THE ROLE OF MEDIATION OF PSYCHOLOGICAL SAFETY AND VOICE EFFICACY ON THE INFLUENCE OF INCLUSIVE LEADERSHIP ON VOCAL BEHAVIOR

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ABSTRACT

PT. XYZ as a company engaged in non-bank financial services, is required to continue to innovate. To be able to bring out innovation is through the contribution of all employees. These contributions include employees carrying out vocal behaviors, namely proactive behavior that comes from themselves or initiatives, is forward-oriented, and aims to improve a certain condition. On the other hand, the bureaucratic organizational structure makes vocal behavior a challenge for companies to develop. To encourage vocal behavior, internal and external factors of employees need to be elaborated further. This study aims to explore the role of voice efficacy and psychological safety in mediating the influence of inclusive leadership on vocal behavior. The research was conducted at PT XYZ by involving 154 respondents to fill out a questionnaire. Using the Social Cognitive Theory (SCT) approach to look at the dynamics of the influence of inclusive leadership on vocal behavior mediated by psychological safety and voice efficacy, the results show that voice efficacy significantly mediates the influence of inclusive leadership on vocal behavior, while psychological safety does not mediate the influence of inclusive leadership on vocal behavior. The results of this study indicate that the factor of individual perception of one's ability to speak up (voice efficacy) needs to be a concern by leaders so that vocal behavior can appear in the organization.

KEYWORDS	*Inclusive Leadership, Psychological Safety, Voice Behavior, Voice Efficacy*

INTRODUCTION

To be able to compete in the global market, PT XYZ, which is a non-bank financial services company, is required to continue to create innovation. This is also in line with the company's vision, which is to become a credible company with world-class innovation capabilities. Innovation in organization can be interpreted

as a multidimensional concept that includes the introduction of new and better technologies, processes, practices, structures, strategies, and products (Rasheed et al., 2017). Meanwhile, according to Kotler and Keller (2009) innovation is a new product, service, idea, or perception that has never existed before. Innovation is important for a business because it can increase the competitiveness of the company (Hendayana et al., 2019). Innovation can be in the form of products, methods, and so on that give a new and different impression. To be able to bring out innovation is through the contribution of all employees. These contributions include employees carrying out vocal behaviors, namely proactive behaviors that originate from themselves or initiative, are forward-oriented, and aim to improve a certain condition (Morrison, 2011). Employee voices include things such as creating new ideas, suggesting improvements, and sharing information related to work problems (Zhou et al., 2017). Through employee voices, organizations can gain new insights and perspectives that are useful for developing innovations. To encourage vocal behavior, internal and external factors of employees need to be elaborated further. In Morrison (2011) leadership factors, psychological safety and voice efficacy are predictors of vocal behavior.

In Morrison (2011) explained that vocal behavior can be influenced by external factors, including leaders. He further explained that the types of leaders who can enable the formation of vocal behavior are leaders who can be open in their teams and leaders who are based on relationships. This theory refers to a type of inclusive leadership where inclusive leadership is a leader who shows openness, accessibility, and availability in their interactions with members (Carmeli et al., 2010). This is also supported by previous research that inclusive leadership has an effect on employees' vocal behavior (Rohmah et al., 2023)Inclusive leadership assumes that every member has an equal opportunity to be able to contribute to the team regardless of the background of the team members. This can give rise to a safe climate in the group. The existence of a safe climate in a group with an inclusive leadership style can give rise to psychological safety.

In addition to the individual's perception of the external environment, it should also be noted that the perception of the individual's ability to express his or her opinion is also very important to be studied further. This is supported in a study written by Morrison (2011) who said that voice efficacy that develops in individuals will have an impact on vocal behavior. Researchers consider that voice safety and voice efficacy are an important construct that needs to be studied further. Employees with high voice efficacy believe that they have the ability to speak up, especially if the organization implements supportive management to speak up (Morrison, 2011). On the basis of this explanation, the researcher considers that voice efficacy is an important thing that must be researched to see how much role voice efficacy plays in mediating the influence of inclusive leadership on opinion behavior in organizations. Therefore, the researcher wanted to find out how the role of mediators of psychological safety and voice efficacy in influencing inclusive leadership to voice behavior. This study is interesting because in this study the role of which mediator variable (voice efficacy or psychological safety) will be explored further which is able to provide a greater mediator effect on the influence of inclusive leadership on vocal behaviour.

Voice Behavior

Employee vocal behavior can be classified as a form of challenging or promotive behavior. Challenging means focusing on changing the status quo, while promotive means a behavior that intends to build. In other words, vocal behavior can be seen as behavior that aims to make constructive changes to the condition of a team. Vocal behavior can also be seen as a form of proactive behavior that originates from the self or initiative, is forward-oriented, and aims to improve a certain condition. The purpose of vocal behavior is to develop and change positively, not just to immediately file a complaint. From the presentation, vocal behavior can be defined as communicating ideas freely, giving advice, caring, or arguing about work-related problems with the intention of improving the function of the organization or unit.

What motivates vocal behavior is the desire to help the performance of an organization or unit to be more effective or to make positive changes overall (Ashford et al., 2009; Grant & Ashford, 2008). In addition, there are two things that are considered why individuals carry out vocal behavior in organizations. The first is the individual's assessment of whether expressing an opinion is an effective action. This often refers to the perception of an individual's ability to express an opinion. The second is the individual's assessment of the negative risks or outcomes associated with vocal behavior, which refers to the individual's perception of the security to speak up. From the motives described above, it can then be developed for researchers to be used as a basis for determining variables that can influence a person to express an opinion.

In addition to motives, it is also necessary to know what can be a predictor of the emergence of vocal behavior. It is known that the predictors that affect vocal behavior are contextual, individual and leader behavior). One of the contextual factors is the formal structure of the organization. Glauser (1984) explained that communication between subordinates and superiors can occur not only because of physical proximity but also because of the existence of an organizational structure that is not too bureaucratic and the existence of a formal mechanism designed to improve communication between superiors and subordinates. This corroborates why vocal behavior in PT XYZ is still felt low because the bureaucratic system in the organization is still high. Organizational culture is also a predictor of vocal behavior. In the context of work, employees feel enthusiastic in doing their work if the organizational culture supports it and the organization's higher-ups want to listen to employees, and vice versa, employees become discouraged when the organization is conservative, exclusive and less supportive (Dutton et al., 2002). Contextual factors can have an important effect on employee behavior to express opinions, and as useful information about whether a vocal behavior is acceptable in the group.

Inclusive Leadership and Vocal Behavior

Another factor that can affect vocal behavior in an organization is the behavior of superiors. This factor is one of the most important factors as a source of information whether vocal behavior is beneficial and safe for employees. Things

that affect the boss's vocal behavior include the boss's openness to accept opinions that reflect the perception that the boss is approachable, listen to subordinates, be interested in input from the team, and give appropriate consideration to ideas and suggestions from the team (Detert & Burris, 2007). This indicates that superiors and leaders not only create opportunities to express opinions through formal or informal mechanisms but also create team environmental conditions that lead to opinions (Ashford et al., 2009). In a boss who is more open and supportive (trusting, approachable, open, transformational leadership, etc.), the more positive the employee's perception will be to feel able and safe to speak up.

As explained in the previous paragraph, vocal behavior in a team or organization can appear, one of which is the role of a leader or leader in a team. Inclusive leadership refers to leaders who demonstrate openness, accessibility, and availability in their interactions with followers (Carmeli et al., 2010). This concept was coined by Nembhard and Edmondson (2006), which focuses on the inclusivity of leaders to show leadership behavior that invites and values input from others, thus helping to form the belief of their team members, that the voice of the team in a group is truly valued. Inclusive leadership is at the core of relational leadership and focuses on whether followers feel that the leader is available to them, whether the leader listens and pays attention to the needs of his members. Mor-Barak and Cherin (1998) define inclusive leadership as the extent to which individuals can access information and resources and engage in a working group, and have the ability to influence the decision-making process. Inclusivity focuses on the extent to which individuals feel part of an important process that exists in an organization (Roberson, 2006). Because it comes from the concept of inclusiveness, researchers also view inclusive leadership as a behavior to create a psychological experience where individuals feel unique and involved in a team or organization.

Randel et al. (2018) explained that the application of inclusive leadership in an organization will give rise to work group identification, where when group members perceive themselves as members of a team and members' contributions are appreciated, this will increase the strong relationship between members and their team. Members' perception of inclusivity will be positively related to behavioral outcomes such as creativity, performance, and reduced desire to resign. This sense of belonging in a team will make it easier for team members to work together and collaborate in a team because team members feel included and want to contribute to the team.

An inclusive leadership style shows team members that the perspective of each member is accepted and valued, creating a feeling of inclusion in a team. When individuals feel like they are on an inclusive team, they have the opportunity to express their opinions and contribute to work-related decisions. This can create a safe team climate that can create conditions within the team that are conducive to collaboration. Nembhard and Edmonson (2006) discuss the inclusivity of leaders in terms of inviting and appreciating voices that will not be heard. They discussed differences in status and a safe group climate as aspects that can hinder or allow different voices to be heard, which will support the creation of cooperative and collaborative behaviors within the team.

Inclusive Leadership, Psychological Safety, Vocal Behavior

From the explanation above, the concept of inclusive leadership assumes that every team member has the same opportunity to be able to contribute to the team regardless of the background of the team members. Leaders guarantee that every team member is valued and feels part of the team. This can give rise to a safe climate in the group. The existence of a safe climate in a group with an inclusive leadership style can give rise to psychological safety. This is supported in previous research that says that inclusive leadership is positively related to psychological security (Carmeli et al., 2010). In several other studies, the existence of inclusive leadership in a team can give rise to innovation and other positive behaviors needed in teams that are mediated or moderated by psychological security (Lee & Dahinten, 2021; Li & Tang, 2022). Psychological security is considered necessary to be developed at PT XYZ by the researcher because the researcher confirmed through the Human Capital Department that there is still a sense of insecurity/concern for employees to freely express their opinions and make decisions in the organization. This is especially felt by employees at the staff level. One of the reasons for this condition is because the company PT XYZ is bureaucratic. Where the submission of opinions and decision-making still pay attention to the position of each employee. Organizations consider that employees with higher positions are considered to have better experience and knowledge to argue and make decisions. This is the highest leader's concern to change, because the leader believes that every team member has the potential to provide ideas in solving problems in the company.

Psychological security describes an individual's perception related to the degree of interpersonal threat in the individual's work environment. Psychological safety is defined as a general belief in which individuals feel comfortable being themselves, being open, authentic, and straightforward in a particular setting or role (Nembhard & Edmondson, 2011). Khan (1990) explained that psychological security is a feeling where individuals can perform and work without having to feel afraid of self-image, status and career. Psychological security consists of an individual's belief in taking risks, asking questions, seeking feedback, reporting mistakes and proposing new ideas in an environment without fear of feeling judged by his or her environment or team. From the definition above, several keywords can be drawn that can describe psychological security, namely a belief that individuals feel safe to be able to express their opinions and contribute to a team without having to feel afraid of being judged.

Inclusive Leadership, Voice Efficacy, Vocal Behavior

In addition to the individual's perception of the external environment (leader) that can affect the vocal behavior of individuals in the organization, it should also be noted that the perception of the individual's ability to speak is also very important to be studied further. This is supported in a study written by Morrison (2011) who said that voice efficacy that develops in a group will have an impact on individual vocal behavior. Researchers consider that voice safety and voice efficacy are an important construct that needs to be studied further. The concept of voice efficacy starts from the concept of self-efficacy. Self-efficacy refers to an individual's perception of the ability to succeed in a variety of situations (Judge et al., 1998).

The type of employee self-efficacy in carrying out employee voice behavior is referred to as voice efficacy (Tangirala et al., 2013). Employees with high voice efficacy believe that they have the ability to speak up, especially if the organization implements supportive management to speak up. Employees believe that they are able to give advice that can build the organization (McAllister et al., 2007). In other words, employees with voice efficacy have high motivation to bring good change to their organization. Voice behavior often has adverse consequences where voice efficacy plays a role in creating confidence that all bad consequences can be faced (Frese et al., 1999).

The role of leaders in increasing self-efficacy is seen using cognitive social theory. According to social cognitive theory, self-efficacy or self-confidence plays an important role as a bridge between the external environment and individual behavior. On the one hand, inclusive leadership can increase self-efficacy and/or voice efficacy. Self-efficacy is influenced by four factors: work achievement, indirect experience, verbal persuasion, and psychological state. Inclusive leadership encourages employees to participate, listen to their opinions, and show confidence in individual competence. This boss's trust can increase employee work achievement. Thus, the real experience increases the self-efficacy of the individual. Inclusive leaders provide guidance and assistance when employees face difficulties. By observing the behavior of leaders, employees can learn relevant knowledge and skills and increase their work capacity, then increase self-efficacy to have a proactive opinion (Wang et al., 2021). In the theory of vocal behavior developed by Morrison (2011), it is said that voice efficacy can appear influenced by leaders until finally giving rise to vocal behavior.

Therefore, researchers want to further explore the role of voice efficacy in mediating the influence of inclusive leadership on vocal behavior. Other research on the influence of leadership on vocal behavior explains that voice efficacy significantly plays a mediator role (Xu et al., 2023). The importance of the role of mediator variables in this study will also prove the theory of vocal behavior explained by Morrison (2011) that leaders are factors that can influence vocal behavior where before vocal behavior appears, it is necessary to have voice efficacy to argue until finally individuals can give rise to vocal behavior. On the basis of this explanation, the researcher considers that voice efficacy is an important thing that must be researched to see how much role voice efficacy plays in mediating the relationship between inclusive leadership and vocal behavior in organizations.

RESEARCH METHODS

This study is quantitative research that has a correlational research design. The purpose of this study is to see the role of psychological safety mediators and *voice efficacy* on the influence of inclusive leadership on vocal behavior.

Participants

The research was conducted at PT. XYZ which has a total number of employees of 255 employees. From the total population using the G*Power application with an estimated strength of influence or r = 0.2 and p< 0.05, a

minimum sample of 153 employees was obtained. However, the researcher does not limit if the amount of data collected exceeds the number of samples on the grounds that it will be more representative of the number of populations. The requirements to be a research sample are active employees of PT XYZ.

Data Analysis Techniques

The results of data collection were processed using the Jamovi statistical application. The first data analysis is a descriptive test that aims to find out the demographic data picture from the sample. Statistical analysis is then carried out to determine the standard deviation (SD) and mean value of each variable. Then reliability and validity tests were also carried out on each measuring instrument. The Pearson Correlation Test was carried out to determine the relationship between each research variable. To test the existence or absence of mediation effects, statistical analysis used Parallel Mediation Model 4 by Hayes (2018). In Hayes (2018) the model of variable relationships with 2 mediators still uses model 4, because in the data input process, it will be detected to have 2 mediator variables by entering the values of the two mediator variables. Hypothesis testing using the Hayes concept (2018) is carried out by looking at the indirect effects that arise from the predictor variable on *the outcome*.

Research Procedure

The research procedure is carried out in five stages, namely: preparation, data collection, data processing and preparation, implementation, and evaluation of the intervention program. The preparation stage begins by identifying the problems that exist in PT. XYZ. After obtaining an overview of the problem that will be used as the material for the research theme, the researcher conducts a literature review of theories related to the research problem. Quantitative data collection was carried out by distributing questionnaires using G-form online media through the WhatsApp application platform. After the data was collected, the data was processed using Jamovi statistical software.

RESULT AND DISCUSSION

The total sample of 154, 78 (51%) respondents were male and 76 (49%) respondents were female. Judging from the age range, 33 (21.43%) respondents were under 26 years old, 74 (48.05%) respondents were in the age range of 26 - 35 years, 28 (18.18%) respondents were in the age range of 36 - 45 years, 16 (10.39%) respondents were in the age range of 46 - 55 years old and 3 (1.95%0 respondents were over 55 years old). From the educational background, as many as 48 (31.17%) respondents took the last education at the master's level (S2), 103 (66.88%) respondents had the last education background of bachelor (S1) and 3 (1.95%) respondents had a D3 education background. When viewed from the position level, as many as 2 (1.3%) respondents are at the BOD-1 position level, 36 (23.38%) respondents are at the BOD-2 position level, 26 (16.88%) respondents are at the BOD-3 position level, and 90 (58.44%) respondents are at the BOD-4 position level. In this study, the researcher also recorded the working period of the respondents with information that 68 (44.16%) respondents had a working period

of 0 - 5 years, 44 (28.57%) respondents had a working period of 6 - 10 years, 14 (9.09%) respondents had a working period of 11 - 15 years, and as many as 28 (18.18%) employees had a working period of more than 15 years. An explanation of the respondents' demographic data can be seen in the table below.

Pearson Correlation Test Results

Table 1. Pearson Correlation Test Results
Inclusive Leadership, Voice Efficacy, Voice Behavior

Correlation Matrix

		Inclusive Leadership	*Voice Efficacy*	*Voice Behavior*
Inclusive Leadership	Pearson's r	—		
	p-value	—		
Voice Efficacy	Pearson's r	0.527	—	
	p-value	< 0.05	—	
Voice Behavior	Pearson's r	0.504	0.699	—
	p-value	< 0.05	< 0.05	—

The correlation test was carried out by calculating the r value using the Pearson correlation test. The relationship between inclusive leadership and vocal behavior had a positive value at a value of r = 0.504; p < 0.05. This result means that the higher the value of an individual's perception of inclusive leadership, the higher the individual's ability to speak out. The relationship between inclusive leadership and voice efficacy had a positive value with a value of r = 0.527; p < 0.05. This result means that the higher the value of an individual's perception of inclusive leadership, the higher the value of voice efficacy in individuals. Meanwhile, the relationship between voice efficacy and voice behavior has a positive value with a value of r = 0.699; p < 0.05 which means that the higher the individual voice efficacy value, the higher the individual will be in performing voice behavior.

Table 2. Pearson Correlation Test Results
Inclusive Leadership, Psychological Safety, Voice Behavior

Correlation Matrix

		Inclusive Leadership	**Psychological Safety**	**Voice Behavior**
Inclusive Leadership	Pearson's r	—		

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Correlation Matrix

		Inclusive Leadership	**Psychological Safety**	**Voice Behavior**
	p-value	—		
Psychological Safety	Pearson's r	0.411	—	
	p-value	< 0.05	—	
Voice Behavior	Pearson's r	0.504	0.283	—
	p-value	< 0.05	< 0.05	—

The correlation test was carried out by calculating the r value using the Pearson correlation test. The relationship between inclusive leadership and vocal behavior had a positive value at a value of $r = 0.504$; $p < 0.05$. This result means that the higher the value of an individual's perception of inclusive leadership, the higher the individual's ability to speak out. The relationship of inclusive leadership and psychological security had a positive value with a value of $r = 0.411$; $p < 0.05$. This result means that the higher the value of an individual's perception of inclusive leadership, the higher the value of psychological security in individuals. Meanwhile, the relationship between psychological safety and vocal behavior has a positive value with a value of $r = 0.283$; $p < 0.05$ which means that the higher the psychological safety value of the individual, the higher the individual will be in performing vocal behavior.

Regression Test Results

Table 3 Regression Test Results
Inclsuive Leadership -> Voice Behavior

Model Fit Measures

				Overall Model Test		
Model	**R**	**R²**	**F**	**df1**	**df2**	**p**
1	0.504	0.254	51.7	1	152	< 0.05

From the results of the regression test, a value of $R = 0.504$ was obtained, which means that there is an influence of inclusive leadership on vocal behavior. The value of R square $= 0.254$, which means that 25.4% of inclusive leadership contributed to the occurrence of vocal behavior, while the other 74.6% was influenced by other variables outside this study. Based on the results of the regression test calculation, it can be concluded that there is a positive influence of inclusive leadership on vocal behavior, which means **that Hypothesis 1 is accepted.**

Mediation Regression Test Results

Table 4 Results of Mediation Regression Analysis
Inclusive Leadership, Psychological Safety and Voice Behavior

Mediation Estimates

Effect	Estimate	HERSELF	95% Confidence Interval		With	p	% Mediation
			Lower	Upper			
Indirect	0.0243	0.0206	-0.0161	0.0647	1.18	0.238	7.49
Direct	0.3004	0.0490	0.2044	0.3964	6.13	< 0.05	92.51
Total	0.3248	0.0449	0.2368	0.4127	7.24	< 0.05	100.00

From the results of the mediation test, the total results of the mediation effect were significant, b = 0.3248, SE = 0.0449, Z = 7.24, 95% CL [0.2368, 0.4127] p < 0.05. The indirect influence had insignificant results, b = 0.0243, SE = 0.0206, Z = 1.18, 95% CL [-0.0161, 0.0647] p < 0.05. In the direct influence there was a significant influence, b = 0.3004, SE = 0.049, Z = 6.13, 95% CL [0.2044, 0.3964] p<0.05. With these results, it can be interpreted that the psychological safety mediator variable does not mediate the influence of inclusive leadership on vocal behavior, while the direct influence has a significantly greater influence than the indirect influence which means that **Hypothesis 2 is rejected**.

Table 5 Results of Mediation Regression Analysis
Inclusive Leadership, Voice Efficacy and Voice Behavior

Mediation Estimates

Effect	Estimate	HERS ELF	95% Confidence Interval		With	p	% Mediation
			Lower	Upper			
Indirect	0.204	0.0347	0.1358	0.272	5.87	< 0.05	62.8
Direct	0.121	0.0426	0.0374	0.204	2.84	< 0.05	37.2
Total	0.325	0.0449	0.2368	0.413	7.24	< 0.05	100

From the results of the mediation test, the total results of the mediation effect were significant, b = 0.325, SE = 0.0449, Z = 7.24, 95% CL [0.236, 0.413] p < 0.05. The indirect influence had significant results, b = 0.204, SE = 0.0347, Z = 5.87, 95% CL [0.1358, 0.272] p < 0.05. In the direct influence there was a significant influence, b = 0.121, SE = 0.0426, Z = 2.84, 95% CL [0.037, 0.204] p <0.05. With these results, it can be interpreted that the voice efficacy mediation variable has a significant effect on the influence of inclusive leadership on vocal behavior, while the direct influence is significant but has a smaller influence value than the indirect influence which means that **Hypothesis 3 is accepted**.

Discussion

PT. XYZ as a company engaged in non-bank financial services, is required to continue to innovate. To be able to bring out innovation is through the contribution of all employees. These contributions include employees carrying out vocal behaviors, namely proactive behavior that comes from themselves or initiatives, is forward-oriented, and aims to improve a certain condition. On the other hand, the bureaucratic organizational structure makes vocal behavior a challenge for companies to develop. To encourage vocal behavior, internal and external factors of employees need to be elaborated further. In this study, leadership factors, psychological safety and *voice efficacy* are predictors of vocal behavior. The study aims to explore the role of *voice efficacy* and *psychological safety* in mediating the influence of inclusive leadership on vocal behavior.

In theoretical studies, vocal behaviors such as voicing opinions to superiors can have an impact on better organizational decisions and can detect errors more accurately (Morrison & Milliken, 2000). Vocal behavior can also increase employees' sense of control, which ultimately increases job satisfaction and motivation and reduces stress (Parker, 1993 in Morrison, 2011). In addition to the individual's perception of the external environment (leader) that can affect the vocal behavior of individuals in the organization, it should also be noted that the perception of the individual's ability to speak is also very important to be studied further. This is supported in a study written by Morrison (2011) who said that psychological safety and *voice efficacy* that develop in a group will have an impact on individual vocal behavior. Researchers consider that psychological safety and *voice efficacy* are important constructs that need to be studied further. Therefore, this variable is important to be further researched to be used as an area of organizational development.

This study is a quantitative research that has a correlational research design. The research was conducted at PT. XYZ which has a total of 255 employees. From the total population, the researcher got 154 respondents to fill out a variable measuring tool questionnaire. Using the *Social Cognitive Theory (SCT)* theoretical approach to look at the dynamics of the influence of inclusive leadership on vocal behavior mediated by psychological safety and *voice efficacy,* the results show that psychological safety does not mediate the influence of inclusive leadership on vocal behavior, while *voice efficacy* significantly mediates the influence of inclusive leadership on vocal behavior. It can be indicated that psychological safety is not a variable that needs to be considered in the influence of inclusive leadership on vocal behavior in PT XYZ. Things that need to be considered in the process of forming vocal behavior at PT XYZ are inclusive leadership itself and *voice efficacy* as the mediator. The results of data analysis prove the concept of vocal behavior theory put forward by Morrison (2011) where one of the predictors that influences vocal behavior is the behavior of superiors who show trust, openness in conveying information, and the existence of appreciating information in the team refers to inclusive leadership traits. In addition, the role of *voice efficacy* is also a proof of the theory put forward by Morrison (2011) who said that before the emergence of vocal behavior in individuals, there needs to be confidence in oneself whether or not giving opinions can have a good impact on the team or organization.

CONCLUSION

In this study, it can be proven that there is a positive influence of the perception of inclusive leadership on the perception of vocal behavior. This means that the higher the perception of inclusive leadership, the higher the individual's desire to perform vocal behavior. Psychological safety does not significantly mediate the influence of inclusive leadership on vocal behavior. Meanwhile, voice efficacy significantly mediates the influence of inclusive leadership on vocal behavior. This indicates that the higher the respondents' perception of inclusive leadership can increase employee voice efficacy, which then increases the employee's desire to perform vocal behavior.

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