ATILIM UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION MASTER'S PROGRAMME

THE IMPACT OF EMPOWERING LEADERSHIP ON PSYCHOLOGICAL SAFETY: THE ROLE OF INTERPERSONAL CONFLICT AS A MEDIATOR AND PSYCHOLOGICAL CAPITAL AS A MODERATOR

Master's Thesis

Farah S S SHABAN

Ankara-2025

GCPS

ATILIM UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION MASTER'S PROGRAMME

THE IMPACT OF EMPOWERING LEADERSHIP ON PSYCHOLOGICAL SAFETY: THE ROLE OF INTERPERSONAL CONFLICT AS A MEDIATOR AND PSYCHOLOGICAL CAPITAL AS A MODERATOR

Master's Thesis

Farah S S SHABAN

Thesis Advisor

Assist. Prof. Dr. Burcu TOSUN

Ankara-2025

ACCEPTANCE AND APPROVAL

This is to certify that this thesis titled “The Impact of Empowering Leadership on Psychological Safety: The Role of Interpersonal Conflict as a Mediator and Psychological Capital as a Moderator” and prepared by Farah SHABAN meets with the committee’s approval unanimously/by a majority vote as Master’s Thesis in the field of Business Administration following the successful defense conducted on 17/01/2025

Prof. Dr. Fatih ÇETİN (Chair)

Assst. Prof. Dr. Burcu TOSUN (Advisor)

Prof. Dr. Turan Erman ERKAN (Member)

Prof. Dr. Şule TUZLUKAYA

Director

ETHICAL STATEMENT

I accept and acknowledge that I have prepared this thesis study, prepared in line with the Thesis Writing Guidelines of Atılım University Graduate School of Social Sciences;

- within the framework of academic and ethical rules;
- presented the information, documents, evaluations, and results in a way that meets the rules of scientific ethics and morality,
- I have referenced each work from which I have benefited while preparing my thesis, and that
- I hereby present a unique study.

I hereby also understand that I shall accept any loss of rights against my behalf in cases otherwise.

Date and Signature

Farah S S SHABAN

ÖZ

S S SHABAN, Farah. Güçlendirici Liderliğin Psikolojik Güvenliğe Etkisi: Kişilerarası Çatışmanın Arabulucu ve Psikolojik Sermayenin Moderatör Olarak Rolü, Yüksek Lisans Tezi, Ankara, 2025.

Bu çalışma, güçlendirici liderliğin psikolojik güvene ve kişilerarası çatışmanın psikolojik güvenliğe etkisini inceleyerek güçlendirici liderlik ile psikolojik güvenlik arasında bulunan ilişkinin kişilerarası çatışmanın aracı rolünü ve bu dinamik yapıda psikolojik sermayenin moderatör rolü ele almaktadır. Bu ilişkilerin nicel analizlerini incelemek için kesitsel bir yaklaşım ile çalışma yapılmıştır. Bu çalışmanın hipotezleri anket tabanlı yaklaşım kullanılması tercih edilerek test edilmiştir. Ayrıca, veriler üzerinde kolayda örneklemeden yardım alınarak 18 ila 65 yaşları arasındaki 311 Türk uyruklu çalışanlardan Google Forms kullanılarak oluşturulan çevrimiçi bir anket aracılığıyla bilgiler toplanmıştır. Daha sonrasında, analizi yürütmek için SPSS, Process v4.2 ve AMOS sürüm 26'dan destek alınmıştır. Sonuçlar güçlendirici liderliğin psikolojik güvenliği olumlu etkilemekteyken kişilerarası çatışmayı ise olumsuz yönde etkilediğini bizlere sunar. Psikolojik sermaye, güçlendirici liderlik ile kişilerarası çatışma arasındaki ilişkiyi düzenlerken, kişilerarası çatışma psikolojik güvenliği olumsuz etkiler böylece güçlendirici liderlik ile psikolojik güvenlik arasındaki ilişkiye kısmen aracılık ettiği görülmektedir.

Anahtar Sözcükler: Psikolojik Güvenlik (PSF), Güçlendirici Liderlik (EL), Kişilerarası Çatışma (IC), Psikolojik Sermaye (PsyCap), İşyeri.

ABSTRACT

S S SHABAN, Farah. The Impact of Empowering Leadership on Psychological Safety: The Role of Interpersonal Conflict as a Mediator and Psychological Capital as a Moderator, Master's Thesis, Ankara, 2025.

This research examines the impact of empowering leadership on psychological safety, the influence of interpersonal conflict on psychological safety, the mediating function of interpersonal conflict in the relationship between empowering leadership and psychological safety, and the moderating effect of psychological capital in this dynamic. A cross-sectional approach was employed for the quantitative analyses of these relationships. To test these research hypotheses, a survey-based approach was used. This research hypotheses were tested using a survey-based approach. Furthermore, data were collected through an online survey created using Google Forms from 311 Turkish employees, aged between 18 and 65 years, using convenience sampling. Moreover, SPSS, Process v4.2, and AMOS version 26 were used to conduct the analysis. The findings suggest that empowering leadership enhances psychological safety while negatively affects interpersonal conflict. Additionally, interpersonal conflict negatively impacts the psychological safety state of the employee, and it partially mediates the relationship between empowering leadership and psychological safety. lastly, empowering leadership's impact on interpersonal conflict may depend on the psychological capacity of employees.

Keywords: Psychological Safety (PSF), Empowering Leadership (EL), Interpersonal Conflict (IC), Psychological Capital (PsyCap), Workplace.

TABLE OF CONTENTS

ÖZ ..... **i**

ABSTRACT ..... **ii**

TABLE OF CONTENTS ..... **iii**

INDEX OF TABLES ..... **vi**

INDEX OF FIGURES ..... **vii**

INDEX OF SYMBOLS AND ABBREVIATIONS ..... **viii**

INTRODUCTION **1**

CHAPTER 1: CONCEPTUAL BACKGROUND **5**

1.1. Psychological Safety **5**

1.1.1. Psychological safety concept 5

1.1.2. Psychological safety at three levels 7

1.2. Empowering Leadership **9**

1.2.1. The empowering leadership concept 9

1.3. Interpersonal Conflict **12**

1.3.1. Definition and nature of conflict 12

1.3.2. Positive and negative perspectives on conflict 13

1.4. Psychological Capital **13**

1.4.1. Psychological capital concept 13

1.4.2. Antecedents and outcomes of psychological capital 15

CHAPTER 2: LITERATURE REVIEW **17**

2.1. The Relationship Between Empowering Leadership & Psychological Safety **17**

2.2. The Relationship Between Empowering Leadership & Interpersonal Conflict **19**

2.3. The Relationship Between Interpersonal Conflict & Psychological Safety **23**

2.4. Moderated Mediation Model 28

CHAPTER 3: METHODOLOGY 29

3.1. Research Design 29

3.2. Sample and Population 29

3.3. Data Collection 30

3.4. Preparing the Survey 30

3.5. Data Analysis 32

3.6. Data Preparation 32

CHAPTER 4: FINDINGS 33

4.1. Structural Model Fit Indices 33

4.2. Discriminant Factor Validity 34

4.3. Reliability Test 35

4.4. Descriptive Statistics 36

4.5. Correlation 38

4.6. Testing Hypotheses 39

4.6.1. The relationship between empowering leadership and psychological safety 40

4.6.2. The relationship between empowering leadership and interpersonal conflict 40

4.6.3. Psychological capital positively moderates the relationship between empowering leadership and interpersonal conflict 40

4.6.4. The relationship between interpersonal conflict and psychological safety 42

4.6.5. Mediator effect of interpersonal conflict on empowering leadership and psychological safety 43

CHAPTER 5: DISCUSSION 45

CONCLUSION 49

REFERENCES 54

TURNITIN REPORT.....71

APPENDIX 1: QUESTIONNAIRE 66

INDEX OF TABLES

Table 1: Reliability Statistics for All Constructs 36
Table 2: Descriptive Statistics for Study Variables 38
Table 3: Coefficients for Predictor of Psychological Safety (PSF) 40
Table 4: Johnson-Neyman Significance Regions 41
Table 5: Coefficients for Predictor of Psychological Safety (PSF) 42
Table 6: model 4 mediation analysis summary 44

INDEX OF FIGURES

Figure 1: Research model 28
Figure 2: moderation of psychological capital 42
Figure 3: Interpersonal Conflict as a Mediator Between Empowering Leadership and Psychological Safety 44

INDEX OF SYMBOLS AND ABBREVIATIONS

PSF **:** Psychological Safety

EL **:** Empowering Leadership

IC **:** Interpersonal Conflict

PsyCap **:** Psychological Capital

PC **:** Psychological capital used in statistical analyses

INTRODUCTION

The development of technology, internationalization, and evolving employee expectations have resulted in significant transformations in the modern workplace. Historically, workplaces were characterized by rigid hierarchies and a focus on productivity at the expense of employee well-being. However, the rise of digital technologies and remote work has reshaped how organizations operate, fostering more flexible and collaborative environments. This shift has not only changed the physical layout of the workspace but has also influenced organizational culture and employee interactions.

One of the most critical aspects of the evolving workplace is the concept of psychological safety (PSF). An atmosphere in which workers have the autonomy to describe their thoughts, exchange ideas, and take risks regardless of being concerned about negative outcomes is referred to by this term. Research indicates that PSF is essential for fostering innovation and enhancing team performance. For instance, a study found that task conflict can lead to improved performance when there is a strong climate of PSF within teams (Bradley, Postlethwaite, Klotz, Hamdani, & Brown, 2012). This means that when employees feel secure in their roles, they are more likely to confront constructive debates that can be conducted for better outcomes. Building on this, PSF also plays a broader role in driving organizational success. Various investigations have revealed that workers who experience PSF are more likely to contribute to resolving problems, share ideas, and communicate openly. For instance, a study by Baer and Frese (2003) examining mid-sized companies found that climate promoting PSF was significantly associated with improved firm goal achievement and performance.

Recent global challenges, including the coronavirus pandemic, have further underscored the importance of PSF. As organizations adapted to Telecommuting and faced unprecedented levels of stress, the need for supportive environments became even more pronounced. Moreover, fostering PSF can enhance employee engagement and retention, which are vital for organizational success in today's competitive landscape.

As workplaces continue to evolve, prioritizing PSF is crucial for cultivating an environment where employees can thrive. Organizations that actively promote this

aspect not only improve individual well-being but also drive collective performance and innovation. Emphasizing PSF is not merely a trend, yet it is an essential component of effectual leadership and organizational health in the contemporary workplace.

Leadership has been a major focus in organizational behavior and management studies for decades. The leading cause for this is the effective impact of leadership on employee performance, workplace dynamics, and organizational success. Effective leadership not only affects individual and group behaviors, but also shapes the overall structure of work environments, such as communication, collaboration, and conflict management. In recent years, the concept of empowering leadership (EL) has arisen as a style of leadership that encourages individuals to develop their own autonomy, participate in decision-making, and develop their skills (Arnold, Arad, Rhoades, & Drasgow, 2000).

When solving problems, EL encourages employees to actively participate by taking initiative and articulating their viewpoints. The work setting is often seen as a secure environment for engaging in interpersonal risks, this perception, known as PSF, is cultivated by these actions. (Edmondson, 1999). PSF is vital for encouraging open communication, supporting learning behaviors, and enabling innovation in teams. Employees' propensity to share views, acknowledge mistakes, and cooperate increases when they perceive psychological safety. (Newman, Donohue, & Eva, 2017).

Despite the positive effects of EL on PSF, Interpersonal conflict (IC) that arise in workplace dynamics can complicate the direct impact of this relationship. IC is defined as disagreements or tensions between individuals due to different interests, values, or goals and can negatively impact teamwork and PSF. Such conflicts can create barriers to effective communication, undermine trust, and increase employee stress levels. As a result, it has become increasingly important for organizations to focus on conflict management in order to maintain positive and productive work environments. In this context, organizational leaders may play a crucial role in mitigating or preventing such conflicts, leveraging their formal authority and hierarchical position. The potential for leadership intervention in conflict management stems from their unique relationship with subordinates and their ability to shape a suitable environment. However, the efficacy of leadership efforts in reducing conflict is not uniform and perhaps moderated by various aspects, like workers' psychological capital (PsyCap). PsyCap has become a crucial element in personal and professional

development, encompassing key components like self-efficacy, optimism, hope, and resilience. (Luthans, Youssef, & Avolio, 2007). Employees with high PsyCap are more capable of managing stress and adapting to challenges and sustain their motivation.

Based on prior investigations, this research examines the connections between EL, PSF, IC, and PsyCap. Specifically, it examines the direct and indirect impacts of EL on PSF through IC. This study explores how EL affects IC, how PsyCap influences this relationship, and how IC independently impacts PSF.

The main focus of this study is to comprehend how EL influences PSF, how IC affects PSF, the mediating role of IC in the connection between EL and PSF, as well as the role of PsyCap as a moderator in this dynamic. In the modern business world, organizations need innovative leadership strategies to adapt to rapidly changing conditions and maximize employee performance. However, the effects of these strategies on employees have not yet been sufficiently clarified. In particular, the lack of information on the direct and indirect impact of EL on IC and PSF and how these effects are regulated by PsyCap constitute the starting point of the research.

Today, the increase in conflicts in organizations negatively affects employees' perception of safety and productivity. How to manage disputes and the role of leadership approaches in these operations are becoming more complicated, especially with the influence of individual factors such as PsyCap. Therefore, this study seeks to contribute to the comprehension to how an effective leadership style can increase organizational success, reduce IC, and improve employee PSF.

The objective of this research is to comprehend the role of EL in organizational dynamics, with a primary focus on its effects on PSF. The research will examine whether EL influences employees' perceptions of PSF and IC. Additionally, it will explore whether IC mediates the connection between EL and PSF. Finally, the study will assess the moderating role of PsyCap, testing whether it influences the impact of EL on IC.

The research questions of the study are as follows:

- Does EL have an impact on PSF in the workplace?
- Does EL have an impact on IC in the workplace?
- Does PsyCap moderate the relationship between EL and IC in the workplace?
- Does IC have an impact on PSF in the workplace?
- Does IC mediate the relationship between EL and PSF in the workplace?

The significance of this research stems from the fact that it may help to deepen knowledge of important work environment elements influencing worker efficiency, which, in turn, can influence organizational performance and outcomes.

In addition, this research will help organizations improve their conflict management processes by analyzing the role of EL in reducing the negative impact of IC on PSF. It seeks to comprehend the effects of individual resources on the work environment dynamics by studying how PsyCap functions as a regulatory factor in these processes. These findings can provide practical recommendations for organizations that want to maximize the effectiveness of EL.

This study provides significant contributions at both theoretical and practical levels. From a theoretical viewpoint, this provides a comprehensive model examining the relationships between EL, PSF, IC and PsyCap. There are limited studies on the interactions between these variables in the existing literature, and this research seeks to contribute to completing this gap, particularly by analyzing the roles of mediating and moderating variables. The study contributes to the expansion of leadership frameworks Through analyzing both the direct and indirect impacts of EL on PSF.

In terms of practical contributions, the study offers concrete suggestions on how leaders should adopt a strategy to increase employees' awareness of PSF and reduce conflicts in the organizational setting. By revealing how the implementation of EL styles strengthens employees' perception of security and reduces conflicts, it provides data that can guide managers in their leadership practices.

In addition, this research provides practical information for designing conflict management and leadership development programs in organizations. It offers guiding strategies on how leaders can effectively guide employees to increase their perception of security and manage conflicts.

CHAPTER 1: CONCEPTUAL BACKGROUND

1.1. Psychological Safety

In today's organizations, various aspects of effectively managing human resources have come to the forefront. Topics such as motivating employees, maximizing their performance to benefit the organization, encouraging learning and knowledge sharing among them, and creating the necessary environmental conditions for these factors have become prominent. Among the critical concepts for managing human resources effectively is PSF, a point that has been considerably investigated for a long time and continues to be evaluated with empirical support while addressing gaps in the literature. This research investigates the concept of PSF and its impact on organizational outcomes, incorporating perspectives in the conceptual framework.

1.1.1. Psychological safety concept

PSF emerges when individuals develop the confidence in the safeness of taking interpersonal threats in their work environment (Edmondson, 1999). In other terms, it is a term that relates to the expectations that people have regarding the results that will come from taking risks in their work environment (Edmondson, 2002). These beliefs are not directly observable but are implicitly perceived by individuals (Edmondson, 1999).

To elaborate on these beliefs, they encompass individuals' expectations about the reactions they might receive when inquiring, requesting feedback, disclosing mistakes, or suggesting new ideas about their tasks or organizational activities (Edmondson, 2002). For instance, employees who feel psychologically safe believe that making a mistake or asking a question will not result in any adverse consequences or penalties (Edmondson & Mogelof, 2006). Since these beliefs about potential outcomes in interpersonal interactions manifest in different ways, an action deemed impossible in one work environment might be easily undertaken in another (Edmondson, 2002).

Consequently, beliefs related to PSF, which are cognitive and implicitly perceived by individuals, vary across individuals and work environments, leading to diverse manifestations of PSF beliefs in different settings. Kahn (1990) described PSF as the experience individuals feel when they can showcase and utilize their skills

without concern for adverse repercussions concerning their reputation, standing, or professional future.

PSF does not imply a comfortable work environment developed through close friendships among employees. Instead, it denotes a work environment where there are neither excessive pressures nor overwhelming challenges that could exhaust employees (Edmondson, Kramer, & Cook, 2004). Individuals feel safer when they know they won't suffer bad repercussions for being their actual selves at work. However, in the presence of ambiguous, unpredictable, or threatening conditions in the workplace, they are likely to perceive an unsafe work environment (May, Gilson, & Harter, 2004).

When employees feel psychologically safe, they trust that they will not face humiliation, exclusion, or sanctions for their interactions with managers and colleagues. The mutual respect that develops between these individuals is the source of this sensation of safety (Edmondson, 1999). The PSF perception established through interpersonal relationships goes beyond trust, creating an organizational climate rooted in reciprocal respect and confidence (Edmondson, 1999). It is worth noting that while fostering trust may not always lead to an entirely respectful and considerate work environment, this trust can form the foundation for developing interpersonal beliefs essential for PSF (Edmondson, 1999).

Employee PSF differs from the concept of employee conformity. Edmondson (1999) explains this distinction by stating that conformity may limit an employee's willingness to express disagreement or voice objections to their colleagues' opinions. This hesitancy often stems from a lack of willingness to take interpersonal challenges. PSF denotes a setting where employees can concentrate on their tasks, prevent potential problems before they arise, resolve existing issues promptly, collaborate more effectively to achieve goals, and engage in productive discussions that contribute to their development or the benefit of the organization. This is due to the fact that persons in such circumstances do not have to focus on self-preservation and instead can take advantage of the opportunities mentioned (Edmondson, 2002).

Employees must believe they can develop new habits in their professional lives and should not excessively worry about their ability to learn new things. Managers are essential in nurturing this belief by offering appropriate guidance and encouragement, while ensuring that any anxiety they generate stays at a productive level. This anxiety

should not lead to feelings of psychological insecurity but rather serve as a catalyst for learning, success, and motivation (Schein, 1992). According to Edmondson et al. (2004), workplaces where fear drives employees' actions are more likely to cause harm than benefit. While mild levels of anxiety about achieving goals can contribute positively to work outcomes, excessive anxiety-induced fear can negatively impact employee motivation and lead to undesirable results.

1.1.2. Psychological safety at three levels

1.1.2.1. Psychological safety at the individual level

PSF studies into the way it affects aspects like learning behaviors, engagement, creativity, and organizational commitment on an individual level (Edmondson & Lei, 2014). PSF is directly associated with concepts like employee voice, engagement, and knowledge sharing. When PSF is assessed alongside antecedent variables, it acts as a mediator between these antecedents and employee behaviors like voice, engagement, and information sharing (Edmondson & Lei, 2014).

In this section, it is evident that individual differences among team members can influence their PSF levels (Edmondson & Mogelof, 2006). When analyzing PSF at the personal level, Edmondson and Mogelof (2006) reference the "Big Five" personality traits in psychology. Their research highlights those three of the five traits which are extraversion, neuroticism and openness are theoretically related to PSF, albeit not in identical ways. For instance, individuals with neurotic tendencies experience unpleasant emotions like anxiety, shame, and insecurity due to emotional instability. These individuals often struggle to establish trust and confidence in others in the workplace, making it difficult for them to achieve PSF. in contrast, extraverted individuals, who realize it is easy to communicate, adjust to fresh atmospheres, and maintain strong social relationships, are more likely to establish PSF. Similarly, individuals who score high in openness are characterized by their curiosity about their surroundings and their interest in new ideas and changes. Such individuals are more inclined to take risks, which facilitates the establishment of PSF. These varying personality traits demonstrate how individual differences can shape the development and perception of PSF in workplace settings.

1.1.2.2. Psychological safety at the group level

Another level of PSF is at the level of the group. Numerous studies have examined this perspective (Edmondson et al., 2004; Edmondson & Mogelof, 2006; Roussin, MacLean, & Rudolph, 2016). At level of the group, PSF is directly, as well as indirectly acting as a moderator or mediator, related to various concepts such as learning, creativity, performance, and knowledge sharing (Edmondson & Lei, 2014).

Groups with supportive organizational environments, effective management behaviors, collaborative team interactions, clear communication, and adequate resources demonstrate higher levels of PSF compared to those without these elements (Edmondson & Mogelof, 2006). Leroy, Dierynck, Anseel, Simons, Halbesleben, McCaughey, & Sels (2012) studied a group of nurses to look at how PSF related to their readiness to let the head nurse know about treatment mistakes. PSF, as discussed earlier, results from individual's conviction that their work atmosphere is secure for interpersonal risk-taking. (Edmondson, 1999). According to the research coworkers with high PSF tend to be more eager to share errors openly. Accordingly, the number of reported errors is positively associated with team PSF, as team members are more inclined to discuss mistakes (Edmondson, 1999, 2002; Edmondson et al., 2004; Leroy et al., 2012).

1.1.2.3. Psychological safety at the organizational level

Edmondson and Lei (2014) highlighted that at the organizational level, PSF is examined in relation to commitment-based human resource practices, high-quality relationships, organizational performance, and other similar factors. They emphasized that an organizational climate dominated by trust and cooperation is significantly associated with organizational performance.

The management of various dynamics, such as encountered problems, errors, failures, and error management, is possible in an environment where PSF is ensured, shaping organizational behaviors. Edmondson and Lei (2014) pointed out that high-quality relationships (Carmeli, Brueller, & Dutton, 2009) mediate the outcomes of learning behaviors. Based on this, it can be said that high-quality relationships are the key to PSF and, consequently, organizational learning. At the organizational level, top management can play a supportive role in fostering PSF by encouraging innovative behavior in the workplace (Edmondson & Mogelof, 2006).

It is worth noting that the organizational culture and the individuals who can be evaluated as part of the organization as a whole influence the perception of PSF. However, the perception of PSF may manifest and evolve differently in each organization (Edmondson & Mogelof, 2006).

The organizational-level PSF, like the other levels (individual-level and group-level PSF), explains beliefs governed by individuals' perceptions and emphasizes the importance of human relationships and interactions.

1.2. Empowering Leadership

1.2.1. The empowering leadership concept

The concept of the Empowering Leader was outlined in Conger's (1989) article "Leadership: The Art of Empowering Others." This article not only defined the concept of leadership but also elaborated on the empowering leader concept. In the study, a group of high-level managers, identified by management consultants and professors as having achieved success in their previous roles, were analyzed for their leadership attitudes. The results showed that a common characteristic among these successful leaders was their care and effort in empowering their employees.

An empowering leader encourages employees to make decisions, assess risks, and take actions independently, free from external influences. Empowering leaders believe in the organization's development and take the necessary steps to secure resources and mature conditions to achieve this goal (Vecchio, Justin, & Pearce, 2010).

Empowering leaders strive to create an atmosphere where workers can contribute their expertise to organizational vision, mission, and goals, as well as to daily work processes. They stimulate a feeling of ownership and dedication, allowing workers to feel in control of their work. Key elements shared between leaders and subordinates, such as knowledge, experience, authority, praise, and value-added contributions, are critical to achieving empowerment. Consequently, with motivated employees, the effort, commitment, willingness, and awareness of the organization's most valuable resources its people are expected to increase. As individuals become empowered, so does the organization, making human resources the most valuable asset that, while not directly visible in financial reports, is crucial for achieving goals.

In this context, leaders must analyze whether the current organizational structure supports empowerment and whether existing systems and processes align with empowerment actions. If any shortcomings are identified, necessary improvements should be made, and an appropriate working environment should be provided. Additionally, resources should be allocated for training employees within an ideal empowerment environment (Brower, 1995).

Some contend that, within the framework of self-managing companies, the surest path to empowerment is to do away with external leadership altogether and let teams take complete responsibility of their own management. On the other hand, according to the principles of EL, it is not possible to achieve empowerment without external leadership. Here, leadership takes center stage since, in the absence of it, teams and employees may begin to feel deserted by their employer. Leadership practices that promote and maintain empowerment have instead been the subject of research, leading to the development of the idea of EL (Lee, Willis, & Tian, 2018).

EL is defined as a leadership behavior that implicates commissioning authority to workers, encouraging them to self-manage and make decisions, coaching, sharing knowledge, seeking their intake in advancing work processes (Sharma & Kirkman, 2015).

Academics initially focused on conceptualizing the term empowerment in the context of EL (Thomas & Velthouse, 1990). There are two primary ways to look at this study. One method, known as structural empowerment, is concerned with the outside world and the leader's delegation of power. Perceptions of purpose, competence, self-decision, and impact are the four dimensions upon which the second approach to empowerment is built (Spreitzer, 1996). How empowered workers feel is the center of this psychological strategy. The extent to which structural empowerment affects an individual's mental health has been the matter of extensive investigation, and it is apparent that the two methods are related. It is possible to see EL as a type of structural empowerment as it is a leadership style that seeks to make workers feel empowered (Lee et al., 2018).

Empowering employees refers to helping them perform at their best to achieve organizational goals. The use of EL behaviors is vital for developing and maintaining effective teamwork. Such behaviors enable organizational members to feel empowered, independent, motivated, and rewarded. Empowered employees can better

manage themselves, take on more responsibilities within the organization, and work more effectively and efficiently (Lee, 2013). Empowerment involves developing states that improve workers' feelings of self-efficacy while eliminating conditions within the organization that lead to feelings of powerlessness. The empowering behaviors a leader may demonstrate in this context include setting an example, coaching, participatory decision-making, sharing information, and showing concern (Arnold et al., 2000). These behaviors result in employees feeling more empowered and experiencing increased contributions, control, competence, commitment, and sense of meaningfulness (Albrecht & Andreetta, 2011).

Conger and Kanungo (1988) identified several key behaviors that characterize EL. These include Setting high performance expectations for employees and demonstrating confidence in them, creating chances for subordinates to be involved in decision-making, removing bureaucratic constraints to provide employees with autonomy, and Setting inspiring and meaningful goals.

Konczak, Stelly, and Trusty (2000) delegation of authority, responsibility, autonomous decision-making, information sharing, skill development, and coaching for creative performance are the six dimensions on which EL behaviors are defined. In order to quantify these actions, they also created the leader empowering behaviors scale. In more detail, these six dimensions are described in more detail as follows. First delegation of authority refers to the leader voluntarily transferring their decision-making rights to another organizational member deemed competent and specialized in a specific work area. This allows employees to make their own decisions regarding processes and procedures. Delegation is a continuous process, providing leaders more time and energy to focus on priorities while giving employees the opportunity to grow, improve, and gain autonomy in decision-making. Secondly, accountability involves the leader assigning both the authority and the responsibility for completing specific tasks to employees. By delegating authority, the leader ensures that employees are also accountable for the outcomes of their actions. This process may require restructuring performance measurement systems to evaluate individual and team performance and hold them accountable for their results (Konczak et al., 2000). Furthermore, independent decision-making is the capacity of organizational members to independently make decisions regarding their responsibilities, without seeking approval from others. An empowering leader who empowers their staff takes the

initiative to encourage workers to take part in the process of making decisions, making them feel valued within the organization. Employees are expected to generate alternative solutions for problems and take responsibility for their actions during the decision-making process. In addition, information sharing is central to empowering employees. Management communicates organizational goals and the company's position in the market through top-down communication. Sharing this information helps employees better understand the rationale behind organizational decisions and fosters their commitment to organizational activities. Employees are also encouraged to provide feedback and share concerns independently through bottom-up communication. Furthermore, horizontal communication allows employees to gather information from units outside their teams, often through cross-functional teams contributing significantly to problem-solving processes (Wilkinson, 1998). Moreover, Skill development involves the leader dedicating time to training and helping employees improve their skills. Providing employees enough chances for development guarantees their capacity to make decisions, effectively using delegated authority, and completing their tasks accurately and on time. Delegating decision-making authority without providing training opportunities can lead to employees feeling inadequate. Finally, coaching for innovative performance refers to motivating workers to test fresh ideas, even at the risk of making mistakes, and guiding them through the process. While working with subordinates, the leader should take risks, understand the reasons behind their mistakes, and support them in correcting those mistakes rather than punishing them. Leaders must embrace the idea that errors are educational and instrumental for development and the implementation of new ideas (Konczak, et al., 2000).

1.3. Interpersonal Conflict

1.3.1. Definition and nature of conflict

Conflict, in general, refers to discord, disagreement, or lack of harmony. It is a process of struggle between at least two parties with limited resources and incompatible goals, where one party interferes with the other's objectives (Rahim, 2002). This process encompasses contextual, cognitive, behavioral, and emotional elements in IC (Mayer, 2010). It arises when interdependent parties perceive

interference and incompatibilities in achieving their goals, resulting in negative emotional reactions toward one another (Barki & Hartwick, 2004).

IC, encountered in various groups within social life, can arise from numerous factors, including needs and interests, personal or conflict-related history, the framework in which the conflict arises, personal values, channels of communication, reciprocal blockings, incompatibility, tensions, anxiety, animosity, or negative statements (Barki & Hartwick, 2004; Mayer, 2010). These causes can lead IC to be perceived as communicative processes fueled by negative emotions and as significant sources of daily stress (Bolger & Shilling, 1991).

1.3.2. Positive and negative perspectives on conflict

From another perspective, conflict is seen as a fundamental aspect of social and personal change, fulfilling a function in sustaining certain goals as a natural consequence of interactions and the choices made within them (Lulofs & Cahn, 2000). In this sense, conflict can serve as a source of innovation and creativity to drive positive change. This modern perspective views conflict not as a condition to avoid but as a desirable phenomenon. This understanding highlights numerous positive outcomes of conflict, such as fostering relationship development, encouraging creativity, generating new thoughts and ideas, enhancing decision-making and mutual understanding, improving work performance, and promoting positive and constructive behaviors (Pitt, 2005; Rahim, 2002).

1.4. Psychological Capital

1.4.1. Psychological capital concept

With the increasing focus on favorable psychology and the development of positive organizational behavior (POB) framework, individuals' strengths and positive psychological states (e.g., human, economic, and social capital), which can be developed within the scope of human resource management, possess the capacity to engage in a significant role in attaining a competitive advantage in the worldwide economy (Luthans et al., 2007).

In other words, traditional forms of capital may sometimes fall short in providing an advantage in the highly competitive global economic environment. Therefore, leveraging the strengths of the human factor and positive psychological

resources as capital can emerge as a strategy for gaining a competitive edge. Positive organizational behavior (POB) ideas have recently influenced and expanded upon the idea of PsyCap.

According to Luthans et al. (2007), "an individual's positive psychological state of development" is the basic definition of PsyCap. This stands for the incorporation of positive psychological abilities that fulfill the requirements of POB. According to Luthans and Youssef (2004), PsyCap is made up of four different types of psychological capacities, self-efficacy, optimism, hope, and resilience.

In their definition of PsyCap, Luthans et al. (2007) state, "Having the confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; maintaining a positive outlook (optimism) regarding success both now and in the future; persevering toward goals and, when necessary, redirecting paths to achieve them (hope); and demonstrating the ability to withstand and bounce back from adversity and difficulties to achieve success (resilience)."

A practical application of understanding and implementing the POB paradigm in actual organizational contexts is PsyCap, which encompasses factors such as self-efficacy, hope, optimism, and resilience. Furthermore, PsyCap overall affects performance results more than its component elements (hope, optimism, resilience, self-efficacy) examined separately (Luthans et al., 2007).

Substantially, PsyCap is related with the Social Cognitive Theory (Bandura, 1986; 1989) and the Hope Theory (Snyder, 2000). As pointed out by Luthans et al. (2007), the two primary concerns of PsyCap, as opposed to other types of capital, are "Who are you?" and "Who are you becoming?" Economic capital, on the other hand, is concerned with the inquiry, "What do you own?" human capital investigates "What do you know?" "Who do you know?" is one area that social capital studies (Luthans et al., 2007a; Luthans & Youssef, 2004).

PsyCap also emphasizes potential positive psychological dynamics and capacities. Rather than merely managing weaknesses, companies need to accurately measure and assess their employees' psychological states and strengths. In this context, organizations should invest in the positive psychological capacities and abilities of their employees through training programs to ensure their performance remains at desired levels. Consequently, investment in PsyCap at a higher level can

position human resources as a means of competitive advantage alongside other forms of capital. Accordingly, PsyCap can be considered a resource used to acquire competitive edge, particularly in terms of its effect on work results (Luthans & Youssef, 2004).

1.4.2. Antecedents and outcomes of psychological capital

Leader support, authentic leadership, organizational climate, and transformational leadership are identified as key antecedents of PsyCap. However, there is a favorable correlation between followers' views of transformational leadership and their PsyCap, which in turn has a positive correlation with in-role performance and organizational citizenship behaviors, as shown by study conducted by Gooty, Gavin, Johnson, Frazier, and Snow (2009),

Additionally, McMurray Pirola-Merlo, Sarros, & Islam (2010) concluded that leadership practices positively impact PsyCap. Similarly, the perception of managerial support has been associated with PsyCap (Liu, Pang, Sun, Wu, Qu, Lu, & Wang, 2013). The collective PsyCap of team members has also been connected to both team efficiency and the team's organizational citizenship behaviors (Walumbwa, Luthans, Avey, & Oke, 2011).

According to research (Luthans, Norman, Avolio, & Avey, 2008; Sameer, Mohamed, & Mohamad, 2019; Wang, D., Wang, X., & Xia, 2018), PsyCap is impacted by leadership actions as well as other aspects. These elements include organizational justice, a constructive organizational environment, and job characteristics. As an example, Sameer et al. (2019) looked at how PsyCap relates to work attributes (Hackman & Oldham, 1975). According to their research, all aspects of PsyCap are positively correlated with employment qualities such as task relevance, job autonomy, skill diversity, and feedback from the employer.

Another study showed that leaders' PsyCap influences their followers' PsyCap via connection quality (Story, Youssef, Luthans, Barbuto, & Bovaird, 2013). Additionally, the results indicate a favorable correlation between PsyCap and extra-role activities, as shown by other studies (Gooty et al., 2009; Walumbwa et al., 2011).

Finding a favorable correlation between PsyCap and both work satisfaction and organizational commitment, Avey, Reichard, Luthans, and Mhatre (2011) investigated the link between PsyCap and employee attitudes and actions. Positive civic behaviors,

mental health, and organizational success are all correlated with PsyCap. Moreover, PsyCap was inversely related to cynicism, intention to leave, and employee deviant behaviors, according to their research.

Similarly, Schulz, Luthans, & Messersmith (2014) found that PsyCap was positively correlated with contentment in one's work and loyalty to one's company. Additionally, they discovered that PsyCap was negatively correlated with employees' inclinations to leave. Employee happiness and organizational loyalty mediated the connection between PsyCap and inclinations to leave, according to their research. According to research by Luthans and Jensen (2005), employees who have a high degree of PsyCap are more invested in the firm's vision and goals and are more likely to remain with the company.

In addition, several studies have shown that PsyCap and work performance go hand in hand. According to research by Luthans and Jensen (2005), employees that have a higher degree of PsyCap often have superior performance outcomes. According to research by Sweetman, Luthans, Avey, & Luthans (2011), PsyCap boosts creative performance.

CHAPTER 2: LITERATURE REVIEW

2.1. The Relationship Between Empowering Leadership & Psychological Safety

EL is a leadership style that encourages employees to take more responsibility in work processes, develop their own decision-making skills, and act independently (Lin, Zhang, Ng, & Zhong, 2020). This leadership style creates a trusting environment in the workplace for employees to express their thoughts freely and communicate openly with their colleagues. PSF is when individuals feel that they can speak up without fear of making mistakes or being negatively evaluated while expressing themselves at work (Edmondson, 1999). The relationship between EL and PSF is of great importance in terms of ensuring that employees feel safe at work. Social exchange theory is one of the main theories used to understand the relationship between EL and PSF. This theory argues that a mutually beneficial interaction in the workplace begins with the trust and support that the leader shows to his employees (Cropanzano & Mitchell, 2005). Empowering leaders allow employees to express their thoughts freely and participate in decision-making processes, making them feel more valued. Joo, Yoon, and Galbraith (2023) states that EL reduces intragroup conflicts by increasing PSF among employees and creates a more harmonious work environment. This encourages a work environment where employees can express their ideas freely and conflicts can be handled more constructively.

Another theory that explains the effect of EL on PSF is the leader-member exchange (LMX) theory. This theory suggests that a high-quality relationship between the leader and the employee contributes to employees feeling safer in the work environment (Aggarwal, Chand, Jhamb, & Mittal, 2020). EL provides employees with independence and autonomy, improves their self-confidence and reinforces the sense of trust in the workplace. A study by Singh (2023) shows that EL increases PSF, allowing employees to be more proactive in the workplace. This emphasizes the role of EL in providing open communication and a trusting environment in the work environment.

PSF is also related to self-determination theory (SDT). According to SDT, individuals reach a higher level of motivation when their basic needs such as autonomy, competence, and relatedness are met in the work environment (Deci &

Ryan, 2000). EL allows employees to express themselves more comfortably at work by meeting these needs. Zhu, Yao, & Zhang (2019) reveal that EL supports employees' innovative behaviors by increasing PSF. When employees feel safe in the work environment, they are more willing to develop new ideas and share these ideas, which contributes to the formation of an innovative culture in the workplace. There is a lot of empirical evidence on the positive relationship between EL and PSF. For example, Jada and Mukhopadhyay (2018) state that EL encourages constructive voice behaviors of employees and that these behaviors occur more frequently in a psychologically safe environment. In the safe environment provided by EL, employees can freely express their ideas and contribute to organizational development. Similarly, Joo et al. (2023) emphasizes that EL increases team performance by increasing PSF in teams. In this study, it is seen that team members strengthen cooperation and exhibit a conflict-preventive approach thanks to PSF.

Edmondson (1999) emphasize the importance of PSF in threatening work environments. It is observed that EL increases employees' PSF and encourages them to have a more constructive and focused attitude even in stressful situations. At the same time, Nguyen, Teo, Halvorsen, & Staples (2020) reveal that leader humility increases knowledge sharing through PSF and that EL plays a role in the formation of this safe environment. When employees feel safe, they are more willing to share knowledge and cooperate.

On the other hand, some studies suggest that the effect of EL on PSF may vary depending on contextual factors. Lin et al. (2020) state that EL may lead to information hiding behavior among some employees, which may negatively affect PSF. This finding shows that the effect of EL may vary depending on factors such as employees' personal characteristics and organizational context. Similarly, Naim, Sahai, and Elembilassery (2024) emphasize the role of PSF in increasing employee resilience through empowerment leadership, while noting that this relationship may have a more complex interaction in certain situations.

Studies show that empowerment leadership contributes to the prevention of conflicts in the workplace by increasing PSF. For example, Joo et al. (2023) state that empowerment leadership reduces intra-group conflicts while increasing PSF. Employees in groups with high PSF work more harmoniously with their coworkers and prevent potential conflicts.

As a result, the relationship between empowerment leadership and PSF is supported by both theoretical frameworks and empirical findings. Theories such as social exchange theory, leader-member exchange theory, and self-determination theory help us understand the positive impact of empowerment leadership on PSF. In addition, studies have shown that empowerment leadership makes employees feel safer, which prevents conflicts in the workplace. EL increases employees' autonomy and responsibility, encourages them to voice their opinions more comfortably, and provides an environment of open communication, trust, and collaboration in the workplace (Joo et al., 2023). Based on this discussion, we can derive the following hypothesis:

$H_{1:}$ *Empowering leadership has a positive impact on psychological safety*.

2.2. The Relationship Between Empowering Leadership & Interpersonal Conflict

EL is a leadership style that encourages employees to gain more autonomy in work processes, participate in decision-making processes, and take responsibility for their own work (Chen, Sharma, Edinger, Shapiro, & Farh, 2011). This leadership style can help employees have a positive attitude towards their work while also reducing IC. In particular, EL can be effective in preventing workplace conflicts by supporting employees to act independently and increasing their self-confidence (Fraboni, Paganin, Mazzetti, Guglielmi, & Pietrantoni, 2023). Thanks to this positive environment provided by EL, employees feel valued and are more likely to work in harmony with their colleagues (Wang, 2023).

IC refers to disagreements that arise between employees in the workplace due to different opinions, values, or goals (Barki & Hartwick, 2004). These conflicts can negatively affect job performance, employee motivation, and the overall efficiency of the workplace (Noureen, 2024). Studies on conflict management show that the role of leaders in preventing or resolving IC is quite important. EL, on the other hand, can guide employees in conflict management by supporting their own problem-solving skills and encourage them to handle conflicts more constructively (Lin et al., 2020).

Through the framework of social exchange theory, EL can be understood in terms of its influence on reducing IC. Based on this theory, the trust that the leader has in his employees and the support he provides to them create a mutual benefit cycle and

create a positive interaction environment in the workplace (Cropanzano & Mitchell, 2005). Empowering leaders encourage employees to participate in decision-making processes and make them feel valued. This helps employees avoid potential conflicts with their coworkers or resolve these conflicts constructively (Wang, 2023). For example, Fraboni et al. (2023) state that EL reduces employee burnout levels by reducing work-home conflicts and IC in the workplace.

leader-member exchange (LMX) theory is another theory that can help understand the impact of empowering leader on IC. This theory suggests that employees' cooperation and behavior in the workplace is determined by the strength of their relationship with their leader (Graen & Uhl-Bien, 1995). EL provides a trusting environment for employees to be included in decision-making processes and to express themselves freely. While Wang (2023) states that this leadership style is effective in reducing conflicts, Lin et al. (2020) state that EL strengthens relationships between employees by preventing negative behaviors such as hiding information. Thus, conflicts between employees occur less frequently and with lower intensity.

EL can also relate to self-determination theory (SDT). According to this theory, individuals perform better and develop a more positive attitude when their basic psychological needs such as competence, belonging, and autonomy are met (Deci & Ryan, 2000). EL meets these needs of employees and enables them to approach conflicts in a more positive and constructive way (Wang, 2023). Joo et al. (2023) emphasize that EL reduces IC in the workplace by preventing harmful behaviors of employees, while Gulsen (2023) states that this leadership style is effective in preventing conflicts by establishing a stronger bond between employees and leaders.

There is also empirical evidence that EL is effective in reducing IC. Chen et al. (2011) found that EL helps employees feel motivated and work more harmoniously within a team, which can reduce IC. Similarly, Noureen (2024) states in his doctoral study that EL creates a supportive environment that contributes to employees experiencing less conflict. Hanif, Farooq, & Khan (2018) state that EL reduces the likelihood of conflict by increasing employees' intentions to share knowledge, because knowledge sharing strengthens trust between coworkers. This study provides important findings on how EL can reduce IC through knowledge sharing. In addition, Wang (2023) states that the effect of EL on reducing IC depends on the leader also having transformational leadership skills. In this case, the leader guides employees to

improve their problem-solving skills and ensures that conflicts are resolved more constructively. Joo et al. (2023) state that EL makes the conflict management process more effective in environments with high cultural diversity because this style of leadership provides an equal distribution of power among employees.

However, some studies suggest that EL does not always reduce IC. Lin et al. (2020) state that EL can lead to negative behaviors such as hiding information among employees in some cases. This shows that the effect of EL may vary depending on contextual factors such as organizational culture and individual characteristics of employees. Similarly, Noureen (2024) states that some employees have difficulty using the given autonomy and this situation may trigger conflicts.

As a result, the relationship between EL and IC is supported by both theoretical frameworks and empirical findings. EL allows employees to develop a constructive approach to conflicts in the workplace, and thus, less conflict occurs in the workplace (Fraboni et al., 2023). However, the effect of EL on reducing conflicts may vary depending on organizational culture, leadership style, and individual characteristics of employees. Therefore, it is necessary to consider the effect of EL on IC more comprehensively.

H_2: *Empowering leadership has a negative and significant impact on interpersonal conflict.*

The role of PsyCap in influencing the connection between EL and IC hasn't been thoroughly studied, pointing to a gap in existing research. Given this lack of exploration, it's important to look into how PsyCap could impact this relationship.

PsyCap refers to "an individual's positive psychological state of development characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success" .(Luthans, Youssef, & Avolio, 2007).

Individuals possessing elevated PsyCap typically have more favorable attitudes and behaviors in the workplace. They are more inclined to persist in adversity, sustain an optimistic perspective, and adjust to alterations. Employees possessing strong self-

efficacy, an element of Psychological Capital, are more inclined to perceive challenging activities as opportunities for mastery rather than as threats to evade (Liu & Li, 2019). Self-efficacy is essential in stress management, affecting the evaluation of stressors and the selection and execution of coping strategies (Villada, Hidalgo, Almela, & Salvador, 2017). Consequently, individuals with elevated self-efficacy perceive potentially hard events as opportunities rather than threats (Liu and Li, 2019). Individuals with high self-efficacy are more inclined to employ highly adaptable coping methods compared to those with low self-efficacy (Chang and Edwards, 2015; Zhao, Lei, He, Gu, & Li, 2015). Conversely, those possessing inadequate PsyCap may encounter greater difficulties with working stressors and obstacles. They may exhibit diminished resilience when confronted with setbacks and have greater adverse effects from stressors (Narayanan, 2008). Furthermore, individuals exhibiting diminished optimism may view stressors as impediments rather than challenges to surmount (Avey, Luthans, & Jensen, 2009; Snyder, 2002) so complicating their ability to identify alternate routes to attain their objectives.

The link between EL and IC may be moderated by PsyCap, considering these differences. Employees with higher levels of PsyCap may benefit more from EL's conflict-reducing effects than those with lower levels. It is commonly believed that IC can be diminished through the practice of EL, which entails promoting employee initiative and delegating. The degree to which this leadership style is successful in minimizing conflict, however, may rely on the employee's PsyCap. Workers that have greater PsyCap may be better able to handle difficult situations involving other people, which could result in a dramatic decrease in conflict. On the other hand, EL might not be having the desired impact on individuals with less PsyCap since they might observe it more difficult to manage challenges.

Key relationships at work are moderated by PsyCap, according to a prior study. Because employees with high PsyCap were more likely to stay involved and committed, Gupta & Shaheen (2017) discovered that PsyCap reinforced the association between work engagement and lower employee turnover. In a similar vein, this study suggests that PsyCap moderates the association between IC and EL. While workers with low PsyCap may find it difficult, those with high PsyCap are better able to handle autonomy and teamwork, which lessens friction.

Research shows that the PsyCap has a positive influence in the workplace. Employees with high PsyCap are not only more innovative, but they also experience less job stress (Abbas & Raja, 2015). Since IC is a major source of stress at work, it stands to reason that people with high PsyCap may be better at handling conflicts. In an EL environment, these employees are more likely to approach disagreements in a positive and constructive way, drawing on their optimism and resilience. On the other hand, employees with low PsyCap, who tend to have higher stress levels, may struggle to cope with conflicts, which could make tensions worse.

EL, which encourages autonomy and decision-making, usually helps reduce conflicts between people at workplace. However, how much this happens can depend on an employee's PsyCap. (Park, Kim, Yoon, and Joo (2017) found that EL positively impacts PsyCap, which in turn mediates the relationship between EL and both psychological well-being and job engagement of employees. This finding underscores the importance of PsyCap in the context of EL. Research shows that individuals with high PsyCap marked by hope, optimism, resilience, and self-confidence tend to have better relationships with their coworkers, which helps them fit in better at the organization (Sun, Zhao, Yang, & Fan, 2012). So, employees with higher PsyCap are likely to face less IC when working under EL, as their stronger interpersonal skills and resilience make it easier for them to handle challenges.

Drawing from existing research, this study looks into PsyCap as a potential factor that moderates the relationship between EL and IC in the workplace. While there aren't many direct studies on this topic, related research hints that PsyCap could play a role in how leadership Impacts conflict. Based on these discussions, the following hypothesis can be derived:

H_3: *Psychological capital positively moderates the relationship between empowering leadership and interpersonal conflict, such that the effect of empowering leadership on interpersonal conflict is stronger when psychological capital is high.*

2.3. The Relationship Between Interpersonal Conflict & Psychological Safety

IC refers to disagreements between employees due to differences in opinions, value differences, or goals (Barki & Hartwick, 2004). PSF is an environment of trust where individuals can act without fear of negative judgment or exclusion when expressing themselves or making mistakes at work (Edmondson, 1999). PSF enables

employees to communicate openly at work, take risks, and develop constructive relationships with teammates. The relationship between IC and PSF is essential in workplace dynamics. Conflicts can jeopardize the trust and transparency established by PSF. This may result in diminished risk-taking, minimized open communication, and strained relationships among team members. It is essential for leaders and organizations to acknowledge how this adverse effect can influence the overall work environment. By comprehending this, they can implement measures to sustain a psychologically secure environment that encourages learning, innovation, and employee well-being.

In settings characterized by frequent IC, the foundational trust and support essential for PSF may deteriorate. When conflicts emerge, employees may exhibit diminished understanding towards one another, complicating the constructive resolution of disagreements. The disruption of social exchange can severely hinder the establishment and preservation of PSF in the workplace, underscoring the detrimental effects of IC on this vital component of corporate culture.

The detrimental effects of IC on PSF might yield extensive repercussions. A significant effect is diminished innovation, when team members lack a sense of safety in articulating new ideas or embracing risks, innovation suffers (Santana, Freire, Cruz, Monte, Mendonca, & Santos, 2023). Moreover, PSF is essential for optimal team performance. Teams exhibiting inadequate PSF typically underperform, since members are less inclined to communicate effectively or beyond their fundamental obligations (Lavelle, Darzi, Starodub, & Anderson, 2022). In addition, extended exposure to a psychologically hazardous setting might result in stress, anxiety, and various mental health issues among team members (Obrenovic, Jianguo, Khudaykulov, & Khan, 2020).

Continuing IC and diminished PSF may result in heightened employee turnover, as individuals pursue more favorable work situations. Studies have established that IC is a major predictor of turnover intention. Palancı, Mengenci, Bayraktaroğlu, & Emhan (2020) discovered a positive correlation between workplace IC and turnover intention, suggesting that an increase in conflicts corresponds with a heightened desire among employees to resign. This indicates that unresolved issues might foster a hostile work atmosphere, leading people to choose alternative possibilities. Furthermore, studies indicate that PSF is inversely correlated with

turnover intention, suggesting that employees who perceive a sense of PSF are less like to contemplate departing from their business (Creon & Schermuly, 2024). Conversely, when PSF is diminished, employees may experience vulnerability and lack of support, resulting in heightened considerations of resignation. By resolving interpersonal problems and cultivating a psychologically secure atmosphere, firms might potentially decrease turnover rates and retain key personnel. This highlights the necessity of reducing IC and implementing leadership strategies that foster open communication and mutual respect in the workplace.

Numerous research indicate that PSF reduces IC (Lavelle et al., 2022; Loignon & Wormington, 2022). Indicating that when employees perceive PSF, they are less prone to encountering problems in the workplace. Expanding on this established relationship, one could argue that the inverse may also be valid, if a deficiency in PSF engenders greater conflict, it is conceivable that heightened conflict could subsequently lead to a reduction in PSF within a group or organization. Nonetheless, it is crucial to acknowledge that the evidence supporting this inverse link is predominantly indirect. This deficiency in existing research highlights the necessity for additional inquiry into this under-examined area. This study seeks to enhance understanding by investigating the impact of IC on PSF, focusing on a significant yet underexplored area in the current literature.

Although the current literature highlights the influence of PSF on IC, research specifically investigating the effects of IC on PSF is scarce. Nevertheless, other research have examined this link and offer significant insights. Roze des Ordons, Cheng, Lockyer, Wilkie, Grant, & Eppich, (2021) assert that IC may emerge from perceived threats to PSF, which might subsequently exacerbate those concerns. They emphasize that conflict can 'disturb individuals, potentially impairing both educational outcomes and PSF', highlighting the detrimental effects of conflict on workplace PSF and the learning environment. Gerlach and Gockel (2018) similarly discovered that IC adversely affected PSF. While Gerlach and Gockel concentrated on relationship conflict instead of IC, these ideas are intricately linked and sometimes employed interchangeably in organizational research. These findings augment the expanding yet still constrained corpus of research affirming that IC adversely and substantially affects PSF.

Leaders are essential in resolving IC and ensuring PSF. When leaders inadequately resolve disagreements or exacerbate them, it can significantly compromise the team's PSF. Conversely, leaders who proactively address problems and foster a culture of transparent communication can maintain psychological stability despite differences. Moreover, IC constitutes a substantial risk to PSF in workplace settings. Conflicts can significantly compromise the conditions essential for PSF by generating tension, diminishing trust, obstructing collaboration, and cultivating a detrimental emotional atmosphere. Consequently, acknowledging the detrimental capacity of interpersonal disputes and proactively addressing them is essential for sustaining a psychologically secure atmosphere in which team members can excel, innovate, and enhance the organization's performance. Based on these discussions, the following hypothesis can be derived:

H_4: *Interpersonal conflict has a negative and significant impact on psychological safety.*

The mediating role of IC in the relationship between EL and PSF introduces a compelling perspective in understanding the dynamics of workplace relationships. EL, characterized by fostering autonomy, encouraging participation, and instilling confidence in employees, can influence interpersonal interactions either positively or negatively. When IC arises, it may disrupt the trust and openness necessary for PSF, acting as a critical mediator in this relationship. Social exchange theory provides a theoretical foundation for understanding this mediation. EL creates a positive reciprocal relationship between leaders and employees. However, when IC arise, they may disrupt this exchange, potentially diminishing the PSF that EL aims to foster. Loignon & Wormington (2022) findings support this notion, indicating that teams with higher agreement on PSF exhibit lower levels of IC.

Furthermore, The LMX theory emphasizes the quality of relationships between leaders and employees. EL typically enhances these relationships. Wang (2023) notes that EL is effective in reducing conflicts. This reduction in conflicts may, in turn, help preserve the PSF that can be established through high-quality leader-member exchanges. While direct research on this specific hypothesis does not exist, these theoretical frameworks and empirical findings provide a strong foundation for exploring the role of IC as a mediator between the interaction of EL and PSF. The current study seeks to address the lack of literature by exploring how IC potentially

mediates the influence of EL on PSF. Based on this discussion, the hypothesis below is presented:

H_5: *Interpersonal conflict mediates the relationship between empowering leadership and psychological safety.*

2.4. Moderated Mediation Model

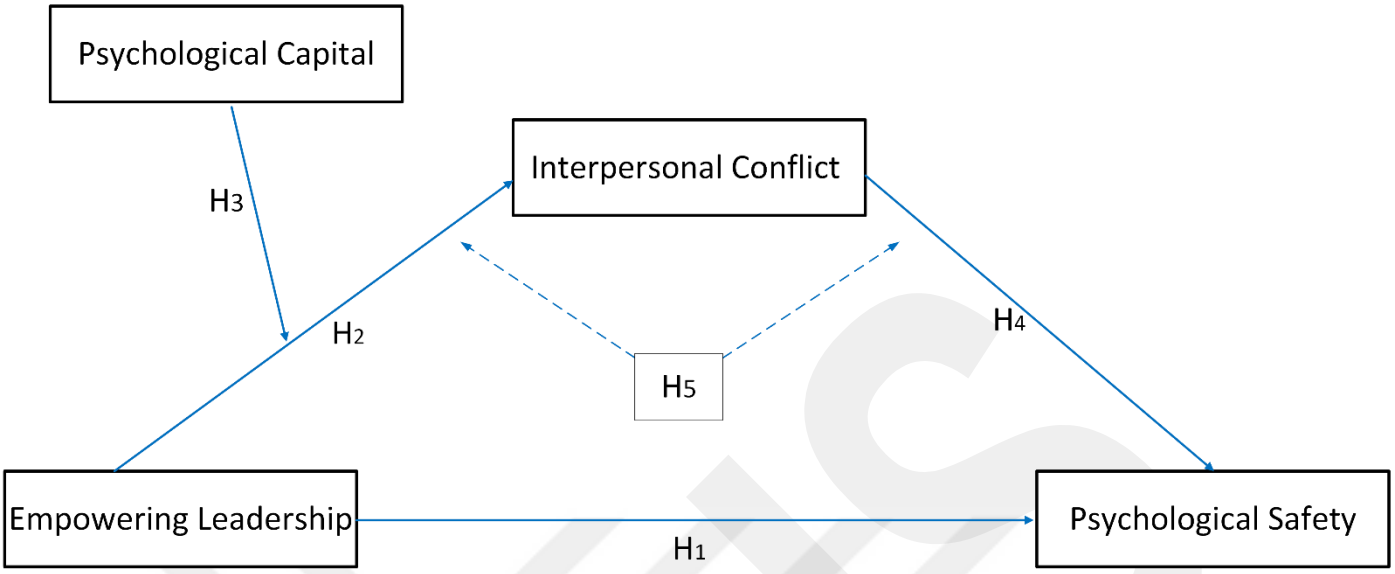

Figure 1: ***Research model***

Figure 1 illustrates that the model proposes that IC mediates the effect of EL on PSF. It also implies that the relation between EL and IC is moderated by employee's positive psychological state. The model helps determine if IC mediates the connection between EL and PSF. Further, it shows whether PsyCap changes the strength of this indirect effect. This approach provides a clear picture of how leadership, conflict, safety, and psychological resources interact in the workplace. By using Model 4 and Model 7, both direct and indirect impact can be studied, offering a detailed analysis of the proposed relationships.

CHAPTER 3: METHODOLOGY

The study aims to investigate the correlation between EL and PSF in the workplace, emphasizing the mediating influence of IC and the moderating effect of PsyCap. This chapter outlines the methodological approach used to address the research questions and test the hypotheses proposed in this study. It offers a comprehensive account of the research design, sampling strategy, data collection methods, and analytical methodologies utilized in this study.

3.1. Research Design

The investigation utilized a quantitative, cross-sectional approach to explore the connections among PSF, EL, PsyCap, and IC. Statistical tests were conducted using numerical data to evaluate the hypotheses. The research utilized a survey-based approach to collect data from participants at a single point in time. This research design was chosen for its ability to efficiently collect data from a large sample, its suitability for testing hypotheses about relationships between variables, and its alignment with the study's objectives of understanding workplace dynamics in a real-world context.

3.2. Sample and Population

The study was conducted in Turkey, with a focus on individuals employed within the age range of 18 to 65 years. The target population for this study consisted of Turkish employees. comprising approximately 1200 individuals across the five selected companies. Using the sample size formula with a 95% confidence level (corresponding to a Z value of 1.96), a margin of error of 5%, and a standard deviation of 50%, the required sample size was calculated to be around 292. Therefore, the sample size for this study is sufficient, exceeding the required size.

In order to ensure that the findings were considered relevant across a variety of career stages, from those just beginning their careers to those who are midway through their careers, followed by those who are approaching retirement, this age range was selected to encompass an extensive range of employment experiences. The sample was chosen through a convenience sampling method, which is a non-probability technique that involves selecting participants based on their availability and readiness to engage in the study. This approach was adopted for its efficiency in participant recruitment and time-saving benefits, as it facilitated easier access to potential respondents. The

convenience sampling method ensured that participants from a wide range of industries and organizations were included, enhancing the generalizability of the study's findings across various work environments. By including individuals from different sectors, the relationships between the variables were examined in a variety of professional contexts, thus reducing potential biases that might have arisen from focusing exclusively on a single industry or organizational type.

Convenience sampling is a non-probability sampling method in which participants are chosen based on their ease of access and availability. Essentially, it entails selecting participants who are readily accessible and eager to engage in the research.

I have chosen this method because it saves time since, it makes the process of reaching out to the participants more easier.

3.3. Data Collection

The participants in this study were chosen using a method known as convenience sampling. Data were efficiently collected from people who were both easily accessible and eager to take part using this method, which meant the process proceeded more quickly. Data were gathered using a questionnaire that had been created through Google Forms between 15 November 2024 and 25 November 2024. In order to increase distribution and participation, the questionnaire was distributed via a variety of channels. Professional networking sites and platforms, such as LinkedIn, were used to establish connections with employees from a variety of sectors. Social media sites, including Facebook, Twitter, and Instagram, were used to expand the target population reach. Targeted emails were sent to individuals in professional networks and organizations who might have been interested in responding.

3.4. Preparing the Survey

To collect the necessary data for this research, a structured questionnaire was created using Google Forms. The questionnaire was designed to enable a thorough examination of the factors being studied, including EL, IC, PSF, and PsyCap. This tool was selected for its ease of use and effectiveness in reaching a large number of participants. Each section was carefully crafted to ensure reliable and valid responses, providing valuable insights for the study. A detailed explanation of the structure and content of the data collection questionnaire is provided as follows.

The Google Forms questionnaire consisted of five sections. At the beginning of the survey, it was stated that the form had been prepared to collect data for the application section of a Master of Business Administration thesis at the Social Sciences Institute of Atilim University. The research was conducted exclusively for scientific purposes. Participation in the study was entirely voluntary, and there was no obligation to complete the questionnaire. All responses were kept strictly confidential. The data was not shared with any company or third party, and no personal identifiers, such as names, were collected or disclosed. The study was anonymous, and no negative consequences resulted from participation. Participants were kindly requested to complete the questionnaire sincerely.

Furthermore, the first section contained questions regarding demographic data, such as gender, age, education level, and years of work experience. The subsequent sections consisted of scale-based questions adapted from various sources. The second section focused on the independent variable, EL, and included 16 questions. A 5-point Likert scale was employed, with response options ranging from 1 (Never) to 5 (Always).

The third section addressed IC and included four questions. This section also utilized a 5-point Likert scale, similar to the second section. The fourth section focused on PsyCap, comprising 24 questions assessed using a 6-point Likert scale, where responses varied from 1 (Strongly Disagree) to 6 (Strongly Agree).

Finally, the fifth section focused on PSF and contained seven questions, using a 5-point Likert scale, where 1 represented (Strongly Disagree) and 5 represented (Strongly Agree).

The empowering leadership (EL) variable was measured using the questionnaire developed by Arnold et al. (2000). The IC variable was assessed using the questionnaire developed by Spector and Jex (1998). The PsyCap variable was measured using the PsyCap Questionnaire developed by Luthans, et al. (2007). Finally, the PSF variable was assessed using the scale developed by Edmondson (1999). Since the target population consisted of Turkish employees, the adapted versions of all the scales, which had been translated into Turkish, were used to ensure better understanding and more accurate responses, as well as to facilitate participation. Specifically, the Turkish versions of the original English scales were used, and the following scholars adapted these scales into Turkish: The PSF Scale was adapted by

Yener (2015), the EL Scale by O. I. Bolat, T. Bolat, & Seymen (2009), the IC Scale by Aytac, & Basol (2018), and the PsyCap Scale by Kececi, & Ugur (2021).

3.5. Data Analysis

The data were collected through Google Forms using Likert-type scales for all variables except demographics. These scales were designed to capture a range of responses appropriate for each construct being measured and were prepared in numerical format to facilitate statistical analysis. With the exception of the demographic section, all responses were in a format ready for quantitative analysis. The data were prepared for analysis by converting the demographic responses to numerical values. Following this, SPSS, Process v4.2, and AMOS version 26 were used to conduct the analysis.

After a thorough review of the literature, Model 4 and Model 7 of PROCESS v4.2 were chosen to test the relationships between the study variables. Model 4 was used to examine the mediation effect, specifically investigating how IC mediates the relationship between EL and PSF. Model 7 was used to assess the moderation effect, testing how PsyCap moderates the relationship between EL and IC. These models were selected because they align with the research aims, allowing for the examination of both mediation and moderation effects.

3.6. Data Preparation

Before conducting the main analysis, data preparation was performed. First, to not have any missing values procedure were taken to prevent such issue by making all survey questions mandatory. Participants were required to answer every question before moving to the next or completing the survey, ensuring that no missing values were present. Second, the PSF scale, items 1, 3, and 5 were reverse-coded, as well as items 13, 20, and 23 of the PsyCap scale. These adjustments were implemented directly in SPSS during data processing. As a result, the scores for these items have been appropriately reversed, ensuring that all items are now aligned in the same direction.

CHAPTER 4: FINDINGS

This chapter presents the findings of the study regarding the impact of EL on PSF, emphasizing the mediating role of IC and the moderating effect of PsyCap. The analysis involved data from 311 participants, employing a thorough statistical methodology using IBM SPSS Statistics, PROCESS v4.2, and AMOS version 26. The analysis process commenced with the preparation of data, ensuring that any reverse-coded items were appropriately addressed. Following this, a confirmatory factor analysis was conducted, resulting in the removal of certain items with low factor loadings to enhance the overall quality of measurement. This was followed by discriminant validity testing to ensure the robustness of the model. Subsequently, an analysis of reliability and descriptive statistics was performed to evaluate the scales and summarize the data. Correlation analysis was conducted to investigate the relationships among variables. Finally, mediation and moderation analysis were conducted using PROCESS v4.2 Model 4, and Model 7 to test the hypotheses. Through this comprehensive approach, the complex relationships between EL, PSF, IC, and PsyCap were thoroughly examined. The following sections will provide detailed results of these analyses, offering valuable insights into the measurement quality, and the mediating and moderating mechanisms within the model.

4.1. Structural Model Fit Indices

Before the hypothesis testing and structural equation modeling was conducted, a confirmatory factor analysis was performed. During this analysis, it was observed that some items had standardized factor loadings below the acceptable threshold of 0.50. Specifically, from PSF construct Items PSF1 and PSF2 were removed, and from PsyCap Items PC7, PC13, PC20, and PC23 were removed. To further improve the model fit, modification indices were examined, and error terms with indices above 15.000 were correlated. In total, 17 error terms were correlated. These adjustments improved the reliability and validity of the respective scales, as indicated by the subsequent reliability tests.

Furthermore, the structural equation modeling analysis was conducted using the AMOS program, and the results provide insights into the overall fit of the

hypothesized model. Fit indices, including the Chi-square statistics, degrees of freedom, and various goodness of fit measures, are crucial for evaluating the adequacy of the model in representing the data. The Chi-square statistics are reported as 1616.241 with 917 degrees of freedom, and the probability level is p = 0.000. It is important to note that the Chi-square test is highly sensitive to sample size. In large samples, small deviations from the model can lead to significant results. To address this limitation, the Chi-square/df ratio is commonly used as an alternative measure. The calculated ratio is 1.762 which falls within the acceptable range (less than 3) for indicating a good fit. The Goodness of Fit Index (GFI) yielded a value of 0.801. GFI ranges from 0 to 1, with values closer to 1 indicating better fit. The obtained value, although slightly below the commonly recommended threshold of 0.90 for a good fit, is still considered acceptable according to Baumgartner and Homburg (1996) and Doll, Xia, and Torkzadeh (1994), who suggest that a GFI above 0.8 is acceptable. This value indicates an adequate fit, especially considering the complexity of the model, as GFI tends to be sensitive to model complexity and may yield lower values for more complex models. Therefore, while the GFI suggests room for improvement, it should be interpreted in conjunction with other fit indices for a comprehensive assessment of model adequacy. Similarly, the Incremental Fit Index (IFI) and Comparative Fit Index (CFI) both yielded values of 0.945, indicating a good model fit. Since these indices range from 0 to 1, with values above 0.90 considered acceptable (Kline, 1998), the values obtained suggest that the model fits the data well. Moreover, values above 0.95 are often regarded as strong indicators of good fit (Beribisky & Cribbie, 2024), further supporting the robustness of the model. These results provide confidence in the model's validity and overall fit. The Root Mean Square Error of Approximation (RMSEA) was calculated as 0.050. RMSEA values below 0.05 indicate a good fit. The value obtained suggests a good fit, as it falls well within the acceptable range. Lastly, the Standardized Root Mean Square Residual (SRMR) was found to be 0.0459. Values of SRMR that fall below 0.05 are generally regarded as a sign of a good fit (Byrne, 1998; Diamantopoulos & Siguaw, 2000). The acquired value indicates a strong alignment, as it is significantly lower than the suggested threshold.

4.2. Discriminant Factor Validity

Prior to hypothesis testing, discriminant validity analysis was conducted to assess the distinctiveness of the constructs in the study. Discriminant validity is crucial

for establishing that each construct measures a unique concept and is not redundant with other constructs in the model. The analysis revealed several key findings, PSF demonstrated adequate discriminant validity. Its correlation with itself (0.668) was higher than its correlations with other constructs: EL (0.393), PsyCap (0.421), and IC (-0.332). This indicates that PSF is measuring a distinct concept. EL showed strong discriminant validity. Its self-correlation (0.832) was substantially higher than its correlations with other constructs: PsyCap (0.436) and IC (-0.173). This suggests that EL is a distinct construct in the model. PsyCap also exhibited good discriminant validity. Its self-correlation (0.774) exceeded its correlations with other variables, including the negative correlation with IC (-0.224). IC demonstrated the strongest discriminant validity among the constructs. Its self-correlation (0.893) was notably higher than its correlations with other variables, all of which were negative. These results indicate that each construct in the study is measuring a unique concept. The negative correlations between IC and other variables are particularly noteworthy, suggesting that this construct operates inversely to the others in the model. The discriminant validity analysis provides confidence in the measurement model, supporting the distinctiveness of each construct and validating their use in subsequent analyses. This foundation ensures that the relationships examined in the study are between truly distinct variables, enhancing the reliability and validity of the findings.

4.3. Reliability Test

Prior to hypothesis testing, reliability analysis is a crucial step in validating research instruments. According to Nunnally and Bernstein (1967), reliability refers to the degree to which measurements can be consistently repeated, with any random factors that cause variations between measurements being identified as sources of measurement error. Reliability testing aims to evaluate the consistency and stability of the scales of measurement employed in a study. Most researchers utilize Cronbach's alpha to determine dependability, which is often regarded as a good indicator of internal consistency when it's 0.70 or above. That being said, values greater than 0.80 are considered very good, while values over 0.90 are considered outstanding.

Table 1: Reliability Statistics for All Constructs

Construct	Cronbach's Alpha	Number of Items
Empowering Leadership (EL)	0.974	16
Interpersonal Conflict (IC)	0.940	4
Psychological Capital (PsyCap)	0.968	20
Psychological Safety (PSF)	0.791	5

The Cronbach's alpha values in the present study for the scales demonstrate strong internal consistency across all constructs. The empowering leadership (EL) scale shows the highest reliability with an alpha of 0.974, the 16 items included in this scale consistently measure EL, reflecting the robustness of the instrument. Closely followed by the PsyCap scale after the removal of four low loading items, the 20-item scale at 0.968 further demonstrates excellent internal consistency. This refinement process ensured that the scale reliably measures PsyCap. Similarly, the IC scale shows excellent reliability with an alpha of 0.940. While slightly lower than the others, the PSF scale still meets good reliability with an alpha of 0.791, comfortably exceeding the standard threshold. These results indicate that all four scales used in the study are highly reliable, with consistent measurements across their respective items. The high reliability values provide confidence in the internal consistency of the scales and support their application in further analyses.

4.4. Descriptive Statistics

Prior to hypothesis testing, descriptive statistics were used to calculate and present a comprehensive overview of each variable's data distribution, ensuring a clear understanding. The central tendency and dispersion of the data were examined through measures such as mean, minimum, maximum, skewness, and kurtosis. The sample size for all variables was 311, indicating a sufficient number of participants for robust statistical analysis. The range of responses covered the entire scale for each variable, reflecting a diverse range of perceptions and experiences within the sample. For

instance, EL ranged from 1.19 to 5.00, while IC ranged from 1.00 to 5.00, suggesting participants reported a wide variety of experiences related to leadership and conflict.

The mean scores highlight the central tendencies of each variable. EL had a mean score of 3.8461, indicating that participants generally perceived moderate to high levels of EL within their organizations. IC, with a mean of 2.3151, suggests that the occurrence of conflict in the workplace was relatively low, given the scale's range of 1 to 5. PsyCap exhibited a mean score of 4.8047, which is notably high on a scale ranging from 1 to 6, indicating that participants reported strong psychological resources such as resilience, optimism, and self-efficacy. Finally, PSF had a mean score of 3.6045, reflecting moderate to high levels of perceived safety in participants' workplaces, where they felt comfortable expressing themselves without fear of negative repercussions.

The distribution of responses for each variable was assessed using skewness and kurtosis values. Negative skewness values for EL (-1.047) and PsyCap (-1.339) suggest that most participants reported higher than average levels of EL and PsyCap, with responses concentrated toward the upper end of the scale. In contrast, IC showed a positive skewness value of 0.921, indicating that fewer participants experienced high levels of IC. For PSF, the skewness was relatively mild at -0.491, suggesting a slightly asymmetric distribution toward higher PSF scores.

The kurtosis values provide additional insights into the shape of the distributions. PsyCap had a kurtosis value of 1.805, indicating a more peaked distribution, where responses were concentrated around the mean. The kurtosis values for the other variables were closer to zero, suggesting distributions that approximate the normal curve. These descriptive statistics provide valuable insights into the characteristics of the data, forming a foundation for subsequent analyses and interpretations of the relationships between the variables under study.

Table 2: Descriptive Statistics for Study Variables

Variable	N	Min	Max	Mean	Skewness	Kurtosis
EL	311	1.19	5.00	3.8461	-1.047	0.201
IC	311	1.00	5.00	2.3151	0.921	-0.309
PC	311	1.00	6.00	4.8047	-1.339	1.805
PSF	311	1.00	5.00	3.6045	-0.491	-0.435

4.5. Correlation

Following the descriptive statistics and prior to hypothesis testing, correlation tests were conducted to examine the relationships between the study variables. According to Ly et al. (2018), correlation analysis is a tool for determining the strength and direction of correlations between variables. The values of the correlation coefficient may range from one to one and a half. If the value of the correlation coefficient is 1, it means that the two variables are strongly related; that is, a rise in one will lead to an increase in the other. A negative correlation, when a rise in one variable is accompanied by a decline in the other, is indicated by a coefficient of -1 (Eyalsalman, Alzubi, & Marashdeh, 2024). The results revealed several significant correlations among the variables. An examination of the relationship between EL and PSF revealed a positive connection ($r = 0.316$, $p < 0.001$), showing that greater levels of EL are related with greater PSF. It was also shown that there was a moderate positive connection between PsyCap and EL ($r = 0.428$, $p < 0.001$), suggesting that EL practices may contribute to the development of positive PsyCap, such as resilience and optimism, among employees. EL practices may promote psychological resources by instilling confidence and encouraging autonomy. Interestingly, a negative correlation was observed between EL and IC ($r = -0.168$, $p < 0.001$). This inverse relationship implies that as EL increases, IC tends to decrease, it aligns with theoretical expectations that EL reduces conflict by fostering collaboration and mutual respect. PSF exhibited significant correlations with other variables as well. According to the results, a moderate negative correlation between PSF and IC ($r = -0.345$, $p < 0.001$) is found, which means that when PSF is greater, IC is lower, Workplace conflict may

create an environment of fear or distrust, which hinders employees from feeling safe to express themselves. PSF, on the other hand, was positively correlated with PsyCap ($r = 0.399$, $p < 0.001$), suggesting employees with higher PsyCap tend to report greater PSF. PsyCap may enhance employees' confidence in navigating interpersonal dynamics, contributing to a safer environment. Lastly, IC demonstrated a negative correlation with PsyCap ($r = -0.221$, $p < 0.001$). This relationship suggests that as IC increases, PsyCap tends to decrease, highlighting the potential detrimental effects of conflict on positive PsyCap, Conflict may undermine employees' psychological resources, reducing their capacity for resilience and positive outlooks. The results of correlation analyses present useful information about the relationships between the variables under study and provide the foundation for further studies that will look at the suggested mediating and moderating effects in the research model. EL appears to play a critical role in reducing IC and enhancing both PsyCap and PSF. Additionally, the negative relationship between IC and PSF underscores the need for effective conflict management strategies to create supportive work environments. These findings support the theoretical framework of the study and provide a foundation for further inferential analyses, such as mediation and moderation models, to explore the causal relationships between these variables. The significant correlations align with the study hypotheses and demonstrate the importance of EL in shaping positive organizational outcomes.

4.6. Testing Hypotheses

To test the study's hypotheses, we utilized AMOS version 26 and SPSS for data analysis. Specifically, we conducted a moderated mediation analysis using PROCESS v4.2 Model 7, and a mediation analysis using model 4, with the results presented below. This model analyzed the role of IC in mediating the relationship between EL and PSF, whereas model 7 explored the moderating influence of PsyCap on the connection between EL and IC. The results are derived from data gathered from 311 individuals. Furthermore, the analysis explored the relationships between EL and PSF, as well as between IC and PSF. Notably, for the relationship between EL and IC, we employed multiple regression analysis in SPSS rather than PROCESS Model 7. This decision was made to avoid potential confounding effects of the moderator on the results, thereby ensuring more accurate and unbiased findings for this specific relationship. Consequently, the moderated mediation analysis was conducted using

PROCESS, while the direct relationship between EL and IC was assessed separately through regression analysis, allowing us to maintain the integrity of our results and provide a comprehensive understanding of the relationships among the variables studied.

4.6.1. The relationship between empowering leadership and psychological safety

Hypothesis 1 predicted EL has a positive and significant impact on PSF. The results of the analysis provide support for this hypothesis. The findings of the direct effect indicate that EL is a significant predictor of PSF, consistent with the regression analysis results in the outcome model ($b = 0.2570$, $t(308) = 5.1001$, $p < 0.001$). The R-squared number shows that EL accounted for 18.77% of the variation in PSF, and the positive b value suggests that a rise in EL corresponds to an increase in PSF. This finding provides strong evidence supporting Hypothesis 1, demonstrating that EL has a positive and significant impact on PSF in the workplace.

Table 3: Coefficients for Predictor of Psychological Safety (PSF)

Predictor	Coefficient	SE	t	p	LLCI	ULCI
Constant	3.1386	0.2322	13.5160	0.0000	2.6817	3.5955
EL	0.2570	0.0504	5.1001	0.0000	0.1579	0.3562

4.6.2. The relationship between empowering leadership and interpersonal conflict

Hypothesis 2 of this study proposed that EL has a negative and significant impact on IC. Regression analysis confirmed this relationship. The results show that EL significantly and negatively impacts IC ($b = -0.216$, $t = -2.997$, $p = 0.003$). This finding indicates that as EL increases, IC decreases significantly. The results confirm Hypothesis 2, demonstrating that EL has a significant and negative impact on IC.

4.6.3. Psychological capital positively moderates the relationship between empowering leadership and interpersonal conflict

Hypothesis 3 posits that PsyCap serves as a positive moderator in the relationship between EL and IC, indicating that the influence of EL on IC intensifies

when PsyCap levels are elevated. The findings from the moderation analysis lend credence to this hypothesis. EL does not show a significant direct effect on IC (b = .4895, SE = .3151, t = 1.5534, p = .1214; 95% CI [-.1306, 1.1095]). Similarly, PsyCap does not have a significant direct impact on IC (b = .2084, SE = .2414, t = .8634, p = .3886; 95% CI [-.2665, .6833]). The interaction between EL and PsyCap interaction reveals a significant effect on IC (IC) (b = -.1312, SE = .0661, t = -1.9841, p = .0481; 95% CI [-.2612, -.0011]). This suggests that the relationship between EL and IC varies depending on the level of PsyCap. The overall model explains 6.74% of the variance in IC (R-squared = .0674) and is statistically significant (F(3, 307) = 7.3929, p = .0001). Although the explained variance is modest, these findings underscore the importance of considering these variables in conflict management studies.

The moderation effect can be further understood by examining the impact of EL on IC at different levels of PsyCap. At low levels of PsyCap (PC = 3.8820), EL has no significant effect on IC (Effect = -.0197, SE = .0923, t = -.2137, p = .8309; 95% CI [-.2013, .1619]). At average levels of PsyCap (PC = 4.8047), the effect of EL on IC approaches significance but remains statistically non-significant (Effect = -.1407, SE = .0795, t = -1.7708, p = .0776; 95% CI [-.2971, .0157]). At high levels of PsyCap (PC = 5.7274), EL has a significant negative effect on IC (Effect = -.2618, SE = .1075, t = -2.4349, p = .0155; 95% CI [-.4733, -.0502]). The Johnson-Neyman technique identifies the specific threshold of PsyCap at which the relationship between EL and IC transitions from non-significant to significant. The results indicate a threshold value of TPC = 4.9567, as shown in the following table:

Table 4: Johnson-Neyman Significance Regions

Value (TPC)	% Below	% Above
4.9567	46.95%	53.05%

Below this threshold, the effect of EL on IC is not statistically significant for 46.95% of the sample. However, above this threshold, the effect becomes significant for 53.05% of the sample. This finding highlights that PsyCap must exceed a moderate level to enable EL to effectively reduce IC.

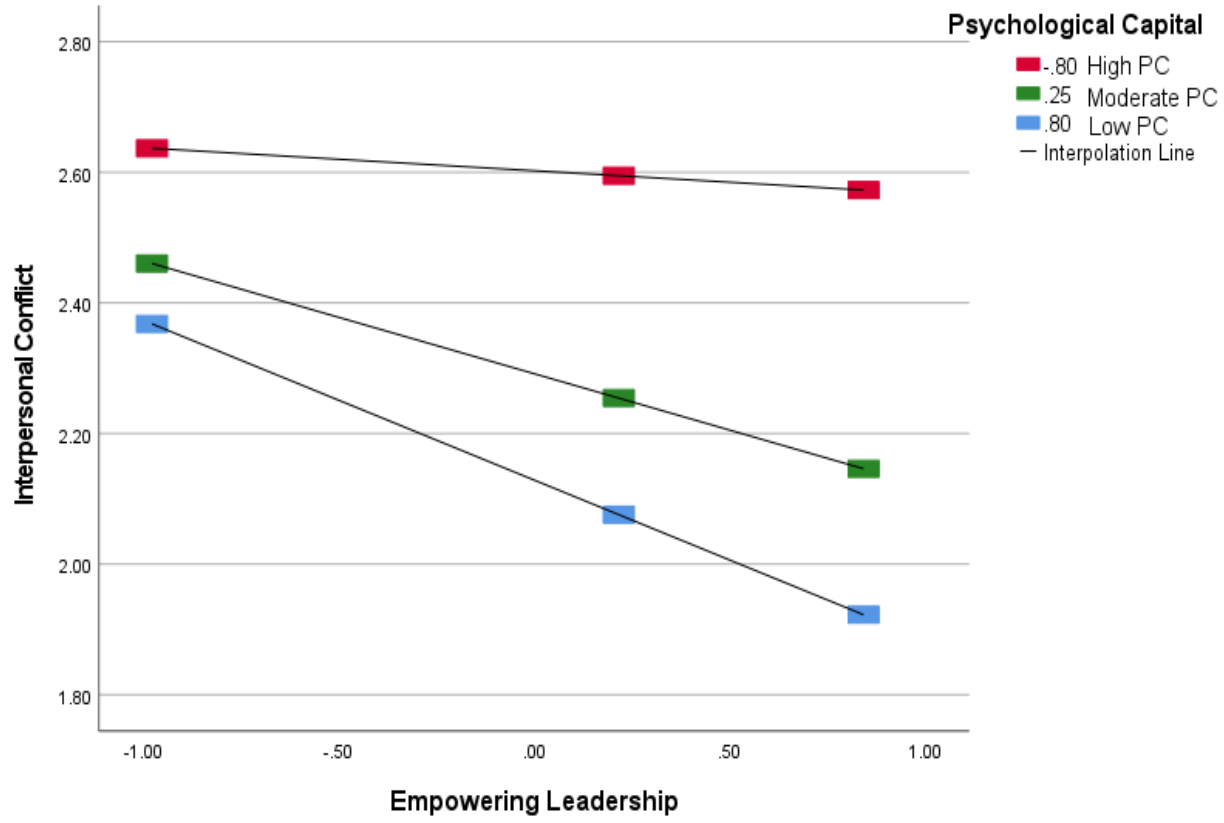

Figure 2: moderation of psychological capital

In summary, the results affirm Hypothesis 3, indicating that PsyCap plays a significant role in moderating the relationship between EL and IC. The impact of EL on IC intensifies and takes on a more negative form as PsyCap levels rise.

4.6.4. The relationship between interpersonal conflict and psychological safety

The fifth hypothesis posited that IC serves as a mediator in the relationship between EL and PSF. To evaluate this hypothesis, Process Macro in SPSS Model 4 utilizing 5000 bootstrap iterations was utilized. The findings from the mediation analysis lend credence to this hypothesis. The analysis of direct and indirect effects indicated a significant direct effect of EL on PSF (b = 0.2570, SE = 0.0504, t = 5.1001, p < .001, 95% CI [0.1579, 0.3562]). This finding aligns with the results from Hypothesis 1, which suggested that increased EL correlates with higher PSF. Furthermore, the findings indicated that EL was a significant predictor of IC (b = -0.2164, SE = 0.0722, t = -2.9975, p = .0029), aligning with the regression analysis outcomes from Hypothesis 2. The indirect effect of EL on PSF through IC was calculated as (b=0.0489, BootSE=0.0214, 95% CI [0.0096, 0.0943]). The absence of zero within this confidence interval signifies a noteworthy indirect effect, implying that IC plays a mediating role in the connection between EL and PSF. Moreover, the

impact of EL on PSF is evident both directly and indirectly through IC. The existence of a notable direct effect, in conjunction with the indirect effect, indicates a scenario of partial mediation. Consequently, Hypothesis 5 is validated.

Table 5: Coefficients for Predictor of Psychological Safety (PSF)

Predictor	Coefficient	SE	t	p	LLCI	ULCI
Constant	3.1386	0.2322	13.5160	0.0000	2.6817	3.5955
IC	-0.2257	0.0391	-5.7669	0.0000	-0.3028	-0.1487

4.6.5. Mediator effect of interpersonal conflict on empowering leadership and psychological safety

Hypothesis 5 predicted that IC mediates the relationship between EL and PSF. To test this hypothesis, Process Macro in SPSS Model 4 with 5000 bootstrap was employed. The results of the mediation analysis provide support for this hypothesis. In the analysis of direct and indirect effects, the analysis revealed a significant direct effect of EL on PSF (b = 0.2570, SE = 0.0504, t = 5.1001, p < .001, 95% CI [0.1579, 0.3562]). which is consistent with the results found in Hypothesis 1, where increased EL was associated with higher PSF. Additionally, the results showed that EL significantly predicted IC (b = -0.2164, SE = 0.0722, t = -2.9975, p = .0029), consistent with the regression analysis results from Hypothesis 2. The indirect effect of EL on PSF through IC was estimated at (b=0.0489, BootSE=0.0214, 95% CI [0.0096, 0.0943]). Since this confidence interval does not include zero, it indicates a significant indirect effect, suggesting that IC mediates the relationship between EL and PSF. Furthermore, since EL influences PSF both directly and indirectly through IC, the presence of a significant direct effect alongside the indirect effect suggests partial mediation. Therefore, Hypothesis 5 is supported.

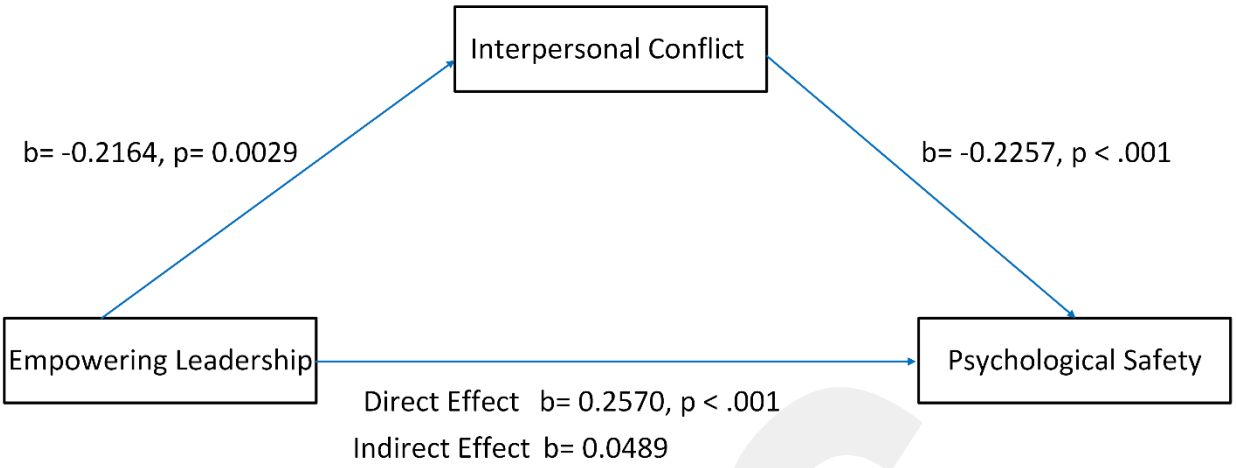

Figure 3: Interpersonal Conflict as a Mediator Between Empowering Leadership and Psychological Safety

Table 6: model 4 mediation analysis summary

Hypothesis	Relationship Tested	Coefficient (b)	SE	t-value	p-value	95% CI LL, UL	Results
H1	EL → PSF (direct)	0.2570	0.0504	5.1001	< .001	[0.1579, 0.3562]	**Supported**
H2	EL → IC	-0.2164	0.0722	-2.9975	0.0029	[-0.3585, -0.0743]	**Supported**
H3	IC → PSF	-0.2257	0.0391	-5.7669	< .001	[-0.3028, -0.1487]	**Supported**
H4	EL → IC → PSF (indirect)	0.0489	0.0214	-	-	[0.0096, 0.0943]	**Supported**

CHAPTER 5: DISCUSSION

With The results regarding Hypothesis 1 indicated a significant and positive correlation between EL and PSF. The direct effect of EL on PSF was found to be statistically significant. This finding indicates that an EL approach enhances employees' sense of PSF, contributing to a more secure work environment. This finding indicates that supportive leadership fosters an atmosphere in which team members feel comfortable sharing their thoughts and participating without the anxiety of error. This situation encourages openness, cooperation and trust in the work environment. The findings of this study are consistent with previous research. For example, Joo, Yoon, and Galbraith (2023) examined the effects of EL on PSF and group conflict. They found that EL had a significant positive effect on PSF, which in turn was negatively related to group conflict. The study emphasizes the importance of trust within organizations and the role of EL in creating a psychologically safe environment, which in turn helps to minimize group conflicts. Similarly, additional previous studies (Jada & Mukhopadhyay, 2018; Lee, 2020; Naim et al., 2024; Singh, 2023) have demonstrated that EL positively influences PSF in workplace contexts. These findings align with the present study suggesting that leaders who empower their employees can effectively foster an environment where team members feel psychologically safe. The replication of these findings in this study further strengthens the understanding of how leadership behaviors can shape important psychological factors in the workplace.

With respect to Hypothesis 2, the findings showed that the results of this study provide strong support for the second hypothesis. The analysis revealed a negative and significant relationship between EL and IC. Regression analysis confirmed this relationship, showing that EL significantly and negatively impacts IC. This suggests that EL plays an important role in reducing IC among employees. While this study may be among the few to directly examine the relationship between EL and IC, the findings align with and extend previous research in related areas. Several studies have explored the impact of EL on various workplace outcomes, providing a foundation for understanding the relationship observed in the current study. For instance, research by Wang (2023) on EL in the context of Chinese manufacturing firms found that the EL had a significant positive effect on conflict management and employees' performance. This aligns with our findings, suggesting that EL can have a positive

influence on reducing conflicts in various areas, including IC within the workplace. Additionally, a study by Fraboni et al. (2023) investigated the effects of EL on burnout and IC at work. They found that EL showed a significant negative association with IC at work. The study revealed that EL had an indirect effect on reducing all four dimensions of burnout: exhaustion, mental distance, cognitive impairment, and emotional impairment, primarily by influencing IC in the workplace. This is in alignment with the finding of the current study, reinforcing the importance of EL in the reduction of IC. Furthermore, a study by Joo et al. (2023) examined the impact of organizational trust and EL on group conflict. The findings indicated that the connections between organizational trust and group conflict, along with the link between EL and group conflict, were both significantly and entirely mediated by PSF. were both considerably and completely mediated by PSF. This finding supports our results by demonstrating that EL can indirectly reduce group conflicts through psychological mechanisms, specifically through PSF. which may also apply to IC.

The findings regarding Hypothesis 3 indicated that PsyCap has a positive moderating effect on the relationship between EL and IC. The analysis of moderation indicated that the influence of EL on IC is contingent upon the level of PsyCap. While the effect of EL on reducing IC remains limited at low PsyCap levels, this effect becomes stronger at high PsyCap levels. This result implies that PsyCap plays a critical role in employees' reactions to leadership empowerment behavior.

While prior research has largely examined PsyCap and EL as separate constructs, there is limited empirical evidence directly linking these variables within the context of IC. Furthermore, there are no direct studies examining the specific moderation hypothesis of this research. However, one study has explored the moderating influence of PsyCap in other workplace interactions. Gupta and Shaheen (2017) found that PsyCap strengthened the relationship between job engagement and reduced employee turnover, suggesting that individuals with higher PsyCap were more likely to maintain engagement and commitment. This aligns with the idea that PsyCap can enhance positive workplace dynamics, further supporting its potential role in moderating leadership effects. Another study by Park et al. (2017) Concluded that PsyCap is positively influenced by EL, which, in turn, mediates the link between EL and both employees' job engagement and psychological well-being. The current study's results demonstrate that PsyCap regulates the connection between EL and IC,

building upon previous studies. Specifically, the degree of reduction in IC due to EL is influenced by employees' levels of PsyCap. The findings indicate that while EL can be a valuable approach to improving employee outcomes and reducing IC, its efficacy may differ depending on other factors like PsyCap.

With respect to Hypothesis 4, the analysis outcomes reveal a negative and statistically significant relationship between IC and PSF. It was found that IC has a statistically significant direct impact on PSF. According to this finding, employees' perceptions of PSF are negatively impacted by IC. Employees may be more cautious in expressing themselves in a high conflict environment and may avoid taking risks. While other studies have explored the connection between PSF and IC, research examining the inverse relationship, particularly how IC affects PSF remains limited. Therefore, this study provides insights into how they are connected. The results of this study are consistent with a study conducted by Gerlach and Gockel (2018). The study examined the effects of relationship conflict, task conflict, and demographic faultline strength on PSF among teachers. The study has found that relationship conflict had a substantial negative impact on PSF. Although Gerlach and Gockel focused on relationship conflict rather than IC, these concepts are closely related and often used interchangeably in organizational research. The strong negative association between relationship conflict and PSF aligns with and supports our hypothesis that IC has a negative and significant impact on PSF.

With respect to Hypothesis 5, the findings showed that the relationship between EL and PSF is mediated partially by IC. The direct impact of EL on PSF was substantial, as indicated by the mediation analysis. The indirect influence of EL upon PSF was mediated by IC, suggesting that while IC acts as a mediator, the direct impact of EL remains substantial. This suggests that EL can reduce workplace conflict, and this lower level of conflict may contribute to increased PSF. While researchers have explored EL, PSF, and IC individually, they have largely left the mediating role of IC in this relationship unexplored. Social exchange theory helps explain why IC plays a mediating role in this relationship. EL fosters a positive exchange between leaders and employees, but when IC arises, it disrupts this dynamic, potentially diminishing the PSF that EL aims to create. Leader-member exchange theory further highlights how the quality of leader-employee relationships influences workplace dynamics. EL generally strengthens these relationships, which may help mitigate conflict.

Supporting this, Wang (2023) found that EL can be effective in reducing conflicts. Lower conflict, in turn, helps sustain PSF by maintaining strong leader-member exchanges. Although direct research on this specific mediation is limited, these theoretical perspectives support the idea that IC mediates the link between EL and PSF. This contributes to existing research by providing empirical evidence of this mediation, offering Useful insight into how leadership and conflict dynamics shape PSF.

CONCLUSION

This concluding chapter provides a comprehensive overview of the study, encapsulating its key elements and findings. It begins by restating the aim of the research and summarizing the methodology employed. The chapter then presents a concise synthesis of the main results, highlighting their significance. Following this, both practical and theoretical implications of the findings are discussed, offering insights into their real-world applications and contributions to the field. Finally, the chapter addresses the limitations of the study and proposes directions for future research, paving the way for further investigations in this area.

This study aimed to examine the factors that influence PSF in the workplace by exploring the complex relationships among EL, IC, and PsyCap. Specifically, it investigated the direct impact of EL on IC and PSF, as well as the influence of IC on PSF. Furthermore, it investigated the role of mediation of IC in the relationship between EL and PSF, as well as the impact of PsyCap on moderating the connection between EL and IC. By integrating these variables, this research sought to develop a comprehensive model that enhances understanding of how EL can promote PSF while effectively managing IC.

A quantitative, cross-sectional study methodology was utilized, employing a survey-based method to gather data from participants at a singular moment in time. The research was carried out in Turkey, focusing on employees aged 18 to 65 across several industries.

A convenience sample strategy was employed to enroll participants, and data were gathered via a Google Forms questionnaire. The questionnaire consisted of five sections, encompassing demographic information and scale-based items. Data analysis utilized SPSS, PROCESS v4.2, and AMOS version 26, employing Model 4 and Model 7 of PROCESS v4.2 to examine the proposed relationships. Ethical considerations were meticulously addressed, guaranteeing voluntary participation, confidentiality, and anonymity of responses.

The findings suggest that EL positively influences PSF, with IC potentially acting as a mediating factor in this dynamic. Furthermore, IC may adversely affect PSF. Additionally, PsyCap may act as a moderator in the relationship between EL and IC in the workplace, and the results also imply that EL might reduce IC. The findings

of the study offer important perspectives on the interactions of these factors and their effects on employees' PSF and organization.

The study suggests that EL can positively influence employees' PSF. This implies that EL can play a key role in creating a safe environment where employees feel comfortable taking risks and sharing their thoughts. In turn, this may contribute to the success of the organization and help achieve its goals, as employees who feel safe are more likely to share their ideas, potentially leading to innovation and benefiting the organization.

Also, the negative association between EL and IC suggests that as leaders adopt more empowering behaviors, the occurrence of IC among employees tends to decrease. This, in turn, could foster a more cohesive and productive work environment. As employees feel more supported and engaged, the organization may benefit from improved performance, higher morale, and a greater ability to achieve its goals.

In addition, the findings indicate that PsyCap moderates the relationship between EL and IC. This underscores that when employees have high PsyCap, the effect of EL in reducing conflict is stronger. In turn, this highlights the role of PsyCap in shaping how employees respond to EL behaviors. While EL has the potential to help reduce conflict, its impact might be more limited for employees with low PsyCap. Employees with high PsyCap are likely to be better at managing interpersonal dynamics, further enhancing the positive effects of EL.

The study suggests that IC has a negative impact on employees' PSF. This implies that when employees experience IC, they might feel less comfortable taking risks or sharing their ideas, which can reduce PSF in the workplace. Consequently, this could hinder innovation, as employees who feel unsafe are less likely to engage openly or contribute their thoughts. This highlights the importance of minimizing IC to foster an environment where employees feel secure and confident in sharing their ideas, which can ultimately benefit organizational success.

This study suggests that IC plays a significant role in the relationship between EL and PSF, with partial mediation observed. The results indicate that EL not only directly impacts PSF but also influences it indirectly by reducing IC in the workplace. The partial mediation implies that empowering leaders not only directly foster PSF but also help create a work environment where conflicts are less likely to occur or can be

effectively managed. These findings offer valuable insights into how EL can contribute to a safer, more positive work environment, ultimately benefiting both employees and the organization.

Theoretical Contribution

In terms of contributions, the study contributes to the understanding of how leadership behaviors, specifically EL, influence PSF in the workplace as well as that it reduces IC. It further extends the literature on EL and IC by demonstrating that PsyCap might moderate the link between these factors, reinforcing the notion that leadership effectiveness is not always solely dependent on leader behavior but also on employees' individual capacities to navigate workplace challenges. Moreover, while existing literature has examined how PSF mitigates IC, there has been limited focus on how conflict erodes PSF. This study contributed to filling this gap by providing empirical evidence of this relationship. Additionally, this study addresses a gap in existing research by directly exploring the mediating role of IC between EL and PSF. It provides empirical evidence for a more nuanced understanding of how leadership styles influence employees' PSF. Existing research has not directly explored this mediating relationship, making this study a valuable addition to the field. However, further research is needed to fully understand the complex interplay of these factors in diverse organizational contexts.

Practical Implications

The findings of this study offer valuable insights for organizations aiming to improve workplace environments, organizations outcome, and employee's PSF. Given the positive relationship between EL and PSF, organizations are advised to prioritize fostering leadership styles that empower employees. By encouraging leaders to provide autonomy, support, and recognition, organizations can create a work environment where employees feel safe to express ideas, share concerns, and take risks, which in turn promotes creativity, innovation, and better organizational outcomes.

Furthermore, since EL is crucial for reducing IC, organizations could consider integrating leadership training programs that focus on these behaviors. Such programs can help leaders build stronger relationships with employees, improve trust, and reduce

IC, leading to a more harmonious and productive work environment. Leadership development programs should also emphasize conflict management to maximize the benefits of EL.

Considering the impact of IC on PSF, organizations might also integrate conflict management strategies as part of broader efforts to enhance PSF. By addressing conflicts proactively, organizations can reduce tensions and ensure a more supportive atmosphere for employees. Additionally, organizations could recognize that employees respond differently to EL and adapt to individual needs. Leaders should create an inclusive environment and offer tailored support, mentoring, or coaching for those who may struggle with this leadership style. EL's impact may be limited for employees with low PsyCap, so organizations could also invest in initiatives like resilience training and mentorship programs to enhance PsyCap. This approach can help foster a more harmonious and effective workplace.

Limitations

One limitation of this study is the limited availability of literature specifically addressing the topic and some of the relationships being explored. The scarcity of existing research in this area makes it challenging to compare the findings of this study with previous ones. Notwithstanding the few relevant literature, the study provides valuable contributions to understanding the interaction among the variables in the current study. This constraint, however, underscores the study's uncommonness and meaning by providing unique insights to the current body of knowledge on the topic. Another limitation of this study is its specific focus on the Turkish context. While this allows for an in depth examination of the dynamics within Turkey's organizational environment, it also limits the generalizability of the findings to other countries and cultures. Turkey's distinct social, economic, and organizational characteristics may influence the relationships between EL, PSF, IC, and PsyCap in ways that may not apply universally. Cultural differences and specific workplace norms in Turkish organizations could shape how EL is perceived and how conflicts are handled. Additionally, the concept of PSF may be understood differently in Turkish workplaces compared to those in other countries. These contextual factors could affect how the findings are applied in other settings, so researchers and practitioners should be cautious when applying these results in different cultural or country contexts. Future

research could benefit from cross-cultural comparisons to see if these findings are universal or specific to the context, and to explore how different cultural environments might affect the relationships examined in this study.

Suggestions for Future Studies

While valuable insights into the relationship between PSF, EL, IC, and PsyCap have been provided in this study, several avenues for future research may further expand understanding of the dynamics between the variables. Exploring these areas could contribute to the existing literature. First, this study is focused on specific constructs, including PSF, EL, IC, and PsyCap. It is examined how IC is connected to leadership and PSF, and whether the link between leadership and conflict is influenced by PsyCap. However, workplace dynamics are complex, and a role may also be played by other constructs such as team culture, communication styles, and individual differences. These additional aspects could be explored by future studies to examine their potential impact as moderators or mediators in the relationships within the model. Additionally, longitudinal studies may be conducted to provide a clearer understanding of the causal relationships and long-term effects of the variables included in this research. A cross-sectional design, as used in this study, captures relationships at a single point in time. Longitudinal research could allow for the examination of changes over time, revealing how these variables evolve and influence each other in the long run. Moreover, future studies should integrate qualitative methods alongside quantitative approaches to provide deeper insights into the factors explored in this research. Interviews should be utilized to capture insights that may not be fully reflected in survey data. Adopting a mixed-methods approach would enhance the understanding of how these factors interact in real workplace settings. By addressing these areas, future studies can expand upon the current findings, offering a more nuanced and comprehensive understanding of the variables included in this research.

REFERENCES

Aggarwal, A., Chand, P. K., Jhamb, D., & Mittal, A. (2020). Leader–member exchange, work engagement, and psychological withdrawal behavior: the mediating role of psychological empowerment. *Frontiers in psychology*, *11*, 423.

Abbas, M., & Raja, U. (2015). Impact of psychological capital on innovative performance and job stress. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, *32*(2), 128-138.

Albrecht, S. L., & Andreetta, M. (2011). The influence of empowering leadership, empowerment and engagement on affective commitment and turnover intentions in community health service workers: Test of a model. *Leadership in health services*, *24*(3), 228-237.

Amundsen, S., & Martinsen, Ø. L. (2014). Empowering leadership: Construct clarification, conceptualization, and validation of a new scale. *The Leadership Quarterly*, *25*(3), 487-511.

Arnold, J. A., Arad, S., Rhoades, J. A., & Drasgow, F. (2000). The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviors. *Journal of organizational behavior*, *21*(3), 249-269.

Avey, J. B., Luthans, F., & Jensen, S. M. (2009). Psychological capital: A positive resource for combating employee stress and turnover. *Human resource management*, *48*(5), 677-693.

Avey, J. B., Reichard, R. J., Luthans, F., & Mhatre, K. H. (2011). Meta-analysis of the impact of positive psychological capital on employee attitudes, behaviors, and performance. *Human Resource Development Quarterly*, *22*(2), 127-152.

Aytaç, S., & Başol, O. (2018). İŞYERİNDE KİŞİLERARASI ÇATIŞMA ÖLÇEĞİNİN GEÇERLİK VE GÜVENİRLİK ÇALIŞMASI. *Yönetim Bilimleri Dergisi*, *16*(32), 471-484.

Baer, M., & Frese, M. (2003). Innovation is not enough: Climates for initiative and psychological safety, process innovations, and firm performance. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *24*(1), 45-68.

Bandura, A. (1986). Social foundations of thought and action. *Englewood Cliffs, NJ*, *1986*(23-28), 2.

Bandura, A. (1989). Human agency in social cognitive theory. *American psychologist*, *44*(9), 1175.

Barki, H., & Hartwick, J. (2004). Conceptualizing the construct of interpersonal conflict. *International journal of conflict management*, *15*(3), 216-244.

Baumgartner, H., & Homburg, C. (1996). Applications of structural equation modeling in marketing and consumer research: A review. *International journal of Research in Marketing*, *13*(2), 139-161.

Beribisky, N., & Cribbie, R. A. (2024). Evaluating the performance of existing and novel equivalence tests for fit indices in structural equation modelling. *British Journal of Mathematical and Statistical Psychology*, *77*(1), 103-129.

Bodtker, A. M., & Katz Jameson, J. (2001). Emotion in conflict formation and its transformation: Application to organizational conflict management. *International journal of conflict management*, *12*(3), 259-275.

Bolat, O. İ., Bolat, T., & Seymen, O. A. (2009). Güçlendirici lider davranişlari ve örgütsel vatandaşlik davranişi arasindaki ilişkinin sosyal mübadele kuramindan hareketle incelenmesi. *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *12*(21), 215-239

Bolger, N., & Schilling, E. A. (1991). Personality and the problems of everyday life: The role of neuroticism in exposure and reactivity to daily stressors. *Journal of personality*, *59*(3), 355-386.

Bradley, B. H., Postlethwaite, B. E., Klotz, A. C., Hamdani, M. R., & Brown, K. G. (2012). Reaping the benefits of task conflict in teams: the critical role of team psychological safety climate. *Journal of applied psychology*, *97*(1), 151.

Brower, M. F. (1995). Empowering teams: what, why, and how. *Empowerment in Organizations*, *3*(1), 13-25.

Byrne, B. M. (2013). *Structural equation modeling with LISREL, PRELIS, and SIMPLIS: Basic concepts, applications, and programming*. psychology press.

Byrne, R. W., & Russon, A. E. (1998). Learning by imitation: A hierarchical approach. *Behavioral and brain sciences*, *21*(5), 667-684.

Carmeli, A., Brueller, D., & Dutton, J. E. (2009). Learning behaviours in the workplace: The role of high-quality interpersonal relationships and psychological safety. *Systems Research and Behavioral Science: The Official Journal of the International Federation for Systems Research*, *26*(1), 81-98.

Chang, Y., & Edwards, J. K. (2015). Examining the relationships among self-efficacy, coping, and job satisfaction using social career cognitive theory: An SEM analysis. *Journal of career assessment*, *23*(1), 35-47.

Chen, G., Sharma, P. N., Edinger, S. K., Shapiro, D. L., & Farh, J. L. (2011). Motivating and demotivating forces in teams: cross-level influences of empowering leadership and relationship conflict. *Journal of applied psychology*, *96*(3), 541.

Conger, J. A. (1989). Leadership: The art of empowering others. *Academy of Management Perspectives*, *3*(1), 17-24.

Conger, J. A., & Kanungo, R. N. (1988). The empowerment process: Integrating theory and practice. *Academy of management review*, *13*(3), 471-482.

Creon, L. E., & Schermuly, C. C. (2024). Feeling safe to be empowered: Psychological safety and psychological empowerment in threatening work environments. *German Journal of Human Resource Management*, 23970022241284536.

Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, *31*(6), 874-900.

Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68-78.

Diamantopoulos, A., & Siguaw, J. A. (2000). Introducing LISREL: A guide for the uninitiated.

Doll, W. J., Xia, W., & Torkzadeh, G. (1994). A confirmatory factor analysis of the end-user computing satisfaction instrument. *MIS quarterly*, 453-461.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative science quarterly*, *44*(2), 350-383.

Edmondson, A. C. (2002). *Managing the risk of learning: Psychological safety in work teams* (pp. 255-275). Cambridge, MA: Division of Research, Harvard Business School.

Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. *Annu. Rev. Organ. Psychol. Organ. Behav.*, *1*(1), 23-43.

Edmondson, A. C., & Mogelof, J. P. (2006). Explaining psychological safety in innovation teams: organizational culture, team dynamics, or personality?. In *Creativity and innovation in organizational teams* (pp. 129-156). Psychology Press.

Edmondson, A. C., Kramer, R. M., & Cook, K. S. (2004). Psychological safety, trust, and learning in organizations: A group-level lens. *Trust and distrust in organizations: Dilemmas and approaches*, *12*(2004), 239-272.

Eyalsalman, S., Alzubi, K., & Marashdeh, Z. (2024). THE IMPACT OF IFRS 9, LIQUIDITY RISK, CREDIT RISK, AND CAPITAL ON BANKS'PERFORMANCE. *Journal of Governance and Regulation/Volume*, *13*(1).

Faust, S. (2023). Psychological Safety and Conflict Management Among Nurse Practitioners in Interprofessional Teams.

Fraboni, F., Paganin, G., Mazzetti, G., Guglielmi, D., & Pietrantoni, L. (2023). The intricate pathways from empowering leadership to burnout: A deep dive into interpersonal conflicts, work-home interactions, and supportive colleagues. *Informing Science*, *26*, 149-172.

Gerlach, R., & Gockel, C. (2018). We belong together: belonging to the principal's in-group protects teachers from the negative effects of task conflict on psychological safety. *School Leadership & Management*, *38*(3), 302-322.

Gooty, J., Gavin, M., Johnson, P. D., Frazier, M. L., & Snow, D. B. (2009). In the eyes of the beholder: Transformational leadership, positive psychological capital, and performance. *Journal of Leadership & Organizational Studies*, *15*(4), 353-367.

Gulsen, A. (2023). *Empowering leadership, follower reflection, and leader well-being: the benefits of empowering leadership for followers and leaders* (Doctoral dissertation, Universität Potsdam).

Gupta, M., & Shaheen, M. (2017). Impact of work engagement on turnover intention: Moderation by psychological capital in India. *Business: Theory and Practice*, *18*, 136-143.

Gyu Park, J., Sik Kim, J., Yoon, S. W., & Joo, B. K. (2017). The effects of empowering leadership on psychological well-being and job engagement: The mediating role of psychological capital. *Leadership & Organization Development Journal*, *38*(3), 350-367.

Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of Applied psychology*, *60*(2), 159.

Hanif, M. I., Farooq, M. I., & Khan, M. A. (2018). Importance of empowering leadership, reward and trust towards knowledge sharing. *International Journal of Management Excellence (ISSN: 2292-1648)*, *11*(2), 1544-1552.

Jada, U. R., & Mukhopadhyay, S. (2018). Empowering leadership and constructive voice behavior: a moderated mediated model. *International Journal of Organizational Analysis*, *26*(2), 226-241.

Joo, B. K., Yoon, S. K., & Galbraith, D. (2023). The effects of organizational trust and empowering leadership on group conflict: psychological safety as a mediator. *Organization Management Journal*, *20*(1), 4-16.

Jowett, S., Do Nascimento-Júnior, J. R. A., Zhao, C., & Gosai, J. (2023). Creating the conditions for psychological safety and its impact on quality coach-athlete relationships. *Psychology of Sport and Exercise*, *65*, 102363.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, *33*(4), 692-724.

Keçeci, Ş., & Ugur, O. (2021). PSİKOLOJİK SERMAYE ÖLÇEĞİ: GEÇERLİK VE GÜVENİRLİK ÇALIŞMASI. *Elektronik Sosyal Bilimler Dergisi*, *20*(80), 2009-2018.

Kline, R. B. (1998). Structural equation modeling. *New York: Guilford*, *33*.

Konczak, L. J., Stelly, D. J., & Trusty, M. L. (2000). Defining and measuring empowering leader behaviors: Development of an upward feedback instrument. *Educational and Psychological measurement*, *60*(2), 301-313.

Lavelle, M., Darzi, A., Starodub, R., & Anderson, J. E. (2022). The role of transactive memory systems, psychological safety and interpersonal conflict in hospital team performance. *Ergonomics*, *65*(3), 519-529.

Lee, A., Willis, S., & Tian, A. W. (2018). Empowering leadership: A meta-analytic examination of incremental contribution, mediation, and moderation. *Journal of organizational behavior*, *39*(3), 306-325.

Lee, S. E. (2013). *Job satisfaction among staff nurses in relation to leader empowering behaviors, structural empowerment and psychological empowerment* (Doctoral dissertation, University of British Columbia).

Leroy, H., Dierynck, B., Anseel, F., Simons, T., Halbesleben, J. R., McCaughey, D., ... & Sels, L. (2012). Behavioral integrity for safety, priority of safety, psychological safety, and patient safety: a team-level study. *Journal of Applied Psychology*, *97*(6), 1273.

Li, Y. Q., & Liu, C. H. S. (2019). Understanding service quality and reputation effects on purchase behavior through image: the moderating roles of service reliability. *Transportation Letters*, *11*(10), 580-588.

Limpus, R. (2023). The impact of interdepartmental psychological safety on interdepartmental conflict management styles.

Lin, M., Zhang, X., Ng, B. C. S., & Zhong, L. (2020). To empower or not to empower? Multilevel effects of empowering leadership on knowledge hiding. *International Journal of Hospitality Management*, *89*, 102540.

Liu, L., Pang, R., Sun, W., Wu, M., Qu, P., Lu, C., & Wang, L. (2013). Functional social support, psychological capital, and depressive and anxiety symptoms among people living with HIV/AIDS employed full-time. *BMC psychiatry*, *13*, 1-10.

Loignon, A., & Wormington, S. (2022). Psychologically Safe for Some, but Not All? The Downsides of Assuming Shared Psychological Safety among Senior Leadership Teams. *Center for Creative Leadership*.

Lulofs, R. S., & Cahn Jr, D. D. (2000). Conflict: From theory to action.

Luthans, F., & Youssef, C. M. (2004). Human, Social, and Now Positive Psychological Capital Management: Investing in People for Competitive Advantage. *Organizational Dynamics*, *33*(2), 143-160.

Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007a). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel psychology*, *60*(3), 541-572.

Luthans, F., Norman, S. M., Avolio, B. J., & Avey, J. B. (2008). The mediating role of psychological capital in the supportive organizational climate—employee

performance relationship. *Journal of organizational behavior: The international journal of industrial, occupational and organizational psychology and behavior*, *29*(2), 219-238.

Luthans, F., Youssef, C. M., & Avolio, B. J. (2006). *Psychological capital: Developing the human competitive edge*. Oxford university press.

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007b). *Psychological capital: Developing the human competitive edge*. Oxford University Press.

Luthans, K. W., & Jensen, S. M. (2005). The linkage between psychological capital and commitment to organizational mission: A study of nurses. *JONA: The Journal of Nursing Administration*, *35*(6), 304-310.

May, D. R., Gilson, R. L., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of occupational and organizational psychology*, *77*(1), 11-37.

Mayer, B. S. (2010). *The dynamics of conflict resolution: A practitioner's guide*. John Wiley & Sons.

McMurray, A. J., Pirola-Merlo, A., Sarros, J. C., & Islam, M. M. (2010). Leadership, climate, psychological capital, commitment, and wellbeing in a non-profit organization. *Leadership & Organization Development Journal*, *31*(5), 436-457.

Naim, M. F., Sahai, S., & Elembilassery, V. (2024, July). Does empowering leadership enhance employee agility? A serial mediation model. In *Evidence-based HRM: a Global Forum for Empirical Scholarship* (Vol. 12, No. 3, pp. 666-682). Emerald Publishing Limited.

Narayanan, A. (2008). The resilient individual: A personality analysis. *Journal of the Indian Academy of Applied Psychology*, *34*(2), 110-118.

Newman, A., Donohue, R., & Eva, N. (2017). Psychological safety: A systematic review of the literature. *Human Resource Management Review, 27*(3), 521-535.

Nguyen, D. T., Teo, S. T., Halvorsen, B., & Staples, W. (2020). Leader humility and knowledge sharing intention: a serial mediation model. *Frontiers in Psychology*, *11*, 560704.

Norman, S. M., Larson, M. D., Hughes, L. W., & Avey, J. B. (2013). Psychological capital: A new lens for understanding employee fit and attitudes. *International Journal of Leadership Studies*, *8*(1), 28-43.

Noureen, R. (2024). *The dark side of empowering leadership* (Doctoral dissertation, Universität Potsdam).

Nunnally, J.C. and Bernstein, I.H. (1967) Psychometric Theory. 3rd Edition, McGraw-Hill, New York.

Obrenovic, B., Jianguo, D., Khudaykulov, A., & Khan, M. A. S. (2020). Work-family conflict impact on psychological safety and psychological well-being: A job performance model. *Frontiers in psychology*, *11*, 475.

Palancı, Y., Mengenci, C., Bayraktaroğlu, S., & Emhan, A. (2020). Analysis of workplace health and safety, job stress, interpersonal conflict, and turnover intention: a comparative study in the health sector. *Health Psychology Report*, *9*(1), 76-86.

Pitt, M. (2005). A dynamic model of strategic change in growth-oriented firms. *Strategic Change*, *14*(6), 307-326.

Rahim, M. (2002). Toward a theory of managing organizational conflict. *International journal of conflict management*, *13*(3), 206-235.

Roussin, C. J., MacLean, T. L., & Rudolph, J. W. (2016). The safety in unsafe teams: a multilevel approach to team psychological safety. *Journal of management*, *42*(6), 1409-1433.

Roze des Ordons, A. L., Cheng, A., Lockyer, J., Wilkie, R. D., Grant, V., & Eppich, W. (2021). Approaches to interpersonal conflict in simulation debriefings: A qualitative study. *Medical education*, *55*(11), 1284-1296.

Sameer, Y. M., Mohamed, A. A., & Mohamad, M. S. (2019). Antecedents of psychological capital: The role of work design. *Journal of Economics and Management*, *35*(1), 124-149.

Santana, B. S. D., Freire, S., Cruz, L., Monte, L., Mendonca, M., & Santos, J. A. M. (2023). Exploring psychological safety in software engineering: Insights from stack exchange. In *Proceedings of the XXXVII Brazilian Symposium on Software Engineering* (pp. 503-513).

Schein, E. H. (1992). How can organizations learn faster?: the problem of entering the Green Room.

Schulz, S., W. Luthans, K., & G. Messersmith, J. (2014). Psychological capital: A new tool for driver retention. *International Journal of Physical Distribution & Logistics Management*, *44*(8/9), 621-634.

Sharma, P. N., & Kirkman, B. L. (2015). Leveraging leaders: A literature review and future lines of inquiry for empowering leadership research. *Group & Organization Management*, *40*(2), 193-237.

Singh, A. (2023, May). Linking empowering leadership with workplace proactivity: the mediating role of psychological safety and knowledge sharing. In *Evidence-based HRM: a Global Forum for Empirical Scholarship* (Vol. 11, No. 2, pp. 177-195). Emerald Publishing Limited.

Snyder, C. R. (Ed.). (2000). *Handbook of hope: Theory, measures, and applications*. Academic press.

Spector, P. E., & Jex, S. M. (1998). Development of four self-report measures of job stressors and strain: interpersonal conflict at work scale, organizational constraints scale, quantitative workload inventory, and physical symptoms inventory. *Journal of occupational health psychology*, *3*(4), 356.

Spreitzer, G. M. (1996). Social structural characteristics of psychological empowerment. *Academy of management journal*, *39*(2), 483-5

Story, J. S., Youssef, C. M., Luthans, F., Barbuto, J. E., & Bovaird, J. (2013). Contagion effect of global leaders' positive psychological capital on followers: Does distance and quality of relationship matter?. *The International Journal of Human Resource Management*, *24*(13), 2534-2553.

Sun, T., Zhao, X. W., Yang, L. B., & Fan, L. H. (2012). The impact of psychological capital on job embeddedness and job performance among nurses: a structural equation approach. *Journal of advanced nursing*, *68*(1), 69-79.

Sweetman, D., Luthans, F., Avey, J. B., & Luthans, B. C. (2011). Relationship between positive psychological capital and creative performance. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, *28*(1), 4-13.

Thomas, K. W., & Velthouse, B. A. (1990). Cognitive elements of empowerment: An "interpretive" model of intrinsic task motivation. *Academy of management review*, *15*(4), 666-681.

Vecchio, R. P., Justin, J. E., & Pearce, C. L. (2010). Empowering leadership: An examination of mediating mechanisms within a hierarchical structure. *The leadership quarterly*, *21*(3), 530-542.

Villada, C., Hidalgo, V., Almela, M., & Salvador, A. (2017). Assessing performance on an evaluated speaking task. *Journal of Psychophysiology*.

Walumbwa, F. O., Luthans, F., Avey, J. B., & Oke, A. (2011). Retracted: Authentically leading groups: The mediating role of collective psychological capital and trust. *Journal of organizational behavior*, *32*(1), 4-24.

Wang, D., Wang, X., & Xia, N. (2018). How safety-related stress affects workers' safety behavior: The moderating role of psychological capital. *Safety science*, *103*, 247-259.

Wang, Y. (2023). Empowering leadership: A conflict resolver and a performance booster for organizations. *Plos one*, *18*(11), e0294351.

Wilkinson, A. (1998). Empowerment: theory and practice. *Personnel review*, *27*(1), 40-56.

Yener, S. (2015). PSİKOLOJİK RAHATLIK ÖLÇEĞİNİN TÜRKÇE FORMUNUN GEÇERLİK VE GÜVENİRLİK ÇALIŞMASI. *Ordu Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Araştırmaları Dergisi*, *5*(13), 280-305.

Zehr, S. S. (2022). Psychological Safety: Creating a Healthy Conflict Culture. *De Gruyter Handbook of Organizational Conflict Management*, 27.

Zhang, X., & Bartol, K. M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, *53*(1), 107-128.

Zhao, F. F., Lei, X. L., He, W., Gu, Y. H., & Li, D. W. (2015). The study of perceived stress, coping strategy and self-efficacy of C hinese undergraduate nursing students in clinical practice. *International journal of nursing practice*, *21*(4), 401-409.

Zhu, J., Yao, J., & Zhang, L. (2019). Linking empowering leadership to innovative behavior in professional learning communities: the role of psychological empowerment and team psychological safety. *Asia Pacific Education Review*, *20*(4), 657-671.

이동환. (2020). *A Study on the Effectiveness of Empowering Leadership on Subordinates' Creative Performance* (Doctoral dissertation, 서울대학교 대학원).

APPENDIX 1: QUESTIONNAIRE

Bu anket, Atılım Üniversitesi Sosyal Bilimler Enstitüsü'nde yürütülen İşletme Yüksek Lisans tezinin uygulama bölümü için veri toplamak amacıyla hazırlanmıştır.

Bu çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Verdiğiniz tüm yanıtlar kesinlikle gizli tutulacak ve herhangi bir şirket veya üçüncü şahıs ile paylaşılmayacaktır. Katılımcıların isimleri istenmeyecek ve çalışmayı yürüten kişi tarafından bile bilinmeyecektir. Araştırma tamamen anonim olarak yürütülmekte olup, katılımınızdan dolayı herhangi bir olumsuz durumla karşılaşmanız söz konusu değildir.

Anonim veriler tamamen bilimsel amaçla kullanılacak olup, doğru sonuçlar elde edebilmek için anketin dürüst ve samimi bir şekilde doldurulması büyük önem arz etmektedir.

Demografik Bilgiler

Cinsiyetiniz: ☐ Kadın ☐ Erkek

Yaşınız: ☐ 18- 24 ☐ 25-34 ☐ 35-44 ☐ 45- 54 ☐ 55 yaş ve üzeri

Eğitim Durumunuz: ☐ İlköğretim ☐ Lise veya dengi ☐ Yüksekokul/ üniversite ☐ Yüksek lisans ve üstü

İş Deneyiminiz: ☐ 1 yıldan az ☐ 1-5 yıl ☐ 6-10 yıl ☐ 11-15 yıl ☐ 15 yıl üzeri

Lütfen yöneticinizin davranışlarına ilişkin en uygun seçeneği işaretleyin.

(1= Hiç Bir Zaman, 2 = Nadiren, 3 = Ara sıra, 4 = Çoğu Zaman, 5 = Her Zaman)

No	Madde	**1**	**2**	**3**	**4**	**5**
1	Yöneticim, yaptığım işin işletme açısından anlamını ve işimin önemini vurgular.	☐	☐	☐	☐	☐
2	Yöneticim, işimin diğer işler açısından taşıdığı önemi göstermeye çalışır.	☐	☐	☐	☐	☐
3	Yöneticim, işlerimizin beceri çeşitliliği gerektiren işler olmasına dikkat eder.	☐	☐	☐	☐	☐
4	Yöneticim, işimle ilgili olarak bana yol gösterici ve benim çabalarımı kolaylaştırıcı bir rol üstlenir.	☐	☐	☐	☐	☐

5	Yöneticim, işim ve mesleki gelişimimle ilgili gerçekçi amaçlar belirlemem ve beklentiler oluşturmam konusunda bende istek ve heyecan uyandırmaya çalışır.	☐	☐	☐	☐	☐
6	Yöneticim, işletmede sürekli olarak kendimi geliştirebileceğim bir eğitim ortamı yaratır.	☐	☐	☐	☐	☐
7	Yöneticim, mesleki ve kişisel eğitim ihtiyaçlarımı karşılamak için çaba gösterir.	☐	☐	☐	☐	☐
8	Yöneticim, yaşanan her başarı ve başarısızlığı benim için bir öğrenme fırsatına dönüştürmeye çalışır.	☐	☐	☐	☐	☐
9	Yöneticim, bizi ve yaptığımız işleri ilgilendiren kararları alırken, astlarının görüşünü almaya dikkat eder.	☐	☐	☐	☐	☐
10	Yöneticim, görevimi nasıl yerine getirmem gerektiği ile ilgili kararları benim vermemi ister.	☐	☐	☐	☐	☐
11	Yöneticim, kendi çalışma programımı hazırlama ve programımda değişiklik yapma konusunda bana özgürlük tanır.	☐	☐	☐	☐	☐
12	Yöneticim, yaptığım iş ile ilgili olarak ortaya çıkan sorunları çözmem konusundaki yetkiyi bana verir.	☐	☐	☐	☐	☐
13	Yöneticim, işletme içerisinde paylaşılan bir görev anlayışı ve vizyon yaratmak için çaba gösterir.	☐	☐	☐	☐	☐
14	Yöneticim, tüm katılımcıların işletme ile ilgili özgür bir şekilde bilgi paylaşmasını olanaklı kılan düzenli personel toplantıları düzenler.	☐	☐	☐	☐	☐
15	Yöneticim, işletmenin amaç ve hedeflerini açıklar.	☐	☐	☐	☐	☐
16	Yöneticim, birimimizde etkili olabilmek için ihtiyaç duyduğumuz kaynakları (araç, gereç, malzeme vb.) olabildiğince karşılamaya çalışır.	☐	☐	☐	☐	☐

Lütfen iş yerindeki kişilerle etkileşimlerinize yönelik karşılaştığınız durumların sıklığı konusunda en uygun olan seçeneği işaretleyin.

1. (1= Hiç Bir Zaman, 2 = Nadiren, 3 = Ara sıra, 4 = Çoğu Zaman, 5 = Her Zaman)

No	Madde	**1**	**2**	**3**	**4**	**5**

1	İş yerinizdeki kişilerle hangi sıklıkla tartışmalara girersiniz?	☐	☐	☐	☐	☐
2	İş yerinizdeki kişiler size hangi sıklıkla bağırır?	☐	☐	☐	☐	☐
3	İş yerinizdeki kişiler size hangi sıklıkla kaba davranır?	☐	☐	☐	☐	☐
4	İş yerinizdeki kişiler size hangi sıklıkla hoş olmayan şeyler yapar?	☐	☐	☐	☐	☐

Lütfen aşağıdaki ifadelerde kendinizi tanımlamakta en uygun seçeneği işaretleyiniz.

(1 = Kesinlikle Katılmıyorum, 2 = Katılmıyorum, 3 = Kısmen Katılmıyorum, 4 = Kısmen Katılıyorum, 5 = Katılıyorum, 6 = Kesinlikle Katılıyorum)

No	Madde	**1**	**2**	**3**	**4**	**5**	**6**
1	Bir çözüm bulmak için uzun süreli bir sorunu analiz etmede kendime güvenirim.	☐	☐	☐	☐	☐	☐
2	Yönetimle yapılan toplantı ve vb. de kendi çalışma alanımı temsil ederken kendime güvenirim.	☐	☐	☐	☐	☐	☐
3	Organizasyonun stratejisi hakkındaki tartışmalara katkıda bulunmak konusunda kendime güvenirim.	☐	☐	☐	☐	☐	☐
4	Çalışma alanımda hedefler belirlemeye yardım etme konusunda kendime güvenirim.	☐	☐	☐	☐	☐	☐
5	Sorunları tartışmak için organizasyon dışındaki kişilerle iletişime geçme konusunda kendime güvenirim.	☐	☐	☐	☐	☐	☐
6	Bir grup iş arkadaşıma bilgi sunma konusunda kendime güvenirim.	☐	☐	☐	☐	☐	☐
7	İş yerinde kendimi bir çıkmazda bulursam kurtulmak için çok çeşitli yollar düşünebilirim.	☐	☐	☐	☐	☐	☐
8	Şu günlerde çalışma amaçlarımı enerjik bir şekilde yerine getiriyorum.	☐	☐	☐	☐	☐	☐
9	Herhangi bir sorunu çözebilecek birçok yol vardır.	☐	☐	☐	☐	☐	☐
10	Şu anda çalışma hayatında kendimi oldukça başarılı görüyorum.	☐	☐	☐	☐	☐	☐
11	Çalışma amaçlarıma ulaşmak için çeşitli yollar deneyebilirim.	☐	☐	☐	☐	☐	☐
12	Şu anda kendim için belirlediğim çalışma amaçlarımı gerçekleştiriyorum.	☐	☐	☐	☐	☐	☐

13	İşte bir sorun yaşadığımda bunu giderip hayatıma devam etmekte zorlanırım.	☐	☐	☐	☐	☐	☐
14	Genellikle işteki zorlukları bir şekilde yönetebilirim.	☐	☐	☐	☐	☐	☐
15	Eğer zorunlu kalırsam işte kendi kendime çalışabilirim.	☐	☐	☐	☐	☐	☐
16	Genellikle işyerinde bana sıkıntı veren şeylerden uzak durmaya çalışırım.	☐	☐	☐	☐	☐	☐
17	Daha önceden yaşadığım zorluklarda edindiğim tecrübeler sayesinde iş yerindeki zorlukların üstesinden gelebiliyorum.	☐	☐	☐	☐	☐	☐
18	Şu andaki işimde karşıma çıkan birçok şeyle başa çıkabileceğimi hissediyorum.	☐	☐	☐	☐	☐	☐
19	İşimde belirsizlikler olduğu zaman genellikle en iyisini beklerim.	☐	☐	☐	☐	☐	☐
20	Benim için işimle ilgili bir şey yanlış gidecekse gider.	☐	☐	☐	☐	☐	☐
21	İşim açısından her zaman olayların iyi yönlerine bakarım.	☐	☐	☐	☐	☐	☐
22	İşimle ilgili gelecekte yaşayacaklarım konusunda iyimserim.	☐	☐	☐	☐	☐	☐
23	Bu işimde olaylar hiçbir zaman istediğim şekilde gelişmiyor.	☐	☐	☐	☐	☐	☐
24	Şu andaki işimde her kötü günün ardından iyi günler gelecektir yaklaşımına sahibim.	☐	☐	☐	☐	☐	☐

Lütfen aşağıdaki ifadelerde iş ortamınızı tanımlamakta en uygun seçeneği işaretleyiniz.

(1 = Kesinlikle Katılmıyorum, 2 = Katılmıyorum, 3 = Kararsızım, 4 = Katılıyorum, 5 = Kesinlikle Katılıyorum).

No	Madde	**1**	**2**	**3**	**4**	**5**
1	İşyerimde bir hata yaparsaniz, bu genellikle tüm çalışanlar tarafindan aleyhinizde kullanılır.	☐	☐	☐	☐	☐
2	İşyerimde çalışanlar karşılaştıkları problemleri ve çözülmesi zor sorunları açıkça dile getirirler.	☐	☐	☐	☐	☐
3	İşyerimde çalışanlar, diğer çalışanların fikirlerine sırf farklı (yaş, ırk, dil,din) oldukları için karşı çıkarlar.	☐	☐	☐	☐	☐
4	İşyerimde işlerin yürümesi için hesaplı risk alınabilir. Sonuç olumsuz olsa da çalışan zarar görmez.	☐	☐	☐	☐	☐
5	İşyerimde çalışanlardan kolay kolay yardım istenmez.	☐	☐	☐	☐	☐
6	İşyerimde hiç kimse benim çabalarımı kasıtlı olarak engelleyecek şekilde davranmaz.	☐	☐	☐	☐	☐
7	İşyerimde insanlar ile çalışırken, bana özel beceri ve yeteneklerime değer verilir ve bu yeteneklerim kullanılır.	☐	☐	☐	☐	☐

Farah S S SHABAN, 2231692004

ORIGINALITY REPORT

19%	14%	16%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	pdffox.com Internet Source	<1%
2	www.frontiersin.org Internet Source	<1%
3	www.tandfonline.com Internet Source	<1%
4	core.ac.uk Internet Source	<1%
5	www.coursehero.com Internet Source	<1%
6	onlinelibrary.wiley.com Internet Source	<1%
7	repository.essex.ac.uk Internet Source	<1%
8	Can, Aylin. "Leader-Member Exchange and Turnover Intention of White-Collar Employees: A Moderated Mediation Model.", Middle East Technical University (Turkey), 2024 Publication	<1%
9	www.scielo.org.za Internet Source	<1%
10	Yong, Wu. "The Influence of Psychological Captial and Classroom Management on Teachers Well-Being: A Case Study Among English University Teacher in Zhejiang	<1%

Province, China", University of Malaya (Malaysia), 2023
Publication

11	www.emerald.com Internet Source	<1 %
12	sciendo.com Internet Source	<1 %
13	Hatem Belgasm, Ahmad Alzubi, Kolawole Iyiola, Amir Khadem. "Interpersonal Conflict and Employee Behavior in the Public Sector: Investigating the Role of Workplace Ostracism and Supervisors' Active Empathic Listening", Behavioral Sciences, 2025 Publication	<1 %
14	Kibatta, Juliana N.. "Work Engagement, High-Performance Work Practices, and Job Outcomes :An Empirical Study of Millennial Frontline Employees in the Kenyan Hospitality Industry", University of the Witwatersrand, Johannesburg (South Africa), 2025 Publication	<1 %
15	hdl.handle.net Internet Source	<1 %
16	www.researchgate.net Internet Source	<1 %
17	David, Tanner Alexis. "Psychological Contract Violation and Turnover Intention: Mediating Roles of Job Satisfaction and Employee Engagement", Grand Canyon University, 2024 Publication	<1 %
18	Soleimani, Mahshid. "Dark and Light Personality Traits Behind Influence Tactics: Exploring Their Impact on Employee	<1 %

Psychological (Un)safety in the Workplace", University of Windsor (Canada), 2024
Publication

19	acikbilim.yok.gov.tr Internet Source	<1 %
20	www.tdx.cat Internet Source	<1 %
21	acikarsiv.aydin.edu.tr Internet Source	<1 %
22	www.mdpi.com Internet Source	<1 %
23	Razan Abanumay, Eman Alalwani, Suad Dukhaykh. "Unleashing employees' entrepreneurial potential in Saudi start-up companies: The role of psychological empowerment as a mediator between entrepreneurial leadership and employees' entrepreneurial behavior", Springer Science and Business Media LLC, 2024 Publication	<1 %
24	e-journal.unair.ac.id Internet Source	<1 %
25	euraseans.com Internet Source	<1 %
26	journals.sagepub.com Internet Source	<1 %
27	link.springer.com Internet Source	<1 %
28	Walden, Maura Elizabeth Ashby. "An Exploration of Healthcare Leaders' Experience as They Endeavor to Cultivate a Climate of	<1 %

Psychological Safety.", The George Washington University, 2024
Publication

29	uir.unisa.ac.za Internet Source	<1%
30	Submitted to Heriot-Watt University Student Paper	<1%
31	White, Jeffrey S.. "The Moderating Effect of Leadership Style on the Relationship Between Perceptions of Organizational Justice and the Performance Appraisal Satisfaction of Sport Employees", Louisiana State University and Agricultural & Mechanical College, 2024 Publication	<1%
32	centaur.reading.ac.uk Internet Source	<1%
33	mdpi-res.com Internet Source	<1%
34	Zeena Mustafa Mohammedsaeed Dwekat. "Understanding the Auditor's Ethical Behaviour in the Professional Environment", Universitat Politecnica de Valencia, 2023 Publication	<1%
35	acikerisim.aydin.edu.tr Internet Source	<1%
36	Baird, Lonnie Joseph. "Language Learning in the Trenches: Unraveling the Role of Psychological Safety in Military Second Language Acquisition", Austin Peay State University, 2024 Publication	<1%
37	Haynes, Lisa C.. "An Evaluation of Burnout as Perceived by Elementary Teachers in Title I	<1%

School.", Southeastern University, 2024
Publication

38	Hilliard, Robyn S.. "Employee Voice Expression Mechanisms and Organizational Recognition: Strategies to Improve Organizational Citizenship Behavior and Increase Retention", Wilmington University (Delaware), 2024 Publication	<1 %
39	Mervat Mohammed Elsaied. "The mechanism underlying the relationship between empowering leadership and work passion", Human Systems Management, 2021 Publication	<1 %
40	pmc.ncbi.nlm.nih.gov Internet Source	<1 %
41	Hafinaz, R Hariharan, R. Senthil Kumar. "Recent Research in Management, Accounting and Economics (RRMAE) - A case study on Recent Research in Management, Accounting and Economics", Routledge, 2025 Publication	<1 %
42	pdfs.semanticscholar.org Internet Source	<1 %
43	www.sajip.co.za Internet Source	<1 %
44	Maria Magdalena Aguilar Velasco, Andreas Wald. "Mitigating the Negative Aspects of Project Work: The Roles of Psychological Capital and Coworker and Family Support", Project Leadership and Society, 2025 Publication	<1 %
45	Schwartz, Yael. "Childhood Emotional Maltreatment and Depression: The Role of	<1 %

	Early Maladaptive Schemas, Sense of Defectiveness, and Attachment", Adelphi University, 2023 Publication	
46	conference.stamford.edu Internet Source	<1 %
47	www.nkumbauniversity.ac.ug Internet Source	<1 %
48	Boon, Ooi Keng. "Total Quality Management and Knowledge Management in Malaysian Manufacturing and Service Firms: A Structural Equation Modeling Approach", University of Malaya (Malaysia), 2023 Publication	<1 %
49	Callaghan, Natasha Chomba. "South African Academics' Intent to Quit and Intent to Emigrate: An Integration of Turnover and Emigration Theories", University of the Witwatersrand, Johannesburg (South Africa), 2025 Publication	<1 %
50	Submitted to Buckinghamshire Chilterns University College Student Paper	<1 %
51	docplayer.net Internet Source	<1 %
52	etd.uum.edu.my Internet Source	<1 %
53	libweb.kpfu.ru Internet Source	<1 %
54	repository.charlotte.edu Internet Source	<1 %

55	vuir.vu.edu.au Internet Source	<1%
56	Shikha Sahai, Mariam Anil Ciby, Elizabeth Dominic. "Workplace isolation amongst home-based teleworkers: Can psychological capital make a difference?", Human Systems Management, 2021 Publication	<1%
57	Submitted to University of Cape Town Student Paper	<1%
58	ir.ucc.edu.gh Internet Source	<1%
59	researcharchive.lincoln.ac.nz Internet Source	<1%
60	scholar.ufs.ac.za Internet Source	<1%
61	vital.seals.ac.za:8080 Internet Source	<1%
62	www.eaohp.org Internet Source	<1%
63	Submitted to Brunel University Student Paper	<1%
64	Zhenlan, Cai. "The Impacts of Functional Leadership, Authentic Leadership on Employee and Team Performance.", ISCTE - Instituto Universitario de Lisboa (Portugal), 2024 Publication	<1%
65	findresearcher.sdu.dk Internet Source	<1%
66	inscricao.faculdadeitop.edu.br Internet Source	<1%

67	publishup.uni-potsdam.de Internet Source	<1 %
68	scielo.org.za Internet Source	<1 %
69	uia.brage.unit.no Internet Source	<1 %
70	www.scielo.br Internet Source	<1 %
71	Submitted to Student Paper	<1 %
72	Satyendra Kumar Sharma, Praveen Goyal, Udayan Chanda. "Handbook of Evidence Based Management Practices in Business", Routledge, 2023 Publication	<1 %
73	Submitted to University of Durham Student Paper	<1 %
74	eprints.qut.edu.au Internet Source	<1 %
75	i-rep.emu.edu.tr:8080 Internet Source	<1 %
76	journals.ju.edu.et Internet Source	<1 %
77	May, Kari L.. "Exploring the Pathways Between Psychological Capital and Employee Engagement", The Chicago School of Professional Psychology, 2024 Publication	<1 %
78	Submitted to Robert Kennedy College Student Paper	<1 %
	cora.ucc.ie	

79	Internet Source	<1%
80	Adriana Madya Marampa, Althon K Pongtuluran, Eka Pariyanti. "From sharing to success: enhancing innovative work behavior through psychological empowerment and kinship employee engagement", Industrial and Commercial Training, 2024 Publication	<1%
81	Submitted to IDEA Leadership & Management Institute Student Paper	<1%
82	Submitted to Mont Blanc Palace Student Paper	<1%
83	QuratulAin Burhan, Muhammad Asif Khan. ""“Unveiling the empowering elixir: exploring the impact of HEXACO traits on leadership and their ripple effect on employee engagement and creative performance”", European Journal of Training and Development, 2024 Publication	<1%
84	Submitted to The Scientific & Technological Research Council of Turkey (TUBITAK) Student Paper	<1%
85	Wei Luo, Maria Ciurea, Santosh Kumar. "Computational Social Science", CRC Press, 2021 Publication	<1%
86	fabak.ihcs.ac.ir Internet Source	<1%
87	ijhssnet.com Internet Source	<1%

88	ramsesmeijer.com Internet Source	<1 %
89	rosap.ntl.bts.gov Internet Source	<1 %
90	Efah, Ernest. "Prediction of Psychological Capital on Organizational Citizenship Behavior in a Nonprofit Organization.", Grand Canyon University, 2020 Publication	<1 %
91	Hyeon Jo. "Interplay among collaborative culture, empowerment leadership, and IT work environment in the public sector: A mixed methods study", International Journal of Information Management, 2025 Publication	<1 %
92	Submitted to New School of Psychotherapy and Counselling Student Paper	<1 %
93	Submitted to Nottingham Trent University Student Paper	<1 %
94	Submitted to Segi University College Student Paper	<1 %
95	Submitted to Trident University International Student Paper	<1 %
96	Submitted to Universiteit Utrecht Student Paper	<1 %
97	Submitted to University of Witwatersrand Student Paper	<1 %
98	aws.sbp-journal.com Internet Source	<1 %
99	journal.ppipbr.com Internet Source	<1 %

100	scholarcommons.usf.edu Internet Source	<1%
101	Abdul Hakeem Waseel, Jianhua Zhang, Muhammad Usman Shehzad, Ayesha Saddiqa, Jinyan Liu, Sajjad Hussain. "Does empowering leadership help firms to establish collaborative culture and organizational commitment to stimulate frugal innovation?", Kybernetes, 2023 Publication	<1%
102	Alhaddad, Khuluod. "Study of the Impact that Style of Leadership has Upon Innovation Within the UAE Through Utilisation of the Knowledge Sharing Role", Liverpool John Moores University (United Kingdom), 2024 Publication	<1%
103	Howard J. Klein, Thomas E. Becker, John P. Meyer. "Commitment in Organizations - Accumulated Wisdom and New Directions", Routledge, 2019 Publication	<1%
104	Rowles, Tyler. "A Qualitative Case Study on Employee Retention at Region 11 of the National Park Service", Trident University International, 2025 Publication	<1%
105	napier-repository.worktribe.com Internet Source	<1%
106	Amarina A. Ariyanto, Hamdi Muluk, Peter Newcombe, Fred P. Piercy, E. Kristi Poerwandari, Sri Hartati R. Suradijono. "Diversity in Unity: Perspectives from Psychology and Behavioral Sciences", CRC Press, 2017	<1%

Publication

107	Andrew Baum, Tracey A. Revenson, Jerome Singer. "Handbook of Health Psychology - Second Edition", Psychology Press, 2019 Publication	<1 %
108	Blume, Richard K., II. "SEM Leadership Impact on Psychological Empowerment, Interorganizational Trust, and the Value Co-Creation Environment", Gardner-Webb University, 2023 Publication	<1 %
109	Brooks, Ricardo R.. "Exploring the “Risky-Business” of Employee Informal Field-Based Learning: Implications for Employee Engagement in Informal Workplace Learning Behaviors", State University of New York at Albany, 2024 Publication	<1 %
110	Catherine Truss, Rick Delbridge, Kerstin Alfes, Amanda Shantz, Emma Soane. "Employee Engagement in Theory and Practice", Routledge, 2013 Publication	<1 %
111	Florsheim, Morgan Yeager. "Deconstruction Ahead: Examining the History and Potential of Highway Removal in Milwaukee", The Chicago School of Professional Psychology, 2024 Publication	<1 %
112	Gulamani, Tahira. "A Person-Centered Approach to Understanding the Effects of Emotion Dysregulation and Impulsivity on Functional Disability.", University of Toronto (Canada), 2024 Publication	<1 %

113	Journal of Chinese Human Resource Management, Volume 2, Issue 1 (2012-08-06) Publication	<1 %
114	Lopes, Joana Filipa Francisco. "Team Psychological Capital: Comparative Psychometric Study of Two Versions of the Psychological Capital Questionnaire (24 and 12 Items)", Universidade de Coimbra (Portugal), 2024 Publication	<1 %
115	Mohammad Faraz Naim, Shikha Sahai, Varun Elembilassery. "Does empowering leadership enhance employee agility? A serial mediation model", Evidence-based HRM: a Global Forum for Empirical Scholarship, 2023 Publication	<1 %
116	Nicolas Turcotte-Légaré, Marie-Claude Gaudet, Olivier Doucet. "Understanding the effects of empowering leadership on positive and negative performance behaviors: Amanufacturing sector study", Canadian Journal of Administrative Sciences / Revue Canadienne des Sciences de l'Administration, 2022 Publication	<1 %
117	Thanh D. Nguyen, Thi H. Cao, Tuan M. Nguyen, Tuan T. Nguyen. "Psychological capital: a literature review and research trends", Asian Journal of Economics and Banking, 2024 Publication	<1 %
118	Varner, Caprice Miquelle. "Evaluation of Ethical Leadership on Job Satisfaction, Organizational Commitment, and	<1 %

	Organizational Citizenship Behavior in the Food and Beverage Industry.", Northcentral University, 2020 Publication	
119	dergipark.org.tr Internet Source	<1 %
120	docs.neu.edu.tr Internet Source	<1 %
121	eprints.utar.edu.my Internet Source	<1 %
122	ethesis.unifr.ch Internet Source	<1 %
123	journals.plos.org Internet Source	<1 %
124	mafiadoc.com Internet Source	<1 %
125	pure.tue.nl Internet Source	<1 %
126	scholar.sun.ac.za Internet Source	<1 %
127	www-emerald-com-443.webvpn.sxu.edu.cn Internet Source	<1 %
128	www.ccsenet.org Internet Source	<1 %
129	www.ermt.net Internet Source	<1 %
130	www.scirp.org Internet Source	<1 %
131	Adams, Dayten. "Strategies Large Multinational Organizational Leaders Use to	<1 %

Retain and Motivate Employees to Increase Work Output.", Walden University, 2024
Publication

132	Ami Rokach. "Leadership and Supervision", Routledge, 2021 Publication	<1 %
133	Claudia Sacramento, Joanne Lyubovnikova, Ieva Martinaityte, Catarina Gomes, Luis Curral, Andrea Juhasz-Wrench. "Being open, feeling safe and getting creative: The role of team mean openness to experience in the emergence of team psychological safety and team creativity", Journal of Product Innovation Management, 2023 Publication	<1 %
134	Eduardo Salas, Gerald F. Goodwin, C. Shawn Burke. "Team Effectiveness In Complex Organizations - Cross-Disciplinary Perspectives and Approaches", Routledge, 2019 Publication	<1 %
135	Green, Kiana Renee. "Psychological Empowerment as a Moderator of the Relationship Between Perceived Racial Discrimination and Job Satisfaction", Grand Canyon University, 2025 Publication	<1 %
136	Hakan Erkutlu, Jamel Chafra. "The mediating roles of psychological safety and employee voice on the relationship between conflict management styles and organizational identification", American Journal of Business, 2015 Publication	<1 %

137	Julien, Wanda Elaine. "Police Officers' Description of First-Level Supervisors' Leadership during Unpredictable Situations: A Qualitative Descriptive Study", Grand Canyon University, 2021 Publication	<1 %
138	Khumbudzo Masindi, Khathutshelo Khashane. "Authentic leadership, psychological capital and work engagement among educators in Makhado Municipality", Journal of Infrastructure, Policy and Development, 2025 Publication	<1 %
139	Liao Dongxian, Hira Batool. "Influence of distributed leadership on employee innovative behaviour: the mediating role of psychological empowerment", Journal of Innovation and Entrepreneurship, 2024 Publication	<1 %
140	M. Afzalur Rahim, Robert T. Golembiewski, Kenneth D. Mackenzie. "Current Topics in Management", Routledge, 2018 Publication	<1 %
141	M. Lance Frazier, Stav Fainshmidt, Ryan L. Klinger, Amir Pezeshkan, Veselina Vracheva. "Psychological Safety: A Meta-Analytic Review and Extension", Personnel Psychology, 2017 Publication	<1 %
142	Marks, Marcie F.. "The Loyalty Metric: How Employee Satisfaction & Engagement Impacts Organization Loyalty.", University of Dallas, 2024 Publication	<1 %
143	Nicole M. Elias, Maja Husar Holmes, Maria J. D'Agostino. "Making Sense of Identity and	<1 %

	Equity in Public Sector Workplaces", Routledge, 2025 Publication	
144	Roesler, David. "Managing Change in the Era of Artificial Intelligence: The Impact of Communicating Human-Robot Collaboration on Informational Justice and Turnover Intentions.", Universidade Catolica Portuguesa (Portugal), 2024 Publication	<1 %
145	Santos, Maria João P D. "The Importance of Working Models in the Relationship Between Organizational Trust and Psychological Safety", Universidade de Coimbra (Portugal), 2024 Publication	<1 %
146	Submitted to Walden University Student Paper	<1 %
147	archive.conscientiabeam.com Internet Source	<1 %
148	digitalcommons.unl.edu Internet Source	<1 %
149	docslib.org Internet Source	<1 %
150	dokumen.pub Internet Source	<1 %
151	eprajournals.com Internet Source	<1 %
152	etd.auburn.edu Internet Source	<1 %
153	izdanja.filfak.ni.ac.rs Internet Source	<1 %

154	m3.ithq.qc.ca Internet Source	<1 %
155	mro.massey.ac.nz Internet Source	<1 %
156	open.library.ubc.ca Internet Source	<1 %
157	oro.open.ac.uk Internet Source	<1 %
158	peacelovingworld.blogspot.com Internet Source	<1 %
159	repository.up.ac.za Internet Source	<1 %
160	scholar.uwindsor.ca Internet Source	<1 %
161	scholarworks.uark.edu Internet Source	<1 %
162	tede.vgtu.lt Internet Source	<1 %
163	vbn.aau.dk Internet Source	<1 %
164	www.anzam.org Internet Source	<1 %
165	www.emissc.org Internet Source	<1 %
166	www.grafiati.com Internet Source	<1 %
167	www.inform.nu Internet Source	<1 %
168	www.jbrc.pk Internet Source	<1 %

169	www.mustdbms.com Internet Source	<1%
170	www.slideshare.net Internet Source	<1%
171	Ahsan Ali, Janet A. Boekhorst, Hongwei Wang. "Do shining stars cast shadows on others? Investigating the effect of star centrality on shared leadership", Journal of Business Research, 2025 Publication	<1%
172	Amaoh-Boakye, Aseye Afi. "Emotional Labor and Work-Family Balance in Minority Caregivers: A Quantitative Study", Capella University, 2024 Publication	<1%
173	Attwal, Raminder. "Shattering Ceilings: Women of Color, Mentorship, and Corporate Oppression.", University of San Francisco, 2024 Publication	<1%
174	Brown, Stephanie Tuinstra. "Self-Awareness of Who One Is, Makes a Difference: Examining the Predictive Role of Positive Psychological Capital to Mitigate Leadership Turnover in Iowa's School Systems.", Drake University, 2020 Publication	<1%
175	Chuchu, Tinashe. "Destination Marketing: A Study into International Airport Service Experience, Destination Image and Intention to Revisit South Africa", University of the Witwatersrand, Johannesburg (South Africa), 2025 Publication	<1%

176	Deepanjana Varshney, Nirbhay Krishna Varshney. "Does empowering leadership behavior affect employee performance? The mediating roleof workforce agility", International Journal of Productivity and Performance Management, 2024 Publication	<1 %
177	Dhanpat, Nelesh. "Job Crafting in Higher Education: A Longitudinal Study.", University of Johannesburg (South Africa), 2021 Publication	<1 %
178	Georgia Sorenson, Ronald E. Riggio, Henry R. Kravis, Michelle C. Bligh, Ronald E. Riggio. "Exploring Distance in Leader–follower Relationships - When Near is Far and Far is Near", Routledge, 2012 Publication	<1 %
179	Hussain, Khawar. "Linking Psychological Capital, Psychological Empowerment, and Authentic Leadership to Innovative Behaviour: The Mediating Role of Employee Creativity", Universiti Tun Hussein Onn (Malaysia), 2024 Publication	<1 %
180	Innocent Musonda, Erastus Mwanaumo, Adetayo Onososen, Thembani Moyo. "Smart and Resilient Infrastructure For Emerging Economies: Perspectives on Building Better", CRC Press, 2023 Publication	<1 %
181	Jee Young Lee, Yumi Seo, Wonho Jeung, Joon-ho Kim. "How ambidextrous organizational culture affects job performance: A multilevel study of the mediating effect of psychological	<1 %

capital", Journal of Management & Organization, 2017
Publication

182	Johnson, James T., Jr.. "Gender and Role Breadth Self-Efficacy Effects on Psychological Empowerment and Proactive Behavior", Grand Canyon University, 2025 Publication	<1%
183	Maria Järlström, Tiina Brandt, Anni Rajala. "The relationship between career capital and career success among Finnish knowledge workers", Baltic Journal of Management, 2020 Publication	<1%
184	McKinney, Ted. "Fostering Psychological Safety: What is a Leader to Do?", Benedictine University, 2020 Publication	<1%
185	Michael Cooke, Kyle F. Paradis, Lee Ann Sharp, David Woods, Mustafa Sarkar. "Psychological Safety: A Qualitative Study on Coach and Athlete Perceptions", International Sport Coaching Journal, 2024 Publication	<1%
186	Nachiketa Tripathi, Manaswita Bharadwaja. "Empowering Leadership and Psychological Health: The Mediating Role of Psychological Empowerment", Employee Responsibilities and Rights Journal, 2020 Publication	<1%
187	Neil D. Christiansen, Robert P. Tett. "Handbook of Personality at Work", Routledge, 2013 Publication	<1%

188	Proctor, Laramie C.. "Burnout Among Black Leaders in the Federal Government: A Qualitative Descriptive Study.", Grand Canyon University, 2024 Publication	<1 %
189	Türkan, Mehtap. "Psikolojik personel güçlendirme ile psikososyal riskler arasindaki iliskinin belirlenmesine yönelik bir arastirma.", Balikesir University (Turkey), 2024 Publication	<1 %
190	Villalobos, Jennifer P.. "Exploring the Relationship Between Psychological Capital and Social Justice Evaluator Performance", The Claremont Graduate University, 2024 Publication	<1 %
191	Submitted to Vrije Universiteit Amsterdam Student Paper	<1 %
192	Yanfei Wang, Jie Mei, Yu Zhu. "Linking Psychological Capital and Feedback-seeking Behavior: Feedback Cognition as a Mediator", Social Behavior and Personality: an international journal, 2017 Publication	<1 %
193	Yang Liu, Shanshan Yang, Ludan Zhang. "Wisdom in Laughter: Effects of leadership Humour on Advice Behaviours", Springer Science and Business Media LLC, 2024 Publication	<1 %
194	Yao Sun, Rupam Konar, Chia Kei Wei. "Unlocking the power of employee advocacy: The role of internal communication and engagement in five-star hotels", International Journal of Hospitality Management, 2025 Publication	<1 %

195	ahtmm.emu.edu.tr Internet Source	<1%
196	archives.palarch.nl Internet Source	<1%
197	commons.ln.edu.hk Internet Source	<1%
198	d-nb.info Internet Source	<1%
199	digitalcommons.acu.edu Internet Source	<1%
200	digitalscholarship.unlv.edu Internet Source	<1%
201	dspace.tul.cz Internet Source	<1%
202	dspace.uevora.pt Internet Source	<1%
203	eprints.lancs.ac.uk Internet Source	<1%
204	essay.utwente.nl Internet Source	<1%
205	estudogeral.sib.uc.pt Internet Source	<1%
206	etheses.whiterose.ac.uk Internet Source	<1%
207	iajournals.org Internet Source	<1%
208	impa.usc.edu Internet Source	<1%
209	ir.canterbury.ac.nz Internet Source	<1%

210	ktk.pte.hu Internet Source	<1 %
211	luxor.acadiau.ca Internet Source	<1 %
212	repository.uinjkt.ac.id Internet Source	<1 %
213	researchcommons.waikato.ac.nz Internet Source	<1 %
214	researchspace.ukzn.ac.za Internet Source	<1 %
215	s-space.snu.ac.kr Internet Source	<1 %
216	techmindresearch.org Internet Source	<1 %
217	van Staden, Jason Gary. "Collective Intelligence and Social Sensitivity Amongst Students at the University of the Witwatersrand", University of the Witwatersrand, Johannesburg (South Africa), 2025 Publication	<1 %
218	www.duo.uio.no Internet Source	<1 %
219	www.ensani.ir Internet Source	<1 %
220	www.ijoeec.com Internet Source	<1 %
221	www.ijohs.com Internet Source	<1 %
222	www.perjournal.com Internet Source	<1 %

223	www.qucosa.de Internet Source	<1 %
224	www.science.gov Internet Source	<1 %
225	www.ssoar.info Internet Source	<1 %
226	www.wbc.poznan.pl Internet Source	<1 %
227	yorkspace.library.yorku.ca Internet Source	<1 %
228	Fatemeh Sabouripour, Samsilah Roslan, Zeinab Ghiami, Mumtaz Ali Memon. "Mediating Role of Self-Efficacy in the Relationship Between Optimism, Psychological Well-Being, and Resilience Among Iranian Students", Frontiers in Psychology, 2021 Publication	<1 %
229	Federico Fraboni, Giulia Paganin, Greta Mazzetti, Dina Guglielmi, Luca Pietrantoni. "The Intricate Pathways From Empowering Leadership to Burnout: A Deep Dive Into Interpersonal Conflicts, Work-Home Interactions, and Supportive Colleagues", Informing Science: The International Journal of an Emerging Transdiscipline, 2023 Publication	<1 %
230	Hernandez, Ali. "Are Psychologically Positive Employees Engaged and Committed? an Exploration of the Contribution of PsyCap to Business", Northcentral University, 2023 Publication	<1 %

231	Lily Yang. "Causal Inference in Psychological Capital", PsyArXiv, 2022 Publication	<1 %
232	Mudau, Thanyani Norman. "The Use and Impact of Business Intelligence (BI) Systems in Management Accounting: An Empirical Study in the South African Context", University of the Witwatersrand, Johannesburg (South Africa), 2025 Publication	<1 %
233	Robert R. Sinclair, Mo Wang, Lois E. Tetrick. "Research Methods in Occupational Health Psychology - Measurement, Design, and Data Analysis", Routledge, 2012 Publication	<1 %
234	Alexander Newman, Deniz Ucbasaran, Fei Zhu, Giles Hirst. "Psychological capital: A review and synthesis", Journal of Organizational Behavior, 2014 Publication	<1 %
235	Arnold B. Bakker, Michael P. Leiter. "Work Engagement - A Handbook of Essential Theory and Research", Psychology Press, 2019 Publication	<1 %
236	Austin, Shannon A.. "Federal Contractors Moving From Compliance to Catalyst: Inclusive Leadership Impacting Organizational Diversity Equity and Inclusion Transformation", Robert Morris University, 2024 Publication	<1 %
237	Baek-Kyoo (Brian) Joo, So Kyum Yoon, Diane Galbraith. "The effects of organizational trust and empowering leadership on group conflict:	<1 %

psychological safety as a mediator", Organization Management Journal, 2022
Publication

238	Charles R. Stoner, Jason S. Stoner. "Building Leaders - Paving the Path for Emerging Leaders", Routledge, 2013 Publication	<1 %
239	Crant, Aurelia. "Navigating the Road: Exploring the Direct and Indirect Effects of Economic and Occupational Conditions on the Health, Safety and Well-Being of Long-Haul Truck Drivers", Wayne State University, 2025 Publication	<1 %
240	Edwin A. Locke, Gary P. Latham. "New Developments in Goal Setting and Task Performance", Routledge, 2013 Publication	<1 %
241	European Journal of Marketing, Volume 47, Issue 1-2 (2013-02-02) Publication	<1 %
242	Isiacik, Serin. "The Impact of Perceived Corporate Social Responsibility and Workplace Spirituality on Innovative Work Behaviors: The Role of Psychological Safety Perception", Marmara Universitesi (Turkey), 2020 Publication	<1 %
243	Johnson, Joyce Y.. "Relational and Transformational Leadership and the Effect on Organizational Climate: A Study of African American Women Leaders.", The Chicago School of Professional Psychology, 2024 Publication	<1 %

244	M Cecil Smith, Nancy DeFrates-Densch. "Handbook of Research on Adult Learning and Development", Routledge, 2008 Publication	<1 %
245	Payne, Martin R.. "Leadership Psychological Safety: Exploring Its Development and Relationship With Leader-Member Exchange Theory", University of Southern California, 2024 Publication	<1 %
246	Samuel Aryee, Tae-Yeol Kim, Qin Zhou, Seongmin Ryu. "Customer service at altitude: effects of empowering leadership", International Journal of Contemporary Hospitality Management, 2019 Publication	<1 %
247	Umamaheswara Rao Jada, Susmita Mukhopadhyay, Rohit Titiyal. "Empowering leadership and innovative work behavior: a moderated mediation examination", Journal of Knowledge Management, 2019 Publication	<1 %
248	Uzunkoca, Ülfet. "Some Determinants and Consequences of Attachment Styles at Work", Marmara Universitesi (Turkey), 2022 Publication	<1 %
249	Wei-Li Wu, Yi-Chih Lee. "Empowering group leaders encourages knowledge sharing: integrating the social exchange theory and positive organizational behavior perspective", Journal of Knowledge Management, 2017 Publication	<1 %

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		

RESUME

Full Name: Farah S S SHABAN

Educational Status:

Degree	**Major**	**University**	**Year**
Undergraduate Degree	Economics	Atilim University	2018
Master Degree	Business Administration	Atilim University	2022

Work Experience:

Workplace	**Position**	**Year**
-	-	-

Foreign Languages: Arabic, English

Publications: 2025

Date: (Date of Defense)