

Accepted, unedited version, to be replaced soon by the final version

# Conceptualising The Influence Of Inclusive Leadership On Individual Work Performance: The Mediator Role Of Psychological Safety

Petrus A Botha<sup>1</sup>, \*Anemarie Botha<sup>2</sup>

<sup>1</sup>Business School, North-West University, South Africa.

<sup>2</sup>Faculty of Humanities, School of Languages, North-West University, South Africa.

\*Corresponding Author

Received: Nov 8, 2024; Revised: Mar 28, 2025; Accepted: Mar 31; Published (unedited first): Apr 3, 2025

**COPYRIGHT:** Botha and Botha. It is an open-access article published under the Creative Commons Attribution License (CC BY) terms. It permits anyone to copy, distribute, transmit, and adapt the work, provided the original work and source are appropriately cited.

**CITATION:** Botha PA, Botha A, 2025. Conceptualising The Influence Of Inclusive Leadership On Individual Work Performance: The Mediator Role Of Psychological Safety. *Management and Economics Research Journal*, 11(2): 9900108. <https://doi.org/10.18639/MERJ.2025.9900108>

## ABSTRACT

This conceptual article investigates the influence of inclusive leadership on individual job performance and the mediator role of psychological safety. The focus is primarily on inclusive leadership to ensure psychological safety in the workplace, which is crucial for improving creativity, engagement, and job satisfaction. This study emphasises the gap in understanding how these variables interact in academic settings by examining the literature on inclusive leadership, psychological safety, and individual job performance. The research confirms that inclusive leadership creates a supportive work environment where employee resilience and innovation are increased through psychological safety. As the mediator, psychological safety also helps to understand how inclusive leadership can positively impact individual work performance, thus contributing to employee well-being and organisational success. The practical implications of this research are significant, as it provides insights into how leadership styles can improve employee performance in diverse and inclusive workplaces, offering valuable guidance to practitioners in organisational behaviour and leadership studies.

**KEYWORDS:** Individual Work Performance (IWP); Inclusive Leadership; Psychological Safety.

**ABBREVIATIONS:** IWB: Innovative Work Behaviour; LMX: Leader-Member Exchange; IWP: Individual Work Performance; SDT: Self-Determination Theory.

## 1. INTRODUCTION

This study investigates the complex relationship between inclusive leadership and individual job performance, particularly emphasising psychological safety's mediating role. It is essential to understand how leadership styles can affect performance. Inclusive leadership has attracted attention because it creates an environment where employees feel valued and heard. After all, they feel safe to express themselves as they become more deeply engaged in their work and have the freedom to be innovative and creative without fear of negative criticism. This enhances their overall job satisfaction and job performance. However, there is still a gap in the literature in understanding how inclusive leadership in South African higher education institutions can improve individual job performance by creating an environment where employees feel psychologically safe. The research thus contributes to the existing knowledge about leadership and performance outcomes.

## 2. LITERATURE REVIEW

The literature review focuses on inclusive leadership (independent variable), psychological safety (mediator variable), and IWP (dependent variable).

### 2.1 INCLUSIVE LEADERSHIP

An inclusive leadership style supports the achievement of organisational outcomes and employee wellbeing. It promotes critical factors such as psychological safety, psychological empowerment and organisational learning [24,87,1]. Inclusive leadership creates a friendly work environment where employees feel comfortable expressing their thoughts, concerns and ideas without fearing negative consequences, thus nurturing psychological safety [24]. Employees should be encouraged to engage positively in IWB and consider different opinions. Wang and Shi [84] argue that inclusive leadership can have a positive impact on employees' prosocial rule-breaking behaviours by nurturing psychological safety, which can then further

lead to creative solutions and new approaches to operational processes. According to Younas *et al.* [87], psychological safety should be emphasised to encourage open communication and creativity. Thus, the connection between inclusive leadership is explained and, in turn, impacts how employees express their opinions or make decisions. The benefits of Inclusive Leadership include improving psychological empowerment, where employees feel safe and have greater autonomy over their work, which helps build their confidence and motivates them to perform better. Proactive behaviours such as open communication and engagement in innovative work practices are thus encouraged [71].

Siyal *et al.* [71] find that inclusive leadership positively influences innovative work behaviours through intrinsic motivation, an essential aspect of psychological empowerment. The study by Wang and Shi [84] places particular emphasis on the psychological safety and leadership alignment that can serve as mediators in the relationship between inclusive leadership and engagement in prosocial rule-breaking.

The necessity of organizational learning is critical as the relationship between inclusive leadership and extra-role behaviours, such as organisational citizenship behaviours (and innovative work behaviours), is moderated. Aboramadan *et al.* [1] argue that continuous learning and knowledge exchange will motivate employees to do more than just their formal responsibilities. Therefore, LMX relationships strengthen and promote inclusive leadership. LMX also shows inclusive leadership's critical contribution to psychological safety, helping employees identify with their leaders. Creating a work environment that encourages IWB and prosocial behaviour is especially important [84]. Inclusive leadership increases job satisfaction by providing employees with a supportive and empowering work environment mediated by psychological ownership and thriving employees [1]. Thus, inclusive leadership encourages employees to feel a sense of ownership and well-being. According to Gbobaniyi *et al.* [30], inclusive leadership also improves employee loyalty and commitment by providing employees with support and loyalty.

## 2.2 INDIVIDUAL WORK PERFORMANCE

A comprehensive framework was developed by Koopmans *et al.* [43] for measuring IWP. Koopman *et al.*'s [43] framework is highly regarded and can integrate dimensions and constructs from different fields. These include task performance (TP), contextual performance (CP), and counterproductive work behaviour (CWB), among others. De Coning [20] again found a significant correlation between psychological capital and IWP. Shore and Chung [70] mainly highlight the influence of organisational culture on IWP with multiple associations for TP, CP, and CWB in different cultures. Van der Vaart [79] again emphasises the positive association of work resources with TP and CP and their negative association with CWB. Gerekan *et al.* [31] claim that technostress (i.e., the stress or discomfort experienced when individuals struggle to adapt to new technologies or feel overwhelmed by constant technological demands) positively predicts IWP.

Ridwan *et al.* [62] and Paais and Pattiruhu [59] found that perceived organisational support, organisational commitment, organisational citizenship behaviour, motivation and organisational culture positively influence IWP. Boccoli *et al.* [9] emphasised that employee engagement positively impacts individual performance and well-being, especially in hybrid work environments. However, Van der Lippe and Lippényi [78] pointed out the challenges in knowledge sharing and coordination when physical presence is lacking due to coworkers working from home. This leads to a decrease in individual employees' performance. Semaihi *et al.* [68] suggested that talent management does not directly affect IWP but enhances managerial support. Vieira dos Santos *et al.* [83] revealed a link between high individual performance, high harmonious passion (i.e., being highly motivated and passionate about one's work in a way that brings satisfaction and aligns with personal values without leading to burnout or obsession), and job crafting efforts.

Fragoso *et al.* [28] found that high-performance work systems positively influenced organisational commitment and individual performance. Veingerl Cic *et al.* [82] and Hjalmarsson and Dåderman [36] identified comprehensive employee development strategies and emotional intelligence as positive factors affecting IWP. Abun *et al.* [2] highlighted the association between employees' attitudes toward work and their job performance. They also identified the significant impact of organisational politics on IWP. Sabir *et al.* [66] stressed the effect of affective and sustained organisational commitment on IWP. Mayangsari *et al.* [53] found a significant positive relationship between intrinsic motivation and IWP, while Khan *et al.* [40] found that intrinsic motivation positively influences work performance. Lastly, Duarte *et al.* [21] confirmed the positive influence of authentic leadership on individual performance.

## 2.3 PSYCHOLOGICAL SAFETY

Psychological safety is an integral part of inclusive leadership. Edmondson [24] defines it as a belief that one will not be penalised for sharing ideas, asking questions or raising concerns. Psychological safety in the workplace impacts how individuals perceive their work environment. It involves believing coworkers will support them when taking risks [24,60]. Developing friendships at work is essential for increasing job satisfaction and engagement, according to Edmondson and Lei [26]. Collaboration among individuals with varying levels of experience, challenging tasks, specialised roles and diverse backgrounds assists in achieving organisational goals. However, the success of such cooperation depends heavily on psychological safety [26]. Prioritising the psychological safety of individuals in the workplace has been emphasised by Leroy *et al.* [47] and Kostopoulos *et al.* [45], who argue that when employees experience psychological safety, they feel shielded from risk.

Recent studies in various fields have expanded existing theories regarding the link between psychological safety and performance, considering the mediating roles of job design and job thriving. For example, Aboramadan *et al.* [1] researched positive psychology and job design concepts to explore the underlying mechanisms of psychological safety and performance. The findings show that employees can improve their jobs by adjusting how they think about their work, interacting with others, and handling tasks if they feel their workplace is safe and supportive. This helps to improve their performance.

These theories are applied in various settings. An in-depth comparison by Edmondson *et al.* [25] illustrated significant variations in psychological safety between healthcare and education, highlighting noticeable differences in the impact of hierarchical status and leadership effectiveness. Higher status and effective leadership were associated with increased psychological safety in healthcare and education, and the type of work had a more pronounced effect on psychological safety in education than in healthcare. Cho *et al.* [16] found that psychological safety positively correlates with job satisfaction and patient safety and negatively correlates with intent to leave. According to Aksoy and Mamatoğlu [4], psychological safety improves professional self-efficacy, promoting self-reported personal initiative among occupational safety specialists. Tkachik *et al.* [76] suggest that spontaneous interaction contributes to psychological safety, which is more achievable in an office setting and more challenging in a remote work environment. Remote work impedes psychological safety due to increased thresholds for behaviours such as speaking up and asking for help. Hybrid work could lead to the isolation of remote workers, resulting in feelings of exclusion and fear of missing out. Gender differences in psychological safety were highlighted by Lim [50], who found that men benefited more from task knowledge awareness, while women experienced greater psychological safety through presence awareness in virtual teams. Kim *et al.* [41] highlighted the negative impact of degrading supervision (i.e., poor or disrespectful management, where supervisors treat employees in a belittling or harmful manner). This type of supervision can reduce employees' sense of psychological safety and impact their willingness to share knowledge or collaborate effectively.

## 2.4 RELATIONSHIP BETWEEN INCLUSIVE LEADERSHIP AND INDIVIDUAL WORK PERFORMANCE

Inclusive leadership's massive impact on employee job performance is significant and far-reaching. Through various mechanisms, leaders who embrace inclusive practices contribute to better employee performance and engagement. According to the social exchange theory, fair treatment by leaders leads to improved employee performance and engagement. For example, inclusive behaviour by supervisors can improve employees' job performance and make them feel valued and motivated to return to work with more effort and productivity [8,33,34]. In addition, inclusive leadership promotes employees' psychological safety by creating an environment where they feel comfortable sharing their ideas and taking risks without fear of negative consequences. This psychological safety increases employee engagement and innovative behaviours, leading to higher overall performance [14,56].

Another critical aspect among employees is the development of resilience. Inclusive leadership provides emotional and instrumental support to employees that helps them build resilience and deal with setbacks more effectively. Resilient employees are also better equipped to perform well even in challenging conditions. The resource conservation theory supports this by suggesting that inclusive leadership helps employees acquire and maintain the resources necessary to perform well and overcome challenges [37,51]. Inclusive leadership improves the employees' perception of the value of their work and leads to improved performance. Employees who find their work important are more likely to exhibit lower levels of anxiety and depression, along with higher job satisfaction and purposefulness. According to Mostafa [54], psychological safety intrinsically motivates employees to perform better and stay committed to their tasks. Inclusive leadership creates a positive organisational culture, emphasising employees' sense of belonging and individuality. Thus, emphasis should be placed on employee motivation to improve their dedication and willingness to exceed their job requirements. The cultural transformation toward inclusivity not only has a positive impact on individual performance but plays a significant role in increasing overall organisational effectiveness" [17,84]. Inclusive leadership positively impacts organisational performance by ensuring psychological safety in a workplace, developing resilience, emphasising the provision of meaningful work and motivating prosocial behaviour among employees. Thus, it contributes to higher job satisfaction, increased innovation, and better job performance.

## 2.5 PSYCHOLOGICAL SAFETY AS A MEDIATOR

Psychological safety integrates several critical concepts from organisational behaviour and psychology and is essential for explaining and understanding psychological safety theory [24]. Research confirms that psychological safety impacts many aspects of the workplace [18,1,38,69]. This confirms that there is a greater willingness among team members to take interpersonal risks, such as admitting their mistakes, asking questions or presenting new ideas, if they are convinced and believe that it is a safe environment with no adverse consequences. Psychological safety thus positively impacts open communication, creativity and learning, which are essential for team performance.

Self-esteem and psychological safety mediate the relationship between inclusive leadership and the perception of bullying in a work environment [69]. Aboramadan *et al.* [1] also note that psychological safety mediates the relationship between co-worker knowledge sharing and employee voice. Joo *et al.* [38] found that psychological safety fully mediates

the link between organisational trust and group conflict and the connection between employee empowerment and group conflict.

Various studies have reported multiple findings on psychological safety as a mediator. Durrah's study [22] did not find a mediator role of psychological safety between friendship opportunity, friendship prevalence and innovative behaviour. Heyns *et al.* [35] found that psychological safety mediates between supervisor support and work participation. Yasin *et al.* [86] demonstrated that psychological safety mediates the relationship between spiritual leadership, knowledge sharing, and intellectual capital. Thelen *et al.* [74] found that psychological safety partially mediates the relationship between leader-motivating language and employee advocacy. Qian *et al.* [61] highlighted that psychological safety mediates the relationship between leader humility and feedback-seeking behaviour. Xu *et al.* [85] revealed that psychological safety mediates organisational climate/innovation orientation, IWB and the relationship between perceived organisational support and work engagement. There is a link between psychological safety and inclusive leadership, where project success acts as the mediator, according to Khan *et al.* [40].

However, there is still a gap in the knowledge base as the role of psychological safety as a mediator in the relationship between inclusive leadership and IWP in the South African higher education context has not been explored. This study aims to fill the gap and thoroughly examine the role.

## 2.6 THEORETICAL UNDERPINNINGS OF PSYCHOLOGICAL SAFETY

The most significant theories of psychological safety include the Optimal Distinctiveness Theory, Social Identity Theory, Relational Leadership Theory, LMX Theory, Social Exchange Theory, Diversity Mindset Theory, Self-Determination Theory, and Learning Theory.

Brewer's [11] theory supports inclusive leadership. This theory holds that individuals strive to balance assimilation (like others) and differentiation (being unique). Li [48] argues that inclusive leadership uses this theory to create an environment where employees feel they belong and recognise their uniqueness. Thus, inclusive leaders can create an environment to improve organisational commitment and engagement [48].

According to social identity theory (SIT) by Tajfel and Turner [73], individuals' sense of self is derived from their social membership groups. Environments that promote psychological safety, reinforce group identity, and improve performance are necessary for individuals and help them feel valued. SIT emphasises the need for a psychologically safe climate to enhance team collaboration. The social identity theory is also essential for inclusive leadership success [73]. Individuals acquire a sense of self-esteem and identity from the social groups to which they belong. Leaders who practise inclusive leadership focus on developing a strong sense of belonging by recognising the diverse social identities within their teams and establishing a cohesive group identity. This view is highlighted in the work of Shore and Chung [70], who argue that inclusive leadership behaviours – such as reducing status differences and encouraging diverse perspectives – help strengthen working group identification and psychological safety. Relational leadership theory again emphasises the quality of relationships between leaders and followers, which is essential for promoting inclusion. According to Roberson and Perry [63], inclusive leadership involves behaviours that promote high-quality relationships characterised by equality, mutual respect and power-sharing. Thus, these behaviours contribute to an inclusive climate that ensures all contributions are considered in decision-making, thereby improving team cohesion and performance [63].

The LMX theory focuses on the dyadic relationships between leaders and followers. In the context of inclusive leadership, high-quality LMX relationships are defined by mutual duty, trust, and respect. Thus, followers' feelings of inclusion and appreciation can improve within the team. Employers encourage work practices that have a positive impact. Guo *et al.* [34] examine how inclusive leadership promotes leadership identification and employee engagement, with LMX quality moderating these relationships.

The social exchange theory, Blau [8], asserts that employee performance is influenced by an organisation's social and relational exchanges. Thus, inclusive leadership promotes openness, accessibility and availability through trust, and employees are encouraged to engage in positive work behaviours. Korkmaz *et al.* [44] argue that creating inclusive leadership brings about a sense of psychological safety and inner motivation among team members, which aims to aid creativity, engagement and organisational learning. When psychological safety is high, trust is ensured, which leads to positive exchanges between team members, promoting knowledge sharing and reducing group conflict. Employees who experience high organisational support and fairness are more likely to reciprocate with higher performance. Where employees go beyond their formal job descriptions in response to positive organisational exchanges, it is particularly relevant to understand organisational citizenship behaviour [8].

Van Knippenberg and Van Ginkel [80] proposed the diversity mindset theory. This is a critical theoretical perspective for combining inclusive leadership and diversity management. This theory emphasises the importance of cognitive diversity in team environments. The theory also motivates inclusive leadership to share information, encourage openness to different perspectives, and focus on teamwork to take full advantage of diversity.

The SDT given by Ryan and Deci [65] believes that inclusive leadership is positive in the workplace and emphasises the critical role of internal and external motivation in shaping IWP. Li [48] argues that inclusive leadership must first meet the basic psychological needs for competence, autonomy, and commitment, ultimately leading to greater

employee motivation and well-being. Internal motivation comes mainly from a person's desires, such as interest and enjoyment in the job, and therefore positively influences performance outcomes. A significant difference in external motivation is experienced and driven by external rewards, but this does not always lead to sustainable performance improvements. The essence of a work environment where workers feel safe is emphasised by this theory, which develops internal motivation for optimal performance [65]. Thus, inclusive leaders focus on creating a work environment that meets all these needs by promoting workplace equity, integration, and diversity, improving job satisfaction and organisational commitment [48]. Zeng *et al.* [88] argue that inclusive leadership encourages open communication, constructive feedback, autonomy promotion, and proactive employee engagement, thus contributing to psychological safety.

The learning theory Schein [67] places particular emphasis on the fact that psychologically safe environments promote learning behaviour. This includes individual feedback and discussing errors. Individuals are encouraged to participate in these learning behaviours without fear of negative consequences. Thus, psychological safety is essential in these interactions, allowing individuals to openly express their thoughts and challenges, facilitating more in-depth learning and collaboration.

## 2.7 THEORETICAL UNDERPINNINGS OF INDIVIDUAL WORK PERFORMANCE

IWP has several foundations. Campbell's [13] model significantly influences this foundation. It identifies performance as behaviours and actions, aligns with organisational goals, and divides work performance into three primary dimensions: TP, CP, and CWB. Task performance is directly related to core work responsibilities, while CP involves additional behaviours that further contribute to reaching organisational goals, and CWB can negatively impact organisations [13]. Borman and Motowidlo [10] build on Campbell's work and differentiate between TP, where there is a relationship between technical work branches, and CP, which in turn refers to activities and contributes to the social and psychological core of the organisation. The JD-R model of Bakker and Demerouti [6] is mainly used to better understand how individual work processes function. According to the model, job demands (such as workload and time pressure), work resources (such as support and autonomy), and employee burnout and engagement are affected, negatively impacting their performance. Thus, high job demands lead to burnout, while sufficient resources can improve employee engagement and positively impact performance. The model has been used extensively to examine how the work environment affects individual performance [6].

## 2.8 THEORETICAL UNDERPINNINGS OF INCLUSIVE LEADERSHIP

Transformational leaders aim to increase employee performance by creating a sense of purpose and motivation. Some studies show that transformational leadership positively influences job performance by improving intrinsic motivation, job satisfaction, and employee engagement [7,40]. Transformational leadership theory also focuses on the importance of leadership styles in maximising employee potential and driving performance [7]. Eisenberger *et al.* [27] propose the organisational support theory, which argues that employees valued and supported by their organisation show improved job satisfaction and performance. The theory validates that perceived organisational support links leadership behaviour and job performance and emphasises the importance of managerial practices that create a supportive work environment [27].

## 3. METHODOLOGY

This study uses a systematic literature review (SLR) to collect secondary data, critically evaluate research studies, and quantitatively summarize findings. A SLR is a "systematic, precise, comprehensive, and repeatable method used to identify, evaluate, and summarise an existing body of work completed and recorded by researchers, scholars, and practitioners [58]

## 4. FINDINGS AND DISCUSSION

Inclusive leadership is logically described as a multidimensional concept that involves, among other things, behaviours that encourage a sense of belonging and uniqueness among team members. To promote employee engagement, creativity and job satisfaction, an approach must be taken to ensure that all voices are valued and included in decisions [48,70]. Many studies validate the role of inclusive leadership in improving psychological safety in the workplace, an important factor that encourages employees to engage in the workplace actively. Zeng *et al.* [88] found that inclusive leadership promotes psychological safety, leading to higher creative behaviours and proactive engagement. Guo *et al.*'s [34] study claims that leader identification mediates the relationship between inclusive leadership and employee voice behaviour, with power distancing moderating these effects. The focus of the literature review is on the development of valid and reliable measures of inclusive leadership.

Li [48] uses his Inclusive Leadership Questionnaire (ILQ) to establish the different dimensions of inclusive leadership behaviours, such as equity, integration, and the implementation of diversity policies. The ILQ is, therefore, a valuable, theoretically grounded tool to examine the assessment of inclusive leadership and its impact on various workplace outcomes. Van Knippenberg and van Ginkel's [80] research combines inclusive leadership with a diversity mindset. It emphasises the necessity of leaders in promoting inclusion and the cognitive benefits of diversity. The primary goal is to improve team performance by encouraging the exchange of information and leveraging different perspectives.

Ashikali *et al.*'s [5] research focuses mainly on the public sector. It points out that inclusive leadership significantly reduces the adverse effects of team diversity on an inclusive climate by creating an environment of openness and appreciation for differences. This finding highlights the importance of context in better understanding the success of inclusive leadership. Ashikali *et al.* [5] examined the determinants of inclusive leadership in public organisations and identified leadership humility and supportive organisational cultures (e.g., group and development cultures) as critical factors that promote inclusive leadership behaviours. The study emphasises inclusive leadership, which is more likely to thrive in an environment that values diversity as a learning resource and encourages openness to diverse perspectives.

Korkmaz *et al.* [44] systematically reviewed inclusive leadership research, emphasising the factors that precede it, the mediators, outcomes and associated circumstances. They recommend using a multi-level model to integrate these elements and thus gain a complete understanding of how inclusive leadership works at different levels of an organisation. Roberson and Perry [63] provide a thematic analysis that combines several theoretical perspectives on inclusive leadership. They emphasise inclusive leadership attitudes and behaviours that promote an inclusive work climate by reducing status differences and encouraging consideration of multiple perspectives. This integrated approach gives a more detailed understanding of how inclusive leadership can be applied. Several studies focus on developing leadership programmes that enhance inclusive leadership behaviours. Training leaders to practise empathy, fairness, and openness to feedback can further help create a more inclusive work environment and improve overall team effectiveness [55,70].

A comprehensive assessment of the literature on IWP identifies important conclusions and patterns directly relevant to how IWP can be defined, assessed and influenced by different variables. Koopmans *et al.* [43] consider RD IWP a multidimensional construct that includes task performance, CP and CWB. Several duties related to "people's job descriptions" fall under task description, while CP includes extra-role behaviours that, in turn, make a positive contribution to the organisational environment [64]. The most used tool to measure IWP behaviour is the Individual Job Performance Questionnaire (IWPQ). Van der Vaart [79] claims that the construct validity of the IWPQ has been tested in diverse cultural settings. The validity and reliability are confirmed by measuring the three dimensions of job performance in South Africa.

Many previous studies have examined the relationship between leadership styles, such as transformational leadership and IWP. The studies find that transformational leadership positively influences employees' intrinsic motivation, impacting their job performance [40]. Transformational leaders inspire employees to be positive and create a shared vision. Individual support is provided to all positive employees, ensuring task performance improves and reducing counterproductive behaviors [40]. According to these findings, inner motivation mediates between transformational leadership and job performance. If intrinsically motivated, employees are likelier to tackle all their job tasks enthusiastically. Thus, their work performance is improved, which is positive in the workplace [40]. The SDT also supports this finding, claiming intrinsic motivation can give rise to higher engagement and better performance [65].

Previous studies indicate that increasing isolation and a lack of social support when colleagues engage in social laziness or work from home can reduce individual performance [78]. Emphasis is also placed on the need for a supportive work environment to maintain a high IWP. Thus, employee burnout has a negative impact on IWP. Decreased task performance and increased CWB are mainly due to high burnout levels, including emotional exhaustion and depersonalisation [52]. Some interventions reduce burnout and can be implemented to motivate transformational leadership and increase inner motivation to improve job performance [40].

IWP measures, such as the validity of the IWPQ, can change depending on the cultural context. Van der Vaart [79] finds a great need for culturally appropriate adaptations of performance evaluation tools in South Africa to ensure accurate evaluations. It emphasises the importance of context-specific research in developing appropriate IWP measurements for all situations. Knickerbocker and Tawfik [42] find that psychological safety can positively impact learner-learner interactions in online healthcare education, leading to better engagement and learning outcomes.

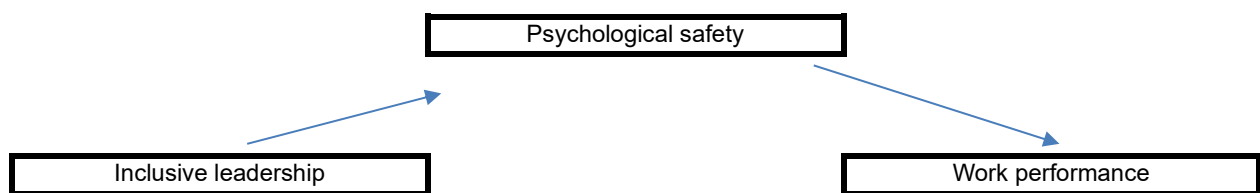
Cai *et al.* [12] argue that development-oriented supervisor feedback is essential and leads to employee innovation, with psychological safety mediating this relationship. Tkalic *et al.* [76] emphasise the essence of psychological safety in remote teams and suggest aligning hybrid work modes and encouraging in-person communication to improve psychological safety in remote teams. Joo *et al.* [38] argue that psychological safety mediates the relationship between organisational trust, empowering leadership, and group conflict, which lowers conflict levels, especially in knowledge-based organisations.

Moreover, Chughtai [18] emphasises that psychological safety mediated the relationship between trust propensity and job performance, with employees who felt safe in their work environment demonstrating higher performance and affective commitment. Dar *et al.* [19] found that overqualified employees are more engaged in innovative behaviours when psychological safety is present, allowing them to take creative risks without fearing negative consequences. Afshan *et al.* [3] argue that perceived fairness in interaction and supervisory justice positively impact psychological safety, reduce team conflict and improve collaboration. Psychological safety can be improved through training interventions focusing on team collaboration [23]. Dusenberry and Robinson [23] motivate a holistic management approach to establish and promote psychologically safe environments. Emphasis is placed on the importance of psychological safety in mediating relationships between supervisory justice and conflict management, especially when there is much contradiction [89].

Carmeli *et al.* [14] argue that psychological safety in the workplace moderates the effects of procedural and interactional justice on team conflicts. This causes group harmony to be promoted and task and interpersonal conflicts to

be reduced. Organisational support from colleagues and supervisors positively influences psychological safety in the workplace. It also contributes to sharing ideas and promoting team risks, creating a more inclusive and collaborative workplace [24]. Psychological safety in virtual teams is related to good communication in the workplace and emphasises supportive digital interactions to positively impact team performance in remote work setups [32]. Tucker and Edmondson [77] argue that psychological safety is crucial for team learning and quality care in healthcare. Psychological safety motivates employees to communicate and share innovative ideas, leading to better problem-solving and decision-making [49]. Supportive relationships between tutors and peers increase psychological safety in educational settings. Students are then more comfortable participating in discussions as the environment is safe, and they are not judged [26]. Therefore, psychological safety in organisational environments is essential and significantly impacts team learning, performance, and collaboration. It can be a protective factor in stressful environments and develop trust and cooperation across different industries [29].

## 5. CONCEPTUAL FRAMEWORK



**Figure 1:** Conceptual Framework.

The conceptual framework indicates that inclusive leadership is essential to psychological safety and improves individual work performance, especially in higher education. The unique dynamic between all the different concepts is fundamental in driving innovation, engagement, and overall organisational success [69,84]. This framework considers Inclusive Leadership essential to shaping psychological safety and influencing individual work performance. Edmondson [24] and Younas *et al.* [87] argue that inclusive leadership leaders can create an environment where employees always feel valued and empowered. It provided emotional and instrumental support and contributed to a sense of belonging and participation in decision-making [11,37,72]. Carmeli *et al.* [14] and Nemhard and Edmondson [56] also emphasise psychological safety, arguing that increasing employee engagement and fostering creativity and motivation are promoted. It mediates inclusive leadership and IWP and impacts TP, CP, and CWB [10,13,43,88].

The mediating role of psychological safety supports this because it converts inclusive leaders' behaviours into improved individual work outcomes [46,69]. The proposed framework is also strengthened by theoretical support from the SET, SDT and LMX theories [8,65,34].

Therefore, the dynamic relationship between inclusive leadership, psychological safety, and IWP supports innovation, employee engagement and overall organisational success, particularly in the context of higher education [69,84].

## 6. GAPS IN CURRENT RESEARCH AND RECOMMENDATIONS FOR FUTURE RESEARCH

Most studies on inclusive leadership have been conducted in Western contexts, so there is a lack of research confirming these findings in non-Western or cross-cultural settings. Understanding how inclusive leadership is perceived and implemented across different cultures, including varying norms, values, and power dynamics, remains unexplored [5,48]. Cross-cultural studies are needed to determine the generalisability of current frameworks and models. Most existing research is cross-sectional, which limits the ability to conclude the causality and long-term effects of inclusive leadership on employee and organisational outcomes. There is a gap in understanding how inclusive leadership behaviours develop over time and their sustained impact on employee engagement, innovation and organisational culture [34,88]. Although some studies have identified mediators (e.g., psychological safety, leader identification) and moderators (e.g., power distance) in the relationship between inclusive leadership and outcomes, there is a need for more comprehensive research on other potential factors. For instance, how individual attributes (e.g., personality traits), team characteristics (e.g., diversity), and organisational variables (e.g., culture) might influence these relationships is still underexplored [34,70]. Some studies, such as those on integrating inclusive leadership with diverse mindsets or psychological safety, propose conceptual frameworks. However, empirical studies are lacking in testing these integrative models to determine their validity and effectiveness in different organisational settings [80,70]. There is a considerable gap in understanding how inclusive leadership affects marginalised and diverse groups within organisations. Most studies do not differentiate the experiences of different demographic groups based on race, gender, ethnicity, or disability, even though inclusion involves diversity. More focused research on the impact of inclusive leadership on various marginalised groups and their specific needs is therefore crucial [70]. Most research on inclusive leadership has been conducted in corporate or private sector settings. Thus, there is a

significant gap in examining inclusive leadership in other sectors, such as healthcare, education, government and non-profit organisations, where the dynamics and leadership styles may differ [5,75]. Research taking place in these areas can provide valuable insights into the broader applicability of inclusive leadership. Although some studies provide theoretical guidance on developing inclusive leadership skills, there is a lack of empirical evidence on the effectiveness of specific leadership development programmes and interventions. Research should, therefore, also focus on evaluating different training methodologies (e.g., workshops, coaching) and their impact on developing inclusive leadership behaviours [63]. The increasing prevalence of digital and hybrid work environments creates a greater need to understand how inclusive leadership can be practised effectively when face-to-face interactions are limited. Thus, the dynamics of inclusive leadership in virtual teams and the ridiculous role of technology-mediated communication require further exploration [55]. There is a growing body of literature on inclusive leadership, but it contains a gap in comprehensive meta-analyses that synthesise findings across different studies, contexts, and methodologies. In addition to identifying common trends, inconsistencies, and opportunities for further research, these studies contribute to a more coherent understanding of the effects of inclusive leadership [75]. It is, therefore, essential to thoroughly research the limitations, vulnerabilities, and shortcomings highlighted in this research on IWP. Many gaps are pointed out in the research, and the importance of addressing these issues to advance knowledge in this field is emphasised [15,21,39,81,82].

Sectional data, which makes it more challenging to determine the cause and effect of factors, is a drawback of much research [21]. Duarte *et al.* [21] claim that the correlation design they use in their study does not allow conclusions to be drawn about cause-and-effect relationships. Long-term research designs are recommended to provide a better insight into how the variables may interact over time [21]. Studies such as those by Vargas Pinto *et al.* [81] also use, among other things, data collected from a single source, which may have introduced standard method variance (CMV). A multi-source approach or implementing time-delayed designs can benefit and reduce risks [81]. Studies under review mostly have limited generalizability due to non-probabilistic samples or samples limited to specific sectors or geographic locations. For example, Veingerl Cic *et al.* [82] focused their study on the services sector in Slovenia, restricting the applicability of findings to other industries or countries. They recommend expanding future research to improve the external validity of research. It is crucial to examine additional variables that negatively affect individuals' job performance, as Vargas Pinto *et al.* [81] claim. They insist on exploring variables such as "bring your own device" policies. Other studies also express concern about the validity and reliability of the measuring instruments used. Duarte *et al.* [21] note, among other things, that some measures bring mean variance-extracted (AVE) values below the acceptable threshold and suggest that these measures should be refined to improve psychometric traits. Self-reported performance data can result in biases such as social desirability bias [15,39]. Alternative assessment methods, such as peer reviews or objective performance measures, are suggested to reduce potential biases [15,39].

The feasibility of studies within specific organisational or cultural contexts, as done by researchers such as Duarte *et al.* [21], may not apply to other settings. The suggestion is that these studies be replicated in different organisational and cultural settings to validate the findings across contexts [21]. A significant need arises to foster more complex relationships, such as moderating and mediating effects. Duarte *et al.* [21] find that ethical infrastructure or organisational virtue can moderate the relationship between authentic leadership and individual performance.

The literature review highlights several limitations and recommendations for future research on psychological safety. Many of these studies reviewed focus on specific sectors, particularly health care and education, limiting the generalisability of findings in other industries and cultural contexts [24,41]. Expanding the scope of the study to include a broader range of sectors, including high-risk industries such as construction or law enforcement, could provide a more thorough understanding of psychological safety in diverse contexts. Most of the research employs cross-sectional designs, which hinders the development of causal links between psychological safety and its consequences. These limited understandings of how psychological safety evolves and affects long-term organisational behaviour [24]. Quite a few studies use self-report measures that may be subject to response bias, specifically when assessing sensitive variables such as interpersonal risks or leadership behaviour [16]. Fewer studies address how individual personality traits, organisational structures, or country cultures can weaken the benefits of psychological safety. Instead, most of the research focuses on team-level dynamics. This leads to inadequate knowledge of how psychological safety functions in individual and organisational contexts [38].

Future research should, therefore, adopt longitudinal designs to conduct a thorough investigation and focus on how psychological safety develops and sustains itself within organisations over time [24,41]. The relationship between psychological safety and long-term outcomes, including employee retention, innovation, and organisational commitment, can be explained by longitudinal studies. More studies need to be done to better understand how psychological safety functions in cultural and national contexts.

Comparative research determines how leadership styles, individualism versus collectivism, power distance, and other factors influence psychological safety in non-Western contexts [76]. Future studies should include objective measures such as direct observations, 360-degree feedback, or behavioural indicators of psychological safety to address concerns about reaction bias. The reliability and validity of results can thus be improved [16]. To include more diverse industries and organisation types, expanding the scope of research to non-profit organisations, government agencies, or creative industries



can positively contribute to understanding how psychological safety affects performance in different settings [57]. Future research can provide a more detailed and complete understanding of psychological safety if these limitations are addressed and the recommendations are followed, which will result in a positive impact and cause them to be better adapted in different organisations.

## 7. MANAGERIAL AND PRACTICAL IMPLICATIONS

Through the literature synthesis, management and practical recommendations can be derived to promote inclusive leadership and improve psychological safety, ultimately positively influencing IWP and team collaboration. Thus, organisations should develop and implement leadership training programmes that emphasise improving inclusive behaviours, such as fairness, openness to feedback, and creating a sense of belonging and uniqueness among team members [55,70]. These programmes should include hands-on exercises on empathy, promoting equity and appreciating diverse perspectives. Virtual teams use technology to maintain open lines of communication and create an inclusive environment where everyone's voices are heard.

Customised leadership development programmes for public sector organisations, emphasising humility, equity, and transparency in leadership behaviour, are essential [5]. Therefore, a particular emphasis should be placed on developing leaders who can successfully deal with diversity and create an inclusive environment. It is essential to discuss what power distancing entails in leadership practices and where leaders are encouraged to reduce status differences and create an environment where staff members feel free to express their thoughts [34].

A high-trust work environment must be built by motivating open communication and encouraging connections between managers and staff. Ensuring trust in the workplace can thus promote organisational success [18,38]. Open-door principles also improve individual productivity and team cohesion. Therefore, it is essential to implement wellness initiatives and team-based therapies in the workplace that can cope with social loafing and burnout. These programmes also recognise individual contributions, provide adequate assistance and encourage teamwork [78].

The Individual Job Performance Questionnaire can be used to measure IWP and thus make sure that it is culturally adapted to different contexts [79]. These tools also include TP, CP, and CWB. Finally, it is crucial to lead team-building activities that focus on collaborating and exchanging different opinions among employees [63]. The focus of these interventions should be on reducing status differences and establishing a balance that allows team members to share their thoughts freely in a psychologically safe atmosphere.

## 8. CONCLUSION

The critical role that inclusive leadership plays in improving IWP, primarily through the mediating influence of psychological safety, is mainly promoted in this study. The study also confirms that inclusive leaders positively impact employees and make them feel safe, valued, and empowered. This has a direct impact on workers' productivity and engagement. Psychological safety is, therefore, an essential medium through which inclusive leadership achieves improved work performance. It also addresses the need for and emphasises cultivating trust and inclusion among leaders' work teams. This research helps in understanding leadership dynamics in the South African higher education sector. According to this research, there are broader implications for organisations looking to improve employee performance through inclusive leadership practices. Therefore, future research should focus on exploring the finer details of this relationship across cultural and organisational contexts.

## AUTHOR CONTRIBUTIONS

Both authors contributed equally to this study.

## CONFLICT OF INTEREST

None.

## ORCID

PAB – <https://orcid.org/...>

AB –

## REFERENCES

1. Aboramadan, M., Dahleez, K.A. and Farao, C. (2022) 'Inclusive leadership and extra-role behaviors in higher education: does organizational learning mediate the relationship?' *International Journal of Educational Management*; 36(4), 397–418. <https://doi.org/10.1108/IJEM-06-2020-0290>

2. Abun, D., Macaspac, L.G.R., Magallanes, T., Catbagan, N.C. and Mansueto, J.M. (2022) 'The effect of organizational politics on individual work performance'. *International Journal of Research in Business and Social Science*; 11(2), 157-171. <https://doi.org/10.20525/ijrbs.v11i2.1643>
3. Afshan, G., Serrano-Archimi, C., Riaz, A., Kashif, M. and Khuhro, M.A. (2022) 'It's not justice if it's not for all: Cross-level interaction of interactional justice differentiation and supervisory justice on psychological safety and conflict'. *International Journal of Conflict Management*; <https://doi.org/10.1108/IJCMA-08-2021-0111>
4. Aksoy, Ş. and Mamatoğlu, N. (2020) 'Mediator role of professional self-efficacy belief between psychological safety and self-reported personal initiative'. *Nesne Dergisi*; 8(17), 190-201. <https://doi.org/10.11616/basbed.vi.620120>
5. Ashikali, T., Groeneveld, S. and Kuipers, B. (2021) 'The role of inclusive leadership in supporting an inclusive climate in diverse public sector teams'. *Review of Public Personnel Administration*; 41(3), 497-519. <https://doi.org/10.1177/0734371X19899722>
6. Bakker, A.B. and Demerouti, E. (2007) 'The job demands-resources model: State of the art'. *Journal of Managerial Psychology*; 22(3), 309-328. <https://doi.org/10.1108/02683940710733115>
7. Bass, B.M. and Avolio, B.J. (1994) 'Transformational leadership and organizational culture'. *The International Journal of Public Administration*; 17(3-4), 541-554.
8. Blau, P.M. (1964) 'Justice in social exchange'. *Sociological Inquiry*; 34(2), 193-206. <https://doi.org/10.1111/j.1475-682X.1964.tb00583.x>
9. Boccoli, G., Gastaldi, L. and Corso, M. (2022) 'The evolution of employee engagement: Towards a social and contextual construct for balancing individual performance and wellbeing dynamically'. *International Journal of Management Reviews*; 25(1), 75-98. <https://doi.org/10.1111/ijmr.12304>
10. Borman, W.C. and Motowidlo, S.J. (1993) 'Expanding the criterion domain to include elements of contextual performance', in Schmitt, N. and Borman, W.C. (eds) *Personnel Selection in Organizations*. San Francisco, CA: Jossey-Bass, 71-98.
11. Brewer, M.B. (1991) 'The social self: On being the same and different at the same time'. *Personality and Social Psychology Bulletin*; 17(5), 475-482. <https://doi.org/10.1177/0146167291175001>
12. Cai, L., Xiao, Z. and Ji, X. (2023) 'Impact of supervisor developmental feedback on employee innovative behavior: Roles of psychological safety and face orientation'. *Journal of Managerial Psychology*; 38(1), 73-87. <https://doi.org/10.1108/JMP-12-2021-0670>
13. Campbell, J.P. (1990) 'Modeling the performance prediction problem in industrial and organizational psychology', in Dunnette, M.D. and Hough, L.M. (eds) *Handbook of Industrial and Organizational Psychology*. 2nd ed. Consulting Psychologists Press, 687-732.
14. Carmeli, A., Reiter-Palmon, R. and 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. <https://doi.org/10.1080/10400419.2010.504654>
15. Chang, P.C. and Chen, S.J. (2011) 'Crossing the level of employees' performance: HPWS, affective commitment, human capital, and employee job performance in professional service organizations'. *The International Journal of Human Resource Management*; 22(4), 883-901. <https://doi.org/10.1080/09585192.2011.555130>
16. Cho, H., Steege, L.M. and Arsenault Knudsen, É.N. (2023) 'Psychological safety, communication openness, nurse job outcomes, and patient safety in hospital nurses'. *Research in Nursing & Health*; 46, 445-453. <https://doi.org/10.1002/nur.22327>
17. Choi, S.B., Tran, T.B.H. and 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. <https://doi.org/10.2224/sbp.2015.43.6.931>
18. Chughtai, A.A. (2020) 'Trust propensity and job performance: The mediating role of psychological safety and affective commitment'. *Current Psychology*; 41, 6934-6944. <https://doi.org/10.1007/s12144-020-01157-6>
19. Dar, N., Ahmad, S. and Rahman, W. (2022). How and when overqualification improves innovative work behaviour: The roles of creative self-confidence and psychological safety. *Personnel Review*; <https://doi.org/10.1108/PR-07-2021-0487>

20. De Coning, A. (2020) Psychological Capital, Work Engagement and Individual Work Performance Amongst Nursing Staff. Master's dissertation, North-West University.
21. Duarte, A.P., Ribeiro, N., Semedo, A.S. and Gomes, D.R. (2021) 'Authentic leadership and improved individual performance: Affective commitment and individual creativity's sequential mediation'. *Frontiers in Psychology*; 12, 675749. <https://doi.org/10.3389/fpsyg.2021.675749>
22. Durrah, O. (2023) 'Do we need friendship in the workplace? The effect on innovative behavior and the mediating role of psychological safety'. *Current Psychology*; 42, 28597–28610. <https://doi.org/10.1007/s12144-022-03949-4>
23. Dusenberry, L. and Robinson, J. (2020) 'Building psychological safety through training interventions: Manage the team, not just the project'. *IEEE Transactions on Professional Communication*; 63(3), 207-226. <https://doi.org/10.1109/TPC.2020.2972681>
24. Edmondson, A.C. (1999) 'Psychological safety and learning behavior in work teams'. *Administrative Science Quarterly*; 44(2), 350-383. <https://doi.org/10.2307/2666999>
25. Edmondson, A.C., Higgins, M., Singer, S. and Weiner, J. (2016) 'Understanding psychological safety in health care and education organizations: A comparative perspective'. *Research in Human Development*; 13(1), 65-83. <https://doi.org/10.1080/15427609.2016.1141280>
26. Edmondson, A.C. and Lei, Z. (2014) 'Psychological safety: The history, renaissance, and future of an interpersonal construct'. *Annual Review of Organizational Psychology and Organizational Behavior*; 1(1), 23-43. <https://doi.org/10.1146/annurev-orgpsych-031413-091305>
27. Eisenberger, R., Huntington, R., Hutchison, S. and Sowa, D. (1986) 'Perceived organizational support'. *Journal of Applied Psychology*; 71(3), 500-507. <https://doi.org/10.1037/0021-9010.71.3.500>
28. Fragoso, P., Chambel, M.J. and Castanheira, F. (2022) 'High-performance work systems (HPWS) and individual performance: The mediating role of commitment'. *Military Psychology*; 34(4), 469-483. <https://doi.org/10.1080/08995605.2021.2010429>
29. Frazier, M.L., Fainshmidt, S., Klinger, R.L., Pezeshkan, A. and Vracheva, V. (2017) 'Psychological safety: A meta-analytic review and extension'. *Personnel Psychology*; 70(1), 113-165. <https://doi.org/10.1111/peps.12183>
30. Gbobaniyi, O., Srivastava, S., Oyetunji, A.K., Amaechi, C.V., Beddu, S.B. and Ankita, B. (2023) 'The mediating effect of perceived institutional support on inclusive leadership and academic loyalty in higher education'. *Sustainability*; 15(17), 13195. <https://doi.org/10.3390/su151713195>
31. Gerekan, B., Şendurur, U. and Yıldırım, M. (2023) 'The Mediating Role of Professional Commitment in the Relationship Between Technostress and Organizational Stress, Individual Work Performance, and Independent Audit Quality'. *Employee Responsibilities and Rights Journal*; <https://doi.org/10.1007/s10672-023-09450-9>
32. Gibson, C.B. and Gibbs, J.L. (2006) 'Unpacking the concept of virtuality: The effects of geographic dispersion, electronic dependence, dynamic structure, and national diversity on team innovation'. *Administrative Science Quarterly*; 51(3), 451-495. <https://doi.org/10.2189/asqu.51.3.451>
33. Gouldner, A.W. (1960) 'The norm of reciprocity: A preliminary statement'. *American Sociological Review*; 25(2), 161-178. <https://doi.org/10.2307/2092623>
34. Guo, Y., Zhu, Y. and Zhang, L. (2022) 'Inclusive leadership, leader identification, and employee voice behavior: The moderating role of power distance'. *Current Psychology*; 41, 1301-1310. <https://doi.org/10.1007/s12144-020-00647-x>
35. Heyns, M.M., McCallaghan, S. and Senne, O.W. (2021) 'Supervisor support and work engagement: The mediating role of psychological safety in a post-restructuring business organisation'. *Journal of Psychology in Africa*; 31(2), 140–144. <https://doi.org/10.1080/14330237.2021.1903180>
36. Hjalmarsson, A.K.V. and Däderman, A.M. (2020) 'Relationship between emotional intelligence, personality, and self-perceived individual work performance: A cross-sectional study on the Swedish version of TEIQue-SF'. *Current Psychology*; 41, 2558–2573. <https://doi.org/10.1007/s12144-020-00753-w>

37. Hobfoll, S.E. and Shirom, A. (2001) 'Conservation of resources theory: Applications to stress and management in the workplace'. In: Golembiewski, R.T. (ed.) *Handbook of Organizational Behavior*. 2nd edn. Marcel Dekker, 57-81.
38. Joo, B.K., Yoon, S.K. and Galbraith, D. (2023) 'The effects of organizational trust and empowering leadership on group conflict: Psychological safety as a mediator'. *Organization Management Journal*; 20(1), 4-16. <https://doi.org/10.1108/OMJ-07-2021-1308>
39. Kehoe, R.R. and Wright, P.M. (2013) 'The impact of high-performance human resource practices on employees' attitudes and behaviors'. *Journal of Management*; 39(2), 366-391. <https://doi.org/10.1177/0149206310365901>
40. Khan, J., Jaafar, M., Javed, B., Mubarak, N. and Saudagar, T. (2020) 'Does inclusive leadership affect project success? The mediating role of perceived psychological empowerment and psychological safety'. *International Journal of Managing Projects in Business*; 13(5), 1077–1096. <https://doi.org/10.1108/IJMPB-10-2019-0267>
41. Kim, S.L., Kim, M. and Yun, S.L. (2015) 'Knowledge sharing, abusive supervision, and support: A social exchange perspective', *Group & Organization Management*, 40(5), 599-624. <https://doi.org/10.1177/1059601115577514>
42. Knickerbocker, J. and Tawfik, A.A. (2024) 'Perceptions of psychological safety in healthcare professionals' online learner-learner interactions', *Journal of Computing in Higher Education*. <https://doi.org/10.1007/s12528-024-09401-9>
43. Koopmans, L., Bernaards, C.M., Hildebrandt, V.H., van Buuren, S., van der Beek, A.J. and de Vet, H.C.W. (2014) 'Construct validity of the individual work performance questionnaire', *Journal of Occupational and Environmental Medicine*, 56(3), 331-337. <https://doi.org/10.1097/JOM.0000000000000130>
44. Korkmaz, A.V., van Engen, M.L., Knappert, L. and Schalk, R. (2022) 'About and beyond leading uniqueness and belongingness: A systematic review of inclusive leadership research', *Human Resource Management Review*, 32, 100894. <https://doi.org/10.1016/j.hrmr.2022.100894>
45. Kostopoulos, K.C. and Bozionelos, N. (2011) 'Team exploratory and exploitative learning: Psychological safety, task conflict, and team performance', *Group & Organization Management*, 36(3), 385-415. <https://doi.org/10.1177/1059601111405985>
46. Lee, J., Kim, S.L. and Yun, S. (2023) 'Encouraging employee voice: coworker knowledge sharing, psychological safety, and promotion focus', *The International Journal of Human Resource Management*, 34(5), 1044-1069. <https://doi.org/10.1080/09585192.2021.1954096>
47. Leroy, H., Dierynck, B., Anseel, F., Simons, T., Halbesleben, J.R., McCaughey, D., Savage, G.T. and Sels, L. (2012) 'Behavioral integrity for safety, priority of safety, psychological safety, and patient safety: a team-level study', *Journal of Applied Psychology*, 97(6), 1273-1281. <https://doi.org/10.1037/a0030076>
48. Li, A. (2021). *Inclusive leadership questionnaire: The design and validation of a theory-based instrument* (Doctoral dissertation, Columbia University). <https://doi.org/10.7916/d8-b8et-mp10>
49. Liang, J., Farh, C.I. and Farh, J.L. (2012) 'Psychological antecedents of promotive and prohibitive voice: A two-wave examination', *Academy of Management Journal*, 55(1), 71-92. <https://doi.org/10.5465/amj.2010.0176>
50. Lim, J.Y.-K. (2024) 'Psychological safety in virtual teams: The link between awareness types and gender', *Human Resource Management International Digest*, 32(1), 17-19. <https://doi.org/10.1108/TPM-01-2022-0006>
51. Luthans, F., Youssef, C.M. and Avolio, B.J. (2007) *Psychological Capital: Developing the Human Competitive Edge*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195187526.001.0001>
52. Maslach, C. and Jackson, S.E. (1981) 'The measurement of experienced burnout', *Journal of Organizational Behavior*, 2(2), 99-113. <https://doi.org/10.1002/job.4030020205>
53. Mayangsari, L., Restianti, T., Saputra, J. and Rahadi, R.A. (2020) 'The relationship between self-employed motivation and individual work performance among online drivers in West Java, Indonesia', *International Journal of Innovation, Creativity and Change*, 13(3), 513-528.
54. Mostafa, S.A.M. (2023) 'Effect of humble leadership on staff nurses' proactive and innovative work behaviors', *Tanta Scientific Nursing Journal*, 31(4), 157-170.

55. Nakamura, Y.T. and Milner, J. (2023) 'Inclusive leadership via empathic communication', *Organizational Dynamics*, 52(1), p. 100957. <https://doi.org/10.1016/j.orgdyn.2022.100957>
56. Nembhard, I.M. and Edmondson, A.C. (2006) 'Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams', *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, 27(7), 941-966. <https://doi.org/10.1002/job.413>
57. Nguyen, T.D., Pham, L.N.T. and Vo, A.H.K. (2023) 'Faculty turnover intention in Vietnamese public universities: The impact of leader-member exchange, psychological safety, and job embeddedness', *Public Organization Review*. <https://doi.org/10.1007/s11115-023-00745-x>
58. Okoli, C. (2015) 'A guide to conducting a standalone systematic literature review', *Communications of the Association for Information Systems*, 37, 879-910. <https://doi.org/10.17705/1CAIS.03743>
59. Paaïs, M. and Pattiruhu, J.R. (2020) 'Effect of motivation, leadership, and organizational culture on satisfaction and employee performance', *The Journal of Asian Finance, Economics and Business*, 7(8), 577-588. <https://doi.org/10.13106/jafeb.2020.vol7.no8.577>
60. Plomp, J., Tims, M., Khapova, S.N., Jansen, P.G. and Bakker, A.B. (2019) 'Psychological safety, job crafting, and employability: A comparison between permanent and temporary workers', *Frontiers in Psychology*, 10, p. 974. <https://doi.org/10.3389/fpsyg.2019.00974>
61. Qian, S., Liu, Y. and Chen, Y. (2020) 'Leader humility as a predictor of employees' feedback-seeking behavior: The intervening role of psychological safety and job insecurity', *Current Psychology*, 41, 1348–1360. <https://doi.org/10.1007/s12144-020-00663-x>
62. Ridwan, M., Mulyani, S.R. and Ali, H. (2020) 'Improving employee performance through perceived organizational support, organizational commitment and organizational citizenship behavior', *Systematic Reviews in Pharmacy*, 11(12), 839-849.
63. Roberson, Q. and Perry, J.L. (2022) 'Inclusive leadership in thought and action: A thematic analysis', *Group & Organization Management*, 47(4), 755–778. <https://doi.org/10.1177/10596011211013161>
64. Rotundo, M. and Sackett, P.R. (2002) 'The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach', *Journal of Applied Psychology*, 87(1), 66-80. <https://doi.org/10.1037/0021-9010.87.1.66>
65. Ryan, R.M. and Deci, E.L. (2000) 'Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being', *American Psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>
66. Sabir, I., Ali, I., Majid, M.B., Sabir, N., Mehmood, H., Rehman, A.U. and Nawaz, F. (2022) 'Impact of perceived organizational support on employee performance in IT firms—a comparison among Pakistan and Saudi Arabia', *International Journal of Organizational Analysis*, 30(3), 795-815. <https://doi.org/10.1108/ijoa-10-2019-1914>
67. Schein, E.H. (1992). *How can organizations learn faster? The problem of entering the Green Room*. San Francisco: Jossey-Bass.
68. Semaihi, S.O., Ahmad, S.Z. and Khalid, K. (2023) 'Talent management and performance in the public sector: The mediating role of line managerial support', *Journal of Organizational Effectiveness: People and Performance*, 10(4), 546-564.
69. Shafaei, A., Nejati, M., Omari, M. and Sharafizad, F. (2024) 'Inclusive leadership and workplace bullying: a model of psychological safety, self-esteem, and embeddedness', *Journal of Leadership & Organizational Studies*, 31(1), 41-58.
70. Shore, L.M. and Chung, B.G. (2022) 'Inclusive leadership: How leaders sustain or discourage work group inclusion', *Group & Organization Management*, 47(4), 723–754. <https://doi.org/10.1177/1059601121999580>
71. Siyal, S., Xin, C., Umrani, W.A., Fatima, S. and Pal, D. (2021) 'How do leaders influence innovation and creativity in employees? The mediating role of intrinsic motivation', *Administration & Society*, 53(9), 1337-1361. <https://doi.org/10.1177/0095399721997427>
72. Spreitzer, G.M. (1995) 'Psychological empowerment in the workplace: Dimensions, measurement, and validation', *Academy of Management Journal*, 38(5), 1442-1465. <https://doi.org/10.5465/256865>
73. Tajfel, H. and Turner, J.C. (1986) 'The social identity theory of intergroup behaviour', in Worchel, S. and Austin, W.G. (eds) *Psychology of intergroup relations*. Chicago: Nelson-Hall, 7-24.



74. Thelen, P.D., Yue, C.A. and Verghese, A.K. (2022) 'Increasing employee advocacy through supervisor motivating language: The mediating role of psychological conditions', *Public Relations Review*, 48, p. 102253. <https://doi.org/10.1016/j.pubrev.2022.102253>
75. Thompson, H. and Matkin, G. (2020) 'The evolution of inclusive leadership studies: A literature review', *Journal of Leadership Education*, 19(3), 15-28. <https://doi.org/10.12806/V19/I3/R2>
76. Tkalic, A., Šmite, D., Andersen, N.H. and Moe, N.B. (2023) 'What happens to psychological safety when going remote?', *IEEE Software*. <https://doi.org/10.1109/MS.2022.3225579>
77. Tucker, A.L. and Edmondson, A.C. (2003) 'Why hospitals don't learn from failures: Organizational and psychological dynamics that inhibit system change', *California Management Review*, 45(2), 55-72. <https://doi.org/10.2307/41166165>
78. Van der Lippe, T. and Lippényi, Z. (2019) 'Co-workers working from home and individual and team performance', *New Technology, Work and Employment*, 35(1), 60-79. <https://doi.org/10.1111/ntwe.12153>
79. Van der Vaart, L. (2021) 'The performance measurement conundrum: Construct validity of the Individual Work Performance Questionnaire in South Africa', *South African Journal of Economic and Management Sciences*, 24(1), a3581. <https://doi.org/10.4102/sajems.v24i1.3581>
80. Van Knippenberg, D. and Van Ginkel, W.P. (2022) 'A diversity mindset perspective on inclusive leadership', *Group & Organization Management*, 47(4), 779–797. <https://doi.org/10.1177/1059601121997229>
81. Vargas Pinto, A. de, Beerepoot, I. and Gastaud Maçada, A.C. (2023) 'Encourage autonomy to increase individual work performance: The impact of job characteristics on workaround behavior and shadow IT usage', *Information Technology and Management*, 24, 233-246. <https://doi.org/10.1007/s10799-022-00368-6>
82. Veingerl Cic, Z., Vujica Herzog, N. and Macek, A. (2020) 'Individual work performance management model', *International Journal of Simulation Modelling*, 19(1), 112-122. <https://doi.org/10.2507/IJSIMM19-1-507>
83. Vieira dos Santos, J., Gomes, A., Rebelo, D.F.S., Lopes, L.F.D., Moreira, M.G. and Da Silva, D.J.C. (2023) 'The consequences of job crafting and engagement in the relationship between passion for work and individual performance of Portuguese workers', *Frontiers in Psychology*, 14, p. 1180239. <https://doi.org/10.3389/fpsyg.2023.1180239>
84. Wang, F. and Shi, W. (2021) 'Inclusive leadership and pro-social rule-breaking: The role of psychological safety, leadership identification, and leader-member exchange', *Psychological Reports*, 124(5), 2155-2179. <https://doi.org/10.1177/0033294120953558>
85. Xu, Z., Wang, H. and Suntrayuth, S. (2022) 'Organizational climate, innovation orientation, and innovative work behavior: The mediating role of psychological safety and intrinsic motivation', *Discrete Dynamics in Nature and Society*, 2022, Article ID 9067136. <https://doi.org/10.1155/2022/9067136>
86. Yasin, R., Yang, S., Huseynova, A. and Atif, M. (2023) 'Spiritual leadership and intellectual capital: Mediating role of psychological safety and knowledge sharing', *Journal of Intellectual Capital*, 24(4), 1025-1046. <https://doi.org/10.1108/JIC-03-2022-0067>
87. Younas, A., Wang, D., Javed, B. and Ul Haque, A. (2023) 'Inclusive leadership and voice behavior: The role of psychological empowerment', *The Journal of Social Psychology*, 163(2), 174–190. <https://doi.org/10.1080/00224545.2022.2026283>
88. Zeng, H., Zhao, L. and Zhao, Y. (2020) 'Inclusive leadership and taking-charge behavior: Roles of psychological safety and thriving at work', *Frontiers in Psychology*, 11, p. 62. <https://doi.org/10.3389/fpsyg.2020.00062>
89. Zhu, Y. and Akhtar, S. (2019) 'Leader trait learning goal orientation and employee voice behavior: The mediating role of managerial openness and the moderating role of felt obligation', *The International Journal of Human Resource Management*, 30(20), 2876-2900. <https://doi.org/10.1080/09585192.2017.1335338>