



INSTITUTO
UNIVERSITÁRIO
DE LISBOA

Leadership Effectiveness and Hybrid Work: Challenges, Changes and Knowledge's

Ana Francisca Martins Ferreira

Master in Human Resources Management and Organizational
Consulting

Supervisor:
Prof. Maria João Velez
ISCTE Business School

June, 2023



BUSINESS
SCHOOL

Leadership Effectiveness: Challenges, Changes and Knowledge's

Ana Francisca Martins Ferreira

Master in Human Resources Management and Organizational
Consulting

Supervisor:
Prof. Maria João Velez
ISCTE Business School

June, 2023

I. Acknowledgements

This thesis represents another stage of my academic journey successfully completed. It was not an easy year, it was a year where I put tested myself, and tested my limits. A year of ups and downs. But in the end it worked, and that gave me another victory. For this happened, I cannot fail to thank the people who have travelled this journey with me.

First, I would like to thank my supervisor, Prof. Maria João Velez, for guiding me throughout the entire process and for always giving me all the support and guidance possible so that I could reach the end. For being available throughout the process, and for having transmitted all the fundamental and necessary knowledge for the realization of this thesis.

To my parents, who were the people who lived this adventure with me first hand. Thank you for always being there when I need you most. For all the words of motivation, for all the patience, affection and support you have given me throughout this stage. Thank you for never ceasing to believe in my abilities and for always believing in me until the end. This is not just my victory, it's ours.

To my friends from Lisbon, Coimbra and Viseu, who were key people for this thesis to come true. For taking this adventure full of ups and downs by my side, for all the support, for not making me give up, for giving me strength to keep fighting and for being understanding in difficult times.

Finally, I would like to thank all the people who participated in the interviews for their availability to carry them out

II. Abstract

In 2020, the world was shaken by the Covid-19 pandemic, which changed everything we knew, including the world of work. Changes have happened since then, until now. One of them was the introduction of the remote work regime.

The changes that have taken place over the last few years have been difficult to manage on their own by employees who report to a team leader. However, a situation did not hold our attention and that was not so much the focus, was how the leaders lived, felt and adapted to this whole situation. This is where the focus of this research lies.

This research focuses on leaders, and on trying to understand how they dealt with and how they faced the changes, challenges, and learning that they had in recent years, due to sudden changes, caused by the Covid-19 pandemic. In addition, the focus is also on understanding whether their behaviours/leadership styles have changed or not, and identifying which leadership style is considered the most effective in hybrid work regime, which is also remote.

Keywords: *Effective leadership, leadership styles, hybrid work, Covid-19 pandemic*

JEL Classification: O15 – Human Resources, D230 – Organizational Behaviors

III. Portuguese Abstract

Em 2020, o mundo foi abalado pela pandemia da Covid-19, que fez mudar tudo aquilo que conhecíamos, incluindo o mundo laboral. Mudanças aconteceram desde então, até aos dias de hoje. Uma delas foi a introdução do regime de trabalho remoto.

Estas mudanças que ocorreram durante os últimos anos, foram complicadas de gerir por si só pelos colaboradores que respondem a um líder de equipa. Mas uma situação que provavelmente não nos prendeu a atenção e que não foi tanto o foco, foi de como os líderes viveram, sentiram e se adaptaram a esta situação toda. É aqui que está o foco principal desta pesquisa.

Esta pesquisa foca-se nos líderes, e em tentar perceber como lidaram e como enfrentaram as mudanças, os desafios, e as aprendizagens que tiveram nos últimos anos, devido a mudanças súbitas, provocadas pela pandemia do Covid-19. Para além disso, o foco é também perceber se mudaram os seus comportamentos/estilos de liderança ou não, e identificar-se qual o estilo de liderança considerado mais eficaz num regime de trabalho híbrido, que também é remoto.

Palavras-chave: Liderança eficaz, estilos de liderança, trabalho híbrido, pandemia Covid-19.

Classificação JEL: O15 – Recursos Humanos, D230 – Comportamentos Organizacionais

Table of Content

1. Introduction	1
2. Literature Review	4
2.1. Leadership	4
2.1.1 Great Man Theory	5
2.1.2. Trait Theory.....	5
2.1.3. Contingency Theory and Situational Theory	5
2.1.3. Contemporary Leadership Theories	6
2.1.7. Effective Leadership	9
2.2. Remote and Hybrid Work.....	11
2.3. Leadership and Hybrid Work	16
3. Methodology	18
3.1. Research Methodology and Gathering Data	18
4. Sample.....	21
4.1. Interviewees' characteristics	21
5. Data Analysis.....	22
5.1. Findings and Results.....	22
5.1.1. Category 1	22
5. 1.1.1. Leadership Styles	22
5.1.2. Category 2 – Full Remote Regime.....	24
5.1.2.1. Subcategory 2.1 – Changes in leadership style and challenges of leading teams remotely	24
5.1.2.2. Subcategory 2.2 – Functions affected by remote working.....	27
5.1.2.3. Subcategory 2.3 – Learning from remote leadership	31
5.1.2.4. Subcategory 2.4 – Support from the organization.....	32
5.1.2.5. Subcategory 2.5 – Adapting to technologies.....	34
5.1.3. Category 3 – Hybrid Work Regime	35
5.1.3.1. Subcategory 3.1 – Challenges of hybrid work	35
5.1.3.2. Subcategory 3.2 – Team Relationship.....	36
5.1.3.3. Subcategory 3.3 – Team behaviours online	37
5.1.3.4. Subcategory 3.4 – Role of the leader	39
5.1.3.5. Subcategory 3.5 – Efficiency of the leader at a distance.....	40

6. Results Discussion	43
7. Conclusion	47
8. Bibliography	49
9. Appendixes	60
Annexe 1 - Leadership Styles	60
Annexe 2 - Effective leadership behaviours and its positive consequences on team members.....	63
Full Remote Regime	66
Annexe 5; Table 3 – Changes in leadership style and challenges of leading teams remotely	66
Annexe 6; Table 4 – Functions affected by remote working	78
Annexe 7; Table 5 – Learning from remote leadership.....	87
Annexe 8; Table 6 – Support from the organization	90
Annexe 9; Table 7 – Adapting to technologies	96
Hybrid Work Regime	100
Annexe 10; Table 8 – Challenges of hybrid work	100
Annexe 11; Table 9 – Team Relationship	103
Annexe 12; Table 10 – Team behaviours online.....	108
Annexe 13; Table 11 – Role of the leader.....	111

1. Introduction

The year of 2020 was a year that tested all of us professionally. We were used to going to the office every day, working from 9:00am to 6:00pm, meeting with our colleagues, socialising in the office, having face-to-face meetings, until the Covid-19 pandemic came alone. The challenges and changes “for people, organizations and societies in the face of the impacts of Covid-19 and a global pandemic” (Mello da Costa, et al., 2020, p.385) were enormous.

Overnight people were forced to stay indoors and do their whole life at home, including work. People were not prepared to work from home. It was a reality that very few did, or if they knew, they considered themselves sceptical. The truth is that everything changed. All work started to be done from home. Meetings that used to be face-to-face, became online. Technologies, including computer, started to play an extremely important role in people’s day-to-day lives. Team-buildings became online. Offline life became online life.

These changes, in themselves, were difficult for employees who are in charge of someone, of a manager/leader. Nevertheless, an issue that draws even more attention was how the company bosses, the team leaders, dealt with this whole situation and how leadership was affected by all these changes in the world of work, and this whole situation “appears to be an ultimate test for leadership across the world” (Dirani et al., 2020, p. 381). According with Krehl and Büttgen (2022), leadership is “a daily and constantly changing phenomenon”. According to them, the COVID-19 pandemic was crucial, in the way that changed how people work and live. We had never seen so many people working from home. In addition to this idea, the remote work “has had an unprecedented impact on office work with respect (...) the wellbeing and performance of office workers.” (Chafi et al., 2022, 1). Working from home changed the leadership interactions, that “have also been changed with new demands on managers to develop ways of leading that extend beyond personal presence and interaction, through digital channels and that are effective from a distance” (Contreras et al., 2020, apud Kaiser et al., 2022, 206).

Managers are someone who exercises leadership over others, and who has the ability to motivate their team, to resolve conflicts, to direct the team towards the right direction of success in order to achieve organisational goals. Being a leader in a remote work model is complex (Krehl & Büttgen, 2022). Deal with new challenges, fear of losing control, and deal with a demotivated team are some issues that make remote leadership complex (Kaiser et al., 2022,

208). In addition, an “effective leadership in this new hybrid world requires different skills that go beyond traditional team leadership. Specifically, organizations will need leaders who can operate well across two distinct modes” (Hooijberg & Watkins, 2021, p. 1).

The goal, and the phenomena which it is intended to study is how leaders are currently (hybrid regime or 100% face-to face) leading their teams, after the sudden situation that happened in 2020, where overnight they had to start leading at distance. To understand this situation, the aim is to analyse what leaders have learned in recent years from these sudden changes. Understand if they changed any aspect of their leadership style, if they stopped doing something, with what they learned from the pandemic, or even if they started to do something differently. To understand this, I also have to understand how leaders led before 2020, when they led 100% face-to-face, to analyse better the differences. In this way, it comes up the research question: **Which leadership behaviours/style(s) do leaders think is the most effective, in a remote work regime?**

In addition to the research question, there are three further questions underlying this them:

Question 1 - What were the leadership behaviours that proved to be most effective in the hybrid work regime?

Understand how the leader behave is fundamental to understand what is good and wrong in their leadership style. The leaders’ personality is going to influence the efficiency of whole team.

Question 2 - How have leaders adapted to the hybrid work regime?

“The hybrid workforce requires leaders who can effectively lead in face-to-face and remote settings, with a unique ability to bring the two environments into a cohesive unit” (Hopkins & Figaro, 2021, p. 394). Understand how the leaders adapt their leadership style face-to-face, to the hybrid work, is something crucial do analyse in this research.

Question 3 - What are the new challenges that the leaders have to face with the hybrid work?

“Previous research on the impact of flexible work arrangements (such as flexible work time, flexible workplace, remote work, etc.) on employees’ subjective wellbeing has generally shown positive results but has also highlighted certain challenges of remote and flexible work arrangements from employee and leadership perspectives” (Chafi et al., 2022, p. 1). Communication and social connections are probably the two of the biggest problems that the

leaders and their teams face nowadays with the hybrid work. It's important to understand what are the challenges that the leaders face these days, in order to understand their leadership style.

In this sense, the goals of the research are the following: **1°** Explore how the leader adapted his leadership behaviour/style to the hybrid work; **2°** Understand what is the most effective leadership behaviour/style in hybrid work; **3°** Identify the key challenges leaders faced in the transitioning from face-to-face, to remote, and to hybrid, and how they addressed them.

It is possible to believe that this research is relevant, since it is a very recent theme, and there is still little literature on the subject. There will be new insights on the subject, and more specific will help the leadership studies, with a very current theme, and with a very current situation. Furthermore, there is usually always a greater concern with the employees, and in what concerns leaders, this concern is more felt in the way they have to lead their team to success, and it is in their hands that this happens, leading to them having a very relevant role in this situation.

For this reason, the fact that the research focuses on an aspect of leaders that is not so much studied, so to speak, since we are studying the behaviours, emotions, and needs of leaders, makes the research topic useful for the future.

This research is divided into different categories. It starts with an opening part, the part one, where we can find the acknowledgments, a short summary, and the introduction. In the second part, we can find the theory associated with the research theme, where the literature review is found, with themes related to leadership theories and the remote and hybrid work regime. Next to this part, we have the methodology used for this research, which in this case were interviews, and the samples used. Also in this part, we have the analysis of data from the interviews, with the results found, and divided into three categories: Leadership Styles, Full Remote Work Regime and Hybrid Work Regime. Following the presentation of results, we have their discussion, where some conclusions are drawn and a bridge is made with the existing literature. In addition, it also contains practical implications, limitations of this research and recommendations for future studies. The last part of this research, the fourth part, we have the conclusion, the bibliography and the annexes. The annexes are also divided into categories: Leadership Styles, Full Remote Regime and Hybrid Work Regime.

2. Literature Review

2.1. Leadership

Bernard Bass (1990), a leading figure on the leadership field, once said that “there are almost as many different definitions of leadership as there are persons who have attempted to define the concept” (Bass, 1990, apud Bogenschneider, 2016, p. 1). Even though there are many definitions of leadership, the definition of Gary Yukl (2013) seems to be the one that encompasses all the main ideas that should be in a definition of leadership: “the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared goals” (Yukl, 2013, p. 23).

The leaders have an enormous position in organizations besides lead their team to success, which includes: conflict resolution, decrease tensions, deal with different behaviours, resolution of problems and crisis, reward and punish their team members, and to finish encourage and support their team (Fisher, 2000, apud Saeed et al., 2014).

Something important to have in mind is the fact that a leader’s actions and decisions have a huge impact “on how a company works and flourishes. Some individuals believe that a good leader initiates the best in others and assists them in realising their full potential. People argue that a successful leader empowers others to achieve their maximum potential” (Hosalikar, 2021, apud Padhy et al., 2022, p. 42763). Still in line with this idea, the leadership has a huge role on the success of organizations. To achieve this, the employees need to work in harmony in order to reach out goals, and “because leadership involves the exhibition of style or behaviour by managers or supervisors while dealing with subordinates, leadership is a critical determinant of the employees’ actions toward the achievement of the organizational goals” (Saeed et al., 2014, p. 1).

According with Khan and Nawaz (2016) there is a lot of explanations, theories, classifications and definitions about leadership, in the contemporary literature. Literature on leadership, shows us that theories over the years have been redefine and modified, and issues associated with situations, culture, contexts, working environment, new laws and regulations, organizational complexities, information overload and psychosocial developments were/are some of the factors that influenced/influence leadership theories (Amabile et al.2004, apud Khan & Nawaz, 2016).

2.1.1 Great Man Theory

The *Great man theory* defends that the leaders are born and not made (Thomas Carlyle, 1847 apud Sethuraman & Suresh, 2014). This theory tries to say that people are born as leaders and that born with the necessary skills to become leaders, and that is not something that you can learn during all life (Khan & Nawaz, 2016). The Great Man Theory also defends the idea that the leaders lead in function of their inherent characteristics and what are the moment needs (Sethuraman & Suresh, 2014).

This theory tries to clear up the idea that leadership is something that people can inherit, and that the leaders have higher qualities that distinguished him from his team/followers (Madanchian et al. 2016).

2.1.2. Trait Theory

After some years of the emergence of the Great Man Theory, appeared some studies regard the *Trait Theory* (Madanchian et al. 2016,). This theory is based on the Great Man Theory, that stated that the leaders have characteristics that born with them (Fleenor, 2011 apud Sethuraman & Suresh, 2014). Although this similarity, this theory also rejects assumptions that leadership traits are inherent (Khan & Nawaz, 2016). This happens because we can divide the personality traits in two groups: the emergent traits (that are dependent on hereditary) that include height, intelligence, attractiveness, and self-confidence and the effectiveness traits that are based on the experience and learning, and include charisma, as fundamental component of leadership (Ekvall & Arvonon, 1991 apud Khan & Nawaz, 2016). Some of these characteristics, from the Trait Theory, as well as knowledge, optimism, tolerance of stress, honesty and energy are considered key characteristics for effective leaders (Yukl 1989; Northouse 2015; Yukl 2011 apud Madanchian et al. 2016).

2.1.3. Contingency Theory and Situational Theory

Contrary to the theories mentioned above, the Contingency theory state that leaders are made and not born, and that the leadership skills can be learned and developed (Kendra Cherry, n.d

apud Sethuraman & Suresh, 2014, p.166). The *Contingency theory* defends that no leadership style is accurate as autonomous, since the leadership style depends on factors as quality and the team member's situation (Khan & Nawaz, 2016). Contingency theory focuses on factors connected to environment that can help to determine the leadership style more suitable to the situation (Sethuraman & Suresh, 2014).

According with this theory there is not a right way to lead, because it will depend on the external dimensions of the environment that reacquires the leader adaptation (Khan and Nawaz, 2016). In agreement with this idea, the *Situational Theory* can be introduced in the sense that, in the contingency theory there is various factors – leadership styles, followers (team), and the situation, where the *Situational theory* “emphasizes that the leaders will choose the best style of leadership based on the situation and the group to be influenced” (Sethuraman & Suresh, 2014, p.166).

The focus of the *Situational theory* passes by to understand how the leader motivates and influences their team. To be successful, leaders need to adapt their leadership style to the demands of their team in different situations (Cote, 2017). Also according to this idea, *Situational Theory* focuses more on the interaction of the leader's behaviour and the readiness of his followers and then measures it to determine the effectiveness of the leader. In this sense, it is assumed that the leader's task and relationship behaviours are moderated by the level of readiness of the followers (Cairns et al., 1998).

2.1.3. Contemporary Leadership Theories

2.1.4. Transformational and Transactional Leadership

Bass (1990) proposed that leaders need two types of skills to lead a team: transformational and transactional leadership (Outhwait, 2003). By transformational leadership, we can understand as the “process when the leader and follower engage and form a connection that raises the level of motivation and morality to a higher level” (Parry & Proctor-Thomson, 2002 apud Cote, 2017, p.2). According with Bass (1997) the goal of transformational leadership is to “transform” organizations and people and align the followers and the leaders' ideas, values and expectations (Nanjundeswaraswamy & Swamy, 2014). The transformational leaders try to develop good relationships with his/her team to develop an “individualized consideration in meeting their needs for empowerment, achievement, enhanced self-efficacy and personal growth” (Khan & Nawaz, 2016, p.3), and try that his/her team see the problems from a different perspective (Bass

& Avolio, 1990, apud Nanjundeswaraswamy & Swamy, 2014). To achieve this, adequate training can be a crucial aspect to help leaders to become transformational leaders (Cote, 2017).

With the transformational leadership, we can identify four dimensions: charisma, inspirational motivation, intellectual stimulation and individualized consideration (Rafferty and Griffin, 2004).

2.1.4.1. Charisma

Transformational leaders who have charisma have a vision and a sense of mission. They develop respect, trust, loyalty and individual identification with their teams. Faith, pride and confidence are some characteristics that leaders pass to their team (Dubinsky et al, 1995).

2.1.4.2. Inspirational Motivation

Leaders who have this dimension communicate their vision with confidence and fluency. They demonstrate commitment and self-determination to reach their and teams goals. They transmit an optimistic vision. Since these leaders transmit an optimistic vision, they manage to convey that optimism and enthusiasm to their employees and awaken and increase their motivation (Dubinsky et al, 1995).

2.1.4.3. Intellectual Stimulation

Encouragement of the team to look at old problems or methods in new ways is the key characteristic of leaders of have intellectual stimulation. They stimulate creativity, rethinking, and re-examination and the use of intelligence and reasoning to analyse the situations and to help with the problem solving. Teams who have a leader with intellectual stimulation tend to modify their way of thinking (Dubinsky et al, 1995).

2.1.4.4. Individualized Consideration

With individualized consideration, the leader tries to give personal attention to each member of his/her team. Each employee receives individual attention and according with his/her profile.

Leaders, who have this dimension genuinely, care about their team, in order to help them to reach a good level of productivity, not only in their present job. There is a direct communication and personalized interactions, and in this way, the employee felt more supported by their leaders (Dubinsky et al, 1995).

The other skill that Bass (1990) propose is Transactional Leadership that focus more on clarify the requirements and roles, and provide rewards and punishments based on performance (Burns, 2008 apud Cote, 2017). In transactional leadership, there is two approaches. The transactional leader first validates the relationship between performance and reward and then creates a relationship, to motivate their employees to reach good levels of performance (Nanjundeswaraswamy & Swamy, 2014).

2.1.5. Supportive Leadership

Supportive leadership holds that the “leader’s job is to assist his followers in accomplishing their goals, specifying direction, providing support and ensure that their goals are well matched with the organization goals” (Khalid et al. 2012, p.489). Furthermore, the supportive leadership “is associated with a concern for the needs and well-being of followers, and the facilitation of a desirable climate for interaction between leaders and followers” (Schyns et al., 2009, p.651).

Some authors have concluded that supportive leadership is linked to some factors such as job satisfaction and employee commitment, and to achieve this, some studies have proven that having a supportive leader “who could guide newer employees at the workplace, and suggested management develop strategies to enhance employee development and wellbeing” can lead to good outcomes of these two factors (Prentice, 2022, p.277).

2.1.6. Empowerment Leadership

Some scholars define the empowering leadership as a process of sharing power, and assigning responsibility and autonomy to your team members through a specific set of leadership behaviours for employees in order to increase internal motivation and achieve success at work (Cheong et al., 2019).

Discoveries have been made that prove that empowering the team, has a positive indirect relationship with employee task performance and in creativity performance through balanced

passion, and has a negative indirect association with employee task performance through compulsive passion (Hieu, 2020). Besides this idea, “employee empowerment is a motivational strategy that promotes employees’ sense of satisfaction towards their job and organisation” (Hieu, 2020, p.23).

2.1.7. Effective Leadership

An effective leader can create a good environment where the collaborators feel enthusiastic, and the organizations objectives are fulfilled (Wojcak et al. 2016,). What a leader knows is capable to influence the effectiveness of his/her team (Levenson et al. 2006, apud Vaculik et al. 2014) and his/her individual success (Goldstein et al. 2001, apud Vaculik et al. 2014). An effective leader is characterized from being someone who puts his/her voluntary effort to achieve organizational goals, and “they personally desire to fulfil the set goals, they enjoy their achievements what leads to their intrinsic motivation and content with the work itself and its results” (Wojcak et al. 2016, p.34).

Paglis and Green (2002, p. 596) conceptually define effective leader as “a person’s judgment that he or she can successfully exert leadership by setting a direction for the work group, building relationships with followers in order to gain commitment to change goals, and working with them to overcome obstacles to change”. An effective leader has the capability of influence his/her team in a voluntary way to achieve the organization’s goals, because this type of leaders has the personal desire to fulfil the set goals, and they enjoy their achievements which leads to their intrinsic motivation and content with work for results and for itself (Wojack et al. 2016). The so-called “good” effective leaders are the ones who contribute to the effectiveness of their team and are perceived as good leaders by others (Foti & Hauenstein, 2007, Riggio et al. 2003 apud Vaculik et al. 2014).

Besides the personal motivation of the effective leaders, there are competencies factors that influence the leader effectiveness (Vaculik et al., 2014, p. 337) that include the professional, strategic, personal, social and intercultural competency (Seiler & Pfister, 2009, apud Wojcak et al. 2016). Despite the idea advocated in the last sentence by Seiler and Pfister (2009), Hogan and Kaiser (2005) affirm that interpersonal, intrapersonal, leader and business competencies are also predictors of leader effectiveness (Vaculik et al, 2014). Identify competencies is

important to identify leaders who suit in the effective leaders “image” (Brant et al. 2008, apud Vaculik et al., 2014).

A study made by Torres-Landa et al. (2021), where 75 people participated in focus groups, where the goal was to assess the impact of some leadership behaviours on younger employees, and to understand how they affect the well-being of younger employees. Supportive empowering, team building, management skills, emotional intelligence, effective communication and teaching were some behaviours considered effective for leadership, and that have positive consequences on individual growth, well-being, psychological safety, teamwork, workflow and resident education of the team (Torres-Landa et al., 2021, p. 88). On the other hand we have the ineffective leadership behaviours, that include lack of support, lack of team work, lack of management skills, lack of emotional intelligence and lack of communication skills, that will influence negatively the well-being, the individual growth and the psychological safety (Torres-Landa et al., 2021, p. 89) (*Annexe 2*).

2.2. Remote and Hybrid Work

The use of flexible working arrangements (FWA) has been a trend that has grown massively over the years (Choi, 2018). Flexible working arrangements are considered an effort made by organizations to respond to the needs of their employees, such as work-life balance, and give flexibility to them (Shockley & Allen, 2007). These are working options designed by employers to employees to have flexibility to perform the obligations required for their position (Egole, et al., 2020). FWA are defined as job options that allow employees flexibility “where” they want to work (telecommuting or flexplace), and “when” they want to work (flextime or scheduling flexibility) (Rau & Hyland, 2002, apud Allen et al., 2013). What flexible working arrangements try to do is to run away from the traditional work models, that is going to the office, five-days a week (Egole, et al., 2020). Rau (2003) provide a formal definition of FWA, as an “alternative work options that allow work to be accomplished outside of the traditional temporal and/or spatial boundaries of a standard workday” (Rau 2003, apud Shockley & Allen, 2007, p. 480).

Flexibility in working arrangements fits more in professional and higher-level professionals than lower-level professionals, for instance professionals from the manufacturing jobs (Kossek & Distelberg, 2009, apud Egole, et al., 2020). Flexibility is related to the place of work, and it includes working from a location that is not the physical office in the organization that employees work. Weekend work, shift work, overtime, annual hours contract, temporary/casual work, fixed-term contracts, part-time work, job-sharing, flexi-time, **telework**, home-based work (also known as telecommuting) and compressed workweek are some flexible working arrangements (Egole, et al., 2020, p.52).

When examining the impact of FWA, it has been proven that these initiatives have positive influences on the employees’ work (Hayman, 2009). Although the positive effects, these alternative work arrangements bring advantages and disadvantages (Kurland & Bailey, 1999).

Besides vantages to employees that FWA provides, such as flexibility and work-life balance, the FWA the flexible working arrangements also try to improve organizational

performance (Egole, et al., 2020). In the next table, we can see the possible advantages and disadvantages of FWA for individuals and organizations (Harpaz, 2002, p.76).

Level	Advantages	Disadvantages
Individual	Autonomy/independence	Impaired feeling of belonging
	Flexible working hours	Feeling of isolation
	Improvement in time management, professional flexibility	No separation between spheres of work and home
	Savings in travel time and expenses	Need for self-discipline
	Flexibility in arranging supervision of family members/dependents	Lack of professional support
		Impeded career advancement
		Over-availability syndrome
		Personality unsuitability
		Legal issues
		Application difficulties for organizations with centralized management
Organization	Increased productivity	Investment in training and new supervision methods
	Increased provision of human resources	Possible damage to commitment to, and identification with, the organization
	Significant decrease in absence and tardiness levels	Changes in work methods
	Savings in direct expenses	Cost involved in the transition to telecommuting
	Increased motivation and satisfaction	Legal issues
	Creation of a positive organizational image	

Table 1; Annexe 3 – Advantages and disadvantages of FWA for individuals and organizations

At the individual level, in general telework can produce positive effects regarding the motivation and work-life balance (Mahler, 2012). The fact that there is not a direct supervision can lead to an increasing of employees' responsibility, and in this way that have more autonomy and independence (Harpaz, 2002), and they feel that their supervisor support and trust them (Nakrošienė, et al., 2018). The fact that they have flexible working hours that lead to an improvement time management, (Harpaz, 2002), where employees are able to choose the time when they are more productive (Nakrošienė, et al., 2018). Although savings costs in travel time can be an advantage, employees who have children's and need to drop them at school, the travel costs might not decrease so much (Nakrošienė, et al., 2018). Working from home gives the possibility to employees combine work and family, provides the chance to deal with family issues (Nakrošienė, et al., 2018). Despite the advantages, there are some negative effects, such as isolation, feeling that they do not belong to their team, no separation of physical space of work and leisure, no support of the manager/organization (Harpaz, 2002).

There are also advantages and disadvantages at the organization level. The advantages include more employees productivity, because they can choose the time they are more productive to work (Harpaz, 2002), and this increase job satisfaction, which consequently leads to the increasing of company's results (Boell, et al., 2013). Working at distance can lead to the attraction and retention of employees, because they can work at any part of the globe (Boell, et al., 2013). Organizations having their workers at home save in some expenses such as rent of space and equipment (Boell, et al., 2013). Concerning the disadvantages, having the employees

not working at the office, can lead to more training of the managers, revision of supervisor methods and working methods (Harpaz, 2002). Having the employees in home can lead to increasing of costs, since to have employees at home, there is a need of invest in good technology (Boell, et al., 2013).

Chung and Lippe (2018) stated that flexible working arrangements, will start to become very common in the future (Chung & Lippe, 2018). Also, Allen et.al (2013) defend that these practices will become widespread within organizations, and that will be a central strategy to attract, retain and motivate talent (Allen et.al, 2013). In fact, the phenomenon of working from home, that is a FWA, had “exploded” in 2020, regarding the Covid-19 pandemic, to try to avoid physical contact and to control the spread of the virus. These safety measures brought radical changes to organizations, which had to make work arrangements (Sampat, et al., 2022). One of the main work arrangements that organizations made was send their employees to home, to do telework (Krehl & Büttgen, 2022), and to establish a work from home (WFH) culture (De Fraja, et al., 2020, apud Sampat et al., 2022). Wojcak et al. (2016) define telework as “the working hours a week performed in the regime and it includes work from home as well. Most frequently it is classified into the following types: a) work from home once a week, b) work from home several days a week, c) full-time telework” (Wojcak et al. 2016, p. 34). When we talk in teleworking, we are including tele-commuting, remote working or working from home (Gajendran & Harrison, 2007, apud Groen et al., 2018).

For the viewpoint of Miglioretti et al. (2021), telework should address at least three main components: First is a flexible workplace, where the employee has a variety of places to choose (informal meeting rooms, shared desks places, break rooms, collaborative spaces and leisure areas) (Keeling et al., 2015, apud Miglioretti et al. 2021). Secondly, flexible workers should have the autonomy and flexibility to manage their own office/work schedule and decide where they want to work (Omondi & K’Obonyo, 2018, apud Miglioretti et al. 2021). The last one is virtual leadership, where the employee’s goals should be clearly defined and leaders should trust, engage and empower employees rather than to controlling them (Kreitner & Kinicki, 2013 apud Miglioretti et al. 2021). In order of this idea, Ateeq (2022, p. 1) defends that “hybrid working is the combination of working both from the office space and from comfortable space preferably the home wherever they can do their best to the job and wherever they work best, it mostly depends on the ability of employees to work”.

The hybrid work expression, alludes to the idea that with this work regime, employees have the choice to choose where they want to work, and in this sense it is possible to have employees working remote or on-site” (Chafi et al. 2022, p.2). This idea can be connected to the concept of hybrid workplace. This idea consist in provide highly flexible environments, containing traditional in-office, physical face-to-face with remote work arrangements, where employees can choose, and have a huge dependency of technologies (Hopkins & Figaro, 2021).

To work from home, and to have a good performance and to work in an organized way it is necessary access to means of new information and communication technologies (ICTs) (Miglioretti et al., 2021). In fact, the Covid-19 pandemic was considered a key factor and an accelerator of digital transformation in organizations (Bartsch et al., 2020, apud Krehl & Büttgen, 2022). Another fact, is concerning to the idea that we live in a digital world that was also a factor that conducted to changes in workplace location, that go beyond the traditional work settings, and also provided more flexibility, diversity and also made a tenuous separation between home and work. With this, appeared two types of organizations: those who develop a home-based workspace, and those who recognize that significant cost savings can be achieved if the employees’ home becomes the main place for consumption and production, in the sense that people do everything in their homes, including work, and personal life’s, and all spending is done through their homes (Kohont & Ignjatović, 2022).

The adoption of hybrid work varies from company to company. Some organizations let their employees to choose the place they want to work or the timing and the number of their working hours. Others companies try to intersect “the behavioural environment (e.g., activity-based working), from comprehensive “family-friendly” policies to profound transformations in organizational practices and culture” (Miglioretti et al., 2021, p.12).

The hybrid/remote work has some positive effects, that includes increasing of flexibility, autonomy, job satisfaction and also give a better work-life balance to the employees (Chafi et al, 2022). Although employees prize the fact from home, they can save money, can eliminate stress, have more flexibility to balance work and personal life (Knight et al. 2022), there is the dark side of remote work. With the working from home culture (WFH), organizations faced tremendous challenges and saw an increase in complaints of their employees (Sampat et al., 2022). Social and professional isolation, long working hours, increasing of emotional exhaustion, limited supervision from the managers/leaders, more stress and overload, and musculoskeletal health problems where some of the employees complaints. (Chafi et al, 2022).

In order to reduce these problems, the leaders should support and encourage their teams, to ensure the well-being and health among remote and hybrid employees (Chafi et al., 2022). In this way, leaders must think creatively and develop a working environment, that is supportive and that is favourable to remote workers, in order to mitigate the consequences of working remotely, and that it meets the necessities and needs of their team (Hudson-Vitale & Waltz, 2020).

2.3. Leadership and Hybrid Work

Remote leadership/ hybrid leadership it is not a new concept, since this has already been talked about since the intensification of globalization and with the advances in technology (Kelloway et al., 2003). Nowadays, remote leadership, e-leadership and virtual leadership are some concepts used in the literature (Avolio et al., 2014; Kelley & Kelloway, 2012; Liao, 2017 apud Terkamo-Moisio et al., 2022). By remote work, we can define “as leading in a (geographically) dispersed work environment, where employee interaction is based on digital tools” (Bartsch et al., 2020; Huang et al., 2010, apud Krehl & Büttgen, 2022, p.4). On the other hand Cowan (2014) defines remote work as the command of virtual teams, having in attention social-emotional, communication, organizational and technological factors (Terkamo-Moisio et al., 2022).

Due to the sudden changes, promoted by the Covid-19 situation, leaders had to deal with the experience of work effectively while using digital tools and work in a remote way (Krehl & Büttgen, 2022), and faced the enormous workforce experience in the last years (Kiljunen et al., 2021). After the pandemic Covid-19, leaders offered work flexibility to employees, which drives employees to prefer a hybrid work model (Gratton, 2021, apud Sampat et al., 2022). If leaders want to make the transition to hybrid work successfully, they need to design hybrid work arrangements bearing in mind human necessities and not institutional necessities (Gratton, 2021, p.3). To have an effective leadership in remote/hybrid work arrangements, the leaders should have higher levels of KSA, which means more knowledge, skills and abilities, and a good effective leader is the one who has these characteristics, and the ones who have the ability to bring face-to-face and remote settings “into a cohesive unit” (Hopkins & Figaro, 2021, 394).

Some studies have been showing the importance of the relation between leaders and his/her team in distance relationships where we can include the hybrid work (Brunelle, 2013). Leadership interactions have changed with the new demands from managers to develop effective ways of leading, that go beyond face-to-face interactions, through digital channels and that are effective at distance (Contreras et al., 2020; Kaiser et al., 2022). Some authors defend that the quality of leaders-team, relationship, in a distance work arrangement, may explain leadership effectiveness and other situations, such as employees satisfaction, staff retention, employees performance and employees commitment (Golden, 2006, Golden & Veiga, 2008, apud Brunelle, 2013).

The truth is that to be an effective leader in the hybrid work regime it is necessary to have different skills that go far from the traditional leadership (leading face-to face) (Hooijberg & Watkins, 2021). There are challenges associated to hybrid work such as: obstacles to collaboration and innovation, networks become more static and siloed, it is more difficult to pass on information and to create relationships and fewer career growing opportunities and promotions (Chafi, et al., 2022). In this sense, there are authors who argue that effective leadership under conditions, that limit close interpersonal contact with the team, would be impossible (Kelloway, et al., 2003).

In this regard, was proved by studies that in virtual work environments, communication is more limited (Kilijunen, et al., 2022) and physical distance influences the communication between the leader and the team (Neufeld, et al., 2008). Some researches prove that the distance, between the leader and the team, the quality, frequency and satisfaction of the communication changes (Gainey et al. 1999; Duxbury and Neufeld 1999; Bélanger et al. 2001; Watson-Fritz et al. 1998 apud Neufeld, et al., 2008). There are studies that proposed that this geographical distance, influenced in a negative way, leaders' performance, and subsequently the communication between the leader and the team (Kelloway, et al., 2003). To contradict this situation, leaders should give constant feedback and clear guidelines (Laaksonen & Bäckström, 2022).

Cartwright (2003) defends that an effective leader in the hybrid work regime, is the one who, has the capability to maintain and build relationships, have good communication skills, is energetic to achieve results, is responsible, want to learn new things every day, is flexible, have good scientific skills, and knows how to plan, delegate and organize.

3. Methodology

3.1. Research Methodology and Gathering Data

In this investigation, the purpose is to conduct qualitative research, so, in this case, the data will be collected through interviews. When we want to do qualitative research, what we want is to understand human beings, and their experiences, and have reflections about those experiences, contrary to depend to a set of close questions, that are categorized and forced-choice responses, that is the nature of quantitative research (Jackson et al., 2007). Interviews are the most common method in qualitative research (Peters & Halcomb, 2015). In this investigation the interviews will be semi-structured.

Semi-structured interviews consist in having a guide with questions and topics that must be covered by the interviewer. The interviewer has some discretion in the order in which the questions are asked, but the “the questions are standardized, and probes may be provided to ensure that the researcher covers the correct material” (Harrell & Bradley, 2009, p.27). This type of interviews collects detailed information in a conversational style and are used when the interviewer wants to go deeply in their research topic, understand every detail (Harrell & Bradley, 2009).

The interviews script will have more open questions, than close questions, since, the aim is to collect the maximum information possible, and the fact that it allow any type of response, not delimiting or restricting to options, such as “yes” or “no”. The script as seventeen questions and it is structured in the three sections:

1º: First, we started by understanding how many people the leader has in the team, what are they functions, and how he characterises himself as a leader (How many people are in your charge?; Do your work remotely; What do your functions consist of; How do you characterise yourself as a leader?).

2º: Then the questions focus more on the year 2020, the pandemic year, to understand how the leaders felt and led at that time of year (How did you feel, at the beginning of the pandemic in 2020, when you found out that you would have to lead remotely? What changes did you have to make in your leadership style? How do you feel your roles have been affected by remote work and what adjustments have you had to make? What have been the learnings for leadership itself? What were the biggest difficulties you experienced? How did you adapt to the

technologies? Did your organization provide any resources/support in this situation, or were left “on your own”?).

3º: The last question is regarding the hybrid work regime, which is the work regime most used by companies today (Currently, in hybrid work regime, what are the difficulties and challenges you feel the most as a leader? Do you feel that the relationship with your team has changed with the hybrid work regime? Do you feel that your team have changed their behaviour with remote working? Do you feel that with the remote and hybrid working models, your role as a leader has changed?)

As you could tell from the questions in the script, the aim is to only interview leaders since they are the target population. When we are creating our sample, it is important to pay attention to the inclusion and exclusion criteria. By inclusion criteria, we state that it is the target population, which the researchers will use to answer their research question, and usually include demographic and geographical characteristics (Patino & Ferreira, 2018). Contrary, the exclusion criteria are defined as potential candidates who meet the inclusion criteria but have additional characteristics that may interfere with the results (Patino & Ferreira, 2018). “If the inclusion criteria are too broad, poor quality studies may be included, lowering the confidence in the final result. If the criteria are too strict, the results are based on fewer studies and may not be generalizable” (Meline, 2006, p.22). Regarding my research, the inclusion and exclusion criteria are:

Inclusion criteria:

- Having lead a team (does not need to be the same) since the time of the pandemic, 2020. Basically, someone who has led face-to-face, remote and hybrid;

- Leaders who lead teams with more than three people, since medium/large teams are the target for the study. The goal is to have a diverse number of people per team.

Exclusion criteria:

- Someone who currently leads in a full-remote way.

One of difficulties associated to the conduction of qualitative research refers to the size of the samples (Rego et al., 2019). Usually, very specific samples require informants with very homogeneous characteristics, which can lead to smaller samples. As a result, this homogeneity can give access to interesting information in a concentrated form (Rego et al., 2019).

In the size of the sample, it is important to take into account the theoretical saturation. “Data collection is considered saturated when no new elements are found and the addition of new information ceases to be necessary, since it does not alter the comprehension of the researched phenomenon” (Nascimento et al., 2018, p. 229). This means that after a certain amount of interviews are done, if we do even more interviews, they will not add more information that is relevant and we will reach saturation point. In a study made by Galvin (2014) he showed that theoretical saturation starts is largely achieved after the 12^a interview, and definitely achieved after thirty interviews. Therefore, in this sense, the final sample of participants was defined according to the achievement of theoretical saturation (Glaser & Strauss, 1967). In this way, for this investigation, with 15 interviews reach theoretical saturation.

Regarding the data collection, the contact to interview leaders for the research was made through LinkedIn, the social network. A search was made using the key words “team leader”. The search was not limited to a specific region of the country, since the fifteen interviews were carried out using Zoom/Teams. The only question to pay attention to during the research, were if the person had led a team before 2020. The company did not have to be the same either. What counts is the experience of years that the person has in being a leader.

Whenever a person who had all the necessary characteristics appeared, a message was sent to the person asking if they were available to help. The interviews were scheduled either through Zoom or Teams, depending on the person’s preference. Before starting the interviews, the interview script was tested on three people to see if it would be able to collect the information we wanted for the research. After testing the script, only one question was changed, and one more was added, to meet the research theme.

All the interviews were voice recorded, with the consent of the interviewees, and the average time was thirteen minutes.

When we do interviews, it is important to deal carefully with the ethical questions. Confidentiality, etiquette and authorization of the interviewed are three ethical questions that we need to have in mind. Confidentiality, as we must keep the information and identification to ourselves, and if we want to share this, we must inform the person (authorization of the interviewed). The investigators/interviewers must maintain professionalism and transparency about the intentions of the investigation, they must keep the etiquette (Vaz et al., 2009, p. 2).

After conducting the interviews, they were transcribed so that they could be easier to analyse later.

4. Sample

4.1. Interviewees' characteristics

The brief description of the interviewees is intended to characterise the sample. The sample counts with fifteen people, in this case leaders. Seven of the fifteen interviews are men, and eight are women. The average age of the interviews is 46,2 years old.

On average, the number of elements that made up the team is between 3-20 people, there is a scattered number, with 9 members being the number of members per team, of more leaders interviewed. They work in different areas: pharmacy, logistic, education, retail, consulting and health, but the most common is consulting.

Regarding the work regime, all work or have worked in a hybrid way, but what predominates at the moment, in 4 interviewees, is the face-to-face regime (*Annexe 4; Table 2*).

5. Data Analysis

5.1. Findings and Results

In this section, the aim is to analyse the results found in the 15 interviews with leaders, which we previously separated in the next table, by various categories. In this way, each category will then be analysed separately. It is important to warn before the structure of the analysis of the categories, as they are divided in this way: Category 1 – Leadership Styles; Category 2 – Full remote regime; Category 3 – Hybrid Regime. In each category there are subcategories.

5.1.1. Category 1

5.1.1.1. Leadership Styles (*Annexe 5; Table 3*)

For the first category, we have the leadership styles. During the process of carrying out the interviews, when confronted with the question “How do you characterize yourself as a leader?” none of the leaders stated using scientific terms/concepts which style of leadership they practiced. What happened was that, the way they were describing themselves, could see which style they fit best.

In this category, we can find a certain homogeneity among the leaders. The majority of leaders, present a supportive, transformational and empowering leadership. For the behaviours that fits the supportive leadership we have five interviewees (“- *“I really like to listen to other people and I am respectful...And I care very much about their well-being. I’m close to them...I’m not that distant boss...I’m by their side...I’m completely supportive and a coordinator, that’s why I don’t...I don’t call myself a boss, nor do I like it...I’m coordinating...they have their functions and I help them to coordinate,...”* – Interviewee 6; - *“...I try to be more of a team member than an old-fashioned boss. I try to be a support element to the needs of the people that work with me and a little bit more of a teacher, but I try to teach and guide them, not so much asking for accounts, of course I have to know how the work is going, but I try to be more of a mentor than a boss.”* – Interviewee 14).

For transformational leadership behaviours we have four interviewees, and the traits that are the most common among the four leaders is intellectual stimulation and charisma (*“I like discipline, I like rigour, I like perfection...At the same time I like to give signs that I trust people, because I think we should be demanding, but at the same time give people space for their*

imagination, for their creativity...I also like to listen, I also like people to give me feedback about what I am doing, what I am thinking, if I am thinking well...” – Interviewee 10; “...the team’s results are also our results, and so it’s not easy,... we work on research projects, and so I make sure that all team people are involved in at least one project. Always!” – Interviewee 13).

The last one, we have three interviewees that describe the following behaviours as understandings of empowering leadership (“... I play a very open leadership role, which is...I let people evolve for them, I at least try to let them, and if I see that there is something there, that I can pull and that is not right, that needs improvement I will speak up...I believe that when each person is challenged they will give their best, and so I believe very much in the person, and if I call someone to be part of my team, It is because at some point during the interview process, or during the internship process, I saw that the person has something to offer us, as a company....I think my leadership style is that, it is people-oriented, it is turned by believing in each person who joins my team.” – Interviewee 2; “...*because for me knowledge sharing is the ideal, and that’s what we can do. And every day I am learning, as every day I am teaching, and that’s basically it...I let my employees give their opinion, I make them understand what the job is, and they can work with it...I am very open to everyone’s opinion, because for me the sharing of information is everything.*” – Interviewee 8; “*I am a person who relies a lot on the trust of others...I delegate a lot...take responsibility for a project...that person is not left alone in that project feeling completely isolated and abandoned. In other words, I am there, I delegate, I trust that person, I give him/her that autonomy, but I am also here so that if the person has a doubt, wants a suggestions, I can discuss it as a team. I think I am a very democratic leader, I delegate, I give autonomy, and very much on the basis of trust.*” – Interviewee 9).

Regarding other leadership styles that we can found among the sample, we have descriptions leading to behavioural leadership (“...*all the style of supporting, a style of challenging, and a style of encouraging employees.*”- Interviewee 1) represented by one interviewee. The transactional leader is the one more focused on the results of the company, but does not fail to take care of its employees. In this way, we can account for the transactional leadership style in the sample, represented by three interviewees (“...*very democratic leader, I don’t like to do micro management, and I like my team members to be autonomous, with initiative, with the ability to explore solutions to problems before they come to ask me how to solve a problem, or how to overcome a certain obstacle.*” – Interviewee 4).

In the leaders interviewed, in which their most pronounced leadership style is transactional and empowering, we can still notice a certain characteristic for the democratic style (*"...the presence of the boss, and the boss being with people constantly every day and talking to them all. That was it, I careful every day, I spoke to all the team members...The issue here is results, because whether we like I or not companies , whatever they are, live on results...And to achieve results what I want is for my team to do well..."* – Interviewee 5).

The Hersay and Blanchard model is represented in the sample, by the one interviewee, with the Contingency Theory (*"...It is a gradual process...having the capacity to reach everyone, managing to define...the limits, but having a great capacity to reach each one of them...because nowadays we are very different people...it forces us to have the capacity to adapt to different profiles. I think that's my main asset, having this ability to adapt to different people's profiles and extract the best out of them..."* – Interviewee 7).

To finish, in the sample we have a behaviour that fits the Trait Theory, that is also represented by one interviewee (*"I am demanding, maybe I shouldn't be, but this already comes from a personal part, from me..."* – Interviewee 15).

5.1.2. Category 2 – Full Remote Regime

5.1.2.1. Subcategory 2.1 – Changes in leadership style and challenges of leading teams remotely (Annexe 6; Table 4)

To understand the respondents' views, regarding the challenges they faced in 2020, when they had to lead 100% remotely overnight, two questions were asked: How did you feel, at the beginning of the pandemic in 2020, when you found out that you would have to lead remotely? What were the changes you had to introduce in your leadership style? During the pandemic, while leading full remote, what were the biggest difficulties you experienced?

Leading in the context of a pandemic, change of strategy, relationship between the team, focus on the new way of working and change in the way of leading, were the aspects mentioned by the leaders, when answering these questions.

Regarding the question of leading in a pandemic context, different answers emerged. It was possible to perceive that the use of technologies (*"...the team also started having to make remote visits, so using new technologies...for health professionals, something that had not been done until now..."* - Interviewee 1), the fact that they were not working in the office (*"...being*

at home is not the same as being at the office...and it was difficult and it was a bit of novelty to be able to be at home working remotely...” – Interviewee 8), new working methods and new functions (“...it forced me on the one hand to be... to have to listen to a more calls, and on the other hand also to have a lot more sessions with them as well, either together or individually” – Interviewee 7;), and communication (“The communication maybe. One of the focal parts, so trying to get the information through better and quicker so that it would come through clearly, and effectively. And the speed as well after, the quicker that information came and the clearer it was, the better the understanding of the operator...” – Interviewee 15), were some of the difficulties that the leaders felt most in this aspect.

Leaders also felt that at this point they had to modify their strategy in order to learn to lead remotely. Thus, they had to hold more frequent (online) meetings (*“I instituted (...) daily meetings with the whole team. This was very heavy for me, and for the team, because we have a very intense work schedule, but I make sure that every day, at the beginning of the afternoon, we all stopped there, sometimes 15 minutes, sometimes half an hour, sometimes an hour, we stopped, we talked about work and other issues that had nothing to do with work..” – Interviewee 4), invest more in training their employees (“...so in order not to feel that there was a disinvestment in follow-up there, I felt that need to promote sessions with them much more often, either in coaching or in briefing.” – Interviewee 7; “...I invested a lot in training with my team, we had regular training, and we had almost weekly supervision: How are things going? How are you managing in the field? What are your greatest difficulties? This team sharing helped us all to strengthen ourselves as a team, and also to make ourselves different and continue to be an asset...we reinvented, but the basic assumptions of what our profession is and what our intervention is continue.” – Interviewee 9; “...I used to do one team building a month with the team in the office, and then I started doing one team building a week, in the first 3-4 months of working from home, which, in the meantime, has been the same until today...to manage the team’s expectations, measure their pulse, understand how they were adapting. Many of these team buildings always had a series of tips for working from home...the importance of not working in bathrobes and pyjamas, the importance that this can affect self-esteem in the medium to long term.” – Interviewee 11), come up with a strategy to keep in touch with the team (“...to promote some leisure moments, to take the guys out, to have a kind of remote coffee break, say 5,10,15 minutes, to talk about everything but work...” – Interviewee 7; (“...but of course we adapted quickly because we were always in contact with the calls, because they could talk to the commercials...so it ended up being easier to manage that...” –*

Interviewee 12; “...so I could still talk to people when I needed to, the difference was that I would make a call on Teams to get through to team.” – Interviewee 14), and even had to adapt/change ways of working (“Initially there were technical and posture difficulties. We did position training in front of the cameras. Light training, posture training...we did this training of adapting to the system, we did image training, visual behaviour training...” . Interviewee 10; “We had some fears about the part of the movement that we implemented in the teams would cease to exist. When I say movement, I mean the morning briefings, that force that we used to make to guarantee objectives that was going to cease to exist...” – Interviewee 12; “The difference is that previously I needed to talk to them, I would get up and go to the room, or get on the landline, and we started using Teams almost permanently...” – Interviewee 14) .

The relationship with the team is another challenge. Leading a new team in the middle of the pandemic, (“It was at the end of 2020, in October...in that case it is about if I had been there from the beginning, it would be for the new people that would come in, in this case, I was new, but also my team came in at the same time, so everybody was very new. So I think the biggest barrier for us was this feeling that we had a good relationship, but we could not reaffirm a relationship, because we did not know each other, so in person” – Interviewee 3), and trying to maintain contact with the team from a distance were difficult situations to manage. In the previous paragraphs, a small mention has already been made of these issues, with communication, in order to know the team (“...new mission, with a new team. So, I already knew part of the team, but I had other people in the team that I met in January (...) It was a challenge especially to ensure that we were able to properly welcome the new colleagues, because with those I already knew myself (...) the relationship was already a little more informal (...) For my articulation with the new people it was a little more challenging...” – Interviewee 4; “...We have to learn to measure the pulse differently...train people from scratch, 100% working from home, and not only train at an operational level, but get to know people, because I also need to get to know my team as people...” – Interviewee 11); and the strategy of keeping the team in contact (“...I think that was one of the big challenges, was...and keeping the team connected, and keeping them communicating with each other.” – Interviewee 13).

It is normal that with the whole situation that was being experienced in 2020, there was the difficulty of maintaining focus on the new way of working (“Because what I felt in the first few weeks was that we all dispersed a lot, and we all had a huge difficulty in focusing our attention on what were our new routines and continuing to respond to the work plans to be developed (...) during that period we focused our attention on activities that resulted from the fact that we

were in contact with the pandemic context (...) And all this shook the team. So, suddenly we were all working in a new environment...” – Interviewee 4), which was to work full remotely. There was both the difficulty of maintaining focus and concentration, and there was the difficulty of managing people at distance. New work environments, concentration on activities and management of employees ‘emotions at a distance were aspects mentioned by the leaders (*“Managing people emotionally...because most people don’t have the conditions to work at home. Noise, lack of office space...and people felt ashamed to be at home with relatives doing their work.”* – Interviewee 12).

Some interviewees, regarding the challenges of leading online, also mentioned that having to adjust their leadership style was not an easy issue to deal with, as they had to readjust their way of leading to the remote model. The supportive leadership and transactional leadership were the main leadership styles adopted. In this sense, some interviewees admitted that this change made it them step out of their comfort zone (*“The biggest change I would say was applying a much more leadership based style of supporting and encouraging (...) So then I would say it was very much challenging my team.”* – Interviewee 1; *“At the time I had to do a bit of what I do not like, with regard to micro management, I had to monitor more closely, and more intensively the outputs of some activities because we had to continue to present results, and because the team was less focused (...) it was necessary to define what was priority and what was essential, and ensure that the priority and essential was produced and developed with quality.”* – Interviewee 4; *“...it had to do with me, it had to do with having to manage a life at home...the difficulty I felt, perhaps this impossibility of getting up and talking directly to the person...”* – Interviewee 14; *“...moment to the other we no longer have our comfort zone, we are used to....doing face-to-face leadership, and from one moment to the other we are forced to change everything...”* – Interviewee 15).

5.1.2.2. Subcategory 2.2 – Functions affected by remote working (Annexe 7; Table 5)

When approached with the question “How do you feel your roles have been affected by remote working and what adjustments have you had to make?”, the leaders were very clear in their response and outline two scenarios: the positive scenario and the negative scenario.

About the positive scenario, some factors mentioned by the leaders were related to the issue of technologies, where they argued that technologies played an important role in their way of working (*“...advance in the digital part, which was very accelerated...and obviously it also put*

me to the test as a leader...” – Interviewee 1). Some argued that with the pandemic, and with all these changes at work, they learned new ways of leading (“...*I learned new ways of leading and a new way that I didn’t really know, it’s not that I didn’t know, it’s that I hadn’t had a opportunity to stop and think.*” – Interviewee 2; “...*reading a lot of books, a lot about leadership, about female leadership as well. About leadership in big companies...and actually I checked how much I could change in some soft skills, let’s say, or improve..*” – Interviewee 3; “...*At the level of functions, I have much more time, I can dedicate myself when the team asks me something, if they need help...it is much easier to ask them for two minutes to look at the case, review it, than to be in a place with a series of people with a series of stimuli’s. Other people asking, others already saying they have a question, and are on the waiting list, others already saying they’re going to lunch, always a lot going on, and I’m not a person who disperses a lot, but I also disperse, and therefore I think that at home I’m much more concentrated, I work much more, I can do my work much better...*” – Interviewee 11) , discovered new skills (“...*if we look at it, we were obliged to create new tools, to be able to face new challenges, these are things, as it was for everybody, I believe and, it was a situation...*” – Interviewee 15), and also that they took some leading into the future (Interviewee 3 and 4).

The fact that there was a “face-to-face” separation from people made it necessary to be closer to them (“*I felt that I had to be much more...as I didn’t have this issue of physical proximity...I felt that there had to, in fact there had to be a compensation, and so there were many more moments when we were together digitally. In the first phase, that those were determining moments. I accentuated the contact that was not physical, but it was a contact that we had almost 1-2 times a week, we would meet, and we would start new strategies...this was very important for the team, but it was also very important for me, because it allowed us to be together anyway, not to feel this distance so much, and that distance was not a problem...we were still managing to do our work. With the same level of intimacy and proximity, but at a distance...I didn’t want the people I lead to feel weakened...I felt that I had to provide support, at least at the beginning, not only from a professional point of view...to reinforce, validate, not only in a public space of sharing, but also individually...*” – Interviewee 9; “...*Maybe they got to know me better because I was with people more often, remotely. We had weekly meetings, which I couldn’t do in person. We started having weekly meetings. The team itself increased the team spirit it had, because we started seeing each other every week, which didn’t happen before the pandemic...I had an initiative...we had virtual lunches...with the cameras switched*

on, sharing the moment, as if we were having lunch...all together...I think it showed a little of the team spirit and camaraderie that virtual reality managed to increase in the team...the relationship with the manager I think was also better, because we were together more often both they and I and they and I together...this showed the feeling that existed in this team...an increase in the relationship of trust between people. Only by having a lot of trust do we open the video at the table.” – Interviewee 10), and in this sense some leaders argued that they tried to increase the contact with their team, and that they followed them more closely.

Finally, the issue of concentration was also addressed as a positive factor, a factor that was mentioned by one interviewee, as at home they were able to concentrate more on their tasks, and were able to respond to the needs of their team much more quickly and effectively (“I think that at home I’m much more concentrated, I work much more, I can do my work much better...” – Interviewee 11).

Concerning the negative scenario, although they mentioned, in the positive factors, the increase in the attempt to contact their team, they did not fail to mention as a negative factor the issue of lack of contact with people face-to-face (“...to be in contact with people, because digitally in communication there are non-verbal signals, which we cannot identify, and which can only be read by being face to face with people.” – Interviewee 1; “That issue really of not having the physical contact. I thought it got in the way a little bit even with people. That’s what got in the way the most...” – Interviewee 3; “...the fact that there was no longer any physical contact with people...that was the reality that changed...” – Interviewee 7; “...Isolation of people, and I would say that managing that more balanced performance of people, and because there are always those who have more difficulties in managing work that is not so routine, leaving home, coming into work, being with colleagues...” – Interviewee 13).

If in the positive scenario, they mentioned that technologies were an asset, in the negative scenario they were also mentioned in the sense of that: (“These things of the screen here in the middle, this makes me very confused. Me not feeling the people, not feeling the environment where I am this is a great illness for me.” – Interviewee 5; “...You might be on my team, and we’re just telecommuting. And you’re in a phase where your calls are not going well, and you have goals and you’re not meeting them. And you can clearly see that it’s not because of a lack of ability, it’s really because of...slackness, disinterest, any lack of motivation. And I can’t do any more. It’s a limitation that telework has. I’ve already had 30 sessions with that person remotely, but sometimes being face to face makes all the difference, because you can perceived

the body posture of the person, understand if they're interested, if they're not, and quickly take a live X-ray, not just by voice...After 1-2 briefings, 1-2 coaching's you already understand...I'm wasting my breath here, but you don't give a damn about what I'm saying here...from then on you act in a different way... ” – Interviewee 7).

On a more personal level, and not so much to do with the team, the leaders felt that they had a bad time management of their work (“...*I had a lot of difficulties in doing my time management.*”- Interviewee 2; “...*organisation of the schedule. I started working a lot more hours at the beginning of the pandemic, until you adapt and think...initially they said we could work less hours...*” – Interviewee 3; “...*we ended up working much more remotely...because there were really many complaints and we had to adapt That is...and to give a good response to the customer, we were often responding at 23:00, 00:00, weekend. So it was more complex in that case...A lot more work...Anything we were stopping to answer, and at the weekend I answered...it was 7 days a week.*” – Interviewee 6; “...*I had many meetings every day with the director and the side manager. We really had many meetings, because of course it was different, we couldn't be on site and have these meetings...this textile customer...had a fantastic rise...and every day we had twenty requests for material, where 30/40 pieces went out and now 1700 pieces go out, it was really complicated...and this merchandise and we couldn't have many employees, each employee has a goal of making 500 pieces a day, which is easy to achieve this goal. But there were many times when we had to work 12 hours...and be working at home, and leave home, and be working until 22:00 at night...*”- Interviewee 8), difficulty in managing the team's emotions (“...*also not being with people face to face, because there are the signs, as I said, in terms of non-verbal communication, which remotely are difficult to identify...and at a time of great emotional fragility many went unnoticed.*” – Interviewee 1; “...*it was the emotions, and the impact of people's emotions had then on what was their motivation for the work (...) we are all going to have to be tolerant towards these colleagues who are going to have more difficulties because they also have the family context, and at home, which poses more challenges to them (...) and then at some point manage the saturation of people. People started to get very saturated and started to feel the need to go to the office.*” – Interviewee 4), and the increase in the number of meetings (“...*We really had many meetings, because of course it was different, we couldn't be on site and have these meetings...this textile customer...had a fantastic rise...*”- Interviewee 8) were also considered negative aspects of leading online by leaders.

5.1.2.3. Subcategory 2.3 – Learning from remote leadership (Annexe 8; Table 6)

When approached with the question “After a rather atypical few years of rapid and constant change, what have been the learnings for the leadership itself? Do you use the same strategies from 2020?”, three scenarios regarding leaning were mentioned.

The first one is about “results”. The “results” are mentioned in the sense that the leaders did not believe it was possible to get results, this is, to achieve the organizational goals, while leading from home. However, for these results to be achieved, it is necessary to be more attentive to the needs of the team and to team in general (*“...is that it is possible to have results, but that we have to accompany the team more when they go home.” – Interviewee 2; “...because people, the fact that they knew they were being listened to , gave them another comfort...it helped to maintain the group spirit, within sure the results remained minimally stable...” – Interviewee 7*).

The second aspect is about “work strategies”. Some changes in the ways of working were mentioned, not in the sense of leadership directly, but more in small aspects of task accomplishment and team management (*“Being more awake, being able to evaluate in a more objective way, in a very pragmatic way, that I didn’t...I developed the ability to understand more clearly what is urgent, and what has to be done, and what implies sometimes asking for an additional effort from the team and what not, what can be left for later.” – Interviewee 4*). On the other hand, this issue of changing strategies at work is also connected to the issue of the need to constantly improve the ways of working (*“I often try to think that some things can be done differently...meetings with doctors do not always have to be face-to-face...I already have this mind-set that I can have new horizons with this reality...” – Interviewee 10*).

The last aspect is about “empathy”. The interviewees felt that they learned to put themselves in the shoes of their team members, to better understand the emotions of their team, to pay more attention to the aspects beyond the professional aspects. In this sense they feel they have had to change their “social” approach with their team, and this sense they consider this a learning experience (*“I always try to be alert...and I’ve had cases of people who left because they were more fragile, and the pandemic made them even more fragile...so I realised that sometimes you have to very attentive to how the person is...if they are doing enough work, is there a reason, is there no reason? So, in this aspect, I become...it’s important to see if the person is overworked, or if they have the work they should have, but are not managing to do it. So, I’m a bit attentive here. And when I see that the person is not doing so well, and it has*

happened to me...but I realise that the person was not doing so well, and I call him, and say...something's going on here, what is it? Do you want to talk? Are you ok? I become a little more attentive to people.” – Interviewee 6; “I learned...to listen more...it wasn't that I didn't have this characteristic of listening, because I was always told it was important, but I think I learned to value listening more, because...there was a large part of the people who worked in a really isolated way....this isolation, and this lack of daily contact, which people were used to having, started to be felt in their own work, and therefore all the moments I had to listen to people, they often called, for a reason, but that quickly slipped into a more personal connect of their lives...I try to put myself in the place of the other...to create more empathy there...because I think this is fundamental to maintain a basis of trust with those who are leaders and those who are led...I learned to value much more the fact that others felt that I do not leave their problems aside...” – Interviewee 7; “I think we become more empathetic with the other. And I think that this, in terms of leadership, is very important, I think that we understand the difficulties to others, and our own limitations when faced with such strong challenges, like the pandemic...” – Interviewee 13).

5.1.2.4. Subcategory 2.4 – Support from the organization (Annexe 9; Table 7)

An important aspect of this research is also to understand if the leaders had any help from the organization during the pandemic period, or if the organization left them completely alone, without any help or support. In this sense, what we want to know is whether the leaders had support from the organization in their remote leadership, and in their well-being, and that of all the employees in general.

In this sense, some companies promoted training sessions, that included training sessions related to remote leadership assistance (“...we had some training on how to learn to manage the team remotely...” – Interviewee 1; “...to seek to haveremote leadership sessions. They brought trainees to us also to bring the subject, (...) besides they put weekly meetings of the leaders to discuss and see what each one was, to do the knowledge exchange, how they were dealing with all this.” – Interviewee 3; “We had the opportunity to take some courses at the time...and we selected according to curiosity and need, and all of us at the time took some courses, quick things...some of them we were forced to take, suggested by the direction of the company, but we were also challenged to try to see what existed in the repository of things we

found... ” – Interviewee 10; “That we had from the training area of the company. We had quite a lot of support...And also we had quite a lot of distance leadership support seminars...if that helped me? Medium.” – Interviewee 11), training sessions to help with working with new technologies (“...to give very good digital training to their employees. And things were happening normally (...) and what seemed to be a seven-headed monster at the beginning, after some time was no longer a seven-headed monster at all, because we learned and adapted.” – Interviewee 5; “In terms of support, over the years, especially during the first year and a half, which was more critical, Human Resources has promoted several online sessions, workshops on time management in teleworking. There were various initiatives. As far as technical support is concerned, we didn’t need it... but we ourselves developed resources to support our teachers when the pandemic started, to work with Zoom...it was our team that developed tutorials...these were resources that become available...” – Interviewee 13), and sessions of promotion of after-work activities (“...to seek to have mental health sessions...” – Interviewee 3; “...promoted a webinar on, precisely, tips and good practices in the context of remote work, on the one hand (...) on the other hand, as we are a public institution we have access to INA’s training plans, and INA itself, during that period developed several cycles of webinars and small training actions on this topic that aimed to help teams to work in this new context...” – Interviewee 4; “Not about leadership, but the company did several, they were every day...at 6:30 pm they started some lecture about something, or they invited some coach...there were several themes...not every day, but maybe three times a week.” – Interviewee 6). It is also important to mention that of the fifteen leaders interviewed, only nine had received support from the organization in these last-mentioned aspects. However although there are leaders who have had support in activities promoted outside of working hours, and who feel that it has helped them, they have not had specific support to lead remotely (“...we had some initiatives from human resources of...mental health workshops, tips on how to organise ourselves during the pandemic while working, making it necessary to have periods of break and work...for those who wanted to participate...we also had some services that were made available for those who wanted to join, within a certain ceiling, such as yoga, psychotherapy, for example. Now training on how to lead at a distance, that we effectively didn’t have.” – Interviewee 14).

Another type of support given by the organizations was related to office material, in which there were companies that gave office material to their employees if they needed it, or even if they did not need it (“We already had computers, mobile phones, they also gave us a second screen, which was something we had physically. If you needed much more comfortable chairs,

thinking about that physical issue.” – Interviewee 3; “Those who didn’t have a computer had to be given one, because there were people who didn’t have a laptop...I already had one and my team already had one (...) I remember them talking about something, maybe more at the computer level, I don’t know if someone needed a chair, if they would pay for it, but I’m not saying they wouldn’t, because they would.” – Interviewee 6; “We all work here in the office with laptops..., but in general terms yes, there was availability of equipment, in fact in our own department we had too much equipment, so we even made ourselves available...so that other colleagues could have access...” – Interviewee 13).

As it was mentioned earlier, only nine had support from the organisation. With regard to those had no help at all, there was one interviewee who had no help, but who recognised the importance it would have had in his work/leadership (*“In terms of trainings...everything remained as it was, so the trainings were solely and exclusively about work-related issues, services, new topics...there was never a move towards a session...of mental health, something to help unwind a bit...no.” – Interviewee 7).*

5.1.2.5. Subcategory 2.5 – Adapting to technologies (Annexe 10; Table 8)

When faced with the question “How did you adapt to the technologies? Do you feel they have been an asset? Do you feel they played an important role in your leadership?”, all interviewees recognised that technologies play an important role in their leadership, and the majority stated that they adapted well to them, and that they are in favour of them, and some had already worked with them before (*“I would say that first of all, the adaptation was easy. Also because it was already a common practice to use them before the pandemic. However, new programmes were introduced, but I would say that the adaptation was easy...if they added value? Yes, they were a great asset. Without the technologies, so without this remote work we would have had a great...difficulty in communicating, with our people. We had an adaptation period, 2/3 days, and then started to work remotely...and after a short period of time, 1 month, we were already contacting our clients, also in that way...I would say that they even had a vital role in my leadership, because it was in an environment of great emotional instability and it was also a way of keeping the team united and focused on what was essential.” – Interviewee 1; -“We only used Teams. I confess it was a new program for everyone...every morning, or weekly...I do a daily briefing or every other day...when Covid blew up I worked a lot through Teams...we still*

use it today, we now have several groups of both bosses and directors, and employees...” – Interviewee 8; “For us wasn’t a big difference, because we already worked with Zoom and we already worked with, for example with Skype and video calls...we already did that very regularly, and so...even with teachers when we need to clarify some issues, I think it was important, because I think it has two sides. One, I think we improved our skills, and learned how to manage those kinds of meetings, and moments better. We became very efficient. Because meetings when they are online are much more efficient than face-to-face meetings. Then in face-to-face meetings we have another type of contact that helps to involve people, and which you don’t get in online meetings. But in our case, with the team, I believe that we kept the same register that we had, and as we already work a lot with technologies it did not have a very big impact...with candidates we also managed to attend remotely which we did not do before...but in terms of leadership it was an increase of a practice that we already had.” – Interviewee 13).

5.1.3. Category 3 – Hybrid Work Regime

5.1.3.1. Subcategory 3.1 – Challenges of hybrid work (Annexe 11; Table 9)

There were few interviewees who pointed to any challenges experienced with the hybrid work regime. Many of those interviewed see the hybrid regime in a good light and like the fact that it makes it easier to reconcile personal and professional life and make their life easier (*“...sometimes it coincides with people being the days that don’t meet people, but I...really like the hybrid model, so I have adapted very well...I can’t tell you any direct difficulties for the hybrid work...” – Interviewee 3; “No, at the moment I feel much more comfortable, because I can do, I think I do things in a rational way, and for me it has made life easier...” – Interviewee 5; “To be honest, I don’t think I have any difficulties. I don’t impose office days...I think the team is happy...I only see added value honestly...and challenges I honestly haven’t had...” – Interviewee 6).*

Despite the majority stating that hybrid work is the best option at this time, there were leaders who pointed out a difficulty with this model, which is related to reconciling workdays in the office. Creation of a teleworking plan and reluctance of employees to return to the office were some of the situations mentioned. When analysing the answers carefully, we can see that situations such as: conciliation of team members ‘working days, conciliation of working days with the needs and wishes of employees, difficulty in bringing the team back to the office, and difficulty in time management associated with not wanting to return to the office were the most

mentioned (*“On the one hand, I try to respect the interests and needs of the team as much as possible, in terms of scales for the development of remote work. On the other hand, to conciliate this with the needs of some face-to-face work...for instance, meetings that are scheduled, moments in which it is necessary to have the whole team together at (the company), sometimes it is a challenge...there are months in which I have to do a little gymnastics to guarantee that on a certain day of the week the whole team is present, of that I have certain elements present, because we have some meeting that really needs to be held in person...each element of the team has fixed days to be remotely...”* – Interviewee 4; *– “I think now people ask me for time to be at home, to focus on a certain task, which requires more concentration or more focus. But I’m very flexible in that...it’s going to be an asset for the company...it has to do with the basis of trust...”* – Interviewee 9; *“I think that on the one hand, the biggest challenge is to bring the team back to a full face-to-face regime, which will happen...Because I think the dynamic is always different. We can say that productivity is the same, or even higher, depending on the people...but at the same time the team spirit is lost a lot. I am in favour of the fact that in occasional situations you can be there, perhaps one day a week, but now totally remote, I would say no, and basically I maintain that position, that in leadership the most difficult thing is this balance of everyone being involved in the same way, when they are in person or remotely.”* – Interviewee 13).

5.1.3.2. Subcategory 3.2 – Team Relationship (Annexe 12; Table 10)

Two questions were asked regarding the relationship of/with the team: “Do you feel that the relationship with your team has changed with hybrid work? Do you feel that with the hybrid work you have again a close relationship with your team? The responses did not vary much in the sense of improvement positively or negatively.

Regarding the positive balance of the team relationship, the answers varied in five aspects. The positive side of holding online meetings (*“...Now with easy you get the whole team together.”* – Interviewee 1), ease of getting the team together for leisure time (*– “What happened was that when we stopped being remote...we were able to schedule more, let’s say, social events, more events outside so that we could have...team buildings...we did remote team building, and then we did face-to-face team building, when we could.”* – Interviewee 3; *“...we all recognised that it would be cool to get together once a while, have dinner or go for a drink...that was talked about so that when this opens we’ll have to go out, because we all like*

each other...from a certain perspective it was a bit more reinforced.” – Interviewee 7), the positive side of promoting teamwork during the full remote period (“...Looking at the whole I would say that we are a more cohesive team, closer...remotely we ended up developing some proximity and some...space to be in a team without being only in a strict work context...and I think that this helped to make the team closer, more cohesive...during the pandemic, I encouraged teamwork, in sub-groups...and I think that this had an excellent impact, on what are the current relationships between these elements...” – Interviewee 4), necessity to return to the office to be together (“I think coming back to the office has a re-approach people who were thirsty to be with each other.” – Interviewee 14; “When we returned we notice a greater closeness. Also perhaps because they needed our presence, let’s say.” – Interviewee 15) and days in the office that are key to maintaining the proximity between team and leader (“There has always been a close relationship, but the days we go to the office are key to maintaining that connection...” – Interviewee 11).

It cannot be said that there was a negative balance of the team relationship. There was not exactly a worsening of the team relationship. What happened was that leaders noticed that there was a clear distancing with the team at the beginning of the pandemic, from those initial moments of the transition from the face-to-face regime to 100% remote (“I think it changed with the remote. In the hybrid I think the face-to-face aspect makes the connection remain, and when we go to remote It continues...” – Interviewee 2; “Because the time of the pandemic was very complicated, and this was a means of bringing us closer together.” – Interviewee 5; “Yes, you could say yes, the fear of the pandemic part, maybe it brought some of that, yes (estrangement)...” – Interviewee 12).

5.1.3.3. Subcategory 3.3 – Team behaviours online (Annexe 13; Table 11)

The leaders felt that at the beginning of the pandemic there was a change in team behaviour, in a negative way, but not exactly in the right side of the word. What happened was that by having online meetings, people felt more withdrawn because they were out of their comfort zone (“...there is less engagement...because people still prefer face-to-face meetings...it depends on the topics, but naturally they end up responding...the topics I address in my meetings remotely are of their interest and they naturally end up participating naturally.” – Interviewee 1). This led to situations like cameras being turned off (-“...I have been feeling this more lately, but

when we were all, at the time of the pandemic for several months, we were all in the habit of having the cameras on...not rejecting each other, not hiding behind the image...lately this happens more often, and I understand, sometimes I also do it myself. Imagine that I am driving, and I am in a meeting, I don't turn on my camera...nowadays as we are in a hybrid situation but very face-to-face and less virtual, most of the time when we have meetings, I believe there are several colleagues who are not in position to have the camera open... ” – Interviewee 10), and less participation happening in online team meetings (“I was thinking how I could modify my weekly meetings, so that I could have more participation in a more dynamic way (...) because obviously you don't often have to change (...) – Interviewee 2; - “...yes, that's right! I think people who are remote always interact less.” – Interviewee 3; “During the pandemic there was a withdrawal of people: I think so, maybe I felt a little more withdrawal of people, especially when it was the global team, when I met with one person, maybe not...” – Interviewee 13).

If on the one hand there are the “negative” changes, on the other hand there are the positive changes, which few interviewees mentioned, but where one interviewee felt a greater independence and maturity on the part of her team at work level with this whole situation, (“I think a lot of people have matured a lot. They've stopped, I think, being so dependent. They would be able to check the activities more, and understand, and do them in a more mature way...” – Interviewee 3).

However, while there were interviewees who said that there were members of the team who switched off the camera and had less participation, other interviewees said the opposite, that they have never had a problem with the issue of camera off and less participation by the team (“ No, no, we never had that!...they would switch on the computers and I could make a plan where I could see everyone. And if I saw someone was distracted...but he is listening to you, but this is boring, the eyes say a lot...but no that was no problem...” – Interviewee 8, “No! Nobody turns off cameras, we're all there paying attention to what's being said...but I think this has a lot to do with what our profession is...” – Interviewee 9, “We never have cameras off, people are still focused. I think it is important to be together in person once a while, but for example, one of my team members is in Lisbon, so it is almost impossible to get them together in person every week. This only happens once a while...but I don't feel a greater distancing, I feel it is important to be together from time to time to feel connected, but with my team, in particular, I don't feel a great need, I don't feel a great change for being in Teams.” – Interviewee 14).

5.1.3.4.Subcategory 3.4 – Role of the leader (Annexe 14; Table 12)

The truth is that most of the leaders interviewed recognised that their role as a leader has changed over the last few years, with the shift from remote and hybrid work model. Some stated that they felt direct changes, others stated that they felt indirect changes, and overall, in this category they felt positive changes in leadership.

Regarding the indirect changes, it is in the sense that people started by saying that they didn't feel any changes in their leadership style, but when they started talking and reflecting they ended up realizing that there were changes after all, more in the sense that they started paying more attention to their team (*"I don't feel this direct change but yes, in an indirect way a little bit. Because we also, we still have a remote part, so we are more careful to understand how that person feels, how that person is, or how it is happening...we this flexibility (...) that we have to have this better perception of understanding themselves, when they don't speak."* – Interviewee 3; *"...Honestly, no!...Actually, there is one thing that has changed, I think I have become more available, more attentive, more alert to the needs of the team members to reconcile their person with their professional life, with their personal life."* – Interviewee 4; *"I don't think so...it forced me to be more attentive to behaviour...I'm not saying negative, I mean in terms of if the person was more absent...a whole day that the person didn't interact, maybe it forced me to be more attentive to what was going on..."* – Interviewee 13).

On the other hand, there were interviewees who assumed that they felt a direct change in their role as leader. These leaders also felt that the changes were related to the already mentioned in the indirect changes. They become more attentive to their team, had more time for their team (*"...I have more time to listen to them, because I'm more relaxed, especially the days that I'm at home, I can say, because there are times, there are often things that they want to see with me, at the end of the day, because it's a special content, and I'm perhaps there, and even if it's 6:30 pm, there's no problem...it gives me more to be able to do things with them..."* – Interviewee 6), and got to know their team better (*"...because the fact that I was living at the time with the team scattered around the country, my regular presence with them all, also made them get to know I behave, that they saw how I behave, how I lead, what they are like...and a very nice working relationship, trust, responsibility was in fact created..."* – Interviewee 10), a situation caused by remote leadership, where they got together more often than if they were face-to-face.

Also with regard to direct changes, there were interviewees who mentioned more directly changes in their role as a leader, but more directly changes in their leadership style. (*“Yes, it has changed. I would say for the better...As I said, the ease with which people quickly get together to share information, and I think that’s clearly a benefit...for worse there’s a need to challenge the team to get more engagement from my team members, to use the new digital tools themselves.”* – Interviewee 1), in this case we can see that the interviewee is able to be closer to his team, but that on the other hand he feels the need to challenge his team more in aspects of work that have recently emerged with the remote working regime, more specifically technologies.

Other examples of more direct changes in leadership style, were regarding the mitigation of leader’s role/leadership style, (*“I think I have more maturity to solve some things, I think I’m a lighter leader. When I started directing...I was very worried, maybe with some kind of detail that I’m not today, I trust much more...”* – Interviewee 9, *“I think it changed, and I think it changed for the better...because sometimes in person, at the interpersonal relationship level, sometimes it is difficult, not everyone is in the best phase of their lives. And all this, in person, interferes negatively, and I think that working from home is camouflaged...I think that working from home helped a lot in leadership, and it also gave me a role of more authority, I think it enhanced my leadership skills even more than in person. Because sometimes in person...assertiveness can be confused with more authoritarian, and contrary to what people think, working from home and working remotely the authority is better accepted than in person, maybe because the energy is not there...”* – Interviewee 11, *“...I think it changed for the better, because I think it helped, in general, to change the mentalities of what a leader should be...I think it changed in the sense, I feel I have to give them permanent support, but I feel I can do it with ease...”* – Interviewee 14).

Although there were leaders who said they felt their role as a leader had changed, there were others who said they had not changed over the last few years (*“No, I don’t think it has changed, but I think that the face-to-face model I have the possibility to share more my leadership with my team. I have the possibility to ask my team to support me...”* – Interviewee 2; *“No! On the contrary. It’s the same.”* – Interviewee 5).

5.1.3.5. Subcategory 3.5 – Efficiency of the leader at a distance

The last question asked to the interviewees was whether they consider themselves to be effective leaders or not, at distance, and what is the perception of the team: “Do you think your team considers you to be an effective leader from a distance? What do you think is the opinion of your team? Do you think they consider you an effective leader?”.

The truth is that no leader claimed right away that they thought that were effective. What happened with most of them was they started by saying they didn't know, and then ended up giving examples of what they believe makes them effective from a distance (*“...because we do feedback every six months, and then we discuss as a team negative and positive points about the team and leadership, and I always received very positive feedback. One of the topics was, what I even talked about, for example the one about improvement which was exactly, remotely understanding...the rhythm of each person, for example it was a feedback that I received that I then worked on that to improve...”* – Interviewee 3; *“...I have been careful not to massacre people with things that are of no interest at all, just to occupy their time...I set up a meeting to talk to them, it's because it's really something that's important, and it's in the interest of all parties...”* – Interviewee 5; *“...I'm very much at a phone's call distance. We work at weekends, and I'm always saying, who is on a weekend schedule, you can call me, I also trust, and I wake up early...I don't think that's even a problem, that they feel I can't be effective even remotely...I am strong in the team...”* –Interviewee 6).

Other leaders say that they are effective because they have evaluation systems for this aspect, such as acknowledges made by the company and formal assessment mechanisms (*“I am aware that at some moments I am more effective than others...but I would say that overall the balance is quite positive. I even received recognition from the team during the phase when we were 1000% remote, exactly for the way I led the team during that period.”* – Interviewee 1; *“Yes...I am assessed by the directors and my sides managers, and my collaborators...and it's been positive, apart from the pandemic year they didn't let anyone get 100% on the assessment, it only got to 70%, all the other years I've had 100%...”* – Interviewee 8; *“I think! I am sure! We have talked about it. We have already assessed it...an external part. We have the external part, the Human Resources department, which does an annual survey...and I have a monthly evaluation, I evaluate my team, because unfortunately in my company there is no tool for my team to evaluate me, I evaluate the team, I evaluate my boss, but my team is the only one that can't evaluate me. And I also every year I ask them for a self-evaluation from them, at the beginning of the year, and also mine...of points that I or project, could improve.”* – Interviewee 11; *“I do not know...I want to believe that yes,My company is currently working on changing*

the evaluation model...at the moment we are working on a more 360^a evaluation plan...”- Interviewee 14).

6. Results Discussion

Of the first results that we can discuss, is relative to the research question, “ **Which leadership behaviours/style(s) do leaders think is the most effective, in a remote work regime?**”. The styles that characterise the majority of the interviewees are supportive leadership and empowering leadership. It is perceptible why these styles are the most used in this type of work regime. Supportive leadership holds that the leader’s job is to help his followers achieve their goals by specifying direction, providing support and ensuring that their goals are well aligned with the goals of the organisation (Khalid et al., 2012). In this style, leaders are also concerned with the well-being of employees (Schyns et al., 2009). In addition, this becomes important since, as people are not often in person, that is, they do not go to the office so often, and they do not feel the leader’s presence and support, the leader has to develop a mechanism and a behaviour of more support than the one that had before, when they went to the office every day. It is necessary that people do not feel alone and helpless when they are working at home.

Regarding empowering leadership we have a sharing of power, assigning responsibility and autonomy to the team members in order to increase internal motivation and achieve the organizational goals (Cheong et al., 2019). This leadership style has a positive indirect impact on employee’s performance and in creativity (Hieu, 2020).

It is understandable that these are two of the styles most used by leaders in times of change, changes that included a shift from a phase in which people worked 100% face-to-face, to a phase in which you work remotely. The fact of not seeing the team every day, of having to trust people more, and mainly the fact that they were very sudden changes, meant that leaders had to worry more about their team and give more support to them, both at a professional level, tasks, and a personal level, in terms of managing emotions. Beyond this, some studies show that leaders can improve “team spirit in a remote context include ensuring appropriate work settings, enhancing employee autonomy and acting in a culturally aware manner” (Terkamo-Moisio et al., 2021, p.605).

With regard to how leaders adapted their way of leading to the remote work environment, we can advance with the fact of understanding whether they felt their functions were affected or not with the change of work environment. The truth is that to be an effective leader in the hybrid working regime it is necessary to develop other types of skills that go beyond the traditional skills (Hooijberg & Watkins, 2021). Positive and negative responses were addressed,

however, positive changes were the most mentioned by the interviewees. Most of the leaders felt that these changes were an asset, they developed their skills and competences, such as, they started to listen more and have more empathy for their team, they developed strategies that would not be possible to develop if it were not the pandemic, learned new things, and in some way felt that they adapted well, despite the completely sudden situation, their way of leading to the context experiences. In this sense, the leaders “learned to connect with their colleagues and stake-holders remotely, to lead differently in the crisis and above all, to ensure learning and teaching continued” (Harris and Jones, 2022, p. 105).

Another aspect concerning adaptation, an important issue were technologies. Leaders had to adapt and lead and work in an effectively way while using digital tools (Krehl & Büttgen, 2022), which for many could be a novelty. With regard to the interviewees for this research, a minority felt a bit of difficulty in using them as they were not used to them, but the most had already had contact with them. Despite the fact that “modern information and communication technologies seem to have generated new leadership challenges” (Carita Lilian, 2014, p.1259), a small minority were not so comfortable with technologies, however they felt that they were a benefit, and that adaptation become easier because their organisation supported them by promoting training sessions on how to work with these technologies.

Over the last years, leaders have been exposed to challenges and changes. Some studies showed that virtual work environments, communication could be more limited (Kilijunen, et al., 2022), and that physical distance could affect relationships and work (Neufeld, et al., 2008). The truth is that social interactions have undergone some changes, due to the new demands of work, and have also changed to create new and better mechanisms to cope with the remote work situation (Contreras et al., 2020, Kaiser et al., 2022). With all these changes, challenges have also appeared. Challenges regarding the transition from face-to-face to remote working regime we can include challenges such as leading in a pandemic context, changes in the strategy of leading, team relationship, the focus on the new way of working and change in the way of leading, were the challenges that leaders faced and are facing over the last years. With regard to challenges regarding moving from 100% remote to hybrid regime, fewer challenges were mentioned, as leaders believe that hybrid regime is best regime that one can have today. In addition, FWA (Flexible Work Arrangements) are seen as initiatives with positive effects on employees’ work (Hayman, 2009). Despite the positive effects of FWAs, leaders find it difficult to reconcile the remote and face-to-face working days of the team, in order to find a good day

for everyone to come to the office and be together. Another difficulty is the reluctance to bring the team back to the office more than twice a week.

Some of these challenges can also be interpreted as changes that they had to implement in their way of leading, with the roles of leaders for virtual teams “are changing because traditional methods are no longer appropriate” (Lombardo & Mierzwa, 2012, p.1). So it is normal for these changes to exist, and that some things have changed in our way of seeing things and leading teams, such as the strategy changes that include the start of virtual meetings, the training of online collaborators, and in general changes in the way of working. Literature mentions that “new technological mediated work arrangements demand new leadership approaches that can explain how leadership is best practiced in a virtual environment and what kind of leaders make virtual teams succeed” (Carita Lilian, 2014, p. 1253), so in this sense, it is normal for leaders to experience some difficulties when it comes to remote leadership.

One of the conclusions that can be drawn from the results is that it was not easy to deal with all the changes in the way of working. It is important that organizations are aware that it is not easy for leaders to lead remotely, and that they need resources and devices to carry out their work (Terkamo-Moisio et al. 2021). Although they were sudden and abrupt changes, the leaders affirmed that the whole conjuncture had a positive influence on their roles as leaders, both directly and indirectly. In this way, they felt that they started to pay more attention to details at work and team management, which they had not previously paid so much attention to.

However, in this way, leaders still unable to self-characterise whether they practice effective leadership remotely or not. None are able to defend and affirm that they manage to create a good environment where employees feel enthusiastic and the organisation’s goals are achieved (Wojcak et al. 2016), nor are they able to understand whether they effectively contribute to their team’s effectiveness and that they are perceived as good leaders in the eyes of others (Foti & Hauenstein, 2007, Riggio et al. 2003 apud Vaculik et al. 2014). Although most of them said yes, they believed that they were an effective leader and provided examples of this, none of them answered with conviction that they practiced effective leadership, nor did they know whether others perceived them as an effective leader. However, some of them have been distinguished with awards, and others are evaluated through formal mechanisms where they prove to be effective leaders.

Regarding the practical implications of this research, we can develop strategies, more at the level of organizations, such as increasing even more the evaluation mechanisms of the collaborators' needs, in terms of online leadership, since some organizations, did not bet on that, increasing the contact with collaborators such as team buildings, as this has been lost a little with Covid-19. Betting on this type of strategy could make the companies' earnings even better and that achieving better results and the performance of the leaders will lead to better results.

Not discarding the implications more related to leaders, both leaders who are leading 100% remotely and leaders who are leading in a hybrid way, we can say that it is important for them to adopt a more support-based leadership. The fact that there are not so many trips to the office can make employees feel that their leader is not as present, and they felt that maybe the leader does not support them so much either in terms of tasks and in terms of managing needs.

Overall, with this research, we can point out a some limitations. The first one is related to the sample, and the fact that was specific a sample, in the sense that there was a need for those three work regimes (100% face to face, full remote, hybrid), made the process of finding people who were leaders before Covid-19, a little more difficult. Another limitation that we can consider was the fact that the interviews were carried out online. It was a limitation in the sense that it was more difficult to establish a connection with the interviewees, which may have led to some interviewees not expressing 100% of their ideas and feelings.

For future studies, perhaps would choose a multinational company, and try to analyse all the company's leaders, and try to understand the differences between junior and senior leaders, and what were the big differences and challenges they felt with these changes, which came with Covid-19. The fact of exploring only one company with the size of a multinational can be interesting in the sense where we can find profiles that are more distinct from each other. When studying the differences between leaders juniors and seniors may prove to be interesting in the sense that can analyse the directions in leadership style and in the style of approaching situations that are not in the plans, the case of the pandemic, between younger and older generations.

7. Conclusion

As we can see from the personal experience of each one of us, the year 2020, due to the outbreak of the Covid-19 pandemic, was not an easy year, nor was it an easy situation to deal with. We were used to have a routine, to go to the office every day, to work every day alongside our colleagues, to have face-to-face meetings, and then overnight we were asked to stay at home, to start working from home and doing our whole life within in four walls.

Taking this question to the focus of the research, which are the leaders, and how they lived through these changes, thinking about them and the situation in general, we can consider that it was particularly challenging for them. It was not easy to motivate the team to continue to achieve goals. It was not easy to deal with changes in their working strategy. Dealing with changes in the relationship with the team, in this sense that they no longer see each other every day in the office. It was not easy to manage working more hours than they should. The issue of managing employee' emotions was also another situation to take into account, as their personal life was then transmitted to work. Putting all these issues together, leading in a pandemic context, with uncertainty being to watchword every day, become even bigger challenge.

Added to these issues are the new things that leaders had to learn in a short time, such as the issue of technologies, which they had to adapt to overnight. However, there were organisations that realised that this situation of technologies could be hindrance to the achievement of objectives and success, and promoted sessions and training to help them work with them.

The truth is that the world of work is not the same again, after 2020. Nowadays, in 2023, it is rare to have companies that have the 100% face-to-face regime implemented. A study made by Barerro et al. (2022) prove “that 20 percent of full workdays will be supplied from home after the pandemic ends, compared with just 5 percent before” (Choudhury et al., 2022, p.1). The hybrid regime is the bet of many companies, and in this sense, challenges could still exist, since there is still a part of the work that is done remotely.

However, in fact, what happens is that few of them say that feel any kind of challenge with the hybrid system. Many of them defend that it is the best work regime that can exist at the moment, because they can reconcile their personal life with their professional life, and they manage to mitigate the small difficulties they feel when they are remote, with the days when they are in the office. These minor difficulties are more related to the issue of conciliating the

days spent working in the office with the whole team, and the difficulty of bringing the team back to work in the office more than once/twice a week.

We can state that it was not easy for the leaders to lead their teams with the pandemic context in general. However, we can draw positive conclusions from this, because despite the difficulties and challenges they faced, most of them have learned for the future, they feel that their role as leader has changed, that it has changed for the better, and that they have started to pay more attention to aspects that they did not pay attention to before the pandemic. These aspects include paying more attention to their team, giving more attention and more support, and having more confidence in the work of the team, of the people, giving them empowerment, and “freedom” to move forward in their work and projects.

It is important to have in mind that Covid-19 has completely changed the ways and methods of working. The way we worked before will no longer go back to what it was. But good things came with the changes that Covid-19 imposed. Online meetings, the hybrid work regime were some of these good things. It could be seen that it has a positive impact on employees.

In addition to this, leaders have also learned some things, which they think that if it wasn't the pandemic showing them they would not believe. The question of whether it is possible to maintain good results while working at home and productivity has not decrease. They also learned to use new working strategies and have more empathy for team members. Overall, the leaders felt that their role as a leader underwent some changes, they felt that they developed new skills, including as mentioned above, such as greater attention to the team.

In general, we can say that Covid-19 brought lessons for the future. Situations that were imposed from day to the night and that had to be through of overnight it was seen that they worked, and that they gave good results, as many of these situations are still used today.

8. Bibliography

Allen T. D., Johnson R. C., Kiburuz K. M., Shockley K. M. (2013). Work-Family Conflict and Flexible Work Arrangements: Deconstructing Flexibility. *Personal Psychology. Willey Periodicals, Inc*, 66(2), 345–376. DOI: 10.1111/peps.12012.

Anderson, D. W., Krajewski, H. T., Goffin, R. D., Jackson, D. N. (2008). A leadership self-efficacy taxonomy and its relation to effective leadership. *The Leadership Quarterly*, 19(5), 595–608. DOI: 10.1016/j.leaqua.2008.07.003.

Ateeq, K. (2022). Hibrid Working Method: An Integrative Review. *International Conference on Business Analytics For Tecnology and Security (ICBATS)*, 1-8, doi:10.1109/ICBATS54253.2022.9759041

Austin-Egole, I. S., Iheriohanma, E.B.J., Chinedu, N. (2020). Flexible Working Arrangements and Organizational Performance: An Overview. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 25(5), 50-59. DOI:10.9790/0837-2505065059.

Boell, S. K., Campbell J., Cecez-Kecmanovic, D., Cheng, J. E. (2013). Advantages, Challenges and Contradictions of the Transformative Nature of Telework: A Review of the Literature. Telework: Advantages, Challenges and Contradictions. *Nineteenth Americas Conference on Information Systems, Chicago, Illinois*, 15-17.

Bogensneider, B., N. (2016). Leadership epistemology. *Creighton Journal of Interdisciplinary Leadership* 2(2), 24-37. DOI:

<http://dx.doi.org/10.17062/CJIL.v2i2.37>.

Brunelle, E. (2013). Leadership and Mobile Working: The Impact of Distance on the Superior-Subordinate Relationship and the Moderating Effects of Leadership Style. *International Journal of Business and Social Science* 4(11), 1-14.

Cairns, T. D., Hollenback, J., Preziosi, R. C., Snow, W. A. (1998). Technical note: a study of Hersey and Blanchard's situational leadership theory. *Leadership & Organization Development Journal*, 19(2), 113-116. DOI: <https://doi.org/10.1108/01437739810208692>.

Cartwright, S. (2003). New forms of work organization: issues and challenges. *Leadership & Organization Development Journal*, 24(3), 121-122. DOI: 10.1108/01437730310469534.

Chafi M. B.; Hultberg, A. & Bozic Yams, N. (2022). Post-Pandemic Office Work: Perceived Challenges and Opportunities for a Sustainable Work Environment. *Sustainability*. 14, (294), 1-20. DOI: <https://doi.org/10.3390/su14010294>.

Cheong, M., Yammarino, F. J., Dionne S. D., Spain, S. M., Tsai, C. Y. (2019). A review of the effectiveness of empowering leadership. *The Leadership Quarterly*, 34(3), 34-58. <https://doi.org/10.1016/j.leaqua.2018.08.005>.

Choi, S. (2018). Managing Flexible Work Arrangements in Government: Testing the Effects of Institutional and Managerial Support. *Public Personnel Management*, 47 (1). 26-50. DOI: 10.1177/0091026017738540.

Chung, H., Lippe, T. (2020). Flexible Working, Work–Life Balance, and Gender Equality:

Introduction. *Social Indicators Research*, 151, 365-381. <https://doi.org/10.1007/s11205-018-2025-x>.

Cote, R. (2017). Vision of Effective Leadership. *International Journal of Business*

Administration, 8(6), 1-10. DOI:10.5430/ijba.v8n6p.

Dirani, K. M., Abadi, M., Alizadeh, A., Barhate, B., Garza, R. C., Gunasekara, N., Ibrahim, G.,

Majzun Z. (2020). Leadership competencies and the essential role of human resource development in times of crisis: a response to Covid-19 pandemic. *Human Resource Development International*, 23(4), 380-394. DOI: 10.1080/13678868.2020.1780078.

Dubinsky, A., Yammarino, F. J., Jolson, M. A. (1995). An Examination of Linkages Between

Personal Characteristics and Dimensions of Transformational Leadership. *Journal of Business and Psychology*, 9(3), 315- 335. DOI: <https://doi.org/10.1007/BF02230972>.

Harpaz, I. (2002). Advantages and Disadvantages of telecommuting for the individual,

organization and society. *Work Study*, 51(2), 74-80. DOI: 10.1108/00438020210418791.

Harrell, M. C., and Bradley, M. A. (2009). Data Collection Methods. RAND Corporation.

Hayman, J. R. (2009). Flexible work arrangements: exploring the linkages between perceived

usability of flexible work schedules and work/life balance. *Community, Work & Family*, 12(3), 327-338, DOI: 10.1080/13668800902966331.

Hieu, V. M. (2020). Employee Empowerment and Empowering Leadership: A Literature Review. *Technium*, 2 (7), 20-28, DOI:[10.47577/technium.v2i7.1653](https://doi.org/10.47577/technium.v2i7.1653).

Hooijberg, R., & Watkins, M., (2021, February 9). The Future of Team Leadership Is Multimodal. Massachusetts Institute of Technology. *MIT Sloan Management Review*.
<https://sloanreview.mit.edu/article/the-future-of-team-leadership-is-multimodal/>.

Hopkins, J. C., & Figaro K. A. (2021) The Great Resignation: An Argument for Hybrid Leadership. *International Journal of Business and Management Research (IJBMR)*, 9 (4), 393-400. DOI: doi.org/10.37391/IJBMR.090402.

Hudson- Vitale, C., Waltz, R. M. (2020). Caring for our colleagues Wellness and support strategies for remote library teams. *C&RL News*, 81(10), 494-497. DOI:
<https://doi.org/10.5860/crln.81.10.494>.

Galvin, R. (2014). How many interviews are enough? Do qualitative interviews in building energy consumption research produce reliable knowledge? *Journal of Building Engineering*. 1, 2-12. <http://dx.doi.org/10.1016/j.jobbe.2014.12.001>.

Glaser, B. & Strauss, A. (1967). *The Discovery of Grounded Theory*. Aldine Press.

Gratton, L. (2020, November 9). Four Principles to Ensure Hybrid Work Is Productive Work. MIT Sloan Management Review. <https://sloanreview.mit.edu/article/four-principles-to-ensure-hybrid-work-is-productive-work/>.

- Groen, B. A. C., Triest, S. P., Coers, M., Wtenweerd, N. (2018). Managing flexible work arrangements: Teleworking and output controls. *European Management Journal*, 36(6), 727-735. DOI: <https://doi.org/10.1016/j.emj.2018.01.007>.
- Jackson II, R. L., Drummond, D. K., Camara, S. (2007). What Is Qualitative Research?. *Qualitative Research Reports in Communication*, 8(1), 21-28, DOI: 10.1080/17459430701617879.
- Kaiser, S., Stefan, S., Cohen, R., Mikkelsen, E. N., & Pedersen A. R. (2022). Working from home: Findings and prospects for further research. *German Journal of Human Resource Management Zeitschrift für Personalforschung*, 36(3), 206-212. DOI: [10.1177/23970022221106973](https://doi.org/10.1177/23970022221106973).
- Kelloway, E. K., Barling, J., Kelley, E., Comtois, Gatien, B. (2002). Remote Transformational Leadership. *Leadership & Organization Development Journal*, 24(7). 163-171. DOI: 10.1108/01437730310469589.
- Khalid, A., Murtaza, G., Zafar, A., Zafar, M. A., Saqib, L., Mushtaq, R. (2012). Role of Supportive Leadership as a Moderator between Job Stress and Job Performance. *Information Management and Business Review*, 4(9), 487-495. DOI: <https://doi.org/10.22610/imbr.v4i9.1004>.
- Khan, Z. A., Nawaz, A. (2016). Leadership Theories and Styles: A Literature Review. *Journal of Resources Development and Management*, 16, 1-7.

- Kiljunen, M., Laukka, E., Koskela, T. K., Kanste, O. I. (2022). Remote leadership in health care: a scoping review. *Leadership in Health Services*, 35(1), 98-115. DOI: 10.1108/LHS-06-2021-0059.
- Knight, C., Olaru, D., Lee, J. A., Parker, S. K. (May 2022). The Loneliness of the Hybrid Worker. *Mit Sloan Magazine Review*. <https://sloanreview.mit.edu/article/the-loneliness-of-the-hybrid-worker/>.
- Kohont, A., Ignjatović, M. (2022) Organizational Support of Working from Home: Aftermath of COVID-19 from the Perspective of Workers and Leaders. *Sustainability*, 14(5107), 1-16. <https://doi.org/10.3390/su14095107>.
- Krehl, E. H. & Büttgen, M. (2022). Uncovering the complexities of remote leadership and the usage of digital tools during the COVID-19 pandemic: A qualitative diary study. *German Journal of Human Resource Management Zeitschrift für Personalforschung*, 36(3), 1-28. DOI: <https://doi.org/10.1177/23970022221083697>.
- Kurland, N. B., Bailey, D. E. (1999). The Advantages and Challenges of Working Here, There, Anywhere, and Anytime. *Organizational Dynamics*, 28, 53-67. DOI: [https://doi.org/10.1016/S0090-2616\(00\)80016-9](https://doi.org/10.1016/S0090-2616(00)80016-9).
- Laaksonen B. H., Bäckström, T. (2022). Finnish Remote Leadership in Home Care during the Pandemic. *Athens Journal of Social Sciences*, 9, 1-16. <https://doi.org/10.30958/ajss.X-Y-Z>.
- Madanchin, M., Hussein, N., Noordin, F., Taherdoost, H. (2016). Leadership Theories; an

Overview of Early Stages. *Recent Advances in Energy, Environment and Financial Science*, 198-201.

Mahler, J. (2012). The Telework Divide: Managerial and Personnel Challenges of Telework. *Review of Public Personnel Administration*, 32(4) 407–418. DOI: 10.1177/0734371X12458127.

Meline, T. (2006). Selecting Studies for Systematic Review: Inclusion and Exclusion Criteria. *Contemporary issues in communication science and disorders*, 33, 21-27. DOI: 1092-5171/06/3301-0021.

Mello da Costa, A., Paiva, E. L., Gomes, M. V. P., Brei, V. A. (2020). Impacts of COVID-19 on organizations. *RAE*, 60(6), 385-387. DOI: <http://dx.doi.org/10.1590/S0034-759020200602>.

Miglioretti, M., Gragnano, A., Margheritti, S., Picco, E. (2021). Not All Telework is Valuable. *Journal of Work and Organizational Psychology*, 37(1), 11-19. doi.org/10.5093/jwop2021a6.

Moisio, A. T., Kark, S., Kangasniemi, M., Lammintakanen, J., Laitila, A. H. (2021). Towards remote leadership in health care: Lessons learned from an integrative review. *J Adv Nurs*, 78(3), 596- 608. DOI: 10.1111/jan.15028.

Nakrošienė, A., Bučiūnienė, I., Goštautaitė, B. (2019). Working from home: characteristics and outcomes of telework. *International Journal of Manpower*, 40 (1), 87-101, DOI 10.1108/IJM-07-2017-0172.

Nanjundeswaraswamy, T. S., Swamy D. R. (2014). Leadership Styles. *Advances in Management*, 7(2), 57- 62.

Nascimento, L. C. N., Souza, T. V., Oliveira, I. C. S., Moraes, J. R. M. M., Aguiar, R. C. B. and Silva, L. F. (2018) Theoretical saturation in qualitative research: an experience report in interview with schoolchildren. *Rev Bras Enferm.*71(1), 228-33. DOI: <http://dx.doi.org/10.1590/0034-7167-2016-0616>.

Neufeld, D. J., Wan, Z., Fang, Y. (2010). Remote Leadership, Communication Effectiveness and Leader Performance. *Group Decis Negot*, 19, 227–246. DOI: 10.1007/s10726-008-9142-x.

Outhwait, S. (2003). The importance of leadership in the development of an integrated team. *Journal of Nursing Management*, 11, 371-376. DOI: 10.1046/j.1365-2834.2003.00427.

Padhy, C., Reddy, M., D., Raj, R., K., Pattanayak, K., P. (2022) Challenges and Strategies for Effective Leadership in 21st Century. *Indian Journal of Natural Sciences* 13(72), 42762-42766.

Patino, C. M., Ferreira, J. C. (2018) Inclusion and exclusion criteria in research studies: definitions and why they matter. *Continuing Education: Scientific Methodology*, 44(2), 84-84. DOI: <http://dx.doi.org/10.1590/S1806-37562018000000088>.

Peters, K., Halcomb, E. (2015). Interviews in qualitative research. *Nurse Research*, 22(4), 6-7. DOI: [10.7748/nr.22.4.6.s2](http://dx.doi.org/10.7748/nr.22.4.6.s2).

- Prentice, S. B. (2022). Job Satisfaction or Employee Engagement: Regardless of Which Comes First, Supportive Leadership Improves Them Both. *Advances in Developing Human Resources*, 24(4), 275–285. DOI: 10.1177/15234223221112504.
- Rafferty, A. E., Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. *The Leadership Quarterly*, 15, 329- 353. DOI: 10.1016/j.leaqua.2004.02.009.
- Rego, A., Cunha, M. P., and Meyer Jr, V. (2019). Quantos participantes são necessários para um estudo qualitativo? Linhas práticas de orientação. *Revista de Gestão dos Países de Língua Portuguesa*, 17 (2), 43–57, 2019. DOI: 10.12660/rgplp.v17n2.2018.78224.
- Saeed, T., Almas, S., Anis-ul-Haq, M., Niazi, GSK. (2014). Leadership styles: relationship with conflict management style. *International Journal of Conflict Management*, 25(3), 214-225. DOI: 10.1108/IJCMA-12-2012-00s.
- Sampat B., Raj S., Behl A., Schobel S. (2022). An empirical analysis of facilitators and barriers to the hybrid work model: a cross-cultural and multi-theoretical approach. *Personal Review*, 51(8), 1990-2020. DOI 10.1108/PR-02-2022-0176.
- Schyns, B., Veldhoven, M., Wood, S. (2009). Organizational climate, relative psychological climate and job satisfaction The example of supportive leadership climate. *Leadership & Organization Development Journal*, 30 (7), 649-663. DOI: 10.1108/01437730910991664.
- Sethuraman, K., Suresh, J. (2014). Effective Leadership Styles. *International Business*

Research, 7 (9), 165-172. DOI: 10.5539/ibr.v7n9p165.

Shockley, K. M., Allen, T. D. (2007). When flexibility helps: Another look at the availability of flexible work arrangements and work–family conflict. *Journal of Vocational Behavior*, 71, 479–493. DOI: 10.1016/j.jvb.2007.08.006.

Torres –Landa, S., Moreno, K., Brasel, K. J., Rogers, D. A. (2021). Identification of Leadership Behaviors that Impact General Surgery Junior Residents’ Well-being: A Needs Assessment in a Single Academic Center. *J Surg Educ*, 79(1), 86-93. DOI: 10.1016/j.jsurg.2021.07.017.

Vaculik, M., Prochazka, J., Smutny, P. (2014). Competencies and Leadership Effectiveness: Which Skills Predict Effective Leadership?. 337- 344. DOI:[10.13140/2.1.2931.9364](https://doi.org/10.13140/2.1.2931.9364).

Vaz, C., Rodrigues, M. R., Loureiro, A., Barbosa, I. and Antunes, P. (2009) Técnicas de recolha de dados em investigação qualitativa. *Universidade de Coimbra*. <http://hdl.handle.net/10400.26/11512>.

Wojcak, E., Bajzikova, L., Sajgalikova, H., Polakova, M. (2016). How to Achieve Sustainable Efficiency with Teleworkers: Leadership Model in Telework. *Procedia - Social and Behavioral Sciences*, 229, 33-41. doi: 10.1016/j.sbspro.2016.07.111.

Yukl, G. (2013). *Leadership in Organizations* (8th edition). Harlow: Pearson Education.

9. Appendixes

Annexe 1 - Leadership Styles

Behavioural Leadership

-“...all the style of supporting, a style of challenging, and a style of encouraging employees.”- Interviewee 1

Contingency Theory

-“...It is a gradual process...having the capacity to reach everyone, managing to define...the limits, but having a great capacity to reach each one of them...because nowadays we are very different people...it forces us to have the capacity to adapt to different profiles. I think that's my main asset, having this ability to adapt to different people's profiles and extract the best out of them...” – Interviewee 7

Empowering leadership

-“...because for me knowledge sharing is the ideal, and that's what we can do. And every day I am learning, as every day I am teaching, and that's basically it...I let my employees give their opinion, I make them understand what the job is, and they can work with it...I am very open to everyone's opinion, because for me the sharing of information is everything.” – Interviewee 8

Supportive leadership

-“...I am very supportive...I am always open for them, whenever they need me for anything. I try my best to make them feel comfortable, so that they can talk and not just about problems, but also so that we can always have an open bridge there, an open channel to talk.” – Interviewee 3

-“I really like to listen to other people and I am respectful...And I care very much about their well-being. I'm close to them...I'm not that distant boss...I'm by their side...I'm

completely supportive and a coordinator, that's why I don't...I don't call myself a boss, nor do I like it...I'm coordinating...they have their functions and I help them to coordinate,...” – Interviewee 6

-“...I think I try to be balanced, I try to be present, always accompany the team...it promotes the development of the team both on a personal level and of the team as a whole...” – Interviewee 13

-“...I try to be more of a team member than an old-fashioned boss. I try to be a support element to the needs of the people that work with me and a little bit more of a teacher, but I try to teach and guide them, not so much asking for accounts, of course I have to know how the work is going, but I try to be more of a mentor than a boss.” – Interviewee 14

Trait Theory

-“I am demanding, maybe I shouldn't be, but this already comes from a personal part, from me...” – Interviewee 15

Transformational Leadership (Intellectual Stimulation)

-“I like discipline, I like rigour, I like perfection...At the same time I like to give signs that I trust people, because I think we should be demanding, but at the same time give people space for their imagination, for their creativity...I also like to listen, I also like people to give me feedback about what I am doing, what I am thinking, if I am thinking well...” – Interviewee 10

-“...the team's results are also our results, and so it's not easy,... we work on research projects, and so I make sure that all team people are involved in at least one project. Always!” – Interviewee 13

Transformational leadership (Charisma and Individualized Consideration) and Empowering Leadership

-“... I play a very open leadership role, which is...I let people evolve for them, I at least try to let them, and if I see that there is something there, that I can pull and that is not right, that needs improvement I will speak up...I believe that when each person is challenged they will give their best, and so I believe very much in the person, and if I call someone to be part of my team, It is because at some point during the interview process, or during the internship process, I saw that the person has something to offer us, as a company....I think my leadership style is that, it is people-oriented, it is turned by believing in each person who joins my team.” – Interviewee 2

Transformational Leadership (Charisma and Individualized Consideration), Empowering Leadership and Supportive Leadership

-“I am a person who relies a lot on the trust of others...I delegate a lot...take responsibility for a project...that person is not left alone in that project feeling completely isolated and abandoned. In other words, I am there, I delegate, I trust that person, I give him/her that autonomy, but I am also here so that if the person has a doubt, wants a suggestions, I can discuss it as a team. I think I am a very democratic leader, I delegate, I give autonomy, and very much on the basis of trust.” – Interviewee 9

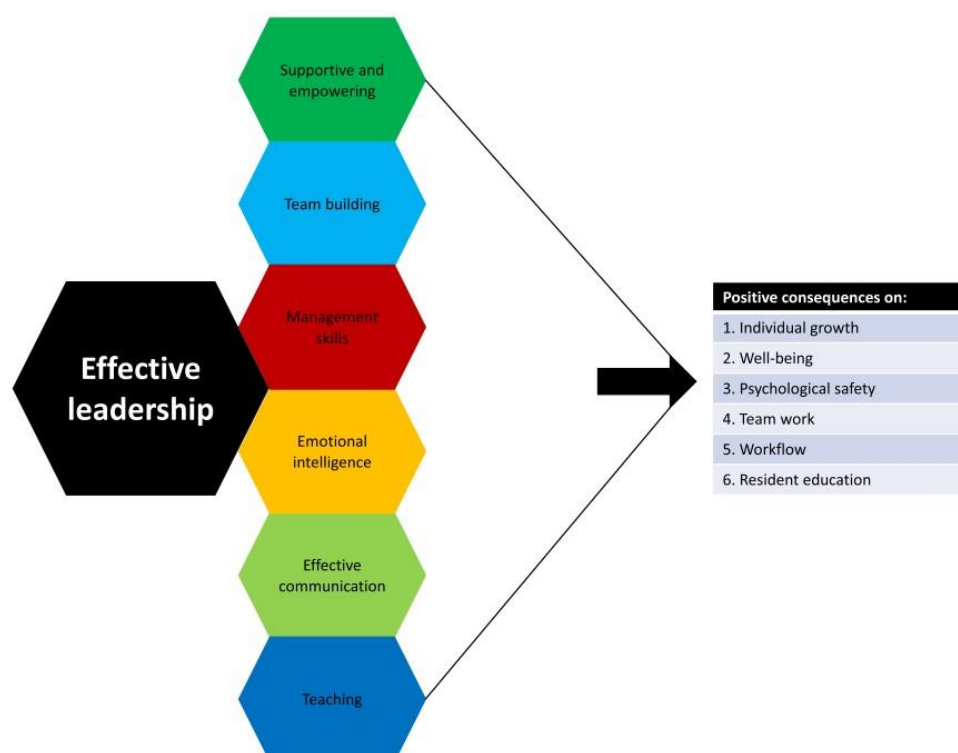
Transactional Leadership

-“...very democratic leader, I don't like to do micro management, and I like my team members to be autonomous, with initiative, with the ability to explore solutions to problems before they come to ask me how to solve a problem, or how to overcome a certain obstacle.” – Interviewee 4

-“...the presence of the boss, and the boss being with people constantly every day and talking to them all. That was it, I careful every day, I spoke to all the team members...The issue here is results, because whether we like I or not companies , whatever they are, live on results...And to achieve results what I want is for my team to do well...” – Interviewee 5

-“...demanding, flexible, ethical and human. My focus is to develop the team as individuals so that we achieve the desired objectives and manage them as a team.” – Interviewee 11

Annexe 2 - Effective leadership behaviours and its positive consequences on team members.



Annexe 4; Table 2 – Interviews Characteristics

Interview	Gender	Age	Number of team members	Business Sector	Number of days at the office
1	Male	53	9	Pharmaceutical	Depends

2	Interview	Female	41	9	Consulting	3
3	Interview	Female	42	4	Retail	2
4	Interview	Female	45	9	Education	3
5	Interview	Male	63	10	Pharmaceutical	Depends
6	Interview	Female	46	4	Retail	1
7	Interview	Male	42	15	Consulting	The company prefers remote work
8	Interview	Male	44	15-20	Logistic	Right now they all work at the office every day (but have worked in a hybrid form)
9	Interview	Male	62	11	Pharmaceutical	Depend
10	Interview	Female	47	9	Health	Right now they all work at the office every day (but have worked

					in a hybrid form)
Interview 11	Female	42	6	Consulting	1
Interview 12	Male	43	3	Consulting	Right now they all work at the office every day (but have worked in a hybrid form)
Interview 13	Female	54	5	Education	3
Interview 14	Female	56	3	Consulting	2
Interview 15	Male	55	4	Logistic	Right now they all work at the office every day (but have worked in a hybrid form)

Full Remote Regime

Annexe 5; Table 3 – Changes in leadership style and challenges of leading teams remotely

Subcategory	Systematization (coding)	Participants Report	Analysis: Systematization
Leading in a pandemic context	The challenge of leading in a pandemic context	- "...the team also started having to make remote visits, so using new technologies...for health professionals, something that had not been done until now..." - Interviewee 1 - "...before we worked 100% face-to-face. So it was very new for me, and...we don't see them on a daily basis, and not being there on a daily basis...and when I say not seeing them it's not to be babysitting. No! It's more of having that exchange that we had, of making a joke, of having coffee together." – Interviewee 2 - "...I was not at all comfortable with the digital tools, which I now deal with (...). My luck was (the company) was careful enough to give very good digital training to its employees. And things were happening normally (...) and what seemed to be a big deal at the	-The use of technology -Not being in the office -The use of technology

		beginning, after some time was no longer a big deal at all, because we learned and adapted.” – Interviewee 5 -“As I was not close to the people, that is, in the room, I can hear them, without necessarily being close to them, so I can understand what they are doing, their posture, the type of work they are developing, and obviously, being at home, this was not possible...it forced me on the one hand to be... to have to listen to a more calls, and on the other hand also to have a lot more sessions with them as well, either together or individually” – Interviewee 7 “...being at home is not the same as being at the office...and it was difficult and it was a bit of novelty to be able to be at home working remotely...” – Interviewee 8 -“...I felt that my team was completely lost, because they have a task where they really felt they had to be face-to-face. How do I accompany a	-The difficulty of trying to maintain effective communication between the team and the leader -Not going to the office - New working methods and functions -Not going to the office - New working methods and functions -Not going to the office
--	--	--	--

		person who is homeless? I am not eye-to-eye with them, I cannot act in such a way that the relationship passes. And so what I did was: we are still social workers, there are ways of contacting these people, let's use the current ways of contact, face time...telephone, and let's convey that same trust..." – Interviewee 9 "...some difficulties of greater resistance to change on the part of some people. I felt it in my skin. Some who moved quickly and understood the importance in face of the situation, we have to move forward, others more resistant to virtual reality." – Interviewee 10 -“There has to be more proximity, there has to be a way for us leaders to show ourselves more available to make this transition...we've already worked for some time, you can already see it in person. It's not the same thing as seeing a status on Zoom, busy in a meeting, or online..." – Interviewee 11	-New working methods and functions -The use of technologies -The difficulty of trying to maintain effective communication between the team and the leader
--	--	--	--

		-“We use a lot remote communication tools, like Zoom...and therefore this forced us at times to meet more often with the team, or even if it was only with one person, so to be with people online more often.” – Interviewee 12	-The use of technologies
		-“I think sometimes it was really reaching people, because I think adapting to the remote context and because we had people who had children...and so sometimes I couldn’t talk to people straight away when I needed to. And that was a little bit frustrating at times...I think that was one of the big challenges, was that people understood that being remote they had to be available at the same time 100% present, at least...and keep the team connected, and keep them communicating with each other.” – Interviewee 13	-The use of technologies
		-“The communication maybe. One of the most focal parts, so trying to get the information through	-The difficulty of trying to maintain effective communication between the team and the leader; -The difficulty of trying to maintain effective communication

		better and quicker so that it would come through clearly, and effectively. And the speed as well after, the quicker that information came and the clearer It was, the better...” – Interviewee 15	between the team and the leader;
Change of strategy	Learning to lead remotely	-“I instituted (...) daily meetings with the whole team. This was very heavy for me, and for the team, because we have a very intense work schedule, but I make sure that every day, at the beginning of the afternoon, we all stopped there, sometimes 15 minutes, sometimes half an hour, sometimes an hour, we stopped, we talked about work and other issues that had nothing to do with work..” – Interviewee 4 -“...to promote some leisure moments, to take the guys out, to have a kind of remote coffee break, say 5,10,15 minutes, to talk about everything but work...so in order not to feel that there was a disinvestment in follow-up there, I felt that need to promote sessions with them much more often, either in coaching or	- More frequent online meeting; - Investment in employee training and team building -Attempt to maintain contact with the team

		in briefing.” – Interviewee 7 –“...I invested a lot in training with my team, we had regular training, and we had almost weekly supervision: How are things going? How are you managing in the field? What are your greatest difficulties? This team sharing helped us all to strengthen ourselves as a team, and also to make ourselves different and continue to be an asset...we reinvented, but the basic assumptions of what our profession is and what our intervention is continue.” – Interviewee 9 –“Initially there were technical and posture difficulties. We did position training in front of the cameras. Light training, posture training...we did this training of adapting to the system, we did image training, visual behaviour training...” . Interviewee 10 –“...I used to do one team building a month with the team in the office, and then I started doing one team building a week,	- Investment in employee training and team building -Attempt to maintain contact with the team - Investment in employee training and team building -Changing certain ways of working, to adapt more quickly to the remote working regime - Investment in employee training and team building
--	--	---	---

		in the first 3-4 months of working from home, which, in the meantime, has been the same until today...to manage the team's expectations, measure their pulse, understand how they were adapting. Many of these team buildings always had a series of tips for working from home...the importance of not working in bathrobes and pyjamas, the importance that this can affect self-esteem in the medium to long term." – Interviewee 11 -“We had some fears about the part of the movement that we implemented in the teams would cease to exist. When I say movement, I mean the morning briefings, that force that we used to make to guarantee objectives that was going to cease to exist. But of course we adapted quickly because we were always in contact with the calls, because they could talk to the commercials...so it ended up being easier to manage that...” – Interviewee 12 -“The difference is that previously I needed to talk to them,	- More frequent online meeting - Attempt to maintain contact with the team
--	--	---	--

		I would get up and go to the room, or get on the landline, and we started using Teams almost permanent. So I could still talk to people when I needed to, the difference was that I would make a call on Teams to get through to team.” – Interviewee 14	-Attempt to maintain contact with the team
Relationship between the team	-Leading a new team in the middle of the pandemic; -Trying to maintain contact between the team;	-“It was at the end of 2020, in October...in that case it is about if I had been there from the beginning, it would be for the new people that would come in, in this case, I was new, but also my team came in at the same time, so everybody was very new. So I think the biggest barrier for us was this feeling that we had a good relationship, but we could not reaffirm a relationship, because we did not know each other, so in person” – Interviewee 3 -“...new mission, with a new team. So, I already knew part of the team, but I had other people in the team that I met in January (...) It was a challenge especially to ensure that we were able to properly welcome the new	-Fragility in the relationship between team and leaders, in a remote regime -Necessity to know the team -Necessity to know the team

		colleagues, because with those I already knew myself (...) the relationship was already a little more informal (...) For my articulation with the new people it was a little more challenging...” – Interviewee 4 –“I am a person who has a lot of personal contact...and being used to talking to people face to face, you can understand perfectly...what their state of mind, is, when you get to know them...And when you have a screen divided into nine, people are very small and you can’t understand...you can’t read people’s reactions. An that, for me, is what’s complicated. I prefer meetings and day-to-day contact a thousand times over. So much is when there are important messages to pass on, I do it virtually in order to reach people quickly, but then I go individually, with each one, to check whether or not people have understood what I wanted to transmit.” – Interviewee 5 –“...We have to learn to measure the pulse	-Fragility in the relationship between team and leaders, in a remote regime -Need to maintain a good remote leadership -Fragility in the relationship between team and leaders, in a remote regime
--	--	---	---

		differently...train people from scratch, 100% working from home, and not only train at an operational level, but get to know people, because I also need to get to know my team as people..." – Interviewee 11 -“What was more difficult was perhaps trying to keep the team involved at the same level. Because the isolation of people and the fact that we were not in person obviously made it more difficult to connect. Here we go into each other’s offices, we talk, we try to manage...I would say the biggest challenge was really at the team level, keeping the team together...I think that was one of the big challenges, was...and keeping the team connected, and keeping them communicating with each other.” – Interviewee 13	-Necessity to know the team -Need to maintain a good remote leadership
Focus on the new way of working	-Difficulty in maintaining focus and concentration when working remotely - Difficulty in managing people at a distance	-“Because what I felt in the first few weeks was that we all dispersed a lot, and we all had a huge difficulty in focusing our attention on what were our new routines and continuing to respond to the work plans to be developed (...) during that period	-New working environments

		we focused our attention on activities that resulted from the fact that we were in contact with the pandemic context (...) And all this shook the team. So, suddenly we were all working in a new environment..." – Interviewee 4 -“Managing people emotionally...because most people don’t have the conditions to work at home. Noise, lack of office space...and people felt ashamed to be at home with relatives doing their work.” – Interviewee 12	-Concentration in certain activities -Managing employees emotions from distance
Change in the way of leading	Readjust the way of leading to the remote working model	-“The biggest change I would say was applying a much more leadership based style of supporting and encouraging (...) So then I would say it was very much challenging my team.” – Interviewee 1 -“At the time I had to do a bit of what I do not like, with regard to micro management, I had to monitor more closely, and more intensively the outputs of some activities because we had to continue to present results, and because the team was less focused (...) it was necessary to define what was	-Changes in the way of leading to be more efficient remotely -Changes in the way of leading to be more efficient remotely

		priority and what was essential, and ensure that the priority and essential was produced and developed with quality.” – Interviewee 4 –“...Being closer to people and more often, not being with them...a different way of working, I thought it could only happen being with people, being next to them...it forced me to adapt and realise that I can be a leader, I can be a coach, not being next to the person in person, but that virtually I can play my role with the same conditions, with the same qualities.” – Interviewee 10 –“...it had to do with me, it had to do with having to manage a life at home...the difficulty I felt, perhaps this impossibility of getting up and talking directly to the person...” – Interviewee 14 –”...moment to the other we no longer have our comfort zone, we are used to....doing face-to-face leadership, and from one moment to	-Managing employees emotions from distance -Necessity to readjust the leadership style, with what was happening outside of work -Leaving the comfort zone
--	--	---	--

		the other we are forced to change everything...” – Interviewee 15	
--	--	---	--

Annexe 6; Table 4 – Functions affected by remote working

Subcategory	Systematization (coding)	Participants Report	Analysis: Systematization
Negative consequences	The negative side of leading remotely	–“...to be in contact with people, because digitally in communication there are non-verbal signals, which we cannot identify, and which can only be read by being face to face with people.” – Interviewee 1 –“...also not being with people face to face, because there are the signs, as I said, in terms of non-verbal communication, which remotely are difficult to identify...and at a time of great emotional fragility many went unnoticed.” – Interviewee 1 –“...I had a lot of difficulties in doing my time management.”- Interviewee 2 –“...organisation of the schedule. I	-The lack of contact with the team -Difficulty in managing the team’s emotions -Bad time management

		started working a lot more hours at the beginning of the pandemic, until you adapt and think...initially they said we could work less hours..." – Interviewee 3 -“That issue really of not having the physical contact. I thought it got in the way a little bit even with people. That’s what got in the way the most..." – Interviewee 3 -“....it was the emotions, and the impact of people’s emotions had then on what was their motivation for the work (...) we are all going to have to be tolerant towards these colleagues who are going to have more difficulties because they also have the family context, and at home, which poses more challenges to them (...) and then at some point manage the saturation of people. People started to get very saturated and started to feel the need to go to the office.” – Interviewee 4;	-Bad time management -Managing employees emotions from distance -Managing employees emotions from distance -Difficulty in working with technologies
--	--	---	---

		-“These things of the screen here in the middle, this makes me very confused. Me not feeling the people, not feeling the environment where I am this is a great illness for me.” – Interviewee 5 -“...we ended up working much more remotely...because there were really many complaints and we had to adapt That is...and to give a good response to the customer, we were often responding at 23:00, 00:00, weekend. So it was more complex in that case...A lot more work...Anything we were stopping to answer, and at the weekend I answered...it was 7 days a week.” – Interviewee 6 - ...the fact that there was no longer any physical contact with people...that was the reality that changed...” – Interviewee 7 -“...You might be on my team, and we’re just telecommuting. And you’re in a phase where your calls are not going well, and you have goals and	-Bad time management -The lack of contact with the team -Difficulty in working with technologies
--	--	--	---

		you're not meeting them. And you can clearly see that it's not because of a lack of ability, it's really because of...slackness, disinterest, any lack of motivation. And I can't do any more. It's a limitation that telework has. I've already had 30 sessions with that person remotely, but sometimes being face to face makes all the difference, because you can perceived the body posture of the person, understand if they're interested, if they're not, and quickly take a live X-ray, not just by voice...After 1-2 briefings, 1-2 coaching's you already understand...I'm wasting my breath here, but you don't give a damn about what I'm saying here...from then on you act in a different way..." – Interviewee 7 - "...I had many meetings every day with the director and the side manager. We really had many meetings, because of course it was different, we couldn't be on site and have these meetings...this	-Increase in the amount of online meetings done
--	--	--	--

		textile customer...had a fantastic rise...and every day we had twenty requests for material, where 30/40 pieces went out and now 1700 pieces go out, it was really complicated...and this merchandise and we couldn't have many employees, each employee has a goal of making 500 pieces a day, which is easy to achieve this goal. But there were many times when we had to work 12 hours...and be working at home, and leave home, and be working until 22:00 at night..."- Interviewee 8 - "...Isolation of people, and I would say that managing that more balanced performance of people, and because there are always those who have more difficulties in managing work that is not so routine, leaving home, coming into work, being with colleagues..." – Interviewee 13	-Bad time management -Difficulty in managing the team's emotions
Positive consequences	The positive side of leading remotely	- "...advance in the digital part, which was very accelerated...and obviously it also put	-Improving work with technologies

		me to the test as a leader...” – Interviewee 1 -“...I learned new ways of leading and a new way that I didn’t really know, it’s not that I didn’t know, it’s that I hadn’t had a opportunity to stop and think.” – Interviewee 2 -“...reading a lot of books, a lot about leadership, about female leadership as well. About leadership in big companies...and actually I checked how much I could change in some soft skills, let’s say, or improve..” – Interviewee 3 -“...it was an excellent learning process from a professional point of view, and even a personal one.” – Interviewee 4 -“I felt that I had to be much more...as I didn’t have this issue of physical proximity...I felt that there had to, in fact there had to be a compensation, and so there were many more moments when we were together	-Discovery of new skills -New ways of leading -New ways of leading -Discovery new skills -Learnings for the future -Increased contact attempt with the team and the leader
--	--	---	--

		digitally. In the first phase, that those were determining moments. I accentuated the contact that was not physical, but it was a contact that we had almost 1-2 times a week, we would meet, and we would start new strategies...this was very important for the team, but it was also very important for me, because it allowed us to be together anyway, not to feel this distance so much, and that distance was not a problem...we were still managing to do our work. With the same level of intimacy and proximity, but at a distance...I didn't want the people I lead to feel weakened...I felt that I had to provide support, at least at the beginning, not only from a professional point of view...to reinforce, validate, not only in a public space of sharing, but also individually..." – Interviewee 9 - "...Maybe they got to know me better because I was with people more often, remotely. We had weekly meetings, which I couldn't do	-Increased monitoring of the team by the leader -Increased contact attempt with the team and the leader
--	--	--	---

		in person. We started having weekly meetings. The team itself increased the team spirit it had, because we started seeing each other every week, which didn't happen before the pandemic...I had an initiative...we had virtual lunches...with the cameras switched on, sharing the moment, as if we were having lunch...all together...I think it showed a little of the team spirit and camaraderie that virtual reality managed to increase in the team...the relationship with the manager I think was also better, because we were together more often both they and I and they and I together...this showed the feeling that existed in this team...an increase in the relationship of trust between people. Only by having a lot of trust do we open the video at the table.” – Interviewee 10 - “...At the level of functions, I have much more time, I can dedicate myself when the team asks me something, if they need help...it is much easier to ask	-Increased monitoring of the team by the leader -Increased the concentration with remote work
--	--	---	---

		them for two minutes to look at the case, review it, than to be in a place with a series of people with a series of stimuli's. Other people asking, others already saying they have a question, and are on the waiting list, others already saying they're going to lunch, always a lot going on, and I'm not a person who disperses a lot, but I also disperse, and therefore I think that at home I'm much more concentrated, I work much more, I can do my work much better..." – Interviewee 11 - "...if we look at it, we were obliged to create new tools, to be able to face new challenges, these are things, as it was for everybody, I believe and, it was a situation..." – Interviewee 15	-Discovery of new skills
--	--	---	---------------------------------

Annexe 7; Table 5 – Learning from remote leadership

Subcategory	Systematization (coding)	Participants Report	Analysis: Systematization
Results	The importance of maintaining results and keeping an eye on the team to achieve goals	- "...is that it is possible to have results, but that we have to accompany the team more when they go home." – Interviewee 2 - "...because people, the fact that they knew they were being listened to , gave them another comfort...it helped to maintain the group spirit, within sure the results remained minimally stable..." – Interviewee 7	- To understand that it is possible to maintain good results while working remotely - To understand that to have good results it is important to pay attention to the team
Working Strategies	-Changes in the way of working -Thinking about what can still be changed	-“Being more awake, being able to evaluate in a more objective way, in a very pragmatic way, that I didn’t...I developed the ability to understand more clearly what is urgent, and what has to be done, and what implies sometimes asking for an additional effort from the team and what not, what can be left for later.” – Interviewee 4; -“I often try to think that some things can be done differently...meetings	-Evaluation of what is urgent and what is not

		with doctors do not always have to be face-to-face...I already have this mind-set that I can have new horizons with this reality..." – Interviewee 10	- Constant thinking about what can still be improved at work
Empathy	Change in approach with the team	-“I always try to be alert...and I’ve had cases of people who left because they were more fragile, and the pandemic made them even more fragile...so I realised that sometimes you have to be very attentive to how the person is...if they are doing enough work, is there a reason, is there no reason? So, in this aspect, I become...it’s important to see if the person is overworked, or if they have the work they should have, but are not managing to do it. So, I’m a bit attentive here. And when I see that the person is not doing so well, and it has happened to me...but I realise that the person was not doing so well, and I call him, and say...something’s going on here, what is it? Do you want to talk? Are you ok? I become a little more attentive to people.” – Interviewee 6 -“I learned...to listen more...it wasn’t	- Better understanding of the teams emotions - More attention to the people in the team, beyond the professional

		that I didn't have this characteristic of listening, because I was always told it was important, but I think I learned to value listening more, because...there was a large part of the people who worked in a really isolated way....this isolation, and this lack of daily contact, which people were used to having, started to be felt in their own work, and therefore all the moments I had to listen to people, they often called, for a reason, but that quickly slipped into a more personal connect of their lives...I try to put myself in the place of the other...to create more empathy there...because I think this is fundamental to maintain a basis of trust with those who are leaders and those who are led...I learned to value much more the fact that others felt that I do not leave their problems aside..." – Interviewee 7 -“I think we become more empathetic with the other. And I think that this, in terms of leadership, is very	- Better understanding of the teams emotions - More attention to the people in the team, beyond the professional -To put oneself in the employees' shoes -To put oneself in the employees'
--	--	--	--

		important, I think that we understand the difficulties to others, and our own limitations when faced with such strong challenges, like the pandemic...” – Interviewee 13	
--	--	---	--

Annexe 8; Table 6 – Support from the organization

Subcategory	Systematization (coding)	Participants Report	Analysis: Systematization
Training sessions	- Support from the organisation in remote leadership -Support from the organisation in the well-being of its employees	-“...we had some training on how to learn to manage the team remotely...” – Interviewee 1 -“...to seek to have mental health sessions, remote leadership sessions. They brought trainees to us also to bring the subject, (...) besides they put weekly meetings of the leaders to discuss and see what each one was, to do the knowledge exchange, how they were dealing with all this.” – Interviewee 3	-Trainings to help to lead remotely -Trainings to help to lead remotely -Sessions with activities, after working hours

		-“...promoted a webinar on, precisely, tips and good practices in the context of remote work, on the one hand (...) on the other hand, as we are a public institution we have access to INA’s training plans, and INA itself, during that period developed several cycles of webinars and small training actions on this topic that aimed to help teams to work in this new context...” – Interviewee 4 - “...to give very good digital training to their employees. And things were happening normally (...) and what seemed to be a seven-headed monster at the beginning, after some time was no longer a seven-headed monster at all, because we learned and adapted.” – Interviewee 5 -“Not about leadership, but the company did several, they were every day...at 6:30 pm they started some lecture about something, or they invited some coach...there were several themes...not every day, but maybe three times a week.” – Interviewee 6 -“In terms of trainings...everything	-Trainings to help to lead remotely -Trainings to help to work with -Sessions with activities, after working
--	--	---	---

		remained as it was, so the trainings were solely and exclusively about work-related issues, services, new topics...there was never a move towards a session...of mental health, something to help unwind a bit...no.” – Interviewee 7 - We had the opportunity to take some courses at the time...and we selected according to curiosity and need, and all of us at the time took some courses, quick things...some of them we were forced to take, suggested by the direction of the company, but we were also challenged to try to see what existed in the repository of things we found...” – Interviewee 10 “That we had from the training area of the company. We had quite a lot of support, both to work with Teams, with new tools...And also we had quite a lot of distance leadership support seminars...if that helped me? Medium.” – Interviewee 11 -“In terms of support, over the years, especially during the first year and a half, which was more critical, Human	-No training, no help -Trainings to help to lead remotely -Trainings to help to lead remotely
--	--	--	--

		Resources has promoted several online sessions, workshops on time management in teleworking. There were various initiatives. As far as technical support is concerned, we didn't need it... but we ourselves developed resources to support our teachers when the pandemic started, to work with Zoom...it was our team that developed tutorials...these were resources that become available..." – Interviewee 13 – "...we had some initiatives from human resources of...mental health workshops, tips on how to organise ourselves during the pandemic while working, making it necessary to have periods of break and work...for those who wanted to participate...we also had some services that were made available for those who wanted to join, within a certain ceiling, such as yoga, psychotherapy, for example. Now training on how to lead at a distance, that we effectively didn't have." – Interviewee 14	-Sessions with activities, after working -Sessions with activities, after working
--	--	---	---

Office Supplies	Provision of office material by the organisation	-“We already had computers, mobile phones;, they also gave us a second screen, which was something we had physically. If you needed much more comfortable chairs, thinking about that physical issue.” – Interviewee 3 -“Those who didn’t have a computer had to be given one, because there were people who didn’t have a laptop...I already had one and my team already had one (...) I remember them talking about something, maybe more at the computer level, I don’t know if someone needed a chair, if they would pay for it, but I’m not saying they wouldn’t, because they would.” – Interviewee 6 -“The only things they provided were the basics...computer, let set...” – Interviewee 7 -“Provided so much Internet, so many AP’s, and computers, and tablets...I still work with them...” – Interviewee 8 -“It gave things away, for example the monitors...it’s so intuitive to work with Zoom and Teams, that there wasn’t that kind of concern...” – Interviewee 9	Chairs VS Computers
--------------------	--	---	------------------------

		-“We all work here in the office with laptops..., but in general terms yes, there was availability of equipment, in fact in our own department we had too much equipment, so we even made ourselves available...so that other colleagues could have access...” – Interviewee 13 -“They gave us more adequate technological equipment so that we could be at home, better headsets, the computers we already had. We were allowed to take monitors home, work chairs home...for example, we had acquired chairs relatively recently and the workers were perfectly allowed to take the chairs home to be more comfortable at work. There was also the possibility...of the company supporting any eventual need for internet, internet backup...” – Interviewee 13	
--	--	---	--

Annexe 9; Table 7 – Adapting to technologies

Easy and added value	Already used and consider it an added value	Added value	Easy but not used before
-“I would say that first of all, the adaptation was easy. Also because it was already a common practice to use them before the pandemic. However, new programmes were introduced, but I would say that the adaptation was easy...if they added value? Yes, they were a great asset. Without the technologies, so without this remote work we would have had a great...difficulty in communicating, with our people. We had an adaptation period, 2/3 days, and then started to work remotely...and after a short period of time, 1 month, we were already contacting our clients, also in that way...I would say that they even had a vital role in my leadership, because it was in an environment of great emotional instability and It was also a way of	-“We were already doing everything...everything we were doing with the candidates, we started doing with us. We used to use Teams for the candidates, but now we’re using it for us. So I never saw much...the only thing we used to do in person, games and games become online, so I needed to research, I need to see...because I didn’t really have that knowledge, so I had to understand what worked, what didn’t work, and what could be shared with a lot of people, and what couldn’t.” – Interviewee 2	-“All the elements use the computer as a daily work tool...What is new? Zoom...which became present and was used massively...we continue to use Zoom, even if the current context (...) that was another added value of the pandemic. Many meetings that were held in person, started to be held remotely, with the same results, and without the disadvantage of having to travel (...) I think that despite everything we managed to fulfil our work plan, because we already had these practices and we were already used to using these instruments (...) During the first weeks, we had the possibility to attend some webinars and some training	-“We only used Teams. I confess it was a new program for everyone...every morning, or weekly...I do a daily briefing or every other day...when Covid blew up I worked a lot through Teams...we still use it today, we now have several groups of both bosses and directors, and employees...” – Interviewee 8

keeping the team united and focused on what was essential.” – Interviewee 1		sessions on good remote working practices.” – Interviewee 4	
-“...were an asset, the fact that I had a team of 8, and at the time a national team, these technologies allowed me to be close to people...they were tools that reduced the distance, that increased the frequency for me to be with people, and that allowed me to lead better, to do coaching more often, greater proximity...” – Interviewee 10	-“It didn’t have that much impact because I was already working in a very remote way on projects. So I always used the tools as I do until today, Teams, emails (...) some collaboration platforms. So I didn’t have much change in the part...of tools.” – Interviewee 3		
-“...I’m not a technological person at all, but I’ve adapted well. At the beginning there is always that resistance...I don’t know all the functionalities of Teams, and maybe I don’t use it, and maybe I could use more. But I’ve adapted well, I think there are tools for everything, and so I think we are well equipped with tools, and I haven’t seen any obstacles in that, it helps, it helps a lot...” – Interviewee 11	-“It wasn’t. We were already working, so Teams was hardly used...the meetings were almost all face-to-face, except with Spain, we were already used to having occasional meetings at a distance, when we talked with Spain. It wasn’t that special. Teams allowed me to be completely close to the team members...” – Interviewee 6		

	-“It was very intuitive and easy...with all the platforms...I am very comfortable using them, I have completely normalised these platforms...there is absolutely no difference...it was something found this to be an asset...” – Interviewee 9		
	-“Technology always had it. I’ve always used a lot of technology to my advantage....Teams, Zoom, or any other application, it was Google, and yes, we started using it at that stage. Even meetings, where they were face-to-face, like one exception or another, and of course one started using it more, but I already mastered it , I already used it, so I didn’t feel any difficulty.” – Interviewee 12		
	-“For us wasn’t a big difference, because we already worked with Zoom and we already worked with, for example with Skype and video calls...we already did that very regularly, and so...even with teachers when we need to clarify some issues, I think it was important, because I think it has two sides. One, I think we		

	improved our skills, and learned how to manage those kinds of meetings, and moments better. We became very efficient. Because meetings when they are online are much more efficient than face-to-face meetings. Then in face-to-face meetings we have another type of contact that helps to involve people, and which you don't get in online meetings. But in our case, with the team, I believe that we kept the same register that we had, and as we already work a lot with technologies it did not have a very big impact...with candidates we also managed to attend remotely which we did not do before...but in terms of leadership it was an increase of a practice that we already had.” – Interviewee 13		
--	--	--	--

Hybrid Work Regime
Annexe 10; Table 8 – Challenges of hybrid work

Subcategory	Systematization (coding)	Participants Report	Analysis: Systematization
Conciliation of working days in the office	- Creation of a teleworking plan -Reluctance of employees to return to the office	-“On the one hand, I try to respect the interests and needs of the team as much as possible, in terms of scales for the development of remote work. On the other hand, to conciliate this with the needs of some face-to-face work...for instance, meetings that are scheduled, moments in which it is necessary to have the whole team together at (the company), sometimes it is a challenge...there are months in which I have to do a little gymnastics to guarantee that on a certain day of the week the whole team is present, of that I have certain elements present, because we have some meeting that really needs to be held in person...each element of the team has fixed days to be remotely...” – Interviewee 4 -“I think now people ask me for time to be at home, to focus on a certain task, which requires more concentration or more	- Reconciliation of working days, with the needs and wishes of employees - Reconciliation of team member's working days - Reconciliation of working days, with the needs and wishes of employees

		focus. But I'm very flexible in that...it's going to be an asset for the company...it has to do with the basis of trust..." – Interviewee 9 – "...I feel a lot of resistance from the team to come back to the office, and I agree 200% with them. I think it's important, and I'm the first one to propose and encourage it, but I'm also the first one that one day is great, I don't want to have anyone unhappy...But it's much more challenging...time-wise...than it used to be. I think I'm much more productive working from home...but it's important to go to the office once a week...you can maintain the link, solve the issues that are easier to solve in person...the challenge is to motivate the team to go...nobody wants to go back to the office for many days." – Interviewee 11 – "I think that on the one hand, the biggest challenge is to bring the team back to a full face-to-face regime, which will happen...Because I think the dynamic is always different. We	- Reconciliation of team member's working days - Difficulty in bringing the team back to the office - Difficulty in time management associated with -Difficulty in bringing the team back to the
--	--	---	--

		can say that productivity is the same, or even higher, depending on the people...but at the same time the team spirit is lost a lot. I am in favour of the fact that in occasional situations you can be there, perhaps one day a week, but now totally remote, I would say no, and basically I maintain that position, that in leadership the most difficult thing is this balance of everyone being involved in the same way, when they are in person or remotely.” – Interviewee 13 -“...apart from this need to guarantee that at least one day the whole team gets together...” – Interviewee 14	- Reconciliation of team member’s working days
--	--	---	---

Annexe 11; Table 9 – Team Relationship

Subcategory	Systematization (coding)	Participants Report	Analysis: Systematization
Positive balance of the team relationship	Improvements in team relations, in recent years of constant change and atypical times	-“...Now with easy you get the whole team together.” – Interviewee 1 -“What happened was that when we stopped being remote...we were able to schedule more, let’s say, social events, more events outside so that we could have...team buildings...we did remote team building, and then we did face-to-face team building, when we could.” – Interviewee 3 -“...Looking at the whole I would say that we are a more cohesive team, closer...remotely we ended up developing some proximity and some...space to be in a team without being only in a strict work context...and I think that this helped to make the	- The positive side of holding online - Ease of getting the team together for -The positive side of promoting teamwork during the full remote period

		team closer, more cohesive...during the pandemic, I encouraged teamwork, in sub-groups...and I think that this had an excellent impact, on what are the current relationships between these elements...” – Interviewee 4 -“...we all recognised that it would be cool to get together once a while, have dinner or go for a drink...that was talked about so that when this opens we’ll have to go out, because we all like each other...from a certain perspective it was a bit more reinforced.” – Interviewee 7 -“Yes, they resented that we were not so physically together, and they were anxious for us to get together, because in person it generates another kind of magic, people touch each other, hug each other, have a closer conversation, can	- Ease of getting the team together for leisure time - Necessity to return to the office to be together
--	--	--	---

		be together elements individually with each other...there was some anxiety...it wasn't this that changed the relationship...it wasn't the pandemic that brought us closer together, we were already strong enough, the pandemic was something that made us reinvent ourselves in terms of intervention methodology and action, but we already had our essence as a group and as a team.” – Interviewee 9 -“There has always been a close relationship, but the days we go to the office are key to maintaining that connection...” – Interviewee 11 -“I think coming back to the office has a re-approach people who were thirsty to be with each other.” – Interviewee 14 -“When we returned we notices a greater closeness. Also perhaps because they	- Days in the office that are key to maintaining the proximity between team and leader - Necessity to return to the office to be together - Necessity to return to the office to be together
--	--	---	---

		needed our presence, let's say.” – Interviewee 15	
Negative balance of the team relationship	Aggravation of the team relationship, in recent years of constant change and atypical times	–“I think it changed with the remote. In the hybrid I think the face-to-face aspect makes the connection remain, and when we go to remote It continues...” – Interviewee 2 –“Because the time of the pandemic was very complicated, and this was a means of bringing us closer together.” – Interviewee 5 –“Yes, you could say yes, the fear of the pandemic part, maybe it brought some of that, yes (estrangement)...” – Interviewee 12 –“...the proximity is completely different...during the time that the team was totally remote...the challenge was precisely in	–Clear alienation between people at the start of the pandemic and with remote working

		maintaining that balance and that group dynamic,...who are more isolated who are less integrated in the group, but I would say that these are individual characteristics and have nothing to do with the impact of the pandemic, because they are people who were like that and have remained that way...” – Interviewee 13 –“I think that at the beginning of the remote there was a distancing. Now it’s hard for me to understand if this estrangement had to do with the fact that we went home just to work, or if it had to do with the drama that was going on at the time...” – Interviewee 15	
--	--	--	--

Annexe 12; Table 10 – Team behaviours online

Subcategory	Systematization (coding)	Participants Report	Analysis: Systematization
Change in team behaviour, in a negative way	Balance of the negative behaviours of the team over the last few years	-“...there is less engagement...because people still prefer face-to-face meetings...it depends on the topics, but naturally they end up responding...the topics I address in my meetings remotely are of their interest and they naturally end up participating naturally.” – Interviewee 1 -“I was thinking how I could modify my weekly meetings, so that I could have more participation in a more dynamic way (...) because obviously you don’t often have to change (...) – Interviewee 2 -“...yes, that’s right! I think people who are remote always interact less.” – Interviewee 3 -“Disconnected camera, no, but people are less involved in the meeting process, because there are more	-Less participation -Less participation -Less participation

		distractions and that is another challenge...and I feel this both in the team meetings, and information (...) in remote meetings we have to use some creativity to stimulate the participation of all the people...and I have no problem if I have to address individually, to each of the elements, to request their collaboration, I do it..." – interviewee 4	-Less participation
		-"...I have been feeling this more lately, but when we were all, at the time of the pandemic for several months, we were all in the habit of having the cameras on...not rejecting each other, not hiding behind the image...lately this happens more often, and I understand, sometimes I also do it myself. Imagine that I am driving, and I am in a meeting, I don't turn on my camera...nowadays as we are in a hybrid situation but very face-to-face and less virtual, most of the time when we have meetings, I believe there are several colleagues who are not in position to have the camera open..." – Interviewee 10	-Cameras turning off

		-“During the pandemic there was a withdrawal of people: I think so, maybe I felt a little more withdrawal of people, especially when it was the global team, when I met with one person, maybe not...” – Interviewee 13	-Less participation
--	--	--	----------------------------

Annexe 13; Table 11 – Role of the leader

Subcategory	Systematization (coding)	Participants Report	Analysis: Systematization
Changing the role of the leader	Positive changes in leadership Both direct and indirect changes	-“Yes, it has changed. I would say for the better...As I said, the ease with which people quickly get together to share information, and I think that’s clearly a benefit...for worse there’s a need to challenge the team to get more engagement from my team members, to use the new digital tools themselves.” – Interviewee 1 - “I don’t feel this direct change but yes, in an indirect way a little bit. Because we also, we still have a remote part, so we are more careful to understand how that person feels, how that person is, or how it is happening...we this flexibility (...) that we have to have this better perception of understanding themselves, when they don’t speak.” – Interviewee 3	-Direct changes in the leadership style -Indirect changes in the leadership style -More attention to the team

		-“...Honestly, no!...Actually, there is one thing that has changed, I think I have become more available, more attentive, more alert to the needs of the team members to reconcile their person with their professional life, with their personal life.” – Interviewee 4 -“...I have more time to listen to them, because I’m more relaxed, especially the days that I’m at home, I can say, because there are times, there are often things that they want to see with me, at the end of the day, because it’s a special content, and I’m perhaps there, and even if it’s 6:30 pm, there’s no problem...it gives me more to be able to do things with them...” – Interviewee 6 -“I think I have more maturity to solve some things, I think I’m a lighter leader. When I started directing...I was very worried, maybe with some kind of detail that I’m not today, I trust much more...” – Interviewee 9	-Indirect changes in the leadership style -More attention to the team -More time for the team -Direct changes in the leadership style -Mitigation of the leader’s role. and
--	--	---	--

		-“...because the fact that I was living at the time with the team scattered around the country, my regular presence with them all, also made them get to know I behave, that they saw how I behave, how I lead, what they are like...and a very nice working relationship, trust, responsibility was in fact created...” – Interviewee 10 -“I think it changed, and I think it changed for the better...because sometimes in person, at the interpersonal relationship level, sometimes it is difficult, not everyone is in the best phase of their lives. And all this, in person, interferes negatively, and I think that working from home is camouflaged...I think that working from home helped a lot in leadership, and it also gave me a role of more authority, I think it enhanced my leadership skills even more than in person. Because sometimes in person...assertiveness can be confused with more authoritarian, and contrary to what people think, working from home and working remotely the	-More attention to the team -More time for the team -Direct changes in the leadership style -Mitigation of the leader’s role, and leadership style
--	--	---	--

		authority is better accepted than in person, maybe because the energy is not there...” – Interviewee 11 –“I don’t think so...it forced me to be more attentive to behaviour...I’m not saying negative, I mean in terms of if the person was more absent...a whole day that the person didn’t interact, maybe it forced me to be more attentive to what was going on...” – Interviewee 13 –“...I think it changed for the better, because I think it helped, in general, to change the mentalities of what a leader should be...I think it changed in the sense, I feel I have to give them permanent support, but I feel I can do it with ease...” – Interviewee 14	-Mitigation of the leader’s role, and leadership style -Indirect changes in the leadership style -More attention to the team -Direct changes in the leadership style
--	--	--	--