

**TRANSFORMATIONAL LEADERSHIP AND
PSYCHOLOGICAL SAFETY:
A QUALITATIVE STUDY AT IPMI INSTITUTE**



THESIS

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A THESIS

**Submitted in a partial fulfilment of requirements for the degree of
Bachelor of Business Administration**

CERTIFICATE OF APPROVAL

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Topic : TRANSFORMATIONAL LEADERSHIP AND
PSYCHOLOGICAL SAFETY:
A QUALITATIVE STUDY AT IPMI
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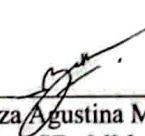
We hereby declare that this Thesis is from student's own work, has been read and presented to Institut IPMI Board of Examiners, and has been accepted as part of the requirements needed to obtain a Bachelor of Business Administration Degree and has been found to be satisfactory.

Jakarta, 31 July 2026

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NON-PLAGIARISM DECLARATION FORM

This Thesis is a presentation of our original research work. Wherever contribution of others is involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

Also, this work is being submitted in partial fulfilment of the requirements for the Bachelor of Business Administration degree and has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Jakarta, 29 July 2026



Victor Akhmad Reyno

ABSTRACT

Background: Psychological safety defined as employees' perception of the organization being a safe place for taking interpersonal risks has become one of the main focal points of leaders' agenda. Transformative leadership has been proposed as one of the potential antecedents of psychological safety.

Purpose: This study aims to analyze the connection of transformational leadership and psychological safety from the perspective of IPMI Institute's employees.

Method: This study utilizes phenomenology research design through in-depth interviews with nine participants employed in the site. The data collected was transcribed and coded based on the concepts of transformational leadership by Bass and psychological safety by Edmondson.

Findings: Participants were able to identify the transformational aspects of their supervisors' behavior unevenly. Psychological safety could be demonstrated via particular interpersonal risky acts, namely speaking up, questioning decisions and asking for help, and participants did not report instances of admitting mistakes to their supervisors. It is respondents who associated these actions with delegating, openness, developmental support and building up trust on the part of the supervisor; they are interpreted as participants' statements rather than as causal connections verified by the research.

Conclusion: In IPMI, the participants saw that the dimensions of transformational leadership of their supervisors, including seeking input and developing employees, were related to the risks that they took, like voicing their opinions; however, when they felt that the process was not fair, they did not voice themselves upwards.

Keywords: transformational leadership; psychological safety; phenomenology; employee voice.

Dedication

This work is dedicated to my mom, Bu Thea, my partner in crime, who's been my rock through it all. She's the reason I've come this far and why I chose leadership as my thesis topic.

Without her, I wouldn't be on this path. She's my original leadership guru – always throwing around terms like leadership, people, and emotional intelligence, especially in our "productive discussions." But hey, I wouldn't have it any other way. Love you, Mom!

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I am grateful to my prior colleagues and employers for providing me with opportunities for growth and development, which have enriched my academic experience and shaped my understanding of the subject matter.

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Chapter I: Introduction

1.1 Background of the Study

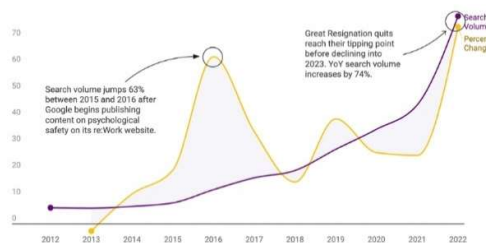
In today's rapidly changing and highly competitive environment, where the erosion of competitive advantages happens at an ever-increasing pace (Veliyath & D'Aveni, 1996), continuous learning, change, and innovation have become crucial for organizations. Past literatures suggested that the ability to detect changes in the environment, adapt resources and continuously regenerate organizational capabilities to cope with accelerating changes is a factor that determines competitive advantage (Bornay-Barrachina et al., 2025; Dukhaykh & Alangri, 2026). Recent research suggest that continuous learning creates a culture of innovation needed to maintain competitive advantages (Kaur et al., 2025; Vos et al., 2025). Yet learning and innovation happen through the actions of people (X. Wang et al., 2025), who may or may not be willing to share their ideas, challenge current methods, and take risks with others, which can flourish or degenerate depending on the environment provided by leaders (Tian et al., 2025). Among the leadership styles studied for developing this capacity, the transformational leadership style. It features idealized influence, inspirational motivation, intellectual stimulation, and individual consideration, deemed to be crucial for the development of open and contributive behavior of employees (B. Bass & Bass, 1990).

Some leaders foster an organizational dynamic in which employees feel empowered to express their ideas, engage in discourse, and contribute without fear of retribution (A. Edmondson, 2018). On the contrary, people might be reluctant to voice their problems, request assistance, or question the existing premises due to fear of possible consequences in environments where the leadership does not encourage freedom of expression (Andrieu et al., 2024). The notion of psychological safety was formulated just for this reason, being a mediator between the behavior of the leader and its outcomes (Frazier et al., 2017). Although there is a great deal of research about this issue, the mechanisms of how transformational

leadership affects psychological safety are yet to be explored, especially in the context of Indonesian educational institution where the culture of deference and collectivism might influence significantly how people perceive the safety.

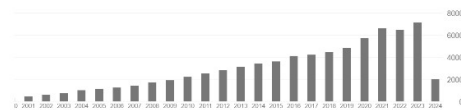
1.1.1 Introduction to Psychological Safety

Over recent years, psychological safety has emerged as one of the most rigorously examined constructs in the field of organizational behavior. The construct has earned global attentions from prominent organizations, professionals, and researches across the globe. This is evidenced by tractions of global google search over the keyword of “psychological safety” (see Figure 1); and increasing annual citations of Amy Edmondson, the pioneer of psychological safety (see Figure 2).



Source: MentorcliQ, Google Trends

Figure 1
Google Search Trends for "psychological safety" for 2012-2022



Source: Google Trends

Figure 2
Edmondson's Annual Citations

Formally coined by Amy C. Edmondson (1999a), psychological safety is defined as "a shared belief that the team is psychologically safe for interpersonal risk-taking". Importantly, it is neither a subjective feeling of comfort nor an individual characteristic, but rather a collective belief regarding the consequences of speaking up, making mistakes, or voicing disagreement with the existing state of affairs. This construct can be theoretically distinguished from interpersonal trust, despite the similarities between the two phenomena in terms of willingness to be vulnerable (A. Edmondson, 2002). While interpersonal trust is dyadic and concerns expectations held between people, psychological safety represents a state of the

team with a focus on learning behaviors. In other words, psychological safety includes, but transcends interpersonal trust and this distinction directly affects how it is measured and cultivated.

1.1.2 Introduction to Transformational Leadership

Transformational leadership originates in Burns (1978) distinction between two fundamental modes of leading; transactional leadership and transformational leadership. In most parts of the twentieth century, leadership theory was based on the idea of exchange where leaders would elicit performance from their subordinates through rewards for conformity and punishments for inadequacy. While this transactional approach successfully captures ordinary coordination issues, it fails when trying to explain leaders that inspire exceptional dedication and transformation. This problem was tackled by in Burns (1978) through the differentiation of transactional leadership from an entirely different form of leadership.

Building upon this distinction, B. Bass (1985) operationalized the construct into four interrelated dimensions: Idealized influence, in which the leader acts as a trusted role model; inspirational motivation, the articulation of an appealing and aspirational vision; intellectual stimulation, the encouragement of followers to question assumptions and think creatively; and individualized consideration, the provision of personalized mentorship and developmental support (B. M. Bass & Riggio, 2006). Together, these dimensions describe a leader who transforms followers rather than merely transacting with them. Taken together, transformational leadership

The construct has engaged interests of academics and organizations, and has arisen as one of the prominent leadership development agenda. Researches surrounding transformational safety have expanded from classical themes such as satisfaction and organizational commitment (B. J. Avolio et al., 2004; Podsakoff et al., 1990a), to contemporary themes such as innovation and knowledge sharing

(Gong et al., 2009; E.-J. Kim & Park, 2020). The article by McKinsey & Company states that the key attributes of 21st-century leadership skills include inspiration, development, and stewardship (Sternfel et al., 2024). These skills strongly resemble the inspirational motivation and individualized consideration aspects of transformational leadership. Consequently, it follows that transformational leadership as one of the most consequential topics to be researched.

1.1.3 Introduction to Site of the Study

The present study is situated at IPMI Institute (also referred hereafter as "IPMI" or "IPMI Institute" or "Institut IPMI")¹, a private higher education institution located in Jakarta, Indonesia. Founded in 1984 during a period of significant economic pressure in Indonesia, IPMI Institute was established with a distinct mission: to develop managers equipped to perform in a competitive, rapidly changing environment (IPMI International Business School, n.d.-a). In direct response to the economic deregulation of the era, the institution introduced one of Indonesia's early English-language MBA programs, grounded in practical competencies and oriented toward the realities of a globalizing economy.

1.1.3.1 Overview to Educational Offerings.

IPMI Institute provides business school programs and facilities in Indonesia, including:

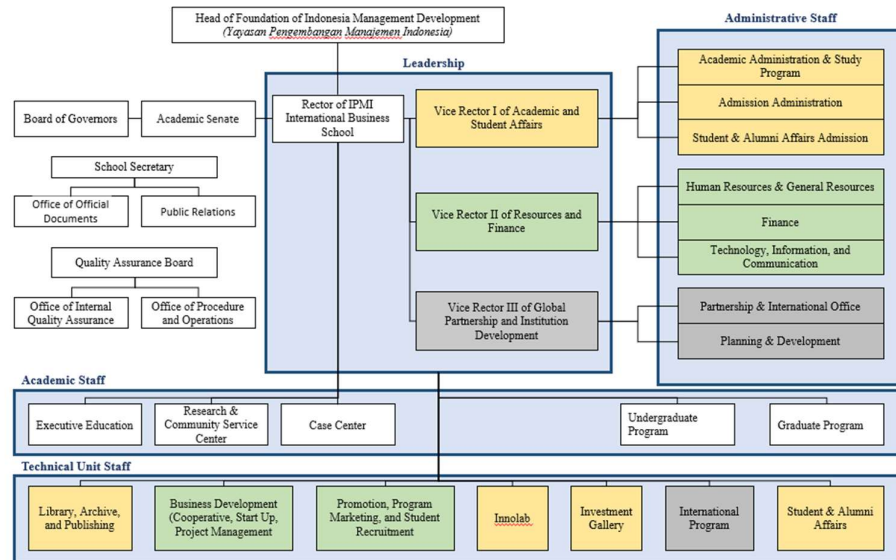
¹ The site of the study was known as IPMI International Business School when this study was proposed and was renamed IPMI Institute during the research, as part of an institutional rebranding initiative. This thesis adopts the current name throughout. Consent upon disclosure of the institution as site of study has been attained.

- **Programs Offered:** The organization provides numerous programs at several educational levels, which include undergraduate as well as graduate programs that are curriculum-oriented on Harvard case study methodology (IPMI International Business School, n.d.-b).
- **Accreditation and Membership:** The institution is accredited by the Indonesian Ministry of Education and Culture (Kemdikbud, n.d.), Independent Accreditation Institute for Economics, Management, Business and Accounting (Lamemba, n.d.) and also affiliated with various international accreditation organizations like Eduniversal (Eduniversal Ranking, n.d.).
- **Faculty Expertise:** According to the institution, the faculty consists of experienced scholars as well as industry experts that provide valuable expertise to teaching programs.
- **Internationalization:** Another strength of the institution is its emphasis on internationalization; it organizes programs that help it draw students from varied cultures. It works in partnership with several institutions across the globe to conduct exchange programs, research programs, and international trips for students.
- **Programs for Executive Education:** Apart from the above programs, the institution also offers programs in the area of executive education.

1.1.3.2 Organizational Hierarchy

The organization of IPMI Institute is hierarchical in nature (see Figure 3), with the Rector being at its helm and supported by the Vice Rectors; Program Study Heads supervise educational programs, and Technical Unit employees run operations (see Appendix 1). Such an arrangement is important for this research in that psychological safety cannot be felt at all organizational levels equally, but depends on where one is positioned within the hierarchy and with whom one reports. Reporting lines indicate exactly which leader-subordinate dyads are involved in transformational leadership and, consequently, which individuals experience safety and which do not. The hierarchical structure provides for possible

differences between subordinate and superior safety experiences: while an individual can feel safe with his/her immediate boss, he/she can still be wary of his/her superiors who are further down the chain of command.



Source: Division of Human Resources, IPMI Institute

Figure 3
IPMI Institute Organizational Chart

IPMI Institute's diverse employee composition is relevant for the present research because employees performing various roles differ from each other in their rank in the institutional hierarchy. Therefore, studying the presence of different roles will help explore whether the conditions of psychological safety are perceived differently depending on employee's rank and role, a research issue that would be more difficult to pursue in a less heterogeneous environment. Additionally, the choice of IPMI Institute as the study site was theoretically motivated. A business school's defining purpose is the formation of leaders and the advancement of management practice; an institution that espouses this mission may reasonably be expected to model and reward the leadership behaviors it teaches, raising the likelihood that transformational leadership is present and observable within its own organization. As a hierarchical educational institution with employees distributed across academic, administrative, and operational functions, it further offers a range

of supervisory relationships through which that leadership can be examined. The choice of such a case for conducting the research was additionally facilitated by the researcher's membership in the institution. The results of the present study can be of use in IPMI Institute's leadership development and, possibly, in similar institutions in Indonesia.

1.1.4 Motivation of the Study

The application of psychological safety has become a key consideration for organizational leaders. With the accelerating technological disruptions and heightened competition, there is an increased expectation for leaders to provide adaptive and innovative performance (Lavoie & Riese, 2018). Prior literatures indicated that psychological safety is essential to realizing this performance in individuals and teams (De Smet et al., 2021; A. Edmondson, 1999a, 2018; Frazier et al., 2017).

Chief among many, attentions in the recent years have been drawn to the phenomenon known as "The Great Resignation". The coined term is defined as mass departure of people triggered by the COVID-19 pandemic, during which many employees assessed their work environment and resigned from unsupportive positions (Tessema et al., 2022; Xia et al., 2023). Although there are various reasons behind this issue, the relevant dimension is that this trend emphasized the negative consequences of being in the organizational environment in which the employee feels unsupported, undervalued, or unwilling to share their thoughts. Lack of organizational support has been identified as the main reason behind resignation and job dissatisfaction (Farivar et al., 2023; Kurtessis et al., 2017), while a global survey of 18,000 workers found out that they were dissatisfied and planned to change their job (PwC, 2022). As a result, issues of employee voice and retention moved to the foreground of organizational focus, thus making it crucial to explore what leadership practices influence the ability of the employee to contribute to the organization.

This is where psychological safety and transformational leadership gain importance. Since organizations need to retain and motivate employees who feel empowered to voice out, it becomes crucial to understand what kind of leadership is needed to create an environment in which the employee would feel free to do so. The purpose of the current study is to fill the gap by investigating connection of transformational leadership and psychological safety from the living experience of employees.

1.1.5 Purpose of the Study

This study investigates the interaction between transformational leadership and the perception of psychological safety among employees in terms of their personal experience. Following a qualitative and phenomenological methodology, this study aims at uncovering the experience of being an employee working for transformational leaders, as well as revealing the manner in which certain leadership behaviors help to form the atmosphere of psychological safety or prevent it from being established. The research is not aimed at quantitative analysis of the effects or provision of any optimal strategy for transformational leadership; rather, it is aimed at generating understanding of how transformational leadership and psychological safety interrelate in the given context through the experience of the people involved in it.

1.1.6 Significance of the Study

The significance of research on psychological safety based on stakeholders can be categorized into three main categories, including:

1. **Individuals:** Research on psychological safety is important for employees, leaders and managers. The importance of research on psychological safety for employees lies in providing them with a comfortable environment where they will be able to express themselves and share their opinions, which will eventually result in high job satisfaction, personal growth and development.

Leaders and managers will have an understanding of how to create a positive work environment that is important for their leadership.

2. **Organizations:** The relevance of research on psychological safety for organizations includes creating a favorable team work dynamic, where all participants will have opportunities to express themselves, take risks and learn something new. All this will lead to better team performance and improved organizational effectiveness. Furthermore, organizations can find ways to retain their employees and make them more productive through conducting research on psychological safety.
3. **External Entities:** Further implications of the psychological safety research can be found at higher levels such as in the community and society, as well as in terms of regulation and policy. Organizational use of psychological safety is an important factor contributing towards societal well-being since standards of good practice are set through organizational inclusion and support. Additionally, research findings can inform policymakers and regulators in their decision making.

1.2 Research Problem and Research Question

1.2.1 Research Problem

In recent years, the promotion of psychologically safe working conditions has drawn increasing attention from researchers and practitioners alike, as psychological safety has become recognized as a key condition for employee engagement, learning, and organizational effectiveness. Within organization, transformational leadership has been widely proposed as one of the principal means through which such conditions are cultivated. Yet while the relationship between transformational leadership and psychological safety is well established in Western and East Asian settings, comparatively few studies have examined how this relationship unfolds within Indonesian educational institute, where distinct cultural norms, including hierarchical deference, collectivism, and relational workplace values, may shape how leadership is experienced and how safety is constructed. Fewer still have approached the question qualitatively, in a way capable of

capturing the lived experience and meaning-making through which these dynamics actually operate. As a result, the mechanisms that employees themselves associate with the relationship between transformational leadership and psychological safety remain underexplored in this context.

The present study addresses this gap through an in-depth, qualitative examination of a single Indonesian formal organization, IPMI Institute. Rather than seeking to measure an effect or generalize across the national context, it aims to understand how employees at this institution experience transformational leadership as shaping their sense of psychological safety, and how the broader Indonesian workplace context is reflected in those experiences.

1.2.2 Research Question

The primary research question for this study is: How do employees at IPMI Institute experience transformational leadership as shaping their sense of psychological safety at work?

The study is additionally guided by the following secondary question:

In what ways do Indonesian workplace norms appear within participants' accounts of leadership and psychological safety at IPMI Institute?

Together, these questions direct the study toward a rich, contextually grounded understanding of how transformational leadership and psychological safety are experienced and interpreted by employees within a single Indonesian organizational setting, and how the broader cultural context is reflected in those experiences.

1.3 Study Overview

1.3.1 Nature of the Study

The study is conducted through qualitative research design using the phenomenological method in the analysis of the transformational leadership and psychological safety nexus among employees at IPMI Institute. The research phenomenon revolves around capturing detailed descriptions of participants' experiences.

The study utilizes open-ended questions to capture nuanced insights into how employees perceive and interpret transformational leadership styles and how these relate to their sense of psychological safety. Using the open-ended questions make it possible to obtain a great variety of answers from different participants, which allow the researchers to find certain patterns, themes and differences between the answers of the participants.

The qualitative phenomenological method provides a flexible and adaptive framework for exploring the complexities of the subject matter. Analysis of the material received as a result of interviews will be carried out using thematic analysis to highlight important patterns, which allow obtaining a full picture of the connection between transformational leadership and psychological safety from the point of view of participants.

1.3.2 Assumptions of the Study

In conducting this study, several assumptions are made that may influence the research process and outcomes:

1. **Honesty and Accuracy in Responses:** The study assumes that the interviewees answer the interview questions accurately and honestly to enable researchers obtain valid information about transformational leadership style in study site.

2. Understanding of Interview Questions: The study assumes participants in this study comprehend the interview questions and can correctly interpret them. This will facilitate the collection of the intended data from the interview.
3. Adequacy of the Sample: The study assumes that the nine participants selected provide sufficient depth and variation in perspective to capture the range of experiences of transformational leadership and psychological safety within IPMI Institute.
4. Consistency in Leadership Styles: The study assumes the transformational leadership style experienced by employees remains reasonably consistent over time, since shifts in supervisory style during the study period could complicate participants' retrospective accounts.
5. Willingness to Participate: The study presumes that the participants choose voluntarily to participate in the study and be open about their thoughts and experiences. It is essential for capturing all the information about the subject.
6. Cultural Relevance of the Study: The study assumes the theories related to transformational leadership and psychological safety can be applied in Indonesian formal organizations.

These assumptions are necessary for the study's research design and data interpretation. Although efforts are made to minimize potential limitations, these assumptions should be acknowledged as they may impact the study's findings and conclusions.

1.3.3 Limitations of the Study

While this study aimed to provide insights, several limitations are worth noting, including the following but not limited to:

- Scope of the study: The research was performed exclusively within the walls of IPMI Institute. Such limitation allows achieving the needed level of contextual comprehension typical of phenomenological research; however, it limits the generalizability of the findings to other structures, cultures, and leadership styles of another organization. Analytical approach is aimed at gaining contextual understanding, not statistical generalization, and the applicability of the results to other Indonesian organizations should be treated with appropriate caution.
- Subjectivity of Phenomenological Approach: The phenomenological research method is, by nature, subjective because it is based on the interpretation of experiences described by the participants. Regardless of the use of highly sophisticated data analyses methods, personal bias and interpretations can lead to misinterpretations of the obtained information.
- Social desirability during interviews: In this regard, participants may want to portray themselves, their leader, and the institution positively, providing socially desirable answers. Since the topic is related to leadership and organizational culture, it can be especially relevant in this case. Assurance of confidentiality and open questions were used to address this problem, but there is no way to eliminate the risk completely.
- Candor of the participants and their hierarchical position: Being from the same institution and having the same subject, some participants may hesitate to speak candidly about something related to the leader because of fear that the person will get offended or the researcher will not like what they are going to say. Employees working in the lowest positions or discussing people with a higher hierarchy position than theirs can be especially careful.
- Affiliation of the researcher with the site of study: The researcher is affiliated with IPMI Institute, and it affected the research from two sides. First of all, being familiar with the place and people in it makes easier gaining access and building rapport necessary for getting more information from participants. At the same time, such affiliation can be a source of bias, since pre-existing relationships and knowledge can affect the responses of the participants and interpretation of them.

- **Temporal Constraints:** The study is limited by its temporal aspect in the sense that it cannot provide a complete view of how the transformational leadership impacts the psychological safety of employees since the effects were analyzed in a certain time period.
- **Researcher Reflexivity:** It is important to consider that despite the attempts to reduce the impact of their reflexivity on the results, the researcher's personal perspective influenced the interpretation and analysis of the data obtained through interviews with participants.
- **Lack of Control over External Variables:** External factors beyond the scope of this study, such as organizational changes, economic fluctuations, or global events, may have influenced participants' experiences of psychological safety and leadership effectiveness. Controlling for these variables was beyond the researcher's control.

Despite these limitations, this study contributes valuable insights into the complex interplay between transformational leadership and psychological safety, laying the groundwork for future research endeavors in this area.

1.3.4 Structure of the Study

The study is organized into several key sections:

1. **Chapter I - Introduction:** This chapter introduces the study by presenting some background information related to transformational leadership and psychological safety among institutions. Moreover, the main purpose of the study is provided in this part of the paper; thus, the research question and its significance is outlined.
2. **Chapter II - Literature Review:** This chapter includes an analysis of the previous research related to the study of transformational leadership and psychological safety and the identification of gaps in the existing literature. Furthermore, the researcher will identify and analyze some relevant theoretical concepts to develop a conceptual model.

3. Chapter III - Research Methodology: This chapter describes the research methodology and methods used in the study. This will include the target population, sample size, data gathering process and measurement tools used, and the methods of analyzing the data collected.
4. Chapter IV – Findings and Discussions: This chapter presents the result, including an analysis of the connection between transformational leadership style and psychological safety in the employees of the study's site. The results are illustrated using tables, charts and graphs when appropriate. The discussion of the results takes into consideration the research question and literature review in order to analyze the results in light of the existing body of knowledge. Comparisons of the results of this study with the results obtained from previous studies are included to offer a thorough discussion on the subject matter.
5. Chapter V - Conclusion: This chapter concludes the paper with the results and conclusions of the study along with suggestions for future research.

Chapter II: Literature Review

2.1 Overview

The current chapter provides the review of literature concerning the topic under investigation. The citation of previous scientific works is an essential element of the research, as it provides the basis and context for the research on the issue. Situating transformational leadership and psychological safety within the existing body of theory makes it possible to develop a conceptual framework for the research.

2.2 Literature Search Strategy

In this regard, for collecting the required information, a certain systematic method was adopted for finding recent scientific works that investigated the interaction of transformational leadership, and psychological safety (see Figure 4):

1. **Database Selection:** Key academic databases such as but not limited to direct databases such as Semantic Scholars, Open Alex, and Google Scholars were employed to find literatures from different fields.
2. **Search Terms and Keywords:** Certain selected search terms were used to search and filter the peer-reviewed articles concerning the topic. Search terms including the following combinations but not limited to “Transformational Leadership”, “Transformational Leader”, “Psychological Safety”, “Psychologically Safe”. Combination of excluding keywords such as "Physical Safety", "Occupational Safety", "Psychosocial Safety Climate", "Psychosocial Workplace Safety" to minimize number of papers that do not fit the construct. Publishing filter is employed, with criteria of paper being published in 2020-2024.
3. **Inclusion and Exclusion Criteria:** Exclusion criteria include languages, peer-review status, and construct relevancy.

4. **Screening Process:** Search outcomes obtained through screening were filtered using titles and abstracts to obtain relevant sources matching the theme of research. This includes context prioritization, retrieval status, and quality assessment (see Section 2.6 for each respective journal's quartile and SJR).

PRISMA Flow Diagram

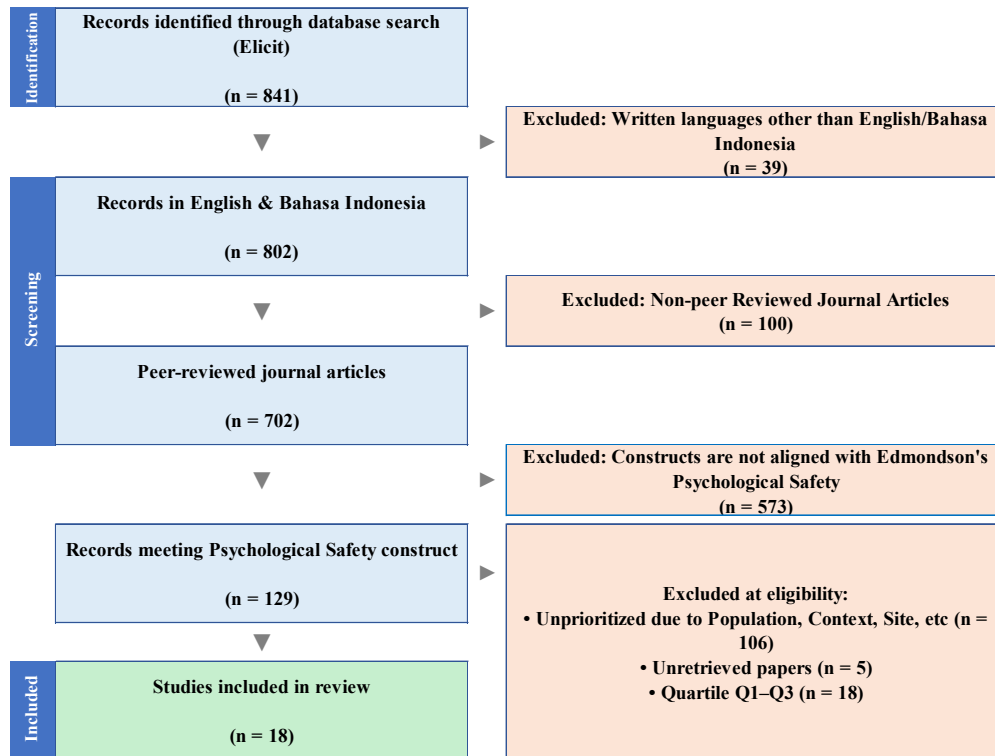


Figure 4
Literature Search Strategy

This search strategy solely addresses developments of Transformational Leadership and Psychological Safety (see Section 2.4). Therefore, this strategy does not address pioneering literatures (Bass' and Edmondson's) and evidences supporting these constructs as addressed in Section 2.3.1. and Section 2.3.2.

2.3 Theoretical Framework

The framework of transformational leadership and psychological safety helps understand the influence of both concepts in terms of their effects on teamwork and organizational dynamics. First, transformational leadership involves motivating and inspiring followers by means of visionary leadership in order to create an appropriate atmosphere where followers develop and grow. Second, psychological safety refers to a situation when employees are motivated to take risks because of the absence of punishment in case of mistakes. Thus, the main idea behind the framework is that transformational leadership can encourage psychological safety among members of a team or organization.

2.3.1 Leadership Approaches

Leadership approaches cover numerous theories and styles of leadership that provide frameworks for understanding how leaders affect their subordinates and what they can do to influence organizational performance. In other words, there is a wide variety of leadership approaches that can be employed in practice. From the great man theory and transactional leadership to transformational and servant leadership styles, every leadership approach can be discussed to understand the nature of relations between leaders and followers. Therefore, the current literature review covers various leadership approaches to discuss ways of improving collaboration and organizational performance.

2.3.1.1 Defining Leadership

Leadership is defined as a process not a position. Bass & Bass (1990) observed that there are essentially as many definitions of leadership as there are individuals who have tried to explain the concept. A thorough analysis of various leadership definitions reveals that character is a central element. There seems to be some leeway when it comes to modern challenges.

Scholars discuss that leadership is a multifaceted concept that has been defined in various ways. Therefore, electing its complexity and diverse applications (Hughes et al., 2021).

A commonly used intersectional framework of leadership involves three levels: the leader, the follower, and the dyadic partnership between the (Hughes et al., 2021). Fiedler (1967) may have been the first researcher to formally identify the significance of the leader, follower, and situation within the leadership process. Fiedler utilized these three elements to create his contingency model of leadership. Furthermore, the framework was also drawn from Hollander's approach to transactional leadership (Hollander, 1978). Additionally, the situational approach considers the integration of all three aspects of the leadership process (Graen & Uhl-Bien, 1995)

Each level requires separate analysis. For the leader, approaches focus on traits and behaviors; for the follower, the emphasis is on empowerment; and for the relationship between the leader and follower, the leader-member exchange approach is used. The intricate nature of these interactions could be why making sweeping statements about leadership is challenging, as numerous factors play a role in shaping the leadership process.



Figure 5
Interactional Framework to Leadership

2.3.1.2 Evolution of Leadership Theories

The field of leadership studies has developed throughout the decades. Its focus has changed from the characteristics of the leaders themselves to viewing leadership as a dynamic interrelationship between leaders and followers. This historical overview serves as an essential background to transformational leadership. Below only the aspects that are relevant to this development are provided.

The early leadership theories emphasized the importance of the leader for organizational effectiveness. According to the Great Man and the trait approaches, leaders possess certain innate personal traits (intelligence, confidence, and charisma) that make leadership possible (Northouse, 2007). Next, attention was paid not to leaders but to what leaders do. Based on the Ohio State and Michigan studies, behavioral leadership theory identified two kinds of leaders' behavior, task-oriented and considerate (Griffin et al., 1987). What is important for the further development of leadership studies, this theory has established the fact that employee behavior is conditioned not only by the traits of the leader but also by the situation created by the leader (McGregor, 1966; Stogdill, 1974).

The relational aspect of the interrelation of leaders and followers was addressed in theories about leader-member exchange. The vertical dyad linkage theory and later the leader-member exchange theory claimed that leaders establish relationships with different followers of various quality, and the quality of the interaction with leaders (how much it involves trust and support) influences follower satisfaction and productivity (Dansereau et al., 1975; Dienesch & Liden, 1986). Research on reciprocal influence and social exchange supported this relational approach emphasizing the fact that leadership occurs through the mutual exchange of trust and support rather than through the one-directional control (Greene, 1975; Hollander, 1978). This shift in the view of leadership is significant for the current research, because psychological safety and voice behavior occur due to the leader-follower relations rather than due to any personal trait of a leader.

In conclusion, these trends resulted in the emergence of the theory of transformational leadership. While other models explained how leaders guide followers or transact with them, transformational leadership explained how leaders motivate followers to overcome selfishness, embrace shared visions, and become actively involved in their work (Hermans, 2021). It is this historical development from the leadership viewed as personal trait to the leadership viewed as a relation allowing leaders to shape followers' behavior that makes transformational leadership the subject of the study.

2.3.1.3 Current State of Transformational Leadership and Recent Leadership Approaches

Transformational leadership is an approach of leading that inspires followers to go above and beyond their expected performance levels, and to pursue the organization's common goal rather than focusing on self-interests (B. Bass, 1985; Tichy & Ulrich, 1984). The effectiveness of this approach is supported by considerable meta-analytic evidence. Judge & Piccolo (2004) concluded from their review of many studies that transformational leadership was associated with various follower and organizational outcomes and incremental validity over transactional leadership. In the construct of transformational leadership, at its center are four behaviors associated with transformational leaders, and the behaviors have been collectively termed as "the Four I's" (B. Avolio & Bass, 2004; B. Bass, 1985). The behaviors serve as a basis of the current research, and are reviewed one-by-one with modern information on how each of the behaviors operates.

Idealized influence means the leader's ability to be a role model for others. By demonstrating integrity, being ethical, and showing commitment towards the common cause, the leaders inspire trust and respect from the followers, making them identify themselves with the leaders and values they promote (Decuypere & Schaufeli, 2021). This behavior is specifically was associated with trust-based collaboration and knowledge sharing, making the creativity implication more indirect than the identification finding (Khattak et al., 2020; Suhana et al., 2024).

Inspirational motivation is defined as delivering a mission and vision in straightforward and interesting language, giving inspiring and emotional messages, demonstrating belief in the ability to achieve the goal, and giving followers challenges and meaning in working towards common goals. Recent studies show that the effect of this dimension is manifested in increased awareness of followers about organizational mission, higher identification with organizational goals, alignment of individual goals with the vision of the organization, and development of intrinsic motivation and commitment as well as cohesiveness of the team going beyond immediate tasks (Bush, 2018; Chebon et al., 2019; Sutanto et al., 2021).

Intellectual stimulation is the set of leadership behaviors that question the assumptions of followers, encourage employees to think about problems differently, and invite their ideas in a non-judgmental manner. This approach encourages divergent thinking, problem solving on own and creativity. The recent literatures on creativity and innovation defines this dimension as encouraging open-minded attitude and exploration of ideas and experimenting with unconventional problems. The empirical evidence collected for different settings including hotels, software companies, manufacturing SMEs, and telecommunications indicates the association between intellectual stimulation and creativity, idea generation and innovation (J.-K. Kim et al., 2023; Lee et al., 2020; Piaralal et al., 2026; Qian et al., 2025). In other words, intellectual stimulation is especially important for voice, expression of opinions and concerns encouraging the first step in innovation.

Individual consideration involves the consideration of individual needs of all followers. These include mentorship, development, and support of followers as individuals and not positions. Leaders satisfy their followers' needs for competence and relatedness through asking open-ended questions and listening to them. This makes every individual realize that he or she is competent and feels part of a group (Van Quaquebeke & Felps, 2018). There is a meta-analysis of 664 effect sizes showing the correlation between listening and work outcomes, particularly relationship quality (Kluger et al., 2024).

In conclusion, having considered the four behaviors separately, one must make a critical remark about the construct formed by them. van Knippenberg & Sitkin (2013) have put forward a highly relevant criticism that transformational leadership is devoid of a sound conceptual definition because the current theories of transformational leadership offer a multidimensional model but do not describe how the elements of this model interplay to create a concept and why some of the elements are included or excluded from this construct. They also state that the transformational leadership literature does not provide any model of causation where each element plays its role and influences certain mediating processes and outcomes independently, and that transformational leadership is seldom studied independently of its outcome variables. This is important for consideration in how the construct ought to be studied: when the four dimensions are considered an amorphous whole, measured via tools that already assume that their effects are positive, and there is a correlation found between transformational leadership and some kind of outcome like psychological safety, then we gain no purchase into what behaviors are involved, and why. The methodology used here answers that need by analyzing the four dimensions separately, treating each one as a separate behavior input, and understanding through the voices of the participants the specific manner in which it (or fails to) turns into psychological safety.

2.3.2 Psychological Safety

2.3.2.1 Defining Psychological Safety

Psychological safety was originally defined by (A. Edmondson, 1999a) as a team-level concept, a shared perception among the members of a team. Further research has confirmed the application of the concept for individual, team, and organizational levels of analysis (A. C. Edmondson & Lei, 2014). It plays a vital role in improving strategic management by promoting open communication, encouraging innovative ideas, supporting effective decision-making, and enhancing problem-solving skills within teams (Smith et al., 2023).

The concept of psychological safety originated from Schein & Bennis's (1965) study of organizational change in which psychological safety was defined as "the feeling of confidence and security in managing the situation of change." Since then, various studies have explored the notion of psychological safety in a workplace setting. Twenty-five years after the pioneering study by Schein and Bennis, Kahn (1990) sparked renewed interest in the subject matter. Psychological safety is "the employee's perception of the climate of interpersonal relations as being conducive enough to allow him/her to be himself/herself and engage in work-related self-disclosures without risk of embarrassment or loss of status and self-respect."

A. Edmondson (1999a) suggested that psychological safety should be viewed as a team-level atmosphere, defining it as a "shared belief among team members that the team is a safe space for taking interpersonal risks". This definition differs from Kahn's individual-focused interpretation. Edmondson developed and validated a 7-item scale to assess team psychological safety, which includes evaluating team members' perceptions of mutual acceptance, care for each other, positive intentions, and respect for others' abilities (see Table 1).

No	Edmondson's Psychology Safety 7-Items
1	If you make a mistake on this team, it is often held against you.
2	Members of this team are able to bring up problems and tough issues
3	People on this team sometimes reject others for being different
4	It is safe to take a risk on this team
5	It is difficult to ask other members of this team for help.
6	No one on this team would deliberately act in a way that undermines my efforts.
7	Working with members of this team, my unique skills and talents are valued and utilized

Source: Edmondson (1999)

Table 1
Edmondson's 7-item Scale

A systematic review revealed three psychological safety measures utilized by researchers after assessing 78 empirical studies that have explored the factors influencing psychological safety and its effects (Newman et al., 2017):

- At an individual-level, there was adaptation of existing scales like Edmondson's team-level psychological safety scale where the new scales took into consideration individual psychological safety in dyads, teams, or organization in self-focused, other focused, or manager-focused psychological safety scale.
- At the team-level, there were adaptations of Edmondson's 7-item psychological safety scale or its shorter versions to assess psychological safety at the team level while in some studies, new scales were developed or adapted using items from Edmondson's scale along with others.
- There were fewer studies on organizational-level psychological safety scales that entailed adaptation of Edmondson's team-level psychological safety scale for organizational level by aggregating individuals' perceptions at organizational levels on the basis of high intra-class correlations (ICCs) among organizational members; however, the validity of such measures in large-scale organizations is questionable due to diversity of experiences among organizational members.

While studies have been conducted at different levels of analysis, there is a lack of cross-level and multilevel research. This limits our understanding of how psychological safety varies across teams and organizations. The scarcity of such research makes it difficult to assess variations in psychological safety across different organizational structures and teams.

2.3.2.2 Distinguishing Psychological Safety from Psychosocial Safety Climate (PSC)

The term of psychological safety shouldn't be confused with Psychosocial Safety Climate. PSC (Psychosocial Safety Climate) refers to the organization's policies, practices, and procedures designed to safeguard employees' mental well-being and safety (Dollard, 2007). It is associated with the absence of psychological and social risks or hazards in the workplace. Dollard & Bakker (2010) considered

low PSC to be the primary psychosocial risk factor at work, as it can lead to psychological and social harm by affecting other psychosocial risk factors.

Furthermore, Dollard argued that Psychosocial Safety differs from Psychological Safety as psychologically safety leaning toward team environment which enables workers to engage in risk-taking behaviors that are crucial for learning. Edmondson identifies two precursors to team psychological safety: context support and team leader coaching. Context support, which includes instrumental, social, and emotional support, is closer to PSC (Psychosocial Safety Climate) than to team psychological safety. Dollard & Bakker emphasizes PSC as an antecedent to Edmondson's psychological safety construct and views PSC as causally prior to psychosocial working conditions. This contrasts with the psychological safety literature, which suggests psychosocial working conditions are the primary influence. Additionally, PSC is shown to impact a variety of psychosocial risk factors such as work pressure and job control.

2.3.2.3 Antecedents of Psychological Safety and Its Mediating Role

A systematic review is carried out in which 44 empirical papers concerning the precursors of psychological safety at various levels are reviewed, and it shows that most of them consider psychological safety as a mediator when examining the impact of supportive organizational climate, supportive leader behavior, social networks, team attributes, and individual/team differences on workplace performance (Newman et al., 2017). Diverse theoretical perspectives, such as social learning theory and social exchange theory, are used to explore these issues.

- **Supportive Leadership Behaviors:** The effects of supportive leadership (inclusive leadership, supportive leadership, leader's trustworthiness, openness, and leader's behavioral integrity) influence employees' psychological safety perception, which further influences work-related variables, including voice behavior, creative involvement, performance, and engagement. Two pioneering studies

suggest the validity of this mechanism: Detert & Burris (2007) demonstrated that leader openness is related to improvement-oriented voice via employees' perceptions of psychological safety, while Nembhard & Edmondson (2006) revealed that leader inclusiveness not only enhances psychological safety but also reduces its suppression by status differentials.

- **Supportive Organizational Practices:** Supportive organizational practices (organizational support, mentoring, and diversity practices), through the mediating role of psychological safety, contribute to fostering positive work outcomes.
- **Relationship Networks:** Good interpersonal relations among coworkers, interaction among team members, and good social relations can facilitate learning and performance for individuals and teams through establishing a psychologically safe context.
- **Team Characteristics:** Individual and team perceptions about the characteristics of a team such as sharing the gains of being in a team, team structure, and boundary-spanning activities positively affect team psychological safety.
- **Differences Among Individuals and Teams:** Individual differences such as complying with the expectations of coworkers, self-consciousness, and individual cognitive style; and status differences influence psychological safety and its outcomes.

2.3.2.4 Outcomes of Psychological Safety

There are several benefits related to the presence of psychological safety in different settings. At the workplace level, psychological safety is linked with greater job satisfaction, reduced turnover intention, and improved patient safety (Cho et al., 2023). When applied to strategic management teams, psychological safety fosters effective communication, innovation, successful decision-making, and superior performance in teams (Setya Negara et al., 2023). In an educational context, psychological safety is important for avoiding employee burnout, fostering work

engagement, and improving connections between work and career goals (Croitoru, 2023). Research also indicates that high psychological safety levels allow individuals to express disagreement without fear of negative consequences, which supports effective communication climates (Richardson, 2023). Overall, psychological safety promotes increased trust, stronger team cohesion, better performance, and enhanced well-being across various areas.

2.4 Context of Indonesian High Power Distance Culture

Indonesian work settings are generally described as having high power distance (Hofstede et al., 2010). This translates to characteristics of hierarchy, rank, and seniority that having much importance at work and unequal power relationships being generally accepted. In accordance with recent findings in Indonesian samples, power distance is positively related to employees' silence and mediates the relationship between workplace incivility and silence; thus, disrespectful behavior from superiors or seniors leads to suppression of employees' willingness to express their thoughts and concerns (Gustiawan et al., 2023). The above pattern can be explained with reference to the findings obtained in Indonesia, according to which power distance has a considerable negative impact on job satisfaction, whereas collectivism has a positive one (collectivism being based on group harmony); therefore, the working environment is characterized by respectful and hierarchical authority relations and indirect communication with superiors. High-power-distance belief is found to negatively affect upward communication in cross-cultural comparative studies, acting as a mediator of fear of authority (Dai et al., 2022).

The above trends also occur in Indonesian higher education, where organizational culture has been noted to be an important factor influencing the outcome of academic staff (Suma & Siregar, 2022). The structures of authority and seniority are structurally present; at many Indonesian universities, young lecturers are regularly partnered with their seniors in teaching using the team-teaching method. Collectively, the existence of steep hierarchy of authority, seniority, indirect communication and employee silence creates a contextually significant

arena for understanding psychological safety, as psychological safety is based on the willingness to voice upwards and take interpersonal risks, which are not encouraged by the existing cultural norms.

2.5 Transformational Leadership Style and Psychological Safety

2.5.1 Direct and Mediated Relationship between Transformational Leadership and Psychological Safety

The studies that were retrieved using the search process (see Section 2.1) reveal a positively associated relationship between transformational leadership and psychological safety which has been adequately theorized since psychological safety represents the shared perception of an environment that is safe for interpersonal risk-taking (A. Edmondson, 1999a). Individualized consideration and intellectual stimulation, dimensions of transformational leadership, would therefore be most productive in that the former would communicate followers' value while the latter would legitimize the dissent protected by psychological safety. The empirical literature shows that transformational leadership predicted psychological safety among 1,228 hotel workers in Saudi Arabia (Sobaih et al., 2022), 368 hotel workers in Bangladesh (M. karim Rabiul et al., 2024), and 205 university faculty in China (Xu et al., 2022a). In most cases, psychological safety served as a mediator to predict outcomes such as lower turnover intention and job involvement. It must, however, be noted that one cannot be too sure about this finding due to the limited nature of the studies which have been cross-sectional in design and used only single source of data.

A single disconfirming instance serves only to clarify rather than complicate this account. In a study of 294 Cambodian hotel workers, (M. K. Rabiul et al., 2023) found no transformational leadership-psychological safety correlation but strong predictive power of servant leadership on psychological safety; the fact that this negative result comes from the same researchers, industry, and geographical setting as a confirming study is analytically useful in highlighting the significance of leadership-culture fit, and not any potential methodology artifacts, as the source of

this result, and in showing that in a high-power distance service industry context, servant leadership's humility and caring qualities can do what inspirational charisma cannot in dismantling deference. The relationship between transformational leadership and psychological safety is best understood not as an inviolate law but as a robust, theoretically well-substantiated tendency, conditional upon culture, relational dynamics, and the coexistence of other leadership types.

2.5.2 Comparison of Relationship of Adjacent Leadership Styles and Psychological Safety

Transformational leadership belongs to a large number of positive leadership styles, such as inclusive, ethical, servant, participative, humble, and paradoxical styles, all of which are considered antecedents of psychological safety, and empirical research reveals their first similarity in terms of the direction in which these styles positively predict psychological safety among various samples (Chen et al., 2020; Clarke et al., 2024; Khan et al., 2023; Oh et al., 2023; Sobaih et al., 2022).

A positive bivariate relationship between one leadership style and psychological safety may suggest only weakly that there is an influence by that particular style due to the fact that the different styles tend to correlate highly with each other and generate associations of relatively comparable strength. An increase in the number of constructs is a problem since "positive" leadership styles can be so similar that they become partially redundant. This is where Luo et al. (2022)'s meta-analysis becomes relevant. Their study suggests while humble leadership plays an important role in contributing to other leadership styles on some factors, it fails to do so on others. This indicates that these different leadership styles are not independent of each other. In essence, this kind of redundancy across styles is the empirical equivalent of the conceptual dilemma discussed (see Section 2.3.1.3): constructs that lack clear distinction theoretically will probably lack the same clarity when measured empirically (van Knippenberg & Sitkin, 2013). Transformational leadership should be viewed as a separate antecedent of psychological safety, and

its importance is greatly exaggerated. The best evidence would be the one in which transformational leadership is contrasted with other kinds of leadership using the same methodology. Transformational leadership does not emerge as the best predictor every time. For example, as stated by (M. K. Rabiul et al., 2023), it is servant leadership, not transformational leadership, that positively predicts the extent of psychological safety among the employees of hotels in Cambodia.

One possible interpretation is that leadership styles emphasizing relational care, humility, and moral integrity are more closely aligned with the interpersonal nature of psychological safety. By contrast, transformational leadership places greater emphasis on vision and inspiration. Its influence on psychological safety may therefore depend primarily on its individualized consideration dimension rather than the broader leadership style. This may explain why humility- and invitation-centered leadership styles outperform transformational leadership in fostering psychological safety in high power-distance and service contexts. In such settings, reducing deeply rooted deference may require more than inspirational vision alone.

2.5.3 Nonlinear and Boundary Effects of Transformational Leadership and Psychological Safety

Recent studies suggests that psychological safety is not necessarily always a universally beneficial nor a purely linear antecedent of positive workplace outcomes. Contrary, its effects appear to depend on other organizational conditions and contextual factors. According to Higgins et al. (2022), the higher the level of psychological safety, the less likely an individual was to meet their performance goals. Yet, this negative association vanished once the employee reported high levels of accountability. Similarly, in the research of Eldor et al. (2023), there was revealed an inverse U-shaped curve according to which moderate levels of psychological safety yielded maximum in-role performance in five different studies. Regardless, very high levels of psychological safety were negatively correlated with performance. This negative correlation was, however, significantly

moderated by collective accountability, suggesting that it can serve as an important boundary condition.

Existing evidences indicate that the effects of psychological safety depend on organizational context and conditions. Sumanth et al. (2024) discovered that psychological safety strengthened the positive effects of ethical leadership in traditional workplaces. In contrast, in high-risk environments such as firefighting, it reduced employees' willingness to report coworkers' misconduct, even when they had high moral efficacy. Likewise, M. K. Rabiul et al. (2023) showed that customer incivility weakened the positive relationship between psychological safety and meaningful work. Furthermore, psychological safety's ability to enhance the effect of transformational leadership on voice behavior was revealed only at moderate and high levels (G. Wang et al., 2025). Overall, all of the research suggest that psychological safety should be considered as an organization's context-specific resource, with efficacy determined by leadership, responsibility, task characteristics, and other criteria.

2.5.4 Organizational Culture and Professional Culture

Apart from the types of leadership, another issue that recurs in the reviewed literature is that the organizational context in which leadership takes place moderates whether leadership produces psychological safety, often more than demographics or environmental factors do. In a qualitative study conducted on US school principals during the COVID-19 pandemic, Weiner et al. (2021) found that psychological safety was related to accountability structure, principal autonomy, professional culture, and teachers' decision-making participation and not to urban-rural classification or student demographics. High psychological safety schools exhibited strong principals who engaged in collaborative decision-making practices while low psychological safety schools exhibited weak principals and less collaboration. Though this is just one qualitative study, and thus its comparative assertion cannot be overgeneralized, it helps to direct focus to the organization itself rather than just the context in determining psychological safety.

It turns out that hierarchy is one of the most pronounced obstacles. Hierarchy, authoritarianism of leadership, feeling of insufficient amount of information and some personality characteristics were found by Remtulla et al. (2021) to be among the most important barriers to the development of psychological safety in the interprofessional teams of general practitioners. This might suggest show that the big gap in status prevents people from taking risks, which is one of the key aspects of psychological safety.

Organizational context does not only affect the development of psychological safety but it also affects the conversion of psychological safety into organizational outcomes. Kwon et al. (2020) demonstrated that psychological safety was not a direct factor for the occurrence of transformative learning. Psychological safety had indirect effects that were mediated through increased social support, openness to uncertainty and critical reflection among employees. The results imply that psychological safety contributes to the development of an organizational culture conducive to learning as it promotes questioning of assumptions, exchange of perspective and reflection on their performance. From the above discussion, we can conclude that organizational culture precedes and strengthens psychological safety at the same time.

2.5.5 Cultural Context

Cultural differences do emerge in this research literature although inconsistently and without much direct empirical testing. For example, Mayfield & Mayfield (2021) conducting a comparative analysis of India and the USA, found that leader motivating language affected psychological safety in both cultures, but in different ways, with the difference being substantial (the standardized total effect was 0.984 in India and 1.900 in the USA). However, since this is a single comparison of two countries, the difference should be viewed as a challenge for further cultural analysis rather than proof of cultural impact due to the fact that other variables may explain it (sampling, sectoral affiliation, measurements). Cultural explanations are offered by others in their papers as well although based on similar

amounts of evidence: for example, S. E. Lee & Dahinten (2021) argued that inclusive leadership would be more effective in those cultures where it is hard to challenge authority because this type of leadership helps to overcome hierarchical barriers.

Another possibility that goes against one's instinct is that cultural values such as hierarchy may intensify rather than diminish the positive impact of psychological safety if psychological safety is achieved. For example, the positive relationship between psychological safety and job involvement among Chinese university teachers was enhanced by traditionality, suggesting that deferential values may amplify the positive impact of psychological safety if leaders are successful in creating it (Xu et al., 2022b); however, this explanation of moderation is not necessarily evidence of a cause-and-effect relationship. Another interesting scenario is where the reverse holds true: Rabiul et al.'s (2023a) didn't find a significant association between transformational leadership and psychological safety among Cambodian hotel employees suggests that transformational leadership may be culturally incongruent in some parts of Southeast Asia and that the humility-based servant leadership, which was associated with psychological safety in the same study, may be more effective.

2.6 Prior Studies on Transformational Leadership Style and Psychological Safety

No	Title	Journal	Author (Year)	Summarized Abstract	Methods Used	Results	Limitations	Quartile (in 2024)	SJR (in 2025)
Studies on Direct & Mediated Relationship of Transformational Leadership and Psychological Safety									
1	Do You Feel Safe Here? The Role of Psychological Safety in the Relationship between Transformational Leadership and Turnover Intention Amid COVID-19 Pandemic	Journal of Risk and Financial Management	Sobaih A, Gharbi H, Elnasr AAA (2022)	Examined whether psychological safety mediates the relationship between transformational leadership and turnover intention among Saudi hotel employees during COVID-19. Psychological safety fully mediated the relationship, reducing turnover intention.	- Quantitative cross-sectional survey of 1,228 hotel employees. - Validated questionnaires, CFA and SEM (AMOS 23), and mediation analysis.	Transformational leadership positively predicted psychological safety and negatively predicted turnover intention. Psychological safety negatively predicted turnover intention and fully mediated the leadership and turnover relationship ($R^2 = 0.759$).	- Cross-sectional design. - Self-reported data. - Limited to large hotels in Saudi Arabia. - Demographic factors and other antecedents were not examined.	Q2	0.506
2	Transformational leadership style and psychological safety to meaningful work: moderating role customer incivility	Journal of Management Development	Rabiul, Rashed, & Rashid (2024)	Evaluated the role of psychological safety as a mediator between transformational leadership and meaningful work, and the moderating effect of customer incivility among Bangladeshi hotel employees. Psychological safety mediated the relationship, while customer incivility weakened the positive effect of psychological safety on meaningful work.	- Quantitative cross-sectional survey of 368 hotel employees in Bangladesh. - Purposive and convenience sampling. - SmartPLS (PLS-SEM) with bootstrapping (10,000 resamples).	Transformational leadership positively predicted psychological safety but negatively predicted meaningful work. Psychological safety positively predicted meaningful work and mediated the transformational leadership and meaningful work relationship. Customer incivility negatively predicted psychological	- Cross-sectional design. - Convenience sampling. - Self-reported data. - Limited to the Bangladeshi hotel industry.	Q2	0.737

safety and weakened the psychological safety–meaningful work relationship.

3	How Transformational Leadership Motivates Employee Involvement: The Roles of Psychological Safety and Traditionality	SAGE Open	Xu et al. (2022)	Assessed whether psychological safety mediates the relationship between transformational leadership and job involvement, and whether traditionality strengthens this relationship among Chinese university teachers. Psychological safety partially mediated the relationship, with stronger effects for employees high in traditionality.	- Quantitative cross-sectional survey of 205 university teachers from 15 universities in Southern China. - Hierarchical regression and bootstrapping analysis.	Transformational leadership positively predicted job involvement and psychological safety. Psychological safety partially mediated the transformational leadership and job involvement relationship. Traditionality positively moderated the effect of psychological safety on job involvement and strengthened the indirect effect of transformational leadership.	- Cross-sectional design. - Self-reported, single-source data. - Limited to Chinese university teachers.	Q2	0.54 1
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4	An Investigation of the Interrelationships of Leadership Styles, Psychological Safety, Thriving at Work, and Work Engagement in the Hotel Industry: A Sequential Mediation Model	International Journal of Hospitality Management	Rabiul, Karatepe, Al Karim, & Panha (2023)	Analyzed the effects of transformational and servant leadership on work engagement through psychological safety and thriving at work among hotel employees in Cambodia. Psychological safety and thriving sequentially mediated the servant leadership and work engagement relationship, but not the transformational leadership relationship.	- Quantitative cross-sectional survey of 294 Cambodian hotel employees. - Judgmental and convenience sampling. - PLS-SEM with 5,000 bootstrap samples.	Transformational leadership positively predicted thriving but not psychological safety. Servant leadership positively predicted psychological safety and thriving. Psychological safety and thriving both positively predicted work engagement. Sequential mediation was supported only for servant leadership, while thriving alone partially mediated the transformational leadership–work engagement relationship.	- Cross-sectional and self-reported data. - No causal inference. - Limited to Cambodian hotels. - Data collected during COVID-19.	Q1	2.316
Comparisons of Relationship of Adjacent Leadership Styles and Psychological Safety									
5	How inclusive leadership paves way for psychological well-being of employees during trauma and crisis: A three-wave longitudinal mediation study	Journal of Advanced Nursing	Ahmed, Zhao, Faraz, & Qin (2020)	Assessed whether inclusive leadership reduces nurses' psychological distress during COVID-19, with psychological safety as mediator. Grounded in JD-R and shattered-assumptions theory, it finds inclusive leadership raises psychological safety and lowers distress, psychological safety acting as a significant long-run mediator.	- Three-wave longitudinal survey. 405 nurses across five Wuhan hospitals (Jan-Apr 2020). - PLS-SEM (SmartPLS 3.2.9) autoregressive mediation, controlling for age, gender, education, experience, hours. - Invariance via MICOM.	Inclusive leadership positively predicted psychological safety, and the indirect path to reduced distress via psychological safety was significant, supporting mediation.	- Single-country healthcare/nurse sample (Wuhan). - Single-source self-report data. - No cross-cultural comparison.	Q1	1.314

6	Participative leadership and employee creativity: a sequential mediation model of psychological safety and creative process engagement	Leadership & Organization Development Journal (2020)	Chen, Wadei, Bai, & Liu (2020)	Examined how participative leadership fosters employee creativity via two sequential mechanisms: Psychological safety (cognitive) and creative process engagement (behavioral). Finds participative leadership relates positively to psychological safety and creativity, with the two acting as sequential mediators.	- Two-wave (2-week) multi-source survey of 526 supervisor–subordinate dyads in five southwest-China firms (employees rated leadership/safety/engagement, leaders rated creativity). - SEM (Mplus 7.0) nested-model comparison, controlling for gender, age, education, tenure.	Participative leadership predicted creativity, partly via psychological safety. But the paths through psychological safety were weak, the direct participative-leadership toward safety effect and the full sequential chain were only marginally significant ($p < .10$) - making psychological safety the least robust part of the model.	- Participative leadership was the sole antecedent (authors urge comparing other styles). - Single-country Chinese, collectivist/high-power-distance sample limits generalizability. - Only individual-level mechanisms tested. - Survey-based rather than objective creativity measures.	Q2	1.13 7
7	Feeling safe to speak up: Leaders improving employee wellbeing through psychological safety	Economic and Industrial Democracy	Clarke, Näswall, Masselot, & Malinen (2024)	Examined psychological safety as the mechanism linking ethical leadership to employee wellbeing in hierarchical, high-demand workplaces (NZ law firms). Ethical leadership strongly predicts psychological safety, which mediates its effect on wellbeing outcomes (general and intrapersonal wellbeing, job satisfaction, self-reported performance, incivility, burnout).	- Two-wave (4-week) survey of 89 lawyers across 12 NZ firms (partners excluded). - Ethical leadership at T1, safety and outcomes at T2. - Regression and PROCESS bootstrapped mediation (5,000 resamples) in SPSS, controlling for gender, experience, firm size.	Ethical leadership strongly predicted psychological safety (H2 supported); direct effects on outcomes were only partially significant (H1 partial). Psychological safety mediated ethical leadership's effect on six of seven outcomes (all but interpersonal wellbeing; H4 partial). Burnout and job satisfaction showed no direct effect but a significant indirect one, full mediation.	- Very small sample (N=89) with likely selection bias. - Single profession and country. - Only two timepoints with a convenience 4-week lag. - Female-skewed (74.8%). - Remote/unobservable leader contexts untested.	Q2	1.15 3

8	Servant leadership and employee prosocial rule-breaking: The underlying effects of psychological safety and compassion at work	PLOS ONE	Khan, Zada, & Estay (2023)	Analyzed whether servant leadership drives pro-social rule-breaking (PSRB): Breaking rules for constructive, organization-serving reasons, directly and via psychological safety, with compassion at work as moderator. Using social information processing theory, servant leadership predicts psychological safety and PSRB, safety mediates the link, and compassion strengthens these effects.	- Two-wave (~1-month) survey of 273 frontline public servants in Pakistan's 'Ehsaas' program (86% response). - CFA and PROCESS mediation/moderated mediation (5,000 bootstraps), controlling for gender, age, experience, education, position.	Servant leadership positively predicted psychological safety and PSRB, and safety predicted PSRB; the indirect path was significant (partial mediation). Compassion at work moderated both servant-leadership paths, with a significant moderated-mediation index and the indirect effect held at high compassion but not low.	- Single-source self-report (public servants), raising social-desirability/common-method concerns (mitigated by two-wave design and Harman's test). - Single-country, single-program sample with distinctive religious framing. - Only two timepoints. - PSRB treated as unidimensional.	Q1	0.726
9	Fostering innovation and involvement among Korean workers in problem solving through trust and psychological safety: the role of paradoxical leader behaviors	Asia Pacific Business Review (2021)	Oh, Dong, Nahm, & Yu (2021)	Examined how paradoxical leader behaviors (PLB), competing yet interrelated 'both-and' behaviors, foster problem-solving participation and innovation. Proposes a serial chain: PLB builds trust in management, which fosters psychological safety, driving participation and innovation, argued especially valuable for overcoming high-power-distance, collectivist barriers in Korea.	- Cross-sectional survey of 214 workers across 19 Seoul firms (finance, manufacturing, consulting, media). 7-point scales with translation/back-translation; SEM in AMOS 25.0 with discriminant validity and Harman's test.	Chain supported: PLB & trust, trust & psychological safety, safety & problem-solving participation and innovation. Indirect effects were significant. Inter-construct correlations 0.80-0.91, confirming psychological safety as the pivotal link converting trust into participative and innovative behavior.	- Cross-sectional design precludes causal inference. - Single-source data with common-method concerns. - Single-country Korean sample. - Possible 'dark side' of PLB untested - The 22-item PLB scale could be shortened.	Q2	0.558

10	Humble Leadership and Its Outcomes: A Meta-Analysis	Frontiers in Psychology	Luo, Zhang, Chen, Zhang, Wang, & Peng (2022)	Evaluated the effects of humble leadership on employee outcomes, its uniqueness versus transformational, servant, and ethical leadership, and potential moderators.	Meta-analysis of 53 studies (84 correlations, N = 16,534) using Hunter-Schmidt methods, PRISMA, publication-bias tests, and meta-regression.	Humble leadership was positively associated with creativity, engagement, job satisfaction, LMX, voice, task performance, and other positive outcomes. Its link with psychological safety was positive but non-significant.	- Only English-language published studies included; several outcomes (including psychological safety) had few studies, - Most data relied on follower self-reports.	Q2	0.94 1
Non-linear and Boundary Effects									
11	When Is Psychological Safety Helpful in Organizations? A Longitudinal Study	Academy of Management Discoveries	Higgins, Dobrow, Weiner, & Liu (2022)	Analyzed when psychological safety enhances organizational performance, focusing on felt accountability as a moderator over time. Argues psychological safety benefits performance only under certain conditions, not universally.	Three-wave longitudinal study of 545 NYC public schools over three years; multilevel logistic growth modelling of organization-level psychological safety and felt accountability on school performance.	Higher psychological safety alone was associated with lower likelihood of meeting performance targets, while higher felt accountability raised performance. Over time, high psychological safety combined with high felt accountability produced the best performance, accountability is a key boundary condition.	- Public-school, organization-level measures may limit generalizability. - Performance measured via accountability targets (AYP).	Q1	3.14 6

12	The Limits of Psychological Safety: Nonlinear Relationships with Performance	Organizational Behavior and Human Decision Processes	Eldor, Hodor, & Cappelli (2023)	Assessed whether psychological safety has a nonlinear relationship with in-role performance and whether collective accountability mitigates the downside of excessive psychological safety, across nursing and four other settings.	Multi-study empirical research across nursing and four other settings, testing nonlinear links between psychological safety, collective accountability, and in-role performance.	In-role performance rose with psychological safety up to an optimal point, then declined (inverted-U). Collective accountability buffered this decline, preserving performance even at high psychological safety.	Focused mainly on in-role performance and specific settings, so findings may not generalize to other contexts or outcomes such as creativity or voice.	Q1	3.15 2
13	Generating the Moral Agency to Report Peers' Counterproductive Work Behavior in Normal and Extreme Work Contexts	Journal of Business Ethics	Sumanth et al. (2024)	Evaluated how ethical leadership shapes intentions to report peers' counterproductive behavior via moral potency, and whether psychological safety and work context (normal vs. extreme) moderate these links.	- Three field studies (professionals, university staff, firefighters). - Moderated-mediation with time-lagged data in Study 3 comparing normal vs. extreme contexts.	In normal contexts, psychological safety strengthened the positive effects of ethical leadership and moral potency on peer-reporting intentions. Under extreme contexts (e.g., firefighting), it weakened these links, as employees avoided reporting peers to preserve cohesion and trust.	- Measured peer-reporting intentions rather than actual behavior. Focused on specific occupations (e.g. firefighters). - Relied on self-report surveys, limiting generalizability.	Q1	3.13 8

14	Transformational Leadership and Teachers' Voice Behavior: A Moderated Mediation Model of Group Voice Climate and Team Psychological Safety	Educational Management Administration & Leadership	Wang et al. (2023)	Examined how transformational leadership promotes teachers' voice behavior through group voice climate, and whether team psychological safety strengthens this mechanism.	Cross-sectional survey of Chinese university teachers. SEM tested moderated mediation with group voice climate as mediator & team psychological safety as moderator.	Transformational leadership positively influenced teachers' voice behavior via group voice climate. Team psychological safety strengthened this indirect effect only at medium or high levels. Mediation was non-significant at low safety.	- Cross-sectional design limits causal inference. - Self-report data. - Sample restricted to South China universities, limiting generalizability.	Q1	1.79 7
Organizational Structure and Professional Culture									
15	Keep Safe, Keep Learning: Principals' Role in Creating Psychological Safety and Organizational Learning During the COVID-19 Pandemic	Frontiers in Education	Weiner et al. (2021)	Explored how school principals fostered psychological safety during COVID-19 and identified organizational conditions linked to low, moderate, and high psychological safety.	- Qualitative multiple-case study. - Semi-structured interviews with 54 principals from U.S. urban/suburban schools. - Thematic analysis.	High-psychological-safety schools showed stronger organizational learning, collective accountability, principal autonomy, and collaboration, adapting better during the pandemic. Low-safety schools were compliance-focused, with limited collaboration, reduced principal autonomy, and difficulty adapting.	- Not originally designed to study psychological safety. - Relied solely on principals' perspectives. - Convenience sample; conducted during COVID-19, limiting generalizability beyond education and crisis contexts.	Q2	0.74 4

16	Exploring Barriers and Facilitators to Psychological Safety in Primary Care Teams: A Qualitative Study	BMC Health Services Research	Remtulla et al. (2021)	Examined barriers and facilitators of psychological safety in multidisciplinary primary care teams at organizational, team, and individual levels.	• Qualitative multiple-case study. • Semi-structured interviews with four primary care teams. • Braun and Clarke six-phase thematic analysis.	Four barriers emerged: hierarchy, lack of knowledge, authoritarian leadership, and dominant personalities. Eight facilitators included supportive/inclusive leadership, open culture, strong relationships, boundary spanners, small teams, vocal personalities, rotating chairs, and within-silo support. Active listening, encouraging participation, and inclusiveness raised safety; authoritarian leadership reduced willingness to speak up.	• Small qualitative sample from four primary care teams; snowball sampling (possible selection bias) • Conducted during COVID-19, which may have shaped perceptions of team dynamics.	Q1	1.215
17	The Impact of Psychological Safety on Transformative Learning in the Workplace: A Quantitative Study	Journal of Workplace Learning	Kwon, Han, & Nicolaides (2020)	Tested whether psychological safety promotes workplace transformative learning and whether social support, attitude toward uncertainty, and criticality mediate this relationship.	• Cross-sectional survey of 129 employees at a U.S. manufacturer. • Hierarchical regression, CFA, and mediation (Hayes PROCESS Model 4).	Psychological safety was positively associated with social support, attitude toward uncertainty, and criticality, which predicted transformative learning. Contrary to expectations, safety had a negative direct effect on learning but a positive indirect effect via the three	• Cross-sectional, self-report design limits causal inference and risks common-method bias. • Single U.S. manufacturer limits generalizability.	Q3	0.623

processes—full mediation.

Culture Context									
17	The Effect of Leader Motivating Language and Worker Self-Leadership on Psychological Safety: Evidence from India and the United States	Administrative Sciences	Mayfield & Mayfield (2021)	Tested how leader motivating language and employee self-leadership influence psychological safety, and whether trust in leadership, leader inclusiveness, and role clarity mediate these links across India and the USA.	• Cross-sectional survey of 879 employees (427 India; 452 USA). • Path analysis of mediation and cross-country differences.	Motivating language and self-leadership were positively associated with psychological safety. Trust in leadership, leader inclusiveness, and role clarity fully mediated the motivating-language effect and partially mediated the self-leadership effect. The model held in both countries, though some relationships differed in strength between India and the USA.	• Cross-sectional, self-report design limits causal inference. • MTurk recruitment. • Comparison limited to India and USA, reducing generalizability.	Q2	0.715

18	Psychological Safety as a Mediator of the Relationship Between Inclusive Leadership and Nurse Voice Behaviors and Error Reporting	Journal of Nursing Scholarship	Lee & Dahinten (2021)	Tested whether psychological safety mediates the link between inclusive leadership and nurses' speaking up, withholding voice, and error-reporting intentions in South Korean hospitals.	• Cross-sectional survey of 526 nurses at three South Korean tertiary hospitals. • Mediation via Hayes PROCESS Model 4 with bootstrapping, controlling for age and unit tenure.	Inclusive leadership was positively associated with psychological safety, which increased speaking up and error-reporting intentions and reduced withholding voice. Psychological safety partially mediated all three links: inclusive leadership promotes voice both directly and indirectly.	• Cross-sectional design prevents causal inference. • Self-report data. • Sample mostly female nurses in Korean medical/surgical units limits generalizability. • Unmeasured factors (culture, hospital policy) may influence findings.	Q1	1.06 0
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Table 2
Studies on Transformational Leadership and Psychological Safety

Chapter III: Research Methodology

3.1 Restatement of Research Problem of the Study

The present study seeks to understand how transformational leadership is experienced as shaping the development of psychological safety among workers at IPMI Institute. The connection between these two variables has been well-researched; yet, the existing body of knowledge about it is represented mostly by quantitative studies conducted in the Western countries which illustrate the role of transformational leadership as a predictor of psychological safety and provide little understanding regarding how employees perceive certain leadership actions as promoting their sense of safety. Indonesian organizations have been rather poorly studied to date, although there is evidence showing that the connection is culture-dependent and may be shaped by such aspects of culture as hierarchy and collectivism.

3.2 Restatement of Research Question of the Study

This study aims to understand how employees at IPMI Institute experience transformational leadership style as shaping their psychological safety. Moreover, this study will be concentrated on the following aspects:

1. Identifying the mechanisms that employees themselves associate with the relationship between transformational leadership and psychological safety, such as trust, open communication, and empowerment.
2. Investigating how contextual factors within IPMI Institute, such as cultural norms or organizational structure, appear within employees' accounts of transformational leadership and psychological safety.

By exploring this relationship, the study intends to offer insights into how employees experience transformational leadership as contributing to a psychologically safe work environment.

3.3 Methodology of the Research

3.3.1 Defining Methodology

The current study is being conducted from a phenomenological perspective. Phenomenological perspective represents the essence of this study in trying to understand how the employees perceive their experience of leadership and psychological safety at IPMI Institute. The following are the reasons:

1. Deep understanding: Phenomenology, which is a discipline-based approach developed within the field of education and philosophy, aims to understand human experiences and perceptions. It involves studying different ways through which people relate to their environment (Hasan, 2023; Koole, 2023). Moreover, phenomenology is a qualitative approach where the researcher studies the experiences of the people in order to gain deeper understanding of the complexities of human existence (Badil et al., 2023). The approach of interpretive phenomenology allows the researcher to question his/her preconceptions, share experiences of people, and achieve an in-depth understanding of individuals in order to foster socially just guidance practice and research (Taylor et al., 2023). Hence, this methodological decision helps in understanding interactions between people and the environment.
2. Meaning-oriented: One of the strengths of the approach is its orientation towards meanings whereby the researcher is able to understand the way participants view things in relation to the meanings they attach to those events. Analysis of participants' accounts leads to discovery of the essence of the phenomenon being investigated (Effie, 2020; Greening, 2019).
3. Focus on individuals: The main orientation of this qualitative approach is the understanding of individuals' experiences by understanding the way they make sense of important events and happenings in their lives.

This study employs an interpretive (or hermeneutic) approach, as opposed to a descriptive phenomenological approach. According to the Husserl school of thought on descriptive phenomenology, the researcher needs to bracket his own theoretical assumptions in order to allow a pure description of the phenomenon as it appears before him. This is not possible for this study, which uses transformational leadership (B. Bass, 1985) and

psychological safety (A. Edmondson, 1999b) as conceptual frameworks for the analysis of whether the participants' descriptions exemplify the characteristics of these theories. Similarly, previous knowledge of the institution by the researcher is considered part and parcel of the process of interpretation, as opposed to an interference with it, to be dealt with through reflexivity (see Section 4.8 and Section 5.7).

3.3.2 Defending the Proposed Methodology

Selecting the right research method to effectively answer the research question and meet research goals is essential. Because the concern is with the meaning of the participants lived experience rather than its measurement, quantitative research and mixed methods were rejected based on the following justifications:

- The quantitative method could not be applied in this study because the aim was to explore the meaning behind the experiences of the participants, but not to quantify their experiences.
- The mixed-methods approach is deemed to be unsuitable for this study because only qualitative research aimed at uncovering the meaning behind the experiences of participants was to be conducted.

Moreover, the other four qualitative methods are excluded due to their unsuitability, given the following justifications:

- Grounded theory was deemed inappropriate as its goal is to generate a theory beyond description, which was not the study's focus.
- The narrative approach was unsuitable as it emphasizes individual narratives, whereas the study aimed to explore the multiple people.
- Case study methodology was excluded because the study did not involve an in-depth analysis of a specific program, event, or case.
- Ethnographic research was excluded due to access to organizations and their internal processes can be challenging as well as time consumption matter.

3.4 Design of the Research

3.4.1 Participant Selection

3.4.1.1 Organization Selection

The selection of IPMI Institute as the site of this study was driven primarily by its substantive fit with the research aims, and secondarily by considerations of access that made phenomenological inquiry feasible.

- Fit to theory and context: Selection of a qualitative case can be effectively guided by assessing whether the organization in question demonstrates the studied phenomenon in a way that makes it visible and meaningful for analysis. The following three factors make IPMI Institute an appropriate choice in this regard. First, IPMI Institute is an officially registered Indonesian institution with a clear hierarchy consisting of the Rector, the Vice Rectors, the Heads of the Program Study, faculty members, and technical personnel, thus ensuring that the leader-subordinates dyad needed for studying transformational leadership and psychological safety exists there. Second, it has a workforce composed of academic, administrative, and operational positions that allows investigating the experience of having safe-to-speak conditions at various levels of hierarchy in relation to institutional authorities. Periods of transformation are particularly useful sites to study the topic of interest as they expose, rather than conceal, the conditions when employees speak out.
- Cultural environment: Being a formal organization operating in an Indonesian environment defined by its collectivist orientation and high-power distance, IPMI Institute represents an environment that has been inadequately explored in existing literature. Not only is the area in general inadequately explored, but the relationship between transformational leadership and psychological safety within the framework of Indonesian organizations has been particularly understudied. Thus, IPMI Institute is not just an example chosen arbitrarily, but an appropriate one demonstrating the environment of the study.
- Access to Data: A convenient organization will ensure that data required for conducting the research can be obtained easily since the process of recruiting

participants become easy hence attracting a large number of diverse participants (Golzar et al., 2022).

- Logistical Feasibility: Convenience ensures logistical ease for the research process (Dörnyei, 2007).
- Practical Considerations: Convenience makes the research feasible and practical within time and cost limits (Golzar et al., 2022).

The choice of the IPMI Institute for analysis as the case for the research is made due to several factors that characterize the institute in relation to the study aims:

- Transformational Changes: The above assertion means that the IPMI Institute has undergone some major changes in its structure, operation, and educational philosophy based on preliminary interview findings with one of the leaders in the institution. Analyzing an institution that has been through some transformation processes will give a lot of insight into how the process of transformation affects different aspects within the organization and the management. It also provides insights into how different changes affect various aspects of the organization, such as educational programs, faculty, students' experience, and so forth.
- Educational Affiliation: Educational affiliation with the institution means that there is some connection between the researcher and the institute which might make the data collection much easier. It also means that the researcher is interested in knowing more about this particular institution.
- Practical implication: The selection of IPMI Institute as the subject of the study may well hold practical implications for the concerned parties at the organization as well as outside the organization. The possible practical implications from the research may vary between the use of information by the school itself and its application in similar situations elsewhere. In essence, the application of findings based on studying a practical case such as IPMI Institute may very well yield practical results that help in improving the situation at hand.

3.4.1.2 Participant Selection

Employees of IPMI Institute became the participants of the study. The purposeful sampling was used to select participants of the face-to-face interviews as well as to achieve the aims of phenomenological research regarding the exploration of people's experiences and psychological safety under the influence of transformational leadership. As many as nine participants were involved in the study; two of them were leaders (supervisors), whereas seven others were employees, reporting to a particular supervisor. This composition of the sample allows to investigate the perceptions of psychological safety from both leaders' and followers' viewpoints to reveal possible inconsistencies between the perceptions of leaders regarding the issue and the experience of their direct reports.

Inclusion criteria: All participants should fulfil the following requirements:

- Employment status: Being employed by IPMI Institute when the study is conducted, either in a permanent or contract-based capacity and holding an academic, administrative, or technical/operational position. Casual employees were not eligible to participate as the permanent membership in an organization is needed to create stable perceptions of leadership and organizational dynamic.
- Reporting relationship: Employees had to report to a specified supervisor of IPMI; leaders had to perform the formal role of a supervisor of at least one direct report. Thus, all accounts were related to real experiences in the leader-follower dyad rather than to general views on institutional leadership.
- Informed consent: In this case, the subjects needed to provide their verbal or/and written informed consent prior to participation in the research study. This included providing information on the nature of the study, its voluntariness, right to withdraw from the process at any stage, anonymity, subsequent use of the data collected, and raw identifiable data removal once the study completed and is submitted.

Exclusion criteria: Participants were excluded from the study if one of the following situations occurred:

- Lack of direct reporting relationship or reporting only to an external supervisor.
- Conflict of interest: All people having a direct reporting relationship with the researcher, having influence on the researcher's academic performance within the organization, and being in any type of relationship where participation in the survey and/or its content could affect the interest of any party, were excluded.
- Withdrawal of consent during any period prior to and throughout the research process

Interview questions were prepared in advance and were open-ended. Consistent with the hermeneutic orientation adopted, the researcher did not bracket prior knowledge but treated it as an interpretive resource managed through ongoing reflexivity. The number of nine participants was planned as a target group for obtaining data saturation, which was considered achieved when conducting additional interviews did not reveal any new themes. Obtained data were then analyzed, fully read, categorized, and hand-coded for emerging themes and patterns.

3.4.2 Instrumentation

The interview questions were drawn from well-known instruments and constructs used in leadership literature and the literature on psychological safety (see Table 3 and Appendix 2); such dimensions as interpersonal relationships, motivation, intellectual stimulation, and individualized consideration were covered. The four questions served more to open up than to comprehensively explore the theoretical dimensions of each concept, with probes employed when dimensions came out in response to participants' responses.

Question	Description
How would you characterize the leadership style of your immediate supervisor or managers?	The researcher would identify instances of transformational leadership within the organization by asking participants to characterize the leadership style of their supervisors or managers.
Considering your personal experiences, how do you feel about the level of trust and openness in your interactions with colleagues, supervisors, or/and direct reports?	The question elicits subjective perspectives that provide valuable insights into the individual's state of psychological safety within their respective team by prompting participants to reflect on their personal experiences.
Can you recall moments when you found it challenging to express yourself freely in your team or organization? What factors contributed to your discomfort during those times?	The question aims to uncover instances where individuals felt constrained in expressing themselves within their team or organization, shedding light on factors contributing to discomfort.

Reflecting on your experiences within your team or organization, can you recall a specific instance when you felt exceptionally comfortable expressing your opinions, ideas, or concerns, particularly in interactions with leaders?	The exploration of individuals' experiences regarding their comfort levels in expressing opinions, ideas, or concerns within a team or organization, particularly in interactions with leaders with transformational leadership style, is pertinent for understanding the dynamics of psychological safety in workplace environments.
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Table 3
Summary of Interview Questions

3.4.3 Pilot Study

Maxwell (2013) underscores the necessity for qualitative researchers to consider two critical aspects that may lack logical coherence. Namely, it is essential to envision how the participants will understand questions asked and what kind of answers can be expected in such case by putting oneself into the participant's shoes. Secondly, Maxwell advises conducting the pilot testing of questions and interview instructions in order to ensure their clarity and make sure that the required changes are made. In order to establish whether or not interview instructions and questions used for the dissertation are clear and neutral, a pilot study was conducted before commencing the main study itself. This pilot study involved conducting both face-to-face and online interviews with two individuals outside IPMI Institute. However, these individuals were not a part of the research proper, and therefore the obtained results were not included. The results show that the interview instructions and questions are clear and understandable.

3.4.4 Data Collection

Data were collected by conducting nine semi-structured interviews with employees of IPMI Institute through eight separate interviews on 20–21 May 2025 (both participants P1 and P2 were interviewed together on their request). As joint interviewing may tend to discourage candidness in relation to personal issues, it is emphasized that P1 and P2 are colleagues with no official reporting relationship between them. However, their testimonies are viewed with even more reservation, and no conclusion is based on this interview alone. Each session was recorded entirely and transcribed verbatim; each interview took around thirteen to seventeen minutes, considering that the researcher purposefully used an interview guide which focused on conciseness and brevity instead of being more exploratory. Though shorter than what is standard for idiographic phenomenological interviews, the length provided sufficient focus to

elicit themes on all four central issues, where probes were utilized when the issue presented itself; the structure favors comprehensiveness over depth for each individual. Interviews were done using a semi-structured format and consisted of four basic questions (see Section 3.4.2).

The process of member checking in this study was carried out through paraphrasing the participant's statement followed by invitation to confirm, correct, or elaborate the statement in real time during the interviews. This technique was not pre-programmed or executed periodically but spontaneously done at the point when the researcher felt it necessary to validate the participant's intended meaning before going ahead, especially after the participant expressed an abstract concept (such as "safety", "welfare" or the cause of a problem). Specific instances of paraphrasing and asking the participant to confirm what has been said are recorded in five of the nine transcripts (P1/P2, P3, P4, P8, P9), once or twice in each case and typically at the end of the interview, when some content has already been established which needed to be validated. The paraphrase-and-confirm did not occur in the transcripts of the remaining three interviews (P5, P6, P7), so the participant statements were left as they were, without independent verification in the interview by way of the researcher's paraphrase being confirmed.

There were two kinds of confirmation received. In four cases, the participant confirmed the paraphrased meaning (by saying "*betul*", "*betul banget*", or similar confirming elaboration), thus indicating that the researcher's paraphrase was correct. In one case (P3), instead of confirming the researcher's paraphrase, the participant made a correction by rejecting the suggested paraphrase of "providing clear advice" for a different, more precise characterization of "safe mentors" who challenged the participant to find her own solution rather than give the participant the solution. This correction was preserved and used in the analysis in the coding of the intellectual stimulation dimension (Section 4.6.1.3) as described under the pattern of "coach-style challenge".

However, this method of member checking was opportunistic and not systematically done, since it was executed in accordance with the researcher's decision about particular points needing to be validated and therefore was applied selectively in only five of the nine interviews. No post-interview member checking of the kind of sending the transcript or the analytical summary to the participant was done. As a result, the interpretations provided in Chapter IV

for the three interviews without member checking in the course of the interview (P5, P6, P7) were based only on the transcript coding.

3.4.5 Saturation and Data Analysis

Data saturation is a necessary process in research that defines the stage whereby enough information has been collected to cover all possible emerging themes in the phenomenon being studied (Steyn & Hind, 2023). This study achieves thematic (or code) saturation where additional interviews produced no further themes. But theoretical saturation is not achieved since that would entail having a grounded-theory design to develop a theory from the interview results instead of using the theories by Bass & Edmondson. Rather than being assumed, saturation was assessed retrospectively; the compressed two-day fieldwork window meant that systematic open coding could not be interleaved with data collection, so the sample size was bounded by the available timeframe rather than extended until saturation was observed.

Nine participants were interviewed over the course of two consecutive days in eight interviews altogether (Participants P1 and P2 chose to be interviewed in a single session on their own request). Conducting four interviews per one day of fieldwork did not allow the researcher to transcribe and perform systematic open coding of all interviews before the next interview was scheduled to begin. Therefore, the researcher maintained real-time notes recording candidate themes, participant framings that appeared to converge with earlier accounts, and observations of thematic novelty as they arose; these notes informed the sequencing and probing decisions made across the fieldwork window. Following the conclusion of fieldwork, all recordings were transcribed and systematic open coding was applied across the full corpus. Coding was done entirely by the researcher. In line with a reflexive interpretive, there was no calculation of an inter-coder reliability score. Rather, interpretive clarity is ensured by the ongoing codebook (Table 4) and the reflexive analysis of (see Section 4.8 and Section 5.7).

A running codebook was constructed recording each code, the interview in which it first appeared, and the frequency of its recurrence across subsequent transcripts. The identification of saturation was done sequentially, that is, saturation was achieved at the point when further interviews did not introduce any new dimensions categorically of the

phenomenon. New codes that arose at this point were considered as specifications of already existing categories (Table 4). The criterion of timing depends entirely on the sequence of the interviews; hence, the determination was also backed up by evidence which is structural in nature and hence does not depend on sequence. Important themes emerged from the different participants occupying divergent positions, i.e., supervisors and supervisees, all four levels of reporting, all four functional groups, and tenures from below five years to more than a decade. Two examples of this include: Firstly, themes of intellectual stimulation were based upon eight out of nine participants, all the levels of reporting, and all functional groups. Secondly, the theme of trust was based upon all nine participants. Since this distribution is not dependent upon interview sequence, it proves that the declining rate of new themes depends on the breadth of the phenomenon. The data were collected during eight interviews that took place over the course of two successive days. These interviews have been ordered chronologically according to their delivery because the saturation technique used in this research depends on the reduced yield of each successive interview, and thus it is only valid in the context of a predefined sequence (Table 4). On the first day, the following participants were interviewed: P3, P9, P4, and P6, whereas on the second day P8, the collective interview between P1 and P2, and P7 and P5 were interviewed. Eighteen axial categories were developed based on the corpus.

Axial category	P3 (1)	P9 (2)	P4 (3)	P6 (4)	P8 (5)	P1 (6)	P2 (6)	P7 (7)	P5 (8)	First grounded
Intellectual stimulation	★	✓	-	✓	✓	✓	✓	✓	✓	Session 1
Trust foundation	★	✓	✓	✓	-	✓	✓	✓	✓	Session 1
Voice in disagreement	★	✓	✓	-	✓	✓	✓	—	✓	Session 1
Inspirational motivation	★	✓	✓	✓	-	-	-	✓	✓	Session 1
Modelled humility & challenge	★	✓	-	✓	-	-	-	-	✓	Session 1
Individual consideration	★	-	-	✓	-	-	-	-	✓	Session 1
Constrained expression	★	✓	-	-	✓	-	-	-	-	Session 1
Diplomacy imperative	★	-	-	-	✓	-	-	-	-	Session 1
Delegation & empowered voice	-	★	✓	✓	-	✓	✓	-	✓	Session 2
Decision-making latency	-	★	-	✓	-	-	-	-	✓	Session 2
Generational hierarchy	-	★	-	-	-	-	-	✓	-	Session 2
Idealized influence	-	-	★	✓	-	✓	✓	-	✓	Session 3
Shared history & vulnerability	-	-	★	✓	-	-	-	-	✓	Session 3
Bidirectional candor	-	-	★	-	-	-	-	-	✓	Session 3
Compensation gap	-	-	-	★	✓	✓	✓	✓	-	Session 4
Investment & belonging	-	-	-	★	-	-	-	✓	-	Session 4
<i>Kekeluargaan</i> effect	-	-	-	★	-	-	-	-	-	Session 4
Favoritism	-	-	-	-	★	-	-	✓	-	Session 5
New categories introduced	8	3	3	3	1	0	0	0	0	18 total

Note. Columns are ordered chronologically by interview session. The participant code appears above the session number in parentheses. P1 and P2 were interviewed jointly and together constitute session six. ★ = category first grounded in this session; ✓ = category reinforced; - = category not grounded in this session.

Table 4
Emergence and Reinforcement of Axial Categories

The first session set out the most expansive conceptual scope. Of the eighteen categories, eight of them were introduced for the first time during the initial interview, including the aspects of intellectual stimulation and inspirational motivation as elements of transformational leadership; individualized consideration; the basic trust that lies at the root of psychological safety; voice in the face of disagreement; the process through which the humility demonstrated acts as an enabling factor for challenging ideas; constrained communication; and the need for diplomacy as a cultural moderator. This approach to data collection reflects the expected path for qualitative research, where early data provide the widest conceptual scope.

Categorical emergence was continually declining after that. In the second session, three more categories were identified: the process linking delegated authority to an empowering voice, decision-making latency as a structural moderator, and generational hierarchy as a cultural moderator. Three more categories were identified in the third session: idealized influence, the process linking shared history to mutual vulnerability, and two-way openness. Three more categories were identified in the fourth session: compensation and welfare equity gap, the process by which development investment creates belonging, and *kekeluargaan* effect. In the fifth session, only one more category was identified: favoritism as a ceiling on dyadic psychological safety. There were no axial categories that needed to be redefined after the fourth session.

The last three interviews did not produce any more categories. In the Sixth Interview, which was jointly done according to the requests made by the participants, six categories were re-confirmed without the formation of any new conceptual area. A particular caveat pertains to this interview as well: as the sole joint interview among the set, the lower output of categories could very well be explained by the peculiarities inherent to a two-person format rather than true saturation; indeed, this saturation assumption is more solidly founded on the seventh interview (P7), which was done individually, as well as on the evidence provided below. The Seventh Interview re-affirmed seven categories. The Eighth Interview turned out to be the most fruitful interview for reaffirmation in the entire interview set and confirmed eleven existing categories without offering anything analytically novel. Using the two consecutive interviews

criterion retrospectively, the novelty curve became flat starting from the sixth interview because the seventh and eighth interviews verified the previously formed categories and did not create any new categories. Since the coding was done at the end of the field work and not between the interviews, it can be better understood as a post-hoc verification that the data corpus sufficed for the phenomenon being studied.

Saturation follows from structural dispersion regardless of interview order. Major themes emerged not only among participants occupying comparable structural locations but also in terms of those occupying structurally divergent locations within the organizational hierarchy: those occupying both supervisor and supervisee roles; those at each of the four different hierarchical reporting levels; those within each of the four functional groupings; and those at tenure levels varying from less than five years up to several years. Intellectual stimulation, for instance, had its foundations laid among eight of the nine participants, at each of the four reporting levels and in each of the four functional groupings included in the sample. Trust, on the other hand, had its foundations established among all nine participants. Unlike the temporal criterion, structural dispersion does not rely on the order in which participants were interviewed and, therefore, provides independent confirmation of the concept's breadth of scope.

Another category is firmly rooted in a limited way. *Kekeluargaan*, which is referred to as the enhancement of psychological safety between two people as a result of the close-knit web of relationships that exists in small organizations, was specifically mentioned by only one respondent. It has been included in the analysis based on the fact that there are references to it in some other interviews, including references to constant informal interactions, familiarity that is developed because of closeness, and trust resulting from constant interaction. Nevertheless, the evidence of its presence differs from the evidence of broadly grounded categories.

3.4.6 Disclosure of Researcher's Affiliation

The researcher was a currently enrolled undergraduate student at IPMI Institute, undertaking the research as part of fulfilling the thesis requirements of that same institution. This represents a true methodological hazard, not just a formal declaration. Insiders may undermine candid discourse in either direction; participants may moderate criticism,

anticipating that a student-researcher accountable to a faculty supervisor might relay information about any disclosures made back to institutional authorities; participants may disclose excessively, considering the researcher a peer rather than an authority.

There were two measures put into place to mitigate the risk, both of which are verifiable from the transcript as opposed to being claimed afterwards. Explicit guarantees of anonymity were given at points when sensitive information was requested, and not just initially; participants were assured that named supervisors, including the thesis supervisor, would not know what had been said, and that any critical information would be relayed in anonymized aggregate form. In addition, the final question asking for feedback to senior management was framed as a chance for safe voicing; it produced the most substantively negative-case data in the study (perceptions of favoritism, pay discrepancy, decision-making lag) as opposed to compliments. Nonetheless, these measures were verbal and situational, and the researcher cannot discount the possibility that some participants adjusted their disclosures in an undetectable way. Therefore, affiliation should not be considered neutralized but, rather, a constant interpretation caution: results that cast the institution in a favorable light will be subject to increased scrutiny compared to those that criticize it, since social-desirability bias would, if present, skew data in a favorable direction.

CHAPTER IV: FINDINGS AND DISCUSSIONS

4.1 Summary of Research Methodology

This study employed a qualitative phenomenological design to examine how transformational leadership shapes psychological safety among employees of IPMI Institute. Nine participants were recruited through purposeful criterion sampling to span across multiple functions, five distinct reporting lines, and a tenure range from approximately two years to more than a decade; both supervisory and subordinate perspectives were represented. Data were collected through semi-structured, in-person interviews conducted across eight sessions on 20 and 21 May 2025, audio-recorded in full and transcribed verbatim. The interview protocol comprised four core questions adapted from prior literatures and studies, including Edmondson's psychological safety scale, addressing participants' characterization of their supervisor's leadership style, their experience of trust and openness at work, and specific instances in which they found it difficult or unusually comfortable to speak up. Transcripts were analyzed through two-cycle coding: open coding with horizontalization, in which all coded statements were initially granted equal significance, followed by axial coding, in which codes were clustered into categories on the basis of co-occurrence, conceptual similarity, and conceptual contrast. The resulting categories were mapped onto the study's conceptual framework: Bass's four behavioral dimensions of transformational leadership and Edmondson's construct of psychological safety; while inductively derived categories capturing Indonesian contextual moderators were retained where the deductive framework proved insufficient. Trustworthiness was supported through in-interview member-checking, explicit anonymity assurances, and the deliberate retention of negative cases; the researcher's institutional affiliation is treated as standing interpretive cautions rather than as risks neutralized by procedure. The following research results are presented based on four themes. Three of which have been deduced from the research conceptual framework and verified within the research data set. The fourth theme of Indonesian contextual moderators has arisen inductively.

4.2 Participant Profiles

Nine participants were recruited via purposeful criterion sampling, satisfying the recruitment target articulated in Chapter III. The participant pool spans across multiple divisions of the study site. Tenure ranges from approximately two years to more than a decade;

and reporting lines distribute across four distinct supervisors, allowing for meaningful within-supervisor triangulation. Given that the setting is small in size, standard anonymization does not suffice in reducing the chances of re-identification especially concerning sensitive information on issues of pay and favoritism (refer to Section 4.6.4.5 and Section 4.6.4.4 respectively). As such, in order to minimize such chances, labels in Table 5 have been generalized while supervisor identity is disassociated from critical statements.

The participant composition includes two participants who occupy formal leadership positions (managerial-level), satisfying the design target of including both leader and follower perspectives.

Code	Functional Cluster	Role Band	Reporting Line	Tenure Band
P1	Cluster A	Individual Contributor	S1	> 10 years
P2	Cluster A	Individual Contributor	S1	> 10 years
P3	Cluster B	Individual Contributor	S2	5-10 years
P4	Cluster C	Managerial	S3	5-10 years
P5	Cluster D	Managerial	S3	> 10 years
P6	Cluster C	Individual Contributor	S3	5–10 years
P7	Cluster A	Individual Contributor	S4	<5 years
P8	Cluster D	Individual Contributor	P5	5-10 years
P9	Cluster B	Individual Contributor	S2	5-10 years

Table 5
Anonymized Participant Profile

Two features of the participant pool merit highlighting before the substantive findings are presented. First, three participants (P4, P5, P6) share the same supervisor (S3), and a fourth participant (P8) reports to P5, who in turn reports to S3. This nested reporting structure permits triangulated examination of how a single leader is perceived across multiple subordinates, and how leadership behaviors cascade across a two-level chain. Second, the participants span a wide range of tenure and generational positioning from staff in their early career through to managers in their fifties and several participants explicitly identified generational gap as a source of interpersonal friction.

4.3 Coding Trail

The coding pathway from verbatim quotes by participants to the emergent themes discussed in this chapter is along the lines of the two-cycle process outlined in Chapter III. In order to make this pathway observable, rather than merely claiming it, Table 6 shows two sample entries for each of the four themes, illustrating the pathway from a verbatim quote, through the open code attached to it, then the category of axial coding to which this code belongs, the theme in which this category appears, and the construct from the extant theory that the finding relates to. Quotes are given in the original language of the interview with translation in parentheses. Summary of coding and generation of eighteen categories is shown in Appendix 3.

Sample of participant quotations	Open code	Axial category	Theme
Theme 1 - Manifestations of transformational leadership			
“He/she always asks, what do you think? ... That is what makes me feel my ideas are more valued here.” [P6]	Soliciting subordinate input	Intellectual stimulation	Manifestations of transformational leadership
“The trust he/she places in us is considerable. So, we do not want to waste that trust.” [P1/P2]	Leader as admired referent	Idealized influence	Manifestations of transformational leadership
Theme 2 - The lived experience of psychological safety			
“I have no apprehension. I am not afraid of being scolded. I speak as I am.” [P4]	Voice in disagreement, no fear	Voice in disagreement	The lived experience of psychological safety
“He/she signs immediately. Sometimes without checking it. But it is correct.” [P1/P2]	Trust as foundation	Trust foundation	The lived experience of psychological safety
Theme 3 - Mechanisms linking leadership to psychological safety			
<i>“[The supervisor] says, the things you can decide, you decide. ... I already have delegation from [him/her].”</i> [P4]	Delegation & empowered voice	Delegated trust produces empowered voice	Mechanisms linking leadership to psychological safety
<i>“[...] I think I belong here. I think my supervisor also think of my development skill.”</i> [P6]	Investment & belonging	Developmental investment produces belonging	Mechanisms linking leadership to psychological safety
Theme 4 - Contextual moderators			

“We cannot say, your idea sucks. We have to deliver it diplomatically.” [P3]	Cultural diplomatic packaging	Diplomacy imperative	Contextual moderators
<i>“Here, management’s like-or-dislike still weighs more heavily than looking at performance.”</i> [P8]	Favoritism perception	Favoritism / evaluative ceiling	Contextual moderators

Note: Participant codes appear in square brackets following each quotation. Quotations are verbatim from the interview transcripts; ellipses indicate omitted material within a quotation. Translations are researcher’s. Two exemplar rows are shown per theme; these are illustrative of the coding logic and are not an exhaustive account of the evidence grounding each category.

Table 6
Selected Coding Trails

The rightmost column distinguishes between deductive and inductive derivation of codes. The first three themes’ codes were derived from the conceptual framework of the study and are grounded on specific dimensions of the transformational leadership approach by (B. Bass, 1985) and the construct of psychological safety developed by (A. Edmondson, 1999b). The codes belonging to the fourth theme are inductively derived in open coding and relate to some parts of the corpus of material not covered by deductive coding; such codes are highlighted, while the relation to the existing literature can be seen as an extension rather than a confirmation. This design has one implication that needs to be articulated. Since the interview schedule was structured along the lines of Bass’ four transformational leadership dimensions and Edmondson’s psychological safety questions, the relatively broad basis of the deductive themes (Thematic Areas 1-3, see Sections 4.6.1 - 4.6.3) is a function of the directive aspect of the interviewing: Participants were questioned on these themes and were bound to address them. Thus, their recurrence is an indicator of the existence and importance of such behaviors in the context, but they should not be interpreted as emerging independently. On the contrary, the inductively identified theme set (Thematic Area 4, see Section 4.6.4), generated without any prompting questions, has the opposite characteristics, it is the most innovative aspect of the analysis.

4.4 Saturation

Saturation was operationalized in accordance with the criterion specified in Chapter III, Section 3.4.5.

4.5 Distribution of Framework-Derived and Emergent Themes

The distribution is displayed in two tables (Table 7 and Table 8). Panel A shows the broadly defined categories, defined as those created by four or more participants. Panel B displays the narrowly defined categories, derived from less than 4. The purpose of the separation is to make the difference in weight of evidence explicit to the reader rather than to infer it, not to dismiss the narrowly focused findings that are retained in the analysis. The following tables are sorted by participant code instead of order of interviews, compared to the saturation table in Section 3.4.5, since distribution of grounding across participants is an intrinsic property of the corpus and not related to the order of participant interviews.

Axial category	Participants contributing	n	Theme
Trust foundation	P1, P2, P3, P4, P5, P6, P7, P9	8	2
Intellectual stimulation	P1, P2, P3, P5, P6, P7, P8, P9	7	1
Voice in disagreement	P1, P2, P3, P4, P5, P8, P9	7	2
Inspirational motivation	P3, P4, P5, P6, P7, P9	6	1
Delegated trust & empowered voice	P1, P2, P4, P5, P6, P9	6	3
Idealized influence	P1, P2, P4, P5, P6	5	1
Compensation / welfare equity gap	P1, P2, P6, P7, P8	5	4
Modelled humility & challenge	P3, P5, P6, P9	4	3
Intellectual consideration	P3, P5, P6	3	1

Table 7
Panel A: Broadly Grounded Categories

Axial category	Participants	n	Theme	Evidentiary status
Constrained expression	P3, P8, P9	3	2	Independently grounded across three reporting lines; the mechanisms of constraint differ across participants (interlocutor, organizational, dispositional).
Generational hierarchy	P7, P9	2	4	Independently grounded across two reporting lines, and from opposing structural vantages, one as subordinate, one as supervisor.
Developmental investment & belonging	P6, P7	2	3	Independently grounded across two reporting lines and two functional clusters.
Favoritism	P7, P8	2	4	Grounded explicitly by one participant; the second grounds the category by implication only, describing perceived workload inequity without naming favoritism.
Bidirectional candor	P4, P5	2	2	Both contributing participants share the same reporting line. The category is therefore not independently corroborated across supervisors, and may reflect a property of one dyadic relationship rather than of the institution.

Shared history & bilateral vulnerability	P4, P5, P6	3	3	All three contributing participants share the same reporting line. As above, corroboration is within-supervisor rather than across-supervisor.
Decision-making latency	P5, P6, P9	3	4	Grounded across two reporting lines; one participant grounds the category as a consequence experienced rather than a behavior observed.
<i>Kekeluargaan</i> effect	P6	1	4	Sole explicit grounding. Convergent but unnamed material, descriptions of frequent informal interaction and trust accumulating through proximity, appears in several other transcripts.

Table 8
Panel B: Narrowly Grounded Categories

There are a few things to say about the distribution. The initial focus is on the most firmly established categories. Trust foundation was built among eight participants in the corpus. Dissent was expressed by 7 out of 9 participants, for each of the four reporting lines and for 4 functional clusters represented in the sample. The intellectual stimulation dimension in transformational leadership is also well substantiated, with eight participants. Therefore, the evidentiary basis for the main claim of this study, that transformational leadership behaviors exist in this setting and that psychological safety is experienced simultaneously, is broad rather than narrow.

The second is a pattern visible in Panel B, but not evident solely from the participant counts. There are two types based on participants with the same reporting line, the bidirectional candor and the shared-history mechanism. Consensus among subordinates of one supervisor is a weaker form of validation than consensus across multiple supervisors, as it may reflect a characteristic of one leader's behavior or a specific dyadic relationship rather than a generalizable characteristic of the phenomenon.

One participant specifically flagged the *kekeluargaan* (familial) effect, the amplification of dyadic psychological safety via the dense relational mesh typical of small institutions. The reason for keeping it is that convergent material appears elsewhere in the corpus without participants using the term to describe it. Several transcripts describe frequent informal interaction; interpersonal familiarity developed through physical proximity and trust developed through repeated contact. But the category is the most tenuous in terms of evidence of the analysis. A precarious theme is reported in Section 4.6.4.3 (see Table 8 on themes distribution). It is not presented as an established finding but identified as a priority for

confirmatory follow-up (see Section 5.6). This is done to avoid a common criticism of qualitative research, that the findings are based on the perceptions of a small number of participants, and that the reader cannot determine which findings are widely evidenced and which are not. That distinction is visible in the above tables. Where a category is only weakly grounded the analysis says that; where it is grounded in participants who share a supervisor the analysis also says that. Alternatively, one may present all categories with equal apparent authority and let the asymmetry be discovered by the reader.

4.6 Examination of Emergent Themes

The analysis produced four broad themes. The first two concern what participants experienced, how they described their supervisors' behavior, and what psychological safety actually felt like in day-to-day work. The third examines how the first appears to produce the second. The fourth steps back to ask what is specific to this Indonesian higher-education context that shapes all of the above.

4.6.1 Theme 1: Manifestations of Transformational Leadership

Across the participant pool, descriptions of supervisors' behaviors mapped recognizably onto the four behavioral dimensions of transformational leadership formulated by B. Bass (1985) and operationalized in the Multifactor Leadership Questionnaire (Avolio & Bass, 2004). However, the four dimensions were not uniformly present in any single supervisor; rather, participants articulated distinct dimensional profiles. The descriptions below disaggregate the four dimensions.

4.6.1.1 Idealized Influence: Role Modelling and Integrity

Idealized influence can be defined as behavior by means of which the leader becomes a referent whose values are to be imitated by his/her followers, resulting in identification going beyond the realm of merely instrumental compliance (Bass, 1985). The key to identification is in identification with the aim of the leader, not liking the leader.

P5 based his relationship on the same organizational aim, rather than on the characteristics of his/her supervisor:

"I think because we have the same vision towards [the institution]. ... I think that common feeling is quite close to us. We feel free to talk about anything." - P5

This formulation is interesting because it grounds idealized influence not in charisma or symbolic distance. The leader is admired not for transcendent qualities but for sharing a value-commitment with the follower. P6 echoed this characterization from a different vantage point, describing S3 as a mentor figure whose presence reframed her professional self-understanding:

"I think of her as a mentor. So far, during my working life, this is my [n-th] workplace. I never found a mentor that, in my opinion, suits me. Now I have that person, so I feel like I belong here." - P6

This constitutes idealized influence precisely due to the identification with the leader's vision rather than style. Other instances of appreciation of a supervisor as "excellent" have been excluded from this category because there was no identification with the vision of the leader in question.

4.6.1.2 Inspirational Motivation: Appreciation, Aspiration, and Pull

Inspirational motivation involves the communication of uplifting expectations and purposes that elevate aspirations above selfish motives (B. Bass, 1985). The key diagnostic aspect is the elevation of aspirations, and not just offering encouragement. The narrative offered by P7 fulfils this criterion through a route that she identifies herself:

"If I do something right, if I take some initiative, I am always appreciated. Even now [Supervisor], thank you for the initiative, thank you, like that. [...] Even though we sometimes face uncertainty and burnout, the appreciation they give indirectly increases my motivation. And that affects my performance." - P7

This chain is stated in P7 where recognition causes motivation that relates to performance. This point should be considered as a limitation of the proof, this is an interpretation from P7's side about what motivated her, but this cannot prove that the cause was appreciation of her and not something else.

Additionally, inspirational motivation was not always articulated in grand visionary language; for several participants, it manifested as the more mundane act of expanding one's

perceived growth ceiling. P6 reported being routinely enrolled in training programs and stretch assignments by S3:

"Every time there is training, I am always involved. [...] Since [redacted], I have been involved in many trainings, many projects assigned to me outside my job description. And I feel that is okay, because I see it as an opportunity to grow." - P6

What is particularly important about the interpretive frame used here is that activities which lie beyond the job description are not seen as exploitation; they are seen as investments in development. This shift in perspective from one of imposition to one of opportunity is contingent upon the availability of the interpersonal story, wherein the leader is portrayed as interested in developing the subordinate. Where this story is absent, in some of the negative examples described below, this same task assignment elicits a different affective reaction.

4.6.1.3 Intellectual Stimulation: Challenging Thought and Soliciting Ideas

Intellectual stimulation, the third Bass dimension, concerns the leader's habit of inviting subordinates to question assumptions and contribute ideas. Multiple participants identified this behavior pattern as a defining feature of their supervisors. P6, describing both one of the institute's leaderships and S3, characterized the leadership style as transformational on precisely these grounds:

"It is more like transformational leadership. Both [leadership and S3] as my supervisor. Because they always listen to our ideas and comments. They always ask things like, what do you think? [...] My ideas are valued here, more listened-to." - P6

P3 supplied similar instance:

"They never just give advice. They challenge me, that is what makes me grow. ... Like a coach - a coach never gives the answer." - P3

P3's account is the clearest match to the definition, identifying the mechanism the dimension names: the leader declines to supply an answer and instead prompts the subordinate's reasoning. This is distinguishable from mere consultation or friendliness.

4.6.1.4 Individual Consideration: Differentiated Attention and Care

The fourth dimension of leadership behavior is known as individual consideration. It refers to the leader's attentiveness towards the distinctive needs, abilities, and development of

the follower. In this case, individual consideration showed some variation in terms of its prevalence in the data set. Individual consideration was explained by participant P5 as follows:

"How I talk to the [Leadership Member] is different from how I talk to S3, how I talk to my staff, how I talk to other managers. [...] Adjusting myself to them is my form of respect to them as well." - P5

P9, a manager, described his/her supervisor (S2) using the descriptors "patient, critical, detailed", a profile that emphasizes attentive engagement with the substance of his/her work rather than performative care. P6 explicitly named development-oriented attention as a marker of individual consideration; she reported that S3 routinely inquires about the difficulties he/she encounters in his/her work and enrolls his/her in training accordingly. Conversely, individual consideration emerged as the dimension most subject to negative cases: P1 and P2, while characterizing their director as "excellent," brought their perspective on specific gap in attentiveness to compensation and welfare equity, noting that the financial recognition of their unit's contribution did not.

4.6.2 Theme 2: The Lived Experience of Psychological Safety

Psychological safety, as articulated by (A. Edmondson, 1999b), is the shared belief that the interpersonal climate permits risk-taking, that one can speak up, disagree, admit error, or propose unconventional ideas without incurring social punishment. In the present data, participants' descriptions of their experiences mapped onto this construct with high fidelity, though the substantive content of those descriptions varied with the participant's position and supervisor (Table 9).

Risk-taking behavior	Grounded in	Category	Illustrative instance
Asking for help / accepting stretch responsibility	P6, P7	Trust as the Foundational Layer	P7 is "released" to manage a budget and must work out how to be accountable for it; P6 is drawn into projects beyond her role.
Admitting difficulty / lack of knowledge	P6, P9	Trust as the Foundational Layer	P6's supervisor asks "what is difficult about the work," and P6 discloses freely; P9 recounts an early lack of confidence in her role.
Speaking up / voicing disagreement	P4, P1/P2	Voice in the Face of Disagreement	P4: "I speak directly - you should not do this; you should do that."
Challenging a decision	P1/P2, P8	Voice in the Face of Disagreement	P1/P2 press their preferred instructor against the supervisor's objection, exchanging reasons until a choice is reached.

Raising a difficult or sensitive issue	P9, P3	Voice in the Face of Disagreement	P9 challenges a lateral intervention in her unit's hiring scope and defends her position with reasoning.
Giving critical feedback upward	P4, P5	Bidirectional Candor and Self Disclosure	P4 tells her supervisor to her face to be more patient; the supervisor "likes to needle" her in return.
Disclosing personal matters / being vulnerable	P5	Bidirectional Candor and Self Disclosure	P5: "even to personal stuff, I can tell [the supervisor] directly."
Discussing sensitive topics (pay, fairness, favoritism)	P1/P2, P6, P8	Moments of Constrained Expression	P8 raises perceived favoritism and the absence of performance review; P1/P2 and P6 raise compensation inequity.
Admitting one's own mistakes / errors	not grounded	-	No participant recounts admitting an actual error to a supervisor; one references the possibility only hypothetically (See section "Moments of Constrained Expression")

Table 9
Psychological-safety Risk-taking Behaviors and Their Grounding

4.6.2.1 Trust as the Foundational Layer

The single most frequently named foundation of psychological safety, across participants, was bilateral trust. Trust is treated as the foundational layer rather than as a risk-taking behavior in its own right: it is the precondition the behaviors in the later categories draw upon. Its clearest behavioral expressions in this category are two of Edmondson's markers: asking for help (or accepting responsibility that requires it) and admitting difficulty or lack of knowledge, each of which exposes the subordinate's limitations to the supervisor and is therefore an interpersonal risk.

P7 grounded the first. Describing being entrusted with a project and its budget, she recounted being left to work out how to discharge the responsibility:

"There I was released by [the two supervisors]. There I had to survive - how to do it, how this amount of money could be spent correctly, so that I could be accountable for these funds." - P7

He/she experienced the arrangement as trust rather than abandonment, and it presupposed that he/she could seek guidance when needed. P6 grounded the admission of difficulty, describing a supervisor whose standing practice actively invited it:

"Because [the supervisor] always asks, what is difficult about the work, what [he/she] can help. Every time there is training, I am always involved." - P6

This illustrates a point returned to in Section 4.6.3.2: help-seeking and the admission of difficulty were not solely subordinate dispositions but were scaffolded by the leader's behavior. P9 grounded the same marker from the opposite side, describing her own practice of admitting when she does not yet know something rather than speaking prematurely: "if I still do not know, I study it first".

4.6.2.2 Voice in the Face of Disagreement

The second sub-theme concerns the willingness and capacity to voice disagreement. Edmondson's seven-item scale treats this as a defining marker of psychological safety: members of a psychologically safe team can raise problems and tough issues. In the present data, several participants reported routinely doing so. P4 described voicing pushback directly:

"I do not feel anxious or afraid of being scolded. I speak as I am. [...] Better that S3 hears from me directly, rather than from someone else." - P4

P8 reported pushing back on his/her supervisor (P5) when an out-of-hours request conflicted with established priorities, and was clear that pushback was acceptable provided it was accompanied by reasoning and an alternative proposal:

"There are times that you have to say no. [...] But it has to make sense, the reason; you have to come up with a solution." - P8

The challenging of a decision in progress is grounded most clearly in P1 and P2, who described contesting their supervisor's provisional choice of a training instructor. When the supervisor objected that their preferred candidate was too technical, they held their ground on the basis that the client had specifically requested him/her:

"I said, [supervisor], this one seems good, [name] can teach this. And [the supervisor] said, oh, do not - [he/she] is too technical, perhaps. ... But the client asked specifically for [him/her], [supervisor]. ... So, there was an argument to it." - P1/P2

The exchange between P1 and P2 was an authentic representation of negotiated conflict regarding the selection of an instructor for the training program. The exchange of concepts and thoughts was intended to strike a suitable compromise for both parties involved. This exchange is essential as it illustrates the process of realization of the concept of psychological safety in

practice. Instead of a high-risk act of defiance, the exchange appears more to be a negotiation process which involves exchanging different ideas and options.

What matters analytically is not the eventual agreement but the participants' evident expectation that challenging a decision was legitimate. The raising of a difficult issue is grounded in P9, who, confronted with an intervention in his/her unit's hiring scope from outside her reporting line, persisted until she was heard:

"For several weeks I was really drained. Until finally I was heard - I was heard because I defended [my position] with reasons." - P9

Across these instances, voice in disagreement appeared not as dramatic dissent but as a recurring, comparatively low-stakes practice of reasoned give-and-take.

4.6.2.3 Bidirectional Candor and Self-Disclosure

A distinctive sub-theme that emerged in several interviews was bidirectional candor - the willingness of leaders to receive critique from subordinates, and the felt permission of subordinates to offer it. Upward critical feedback is the riskiest form of speaking up in Edmondson's framework, since its target holds power over the subordinate. P4 articulated this explicitly, describing how she has on occasion told S3 directly that she should be more patient with the team:

"I sometimes say, S3, you should not gas like that immediately. [...] I tell him/her openly. So, when I face S3, I do not feel anxious or any reluctance." - P4

This pattern is significant because it inverts the typical hierarchical flow of feedback in formal organizations. In the light of the power-distance norms that favor high power-distance orientation, where critique of the leader's ability to regulate his/her emotions from below is an uncommon occurrence, the way in which P4 provides such critique on a consistent basis is considered to be a deviation from this norm specific to this leader-follower dyad. P5 grounded the self-disclosure aspect from his own vantage:

"That is how I can be more relaxed. I can treat [the supervisor] as someone I can trust. Even personal stuff, I can tell [them] directly." - P5

Bidirectional candor is, however, grounded only in participants who share one reporting line (see Section 4.2), and is reported as a feature observed within that relationship rather than as an institution-wide finding.

4.6.2.4 Moments of Constrained Expression

In line with the commitment to examine cases that demarcate the limits of taking risks, a number of participants mentioned instances in which their voice was limited. This means the range of risks is set by the contexts within which the participants operate. In this category, two distinct Edmondson markers can be found: the discourse on sensitive issues, which was allowed but limited, and the admission of mistakes, which was almost absent.

Constraint came up in three forms. The first one was the constraint imposed by a conversational partner. P3 described the situations in which she thought he/she could speak freely and the contexts where she purposely decided to stay silent.

It depends on the people that we face. [...] For a certain person, we have to maintain the wording. It is not that we should not deliver it; just, sometimes we cannot be outspoken." - P3

In this case, the difficult aspect has not been raised because it is more about the expected acceptance rather than the ability of the person involved. The second factor is the role of organizational politics: the lateral intervention of P9, as previously mentioned, provoked weeks of trying to win acceptance of the idea, which shows that even the person's good relations with her direct supervisor did not protect her from fear of speaking out about the idea elsewhere. The third factor is the upward distance impacting people even if they feel safe towards their colleagues: P8 mentioned being free with peers but uneasy when talking to people above.

"Among peers, fellow staff, we feel safe - we tell each other in each division. But upward, whether it feels safe - not yet." - P8

It is important to note that, even if they are constrained in appearance, in reality, these sensitive topics were brought up at interview. Participants shared their opinions on remuneration, equity, and favoritism - essentially dangerous topics for an employee to discuss

with an interviewer from the same organization. For instance, participant P8 stressed the perceived favoritism and the lack of performance appraisal at their workplace, whilst other participants point out the existence of unequal salaries in their respective organizations. The fact that all these sensitive topics were brought up marks a good level of psychological safety, although the interviewees' caution during their discussion shows that there is still a limit to this level.

Here another absence should be mentioned. The notion of Edmondson includes the readiness to acknowledge one's mistakes. The material shows very little direct proof of this; participants talk of their willingness to speak up, question, ask for help, say out that they encounter problems, give negative feedback upwards, and talk about their personal troubles, but do not mention the situation in which they confess to their supervisor that they have made a mistake. One of the participants just mentioned that theoretically the issue could arise if she had to deal with such a situation. The absence may either be a real characteristic of the environment or a result of hindsight bias. In both cases, the statement that psychological safety discussed allows for admitting mistakes is not evidenced and remains only in ungrounded conclusions.

4.6.3 Theme 3: Mechanisms Linking Transformational Leadership to Psychological Safety

The preceding two themes described what participants saw in their leaders and what safety felt like from the inside. What they do not yet explain is how one produces the other. Four mechanisms emerged from the data that help answer that question.

4.6.3.1 Mechanism 1: Delegated Trust and Empowered Voice

The participants who received autonomy in decision making, within their limits of work, often referred to this delegating to their readiness to report out issues. P4 provided some basis for this relationship due to the highlighted differences between his/her current supervisor and his/her former supervisor. Referring to the current arrangement, he/she mentioned:

"Sometimes [the supervisor] says, the things you can decide, you decide. But I still inform [them, this is the situation, my suggestion is this - and [they say], go ahead. Because as a manager I already have delegation for those matters. - P4

Contrasting with his/her former supervisor makes it possible to see the function of he/her proposal. In that case, the minor decisions required approval somewhere higher before execution. At that case, the problem was not that asking for a voice had penalties but that it was difficult to bring up any idea; his/her delegation removes such frictions, and P4 perceives such an elimination as an indicator that his/her opinion is meaningful.

4.6.3.2 Mechanism 2: Modeling Intellectual Humility and Permission to Challenge

The second mechanism is the leader's own modelled willingness to update positions in light of new information. P3 described S2 as someone who, upon encountering more current external resources, would solicit team input on whether to adopt them rather than imposing the change. P5 reported that his relationship with S3 routinely involved bilateral disagreement followed by mutual understanding. In both cases, the leader's visible practice of revising positions communicates a meta-level message, that the formal hierarchy does not exempt the leader from the obligation to be persuaded by evidence. This meta-message reduces the perceived cost of challenging the leader, because the leader has demonstrated that being challenged does not threaten their standing. The mechanism is the relational analogue of Edmondson's (2018) prescription that leaders model fallibility to cultivate psychological safety.

4.6.3.3 Mechanism 3: Investment in Development and Sense of Belonging

The third mechanism is most clearly visible in the testimony of P6 and P7: the leader's consistent investment in the subordinate's development through training, stretch assignments, scholarship support, or strategic exposure produces an interpretive frame in which the subordinate experiences themselves as a long-term participant in the organization. P6 made this explicit: "I think I belong here" was directly tied, in her account, to her supervisor's evident interest in her development skill. Once that interpretive frame is in place, the subordinate's willingness to speak up changes character; what would otherwise be a risk becomes a contribution to a shared and durable project.

4.6.3.4 Mechanism 4: Reciprocal Vulnerability Produces Bidirectional Candor

A connection specific to the longest-tenured dyads was the association of accumulated shared experience with the freedom to speak candidly. P5, describing a relationship spanning approximately two decades, linked that history to the freedom to "talk about anything." This

connection is grounded, however, in participants who all report to one supervisor (P4, P5, P6), and is reported with the caution set out in Section 4.2.4: it may describe one durable relationship rather than a generalizable pattern, and is not advanced as an institution-wide finding.

4.6.4 Theme 4: Indonesian Cultural and Organizational Moderators

The secondary research question stated in Chapter I asks in what ways Indonesian workplace norms appear within participants' accounts of leadership and psychological safety at IPMI Institute. The collected data offer information, categorized in the following categories.

4.6.4.1 Contextual Factor 1: The Diplomacy Imperative

There was a sense that there should be a cultural norm regarding disagreement being expressed in an indirect way. P3 conveys:

"Indonesian, because it is cultural. We have to diplomatically deliver it. [...] We cannot say, your idea sucks. We cannot speak like that." - P3

This does not inherently mean that there is a lack of safety, since P3 conveys that he/she perceived psychological safety, in terms of his/her own safety, but it defines the nature of voice. That tendency is consistent with the idea of high and low context communication culture and with the importance of interpersonal harmony and face in the Indonesian work setting.

4.6.4.2 Contextual Factor 2: Generational and Tenure Hierarchy

The participants viewed the culturally significant weight associated with the authority of seniority as one of the conditions influencing voice. In the case of P9, who was himself/herself a manager, the willingness of the younger subordinates to be guided and the resistance shown by the subordinates who were much senior compared to his/her was noted. The conflict can be attributed to a culture where there is a high-power distance, in which the weight of seniority has significance apart from the formal authority, such that guidance by a junior manager to a senior subordinate run against cultural norms. P9, in his/her capacity as a manager, distinguished between his/her trust in subordinates in their twenties and his/her trust in subordinates over fifty:

"Frankly, I trust the ones who are in their twenties more, because they have responsibility. For the fifty-somethings, they take responsibility for the task, but there is more denial from them. [...] Yes, they have experience perhaps more than me. So, they are already comfortable with what they do; when we explain something, it is a little hard to be accepted." - P9

P9's account reveals the dual edge of seniority in the Indonesian organizational setting: experience confers expertise and a measure of confidence, but it also confers a settled relationship to one's work that can attenuate openness to direction from a younger manager. From a psychological-safety standpoint, this means that a transformational leadership style that explicitly invites input from senior staff may need to manage the cultural expectation that seniors are not directed by juniors.

4.6.4.3 Contextual Factor 3: Institutional Smallness and the *Kekeluargaan* (Familial) Effect

The family feel of a small organization; *kekeluargaan* (familial) was P6's example of a safety generator itself, arising out of constant interaction as opposed to the behavior of an individual leader. This is one of the enabling conditions listed by P6 from among the five, complementing dyadic safety with institutional relational density. It relates to and perhaps expands on the relationship networks precursors mentioned by (Frazier et al., 2017) and (Newman et al., 2017): in a culture where familial imagery structures work-related relationships, relational density could entail duties of mutual support over and above those of a professional network. It is, however, based on a single participant only, and is the most precarious of the five.

4.6.4.4 Contextual Factor 4: Perceived Favoritism and the Limits of Local Safety

The most prominent negative-case moderator surfaced in P8's account, which explicitly contrasted his sense of safety with peers against his reservation in upward communication. P8 attributed the reservation not to his immediate supervisor's behavior but to a perceived institutional pattern of favoritism - a pattern in which evaluative outcomes were experienced as tracking liking rather than performance:

"At IPMI it is still stronger for the like-or-dislike from management, compared to looking at the performance. [...] So, if someone is disliked, even though their performance is good, sometimes they still get hit." - P8

P8 connected this to a concrete gap: the absence of a functioning performance-review system, which left staff unable to ground their contributions in an agreed record. A further concern compounded the reservation, the perceived leakage of informal disclosures upward through unofficial channels:

"We guard our mouths - we are careful whom we talk to, because we do not know who will pass something to management. ... Something said in a staff group chat somehow reaches management, and then you get hit for it." - P8

They do not represent peripheral qualifications to an otherwise favorable conclusion; rather, they define its boundaries. In particular, they suggest that psychological safety established through the supervisor-subordinate dyad is not transferred automatically to the relationship with the entire organization; and when there is perceived unfairness in the evaluation process or uncertainty in the confidentiality of the informal process, employees continue to censor themselves upward even when their supervisor exhibits transformational behavior. As such, while transformational leadership from the immediate supervisor is essential, it is not sufficient for organizational psychological safety. This ceiling effect, which is in line with the supportive-organizational-practices branch of (Newman et al., 2017), but is evident in practice here, is one of the key contributions of this paper.

4.6.4.5 Contextual Factor 5: Compensation Equity and the Boundaries of Voice

Another limitation was the perception of unfair distribution of compensation and welfare. While P1 and P2 drew attention to the mismatch between the income generation capacity of their unit and its recognition among staff members, P6 highlighted his/her perception issue of lack of fair compensation within the organization, raising it not so much for himself/herself as for others. What should be stressed with regard to the safety analysis is the fact that these issues were raised at all in relation to an interviewee from the very same organization - thus constituting, in a way, the manifestation of safety. The problem is not in the inability of employees to raise questions concerning compensation and other welfare-related issues but rather in the inability of the raised concerns to lead to institutional action, thus creating an incomplete cycle between the former and the latter.

4.7 Cross-Case Comparison

In the cluster, comparisons can be made between several narratives of the same supervisor, and between two levels of reporting. However, this is seen as cross-case comparison, since the narratives were all collected through interviews; their convergence thus takes place within a single data source, not corroboration through separate techniques.

The cluster with another supervisor (S2) partially overlaps: both individuals have a supervisor who is organized, thoughtful and supportive of their development, but differ in terms of decisiveness, where one individual saw this quality occasionally lacking with the negative effects on his work, and the other did not mention it, probably due to their functional perspectives. Another example is a two-level chain, when one individual reports to the other individual from the sample, who in turn reports to S3. In this case, the descriptions given by the subordinate about his/her direct supervisor coincide, with a single exception of a weakness noted by the former (reluctance to redistribute tasks), which was not highlighted by the latter.

4.8 Discussion: Findings in Dialogue with Prior Literature

The results of the current research can be considered to corroborate the conclusions made by the review of existing empirical literature in Chapter II on the link between transformational leadership and psychological safety. Specifically, the study under discussion contributes to the field of research in question in three ways.

First, the results offer clarity regarding the mediating processes that survey-based work cannot provide due to its methodology. While previous quantitative work shows that transformational leadership is a predictor of psychological safety (Sobaih et al., 2022; Xu et al., 2022a) and psychological safety is a mediator in the relationship between leadership and further outcomes (Clarke et al., 2024; S. E. Lee & Dahinten, 2021), this relationship is modelled as one antecedent variable and in certain cases even lacks statistical mediation (Chen et al., 2020). In the current study, however, the antecedent is decomposed into four distinct processes, which are, in turn, supported by participant testimonials, including: Delegation of trust, modelling of humility, developmental support, and reciprocal vulnerability. Such a decomposition is a methodologically valid approach for phenomenological research and offers a clearer target for managerial action than survey research. In addition to the decomposition of

the antecedent, these four mechanisms seem to have something in common, which may be worth emphasizing: it seems to be the dyadic nature of each mechanism, located in the specific dyad between a particular supervisor and subordinate rather than in the supervisor's leadership style per se. The interpretation follows from the descriptions of different dimensional profiles for different supervisors (see Section 4.6.1) as well as the reports on reciprocity of vulnerability only in the relationships based on the accumulated shared history (see Section 4.6.3.4), though the sample size does not allow for generalization at this point. In this light, the dyadic nature of the mechanisms could also explain the necessity (and, yet, insufficiency) of the created safety in the supervisory dyad in the case of P8 (see Section 4.6.4.5) despite the organizational evaluative architecture, which was not under the dyad's control.

Second, the findings extend the empirical record on contextual moderators within Indonesian organizations, where empirical evidence remains comparatively limited. The diplomacy imperative (see Section 4.6.4.1) confirms, in a higher-education setting, the cultural pattern documented in studies of Indonesian workplace communication more broadly, and suggests that transformational leadership models developed in lower-context Western settings require adaptation in the form of the cultural register in which leaders invite and receive input. The generational-hierarchy factor (see Section 4.6.4.2), while not unique to Indonesia, takes on a specific inflection in a culture in which seniority confers normative weight beyond formal authority. The *kekeluargaan* (familial) effect (see Section 4.6.4.3), to the researcher's knowledge, under-theorized in the existing English-language psychological-safety literature and warrants further investigation as a distinctive feature of small Indonesian institutions.

Third, the results highlight another phenomenon associated with dyadic transformational leadership, which has been underrepresented in the literature: even though the immediate supervisor provides a high level of psychological safety, employees may still suppress their voice in the presence of higher decision-makers if they feel that the evaluation system evaluates things other than performance. This result corresponds to the research on boundary conditions that have been found out in the literature, according to which the effects of psychological safety are conditional and depend on organizational-level structures, such as accountability (Higgins et al., 2022) and collective evaluation system (Eldor et al., 2023). The current research makes this process observable from an experiential perspective. It implies that organizations that wish to take full advantage of the benefits of transformational leadership

should not focus only on leader development but also on the development of an evaluation system that subordinates' voice will encounter at higher organizational levels.

A reflexive note is appropriate here. The researcher's own affiliation with the institution under study, and his prior professional relationships with several participants, must be acknowledged as a potential influence on the data. Two countervailing dynamics are worth identifying. These points of fact matter in considering how the data should be interpreted. Previous acquaintance could reasonably have worked both ways: while it might have decreased costs of honest revelation for participants acquainted with the researcher, it may have at the same time created pressures of social desirability towards a version of events favorable to the institution and to familiar faces. This cannot be teased out by the design used and the interpretation makes no assumption about which one was dominant. The reflective posture adopted here is not that familiarity was, overall, advantageous for the data collection, but that its impact is a perpetual ambiguity that cannot be wholly articulated. A one-way concern arises from this: since social desirability pressures would have worked in favor of institutional versions of events, conclusions flattering the institution or its leaders are more carefully considered than those disparaging them.

Chapter V: Conclusion

5.1 Summary of Findings

The primary research question articulated in Chapter I asked: How do employees at IPMI Institute experience transformational leadership as shaping their sense of psychological safety at work? On the basis of the evidence presented in Chapter IV, this study discovers consistent relationship between transformational leadership behaviors and the individuals' perception of psychological safety, and the relationships come in four distinct forms that can be recognized within the participants' experiences.

First, participants related their supervisors' delegation of decision-making authority to their perception that candor was safe. Delegation was perceived as an indication of trust on the part of the leader; as a credible indication of trust, to be precise, given that delegation put the leader's fate in the hands of the follower. Participants described being ready to voice their opinions, to speak up, in exchange for this expression of trust. Second, participants related their willingness to challenge their supervisors to the open-mindedness of these supervisors in relation to the possibility of changing their position. If participants witnessed leaders adjusting their stance according to information provided by the subordinate, this was understood as a sign that challenge did not threaten the leader's reputation and led to participants perceiving less cost associated with such behavior. Third, participants related their supervisors' effort to develop subordinates to a sense of belonging, which participants in turn connected with their readiness to speak up. The perspective from which participants viewed this situation allowed them to see speaking up not as a risky venture but as a contribution to an ongoing and lasting process within the organization. Finally, those in long-term relationships linked their shared history with the freedom to speak frankly, even about private issues. In this type of dyadic relationship, participants spoke of an ability for either party to break away, when the situation dictated, from the strict role-bound interaction, and this was a result of the trust developed over time, not of their supervisory role.

The secondary research question asked: In what ways do Indonesian workplace norms appear within participants' accounts of leadership and psychological safety at IPMI Institute? These are shown to manifest in five specific ways. While the cultural expectation of diplomatic

communication did not silence voice, it altered its tone with consequences for how leaders may be expected to solicit and accept input. The relative importance of seniority seemed tied to conflict arising when young managers tried to give directives to employees much their seniors, a conflict that the participants perceived needed to be managed by their leaders. The family-like environment of the small institution seems, in the participants' descriptions, to have reinforced the sense of security created by the relationship with their immediate supervisor, providing a thick web of interpersonal connections through which trust was generated in the frequency of interactions. Favoritism in evaluative decisions was a factor that limited the dyadic security of participants: even when they trusted their supervisors personally, they self-censored in upward communications when they thought evaluation was based on personal liking rather than on merit. And while inequality in compensation and benefits did not inhibit participants in raising these concerns, it seems to reveal a gap between raising issues and any apparent action taken by the senior leadership.

5.2 Theoretical Implications

This study adds three important insights into the literature related to transformational leadership and psychological safety.

First, the articulation of four mechanisms that participants associated with the way transformational leadership shaped their sense of psychological safety allows for adding some degree of granularity to the mostly survey-based research of this issue. Indeed, while existing studies have proven that there is a relationship between transformational leadership and psychological safety and even found psychological safety to be a mediator in the relation between a certain leadership approach and various outcomes, none of those studies offered a deeper understanding of how it works. In particular, the distinction between delegated trust (a structural mechanism) and reciprocal vulnerability (a relational-temporal mechanism) suggests that the construct of transformational leadership, as it operates in producing psychological safety, may be usefully decomposed into a faster-operating structural component and a slower-operating relational component. In making this claim, the research makes a modest contribution to the literature by responding to criticisms by van Knippenberg & Sitkin (2013) of transformational leadership being regarded as a homogeneous construct whose different dimensions cannot be linked to different impacts: in this case, each dimension can be tracked through its impact on a different process of psychological safety.

Secondly, the identification of a potential *kekeluargaan* influence suggests a theory on the antecedents of psychological safety, a hypothesis proposed tentatively rather than as a proven fact. This is how the category described in Section 4.5 is justified as being based on the words of one respondent alone, and supported only with convergent but unnamed evidence in the rest of the corpus. Hence it is not reported as a proven finding, but as a hypothesis-proposing observation (cf. Section 5.6). The existing body of qualitative literature on psychological safety facilitators considers strong relationships and high relational density among team members as a generally positive one (Remtulla et al., 2021). This is an area that needs further study in the future, not something that has already been shown to be true. In certain situations, family-like metaphors provide the basis for interactions between individuals at work. When this happens, the ensuing relational density could hold more normative expectation for each other than normal professional interaction. Those interested in the topic of psychological safety and conducting research in similar cultures in Indonesia or elsewhere in Southeast Asia might benefit from considering this effect separately.

Third, the identification of a possible ceiling effect on dyadic transformational leadership, grounded primarily in a single negative case (P8), contributes a useful counterweight to the dominant emphasis on the immediate-supervisor dyad in this literature. The study suggests that the immediate supervisor's transformational behaviors are a necessary but insufficient condition for full psychological safety; the organization's formal evaluative architecture, and subordinates' perception of its fairness, can operate as a binding constraint regardless of what the immediate supervisor does. This finding aligns with the supportive-organizational-practices strand identified in Newman et al. (2017) but renders the mechanism visible at the level of lived experience, suggesting that future research should examine the interaction between leader-level and organization-level variables more systematically than is currently common.

5.3 Practical Implications

5.3.1 Implications for IPMI Institute

The findings carry several practical implications for the leadership and management of IPMI Institute.

First, it is necessary for the institution to document and disseminate the practices used by its best managers: clear delegating combined with an organized system of escalation, being open to dissent, making ongoing investments in subordinates' growth and learning, and developing trust over time patiently. Doing this would result in turning the dispersed personal competences into a shared institutional norm. This suggestion is based on a real existing strength of the institution: the considerable trust capital accumulated among participants of the interaction at the level of immediate supervisors, expressed in the constantly high safety scores they received. It is precisely in the transformation of individual supervisor competence into the institutional culture that it is likely to fail in the case of latent strengths not being articulated and known to the institution's own managers.

Secondly, the institution should move towards developing its evaluative architecture in terms of evaluating performance, as opposed to focus solely on engaging in further leader development for supervisors within the organization. The development of such a performance review process will ensure that the results achieved by this process can clearly be seen as being reflective of the actual performance which is being performed. This suggestion is based on what participants stated needed the most improvement. Consistently, the issues which participants had with the institution were all centered on issues of justice in evaluation and compensation, the limits of dyadic safety (see Section 4.6.4.5), where there was no trust in the institution's evaluative process because the individual did not trust his/her supervisor.

Third, the institution needs to make clear which channels of communication are meant to be confidential and which evaluative and make sure that the distinction between the two is clearly observed. This is an aspect that has structural importance and is related indirectly to the first recommendation made above. This is a response to a particular risk connected with a positive factor about the institution, namely the familial atmosphere of the small institution or *kekeluargaan*, which is a factor of cohesion, but also one that makes communication through informal channels feel like a form of leakage upward into channels unrelated to formal ones.

Fourth, the organization needs to offer clear assistance to managers managing subordinates significantly more senior than themselves, such as through assistance with reframing, conflict mediation, and recognition of the cultural significance of seniority. This represents a relatively low-cost measure that may yield great benefits with respect to the morale

and retention of management employees. It speaks to the generational conflicts experienced by a number of participants, wherein the emotional burden of managing seniors was largely shouldered by the manager.

5.3.2 Implications for Organizations

The findings carry implications beyond the immediate institutional setting. Organizational leaders seeking to cultivate psychological safety should expect that the leadership behaviors most operative in their setting will not be those that work in mechanical translation from Western management literature. In particular, the cultural register in which disagreement is invited matters as much as the invitation itself; leaders who treat the form of voice as fixed and the content of voice as the only variable will tend to receive less candid input than those who attend to both. Likewise, leaders who treat the generational distribution of their teams as a logistical fact rather than a cultural variable will tend to underestimate the friction it produces.

More broadly, the ceiling effect suggested by this study's negative-case evidence indicates that Indonesian formal organizations seeking the full performance benefits documented in the international literature on transformational leadership will need to invest in the alignment between leader-level and organization-level practices, particularly in performance review and compensation transparency. The benefits of transformational leadership at the unit level can be substantially undermined by the perception of organizational unfairness at the institutional level, and this perception is shaped by formal architecture as much as by individual leader behavior.

5.4 Recommendations

On the basis of the findings, the following concrete recommendations are offered.

- Codification of those four supervisory behaviors linked by participants to psychological safety: Delegation and expected upward feedback, demonstrable willingness to be challenged, subordinate development efforts, and relationship building based on trust, into a framework for leadership development of both current and future unit heads, using behavioral exemplars based on supervisors at the institution itself

- Create an appraisal system with standards that are observable, applied consistently throughout different units, and made clear to the employees under review; not to strip the manager of their discretion but rather to make transparent the connection between performance and reward for the employee.
- Review the particular issue of compensation that was identified by the participants, that of a disparity in revenues versus non-revenue generating departments; and see whether any changes need to be made. If there really is a disparity, then it can be addressed; if it is an issue of perception, then providing information on how compensation works may bridge the gap.
- Provide clear assistance to the managers managing their subordinates who are quite senior to them to address generation disparity (see Appendix 1). This should include formulating the advice, availability of mediation, and realization of this being a distinct scenario.
- Clarify to staffs which communication channels are treated as confidential and which may inform evaluation, and maintain that boundary observably.
- Consider a recurring institutional mechanism, town hall, structured listening session, or equivalent, at which the loop between subordinate voice and organizational adjustment is visibly closed: questions asked, deliberations summarized, and actions taken are tracked over time.

5.5 Limitations of the Study

The limitations identified in Chapter I are revisited here in light of the actual conduct of the study. The sample size of nine, while consistent with the convergence criteria for phenomenological research, is small enough that the findings should be treated as conceptually rather than statistically generalizable. The single-institution scope of the study, while necessary for depth, means that the cultural moderators identified should be understood as observed in this institution rather than as established for Indonesian formal organizations universally; replication across other institutions would test the boundaries of these findings. The phenomenological method privileges participants' interpretive accounts of their own experience, which is the methodological commitment of the design but also means that the study cannot speak to behaviors or perceptions that participants did not articulate or were not aware of.

The researcher's affiliation with the institution under study and his prior relationships with several participants are limitations of a specific kind. As discussed in Section 4.8, this affiliation likely produced countervailing effects on data candor, prior familiarity lowering the cost of disclosure, while simultaneously generating social-desirability pressure toward characterizing the institution favorably. The latter pressure is a specific instance of the broader social desirability bias anticipated in Chapter I: Participants across the study may have moderated their accounts of negative experiences, particularly those involving compensation inequity or perceived favoritism, in ways that this study's design cannot fully detect or correct for. The active counter-strategy of inviting negative cases in the second half of each interview appears to have produced substantive critique alongside the convergent positive findings, but the researcher cannot rule out the possibility that some critique remained unspoken.

Phenomenological research, as acknowledged in Chapter I, admits the possibility of multiple valid interpretations of the same data. The four mechanisms identified in this study reflect one coherent interpretive framework applied to the participant testimonies, but alternative framings are possible. For instance, what this study interprets as delegated trust could alternatively be read as a management style necessitated by resource constraints rather than a deliberate relational investment; and what is interpreted as reciprocal vulnerability could be read as the effect of long organizational tenure rather than of transformational leadership specifically. Member-checking during the interviews provided a partial safeguard against interpretive drift, but the design does not permit independent verification of the researcher's thematic choices. Readers should treat the four-mechanism framework as a grounded interpretive contribution rather than a definitive causal account.

Correspondingly, another issue in relation to these mechanisms regards their specific attribution to transformational leadership as opposed to other relational leadership types. As mentioned earlier in Section 2.5.2, positive leadership types that have been shown to be predictors of psychological safety - transformational, servant, humble, inclusive, and ethical, among others, are empirically hard to differentiate, and in at least one similar study conducted in the service sector, it was the servant, rather than transformational leadership that was associated with psychological safety (M. K. Rabiul et al., 2023). van Knippenberg & Sitkin (2013) make the related theoretical point that transformational leadership is hardly ever distinguished from other concepts. This research design does not solve this problem. The

behavior types discussed by the participants: Delegation of trust, encouraging challenge, development of subordinates, are all consistent with transformational leadership, defined through Bass' Four I's, however, several are consistent with servant and inclusive leadership as well. The above mechanisms, therefore, must be understood as the means by which supervision with transformational qualities created psychological safety in this context, and not as an indication that these processes occur only within the sphere of transformational leadership. In order to distinguish the impact of transformational leadership from those of adjacent types of leadership, it would be necessary to follow the methodology described in Section 2.5.2.

The study did not control for external organizational variables that may have shaped participants' accounts. IPMI Institute operates in an environment subject to regulatory changes, economic pressures, and shifts in student enrolment that can affect organizational climate independently of the variables under study. Several participants referenced institutional transitions, changes in unit leadership, shifts in workload distribution, and unresolved compensation discussions, that predated or ran concurrently with data collection. These contextual dynamics may have amplified or attenuated participants' perceptions of psychological safety in ways that cannot be disentangled from the leadership mechanisms the study sought to investigate. Future longitudinal work should account for such organizational-level variables explicitly as potential confounds.

Finally, the temporal scope of the study is cross-sectional rather than longitudinal. Several findings, particularly the reciprocal-vulnerability mechanism, which operates over time horizons of years, would benefit from longitudinal investigation of how dyadic safety accumulates and, where it does, is eventually disrupted. A study tracking the formation of new supervisor-subordinate dyads from inception through their first one or two years would offer evidentiary leverage on these temporal mechanisms that the present design cannot provide.

5.6 Directions for Future Research

Several directions for future research are suggested by the findings. First, the four mechanisms identified in this study delegated trust, modelled humility, developmental investment, and reciprocal vulnerability could be operationalized into quantitative measures and tested in survey-based designs across larger and more diverse samples of Indonesian formal

organizations. This would convert the qualitative-grounded mechanism inventory into a hypothesis-testable framework and would allow assessment of the relative weight of each mechanism.

Second, the *kekeluargaan* effect (see Section 4.6.4.3) warrants dedicated investigation. The relational density organized by extended kinship metaphor, is theoretically distinct from generic relational-density measures, and its operation in producing psychological safety could be studied comparatively across institutions of varying scale and across regions of Indonesia with varying cultural inflections.

Third, the ceiling effect on dyadic transformational leadership (see Section 4.6.4.4) warrants direct empirical investigation. A multi-level study examining the interaction between immediate-supervisor leadership style, perceived performance-review fairness, and subordinate voice behavior would test the boundary conditions of the dyadic effect documented in this and prior studies.

Fourth, the generational contextual factor identified in (see Section 4.3.4.2) deserves more focused attention. Indonesian organizations frequently feature substantial age dispersion within and across teams, and the interaction between formal authority and culturally accorded seniority is sufficiently distinctive to warrant its own line of inquiry rather than being subsumed under generic age-diversity research.

Fifth, the methodological lesson of the present study, that single-vantage characterizations of a leader can obscure meaningful asymmetries, suggests that future qualitative work on leadership and psychological safety should, wherever possible, recruit participants across the entire reporting line under each studied leader, including the leader themselves. The triangulation possible under such a design is substantially richer than that available from any single vantage point alone.

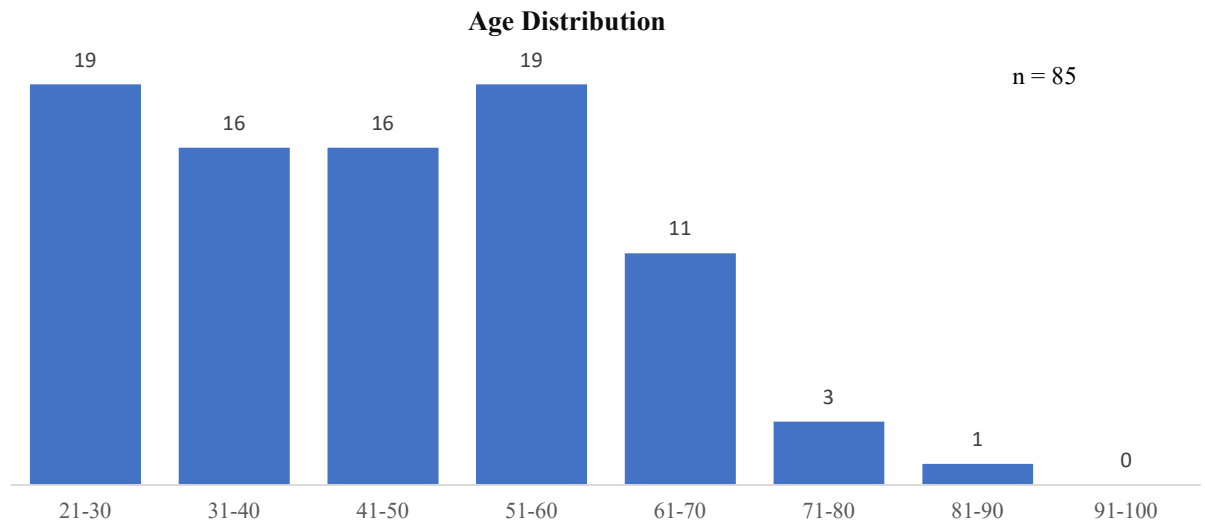
5.7 Closing Reflection

The goal of this study was to investigate the relationship between transformational leadership and psychological safety within the employee population of one business school in Indonesia, and the contribution of the research should be evaluated from this perspective. The

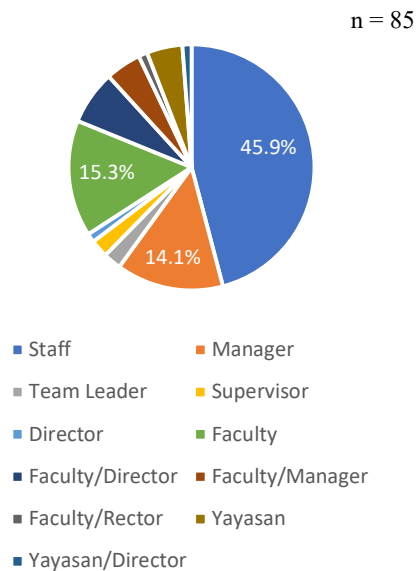
participants of the study within the one institution consistently linked the particular behaviors of supervisors to their willingness to communicate, voice their opinion and ask for help in a very clear and distinct way suggesting that there is a certain relationship between psychological safety and transformational leadership. On the other hand, at the same time the participants made clear boundaries of such relationship by stating that trust towards an immediate supervisor does not include the entire institution whose processes of evaluation and information collection are considered unreliable, and the culture of the organization defined what kind of voice is acceptable in that environment. What is presented by the study, therefore, is not a general overview of the connection between leadership and safety but rather the particular analysis of that experience.

Appendices

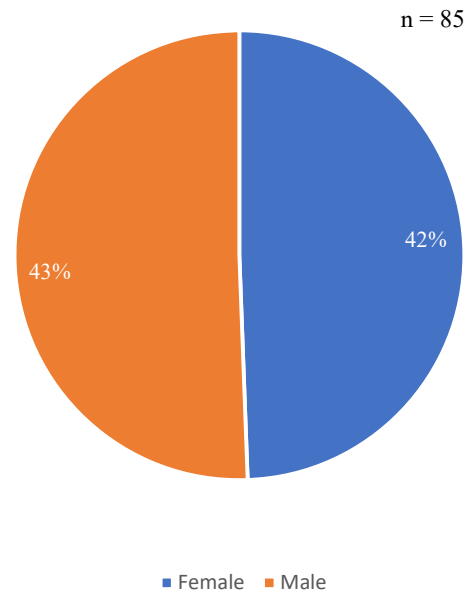
Appendix 1 Employee Demographic of IPMI Institute



Function Distribution



Gender Distribution



Source: Division of Human Resources, IPMI Institute (2024)

Appendix 2 Interview Questions

No	Question	Objective Relevancy	Assessment Tools (Author, Year)	Potential Risk Related to Question	Risk Mitigation
Q1	How would you characterize the leadership style of your immediate supervisor or managers?	The researcher would identify instances of transformational leadership within the organization by asking participants to characterize the leadership style of their supervisors or managers. This question is particularly used to provide a direction of the interview. Transformational leadership style would identify the following characteristics: (1) Idealized Influence: Being a role model that others admire and want to follow. (2) Inspirational Motivation: Inspiring and energizing others to achieve their goals. (3) Intellectual Stimulation: Encouraging creativity and innovation in problem-solving. (4) Individual Consideration: Showing care and support for each team member's unique needs. This is directly relevant to the research objective of exploring the mechanisms through which	The question is developed based on the following tools: (1) <i>Multifactor Leadership Questionnaire (MLQ)</i> from Multifactor Leadership Questionnaire, Third Edition Manual (Avolio & Bass, 2004). (2) <i>Transformational Leadership Inventory (TLI)</i> from Transformational Leadership Inventory (Podsakoff et al., 1990).	(1) <i>Interpretive Bias</i>: Participants may unintentionally introduce bias based on their perceptions, feelings, and past interactions with their supervisors. (2) <i>Cultural Bias</i>: Participants' cultural backgrounds may affect how they perceive effective leadership, potentially influencing how they describe their supervisors' leadership behaviors, particularly in diverse cultural settings.	(1) Create a supportive interview environment to encourage authentic sharing. (2) Use open-ended questions to elicit rich, detailed responses. Practice bracketing to set aside researchers' biases during analysis. (3) Conduct member checks to verify interpretations with participants for accuracy.

transformational leadership
shapes psychological safety
among employees.

Q2 Considering your personal experiences, how do you feel about the level of trust and openness in your interactions with colleagues, supervisors, or/and direct reports?	The question elicits subjective perspectives that provide valuable insights into the individual's state of psychological safety within their respective team by prompting participants to reflect on their personal experiences, Trust and openness are foundational components of psychological safety within the workplace. As such, assessing employees' perceptions of these constructs offers valuable information for evaluating the overall state of psychological safety and its potential facilitators or barriers within the organizational context. This is directly relevant with the research objective of exploring contextual factors that moderate the relationship between transformational leadership style and psychological safety among employees.	The question is developed based on the following tools: (1) <i>7-item Psychological Safety Scale</i> from Psychological Safety and Learning Behavior in Work Team (Edmondson, 1999). (2) <i>Psychological Climate and Effort Measures</i> from A New Look at Psychological Climate and Its Relationship to Job Involvement, Effort, and Performance.(Brown & Leigh, 1996) (3) <i>Dyadic Psychological Safety Items</i> from The Effects of Threat Sensitivity and Face Giving on Dyadic Psychological Safety and Upward Communication (Tynan, 2005).	(1) <i>Social Desirability Bias</i>: Participants may feel compelled to provide socially desirable responses that reflect positively on themselves or their organization, rather than accurately reflecting their true experiences of trust and openness. This bias could lead to an overestimation of positive perceptions and an underreporting of negative experiences. (2) <i>Recall Bias</i>: Participants' recollection of past experiences may be influenced by their current mood, attitudes, or beliefs, leading to inaccuracies or distortions in their responses. Positive or negative emotions associated with specific incidents may affect the way participants remember and report their experiences of trust and openness.	(1) Ensure confidentiality and anonymity to encourage participants to provide honest responses without fear of judgment or repercussions. (2) Emphasize the importance of candid feedback and assure participants that there are no right or wrong answers. (3) Encourage participants to reflect on their experiences over time rather than focusing solely on isolated incidents.
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Q3 Can you recall moments when you found it challenging to express yourself freely in your team or organization? What factors contributed to your discomfort during those times?	The question aims to uncover instances where individuals felt constrained in expressing themselves within their team or organization, shedding light on factors contributing to discomfort. By delving into personal experiences, the question offers valuable qualitative data to understand the dynamics of psychological safety.	The question is developed based on the following tools: (1) <i>7-item Psychological Safety Scale</i> from Psychological Safety and Learning Behavior in Work Team (Edmondson, 1999). (2) <i>Psychological Climate and Effort Measures</i> from A New Look at Psychological Climate and Its Relationship to Job Involvement, Effort, and Performance (Brown & Leigh, 1996). (3) <i>Dyadic Psychological Safety Items</i> from The Effects of Threat Sensitivity and Face Giving on Dyadic Psychological Safety and Upward Communication (Tynan, 2005).	(1) <i>Response Bias</i>: Participants may provide biased or exaggerated responses based on their perceptions of what the researcher wants to hear, rather than accurately reflecting their experiences. (2) <i>Recall Bias</i>: Participants may struggle to accurately recall specific instances where they found it challenging to express themselves freely, leading to incomplete or distorted responses.	(1) Develop questions based on standardized measures or validated scales to assess participants' experiences of challenges in expressing themselves freely, reducing the potential for biased self-reporting. (2) Pilot test interview questions and refine wording based on feedback to minimize ambiguity and response bias. (3) Encourage participants to reflect on their experiences over time and consider the context in which challenges arose.
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Q4	Reflecting on your experiences within your team or organization, can you recall a specific instance when you felt exceptionally comfortable expressing your opinions, ideas, or concerns, particularly in interactions with leaders?	The exploration of individuals' experiences regarding their comfort levels in expressing opinions, ideas, or concerns within a team or organization, particularly in interactions with leaders with transformational leadership style, is pertinent for understanding the dynamics of psychological safety in workplace environments. By examining specific instances where individuals felt secure to voice their perspectives, insights can be gained into the impact of leadership behaviors, communication styles, and organizational culture on fostering an environment conducive to open dialogue and innovation.	The question is developed based on the following tools: (1) <i>7-item Psychological Safety Scale</i> from Psychological Safety and Learning Behavior in Work Team (Edmondson, 1999). (2) <i>Psychological Climate and Effort Measures</i> from A New Look at Psychological Climate and Its Relationship to Job Involvement, Effort, and Performance.(Sinsky et al., 2021). (3) <i>Dyadic Psychological Safety Items</i> from The Effects of Threat Sensitivity and Face Giving on Dyadic Psychological Safety and Upward Communication (Tynan, 2005). (4) Multifactor Leadership Questionnaire (MLQ) from Multifactor Leadership Questionnaire, Third Edition Manual (Avolio & Bass, 2004). (5) Transformational Leadership Inventory (TLI) from Transformational Leadership Inventory (Podsakoff et al., 1990).	(1) <i>Social Desirability Bias</i>: Participants may feel inclined to provide responses that align with societal norms or organizational expectations, embellishing or fabricating instances where they felt comfortable expressing themselves to appear favorable. (2) <i>Response Bias</i>: Participants may provide biased or exaggerated responses to portray themselves or their leaders in a favorable light, potentially skewing the accuracy of their accounts.	(1) Ensure confidentiality and anonymity of responses, emphasize the importance of honest feedback, and use probing techniques to uncover specific details and validate responses. (2) Develop questions based on standardized measures or validated scales to assess participants' experiences of challenges in expressing themselves freely, reducing the potential for biased self-reporting.
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Appendix 3 Summary of Coding

Family	Code	Definition	Inclusion	Exclusion
A. Idealized Influence (or "II")	A.1. Leader as admired referent	Subordinate describes the leader as someone whose conduct invites admiration or references to the leader being 'excellent', a role model, or a person who is trusted without negotiation.	Statements that describe leader behaviors as exemplary, or that compare the current leader favorably to prior leaders on integrity/character grounds.	Generic positive statements about working conditions; instrumental compliance with no admiration content.
	A.2. Shared vision/mission alignment	Subordinate articulates that they and the leader share a common purpose or stake in the organization's mission.	Explicit references to common vision, shared commitment to the institution, mutual investment in outcomes.	Mere agreement on a task; routine coordination without identity-level alignment
	A.3. Integrity (Ethical Conduct)	References to the leader behaving consistently with stated values, or to fairness in treatment.	Statements describing predictable, principled conduct by the leader and/or absence of arbitrary treatment.	Statements of liking or warmth that do not reference integrity.
	A.4. Long-tenure relational stability	Subordinate references a multi-year (or multi-decade) relationship with the leader as a source of stability/safety.	Specific tenure references that the subordinate ties to current quality of relationship.	General organizational tenure with no relational interpretation.
B. Inspirational Motivation (or "IM")	B.1. Verbal appreciation as motivator	Subordinate names specific instances of explicit verbal appreciation from the leader and interprets these as motivational input.	Direct references to being thanked, praised, or acknowledged for initiative or output, plus an interpretive layer linking that to motivation or performance.	Generic statements that the leader is 'nice' without behavioral specificity.
	B.2. Stretch-assignment as growth signal	Subordinate references being assigned tasks beyond their formal role and interprets the assignment positively as a developmental opportunity	Specific references to extra-job-description tasks framed as opportunity rather than imposition.	Reports of overload framed only as exploitation. References where reframing is absent.

	B.3. High expectations with support	Leader signals high performance expectations while remaining available to support delivery.	Statements that show both elevated standards and supportive availability from the leader.	High-pressure expectations without any reference to support.
	B.4. Aspirational growth framing	Leader explicitly encourages subordinate growth beyond the role's immediate requirements (further study, external opportunities, publications).	Leader behavior that signals investment in the subordinate's career arc, not just their current output.	Generic encouragement without specific developmental referent.
C. Intellectual Stimulation (or "IS")	C.1. Soliciting subordinate input	Leader routinely asks the subordinate for opinion or recommendation rather than dictating.	Direct quotes of leader-initiated questions ('what do you think?') or descriptions of consistent input-seeking behavior.	One-off solicitation of input without pattern; rhetorical questions.
	C.2. One-off solicitation of input without pattern; rhetorical questions.	One-off solicitation of input without pattern; rhetorical questions.	Statements describing the leader actually changing course (not merely listening); described pattern of evidence-driven revision.	Listening without action or acceptance with no behavioral change.
	C.3. Coach-style challenge	Leader responds to a subordinate's question with a probing question rather than a directive answer, eliciting the subordinate's own reasoning.	Descriptions of being asked back rather than answered or descriptions of the subordinate arriving at their own conclusion through dialogue.	Simple withholding of an answer (avoidance) or didactic Socratic display without elicitation purpose.
	C.4. Encouraging initiative	Leader actively rewards or invites unprompted action by the subordinate.	Explicit invitation to bring forward ideas or take initiative; specific positive feedback when subordinate does so.	Tolerance of initiative without explicit encouragement.
	C.5. Normalizing push-backs	Leader signals (and subordinate accepts) that reasoned refusal or counter-proposal is legitimate.	Descriptions of subordinate pushing back with reasoning and the push-back being accepted; explicit endorsement of 'saying no' culture.	Push-back without acceptance; conflict-avoidance disguised as acceptance.

D. Individual Consideration (or "IC")	D.1. Developmental investment	Leader visibly invests in the subordinate's development through training, scholarship support, exposure to new projects, or sponsored learning.	Specific named training, scholarship, certification, or developmental project sponsored or initiated by the leader.	Generic statements that the leader 'cares' without specific developmental referent.
	D.2. Differentiated communication	Leader (or the participant, as a leader themselves) adjusts communication style to the specific subordinate.	Explicit acknowledgement of tailoring communication to person; description of different registers for different reports.	Routine politeness without recognition of differentiation.
	D.3. Welfare attentiveness	Leader inquiries about subordinate well-being or working conditions beyond task delivery.	Specific instances of leader asking about workload, well-being, or difficulty; pattern of welfare check-ins.	Performative inquiry without follow-through.
	D.4. Mentor framing	Subordinate explicitly characterizes the leader (or another senior) as a mentor.	Use of the word 'mentor' or functionally equivalent framing or testimony that the relationship goes beyond standard supervision.	Sponsor or patron framing without coaching content.
E. Psychological Safety markers (or "PS")	E.1. Trust as foundation	Subordinate names trust (often delegated authority backed by minimal review) as the foundation of the working relationship.	Specific descriptions of delegation, of signing without checking, of decision-making latitude granted.	Generic statements of mutual liking.
	E.2. Voice in disagreement, no fear	Subordinate reports comfort raising disagreement with the leader, including hard or critical content.	Specific instances of disagreement raised, plus subordinate's affective report ('not afraid', 'not anxious').	Tactical agreement disguised as comfort; absence of disagreement events to report.
	E.3. Bidirectional candor	Subordinate reports actually delivering critical feedback to the leader and the feedback being received non-defensively.	Specific upward critique exchanges, plus evidence of leader receptivity (revision, acknowledgement, reflection).	Subordinate critique with no reception data; deference framed as candor.

	E.4. Comfort across topic range	Subordinate reports being able to talk to the leader about both work and non-work topics without code-switching anxiety.	Descriptions of conversational range beyond task topics or reports of joking, personal disclosure, casual exchange.	Strict task-only relationship; performative familiarity without disclosure.
F. Constrained Voice (or "CV")	F.1. Self-censorship	Subordinate withholds input deliberately when a specific listener is expected to be non-receptive.	Explicit references to choosing silence with specific others or reasoning that links anticipated reception to the silence decision.	Inability to articulate, not deliberate silence; general shyness without contextual targeting.
	F.2. Office-political intervention	Lateral or extra-unit interference in the subordinate's scope causes sustained emotional cost and constrains voice on the matter.	Specific episodes of intervention from outside the reporting line - affective report of drain, exhaustion, or frustration.	Inter-unit coordination without intervention content or/and routine disagreement.
	F.3. Upward reservation despite peer safety	Subordinate is candid with peers but reserved in upward communication, even where the immediate supervisor is positive.	Explicit contrast drawn between peer-level and upward safety, reasons given that are organizational rather than dyadic.	Equally low safety across all directions (different code), pure interpersonal preference.
	F.4. Confidence or knowledge gap as voice barrier	Subordinate identifies their own (past or current) lack of confidence or knowledge as the obstacle to voice rather than the listener.	Self-attribution of voice difficulty; growth narrative through which the barrier was reduced.	Attribution to the listener; structural barriers framed as personal.
	F.5. Cultural diplomatic packaging required	Subordinate explicitly references the cultural requirement to deliver disagreement in indirect or diplomatically framed terms.	Statements naming culture (Indonesian, Asian, <i>kekeluargaan</i>) as the reason for the packaging norm; comparative references to other cultures.	Individual politeness without cultural reference.

G. Transformational Leadership & Psychological Safety Mechanism (or "M")	G.1. Delegation and empowered voice	Subordinate explicitly links the leader's act of delegating authority to their own willingness to bring forward problems and proposals.	Causal language ('because he/she delegated, I felt able to...') - reciprocal-obligation framing.	Delegation events without follow-on voice or voice events without reference to delegation.
	G.2. Modelled humility and permission to challenge	Delegation events without follow-on voice; voice events without reference to delegation.	Reasoning that moves from leader-revising-position to subordinate-feeling-licensed-to-challenge.	Leader receptivity without subordinate consequence or subordinate boldness with no leader-modelling antecedent.
	G.3. Developmental investment and sense of belonging	Subordinate explicitly links developmental investment by the leader to a sense of organizational belonging.	Sequencing of investment, then belonging language ('I belong here', 'I am part of this') and/or explicit causal link.	Belonging without investment antecedent or investment without belonging consequence.
	G.4. Shared history and bilateral vulnerability	Subordinate references long shared experience with the leader as the condition under which fully candid, bilateral disclosure became possible.	Temporal-accumulation framing or references to a slow build of relational permission.	Quick rapport without temporal accumulation.
H. Indonesian Contextual Moderators (or "CM")	H.1. Diplomacy imperative	Cultural expectation that disagreement be delivered in indirect register, regardless of underlying safety.	Explicit cultural references to politeness norms in voice; comparative references to other cultures' directness.	Strategic indirectness without cultural framing.
	H.2. Generational hierarchy friction	Age-and-seniority differentials within a team produce friction that interacts with formal authority.	Specific cross-generational coordination difficulty or references to cultural weight of seniority beyond formal hierarchy.	Generic interpersonal friction without age dimension.

H.3. Kekeluargaan and small-institution density	Familial atmosphere of a small institution amplifies safety locally through relational density.	Use of the term <i>kekeluargaan</i> or functionally equivalent framing or references to small size and frequent interaction as safety-enabling.	Generic friendly atmosphere with no scale or familial framing.
H.4. Favoritism perception	Subordinate perceives evaluative outcomes as tracking liking rather than performance, producing self-censorship in upward communication.	Specific statements that 'like/dislike' from management overrides performance; reported episodes of performance-disconnected outcomes.	Generic complaints about management without favoritism content.
H.5. Performance review system absence	Absence of a transparent performance review system produces voice friction (subordinates cannot ground arguments in performance signals).	References to no/failing KPI or performance-review system or/and consequences linked to this absence.	References to no/failing KPI or performance-review system, consequences linked to this absence.
H.6. Compensation/welfare equity gap	Subordinate perceives misalignment between contribution and compensation, with concerns extending to equity across units or peers.	Specific compensation, welfare, or recognition gaps named or reasoning that contrasts contribution with reward.	Generic dissatisfaction with pay or comparisons that do not engage equity.
H.6. Decision-making latency	Senior-management decision lag creates downstream coordination friction at the unit level.	Specific named decisions whose lag produced cascading delay.	Reasoned delay for genuine deliberation.
H.7. Workload visibility	Subordinates whose work is not physically visible feel under-recognized relative to those whose work is publicly observable.	Explicit references to 'behind the scenes' or 'invisible' work or comparison with visible work as recognition-favored.	General overload without visibility framing.

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