
The Relationship between Inclusive Leadership and corporate entrepreneurship: Analytical Research in the Ministry of Higher Education and Scientific Research

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Abstract: The main objective of the research is to verify the relationship and influence between the inclusive leadership and the corporate entrepreneurship in the Iraqi Ministry of Higher Education and Scientific Research, and to identify the reality of the behaviors and processes of the inclusive leadership prevailing among the administrative leaderships in the ministry in order to develop appropriate mechanisms and procedures that work to create a culture of inclusive leadership style Which enhances belonging and exclusivity among all employees and encourages creativity and innovation and directs them towards achieving corporate entrepreneurship. Data were collected from an intentional sample of the administrative leaders working in the researched ministry and consisted of (150) respondents, and for the purpose of data analysis, and the statistical programs (SPSS, AMOS) were added by adopting statistical methods. The results showed the correctness of the correlation and influence relationships at the level of major variables and sub-dimensions, indicating the essential role of inclusive leadership to achieve the corporate entrepreneurship in the Ministry of Higher Education and Scientific Research.

Keywords: Inclusive Leadership, Corporate Entrepreneurship.

INTRODUCTION

For business to thrive in today's turbulent environment, the time of the lone "heroic" leader has passed (Adapa, Sheridan, 2018: 67). Leaders need to motivate their employees to engage in creative business practices in order to distinguish business from competitors, as leaders not only act as role models, but also need to create an inclusive environment by building trust-based relationships with their employees (Atwater, Carmeli, 2009:265). Building relationships based on trust will enable employees to appreciate their leaders because they believe their voices are truly valued, so leaders need to demonstrate openness, availability, and empowerment of their followers (Nembhard, Edmondson 2006: 948). Inclusive leadership is a "distributed approach" to leadership that seeks to involve team members and key stakeholders in the process of designing a specific future or set of goals (Alimo-Metcalfe, 2010: 633). The rapid change and spread of new technology, along with the great competition in local and international markets, has led to an increasing attachment of the organizations' ability to innovate and introduce new innovations in the market. These factors have increased the need for organizations to become pioneers in order to survive and prosper. The need to pursue corporate entrepreneurship is also due to the perceived weakness in the traditional methods of managing the organization, the loss of entrepreneurial employees discouraged by bureaucratic organizations, and the increasing levels of international competition (Sebora, Theerapatvong, 2010: 333). Many organizations today rely on the corporate entrepreneurship to develop and differentiate their products and services, and corporate entrepreneurship occurs when organizations strive to exploit opportunities through innovative and proactive behavior, and as such, the leadership of organizations facilitates efforts to exploit current competitive advantages in addition to exploring new opportunities and competencies required to pursue them successfully (Hornsby et al, 2013: 937). In view of the exceptional circumstances in which public organizations and the education sector in particular in Iraq are going through economic, social, cultural and political turmoil, as well as the Corona pandemic (Covid-19), which has obstructed the educational process and discontinued students from the physical presence in universities and colleges and relied on e-learning and blended education, so The education sector needs concerted efforts at all levels and the presence of inclusive leadership that realizes the reality of intellectual, cognitive and demographic diversity and supports employees to provide visions, ideas and solutions to advance the reality of the scientific and cultural community and maintain the success of the educational process, which enhances the position and entrepreneurship of the researched ministry. Entrepreneurship has become the ambition and dream that organizations seek to enhance their competitive advantage and the ability to grow and provide valuable

services in light of environmental turmoil and intense competition, and to achieve (corporate entrepreneurship) requires organizational readiness from top to bottom and creating an internal environment that encourages entrepreneurial behavior and initiatives for employees to present innovative ideas that enhance the entrepreneurial performance of public institutions and their excellence.

LITERATURE REVIEW

Inclusive Leadership

The concept of inclusive leadership was first formulated by (Nembhard, Edmondson, 2006) and they stated that an inclusive leader formed a position in which votes were evaluated (Nembhard, Edmondson 2006: 947). Edwin P. Hollander (2009) introduced the inclusive leadership theory to the field of social psychology that revealed the bond that leaders establish with their followers with a common goal in their work, and that inclusive leadership is about relationships that can accomplish things for mutual benefit (Cissna, Schockman , 2020: 219). Among other leadership styles, inclusive leadership (IL) is a prominent and influential style that has been found by researchers in the field of management (Ur Rehman, 2020: 87). And that inclusive leadership is one of the contextual precedents (inclusive climate, inclusive practices), which may contribute to employees' inclusive awareness (Xiaotao et al., 2018: 886). (Lange, Tapia, 2016) states that the leader of the twenty-first century is by definition an inclusive leader (Agerwala, 2020: 158). Many academic disciplines are interested in leadership studies because it is a crucial factor in achieving organizational goals and objectives, yet the findings from countless leadership-based research indicate an explicit focus on leaders' behaviors much more than the effects of leaders' behaviors on their subordinates (Hollander et al., 2008: 4). Inclusive leadership promotes equitable, hierarchical, and horizontal relationships that transcend race, class, gender, and hierarchical divisions (Ryan, 2014: 364). Inclusive leadership is the antithesis of common leadership practices that stack the responsibility for developing and crafting a vision within a limited range of influencers, and embracing team diversity is essential to inclusive leadership (Clark, 2017: 104). (Zeng et.al, 2020: 2) defined inclusive leadership from three perspectives represented in the following:

- **Relationship perspective:** The leader-member relationship perspective assumes that inclusive leadership encourages employees to work independently and participate in decision-making. Leaders respect employees and realize their value, understand their needs and provide support and advice.
- **An equity perspective:** The key to inclusive leadership is treating employees equally in a variety of contexts.
- **Cultural background perspective:** that employees must be inclusive of different values and behaviors and tolerant of failures, and thus the inclusive leadership is a supportive, interactive, fair and tolerant leadership style and an important organizational context variable that has a significant impact on the behaviors of subordinates.

The inclusive leader is a role model for identifying new trends in holistic behavior, listening to, seeking and taking into account the opinions of a diverse group of people without prejudice, and emphasizing that the vision of subordinates is shared in the decisions they make (Mir, 2019: 15). Inclusive leadership doesn't just mean accepting diverse perspectives, but actively researching it and making sure everyone on your team feels their voice is heard (Morgan, 2017: 12). The inclusive leader is seen as the person available to the subordinates and is understandable to the employees with easy access to him and communicates and exchanges ideas with his followers (Carmeli et al., 2010: 250). (Najmaei, 2018: 206) describes inclusive leadership as an elusive and multifaceted concept that has been formulated at the intersection of leadership and inclusiveness as an approach to managing diversity in order to meet the challenges of increasing diversity in today's workplace. Inclusive leadership is defined as a leadership style that is open and available to reach employees who come with new ideas and create a context in which individuals feel psychologically safe to express new ideas that challenge standards (SALIB, 2014: 9). Inclusive leadership also refers to a set of leader behaviors that focus on making group members feel part of the group (belonging) and maintaining their sense of individuality (uniqueness) while contributing to group processes and outcomes. (Minehart et.al, 2020: 148) states that an inclusive leader exhibits behavior fundamentally different from that of a "heroic" or "authoritarian" leader, instead of exercising control over and directing others, he works to empower team members by eliciting their perspectives and table (1) Explains the most important aspects of the difference.

Table 1: A comparison of inclusive and authoritarian leadership behaviors

Inclusive leadership behaviors	Authoritarian leadership behaviors
The leader actively elicits information from team members and invites them to participate in decision-making.	The leader rarely invites team members to provide information or participate in decision-making.
The opinions and information of team members are taken into account in the decision-making and instructions of the leader.	Orders are largely based on the leader's information and opinions.
The leader responds to the contributions of team	The leader responds to the contributions of team

members in ways that encourage more contributions.	members in ways that prioritize the authority of the leader and discourage further contributions.
The leader motivates the team members by encouraging them to feel involved and connected to the group.	The leader motivates team members through the threat of punishment, a reward, or both.

Source: (Minehart et.al,2020:148)

Dimensions of Inclusive leadership

Cognitive diversity processes: Inclusive leaders create more diverse and creative workplaces where employees feel connected and support each other, team members may have differences in terms of knowledge or they may have different values. Inclusive leadership works to take advantage of members' differences, carefully manage conflicts between groups, and thus improve Employee Performance (Mir, 2019: 16). Inclusive leaders in this regard play an important role in motivating and facilitating their followers to engage in exchange as well as in learning behavior, this includes leaders creating an environment in which opportunities are developed for individuals to establish diverse perspectives when it comes to solving problems, and leaders in turn need to encourage the exchange of diverse perspectives between employees and motivating followers to discuss these differences, and the next step is for leaders to adopt behavior that stimulates the use of these differences to foster creativity, innovation and problem-solving, through leaders managing the cognitive processes needed to create value from diversity and ensure that individuals have the opportunity to express their individuality (Ashikali, 2018: 110).

Diversity processes Affective

Inclusive leaders need to effectively manage the gender and professional divisions and change the demographics of the workforce, and inclusive leaders also have a responsibility to overcome traditional work practices that lead to gender-based work and gender segregation of the sector and industry (Adapa, Sheridan, 2018: 73). Because that inclusive leaders are expected to effectively balance the needs of belonging and exclusivity, it can be said that they will succeed in mitigating the negative relationship between the ethnic and cultural diversity of the team and its overall climate and strengthening the positive relationship (Ashikali et al., 2020: 6-7). Ensuring these practices will ultimately help organizations transform from an exclusionary and stagnant culture to an inclusive and open one that highlights and energizes the best in people by encouraging collaboration and welcoming an innovative approach to solving problems (Aşkun, 2020: 37).

2 Corporate Entrepreneurship

Corporate entrepreneurship is a well-defined field of study, which has existed for more than four decades since its inception has passed through different stages in the eighties, nineties and twenty-first century, to define what it is and to strengthen its theoretical foundations (Ravjee, Mamabolo, 2019: 3). Since the idea behind corporate entrepreneurship dates back to the mid-seventies, it was first introduced by (Peterson and Berger, 1971) as a strategy and leadership style adopted by large organizations to deal with the increasing level of market turmoil, and it took until the early 1980s for corporate entrepreneurship to become a separate research topic through works of (Burgelman, 1983) (Miller, 1983), and in particular when he (Pinchot) published his (1985) book on intrapreneurship (Sakhdari, 2016: 5). In the nineties of the last century, he (Guth, Ginsberg, 1990: 5) indicated that the corporate entrepreneurship is represented in the birth of new business within the existing organizations, i.e. internal creativity or the creation of internal organizations, and the change of organizations through the renewal of the ideas that were based on them. In (1999) and in the same direction (Sharma, Chrisman, 1999: 18) believes that the corporate entrepreneurship has two distinct but complementary features: it is represented in the corporate venturing and the strategic renewal of the existing business. In recent times in the twenty-first century, the focus has changed to internal and external entrepreneurship of organizations and the participation of managers in corporate entrepreneurship (Ravjee, Mamabolo, 2019: 3). corporate entrepreneurship refers to the process by which an individual or group of individuals, in conjunction with an existing organization, creates a new organization or instigates renewal or innovation within that organization (Sharma, Chrisman, 1999: 18). Since corporate entrepreneurship is a process, it should not be considered a single event but rather as part of the organizational culture, and the level of leadership will vary in intensity depending on changes in the culture and the exploratory or exploitative nature of the organization's activities (Villiers-Scheepers, 2012: 402). The activity of corporate entrepreneurship is seen as a function of the organizational context, as the organizational context represents a set of administrative and social arrangements that shape the behaviors of individuals in the organization and over which the top management enjoys some control (Sebora, Theerapatvong, 2010: 337). corporate entrepreneurship is a potential survival strategy for organizations operating in highly competitive business environments, and organizations must seriously consider the entrepreneurship strategy as a means for their organizations to achieve long-term survival and growth, and to become an entrepreneurial organization must be integrated entrepreneurial endeavors into the organization's general strategies and directed with a

strong entrepreneurial mindset, and stimulates participation in creative or entrepreneurial behavior (Lekmat, Chelliah, 2014: 182). The impact of entrepreneurial activities on the organization's successful performance has attracted research into organizational factors that could enhance or (hinder) these activities. Researchers sought to identify some key variables that could affect the organization's pursuit of leadership, including internal organizational factors such as (incentive systems. And control of the organization, culture, organizational structure, and administrative support), as it is believed that these factors individually and collectively are important precedents for corporate entrepreneurship efforts, because they affect the internal environment that determines interest in and support for entrepreneurship initiatives within an existing organization, as the internal organizational factors affect Types of entrepreneurial activities practiced by the organization (Hornsbya et al., 2002: 259: 256) (Chen, Cangahuala, 2010: 1748).

Dimensions of Corporate Entrepreneurship

- Top Management Support: Senior management support refers to the extent to which one sees senior managers support, facilitate and reinforce entrepreneurial behavior, including advocating for creative ideas and providing the resources people need to take entrepreneurial actions, and found that senior management support has a positive relationship with the Corporate Entrepreneurship results Goodale et al, 2011: 119).

- Work discretion: It refers to the extent to which employees realize they have the independence to make decisions about how to do their work in the ways they think are most effective, where in entrepreneurial work environments, employees are encouraged to make decisions about their work procedures and are usually not criticized for making mistakes on the job. Being innovative (Morici, 2018: 25-26).

- Rewards / Reinforcement: Rewards and reinforcements refer to the extent to which individuals realize that the organization uses reward systems based on entrepreneurial activity and success, as it has been proven that reward systems that encourage risk and creativity have a strong effect on individuals' tendencies to engage in entrepreneurial behaviors (Goodale et al, 2011: 119).

- time availability: The availability of time or the amount of free time that employees have is crucial to the employees' daily routine in order to develop their entrepreneurial ideas and activities, and for employees to be entrepreneurs need time to observe, experiment and develop, and providing free time at work encourages employees to take risks and embrace New ideas and putting these ideas into practice, as for organizations that seek to encourage entrepreneurship, it is crucial to assign reasonable workloads to employees and allow them to collaborate on long-term problem-solving projects (Morici, 2018: 26).

- Organizational boundaries: The extent to which one perceives there are flexible organizational boundaries that are useful in promoting entrepreneurial activity because they enhance the flow of information between the external environment and the organization, as well as between departments/divisions within the organization (Kuratko et al., 2014:39).

The relationship between inclusive leadership and corporate entrepreneurship

Within the framework of inclusive leadership, social exchange theory is a basic lens for explaining how the organizational context is formed for employee behaviors, and researchers have recently begun to apply social exchange theory as a lens to explain the role of exchanges between leaders and subordinates and organizational and managerial practices in increasing corporate entrepreneurship behaviors, and the main point of social exchange theory is: That employees will share positive behaviors with the organization when they realize the extent of organizational support, as high-performance work practices such as performance-oriented systems and participation increase the perceived organizational support of the employees which in turn enhances the corporate entrepreneurship (Sakhdari et al., 2017: 1023). Leadership is an essential element in the corporate entrepreneurship, it has been proven that without the support and participation of leaders at the group and organizational levels, organizational development efforts are unlikely to succeed, and although support and participation are two necessary conditions, they are not sufficient for success, as there are a number of qualities and a set of skills that a leader needs to embody and lead in order to successfully lead individuals and teams in planned change efforts that facilitate entrepreneurial activity (Monsen & Boss, 2018: 76-77). (SOYAL, 2020: 7: 8) believes that there is an important relationship between leadership and corporate entrepreneurship, as entrepreneurship in organizations represents a major challenge due to structures and resistance to change, and leadership style is very important because it is a decisive factor that affects organizational characteristics such as culture, motivation, strategy and structure, and general corporate entrepreneurship activities begin by the entrepreneurial people within the organization, therefore, for any successful endeavor to corporate entrepreneurship, leadership is needed to encourage employees to move beyond the status quo and increase their innovation. And that leaders have an important role in motivating the entrepreneurial behavior of employees and thus enhancing the entrepreneurial activity of public institutions, and that their behavior not only affects organizational survival, success, performance, efficiency and creating public value, but leaders also influence the effectiveness and efficiency of organizations in providing services to their audiences in an environment restricted by funding, as well as Leaders are also an important source for acquiring resources and changing

strategies based on knowledge of the changing environment and motivating employees to lead through incentives and creating an entrepreneurial culture (Chebbi et al., 2019: 211).

RESEARCH METHODOLOGY

The review of the literature on inclusive leadership and corporate entrepreneurship resulted in the crystallization of a hypothetical outline for the research as in Figure (1), which was prepared in light of the research problem and its objectives. The main hypotheses were formulated as follows:

- 1- The first main hypothesis (H1): There is a significant correlation between inclusive leadership and corporate entrepreneurship.
- 2- The second main hypothesis (H2): There is a significant effect of inclusive leadership on corporate entrepreneurship.

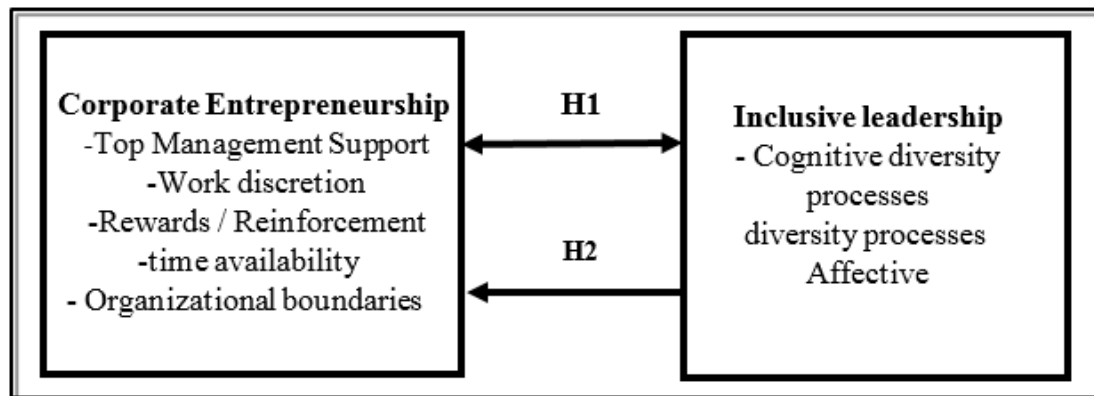


Fig: Research Framework

Inclusive Leadership Scale

The independent variable, inclusive leadership, as it consists of (13) items divided into two dimensions, namely (cognitive diversity processes, affective diversity processes) based on (Ashikali, 2018).

corporate entrepreneurship scale

the respondent variable, organizational leadership, as it consists of (25) items divided into (5) dimensions, namely (Top Management Support, Work discretion, Rewards / Reinforcement, time availability, Organizational boundaries) based on (Niemann et al., 2019). The questionnaire was designed according to the five-point Likert scale.

Research sample

The intentional sample was used, as the total human community reached (197) individuals who meet the required specifications for those who occupy the position of general director, assistant general manager, department director and division official, and are considered to be individuals who represent the administrative leaders in the Ministry of Higher Education and Scientific Research. (197) questionnaires were distributed, (38) questionnaires were not retrieved, and (9) questionnaires were excluded. Thus, the research sample in its final form would be (150) individuals represented by (76%) of the total community.

DATA DISCUSSION AND ANALYSIS

Reliability test

Cronbach's Alpha Coefficient was used to measure the internal consistency of the scale paragraphs, dimensions and variables, and the scale as a whole. Table (1) shows the values of the reliability coefficient ranged between (0.792--0.967) for the variables and dimensions, which is greater than (0.70), and this indicates However, the variables and dimensions have an appropriate internal consistency, and the internal consistency coefficient (Cronbach's Alpha for the scale in general) reached its value (0.97), as it enjoyed a high evaluation and these results indicate that the current research scale (the resolution) has a good level of stability.

Table 1: Consistency Results Between Components Of The Scale

The Scale	Cronbach Alpha coefficient
cognitive diversity processes	0.807
affective diversity processes	0.864
Inclusive leadership	0.886

Top Management Support	0.905
Work discretion	0.888
Rewards / Reinforcement	0.792
time availability	0.938
Organizational boundaries	0.91
corporate entrepreneurship	0.967
Questionnaire in General	0.97

DISCUSS RESULTS

To test the hypothesis (H1)

It is evident from Table (2) that the value of the correlation coefficient between inclusive leadership and corporate entrepreneurship reached (** 0.568) at the level of significance (0.000) and it is less than the level of significance (0.05), and this means accepting the hypothesis and its text (there is a statistically significant correlation between inclusive leadership and corporate entrepreneurship) It is noticed that the correlation coefficient between the dimension of cognitive diversity processes and corporate entrepreneurship reached (0.341 **) at the level (0.000) which is less than the significance level (0.05). Processes affective diversity processes and corporate entrepreneurship (0.667 **). This indicates an acceptable relationship between the dimensions of inclusive leadership and corporate entrepreneurship.

Table 2: The Correlation Values Between inclusive leadership and corporate entrepreneurship

Dimensions of Inclusive leadership Variable	Correlation Value and Significance Level	Dimensions of corporate entrepreneurship					
		Management Support	Work discretion	Rewards/ Reinforcement	time availability	Organizational boundaries	corporate entrepreneurship
cognitive diversity processes	Correlation Value	0.314**	0.207*	0.317**	0.344**	0.345**	0.341**
	Sig	0.000	0.011	0.000	0.000	0.000	0.000
affective diversity processes	Correlation Value	0.642**	0.563**	0.581**	0.609**	0.589**	0.667**
	Sig	0.000	0.000	0.000	0.000	0.000	0.000
Inclusive leadership	Correlation Value	0.538**	0.434**	0.505**	0.536**	0.525**	0.568**
	Sig	0.000	0.000	0.000	0.000	0.000	0.000

To test the hypothesis (H2)

The value of (F) calculated for inclusive leadership in the corporate entrepreneurship (70.329) was recorded, which is greater than the tabular value (F) of (3.94) at a level of significance (0.05) and accordingly we accept the hypothesis which states (there is a statistically significant effect for the inclusive leadership variable in corporate entrepreneurship). This indicates that the inclusive leadership has an affective and strong influence on corporate entrepreneurship, and as the researched ministry strives to adopt an inclusive leadership style and work to increase the processes of cognitive diversity among employees as well as affective, this will positively reflect on achieving high levels of performance and thus lead to achieving corporate entrepreneurship. It is evident through the value of the determination coefficient (R^2) of (0.322), it is clear that the inclusive leadership explains (32%) of the variables that occur on corporate entrepreneurship, while the remaining percentage (68%) is due to other variables that are not included in the research model. The value of (t) computed for the marginal propensity coefficient of the inclusive leadership variable was (8.386), which is greater than the tabular value (t) of (1.660) at the level of significance (0.05). The marginal propensity coefficient (β) of (0.647) indicates that increasing the inclusive leadership by one unit will lead to an increase in corporate entrepreneurship by (65%), and the value of the constant (a) in the equation is (1.265), meaning when the inclusive leadership is equal to zero, then the corporate entrepreneurship It will not be less than this value.

Table 3: Analysis of The Impact of inclusive leadership Variable on corporate entrepreneurship

Independent Variable	Dependent Variable	Value (a)	Value (β)	Coefficient (R^2)	Calculated (F) value	Calculated Value (t)	Sig
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cognitive diversity processes	corporate entrepreneurship	2.386	0.350	0.117	19.518	4.418	0.000
affective diversity processes		1.169	0.671	0.445	118.684	10.894	0.000
Inclusive leadership		1.265	0.647	0.322	70.329	8.386	0.000

The value of (F) calculated for the dimension of cognitive diversity processes in corporate entrepreneurship was (19,518), which is greater than the (F) table value of (3.94) at a level of significance (0.05). This indicates that the processes of cognitive diversity have an effective and clear influence on corporate entrepreneurship, and this means that the more the ministry works to increase the cognitive diversity within the surveyed ministry and the sharing of information and encouragement for this participation whenever this leads to achieving corporate entrepreneurship. As it appears through the value of the coefficient of determination (R^2) of (0.117) that after cognitive diversity processes explain what (12%) of the variables that occur to corporate entrepreneurship are explained, while the remaining percentage (88%) is due to other variables that are not included in the research model, and the value of (t) computed for the marginal propensity coefficient for the dimension of cognitive diversity processes (4.418) is greater than the tabular value (t) of (1.660) at a level of significance (0.05). Through the value of the marginal propensity coefficient (β) of (0.350), an increase in the dimension of cognitive diversity processes by one unit will lead to an increase corporate entrepreneurship by (35%), and the value of the constant (a) in equation (2.386), meaning when the cognitive diversity process is equal to zero, the corporate entrepreneurship will not be less than this value. Through the table (3), the value of (F) calculated for the dimension of affective diversity processes in corporate entrepreneurship was achieved (118,684), which is greater than the tabular value (F) of (3.94) at a significance level (0.05). This indicates that the researched ministry whenever it is able to achieve justice Between employees, understanding their cultural differences and making them more homogeneous without excluding a certain group and motivating them and feeling that they have an effective and influential role within the ministry whenever this contributes positively to achieving corporate entrepreneurship, and through the value of the coefficient of determination (R^2) of (0.445), it is clear that after the affective diversity processes, (44%) of the variables that occur to corporate entrepreneurship are explained, while the remaining (56%) is due to other variables that are not included in the research model. As the value (t) computed for the marginal propensity coefficient for the dimension of affective diversity processes reached (10.894), which is greater than the tabular value (t) of (1.660) at the level of significance (0.05). Through the value of the marginal propensity coefficient (β) of (0.671), an increase in the dimension of affective diversity processes by one unit will lead to an increase in corporate entrepreneurship by (67%). The value of the constant (a) in the equation (1.169), meaning when the dimension of affective diversity processes is equal to zero, the corporate entrepreneurship will not be less than this value.

CONCLUSIONS

The results of the research showed that the Ministry of Higher Education and Scientific Research the more it seeks attention and adopts the concept of inclusive leadership whenever it has a relationship and influence in corporate entrepreneurship, meaning that inclusive leadership has an active and influential role on the corporate entrepreneurship and works to create an internal environment that encourages creativity and innovation. Through its cognitive and affective processes, creating an environment that encourages cooperation and knowledge exchange, introducing innovative initiatives and ideas, and providing an organizational climate that supports the creativity of employees to provide distinguished products and services whenever it helps the ministry's success and entrepreneurship. Although the results showed that the ministry has a good level of inclusive leadership, practical results and personal interviews with the research sample showed that there is some ambiguity in the concept of inclusive leadership and knowledge of what it is and how this leadership style can be successfully applied by higher management.

RECOMMENDATIONS

The need to increase and expand the interest of the Ministry of Higher Education and Scientific Research in both inclusive leadership and its dimensions (cognitive diversity processes, affective diversity processes), corporate entrepreneurship and its dimensions (Top Management Support, Work discretion, Rewards / Reinforcement, time availability, Organizational boundaries), through educating Administrative leaders and employees on the importance of these variables and the nature of the actual reality of these variables and discuss the obstacles that limit the Ministry's ability to apply them.

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