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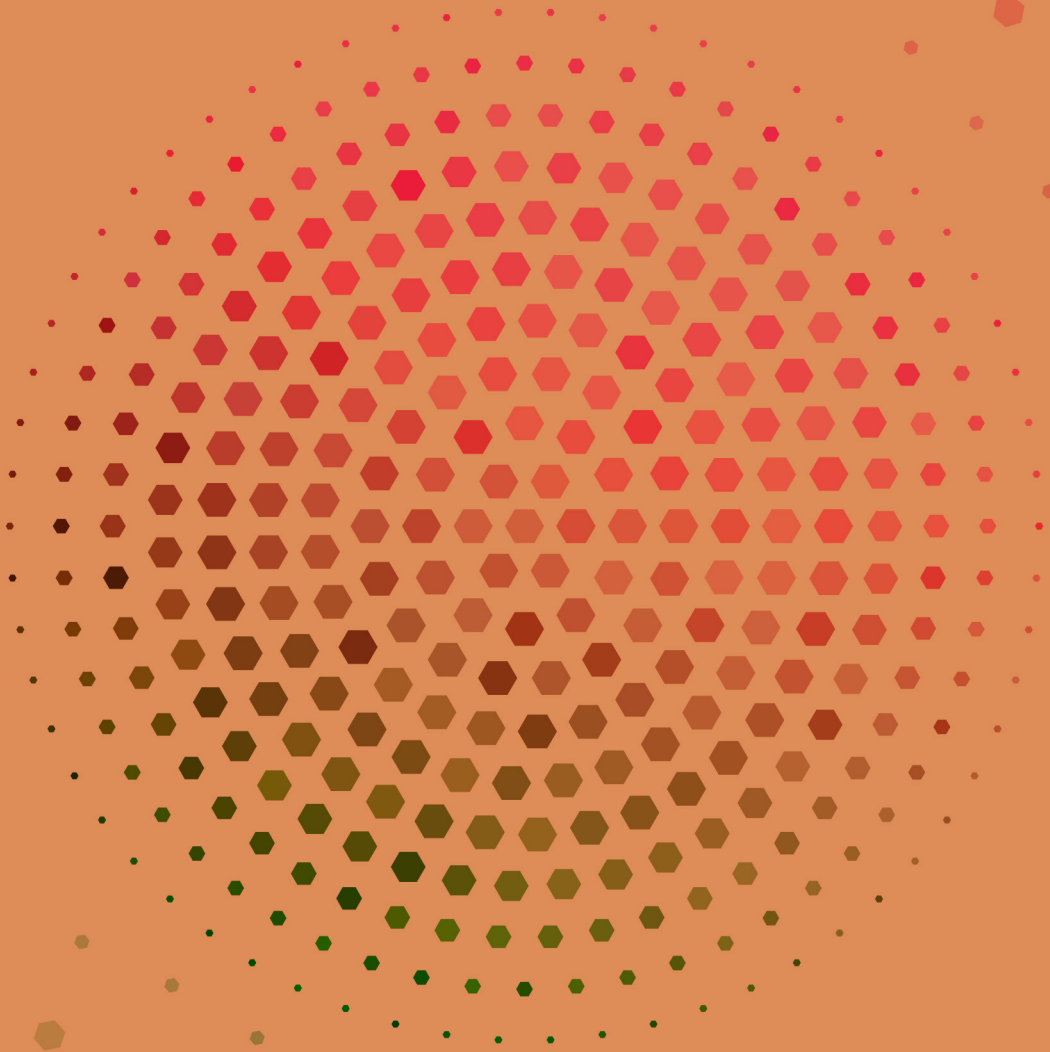

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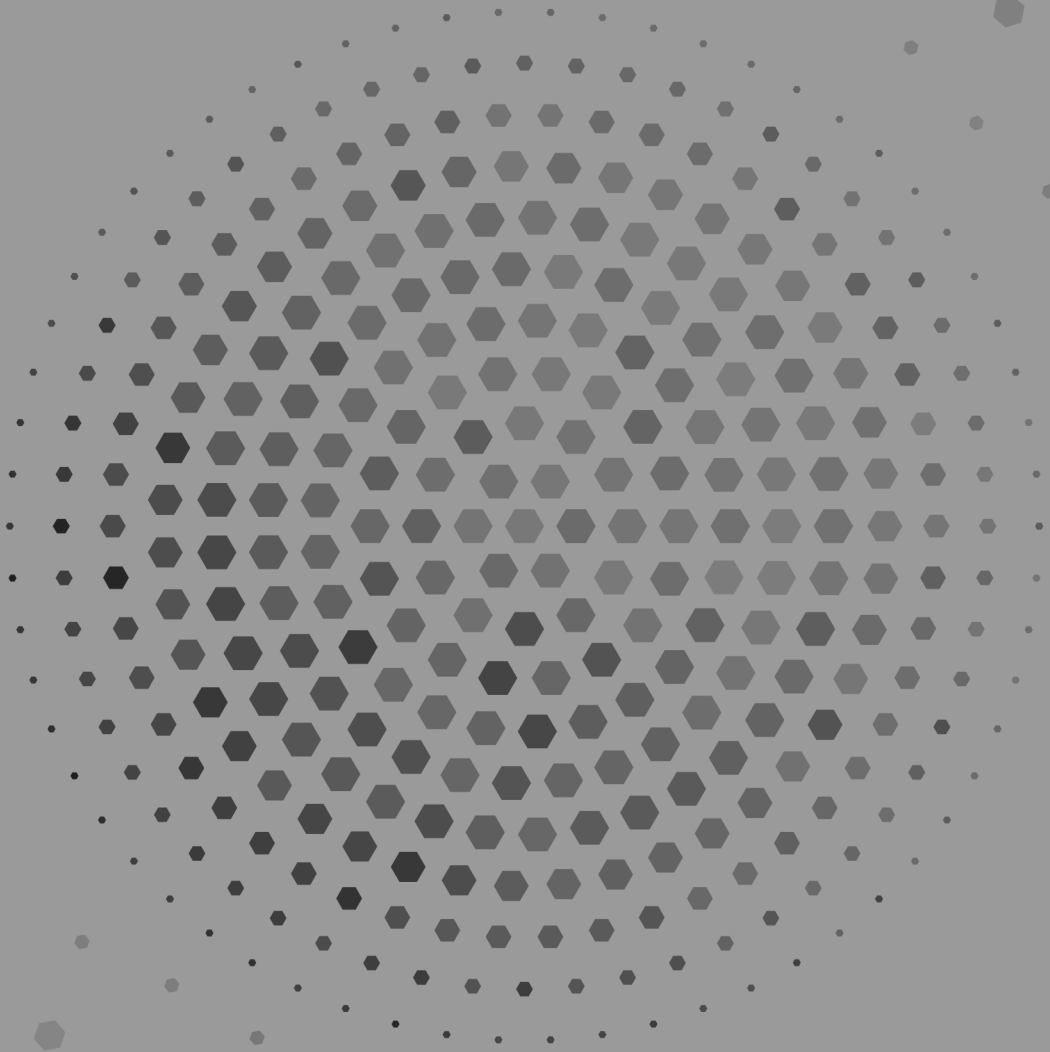

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APRESENTAÇÃO

A Atena Editora apresenta o e-book “Ciências Sociais Aplicadas: Organizações, inovações e sustentabilidade”, são ao todo trinta e seis artigos dispostos em dois volumes.

As pesquisas apresentadas congregam esforços de análises e reflexões relevantes sobre a sociedade contemporânea, especialmente no que se refere as relações conflituosas entre inovação e sustentabilidade e a busca de estratégias para resolução destes conflitos.

Os artigos que compõem o volume 1 possibilitam ao leitor o acesso pesquisas relacionadas às políticas públicas, relações políticas, questões de gênero, capital, renda e processos organizacionais. Os temas são abordados a partir de categorias de análise relevantes para a compreensão das relações que permeiam a sociedade brasileira, como a cordialidade, o patrimonialismo e a representatividade.

Ainda no volume 1, destaca-se que os temas são tratados de forma a considerar a importância e impactos da democracia ou da fragilidade desta diante da falta de representatividade, possibilidades de participação e tomada de decisão. Sendo considerado nestes aspectos as disputas de classe e reconhecendo-se os impactos diretos para as questões de gênero, raciais, de acessibilidade, mobilidade e exclusão financeira.

As pesquisas apresentadas no volume 2 do e-book estão vinculadas a duas temáticas centrais, o primeiro é sustentabilidade e meio ambiente, com estudos que tratam sobre a relação da temática com a produção do lixo, o consumo, práticas sustentáveis, processos participativos, tomadas de decisão e comunidades tradicionais. Por outro viés, a temática sustentabilidade e meio ambiente é também analisada a partir da responsabilidade social diante das problemáticas apresentadas pelo agronegócio e sistema empresarial e impactos destes para o meio ambiente.

Para finalizar, são apresentados artigos que contribuem para a reflexão sobre a relação entre inovação e sustentabilidade em processos educacionais através do uso de bibliotecas, contações de histórias, alfabetização digital e funções de linguagem.

Com temática contemporânea e imprescindível para as relações estabelecidas nos diferentes aspectos da vida social, espera-se com os artigos apresentados contribuir para o reconhecimento de desafios e estratégias construídas coletivamente, bem como, para novas análises da temática e com diferentes perspectivas teóricas.

Boa leitura a todos e a todas.

Luciana Pavowski Franco Silvestre

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CAPÍTULO 18

PSYCHOLOGICAL SAFETY: DISCUSSIONS ON THE MEANING AND IMPLICATIONS IN ORGANIZATIONAL PRACTICES

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ABSTRACT: Psychological Safety describes the perceptions of the consequences of taking risks in interactions in a given environment. That is, whether one feels safe and capable of taking a position, expressing oneself, and achieving goals instead of disengaging or keeping quiet, for example. In the organizational context, Psychological Safety facilitates "Voice" behavior, that is, the sharing of ideas, information, knowledge; contributing with suggestions and in the initiative to develop new products and services. This is an important factor because collaboration to achieve goals, and sharing ideas and perspectives, are behaviors expected of employees in companies. Such constructs could also be related to the learning of socio-emotional competencies, in that the expression of ideas and contributions requires a socially competent performance. On the other hand, considering that social competence is situational, an individual may not use such skills in various contexts due to anxiety, beliefs, psychological safety, among others. In this article we aim to better understand about the relationships between the concepts of Psychological Security, Learning and Voice in organizations, as factors that influence organizational performance It was possible to perceive overlaps between the constructs evaluated and that they are multivariate phenomena, which demands further investigation.
KEYWORDS: Psychological safety, socio-emotional learning, voice.

1 I INTRODUCTION

The pressures around competitiveness, the intensification of globalization processes, and the profound transformations in market structures show the importance of organizations revisiting their management models and instruments, particularly those directed toward the management of their human elements.

In this context, the Psychological Safety construct emerges as an important element for the organizational environment. Although not a recent construct, there is a gap with respect to research on Psychological Safety, especially in relation to empirical research. Edmondson and Lei (2014) carried out an important work mapping studies on the subject, in which they were investigated at different levels of analysis (organizational, group, and individual). This meta-analysis enumerated group-level studies dealing with Psychological Safety as

an antecedent. These indicate that the construct has effects on group learning practices, leading to improved performance. According to these authors, Psychological Safety would not influence learning in itself, but the search for knowledge. Ultimately, a psychologically safe environment creates space for divergent thinking, creativity, risk-taking, and motivates engagement to explore new solutions, thereby promoting improved team performance. Considering what has been said, is it possible to establish relationships between the concepts of Psychological Security, Learning and Voice in organizations, and relate them to organizational performance?

Considering the individual level, several studies described by Edmondson and Lei (2014) investigated how Psychological Safety interacts with other predictors of performance, such as problem solving and sense of responsibility. It was then verified that Psychological Safety acts as an antecedent when associated with challenging tasks and with social interactions, thus generating the development of synergistic knowledge and performance improvement as perceived by the group. Psychological Safety is also associated with trust and cooperation as predictors of team learning and effectiveness.

Regarding Psychological Safety at the group level, it is assumed that Psychological Safety acts as a mediator of relationships between antecedents (organizational context, team characteristics, and team leadership), influencing results such as innovation, performance, learning, and improvement within the team or promoted by it.

It is also presented by Edmondson and Lei (2014) that there is better performance in tasks with high uncertainty and scarce resources when there is Psychological Safety in the team. This construct emerges as a mediator between leadership and performance improvement. As a result, using data from longitudinal studies, the authors found that psychological safety differs significantly between teams within the same organization, and also differs between organizations.

Psychological Safety can act by moderating the relationships between antecedents, such as clarity, goal, or necessity of learning and performance results. We investigated how, moderated by psychological safety, the relationships between the factors: team diversity, innovation, and team performance, make it easier to leverage the benefits of diversity through open, more respectful conversations involving interactions.

Regarding the influence of Psychological Safety on learning, innovation, and performance, there is a need to develop a better understanding of the moderating role played by Psychological Safety in teams. The relationship between Psychological Safety and Learning is mainly positive in the literature. In addition, the direct relationship between safety and learning, and the indirect relationship between safety and performance (mediated by learning) were stronger in studies conducted in environments that motivated learning more strongly. It is emphasized that Psychological Safety alone cannot lead to team learning and performance, but rather requires the presence of conditions that require learning and communication.

Although the subject of Psychological Safety has been of interest in recent decades in the areas of management, organizational behavior, social psychology, and health care management, evidence from empirical studies is still lacking. Edmonson (1999; 2003) and Edmonson and Lei (2004) point out some of these studies, carried out in diverse contexts, such as organizational and industrial, in various countries and regions, which support the idea that it has a decisive influence on the local effectiveness of work, and suggests a surprising level of generalization of their research results. The discussion of the theme covers three key ideas:

> 1) The various correlated studies have consistently shown a determinant role in performance. It is noted that the relationship between Psychological Safety and effective Performance is theoretically logical, particularly when there is uncertainty and a need for any creativity or collaboration to carry out the work. Without elements of uncertainty or collaboration, the need to face and overcome interpersonal risks is simply less salient, and thus the presence of psychological safety should have less theoretical weight.
>
> 2) Psychological Safety is particularly relevant for understanding organizational learning, which is valid at all levels of analysis (individual, group, and organization). Much of the learning in today's organizations works through interpersonal interactions between highly interdependent members, and learning behaviors can be limited by individual concerns about interpersonal risks or consequences, including fear of not meeting one's goals, and the anxiety generated by feelings of incompetence that occur during learning (Schein, 1996). Overall, a climate of psychological safety can mitigate the inherent interpersonal risks of learning in hierarchies. People are more likely to offer ideas, admit mistakes, ask for help, or provide feedback if they believe it is safe to do so.
>
> 3) The studies described show that individuals who experience greater Psychological Safety are more likely to express themselves at work. Upward communication can be a vital force to help present-day organizations learn and succeed; by talking with their leadership, employees can help challenge the status quo, identify problems or opportunities for improvement, and offer ideas to improve the well-being of their organizations. Although there is evidence that expressing oneself in such situations may seem risky, research by Burris et al. (2008) and Nembhard & Edmondson (2006), suggest that the mitigation of this risk is possible.

Similarities between the levels of analysis are described, notably, the association of Psychological Safety with Learning, on the three levels. The interpersonal experience of Psychological Safety is fundamental for allowing behaviors essential to Learning and to change, whether the entity that needs to change is a person, a team, or a company; another consistency between the levels is the consideration of performance as a dependent variable. Investigations at the individual, organizational, and group levels identify clear and significant relationships between psychological safety and performance, using aggregate response data. They also emphasize the conceptual and empirical connections to collective learning processes.

One difference in emphasis at the individual level, as compared to the other two, is a focus on results related to growth and satisfaction (i.e., involvement in the work and organizational commitment) in addition to performance (e.g., internal quality audit and creative involvement in the work).

In addition, only individual-level research distinguishes between internal and external behaviors in relation to certain activities that are expected in carrying out a job, but not always consistently delivered, in parallel with those who voluntarily assisted with others, for the collective good. This distinction does not include the discussion of psychological safety at the collective levels of analysis, but only at the individual level. Finally, despite the predominance of similarities, only the group level explicitly argues that it is the appropriate level of analysis for conceptualizing psychological safety measures. The studies indicated statistically significant variation in psychological safety between groups within the organizations; those who work together tend to have similar perceptions of psychological safety, which varies in relation to other groups within the same organization.

One of the most fundamental challenges for organizations is to foster a positive interpersonal climate that facilitates learning and performance, mitigating conditions of uncertainty, which does not emerge naturally. Included in this scenario are variables such as behaviors of local managers and supervisors, and their capacity for not underestimating the extent of congruent communication and intentional intervention needed for psychological safety to be consistently effective. We mention the action that causes a job holder to solve a problem in an individual and immediate way, without reporting it, the so-called first-order learning, noting that it allows the work to continue, but hinders organizational learning, potentially being more harmful than useful. However, if on the one hand this raises the estimation of profiles that speak freely, question existing practices, and suggest new ideas, on the other, excessive psychological safety can cause the loss of precious time in unimportant things or a demotivating path for actual learning. Managers need to work to achieve a balance of encouraging open communication related to the task, and providing constructive feedback to limit irrelevant questions, comments, or discussions. From that balance, the interpersonal safety climate must be combined with others (e.g., strategy, vision, goals, supportive leadership, etc.) to better enable learning and performance.

While existing research sheds light on the challenges and opportunities underlying collaboration and innovation in organizations, additional research is needed to expand the understanding of how psychological safety works.

2 | RELATIONSHIPS WITH COMPETENCY LEARNING

In recent years we have seen a growing interest in the study of the application of learning to the organizational environment, and consequently its relationship to performance in the organizational context. This interest is due, in part, to the fact that many organizations

have come to adopt work teams with professionals from different areas of knowledge as a way of guaranteeing diversity in the application of individual learning, and thus obtaining the desired performance in the dynamic and competitive contexts in which they are placed. Regarding acquired competencies, in an empirical study conducted with employees of a Federal Institution, Dourado (2015) observes the fundamental importance attributed by these workers to competency-based management, as a tool for diagnosis and allocation pertaining to the human capital of organizations.

Psychological safety can be defined as a "climate characterized by trust and mutual respect in which people feel comfortable to be themselves" (Edmondson, 1999, p. 354). Various authors suggest that psychological safety facilitates the organizational learning process itself (Decuyper et al., 2010; Edmondson, 1999), since it allows members to reduce excessive concern with other's reactions to behaviors and actions that, under other circumstances, could be understood as threatening to the team itself. The existence of a psychological safety climate has been pointed out as a possible moderating variable in the relationship between a team's learning objectives and learning processes (Edmondson, 2003), and consequently in the relationship between innovation and performance (Baer & Frese, 2003). In particular, it has been suggested that a climate characterized by greater psychological safety will act as a facilitator of learning, discussion, and innovation, and will mitigate the interpersonal risks associated with learning.

A number of authors point to learning in the organizational context as a central process that enhances the effective adaptation of organizations in the context in which they operate (e.g., Decuyper, Dochy, & Bossche, 2010; Kozlowski & Bell, 2008; Zaccaro, Ely, & Shuffler, 2008). According to Edmondson (1999), the concept of team learning is:

> "a continuous process of reflection and action characterized by posing questions, seeking feedback, experimenting, reflecting on results, and discussing errors or unexpected results of actions" (p. 353).

Although teams are often seen as a learning unit (Kozlowski & Bell, 2003), it is important to recognize that the mere restructuring of work based on teams, rather than on individuals alone, does not guarantee the levels of learning, adaptation, and effectiveness advocated in the current context. Along these lines, we find in the literature different proposals that seek to identify the conditions and the dynamics of the team that promote learning. When the learning and performance constructs were correlated, in a study with teachers from a Federal Institution of Higher Education, Dourado, Gondim, Loiola, Ferreira and Alberton (2018) verified through confirmatory analysis and prediction and moderation models that learning predicts the perception of performance in the teaching activity. In this aspect, factors that may facilitate and even ensure that this connection is established, factors such as organizational support for knowledge transfer and psychological safety, stand out. Therefore, the development of appropriate strategies is influenced by the quality

of the scenario proposed by the organization, and by the relationships established within the institution.

Such aspects are important factors for the development and performance of individuals, favoring the development of social skills and competencies, and consequently, their capacity to adapt to the challenging situations of the organizational scenario (Almeida, 2010).

3 | RELATIONSHIPS WITH VOICE IN ORGANIZATIONS

Historically, the behaviors of Voice and Silence in Organizations have been studied since the 1970s, being initially associated with organizational change. Today, studies on Voice are linked to the expression of the employee (individual level of analysis) directed toward superiors, peers, subordinates, or the external public as an intentional behavior. In addition, studies on Voice are also associated with Organizational Learning, considering the sharing of information with superiors, peers, or subordinates and the related consequences at the individual, group, and organizational levels (BRAINSFIELD, EDWARDS & GREENBERG, 2009).

When we analyze the studies on Voice in organizations, we can see that such behaviors are described from different perspectives. That is, employees can respond to organizational actions in different ways. In general, organizational Voice is considered a phenomenon in which people express opinions and thoughts and share knowledge, in order to bring about some organizational change. The notion of Voice stems from the idea that employees recognize some source of dissatisfaction and occasionally identify opportunities to improve their own well-being and that of their organization. Voice is the verbal activity used to promote constructive change in the status quo (MISHRA & SAXENA, 2011).

According to Brainsfield, Edwards and Greenberg (2009), the expression of ideas, information, opinions, or concerns in an organizational context is called “Voice”, while the non-verbalization of these issues is defined as “Silence”. According to this perspective, Voice and Silence would be antagonistic constructs, as opposite poles of the same continuum. While Edmondson and Lei (2014) define “Voice” as active verbal communication, either for changing the status quo or suggesting ideas for process improvement, for example.

Morrison (2014), in turn, defines the Voice behavior as the informal and discreet communication from employees concerning ideas, suggestions, concerns, information about problems, or opinions. Such communication would be directed to people who could take the appropriate actions oriented toward solutions, improvements, or changes. According to the model proposed by Morrison (2014), faced with a latent opportunity for verbal expression, the subject is exposed to motivating or inhibiting factors such as: individual dispositions; attitudes and perceptions about the work and the organization; emotions, beliefs, and schemas; behavior of the leader or boss; and other situational factors. After assessing such

factors, the subject decides to speak or remain silent. If the subject wants to talk, he/she still evaluates what he/she will say, how, and to whom.

Van Dyne & Botero (2003) broaden the concept of Voice and Silence in proposing six specific behaviors based on three motivations of the employees. They are: Acquiescent Silence, Acquiescent Voice, Defensive Silence, Defensive Voice, Pro-social Silence, and Pro-social Voice. This approach considers Voice and Silence as distinct expressions in the organizational environment that do not constitute "two sides of the same coin". In addition, both Voice and Silence could bring benefits or harm to organizations.

According to the model proposed by Van Dyne, Ang & Botero (2003), an employee with a behavior pattern oriented to resignation would tend to quit because he/she felt incapable of implementing changes. Such a perception would lead such employees to express Acquiescent Voice or Silence, that is, not to express their opinions or contributions (Aquiescent Silence) or to agree with the opinion of the group (Aquiescent Voice).

In adopting a pattern of behavior based on self-preservation, individuals would act based on fear, being able to adopt Defensive Voice or Silence and thus withhold information or not communicate problems out of fear or for their own protection (Defensive Silence), or propose other ideas and suggestions in order to divert focus and attract people's attention to other issues (Defensive Voice).

People who tend to adopt conduct based on cooperation and altruism would opt for Pro-social Voice or Silence behavior. Opting for this kind of Silence would lead people to keep information confidential for cooperation, or preserve knowledge to benefit the organization. Pro-Social Voice would lead employees to express their contributions, suggestions, proposals for improvement (VAN DYNE, ANG & BOTERO, 2003).

Considering what has been said about Voice, i.e., that it is traditionally understood that the initial condition for choosing Voice is based on the premise that the employee is aware of a problem, opportunity, has an idea, concern, or point of view that he/she considers relevant to be shared (MORRISON, 2014). It is understood, therefore, that the employee realizes and understands that he/she has something valuable to say. Edmondson and Lei (2014), for example, indicate Psychological Safety as an antecedent of Voice, point to the need for the existence of a latent episode of Voice or a latent opportunity for Voice, that is, the employee's perception about the opportunity speak. Van Dyne et al. (2003), however, argue that it is not enough to have an opportunity for engaging in Voice. There is also the need for a motivation, a belief, or feeling that triggers the Voice behavior. Thus, since the sharing of opinions, suggestions, concerns (Voice) contributes to Organizational Learning, it becomes important that Psychological Safety be present for the triggering of such behaviors.

4 | CONCLUSIONS

We aimed in this work to contribute to a better understanding of the relationship between the concepts of Psychological Safety, Learning, and Voice in organizations, as a determinant process for organizational performance. Dourado et al. (2018) notes the practical applicability of learning to performance, mentioning support as a desirable element for this transfer to take place. Holistically, we perceived in the selected articles that the results denote a direct influence on the orientation towards learning and of psychological safety, as well as on voice and silence in organizations. Through analysis of the available theory, anchored in the literature of psychology and management, it is possible to draw inferences about the possible relationships of these concepts concerning the meaning attributed by workers to their professional activities. This discussion is relevant, due to the current context of crisis and change in the contemporary social, economic, and political scenario.

From the bibliography reviewed, it can be affirmed that: Psychological Safety is considered a mediating variable between other variables and "Voice" behavior; such behavior involves the sharing of information (Pro-Social Voice), which, in turn, is related to Learning. Thus, it is hypothetically possible to establish a parallel between the constructs presented.

We believe that this theme has relevant implications both for studies on learning and for those on voice. The reading of the articles also suggests an interaction between the climate of orientation toward learning and the psychological safety climate, and the combination of these different types of climate would provide the desired increase in organizational performance. So emerges the need to stimulate the development of competencies relevant to the task, and yet simultaneously, the development of a set of actions that promote trust and mutual respect among team members, thus creating a favorable environment for information sharing.

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