

The Role of Emotional Development of Employees and People-Oriented Leadership in Perceiving Psychological Safety in Organizations^{1*}

Nikola Goljović

Department of Psychology, Faculty of Philosophy, University of Niš

Abstract

The aim of this study was to examine whether the emotional development of employees, specifically attachment, acts as a moderator determining the conditions under which people-oriented leaders can enhance the sense of psychological safety within their teams. A total of 246 participants (54% female), aged 22 to 59 ($M = 32.10$; $SD = 7.58$), employed in corporate-type organizations, took part in the research. The instruments used included the Psychological Safety Questionnaire, the Serbian version of the Experiences in Close Relationships Scale, and the People-Oriented Leadership subscale from the Ethical Leadership Scale at Work. The results revealed that the dimension of anxiety predicted psychological safety, and a statistically significant interaction was observed between this dimension and people-oriented leadership. The findings demonstrated that a positive inner model could significantly enhance the perception of psychological safety when the effect of people-oriented leadership was absent. However, it was also found that as the effect of people-oriented leadership increased, psychological safety increased as well, independently of the level of employee attachment. The practical implications of these results were discussed, considering the context of attachment theory and the conservation of resources theory.

Keywords: attachment, people-oriented leadership, psychological safety, conservation of resources theory

¹ Corresponding author: nikolagoljovic@gmail.com

*Please cite as: Goljović, N. (2023). The Role of Emotional Development of Employees and People-Oriented Leadership in Perceiving Psychological Safety in Organizations. *Godišnjak za psihologiju*, 20, 75-88. <https://doi.org/10.46630/gpsi.20.2023.05>.

The Role of Emotional Development of Employees and People-Oriented Leadership in Perceiving Psychological Safety in Organizations

Psychological safety

Psychological safety, as a concept increasingly explored in the organizational context, plays a crucial role in fostering a productive and healthy work environment. This concept refers to the subjective sense of security, support, and belonging that employees experience in their workplace. When they feel psychologically safe, employees are free to express their ideas, take risks, and contribute to innovation. Edmondson (1999) describes psychological safety as dependent on employees' perception of whether expressing their ideas, thoughts, or concerns will be accepted or condemned by their colleagues and superiors. This theory suggests that a key element in creating psychological safety within an organization is employees' ability to feel secure in expressing their views without fearing negative consequences (Kozlowski & Bell, 2003).

A series of studies has provided support for the theory of psychological safety and revealed numerous benefits that this concept can bring to organizations. Psychological safety is crucial for building trust and cooperation among employees. When employees feel assured that their ideas will be heard and respected, they are more likely to actively engage in teamwork and support their colleagues. This fosters a positive work atmosphere and enhances team efficiency (Edmondson, 1999; Kahn, 1990; O'Boyle & Harter, 2013). Moreover, psychological safety directly impacts employee engagement. Employees who feel psychologically secure are more likely to be engaged in their tasks, displaying higher levels of commitment and motivation. This can have a positive influence on their work ethic, job performance quality, and achievement of organizational goals (Newman et al., 2017). Carmeli and Gitel (2009) investigated the relationship between psychological safety and learning from failure within an organization. Their results showed that teams that feel psychologically safe have a greater ability to learn from failure and identify new opportunities for improvement. This adaptability and innovation among teams provide the organization with a competitive advantage.

Creating psychological safety helps establish an open and supportive work environment where employees can freely express their ideas and opinions. This fosters information exchange, learning, and innovation among employees, which can lead to the development of new ideas and process improvements. A meta-analytic review conducted by Frazier et al. (2017) explored the relationship between psychological safety and organizational performance. Their findings confirmed a positive association between psychological safety and performance, including productivity and employee engagement. Employees who feel psychologically safe are more motivated, creative, and dedicated to their work, reflecting positively on the overall productivity of the organization.

People-oriented leadership

Organizations that foster a people-oriented culture, promoting support, teamwork, and open communication, are more likely to develop a high level of psychological safety among employees. When an organization creates an environment that values individuality, supports the expression of opinions and ideas, and encourages open dialogue, employees feel secure and supported (Leroy et al., 2013).

A series of studies emphasizes the importance of leader support and a people-oriented organizational culture in creating and maintaining psychological safety within an organization (Detert & Edmondson, 2011; Edmondson, 1999; Eisenbeiss et al., 2008; Leroy et al., 2013). Research has shown that leaders who provide support to employees and demonstrate concern for their well-being create an atmosphere of psychological safety. Emotional support, open communication, and showing care for employees encourage feelings of security and prompt employees to express their ideas and opinions publicly (Eisenbeiss et al., 2008). People-oriented leaders are receptive to feedback, support ideas, and foster teamwork, which contributes to employees' sense of psychological safety. Additionally, people-oriented leaders show interest in employees' needs and are willing to listen to what employees have to say (Detert & Edmondson, 2011). If employees perceive a high interpersonal risk, they may avoid openly expressing their thoughts, sharing their ideas, or discussing situations, leading to the development of a so-called "culture of silence" (Detert & Burris, 2007).

Organizational behavior in the context of attachment theory

Attachment Theory, developed by John Bowlby, provides insight into the relationship between emotional bonds formed in early childhood and adult behavior. Although initially applied to understanding child development, research has shown that attachment principles can also be applied to the context of work and organizations (Nesse et al., 2021).

Individuals who have developed a secure attachment in childhood, having caregivers who were sensitive and consistent in meeting their needs, are more likely to develop a positive attitude toward work (Carmeli, et al, 2010; Colbert et al., 2004). The sense of security and connection derived from a secure attachment can be transferred to the work environment, creating a positive work atmosphere and increasing employee engagement (Perry & Piderit, 2018). Conversely, individuals who formed insecure attachments in childhood, perhaps experiencing unpredictability or rejection, may develop a negative attitude toward work, displaying lower engagement and a greater propensity for negative emotions.

Secure emotional attachment in the work context can provide a foundation for developing psychological safety at work. When employees feel that their needs for acceptance, support, and belonging are met in the workplace, they are more likely to be open to collaboration, innovation, and learning (Eisenbeiss et al., 2008).

In contrast, insecure attachments in childhood may lead to a lack of trust, fear of intimacy, and mistrust of others in the workplace, which can limit psychological safety and disrupt effective teamwork (Shore et al., 2019).

Leaders who are sensitive to employees' emotional needs, providing support, understanding, and security, can facilitate the development of emotional connection with employees (Frazier et al., 2020). These leaders typically create an atmosphere that supports open communication, mutual trust, and teamwork. Conversely, leaders who demonstrate inconsistency, unpredictability, or lack of support can evoke feelings of insecurity among employees, which may result in reduced motivation, low loyalty, and low productivity (Mikulincer & Shaver, 2016). Therefore, attachment theory can be useful in identifying effective leaders and developing leaders who promote security and engagement in organizations.

The dimensional approach in the attachment theory (Griffin & Bartholomew, 1994) replaces categorical classification with continuous scales, focusing on working models of self and others. Anxiety (self-working model) involves the degree of worry or uncertainty a person experiences within relationships, while Avoidance (working model of others) involves a person's inclination to emotionally distance themselves from other people or avoid intimacy. This approach provides a more comprehensive understanding of individuals' emotional dynamics in their relationships, focusing on their perceptions of both themselves and others.

Organizational behavior in the context of conservation of resources theory

Another context to consider when examining defensive decision-making is the Conservation of Resources Theory (Hobfoll & Shirom, 2000). This theory is based on the principles of resource preservation and resource acquisition. The premise is that individuals with limited resources are more motivated to protect them from depletion and acquire new resources that help them cope with various situations in the future (Hobfoll, 1989). In line with the principle of resource preservation, an insecurely attached individual may be inclined to avoid any risks as risks could jeopardize them, primarily due to their existing resource scarcity. However, the actions of a supportive leader can make the individual more willing to take risks because they perceive support as a valuable resource. Individuals respond by seeking additional resources or conserving their current resources by reducing resource expenditures (Hobfoll, 2002). From the perspective of the Conservation of Resources Theory, individuals who have more resources in situations requiring risk-taking also show a greater willingness to take risks as they see an opportunity to enhance their business outcomes.

Focus of the present study

Numerous studies mentioned earlier have shown that psychological safety is directly related to the behavior of leaders and organizational culture (Carmeli et al.; Grant & Ashford,

2008). Leaders who are people-oriented in their actions and attitudes clearly reflect that they care about all employees and are concerned about them, which leads to higher perceptions of psychological safety among employees, i.e., a sense of freedom to openly express their thoughts and opinions with less fear of judgment (Carmeli et al., 2009). While the role of the organization and leaders in this case is undeniable, the question arises as to whether “employees’ personal insecurity” can influence the perception of leader behavior and team members, and thereby the experience of psychological safety in the workplace. In this study, we would assume that an individual’s emotional development, specifically the attachment they have developed throughout their lives toward themselves and other individuals, acts as a moderator in the relationship between the perception of leader behavior and their people-oriented leadership on one hand, and the perception of psychological safety on the other. The assumption is that a lack of self-trust or trust in others can significantly diminish the effects of people-oriented leadership compared to the effects it achieves independently. Therefore, we aim to investigate whether secure attachment can enhance this relationship further. According to the Conservation of Resources Theory, it is expected that individuals who have an insecure self-image and/or mistrust toward others or lack support from their leaders would not exhibit behaviors that indicate a willingness to take risks in the team. Conversely, it is expected that any form of support could contribute to a greater inclination to speak up within the team, meaning that individuals would feel more psychologically safe.

Method

Sample

The initial sample of the study consisted of 254 participants. The inclusion criteria for participation in the research were: the respondents were employed in a privately-owned company (as working conditions in private organizations in Serbia may differ), they had been in their current employment for at least six months in a team with the same supervisor, had a clear hierarchical superior for evaluating their relationship, and were part of a team with the same supervisor, including at least two other individuals (to evaluate the team). After removing multivariate outliers (based on critical Mahalanobis distance values; Tabachnick & Fidell, 2007), the final sample included a total of 246 participants. The sample size estimation was conducted using the M*Power software (Faul, et al., 2007; Faul, et al., 2009), which indicated a minimum of 161 participants. Part of the sample was collected using a convenience method, distributed through the social network LinkedIn, while the other part was obtained using the snowball distribution method via email in several different companies in Serbia. The average number of years of experience of the respondents who completed the questionnaires was 7.59 (min = 1; max =33; $SD = 6.84$), with 54% of the participants being female, ranging in age from 22 to 59 ($M = 32.10$; $SD = 7.58$). The majority of respondents had higher education degrees (85.4%), with significantly fewer having completed vocational school (8.5%) or doctoral/master’s studies (6.1%). A total of 91.1% of the respondents lived in urban areas, while the remaining were from rural or semi-urban areas.

Measures

Psychological Safety Questionnaire (Edmondson, 1999). A 7-item one-dimensional questionnaire was used, where respondents provided their answers on a 5-point Likert-type scale (1 - *strongly disagree*; 5 - *strongly agree*). The questionnaire was unidimensional and it was adapted to the Serbian language using the back-translation method for the purposes of this study. An example item from this dimension is: “If you make a mistake in my team, you will often be reprimanded for it.” The questionnaire has shown good metric characteristics in this sample, with a reliability score expressed by Cronbach’s alpha coefficient of internal consistency at .807. Confirmatory factor analysis yielded excellent fit indices ($\chi^2 = 33.57, p = .00, df = 12$; CFI = .96; TLI = .93; RMSEA = .07, $p = .04$; SRMR = .05).

Experiences in Close Relationships Scale - Serbian version (SM-ECR-R; Brennan, et al., 1998; Serbian adaptation by Hanak & Dimitrijević, 2013). The two-factor structure (dimensions of Anxiety and Avoidance) has been confirmed in most studies, and these dimensions represent working models of self and others. A meta-analysis of self-report attachment measures (Graham & Unterschute, 2014), conducted in a total of 564 studies, demonstrated that ECR-R dimensions exhibit excellent psychometric characteristics ($\alpha > .80$) across different samples, making it the most reliable self-report measure. The Serbian version of this questionnaire has also demonstrated satisfactory reliability, good convergent and predictive validity, and confirmed the assumed factor structure (Hanak & Dimitrijević, 2013). The SM-ECR-R questionnaire consists of 36 items, and respondents provide their answers on a 7-point Likert-type scale (1 - *strongly disagree*; 7 - *strongly agree*). Both scales demonstrated good reliability in this sample: Anxiety ($\alpha = .91$) and Avoidance ($\alpha = .88$).

Ethical Leadership at Work Questionnaire - People-Oriented subscale (ELW; Kalshoven et al., 2011). Ethical leadership at work is an instrument designed to help understand the necessary antecedents and consequences of moral leadership. The instrument consists of 38 items distributed across seven dimensions: People-Oriented, Fairness, Power Sharing, Concern for Sustainability, Ethical Guiding, Role Clarification, and Integrity. Responses are given on a 5-point Likert-type scale (1 - *strongly disagree*; 5 - *strongly agree*). For the purposes of this study, only the isolated People-Oriented dimension was used. Examples of items from this subscale include: “He/she is interested in how I truly feel and how I’m doing at work” and “He/she takes time to talk with me about how I feel at work”. The scale demonstrated excellent reliability ($\alpha = .94$), and confirmatory factor analysis yielded excellent fit indices ($\chi^2 = 35.24, p = .00, df = 14$; CFI = .98; TLI = .98; RMSEA = .08, $p = .07$; SRMR = .02).

Data Analysis

Statistical analysis was conducted using IBM SPSS Statistics for Windows, Version 23.0, while the AMOS add-on was used to verify the psychometric characteristics of the test. Descriptive statistics (mean, standard deviation, percentages, skewness, and kurtosis),

correlational techniques (Pearson’s correlation coefficient), and multiple regression analysis were employed as statistical procedures. The levels of predictor variables used in the interaction were calculated according to the method of authors Aiken and West (Aiken & West, 1991), where high, medium, and low expression were computed as one standard deviation above and below the mean. Centered values of predictors were used (Robinson & Schumacher, 2009). We used five key fit indices: χ^2 (Chi-Square), CFI (Comparative Fit Index), TLI (Tucker-Lewis Index), RMSEA (Root Mean Square Error of Approximation), and SRMR (Standardized Root Mean Square Residual). Acceptable thresholds for these indices include (Kaplan, 2000) a non-significant p-value for χ^2 , CFI > .95, TLI > .90, RMSEA < .08, and SRMR < .08.

Results

First, the basic descriptive statistics of the variables used in the study, as well as the results of the correlation analysis illustrating the intercorrelation between dimensions, will be presented.

Table 1

Correlation between variables and descriptive statistics of the variables used in the study

	Anxiety	Avoidance	People-Orientation	Psychological Safety
Avoidance	.30***			
People-Orientation	-.11	-.13*		
Psychological Safety	-.24***	-.11	.50***	
<i>Min</i>	1.00	1.39	1.00	1.00
<i>Max</i>	6.17	6.39	5.00	5.00
<i>M</i>	2.53	3.37	3.71	3.86
<i>SD</i>	1.08	.94	1.07	.80
<i>Sk</i>	1.11	.48	-.62	-.80
<i>Ku</i>	.90	-.01	-.61	.56

Note. Sk – Skewness; Ku – kurtosis; *p < .05, ***p < .001

The results of the correlation analysis presented in Table 1 indicate a statistically significant correlation between people orientation and psychological safety. However, people orientation shows only a low and negative correlation with avoidance, and it does not correlate with anxiety. Nevertheless, this is not a prerequisite for further analyses, as the assumed interaction between these variables can still exist even in the absence of a correlation. Psychological Safety correlates negatively and weakly with anxiety, while the correlation with avoidance is not significant.

Table 2*People orientation and anxiety as predictors of psychological safety*

	β	t	p	r_o	Model summary
People-orientation	.45	8.43	.00	.50	$R = .57$
Anxiety	-.18	-3.43	.00	-.24	$R^2 = .33$
People-orientation *Anxiety	.21	3.88	.00	.28	$F(3, 242) = 39.39$ $p < .001$

The results of the multiple regression analysis showed that the regression model is statistically significant and can account for 32.8% of the variance in the criterion. The statistically significant predictors from this set of variables are both individual variables (people orientation and anxiety) and their interaction, which also makes a statistically significant contribution.

Table 3*People orientation and avoidance as predictors of psychological safety*

	β	t	p	r_o	Model summary
People-orientation	.49	8.69	.00	.50	$R = .51$
Avoidance	-.05	-.95	.34	-.12	$R^2 = .26$
People-orientation *Avoidance	.08	1.48	.14	.14	$F(3, 242) = 28.43$ $p < .001$

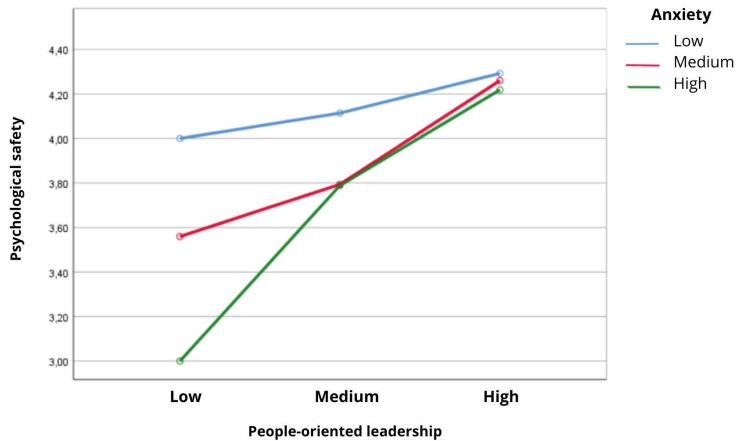
The results of the multiple regression analysis showed that the regression model is statistically significant and can account for 26.1% of the variance in the criterion (psychological safety). The statistically significant predictor from this set of variables is only people orientation, while neither avoidance nor the interaction between these two dimensions have a statistically significant effect in predicting psychological safety.

Next, the interaction between the dimensions of people orientation and anxiety will be graphically presented.

Participants were categorized into one of three groups based on their scores both on the anxiety and people-orientation dimensions. The distribution was determined by classifying high, medium, and low expression as values one standard deviation above and below the mean. In Figure 1, we can observe that in the case of low people-oriented leadership, there is a significant difference in the level of psychological safety among all three levels of anxiety. This difference between individuals with high and moderate scores on anxiety disappears at the average level of people-oriented leadership scores, while individuals with low anxiety scores still have a higher perception of psychological safety compared to the other two groups. The difference between the high, low, and moderate anxiety groups almost completely disappears in the group of participants with high people-oriented leadership scores, and the score they achieve is higher than the highest average score in the low and moderate people-oriented leadership groups.

Figure 1

Moderating role of anxiety in the interaction of people-oriented leadership and psychological safety



Discussion

The aim of this study was to examine whether internal working models of self (anxiety) and others (avoidance), specifically attachment orientation, act as a moderator in the relationship between the perception of leader behavior and their people orientation on one hand, and the perception of psychological safety on the other. In other words, the study investigated whether the lack of self-assurance or trust in others could significantly diminish the effects of people-oriented leadership or amplify this effect in the perception of psychological safety. The results partially supported the hypothesis.

Numerous studies have confirmed that leadership, particularly supportive and employee-oriented leadership, is associated with positive outcomes (Carmeli et al., 2009; Grant & Ashford, 2008). This provided the foundational premise for this study. Additionally, team dynamics and employee integration into a team largely depend on the relationship with their supervisor (Carmeli et al., 2009). The correlation between people-oriented leadership and psychological safety was also found in this study. The moderate positive correlation suggests that fostering leadership where supervisors are oriented toward employees, demonstrating care and concern for all employees through their actions and attitudes, is likely to be associated with higher levels of perceived psychological safety, where employees feel a greater sense of freedom to openly express their thoughts and opinions and experience less fear of judgment.

However, the primary focus of this study was on the influence that personal characteristics of the employee, such as the quality of their attachment orientation, and working models of self and others belonging to this psychological construct,

might have on the relationship between leadership and team atmosphere. The results indicated that low anxiety was negatively related to perceived psychological safety. For instance, individuals with a negative working model of self may be hesitant to express their ideas, fearing criticism, rejection, or punishment. They may withdraw from discussions or team activities, avoiding the expression of their opinions or innovative ideas (Detert & Burris, 2007). Such individuals might also exhibit behavior characterized by excessive caution in their work, fearing mistakes or failures, which could lead to heightened discomfort and increased feelings of worry and tension, characteristics associated with individuals with a negative working model (De Dreu & Weingart, 2003; Kahn, 1990; London et al., 2023).

The results further demonstrated that this assumption about the role of personal characteristics in the relationship between leadership and team atmosphere was empirically supported. Specifically, the interaction between people-oriented leadership and anxiety had a statistically significant effect in predicting psychological safety. This finding implies that the effect of people-oriented leadership on the prediction of perceived psychological safety in the organization varies depending on the level of expressed anxiety.

The importance of both factors (leadership and individual characteristics) in the perception of psychological safety becomes evident when comparing the three levels of leadership support. In situations where leadership support is lacking, individual resources come into play as a form of compensation – if there is no support from the leader, support can be found within oneself. Similarly, if both types of support are absent, the level of perceived psychological safety is significantly lower. The same pattern is evident in the group where both dimensions (leadership and anxiety) have average values. The sense of security and connection arising from secure attachment in these individuals likely contributes to the creation of a positive work atmosphere, willingness to take risks, and willingness to express oneself within the team (Perry & Piderit, 2018). Psychological safety is significantly more perceived in situations where some form of people-oriented leadership by the supervisor exists, but the presence of individual resources, such as a positive self-image, seems to strengthen this perception further.

Lastly, strong support from a people-oriented leader demonstrates that internal working models have practically no significance for the perception of psychological safety, as all three groups exhibit high scores with negligible differences. Based on these results, it appears that the role of the leader in the perception of psychological safety within the team is more significant than assumed. A leader who understands and supports employees, while nurturing emotional support and open communication, also promotes a sense of security and motivates employees to express their ideas and opinions openly (Eisenbeiss et al., 2008). This finding suggests that this type of leadership can significantly reduce the insecurity experienced by employees stemming from powerful early experiences that influence their behavior toward others and their relationships in adulthood.

This finding is entirely consistent with the Conservation of Resources Theory. The results confirm that both types of support can significantly enhance the sense of

psychological safety, and in the absence of resources, avoidance behavior prevails to reduce potential risks' effects. This finding is similar to those of other researchers who report that despite awareness of the potential gains from choosing a riskier option, motivation to avoid further resource losses prevails (Hobfoll, et al. man, 2018; Ito & Brotheridge, 2003).

Conclusion

The results of this study clearly indicate that both mentioned resources are of great importance and can even play a crucial role in the perception of psychological safety. Although the undoubtedly significant influence of early development on adult individuals and their worldview is present, there seem to be mechanisms that can compensate for the lack of self-esteem and self-belief. Conversely, it is essential to understand that in situations where external factors are unsupportive and when support from superiors at work is scarce, a positive self-image can act as a personality protective factor within a team where risk-taking, expressing opinions, or any form of stepping out of the comfort zone is required.

In addition to enriching the already extensive knowledge in the field of emotional development, the results of this study provide useful guidance for practitioners in the field of work psychology, especially those increasingly focusing on creating psychologically safe environments within teams.

However, this study also has its limitations that need to be acknowledged. The confirmed result in this study is straightforward and does not control for the influence of many other factors related to the team and team dynamics, which are likely crucial for the perception of psychological safety. Moreover, the results are only generalizable to a specific segment of employees, those working in corporate-type organizations, where there are usually managers who are highly aware of their responsibilities and work with the support of human resources experts. One should not overlook the fact that the sample of participants encompasses a relatively wide age range, potentially leading to variations in the perception of psychological safety, especially among those with longer tenures. Additionally, although this study presents causal inferences in some of its conclusions, it is based on a correlational-regression design, so caution is needed when making conclusions about the direction of influence. A more structured sampling approach would also contribute to validity, considering that the convenience sampling method used in the study has the potential to increase participant bias.

Future research should delve deeper into the conditions within the team itself and explore in greater detail which components of people-oriented leadership have the most significance in this relationship. The development of highly functional teams undoubtedly depends on all stakeholders influencing them, and studies of this nature can contribute to enhancing the team's mental health, job satisfaction, and engagement, and subsequently improve overall team performance.

References

- Aiken, L. S., & West, S. G. (1991). *Multiple Regression: Testing and Interpreting Interactions*. Sage Publications.
- Brennan, K. A., Clark, C. L., & Shaver, P. R. (1998). Self-report measurement of adult attachment: An integrative overview. In J. A. Simpson & W. S. Rholes (Eds.), *Attachment theory and close relationships* (pp. 46–76). The Guilford Press.
- Carmeli, A., & Gittell, J. H. (2009). High-quality relationships, psychological safety, and learning from failures in work organizations. *Journal of Organizational Behavior, 30*(6), 709–729.
- 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.
- Carmeli, A., Sheaffer, Z., Binyamin, G., & Reiter-Palmon, R. (2010). Transformational leadership and creative problem-solving: The mediating role of psychological safety and reflexivity. *Journal of Creative Behavior, 44*(3), 167–188.
- Colbert, A. E., Mount, M. K., Harter, J. K., Witt, L. A., & Barrick, M. R. (2004). Interactive effects of personality and perceptions of the work situation on workplace deviance. *Journal of Applied Psychology, 89*(4), 599–609.
- De Dreu, C. K., & Weingart, L. R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis. *Journal of Applied Psychology, 88*(4), 741–749.
- Detert, J. R., & Burris, E. R. (2007). Leadership behavior and employee voice: Is the door really open?. *Academy of management journal, 50*(4), 869–884.
- Detert, J. R., & Edmondson, A. C. (2011). Implicit voice theories: Taken-for-granted rules of self-censorship at work. *Academy of Management Journal, 54*(3), 461–488.
- Edmondson, A. C. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly, 44*(2), 350–383.
- Eisenbeiss, S. A., Knippenberg, D. V., & Boerner, S. (2008). Transformational leadership and team innovation: Integrating team climate principles. *Journal of Applied Psychology, 93*(6), 1438–1446.
- Eisenbeiss, S. A., Knippenberg, D. V., & Boerner, S. (2008). Transformational leadership and team innovation: Integrating team climate principles. *Journal of Applied Psychology, 93*(6), 1438–1446.
- Faul, F., Erdfelder, E., Buchner, A., & Lang, A.-G. (2009). Statistical power analyses using G*Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods, 41*, 1149–1160.
- Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods, 39*, 175–191.
- Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological safety: A meta-analytic review and extension. *Personnel Psychology, 70*(1), 113–165.

- Graham, J. M., & Unterschute, M. S. (2015). A reliability generalization meta-analysis of self-report measures of adult attachment. *Journal of personality assessment*, 97(1), 31–41.
- Grant, A. M., & Ashford, S. J. (2008). The dynamics of proactivity at work. *Research in organizational behavior*, 28, 3–34.
- Griffin, D. W., & Bartholomew, K. (1994). Models of the self and other: Fundamental dimensions underlying measures of adult attachment. *Journal of personality and social psychology*, 67(3), 430–445.
- Hanak, N., & Dimitrijevic, A. (2013). A Serbian version of modified and revised experiences in Close Relationships Scale (SM–ECR–R). *Journal of personality assessment*, 95(5), 530–538.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 41, 513–524.
- Hobfoll, S. E. (2002). Social and psychological resources and adaptation. *Review of General Psychology*, 6(4), 307–324.
- Hobfoll, S. E., & Shirom, A. (2000). Conservation of resources theory: Applications to stress and management in the workplace. *Handbook of organization behavior*, 2, 57–81.
- Hobfoll, S. E., Halbesleben, J., Neveu, J. P. & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, 5(1), 103–128.
- Ito, J. K., & Brotheridge, C. M. (2003). Resources, coping strategies, and emotional exhaustion: A conservation of resources perspective. *Journal of Vocational Behavior*, 63, 490–509.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724.
- Kalshoven, K., Den Hartog, D. N., & De Hoogh, A. H. (2011). Ethical leadership at work questionnaire (ELW): Development and validation of a multidimensional measure. *The leadership quarterly*, 22(1), 51–69.
- Kaplan, D. (2000). *Structural Equation Modeling: Foundations and Extensions*. Sage Publications.
- Kozlowski, S. W., & Bell, B. S. (2003). Work groups and teams in organizations. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organizational psychology* (pp. 333–375). Wiley.
- Leroy, H., Anseel, F., Dimitrova, N. G., & Sels, L. (2013). Mindful relationships at work: The effects of leader mindfulness on employee well-being, burnout, and satisfaction. *Journal of Applied Psychology*, 98(6), 1050–1067.
- London, M., Volmer, J., Zyberaj, J., & Kluger, A. N. (2023). Gaining feedback acceptance: Leader-member attachment style and psychological safety. *Human Resource Management Review*, 33(2), 100953.
- Mikulincer, M., & Shaver, P. R. (2016). *Attachment in adulthood: Structure, dynamics, and change*. Guilford Publications.

- Nesse, R. M., Bhatnagar, S., Ellis, B. J., Geraghty, A., Marmot, M., & Patton, G. (2021). Building an evolutionary science of attachment and health: A transdisciplinary conversation. *Attachment & Human Development*, 23(5), 429–457.
- Newman, A., Donohue, R., & Eva, N. (2017). Psychological safety: A systematic review of the literature. *Human resource management review*, 27(3), 521–535.
- O’Boyle, E. H., & Harter, J. K. (2013). The active ingredients of effective executive coaching: A meta-analysis of the relative importance of the coach, the coachee, and the coaching relationship. *Psychological Bulletin*, 139(5), 875–908.
- Perry, S. J., & Piderit, S. K. (2018). Building attachment in the workplace: Applying attachment theory and research to the organizational context. *Journal of Organizational Behavior*, 39(2), 193–208.
- Robinson, C., & Schumacher, R. E. (2009). Interaction effects: centering, Variance Inflation Factor, and interpretation issues. *Multiple Linear Regression Viewpoints*, 35, 6–11.
- Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Ehrhart, K. H., & Singh, G. (2019). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management*, 45(1), 85–110.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Allyn & Bacon/Pearson Education.

Uloga emocionalnog razvoja zaposlenih i liderstva usmerenog na ljude u percepciji psihološke bezbednosti u organizacijama

Nikola Goljović

Departman za psihologiju, Filozofski fakultet, Univerzitet u Nišu, Srbija

Apstrakt

Cilj ovog rada bio je ispitati da li emocionalni razvoj zaposlenih, odnosno afektivna vezanost, deluje kao moderator koji određuje uslove pod kojima lideri usmerenosti na zaposlene mogu da pojačaju osećaj psihološke bezbednosti u timovima u svojim organizacijama. U istraživanju je učestvovalo ukupno 246 ispitanika (54% ženskog pola), starosti od 22 do 59 ($AS = 32.10$; $SD = 7.58$) i zaposlen u organizacijama korporativnog tipa. Primenjeni su Upitnik psihološke bezbednosti, Skala iskustva u bliskim odnosima – srpska verzija i subskala Liderstva orijentisanog na ljude iz Skale etičkog liderstva na radu. Rezultati su pokazali da je dimenzija Anksioznost prediktor Psihološke bezbednosti kao i da postoji statistički značajna interakcija ove dimenzije sa Liderstvom orijentisanim na ljude. Rezultati su pokazali da pozitivan radni model sebe može značajno povećati doživljaj psihološke bezbednosti ukoliko izostane efekat liderstva orijentisanog na ljude, ali i da kako raste efekat liderstva raste i Psihološka bezbednost, nezavisno od nivoa afektive vezanosti zaposlenog. Diskutovani su praktični rezultati, dok su rezultati sagledani primarno iz konteksta teorije afektive vezanosti i teorije konzervacije resursa.

Ključne reči: afektivna vezanost, liderstvo usmereno na ljude, psihološka bezbednost, teorija konzervacije resursa

RECEIVED: 22.07.2023.

ACCEPTED: 22.09.2023.