such as thoughts, values, and beliefs (Roberson, 2006). High levels of cultural diversity in organizations may bring different insights from a diverse group of employees which may promote wider markets (Ely & Thomas, 2001), knowledge-sharing (Richard, Murthi, & Ismail, 2007), and problem-solving (Cox & Blake, 1991), that in turn boosts creative performance. However, high levels of cultural diversity in organizations may result in low job satisfaction among foreign employees and increase turnover rates (Hofhuis, Van Der Zee, & Otten, 2012). Due to its negative effect, cultural diversity is often referred to as a "double-edged sword" (Reus & Lamont, 2009); the downside of cultural diversity often disrupts or negates its positive effect (Van Knippenberg, De Dreu, & Homan, 2004). Possible reasons attributed to such a negative effect, according to social identity theory (Tajfel & Turner, 1979), may lie in the tendencies of employees with different cultural backgrounds to categorize themselves and others into an "ingroup" and an "outgroup" based on cultural contexts. Such social categorization, may serve as a barrier to communication within a diverse group of employees (Hofhuis, Van Der Zee, & Otten, 2012). The consequent lack of effective communication may lead to an inclusion-

exclusion problem (Barak, 2008). Participation in both formal and informal processes of the organization, is essential for fostering a sense of inclusion or belonging in the workplace. Formal processes include participation in the decision-making channel while informal processes involve, for example, regular engagement in lunchtime socialization or daily greeting in the workplace. Being precluded from both processes may lead to a sense of exclusion which could result in low job satisfaction, innovative contributions and high turnover rates (Nishii & Mayer, 2009; Shore et al., 2011). Studies suggest that satisfying sense of inclusiveness and feeling of uniqueness among employees is a key factor that affects the performance of a culturally diverse group in the workplace (e.g., Barak, 2008; Shore et al., 2011). However, most studies focused on the direct relationships with innovative behaviors and there is a dearth of studies that address a sense of belonging or feeling of inclusiveness among employees in culturally diverse groups. Current study aimed to clarify the effects of factors that minimizing the problems between culturally diverse members and fostering performance of a culturally diverse group.

1.1.2 Inclusive leadership

The attitude and behavior of leaders and organizations play a pivotal role in decreasing the sense of inclusiveness in employees (Ferdman, 2014). Several studies have challenged the effectiveness of diversity management in improving the performance of a culturally diverse group. Ashikali and Groeneveld (2015) identified a mediating role of

transformational leadership between diversity management and inclusive culture of organizations that has the potential to improve the affective commitment of employees. Furthermore, Lu et al. (2018) assumed that the effectiveness of cross-cultural teams depends on cultural context. After examining leaders' benevolent paternalism—a leadership style that focuses on a relationship between employees, which is often recognized to fit well in an East Asian context—Lu et al. (2018) identified that this style can attenuate the negative effect of cultural diversity, such as lack of effective communication between employees and possibly enhance team creativity. This study strives to examine the effect of inclusive leadership in a culturally diverse group. Previous studies on inclusive leadership focused on facilitating group innovation (e.g., Choi, Tran, & Kang, 2017; Qi et al., 2019). Carmeli, Reiter-Palmon, and Ziv (2010) proposed that inclusive leadership facilitates creative behavior by employees; such leadership displays an open attitude to their followers, which in turn improves their psychological safety. The term psychological safety was defined by Nembhard and Edmondson (2006) as an understanding that employees believe their voices are valuable and their workplace is a safe environment within which to vocalize their perspectives. Although Randel et al, (2018) mentioned that inclusive leadership present inclusive leader behaviors focus on both uniqueness and sense of inclusive of employees, the majority of studies regarding inclusive leadership focus on the direct or indirect effect on innovation by providing, such as, psychological safety (Carmeli et al., 2010), perceived organizational support (Qi et al.,

2019) and psychological empowerment (Javed et al., 2019), while overlooking the effect of inclusive leadership in a culturally diverse group and its relationship to a sense of inclusiveness. The ongoing surge of globalization in the workplace worldwide and its potential for enhancing workplace creativity warrant further investigation into the relationship between inclusive leadership and the sense of inclusiveness among employees in culturally diverse groups. Additionally, the role of psychological safety between inclusive leadership and the sense of inclusiveness is also worth examining because it has the potential to endow businesses with an innovative edge to excel against global competition (Choi, Tran, & Kang, 2017; Qi et al., 2019). Furthermore, recent studies regarding inclusive leadership based on the scale developed by Carmeli et al. (2010), which defined inclusive leadership with 3 dimensions (e.g., Choi, Tran, & Kang, 2017; Javed et al., 2019; Qi et al., 2019). However, the scale designed by Carmeli et al. (2010) seems focus on promoting the sense of inclusiveness of employees but lack of focusing on the uniqueness of employees. As mentioned above, inclusive leadership were hypothesized as playing critical role of promoting the sense of inclusiveness among employees, as well as the feeling of uniqueness of employees. It's necessary to develop an inclusive leadership scale that including 2 dimensions, inclusiveness and uniqueness.

1.1.3 Cultural quotient

In addition, Lisak et al. (2016) stressed the importance of leader's global identity in global organizations and a sense of inclusion while viewing cultural diversity as an asset that drives team innovation. Similarly, Barakatet al. (2015) found that cultural intelligence (CQ: cultural quotient) or "ability to adapt to a new cultural setting" (Earley & Ang, 2003) is positively related to the job satisfaction of managers in global teams because it helps them build a positive self-concept through an enhanced sense of self-efficacy. Offermann and Phan (2002) indicated the benefits of leaders with high CQ. For example, such leaders hold a deeper understanding of their own culture and how background affects one's thoughts and behaviors. Still, there is a dearth of research concerning the relationship between CQ and inclusive leadership. Thus, the current study set out to examine how the extent of differences in CQ among inclusive leaders affected their behavior.

1.2 Aims

The aims of the Study 1 were fivefold: (1) to examine the relationship between a sense of inclusiveness among employees and their performance, (2) to determine the effect of inclusive leadership on the sense of inclusiveness among culturally diverse employees, (3) to examine the relationship between CQ and inclusive leadership in a culturally diverse context, (4) to develop an hypothesized scale of inclusive leadership

based on two dimensions of sense of inclusiveness and uniqueness of employees, (5) to examine effect of inclusive leadership on the sense of inclusiveness and the feeling of uniqueness of employees with using the hypothesized inclusive leadership scale in the culturally diverse setting.

2. Study 1
2.1 Aims of Study 1

Study 1 aimed to examine the relationship between inclusive leadership and sense of inclusiveness of employees and the mediating role of psychological safety. Furthermore, Study 1 also aimed to examine the effect of CQ on inclusive leader behaviors.

2.2 Research model and hypotheses development

The ultimate goal of the current study was to minimize the negative effects of a culturally diverse group while maximizing the positive effects. Innovation in an organizational context can be defined as creation of new, original, useful ideas, products, methods, or solutions to problems (Chae, Seo & Lee, 2015). According to Janssen (2000), based on social exchange theory, innovative work behavior in the workplace consists of idea generation, idea promotion, and idea realization, which are considered antecedents to increasingly competitive job demand in the workplace. The literature also defines that knowledge sharing processes play a critical role in innovative work behavior of

employees (e.g., Chae et al., 2015; Lu et al., 2015). Lu et al. (2015) proposed that ingroup communication openness facilitates knowledge sharing, which is the main factor that leads to greater elaboration of information among followers. Their work suggests that improved openness of communication integrates unrelated ideas among followers and leads to enhanced IWB. Similarly, Chae et al. (2015) suggested that knowledge sharing and team member exchange (TMX; Seers, 1989) based on strong bond are antecedents or a wellspring to individual creativity. According to Seers, Petty, and Cashman (1995) members who experience higher quality of TMX or equality in relationship among team members, are more willing to share information with each other. In other words, knowledge sharing, which is the foundation for innovation, can be understood as a process of information sharing. Considering this foundation, an environment in which members perceive each other with respect and equality is likely to contribute to their willingness to communicate and share information with each other, thereby motivating them to engage in increased knowledge sharing behavior.

From the perspective of the inclusion-exclusion problem, Barak (2008) discussed the importance of daily participation in formal and informal processes in the workplace. One reason for this might be because exclusion from an informal process often results in relationship-related problems such as workplace conflicts. Moreover, being excluded from a formal process is associated with a sense of job dissatisfaction and decreased job opportunities and career advancement in the organization (Barak & Levin, 2002).

Considering how employees perceive themselves in relation to how their workplace environment influences their relationship, quality of information sharing process, and IWB, we hypothesize the following:

H1: A sense of inclusiveness among employees has a positive effect on employee innovative behavior.

The root of inclusive leadership is based on the term "leader inclusiveness," which Nembhard and Edmondson (2006) defined as: "words and deeds displayed by a leader or leaders that indicate an invitation and appreciation for others' contributions" (p.947). Carmeli et al. (2010) defined inclusive leadership as abilities of leaders who show openness, accessibility, and availability in their interactions with their followers. Leaders' open attitude and behaviors provide psychological safety to their followers, which in turn enhance the quality and increase the frequency of communication among followers. As mentioned earlier, the term "psychological safety" is defined as the belief that the work environment is safe for interpersonal risk taking (Edmondson, 1996,). The key concept of psychological safety lies in the belief that a person is safe to share or speak up to their colleagues and supervisors about various issues in the workplace. In workplaces with higher levels of psychological safety, members tend to communicate more actively with colleagues and provide more feedback on each other's behavior. Unlike transformational leaders, who focus on motivating followers based on the needs of the organization (Dvir et al., 2002), inclusive leaders are more concerned with the needs of followers in their

group or organizations (Ehrhart, 2004). While leader-member exchange emphasizes sharing resources and providing support between leaders and followers, inclusive leaders are more interested in the feelings of members or discovering their uniqueness than in gaining benefits for their group or organizations (Randel et al., 2018). Randel et al. (2018) conceptualized inclusive leadership as one in which a leader focuses on facilitating a sense of belonging and valuing uniqueness of followers by engaging in appropriate behaviors. Based on Edmondson's proposal (1996) that leader behavior plays a critical role in psychological safety; the current study hypothesized that inclusive leader behavior has positive effects on the psychological safety of followers:

H2: Inclusive leadership has a positive effect on psychological safety.

According to the social identity theory (Tajfel & Turner, 1979), having individuals of different cultural backgrounds within a group is sufficient to cause a variety of workplace problems through the formation of an ingroup and an outgroup, such as a decrease in effective communication, perception of unequal opportunities, or even discrimination. Members of a diverse work group frequently report that they have experienced ostracism from networks of information and opportunities (Cox, 1994). The main aim of enhancing a sense of psychological safety is to minimize "silence" in the workplace (Nembhard & Edmondson, 2006) and to maximize effective communication which could ultimately lead to an increased sense of belonging in all employees. To explore the mechanism between psychological safety and a sense of inclusiveness, we

hypothesized the following:

H3: Psychological safety has a positive effect on a sense of inclusiveness among employees.

Qi et al. (2019) proposed that perceived organizational support plays a mediating role between inclusive leadership and employee innovative behavior. Their proposal is consistent with the theory of organizational support (Eisenberger & Stinglhamber, 2011), which views employees as valued organizational assets and considers the provision of a supportive work environment a priority. This is advantageous to organizations since employee perception of organizational support is likely to improve their willingness to contribute (Qi et al., 2019). Qi et al. (2019) demonstrated the importance of employee perception of their workplace and its effect on leader behavior. Randel et al. (2018) suggested that the aim of inclusive leadership is to facilitate the perception of belonging to the workplace or to the group and to encourage followers to actively contribute their uniqueness in return. To achieve this aim, an inclusive leader is required to show appropriate attitudes and behaviors, characterized by openness, availability, and accessibility (Carmeli et al., 2010). In addition, the feeling of psychological safety is dependent on leader behavior (Edmondson, 1996). Our hypothesized model proposes that inclusive leaders create an environment of high psychological safety, thereby improving the sense of inclusiveness among employees. An improved sense of inclusiveness is likely to lead to further knowledge and information sharing that could serve as a foundation for

innovative behaviors by employees. Hence, the following hypothesis is suggested:

H4: Psychological safety plays a mediating role in the relationship between inclusive leadership and the sense of inclusiveness.

Compared to monocultural groups, culturally diverse groups require higher levels of coordination capability and the right attitude in leaders (Komatsu, 2017). In the multicultural context, leaders who demonstrate higher levels of cultural intelligence (CQ), which is defined as the ability to adapt to a new cultural setting (Earley, 2002), have received growing research attention (e.g., Barakat et al., 2015; Erez et al., 2013). In recent studies, CQ is theorized as a learning capability of leaders in global environments (Dunning & Lundan, 2009) that constitutes four dimensions: (1) cognition, knowledge about other cultures; (2) meta-cognition, awareness of cultural preferences in other people before and during interactions; (3) motivation, one's intrinsic interest and self-efficacy for cross-cultural adjustment; (4) behavior, verbal and nonverbal adaptive behavior to meet other's expectations (Earley & Ang, 2003). Offermann and Phan (2002) summarized three advantages of a leader who demonstrates high levels of CQ. First, their ability to understand the impact of one's culture and background. Second, an ability to understand other cultures and possible bias that may occur during the interaction. Third, the ability to demonstrate appropriate leader behavior in a culturally diverse environment. Furthermore, Barakat et al. (2016) suggested that high CQ is associated with a positive self-concept and self-efficacy of leaders who bring out better team performance in cross-

cultural contexts. Based on the literature concerning the effect of CQ on inclusive leaders, we hypothesize:

H5: The CQ of a leader has a positive effect on their inclusive leader behavior.

2.3 Method

All procedures performed in Study 1 involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all participants involved in the study (Approval Number: 2020-011).

2.3.1 Participants

We gained cooperation from 500 employees who experienced working with foreigners at Japanese companies by outsourcing data collection to a Japanese web survey vendor, named Cross Marketing, IC. Participants were requested to respond to an online survey questionnaire by recalling the time they worked with foreigners. The average age of participants was 49.5 years and 66.5% were male.

2.3.2 Measurement

The online questionnaire was administered in Japanese, and the response to items were rated on a five-point Likert scale ranging from 1 (disagree) to 5 (agree).

Inclusive leadership: Five items were adopted from Carmele et al. (2010). An example

of the items was "My manager is open to hearing new ideas." The reliability coefficient (Cronbach alpha) of the scale used in this study was 0.940, indicating that the scale has good reliability.

Cultural intelligence: Five items from the Cultural Intelligence Scale were adopted (Ang et al., 2007). The scale was designed based on four dimensions of CQ. An example item was "My manager is conscious of the cultural knowledge I use when interacting with people from different cultural backgrounds." The Cronbach alpha for this measure was 0.922.

Psychological safety: Three items from Edmondson's (1999) psychological safety scale were adopted. A sample item was "It will be fine if I don't say anything." The Cronbach alpha for this measure was 0.767.

Sense of inclusiveness: Four items from Group Identification Scale (Karasawa, 1991) were adopted. A sample item was "I have a strong feeling of belonging to the group." The Cronbach alpha for this measure was 0.818.

Innovative behavior: Five items from Janssen (2000) were adopted. A sample item was "I can create new ideas for difficult issues." The Cronbach alpha for this measure was 0.913.

2.4 Results

2.4.1 Confirmatory factor analysis

Confirmatory factor analysis (CFA) was employed to confirm discriminant validity. All the remaining 22 items were used for running CFA in HAD. The fit indices, CFI = 0.927; RMSEA = 0.078; SRMR = 0.043; GFI = 0.872; and AGFI = 0.838 demonstrated a good fit for the hypothesized five-factors. Hence, the factors in the measurement model were considered to have adequate reliability and validity.

2.4.2 Descriptive statistics

Table 1. Means, standard deviations, and correlations between main variables.

Variables	Mean	SD	1	2	3	4	5	6
1. Age	50.07	9.96	—					
2. Work Tenure	15.13	12.01	0.39**	—				
3. Inclusive Leadership	3.61	1.06	0.03	0.08 †	—			
4. Psychological Safety	3.43	1.00	0.10*	0.12**	0.66**	—		
5. Inclusiveness	3.12	0.92	0.04	0.14**	0.55**	0.56**	—	
6. Innovation	3.324	0.89	0.16**	0.18**	0.31**	0.35**	0.36**	—
7. CQ	2.86	0.94	-0.06	0.03	0.63**	0.42**	0.42**	0.20**

Note. ** $p < 0.01$, * $p < 0.05$, † $p < 0.10$ (two-tailed tests).

Table 1 shows descriptive statistics, correlations, and alpha reliabilities for the study constructs. As expected, significant correlations were found between the following: inclusive leadership and psychological safety (r = .658, $p < .001$), inclusive leadership and CQ (r = .626, $p < .001$), psychological safety and a sense of inclusiveness (r = .560,

p <.001), inclusive leadership and a sense of inclusiveness (r = .547, p <.001), and a sense

of inclusiveness and innovative behavior (r = .360, p < .001).

2.4.3 Test of hypotheses

To test the hypothesized model, a structural equational model (SEM) was

employed. The path diagram of the structural model is shown in Fig. 1. Based on the

results CFI = 0.974; RMSEA = 0.094; SRMR = 0.055; GFI = 0.979; and AGFI = 0.936,

the causal relationships in this model were considered appropriate. In addition, the

hypothesized model was tested against another alternative model. The alternative model

placed psychological safety as a mediator between a sense of inclusiveness and innovative

behavior. The indices of this alternative model were as follows: CFI = 0.820;

RMSEA = 0.247; SRMR = 0.116; GFI = 0.900; and AGFI = 0.700. Clearly, the

alternative models suggested poorer fits compared to the hypothesized model.

Hypothesis 1, which tested the relationship between a sense of inclusiveness among

employees and innovative behaviors, was supported ($\beta = 0.36$, $p < 0.001$). In addition,

Hypothesis 2 which predicted a positive relationship between inclusive leadership and

psychological safety was also supported ($\beta = 0.66$, $p < 0.001$). Similarly, psychological

safety had a positive effect on the sense of inclusiveness ($\beta = 0.35$, $p < 0.001$), supporting

Hypothesis 3. Furthermore, this result demonstrated that when an environment with high

psychological safety, created by an inclusive leader, improved a sense of inclusiveness

among employees, more innovative behavior was observed; thus supporting Hypothesis 4. Finally, Hypothesis 5, which tested the effect of CQ on inclusive leadership was supported ($\beta = 0.63, p < 0.001$).
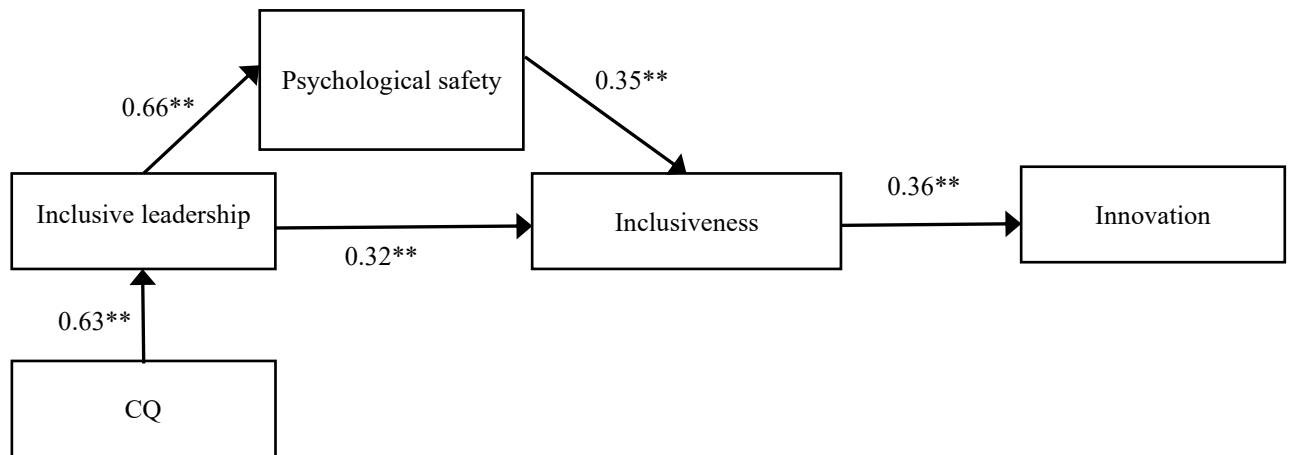

Figure 1. Results of SEM of inclusive leadership in culturally diverse groups.

Note. $^{**}p < 0.01$

2.5 Discussion

The purpose of the Study 1 was to examine the relationship among inclusive leadership, a sense of inclusiveness of employees, psychological safety, innovative behavior, and CQ of an inclusive leader in a culturally diverse workplace. First, we found that a sense of inclusiveness among employees had a positive effect on their innovative behaviors. In other words, employees with a higher sense of inclusiveness within their group or organization in a culturally diverse workplace are more likely to perform more innovative behavior. This finding underscores the importance of solving inclusion-exclusion problems among employees with multicultural backgrounds (Barak, 2008).

Second, we confirmed the positive relationship between inclusive leadership and a sense of inclusiveness among employees, and the mediating role of psychological safety. Our findings expanded on the work of Carmeli et al. (2010) in that, inclusive leadership, as a form of relational leadership, has a positive effect on promoting psychological safety in a culturally diverse environment. Unlike most empirical literature concerning inclusive leadership, which focuses on the direct relationship between psychological safety and innovation of employees (e.g., Carmeli et al., 2010; Qi et al., 2019), the current study examined whether inclusive leadership serves as an antecedent to innovative behavior in a culturally diverse group (Randel et al., 2018). Our findings suggest a positive relationship between psychological safety and a sense of inclusiveness. This means that a workplace environment with high levels of psychological safety promotes feelings of inclusiveness or a sense of belonging for the employees, even when the environment is highly diverse. In short, the current study complements previous studies by clarifying the relationship between inclusive leadership and innovative behavior through psychological safety and a sense of inclusiveness (i.e., Carmeli et al., 2010; Randel et al., 2018). Inclusive leadership can create an environment of high psychological safety, which in turn promotes a sense of inclusiveness among employees, thereby facilitating more innovative behavior in culturally diverse workplaces.

Another noteworthy finding of our study was that CQ and inclusive leadership had a positive relationship. This finding is consistent with Komatsu's study (2018) that

underscored the importance of CQ in leaders who navigate in a multicultural environment. As implicated in the definition of CQ (Earley, 2002), leaders who demonstrate higher levels of CQ tend to display more appropriate behavior.

In sum, the current study suggests that a sense of inclusiveness among employees plays a critical role in minimizing the negative effects of culturally diverse groups in organizations. Furthermore, our results reveal leaders who demonstrate high levels of inclusive leadership can enhance a sense of inclusiveness in employees through open-minded attitudes and the fostering of a work environment conducive to global growth with high psychological safety. Finally, our findings suggest that the extent of CQ influences the behavior of leaders. These findings not only provide invaluable theoretical insight into cross-cultural research but also practical implications to leaders in charge of managing a group of diverse employees, when faced with fierce global competition.

2.6 Limitations of study 1

Despite offering invaluable theoretical and practical implications, this study has some limitations that need to be addressed in future research. First, the data for the present study was collected through response to an online survey; the only control variable we were able to employ concerned an item that asked whether participants had experience in working with foreigners. Future research should consider the choice of participants or

controlling the level of diversity in participants' organizations. Second, the mechanism between CQ and IL is still not clear. In Barakat et al. (2015), CQ influences manager's performance through job satisfaction that arises from positive self-concept and self-efficacy. Furthermore, the current study only focused on the direct relationship between the level of CQ in leaders and their inclusive leader behavior. It might be beneficial for future research to examine the specific mechanism between CQ and inclusive leadership in the context of culturally diverse groups. Finally, according to the study of Randel et al. (2018), inclusive leadership has two important dimensions: facilitating inclusiveness and focusing on uniqueness of followers. However, the scale designed by Carmeli et al. (2010) focuses only on measurement of inclusiveness among employees. To address this deficiency, designing a new scale that examines this overlooked dimension—uniqueness of their followers—might illuminate a more comprehensive picture of inclusive leadership in the future.

3. Study 2

3.1 Aims of Study 2

Study 2 aimed to develop new measurement of inclusive leadership and examine the effect of inclusive leader behaviors in culturally diverse group with using new measurement.

3.2 The construct and measurement of inclusive leadership

Nembhard and Edmondson (2006) defined as: "words and deeds displayed by a leader or leaders that indicate an invitation and appreciation for others' contributions" (p.947). The main concept of their work is that leaders show inclusive behavior to their followers to include voices and perspectives as more as possible. Based on the work of Nembhard and Edmondson (2006) about leader inclusiveness, Carmeli et al. (2010) developed a 9-item Inclusive leadership scale which focused on three dimensions of inclusive leader: openness, availability, and accessibility. All these dimensions contribute to inclusive behaviors and according to findings from Study 1, inclusive leader behaviors defined by Carmeli et al. (2010) encourage the sense of inclusiveness of employees mediated by psychological safety. However, optimal distinctiveness theory suggests that except sense of inclusiveness to the group, the sense of feeling uniqueness in the group also contribute to the sense of satisfaction to their jobs (Shore, et al., 2011). Drawing on both the concept of leader inclusiveness (Nembhard and Edmondson, 2006) and the optimal distinctiveness theory (Shore, et al., 2011), Randel et al. (2018) proposed that inclusive leadership encourage the sense of inclusiveness and the feelings of uniqueness

of employees and developed a 2-dimension hypnotized model of inclusive leadership. Furthermore, Randel et al. (2018) also proposed three categories, "supporting group members", "ensuring justice and equity", and "shared decision-making", for encouraging sense of inclusiveness of employees and two categories, "encouraging diverse contributions", "helping group members fully contribute", for encouraging feelings of uniqueness of employees. In Study 2, we designed items based on these five categories, such as "The manager gives same chance to me and other colleagues" for "ensuring justice and equity" of encouraging sense of inclusiveness, and "The manager encourages information sharing between colleagues proactively" for "encouraging diverse contributions" of encouraging feelings of uniqueness. In sum, an 18-item hypothesized two-factor scale was designed for inclusive leadership measurement.

3.3 Research model and hypotheses development

Another goal of Study 2 is to examine the effect of inclusive leader behaviors in culturally diverse group with using new measurement.

First, to examine new measurement, we attempted to review results from Study 1, that inclusive leadership promote the sense of inclusiveness of employees with the mediating role of psychological safety, thus, innovative behaviors and CQ of leaders affect their behaviors.

Second, from the perspective of the inclusion-exclusion problem (Barak, 2008)

and optimal distinctiveness theory (Shore, et al., 2011), leaders play particularly important role on satisfying belonging and uniqueness needs of employees. Based on the finding from Study 1, inclusive behaviors of inclusive leaders promoted psychological safety, thus increased sense of inclusiveness which confirmed past work of Carmeli et al. (2010). Furthermore, from the perspective of inclusive climate, Ashikali, Groeneveld and Kuipers (2020) argued that inclusive leadership is necessary to support building inclusive climate within culturally diverse group. In addition, inclusive leadership has the dimension of creating environment with openness that welcome diverse contributions (Winters, 2014; Randel et al. 2018). Inclusive leadership has the potential of indicating and encouraging the uniqueness. Current studies about performances of culturally diverse groups have been researched from several perspectives (e.g., Van Knippenberg, et al., 2004). For example, from the side of information/decision-making, multicultural group members bring higher range of perspectives which link to higher quality of information elaboration, thus more innovative solutions to problems and decisions (Van Knippenberg, et al., 2004; Harrison & Klein, 2007; Homan, et al., 2007). At the same time, from the perspective of individual authenticity, team tasks benefit from high level of authenticity that higher level of being authentic of member tend to contribute more unique information and perspectives (Ilgen, et al., 2005). Authenticity, "there are many definitions of authenticity, as there are those who write about it" (Erickson, 1995, p. 123). Differ from examining the effect of difference of their cultural background, such as construal of self

(Oetzel, 2001), authentic living portrait who they are more straightforwardly. Furthermore, Leroy et al. (2021) examined the relationship between team mean authentic living and team performance. Their findings suggest that higher team mean authentic living promotes information elaboration, hence better performance. However, similar to group with high diversity, high level of authentic living may hinder team functions. Leroy et al. (2021) mentioned that team with higher mean perspective taking, the tendency to understand and adopt other's perspective, presents fewer negative effects of high level of authentic living. As inclusive leadership focus on both relationship between followers and the feelings of follower themselves, an important challenge thus is to understand the effect of inclusive leadership on the feeling of uniqueness of employees, that they can behave be like themselves in the workplace. Thus, we proposed that inclusive behaviors of inclusive leader play role of fulfilling both needs of belonging and feelings of uniqueness of employees in culturally diverse group, ultimately, lead to willingness of contribution, thus improving innovative behaviors.

H1: Inclusive leadership positively affects sense of inclusiveness and authentic living of employees.

H2: Sense of inclusiveness and authentic living of employees positively affect innovative behaviors.

3.4 Method

All procedures performed in Study 1 involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all participants involved in the study (Approval Number: 2021-020).

3.4.1 Participants

We gained cooperation from 1000 employees who currently work with foreigners at Japanese companies by outsourcing data collection to a Japanese web survey vendor, named Cross Marketing, IC. Participants were requested to respond to an online survey questionnaire by recalling the time they worked with foreigners. The average age of participants was 44.6 years and 53.1% were male.

3.4.2 Measurement

The online questionnaire was administered in Japanese, and the response to items were rated on a five-point Likert scale ranging from 1 (disagree) to 5 (agree). 16 items used in Study 1, cultural intelligence (α= .922), psychological safety ((α= .746), sense of inclusiveness (α= .829) and innovative behaviors ((α= .868) were retested in Study 2.

Inclusive leadership: Two factors with 18 items were examined. A sample item was "My supervisor gives same chance to me and other colleagues."

Authentic living: Four items from authentic living scale (Wood et al. 2008) were adopted. A sample item was "I think it is better to be yourself, than to be popular." The Cronbach alpha for this measure was 0.790.

Servant leadership: Seven items from servant leadership scale (Liden et al., 2008) were adopted for testing validity with hypothesized inclusive leadership scale. A sample item was "I would seek help from my manager if I had a personal problem."

3.5 Results
3.5.1 Exploratory factor analysis

Initially, 18 items of inclusive leadership were factor analyzed using maximum likelihood method. The hypothesized scale was designed with two factors. However, after eliminating 1 item which factor loading under .40 and 2 items which factor loading did not show significant differences between 2 factors, the analysis yielded one factor explaining a total of 70.6% of cumulative contribution ratio. The remaining 15 items were reformed into one factor labelled as "inclusive leadership". Table 2 shows the factor loadings for each of these 15 items. The Cronbach alpha for this measure was .970.

Table 2. Results of exploratory factor analysis

	Items	Factor 1	Communality
	Inclusive leadership (α= .970, ω= .970)		
Q10	The manager is open to hear your ideas	**0.87**	0.76
Q2	The manager tries to understand your thinking	**0.87**	0.75
Q15	The manager shows respect to your uniqueness	**0.86**	0.74
Q3	The manager provides feedback to your ideas	**0.86**	0.74
Q1	The manager listens to your ideas	**0.85**	0.73
Q8	The manager is open to hear your opinions when making decisions	**0.85**	0.72
Q17	The manager is open to listen to your thinking and ideas based on your cultural background	**0.84**	0.70
Q4	The manager gives same chance to me and other colleagues	**0.84**	0.70
Q18	The manager shows respect to personality of every member	**0.84**	0.70
Q6	The manager provides the same praise as other colleagues when you reach task goals	**0.83**	0.69
Q11	The manager supports the application of your innovative ideas	**0.83**	0.69
Q13	The manager treats you with the understanding of cultural difference	**0.82**	0.68
Q7	The manager allows you and your colleagues participating important decision making	**0.80**	0.65
Q14	The manager tells you about the knowledge of local culture	**0.73**	0.53
Q5	The manager indicates the mistakes you made as he/she does to other colleagues	**0.70**	0.50

3.5.2 Test validity

Servant leadership, a leadership that leaders focus on the contribution of their followers that benefits organization, members, and the community (Greenleaf, 1977). Randel et al, (2018) argued that similarities and differences between inclusive leadership and servant leadership. As servant leadership encourages followers to contribute to their organizations, inclusive leadership encourages the sense of inclusiveness and the feeling

of uniqueness of followers. However, both servant leadership and inclusive leadership focus on their followers' contributions. We assumed that inclusive leadership would positively relate to servant leadership and results of correlation analysis showed that inclusive leadership positively correlated with servant leadership ($r = 0.849$, $p < 0.001$).

3.5.3 Confirmatory factor analysis

CFA was employed to confirm discriminant validity. All the remaining 35 items were used for running CFA in HAD. The fit indices, CFI $= 0.906$; RMSEA $= 0.070$; SRMR $= 0.048$; GFI $= 0.820$; and AGFI $= 0.792$ demonstrated a good fit for the hypothesized six-factors. Hence, the factors in the measurement model were considered to have adequate reliability and validity.

3.5.4 Descriptive statistics

Table 3 shows descriptive statistics, correlations, and alpha reliabilities for study constructs. Similar to results from Study 1, significant correlations were found between the following: psychological safety and a sense of inclusiveness ($r = .587$, $p < .001$), a sense of inclusiveness and innovative behavior ($r = .281$, $p < .001$). Hypothesized scale of inclusive leadership also presented significant correlations between following: psychological safety ($r = .617$, $p < .001$), CQ ($r = .750$, $p < .001$) and authentic living ($r = .164$, $p < 0.001$). Furthermore, authentic living and innovation showed a significant

correlation (r = .464, $p < .001$). With surprising, numbers or foreigners in the workplace did not show any significant correlations with other variables.

Table. 3. Descriptive statistics of Study 2.

Variables	Mean	SD	1	2	3	4	5	6	7	8
1. Age	44.64	13.57	—							
2. Work Tenure	10.72	10.84	0.46**	—						
3. Number of Foreigner	41.58	188.83	-0.05	-0.01	—					
4. Inclusive Leadership	3.47	0.95	0.01	0.03	0.03	—				
5. Inclusiveness	3.10	0.93	0.13**	0.13**	0.02	0.62**	—			
6. Authentic Living	3.69	0.77	0.15**	0.10**	-0.03	0.16**	0.13**	—		
7. Innovation	3.12	0.92	0.25**	0.18**	0.02	0.26**	0.28**	0.46**	—	
8. Psychological Safety	3.23	0.96	0.07*	0.04	0.02	0.62**	0.59**	0.13**	0.23**	—
9. CQ	3.09	0.91	-0.01	0.00	0.04	0.75**	0.53**	0.11**	0.20**	0.42**

Note. ** $p < 0.01$, * $p < 0.05$, † $p < 0.10$ (two-tailed tests).

3.5.5 Test of hypothesis

First, the hypothesized model tested in Study 1 was reviewed. Results of SEM CFI = 0.980; RMSEA = 0.089; SRMR = 0.038; GFI = 0.982; and AGFI = 0.947, confirmed the findings in Study.

Second, Fig.2 showed the hypothesized model of Study 2 and was tested with using SEM. The path diagram of the structural model is shown in Fig. 3. Based on the results CFI = 0.990; RMSEA = 0.058; SRMR = 0.025; GFI = 0.991; and AGFI = 0.974,

the causal relationships in this model were considered appropriate.

Hypothesis 1, which tested the relationship between inclusive leadership and sense of inclusiveness of employees ($\beta = 0.60$, $p < 0.001$); and inclusive leadership and authentic living ($\beta = 0.13$, $p < 0.001$) with using hypothesized measurement, was supported. In addition, Hypothesis 2 which predicted a positive relationship between sense of inclusiveness and innovative behaviors (($\beta = 0.23$, $p < 0.001$); authentic living and innovative behavior ($\beta = 0.52$, $p < 0.001$) was also supported.
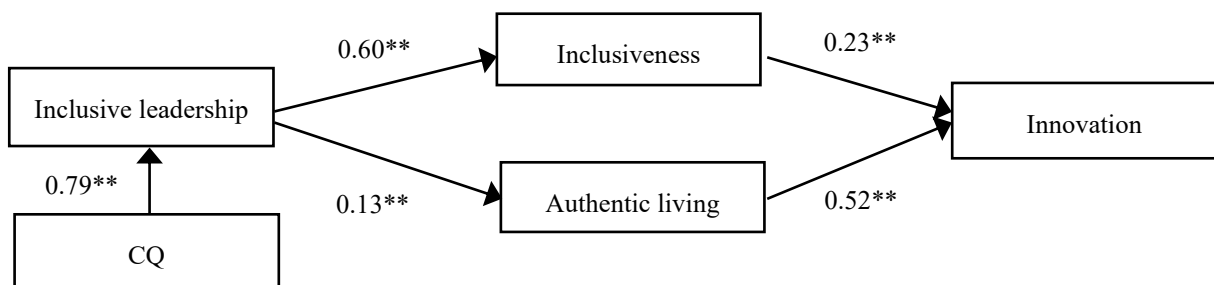

Figure 2. Results of SEM in Study 2.

Note. **$p < 0.01$

3.6 Discussion

The purpose of Study 2 was to review traits of inclusive leadership which had not been discussed in past studies. Based on the work of Randel et al (2018), we developed a hypothesized inclusive leadership scale which included both sense of inclusiveness and feeling of uniqueness of employees. First, we yielded a two-factor scale with 18 items, however, after narrowed the set of items to 15, results of factor analysis did not show a

significant 2 factors, sense of inclusiveness and feeling of uniqueness. These unexpected results may due to current scale focused on how inclusive leaders encourage inclusiveness and uniqueness that each factor has strong correlations and failed to distinct from another. Differ from the work group inclusion measurement developed by Chung et al. (2020), which defined workplace inclusion includes two components, belongingness and uniqueness, the uniqueness part of their scale focuses on the contributions of employees, where though the uniqueness part of current hypothesized scale included the dimension of employees' contributions, we focused on employees' backgrounds more because diverse cultural background brings diverse perspectives. Items that pay attention on employees' cultural background may lead to the sense of inclusiveness but not their feelings of uniqueness.

Second, we reviewed the model tested in Study 1, that positive relationship between inclusive leadership and a sense of inclusiveness among employees, and the mediating role of psychological safety, and SEM showed similar results in Study 2. The causal relationship was appropriate.

Third, we confirmed the positive effect of inclusive leadership on the sense of inclusiveness and feelings of uniqueness of employees with applying hypothesized inclusive leadership scale. Based on the result of SEM, inclusive leadership promoted both sense of inclusiveness and uniqueness. However, inclusive leader showed higher effects on sense of inclusiveness compared to the effect on authentic living of employees.

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Reasons of these results can be considered, first, sense of inclusiveness focused measurement. Second is that the difference of definitions of authenticity between leaders and employees. As mentioned above, just like the word "authenticity", everyone has their own explanations (Erickson, 1995). Although the positive effect of CQ on the ability of inclusive leader had been examined in Study 1, CQ of inclusive leader only affect the ability of recognizing and adopting cultural background of followers (Earley, 2002). The ability of recognizing followers' authenticity of inclusive leadership is required but did not confirm in current study.

Last, study 2 also confirmed previous findings that authenticity of employees and innovative behaviors had a positive relationship. This finding is consistent with Ilgen, et al. 2005 that higher level of authentic living of employees tend to contribute their unique performance more. Furthermore, current study was examined in culturally diverse group. This finding provides directions of future research of cultural diversity from authentic perspective.

In sum, although the hypothesized scale did not show significant 2-factor results, Study 2 showed two noteworthy findings. First, inclusive leadership plays a role on encouraging both sense of inclusiveness and feelings of uniqueness of employees in culturally diverse groups in organizations. Second, our results reveal the effect of sense of inclusiveness and feeling of uniqueness encouraged by inclusive leader behaviors on innovative behaviors that the level of employees' feelings of behaving as themselves

affect their innovative contributions more significantly than the sense of inclusiveness.

3.7 Limitations of Study 2 and future research

Despite problems remained from Study 1, such as measurement method of CQ and the mechanism between CQ and inclusive leadership, there are several limitations cannot be ignored in Study2 and need to be addressed in future research. First, items of hypothesized scale did not reflect the contents of Randel et al (2018) appropriately, specifically to the part of fostering feelings of uniqueness. Randle et al (2018) proposed two factors of fostering uniqueness, "encouraging diverse contributions" and "helping group members fully contribute", however, current study focused on encouraging unique contributions and focusing on the background of culturally diverse employees that failed to distinct two factors suggested in past research. Future research should clarify the definition of innovation that can be encouraged by inclusive leader behaviors. Second, the mechanism between sense of inclusiveness and feeling of uniqueness is still not clear. Shore et al. (2011) pointed out the importance of both inclusiveness and uniqueness in workplaces and Leroy et al. (2021) mentioned the negative effects of high level of authenticity among team members cannot be ignored as they examined the mediating effect of team-level perspective taking. The data for current study was collected from employees belonging to random organizations; It might be beneficial for future research to examine the role of inclusive leadership and the mechanisms between inclusiveness

and uniqueness in team level.

4. General Discussion

The purpose of current study was to examine the effect of inclusive leadership in culturally diverse environment.

The results of Study 1 collected from who had experiences of working with foreigners confirmed all hypothesized relationships: sense of inclusiveness and innovative behaviors, inclusive leadership and sense of inclusiveness, and finally mediating role of psychological safety. These results expand the work of Carmeli et al. (2010) and provide possibilities of the indirect relationship between inclusive leadership and innovative behaviors. Inclusive leaders create environment with psychological safety which increase the sense of inclusiveness of employees, thus improving innovative behaviors in the culturally diverse environment. Furthermore, another result of Study 1 indicated a positive relationship between CQ and inclusive leadership. As Komatsu (2017) mentioned the importance of the ability of adopting new culture including knowledge and behaviors. Inclusive leader with higher CQ may recognized more about the cultural difference in the culturally diverse environment.

The results of Study 2 collected from employees who working with foreigners currently reveled the positive relationships between inclusive leadership, sense of inclusiveness, feelings of uniqueness and innovative behaviors though measuring.

Although the hypothesized scale remains several problems, these findings are aligned with Randel et al. (2018) and confirmed the works of Shore (2011) and Ilgen, et al. (2005) that inclusive leader behaviors played role of satisfying the needs of belongingness and uniqueness of employees in workplace and high level of authentic living in culturally diverse group also contribute to further innovative behaviors.

5. Conclusion

The current study aimed to minimize the negative effects within a culturally diverse group by examining the effect of inclusive leadership. Results indicated that inclusive leadership enhances a sense of inclusiveness and feeling of uniqueness among employees by fostering a work environment conducive to collaboration with high psychological safety. This enhanced sense of inclusiveness and feelings of uniqueness among employees ultimately leads to an increase in innovative behavior through more effective communication, which becomes a foundation for knowledge and information sharing. Difference of CQ between inclusive leaders affect their leader behaviors in culturally diverse environments

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