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**THE IMPORTANCE OF WORKING MODELS IN
THE RELATIONSHIP BETWEEN GREEN TAPE
AND PSYCHOLOGICAL SAFETY**

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Index

Abstract.....	5
Introduction.....	6
Literature Review.....	9
Rules.....	9
Red tape.....	10
Green tape.....	11
Working models.....	15
Psychological Safety.....	20
Aim of the study.....	26
Method.....	27
Sample.....	27
Design.....	33
Procedure.....	33
Measures.....	33
Sociodemographic Questionnaire.....	33
Working Models Questionnaire.....	33
Green Tape Questionnaire.....	34
Psychology Safety Questionnaire.....	35
Data Analysis.....	36
Results.....	37
Discussion.....	44

Conclusion	48
Limitations	49
Future Studies.....	50
References.....	52
Appendix A.....	57
Appendix B.....	58
Appendix C.....	65

Abstract

The present dissertation seeks to study the importance of working models in the relationship between green tape and psychological safety, based upon the concepts of psychology safety, defined by Edmondson (1999) and green tape (DeHart-Davis, 2008). The study was quantitative, which data was collected from a convenience sample of workers that were employed by the time of the collection of the data. The sample was composed by 360 workers with different academic and professional backgrounds, from Portugal, Brazil and Germany, and aged between 20 and 69 years. The main conclusion of the study was that the presence of psychological safety depends on the existence of green tape. It was also possible to conclude that green tape tends to exist when all the attributes about the rules are fulfilled and that the working model that influenced more positively the psychological safety was the hybrid. The fact that the study was sectional is a limitation, it was important to do a longitudinal investigation to increase the importance of the study. For future studies it is important to replicate the investigation in a post-covid era to confirm the results of the present investigation.

Keywords: rules, red tape, green tape, working models, psychological safety.

Introduction

The workplace of 21st century is very different from what it was a few decades ago. Long-held beliefs about how, where and when work gets done are being challenged by the new characteristics of the work world (Mutha & Srivastava, 2021).

Most of the newest changes that happened in the world were because a new pandemic that appear in the last years (Hatipoglu, 2020).

In December 2019, a new type of coronavirus (nCoV), called 2019-nCoV, appeared, causing a dangerous respiratory disease (Hatipoglu, 2020).

With the fast propagation of the virus and the serious forms of the disease, the world was obliged to lock down and live in successive quarantines to stop the spread of the virus and keep the population safe and healthy (Hatipoglu, 2020).

One of the impacts of this pandemic was the fear of an economic crisis spread worldwide, greatly thanks to the health crisis, which will serve as an intermediary factor (Moens et al., 2021).

On one hand, it was expected that this crisis would have predominantly negative effects, such as the declining of the economic growth, the disintegration of the supply chains and the deterioration of the employment prospects (Moens et al., 2021).

Yet, on the other hand, it could allow the emergence of a greener economy or promote a boost in online communication. With the flourishing of online communication and technologies, some have also suggested that COVID-19 could be the basis for a breakthrough in telework (Moens et al., 2021).

Telework is not a recent phenomenon. A half-century ago, employees already performed under telework (Moens et al., 2021).

Peters et al. (2016), said that teleworking is a technology-enabled working model that can be defined as performing work activities remotely from the location where

results are delivered using information and communication technologies. Because of inventions like the World Wide Web and the increasingly powerful and affordable personal computers, a breakthrough in telework was forecasted.

With all the changes in the world, workplaces have changed from cubicles to open-plan offices where employees can log on to the corporate network from home or from different locations to work together on a project. This change has enabled companies to hire the best talent and improve their efficiency to work productively across different times zones (Mutha & Srivastava, 2021).

In today's global market, technological advancements have made it easier to organize and manage dispersed groups of people. Therefore, companies need to cover the choice between three groups of working models: on-site work (when the employee works in the infrastructures of the company and use all the resources of the organization), remote/telework, and hybrid (have characteristics of the in-site and remote working models) (Wlodarkiewicz-Klimek, 2021).

All the COVID-19 related work changes had a big impact on employee familiar routines and negatively influenced their psychological health as well as behavioral performance. For example, some of the changes resulted in emotional exhaustion, burnout, decrease of work engagement, psychological well-being and productivity (Han, et al., 2023).

In a psychological level, most studies on the impact of COVID-19 concluded that existed a decrease in the physical activity and lack communication between coworkers (Han, et al., 2023).

In the case of the reduce of communication between coworkers it was defined that is important to study and improve the psychological safety between workers (Han, et al., 2023).

Psychological safety was defined as a belief shared among the whole team. It was based on the thought that the team was secure for interpersonal risk-taking (Edmondson, 1999).

But with all the changes that the different working models bring, it's extremely important to develop work rules and regulations that consider new forms of work as well as, in the case of an international corporation, local solutions regarding labor law (Wlodarkiewicz-Klimek).

Rules are used to hire, promote, reward and discipline employees (Bermans et al., 2012). It that it is possible to implement distributive justice, to reduce debate about behaviors that need to be rewarded or punished (Chen & Rainy, 2013).

In organizations exist two types of rules: red tape and green tape.

Red tape is a concept referring to the rules, regulations, and procedures which are excessive, redundant, and unnecessary. It serves no appreciable organizational or social function for a certain set of stakeholders with respect for their specific values, but it remains in place and results in frustration and irritation for them. So, it's correlated with negative organizational impacts (Bozeman et al., 1996).

Green tape refers to characteristics of rules or procedures that increase organizational effectiveness and facilitate high-quality work (DeHart-Davis, 2009). To increase that effectiveness needs to exist five green tape attributes: written requirements, valid means-ends relationships, consistent application, optimal control, and purpose understood by stakeholders (DeHart-Davis, 2008).

Taking into consideration how much the working model is a transversal aspect of an organization, it is expected that the way the rules are defined will significantly influence the dynamics and behavior of teams and employees.

Literature Review

In this part of the thesis the main goal is to explain, in an empirical way, the three main concepts of interest: rules, that include red and green tape, working models and psychology safety.

Rules

One of the first authors that thought about rules in terms of organizational psychology was Merton. The author studied the relation between the bureaucratic structure of the organizations and the personality of the workers.

Merton (1957) indicated that the formalization of the systems in the organization and the growth of the rules could make the friction between the organizational actors because they minimized the interaction between them. (Merton, 1957).

Later, Avavadikyan (2001) considered that any organizational set of rules must be understood considering three functions: cognitive, that is the activating learning processes; an incentive function, which prevents conflicts and opportunistic behaviors; and a coordination function, that brings together individual actions to meet a defined set of goals.

It's important to understand that the cognitive function of the rules is crucial to the higher management of the knowledge in the organizations, which increases the capacity of the organization to respond with efficiency to problems while it empowers the performance of the workers (Fialho, 2013).

Human Resources is one of the most important departments in the organization and a higher study and skills are needed to perform certain functions (Fialho,2013).

We must understand that organizational rules are the backdrop of the employee's life (DeHart-Davis et al., 2014).

Rules are used to hire, promote, reward, and discipline employees (Berman et al., 2012).

This formalization helps to define appropriate and inappropriate behaviors and creates protection for all the parts. It also serves as a standard of distributive justice, so it reduces the debate about which behaviors need to be rewarded or punished (Chen & Rainy, 2013).

Rules facilitates coordination, directs behaviors, persuades, or convinces stakeholders to achieve legitimacy and promotes sense-making, through diminishing misunderstanding, judgment, and errors (Chen & Rainy, 2013).

There are two important concepts to understand the efficiency and the damage of the rules: red and green tape (Merton, 1940).

Red tape

Red Tape is a concept that reminds us of the fact that the problem with the rules emerges when these are created with the goal to have an end in them, which makes those rules difficult to understand and be implemented (Merton, 1940).

In this way, the rules that must be effective will be transformed into ineffective ones (Merton, 1940).

In other words, red tapes are the rules, regulations and procedures that serve no appreciable organizational or social function for a certain set of stakeholders with respect to their specific values but remain in place and result in frustration and irritation for these stakeholders. It's correlated with negative organizational impacts (Bozeman et al., 1996).

The same author distinguishes red tapes in two ways: bad red tapes and good red tapes. The bad red tape is viewed as inherently bad. It's an organizational pathology. This is an emotive term connoting to the worst of bureaucracy: gargantuan, cynically impersonal, bound up in meaningless paperwork, and be set by excessive, duplicate, and unnecessary attributes (Bozeman et al., 1996).

The good red tapes, are potentially beneficial, depending upon context and values.

This kind of tape provides protection against the arbitrary and capricious exercise of bureaucratic power and ensures equity in the treatment of workers (Bozeman et al., 1996).

DeHart-Davis (2008) recognizes the importance of red tape, because it can explain organizational phenomena. The author focuses on the concept of green tape, because defend the importance of study the positive side of the rules, the effectiveness of the rules. In this way, this thesis will focus on the green tape.

Green tape

Green tapes take a different approach, contending that objective and subjective attributes of rule design and implementation help explain effective organizational rules (Kaufmann et al., 2022).

The green tape theory tells us how rules are designed and the way the implementation matters for organizational functioning and employees' well-being (DeHart-Davis, 2008).

Organizations use rules to achieve specific purposes, while workers interpret rules assignifying their relationship to the organization and respond accordingly (DeHart-Davis, 2017, as cited in Kaufmann et al., 2022).

The focus is not on the extent of formalization but on the more specific relationships between five green tape attributes: written rules requirements, valid means-ends relationships, consistent application, optimal control, and purpose understood by stakeholders (DeHart-Davis, 2008).

Each attribute plays a theoretical role in a rule's technical capacity or acceptability to stakeholders (DeHart-Davis, 2008).

If all the attributes exist, it is possible to create technically proficient rules that communicate legitimacy and procedural fairness, meaning and rationality, organizational

trust, and priority to stakeholders. These elements, in turn, are expected to contribute to increased stakeholder acceptance and cooperation with the requirements of the rules (DeHart-Davis, 2008).

Written rules requirements are valued because of the potential to empower the rules, their implementation, and to minimize the appearance of non-controlled authority (DeHart-Davis, 2008).

In the opposite, unwritten rules are view as incapable of fulfilling these functions and sometimes working against them (DeHart-Davis, 2008).

Unwritten rules are usually associated to less legitimacy, weaker empowerment potential, lower perceived neutrality and a lower organizational norms or managerial discretion (DeHart-Davis, 2008).

For instance, DeHart-Davis (2008) gives an example of the attribute “a plans examiner noted her inability to enforce unwritten city policies due to the absence of documentation proving to regulated entities the validity of requirements and her authority to implement them. Conversely, she expected written rules to validate the requirements to builders and empower her to enforce them. Unwritten policies also led to conflicting interpretations of requirements by her superiors and coworkers, thus making her uncertain of the requirements she could impose and softening her “backbone” with builders.” (p.364).

Valid means-ends relationship defines that good rules and efficacy ones were identified by means that appeared logically connected to ends.

Bad rules are usually associated to means and ends that don't have a logical connection and can result in failure (DeHart-Davis, 2008).

According DeHart-Davis (2008), valid rules tended to be recalled generically, through comments like “my department's rules are good because they serve their purposes, or our safety rules do what they are supposed to.” (p.367).

Optimal control refers to the level of control that is imposed in the rules.

Good rules imposed what was perceived as just the right amount of control (DeHart-Davis, 2008).

Bad rules were usually perceived as imposing control beyond that needed to achieve rule objectives (DeHart-Davis, 2008).

On one hand optimally controlling rules were spoken of as reasonable, not too picky, and flexible. On another hand, over-controlling rules were referred to as nitpicking, picky, silly, and inflexible (DeHart-Davis, 2008).

The primary benefit of an optimally controlling requirement is the efficient pursuit of rule objectives, achieved through the imposition of minimum constraint necessary for the achieving rule objectives (Bozeman, 2000, as cited in DeHart-Davis, 2008).

In another way, under-controlling rules result in inadequate achievement of the rule objectives and waste of resources (Bozeman, 2000, as cited in DeHart-Davis, 2008).

To conclude, over-controlling rules impose more constraint than necessary to achieve the rule objectives and waste of resources too (Bozeman, 2000; Landau, 1979, as cited in DeHart-Davis, 2008).

Optimally controlling rules result in higher commitment to the rules and communicate organizational trust (DeHart-Davis, 2008).

In the context of green tape, the minimal constraint imposed by optimally controlling rules conveys that rule makers expect stakeholders to comply to rule requirements and accept the vulnerability of noncompliance with minimal constraint (DeHart-Davis, 2008). Excessively controlling rules communicate that rule formulators are not willing to risk stakeholders' noncompliance with lesser controlling rules (DeHart-Davis, 2008).

Consistent rule application is an important criterion to determine the rules quality.

Good rules are identified by consistency of application, whereas bad rules were

identified as those inconsistently applied (DeHart-Davis, 2008).

Consistently applying rules to citizens was largely viewed as an issue of justice (DeHart-Davis, 2008). Employees express a sense of injustice when rule application favored ones more than others (DeHart-Davis, 2008).

Purpose understood by stakeholders means that good rules had understandable purposes, whereas bad rules lacked understandable purposes (DeHart-Davis, 2008).

Furthermore, learning rules propose could transform it from being perceived as a bad rule into a good rule (DeHart-Davis, 2008).

Comprehending the rule purposes seemed to make compliance more acceptable and less burdensome (DeHart-Davis, 2008).

In the absence of the explanation of the rules and their objectives, employees tended to speculate about organization intentions (DeHart-Davis, 2008).

For example, the author explains that, “the parks and recreation supervisor surmised that her department’s collared shirt rule intended to homogenize worker appearance, whereas the transportation foreman attributed inscrutable tree-trimming protocols to a system that favored socially prominent citizens. Just as nature abhors a vacuum, employees disliked rules lacking discernible purposes and tended to impart on them their own organizational intent” (p.374).

To conclude, employees tend to demonstrate greater acceptance of rules characterized by purposes that they understood (De-Hart Davis, 2008). This conclusion supports the notion that understanding the goal of work makes it more meaningful and easier to perform (Hummel, 1994, as cited in DeHart-Davis, 2008).

Table 1*Green tape elements, mechanism, and effects*

Element	Mechanism	Effects
Written rules	Legitimize rule requirements	Empower rule implementers Facilitate compliance
Valid means-ends relationships	Provide theoretical blueprint Convey rule rationality	Enable effective pursuit of rule objectives Elicit stakeholder cooperation
Optimal control	Achieves rule objectives without hampering organizational functions Conveys priority of rule objectives Communicates trust in stakeholders	Enables efficient pursuit of rule objectives Elicits stakeholder cooperation
Consistent application	Conveys procedural fairness	Elicits stakeholder cooperation
Understood purposes	Impart meaningfulness on requirements	Elicit stakeholder cooperation

Note. DeHart-Davis, 2009, p.375

It is easy to realize that the five theoretical attributes of green tape seek to achieve values associated to normally functioning bureaucracy, accountability and legitimate authority (promoted by the written rules), the wise use of the organization resources (advanced by valid relations between rule means and ends), managerial efficiency (facilitated by optimal control), fairness in the distribution of the company resources (assisted by consistent rule application) and transparency (furthered by stakeholder understanding of rule purposes) (DeHart-Davis, 2008).

Those attributes are essential for the design and the implementation of the rules that achieve proficiency and the acceptance of all the workers (DeHart-Davis, 2008).

Working models

The situation caused by the COVID-19 pandemic was one of the most defining crises that we lived in. During that time, organizations had to adopt new information technology systems, rethink their business model, moving to online services and products (Carrol et al., 2020).

The traditionally dominant on-site form of work has been replaced, in many cases, by remote work performance outside business premises (Wlodarkiewicz-Klimek, 2021).

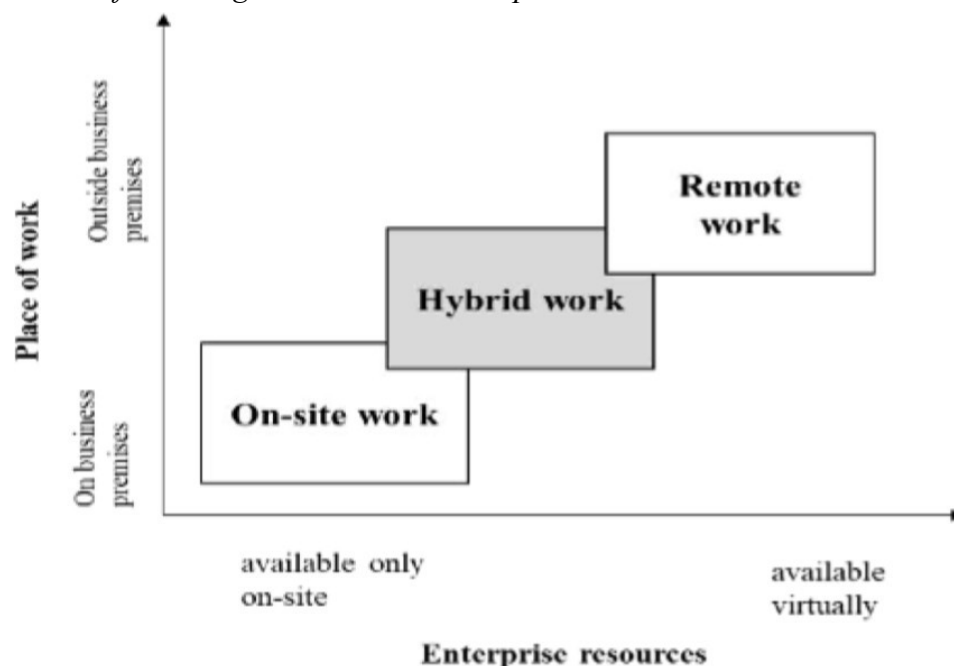
It's important to think that this is not a temporary solution. This became the new reality of human life and new ways of working (Wlodarkiewicz-Klimek, 2021).

The organization needed to cover the choice of three groups of workplaces: the first one includes positions predisposed only to on-site work; the second one is where hybrid work is allowed (on-site and remote work); and the third one is where work can be performed entirely in a remote way (Wlodarkiewicz-Klimek, 2021).

Work organization aims needs to help to appropriately design the type of working models that will be use in the company, to achieve efficiency and a harmonious workplace(Wlodarkiewicz-Klimek, 2021).

Figure 1

Forms of work organization in an enterprise



Note. Wlodarkiewicz-Klimek, 2021, p.1097

Remote working was a form of work conditioned by an employer (global scope of company activity: differences in time zones, development of company allocation), or by an employee (personal situation, distance between home and workplace) (Włodarkiewicz-Klimek, 2021).

The European Commission (2020) defines platform work as the labour provided through on or mediated by online platforms in a wide range of sectors, where work can be of varied forms and is provided in exchange for payment. Core feature of platform work on are: (1) the triangular relationship among platform, platform worker and client; (2) the online intermediation of smaller tasks in which technology plays an important role and; (3) the provision of work on demand and on a temporary or piecemeal basis.

In the case of the remote working, it is necessary to create the suitable conditions and to provide resources both by the employer and the employee (Włodarkiewicz-Klimek, 2021).

Remote work can be performed when: (1) an employee has the proper skills and technical and venue-related capabilities, and the type of work that makes this form possible; (2) it is performed by means of direct remote communication, and it concerns the production or provision of material services; (3) an employer provides materials and tools for work performance as well as logistic services or when an employee agrees to use private resources while maintaining full confidentiality of business information and; (4) legal and organizational regulations related to recording, calculating and remunerating work have been determined (Włodarkiewicz-Klimek, 2021).

So, with all the changes that remote and hybrid works bring, it's extremely important to develop work rules and regulations that consider new forms of work as well as, in the case of an international corporation, local solutions regarding labor law. Also to indicate necessary hardware and software for employees to perform remote work and to determine

the costs and effectiveness of a new working model, and rules of teamwork as well as motivating and evaluating employees (Włodarkiewicz-Klimek, 2021).

The introduction of new ways of working has modified the conditions of the exercise of management (Leclercq-Vandelannoitte, 2010).

Some research shows that with the distance, created by teleworking and hybrid working, the management tends to balance this, with the implementation of new rules and discipline (Leclercq-Vandelannoitte, 2010).

There are some policies that have the main goal to protect workers' safety and health, given its impact on workers, businesses and the EU economy and society at large. Having a healthy, safe and well-adapted work environment is one of the key principles of the European Pillar of Social Rights. Under this principle, workers have: (1) the right to a high level of protection of their health and safety at work; (2) the right to a working environment that is adapted to their professional need and enables them to prolong their participation in the labour market, and; (3) the right to have their personal data protected in the employment context (Lenaerts et al., 2022).

A new work environment creates and, at the same time, forces employees to develop new competencies and skills (Włodarkiewicz-Klimek, 2021): e-skills (knowledge and personal efficiency competencies) reflect their capabilities to manage their workload and work tasks using digital companies; trust-building skills reflect their capabilities to build trustworthy relationships; self-care skills reflect their capabilities to effectively and positively manage work-life boundaries that digital technologies provide through being able to access work at any time or from any place; remote social skills reflect their capabilities to manage and promote social relationships remotely; remote emotional skills reflect their capabilities to manage and act on their emotions when working remotely (Tramotano et al., 2021).

It is important to reflect that the platform work creates new work opportunities by lowering the barriers to labour market entry and by providing workers with options to earn an income through flexible work (Eurofound, 2018a; European Commission, 2020; IL, 2021, as cited in Lenaerts et al., 2022).

However, the online platforms may also present challenges for workers, such as an ambiguous employment status, inadequate access to social protection, weak bargaining power, poor working conditions, and safety and health issues (European Commission, 2020).

To conclude, flexible working practices provide employees with the opportunity to choose a working arrangement that best suits the requirements of their private and professional lives, being a good point to the workers and improving their well-being satisfaction and performance. That results in a higher engagement and in the decrease of the work fatigue (Radonic et al., 2021).

Table 2

Working models

Working model	Characteristics
In-person	Performed on business premises, in the indicated place, using the company's infrastructure and equipment in accordance with its working time schedule. (Wlodarkiewicz-Klimek, 2021, p.1097).
Remote	Performed outside business premises with the use of remote communication technologies. (Wlodarkiewicz-Klimek, 2021, p.1097).
Hybrid	Combining elements of in-person and remote work in accordance with arrangements between an employer and employee. (Wlodarkiewicz-Klimek, 2021, p1097).

Note. Wlodarkiewicz-Klimek, 2021, p.1097

Psychological Safety

The nowadays dynamic and hyper competitive environments potentiate the investigators, though. In this way, the learning was changed and the organizational investigation was improved (Frazier et al., 2017).

These development processes happen in multidisciplinary areas, in individuals and organizations (Grant & Ashford, 2008; Nembhard& Edmondson, 2011, as cited in Frazier et al, 2017).

In turn, employees are expected to take a more active roles at work, which has resulted in investigations to identify the factors that affect the teams (Frazier et al., 2017).

One of the factors that affect the teams is the cognitive state. That has emerged as a key factor in facilitating the process of learning, organizational change, and employee engagement. It results in psychology safety (Frazier et al., 2017).

Psychology safety, allows the employees to feel safe at work to grow, learn, contribute, and perform effectively in a rapidly changing world (Edmondson & Lei, 2014, p.23, as cited in Frazier et al, 2017).

Some authors had been studying this organizational phenomenon such as Edmondson or Clark.

Edmondson (1999) defend that psychology safety is a shared belief held by members of a team that the group is safe for interpersonal risk-taking.

For the most part, this belief tends to be tacit, taken for granted and not given direct attention either by individuals or by the team (Edmondson, 1999). Although tacit beliefs about interpersonal norms are sometimes explicitly discussed in a team, they are being made explicit which doesn't change the essence of team psychology safety (Edmondson, 1999).

In other words, psychology safety describes taken-for-granted beliefs that other people

will respond positively when a colleague exposes a thought, asks questions, reports a mistake, or proposes a new idea for the team and organization (Dusenberry et al., 2020).

Clark (2020), describes that “Psychological safety is a condition in which you feel: (1) included, (2) safe to learn, (3) safe to contribute, and (4) safe to challenge the status quo, without fear or being embarrassed, marginalized, or punished in some way” (p.2).

In fact it can create some feelings such as integration. In this case the employee feels accepted and respected and believe that they will not be humiliated or punished when speaking up with questions, concerns, mistakes, or ideas. Employees who feel psychologically safe are more engaged in their work, speak up more and are motivated to improve the performance of their team and organization (Detert & Trevino, 2008; Edmondson, 1999, as cited in Geller, 2022).

Clark (2020 b, as cited in Geller, 2022) describes four stages of psychological safety: (1) inclusion safety; (2) learner safety; (3) contributor safety and (4) challenger safety.

Inclusion safety is the foundational stage when individuals feel accepted in their group or work team. They sense a comfortable person-state of belongingness and interdependency (Clark, 2020 b, as cited in Geller, 2022).

In the next stage, learner stage, individuals participate in ongoing learning and teaching. As learners, they openly demonstrate vulnerability by asking questions and requesting help without fear of ridicule or embarrassment. They solicit feedback to be the best version of themselves, and, whenever appropriate, they provide feedback to teach others. In this way, psychological safety improves the continuous improvement of learners and teachers (Clark, 2020 b, as cited in Geller, 2022).

When employees or team members give others supportive or corrective feedback, they have reached the stage of contributor safety. With a make-a-difference mindset, these individuals feel empowered to make meaningful contributions to their team and the

organization (Clark, 2020 b, as cited in Geller, 2022).

Participants achieve the ultimate level of psychological safety when they feel comfortable challenging the leader or the ideas of other colleagues. This state involves the idea that workers have the power to disagree and challenge, taking social risk (Clark, 2020 b, as cited in Geller, 2022).

It is true that higher levels of psychological safety lead team members to engage more openly because they lost less time managing interpersonal risks and feel like their personal status or identity is saved (Dusenberry et al., 2020).

In a psychologically safe work environment, employees feel that their colleagues will not reject them or their ideas, that there is a physically, cognitively and emotionally health environment (Kahn, 2017).

There's an emotion of partnership, capacity, creativity, security, lack of rejection, and mutual help (Newman et al., 2017; Edmondson, 1999).

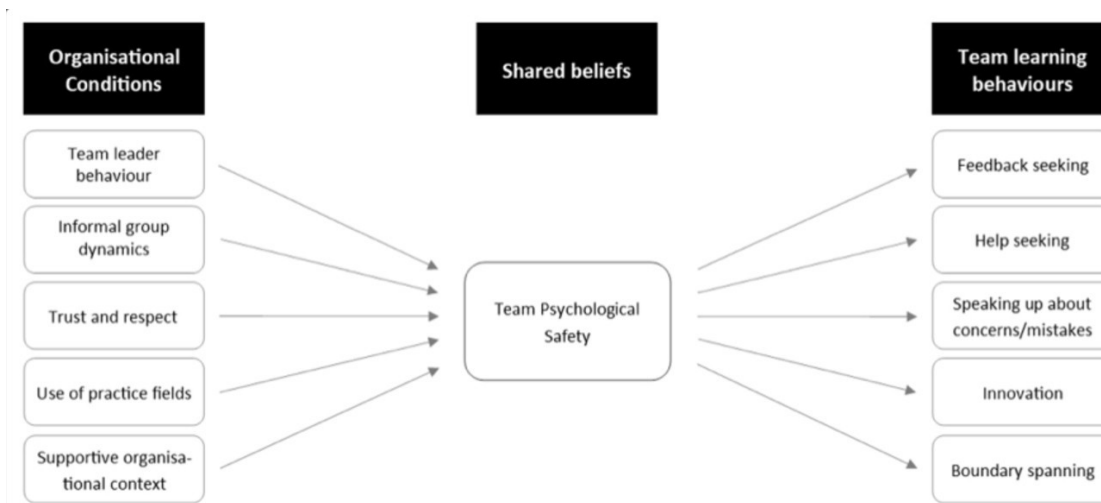
So, team psychologically safe describes a team climate characterized by interpersonal trust and mutual respect in which people are comfortable being themselves (Edmondson, 1999).

The perception of psychological safety is influenced by the contextual factors which can be regarded as “antecedents” (Dieckmann et al., 2022). Workers who feel psychologically safe are likely to feel more engaged in the activities which can broadly be described as learning behaviors, such as asking for help or speaking up (Dieckmann et al., 2022).

Dieckmann et al., in their job of 2022, create the model of the figure 2. The model was built on the underlying premise that people are: (1) both conscious and unconscious; (2) need to impress managers; (3) reductant to engage in behaviors that could threaten the image others hold of them (Dieckmann et al., 2022).

Figure 2

Organizational conditions, shared beliefs and team learning behaviors



Note. Dieckmann et al., 2022, p15

Psychology safety can improve the quality of the work process (Kahn, 2017).

Engagement is essential for overcoming powerful barriers to quality improvement of the work (Kahn, 2017).

It is essential to bear in mind that psychology safety is critical in a volatile, uncertain, complex, and ambiguous world (Dieckmann et al., 2022).

The more complex and uncertain an environment is, the more important it is for people to feel psychologically safe. In this way they can engage fully in the task.

In environments that fail to provide psychological safety, staff are less likely to speak up about the problems they experience in everyday work and be less engaged in their work (Dieckmann et al., 2022).

Based on what was presented, it is important to know the type of characteristics that a good leader needs to improve psychological safety in the organizations. In this way it is possible to consider six fundamental characteristics.

The leader needs to: (1) manifest personal humility or compelling modest (they don't want to be the "heroes" of the company, only want to produce good results); (2) put project

success beyond self (the leaders see the big picture and realize their success is contingent on the daily small-win accomplishments of several individuals); (3) accept responsibility for failure; (4) promote a learning culture (humble leaders are open to new information. They are always learning, with a fervent belief in never-ending improvement. The good leader facilitates fact finding to learn and improve, not to blame someone. This characteristic results in employees that are not satisfied but are continuously engaged in finding ways to improve); (5) work to achieve, not to avoid failure (for these leaders, failure is not an option, it is not even considered. They attend to their envisioned enterprise with fanatic consistency and a disciplined constancy of purpose); (6) encourage self-motivation for meaningful work (self-motivation is key to safe, long-term productivity and is enhanced whenever perceptions of personal choice or autonomy, competence and community or relatedness are heightened (Geller, 2022).

To resume, to improve psychology safety and a good leadership, it is needed to ask questions, be humble, build relationships, value all perspectives and foster autonomy (Geller, 2022).

Team psychology safety is not the same as group cohesiveness. As some research has shown, that cohesiveness can reduce willingness to disagree and challenge others' views, such as in the phenomenon of group think (Janis, 1982, as cited in Edmondson, 1999), implying a lack of interpersonal risk-taking.

The term is meant to suggest neither a careless sense of permissiveness, nor an unrelentingly positive effect. Rather, it's a sense of confidence that the team will not embarrass, reject, or punish someone for speaking up. This confidence stems from mutual respect and trust among team members (Edmondson, 1999).

To conclude, team psychological safety should facilitate learning behavior in work teams because it alleviates excessive concern about the others' reactions to actions that

have the potential to be embarrassing or threatening, which learning behaviors often have (Edmondson, 1999).

For example, team members may be unwilling to bring up errors that could help the team make subsequent changes because they are concerned about being seen as incompetent, which allows them to ignore or discount the negative consequences of their silence for team performance.

In contrast, if they respect and feel respected by others team members and feel confident that team members will not hold the error against them, the benefits of speaking up are likely to be given more weight (Edmondson, 1999).

Aim of the study

The present study's aim is to test the relationship between green tape and psychological safety in different work contexts (in-person, remote and hybrid).

Relatable to the hypothesis:

H1: There is a positive and significant correlation between Green Tape and Psychological Safety.

H1a: There is a positive and significant correlation between Green Tape and Psychological Safety for workers in an in-person working model.

H1b: There is a positive and significant correlation between Green Tape and Psychological Safety for workers in a remote working model.

H1c: There is a positive and significant correlation between Green Tape and Psychological Safety for workers in a hybrid working model.

H2a: Green Tape affects positively Psychological Safety in an in-person working model.

H2b: Green Tape affects positively Psychological Safety in a remote working model.

H2c: Green Tape affects positively Psychological Safety in a hybrid working model.

H3: There are significant differences between the working models and Green Tape for hybrid workers.

H4: There are significant differences between working models and Psychological Safety for hybrid workers.

Method

Sample

The questionnaire was taken by 360 workers, but only 328 answers were valid.

Some answers were excluded because they didn't match the initial requests of this study. With more detail, some of the initial workers that tried to answer to the questionnaire, said that they don't agree with the study and the use of personal data. So, the answers were considered invalid and weren't used in the data analysis.

Thirty-one (31) participants answer that they weren't working at the time of the questionnaire, so those answers were invalid as well.

With the "no" answered to the first 2 questions of the questionnaire, the persons were blocked and couldn't proceed to the rest of the questions.

Thus, the inclusion criteria were that people needed to agree to the use of personal data and had to be working at the time of the study.

The participants were from 3 different countries: 305 (93.0%) workers were from Portugal, 22 (6.7%) from Brazil and 1 from Germany (0.3%) (table 3). Most of them were aged between the 20-29 years old (34.1%) (table 3), $M=37.9$ years, $SD=11.9$. The minimum age was 20 years, and the maximum was 69 years.

It is important to note that didn't exist any exclusion or inclusion criteria relatable to the nationality. The questionnaires were posted online and with that it was accepted all the nationalities of the workers that respond to that. In this case, only workers from Portugal, Brazil and Germany respond to the online survey.

With the responds of the gender item, it is possible to conclude that most of the participants were females, 70.1% and only 29.9% were males (table 3).

Table 3*Sociodemographic characteristics of the participants*

Answer	<i>n</i>	%
Currently working		
Yes	328	100
Nationality		
Portugal	305	93
Brazil	22	6.7
Germany	1	0.3
Age		
20 to 29 years	112	34.1
30 to 39 years	61	18.6
40 to 49 years	88	26.8
50 to 59 years	58	17.7
60 to 69 years	8	2.4
Missing values	1	0.4
Gender		
M	98	29.9
F	230	70.1
Academic Qualifications		
Bachelor's degree	123	37.5
Bachelor's degree Student	13	4.0
Elementary School	26	7.9
High School	67	20.4
Post-graduate Degree	99	30.2
Nature of employer		
contract		
Fixed-term contract	50	15.2
Perpetual contract	220	67.1
Scholarship/ Internship	17	5.2
Service Provider	21	6.4
Manager or leader position		
Yes	101	30.8
No	227	69.2

Note. N=328. Participants are, on average 37.9 years old (SD=11.9).

The context of the workers, their qualifications and the characteristic of their professional activity, were essential to the base of this study.

With the item “academic qualifications” it was possible to conclude that the bachelor’s degree with 37.5% of the sample (123 participants), was the more frequent answer.

It was important to analyze that only 7.9% of the sample, (26 participants), had the

lowest academic qualification, elementary school. That means that most of the sample had the basic studies (table 3).

In terms of the nature of the employer contract, 67.1% (220) of the workers had a perpetual contract (table 3), and most of them don't have a manager or leadership position, 69.2% of the sample (table 3).

It was important too, to comprehend the sector and the professional activity of the participants.

Relative to the sector of activity, 15.2% (50 workers) of the sample worked in the Education sector and only 1 participant worked in the sports area, only 0.3% of the analyzed sample (table 4).

In terms of the professional activity, 65 (19.8%) participants had a job that involve administration (table 5).

Relative to Job tenure, $M=89.8$ months, $SD=112.1$ and to Organizational tenure, $M=96.3$ months, $SD=114.7$. The maximum, of both variables, were 504 months

Table 4
Activity sector

Answer	<i>n</i>	%
Art and Design	4	1.2
Automotive Industry	3	0.9
Beauty	3	0.9
Civil Construction	6	1.8
Commerce	43	13.1
Education	50	15.2
Engineering	2	0.6
Financial	31	9.5
Health	27	8.2
Hospitality Industry	10	3.0
ICTs	14	4.3
Industry	28	8.5
Justice	5	1.5
Marketing and Publicity	29	8.8
Metal Mechanic Industry	14	4.3
N/A	22	6.7
Pharmaceutical Industry	14	4.3
Public Sector	6	1.8
Services	16	4.9
Sport	1	0.3

Note. The survey item reads as follows: “Currently, in which sector of activity do you work?”. The N/A category means that we don’t have enough data to form a category.

Table 5*Professional Activity*

Answer	<i>n</i>	%
Administration	65	19.8
Civil Engineer	5	1.5
Design	12	3.7
Educational Technician	16	4.9
Health Assistant	12	3.7
Health Professional	9	2.7
Hospitality Assistant	7	2.1
Human Resources	18	5.5
Industrial Assistant	12	3.7
It Engineer	11	3.4
Lawyer	5	1.5
Management	19	5.8
Marketeer	36	11.0
Medical Sales Representative	9	2.7
N/A	3	0.9
Others	12	3.7
Production	8	2.4
Professor	34	10.4
Psychologist	6	1.8
Sales	29	8.8

Note. The survey item reads as follows: “What is your current professional activity?”.

The N/A category means that doesn’t exist enough data to form a category. The “Others” means that the category has a lot of different content that doesn’t fit in other categories.

Relatable to the results of the questions to the working model questionnaire, 197 workers (60.1%) answered that their working model was in-person and 35 participants (10.7%) said that their working model was remote (table 6).

In case of the adequation of the working model, 225 participants (68.6%) answered that the model was totally adequate, and only 2 participants (0.6%) answered that the model was not adequate (table 6).

To conclude, about who decided the working model of the work, 264 participants (80.5%) said that it was the organization that made the decision (table 6).

In the item “What is your preferred type of working model?” / “*Qual é o seu tipo de*

modelo de trabalho preferencial?” 179 participants (54.6%) answered that their favorite working model was the in-person (table 6).

In terms of the efficacy of the working space, 127 workers (38.7%) answered that their working space is the most adequate one (table 6).

To finish, 255 participants (77.7%) said that their organization had accessible facilities (table 6).

Table 6

Working Model questionnaire

Answer	<i>n</i>	%
Working model		
In-person	197	60.1
Remote	35	10.7
Hybrid	96	29.3
Adequation o the working model		
Not adequate	2	0.6
Little adequate	6	1.8
Resonably adequate	33	10.1
Adequate	62	18.9
Totally adequate	225	68.6
Decision of the working model		
Organization	264	80.5
Own decision	64	19.5
Preference of the working model		
In-person	179	54.6
Remote	38	11.6
Hybrid	111	33.8
Efficacy of the workspace		
Yes	127	38.7
No	35	10.7
N/A	166	50.6
Acessibility of the organization		
Yes	255	77.7
No	23	7.0
N/A	50	15.2

Note. N=328. Participants are, on average 37.9 years old (SD=11.9).

Design

This study was a sectional quantitative study because the data was collected one time only. The sample was a convenient one.

Procedure

To collect the data, the questionnaire was posted on the internet between January and February 2022. It was published at least twice per member of the line of the investigation, in social media, such as Facebook, Instagram, LinkedIn and online groups.

Measures

Sociodemographic Questionnaire

In this section of the main questionnaire, the intention was to collect all the data related to the social and demographic information.

It was collected data about the nationality, age, gender, academic qualification, activity sector, professional activity, nature of the employment contract, if the worker was a manager or a team leader, the organizational tenure and the job tenure.

Working Models Questionnaire

With this questionnaire the main aim was to collect information about the working models of the participants.

Thus, the following questions were made:

English, question 1: "What is your current work situation"; question 2: "How suitable do you consider that model to the performance of your professional activity"; question 3: "Who decided the type of working model you practice?"; question 4: "What is your preferred type of working model?"; question 5: "If your working model is remote or hybrid, do you consider your physical workspace adequate?"; and question 6: "I consider my company to have an easily accessible physical location".

Portuguese, question 1: "*Em que situação de trabalho atual se encontra?*"; question

2: “*Quão adequado considera esse modelo ao desempenho da sua atividade profissional*”; question 3: “*Quem decidiu o tipo de modelo de trabalho que pratica?*”; question 4: “*Qual é o seu tipo de modelo de trabalho preferencial?*”; question 5: “*Se o seu modelo de trabalho for remoto ou híbrido, considera o seu espaço de trabalho físico adequado?*”; question 6: “*Considero que a minha empresa tem um local físico facilmente acessível*”.

This questionnaire was only created and used in this specific context.

Green Tape Questionnaire

Considering the questionnaire developed by DeHart-Davis (2008), it was used a scale with 5 items, scored from 0 (minimum) to 10 (maximum).

The green tape inventory was found to be reliable (5 items: $\alpha=.61$).

The questionnaire was validated both in English and in Portuguese.

In English the items were:

Item1: “The extent to which workplace rules are unwritten to written.” ($\alpha=.61$);

Item 2: “Problematic nature of rules that fail to serve their intended purpose”; Item 3:

“The extent to which workplace rules are inconsistently applied to consistently

applied” ($\alpha=.79$); Item 4: “The extent to which workplace rules are unreasonable to

reasonable” ($\alpha=.65$); Item 5: “The extent to which workplace rules are nuclear to clear”

($\alpha=.73$).

In Portuguese the items were:

Item 1: “*As regras e os procedimentos estão escritos*”($\alpha=.92$); Item 2: “*Existe uma relação clara entre os métodos utilizados e os objetivos do sistema*” ($\alpha=.92$);

Item 3: “*Existe um nível adequado de controlo da aplicação das regras associadas ao*

modelo de trabalho por parte dos responsáveis” ($\alpha=.93$); Item 4: “*As regras e*

procedimentos são consistentemente aplicadas” ($\alpha=.92$); Item 5: “*O propósito das*

regras e procedimentos é facilmente compreensível” ($\alpha=.93$).

In the Portuguese version the Cronbach's Alpha obtained was .94, that corresponds to the "very well" classification (Hill & Hill, 2002; Pestana & Gageiro, 2005, as cited in Fialho (2013).

In the case of this questionnaire was needed to change the 3rd item and find the distance to the optimum point.

Psychology Safety Questionnaire

The scale used to measure the psychological safety of the participants was a Portuguese adaptation, developed by Ferreira (2017), of the Team Psychological Safety scale, developed by Edmonson (1999).

It had in total 7 items, scored from 1 (very inaccurate) to 7 (fully accurate).

Of the 7 items, 3 are reverse (1, 3 and 5).

The psychology safety inventory was found to be reliable (7 items: $\alpha=.76$).

The questionnaire was validated both in English and in Portuguese.

In English the items were the follows:

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

In the English, the original version, the Cronbach's Alpha obtained was .82 (Ferreira, 2017).

In Portuguese the items were:

Item 1: "*Se nesta equipa cometemos um erro, este é frequentemente usado contra nós.*";
Item 2: "*Os membros desta equipa são capazes de abordar problemas e assuntos difíceis*";

Item 3: *“Por vezes, as pessoas desta equipa rejeitam os outros por serem diferentes”*; Item 4: *“Nesta equipa é seguro arriscar”*; Item 5: *“É difícil pedir ajuda a outros membros da minha equipa”*; Item 6: *“Ninguém desta equipa tentaria, deliberadamente, prejudicar os meus esforços”*; Item 7: *“Quando trabalho com os outros membros da equipa, as minhas competências e talentos únicos são valorizados e utilizados”*.

In the Portuguese version the Cronbach's Alpha obtained was .70 (Ferreira, 2017).

It is important to note that exists several questionnaires that have the main goal to test psychological safety. It was chosen this specific questionnaire because it was the one with better psychometric quality and less time of application.

Data Analysis

All the analysis were carried out using the statistical program SPSS 27, for MacOS.

It was made a descriptive analysis, regression analysis, ANOVA analysis, T-Test for independent samples and used hierarchical step wise regression analyses.

Results

The collected data from the overall sample was analyzed with the use of SPSS 27, for MacOS.

An initial assessment of internal reliability for the Green Tape Questionnaire scale was then conducted, using the Cronbach's alpha coefficient. The conducted Cronbach alpha test suggest that the scale possesses reliability ($\alpha = .61$).

Following, further the reliability test was then applied towards the Psychological Safety Questionnaire. After conducting the Cronbach alpha test, it was concluded that the scale possesses reliability ($\alpha = .76$), with the items 1, 3 and 5 reversed.

To test the first four hypothesis, a Pearson Correlation Test was conducted to test the correlation between the variables.

"H1: There is a positive and significant correlation between Green Tape and Psychological Safety". H1 predicted a positive correlation between Green Tape (GT) and Psychological Safety (PS). The higher the Green Tape, the higher the Psychological Safety. A Pearson correlation analysis was conducted to study the GT-PS relationship. As expected in H1 the results showed a positive correlation, $r = .312$, $p = .000$ ($N = 321$).

"H1a: There is a positive and significant correlation between Green Tape and Psychological Safety for workers in an in-person working model." H1a predicted a positive correlation between Green Tape and Psychological Safety, for in-person workers. The higher the Green Tape for in-person workers, the higher the Psychological Safety for in-person workers. A Pearson correlation analysis was conducted to study the GT1-PS1 relationship. As expected in H1a the results showed a positive correlation, $r = .249$, $p = .001$ ($N = 197$).

"H1b: There is a positive and significant correlation between Green Tape and Psychological Safety for workers in a remote working model." H1b predicted a positive

correlation between Green Tape and Psychological Safety, for remote workers. The higher the Green Tape for remote workers, the higher the Psychological Safety for remote workers. A Pearson correlation analysis was conducted to study the GT2-PS2 relationship. As expected in H1b the results showed a positive correlation, $r=.690$, $p=.000$ ($N=35$).

“H1c: There is a positive and significant correlation between Green Tape and Psychological Safety for workers in a hybrid working model.” H1c predicted a positive correlation between Green Tape and Psychological Safety, for hybrid workers. The higher the Green Tape for hybrid workers, the higher the Psychological Safety for hybrid workers. A Pearson correlation analysis was conducted to study the GT3-PS3 relationship. As expected in H1c the results showed a positive correlation, $r=.338$, $p=.001$ ($N=96$).

The next analysis was based on Linear Regression to study the way that the Green Tape affects positively Psychological Safety for the three working models.

“H2a: Green Tape affects positively Psychological Safety in an in-person working model”. H2a predicted that Green Tape would affect positively Psychological Safety for in-person workers. A linear regression analysis was conducted to examine this hypothesis. The data support H2a. Green Tape was found to positively related to and predict Psychological Safety. The regression model was found to be statistically significant ($F(2,191)=12.532$, $p=.001$). The standardized coefficient for Green Tape for in-person workers was $.249$, and it was statistically significant ($p=.001$) for predicting Psychological Safety in in-person workers. The adjusted r square for this regression was $.062$, therefore 6.2% of the variance in Psychological Safety can be explained by the variance in Green Tape. Check the results in the table 7 and 8.

Table 7*Coefficients GT1 and PSI*

Modelo		Coefficients				
		Unstandardized Coefficient B	Std. Error	Standardized Coefficient Beta	t	Sig.
1	(Constant)	3.822	.361		10.599	.000
	MeanGT1	.034	.010	.249	3.540	.001

Table 8*Resum of the model GT1 and PSI*

Resum of the model		
Model	R square	Adjusted R square
1	.062	.057

“H2b: Green Tape affects positively Psychological Safety in a remote working model”. H2b predicted that Green Tape would affect positively Psychological Safety for remote workers. A linear regression analysis was conducted to examine this hypothesis. The data support H2b. Green Tape was found to positively related to and predict Psychological Safety. The regression model was found to be statistically significant ($F(2,34)=29.932, p=.000$). The standardized coefficient for Green Tape for remote workers was .690, and it was statistically significant ($p=.000$) for predicting Psychological Safety in remote workers. The adjusted r square for this regression was .476, therefore 47.6% of the variance in Psychological Safety can be explained by the variance in Green Tape. Check the results on tables 9 and 10.

Table 9*Coefficients GT2 and PS2*

		Coefficients				
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.542	.718		2.146	.039
	MeanGT1	.107	.020	.690	5.471	.000

Table 10*Resum of the model GT2 and PS2*

Resum of the model		
Model	R square	Adjusted R square
1	.476	.460

“H2c: Green Tape affects positively Psychological Safety in a hybrid working model”.

H2c predicted that Green Tape would affect positively Psychological Safety for hybrid workers. A linear regression analysis was conducted to examine this hypothesis. The data support H2c. Green Tape was found to positively related to and predict Psychological Safety. The regression model was found to be statistically significant ($F(2,93)=11.844, p=.001$). The standardized coefficient for Green Tape for hybrid workers was .338, and it was statistically significant ($p=.001$) for predicting Psychological Safety in hybrid workers. The adjusted r square for this regression was .114, therefore 11.4% of the variance in Psychological Safety can be explained by the variance in Green Tape. Check the results on tables 11 and 12.

Table 11*Coefficients GT3 and PS3*

		Coefficients				
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.010	.437		9.185	.000
	MeanGT1	.041	.012	.338	3.441	.001

Table 12*Resum of the model GT3 and PS3*

Resum of the model		
Model	R square	Adjusted R Square
1	.114	.104

To find the differences between the working models and Green Tape and Psychological Safety it was used the ANOVA test.

“H3: There are significant differences between the working models and Green Tape for hybrid workers”. A one-way analysis of variance (ANOVA) was conducted to examine if there were significant differences between the three groups of working models (in-person, remote and hybrid) and Green Tape. The results showed that there were no significant differences between working models and Green Tape ($F(2, 320) = .489, p = .613$).

“H4: There are significant differences between working models and Psychological Safety for hybrid workers”. A one-way analysis of variance (ANOVA) was conducted to examine if there were significant differences between the three groups of working models (in-person, remote and hybrid) and Psychological Safety. The results showed statistically significant differences between working models and Psychological Safety ($F(2, 327) = 5.376, p = .005$). The differences between the group were found in the in person and hybrid groups and are statically significant ($p = .006$). The average for the Psychological Safety score for the hybrid ($M = 5.4747, SD = 1.11671$) was higher than the average for in-person workers ($M = 5.0450, SD = 1.08770$).

A one-way analysis of variance (ANOVA) was conducted to examine if there were significant differences between the three types of nationality (Portuguese, Brazilian and German) and Green Tape. The results showed that there were no significant differences between working models and Green Tape ($F(2, 320) = .577, p = .562$).

The last analysis conducted were the T-Test to independent samples, with the goal to prove the existence of differences between two different groups.

To test if there were differences between the technology-mediated working groups (remote/ hybrid) and in-person group, a Levene Test of homogeneity of variance was conducted. The data complies with the assumption of homogeneity of variance ($F = .737$, $p = .391$): It could be predicted that there would be differences between the groups. The results showed a statistically significant difference between in-person and technology-mediated (remote/ hybrid) working models groups ($t(1, 326) = -3.259$, $p = .001$). The technology-mediated group showed a higher average of psychological safety ($M = 5.4515$, $SD = 1.13401$) than the in-person group ($M = 5.045$, $SD = 1.0877$).

The same test was used to study the differences between the workers that respond between 0 and 25 and workers that respond between 26 to 50, for Green Tape questionnaire. The Levene Test of homogeneity of variance was not statistically significant. Therefore, the data complies with the assumption of homogeneity of variance ($F = 2.604$, $p = .108$). It could be predicted that there would be differences between the groups. The results showed a statistically significant difference between the workers that respond between 0 and 25 and workers that respond 26 to 50, for Green Tape questionnaire ($t(1, 319) = -17.995$, $p = .000$). The group of workers that respond between 26 and 50 showed a higher average for Green Tape ($M = 38.089$, $SD = 5.64764$) than the 0 to 25 group ($M = 17.8966$, $SD = 6.85224$). The statistically significant difference can be explained by the big difference of the number of the members of each group.

In the case of the perspective of the efficacy of the working model, the Levene Test of homogeneity of variance was not statistically significant. Therefore, the data complies with the assumption of homogeneity of variance ($F = 1.521$, $p = .219$). There would be

differences between the groups. The results showed a statistically significant differences between the perspective of the efficacy of the working model and Green Tape ($t(1, 158) = 2.373, p = .019$). The positive perspective of the efficacy of the work of the working model has a higher average for Green Tape ($M = 36.1920, SD = 8.27423$) than the negative perspective ($M = 32.2857, SD = 9.72738$).

To conclude, a Levene test was used to study the differences between the age and Green Tape. The results of the test showed it doesn't exist statistically significant differences between the age of the participants and Green Tape ($t(1, 318) = -.468, p = .640$). The same happened to the relationship between Green Tape and organizational tenure ($t(1, 306) = .338, p = .735$), job tenure ($t(1, 298) = .154, p = .878$), and gender ($t(1, 319) = .132, p = .895$).

Discussion

This thesis was the final product of a master's degree in Work, Organizational and Personnel Psychology from the University of Coimbra.

It deals with the Green Tape, as well as Psychology Safety and the three different types of working models, in-person, hybrid and remote.

It is important to highlight that the main purpose of this study was to understand how workers deal with the rules (regarding their effectiveness), depending on the different working models and how these influence the relationship between Green Tape and Psychological Safety.

In this chapter it will be summarized the main findings of the investigation.

The main conclusion drawn from the study was that Green Tape always exists, regardless of the type of working model used. If all the attributes defined by DeHart-Davis (1999) are met, there will always be rule effectiveness.

Initially, it was expected that the effectiveness of the rules would always be higher when it came to in-person work context, than a remote or hybrid.

That didn't happen. The Green Tape exists in an equal way, regardless the working model.

Such results can be explained by the timing of this research, post-Covid-19 pandemic. During the Covid-19 pandemic the world was forced to "shut-down" due to the rapid spread of the new deadly virus (Hatipoglu, 2020). This resulted in a need of adaptation of the world of work (Moens et al., 2012).

To test the first hypothesis established, it was essential to try to understand if the effectiveness of the rules (Green Tape) and Psychological Safety were correlated.

That was proved and show that when Green Tape exists, Psychology Safety exists.

Then arose the need to test these two variables in relation to each type of working models and it was concluded that there were no differences between the effectiveness of the rules and Psychological Safety, regardless of the model of work.

It is important to note that the correlation with the highest value was for remote work, which goes against all the previous covid ideas, that's prove my first thought about the theme.

There were differences between the various working models, but these were not statistically significant.

This maybe due the fact that the sample was not large enough to reflect larger differences. But the bottom line is that there were no differences, in this study, in the relationship between rule effectiveness and Psychological Safety, regardless of the working model.

The team work, only needs the five theoretical attributes of green tape to achieve a good and health environmental in the workplace: accountability and legitimate authority (promoted by written rules), the wise use of public resources (advanced by valid relationships between rule means and ends), managerial efficiency (facilitated by the optimal control), fairness in the distribution of the public resources (assisted by consistent rule application), and transparency (furthered by stakeholder understanding of rule purposes) (DeHart-Davis, 2008). That ends in a work design that provides proficiency and stakeholders acceptability.

With the use of an ANOVA, it was possible to prove that there really are no differences between the working models and the Green Tape, what emphasizes what was written in the forward paragraph.

Relatable to the differences between the working models and Psychology Safety, the same test, that was conducted before, showed that there existed differences between

Psychological Safety and working models.

The model that most proved to influence positively Psychology Safety was the hybrid model. With that was possible to verify that the workers that were working in-person tends to have lower levels of Psychological Safety.

To reinforce this idea, a T-Test for independent samples was carried out in which in-person work and technological working models (hybrid and remote) were tested. The results showed that the working models mediated by technology have a greater impact on Psychological Safety than the in-person model.

This result in the reflection that workers need to feel safe sharing their ideas and opinions and contributing more effectively to the organization (Edmondson, 1999), when they feel that they have more flexibility choosing and adjusting the working model to their personal and work needs.

Subsequently, others, equally interesting conclusions were reached.

The closer the Green Tape questionnaire was to the optimal response point, the greater the feeling of effectiveness of the rules.

The same happened when it was studied the perspective of effectiveness of the rules independently of the working model.

So if the workers feel that the rules of organizations are adapted to their needs and are effective, the workers tend to feel happier in the workplace.

Finally, it was concluded that neither nationality, age, organizational tenure, job tenure nor gender, influence the way workers perceive the effectiveness of the rules.

With this it is possible to conclude that doesn't matter what kind of sociodemographic variable, if the five theoretical requirements exist, Green Tape and effective rules, will exist.

All the conclusion of the study should guide all the leader, companies, organizations

and population in general, to an acceptance of the good points of remote and hybrid work.

In this study it is possible to conclude that hybrid workers have higher levels of psychological safety. In other words, workers that have the opportunity to choose the location of their “office” and do their time schedule, tend to feel more free to talk and explain their ideas.

The hybrid work can help all the workers to adapt and have a higher quality of personal life. So there are multiple good factors of the hybrid work.

With that is important to the population to understand that and improve the hybrid work, give more opportunity to the workers to choose how, when and where they want to perform their work.

It is also important to understand that all the changes in the type of work, would have impact on the rules. But they only need to have all the attributes to be effective and have a higher percentage of success.

With this, it can be concluded that the future of a healthier and happy work environment depends on the implementation of hybrid work.

Conclusion

This study has some rich and interesting information, even more so when the world is about change.

The human being's life, for the most part, is tied up with work. If a worker feels happy, connected to his organization and fulfilled, there is a high probability that the person will feel happiness and motivation in all aspects of life.

The biggest conclusion I can draw from the study is that there is always Green Tape when all the attributes about the rules are fulfilled, which reinforces the idea of De-Hart Davis (2008).

With this study it was also possible to realize that Psychological Safety tends to exist when Green Tape exists.

In other words, a feeling of efficacy of the rules leads to sharing and greater participation, as well as the security to do so on the part of the workers. These variables translate into a healthier working environment and sharing, which leads to greater growth at a personal and organizational level.

The fact that the study was conducted after a pandemic, which forced an abysmal development of the world of work, proves that this world depends on all the surrounding variables and that organizations must have the ability to adapt and seek stability to survive.

This also, leads to changes in paradigms and to the recognition that all kinds of work are possible, in remote or hybrid conditions and that this does not change the perspective of the effectiveness of the rules.

Limitations

In this part of the study, it will be expose some of the limitations of the study.

After publishing the questionnaire on social networks, on the 126 respondents, it was found a remark regarding the two questions about "seniority".

Considering the doubts pointed out, it was changed the questions to: "What is your seniority (time you have been working) in your current company? Please indicate whether it refers to MONTHS or YEARS"; "What is your seniority in the position you hold in your current company? Please indicate whether it is MONTHS or YEARS".

Only 131 respondents, were respondents to the question rephrased to: "Is there an adequate level of enforcement control by those responsible for your work model (0-no control; 5-optimal control; 10-excessive control)", because question was not close, later the problem was solved, and all the questions were confirm and obligatory.

One of the major limitations was the fact that there were no instruments in any language regarding the Green Tape (Fialho, 2013). So it was used the translation of the items made by Fialho, (2013).

Regarding the Psychology Safety questionnaire, to mediate the questions of the questionnaire, it was necessary to create reverse items. In this case items 1, 3 and 5 were reversed to achieve satisfactory Cronbach's Alpha results. Only in this way it was possible to proceed with the data analysis in a correct way.

In terms of the sample, it is important to express that the characteristics of that can be a limitation. Some characteristics such as the gender and sector of activity, can influence the results of the study.

The way that the data was collected can be a limitation. The publication of the questionnaire online, result in a higher percentage of participation of workers with

technological or administrative jobs, excluding some jobs with less dependence of technology.

The last limitations felt were relatable to the design of the study and the type of sample. The sample was a convenience one, because of this, it's difficult to make a generalization of the results.

In case of the type of the study design, this study was sectional. It would be more useful if the study was a longitudinal, and the collection of data was made 2 times, to compare the opinion of the workers after all the restriction imposed by COVID-19 finished.

Future Studies

With this investigation some curiosities arise and that result in thoughts about studies that can be developed in the future, post COVID era.

Some of the possibilities of future studies that may continue the line of research of this thesis are: (1) replicating the study in its entirety with other participants, different organizations, in specific activity and sectors of activity, in order to verify if the results are replicable. If that happens it will be possible to reinforce the robustness of the conclusions obtained; (2) it can be interesting to do two different studies, one only for men and other only for women, and compare the results; (3) another possible investigation is to replicate the quantitative study, expanding the sample size, as some results presented in this study may be limited by the fact that the sample was partly reduced.

A study which would be highly interesting and important is the attempt to collect more data with a view to validating the Green Tape measurement instrument.

It is also interesting the development of studies that would relate Green Tape and Psychological Safety with variables such as organizational trust, organizational and social behaviors, and turnover, in a post-covid era where remote and hybrid working has a greater emphasis.

To conclude, it is interesting to study the opinion and what kind of working model is better and effective for each kind of workers.

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Appendix B

Questionnaire (In Portuguese)

Segurança Psicológica e Trabalho Presencial/Remoto/Híbrido



O presente questionário tem em conta a realização da Tese de Mestrado em Psicologia do Trabalho, Organizações e Recursos Humanos da Faculdade de Psicologia e Ciências da Educação da Universidade de Coimbra.

O seu objetivo insere-se no estudo da influência da Eficácia das Regras e da Confiança Organizacional na Segurança Psicológica, nas diversas formas de trabalho (presencial, remota ou híbrida), em contexto organizacional.

Todas as respostas fornecidas serão analisadas de forma anónima e confidencial. Assim, pedimos que as mesmas sejam respondidas de forma honesta e de acordo com as suas opiniões e experiências reais, tal como se desenvolvem no seu posto de trabalho.

Pedimos que as instruções sejam lidas com atenção, visto o método de resposta a cada parte do questionário ser diferente. Certifique-se que todas as questões estão respondidas, antes de submeter o questionário.

Se tiver alguma dúvida ou sugestão que gostaria de partilhar connosco, contacte-nos através do seguinte email: tesepsicologia.uc@gmail.com

Agradecemos a sua colaboração!

Declaro que tomei conhecimento e estou esclarecido/a acerca dos objetivos da investigação * a ser realizada. Desta forma, aceito participar no presente estudo e permito que os dados, por mim fornecidos, sejam utilizados para os fins da investigação, confiando nas garantias de confidencialidade e anonimato.

Sim

Não

Encontro-me atualmente a trabalhar. *

Sim

Não

Dados sociodemográficos



Descrição (opcional)

Nacionalidade *

Texto de resposta curta

Idade *

Texto de resposta curta

Género *

Texto de resposta curta

Habilitações literárias *

- Ensino Básico (até ao 9º ano)
- Ensino Secundário (até ao 12º ano)
- Frequenta a Licenciatura
- Ensino Superior (Licenciatura ou Bacharelato)
- Ensino Pós-Graduado (Mestrado, Doutoramento ou Pós-Graduação)

Atualmente, em que setor de atividade trabalha? *

Texto de resposta curta

Atualmente, qual é a atividade profissional que desempenha? *

Texto de resposta curta

Qual é a natureza do seu contrato? *

- Por conta própria
- Por conta de outrem (efetivo)
- Por conta de outrem (a termo/temporário)
- Recibos Verdes/ Prestador de serviços independente
- Estágio (Curricular ou Profissional)

Ocupa, atualmente, um cargo de gestão e/ou liderança de equipas? *

- Sim
- Não

Qual é a sua antiguidade (tempo que trabalha) na sua empresa atual? Indique, por favor, se se refere a MESES ou ANOS. *

Texto de resposta curta

Qual é a sua antiguidade na função que desempenha, na sua empresa atual? Indique, por favor, se se refere a MESES ou ANOS. *

Texto de resposta curta

Modelo de trabalho



Nesta secção procuramos perceber qual o seu modelo de trabalho atual (presencial, remoto ou híbrido) e a sua opinião sobre o mesmo.

Em que situação de trabalho atual se encontra? *

- Presencial
- Remoto
- Híbrido

Quão adequado considera esse modelo ao desempenho da sua atividade profissional? *

- | | | | | | | |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Nada adequado | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Totalmente adequado |

Quem decidiu o tipo de modelo de trabalho que pratica? *

- Entidade Empregadora
- Decisão própria

Qual é o seu tipo de modelo de trabalho preferencial? *

- Presencial
- Remoto
- Híbrido

Se o seu modelo de trabalho for remoto ou híbrido, considera o seu espaço de trabalho físico adequado? Se estiver num modelo totalmente presencial, responda N/A. *

- Sim
- Não
- N/A

Quando trabalho com os outros membros da equipa, as minhas competências e talentos únicos são valorizados e utilizados. *

1 2 3 4 5 6 7

Não se aplica Aplica-se totalmente

Agradecemos a sua disponibilidade.



Como respondeu que não aceita participar no estudo, não iremos dar continuidade ao questionário. De qualquer forma, agradecemos o seu interesse!

Agradecemos a sua disponibilidade.



Como respondeu que não se encontra atualmente a trabalhar, o restante questionário não se irá aplicar à sua situação profissional atual. De qualquer forma, agradecemos o seu interesse!

Agradecemos a sua participação!



Se quiser partilhar algum tipo de informação adicional connosco ou tiver alguma dúvida, contacte-nos através do email: tesepsicologia.uc@gmail.com

Obrigada e até breve!

Appendix C

Response to feedbacks of the Pre-Position Paper, Position Paper and Research Paper

Pre-Position Paper

During the various stages of the preparation of this thesis, corrections were made, and important feedback given. Regarding the Pre-Position Paper, Professor Marina Romeo pointed out several issues. In the case of the Abstract, the professor alerted to the importance of compliance with APA norms and to the excess of information given and the lack of a concrete definition of the objective of the study. The professor also pointed to the lack of description of the sample, something unavoidable, since at the time the data collection had not yet been completed and no information about the sample was known.

In the case of the full paper, the host tutor questioned about the real purpose of the study, asking "are working models on psychological safety moderated by the effectiveness of the rules?".

In the case of the introduction, as well as throughout the whole document, there were several warnings to comply with the APA Standards and to be careful with plagiarism, which led me to a long study and understanding of the APA, allowing me to greatly improve my scientific writing.

The professor also spoke about the lack of connection in certain parts of the text and with the exchange of information, between the different phases of the elaboration of the thesis.

Regarding the literature review, I was asked to write a short introduction before talking about the key concepts of the study.

Regarding the aim of the study, the lack of a clear objective and the inexistence of hypotheses were pointed out, which would later be established with the help of Professor

Rejina, in the methodology lessons. Finally, a review of the instruments and a better analysis and description of them was requested.

With this feedback I made a list of the essential things that I needed to change main focus- specify; sample- more details; explain about the development of the questionnaires; don't write about the method in the introduction; try to write on my own words; make a relationship between the authors; Sectional study, not longitudinal.

Position Paper

After the presentation (power point) of the position paper to Professor Marina Romeo, the professor talked about some points such as: place authors of each literature review; different countries have different laws and ways of working models, I need to pay attention to that; only focus on green tape; aim more general, don't specify what kind of relationship there is; write the authors of the hypotheses, something that I can do, because the hypothesis were created by me; clarify that in this presentation the showed alpha was the one calculating to this thesis and sample; only include the references from the presentation and not from the whole document.

In the case of the paper, Professor Pedro Fialho alerted to an error in the percentages of my frequencies analysis, suggested to review the variables that need to have a mean and a statistical deviation. The professor mentioned and alerted me to the way of the writing of the hypothesis.

Professor Mariana Romeo talked about the excessive information in the introduction and the focus, only, on the green tapes. It was pointed out the non-necessity to write all the items of the questionnaires, on the measures part of the thesis.

To conclude, the feedback to the drafts of the Position Paper, both advisors warned about the excessive number of tables and the attention on the writing of the hypothesis.

Research Paper

The presentation of the research paper was the last one before the presentation of the last version of the master thesis. For the first time, in all this hard work process I had the possibility to present my study to two professors of the Facultat de Psicologia- Universitat de Barcelona. Most of the comments were about some errors that I made in the presentation such as never show that I'm nervous or comment little bugs, that were in the power point.

The professors advised me to put some examples of the questions of the questionnaires, in the part of "Measures", on the PPT presentation. They also told me not to put output tables and a lot of graphics on the presentation and to only show the most important correlation of my study and don't talk too much about things that are not so important to understand the study. To conclude, the professors said that the paper and the study was very interesting.

To conclude, relating to my home tutor feedback, PhD. Pedro Fialho, who has advised me to improve my literature review with more actual literature.