**Leading with Inclusivity at All Levels**

‘The Leadership Performance Model’

*Inclusive leadership (IL) is an ongoing cycle of practice and learning. Specifically, it is a respectful and collaborative relational practice that enables individuals and collectives to be directed, aligned, and committed towards a common and shared pursuit, while retaining an authentic and unique sense of self (Booysen, L., 2014).*

*This tool focuses on a specific form of IL defined as “the leader exhibition of openness, accessibility, and availability in their interaction with followers” (Carmeli, Reiter-Palmon & Ziv, (2010)).*

*Shown to enhance: inclusive leadership behavior and practice, relationships, psychological safety, creativity, employee engagement, performance, openness, availability, and accessibility.[[1]](#endnote-1)*

HOW TO RECOGNIZE INCLUSIVE BEHAVIOR AND LEAD AS AN INCLUSIVE LEADER IN YOUR CAREER

Utilize an IL style and capture the potential derived from inclusion because diversity by itself is no longer enough—simply involving demographic and characteristic differences in the organization/workplace. But how can IL be measured? This tool will help you evaluate your inclusive leader behavior—ultimately, its purpose is meant to guide and help the user reflect and become more self-aware.

This leadership development tool is intended to be reused as frequently and as long one chooses to implement it.

Instructions

We recommend that users utilize the tool once a week for a minimum of three weeks. Ask yourself the following questions, and insert your numerical answers (1, 2, 3, 4, or 5) using the anchors on the right-hand side of each question (under ‘Answer’) in Table 1. Next, to the right of each answer (under ‘Overall Average’), calculate the average for each item within each concept (openness, availability, and accessibility). See the example on how to utilize the tool appropriately.

*Anchors:*

1. Not at all
2. Slightly
3. Somewhat
4. Moderately
5. To a large extent

To have a visual representation of your overall IL behavior, follow the instructions on page 3 (see Example on the following page).

Note: Although there is no baseline measurement or a specific set of inclusive behaviors that will classify an individual as truly inclusive, this tool is meant to provide a mini self-evaluation and promote awareness of a few potential inclusive behaviors.

**Example**

Ask yourself the following questions and insert your numerical answers (1, 2, 3, 4, or 5) on the right-hand side of each question (under ‘Answer’). Next, to the right of each answer (under ‘Overall Anchor’), calculate the average score for each concept (openness, availability, and accessibility, as shown in the example table). For example, to calculate the average score (Overall Anchor) for openness, add 3 + 4 + 2, and then divide the sum value by the number of items (9 ÷ 3 = 3). The ‘Overall Anchor’ is equivalent to 3. Continue and complete the same mathematical approach for the remaining concepts (‘Overall Anchors’; availability and accessibility).

*Anchors:*

* Not at all = 1
* Slightly = 2
* Somewhat = 3
* Moderately = 4
* To a large extent = 5

Example Table

|  |  |  |
| --- | --- | --- |
|  | Answer | Overall Anchor |
| **Openness** |  | **3** |
| To what extent am I open to hearing new ideas? | 3 |
| To what extent am I attentive to new opportunities to improve work processes in my organization/department? | 4 |
| To what extent am I open to discussing the organization’s desired goals and new ways to achieve them? | 2 |
| **Availability** |  | **1** |
| To what extent am I available for consultation on problems? | 1 |
| To what extent am I an ongoing presence in this team—someone who is readily available? | 1 |
| To what extent am I available for professional questions when colleagues would like to consult with me? | 1 |
| To what extent am I ready to listen to my colleagues’ requests? | 1 |
| **Accessibility** |  | **2** |
| To what extent do I encourage others to access me on emerging issues? | 2 |
| To what extent am I accessible for discussing emerging problems? | 2 |

**Visual Representation**

Insert your average score (Overall Anchor) for each concept (openness, availability, and accessibility) using an ‘X’ on the model presented below on a scale of 1 (not at all) to 5 (to a large extent). After inserting your answers, shade in the inner area between the X’s, creating a ‘sail’ (See Example 1).

**Openness**

**Accessibility**

**Availability**

**Example 1.**

0

5

5

5

**Recognize and Evaluate Your Level of IL**

* The size of the ‘sails’ represents the overall level of IL behavior
  + Big ‘sails’ – individual is high on inclusive behavior (an anchor of 5 on each end)
  + Small ‘sails’ – individual is low on inclusive behavior (an anchor of 1 on each end)
* If ‘sails’ grow throughout the weeks, IL behavior is developing
  + Maintain inclusive leader behavior
* If ‘sails’ are small overall, or short on one or more ends of the ‘sail,’ leadership development is needed – ask yourself the following:
  + Questions and examples for the following section are explained and located on the self-assessment (Week 1; pg. 6).

Self-assessment will begin on the following page. Refer back to pages 2 and 3 for an example on how to complete Table 1 and Model 1.

**Week 1**

Ask yourself the following questions and insert your numerical answers (1, 2, 3, 4, or 5) on the right-hand side of each question (under ‘Answer’). Next, to the right of each answer (under ‘Overall Anchor’), calculate the average score for each concept (openness, availability, and accessibility, as shown in the example table). For example, the average score (Overall Anchor) for openness, add 3 + 4 + 2, and then divide the sum value by the number of items (9 ÷ 3 = 3). The ‘Overall Anchor’ is equivalent to 3. Continue and complete the same mathematical approach for the remaining concepts (‘Overall Anchors,’ availability, and accessibility).

*Anchors:*

* Not at all = 1
* Slightly = 2
* Somewhat = 3
* Moderately = 4
* To a large extent = 5

Table 1.

|  |  |  |
| --- | --- | --- |
|  | Anchor Answer | Overall Anchor |
| **Openness** |  |  |
| To what extent am I open to hearing new ideas? |  |
| To what extent am I attentive to new opportunities to improve work processes in my organization/department? |  |
| To what extent am I open to discussing the organization’s desired goals and new ways to achieve them? |  |
| **Availability** |  |  |
| To what extent am I available for consultation on problems? |  |
| To what extent am I an ongoing presence in this team – someone who is readily available? |  |
| To what extent am I available for professional questions when colleagues would like to consult with me? |  |
| To what extent am I ready to listen to my colleagues’ requests? |  |
| **Accessibility** |  |  |
| To what extent do I encourage others to access me on emerging issues? |  |
| To what extent am I accessible for discussing emerging problems? |  |

**Visual Representation**

Insert your average score (Overall Anchor) for each concept (openness, availability, and accessibility) using an ‘X’ on the model presented below on a scale of 1 (not at all) to 5 (to a large extent). After inserting your answers, shade in the inner area between the X’s creating a ‘sail’ (See Example 1).

**Openness**

**Accessibility**

**Availability**

**Model 1.**

0

5

5

5

**Recognize and Evaluate Your Level of IL**

* The size of the ‘sails’ represents the overall level of IL behavior
  + Big ‘sails’ – individual is high on inclusive behavior (an anchor of 5 on each end)
  + Small ‘sails’ – individual is low on inclusive behavior (an anchor of 1 on each end)
* If ‘sails’ grow throughout the weeks, IL behavior is developing
  + Maintain inclusive leader behavior
* If ‘sails’ are small overall, or short on one or more ends of the ‘sail,’ leadership development is needed – ask yourself the following:

Answer the following questions honestly and truthfully.

The manager is open to hearing new ideas (openness)

Q: In what ways have you expressed openness to new ideas from team members?

**Example:**

* I ask for and invite others’ inputs during meetings and after meetings.
* I engage in small talk for relationship-building with everyone in my organization.
* I acknowledged both old and new mutual goals.

**Answers:**

The manager is attentive to new opportunities to improve work processes (openness)

Q: Provide examples where you have displayed consideration to new ideas to improve the work process.

**Example:**

* I value others’ uniqueness and contributions enough that I provide compliments frequently.
* I engage in active listening by reiterating a summary of what has been communicated in order to demonstrate interest.

**Answers:**

The manager is open to discussing the desired goals and new ways to achieve them (openness).

Q: Provide examples of when you discussed the work goals with team members and ways to achieve them.

**Example:**

* During new initiatives, colleagues are gathered to create a collective, consensual process of leading.
* At the start of every week, I reiterate weekly or monthly goals and provide a solution that clearly will help us all to reach those goals.

**Answers:**

The manager is available for consultation on problems (availability) .

Q: In what ways have you provided team members advice on work-related problems?

**Answers:**

**Example:**

* I create processes (monthly meetings) to engage in both decision-making and leading as learning activities.
* After providing solutions on work-related problems, I allow for colleagues to share diverse viewpoints that can potentially resolve problems – and provide positive reinforcement.

The manager is an ongoing presence in this team—someone who is readily available (availability).

Q: Provide examples of how you convey your availability to support team members.

**Answers:**

**Example:**

* I make a conscious effort to communicate and create a mutual practice by decentralizing our processes.
* I provide different means of contact, such as email as well as cell and office numbers, and I distribute my work schedule.

The manager is available for professional questions about which I would like to consult with him/her (availability).

Q: In what ways have you communicated you are available for or open to discussing professional questions generated by team members?

**Answers:**

**Example:**

* I exhibit concern (physically and verbally) for others’ feelings, interests, and expectations.
* I use dialogue strategies that provide space for voice, silence, and listening, such as asking a question and refraining myself and others from interrupting the individual from speaking until the individual has nothing else to communicate.

The manager encourages me to access him/her on emerging issues (accessibility) .

Q: Provide examples of how you have encouraged workers to discuss emerging work-related issues.

**Example:**

* I provide a holding space (10-15 minutes) after team meetings for coworkers and I to discuss and solve problems – I commit to the behavior one to two times a week.
* I prevent a dominant silent consensus by sharing a unique concern and allowing plenty of time for others to speak up.

**Answers:**

The manager is accessible for discussing emerging problems (accessibility).

Q: Provide examples how you have encouraged workers to discuss work-related problems.

**Example:**

* I explicitly make it a priority to communicate to my fellow colleagues that I do not have all the answers. I don’t pretend to know everything.
* I expressed and allow for vulnerable moments.

**Answers:**

**Goal Setting**

It is critical to acknowledge your past/current behavior. In doing so, stop and think about what you can do better. List behaviors you currently do not do…

* List one new behavior that will help you be open with your colleagues.

**Example:** I will email my colleagues weekly about new ideas to reach our vision.

**Answers:**

* List one behavior that will help you be available to your colleagues.

**Example:** I will set aside 30 minutes every Wednesday for my colleagues to reach me with concerns.

**Answers:**

* List one behavior that will help you be accessible to your colleagues.

**Example:** I will provide my colleagues with my monthly schedule to share my availability.

**Answers:**

**Tips**

Do your best to reflect back on your answers and implement the three new behaviors you have identified. See how inclusive you become during the following week.

Good luck!

**Week 2**

Before beginning week two, stop and think about how you evaluated yourself the prior week. After doing so, think of the behaviors you have implemented after completing the first evaluation. Now answer the following questions and see how you do this week.

Ask yourself the following questions, and insert your numerical answers (1, 2, 3, 4, or 5) on the right-hand side of each question (under ‘Answer’). Next, to the right of each answer (under ‘Overall Anchor’), calculate the average score for each concept (openness, availability, and accessibility, as shown in the example table). For example, the average score for openness, add 3 + 4 + 2, and then divide the sum value by the number of items (9 ÷ 3 = 3). The ‘Overall Anchor’ is equivalent to 3. Continue and complete the same mathematical approach for the remaining concepts (availability and accessibility).

*Anchors:*

* Not at all = 1
* Slightly = 2
* Somewhat = 3
* Moderately = 4
* To a large extent = 5

Table 1.

|  |  |  |
| --- | --- | --- |
|  | Anchor Answer | Overall Anchor |
| **Openness.** |  |  |
| To what extent am I open to hearing new ideas? |  |
| To what extent am I attentive to new opportunities to improve work processes in my organization/department? |  |
| To what extent am I open to discussing the organization’s desired goals and new ways to achieve them? |  |
| **Availability.** |  |  |
| To what extent am I available for consultation on problems? |  |
| To what extent am I an ongoing presence in this team – someone who is readily available? |  |
| To what extent am I available for professional questions when colleagues would like to consult with me? |  |
| To what extent am I ready to listen to my colleagues’ requests? |  |
| **Accessibility.** |  |  |
| To what extent do I encourage others to access me on emerging issues? |  |
| To what extent am I accessible for discussing emerging problems? |  |

**Visual Representation**

Insert your average score (Overall Anchor) for each concept (openness, availability, and accessibility) using an ‘X’ on the model presented below on a scale of 1 (not at all) to 5 (to a large extent). After inserting your answers, shade in the inner area between the X’s creating a ‘sail’ (See Example 1).

**Openness**

**Accessibility**

**Availability**

**Model 1.**

0

5

5

5

**Recognize and Evaluate Your Level of IL**

* The size of the ‘sails’ represents the overall level of IL behavior
  + Big ‘sails’ – individual is high on inclusive behavior (an anchor of 5 on each end)
  + Small ‘sails’ – individual is low on inclusive behavior (an anchor of 1 on each end)
* If ‘sails’ grow throughout the weeks, IL behavior is developing
  + Maintain inclusive leader behavior
* If ‘sails’ are small overall, or short on one or more ends of the ‘sail’, leadership development is needed – ask yourself the following:

Answer the following honestly and truthfully.

The manager is open to hearing new ideas (openness).

Q: In what ways have you expressed openness to new ideas from team members?

**Answers:**

The manager is attentive to new opportunities to improve work processes (openness).

Q: Provide examples of when you have displayed consideration to new ideas to improve the work process.

The manager is open to discussing the desired goals and new ways to achieve them (openness).

**Answers:**

Q: Provide examples of when you discussed the work goals with team members and ways to achieve them.

**Answers:**

The manager is available for consultation on problems (availability).

Q: In what ways have you provided team members advice on work-related problems?

**Answers:**

The manager is an ongoing presence in this team—someone who is readily available (availability).

Q: Provide examples of how you convey your availability to support team members.

**Answers:**

The manager is available for professional questions about which I would like to consult with him/her (availability).

Q: In what ways have you communicated you are available for or open to discussing professional questions generated by team members?

**Answers:**

The manager encourages me to access him/her on emerging issues (accessibility).

Q: Provide examples of how you have encouraged workers to discuss emerging work-related issues.

**Answers:**

The manager is accessible for discussing emerging problems (accessibility).

Q: Provide examples of how you have encouraged workers to discuss work-related problems.

**Answers:**

**Goal Setting**

It is critical to acknowledge your past/current behavior. In doing so, stop and think about what you can do better. List behaviors you currently do not do…

* List one new behavior that will help you be open with your colleagues:
* List one behavior that will help you be available to your colleagues:
* List one behaviors that will help you be accessible to your colleagues:

Answer the following honestly and truthfully.

Utilize the text boxes below to track behaviors that are both met (left box) and unmet (right box) for Week 1 and onward. This exercise will help keep track of and provide a sense of accountability regarding the goals you have set for yourself in the previous weeks.

**Unmet Example:**

* I will set aside 30 minutes every Wednesday for my colleagues to reach me with concerns.
* I will email my colleagues weekly about new ideas to achieve our vision.

**Met Example:**

* I will provide my colleagues with my monthly schedule to share my availability.

**Met:**

**Unmet:**

**Tips**

Do your best to reflect back on your answers and implement the three new behaviors you have identified. See how inclusive you become for the following week.

Good luck!

**Week 3**

Before beginning week three, stop and think about how you evaluated yourself the prior weeks. After doing so, think of the behaviors you have implemented after completing the first and second evaluations. Now answer the following questions and see how you do this week.

Ask yourself the following questions, and insert your numerical answers (1, 2, 3, 4, or 5) on the right-hand side of each question (under ‘Answer’). Next, to the right of each answer (under ‘Overall Anchor’), calculate the average score for each concept (openness, availability, and accessibility, as shown in the example table). For example, the average score for openness, add 3 + 4 + 2, and then divide the sum value by the number of items (9 ÷ 3 = 3). The ‘Overall Anchor’ is equivalent to 3. Continue and complete the same mathematical approach for the remaining concepts (availability and accessibility).

*Anchors:*

* Not at all = 1
* Slightly = 2
* Somewhat = 3
* Moderately = 4
* To a large extent = 5

Table 1.

|  |  |  |
| --- | --- | --- |
|  | Anchor Answer | Overall Anchor |
| **Openness** |  |  |
| To what extent am I open to hearing new ideas? |  |
| To what extent am I attentive to new opportunities to improve work processes in my organization/department? |  |
| To what extent am I open to discussing the organization’s desired goals and new ways to achieve them? |  |
| **Availability** |  |  |
| To what extent am I available for consultation on problems? |  |
| To what extent am I an ongoing ‘presence’ in this team – someone who is readily available? |  |
| To what extent am I available for professional questions when colleagues would like to consult with me? |  |
| To what extent am I ready to listen to my colleagues’ requests? |  |
| **Accessibility** |  |  |
| To what extent do I encourage others to access me on emerging issues? |  |
| To what extent am I accessible for discussing emerging problems? |  |

**Visual Representation**

Insert your average score (Overall Anchor) for each concept (openness, availability, and accessibility) using an ‘X’ on the model presented below on a scale of 1 (not at all) to 5 (to a large extent). After inserting your answers, shade in the inner area between the X’s creating a ‘sail’ (See Example 1).

**Openness**

**Accessibility**

**Availability**

**Model 1.**

0

5

5

5

**Recognize and Evaluate Your Level of IL**

* The size of the ‘sails’ represents the overall level of IL behavior
  + Big ‘sails’ – individual is high on inclusive behavior (an anchor of 5 on each end)
  + Small ‘sails’ – individual is low on inclusive behavior (an anchor of 1 on each end)
* If ‘sails’ grow throughout the weeks, IL behavior is developing
  + Maintain inclusive leader behavior
* If ‘sails’ are small overall, or short on one or more ends of the ‘sail’, leadership development is needed – ask yourself the following:

Answer the following honestly and truthfully.

The manager is open to hearing new ideas (openness).

Q: In what ways have you expressed openness to new ideas from team members?

**Answers:**

The manager is attentive to new opportunities to improve work processes (openness).

Q: Provide examples of when you have displayed consideration to new ideas to improve the work process.

**Answers:**

The manager is open to discussing the desired goals and new ways to achieve them (openness).

Q: Provide examples of when you discussed the work goals with team members and ways to achieve them.

**Answers:**

The manager is available for consultation on problems (availability).

Q: In what ways have you provided team members advice on work-related problems?

**Answers:**

The manager is an ongoing presence in this team—someone who is readily available (availability).

Q: Provide examples of how you convey your availability to support team members.

**Answers:**

The manager is available for professional questions about which I would like to consult with him/her (availability).

Q: In what ways have you communicated you are available for or open to discussing professional questions generated by team members?

**Answers:**

The manager encourages me to access him/her on emerging issues (accessibility).

Q: Provide examples of how you have encouraged workers to discuss emerging work-related issues.

**Answers:**

The manager is accessible for discussing emerging problems (accessibility).

Q: Provide examples of how you have encouraged workers to discuss work-related problems.

**Answers:**

**Goal Setting**

It is critical to acknowledge your past/current behavior. In doing so, stop and think about what you can do better. List behaviors you currently do not do…

* List one new behavior that will help you be open with your colleagues:
* List one behavior that will help you be available to your colleagues:
* List one behavior that will help you be accessible to your colleagues:

Answer the following honestly and truthfully.

Utilize the text boxes below to track behaviors that are both met (left box) and unmet (right box) for Week 2 and onward. This exercise will help keep track of and provide a sense of accountability regarding the goals you have set for yourself in the previous weeks.

**Met:**

**Unmet:**

**Tips**

Do your best to reflect back on your answers and implement the three new behaviors you have identified. See how inclusive you become for the following week. Continue to improve and grow as an inclusive leader.

**Conclusion**

Keep in mind that IL is an ongoing cycle of practice and learning; don’t stop developing as an inclusive leader, and implement inclusivity at all levels of your professional career. You may continue to use this tool for the proceeding weeks or set it aside and go through the self-assessment again as you see fit throughout the year.

Good luck!

1. **References**

   Booysen, L. (2014). The development of inclusive leadership practice and processes. In Ferdman, B. M.,

   & Deane, B. R. (Vol. 33). *Diversity at work: The practice of inclusion*, (296-329). San Francisco, CA. John Wiley & Sons.

   Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive leadership and employee

   involvement in creative tasks in the workplace: The mediating role of psychological safety. *Creativity Research Journal*, *22*(3), 250-260.

   Choi, S. B., Tran, T. B. H., & Park, B. I. (2015). Inclusive leadership and work

   engagement: Mediating roles of affective organizational commitment and creativity. *Social Behavior and Personality: an international journal*, *43*(6), 931-943.

   Hirak, R., Peng, A. C., Carmeli, A., & Schaubroeck, J. M. (2012). Linking leader inclusiveness to work unit

   performance: The importance of psychological safety and learning from failures. *The Leadership Quarterly*, *23*(1), 107-117.

   Krogerus, M., Tshäppeler, R., Piening, J., & Earnhart, P. (2012). *The decision book: Fifty models for*

   *strategic thinking.* United States of America. W. W. Norton Et Company, Inc. [↑](#endnote-ref-1)