



The Influence of Leadership Strategies on the Inclusion of Minority Employees

Management of Cultural Diversity – Master thesis

School of Humanities, Tilburg University

Name: Rob van der Zee

ANR: 571683

Email:

Supervisor: dr. H.G. Siebers

Second Reader: prof. dr. H.L. Beck

Master thesis circle: Hans Siebers Open Circle

Date: 11 August 2016

Word count: 14.525

Abstract

The aim for this research is to identify the influence of leadership strategies, on the inclusion of minority employees. The research will be conducted in one of the divisions of a residential home organisation in the Netherlands. Leadership is the study of a leader's behaviour, and the effect this has on his or her followers. The current literature has not yet combined leadership with inclusion, or the influence felt by minority employees. Therefore, this research focuses on what kind of influence leadership strategies have on the inclusion of minority employees, within an organisation. The hypotheses in this research state that the transformational leader has a positive influence on both uniqueness and belongingness, in comparison to the transactional leader. Apart from inclusion, this research also looks at the interaction between the leader and his subordinates in ways by looking at ethnic boundary constructions. The leadership style leading to the inclusion of minority employees will be quantitatively studied by way of observations and a survey.

Keywords: Inclusion, Uniqueness, Belongingness, Leadership Styles, Minorities, Identity, Interaction, Diversity.

Problem statement

The research will be conducted within a residential home organisation where the elderly live. The organisation helps elderly that have Alzheimer's, are mentally handicapped, or cannot care for themselves anymore. The organisation is located in western Noord-Brabant and has multiple divisions located in this area. The company has an active diversity policy; the organisation has around 2000 employees and there are around 22 different nationalities. Which makes that 30% has a non-Dutch ethnic background.

This research focuses on the impact leadership strategies have on employees by using the concept of inclusion (Shore, Randel, Chung, Dean, Erhart & Sigh, 2011). The notion of inclusion is two-fold. It contains (1) a sense of uniqueness and; (2) a feeling of belongingness. The first states that the employee wants to be recognised as an inspired individual. The second frames that employees are seen as good colleagues, as a part of the team and have collegial or work identity. Inclusion, briefly, means that the individual is treated as an insider and is also allowed and/or encouraged to retain uniqueness within the organisation (Shore, et al., 2011).

Leaders within organisations are better known as chiefs, directors, or managers and have been studied extensively. Leaders can be found on all management levels, it can be the team leader, the head of the department or even the CEO. Employees see their direct manager as their leader. There are two well-known leadership styles: transactional leadership and transformational leadership (Aronson, 2001). The concept of leadership incorporates all the abilities a leader possesses to influence the group objectives. Transactional leadership involves an exchange between a leader and a subordinate in such

a way that each receives something in return (Aronson, 2001). Transformational leadership focuses on creating an environment to stimulate change in the follower's attitudes and behaviour through empowerment, creating a global vision and relying on their self-efficacy (Aronson, 2001). There is also laissez faire leadership; this variant means that there is no leadership at all. These leadership concepts are defined as styles; this means that being a leader is translated into a trait like consistency in attending, perceiving and thinking traditionally (Schmeck, 2013). Within this study, however, leadership is not seen as a personality trait, but instead as a way of meaning making, attitudes and behaviour. Ergo the concept of strategies will be used. Strategies are the implementation of a set of procedures, also known as tactics, to accomplish tasks (Schmeck, 2013).

This topic differs from other studies because it aims to investigate the interaction between the manager and employees from a managerial point of view, so that it may lead to a more powerful technique in which a leader can assess or manage personnel. The theory of ethnic boundary construction will be used; this theory shows how an in- and out-group is created by the salience of ethnic group belongingness, structuring of social interaction and distribution of resources along ethnic lines. These interactions create managerial challenges and therefore, a clear difference between the majority and a minority group needs to exist within an organisation.

The aim of this study is to identify the influence of leadership strategies on the inclusion of minority employees.

A research question has been formulated to better understand the relationship between leadership styles and the inclusion of minority employees:

“Are leadership strategy aspects affecting the inclusion of minority employees, and if so how?”

Context

The main research of this study takes place in a retirement and nursing home in Bergen op Zoom the Netherlands. This home is part of a bigger residential organisation. This organisation consists of retirement and nursing homes and home nursing organisation. The organisation has a total of 2000 employees, which of 800 in home nursing and 800 working in retirement homes. The other employees work at the head office or in the school. The organisation consists of a total of twenty nursing and retirement homes across western Noord-Brabant. These homes are spread out throughout three municipalities: Bergen op Zoom, Steenbergen and Woensdrecht. Most of the residents come from these communes.

Diversity is very important within the organisation because of the increasing number of elderly migrants. More and more elderly with a migration background are living in retirement homes, these elders are not used to the Dutch way of life and maintain a different lifestyle. The organisation works hard to provide care as closely as possible to their particular lifestyle and needs. They try to do this by

taking the culture and history of each individual into account. The many employees with a different ethnical background give the opportunity for the organisation to give cultural intense care.

The organisations have their own schools where not only people with a different ethnical background come to learn but also other students. The school is for students that just graduated high school, or other individuals that want to be a nurse, there are different nursing studies that can be studied there. The students with a different ethnical background get more or the same number of classes and attention as the ones with a Dutch background. There are some small differences, they get more personal guidance throughout their study and they get extra Dutch classes.

One of the most important employee categories is the volunteers, these are hardworking people and working for the good cause of helping people. Volunteers are among the most important employees since these hardworking people value the good cause of helping people. Volunteers help the elderly to have a good time and take over little chores from the mainstream employees. For the organisation it is therefore important that the volunteers are also from different ethnic backgrounds, this helps the elderly immigrant feel at home.

The main retirement home for this study is unique in its own way; they have different policy on cultural diversity then other homes from the same residential home service, it's called a "diversity home". New employees with different ethnical background are placed in this retirement home, because they can get proper education. The team leaders and locations managers have had courses in diversity management and, or are under supervision of the project manager diversity down in head office. The team leaders are trying to help the employees with the work that they are supposed to do, how they need to do it and how to administrate what they are doing. Next to teaching the work itself, they are also giving Dutch language courses, the vast majority of elderly are of Dutch decent and do not speak any English.

In practice, all the work that has been done needs to be administrated, this is visible not only for colleagues but also for the family members. The family members read this to understand what has been going on the last week with their mother or father. Many employees that have a different ethnical background go from this establishment to others within the organisation. The progress is monitored by the location itself and also by someone from educations, which they will have to talk to time in time.

This home consists of 6 units and depends on the unit of how many employees work there, if the employees are mentally ill there are more employees and when there is a lot of physical labour there are also more employees working in that unit. There are around 100 residents at this resident there are 66 apartments for care and there are 30 apartments for nursing, these 30 individuals are mostly mentally ill. There are around 100 employees working within this location, this includes team leaders, hospitality and maintenance.

Theoretical Framework

Inclusion

In this context, the concept of inclusion entails that an employee is part of the group, but feels comfortable to maintain his or her own uniqueness at the same time. Shore, et al.'s (2011) theory states that the level of inclusion can be conceptualised in four possible ways, these are: exclusion, assimilation, differentiation, and inclusion. To operationalise the notion of inclusion, the researcher uses the concepts of (1) uniqueness and (2) belongingness. The first states that the employee is recognised as an inspired individual; one such unique attribute could be their ethnicity (Siebers & Van Gastel, 2015). The second frames that employees are seen as good colleagues, and as a part of the team and have collegial or work identity (Shore, et al., 2011). Exclusion is the opposite of inclusion; the theory states that the individual is not treated as an organisational insider and holds no unique value in the work group. Assimilation argues that the individual is treated as an organisational insider, but is not treated as unique. Differentiation means that he/she is unique-but is not treated as an organisational insider. Inclusion states that the individual is treated as an insider and is allowed to retain his/her uniqueness. The theory of Shore, et al. (2011) encourages that inclusion of diverse teams creates a creative and innovative work environment due to the integration and learning perspectives that incorporate uniqueness and belongingness. The theory supports that minority employees who experience a sense of belongingness and uniqueness indicates a higher career optimism than other minority employees (Shore, et al., 2011).

Leadership Styles

Since the 1920s, behavioural scientists studied the aspects of successful leaders. The indicators of such leaders are traits, abilities, behaviours, sources of power, and how well a leader is able to influence his/her subordinates. The main research about leaders concerns leader effectivity. The literature states that there are two major ways to influence followers: the transactional style and transformational style (Aronson, 2001).

Transactional leadership is a more common influence. The main aspect of this style is the exchange between leader and subordinate; every individual in the trade gets a reward from the other. The idea behind transactional leadership is the maintenance of the status quo of the organisation, to ensure a stable administration of practices and resources that are essential for the organisation. The transactional leadership style is effectivity limited to the motivation of the strategies (Aronson, 2001). The transactional leadership style comprises of these three dimensions: (1) management-by-exception passive: this is when the leader does not closely supervise the employees and will only take steps when the situation is deviating from its course. (2) Management-by-exception active: this means that the leader takes steps and monitors closely making changes when this is required. (3) Contingent reward: the leader specifies, makes agreements and discusses rewards with the subordinates for-when

the task is successfully completed (Alimo-Metcalfe & Alban-Metcalfe, 2005; Aronson, 2001; Bass, Avolio, & Jung, 1999).

Another type of transactional leadership that is mostly defined on itself is non-management also known as *laissez faire* management. This management style is based on the principle that: “you can do whatever you want to do.” *Laissez faire* management is in its essence non-directive (Aronson, 2001).

‘Charismatic’ or ‘transformational’ leadership is a style that incorporates the behaviour of the leader and the effects of this behaviour. The following aspects are crucial for a transformational leader. First, this individual influences follower by creating a vision for a better future. Secondly, instead of controlling followers, these leaders try to inspire them. Thirdly, these leaders have the intention to stimulate the intellect of the followers, resulting in more meaningful goals and behaviours. Fourthly, leaders aim to fulfil the self-actualisation needs of the subordinate, by making use of intrinsic motivations, the leader tries to empower his followers. Showing confidence in followers helps stimulates self-development this can be seen as an interaction between the leader and his subordinates (Aronson, 2001). The final major aspect of a transformational leader is to create a collective identity (Van Knippenberg & Sitkin, 2013). The leader aims to stimulate the self-efficacy of his subordinates. In order to operationalise the transformational leadership style these five dimensions are used: (1) attributed idealised influence: this refers to attribution of the leader’s charisma, such as perceived power. (2) Behavioural idealised influence is the confidence and trust that is built between the subordinates and their manager. The emphasis is placed on the collective sense of mission and values. (3) Inspirational motivation: the representation of the leader’s vision and seeing the future positively. (4) Intellectual stimulation: means critically assessing the assumptions of the subordinate’s beliefs and analysing his/her problems to create a solution. (5) Individualised consideration: focuses on the need to develop the follower’s strengths (Alimo-Metcalfe & Alban-Metcalfe, 2005; Bass, Avolio, & Jung, 1999; Rowold, 2005). Although the transformational mostly has positive attitudes toward his followers, there are also cases of leaders that show signs of a lack of power.

The term leadership style denotes that leadership cannot be learned but instead is an inborn behavioural trait, and attribute (Schmeck, 2013). Theories on transformational leaders expect one must possess these aspects to be effective, but argues that aspects of transactional and transformational leaders cannot be learned or adapted as a tactic or even as an overall strategy (Schmeck, 2013).

Strategies involve numerous ways to create meaning. The use of strategies derives from the fact that a leader is not specifically a transactional or transformational leader, but an individual who can practise aspects from both styles to lead his/her organisation or team (Van Knippenberg & Sitkin, 2013).

Leaders make use of multiple leadership styles and use different aspects of those styles. For this reason, the choice has been made to use, leadership strategies, instead of leadership styles, in this research.

Leadership styles and inclusion

The theory of inclusion relates to the study of leadership. In most cases, the two theories are connected by transformational strategies. Most studies focussed on the effect of the use of inclusion by leaders. The study by Mitchell, Boyle, Parker, Giles, Chiang & Joyce (2015) concluded that inclusion and leadership have a positive influence on organisational performance. Other performance studies, like Nishii & Mayer, (2009), showed that managing the diverse workforce effectively is a key strategic issue for organisations. The study of Ashikali & Groeneveld (2013) showed that transformational leadership and inclusion lead to higher employee commitment. The study of Ng & Sears, (2012) indicated that the CEO has a positive effect on the organisation if the CEO had the ambition to implement diversity practices. The interesting thing about this study is that transactional leaders show more social values than transformational leaders.

The concept of leadership style has something in common with the theory of post bureaucratic psychotherapeutic management. In both theories, there is a sense of identity construction; in psychotherapeutic management, a strong organisational culture is created, resulting in one preferred type of identity for all the employees (Costea, Crump, & Amirdis, 2008). There are different perceptions about leadership across cultures; there are studies that show that there are universal leadership attributes like: vision, empowerment and entrepreneurialism. There are also signs that transformational leadership is preferred and effective worldwide. It shows that culture itself does not matter; it is only how leaders emerge, are selected, developed, seen as role models and the way that they are predictable (Dickson, Castaño, Magomeava, & Den Hartog, 2012).

All these studies focus on the result of leadership in combination with inclusion. These studies, however, do not explain why a particular leadership style is successful, or why inclusion is successful. At this moment, there is no study to be found that discusses leadership strategies in combination with the inclusion of minority employees. There are some studies, as stated above, that discuss leadership styles in combination with inclusion, and nevertheless, the effects felt by minority employees are left out. This makes the results from this study one of a kind and gives an extension to both studies of inclusion and leadership strategies.

Leaders have two main functions in an organisation; they must control and facilitate. Deming (1982) states that control denotes seeing if everything went according to plan. To create continuous improvement within the organisation a process must be followed: plan, do, check and act. Plan indicates that the activities are prepared carefully. Do is the execution of activities. Check denotes control, and the corrective actions should deviations occur. Act is performing those corrective actions and returning to the start of the circle (Bakker & Meertens, 2010, pp. 78-79). Facilitate is to assist the subordinates in their work by offering them what they need to do their work. Instead of only checking the employees' work, the leader also helps them do their work and aims to improve productivity.

The transformational leadership strategy stimulates the subordinate to participate in the organisation; the leader achieves this by, for example, motivating employee development and inspiring his/her followers. The transformational leader proposes the employees to belong within the organisation whilst at the same time stimulating the uniqueness within the employee by way of developing his/her personal abilities. The transactional leader, however, only looks at the work itself; the followers are subservient to the leader. The laissez faire leader, gives no leadership at all, therefore it will have a negative effect on inclusion just like transactional leadership. The fact that the transformational leader will try to create a workforce where everyone will be inspired and motivated, will have a positive effect on inclusion. When combining the literature on leadership and inclusion, these six hypotheses can be created:

1. A higher degree of Transformational leadership strategies leads to a higher degree of uniqueness;
2. A higher degree of Transformational leadership strategies leads to a higher degree of belongingness;
3. A higher degree of Transactional leadership strategies leads to a lower degree of uniqueness;
4. A higher degree of Transactional leadership strategies leads to a lower degree of belongingness;
5. A Higher degree of Non-Management leads to a lower degree of uniqueness;
6. A Higher degree of Non-Management leads to a lower degree of belongingness.

Ethnic boundary construction

Every individual within the organisation has his or her own identity and ethnic background. When communicating with each other these identities or backgrounds can create different perceptions on common problems; these different perceptions can create discussion and conflict. In organisations, the leader is usually a member of the majority group. This can create discourse in interaction between the leaders and minority group member and majority and minority group members (Siebers, 2015). There are three ways to operationalise the ethnic boundary construction: (1) salience of ethnic group belongingness, denoting the construction of subjective distinctions between ethnic in-group and out-groups to which people subscribe themselves and ascribe others. (2) Structuring of social interaction along ethnic lines; people prefer interaction within their ethnic in-group and avoid communication or even create conflict with ethnic out-group members. (3) Distribution of resources along ethnic lines; when distributing resources people favour fellow in-group members over out-group members. (Siebers, 2015).

The transformational leader tries to create an environment in which his/her employees can grow, learn and are stimulated to be better. Every employee under his leadership is offered the same opportunities. The transactional leader is primarily focused on the work and not on his/her subordinates; this can

result in ethnic boundary forming, however, it is not the leader's priority to break down the boundary. This is the same for non-management, because when the leader is not managing at all it will have a negative effect on ethnic boundary construction. It is that a transformational leader will try to make the employees better within the organisation, and tries to motivate and stimulate them. This also means that the leader will try to only create positive work environment where everyone can be who he/she is and be part of the organisation. The matter of inclusion is different when uniqueness is stimulating the individual's unique qualities, for example ethnicity. Belongingness is looking at the fact if the individual is belonging to the group. When there is ethnic boundary construction within the organisation, it is creating certain sub groups distinguished by, for example ethnic background. This shows belongingness to a subgroup not belongingness to the total majority. The combination of leadership, inclusion and ethnic boundary construction created the following four hypotheses:

7. A higher degree of transformational leadership strategies leads to less ethnic boundary construction;
8. A higher degree of transactional leadership strategies leads to more ethnic boundary construction;
9. A higher degree of non-management leads to more ethnic boundary construction;
10. A higher degree of ethnic boundary construction leads to less uniqueness;
11. A higher degree of ethnic boundary construction leads to less belongingness

Research strategy and methods applied

Research design

To research how and why leadership strategies have an effect on the inclusion of minority employees, use will be made of a quantitative explanatory study. A deductive research approach will be used. The research will be conducted within a local player in the residential home business. The interaction between the leaders and their personnel will be the main source of information used to answer the hypotheses and main research question.

Sample strategy

The strategy will be non-purposive because it is a quantitative study. The research will be explained in the survey with the key concepts to get an understanding of the concept. The survey will be communicated to the participants as a way of influence the company's decision-making, giving voice to the employees. The employees will be motivated because they are the most important factor in this research, and as they will be offered the chance to change the way, the organisation is run. It will be made clear to the employees that are part of a different ethnic background that they are the most important factor within this research and that their answer will be the basis for change, it will be emphasized that the answers are unanimous and that the managers cannot claim the survey. The survey will make comparisons between employees and managers and between minority and majority employees. Apart from this, emphasis will be placed on the fact that it is research for a master study. Use will be made of a variety of control variables in the research, because of the quantitative nature of this study the control variables will be incorporated into the survey. The control variables will be: gender: male/female, tenure: 0-2 years 2-5 years 5+ years, age: under 30, 30-50, 50+, ethnic composition will be operationalized as 20%, 40%, 60%, 80%, 100% and education. The survey will be sent to employees throughout the whole organisation.

Data collection

Data that is going to be used has a quantitative nature and will be collected through way of a survey, direct- and participant- observation, interviews and documents. For the best results, the survey needs around 500 respondents of which 30% of a non-Dutch ethnic background. The survey will be incorporated to identify the (degree of) inclusion by looking at uniqueness and belongingness. The scales used in this survey consist of 16 items, 8 for belongingness and 8 for uniqueness and are based on a five point (1-5) Likert scale (Jansen, Otten, Van der Zee, & Jans, 2014). Apart from this, surveys will be used to asses which types of leadership strategies the managers use, which will be based on multifactor leadership questionnaire which uses a five point Likert scale (0-4) the scales of this survey consist of 36 items, 20 for transformational leader, 12 for transactional leader and 4 for non-leadership (Bass, Avolio, & Jung, 1999; Rowold, 2005). Of the 36 possible questions, 4 look at control and 4 at facilitating. The last part of the survey consists of ethnic boundary construction known as interaction;

this survey still needs to be designed and will be developed inductively by using interviews. Next to that, interviews will be used to operationalise the survey. Before initiating the survey, it will be translated too Dutch and tested. The documents that are going to be used are based on employee satisfaction survey (ESS), policies and organisational processes.

Data analysis

Before starting the data analysis, the data will need to be cleaned up by looking for incomplete data and corrupt data. Subsequently principle component analysis will be used to identify patterns of answers, and individual questions will be analysed to find similarities. Subsequently variables will be construct. Cronbach alpha will be used to test reliability and will take on a minimum criterion of 0.7. The final step is putting all the data into a structural equation modelling software program.

Research quality indicators

Construct-validity

The information used is offered by various sources within the organisation. The concept, research question and hypotheses are all based on relevant academic literature.

Internal validity

The research will consist of a survey, interviews and observations. These methods have been chosen to acquire data to answer the research and hypotheses. The survey will produce the right data for the research because it incorporates every aspect that needs to be researched. The survey will be operationalised by an interview before being introduced to all the participants. The research can only be internally valid if the accuracy and reliability of the survey can be met. The methods are important and appropriate for the basis of explanatory factors while researching people's interaction and influences. Data will be gathered and put through three stages of theory and method triangulation.

External validity

The results of the case study will offer insight into situations in a particular organisation. As the research is a quantitative explanatory research, it will not provide generalizable findings. The outcome of the research will only be generalizable for the organisation.

Reliability

An issue this research is faced with is participants producing socially desirable answers. Therefore, biases will be taken into account and will be reduced to a minimum by using several tools. The survey will be tested using Cronbach Alpha test with a minimum criterion of 0.7. The survey will be translated into Dutch to offer every employee an opportunity to answer the questions. The researcher will ensure anonymity and confidentiality; the answers will not be sent to management. The studied

organisation will be asked on their preference for anonymity. The observation will be conducted with the least amount of disruption.

Procedure

Before the surveys were collected the survey was operationalised. This was done in the last week of March. The surveys were collected between the 1st of April and the 27th of June. The surveys were spread out over four different locations, in order: Bergen op Zoom, Steenbergen, Halsteren and Dinteloord. The surveys of the latter three were assigned to the location manager which handed out and collected the interviews over a four-week period. The first location the surveys were handed out to the employees or the interviewer sat down during the monthly meeting in which the survey was handed out and in which the employees immediately filled in the survey, the latter surveys that were handed out by the team leaders, were filled in and were put in a collection box. After the first surveys were handed in a SPSS data collection database was established. The capturing of the surveys was not equally distributed during the four-week period because not all surveys were handed in at the same time. The response rate of the questionnaire was 64 percent (N = 157), with 125 having a Dutch background, 23 having a non-western background, 7 having a Western background and 2 having an Indonesian background. The 9 respondents with Indonesian or Western migration background were left out of the analysis. The response rate of 64 per cent is distributed over 4 locations, the total response rate over all locations is 19.6 percent.

Time schedule

The time schedule shows the prognoses of when certain events around the thesis occur. The dates in the schedule can change depending on the course of actions during research.

Date		Activity
Begin	End	
10-2-2016	10-2-2016	Handing in IRP
15-2-2016	19-2-2016	Defence IRP
29-2-2016	28-3-2016	Direct- and participant- observations
7-3-2016	14-3-2016	Interviews to operationalise the survey
14-3-2016	27-6-2016	Time for the Survey
14-7-2016	15-7-2016	Analysing the data
11-3-2016	11-8-2016	Writing the thesis
10-8-2016	10-8-2016	Finalizing thesis
11-8-2016	12-8-2016	Printing thesis
15-8-2016	15-8-2016	Handing in final-thesis (first deadline)

Table 1: Thesis time schedule

Constructs and measures

Inclusion

The first aim of the questionnaire was to measure the uniqueness and belongingness of the employees. The organisation works with different units, which are supervised by one team leader. These units are varying between 10 and 25 employees depending of the type of care the unit has to give. The questions of uniqueness and belongingness are based on a 1-5 scale where 1 is low and 5 is high. The total amount of Inclusions questions is 16, 8 for belongingness and 8 for uniqueness. The questions of belongingness asked about the feeling he/she gets within the group and what feelings the groups get from he/she. The questions about uniqueness asked if he/she is able to be herself and if the group encourages the individual to be her/himself. When measuring these two variables the results of the reliability test were a Cronbach alpha of 0.911 for uniqueness and 0.922 for belongingness, B4 had to be deleted to create this score for belongingness, as shown in table 2.

Ethnic boundary construction

The questions of ethnic boundary construction are formalized and categorized in three variables, the production of ethnic salience, foment ethnic in-group favouritism and the Privilege the distribution of resources along ethnic lines. The questions are in line with the theory of Siebers (2015). The questions were based on a 1-5 scale where 1 is low and 5 is high. The reliability scores for all three variables were above the Cronbach alpha score of 0.7. The variable productions of ethnic salience scored 0.818, foment ethnic in-group favouritism scored 0.858 by excluding question D13 and D14, and the privilege the distribution of resources along ethnic lines scored 0.853. These results are shown in table 2.

Leadership Strategies

The leadership strategies can be broken down into three different subject, transformational leadership, transactional leadership and non-management. Each of these subjects consist of multiple variables except non-management, all the questions are classified on a scale from 1 to 5, where 1 is low and 5 is high. Transformation leadership consist of these variables: Idealized Influence (attributed), Idealized Influence (Behaviour), Inspirational Motivation, Intellectual Stimulation and Individual Consideration. The results of measuring these variables were divided, idealized influence (behaviour) had straight away a result of 0.765 but idealized influence (attributed) and individual consideration had no Cronbach alpha above the 0.7. It was possible to use question L18 and L26 and exclude L9 to create a Cronbach alpha for inspirational motivation of 0.796. Next to that we had to delete L8 from intellectual stimulation to get the highest score of 0.758, as shown in table 2. Transactional leadership consists of: Contingent Reward, Management by Exception-Active and Management by Exception-Passive. The results of the reliability test were inconclusive because all the score were below 0.7, therefore the variables were combined, this was possible because the theory has a lot in common, what

resulted in one variable that consisted of questions L3, L12, L20, L22 and L27 and resulted in a Cronbach alpha of 0.765. The reliability score of non-management became positive when question L28 was dismissed, this resulted in a Cronbach alpha of 0.727. These results are shown in table 2.

Gender, age, tenure and ethnic composition

While looking at leadership strategies and inclusion there can be possible differences and inequalities coming from factors like gender, age, tenure and ethnic composition, these inequalities are found to be inappropriate. Gender was measured as male = 1, female = 2. Age was measured in years: 1 = 30, 2 = 30-50, 3 = 50+. Tenure was also measured in years: 1 = 0-2, 2 = 2-5, 3 = 5+. Ethnic composition was measured in percentage: 1 = 0% until 11 = 100%. Gender, age, tenure and ethnic composition were used as control variables.

Variables, items and reliability

The questionnaire was created by using existing literature on leadership strategies (Bass, Avolio, & Jung, 1999), inclusion (Jansen, Otten, Van der Zee, & Jans, 2014) and ethnic boundary construction (Siebers, 2015). The items themselves could be taken from the literature except for ethnic boundary construction, these needed to be created. These questionnaire items were all based on a five point Likert scale ranging from 1 = 'totally disagree' to 5 = 'totally agree' was applied. The analysis of the variable construction was based on the principal of checking for commonalities on the questionnaire items and an internal consistency or reliability. The reliability test that was done was the Cronbach's alpha with the value of 0.7 as more or less as a minimum.

As explained in this chapter, only the variables that gave a positive Cronbach's alpha score, and explained the influence of leadership strategies on inclusion were discussed (see model 1/2 in figure 1/2). All the results and items can be seen in table 2, some items had to be deleted or added to get a higher Cronbach's alpha score. This has been done with the careful consideration of its possibility and that it does not hurt the theory surrounding it. In the theory chapter the variables control and facilitate have been discussed, there was no positive score for these so they have not been added to the research.

Next to SPSS statistics, AMOS 22 is used as structuring equalling modelling software. These programs were used for the data analysis. In the analysis there have been used two types of fit indices (Curşeu, Stoop, & Schalk, 2007, p. 132). The first fit that was used showed the general fit between the data and the theoretical model. The second fit that was used compared the null model with the tested model. The null model says that the variables in the model all are mutually independent of each other and that there is not any covariance between the selected variables (Widaman & Thompson, 2003). The fit indices are known as CFI, TLI and NFI they provide a certain measure of fit between the null and tested model. The indices that are used in the research measure a certain degree to which the constructed model fit with the real relations between the variables, that have been selected from the data file. The models have been constructed to match the standard set for such fit.

Table 2. Variables, items and reliability (translated from Dutch original)

Variable	Items	Cronbach's alpha
Uniqueness	U1: This group allows me to be authentic.	0.911
	U2: This group allows me to be who I am.	
	U3: This group allows me to express my authentic self.	
	U4: This group does not allow me to present myself the way I am. *	
	U5: This group encourages me to be authentic.	
	U6: This group encourages me to be who I am.	
	U7: This group encourages me to express my authentic self.	
	U8: This group does not encourage me to present myself the way I am *	
Belongingness	B1: This group gives me the feeling that I belong.	0.922
	B2: This group gives me the feeling that I am part of this group.	
	B3: This group gives me the feeling that I fit in.	
	B5: This group appreciates me.	
	B6: This group likes me.	
	B7: This group is pleased with me.	
	B8: The group does not care about me. *	
Ethnic salience	D1: If I am with colleagues, I am aware of my origins.	0.818
	D2: I am sometimes aware of the origins of my colleagues, when I meet with them.	
	D3: I sometimes speak with my colleagues about their heritage.	
	D4: My colleagues sometimes comment on my heritage.	
	D5: I sometimes think my colleague does something because of their heritage.	
	D6: My colleagues think I do thing a certain way because of my heritage.	
Ethnic in-group favouritism	D7: Colleagues behave differently towards me because of my heritage.	0.858
	D8: I behave different towards my colleagues because of their origin.	
	D9: The origin of my colleague influences how I interact with him/her.	
	D10: I believe my heritage has a strong influence on how my colleagues interact with me.	
	D11: I sometimes avoid colleagues because of their heritage.	
	D12: I sometimes keep a clear distance from my colleague because his/her origin.	

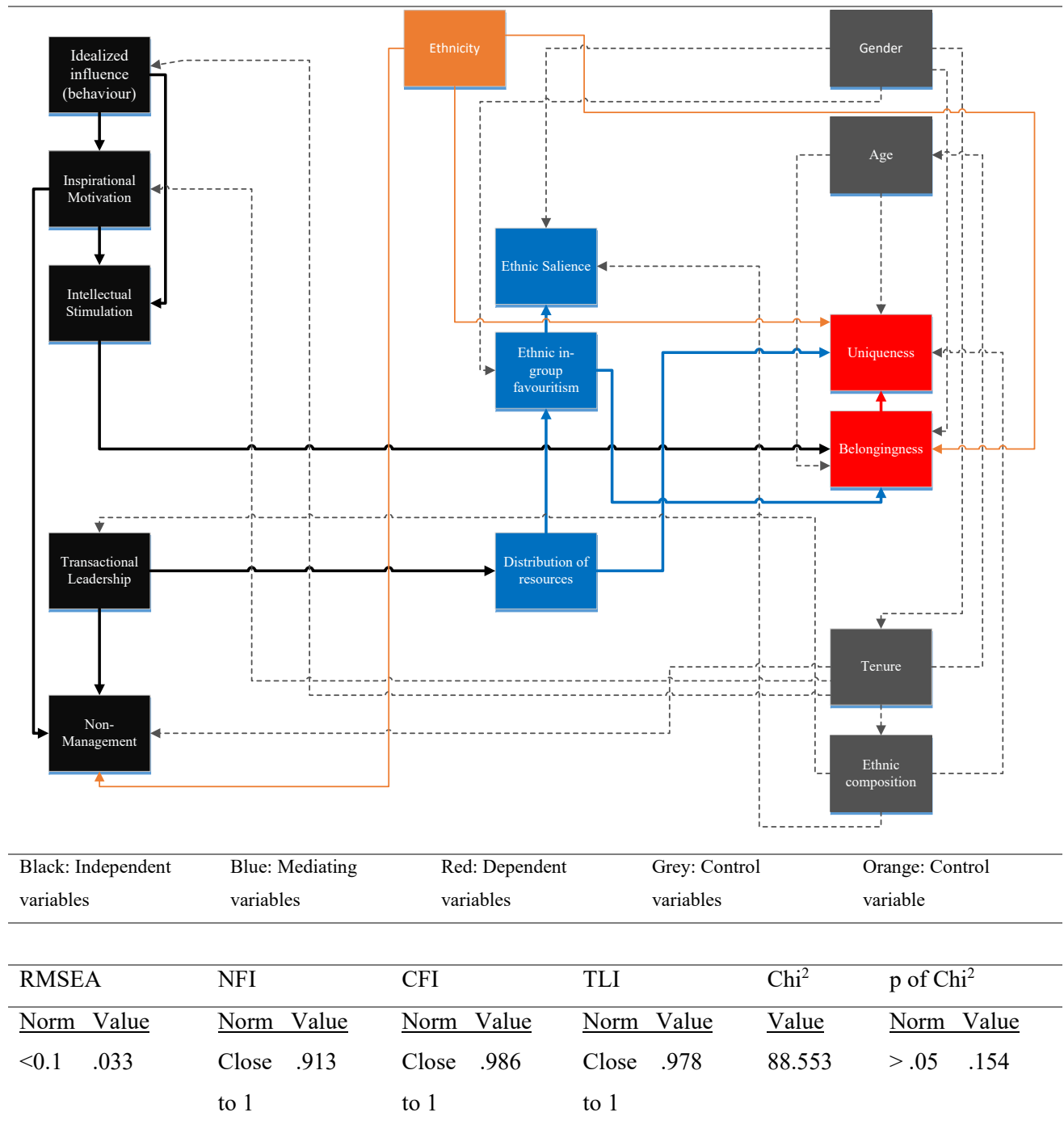
Distribution of resources along ethnic lines	D15: I sometimes don't get the information I need and that could have something to do with.	0.853
	D16: It is possible that my origin lets me get the information I need	
	D17: Sometime I can't use the necessary tools because of my origin.	
	D18: It is possible that my origin lets me use the necessary tools.	
	D19: Colleagues with a different heritage get more development opportunities.	
	D20: Colleagues with a different heritage get less development opportunities.	
	D21: In our team it does not matter what your origin is to get training and coaching. *	
	D22: I have a feeling that my heritage says something about the assessment I get.	
	D23: In our team it does not matter what your origin is to get a promotion. *	
Idealized Influence (Behaviour)	L6: Management talks about their most important values and beliefs.	0.765
	L14: Management specifies the importance of having a strong sense of purpose.	
	L23: Management considers the moral and ethical consequences of decisions.	
	L34: Management emphasizes the importance of having collective sense of missions.	
Inspirational Motivation	L13: Management talks enthusiastically about what needs to be accomplished.	0.796
	L18: Management goes beyond self-interest for the good of the group.	
	L26: Management articulates a compelling vision of the future.	
	L36: Management expresses confidence that goals will be achieved.	
Intellectual stimulation	L2: Management re-examines critical assumptions to questions whether they are.	0.758
	L30: Management get others to look at problems from many different angles.	
	L32: Management suggests new ways of looking at how to complete assignments.	
Transactional leadership	L3: Management fails to interfere until problems become serious.	0.765
	L12: Management waits for things to go wrong before taking action.	
	L20: Management demonstrates that problems must become chronic before they take.	
	L22: Management concentrates their full attention on dealing with mistakes, complaints and failures.	
	L27: Management directs their attention towards failures to meet standards.	
Non-management	L5: Management avoids getting involved when important issues arise.	0.727
	L7: Management is absent when needed.	
	L33: Management considers the moral and ethical consequences of decisions.	

***Reversed scores**

Findings

The results of the study showed some interesting facts, the most notable fact is that transactional leadership has no direct effect on uniqueness and belongingness. Transformational leadership on the other hand has an effect on belongingness but not on uniqueness. Figure 1 shows the results of the research, it meets all the model fit standards and regressions are all significant. The mediating and control variables are included in the model.

Figure 1. Model 1. Path diagram Inclusion, leadership strategies, ethnic boundary construction, control variables and ethnicity.
(N = 157)



Regression weights:			Estimates*	<i>p</i>
Gender	→	Tenure	-,497	,017
Tenure	→	Cultural composition	-,321	,009
Tenure	→	Idealized Influence (behaviour)	-,140	,027
Cultural composition	→	Transactional Leadership	-,101	,023
Idealized Influence (behaviour)	→	Inspirational Motivation	,642	***
Tenure	→	Inspirational Motivation	-,108	,042
Transactional Leadership	→	Distribution of resources	,352	***
Tenure	→	Age	,634	***
Distribution of resources	→	Ethnic in-group favouritism	,699	***
Gender	→	Ethnic in-group favouritism	-,675	***
Idealized Influence (behaviour)	→	Intellectual stimulation	,197	,007
Inspirational Motivation	→	Intellectual stimulation	,710	***
Age	→	Belongingness	-,154	,003
Ethnic in-group favouritism	→	Belongingness	-,245	***
Gender	→	Belongingness	-,325	,040
Intellectual stimulation	→	Belongingness	,153	,017
Ethnicity	→	Belongingness	-,262	,022
Distribution of resources	→	Uniqueness	-,122	,004
Belongingness	→	Uniqueness	,800	***
Age	→	Uniqueness	,079	,023
Ethnic composition	→	Uniqueness	,062	,011
Ethnicity	→	Uniqueness	-,149	,049
Ethnic in-group favouritism	→	Ethnic salience	,595	***
Gender	→	Ethnic salience	-,580	,001
Ethnic composition	→	Ethnic salience	,130	,002
Inspirational Motivation	→	Non-Management	-,741	***
Transactional Leadership	→	Non-Management	,667	***
Tenure	→	Non-Management	-,106	,039
Ethnicity	→	Non-Management	-,237	,017
* The difference of one unit of measurement of the independent variable corresponds to the following difference in the dependent variable, expressed in the unit of measurement of the dependent variable.				

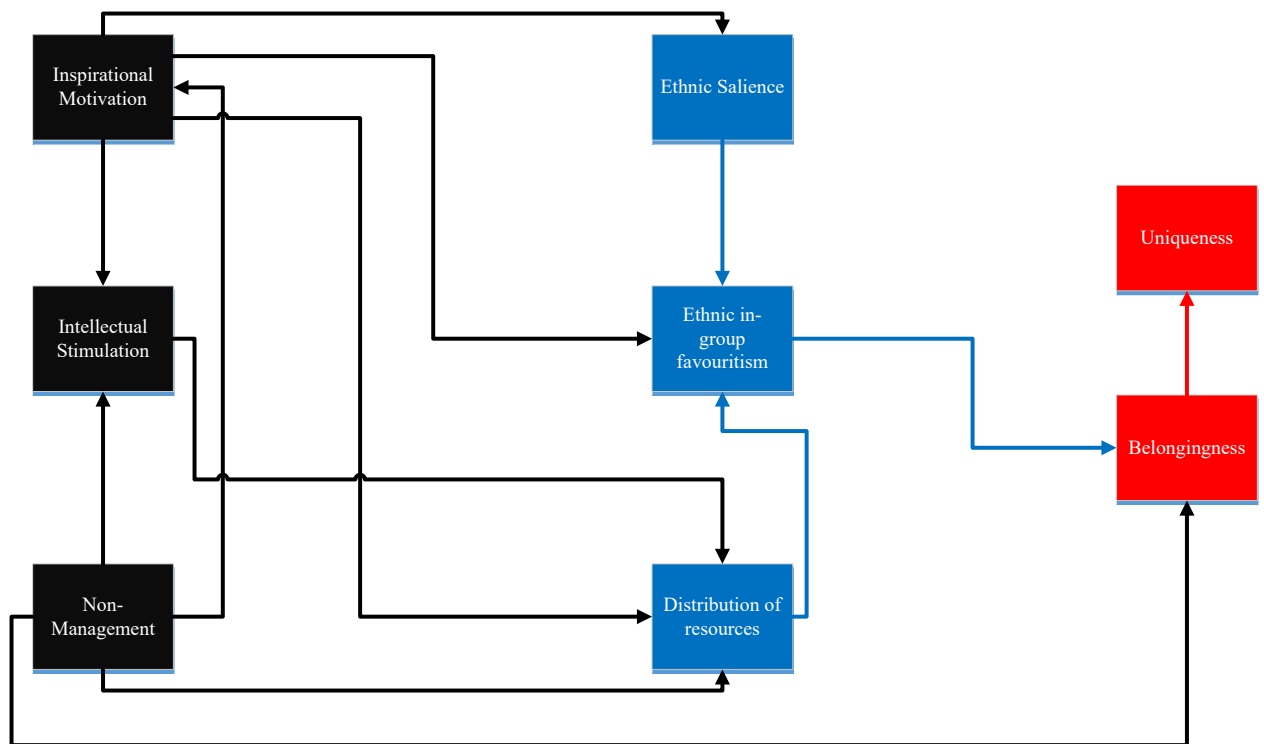
The model explains all the influences on the inclusion of employees within this organisation, it shows the direct influences of leadership strategies and influences of ethnic boundary construction. This

particular model it explaining the effects of leadership strategies on inclusion by looking at all the employees within the organisation, the majority and minority. Figure 2, model 2, shows the results of the study when only looking at the minority employees. there is a small difference in comparison with figure 1, model 1, for this model the employees with a western migration background and Indonesian background are included. We had to use the employees with a western and Indonesian background to create a higher $N = 34$, instead of $N = 27$.

The control variables and the variables that had no direct influence on the mediating or dependent variables are removed from the equation. The reason for this is to create a positive model fit, the reason for this is that the number of respondents is low. When the respondents were the same amount as the other $N = 157$, it would be no problem to work with the control variables. The only control variable that would not be used is the one of ethnicity.

Figure 2. Model 2. Path diagram Inclusion, leadership strategies, ethnic boundary construction.

($N = 34$)



Black: Independent
variables

Blue: Mediating
variables

Red: Dependent
variables

RMSEA	NFI	CFI	TLI	Chi ²	p of Chi ²
<u>Norm</u> <u>Value</u>	<u>Norm</u> <u>Value</u>	<u>Norm</u> <u>Value</u>	<u>Norm</u> <u>Value</u>	<u>Value</u>	<u>Norm</u> <u>Value</u>
<0.1 .094	Close .908	Close .976	Close .951	18.073	> .05 .203
	to 1	to 1	to 1		

Regression weights:					
			Estimates*	<i>p</i>	
Non-Management	→	Inspirational Motivation	-,336	,055	
Inspirational Motivation	→	Intellectual stimulation	,976	***	
Non-Management	→	Intellectual stimulation	-,292	,006	
Inspirational Motivation	→	Ethnic Saliency	-,413	,023	
Inspirational Motivation	→	Distribution of resources	,888	***	
Non-Management	→	Ethnic Saliency	-,491	,002	
Non-Management	→	Distribution of resources	,358	,010	
Intellectual stimulation	→	Distribution of resources	-,396	,032	
Distribution of resources	→	Ethnic in-group favouritism	1,030	***	
Ethnic Saliency	→	Ethnic in-group favouritism	,313	,038	
Inspirational Motivation	→	Ethnic in-group favouritism	-,548	***	
Ethnic in-group favouritism	→	Belongingness	-,327	,001	
Non-Management	→	Belongingness	,390	,003	
Belongingness	→	Uniqueness	,971	***	
* The difference of one unit of measurement of the independent variable corresponds to the following difference in the dependent variable, expressed in the unit of measurement of the dependent variable.					

Comparison of the models

When comparing the two models it can be seen that there is a major difference between the two. In model 1 transformational leadership has a direct connection with belongingness and in model 2 there is an indirect connection through ethnic boundary construction.

Model 1 still has transactional leadership as a variable and has an indirect effect on uniqueness via distribution of resources. In model two the variable of transactional leadership had no influence on the mediating or depending variables.

Non-management on the other hand has in model 2 a direct negative influence on belongingness and is influencing the distribution of resources. In model 1 non-management had no influence at the mediating or dependent variables.

The other interesting view of these two models is that in model 2, except non-management, every other variable has to go through in-group favouritism to have an effect on belongingness. The other interesting thing to see is that uniqueness is only influenced by belongingness and not by any other variables. In model 1 uniqueness is definitely influenced by other variables.

Discussion

These findings confirm several explanations of the influence of leadership strategies on inclusion and the effects of ethnic boundary construction on inclusion. It also shows that some subjects have no influence at all, which is interesting in itself. The hypothesis will be discussed and it will be explained why there is or there is not a connection between the theories. It is interesting to see that there are more direct influences on belongingness than there are on uniqueness and that transactional management and non-management only have partial or no influence at all. The results show some discrepancies, where variables only have an effect on 1 or even no other variable, this can be explained by the small amount of respondent's $N = 157$ in figure 1 and $N = 34$ in figure 2. The results will be discussed as best as possible; the study should be spread out over other resident homes to get a more coherent result.

The first hypothesis says that; a higher degree of Transformational leadership strategies leads to a higher degree of uniqueness. This is partially confirmed, the findings showed that there is an indirect connection in the sense that a higher degree of transformational leadership leads to more belongingness and belongingness has a positive influence on uniqueness. Although there is not a direct connection it is interesting that there is an indirect one, it shows that belongingness has a strong influence on uniqueness, it can be said that feeling unique in the organisation is only possible when the employee is part of the organisation and has been accepted by their team leader and/or colleagues. This statement shows that, as a leader it is hard to make someone feel unique within the organisation, without that the employee has a sense of belongingness. This results in the fact that they first need to make sure the subordinate belongs within the organisation and after that stimulate that they are a unique person. This is very interesting because previous studies have shown that it is possible to work on all two characteristics at once and that it is possible as a person to be unique and/or belong (Shore, et al., 2011), what if there is a linear line, first make the person feel that they belong and then start working to make the person feel unique.

The second hypothesis states that; a higher degree of Transformational leadership strategies leads to a higher degree of belongingness. This hypothesis is confirmed in the way that intellectual stimulation leads to a higher degree of belongingness, and that influenced behaviour and inspirational motivation has a strong influence on intellectual stimulation. They are all three part of the theory of transformational leadership style, but when looking at the fact of strategies it can incline something else. As a leader it is important to have the power stimulate someone intellectually this means that they have to: critically assess the assumptions and analyse his/her problems to create a solution. This says that the leader has to give the opportunity for the employee to make their own mistakes and learn from it. For that the other two variables are very important, inspirational motivation is the positive vision of the leader's future and influenced behaviour is the amount of confidence the leader has in the

subordinate. These two variables strengthen them because when an employee is intellectually stimulated to solve problems themselves but does not have the confidence of their team leader is troublesome. The vision of team leader is important because they have to give the encouragement to let the employee solve the problem by themselves. In the case of the minority employees it can be said that there is a mixed response of transformational leadership strategies, it has an indirect “negative effect” on belongingness via ethnic boundary construction. When combining inspirational motivation and intellectual stimulation it shows that there are more negative effects than positive effects on ethnic boundary construction which means that belongingness is positively influenced by transformational leadership and will decrease the amount of ethnic boundary constructions within the organisation.

The third hypothesis says that; a higher degree of Transactional leadership strategies leads to a lower degree of uniqueness. This hypothesis is indirectly confirmed via the theory of ethnic boundary construction and to be precise on the distribution of resources. Transactional leadership has a “positive” influence on the distribution of resources along ethnic lines, which means that there is more unequal distribution of resources. The distribution of resources has a negative effect on uniqueness, therefore it can be said that with the use of transactional leadership strategies there will be more unequal distribution of resources along ethnic lines which results in a less unique feeling. This can be explained by the fact that the leader has no interest in making his employees feel unique, that the leader is only interested in the fact that they do their job. The leader therefore only distributes the resources along the people he trusts most and or sees fit to use them because of his/her ethnic background. It is interesting to see that the leader in such a case has interest for his known colleagues, and not for the ones with a different ethnic background. It is possible that, that person is equally qualified or even better qualified to use certain resources, or that he/she has knowledge in using particular resources in the most effective and efficient way.

The fourth hypothesis states that; higher degree of Transactional leadership strategies leads to a lower degree of belongingness. There has been no causal effect for this hypothesis at all. This is very interesting because the theories show that a transactional leader is only focused on the work itself and not on employees, only that they need to do their work. This would have meant that there is a negative effect on belongingness. Now there is something interesting, what if there is a transactional leader, will employees feel that they don't belong or that they belong? Or won't they care if they belong, because it is only a job. There can also be a reason that transactional leadership is not triggering belongingness because it is not aiming for it. It is possible that when a sense of belongingness needs to be created, transformational leadership aspects step in instead of transactional leadership, this would explain why transactional leadership has no direct effect on belongingness.

These hypothesis of transactional leadership are only partly or not confirmed when the minority and majority groups are discussed. When only looking at the minority group, it shows that transactional

leadership has no influence at all. The possible reason for this is that the minority employees are managed only in a transformational way or are not managed at all within the organisation. The most logical explanation is that they are only managed in a transformational way, because this is also the style of the organisation. Employees with a migration background who enter the organisation are put in a special program where they get extra support and get language courses to learn Dutch.

The fifth and sixth hypotheses are stating that; higher degree of non-management leads to a lower degree of uniqueness and a higher degree of non-management leads to a lower degree of belongingness. The results show that non-management has no influence at all on belongingness and on uniqueness when looking at the whole organisation. When only looking at the minority employees there certainly is a “positive” connection between non-management and belongingness. This is very interesting to see; this states that when minority employees are not managed within the organisation they get a feeling that they belong. This could be explained by the fact that majority employees work most of the time by themselves without direct supervision. Minority employees get direct supervision most of the time, especially in the beginning, when they are working. This could create a feeling that they do not belong yet, within the organisation, because they are not treated the same as other employees.

The reason that laissez faire management is not working for the full organisation is that non-management is incapable of creating any sense of belongingness and uniqueness, because it is not its primary target. Laissez faire management has as principle that “you can do whatever you want” therefore it is logical that this type of leadership has no influence on inclusion because it is not leadership at all.

Hypothesis number seven says that; a higher degree of transformational leadership strategies leads to less ethnic boundary construction. The findings have shown that transformational leadership has influences on ethnic boundary construction. These results are only shown with the minority employees. Inspirational motivation and intellectual stimulation both have positive and negative influences on ethnic boundary construction. Inspirational motivation has moderate negative effects on ethnic salience and ethnic in-group favouritism, but a big positive effect on distribution of resources along ethnic lines. Intellectual stimulation on the other hand has a negative effect on the distribution of resources along ethnic lines. When these two variables are combined, transformational leadership will have a negative effect on ethnic boundary construction which means that it has a positive effect on inclusion and in specific belongingness. The reason for a positive effect on the distribution of resources along ethnic lines, can be that the team leader does not see a specific minority employee fit for the job, because they are not ready for it.

Hypothesis number eight states that; a higher degree of transactional leadership strategies leads to more ethnic boundary construction. This hypothesis has been confirmed by the findings only when

looking at the whole organisation, when looking at the minority themselves there is no connection. Transactional leadership is creating a “positive” effect on the distribution of resources along ethnic lines. This means that transactional leadership results in a more unequal distribution of resources by leaders. Employees get to use more resources than other employees. The interesting thing here is that although transactional leadership is a strategy where employees work on a contingent base, the leader does not make all the resources available for everyone even if they need those resources to do their work properly.

Hypothesis number nine; a higher degree of non-management leads to more ethnic boundary construction. There is a mixed result, on one hand non-management does have a positive result on ethnic boundary construction and on the other hand it has a negative result. Non-management has a positive result on ethnic salience, this means that when there is non-management there are more subjective distinctions between ethnic in-group and out-groups. The reason for this can be that, when there is a team leader he/she is trying to get the group together and form one group. Only when he/she is not there, there is no need for solidarity and employees with the same ethnic background form their own groups. The other phenomena are that non-management has a negative result on the distribution of resources, this would mean that, when there is no management, people can use all the resources they want even when they have a minority background. The reason for this can be that, the work needs to be done and that all the resources there are, are available for all employees.

Hypothesis number ten; a higher degree of ethnic boundary construction leads to less uniqueness. This hypothesis is proven to be correct, there is a direct influence between ethnic boundary construction and uniqueness. Ethnic in group favouritism creates less uniqueness within the organisation. The fact that the in-group only communicates with themselves and not with the outgroup results in the fact that the outgroup cannot show their uniqueness to the in-group and that the in-group does not accept the other uniqueness. The outgroup member needs to be the same person as the in-group member to be able to be recognized, which will result in the loss of their sense of uniqueness.

Hypothesis number eleven; a higher degree of ethnic boundary construction leads to less belongingness. The results have shown that there is a direct influence between ethnic boundary construction and belongingness. Distribution of resources along ethnic lines and ethnic in-group favouritism, when negative, results in the fact that the employees within the organisation have less sense of belongingness with the organisation. The result of not giving the opportunity to every employee to use all the resources to do their work in a proper way, has shown that the employees feel that they do not belong within the organisation. They feel as they are not part of the organisation and therefore cannot make use of all the resources. The other thing is that employees with a different ethnic background feel they do not belong because they are not part of the majority group. Employees or team leaders make distinctions between people with different ethnic backgrounds. One very

obvious distinction is that employees with a migration background get extra support and can get extra lessons in Dutch. This can be perceived by other employees as an extra, which will create distance between those two groups. It can also be that the employees with migration feels that they get more help than the majority group, what will give them a feeling that they are not good enough and therefore not belong.

These results have shown some consistencies with previous literature, the most important is that like other studies, leadership strategies have an influence on inclusion. Although previous studies have only focussed on the majority members within the study. The previous studies have answered what the results are of focussing on inclusion such as the study of Ashikali & Groeneveld (2013). They discovered that transformational leaders with inclusion create a higher employee commitment, with the findings from this study it can be shown that belongingness is the main factor that is influenced by transformational leadership. Next to this, it shows that intellectual stimulation is the factor that creates the connection between transformational leadership and inclusion. It is interesting to see that the study of Ng & Sears (2012) shows that transactional leadership has more social values than transformational leadership, but that it is not seen in this study at all. Transactional leadership has a negative effect in ways that results in unfair distribution of resources. Even when looking at the minority group only it shows that transactional leadership has no influence at all. The hypothesis has confirmed that transformational has a positive effect on inclusion This gives insight in other studies like those of Mitchell, et al. (2015) and Nishii & Mayer (2009), they show that inclusion has a positive effect on organisational performance and that it is a key strategic issue for organisations. With the help of this research it can be stated that transformation leadership can help organisations with diversity management. The diversity management by the means of inclusion, is not seen as an “issue” but as a unique selling point for the organisation, that not only creates a more committed workforce but also a higher performing workforce.

The study has not shown any distinction in how leaders control and facilitate, although there is a link with ethnic boundary construction. The results have shown that transactional leadership has a negative result on the distribution of resources (Siebers, 2015). This is the factor of facilitation (Deming, 1982), when organisations do not fairly facilitate their resources, it will have a negative effect on how unique the employees feel within the organisation. Next to that it also influences in-group favouritism which has a negative effect on belongingness. This way leaders have to explain whom gets to use which resource and why not. This may not have any ethnical reasons. It has to be said that this is only the effect when leaders use transactional leadership strategies. After making the distinction between style and strategy (Schmeck, 2013) it is possible that a leader will use a transformational strategy most of the time, but on the distribution of resources uses a transactional style. Ethnic boundary construction is a very important theory when looking at the inclusion of minority employees. It shows just like the work of Sieber (2015) that ethnic boundary construction can make the employee feel insecure. The

results of this can be that the employee does not feel that he/she belong within the organisation and is seen as an outsider.

This study has shown something very interesting as well, that is that belongingness was the main factor that was influenced by the leadership variables and not uniqueness. This is interesting because main variables within transactional and transformational leadership influences the individual (Aronson, 2001). Leadership styles have a lot in common with psychotherapeutic management style where they try to create a corporate identity for the employees (Costea, Crump, & Amirdis, 2008). This can explain why those leadership styles have no direct effect on uniqueness but do have on belongingness. Where management is trying to create the same kinds of employees that fit in the vision of the organisation they forget that all those employees have their own identity. This is even stronger within a majority/minority organisation. Identity creation can be cause that transformational leadership strategies focus on belongingness, the organisation where this research has been conducted has their own school where they educate people. This is the first stage where the organisational values are submitted to the students/personnel.

This is the first and most important stage of indoctrination within the organisation, with a good purpose assumed by the board of directors, and because of the fact that everyone gets educated at this school. Within the organisation team leaders cannot change the feeling of uniqueness with their leadership strategy. The reason of this is they do not know how to change that feeling with the knowledge they have. To be sure of this the school should be researched in future research. This also explains why in-group favouritism (Siebers, 2015) has a negative effect on belongingness, when employees create an in-group and an outgroup of employees feel left out and do not feel that they belong within the organisation. Then with the creation of identity construction employees feel really left out because they have not learned it and are not used to it.

Limitations

The main and most important limitation within this study is the amount employees that have been studied. For a more consistent and even better finding, more employees should be studied. More organisations than this one should be studied in the Netherlands. This would give a better view for the study on the influences of leadership strategies on inclusion. When the study is spread out over other organisations throughout the Netherlands it would also give a better view of how the Dutch elderly care service is performing. The only way to do this is, is when there is time. Therefore, it could be a nice subject for a PhD study. Other limitations are those of the studies of inclusions themselves. There are studies, but not a lot, and most studies have not been quantified. The questionnaire in these studies have shown that it is possible to quantify inclusion and ethnic boundary construction which can explain the why questions in inclusion studies and support the conclusions in those studies.

Conclusion

The main point of this research is to look at how leadership strategies are affecting the inclusion of minority employees within an organisation. To do this two important and mostly used leadership strategies have been used. Transactional leadership and transformational leadership and to see if not giving any leadership also has any influence, laissez faire management is added. Inclusion itself has been deconstructed into two main themes belongingness where there have been looked at if the employees feel that they are part of the organisation, and uniqueness that says something about how unique a person feels within the organisation. To combine these two variables there was made use of the theories of ethnic boundary construction. This to look if leadership strategies have made differences between majority and minority employees, and after that if it is affecting inclusion.

The results of the study have shown that leadership strategies are definitely affecting inclusion, there is one very strong direct connection between leadership strategies and inclusion and that is on the basis of transformational leadership. Intellectual stimulation within transformational leadership has a direct connection within belongingness within inclusion. It can be said that transformational leadership is affecting inclusion because intellectual stimulation is backed up by idealized influenced (behaviour) and inspirational motivation, the other two variables, and there is a direct link between belongingness and uniqueness. The study has therefore shown that a transformational leadership strategy has affected minority employees in a positive way. Transactional leadership on the other hand showed that it has, with an indirect connection to inclusion, a negative effect on inclusion, because it is enforcing ethnic boundary construction and especially the distribution of resources along ethnic lines. Transactional leadership causes employees with a minority background not being able to use the same resources as employees with a majority background. Distribution of resources along ethnic lines and in-group favouritism also has a direct influence on in-group favouritism that also has a negative effect on inclusion. It can be stated that the combination of these two variables show that transactional leadership has a negative effect on the inclusion of minority employees. This is another conformation that leadership strategies are affecting the inclusion of minority employees. It is also interesting to see that non-management only is of influence when a minority group is researched.

These findings are true in themselves, only there should also be made a small nuance, the group of employees that have been studied was rather small $N=157$ and $N = 34$. For a better societal view there should be more employees studied within different elderly care centres within the Netherlands. When the study would have taken part in more elderly homes and has a larger number of employees it would be easier to generalize the conclusion, at this moment the conclusion is only counting for the organisation that has partaken into this research.

Recommendations

The recommendations within this research are only applicable to TanteLouise-Vivensis. The reason of this is that they are the only external party that is involved in this study. The recommendation is based on the parts of the study that the organisation needs to improve when they want a positive outcome for inclusion within the organisation.

Recommendation 1: distribution of resources

The results of the study have shown that there is an unfair distribution of resources along ethnic lines, this would mean that some resources are only applicable to majority employees and not for minority employees. If this is the case within the organisation management should make all the resources available for everyone in the organisation. This means that team leaders should not make any distinction between people for making use of certain resources.

Recommendation 2: in-group favouritism

The other point the results have shown is that there is in-group favouritism which means that there is an in- and an outgroup. It is seen within all organisation within the Netherlands that everyone associates with the people they like the most. In this case, employees with an ethnic background are perceived as someone different and are therefore forbidden to join the in-group. Team leaders should create a bridge between these groups and make sure that everyone accepts each other. This can be done by highlighting the unique capabilities of someone and not the negative. This is very important, this will result in the fact that more people feel that they belong within the organisation, especially the employees with a migration background. When there is a feeling of belongingness within the employees, the team leaders can start to work on accepting the employee's uniqueness.

Recommendation 3: uniqueness

Although the research indirectly has shown that there is uniqueness within the organisation it is not really perceived by the employees. The team leaders should look at each individual as someone unique and not solely as an employee. Every person has certain skills, ways of thinking and knowledge, the team leaders should look at that and make it important. This is especially very important with employees who have a different ethnical background, those employees can have certain knowledge on doing things in a different way, like what they were used to do in their culture, which could be better and interesting. These aspects should be looked upon as important. While doing this the team leader should be careful not to disrespect the culture of the other person, even though it is not normal to do those practices here in the Netherlands.

The fact of uniqueness is not only for employees that have a different ethnical background, they also count for the majority group.

Acknowledgements

I would like to thank all the employees within TanteLouise-Vivensis for participating in and helping with my research. With a special thanks to Marita Peters, Dennis Taal, Peter de Kock and especially Sjaak de Winter making it possible to conduct my research within this organisation. Next to that I want to thank Jasper van Fessem and Katja van Dorst for bringing me into contact with TanteLouise-Vivensis. I would also like to thank my study buddies, Janina Hanswillemenke, Fleur Bruin and Madelon Bijlaart for helping me with my research during the circle meeting and a special thanks to Hans Siebers for being my thesis supervisor and of course my professor for helping me with my research and statistical analysis.

Funding

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Notes

1. The use of the term leadership strategies and the use of the term leadership styles in the study are combined. This is done because of the fact that when talking about leadership styles it is referred to all the theories that have been researching leadership styles and see that only one person can be one style. When talking about leadership strategies it is referred to the fact that leadership it not one single entity it consists of different types and different leadership strategies can be combined throughout each other fitting the right circumstance.

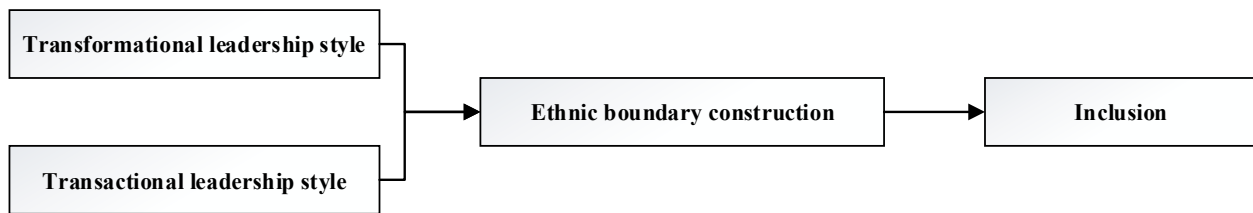
References

- Alimo-Metcalfe, B., & Alban-Metcalfe, J. (2005). Leadership: Time for a New Direction? *Leadership Research & Development Ltd*, 51-71.
- Aronson, E. (2001). Integrating leadership styles and ethical perspectives. *Canadian Journal of Administrative Sciences*, 244-256.
- Ashikali, T., & Groeneveld, S. (2013). Diversity Management in Public Organizations and Its Effect on Employees' Affective Commitment: The Role of Transformational Leadership and the Inclusiveness of the Organizational Culture. *Review of Public Personnel Administration*, 148-168.
- Bakker, C., & Meertens, E. (2010). *IKZ Integrale kwaliteitszorg en verbetermanagement*. Groningen: Noordhoff.
- Bass, B. M., Avolio, B. J., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology*, 441-462.
- Costea, B., Crump, N., & Amirdis, K. (2008). Managerialism, the therapeutic habitus and the self in contemporary organizing. *Human Relations*, 661-685.
- Curşeu, P., Stoop, R., & Schalk, R. (2007). Prejudice towards immigrant workers among Dutch employees: integrated threat theory revisited. *European Journal of Social Psychology*, 125-140.
- Deming, W. E. (1982). *Quality Productivity and Competitive Position*. Cambridge: University Press.
- Dickson, M. W., Castaño, N., Magomeava, A., & Den Hartog, D. N. (2012). Conceptualizing leadership across cultures. *Journal of World Business*, 483-492.
- Güth, W., Levati, M. V., Sutter, M., & Van der Heijden, E. (2007). Leading by example with and without exclusion power in voluntary contribution experiments. *Journal of Public Economics*, 1023-1042.
- Jansen, W. S., Otten, S., Van der Zee, K. I., & Jans, L. (2014). Inclusion: Conceptualization and measurement. *European Journal of Social Psychology*, 370-385.
- Mitchell, R., Boyle, B., Parker, V., Giles, M., Chiang, V., & Joyce, P. (2015). Managing Inclusiveness and Diversity in Teams: How Leader Inclusiveness Affects Performance Through Status and Team Identity. *Human Resource Management*, 217-239.

- Ng, E. S., & Sears, G. J. (2012). CEO Leadership Styles and the Implementation of Organizational Diversity Practices: Moderating Effects of Social Values and Age. *Journal of business ethics*, 41-52.
- Nishii, L. H., & Mayer, D. M. (2009). Do Inclusive Leaders Help to Reduce Turnover in Diverse Groups? The Moderating Role of Leader–Member Exchange in the to Turnover Relationship. *American Psychological Association*, 1412-1426.
- Rowold, J. (2005). *Multifactor Leadership Questionnaire*. Redwood City: Mind Garden.
- Schmeck, R. R. (2013). *Learning Strategies and Learning Styles*. New York: Springer Science & Business Media.
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Erhart, K. H., & Sigh, G. (2011). Inclusion and Diversity in Work Groups: A Review and Model for Future Research. *Journal of Management*, 1269-1282.
- Siebers, H. (2015). What Turns Migrants into Ethnic Minorities at Work? Factors Erecting Ethnic Boundaries among Dutch Police Officers. *Sociology*, 1-18.
- Siebers, H., & Van Gastel, J. (2015). Why migrants earn less: In search of the factors producing the ethno-migrant pay gap in a Dutch public organization. *Work, Employment and Society*, 371-391.
- Van Knippenberg, D., & Sitkin, S. B. (2013). A Critical Assessment of Charismatic - Transformational Leadership Research: Back to the Drawing Board? *The Academy of Management Annals*, 1-60.
- Widaman, K., & Thompson, J. (2003). On specifying the null model for incremental fit indices in structural equation modeling. *Psychological Methods*, 16-37.

Appendices

Conceptual Model



Strategic communication plan

Inform and educate: employees will be asked to take place in a survey and basic information about the survey and intent of the survey will be distributed. It will include how and when it will launch. Next to that, it includes what the survey measures and how the employees benefit from participating.

Gain enthusiasm: it will be explained that the survey is a possible way to freely voice their opinions about the organisation and help to improve their work experience.

Ensure confidentiality: Employees will be assured that their participation and responses will be kept confidential. It is possible to promise 100 percent anonymity as an external consulting partner.

Encourage honesty: Encourage your employees to answer honestly. Make sure your employees know that this is their chance to make a difference in their organization and each survey submission will be taken seriously.

Disclose Intent: Explain to the employees what information will be shared post-survey and what the plans are with the results.

Communication Timeline

1. Before the survey
 - a. Meeting with interviewees to operationalize the survey
 - b. Formal announcement of the survey
 - c. Launch reminder email
2. During the Survey
 - a. Survey invite
 - b. Survey reminder mails
 - c. Last chance reminder mails
3. After the survey
 - a. Thank you email
 - b. Results overview

Employee Questionnaire

Beste werknemers van TanteLouise-Vivensis,

Wij zijn enthousiast dat wij jullie kunnen melden dat ervan begin april tot eind april onze inclusie enquête voor de deur staat. Wij hopen op een 100% participatie om ervoor te kunnen zorgen dat alle werknemers hun stem kunnen laten horen.

Wat jullie eraan over houden

We willen een betere werkervaring creëren met de feedback van deze enquête:

- Meer inspraak binnen de organisatie
- Gelijke kansen voor alle medewerkers
- Betere coaching en training op individueel niveau

Over de enquête

De enquête zal gedaan worden door een student van de Universiteit van Tilburg, dit voor zijn afstudeerscriptie: Management of Cultural Diversity. Daarnaast zal deze enquête het doel hebben om een betere werkervaring te creëren en tegelijkertijd ervoor te zorgen dat de organisatie klaar is voor de toekomst. Een belangrijk onderdeel van het onderzoek, is de enquête:

- Snel en makkelijk
- 100% vertrouwelijk
- Onverplicht
- Een manier om eerlijke feedback te geven
- Een manier om het werk te verbeteren

Om 100% vertrouwelijkheid te garanderen zal er niet naar namen of specifieke details worden gevraagd. Daarnaast zal de enquête in te leveren zijn via een gesloten envelop.

Ga ervoor klaar zitten! U wordt gelieve gevraagd de enquête uiterlijk 27 juni te hebben ingeleverd in de daarvoor bestemde bus op uw vestiging! Uw feedback is heel belangrijk voor de organisatie.

Bedankt voor uw medewerking en vertrouwen.

Inclusie enquête

Wat is Inclusie

De theorie omtrent inclusie bestaat uit twee onderwerpen: de maten van uniek voelen en de mate van erbij horen. Uniek voelen binnen de organisatie bestaat uit het feit of je jezelf kan zijn, dat je je echt of authentiek kunt voelen. Erbij horen zegt meer iets over of je collega's je accepteren binnen de organisatie en of ze je respecteren om wie je bent.

Enquête

Deze enquête onderzoekt de mate van inclusie binnen de organisatie. Daarnaast kijkt de enquête naar welke type leiderschap strategieën er binnen de organisatie worden gebruikt. Het laatste onderdeel van de enquête gaat over diversiteit. Alle onderdelen moeten beantwoord worden op de manier zoals jij het waarneemt.

1. Onderdeel één gaat over mijn rol in het team waarin ik werk en bestaat uit 16 vragen
2. Onderdeel twee gaat over hoe mijn teamleider leiding aan mij geeft en bestaat uit 36 vragen
3. Onderdeel drie gaat over diversiteit en bestaat uit 23 vragen

Bekijk bij elke vraag hoe het in jouw beeld past en beantwoord daarna de vraag, de eerste ingeving is in de meeste gevallen de juiste.

De vragen kunnen jullie op een schaal van 1 tot 5 beantwoorden:

Helemaal oneens (1) Oneens (2) Neutraal (3) Eens (4) Helemaal Eens (5)

Vragen Algemeen

Geslacht:	Man <input type="checkbox"/>	Vrouw <input type="checkbox"/>			
Leeftijd:	0-30 <input type="checkbox"/>	30-50 <input type="checkbox"/>	50+ <input type="checkbox"/>		
Jaren Werkzaam binnen TanteLouise-Vivensis:	0-2 <input type="checkbox"/>	2-5 <input type="checkbox"/>	5+ <input type="checkbox"/>		
Culturele compositie team. Het percentage van collega's die zelf of waarvan de ouders in het buitenland zijn geboren is:	0% <input type="checkbox"/>	10% <input type="checkbox"/>	20% <input type="checkbox"/>	30% <input type="checkbox"/>	
	40% <input type="checkbox"/>	50% <input type="checkbox"/>	60% <input type="checkbox"/>	70% <input type="checkbox"/>	
	80% <input type="checkbox"/>	90% <input type="checkbox"/>	100% <input type="checkbox"/>		
Ik ben geboren in:	Nederland <input type="checkbox"/>		Elders, nl in: (Invullen a.u.b.)		
Mijn vader en moeder zijn geboren in:	Beiden in Nederland <input type="checkbox"/>		Ten minste een van beiden is elders geboren, nl in: (Invullen a.u.b.)		

Vragen over mijn rol in het team waarin ik werk

	Helemaal Oneens (1)	Oneens (2)	Neutraal (3)	Eens (4)	Helemaal Eens (5)
B1: Het team geeft mij het gevoel dat ik erbij hoor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2: Het team geeft mij het gevoel dat ik er onderdeel van ben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3: Het team geeft mij het gevoel dat ik ben opgenomen in het team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4: Het team behandelt mij <u>niet</u> als een binnen staander.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5: Het team waardeert mij.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B6: Het team vindt mij leuk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B7: Het team is blij met mij.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B8: Het team geeft <u>niet</u> om mij.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U1: Het team staat me toe om echt te zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U2: Het team staat me toe om mijzelf te zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U3: Het team stelt me in staat om mijzelf te uiten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U4: Het team stelt me <u>niet</u> in staat om mijzelf te presenteren zoals ik ben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U5: Het team moedigt mij aan om echt te zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U6: Het team moedigt mij aan om mijzelf te zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U7: Het team moedigt mij aan om mijzelf te uiten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U8: Het team moedigt mij <u>niet</u> aan om mijzelf te presenteren zoals ik ben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vragen over hoe mijn teamleider leiding aan mij geeft

	Helemaal Oneens (1)	Oneens (2)	Neutraal (3)	Eens (4)	Helemaal Eens (5)
L1: De teamleider biedt hulp in ruil voor inspanningen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L2: De teamleider controleert kritische aannames om te kijken of ze geschikt en correct zijn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L3: De teamleider bemoeit zich pas er mee als het probleem serieus wordt, anders <u>niet</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L4: De teamleider richt de aandacht op onregelmatigheden, fouten, uitzonderingen en afwijkende normen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L5: De teamleider vermijdt belangrijke kwesties als ze zich voordoen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L6: De teamleider spreekt over de meest belangrijke normen en waarden binnen de organisatie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L7: De teamleider is er <u>niet</u> wanneer hij/zij nodig is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L8: De teamleider zoekt naar verschillende perspectieven wanneer hij/zij een probleem probeert op te lossen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L9: De teamleider is positief over de toekomst.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L10: De teamleider is trots als anderen met ons worden geassocieerd.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L11: De teamleider bespreekt wie er verantwoordelijk is voor het behalen van bepaalde prestatiedoelstellingen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L12: De teamleider wacht totdat het fout gaat en neemt dan actie.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L13: De teamleider bespreekt enthousiast wat er moet worden voldaan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L14: De teamleider benadrukt hoe belangrijk het is om een doel te hebben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L15: De teamleider neemt de tijd om te doen aan training en coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L16: De teamleider maakt duidelijk wat ik kan verwachten als ik mijn prestatiedoelstellingen behaal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L17: De teamleider laat duidelijk weten dat als iets <u>niet</u> kapot is het <u>niet</u> gemaakt hoeft te worden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L18: De teamleider kijkt naar het belang van de groep en <u>niet</u> naar eigenbelang.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L19: De teamleider behandelt medewerkers als een individu in plaats van een onderdeel van een groep.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L20: De teamleider laat zien dat een probleem chronisch moet zijn om te worden opgelost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L21: De manier van werken van de teamleider dwingt respect af.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L22: De teamleider is alleen maar bezig met het oplossen van problemen, klachten en mislukkingen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L23: De teamleider neemt de ethische en morele consequenties in gedachten voordat een beslissing wordt genomen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L24: De teamleider houdt alle fouten bij.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L25: De teamleider straalt een gevoel van macht en zelfvertrouwen uit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L26: De teamleider heeft een overtuigende visie op de toekomst.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L27: De teamleider richt zich op mislukkingen om vervolgens weer aan de normen te kunnen voldoen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L28: De teamleider probeert <u>geen</u> beslissingen te nemen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L29: De teamleider beschouwt een individu als iemand die verschillende behoeften, mogelijkheden en ambities heeft dan anderen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L30: De teamleider zorgt dat problemen vanaf verschillende kanten moeten worden bekeken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L31: De teamleider helpt anderen beter te worden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L32: De teamleider stelt een andere manier van kijken voor om tot een oplossing te komen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L33: De teamleider is traag met het antwoord geven op belangrijke vragen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L34: De teamleider vindt het belangrijk dat er een collectief gevoel tot stand komt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L35: De teamleider geeft complimenten wanneer doelstellingen worden behaald.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L36: De teamleider geeft je het vertrouwen dat de doelstellingen worden behaald.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vragen over diversiteit

	Helemaal Oneens (1)	Oneens (2)	Neutraal (3)	Eens (4)	Helemaal Eens (5)
D1: Als ik met een collega van mijn team spreek ben ik soms bewust van mijn afkomst/culturele achtergrond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D2: Ik ben mij soms bewust van de afkomst/culturele achtergrond van een collega als ik met hem of haar overleg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D3: Ik spreek een collega soms aan op zijn of haar afkomst/culturele achtergrond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D4: Mijn collega's spreken mij soms aan op mijn afkomst/culturele achtergrond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D5: Ik denk soms weleens dat een collega iets doet vanwege zijn of haar afkomst/culturele achtergrond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D6: Mijn collega's denken soms dat ik dingen doe/zeg vanwege mijn afkomst/culturele achtergrond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D7: Collega's gedragen zich anders naar mij toe vanwege mijn afkomst/culturele achtergrond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D8: Ik gedraag mij anders naar een collega toe vanwege zijn of haar afkomst/culturele achtergrond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D9: De afkomst/culturele achtergrond van een collega speelt mee over hoe ik met hem of haar omga.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10: Ik geloof dat mijn afkomst/culturele achtergrond weleens meespeelt bij de manier waarop een collega met mij omgaat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11: Collega's mijden mij soms vanwege mijn afkomst/culturele achtergrond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12: Ik houd soms wat afstand ten opzichte van een collega vanwege zijn of haar afkomst/culturele achtergrond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13: Mijn afkomst/culturele achtergrond speelt <u>geen</u> enkele rol in hoe collega's met mij omgaan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D14: Ik behandel elke collega hetzelfde ongeacht zijn of haar afkomst/culturele achtergrond.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15: Ik krijg soms bepaalde informatie <u>niet</u> en dat zou met mijn afkomst/culturele achtergrond te maken kunnen hebben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D16: Het kan zijn dat mijn afkomst/culturele achtergrond ervoor zorgt dat ik bepaalde informatie wel krijg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D17: Soms kan ik sommige hulpmiddelen (denk aan een rolstoel, telefoon, kleding of andere hulpmiddelen) <u>niet</u> gebruiken en dat zou met mijn afkomst/culturele achtergrond te maken kunnen hebben.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D18: Mijn afkomst/culturele achtergrond kan ervoor zorgen dat ik van bepaalde hulpmiddelen (denk aan een rolstoel, telefoon, kleding of andere hulpmiddelen) wel gebruik kan maken.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D19: Collega's met een andere afkomst/culturele achtergrond krijgen meer ontwikkelingsmogelijkheden.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D20: Collega's met een andere afkomst/culturele achtergrond krijgen minder ontwikkelingsmogelijkheden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D21: In ons team maakt het <u>niet</u> uit welke afkomst/culturele achtergrond je hebt om training en coaching te krijgen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D22: Ik heb de indruk dat mijn afkomst/culturele achtergrond soms meespeelt bij de beoordeling die ik krijg.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D23: In ons team maakt het <u>niet</u> uit welke afkomst/culturele achtergrond je hebt om voor bevordering en promotie in aanmerking te komen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Einde Enquête, Bedankt voor het Invullen!
