Volume 8 Issue 1 (2027) Pages 196 - 215
Economics and Digital Business Review
ISSN : 2774-2563 (Online)

The Effect of Communication Skills, Servant Leadership, and Organizational Justice on Private Bank Employee Performance: The Mediating Role of Psychological Well-Being

Giri Dwinanda[1]✉, Mutiarini Mubyl[2], Robin Arnan[2]
[1] *Master of Management and Entrepreneurship Study Program, Institut Teknologi dan Bisnis Nobel Indonesia*
[2] *Management Study Program, Institut Teknologi dan Bisnis Nobel Indonesia*

Abstract

This study examines the effects of communication skills, servant leadership, and organizational justice on private bank employee performance, both directly and through psychological well-being. Performance was measured using Koopmans' framework of task performance, contextual performance, and counterproductive work behavior. A quantitative survey was conducted among 48 employees of a private bank branch using a four-point Likert scale, and the summed score of each dimension served as a construct indicator. Data were analyzed using PLS-SEM with 5,000 bootstrap subsamples. Servant leadership has a positive and significant effect on psychological well-being ($\beta = 0.554$; $p < 0.001$) and performance ($\beta = 0.575$; $p < 0.001$), organizational justice has a positive and significant effect on psychological well-being ($\beta = 0.332$; $p = 0.025$), and psychological well-being has a positive and significant effect on performance ($\beta = 0.384$; $p = 0.026$). Communication skills affect neither psychological well-being nor performance, organizational justice has no direct effect on performance, and none of the three indirect effects through psychological well-being is significant. These findings position servant leadership as the main driver of bank employees' performance and well-being, whereas communication skills act as a threshold competency shared evenly among employees. Bank management should develop supervisors' servant leadership behaviors and maintain fairness in the reward system.

Keywords: *communication skills; servant leadership; organizational justice; psychological well-being; employee performance.*

Copyright (c) 2026 Giri Dwinanda

✉ Corresponding author :
Email Address : giri@nobel.ac.id

INTRODUCTION

The banking industry is a service sector that depends heavily on the quality of its human resources. Banking products are relatively easy for competitors to imitate, so a bank's competitive advantage is largely determined by how its employees serve customers, carry out procedures, and achieve their targets. At the branch level, front-office staff, marketing officers, and operational staff are expected to work quickly, accurately, and in compliance with operating standards, while also building good relationships with customers. This combination of demands makes bank employee performance a persistently relevant managerial issue,

DOI : 10.37531/ecotal.v8i1.4248

particularly for private banks that face intense competition and target-based performance appraisal systems.

In this study, performance is understood as employee behaviors or actions that are relevant to organizational goals, comprising task performance, contextual performance, and counterproductive work behavior (Koopmans et al., 2011). This framework fits the banking context because branch employees are assessed not only on completing their tasks and meeting targets, but also on their willingness to help colleagues, their initiative, and their compliance with the strict rules and work ethics of the financial industry (Rotundo and Sackett, 2002). The literature shows that performance is determined not only by technical ability but also by interpersonal skills, the quality of leadership, and employees' perceptions of how the organization treats them (Colquitt et al., 2001; Hoch et al., 2018; Payne, 2005).

In interaction-based service work, communication skills are a core competency. Bank employees explain products, handle complaints, coordinate with other units, and convey information concerning customers' finances every day. The skills of attending to the other person, showing respect, empathizing, and responding appropriately are at the heart of effective interpersonal communication (Carkhuff, 2000; Hargie, 2011). Previous research has found that communication competence is related to job performance (Payne, 2005), and studies in Indonesia have also identified communication as one of the determinants of employee performance (Hernawan, 2023). Research on nurses in South Sulawesi has likewise shown that communication skills affect performance, both directly and through well-being (Mubyl et al., 2024).

Beyond individual factors, the behavior of the direct supervisor plays an important role in shaping employees' work experience. Servant leadership positions the leader as one who serves, prioritizes subordinates' needs, helps subordinates grow, and behaves ethically (Greenleaf, 1977; Liden et al., 2008). Systematic reviews show that this leadership style is associated with employee attitudes, well-being, and performance (Eva et al., 2019; van Dierendonck, 2011). Meanwhile, organizational justice, that is, employees' perceptions of the fairness of outcomes, procedures, interpersonal treatment, and the information they receive (Colquitt, 2001), is highly relevant in banks because incentives, promotions, and performance appraisals are determined through detailed target systems.

Psychological well-being was chosen as the mediating variable because it reflects employees' positive psychological condition, encompassing self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989; Ryff and Keyes, 1995). The happy-productive worker thesis holds that employees who are psychologically well tend to perform better (Cropanzano and Wright, 2001; Wright and Cropanzano, 2000). However, empirical evidence on the role of psychological well-being as the pathway linking leadership, justice, and communication competence to performance, particularly among bank employees in Indonesia, remains limited.

Previous studies in Makassar have largely examined mediation mechanisms through work attitudes, especially job satisfaction, in the relationship between organizational factors and employee performance (Bahasoan and Dwinanda, 2022; Dwinanda et al., 2023). This study extends that work in three ways: (1) by using psychological well-being within Ryff's eudaimonic framework as the mediator; (2) by simultaneously testing an individual competency factor (communication skills), a leadership factor (servant leadership), and an organizational system factor (organizational justice); and (3) by situating the study among private bank branch employees.

Based on the above, this study aims to analyze: (1) the effects of communication skills, servant leadership, and organizational justice on psychological well-being; (2) the effects of these three variables and psychological well-being on employee performance; and (3) the role

DOI : 10.37531/ecotal.v8i1.4248

of psychological well-being in mediating the effects of the three independent variables on employee performance. Theoretically, this study is expected to test the applicability of the happy-productive worker thesis in a target-based work environment. Practically, its results can serve as a basis for bank management in setting human resource development priorities.

Literature Review and Hypothesis Development

Employee performance. Through a systematic review of various conceptual frameworks, Koopmans et al. (2011) formulated individual work performance into three main dimensions that apply across occupations. Task performance is the proficiency with which employees perform the core tasks of their job, such as planning work, working efficiently, and achieving the expected results. Contextual performance consists of behaviors that support the organizational, social, and psychological environment in which core tasks are performed, such as taking initiative, taking on additional responsibilities, and cooperating with colleagues. Counterproductive work behavior consists of behaviors that harm the organization, such as complaining excessively, exaggerating problems, and neglecting work. These three dimensions were later operationalized in the Individual Work Performance Questionnaire (IWPQ) (Koopmans et al., 2014). Policy-capturing research shows that all three dimensions are taken into account by supervisors when rating overall performance (Rotundo and Sackett, 2002).

Communication skills. Interpersonal communication skill is an individual's ability to interact effectively and appropriately with others (Hargie, 2011; Spitzberg and Cupach, 1984). In this study, communication skills are measured through four dimensions rooted in Carkhuff's (2000) helping skills model: attending skills (focusing attention on the other person), respect (valuing the other person), empathy (understanding the feelings and perspective of others), and responsiveness (responding quickly and appropriately). These four dimensions were also used by Mubyl et al. (2024) to measure the communication skills of health workers.

Servant leadership. Liden et al. (2008) developed seven dimensions of servant leadership: emotional healing, creating value for the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, and behaving ethically. Servant leaders attend to the personal needs and development of their subordinates rather than focusing solely on achieving organizational targets (van Dierendonck, 2011).

Organizational justice. Colquitt (2001) distinguishes four dimensions of organizational justice. Distributive justice concerns the fairness of the outcomes received. Procedural justice concerns the fairness of the decision-making process. Interpersonal justice concerns polite and respectful treatment. Informational justice concerns the honesty and adequacy of the explanations given to employees.

Psychological well-being. Ryff (1989) defines psychological well-being as positive psychological functioning, encompassing self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Unlike job satisfaction, which is an evaluation of one's job, psychological well-being describes an individual's psychological condition more comprehensively (Ryff and Keyes, 1995; Wright and Cropanzano, 2000).

Communication skills and psychological well-being. Social skills help individuals build and maintain positive interpersonal relationships, and such positive relationships are associated with higher psychological well-being (Segrin and Taylor, 2007). Employees who communicate skillfully tend to be better able to manage the interactional demands of their work and thus better able to master their work environment. Mubyl et al. (2024) also found

DOI : 10.37531/ecotal.v8i1.4248

that communication skills have a positive effect on nurses' well-being. Accordingly, the first hypothesis is formulated as follows.

H1: *Communication skills have a positive effect on psychological well-being.*

Servant leadership and psychological well-being. Servant leaders provide emotional support, opportunities for growth, and ethical treatment to their subordinates. Research shows that servant leadership is associated with better employee psychological health and lower levels of exhaustion (Rivkin et al., 2014). A recent scoping review also confirms the positive relationship between servant leadership and various indicators of employee well-being (Jonker and Dube, 2025).

H2: *Servant leadership has a positive effect on psychological well-being.*

Organizational justice and psychological well-being. Fair treatment gives employees a sense of security and of being valued, whereas injustice is a source of work stress. Meta-analyses show that justice perceptions are related to employees' attitudes and affective reactions (Cohen-Charash and Spector, 2001; Colquitt et al., 2001), and studies of employee well-being identify organizational justice as a relevant work characteristic (Lawson et al., 2009).

H3: *Organizational justice has a positive effect on psychological well-being.*

Communication skills and performance. In service work, most tasks are carried out through interaction. Communication competence has been shown to be related to job performance (Payne, 2005), and effective communication facilitates coordination and service, thereby improving employee performance (Hernawan, 2023). Mubyl et al. (2024) also found a positive effect of communication skills on nurses' performance ($\beta = 0.277$).

H4: *Communication skills have a positive effect on employee performance.*

Servant leadership and performance. Liden et al. (2008) found that servant leadership is related to in-role performance. The meta-analysis by Hoch et al. (2018) also shows that servant leadership explains variance in performance beyond the effect of transformational leadership, and Liden et al. (2014) found that servant leadership enhances individual and unit performance through the formation of a serving culture. In Indonesia, Rinjani and Priyono (2023) examined the role of servant leadership in employee performance through organizational commitment.

H5: *Servant leadership has a positive effect on employee performance.*

Organizational justice and performance. Employees who feel fairly treated tend to reciprocate with greater effort and better performance. Meta-analyses show that justice, particularly procedural justice, is related to performance (Cohen-Charash and Spector, 2001; Colquitt et al., 2001). A subsequent meta-analysis also shows that all four justice dimensions are positively correlated with task performance and citizenship behavior and negatively correlated with counterproductive work behavior (Colquitt et al., 2013).

H6: *Organizational justice has a positive effect on employee performance.*

Psychological well-being and performance. Wright and Cropanzano (2000) found that psychological well-being predicts job performance, even more strongly than job satisfaction does. Psychologically well employees have more energy, resilience, and psychological resources with which to carry out their tasks (Cropanzano and Wright, 2001).

H7: *Psychological well-being has a positive effect on employee performance.*

The mediating role of psychological well-being. If communication skills, servant leadership, and organizational justice enhance psychological well-being, and psychological well-being enhances performance, then psychological well-being may be the mechanism that links these three variables to employee performance. This logic is consistent with the Job Demands-Resources model, which states that job resources, such as supervisor support and

DOI : 10.37531/ecotal.v8i1.4248

fair treatment, trigger a motivational process that ultimately improves performance (Bakker and Demerouti, 2007).

H8: *Psychological well-being mediates the effect of communication skills on employee performance.*

H9: *Psychological well-being mediates the effect of servant leadership on employee performance.*

H10: *Psychological well-being mediates the effect of organizational justice on employee performance.*

The conceptual framework of the study is presented in Figure 1.

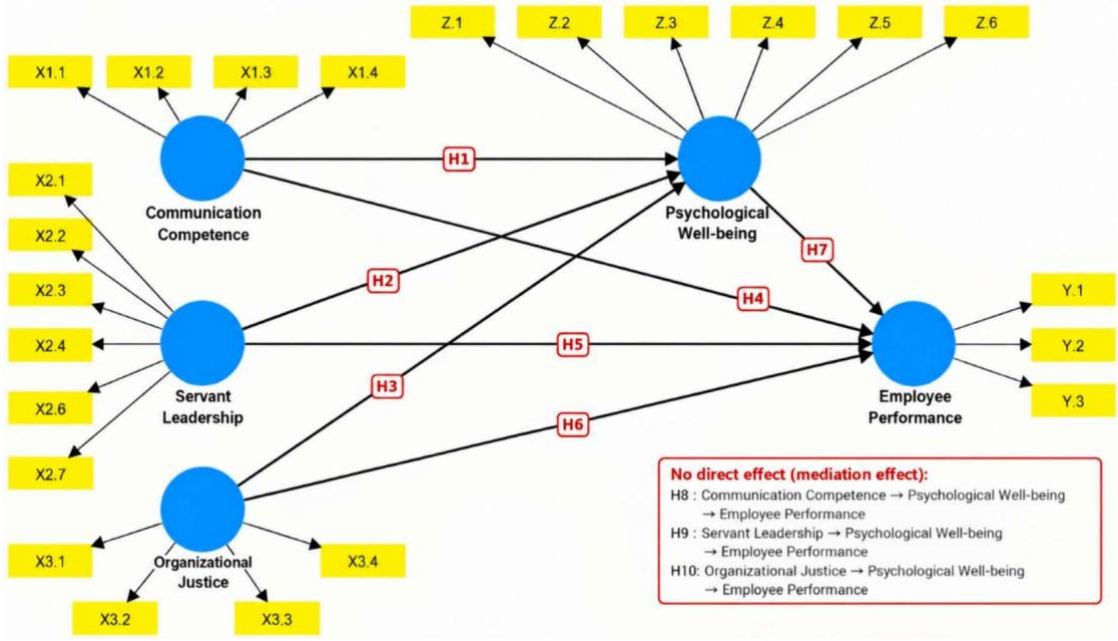


Figure 1. Conceptual Framework

METHODS

This study used a quantitative approach with an explanatory design to test causal relationships between variables. Data were collected through a questionnaire survey at a single point in time (cross-sectional). The study population comprised the employees of a private bank branch [the name of the bank and city may be stated or anonymized, subject to permission], consisting of front-office, marketing/business, back-office/operations, and first-line supervisory units. All members of the population were included as respondents (census sampling), yielding 48 respondents. The branch manager was not included as a respondent because he or she was the figure being rated on the servant leadership variable.

All items were measured on a four-point Likert scale (1 = strongly disagree to 4 = strongly agree). Communication skills were measured with 12 items across four dimensions; servant leadership with 21 items adapted from Liden et al. (2008); organizational justice with 12 items adapted from Colquitt (2001); psychological well-being with 16 items adapted from Ryff (1989); and employee performance with 9 items adapted from the IWPQ (Koopmans et al., 2014). Counterproductive work behavior items were reverse-coded, so that a high score indicates low counterproductive behavior and is aligned with the other two performance dimensions. The summed score of each dimension was used as a construct indicator, so the measurement model consists of 24 reflective indicators. This approach of summing items per dimension (item parceling) simplifies the model and improves indicator reliability (Little et al., 2002). The operational definitions of the variables are presented in Table 1.

DOI : 10.37531/ecotal.v8i1.4248

Table 1. Operational Definitions of Variables

Variable	Dimensions (PLS indicators)	Items	Source
Communication Skills (X1)	X1.1 *Attending skills*; X1.2 *Respect*; X1.3 *Empathy*; X1.4 *Responsiveness*	12	Carkhuff (2000); Hargie (2011)
Servant Leadership (X2)	X2.1 *Emotional healing*; X2.2 *Creating value for the community*; X2.3 *Conceptual skills*; X2.4 *Empowering*; X2.5 *Helping subordinates grow and succeed*; X2.6 *Putting subordinates first*; X2.7 *Behaving ethically*	21	Liden et al. (2008)
Organizational Justice (X3)	X3.1 Distributive; X3.2 Procedural; X3.3 Interpersonal; X3.4 Informational	12	Colquitt (2001)
Psychological Well-Being (Z)	Z.1 Self-acceptance; Z.2 Positive relations with others; Z.3 Autonomy; Z.4 Environmental mastery; Z.5 Purpose in life; Z.6 Personal growth	16	Ryff (1989)
Employee Performance (Y)	Y.1 *Task performance*; Y.2 *Contextual performance*; Y.3 *Counterproductive work behavior* (reverse-coded)	9	Koopmans et al. (2011, 2014)

The data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). This method was chosen because it is suitable for prediction-oriented research, models with many constructs, and relatively small samples (Hair et al., 2019). Estimation was performed in SmartPLS 4 (Ringle et al., 2022) using the PLS algorithm with the path weighting scheme (maximum 3,000 iterations; stop criterion 10^{-7}). The analysis was conducted in two stages. The first stage was the evaluation of the measurement model (outer model), comprising: (a) convergent validity, with the criterion outer loading ≥ 0.70, where indicators with loadings < 0.40 were removed and indicators with loadings of 0.40–0.70 were retained in consideration of content validity (Hair et al., 2022), and Average Variance Extracted (AVE) ≥ 0.50; (b) internal consistency reliability, with the criterion Cronbach's alpha, rho_A, and composite reliability (CR) ≥ 0.70; and (c) discriminant validity, using the Fornell-Larcker criterion (Fornell and Larcker, 1981) and the heterotrait-monotrait ratio (HTMT) < 0.90 (Henseler et al., 2015).

The second stage was the evaluation of the structural model (inner model), comprising a multicollinearity test (VIF < 5), the coefficient of determination R^2 (0.75 substantial; 0.50 moderate; 0.25 weak), effect size f^2 (0.02 small; 0.15 medium; 0.35 large) (Cohen, 1988), predictive relevance Q^2 through the blindfolding procedure with an omission distance of 7 ($Q^2 > 0$), and hypothesis testing. The significance of path coefficients was tested by bootstrapping with 5,000 subsamples (percentile confidence intervals) in a two-tailed test at the 5% significance level. Indirect effects were tested using the bootstrap approach to the product of path coefficients (Preacher and Hayes, 2008), and the type of mediation was determined following Zhao et al. (2010). The categories of mean response scores were determined using an interval width of $(4 - 1)/4 = 0.75$: 1.00–1.75 very low; 1.76–2.50 low; 2.51–3.25 high; and 3.26–4.00 very high.

RESULTS AND DISCUSSION

Respondent Characteristics

The characteristics of the 48 respondents are presented in Table 2. Most respondents were female (58.3%), held a bachelor's degree (89.6%), and were aged 26–30 years (54.2%). By

DOI : 10.37531/ecotal.v8i1.4248

work unit, the largest group of respondents came from the marketing/business unit (35.4%), followed by back-office/operations (27.1%), front office (25.0%), and first-line supervision (12.5%). Most respondents had a tenure of five years or less (60.4%). This composition describes a branch office with a relatively young workforce dominated by marketing and service functions.

Table 2. Respondent Characteristics (n = 48)

Characteristic	Category	Frequency	%
Gender	Male	20	41.7
	Female	28	58.3
Education	Diploma (D3)	3	6.3
	Bachelor's (S1)	43	89.6
	Master's (S2)	2	4.2
Work unit	Front office	12	25.0
	Marketing/business	17	35.4
	Back office/operations	13	27.1
	First-line supervision	6	12.5
Age	≤ 25 years	4	8.3
	26–30 years	26	54.2
	31–35 years	10	20.8
	36–40 years	5	10.4
	> 40 years	3	6.3
Tenure	≤ 2 years	14	29.2
	3–5 years	15	31.3
	6–10 years	12	25.0
	> 10 years	7	14.6

Source: Processed primary data (2026).

Descriptive Statistics

Table 3 presents the mean response scores for each dimension. Communication skills (3.16), servant leadership (3.06), psychological well-being (3.09), and employee performance (3.11) fall into the high category. Organizational justice has the lowest mean (2.78), although it is still in the high category, and the informational justice dimension (2.68) has the lowest score. This pattern indicates that employees rate their own communication skills quite highly, perceive servant leadership, and rate their performance highly, but regard organizational justice, particularly the adequacy of information about organizational decisions, as the weakest aspect. For servant leadership, the dimensions helping subordinates grow and succeed (2.65) and emotional healing (2.83) have the lowest scores, whereas putting subordinates first (3.42) and behaving ethically (3.30) have the highest. For performance, contextual performance (3.18) has the highest score, followed by task performance (3.10) and counterproductive work behavior (3.04), which means that respondents rate themselves as rarely engaging in counterproductive behavior.

Table 3. Mean Response Scores by Dimension

Variable	Dimension	Mean	Category
Communication Skills (X1)		**3.16**	**High**
	Attending skills	3.08	High
	Respect	3.21	High
	Empathy	3.18	High

DOI : 10.37531/ecotal.v8i1.4248

Variable	Dimension	Mean	Category
	Responsiveness	3.19	High
Servant Leadership (X2)		**3.06**	**High**
	Emotional healing	2.83	High
	Creating value for the community	3.24	High
	Conceptual skills	3.12	High
	Empowering	2.88	High
	Helping subordinates grow and succeed	2.65	High
	Putting subordinates first	3.42	Very high
	Behaving ethically	3.30	Very high
Organizational Justice (X3)		**2.78**	**High**
	Distributive	2.78	High
	Procedural	2.90	High
	Interpersonal	2.77	High
	Informational	2.68	High
Psychological Well-Being (Z)		**3.09**	**High**
	Self-acceptance	3.09	High
	Positive relations with others	3.20	High
	Autonomy	3.22	High
	Environmental mastery	3.06	High
	Purpose in life	3.09	High
	Personal growth	2.88	High
Employee Performance (Y)		**3.11**	**High**
	Task performance	3.10	High
	Contextual performance	3.18	High
	Counterproductive work behavior[1]	3.04	High

Note: scale 1–4; means are calculated per item. [1]Reverse-coded: a high value indicates low counterproductive behavior.
Source: Processed primary data (2026).

Measurement Model Evaluation

The initial evaluation showed that one indicator had an outer loading below 0.40, namely X2.5 helping subordinates grow and succeed (0.399), so this indicator was removed from the model. Indicators with loadings of 0.40–0.70, namely X2.1 (0.403), X2.4 (0.493), X3.3 (0.641), X3.4 (0.402), Z.1 (0.568), Z.4 (0.685), Z.6 (0.627), and Y.3 (0.650), were retained because they represent the theoretical dimensions of their constructs (Hair et al., 2022). The bootstrapping results show that the loadings in the final model are significant ($t = 2.906–31.800$; $p < 0.05$), except for X2.1 emotional healing ($t = 1.695$) and X3.4 informational justice ($t = 1.364$). These two indicators were retained to preserve the content coverage of the constructs, and this is noted as a measurement limitation. The outer loadings of the initial and final models are presented in Table 4.

Table 4. Outer Loadings of the Initial and Final Models

Variable	Indicator	Initial loading	Final loading	Remark
Communication Skills	X1.1	0.744	0.744	Valid
	X1.2	0.836	0.836	Valid
	X1.3	0.828	0.828	Valid
	X1.4	0.907	0.907	Valid

DOI : 10.37531/ecotal.v8i1.4248

Variable	Indicator	Initial loading	Final loading	Remark
Servant Leadership	X2.1	0.402	0.403	Valid
	X2.2	0.733	0.752	Valid
	X2.3	0.822	0.823	Valid
	X2.4	0.531	0.493	Valid
	X2.5	0.399	–	Removed
	X2.6	0.739	0.746	Valid
	X2.7	0.819	0.831	Valid
Organizational Justice	X3.1	0.905	0.905	Valid
	X3.2	0.751	0.750	Valid
	X3.3	0.641	0.641	Valid
	X3.4	0.403	0.402	Valid
Psychological Well-Being	Z.1	0.568	0.568	Valid
	Z.2	0.861	0.860	Valid
	Z.3	0.904	0.903	Valid
	Z.4	0.683	0.685	Valid
	Z.5	0.786	0.785	Valid
	Z.6	0.627	0.627	Valid
Employee Performance	Y.1	0.876	0.878	Valid
	Y.2	0.917	0.917	Valid
	Y.3	0.653	0.650	Valid

Source: SmartPLS 4 output (2026).

Table 5 shows that all constructs have composite reliability (0.781–0.898) and rho_A (0.777–0.965) values above 0.70, so all constructs are reliable. Cronbach's alpha values are above 0.70, except for organizational justice (0.683), which is slightly below this threshold. Because Cronbach's alpha tends to underestimate reliability, while the rho_A (0.866) and CR (0.781) of organizational justice meet the criteria, this construct is still considered reliable (Hair et al., 2022). The AVE values of communication skills (0.690), psychological well-being (0.559), and employee performance (0.678) are above 0.50. The AVE values of servant leadership (0.483) and organizational justice (0.489) are slightly below 0.50. Some researchers still accept an AVE below 0.50 if the construct's composite reliability is above 0.60, with reference to Fornell and Larcker (1981). Both constructs meet this requirement (CR = 0.841 and 0.781), so their convergent validity is considered adequate, albeit at the minimum threshold.

Table 5. Reliability and Convergent Validity

Variable	Cronbach's α	rho_A	CR	AVE
Communication Skills (X1)	0.865	0.965	0.898	0.690
Servant Leadership (X2)	0.774	0.823	0.841	0.483
Organizational Justice (X3)	0.683	0.866	0.781	0.489
Psychological Well-Being (Z)	0.837	0.875	0.881	0.559
Employee Performance (Y)	0.750	0.777	0.861	0.678

Source: SmartPLS 4 output (2026).

Discriminant validity was evaluated using two criteria. Based on the Fornell-Larcker criterion (Table 6), the square roots of the AVE of communication skills, organizational justice, psychological well-being, and employee performance are greater than their correlations with the other constructs. For servant leadership, the square root of the AVE (0.695) is smaller than its correlation with employee performance (0.764), so the Fornell-Larcker criterion is not met

DOI : 10.37531/ecotal.v8i1.4248

for this pair. Based on the HTMT criterion (Table 7), nine of the ten construct pairs have values below 0.90. The pair of servant leadership and employee performance has a value of 0.954, with a 95% bootstrap confidence interval of [0.784; 1.220]. Thus, servant leadership and employee performance are not yet clearly distinguished in respondents' perceptions. This is understandable because, in a branch office, the supervisor's serving behavior and subordinates' performance occur within the same day-to-day work interactions: a supervisor who helps solve problems and puts subordinates' needs first directly shapes how subordinates complete their tasks and help their colleagues. This condition is taken into account in interpreting the results and is discussed as a limitation of the study.

Table 6. Discriminant Validity: Fornell-Larcker Criterion

Variable	X1	X2	X3	Z	Y
X1	**0.830**				
X2	−0.391	**0.695**			
X3	0.053	0.380	**0.699**		
Z	−0.183	0.674	0.543	**0.748**	
Y	−0.294	0.764	0.257	0.676	**0.823**

Note: bold diagonal values are the square roots of the AVE. Source: SmartPLS 4 output (2026).

Table 7. Discriminant Validity: Heterotrait-Monotrait Ratio (HTMT)

Variable	X1	X2	X3	Z
X2	0.420			
X3	0.247	0.557		
Z	0.174	0.796	0.629	
Y	0.307	0.954	0.408	0.837

Source: SmartPLS 4 output (2026).

Structural Model Evaluation

The inner VIF values range from 1.24 to 2.22, below the threshold of 5, so there is no multicollinearity problem in the structural model. Table 8 shows that the R^2 of psychological well-being is 0.550 (moderate; adjusted R^2 = 0.519). This means that communication skills, servant leadership, and organizational justice jointly explain 55.0% of the variance in psychological well-being. The R^2 of employee performance is 0.651 (moderate; adjusted R^2 = 0.619), meaning that the four predictor constructs explain 65.1% of the variance in performance. The Q^2 values for psychological well-being (0.247) and employee performance (0.390) are greater than zero, so the model has good predictive relevance. The SRMR of the model is 0.141, above the commonly used threshold of 0.10. However, global model fit measures in PLS-SEM are still debated, so this value is interpreted with caution (Hair et al., 2022).

Table 8. Coefficient of Determination (R^2) and Predictive Relevance (Q^2)

Endogenous variable	R^2	Adjusted R^2	Q^2
Psychological Well-Being (Z)	0.550	0.519	0.247
Employee Performance (Y)	0.651	0.619	0.390

Source: SmartPLS 4 output (2026).

The f^2 effect sizes (Table 9) show that the effects of servant leadership on psychological well-being (0.467) and on performance (0.443) are large. The effects of organizational justice on psychological well-being (0.197) and of psychological well-being on performance (0.189) are medium. The effect of organizational justice on performance is small (0.055), whereas

DOI : 10.37531/ecotal.v8i1.4248

communication skills have no meaningful effect on either psychological well-being or performance.

Table 9. Effect Sizes (f^2) and VIF of the Structural Model

Path	f^2	Category	VIF
X1 → Z	0.000	No effect	1.25
X2 → Z	0.467	Large	1.46
X3 → Z	0.197	Medium	1.24
X1 → Y	0.000	No effect	1.25
X2 → Y	0.443	Large	2.14
X3 → Y	0.055	Small	1.48
Z → Y	0.189	Medium	2.22

Source: SmartPLS 4 output (2026).

Hypothesis Testing

The results of hypothesis testing using bootstrapping with 5,000 subsamples are presented in Table 10 and Figure 2. Of the seven direct effect hypotheses, four were supported. Servant leadership has a positive and significant effect on psychological well-being (β = 0.554; t = 3.646; p < 0.001), so H2 is supported. Organizational justice has a positive and significant effect on psychological well-being (β = 0.332; t = 2.239; p = 0.025), so H3 is supported. Servant leadership has a positive and significant effect on employee performance (β = 0.575; t = 3.509; p < 0.001), so H5 is supported. Psychological well-being has a positive and significant effect on employee performance (β = 0.384; t = 2.221; p = 0.026), so H7 is supported. Hypotheses H1, H4, and H6 were rejected because their p-values exceed 0.05 and their confidence intervals include zero. The three indirect effect hypotheses (H8–H10) were also rejected because their p-values exceed 0.05. The indirect effect of servant leadership through psychological well-being (H9) has a confidence interval that excludes zero [0.005; 0.525], but its p-value (0.102) is above 0.05, while the indirect effect of organizational justice (H10) is at the margin of significance (p = 0.056). The total effect of servant leadership on performance is significant (β = 0.787; t = 6.777; p < 0.001), whereas the total effects of communication skills (β = 0.016; p = 0.848) and organizational justice (β = −0.043; p = 0.852) on performance are not significant.

Table 10. Hypothesis Testing Results

Hyp.	Path	β	SD	t	p	95% CI	Decision
H1	X1 → Z	0.016	0.106	0.151	0.880	[−0.215; 0.214]	Rejected
H2	X2 → Z	0.554	0.152	3.646	< 0.001	[0.194; 0.795]	**Supported**
H3	X3 → Z	0.332	0.148	2.239	0.025	[0.045; 0.672]	**Supported**
H4	X1 → Y	0.010	0.079	0.128	0.898	[−0.120; 0.199]	Rejected
H5	X2 → Y	0.575	0.164	3.509	< 0.001	[0.166; 0.823]	**Supported**
H6	X3 → Y	−0.170	0.234	0.726	0.468	[−0.587; 0.337]	Rejected
H7	Z → Y	0.384	0.173	2.221	0.026	[0.024; 0.741]	**Supported**
H8	X1 → Z → Y	0.006	0.045	0.134	0.893	[−0.094; 0.096]	Rejected
H9	X2 → Z → Y	0.212	0.130	1.635	0.102	[0.005; 0.525]	Rejected
H10	X3 → Z → Y	0.127	0.067	1.910	0.056	[−0.012; 0.255]	Rejected

Note: β = path coefficient (original sample); SD = bootstrap standard deviation; CI = percentile confidence interval. Source: SmartPLS 4 output (2026).

DOI : 10.37531/ecotal.v8i1.4248

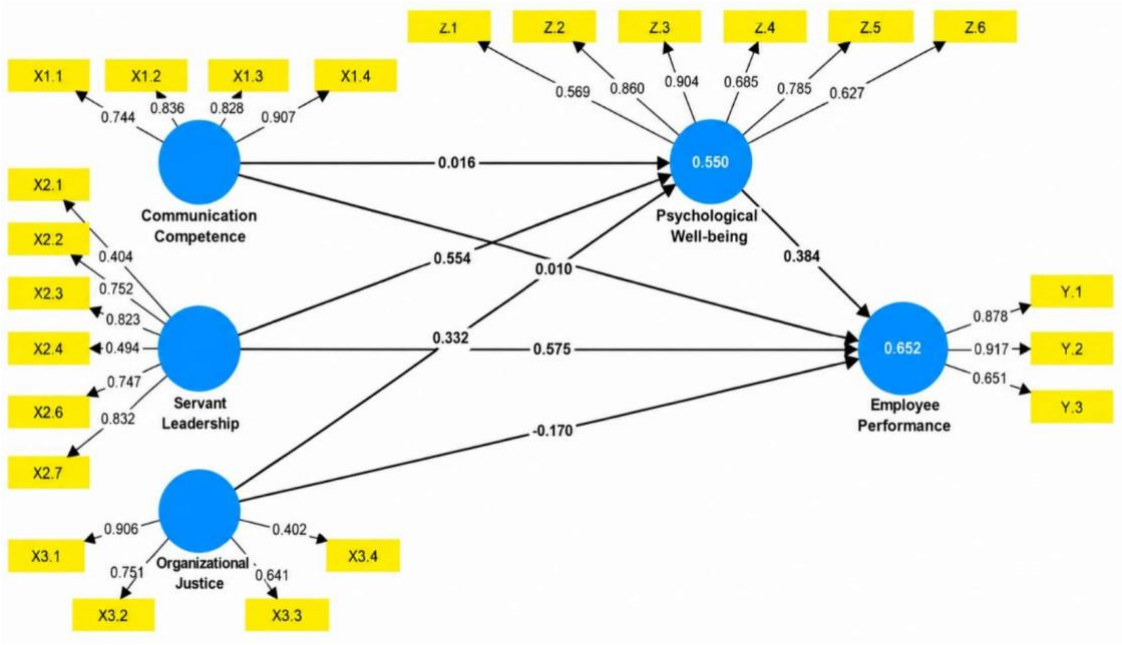


Figure 2. Structural Model Estimation Results

Discussion of the Supported Hypotheses

Servant leadership as the main driver of well-being and performance (H2 and H5). Servant leadership is the strongest predictor in the model, for both psychological well-being (H2) and employee performance (H5), with large effect sizes on both paths. The H2 finding is consistent with Rivkin et al. (2014), who showed that servant leadership is associated with better employee psychological health, and with Jonker and Dube (2025), who confirmed the positive relationship of this leadership style with various indicators of employee well-being. The H5 finding supports Liden et al. (2008) and Hoch et al. (2018), who showed that servant leadership explains subordinates' performance even after accounting for transformational leadership, as well as Liden et al. (2014), who found that servant leaders encourage their subordinates to serve colleagues and customers in turn. This last explanation is relevant to the framework of Koopmans et al. (2011), because helping and taking initiative are at the core of contextual performance, the performance dimension with the highest loading in the model.

In a bank branch, the direct supervisor is the one who allocates targets, resolves operational obstacles, and serves as the point of reference when employees face difficult customers. The servant leadership indicators with the highest loadings, namely behaving ethically, conceptual skills, and creating value for the community, indicate that employees benefit most from supervisors who have integrity, can solve work problems, and care about their environment. In contrast, emotional healing and empowering have low loadings, and the descriptive scores for helping subordinates grow and succeed and emotional healing are also the lowest. This means that the strength of leadership in the branch lies more in ethics and problem solving than in emotional support and subordinate development. The latter two aspects are the clearest areas for improvement.

Organizational justice and psychological well-being (H3). Organizational justice has a positive effect on psychological well-being with a medium effect size. This finding supports the meta-analyses of Cohen-Charash and Spector (2001) and Colquitt et al. (2001), which showed the link between justice perceptions and employees' affective reactions, and is consistent with Lawson et al. (2009), who identified organizational justice as a work characteristic important for employee well-being. Colquitt et al. (2013) explain that justice

DOI : 10.37531/ecotal.v8i1.4248

operates through two pathways, social exchange and affective states. The results of this study lend more support to the affective pathway: fair treatment makes employees feel valued and secure and able to master their work environment. This effect remains significant even when servant leadership is tested simultaneously. In other words, fairness in the organizational system makes a contribution to well-being that cannot be fully replaced by the supervisor's behavior. Given that organizational justice has the lowest descriptive score, improving justice, particularly informational justice, has the potential to add meaningfully to employee well-being.

Psychological well-being and performance (H7). Psychological well-being has a positive effect on performance with a medium effect size. This finding supports the happy-productive worker thesis (Cropanzano and Wright, 2001; Wright and Cropanzano, 2000), which states that psychologically well employees have more energy, resilience, and psychological resources to carry out their tasks. The size of this effect is also consistent with the meta-analysis by Judge et al. (2001), which found a moderate relationship between work attitudes and performance ($\rho \approx 0.30$). This finding is also in line with the motivational process in the Job Demands-Resources model (Bakker and Demerouti, 2007). The well-being dimensions with the highest loadings are autonomy and positive relations with others. In a branch office, employees who can make decisions independently and have good relationships with colleagues are more likely to complete their tasks well, help colleagues, and avoid counterproductive behavior. This effect remains significant after controlling for servant leadership, so psychological well-being makes its own contribution to performance. The magnitude of this effect is almost identical to the finding of Mubyl et al. (2024) among mental hospital nurses in South Sulawesi, who reported an effect of well-being on performance of $\beta = 0.383$.

Discussion of the Rejected Hypotheses

Six of the ten hypotheses were rejected: H1, H4, H6, H8, H9, and H10. These rejections should be read with care: a p-value above 0.05 means that the data of this study are not strong enough to demonstrate an effect, not that the effect is entirely absent. The rejected hypotheses nevertheless provide important information about the boundaries of the theories in the context of bank branches. A summary of the explanations is presented in Table 11.

Communication skills do not affect psychological well-being (H1). The path coefficient of communication skills on psychological well-being is close to zero ($\beta = 0.016$). This result contradicts Segrin and Taylor (2007), who found that social skills enhance psychological well-being through positive interpersonal relationships. The difference can be explained by the function of communication in the workplace. In everyday life, communication skills are a personal resource for building relationships. In a bank, these skills are mainly used to serve customers according to service standards, including remaining friendly when handling complaints. Using communication as a job demand requires emotion regulation (emotional labor), which does not always enhance well-being and may even drain psychological energy (Grandey, 2000). Thus, good communication skills do not necessarily make employees more self-accepting, more autonomous, or more aware of their personal growth. This result also contradicts Mubyl et al. (2024), who found that communication skills have a positive effect on nurses' well-being ($\beta = 0.421$).

Communication skills do not affect performance (H4). Communication skills also have no effect on performance ($\beta = 0.010$). This result contradicts Payne (2005) and Hernawan (2023), who found that communication competence is related to performance. However, it is consistent with Supryanita et al. (2023), who found that communication had no significant effect on the performance of employees at Bank Mandiri Taspen Padang Sidempuan. The study by Arisca et al. (2019) at Bank BJB Depok City Branch likewise found only a weak effect

DOI : 10.37531/ecotal.v8i1.4248

of communication, contributing about 4% of the variance in performance. This pattern suggests that in banking work, the relationship between communication and performance is not always strong. This result also contradicts Mubyl et al. (2024), who found an effect of communication skills on nurses' performance. The difference can be explained by the nature of the work. For mental hospital nurses, therapeutic communication is a core part of the patient's healing process, making it a performance-differentiating competency. In a bank branch, communication with customers is governed by SOPs and service standards, so it functions more as a threshold competency.

The first explanation is the concept of threshold competency. Spencer and Spencer (1993) distinguish threshold competencies, the minimum abilities that all job holders must possess, from differentiating competencies that separate superior performers from average ones. For bank employees, the ability to communicate is a basic requirement that is screened during recruitment and trained through service standards. The respondents' mean communication skill score (3.16) is high and evenly distributed. Because almost all employees possess it, this competency no longer distinguishes those who perform better. The second explanation is situational strength. When the way customers are served is governed by SOPs, service scripts, and uniform targets, there is little room for differences in individual ability to produce differences in performance (Meyer et al., 2010).

The results also show a negative correlation between communication skills and performance ($r = -0.294$) and between communication skills and servant leadership ($r = -0.391$). One conjecture is that employees who rate themselves as highly skilled communicators tend to hold higher standards and are therefore more critical in evaluating their supervisor and their own performance. Because all variables were measured through self-assessment, this conjecture should be tested further using supervisor-rated performance.

Organizational justice does not directly affect performance (H6). The path coefficient of organizational justice on performance is negative and not significant ($\beta = -0.170$). This result contradicts the meta-analyses of Colquitt et al. (2001) and Cohen-Charash and Spector (2001), which found a positive relationship between justice and performance. However, it is consistent with the pattern in the meta-analysis of Colquitt et al. (2013), in which the correlations of justice with task performance ranged only from 0.16 to 0.26, weaker than its relationships with citizenship behavior and work attitudes. Colquitt et al. (2013) also explain that justice influences behavior through employees' affective states. This study found the same pattern: organizational justice has a significant effect on psychological well-being (H3) but not a direct effect on performance. Justice is better understood as a factor that shapes employees' psychological condition than as a direct driver of performance.

Contextually, salary, incentive, promotion, and performance appraisal policies in private banks are generally set by the head office. Branch employees must still meet the same targets and SOPs regardless of how fair they perceive these policies to be. In such a strong work situation, perceived injustice is more likely to manifest as reduced well-being than as reduced performance (Meyer et al., 2010). The negative sign of the coefficient also offers an interesting clue. After controlling for servant leadership and psychological well-being, employees who feel fairly treated do not show higher performance. This may occur because employees who feel that the reward system is already fair are no longer driven to prove themselves through extra effort, although this conjecture requires further testing.

Psychological well-being does not mediate the effects of the independent variables on performance (H8, H9, and H10). Following the typology of Zhao et al. (2010), the three independent variables show different patterns. First, communication skills show a no-effect nonmediation pattern (H8): there is neither a direct nor an indirect effect on performance. Mediation fails at the first link, because communication skills do not affect psychological well-

DOI : 10.37531/ecotal.v8i1.4248

being (H1). This finding differs from Mubyl et al. (2024), who demonstrated that well-being mediates the effect of communication skills on nurses' performance.

Second, servant leadership shows a direct-only nonmediation pattern (H9): its direct effect on performance is strong and significant, whereas its indirect effect through psychological well-being is not significant based on the p-value. Although both links of the mediation chain (H2 and H7) are significant, most of the effect of servant leadership on performance is transmitted directly, accounting for 73% of the total effect (0.575 of 0.787). This suggests that servant leaders improve performance mainly through concrete help with work, such as solving problems, giving direction, and serving as role models, rather than mainly through improving subordinates' psychological condition. This finding is consistent with Eva et al. (2019) and Liden et al. (2014), who showed that the effect of servant leadership on performance can operate through other mechanisms, such as identification with the leader and a serving culture. The confidence interval of the indirect effect, which excludes zero, still suggests a complementary role of psychological well-being, although it is not yet strong enough to be concluded as mediation.

Third, organizational justice shows the most interesting pattern (H10). Its indirect effect through psychological well-being is positive and close to significance ($\beta = 0.127$; $p = 0.056$), whereas its direct effect is negative ($\beta = -0.170$). These two effects in opposite directions cancel each other out, so the total effect of organizational justice on performance is close to zero ($\beta = -0.043$). This pattern resembles competitive mediation in the typology of Zhao et al. (2010), although neither component is yet significant. In other words, justice has the potential to improve performance through well-being, but this effect is masked by a direct effect in the opposite direction. This finding supports the affective perspective of Colquitt et al. (2013) and shows that the effect of justice on performance cannot be understood without considering employees' psychological condition. This pattern is similar to the finding of Mubyl et al. (2024), who showed that compensation had no direct effect on nurses' performance but affected it through job satisfaction and well-being. This similarity is relevant because distributive justice also concerns the rewards that employees receive.

Table 11. Summary of the Rejected Hypotheses and Their Relation to Previous Studies

Hyp.	Path	β	Consistent with	Inconsistent with	Main explanation
H1	X1 → Z	0.016	Grandey (2000)	Segrin and Taylor (2007); Mubyl et al. (2024)	In banks, communication functions as a service demand (*emotional labor*) rather than a psychological resource
H4	X1 → Y	0.010	Supryanita et al. (2023); Arisca et al. (2019)	Payne (2005); Hernawan (2023); Mubyl et al. (2024)	Communication is an evenly shared threshold competency; service is governed by SOPs
H6	X3 → Y	−0.170	Colquitt et al. (2013)	Colquitt et al. (2001); Cohen-Charash and Spector (2001)	Justice operates through the affective pathway; reward policies are centralized
H8	X1 → Z → Y	0.006	–	Segrin and Taylor (2007); Mubyl et al. (2024)	*No-effect nonmediation*: the X1 → Z path is absent
H9	X2 → Z → Y	0.212	Eva et al. (2019); Liden et al. (2014)	Rivkin et al. (2014)	*Direct-only nonmediation*: 73% of the effect is transmitted directly

DOI : 10.37531/ecotal.v8i1.4248

Hyp.	Path	β	Consistent with	Inconsistent with	Main explanation
H10	X3 → Z → Y	0.127	Colquitt et al. (2013); Mubyl et al. (2024)	Lawson et al. (2009)	The positive indirect effect is masked by a negative direct effect

Source: SmartPLS 4 output (2026) and literature review.

Implications of the Study

Theoretical implications. This study makes three theoretical contributions. First, it confirms the role of servant leadership as the most decisive job resource in bank branches, as it strongly affects both psychological well-being and performance measured with Koopmans' framework. Second, the happy-productive worker thesis holds in a target-based work environment, but psychological well-being acts more as a predictor in its own right than as the pathway linking leadership and justice to performance. Third, communication skills in banking work are better positioned as a threshold competency than as a performance-differentiating competency, and organizational justice is better understood as a driver of well-being than as a direct driver of performance.

Practical implications. Bank management is advised to: (1) prioritize the development of supervisors' servant leadership, particularly in providing emotional support, empowering, and helping subordinates grow, which currently receive the lowest scores; (2) improve organizational justice, especially informational justice, by openly explaining the basis for setting targets, incentives, and performance appraisals; (3) attend to employees' psychological well-being, especially autonomy and positive relations among employees, as part of the performance strategy; and (4) maintain communication skill standards through recruitment and basic training, but not rely on them as the sole means of improving performance.

Limitations. This study has several limitations. First, the respondents came from a single branch office, which limits the generalizability of the results. Second, the servant leadership and organizational justice constructs have AVE values slightly below 0.50, and two of their indicators, emotional healing and informational justice, have non-significant loadings. Third, servant leadership and employee performance are not yet clearly distinguished empirically (HTMT = 0.954), so the magnitude of the effect of servant leadership on performance should be interpreted with caution. Fourth, the data are cross-sectional and entirely self-reported, including performance, making them susceptible to common method bias. Fifth, the four-point scale limits the variation in respondents' answers.

CONCLUSION

This study concludes that servant leadership is the main determinant of the psychological well-being and performance of private bank employees. Servant leadership has a positive and significant effect on psychological well-being and performance, with large effect sizes. Organizational justice has a positive and significant effect on psychological well-being but no direct effect on performance. Psychological well-being has a positive and significant effect on performance. Communication skills affect neither psychological well-being nor performance. Psychological well-being has not been shown to mediate the effects of communication skills, servant leadership, and organizational justice on performance. Overall, four of the ten hypotheses were supported. These findings indicate that in a target-based banking work environment, employee performance is determined more by the quality of supervisory leadership and employees' psychological condition than by communication skills that are already evenly shared.

DOI : 10.37531/ecotal.v8i1.4248

Future research is recommended to: (1) involve several branch offices or several banks; (2) use supervisor-rated performance or actual performance data to reduce common method bias and to separate the servant leadership construct from performance; (3) refine the servant leadership and organizational justice instruments, especially the emotional healing and informational justice items; (4) test alternative mediators, such as identification with the leader or work engagement, in the relationship between servant leadership and performance; (5) test the effect of organizational justice on each performance dimension separately, particularly contextual performance and counterproductive work behavior; and (6) use a five- or seven-point Likert scale to broaden the variation in responses.

References :

Arisca, G., Firdaus, M. A., & Rinda, R. T. K. (2019). Pengaruh kepuasan kerja dan komunikasi terhadap kinerja karyawan [The effect of job satisfaction and communication on employee performance]. *Jurnal Manager*, *2*(2), 11–20.

Bahasoan, S., & Dwinanda, G. (2022). Peran kepuasan kerja memediasi hubungan keterampilan pelatihan dan kinerja pegawai PT Bosowa Propertindo Makassar [The role of job satisfaction in mediating the relationship between training skills and employee performance at PT Bosowa Propertindo Makassar]. *Jurnal Manajemen STIE Muhammadiyah Palopo*, *8*(2), 139–152.

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, *22*(3), 309–328. https://doi.org/10.1108/02683940710733115

Carkhuff, R. R. (2000). *The art of helping in the 21st century* (8th ed.). HRD Press.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.

Cohen-Charash, Y., & Spector, P. E. (2001). The role of justice in organizations: A meta-analysis. *Organizational Behavior and Human Decision Processes*, *86*(2), 278–321. https://doi.org/10.1006/obhd.2001.2958

Colquitt, J. A. (2001). On the dimensionality of organizational justice: A construct validation of a measure. *Journal of Applied Psychology*, *86*(3), 386–400. https://doi.org/10.1037/0021-9010.86.3.386

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, *86*(3), 425–445. https://doi.org/10.1037/0021-9010.86.3.425

Colquitt, J. A., Scott, B. A., Rodell, J. B., Long, D. M., Zapata, C. P., Conlon, D. E., & Wesson, M. J. (2013). Justice at the millennium, a decade later: A meta-analytic test of social exchange and affect-based perspectives. *Journal of Applied Psychology*, *98*(2), 199–236. https://doi.org/10.1037/a0031757

Cropanzano, R., & Wright, T. A. (2001). When a "happy" worker is really a "productive" worker: A review and further refinement of the happy-productive worker thesis. *Consulting Psychology Journal: Practice and Research*, *53*(3), 182–199. https://doi.org/10.1037/1061-4087.53.3.182

Dwinanda, G., Zulhj, R. A. A., & Islam, M. F. (2023). Pengaruh kompetensi, disiplin kerja dan etos kerja terhadap efektifitas kerja pegawai [The effect of competence, work discipline,

DOI : 10.37531/ecotal.v8i1.4248

and work ethic on employee work effectiveness]. *Jurnal Manajemen STIE Muhammadiyah Palopo*, *9*(1).

Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. *The Leadership Quarterly*, *30*(1), 111–132. https://doi.org/10.1016/j.leaqua.2018.07.004

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, *18*(1), 39–50. https://doi.org/10.1177/002224378101800104

Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology*, *5*(1), 95–110. https://doi.org/10.1037/1076-8998.5.1.95

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. Paulist Press.

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). Sage.

Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, *31*(1), 2–24. https://doi.org/10.1108/EBR-11-2018-0203

Hargie, O. (2011). *Skilled interpersonal communication: Research, theory and practice* (5th ed.). Routledge.

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, *43*(1), 115–135. https://doi.org/10.1007/s11747-014-0403-8

Hernawan, H. (2023). Peran komunikasi dan motivasi kerja dalam meningkatkan kinerja pegawai [The role of communication and work motivation in improving employee performance]. *Economics and Digital Business Review*, *4*(2), 385–400.

Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. *Journal of Management*, *44*(2), 501–529. https://doi.org/10.1177/0149206316665461

Jonker, C. S., & Dube, S. C. (2025). Servant leadership and well-being: A scoping review of positive organisational outcomes. *SA Journal of Human Resource Management*, *23*, a2783. https://doi.org/10.4102/sajhrm.v23i0.2783

Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, *127*(3), 376–407. https://doi.org/10.1037/0033-2909.127.3.376

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., de Vet, H. C. W., & van der Beek, A. J. (2014). Construct validity of the Individual Work Performance Questionnaire. *Journal of Occupational and Environmental Medicine*, *56*(3), 331–337. https://doi.org/10.1097/JOM.0000000000000113

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet, H. C. W., & van der Beek, A. J. (2011). Conceptual frameworks of individual work performance: A systematic review. *Journal of Occupational and Environmental Medicine*, *53*(8), 856–866. https://doi.org/10.1097/JOM.0b013e318226a763

Lawson, K. J., Noblet, A. J., & Rodwell, J. J. (2009). Promoting employee wellbeing: The relevance of work characteristics and organizational justice. *Health Promotion International*, *24*(3), 223–233.

Liden, R. C., Wayne, S. J., Liao, C., & Meuser, J. D. (2014). Servant leadership and serving culture: Influence on individual and unit performance. *Academy of Management Journal*, *57*(5), 1434–1452. https://doi.org/10.5465/amj.2013.0034

Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *The Leadership Quarterly*, *19*(2), 161–177. https://doi.org/10.1016/j.leaqua.2008.01.006

Little, T. D., Cunningham, W. A., Shahar, G., & Widaman, K. F. (2002). To parcel or not to parcel: Exploring the question, weighing the merits. *Structural Equation Modeling*, *9*(2), 151–173. https://doi.org/10.1207/S15328007SEM0902_1

Meyer, R. D., Dalal, R. S., & Hermida, R. (2010). A review and synthesis of situational strength in the organizational sciences. *Journal of Management*, *36*(1), 121–140. https://doi.org/10.1177/0149206309349309

Mubyl, M., Basalamah, S., Mus, A. R., Alam, R., & Dwinanda, G. (2024). The effect of communication skills and compensation on performance through job satisfaction and subjective well-being of mental hospital nurses in South Sulawesi. *Edelweiss Applied Science and Technology*, *8*(4), 1283–1296. https://doi.org/10.55214/25768484.v8i4.1505

Payne, H. J. (2005). Reconceptualizing social skills in organizations: Exploring the relationship between communication competence, job performance, and supervisory roles. *Journal of Leadership & Organizational Studies*, *11*(2), 63–77. https://doi.org/10.1177/107179190501100207

Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, *40*(3), 879–891. https://doi.org/10.3758/BRM.40.3.879

Ringle, C. M., Wende, S., & Becker, J.-M. (2022). *SmartPLS 4*. SmartPLS GmbH. http://www.smartpls.com

Rinjani, U. W., & Priyono, B. S. (2023). Pengaruh kompensasi dan servant leadership terhadap kinerja karyawan dimediasi oleh komitmen organisasional [The effect of compensation and servant leadership on employee performance mediated by organizational commitment]. *Economics and Digital Business Review*, *4*(2), 133–146.

Rivkin, W., Diestel, S., & Schmidt, K.-H. (2014). The positive relationship between servant leadership and employees' psychological health: A multi-method approach. *German Journal of Human Resource Management*, *28*(1–2), 52–72. https://doi.org/10.1177/239700221402800104

Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. *Journal of Applied Psychology*, *87*(1), 66–80. https://doi.org/10.1037/0021-9010.87.1.66

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, *57*(6), 1069–1081. https://doi.org/10.1037/0022-3514.57.6.1069

Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, *69*(4), 719–727. https://doi.org/10.1037/0022-3514.69.4.719

Segrin, C., & Taylor, M. (2007). Positive interpersonal relationships mediate the association between social skills and psychological well-being. *Personality and Individual Differences*, *43*(4), 637–646. https://doi.org/10.1016/j.paid.2007.01.017

Spencer, L. M., & Spencer, S. M. (1993). *Competence at work: Models for superior performance*. John Wiley & Sons.

Spitzberg, B. H., & Cupach, W. R. (1984). *Interpersonal communication competence*. Sage.

Supryanita, R., Lubis, F. F., Fitria, Rahmawaty, D., & Rahmad. (2023). Pengaruh motivasi dan komunikasi terhadap kinerja karyawan pada Bank Mandiri Taspen Padang Sidempuan [The effect of motivation and communication on employee performance at Bank Mandiri Taspen Padang Sidempuan]. *JEMSI (Jurnal Ekonomi, Manajemen, dan Akuntansi)*, *9*(6), 2900–2912. https://doi.org/10.35870/jemsi.v9i6.1853

van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of Management*, *37*(4), 1228–1261. https://doi.org/10.1177/0149206310380462

Wright, T. A., & Cropanzano, R. (2000). Psychological well-being and job satisfaction as predictors of job performance. *Journal of Occupational Health Psychology*, *5*(1), 84–94. https://doi.org/10.1037/1076-8998.5.1.84

Zhao, X., Lynch, J. G., & Chen, Q. (2010). Reconsidering Baron and Kenny: Myths and truths about mediation analysis. *Journal of Consumer Research*, *37*(2), 197–206. https://doi.org/10.1086/651257