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Perspectives of employees' emotions on their well-being, and the importance of Emotional Intelligence in the remote work context

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ISCTE-IUL

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"To live is the rarest thing in the world. Most people exist, that is all."

— Oscar Wilde

ABSTRACT

This study's intent is to contribute to the existing literature, considering the perspectives of employees' emotions during the remote work context and its impact - positive or negative - on their well-being, as well as the importance of EI in the remote work context, for the individual, team and organizational levels, along with the suggested interventions, as no recent literature connects it with the remote work environment.

Thus, the goals of this study are exploring the participants' perspectives on the influence of remote work on their well-being, identifying the facilitators and inhibitors to the participants' well-being on, its advantages and disadvantages, analyze and compare the positive and negative emotions felt during such work environments, and explore the implemented practices on participants' life, in the individual, team and organizational levels and its possible interventions to improve employees' well-being.

To reach the goals of this study, a qualitative study was done through conducting 19 online interviews, and for the data collection, the template analysis was implemented.

The main conclusions taken from this study are that organizations are starting to be aware and implement interventions upon the challenges that are emerging within the remote work environment, providing to the employee at least the basic resources to maintain their well-being. However, some conclusions were contradictory, thus, highlighting the need to perform more future research on the well-being, emotions, EI and remote work context.

Keywords: Remote Work, Well-Being, Work-Life Balance, Emotions, Emotional Intelligence

RESUMO

Este estudo pretende contribuir para a literatura existente, considerando as perspectivas das emoções dos colaboradores durante o contexto de teletrabalho e o seu impacto - positivo ou negativo - no seu bem-estar, bem como a importância da IE no contexto de teletrabalho, a nível individual, de equipa e organizacional, com as intervenções sugeridas, uma vez que nenhuma literatura recente a relaciona com o teletrabalho.

Assim, os objetivos deste estudo são explorar as perspectivas dos participantes sobre a influência do teletrabalho no seu bem-estar, identificar os facilitadores e inibidores do bem-estar dos participantes, as suas vantagens e desvantagens, comparar as emoções positivas e negativas sentidas durante este tipo de ambientes de trabalho, e explorar as práticas implementadas na vida dos mesmos, a nível individual, de equipa e organizacional e as suas possíveis intervenções para melhorar o bem-estar dos colaboradores.

Para atingir os objetivos deste estudo, foi realizado um estudo qualitativo pela realização de 19 entrevistas online e, para a recolha de dados, foi implementada a análise de modelos.

As principais conclusões retiradas deste estudo são que as organizações estão a começar a estar conscientes e a implementar intervenções sobre os desafios que estão a emergir no ambiente de trabalho remoto, fornecendo ao trabalhador pelo menos os recursos básicos para manter o seu bem-estar. No entanto, algumas conclusões foram contraditórias, destacando-se assim a necessidade de realizar mais investigação futura sobre o bem-estar, as emoções, a IE e o contexto de trabalho remoto.

Palavras-chave: Trabalho Remoto, Bem-estar, Equilíbrio Trabalho-Família, Emoções, Inteligência Emocional

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GLOSSARY OF ABBREVIATIONS

FWA – Flexible Work Arrangements

WFH – Work From Home

WHO – World Health Organization

WLB – Work-Life Balance

WFC – Work-Family Conflict

FWC – Family-Work Conflict

ICT – Information Communication Technologies

EI – Emotional Intelligence

ED – Emotional Diversity

1. INTRODUCTION

Although remote work is already an adopted Flexible Work Arrangement (FWA) for a few years, it was not a widely used practice (Kossek & Lautsch, 2018). Recently, the COVID-19 pandemic (Kniffin et al., 2020) accelerated the trend of Work From Home (WFH), forcing employees for such, regardless of their preferences, abilities, and jobs' nature, with little or no remote working experience, becoming the "new normal" very quickly (Wang et al., 2021). This was due to the fact that their organizations did not prepared them for such practice (Wang et al., 2021), as they were strained in adopting it as well (OECD, 2021), with little time for adjustment and adaptation from the office environment into the remote one (Carnevale & Hatak, 2020), leading to an impact on lower quality in health and well-being of remote workers (Van Lancker & Parolin, 2020).

Even before this pandemic, concerns on the remote work impact on the employees' well-being were already raised given the over-working and lack of time for recuperation (Grant et al., 2013). Moccia (2016) refers to an 2016 analysis of the World Health Organization (WHO) estimating that by 2020 depression would be the second leading cause of work incapacity, indicating that at 22% of the workforce in Europe (almost 40 million workers) are victims of stress due to work. Also, on the 31st December 2020, COVID-19 has killed more than 1.8 million people worldwide, causing even more emotions of fears, anxiety, and panic, concerning populations on well-being (John Hopkins University & Medicine, 2020). Themes as stress and well-being emerged, increasing the number of articles since 1997 due to the increased interest on the psychological impact of work stressors as "burnout", "health", "satisfaction", and "strain", due to the increasing white-collar jobs in Western societies with constructs as "role stress" and "emotional burnout", in relation to blue-collar jobs (Bliese et al., 2017).

Emotional Intelligence (EI) has proven to be the key ingredient in people's success (Goleman, 1998), thus is necessary to be more investigated as in the field of management and organizational behavior, emotional issues were buried or ignored compared or even in the service of cognition (Rawat et al., 2020), especially with the major affluence of remote work. To avoid negative emotions from dominating the employees' emotional system due to the remote work challenges, EI is necessary, to support them due to its components – self-awareness, self-regulation, motivation, empathy and social skills (Goleman, 1998). A rising IQ on children may mean that their Emotional Quotient (EQ) is on decline, and a study shows that the 1999 generation was more troubled than the last on EI, meaning that they are growing more lonely and depressed, angry, unruly, nervous, impulsive and aggressive, and "Dr. Thomas Achenbach, the University of Vermont psychologist who did such studies (...) tells me that the decline in children's basic emotional competencies seems to be worldwide", thus, a bigger number of employees' complaints on the lack of social skills in new hires (Goleman, p. 12, 1998).

There is indeed an article, from Zhao et al.'s (2021) study, which relates emotions and emotion regulation during remote work, in this case on the COVID-19 pandemic. However, the sample were students and not remote workers, indicating the importance of doing this study on a more in-depth analysis of the employees' emotions and well-being during remote work - also pointed by Perry et al. (2018), on more studies relating emotional stability and remote work, applying as well for Tasnim (2016)' study. Also, the EQ has already become more interesting in employees' eyes (Côté, 2014), and Nisbett et al., (2012) show that other intelligence factors are highly heritable, contradicting previous findings referring that there is scant evidence on the ability to enhance EI (Hogan & Stokes, 2006). Also, considering the motivation construct, it is necessary to examine WFH implications regarding motivation and authenticity at work, which may be harmed due to anxiety caused by remote workers' home and work lives overlap, when working in lumped workplace settings (Kniffin et al., 2020).

Investigations have shown that Work-Family Conflict (WFC) – which may have increased on remote work - have an impact in stress and well-being, Carnevale & Hatak (2020) refer to the necessity of conducting inductive approach research about today's challenges, on how employees adapt into such new and dynamic work environments, being able to achieve Work-Life Balance (WLB). This was more difficult where work-life boundaries are blurred, due to inability to 'switch off' and relax at the end of the work day due to work pressures, creating emotional exhaustion (Golden, 2012), being likely to have less detachment to work and increased negative emotions and fatigue (Sonnentag et al., 2008).

Workaholic individuals showed to have more job satisfaction when working remotely (Virick et al., 2010), which focuses on the importance of the statement "one size does not fit all" as each individual is different, being so necessary to investigate employees' working preferences to identify and anticipate who will benefit the most from remote work (Charalampous et al., 2019; Anderson et al., 2015), offering FWAs that better suit employees' home and personal circumstances, (Felstead & Henseke, 2017), and also personality traits as they play an essential role in what kind of emotions remote workers experience as not all of them benefit from it in the same way (Anderson et al., 2015).

It is also necessary to better understand and define today's workplace (Charalampous et al., 2019), explore the diversity of work arrangements (Kniffin et al., 2021). For instance, in Europe, in 2015, three out of ten workers said they mainly worked at home, on clients' premises, on sites outside the factory or office, and/or in cars/other vehicles, and only 2% of employees mostly teleworked from home (Eurofound, 2017). Now, with the growth of WFH trends mainly due to the COVID-19 pandemic (Gartner, 2020), as some employees do not only work from the office or home, but also in customers sites, hotels, airports, cafes, co-working spaces, and its affects in need fulfilment and strain, using Information and Communication Technologies (ICTs) to access work (Perry et al., 2018; Maitland &

Thomson, 2014; Grant et al., 2013), as employment is no longer limited to work carried in a specific place (Felstead & Henseke, 2017). There is an enhancing employers' greater willingness to reorganize working time and space (Atkinson & Meager, 1986), leading to workers migration, avoiding commute, stating "the office is dead", benefiting employers and employees (Felstead & Henseke, 2017).

Authors on Kniffin et al.'s (2021) study mentioned that mental health problems may remain long after a crisis given info taken from past studies, thus, the COVID-19 pandemic topic will also be related in this study to topics of remote work, emotions, EI, well-being, as it is practically non-existing, specially provided from a quality journal, also indicating a need to complement the existing literature. Also, with the multinational companies growth, topics across all levels of emotion in organizations with multicultural contexts should be studied (Ashkanasy & Dorris, 2017), as most research only focuses on employees from the study's country in question, and Rawat et al.'s (2020) did not counter the cultural factor in the expression of emotions in general (especially negative), being another goal for this study.

The goal and relevance of this research is to better understand, the employees' perspectives of their emotions on their psychological, physical and social well-being due to the impact of remote work (Carnevale & Hatak, 2020), the importance of EI, how they implemented it on this context, and which aspects should be improved while on remote work, as it lacks recent literature with qualitative studies on such topics and its relation. A qualitative study with semi-structured interviews was chosen as it allows to listen and better understand the participants' needs, deepening their perspectives considering the subject of this research (Cassell & Symon, 2004), and also for them to provide insightful and relevant information, regarding their personal and work lives. In this study, it will also be observed which are the possible individual, team and organization level interventions, as field's current knowledge needs to be applied in organizations in order to help individuals and organizations manage risks, while developing and applying solutions (Kniffin et al., 2021). The specific objectives are:

- Explore the participants' perspectives on the influence of remote work on their well-being
- Identify the facilitators and inhibitors to the participants' psychological, social and physical well-being on the remote/hybrid work model
- Identify the advantages and disadvantages of the remote work model
- Analyse and compare the positive and negative emotions felt during the remote and office work environments
- Explore the implemented practices on participants' life, in the individual, team and organizational levels and its possible interventions to improve the employees' well-being

2. LITERATURE REVIEW

2.1. Well-Being

Well-Being was earlier defined by the World Health Organization (WHO) as a state of complete physical, mental and social well-being, not merely absence of disease or infirmity (WHO, 1946). A more actual definition by Ryff (2013) comprises of six core aspects of human actualization: environmental mastery, personal growth, purpose in life, autonomy, self-acceptance, and positive relations with others, similar to Seligman (2011) Well-Being theory with the elements construct of PERMA. However, this study is focused on Grant et al. (2007), Ryff (2013) and Guest (2017) well-being definitions.

Well-being involves two different philosophies and views of human nature and what constitutes a good society: the first is the hedonism or Subjective Well-Being (SWB), which defined by Kahneman et al. (1999) reflects the view that well-being consists of subjective happiness, on “what makes experiences and life pleasant and unpleasant”, including all judgments on the good/bad elements of life (Diener et al., 1999), with a focus not only on the mind but on the body as well; and the second one, eudaimonism, or Psychological Well-Being (PWB), showing that happiness is not the main criteria, the actualization of human potentials, carrying the belief that well-being consists of fulfilling or realizing one’s true nature (Waterman, 1993; Ryan & Deci, 2001), distinguishing desires only leading to momentary pleasure and the rooted needs in human nature for growth (Fromm, 1981). For Grant et al. (2007), the psychological dimensions include agency, satisfaction, self-respect, and capabilities.

The physical dimensions include nourishment, shelter, health care, clothing, and mobility (Grant et al., 2007). Champion & McClelland (1993) refer that work redesign may have a negative impact on employees’ physical well-being, as when completing complex and demanding work, which may lead to fatigue and overload, and even increase the risk of cardiovascular disease (Melamed et al., 2006). Working conditions are physical and mental conditions which can improve well-being, work ability, job and life satisfaction, job performance (Wang et al., 2020), shape health behaviors, and home condition may decrease emotional exhaustion (Charalampous et al., 2019). However, they can also be sources of stress, health hazards and disease (Lindfors, 2012), and the combination of unhealthy behavior and poorer mental health, had a negative impact on work productivity (Hernández et al., 2021).

Social well-being consists on the quality of the individual relationships with other people and also communities (Keyes, 1998). Whereas psychological well-being and physical well-being are focused on the individual employee (Ryff, 2013), social well-being is connected to interactions between employees (Bradbury & Lichtenstein, 2000), considering social dimensions of trust, social support, reciprocity, leader-member exchange, cooperation, coordination, and integration (Adler & Kwon, 2002), or as stated by Grant et al. (2007), joining in the community, being accepted, and helping others.

2.2. Remote Work

Remote work describes “work being completed anywhere and at any time regardless of location and to the widening use of technology to aid flexible working practices” (Grant et al., 2013; Charalampous et al., 2018), implying that employees can work or from home, company sites, hotels, airports, etc (Charalampous et al., 2018). The usage of ICTs increased due to the bigger number of worldwide Internet users from 361 million in 2000 (*The Incredible Growth of the Internet Since 2000 - Pingdom*, 2010), to 5.19 billion in July 2023 (*Internet and Social Media Users in the World 2023 | Statista*, 2023b). The availability of ICTs (Maitland & Thomson, 2014; Wang et al., 2020) – allows remote workers to check emails, have business calls, pursue information, opinions and guidance from their supervisors or colleagues, working through issues together and brainstorming ideas while away from the office (Bentley & Yoong, 2000). They also allow employees to engage in larger and immediate social interactions (McFarland & Ployhart, 2015), contributing to their social connections and support, crucial in increasing employee engagement (Xanthopoulou et al., 2009), and well-being (Rothmann, 2008), However, a poor quality of communication while doing virtual teamwork (Martins et al., 2004) may occur, which can quickly increase conflicts and coordination problems (Mortensen & Hinds, 2001), hinder performance, harm professional relationships (Camacho et al., 2018) and increase work stress (Day et al., 2012), highlighting the quality communication importance (Wang et al., 2020). Simultaneously, remote work may lead to feelings of powerlessness, meaningless, social isolation and self-estrangement (Shepard, 1977) leading to posttraumatic stress symptoms, confusion and anger caused by frustration, boredom, inadequate tools, financial loss, and stigma (Brooks et al., 2020).

This workplace flexibility contributed to FWA’s of which could reduce stress and Work-Family Conflict (WFC), improve autonomy, effective communication and Work-Life Balance (WLB), especially beneficial to those whose work requires concentration on complex and individually-based tasks, and little interaction with others, enhancing their productivity (Allen et al., 2014; Mazzi, 1996), and on the social well-being level, to make them connected as face-to-face support becomes scarce (Kniffin et al., 2020; Middleton, 2007). Thus, it enhances job satisfaction and commitment towards their organizations, experiencing less stress linked to daily demands as they accommodate employees’ needs (Kelliher & Anderson, 2010). Remote work is attractive as employees are able to stock their resources by avoiding commuting, being flexible to respond to family needs, reduce emotional drain from normal day-to-day work activities (Golden, 2006), increasing job satisfaction levels and organizational commitment (Felstead & Henseke, 2017). If individuals cannot find a brand new space, they should readjust the one they use, creating separate areas “a space, a purpose” (Clear, 2018).

Job autonomy brings benefits to employees' performance and well-being – as lower stress due to lower invasion of privacy (Suh & Lee, 2017) - improved job satisfaction (Gajendran & Harrison, 2007), motivation and self-confidence, fostering positive affect important to fuel proactive behavior (Parker et al., 2010) and self-initiating contact with others, thus, reducing loneliness feelings (Wang et al., 2021), enabling individuals to choose the best ways to do productive work, beneficial for WLB. Also, there is evidence that companies reducing employees levels, those who stay end up with lower levels of organizational commitment, job involvement and more stress (Trevor & Nyberg, 2008).

Kniffin et al., (2020) mentioned that the pandemic would affect more strongly a group of workers than others as for example when based on their age, race and ethnicity, gender, or personality, along with working and living conditions, which might be likely creating deep socio-psychological, physical, and technical implications for employees as they attempt to adjust to their drastically altered work environments (Carnevale & Hatak, 2020), as for example the greater risk of employees encountering job burnout (a chronic stress syndrome) that includes permanent feelings of exhaustion and a distant attitude towards work (Demerouti et al., 2010). Additionally, the COVID-19 pandemic made even more pressure on employees by worrying them about the pandemic, social isolation, financial pressure and greater family interferences (Wang et al., 2021). In Portugal, from the 3rd to the 4th 2022 quarter, there were 121,200 fewer professionals working remotely, with a total of 880,000 teleworking, being home office more common on highly qualified and middle-aged employees (Ferreira, 2023b). The economic globalization generated more opportunities for individual international mobility, which created a new challenge regarding adjustment to new cultures and environments (Silbiger & Pines, 2014), creating a global competition contributing to bigger workload, job insecurity and downsizing (Bliese et al., 2017).

On the following paragraphs, factors influencing well-being on remote work will be referred. On Grant et al. (2007)'s study, relationships is connected to our social well-being, changing our self-talk changes the brain chemistry and emotional state (Smith, p. 218, 2022), so treating ourselves with kindness (self-compassion), respect, honesty and encouragement after a failure, will increased motivation and better outcomes (Wohl et al., 2010), helping us recover from it and protect from long-term chronic stress and trauma, becoming a source of resilience (McGonigal, 2012). Having positive relationships contributes to our overall health, protecting us from both physical and mental health (Smith, p. 297, 2022). So, if we disconnect from ourselves, our emotions or loved ones, it has negative outcomes for our relationships and mental health (Hari, 2018), as social support seems essential in overcoming loneliness and accomplish tasks while WFH (Wang et al., 2021). However, working remotely more than half of the week is related to worsened quality of relationships, and also, older and more tenure remote workers mentioned having the best-established relationships (Gajendran & Harrison, 2007), which explains less (Tietze & Nadin, 2011) and bigger commitment (Fay & Kline, 2012).

According to Grant et al. (2007), happiness is related to the individuals' psychological well-being. We spend most of our adult life working, so our general happiness largely depends if we feel happy at our work or not (Moccia, 2016). Being 'happy' became an umbrella term for any positive feeling, as people don't even really know if what they feel actually qualifies as it (Smith, p. 114, 2022), which has been hijacked over the years by the idea of constant pleasure and satisfaction with life (Smith, p. 277, 2022; see also Seligman, 2011; Gavin & Manson, 2004). The same with 'depression', as it is used to describe deep loss, intense sadness, and emptiness, a normal reaction to loss and does not necessarily indicate a mental illness (Smith, p. 134, 2022). Also, Rego & Cunha (2008) mention that stress and general well-being of employees affect their performance (also Hernández et al., 2021), and thus happiness. Also, higher levels of happiness and positive emotions lead to stronger job satisfaction and performance (Luthans & Youssef, 2007), and be more willing to help others (Myers, 2000).

Health was earlier defined as "A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1946), it includes positive body feeling, absence of excessive signs of disease, joy, happiness, job and life satisfaction, performance, self-realization and sense of meaning, which depends personal background and situation, perception and way of dealing with stress, as individuals react very differently to stressful stimuli (Lindfors, 2012). Kawohl and Nordt (2020) suggested that social support played a crucial role in suicide prevention during the COVID-19 outbreak. On Grant et al. (2007)' study, health is connected to our physical well-being.

According to valence, arousal, and object focus, anxiety is commonly described as a negatively valenced emotion with high intensity, brought during an activity or outcome, produced by a several components involving uneasiness, nervousness, worries, avoidance motivation (Pekrun, 2006). Stress consists on when someone meets with constrains or opportunities for being, having, or doing what one desires, which leads to psychological, physical, and behavioral symptoms, placing efforts to reduce stress and its symptoms (Schuler, 1980). Our perception on stress affects our performance under pressure, leading us to feel more/less confident and perform better/worst, so we need to change that energy to focus on doing our best, calming the mind (Smith, 2022). Too little stress and life is boring, just enough and life is engaging, fun and challenging, but too much and all of those benefits can be lost (Sapolsky, 2017). Some of its positive effects in the short term are fighting bacterial and viral infection, increasing heart rate, improving cognitive function and focus, evaluating the environment and respond to its demands (Smith, p. 240, 2022), and negative ones may lead to increased probability for heart problems, type 2 diabetes and strokes (Austin, 2015). Physical and mental conditions on the work environment are potential sources of stress, health hazards and disease, but it can enhance work ability and job and life satisfaction, and also health behaviors, and thus general well-being, (Lindfors, 2012). Burnout is a result response to excessive, prolonged and repeated short-term stress at work

throughout a longer period of time, feeling incapable of coping with the excessive demands of the external world (Shaukat et al., 2017), manifested in emotional exhaustion, dehumanization, and decreased personal fulfillment (Lan et al., 2021) especially if there was lack of social support due to social isolation (Vander Elst et al., 2017), and if not turned down for too long, it can become chronic (Smith, 2022) Those severely burned out drain their physiological resources with increasing unhealthy behaviors and psychological ones with more negative emotions (Genin et al., 2016) - disturbing their WLB as they are not able to spend time and energy to other responsibilities (Smith, p. 245, 2022; Adkins & Premeaux, 2012). On Mutz et al. (2022) study, they refer people with mental disorders have a shorter life expectancy, as well as a tendency to develop diabetes and heart problems.

On dealing with different cultures, in McClelland study (1993), stars can accurately discern speakers' emotions, reading emotions in people from very different backgrounds from their own, even not understanding the language being spoken. Elfenbein's (2006) study mention that being exposed to the emotions that individuals from different cultures show, increases the ability of their recognition in the short term. The most inclusive organizations adopt the perspective that its different backgrounds are sources of useful insights that should be used to adapt and improve the organizations (Shore et al., 2011), focusing on shared employees' perceptions, enabling them to feel valued, appreciated and important members leading to job satisfaction, organizational commitment, individual well-being and task effectiveness (Mor Barak et al., 2016). This inclusive climate consists on values as open communication, transparent recruitment, promotion and development, respect and acceptance, empathy, listening skills, dignity, trust, decision-making authority and access to information (Daya, 2014), and a leadership one focuses on being people-oriented, good listeners, promoting individuality, fairness, justice and equal treatment toward their subordinates' attitudes, believes, opinions and contributions (Liu et al., 2017). Also, employee involvement leads to greater motivation, commitment and higher performance (Khatri et al., 2007). On Bapuji et al.'s (2020) study, it is mentioned that the bigger inequality after COVID-19 will negatively affect the workplace through work centrality, and increased burnout, absenteeism, unusual behaviors, bullying, and turnover.

Some of the most important skills to remote working effectively are self-discipline, self-motivation, self-autonomous, and time management (Baruch, 2000). FWAs are usually only provided for workers with high self-discipline, as it may shape its experiences, regardless of employees' abilities and preferences (Wang et al., 2021; Perry et al., 2018), and social support may be an important resource for self-regulation to those lacking discipline (Pilcher & Bryant, 2016). Those low in self-discipline benefit more from social support in coping with procrastination if remotely (Wang et al., 2021). Remote work might only be useful for those drawn or able to engage on it (Kaduk et al., 2019).

Additionally, employees may feel their career is threatened as the organization does not support their progression by investing in their training and development (McDonald et al., 2008; Redman et al., 2009). In terms of Recruitment & Employer Branding, it can also make organizations satisfying and desirable to work for, as with globalization, younger generations are more motivated by Corporate Social Responsibility (CSR) and family, combined with the components of reward, creating their professional plan as an extension of their life purpose (Portela, 2022).

Regarding the main disadvantages, social isolation places the mind and body on great stress and so greeting people we love in person and engaging fully in our relationships mitigates the effects of short-term and long-term stress (Smith, p. 253, 2022). Remote workers experienced more professional isolation due to missing engagement opportunities in development activities at work or informal social interactions with colleagues (Cooper and Kurland, 2002; Wang et al., 2020), and although online interactions exist, they might not be enough to completely overcome isolation (Wang et al., 2020; Wright & Silard, 2020), since it would still be important for them to balance that type of interactions with better and more friendly communication on days present at the office (Charalampous et al., 2019), causing significant risks to their psychological well-being, and to their organizations' productivity, and enhance the importance of remote workers initiating online social interactions at work (Carnevale & Hatak, 2020). On Wang et al.'s (2020) study, loneliness – an emotion resulting from employees feeling that their intimate and social needs are not sufficiently met (Cacioppo et al., 2006) - identified as an important challenge on remote workers during the pandemic, which were caused by the lack of social gatherings with friends or colleagues (Tietze & Nadin, 2011). Although employees with children might have a more demanding day to day on remote work, Carnevale & Hatak (2020) mention that single and childless ones may suffer more from loneliness and social exclusion, lack of purpose and negative effect on well-being (Achor et al., 2018), given the possible lack of family ties.

Studies showed that remote work can reduce WFC (Allen et al., 2015), however, on Wang et al.'s (2021) study they concluded that Work-Home Interference (WHI) was the most-mentioned challenge in remote working during COVID-19 due to the lack of commuting to provide a transition between the two domains (Kniffin et al., 2020), and so WFH means more interruptions from family members who also started to work remotely, given the lack of proper and designated spaces for remote workers, which may negatively influence work effectiveness, creating exhaustion feelings (Wang et al., 2021).

Mostly all research reaches a consensus regarding working on non-working hours. Felstead & Henseke (2017) confirmed Kelliher and Anderson (2010) that for remote workers, the working day is longer as they spend more time logged, there is more intensity on each working hour as they perform a bigger number of tasks (also Grant et al., 2013), influencing negatively WLB, which contradicts with

the general improvement on WLB due to remote work. However, on Bloom et al.'s (2015) study, despite work intensification, job turnover fell and job satisfaction levels went up - along with a bigger organizational commitment (Kelliher & Anderson, 2010) - and in terms of career progression, remote workers felt that their chances of promotion were reduced. Remote workers are more likely to exchange incoming emails and send instant messages as they have a high dependency on ICTs (Leonardi et al., 2010), during non-working hours, a practice linked to technostress (Bliese et al., 2017; Chesley, 2014) and blurred home-work boundaries (Tietze & Musson, 2005). Technostress results from extensive ICT use and the demand to stay updated with technological changes (Ragu-Nathan et al., 2008), making it difficult for them to stop thinking about work (Kinnunen et al., 2017), weakening their ability to detach and switch off from work (Schlachter et al., 2017; Kompier et al., 2012; Kossek et al., 2009; Middleton, 2007) and the lack of its recuperation (Grant et al., 2013), leading to poor well-being and health problems (Austin, 2015; Kompier et al., 2012). Mobile devices as smartphone and tablets enabled many employees to be electronically connected to work, outside formal working hours, working "anywhere and anytime" (Bliese et al., 2017). This task interdependence and low autonomy, along with technology stressors can lead to technostress, leading to less job satisfaction (Suh & Lee, 2017), and thus, lower well-being, which gets intensified when these workers are expected to be constantly available, feeling obliged to follow the social norms set by their colleagues that are connected as well and continue responding to work matters outside normal working hours (Charalampous et al., 2018; Derks et al., 2015), which suggested that autonomy comes with the cost of losing the boundaries of work and personal life. It is also mentioned that as an appreciation for remote workers being allowed to do it, they do sacrifices such as doing unpaid work, work harder to get noticed or by obligation to the employer and colleagues working at the office (Kelliher and Anderson, 2010), and Clear (2018) also refers that the normal tribe behavior have side effects as "suffocating the behavior each individual wishes for himself".

For segmenters, the lack of work-life boundaries during COVID-19 remote work worsened their work experience, enjoying work and have better performance with boundaries, in contrary to integrators that succeed changing between activities, having so different adaptations. Segmenters who live with others, may benefit from strategies enabling them to tolerate FWC, whereas integrators may benefit from some time and space segmentation (Rothbard et al., 2005).

2.3. Emotional Intelligence

Research on EI in organizations started after the publication of articles by Salovey & Mayer (1990), Mayer & Salovey (1997) and popular books by Goleman (1995; 1998). The psychologist and best seller of the *Emotional Intelligence* book, Daniel Goleman (1998) says that EI has proven to be the key

ingredient in people's success, defining it as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships", enabling people to work together smoothly toward common goals (Goleman, 1998).

In the context of jobs with higher emotional labor demands, Côté (2014) mentions that EI ($r = 0.24$) is more strongly associated with job performance than each of the Big Five traits of personality and is surpassed only by Cognitive Intelligence (CI) ($r = 0.37$). Each of the EI's abilities represents variation in how well individuals can solve a set of problems that involve emotions (Côté, 2014) and for this reason it differs from other intelligence factors like verbal and perceptual intelligence which focus on cognitive processes (Côté & Miners, 2006), Mayer et al., 2008). However, EI skills are synergistic with cognitive ones and top performers have both, and the more complex the job, the more important EI is (Goleman, p.22, 1998). Monteiro (p. 56, 2021) mentions on his book, that an emotionally strong individual is able to recognize their weaknesses, knows how to control or manage them, someone that knows themselves, as the weaker ones are more insecure and more likely to suffer from burnout. Also, EI scores from several studies conclude that individuals with lower EI had different feedback and gave lower importance to EI for their careers, being less interested in improving their EI than those with a higher one (Sheldon et al., 2013). Additionally, simply being high in EI doesn't mean that that person has learned the competencies that matter, but yes that he/she has the potential to learn them (Goleman, p.25, 1998). Regarding workload, at a specific example an hectic pace made people feel burnout and robbed of their private lives, and even if people can talk through each other via computer, they felt that no one was truly listening to them, showing that teamwork and leadership count more than ever (Goleman, p.9, 1998). In the *Emotional and Diversity Intelligence Are Inseparable* (2021) article, Roxi mentions that "While human beings function on both rational and emotional levels, emotions emanate from our core personal values, being at the heart of our energy, commitment and motivation (...) The more we understand and manage our emotional responses, the more we can enjoy greater satisfaction in our relationships, higher effectiveness in interpersonal interactions, and peace within ourselves". On gender, women are usually more aware of their emotions, show more empathy and are more skilled interpersonally, and men are more self-confident, optimist, adapt more easily and handle stress better (Reuben Bar-On, 1997; Bloise & Johnson, 2007), and women tend to be more upset from stressful events, especially those affecting others (Kessler & McLeod, 1984). As EI is required to function well anywhere, aspects in culture, traditions, race, ethnicity, gender, identity, values, language, behaviors, personality preferences and workplace norms, are required in a world when bombarded with daily differences (*Emotional and Diversity Intelligence Are Inseparable*, 2021).

Daniel Goleman composes EI by five elements: self-awareness, self-regulation, motivation, empathy and social skills (Goleman, 1998). It determines our potential to learn practical skills based

on its five elements: self-awareness, self-regulation, motivation, empathy and social skills (Goleman, p.24, 1998). Personal competences determine how we manage ourselves (self-awareness: knowing one's internal states, preferences, resources and intuitions; self-regulation: managing one's internal states, impulses and resources; motivation: emotional tendencies that guide or facilitate reaching goals). Emotional competences determine how we handle relationships (empathy: awareness of others' feelings, needs and concerns; social skills: adeptness at inducing desirable responses in others) (Goleman, p.26-27, 1999). To better understand EI, it is essential to define its components, intelligence and emotion, and explain how they are integrated to form EI, a set of abilities that pertain to the organized sets of responses to events that constitute emotions (Mayer & Salovey, 1997).

There are several theories about emotions on literature. Emotions are brief and organized causes of biological behaviors - including physical and physiological changes such as heartbeat, sweat, blood pressure and breathing (Fischer et al., 1990), expressive behaviors, action tendencies, and subjective experiences - triggered with an environmental stimulus that optimize how individuals address the challenges and exploit the opportunities that arise in the events that they encounter (Ashkanasy, 2003) being body expressions and postures for delivering important information in emotions to be perceived from others (de Gelder et al., 2015), serving as a signaling mechanism for humans to adapt behavior to meet environmental conditions (Schwarz & Clore, 1983). For instance, Simon (1976) viewed the emotional aspects of organizational behavior as "arational" or "irrational.", although managing emotions in the workplace as often been seen at the core of their practices (Mastenbroek, 2000).

Willcox (1982) defined six basic emotions: Scared, Sad, Mad, Joyful, Powerful and Peaceful. Basic emotions as fear and disgust can be viewed as essential survival functions emerged from the human primal drive for survival triggered in the subconscious, to motivate people avoiding harmful things in the environment for their well-being (Damásio, 1994). However, in Cowen & Keltner (2020) study, 28 emotions in total were identified: amusement, anger, awe, concentration, confusion, contemplation, contempt, contentment, desire, disappointment, disgust, distress, doubt, ecstasy, elation, embarrassment, fear, interest, love, pain, pride, realization, relief, sadness, shame, surprise, sympathy and triumph. Emotions are contagious, so if we are surrounded by people with fear for instance, we become more fearful, and response emotions are usually suppressed as we want to transmit security and tranquility and reach contrarily (Monteiro, 2021). Weiss & Cropanzano (1996) highlight the importance of recognizing the impact of objects and events on employees' emotions and their impact on workplace attitudes and behaviors (Ashton-James & Ashkanasy, 2005). When WFH, individuals express higher degrees of positive emotions and lower degrees of negative ones (Anderson et al., 2015; Redman et al., 2009). So, positive emotions are prerequisites for well-being, whereas negative send

individuals a signal to solve a situation (Ashkanasy & Dorris, 2017), and have organizational cross-level effects that impact organizations effectiveness and employees' well-being (Ashkanasy et al., 2017).

Intelligence is the “ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, [and] to overcome obstacles by taking thought” (Neisser et al., p. 77, 1996), as a set of abilities, which reflect variations in how individuals can solve problems in a given topic (Côté, 2014). On Intelligence vs EI aspects, individuals high in EI are correct to the extent that they know information about emotions that others ignore (Matthews et al., 2004; Carroll, 1993), and this variation in knowledge is called crystallized intelligence (Cattell, 1943), for instance, leaders high in EI may know that followers can get angry if treated unfairly, whereas leaders with lower EI may neglect this information, and individuals high in EI can have better problem-solving skills (Matthews et al., 2004; Carroll, 1993), called as fluid intelligence (Cattell, 1943).

Regarding the components of EI, self-awareness concerns to knowing our own internal states, preferences, resources and intuitions, consisting in emotional awareness, accurate self-awareness and self-confidence (Goleman, 1998). People able to distinguish between negative feelings tend to be more flexible in how they respond to problems, being less reactive to rejection and show less anxiety and fewer depressive disorders (Smith, 2022). Thus, with self-awareness, the more words we are able to build up to differentiate between feelings, the more options the brain has for making sense of various sensations and emotions (Smith, p.115, 2022). Those with little self-awareness are unconscious to their own weaknesses and lack self-confidence of the certainty about their strengths (Goleman, p.25, 1998).

For Goleman (1998), self-regulation regards managing our own emotions, internal states, impulses but also resources, and consists in competences as self-control, trustworthiness, conscientiousness, adaptability and innovation. Perceived control is conceptualized as one's perceived ability to shape or influence an event, taking into account situational demands, coping potential, and regulatory ability (Lazarus and Folkman, 1984), playing a pivotal role in influencing achievement emotions (Pekrun, 2006), and was identified by Dijkstra & Homan (2016) as an important explaining variable in the relationship between regulation and psychological health. Related to attentional control theory (Eysenck et al., 2007), high levels of anxiety may impair performance because of attentional control deficits in the ability to maintain task goals. Muraven & Baumeister (2000) mention that we first need to stimulate emotional regulation in ourselves in order for us to effectively regulate emotions in others, showing that interpersonal emotion regulation tends to be an effortful process. Training in emotion regulation has been shown to be effective in improving the ability to cope with various emotions and reducing anxiety (De Witte et al., 2017), and may prevent specific emotions - especially negative ones such as stress, anger or sadness – from dominating the emotional ecosystem (Rawat et al., 2020).

Motivations is related to when emotions guide or facilitate us toward attaining our goals, and it consists on an achievement drive, commitment, initiative and optimism (Goleman, 1998). It is on our best when we reach the state of flow, which consists in when we are truly engaged with what we are doing, leading to an absorbed mind due to challenges, “so much we lose ourselves in our work”, contributing to creative ideas, energy, intuitions, and helping individuals in doing their best. The most effective motivators are intrinsic – as “pride in getting things done, work friendships and helping or teaching people on the job”, with the main ones being the creative challenge, work stimulation and constant learning - and not extrinsic – as financial benefits/rewards (Goleman, p. 106, 1998).

Empathy regards to when we have “awareness or others’ feelings, needs and concerns” , involving in understanding and developing others, have a service orientation, leverage diversity and political awareness (Goleman, 1998). McClelland (1973) found that in terms of discerning people’s emotions, the ability of reading emotional messages in people with very different backgrounds of their own is a competence crucial throughout today’s work world for capitalizing diversity. Monteiro (2021), mentions that empathy, understanding feelings of the person and create emotional connection, is different of sympathy, referring to just being nice. Social skills refer to knowing to cause the desirable response in others, comprising in influence, communication, conflict management, leadership, change catalyst, creating connections, collaboration and cooperation/team capabilities, and those deficient in such will not persuade others, and lead teams or catalyze change (Goleman, 1998).

On the other hand, Emotional Diversity (ED), also known as “*emodiversity*” as a function of adaptation and regulation (Quoidbach et al., 2014), the “variety and relative abundance of the emotions that humans experience” (see Willcox, 1982; also Basch & Fisher, 2000), by creating an environment of emotional inclusiveness in an emotionally diverse workplace, where all individuals can thrive and contribute positively and where the compression of both positive and negative emotions creates balance and contributes to mental health, being a wide scope of positive and negative emotions along with some complex combination of emotions (Rawat et al., 2020). People with ability to exhibit *emodiversity* have greater self-regulation, drink less when stressed, are less exhausted, and do less doctor visits (Brooks, 2022). Rawat et al. (2020) mention “as an outcome from a diversity perspective, positive emotions were found to improve self-efficacy (Gist, 1987), creativity (Davis, 2009), work engagement (Schaufeli and Bakker, 2004), health (Blanchflower et al., 2013), teamwork and cooperation (Edmondson, 2012) and customer satisfaction (Barger and Grandey, 2006)”, creating a stock of physical, intellectual, psychological and social resources for future times of crisis (Moccia, 2016).

3. METHODOLOGY

According to the goals of this research, this was a qualitative study. The research approach was of induction and the type of research exploratory, going in-depth to understand and interpret participants' perspectives. Inclusion criteria are full-time and part-time employees – although no employees in part-time were interviewed - who are working remotely or in a hybrid work model, with ages ranging from 19 to 69 years old, including, employees living in Portugal, working for a Portuguese-based company or with a Portuguese nationality. Also, considering the fact that not all employees can easily adapt to certain situations, this study will consider employees working remotely or in a hybrid model for at least 6 months, and covering employees with different experiences, thus, this research is focused on employees in several levels of the hierarchy, which goes from analyst to director positions. Criteria for exclusion are: people who are only working at the office without the possibility to work remotely; not working for a Portuguese-based company or who are not living in Portugal for at least 6 months. Also, this study includes full-time remote workers in our sample, as this range captures the actual reality of a good portion of today's workplaces, as well as more specific working populations such as self-employed individuals which were excluded from a few studies (Charalampous et al., 2019).

3.1. PARTICIPANTS

Participants on a remote or hybrid work model were interviewed ($N=19$), being more than half (63,2%) females and the rest (36,8%) males. Their ages average was 30 years old ($M=30,32$) ranging is from 21 years old (P2) to 64 years old (P15) (*Fig. 3.1.*), with the biggest part of the participants as childless ($N=16$; 84,2%) and the rest with children ($N=3$; 15,8%). Participants with children (P1, P6 & P15) coincidentally correspond to the oldest part of the sample (P1 & P6 with 40 years old; and P15 with 64 years old), as well as with the status, being such participants married – with 8 participants (42,1%) single and other 8 in a relationship (42,1%).

Regarding the main topic of this study, most of the 19 participants are in a hybrid work model ($N=14$; 73,7%), and 5 participants on a 100% remote work model (26,3%), although there is more or less a balance between participants in voluntary and involuntary remote work models (52,6% for voluntary; and 47,4% for involuntary).

Somewhat over half of the participants have master degrees ($N=10$; 52,6%), 7 participants with bachelor degrees (36,8%) and 2 with bachelor and post-graduate degrees (10,5%). On nationalities, a 14 participants are Portuguese (73,7%) and the rest of the 5 participants from 5 different nationalities (Moldavian, Ghanese, Brazilian, Egyptian and Moroccan – with the Moldavian participant also having Portuguese nationality). Also, as previously mentioned, there were several participants in very different career stages, showed on *Fig. 3.2.* Initial career stage levels as Analysts, Assistants and

Associates include 9 participants (47,4%), Middle career stage levels as Team Leaders, Specialists and Seniors including 8 participants (42,1%), and higher career stage levels as directors with 2 participants (10,5%). Regarding their main area of studies, 4 participants are from Marketing (21,1%), then HR Management and Engineering / IT with both 3 participants (15,8%), Finance, Design and Management each with 2 participants (10,5%) and then Accounting, Law and Health with 1 participant only (5,3%).

Most of the participants' organization dimension is big, with more than 250 employees ($N=9$; 47,4%) and 5 participants (26,3%) each for both small (less than 50) and medium (between 50 and 250 employees) dimensions. The lowest seniority was 6 months (P19) and the highest is 15 years (P1) - with an average of 2 years ($M=2,01$), however, the lowest number of years of experience is 1,5 (P5) and the highest 40 years (P15) – with an average of 8 years ($M=8,05$).

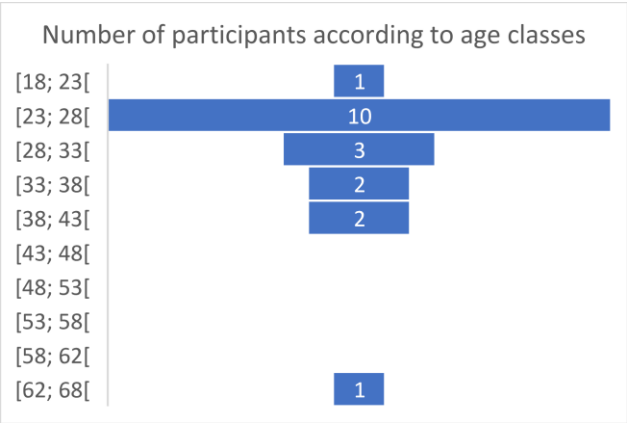


Fig. 3.1.: Number of participants according to age classes

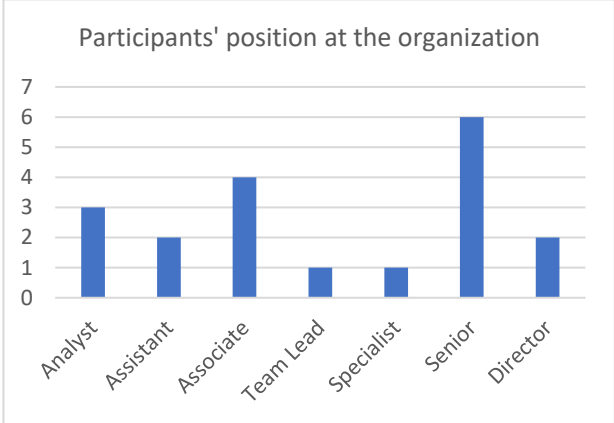


Fig. 3.2.: Participants' position at the organization

3.2. STRATEGY AND PROCEDURE OF DATA COLLECTION AND ANALYSIS

3.2.1. INTERVIEWS

In-depth, private interviews and the non-identification of the participants allowed them to be more open on the answers that they were providing.

Prior to the start of the interview process, one pilot interview was conducted with people who were not able to participate, allowing to identify possible improvement points in the script and possible modifications in the construction of the questions to make them more clearer and objective. Additionally, the type of narrative analysis was of discourse, giving a focus on the used language, word frequency, and relationships along with structures, with an interest in specific interactional activities.

The interview script was followed, and considering that interviews were semi-structured, it allowed to go more freely and deeply into the questions themes and to ask additional, necessary and related ones when it would be necessary to, to easily extract relevant information and get a richer and in-depth information from each of the interviews (Bryman, 2012), mostly through Zoom and WhatsApp - given its practicality - with several open-ended questions, each approaching different parts of the analysis. The interview script - with 37 questions divided into 5 sections -, and the sociodemographic questions, will be found on the *Annex A* and *Annex B* respectively, in the Annex section.

The goals of this study were presented, explaining the expected outcome of the interview, on getting to know them and their organization, and the practices they implement to improve the employees' well-Being. It is divided into five sections: Job and general experience in the remote/hybrid work model; Impact of emotions on their Well-Being in the remote work context, Emotional Intelligence & Emotional Diversity in the remote/hybrid work model; Work-Life Balance and Work-Family Conflict/Family-Work Conflict, and HR Practices and personal, team and organizational support.

The first section - *Job and general experience in the remote/hybrid work model* - is broader, with 9 questions, consisting on introductory questions as an "ice breaker", also allowing participants to freely mention any relevant information, mentioning what motivates them on their job, if they welcomed it right away or if they had a lot of difficulties adapting to this FWA, their preferences, what have they been positively and negatively experiencing, how is their work environment and how they classify their remote/hybrid work model experience. Questions on following sections were more detailed according to the study's objectives, organizing data into more specific and relevant topics (Heyler et al., 2016).

On the second section – *Impact of emotions on their Well-Being in the remote work context* -, regarding the topics, it was specifically asked which emotions they felt while working remotely and working at the office (depending if he/she was working full remotely or in a hybrid model), how they contributed to their well-being, specific situations when they felt good and also of when they felt bad on this FWA, also comparing to the COVID-19 pandemic experience.

The third section – *Emotional Intelligence & Emotional Diversity in the remote/hybrid work model* – included a brief description of the EI and ED definitions, and mentioning the five components of EI mentioned by Goleman (1995; 1998). One or two questions were asked considering each of the five dimensions – also including for ED – to understand and evaluate their EI levels, and which skills they needed to improve, in the general and EI levels.

The fourth section – *Work-Life Balance and Work-Family Conflict/Family-Work Conflict* -, and the shortest one, tries to understand the positive consequences (on WLB) or negative (on WFC or FWC) of this FWAs, and the advices they would suggest to those who wish to improve this aspect of their lives.

The fifth and final section – *HR practices and personal, team and organizational support* – consists of questions asked with the intent of exploring important and implemented practices for the participants on the individual, team, and organizational levels to maintain their well-being on the remote work context, how career opportunities were affected since working remotely, and then on the three levels, and how could the organization have helped employees in improving their well-being.

At the beginning of the interview, the topic of this dissertation and a description of the goals of this research were mentioned, along with the fact that the answers he/she provides will only serve the purpose of this dissertation ensuring full anonymity and confidentiality of the audio recording, if agreed by the participant. It was also emphasized the confidential nature of all the provided information, and that the participant could choose not to answer questions if they considered them too personal. Once all interview questions were finished, the sociodemographic questions were asked.

The interviews were conducted between July 2022 and August 2023. The preview time for each interview was of 1 hour. However, the minimum interview duration was 52 minutes and the maximum of 1 hour and 45 minutes, with an average duration of 1 hour and 14 minutes. After the application of such approaches, the sample reached 19 participants. The interviews were focused on the participants' narratives (e.g. words and sentences) about factors and consequences that were influencing their well-being while working on a remote or hybrid work model.

3.2.2. STRATEGY AND PROCEDURE OF DATA COLLECTION

First, a self-selection non-probabilistic sample procedure was used by creating a post on LinkedIn in order to get the desired sample which were employees working full or partially remotely for more than 6 months, as it is a professional social media network platform where employees are able to share their opinions, ideas and thoughts (LinkedIn will be the preferable social media as it will be necessary to interview people with such specific requirements). After this first post, considering that there were only 3 interested participants, a different method started to be adopted. Still through the LinkedIn platform, another used approach was searching for "people working remotely" in order to see which ones had written on their profile that they were working remotely at the time. However, this was not the best method, as the vast majority of its results were only employees working fully remotely.

Similarly to the procedure strategy of Heyler et al.'s (2016) research, the self-selection technique of volunteering was valued – and implemented - as those people who showed interest in participating in this study and motivation to answer the questions, were thought to bring more interesting responses to the interviews' questions, considering the individuals' requirements mentioned in the previous post. Then, the volunteers were asked to recruit people who might had similar or different situations that the volunteer believed were valuable for this study, through the snowball technique.

The most effective approach was contacting a few people who work remotely or in a hybrid model of my proximate social, professional, and also family circles, as well as friends of friends, as those people were more likely to accept being interviewed and could probably show more willingness to expose relevant information in the interview questions and aware of their company's conditions.

During this first contact, an appointment of the day and time of the interview was agreed upon, and also if the interview would be conducted online or presential, in a private place chosen by the participant. Subsequently, an invitation for the online interview – although other platforms such as WhatsApp were also an option - would be sent and in the case of the presential interview, the address would be communicated and confirmed by the participant. However, due to the practicableness of the online interviews, no presential interview was conducted.

3.2.3. STRATEGY AND PROCEDURE OF DATA ANALYSIS

After the interviews, a transcription was done through Transcribing tools as *Trint* (for interviews conducted in English) and *oTranscribe* (for interviews conducted in Portuguese), and then, themes will be identified in order to separate each part of the analysis into several categories (positive and negative emotions felt, most affected well-being dimensions, ideal remote work situations, participants' perspective of emotional intelligence, possible future points of action at the individual, team and organizational levels, etc).

The type of data analysis for this qualitative approach was by using a Template Analysis (Brooks et al., 2015), as this study brings together several perspectives of the same theme and being more able to create *a priori* categories and also sub-categories, having flexibility to do the required modifications or eliminations on existing categories or sub-categories, and even add new ones, allowing to direct the conclusion to the main theme of this research (Brooks et al., 2015). An inductive and deductive approach was adopted on this analysis, thus using a mixed approach (Cassell & Symon, 2004).

The initial Template defined *a priori* included the following categories and sub-categories considering the literature review and interview script. New categories and sub-categories emerged while conducting the 19 interviews analysis using the MAXQDA 2022 program for qualitative data analysis, so, after a throughout analysis of the data collected from the 19 conducted interviews, 1 new category, 6 new sub-categories and also 38 third-level-categories were established *a posteriori* – demonstrated in Italic and in a dark grey color -, resulting into 7 different versions of the Template Analysis. The final Template is on *Annex C* in the Annex section.

3.3. STUDY QUALITY

To ensure the study quality, considering the participants promised anonymity, it will not be possible to provide the full text of the transcript interview. Thus, on the following Results section, it will be found the final and condensed Template Analysis, and each category and sub-category having its conclusions along with quoted examples given by the participants to ensure the study transparency, validating the factual and relevant interpretations and conclusions taken while on the data analysis of this study (Bauer & Gaskell, 2000; Silva et al., 2013). Additionally, the study quality was also ensured through the validation with various review interactions of the categories and sub-categories with the dissertation supervisor (Bauer & Gaskell, 2000).

Interviews also stopped being conducted after the understanding that information was becoming redundant, – until there was no theoretical freshness and relevance of information considering the taken content into the theme of the study (Silva et al., 2013) - which occurred around interviews 14/15. However, a few more were conducted in order to reach the considered sufficient amount of interviews to confirm the redundancy, and to perform a complete results analysis, ending up conducting 19 interviews. Additionally, in the Results section, no irrelevant themes were considered in the contentment of the study objectives considering the selectivity criteria and the existing relationship between themes (Cassell & Symon, 2004). A table with additional quotes mentioned by the participants – and not presented on the Results section -, along with how many participants spoke about that specific sub-theme, will be possible to find as *Annex D* in the Annex section. For comparison reasons, a question regarding emotions felt were asked for both remote and office environment. Although a list of 28 emotions defined by Cowen & Keltner (2020) was presented, participants mentioned other emotions as well, the table with their synonyms on the article' page 356 was consulted, along with Cowen & Keltner (2017) on which they presented other similar emotions. The complete table is presented on *Annex E* in the Annex section, englobing all emotions felt by the participants, separates positive and negative emotions comparing between the remote and office work environments. In both positive and negative sections of the table, emotions are organized from the most occurred emotion to the least, considering if from Cowen & Keltner's article or not. Generally, participants have felt or experienced more or less the same number of positive emotions (see Cowen & Keltner, 2020) - 10 on remote work and 8 in the office environment – and negative emotions (see Cowen & Keltner, 2020) – 8 on remote work and 8 in the office environment. However, when analyzing considering the additional emotions and feelings, including ones on Cowen & Keltner (2017), it adds to positive emotions/feelings more 13 on remote work and 4 in the office environment, and to the negative emotions/feelings 5 on remote work and 2 in the office environment.

4. RESULTS

1. Employee's well-being on remote/hybrid work model

From most of the participants' point of view, remote/hybrid work allows them to not get exhausted than on full office environment "one time I decided to work in the office all weekdays and I went to the end of the week realizing I was even more tired, both psychologically and physically, realizing is necessary for my well-being" (P5).

1.1. Psychological Well-Being

Although remote work provides benefits as "my mental health has become much calmer" (P18), participants' psychological well-being seemed to be worse due to the recent pandemic, due to "spending a lot of time alone and so it was a bit complicated to manage that issue" (P16).

1.2. Physical Well-Being

Physical exercise is also mentioned as a big part of a few of the participants' lives. In general, remote work allows participants to go to places where they can "physically recover, sleep and feel better, without any restriction to my work" (P15). Going to the gym during work schedule free time is a method used by a few (P2, P11, P15, P17, P19). Additionally, it allows to go for a walk in the middle of the day (P2, P3, P8, P12, P17, P18), with their dogs still during daylight (P3, P5, P10, P12, P17), getting some fresh air while simultaneously doing a few work related tasks (P3). Others said that on remote they could get a better sleep due to those time savings (P4, P14), being able to do power naps (P2, P5, P17). Also, participants refer being more productive, with a better mood, more energetic and happier.

Where it can be seen as a waste of time and energy to commute to the office and from it, as P2 posits, on the other hand, going to the office or to a clients' site makes employees doing some kind of physical exercise, due to the routine on it. When moving from a full remote work model into a hybrid one, improves our physical well-being (P10). Active individuals felt "a lot of energy that we didn't got out of our bodies" (P8), not being able to cycle to work on a bicycle.

1.3. Social Well-Being

Social well-being was probably the most mentioned missing well-being construct while on remote work (P3, P17), due to "isolating ourselves from our colleagues, losing the social aspect within a team or company" (P1). Now, participants are feeling happier after the normal life came back (P9).

2. Facilitators and inhibitors of well-being in the remote/hybrid work environment

2.1. Facilitators

2.1.1. Work tasks & responsibilities

On tasks & responsibilities, they valued working with supportive colleagues/team that they like (P1, P4), "amazing team to work with on an amazing company that backs me up" (P3), the human contact and getting to know them are factors that they referred as "a very important thing to my

professional success” (P2). Also, the diversity of people that they have contact during work tasks (P2, P5, P6, P8, P11, P13, P16). It allows participants to get to know foreign people (P3), allowing to “expand your knowledge and your connections” (P3), and learn to work in remote environment (P17) online or by travelling (P8). For immigrant workers as P9, it allows for them to travel home, and simultaneously work with teams throughout the world. Many participants mentioned being passionate about their job (P2, P3, P5, P8, P9, P10, P12), improving their well-being: P12 says “If I have to do something I don't identify with it's very demotivating for me”. Having an impactful job makes them feel thrive in something with a purpose (P4), helping to reach companies’ goals and success (P5), making people’s lives easier (P9). There is less pressure from supervisors, more freedom and autonomy (P3).

2.1.2. Positive culture

The company’s structure on the environment is mentioned as an influencing factor on the well-being of the employee (P5, P6), although it depends on both country and company culture (P16), which may have a lot of influence on our well-being. For P3, the collaboration spirit in the company makes it easy and almost natural to feel connected on remote work with other colleagues around the world, as in her case the remote work was “started from scratch” and so didn’t need to adapt. Also, the organization’s dimension was an influencing factor for those who experience it, to create more connection among employees on remote work for those in smaller organizations (P14), and also alignment of employee and employer’s values, vision and mission (P3, P17) for creating that team support synergy. Engaging employees in social interactions is also another influencing factor, “I have developed more close relationships with people across the Atlantic Ocean, then with some I work with in an office” (P3). An immigrant (P6) says that she has “been embraced by each one, even if I haven't personally met each one of the team yet”, making her virtually feel so welcomed into the company.

Feedback, formal or informal, is also an important factor for employees' well-being “if you need to be recognized or if you need to fix something, the feedback comes immediately” (P3). Also, feedback sessions are recognized as better to be given if done face-to-face (P4), and timely (P18). Some referred not having the wished frequency (P4, P11), although “I know they appreciate my work” (P8).

Preoccupation towards employees’ needs may probably be one of the most valued acts from the organizations “What motivates me most of all is knowing that the company cares about its employees. I always feel that the company is on our side” (P12). The attachment or commitment employees feel towards their colleagues and companies is what makes them not looking for or interested in other opportunities (P11). Also, respect for employees' knowledge and experience is truly recognized as important for the participants, a company able to listen to its employees and putting into practice what they mention as improvements, also providing responsibility to its employees (P9).

2.1.3. Flexible Work Arrangements (FWAs)

By hearing the term “remote work” individuals may think immediately on working from home, which is not that evident, given other options available. P9 mentions “we are task oriented, just delivering the outcome in the time that is expected from you”. Participants admitted working mostly from the office site and from home. However, other mentioned options were at clients' facilities if requested by them (P2), coffee shops near the sea “as it’s relaxing and a great way to get some fresh air while working” (P3, P5, P9), even libraries (P5), audio studios (P8), juvenile centers (P14), hotels, vacation house or even other unthought options as at the car (P15), other cities or countries, only requiring internet and a computer (P8, P18). Thus, remote work also allows employees to be in a more comfortable (P14, P17) and safer environment, especially during COVID-19 (P10) to avoid getting sick.

All participants agree that one of the biggest benefits of remote work is having time savings due to less commuting to the office or client sites (P13, P15), adding to the time they need to get ready to leave our house (P14), allowing to be more effective, time which can be used to spend more time with our family members (P3, P17) and to do home-related tasks as we work instead of waiting for the end of the day or weekend to do them (P3, P5, P8). P9 adds, saying that while working from the office “you don't have time to do anything, so you feel like your life is being stolen somehow”. Additionally, more time reserved for meditation (P3), even watching TV/Netflix for a few minutes (P15, P17), a healthier and more timely breakfast (P5, P14), tidying up the house, go to the supermarket in the middle of the day (P3, P15, P17, P19), have better time management for their hobbies and social life (P14), eat some food (P2, P5, P14, P18), more time available for self-care to lift the energy (P6, P10, P12), important to “disconnect just a little from our computers” (P12). Also, it is connected to a bigger schedule flexibility on the preferred and more suitable way for the employee (P3, P6, P7, P9, P10, P14, P17), “do things at my own pace at the moment” (P17), which brings calmness to participants.

Remote work makes it easier to manage our personal life (P2, P13, P17) by doing sending more messages or doing quick phone calls (P5), not having to provide justifications for leaving work earlier as for participants with children and then continue work, “being more productive as I will be in a better resting piece of mind” (P6). Having things scheduled with friends after remote work, being more available for people to talk and thus, have more quality time with them (P8, P11, P12, P13, P14, P15, P17) as it is “just switch off the computer” (P12), brings more ability to manage emotions, happiness and well-being (P15), and living close to family members while working remotely (P17).

Remote work allows employees to work anywhere, “have my own flexibility to be able to travel (...) which is something I do often”, if companies will allow it (P11), bringing more happiness for deviating the normal routine and meet new people (P11, P14). When working outside of their countries, it allowed them to enjoy family time but still while working (P8, P11, P16), and those in long distance relationships, allowing them to meet wherever they would like (P18).

2.2. Inhibitors

2.2.1. Work tasks & responsibilities

Although such topic also consisted on facilitators for well-being, there were other negative indicators mentioned by participants. Also, remote work may create less effective and enjoyable work (P8, P14), especially if the jobs' nature is very dynamic (P8). Both P16 and P18 mention that not having the necessary, clear and detailed information can truly harm their work efficiency, creating unnecessary exchanges of communication, harming their work, and for both P5 and P10, it harms the recruitment success in terms of transparency to candidates, and also monotonous (P7) tasks "same task every day at home (...) for a long time" (P19) and bureaucratic tasks while working remotely (P13).

2.2.2. Unhealthy environment/culture

A "not very much human" environment may truly harm employees' well-being. P14 refers some toxic behaviors from her boss, which are going on vacations and leaves quite a few tasks to be completed. Both P5 and P15 mention that the problem on their organizations, the main problem is their founders/CEOs, which directly/indirectly tell their employees to do things in a certain way, without wanting to truly listen to them, P9 feels a more toxic environment when "doing a finger pointing culture". P5 admit having felt afraid "if it is to a higher figure on the hierarchy as a middle, top manager or even a C-level, it is when I tend to hide more my emotions". Also, P9 enhanced the importance of being aware to non-verbal communication, necessary to properly communicate. Deadlines and its pressure was mentioned by 4 participants (P5, P8, P9, P10) as harming their well-being "I think that clients do not really understand the process of what I do" (P8). P5, P9 and also P10 mention being in a fast-paced environment where it is normal to feel pressure all the times.

The unclear communication, honest and transparent feedback is a complaint given by a few participants (P5, P10, P14), valuing receiving either good or bad feedback (P2). Lack of recognition and feedback can create misalignment on the scale (P2), or superiors receiving and hearing feedback but not doing anything with it (P10). For P5, having feelings of sadness and insecurity for not receiving feedback, or not timely adequate, especially from managers with whom they don't have a connection with, creating a bigger disconnection with the company. To contrast such lack of feedback, employees choose other alternatives as asking for feedback to proximate colleagues or even from organizations they work with (P14). Additionally, P5, suffering from ADHD mentioned not being aware of her possible bad performance on certain tasks, having an impact on her well-being and "mostly in my self-esteem", and some admitted having a great lack of transparency from their organizations (P5, P13, P16).

Also, the lack of care for employees' well-being was mentioned by participants (P2, P5, P19), and on P2's case, even when "romanticizing a lot the importance of the human connections", and when not able to deliver work due to mental instability, colleagues were sending unappropriated

messages, showing that the company only cared about whether the work was done, which shook with his mental health, also as a newcomer, managers were not caring to help due to stress over workload. Consequently, it leads for employees being more open to hear from other organizations or applying to those whose values are the same as themselves (P5), creating a disconnection with the organization especially remotely, “It is not a human interaction between humans (...) no emotions nor love are felt between the company and the employee” (P19), leading to employees not wanting to grow within the company (P2, P12), as for P2 due to the mental damage he was in.

The Portuguese culture was mentioned by the most experienced participant (P15) has harmful for employees’, as the processes are usually established with little “capacity or autonomy to do things in a more creative way”, making Portuguese citizens to move out of the country and look for companies and cultures in which they will feel appreciated, recognized and successful “thanks to their creativity, their motivation, and even to their self-control” (P15). Also, this Portuguese ‘trait’ may be observed on initial training where “we are thrown to the wolves” (P18). However, on remote work, P7 feels disconnection with his supervisor as they end up “2 or 3 weeks without talking”, and P10 “it felt like I was very much just working by myself for myself (...) just doing a job for the sake of getting paid”.

As all employees’ life is different from one another, inequalities may exist, working from the office or remotely. While at the office, non-smokers felt unfairness, as P5 and P18 did not have the excuse to take a break to smoke, attenuated when working remotely. For P8, seeing colleagues having salary cuts of 15/20% created disconnection to the company as “there was people on top with a lot of money and I had people like even lower than me saying that they didn't have money for some things”.

2.2.3. COVID-19 pandemic

During COVID-19 pandemic, P17 encountered the economic issues which harmed her clinic business, due to absences from patients, and this state of uncertainty about the future of P17’s clinic brought some frustration into her life, and fear on having to miss contact with older family members due to risk groups “that part scared me a little too”. Additionally she mentions that coffee, wasn’t allowed to be sold during a specific time, so not being able to drink it was complicated.

2.2.4. Workload

Workload was a frequently mentioned topic (P2, P3, P5, P10, P12). Tiny deadlines created pressure and thus anxiety on employees, harming their well-being. Also, P5 referred to seeing colleagues complaining about regularly working 12 hours per day, even on weekends, when working abroad for 2 months, but the company didn’t do much about it.

For P2, “On these months that I was working a lot, I felt I was losing the personal touch with my friends”, stop doing things with loved ones which had an impact on the participants’ mental health,

losing important connections necessary to “lift my energy as I was having intense working weeks”. “After quitting from this last job 1 week ago, I can easily see the change”.

2.2.5. People difficult to deal with

P8 says that her creative director and owner of the company with 76 years old “doesn't have the best approaching sometimes” which have made her cry sometimes, and not being the only feeling that way, and with the stress of being a producer, makes her “get involved quite easily and emotional”.

2.2.6. Bad situations happening with other people

Sometimes participants felt bad for situations that were happening to other people, as “you kind of feel that as well” (P10), and for P1, on the first quarantine, she and other colleagues with children who weren't working passed the job for others. P3's company had to lay off employees during COVID-19, which was so hard for her, that she had trouble sleeping for two weeks straight, having a rebounding impact on her work, questioning her alignment with the company, which made her leave.

2.2.7. Not having the "normal" routine

Not having the usual routine while on remote work negatively influenced employees' well-being (P10). Meeting friends after work in coffee shops was a common habit for many Portuguese individuals as P17, a habit that was inhibited during the COVID-19 pandemic.

2.2.8. Loneliness

Loneliness was one of the influencing factors on well-being on which almost all participants agreed during remote work, due to both lacks of social gatherings with friends, as previously mentioned, and of informal/formal communications and interactions with colleagues or other employees of the organization, missing engaging and warmer face-to-face human interactions with their colleagues or even their teams themselves (P1, P3, P6, P7, P9, P10, P17) as connections are much more quickly built and strengthened in person, through sharing more personal situations with them (P5, P11), having a more dispersed team which reduces the influence (P15), the hybrid model allows employees to not feel lonely at home (P16, P19), as having face-to-face conversations with colleagues to say something important to say (P13). To P6, not having family nearby worsened her isolation, contrary to her colleagues. Participants mention “that opportunity to look into the person's eyes and really feel the love of the person” (P6), being very important for team building as face-to-face experience is totally different than from remote as meetings are always online (P4, P10, P11, P12, P16), especially when it is restricted to people in the same project (P6, P7). Thus, coffee breaks are done by ourselves instead of with the colleague next to us (P10), and those corridor and lunchtime conversations do not exist, where colleagues usually get something off their chest (P15). So, for those who love contact with people, remote work creates feelings of sadness (P5). P8, however, refers that her remote environment was similar to the office, always working together, so not feeling loneliness.

2.2.9. Immigrant worker

Remote work is also tremendously helpful for immigrant workers. P9 cannot leave his home country, Egypt, due to family reasons and being able to work remotely allows him to have the job he wants, dealing with people from different cultures while meeting his personal needs. However, P9 admits not being able to live as an immigrant anymore, due to his last experience. However, P19 mentions that while working from the office it allows him to integrate into the society more easily.

3. Relevance of the remote/hybrid work model to the employee

3.1. Employees' evaluation of remote/hybrid experience and why

A question was asked on how participants' evaluated their remote/hybrid experience, both qualitative and quantitative ways (classifying from 1 to 5). The medium for the employees' evaluation is 4,03, with a minimum of 3 and maximum evaluation of 5. For P3 and similarly to P7, the built WLB while on fully remote work for 2,5 years, allowing "to be more efficient at my job and more relaxed towards my personal life". On the other hand, for P2, even though he gave a 4, the referred high workload and its impact on his mental health showed to be enough for him to make the decision to resign from the organization 1 week prior to the interview. Almost all participants refer to never going back into a 100% presential job "It became very valuable for me and many people around the world" (P5), except for P10, who mentioned that it would be okay if necessary to go back to a full presential work model. A few reasons for not evaluating as a 5 his/her remote or hybrid work experience, are organizations not providing flexibility on remote work days (P5), lost informal interactions or "coffee moments" (P6), loss of privacy regarding our personal lives (P15).

3.1.1. Adaptation to remote work (possibly due to the COVID-19 pandemic)

Adaptation to the remote work model caused by the COVID-19 pandemic was easy for some (P2, P4, P6, P10, P13), as it allowed employees to have a better WLB, not actually being "ready to go to the office and not do all the things I like" (P2). Even though P6 came to Portugal without bringing her family during the COVID-19 pandemic, she always felt an additional support for being an immigrant, and receiving this positive energy, created a great sense of belonging to the company which very important for her. Interestingly, both P13, an non-experienced remote worker before the COVID-19 pandemic, and P3, an experienced one, were able to quickly adapt into a full remote job. Both P4 and P10 mentioned being important to change the mindset of realizing and accepting a new way of working and also if the employee is "happy or comfortable with working fully remote" (P10), being able to more quickly adapt to this new FWA to work more effectively. As time went on, for both P4 and P13, "I got bored and it wasn't enjoyable anymore staying at home for a very long time" (P4), taking some time to readapt to the routine it existed prior to the pandemic, when normal life started to come back (P13).

However, for most participants, there were at least some difficulties (P1, P3, P6, P7, P11, P12, P16, P19). For P1, it was due to lack of available resources (also P18) as laptops for everyone in the

beginning of the pandemic, similar to P7, who needed to carry his computer tower and monitor when having to change from each work environment. For others, for being a very sudden change as employees were sent home “from one day to another”, not knowing “how to deal with it (...) as I was very used to having a social life after work” (P3). Although P6 had great support from the company, her adaptation was more difficult in the sense of having closer interactions, worsening her mood, stress and even depression, with her family abroad also acting as an influencing factor for a more difficult adaptation. Despite the enormous change remote work brought into each individuals’ lives, some did not feel much of an impact, as for P9 “I don't feel that it affected me that much”.

3.2. Perception of the employees' personality on the remote/hybrid work model

Regarding personality, participants believe it may have an impact on the adjustment to a full remote work model (P11, P16). Extroversion on employees may be a factor that influences their experience on remote work, on the way they communicate and relate with their emotions, due to enjoying being in contact with others (P2, P3, P13, P16, P17) and regularly get out of their houses “to get some fresh air, socialize with my colleagues” (P5). P2 knows that “at work I can't be a 100% extrovert”, showing the “need to control myself in certain moments”. However, for more introverted participants, its adaptation went well as they prefer to be more alone in their own space and have more autonomy (P4, P6, P7, P9, P18, P19), with no pressure on face-to-face communications with others. Also openness as it is something valued by them (P2, P5) which affects both work efficiency. P18 believes conscientiousness as of the most important factors, as it is connected with being responsible for what employees need to deliver. For P5, ADHD clashes a lot with her conscientiousness on responsibilities and deadlines “as it is very hard for me to work continuously and consistently”, and also neuroticism, as her tendency to either show or not show off her positive and negative emotions.

3.3. Contemplating company change on the remote/hybrid work model

On the interview, a question was asked on their intentions of changing organization if the other offered a bigger salary but with lower possibilities of remote work. Many participants mentioned not accepting moving to another job for a bigger salary with less remote work days (P5, P9, P11, P14). The company’s values, its environment and culture have the biggest importance for P5 and P10, besides the number of remote work days when considering other job opportunities, and only after the monetary value it brings additionally. Workload may be a factor for changing companies when it starts to consume most of the employee’s energy (P2). For P6, having a good WLB and other advantages has an enormous importance due to having a daughter, so having to abdicate remote work days would not be acceptable for her as well, similarly to P14 who would not accept less remote workdays due to the number of advantages that it brings. However, P18, “just because of the loss of time I had (...), it was not worth it just for +1000 euros for example (...) I think mental health has a very high price”, which

became much calmer when starting to work remotely, similar to P2. P3 mentions “I wouldn't trade the 100% remote work that I have right now (...) I don't see myself working in an office anymore” even with a bigger salary and more benefits as she also has a great attachment towards her company. Some also mentioned that it would depend much if the overall conditions of the offer were better (P1, P7, P13, P18), similarly to P10 who also refers not accepting a job change just considering a different work model. Despite such findings, P4 contradicts saying that both salary and company's mission/objectives, has an enormous importance for him in choosing to change organization. Similarly, P8 would also accept due to the general higher costs of living and due to preferring working at the office.

4. Advantages and disadvantages of the remote/hybrid work model

4.1. Advantages

4.1.1. Better Work-Life Balance

Employees on remote work have several advantages related to WLB (P7, P12) due to more autonomy and freedom (P3), which may also be through helping on having a better time management for those with two jobs (P13), having better family logistics as for employees with children (P1, P6), and doing chores at home either from washing clothes to having someone over the house to fix a light bulb (P1, P3, P15), doing dinner in advance and going shopping during lunch time “gives me a giant advantage of not having to do those tasks at night” (P1, P6, P13), be more present to close relationships as family members and their partners, strengthening their bonds (P1, P3, P7, P15) and also be more time with their pets (P13). Also, in the beginning of remote work, P2 mentioned being easy to manage work, student and personal life, although it got more complicated when having more workload. P6 refers currently being able to “mix work and personal sides without compromising either one of them”.

4.1.2. More productive work

Some participants mention being more productive – and agile (P9) - when working remotely (P1, P9, P17, P18, P19), as there are less informal conversations at the office (P1), and “you're not pretending to be doing something because someone's watching you” (P3), being able to more quickly finish their tasks and leave earlier (P8, P15) having a bigger focus due to less interruptions – especially for tasks requiring concentration, but also for creative tasks as writing -, doing the tasks at their own pace – although for P17 her colleagues are quite respectful on this sense, which let to P13 being promoted twice since joining. Also, remote work helps to reduce “emotional consequences”, having bigger levels of “satisfaction, peace of mind, calm and even fulfillment” (P15). Additionally, having an organized boss “makes the team much more productive” as they know their tasks and goals, deadlines to meet, which “helps a lot to be in where they feel and have the same mentality as me”

4.1.3. Saving money

Also, remote work helps employees on saving money on transportation, gas for the car, eating out when forgetting to bring food from home as “there are more temptations to eat out” (P12). However, P3 refers having to pay more for electricity and internet bills “as in my house it is very unstable”.

4.1.4. Freedom of choosing to work remotely or from the office

More important than the actual work model employees have, the freedom of choosing whichever location they prefer is valuable to them, although always preferring a hybrid work model (P2, P6, P7, P10, P11, P12, P17, P19), “under no obligation (...) but the company always encourages us” (P12).

4.1.5. Better combination of two jobs

For those employees with two jobs, working remotely allows them to finish their full-time job at the organization and immediately start the part-time job (P2, P3).

4.1.6. Better working student life

Besides the corporate environment, COVID-19 also boosted the possibility of having online classes. Remote work makes working students’ lives easier as they are able to just ask teachers to open a Zoom session to those not able to attend presential (P2). Also, they have an “exhausting experience” (P12), as see themselves with much less free time (P5, P12, P19) and so the additional free time they have is used for better preparation for the degree they are “my weekends were all spent doing work for the faculty” (P12), although still complicated to manage both sides (P5, P12).

4.2. Disadvantages

4.2.1. Work-Family Conflict

The Work-Family Conflict was definitely a challenge among employees in general, as P3. Participants state that when working remotely, work has a natural impact in our privacy (P2), and P12 mentions forcing her parents to arrange their day around her work schedules, when having to work extra hours (P2), having to miss get-togethers (P14) and thinking about work on weekends (P11, P16). On this situations, feelings of stress and unhappiness may come up (P10), creating conflicts on the personal relationships by bringing up work issues or complains about it, when having a good time with their loved ones, influencing their own well-being (P10, P11).

4.2.2. Family-Work Conflict

An interesting finding is that despite WFC being a more known term than FWC, this last one seemed to be the most recurrent among participants, due to others’ lack of understanding – as already mentioned - that they are actually working (P3, P11, P18), creating stress (P10), which deeply harms their work productivity and efficiency (P1, P3, P4, P10, P18), “I needed to have that energy towards work, but I gave it to family problems” (P2), also applying to those with partners as P3, P10 and P17. P1 mentions that if any situation happened and her children they need to stay at home, which has an impact on her work “they are always calling or they want to say something (...), to play, (...) to eat (...) to have a nap”. A recurrent conflict for some participants is family members interrupting their

workplace environment (P2, P5), or when any of them is watching TV loudly (P2), also “especially since I have ADHD as I cannot concentrate so easily (...) if my workflow is great there is potential for me to get a little annoyed” (P5). Despite existing both FWC and WFC some participants have not experienced any type of conflict (P7, P9, P12, P14) “they always end up having that notion of limits” (P7), “they say ‘Ok, finish that and then come to have lunch” (P14).

4.2.3. Less productive work

Despite some participants mentioning being more productive while working remotely, others affirmed the contrary for different reasons. Some mentioned having a better doubt clarification with colleagues when at the office, due to having more distractions if on remote, harming their ability to concentrate without home interruptions (P5, P8, P9, P10, P11, P17), creating “difficulties for me to do stuff in a row and finish them” (P3), also deeply affecting P5, who is diagnosed with ADHD and tends to distract easily, especially with her pets “since I don’t have any other family members WFH”, phone and also the temptation of doing more breaks. Thus, such participants believe they work best in the office (P5, P10), and P12 also mentions that on remote workers tend to relax and become “a bit lazier”. There is a general misunderstanding among family and friends, as they may believe working remotely means not doing anything and so not valuing their work (P3, P12, P16), which seems to be general and not only in the Portuguese society, although findings from this study concluded that most participants end up working more hours than at the office. On remote work, as communications do not necessarily need to be instant, which may create frustrations for the recipients (P2, P16), having less brainstorming sessions that make (P8), creating poorer and less clear communications with errors. Other constraints, as typical and regular noise disturbances on video calls (P15), employees with more difficulties adapting into some systems (P15, P17), and the lack of organization and structure at the beginning as both employees and employers needed to adapt to new materials and methods of work, “which can lead you to feel confusion, anger, stress” and lower productivity (P18).

4.2.4. Blurring of personal and work environment boundaries

An incredible finding is that almost all 19 participants, except P12 and P14, - although for some less frequent than others - mentioned working extra hours, usually not controlled, at least a few times, and especially while working remotely (P1). P2 had his boss “telling me that I'm only working overtime because I was not so much productive on the working days, and that really had an impact on me emotionally” and colleagues sending messages to his personal and not company phone number, compromising his privacy “when calls and messages come after working hours on weekends” (P2), undermining employees peaceful and quiet personal life (P15), forcing P2 on “having to justify my personal life to my colleagues”. Working with people of other countries, a disadvantage is having to shift into very different work schedules (P15). However, for some, these blurring of boundaries happen as they allow it to happen by continuing to work willingly (P3, P8, P11), “the computer was already

next to me in bed” (P16), even happening to remote workers with children (P6). P3 mentions “I don't know how to have boundaries (...) I am constantly checking my phone for emails or for new messages when I'm supposed to be on, for example, social events”, which she acknowledges “is not a good thing”, which led her close to burnout, that took some time to overcome. A few participants have already implemented strategies as P9 such as establishing limits, for P11, going to the office more frequently changed it, and refers that she will not allow it to happen more, but that is mainly because “We just tell each other that we should not work more hours and that we should go home and get rest”, being some of the main reasons for P10 looking into other job opportunities. When the working day is over, P12 puts her computer away and staying in the same place until the next day of work”.

4.2.5. Lack of energy to do certain tasks

Despite improvements on physical well-being when on remote, some participants saw themselves with less energy or more laziness to do certain tasks “I think I am lazier to go out in the end of the day” (P14), as the routine of leaving home, provides more energy to other tasks on the day (P16).

4.2.6. Less effective training

Another downside is having less effective training “the ease of learning wasn't the same” (P12), “in the beginning it was important for me to go in presence to learn a lot of the things” (P2). However, P13 was the firsts to have online training, “it turned out okay, so it's possible as I felt productive”.

5. Emotions on the remote/hybrid work model

5.1. Positive emotions

5.1.1. + During remote experience

Regarding positive emotions – listed on Cowen & Keltner’s (2020) study - on the remote work environment, the most felt by the participants were contentment/calmness (11 occurrences) “I don't have so much stress because I can manage it” (P17), relief (8 occurrences), amusement/happiness (5 occurrences) and interest (5 occurrences). Considering other emotions/feelings that participants mentioned which are not listed on Cowen & Keltner’s (2020) study, the most occurring were satisfaction (9 occurrences), joy (6 occurrences), and nostalgia (3 occurrences).

5.1.2. + During office experience (on a hybrid model after COVID-19)

In the office work environment, the most mentioned positive emotions – listed on Cowen & Keltner (2020) felt by the participants were awe/wonder (4 occurrences), amusement/happiness (3 occurrences), sympathy/kindness (3 occurrences), relief (2 occurrences), and surprise (2 occurrences) (P2). Considering other positive emotions/feelings listed on Cowen & Keltner’s (2012) study, the most common ones were joy (3 occurrences) and satisfaction (3 occurrences).

5.2. Negative emotions

5.2.1. - During remote experience

Comparing to the pandemic, participants felt much more negative emotions than positive ones “more negatively because I think human beings don't really like change” (P8). For P16, remote work in the beginning was great, however, as time went by, “emotions started to affect me a little bit more” due to stress caused by tight deadlines for projects. P3 felt that emotions were heavier, and P6 refers only experiencing negative emotions, “I had anxiety attacks, went through depression, also because of the distance, the isolation, insomnias, I had bouts of bruxism while awake, not just while sleeping”. The pandemic may have taken remote workers’ happiness and freedom, P8 mentions feeling even more anxious even after the pandemic, as we were in our comfort zone for so long. In regards to negative emotions listed on Cowen & Keltner’s (2020) study, on the remote work environment, the most felt by the participants were distress/anxiety (12 occurrences), anger (6 occurrences), disappointment/frustration (5 occurrences), embarrassment/shyness (4 occurrences), confusion (3 occurrences), and sadness (3 occurrences). Considering those not listed on Cowen & Keltner’s (2020) study, the most occurring ones were boredom (7 occurrences), and also loneliness (5 occurrences).

5.2.2. - During office experience (on a hybrid model after COVID-19)

In the office work environment, negative emotions mentioned on Cowen & Keltner’s (2020) study and felt by the participants were distress/anxiety as well (6 occurrences), anger (3 occurrences), embarrassment/shyness (3 occurrences), and sadness (3 occurrences).

5.3. Impact of emotions on daily tasks & responsibilities in the remote/hybrid work model

All participants mentioned EI being important on remote work, to understand if what we are doing is beneficial to the company and ourselves. P9 posits that companies do not understand how emotions could influence a business. Although negative emotions may exist, they may also have a positive impact as awkwardness, for instance, helping participants getting out of their comfort zone (P2). P17 refers to how anxiety may influence work if being where it is not possible to be productive at her own pace.

5.4. Impact of emotions on well-being in the remote/hybrid work model

P14 believes positive emotions contribute more positively to her well-being, and having more confidence and at ease as remote work has “become part of our day to day life” (P1). Negative emotions such as sadness due to not feeling valued at the company (P5), or distress (P6), for instance, having a “huge impact” on their psychological well-being, especially in the beginning of remote work (P4), and on physical well-being, leading to regular insomnias, harming their sleep (P5).

6. Perspectives of employees on importance of EI & ED on remote work

6.1. Emotional Intelligence

Many participants mention a greater and increasing importance of Emotional Intelligence in remote work, for both employees and organizations themselves (P4, P6, P7, P9, P11), in order to have a better emotional and mental stability (P18), on which they can improve themselves (P10), important

to have such tools to “perform better and have a better conscious about environment and situations” (P13), and so for participants, EI is also important as it “will help understanding others’ feelings, and it is easier to communicate with them” (P19). P3 refers being easier to apply EI while working remotely, however, other participants contradict, as P8 saying that it can be less stimulated if the employee is working remotely, similar to P10 who points having felt the need to have more EI skills while working remotely, or having a feeling that “something more is missing in relation to EI” as posited by P6. Participants mentioned EI having an enormous impact on leadership matters. Also, P8 posits that EI is not as spoken in the Portuguese culture as it is in the English one “and I think even in friendships”. However, P13 mentions “I would still feel again that my self-regulation and self-awareness were much more helpful in the beginning of my collaboration at the company” when she started to work remotely.

6.1.1. Self-awareness

P2 refers the need to attach a bigger importance of EI on remote work. Regarding *self-awareness*, important to know ourselves better in how we react (P10, P11), understand how we are feeling (P5), know our strengths and weaknesses to grow (P4), and also what we want for the future (P11, P19).

6.1.2. Self-regulation

On *self-regulation*, participants recognize the importance of controlling their own emotions and thus, behaviors and applying them to our favor (P3, P6, P14, P17) calming down and breathe when dealing with deadlines and pressure (P11, P18), and staying calm, positive and open when receiving feedback (P4, P9, P10, P11, P12, P14, P16) and know which steps to take if the feedback comes negative (P16) and if they do not agree, understanding why that specific feedback came (P13, P16). It regards dealing with the “frustration of the bad and the enjoyment of the good” (P10), especially when working remotely, to be able to better regulate our negative emotions (P17), on which employees may have more feelings of sadness and anxiety (P5) that could lead to depression and/or burnout, and so regulating these feelings is important. Also, P3 is aware that depending on the environment, we may be more able to express, or not, certain emotions as in the work vs personal life. For instance, as P18 posits, when having anxiety emotions, which leads to feelings of stress, individuals may have a harder time controlling their other emotions, “and they always end up exploding”. P15 and P17 admit being very difficult dealing with negative feedback, and to P12, “sometimes I can't make the difference between the personal and the professional feedback”. On pressure and deadlines, P12 also refers to not being able to deal and work with them very well, which might be easier for her while working remotely as (P18), which might be reduced with planning (P9). On the contrary, P17 for instance, states that deadline pressure, “makes me produce even more”, similar to P1, P3 and P16.

Most participants mentioned being easier to control emotions while working remotely (P1, P5, P7), as “at a distance it allows you to think a bit and use tricks, which is difficult in the office because

you have to respond on the spot” (P15), and P17, as it is more vulnerable to show negative emotions such as sadness which could lead to crying in the office (P2, P8, P16), and remotely they are more at ease to express their frustrations (P12, P14, P16, P17), as P2 refers to having to control emotions when feeling sad or anxious, which was difficult for him in having to hide them if at the office, and as P12 refers “we can sort it out better for ourselves“. With the “right to disconnect“, employees have another tool for managing emotional consequences from work (P3), having as well more resources at disposal as “eating and also playing video games” (P18). On the other hand, if working at the office, it is easier to calm emotions as when remotely it is more likely to get overwhelmed, with no tendency to “push yourself to the limits” and become demotivated (P3), more likely to get others’ support.

P5 also feels the need to have more feedback sessions due to having ADHD, important to help her grow and learn. To invert the consequences of negative emotions while working remotely, P17's strategy to steam off her frustration is by going to the gym, for P14 is to think about other things, do different tasks or talking to her colleagues “we can divide our frustration and find some solutions together”, and at the office it is not possible as her boss is there and does not feel openness to talk with her colleague next to their boss (also P18), for P5 is punching her bed, eat, drink and do something she enjoys. However, from P6 and P9’ points of view, the difference is in showing or presenting emotions as remotely employees usually have their camera off, not managing them.

6.1.3. Motivation

Also, the importance of *motivation* to work, on staying focused and disciplined in our work and working hard to reach their goals (P1, P13, P17, P19), being pragmatic (P13), have a cooler mind, commitment, focus (P11) and also a proper planning (P9) and objectives (P15), especially on remote work due to a lack of proper control or pressure as we do not have our colleagues nearby (P14). Other sources of motivation for the participants are challenges within their work tasks and responsibilities (P7), on not doing a routine job (P9), seeing the outcome that is expected, feedback from peers, management and support from other support (P10), as well as having the possibility to create different (P7), interesting, creative and practical solutions for both the client and the organization (P6) and expanding national products to other companies (P15), and it is important to have a sense of obligation to accomplish the tasks employees set themselves (P6). However, when things do not go so well, a sense of motivation (P4) and friendships among colleagues might also be a motivating factor for some, allowing an easier and increased circulation of workflow (P6, P13). Demotivation may come when there is a lack of conditions to work properly (P7), which may compromise one’s work quality and their team’s efforts as well, making it difficult to “get me committed and not leaving this environment” (P2), and attention disorders as ADHD, who demotivates easily with long, complicated and boring tasks (P5).

6.1.4. Empathy

Empathy may have a higher importance, as the one created in a face-to-face relationship is not the same as virtually (P1), which disrupted P6's experience on the remote work adaptation. To P2, for instance, it was important to understand his colleagues' empathy towards him, and the higher its level more productive he would be than with others who weren't empathic, similarly to P7. For P13 to succeed, she believes it is important to "understand who's telling me what they're telling me, what they're not telling me but they want to". Also, both P15 and P17 refer to being more difficult to recognize and understand others' emotions while working remotely due to lack of face-to-face communication, as they lack facial and body language cues, requiring even more "sensitivity that isn't necessary in face-to-face" (P15), and so, one of the cues employees need to rely on the most is the voice through phone or videoconference calls and facial expressions – which may be unread due to possible internet issues - more than through email written texts as P17 also mentions, thus, important for employees to have a careful communication since something can "either motivate or demotivate someone" (P4, P13), and as P9 posits, "maybe this person is emotional so I will watch out or care while communicating with him", understanding one's emotions "clearer and even much more faster" (P9). Thus, this evaluation is harmed if the employee is working remotely as "it's very easy to believe a message that says, 'no, I'm good'" and if our colleagues are not feeling well, it may have an impact on our work (P10). If a colleague asks him/her to do something, it is important in their opinion to see their priorities and if the request deserves more attention, try to figure out ways to help especially when on remote (P10, P11), respecting their own and others' agenda and needs (P11, P13).

Regarding leadership, it is necessary for leader to prioritize, delegate and understand the environment (P3), but also in P5's opinion, expose their weaknesses, be humble in showing they are not perfect, and especially be authentic, which creates a connection with their employees. In order for managers or leaders to be good, they might need to have a higher level of EI (P8), necessary when having a team with each employee having their own needs, more when working remotely (P13). Both P3 and P6 refer the importance of having a leader and a mentor, who understands the subordinates needs and preferences and puts efforts to place them as a priority, having an impact on their well-being, creating a "safe space" enabling the employee to talk, especially working on an organization "who values transparency the most and kindness as well" as P3 is.

6.1.5. Social skills

Social skills are also thought of as important as during remote work days, employees "just usually communicate the basics" (P5), interacting with others behind a camera or on team group chats (P2), being important in knowing "how to listen and to communicate" and also understand each situation (P3, P4). The only benefit on written communication is having the possibility to revise, control and structure more efficiently what the individual has to say, than through face-to-face where "I can say things that I don't really want to, or not in the most efficient way" (P2). While working remotely,

engaging or initiating gatherings between colleagues, is also a practice in which a few participants engage, cultivating such relationships through empathy and frequent contact as well (P15, P17), having the opportunity to create diverse connections with people from different cultures, understand them and “create an exchange of experiences of things that happen in each other's culture” (P6).

6.1.6. Dealing with people from different cultures

Globalization is creating a bigger diversity of the workforce in organizations. One of the worst parts of dealing with people from different cultures while working remotely, - as already referred - is troubled communications, due to different native speaking languages (P7, P14) being necessary to “ask more questions to understand what they are trying to communicate” (P4, also P3). For example, “Germans have a different approach in terms of communication, as they are much more direct (...) which is something that I believe is missing quite a lot in the Portuguese culture” (P5) and know how to plan their agenda according to their goals and priorities quite well (P15), and so they might not get the message (P9, P13) unless that person calls out on us (P10).

Also, language barriers exist, even between Portuguese from Brazil and Portugal as P6 posits “I need a lot of corrections”, although “It makes it more interesting than it is a problem”, and P15 mentions when Brazilians tend to “wander off and unfocus the conversation from the main issues”, leading to extended meetings. Despite such difficulties, it might be easier to communicate with those cultures similar to our own (P9), “I had a lot of closer to like Italy, Spain and countries that kind of we understand a bit more the way that we process information and emotions” (P10). Participants also encounter culture barriers, having other difficulties in terms of creating that empathy level with foreign colleagues who might be a little colder or apathetic (P17, P18), never getting to create a connection “what we talk about is always very brief and work-related” (P12), which makes it harder to understand their true emotions, ways of communicating (P11, P17) and thus their social limits, needs, preferences. P16 refers to both UK and Dutch people being “very brutal and direct in approaching situations”, which demotivated her on her work “and it kills a certain part of my confidence every time they say it's bad”. Thus, it is important for people to be aware of and accept such cultural differences, which becomes complicated as Asians for instance are “much more methodical” than Europeans (P12).

Now, on the positive side, as previously referred, the possibility of meeting and getting to know people and also learning more knowledge, ending up receiving a lot of inputs on cultural aspects (P3, P9) about different working methods, mindsets, personalities, cultural backgrounds (P3, P4, P5), learning new languages and habits (P11, P14), and having more access to other opinions and solutions (P13), being able to share experiences (P10, P12), enabling individuals to grow (P16, P18) as having the “notion that we're a pea, we're very small in the world and that there are brutal differences and completely different ways of looking at life (...) and realizing that is brutal” (P12).

6.2. Emotional Diversity

It is important to be aware that being emotionally diverse does not mean being sensitive and offended by things and that they cry a lot, as posited by P17. Some participants mentioned showing their emotions quite regularly (P13, P15, P16, P19), as P12 “sometimes I feel I'm more sensitive than normal”, however, others may tend to cover their emotions even without noticing (P11, P18), and P14 even refers “I think that due to being not that much emotional, I can continue working properly”. Also, the ones mentioning being emotional, state being “more emotional when it comes to negative things”. P2 also mentions that he did not feel understood with those who didn't show vulnerability “I think it was really important feeling that they were struggling as well”, similar to P4. P6 admits “I need to feel that I am being accepted as a person and not just a machine as I am a very emotional person, I cry and laugh over anything”, similar to P5. On showing emotions, participants agree that it is better while working at the office (P9, P16), especially if they are positive ones (P7, P8, P14, P19), “when you are in the office people start to understand you and your character” (P9), with whom employees might end up creating a connection with (P16) due to a better use of their empathy in reading others' emotions saying “ ‘but you don't look too good’ or ‘your face tells me something else’ ” (P10).

However, participants are also aware that ED have its downsides as well, as “when you are emotional, you don't really think” (P4), “It's really rare that I hide something that I feel” (P2). If emotions are negative participants are aware that they need to hide them as “in the office you always have to keep that professional look” (P16), “you cannot stress that negative vibe that will be bad for them” (P19), thus, the remote work environment is the best to do so, and P2 refers “I cannot be myself 100%, or struggle to, when I'm remote than when I'm face-to-face“. Despite this, P10 mentions than when having to vent negative emotions to others, it is better when working at the office, as employees have their colleagues nearby. Thus, P9 highlights the importance of speaking openly as all humans “share the same emotions” even from different cultures.

7. Individual, team & organizational HR practices on remote/hybrid work model experience

7.1. Good practices, policies and resources

7.1.1. Individual level support

Participants have implemented quite a few techniques or support while on remote work, although not limited to. Establishing meaningful relationships was mentioned by almost all participants except P1, and P19. Such relationships – with family, friends or partners - are important in their lives, fundamental for happiness and well-being (P2, P3, P4, P5, P9, P11, P16, P18) and may also avoid participants as P2 from working overtime. Some referred having more friends than family/partners support on improving their well-being as they usually have a better understanding of what it means to work remotely (P5, P8, P11, P14, P16, P17), although some mention the family one as with the utmost importance allowing to make some company and to vent (P7, P12, P13). For P9, having the support of

friends from similar cultures is easier “because you know what your friends are like”. However, to P10, her relationship with her colleagues was more influential than family/friends/partner. Some participants admitted going to a psychologist doctor (P4, P8, P13, P17, P19), and P9 even mentioned being the most important resource, similar to P2, to whom, it was a major life decision.

Exercise is also a commonly used technique, for both physical and mental health. Many participants mention doing regular exercise as going to the gym or playing sports (P2, P10, P11, P15, P16, P17, P18, P19), yoga sessions in order to relax (P2, P16) and exercise (P2, P5), which is “good for your mind and body” (P3), going for regular walks (P2, P3, P8, P12, P17, P18) have family support (P3), being “a major help for my way of dealing with work, stress and balance” (P10). For mental health, techniques as meditation, mindfulness (P4, P6, P8, P16, P17) “especially in those initial months of the pandemic it was strong” (P6), do breathing/relaxation techniques (P8, P9, P13, P15, P17). Using their own hobbies is also a habit for those who wish to reduce their emotional consequences as for P5 and P14, and they might be watching Netflix, comedy videos on YouTube “I believe laughter is truly the best medicine for when I need to manage my anger or stress” which for P5 may enhance productivity, and schedule organization to avoid being anxious and better prepare for the day (P11).

7.1.2. Team level support

Team support also seems to have utmost importance especially while on remote work, which requires more team work and cooperation, being important to have regular team meetings (P1, P3, P6, P7, P10, P13, P17), where employees are able to speak up (P8, P9), “It allowed me to understand the job more and to understand the mindset of my manager” (P19). Thus, having easygoing, comprehensible, supportive and available colleagues or managers is very important, receiving insights (P3), feedback, opinion (P10, P11), due to having colleagues with different mindsets (P3), makes it much easier to feel more relaxed (P15), motivated and happier (P13), creating connections through trusting and friendship relationships (P2, P6, P19), and ease the emerging negative emotions caused by remote work (P15) – although P11 felt even more team support moving from a 100% remote to an hybrid work model -, through group chats (P17, P19) helping the team to grow and find solutions (P3, P13), showing that it is necessary to trust our colleagues and ask for help when needed (P3), as employees will not feel alone in that situation, “that's insatiable and very useful” (P11). Thus, having regular conversations with closest colleagues “to let off steam” allows them to feel that team support on remote work as “we end up being in our own world” if a not-so-good situation is happening (P12).

Also, a few participants mentioned team buildings important (P3, P14, P17), helping them to get to know better other colleagues through regular get-togethers (P3, P5), on “creating a little bit of joy and stuff within people”, even those on remote work, and avoid feeling “a little bit out of it” (P4), helping to maintain engagement and connections (P13).

7.1.3. Organizational level support

Organizations have a major role in improving their employees' well-being as half of their day is spent working or going to work, not including the regular 8 hours of sleep, however, this may not be all of what participants are observing (P16). One of the ways is through regular check-ups (P8, P16), through emotions and well-being survey to check if employees are feeling overwhelmed (P3), and when not feeling well, having Paid Time Off, just due to being a "company where people come first" (P3), and P18 refers being essential for them to motivate those spending most of their work on remote.

In what regards psychological well-being, for some participants, it is valuable for their organizations to have understanding and some freedom, for example providing well-being days, where they can take the day off to do things good for themselves, days apart from vacations (P2, P3, P8, P11, P16), as P18 who may use 10 paid days of mental health, clearing employees' heads, which may help to boost their performance, and thus the company's growth. There is some support from the participants' organizations where they provide plans with psychologists (P7, P12, P13, P18) with whom they are able to talk for as long as they need and prefer to at least once per month (P6). On P6 and P12's organizations, active social media groups without managers, important to vent about anything. Also, on employee assistance, on P6's organization, everyone as a mentor who is also a friend who is available to help (also P11). Stress management is also though as important (P4, P12), "I don't think all of the companies realize how it's important to make someone not feeling that stressed" (P8). However, P9 believes it cannot be educated, that "people should enhance themselves on their own", and P15 adds that implementing such programs would cause more stress to the employees. In terms of physical well-being, health insurance (P5), medical online appointments (P7, P18), and also regular massage service (P7). Also, organizations may encourage physical activity with paid gym memberships, or discounts and activities related to sports (P12, P18). Also, it was possible for some to deliver necessary tools for remote workers to work efficiently (P6, P8, P13, P15, P18).

For onboarding/training matters, some organizations engage in employee welcome gatherings as paid hotel nights in order to get to know the company and colleagues (P2), or welcome dinners with a party in the end "that euphoria of people receiving you that is priceless (...) brings such a giant energy that I think I have enough fuel for 6 months" (P6). For training, frequent coaching sessions through platforms "I think that has the biggest impact on my life", yoga and mindfulness classes (P3, P6), along with training based on past experiences which "helped me to cope with daily struggles" (P13, also P17). Others provide learning budgets, where employees can spend on self-development (P3) benefits as credits that "we can use to buy technology items and books" (P5), or vouchers for any training to improve technical or soft skills (P6, similar to P17). Also, P6 will have available a EI program due to a partnership with a foundation. P1 doesn't think that her company does anything significant, having many tools although they are not promoted, and P13, they have everything for organizational ones.

On career matters, some participants mentioned the importance of having regular performance reviews in order to have feedback regarding the quality of performance (P3, P7, P17), and some mentioned having career development plans well defined (P2, P13). Both P3 and P4 posited that their attachment/commitment towards their company completely influences their career development, and P6 expects that her organization is able to provide challenges for career growth. P11 mentions having space to grow as she changed role less than a year after entering, still when working fully remote, but in the contrary, and P10 mentions having “lack of visibility on opportunities to grow, due to the lack of incentives to discuss where they want to be and how to grow”. Also, P8 who mentions having more learning and growth possibilities if working at the office as “it is easier to progress”. Additionally, P14 mentions “I don't see opportunities because the association cannot grow properly”, however, due to her jobs’ nature of tasks, she has contacts in order to see other opportunities if interested in moving. Participants in general are looking for companies where they are able to grow (P18, P16), and P16 refers that when receiving a salary increase after telling the company she would leave, felt as a positive factor as “I really realized that I was an important part of the company”. However, for P3 since she works 100% remote as offices do not even exist, “that doesn't affect my professional development”, similar to P19.

7.1.4. Employee adherence/implementation of the organization's working practices

Although employees have available resources in their organizations, they might not know, or have the willingness to apply them. Those, as P2, who realize that resources are scarce, try to “use these resources at their maximum”, especially on lifting their emotional state. There are participants as P9 who “never go to a psychiatrist or the therapist” and “take my positive emotions from the people surrounding me”. However, P12 who refers that yoga and other similar techniques “I don't think it works for me personally, nor does meditation”. Additionally, although organizations might “make an effort”, such efforts to involve employees into virtual sessions might come “a bit too late”, as P10 refers “I was already super detached and I didn't really want to do the effort of pursuing them”.

7.1.5. Best practices in the remote/hybrid work model

Participants have preferences for practices in helping them to manage emotions and improving general well-being. Individual resources to manage emotions as psychological support (P4) and meditation (P19), being more “able to think through and make a decision” (P4), exercise “being able to go outside and take a walk” (P10), and separating “work stress from the personal one” (P14). Also, team meetings had major importance (P7, P8), through conversational sessions (P5, P8, P10), meetings with team leaders/supervisors (P8, P16) gatherings when on office environment days (P5, P6), mental health days (P16), or as mentioned by P6, “everything that leads to conversation, venting, is what satisfies me the most (...) having space to talk”. P3 refers to the organizational ones of biggest

importance, as through training (P8) or workshops organized by the company (P16). Nevertheless, P16 posits that it is necessary “a combination of the 3 resources, otherwise it doesn't work very well”.

7.2. Bad practices and policies

Organizations with unhealthy work environments usually engage in unhealthy practices such as or similar to the following ones. On the *team* practices, the scarce support from their leadership due to lack of face-to-face contact (P1, P10, P14), and of connections with colleagues (P10), similar to P5's organization, easily providing tasks-related support, and no openness to discuss psychological well-being matters is shown. For the *organizational* ones, P1 felt very weak support due to lack of proper working conditions “the conditions are terrible”, lack of quality training “not even initial training, it is more like watch once and learn” (P5), similar to P8, of feedback sessions (P5), performance appraisal and career development (P5, P8), and also lack of employees available to help (P2, P9).

5. DISCUSSION AND CONCLUSION

5.1. DISCUSSION

Findings of this study found that even though remote work provides more calm to individuals' mental health due to the non-existing day-to-day demands of leaving home and going to the office, their psychological well-being were harmed due to the higher loneliness feelings, also influencing their physical well-being. As the literature also supports, participants felt that with the freedom or autonomy that they value while working remotely, had the cost of having to work at more unappropriated or unusual times of the day and thus losing part of their personal life (Dimitrova, 2003; Charalampous et al., 2018). However, although Suh & Lee (2017) study refers job autonomy brings benefits to employees' well-being due to lower stress by the lower invasion of privacy, one finding of this study contradicts it, as one participant refers having his privacy more invaded,, feeling that he needed to justify his personal life towards colleagues.

Some participants seem to be according to the literature, when mentioning that remote work allowed to improve their physical well-being due to better rest or sleep or doing more physical exercises. However, others who worked with unfavorable physical conditions, as lack of necessary and quality materials and unappropriated home workplace settings (Wang et al., 2020), felt having more stress (Lindfors, 2012), due to the increased workload which influenced negatively their mental health and productivity as well (Hernández et al., 2021), thus creating a negative impact on their physical well-being (Campion & McClelland, 1993). For instance, there was one participant who mentioned receiving phone calls when he was already sleeping, negatively influencing his physical well-being.

On Guest (2017) study, the presented model also refers other contributors to employee' well-being and positive employment relationship, as feelings of trust, fairness, security, fulfilled psychological contract and high quality of life. This is confirmed by some participants, who admitted

having feelings of unfairness and also of lack of trust, to whom it influenced negatively their well-being, even questioning their commitment towards their organizations and thus, their positive employment relationship, along with their work productivity, performance and job satisfaction.

Also, some participants experienced having reductions on their organizations' workforce or on salary aspects - especially during the COVID-19 pandemic - which affected their well-being – as for example a lower quality of sleep - and work productivity, and consequently questioning their alignment with the organization, reducing their levels of commitment towards it, which, in the case of one participant, actually made her leave the organization. This completely confirms what earlier literature as Trevor & Nyberg (2008) have said, referring that organizations that reduce general employees levels, the 'survivals' end up with lower levels of organizational commitment and job involvement, along with the Guest (2017) model referring that lower levels of security and fulfilled psychological contract has a negative impact on employees well-being and positive employment relationships.

Regarding the facilitators of well-being in the remote work environment, on the work tasks and responsibilities factor, participants referred to having supportive colleagues and organizations, being passionate about their jobs, having challenges and always being able to learn, an impactful job with a purpose attached, as important in their professional' lives, which confirms the model of Guest (2017) antecedent of engaging work on the presented model for employees' well-being. Regarding engaging in social interactions, it was possible to conclude that the higher the involvement of the participant on social interactions with other employees, or with their companies activities and events, the more motivated, engaged, committed and attached they were towards their organizations, as the literature already predicted (Khatri et al., 2007), which may show that social interactions are not necessarily influenced by the work environment they are in, but the quality of its work relationships.

On loneliness and isolation, as predicted by the literature (Shepard, 1977), participants mentioned that one of the biggest impacts of remote work was on their social well-being, as the lack of social and meaningful interactions with colleagues (Kniffin et al., 2020; Middleton, 2007), led to feelings of social isolation, leading to feelings of boredom (Brooks et al., 2020), having feelings of losing their personal connections with loved ones, especially with friends, which created a negative impact on their mental health and relationships (Hari, 2018), feeling on certain times lack of social support (Wang et al., 2020), especially applying for the times of the COVID-19 pandemic.

One interesting finding – as already discussed – is that FWC was more frequent, not meaning more intense, than WFC among participants - which was also predicted by Warr (1994) – and this created stress, which many participants believed to harm their focus and work productivity. This meets what earlier research refers, of employees' stress and well-being affecting their focus and performance

(Warr, 1994; Mazzi, 1996; Rego & Cunha, 2008; Golden, 2012; Lindfors, 2012; Allen et al., 2014), and more recent ones (Carnevale & Hatak, 2020; Hernández et al., 2021; Smith, p. 265, 2022). Participants also mentioned having a bigger workload, working on a bigger and more frequent number of extra hours. Once again, it goes into the view of previous research (Kelliher & Anderson, 2010; Felstead & Henseke, 2017), mentioning that for remote workers, the working day is longer due to spending more time logged in, and a higher intensity on each working hour as they perform a bigger number of tasks (also Grant et al., 2013). This influenced negatively WLB, which contradicts with the previous research and some of this study findings, on the supposed general improvement on WLB during remote work. Those with or without children to take care of, stated and confirmed what literature has been mentioning for quite a few years, referring that remote work had a tremendous help on their WLB as they were able to stock resources, being able to respond to family needs and the drain that came from them (Golden, 2006), enhancing their job satisfaction levels (Felstead & Henseke, 2017).

This study findings refer a hidden situation, stating that employees' may work extra hours since they are willing to do so or due to environment characteristics or home work design. However, there is a contradiction to earlier research, which they mention that remote workers may do extra and unpaid hours for showing appreciation for being allowed to work remotely, the sacrifice of working harder to get noticed or due to obligation to employer/colleagues who work at the office (Kelliher and Anderson, 2010; also see Clear, 2018).

Regarding career matters of those working remotely or in a hybrid work model, although some still view opportunities for growth, other participants mention that their perspective on career progression on the organization that they are working for are actually lower – as their feel their organizations may most likely promote those working at the office all the time or due to the lack of business growth of the company itself – and others seem to be unaware of the opportunities their organization may provide, due to lack of regular check-ups on their performance or lack of opportunities or incentives for taking about such topics. This is confirmed by some earlier literature which refers that organizations who do not support employees' progression by investing in their training and development, may create on their employees feelings of their career being threatened (McDonald et al., 2008; Redman et al., 2009), and a slightly more recent one (Bloom et al., 2015).

Literature about the COVID-19 pandemic refer having created pressure on employees (Wang et al., 2020). The general and uniform study findings also confirm such research, especially on social isolation and higher family interferences, but financial pressure especially for one participant who owns a healthcare-related business, and thought at a certain time having to close it. Additionally, although literature refers that workers with different races or ethnicities may have more difficulties

when adjusting into more drastic work environment changes (Carnevale & Hatak, 2020; Kniffin et al., 2020), an immigrant participant refers that it did not had much implication on his adjustment on the dramatic change of work environment. Another immigrant refers that being a remote or presential integration or onboarding, it would be the same, or even better remotely as she felt very welcomed by her future colleagues, although language barriers was an issue she encountered.

Participants also mentioned that being in an organization who matches their own values, mission, growth and life purpose are motivators for which they chose to enter the organization and which influence their well-being. This matches with French et al., (1982) earlier study on the person-fit environment theory, and Kristof-Brown & Guay (2011) findings, and may also explain their higher job satisfaction levels, engagement and overall well-being (Kristof-Brown, Zimmerman, & Johnson, 2005). A more recent article on a website Portela (2022) added that for instance younger generations value factors as CSR and family, along with rewards and professional plans as an extension of their life purpose, which may make organizations more satisfying and desirable to work for.

Regarding emotions, literature refers that those individuals with contact with people from different cultures may encounter some issues, such as identifying which emotions are caused by a certain event or displayed by targets, although it may depend on the specific culture (Elfenbein et al., 2007). This is found on this study's findings, as those participants with contact with people from different cultures, found cultural barriers in terms of emotions, which harmed their difficulty on creating that empathy and a consequence possible connection with foreigner colleagues. Other and more recent literature (Monteiro, 2021; Smith, 2022) refers than response emotions are usually suppressed when we have the goal of transmitting security and tranquility. Elfenbein's (2006) study adds that when exposed to such differences, increases their discernment and ability to recognize them, although in the short and not long term, and McClelland (1973) earlier study highlights the importance of being able to interpret emotions of individuals from different cultures in order to capitalize diversity in organizations. Also, a more recent literature refers that emotions are contagious and so if others feel fearful, we also become more (Monteiro, 2021), and a few participants mentioned that when bad situations were happening with their loved ones, they also felt affected. This may especially be applied to those who experienced these kind of situations during the COVID-19 pandemic.

Some sources of motivation for the participants are challenges they face, not doing a routine job, have feedback from peers and management, have the possibility to create different and interesting solutions to the companies' problems and a sense of obligation to accomplish tasks. However, when things are not much favorable, other motivators are having self-motivation and friendships among colleagues which will allow an easier circulation of workflow. This is completely

reflected on literature, which refers that the most effective ones are intrinsic as “pride in getting things done, work friendships and helping or teaching people on the job” with the main ones being the creative challenge, work stimulation and constant learning, instead of extrinsic ones as financial benefits (Goleman, p. 106, 1998). This is also implied in the JD-R model (Schaufeli, 2017a), where factors as intrinsic motivation is an identified personal resource.

Literature on EI tend to relate empathy and leadership, and Goleman (1998) refers a more specific example, on the fact of when having workload on being in an hectic pace, even if people talked through the computer, they feel no one actually listen to them, and so, even if this literature exists for over 20 years, the author was already emphasizing the importance that teamwork and leadership may have (Goleman, p.9, 1998). This aspects are ones that participants mentioned, highlighting as well the importance of leadership in being empathic and humble towards their subordinates, in understanding their needs and preferences and putting them as a priority creating so an impact on their well-being, even more in the remote work context. However, more recent studies could be done on this topic.

5.2. PRACTICAL IMPLICATIONS

Participants mentioned several points of suggestion for both individual, team and organizational levels, which are present in the Annex section as *Annex F*. Lan et al. (2021) mention that “Individuals with higher family intimacy and adaptability tend to receive support and understanding from family and social relationships when experiencing job burnout, thereby reducing depression and the negative impact on reduced subjective well-being”. When they feel their resources are at risk and struggle to adapt to work, they go into a spiral loss, which leads to burnout as they tend to preserve and maintain valuable resources, such as time, wealth, psychological comfort, optimism and support factors (Hobfoll, 2001). Mogilner et al. (2018) mention that high-quality on social interactions, including informal ones, are crucial for mental as well as physical health (also see Brooks et al., 2020). Additionally, effects of stress or even burnout may be reduced with “healthy behaviors as psychotherapy, mindfulness, physical exercise, stretching, pause gymnastics, optimal nutrition, sleep and rest, moderate drinking and no smoking, optimizing ergonomics and reducing strain related to psycho-socio-cultural aspects in the workplace” (Lindfors, 2012).

Newark et al. (2017) mention that people should be braver in asking for others’ help as there is an increased willingness for it and quality help, especially during crises, similar to Smith (2022). Meditation changes the structure and function of the brain as it helps us to reduce stress, improve emotional self-regulation (Smith, p. 255, 2022) and increase general well-being, which slows the heart and calms the body, becoming more alert and activated (Smith, 2022; Shetty, 2020). Similarly, mindfulness enables us to use awareness, by switching off the autopilot and building awareness of thoughts, emotions, urges and actions, great to create the ability to notice our thoughts and let them

pass without getting caught up in them (Smith, 2022), associated with the reduction of anxious and depressive symptoms, improvement of memory, attention, happiness and life satisfaction (Miller et al., 1995; Fjorback et al., 2011, Hotzel et al., 2011; Tang et al., 2007; Roeser et al., 2013).

Exercise has potent antidepressant effects (Schinch et al., 2016), leading to higher circulating levels of dopamine and more available receptors in the brain (Olsen, 2011). Smith (p. 77, 2022) mentions that to reduce stress and increase willpower, exercise is an important choice, and that the easiest way to calm anxiety is through breathing techniques (p. 201), by physical movement (p.202), meditation or yoga (p.246). Also, when mental health goes down because of low mood or anxiety, our sleep is likely to be disturbed at some point, due to experienced spikes in stress levels (Smith, p. 59, 2022). Improvements on nutrition can have large benefits for depressive symptoms (Jacka et al., 2017) as better eating habits might help prevent depression with age (Sanchez-Villegas et al., 2013).

Also, another common and widely used practice is journaling, aiming to “build on your ability to reflect on your experiences and how you respond to them”, revealing the big influence that seemingly small behaviors can have, positive and negative, identifying the cycles and patterns of behavior (Smith, 2022). Other techniques to help with emotions are, suggested by Smith (2022) using self-soothing behaviours helps us feeling safe and soothed as we experience a painful emotion, as a warm bath to help getting through distress, a warm drink, a chat with a trusted friend or loved one, physical movement, playlist of soothing music, beautiful images, relaxation techniques, a scent, perfume or oil that we associate with safeness and comfort, and so creating a storage box with all such aspects that we can go after when prepared prior to those moments of distress.

Regarding team level interventions, a personalized feedback and person-centered leadership style creates engaged employees (Rawat et al., 2020) and facilitate good work attitudes (Dreher & Ash, 199), and Lankau & Scandura (2002) say that with mentors support, the employees feel more safe asking questions, take risks and discuss fears. Managers may use supportive practices to increase employees' emotional resilience (self-regulation), boosting their performance (Scherer et al., 2001), productivity and well-being by implementing motivating language (Madlock, 2013), building trust in their teams (Kniffin et al., 2020; Grant et al., 2013), and brainstorming moments (Lautsch et al., 2009).

On team buildings, Thye & Lawler (2002) found that good team-building practices can enhance interpersonal interactions quality and group unity. Goleman (1998) suggests on his “Working with Emotional Intelligence” book guidelines for emotional competence training. Also, they may counteract employees' loneliness by creating virtual socialization opportunities that reduce psychological strain, social isolation and increase job satisfaction (Bentley et al., 2016) as virtual lunches, coffee breaks, and happy hours (Maurer, 2020b), which can provide vital emotional resources for handling challenges in

interactions with their family (Kossek et al., 2011), and tax incentives for health and safety purposes occurring at work, are helpful to reduce stress and destructive emotions at work (Bailey et al., 1994).

On the organizational level, companies should consider “providing immediate tangible resources, such as information, employee assistance programs, or access to counseling, therapy, and training”, and also “psychological resources such as feedback, support, and inspiration through regular contact with their employees using video calls” (Kniffin et al., 2020). Instead of only looking to satisfy its employees, organizations should focus on creating a challenging culture, possibly generating positively activated well-being and high performance, through engagement policies with a focus on motivated satisfaction (Warr et al., 2013), simply translating to create engagement competition. Also, organizations may find inspiration for addressing issues on employee adjustment and well-being in the current work environment by considering how entrepreneurs tackle similar challenges, as many are very effective in their job and often report higher levels of Subjective Well-Being than regular employees, due to valuing autonomy, tolerance of uncertainty, open and proactive approach towards new situations (Carnevale & Hatak, 2020; see Gawke et al., 2017).

A supportive organizational culture with supportive supervisors on helping its employees to maintain performance when on remote work, and implementing its practices more effectively (Lautsch et al., 2009), positively influences individuals’ job satisfaction, indirectly reducing stress and social isolation (Bentley et al., 2016). Also, it is easier for remote workers to be promoted and feel autonomous if their employers are aware of the WLB importance (Gálvez et al., 2011), as organizations expect their employees to provide quality work, but in return are expected to not miss on them for not always being present at the office (Charalampous et al., 2019). This may be connected to Vandenberghe et al. (2019) study findings showing that lacking learning opportunities are related to lower levels of organizational commitment and higher risk of turnover, due to the reduced quantity of feedback for subordinates on remote work, so they will need to learn working in different ways than in previous generations, and employers will need to dedicate more time on teaching such employees (Kniffin et al., 2020). In terms of physical well-being, Hernández et al. (2021) mention it is urgent to create policies which promote “physical activity, reduce psychological distress, address gender gaps, and support balancing childcare/home schooling while working remotely”, and to monitor remote workers’ well-being and “implement systemic guidelines and practices to maintain worker well-being” as physical active breaks with logistic support, but at the same time promote individual lifestyle changes as meditation and healthier meals. A more inclusive and creative organizational support would be considering different forms of family status, using supportive HR systems to combat isolation and better prepare for unpredicted events, helping employees build ties within and outside the organization (Kehoe & Collins, 2017), building a pool of resources necessary to cope with crisis as the

COVID-19 pandemic (Carnevale & Hatak, 2020), by focusing on network-development, training and feedback, along with regular professional and social events, where the childless and singles can find meaning, strengthen purpose, and establishing regular team meetings to encourage employees to connect (Collins & Clark, 2003).

Regarding Emotional Diversity, Rawat et al., (2020) believes that the Human Resources department of organizations should focus on the creation of a positive environment by mentoring the management of ED to get the best and more striking results. Also, Ashkanasy & Dorris (2017) also mention that “to manage organizational stress and negative affect, which are detrimental to the social well-being of employees, productivity, and organizational performance, organizations may benefit by intervening through primary, secondary, and tertiary intervention”.

5.3. LIMITATIONS AND FUTURE RESEARCH

A few of the limitations of this study is related to the inherent restrictions of conducting a qualitative and exploratory study and the answers provided based on their memories, the limited number of participants (total of 19), which makes it complicated to generalize the results that were identified on this study. Although interviews were conducted online through Zoom and WhatsApp phone calls which provided more privacy of the participants' lives, made them more prone to less effective communication due to some distorted audio parts, and complicated decoding participants' body language, helpful to confirm its consistency with the verbal provided answers (Aquilino, 1994).

Other limiting aspects are those with not so advanced English language skills or those who had an accent different from a Portuguese individual speaking English, which was my case - , as for example one participants was speaking English although his native speaking language is French, thus, the answers provided were not as perceptible as others. Also, participants ideals, values or perspectives may very likely be different, especially due to the different interviewed cultures from the participants which can lead to an unclear results conclusion. Also, another limitation regards to the fact that people who volunteered or agreed to participate on this data collection seem to have more empathy and consideration for others, since others are not usually very willing to help when they are not rewarded somehow, especially due to time consumption on a task which will not have an impact on their lives.

For future research, given the growth of ICTs and workforce, organizations should look at how remote teams are or should be distributed worldwide and telecommuting employees, influencing the team dynamic – considering that collectivistic- versus individualistic- natured team members can considerably influence its affective dynamics (Li et al., 2010) -, and due to the globalization of multinational companies, researchers should study topics across all levels of emotion in organizations in multicultural contexts (Ashkanasy & Dorris, 2017), and a more recent study of Kniffin et al. (2020),

adds inputs referring to the COVID-19 pandemic, mentioning that researchers should “track and study innovations that may enable such teams to function optimally”, especially on, for instance, how anxiety/stress can be “communicated and regulated” when social and emotions signs are scarce (see Geddes et al., 2018), showing the need of performing this study on the remote work context. Although previous studies showed that virtual teams have better brainstorming than face-to-face ones (see DeRosa, Smith, & Hantula, 2007), Allen et al. (2015) contradicts it, showing that remote workers miss the creative benefits existing in such frequent face-to-face interactions, thus, the “rapid growth in virtual teams offers an opportunity to examine new questions as well as develop interventions to help improve teamwork in virtual settings” (Kniffin et al., 2020). Future research should also study how trust can be built for new joiners remotely through online interactions, to avoid placing them into disadvantage due to the scarce face-to-face interactions with their supervisors (Dunbar, 2018).

Relating EI to other constructs provides better results if meta-analytic, as single studies are susceptible to sampling bias (Côte, 2014), essential to be eradicated from the organizational culture, especially on mental health, through employees’ support into searching for psychological support. Also, Felstead & Henseke (2017) refer that there is an urgent need for a quantitative analysis, although based on nationally representative surveys, examining if working remotely is related with a reduction or heightening of specific job features as work effort, Well-Being and WLB. Also, research seems to be very scarce regarding the impact of remote work on employees’ physical well-being, especially provided from a quality journal. Also, it was shown that employees may be more willing to work harder and longer for remote work benefits, opening new directions on literature providing relevant practical implications for organizations to support their employees (Felstead & Henseke, 2017).

Also, it should also be more deeply studied if this environment change may occasionally improve remote workers’ well-being at the cost of office-based ones (Charalampous et al., 2019), as these experienced greater WFC when their colleagues were absent from the office (Lautsch et al., 2009). Another important and influencing factor for participants’ well-being is the care their organizations showed to their employees or not on remote work. Many participants referred not receiving the desired feedback and not feeling the care from their organizations, which end up tremendously affecting their job satisfaction levels and mental health, even ending up harming their self-esteem. However, no literature was found, thus providing new suggestions for future research on these topics. Additionally, although no available literature was found on both of these topics, those with their corporate full-time jobs and working students, also viewed WLB as an important advantage.

On Charalampous et al., (2019) systematic analysis, the authors conclude that it has not sufficiently explored remote workers’ job aspirations and career development, cognitive weariness,

psychosomatic health, and a list of competencies required to remote work effectively, and Kniffin et al. (2020) add the develop new performance management and appraisal systems to remote workers. Additionally, on this study findings, some participants mention that their higher commitment to their organizations influences their career development while on remote work, however there is no recent and quality literature where this connection is made, thus, suggesting another research to be done.

Another suggestion is conducting studies regarding mental disorders under the framework of remote work, as one of the participants mentioned being diagnosed with ADHD and current literature is very scarce. Additionally, interesting and thought approaches for the present study, although not moved on with, would be introducing the conducted EQ tests results to observe the differences of EI between participants, as they were not part of the study goals. Also, race, religion, gender, disability and intergenerational diversity have been studied under several frameworks of diversity (Riordan, 2000), and interventions are designed to handle inclusion (Mor Barak et al., 2016), and despite the surplus of research on affect and emotions, ED in the workplace is less researched (Rawat et al., 2020).

5.4. CONCLUSION

The relevance of this study is on top of the fact that Emotional Intelligence is one of the most required skills by organizations on which regards their employees, and also since remote work is getting more normalized by organizations as time goes by. This study served for the purpose of understanding the participants perceptions of their emotions and the impact that remote work had on their well-being, along with the practices that were applied in their organizations and also suggestions for improvement on the individual, team and organizational levels. As mentioned by P15, “there are habits that have been created, due to COVID-19, and will stay (...) within 30/40 years teleworking will be a big part of the professions, obviously there are those where it's impossible” as blue-collar jobs “such as factory workers, agriculture, extractive industries, etc”, although people are already starting to be prepared for it. This new work environment does require for people in being aware of its consequences and being flexible and open to learn, understand and listen to other stakeholders, as especially when working remotely, it is more difficult to understand if a certain message or information was passed correctly, thus, the impact emotions may have on their daily-basis, and the importance of Emotional Intelligence while working remotely, as also a few participants are already aware of. EI has actually already shown to be important in companies reaching success (Goleman, 1998).

However, there is still a lot of practical implications to be implemented in the individual, team and organizational levels, as all three need to be in coherence in order to function properly and have the three parties moving towards the same goal, and also taking take of their employees' well-being.

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ANNEX SECTION

ANNEX A - Interview Script

Hello, Good morning/Good afternoon! My name is Diana Ciríaco. I want to thank you for your participation in this study. This interview is part of my research for my dissertation to obtain my master degree of Human Resources Management and Organizational Consulting conducted through ISCTE Business School. The specific goals of this study are to understand the employees' experience about their emotions and well-being, and the importance of Emotional Intelligence in the remote work context and to explore the role of different type work resources on the personal, team and organizational levels, in the remote work context.

Your answers in this interview will only be used for this academic purpose. It is essential that you answer the questions based on your opinion and not what you believe that the organization you belong to believes in. With this interview I intend to get to know you and your organization better, and also the practices it adopts to understand which elements are having good results and what could be improved among employees, thus, there is not a correct answer for any of the following questions.

The audio recording of this interview will enable me to make a more detailed and reliable analysis of the data you will provide, making my dissertation even more interesting, so it would be important to me if you allow me to make audio record. Also, of course, I assure you total confidentiality of your answers.

Are there any questions you would like to ask me before we begin the interview?

1ST SECTION – Job and general experience in the remote/hybrid work model:

1. What do you like the most / motivates you in your current job?
 - *And the least?*
 - *Do you have another job besides the one you do now?*
 - *Are you a working student? -> If yes, how do you manage the two of them?*
2. In which moment did you started working remotely or on a hybrid model?
 - *How did you felt? Was it easy for you to adapt to remote work? (See if their good experience prevailed their bad experience or vice-versa)*
3. In which locations do you usually work at? (*office, client, coffee, library...*)
4. What do you prefer, working remotely, in the office or a hybrid model?
 - *Why?*

- *Would you accept leaving your company with a better offer but with lower/higher possibilities of remote work?*
5. Can you describe your work and personal life on remote/hybrid work? (social, psychological and physical well-being)
 - *Positive aspects*
 - *Negative aspects (Which factors caused more stress?)*
 - *Perspectives of quality of life*
 6. Have you been experiencing changes, positive or negative, from the beginning of remote/hybrid work in your well-being? (*psychological, social and physical*)
 - *If yes, how do you explain those changes?*
 - *And in the end?*
 7. Do you work after normal working hours (extra hours)?
 8. Do you feel your work environment is toxic?
 - *Why?*
 - *If yes, which consequences as it made on you?*
 9. From 1 to 5 how would you classify your experience in terms of remote/hybrid work?
 - *Why?*
 - *Was it generally good or bad?*

2ND SECTION - Impact of emotions on their well-being in the remote work context:

10. Which positive and negative emotions have you felt during remote/hybrid work?

Positive: amusement, awe, concentration, contemplation, contentment, desire, ecstasy, elation (extreme happiness), interest, love, pride, realization, relief, surprise, sympathy and triumph & Negative: anger, confusion, contempt (disapproval), disappointment, disgust, distress, doubt, embarrassment, fear, pain, sadness, shame (Cowen & Keltner, 2020).

- *Remote work (positive and negative) & Office (positive and negative)*
 - *Why?*
11. How did emotions contributed, in a positive and negative way, to your well-being in the beginning of COVID-19 pandemic during quarantine?
 12. And currently (in the “end” of COVID-19) in a positive and negative way?
 13. Can you describe the potential factors that had influenced your work efficiency or productivity and well-being?

- *Work-related factors (e.g. workload, colleagues, supervisors, etc). Examples?*
- *Other factors (e.g. personality traits, family, friends, partner, caring responsibilities, etc) Examples?*

14. Do you feel detached from your company while working from home?

- *On which aspects?*

15. In the organization where you currently work have you experienced any situation(s) that made a negative or positive impact in your well-being and emotions? (it may have occurred directly to you or to others).

- *And positively?*
- *Behavior out of office hours (work situation that you kept remembering at home), for example with colleagues - office socializations/get togethers; with friends; or at home with family members*
- *Give me examples from each context (Difficulty falling asleep, negative emotions such as sadness or anxiety when you remember what happened, etc) – Which emotions did you felt?*

3RD SECTION - Emotional Intelligence & Emotional Diversity in the remote/hybrid work model:

The psychologist and best seller of the *Emotional Intelligence* book, Daniel Goleman defined Emotional intelligence (EI) as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman, 1998) and the "ability to sense, understand, value and effectively apply the power of emotions as a source of human energy, information, trust, creativity and influence” (Goleman, 1999).

He identifies Emotional Intelligence as being composed by five elements: self-awareness, self-regulation, motivation, empathy and social skills (Goleman, 1999), and the five 'domains' of Emotional Quotient (EQ) as knowing your emotions, managing your own emotions, motivating yourself, recognizing and understanding other people's emotions, as well as managing relationships.

On the “other side”, Emotional Diversity, or also known as “emodiversity” consists on the capacity to experience a variety and abundance of emotions (Rawat et al., 2020).

Additionally, Emotional Intelligence & Diversity (EID) complements the traditional definition of Emotional Intelligence to make it relevant in today’s diverse world. It involves the ability to feel, understand, articulate, manage and apply the power of emotions to interactions.

Following this way, I will approach a few questions related to your emotions at work

16. *(self-awareness/emodiversity)* Do you consider yourself an emotional person (positive and negative way)?
- *Why?*
17. *(self-awareness)* Where do you think is the "role" of your personality in your experience during remote/hybrid work?
- How do you think your personality influence your work during remote work?
 - Was there any mismatch/shock between your personality and your experience of remote/hybrid work?
18. *(self-regulation)* How do you react to work pressures and deadlines?
- *Which are the main actions/reactions? Emotions?*
19. *(self-regulation)* How is your reaction feedback/criticism?
20. *(self-regulation/emodiversity)* In which way do you manage emotions in your work (*at the office and working remotely*)?
- *(self-regulation)* Which do you believe are the main differences between managing emotions while working at the office and remotely?
 - *(emodiversity)* Do you feel it is easy to show emotions to others while working remotely/hybrid model? Why?
21. *(motivation)* What motivates you in a job? (*ask if interviewee didn't mentioned on question 1*)
- *In your current job or in general*
22. *(motivation/empathy)* Do you feel that you have the type of feedback you are looking for from your supervisor/leadership?
- *Which is the frequency of the feedback?*
23. *(empathy)* How do you react when a colleague/supervisor/subordinate has an important request to you when you are very busy with your tasks?
- *Example?*
24. *(social skills)* What would you say it would be the hardest part of working remotely/hybrid with people from different cultures (*communication, personality...*)
- *And the best part? (if applicable)*

25. *(self-regulation)* How were you able or tried to diminish emotional consequences due to remote work? *(if he/she had examples)*

- *Which techniques have you used until now?*
- *Ask this question to know how they implemented their EI while on remote work IF the interviewee haven't talked about the consequences until now*

26. Did you felt the necessity of having more EI skills working remotely?

- *And while at the office?*
- *Give me examples of some moments in terms of each of the five dimensions: self-awareness, self-regulation, motivation, empathy and social skills*
- *In which way?*

27. In general, what skills do you think you need to improve in yourself in order to work better and more efficiently in the remote or hybrid work model?

28. According to the previous provided definitions, do you feel EI is important on the remote/hybrid work context?

- *Why?*

4TH SECTION – Work-Life Balance and Work-Family Conflict/Family-Work Conflict:

29. What are the consequences of WFC/FWC for you during remote work? *Regarding your partner, family, friends, children, colleagues or boss (See which is the biggest one: WFC or FWC).*

- *In which way? Why? When?*
- *Give me an example. How did you felt about that situation and which emotions did you felt? Did you experienced WFC or FWC?*
- *Did you felt it was a constant influence or it changed from time to time?*

30. If you could or have some, which advice(s) would you give someone on articulating work-life balance?

5TH SECTION – HR practices and personal, team, and organizational support:

Examples of concrete HR practices/resources:

- Individual/Personal resources: psychological support, yoga, mindfulness, relaxation techniques, meditation (guided or not), exercise (physical and mental)
- Team resources: Conversational sessions/meetings with team leaders or supervisors, colleagues, and leader's support

- Organizational resources: Psychology appointments (provided by the organization), Training based on past experiences of other colleagues, Employee assistance programs, Stress management programs, Performance appraisal, and career development

(develop every resource that the interviewee mentions)

31. Which HR practices (for each of the three levels) were and still are important for your well-being in the remote work context? *(If the interviewee did not choose any, I should speak of several that can be relevant)*
 - *Why?*
 - *How did you implement such HR practices?*
 - *How helpful were such HR practices in your daily working life?*
 - *And to manage emotions? How did you implemented such practices? How helpful they were in your daily working life? Which had a bigger impact on your well-being?*
32. How do you see/think about your career opportunities and your future in the company since you are working remotely?
 - *Do you feel it will impact your future in the company and career development?*
 - *Do you feel that the attachment/unattachment from the company influences your career development? (if applicable). Why?*
33. *(individual/personal support)* In which way do you experience the influence of social support *(family/friends/partner)* on your well-being while on remote work?
 - *If not how participants would like to, how could they?*
34. *(team support)* How do you *experience/perceive* your team support on your well-being while you are on remote work *(colleagues, supervisors...)?*
 - *If not how participants would like to, how could they?*
35. *(organizational support)* What has your organization done or has been doing to prepare and support its employees in terms of their well-being on remote work context (psychological, social, physical)?
 - *Good practices bad practices*
 - *What about the professional perspective?*
 - *What about emotional management?*
 - *Do you think that this previous preparation was useful for you or your team? Which practices? In which way? (if applicable)*
36. What could the organization have done to better prepare and support your needs as an employee in terms of your well-being?

- *Social / colleagues / organization levels*
- *Examples or suggestions?*
- *Important aspects on the preparation for events that you consider were not made available in the preparation that you had access to or that could be improved?*
- *Some points that in your opinion should have been explored and we're not, that were not available to you from your organization or that could be could be improved*

37. Do you feel your colleagues share your opinion about the statements you gave regarding the organization or even each team?

- *Do you recognize in them any consequences related to the lack of preparation and support provided by the organization?*
- *Would they be open to the changes that you proposed? (if applicable)*

Now the interview part is over. We will then move on to sociodemographic questions that will further support me in terms of data analysis.

ANNEX B – Sociodemographic questions

1. Age : ____
2. Sex : ____
3. Status : ____
4. Do you have children? ____ Number of children : ____
5. Nationality : _____
6. City where you live : ____
7. Level of education : _____
8. Position in the company : _ ____ (e.g.: junior/associate/senior/top management)
9. Function : ____
10. Seniority : _____
11. Company sector : _____
12. Dimension:

- Small (< 50 employees) - _____
- Medium (> 50 < 250 employees) - _____
- Big (+250 employees) - _____

13. Department / Area : _____

14. Work schedule: _____

15. Work Model:

- Total remote work - _____
- Hybrid model - _____
 - Hybrid type of work model – _____
(e.g.: if during 1 month is working at least 4 days of remote work per week; 1 week at the office per month)

16. Work type (voluntary or involuntary) : _ _____

This was my last question. Again, all the information that is mentioned here will only be used for this study, in order to make it more relevant and interesting, to characterize the global sample. Do you have something else valuable to our conversation that would be relevant to add?

That being said, I want to thank you again for your time and cooperation. You have my contact information available in the email/consent I sent you to ask me any questions and also if you are intrigued to know the results of these interviews. Have a great day!

ANNEX C – Template Analysis

1. Employee’s well-being on remote/hybrid work model – experience/consequence
 - 1.1. *Psychological Well-Being*
 - 1.2. *Social Well-Being*
 - 1.3. *Physical Well-Being*
2. Facilitators and inhibitors of remote/hybrid work with an impact on the well-being
 - 2.1. Facilitators
 - 2.1.1. *Work tasks & responsibilities*
 - 2.1.2. *Positive culture*
 - 2.1.3. *Flexible Work Arrangements (FWAs)*
 - 2.2. Inhibitors
 - 2.2.1. *Work tasks & responsibilities*

- 2.2.2. *Unhealthy environment/culture*
- 2.2.3. *COVID-19 pandemic*
- 2.2.4. *Workload*
- 2.2.5. *People difficult to deal with*
- 2.2.6. *Bad situations happening with other people*
- 2.2.7. *Not having the “normal” routine*
- 2.2.8. *Loneliness*
- 2.2.9. *Immigrant worker*

3. *Relevance of the remote/hybrid work model to the employee*

3.1. **Employees’ evaluation of remote/hybrid experience and why**

- 3.1.1. **Adaptation to remote work (possibly due to the COVID-19 pandemic)**

3.2. **Perception of the employee’s personality on the remote/hybrid work experience**

3.3. **Contemplating company change on remote/hybrid work model**

4. **Advantages and disadvantages of remote/hybrid work model and its experiences**

4.1. **Advantages**

- 4.1.1. **Better Work-Life Balance**
- 4.1.2. *More productive work*
- 4.1.3. *Saving money*
- 4.1.4. *Freedom of choosing to work remotely or from the office*
- 4.1.5. *Better combination of two jobs*
- 4.1.6. *Better working student life*

4.2. **Disadvantages**

- 4.2.1. **Work-Family Conflict**
- 4.2.2. **Family-Work Conflict**
- 4.2.3. *Less productive work*
- 4.2.4. *Blurring of personal and work environment boundaries*
- 4.2.5. *Lack of energy to do certain tasks*
- 4.2.6. *Less effective training*

5. **Emotions on the remote/hybrid work model**

5.1. **Positive emotions**

- 5.1.1. *+ During remote experience*
- 5.1.2. *+ During office experience (on a hybrid model after COVID-19)*

5.2. **Negative emotions**

- 5.2.1. *- During remote experience*

5.2.2. - *During office experience (on a hybrid model after COVID-19)*

5.3. *Impact of emotions on day-to-day tasks & responsibilities*

5.4. *Impact of emotions on the well-being in the remote/hybrid work model*

6. Perspectives of the employees on the importance of Emotional Intelligence and Emotional Diversity on the remote/hybrid work model

6.1. Emotional Intelligence

6.1.1. Self-awareness

6.1.2. Self-regulation

6.1.3. Motivation

6.1.4. Empathy

6.1.5. Social Skills

6.1.6. *Dealing with people from different cultures*

6.2. Emotional Diversity

7. Individual, team & organizational HR practices and policies on remote/hybrid work model (perspectives of the employees)

7.1. Good practices, policies & resources

7.1.1. *Individual level support*

7.1.2. *Team level support*

7.1.3. *Organizational level support*

7.1.4. *Employee adherence/implementation of the organization's working practices*

7.1.5. *Best practices in the remote/hybrid work model*

7.2. Bad practices and policies

7.2.1. *Team level*

7.2.2. *Organizational level*

8. Opinions of the employee

8.1. Points of suggestion/intervention

8.1.1. Individual level

8.1.2. Team level

8.1.3. Organizational level

8.1.4. *Advices to other employees for a better WLB*

8.1.5. *Opinion (possibly) shared with colleagues*

ANNEX D - Summary of interview quotes per sub-category (with number of occurrences for each sub-category)

Category	Sub-Category	Additional quotes from the participants	Participants who reported	# occurrences
1.	1.1. Psychological Well-Being	<p>P5: “I got jealous of those who did it” (travelling), P10: “not being full remote, I had more control on my well-being and those of the people that I was living or sharing my time with” P15: “a certain psychological rest”</p>	P3; P5; P10; P15; P16; P18	6
	1.2. Physical Well-Being	<p>P2: “I can't imagine myself, for example, on these last eight months not having time to go to the gym, for example, because I only have time to go to the gym on my lunch time and well after my work, but I'm very tired, so it's really not very motivating to go on that time. So that, for me, has a huge importance on my mental health and my physical health”, “I mean, it's not only time that I lose, I lose a lot of energy that I need to, I feel more tired and I don't have the same energy to do the other two things on my life, which are the university and the personal life.”, “I felt my privacy completely violated because it was like sometimes I was already sleeping and I was receiving calls and messages, and after I was waking up by that, I really felt things that didn't allowed me to sleep again, so it affected my rest”, P3: “Then you have all that that stuff about being on the treadmill with your laptop, that's things that people do but it's not that the majority of people. So either it's not very good in terms of physical if you forget because you get so involved in your work that you forget to get up to stretch. I even have a reminder on my calendar to get up and stretch”; “the good side that it allows you to go at any time to have exercise to feel like just going for a walk, to walk your dogs, just to have, like, some fresh air. I can tell you that sometimes I go for a walk with the dogs and I'm like on my phone with my manager having my weekly call”, P5: “When I have to go to work at the office I have to wake up at 6 am to workout and have time to get ready to go to work. When I</p>	P2, P3, P4, P5, P7, P10, P11, P14, P15, P16, P17, P18, P19	12

		<p>am working from home I only have to put my alarm at 8.45am, 15 minutes before the starting working hour (...) especially as I have regular insomnias (...). Also, when I work from home I walk my dogs still during daylight”, P7: “feeling less tired at the end of the week (...) on the physical and mental state”; P10 “played the same sport ever since I was a kid, so I've always had practices. I've always done a lot of things when it comes to being active, always on the weekends at the end of the days”; “I would just get up to eat at lunchtime and then I would work fully sitting down until 7:00 PM again”; P14: “when I was arriving from my work at almost dinner time (...) I did something very quickly, have dinner and then go to sleep, but now I have more time”, “Negatives in the aspect that I started to use glasses. So of course, working a lot of time in front of the computer”, P16: “in physical terms it also helped me in the sense that, since I have to go to work and I have to move around either by bike or I have to walk a bit to the train”</p>		
	1.3. Social Well-Being	<p>P3: “I didn't know what to expect. I was a very sociable person when I was in an office, so I was used to having more contact with my colleagues after work, so I pretty much lost that”, P5: “Working at the office 4 days/week improved my social well-being as the company average age is around 30 years old, so we talked with young people, mostly around my age, having lunch with each other and regular get-togethers or farewell gatherings”; P9: “I'm happy that life is returning back, so yes it affected but it wasn't that extreme”</p>	P1, P3, P9, P17	4
2.	2.1. Facilitators 2.1.1. Work tasks & responsibilities	<p>P2: “it's a very diverse work, and because of that, we also learn a lot of things and very fast”, “if I didn't have interest for the things that I was discovering and needed to do, it would be much difficult, (...) which helped and motivated me to learn, go more to the office, get in touch with the company”, P3: “Remote work allows you to get to know more people in terms of being in an international environment. You get more insights into backgrounds that you probably wouldn't have in an office based in your own location”, P4: “I would love to always work with people in a good spirit or</p>	P1, P2, P3, P4, P5, P8, P9, P10, P11, P12, P14, P15, P16, P17	14

	<p>with some sense of good faith (...) I'm in this space where people are willing to help, this joy, there are good vibes and stuff. Everybody comes with your own personality, but as a human being, you need to respect people's personalities"; "you spend half of your life at work"; "when you're in the office and then you speak to the person in person it's more easy", "see a design that you've done and it's been converted", P5: "being able to learn everyday about the business world, new concepts, basically be more knowledgeable and be in contact with people from different cultures", "I am creating an impact in the company, and that kind of makes me feel special", P8: "I like that is very dynamic, I like that is very creative", "I like the people that I work with, and because of my job specifically I get to change people I work with quite a lot, so it kind of gives me freedom", "It motivates me, beyond the money, it motivates me to be in a place where I can grow, I can learn, work with inspiring people, and doing the job that I enjoy", P9: "this is my passion"; "Why I love my job as a developer it is because I like to make people's life easier, you know, like, I feel like this is our job as developers now because everything was made in the mechanical world, is now being digitalized over the Internet, after its booming", also feeling that it matches his personality "I'm a lazy person", P10: "if you're not happy with what you're doing, you're certainly not going to be having a positive experience with your managers, your team. So everything that you feel is bad about your job is going to be associated with them as much as you don't want it to", P13: "understanding their wants, their needs and just match it", "talking to the vast number of people I can get in different situations" P14: "Sometimes we have meetings abroad, so I have to go for a week or three or four days to a country, so in those days, we don't need to properly work on the computer. But of course, that being there means working, but we can enjoy because that work is a meeting but also, is more to know the people, the cities we are in. So in those cases, it's easier because we don't need to use the computer all the time. We can enjoy some free time",</p>		
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	<p>"Sometimes we send people from our youth center, and of course they have lack of financial resources, so then we find that those young people have the desire for finishing school or meeting our city, so it is incredibly grateful for us that change some lives in that way", "also my colleagues because one of them was one of my best friends outside work, so that contributes a lot", P17: "me and my employees have very equal relationships", "I have never learned so much in my life as I am learning now (...) for me, since professional fulfillment is very important, the fact that I'm constantly learning and growing is important", P19: "do not feel there is a monitor or there is someone superior than others"</p>		
<p>2.1. Facilitators 2.1.2. Positive culture</p>	<p>P3: "It feels like I'm face to face with them (...) We don't have offices and it's not because of a pandemic or other external conditions, it's just because remote work exists", P4: "the scaling of is like moving on from a startup in the tech I mean in the tech department to be a scalable and they were opening like new branch in U.S.A and there is a plan to go to Canada, Australia so you know you, this are mainly the two things that like attracted", P6: "We do not have this in this company, because we do not have these papers, even though they exist in the email signatures, we do not use this as a form of coercion or inducing the other to do what I want (...) 'I'm sorry, I can't do that right now, can I do it later?' And it was to the CEO of the company", P11: "two weeks ago, I was traveling on my vacation, and I was robbed. My wallet was robbed, and I stayed with no cards, anything. And I was supposed to start working on Monday, and I was not able to do it. Of course I was there in Malta and with no cards, anything, and my boss was really kind to me and sent me like sorted out and come back when you are ready, when you can, when you are allowed to do it. So she gave me like some days off to fix things up", "I do receive feedback often", "I think so because I think I'm attached to the people, uh, do my thing and that's where it sticks me there. So yeah, I think I'm quite attached to the people and if I wasn't, maybe I was more like able to look for other opportunities", P13: "we have we have</p>	<p>P3, P4, P5, P6, P8, P9, P10, P11, P12, P13, P14, P16, P17, P18</p>	<p>14</p>

		<p>biannual like formal performance meetings every month. We have an informal but still a conversation about what we did, how did it go, what we should have done what we did good with the team and then with the whole company (...) so we always get feedback and we share everything clients, candidates”; “We are people-oriented. It's common to share everything, there's lots of transparency (...) in a very safe environment (...) We do this organizational climate survey, and the results are always great, above 90%, and they do organizational level, team level and micro team level”, “engagement with the company and also with my colleagues (...) now I can interact with them every now and then”, P14: “we are a small company so we are all connected with each other”, P16: “I would say that my other job was calmer than this one in terms of the company itself, because it was a smaller company, more family-oriented, there were only 2 brothers who ran the company and so they treated us a lot like a family”, P18: “any doubt I put there and he answers right away”</p>		
<p>2.1. Facilitators 2.1.3. Flexible Work Arrangements (FWAs)</p>		<p>P1: “No, only at home. Because you have to have good quality wi fi. Or at the office. I don't work anywhere else.”, P2: “I would love to, definitely I would love, but I don't do. That would be a romanticized of what I do that it's completely not possible. Firstly, because I don't have time to go to the coffee shop and take all my stuff there and lose all the time that for me it's really precious, and therefore in the other hand, I work with a lot of confidential information so it can be compromised in a public space.”, P3: “distress of waking up 2 hours before your normal set working schedule and taking like a bus or going by train to your office”, “not having to be 8 hours straight in front of a laptop (...) If I work 12h on a given day and 5 hours on the day after its goal-oriented and not because I was asked to do so”, P5: “more phone calls or send more messages to my friends as I am not being watched from any other colleagues”, “employees are not expected to work remotely anywhere else besides from home (...) maybe they won't approve if we work from another location as they may assume we work</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19</p>	<p>19</p>

	<p>more productively there, but since the company lacks communication I am kind of afraid to ask”, “I get much more inspired and motivated working (or even studying) in a coffee shop, especially if the normal options are office or home, since I don’t like to work always in the same place and I love being on the city but I also think that’s because I have ADHD and I get demotivated very easily. Even on the library I like but I prefer the coffee shop”, “I have also worked in a beach bar because I was still in Algarve from my vacations and I was able to work remotely the day after”, P6: “today I left early at 2pm because my daughter had an appointment, I did not need to warn a month before, I just told my boss at the beginning of the week”, P8: “especially when your job is less like practical or dynamic, I do need to be outside where things are happening”, P9: “we have people working from Brazil and Nigeria”, P10: “my habits didn't really change that much from the routine that I had before or remote”, P11: “I don't think so. I do prefer to have my own flexibility to be able to travel, but I know that my company also allows me to do it”, “sometimes I really enjoy to be by myself”, P12: “just switch off the computer (...), so we don't have to waste time on anything else”, “you don't have to leave work, use transport, come home, change, go out again, I think that's better without a doubt”, P13: “imagine I have something at home that I need to took care of or I imagine I have an event straight away from working time, then I can just manage my time schedule and imagine in winter that's going to happen for sure. If it's raining a lot, I'm just going to stay at home because I don't need to be at the office to perform my job”, setting up everything on the CRM, meetings, every contact that I have (...) although important as well, P15: “The best part is not having to go there, being able to talk and resolve the issues you have to resolve without having to travel, because the best part is not having to go to northern Europe in winter or to Angola in rainy weather, meetings for a decent time within their normal working hours, depending on each country’s culture”, P16: “In terms of</p>		
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		<p>family, the fact that I was working remotely made me go to Portugal more often, so that's a positive point, and spend more time with the family and the dog”, P17: “not having to be 8 hours straight in front of a laptop (...) If I work 12h on a given day and 5 hours on the day after its goal-oriented and not because I was asked to do so”; “my family because basically what happens is that although I live here in Setúbal I used to go and have lunch almost every day at my parents' house so I am much closer to them”, P18: “not stressing if I will miss the train, if it will be canceled or if I fall asleep”, “at home you don't have to feel judged for taking those 15 minutes, and in the company you always have that embarrassment of them talking”, “It will also make it easier for example for me to come to Holland because Sofia is working in Amsterdam. Sofia and I don't need to be apart all the time because I can spend more time in Holland or something”</p>		
	<p>2.2. Inhibitors 2.2.1. Work tasks & responsibilities</p>	<p>P4: “recruitment on the tech side where us like designers we want our work to be seen and because we don't have enough personnel sometimes when we work on features, it takes a long time for it to be built”, P5: “candidates that came from other tech companies would not want to move forward given the fact that there were not much flexibility to work more days at home, being one of the biggest challenges of our recruitment process, alongside with the not so competitive salary packages”, P10: “a negative impact always comes with people that you feel very strongly about and they reach a certain stage and they just don't pass that stage”, P16: “Especially in our area of marketing, so it helps a lot, the more detailed the tasks they ask for the better, the easier it is to understand and then the easier it is to execute whatever they are asking for, the managers or even the directors or owners of the company, or even the clients”, P18: “I like least about my job is when they write brand scripts in which there is literally no detail, that is, they say "We need a logo and the brand is the name X" and</p>	<p>P4, P5, P7, P8, P10, P13, P14, P16, P18, P19</p>	<p>10</p>

		they don't say anything else, that's what I hate the most (...) he sent it back saying it wasn't that and went back again”		
2.2. Inhibitors 2.2.2. Unhealthy environment/culture		<p>P1: “Usually we have to agree because when we are usually it then goes to Human Resources and if we don't agree with the feedback it's a boilerplate... but it's possible to disagree, but most people are a little afraid of being a little bit left out or as we call it getting blacklisted. We can always set views and whatnot but it's very difficult for them to change an evaluation”; “There were many months that I was at home where I didn't see anyone. A lot of times there wasn't even conversation via Teams, I didn't see meetings. And there were, I don't know, guys spent two, three months there where I wasn't talking to anybody. I think that was the saddest part.”, “people who like to create conflict (...), happening more when we are at the office, at home it doesn't happen”, P2: “when we did the things well no one told us, but when we did things bad, we were the first to know it or sometimes they don't say to us (...) so we kind of lose the feel of what we did right and what we did wrong (...) given one month after (...) or sometimes in a rush”; “one day all the employees received an email saying the company had the highest profit in their history” but at the same time thinking why don't they choose to have less profit and invest in hiring more people in order “to do things more efficiently and reduce employees' number of extra hours”, “I didn't answer some messages that I had on Microsoft Teams, and two days after this, my colleague came and what he could say was like, "Oh, you are not responding to the messages. What is happening? Is everything okay? Are you feeling more well?" Instead, what he said it was basically, "Can you stop, please ignoring my messages? I really need to work to be done until tomorrow." So this really shook me and really, like, as long as the company says it's socially friendly and mental friendly, it really depends on the people that work on the company and not so much on a company.”, “when we finished the work on Friday, this person felt so attached to me (...) and completely collapsed (...) it opened my eyes to what I was</p>	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19	19

	<p>experiencing as well”, P5: “my psychological well-being was not since I started to not feel valued at the company by my teammates but specially by my superiors (middle managers and C-levels). I was working a lot, mostly after hours with a lot of dedication and focus to achieve my results but I believe that they thought that people wouldn’t work as much while working remotely so I believe that they use that excuse to make employees to work at the office most of the time”; “Now, in Portugal, there is a new law (that was launched this year, 2022), saying that companies are forbidden to contact employees after working hours, so 6pm. However, I still see people contacting other employees or even watching other people on social media like Instagram or even LinkedIn posting about doing their jobs”; “on a pyramid structure update for almost all employees (...) and I never got that update (...), never really telling me why (...) proper conversation of trying to realize what might be wrong with that person, if it is lack of motivation due to their tasks, if it is something personal or something else, if they need support from the company”; “something that also bothered me at the company, which is very very very common, is to reschedule interviews with candidates since they are stuck with another meeting”; “if someone wasn’t much productive they got that person fired before the end of the 1 year contract without having a proper conversation of trying to realize what might be wrong with the person, if it is lack of motivation due to their tasks, if it is something personal or something else, if they need support from the company, nothing really, as they see people as numbers”; “the company doesn't care about the employees and they see them as numbers, because I've also heard situations in the company of people who have suffered from burnout and so on, they see people as numbers and when people leave they open the vacancy, as if people were replaced with their knowledge. And even if someone they are not expecting to leave tells them "Look I'm not well, I'm leaving the company." "What, you're doing wrong, we're going to grow here and there, you're going to move up to this position and</p>		
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	<p>whatnot and it's going to be even better". But then they say things and they don't do them. They say they don't have the money to hire or keep people, and even with the layoffs it looks like they're worse off. They always show every month in a meeting that profits are up but at the same time people are leaving because they're not being rewarded in some way, plus the layoffs and all of that I just don't understand in the end", P8: "When the pandemic kicked off in March 2020 my company said that everyone could move to their home countries and they could work from there. At the time, I didn't because I thought, well, have a really nice work set up in my house like we all work together. So I don't feel so lonely. (...) But then a couple of months later, I asked to go home and they didn't let me because they said, Well, it's going to have tax implications if we go now because we already let so many people go and it was just a case of them controlling who was going and for so long. So I did have emotions of unfairness and I was quite mad at the company", P9: "not wanting to share knowledge, maybe by showing the weak points of others (...) or doing a finger pointing culture", "Maybe when I joined, as our voices were not communicated that clearly, or maybe the voice was not that professional, uh, to communicate it in how the employees are speaking about it in their tone. I mean the tone how you speaking about maybe it was like translated to the CEO" "They are just lazy, they don't want to work"; "builds not so great and maintainable code (...) just because we need to meet the business deadline (...) just to fulfill the current purpose"; "Also, when people that are not collaborating, people that don't respect me as a human, yes, humanity, like companies that don't respect diversity. This is a big deal with me, to be honest. Diversity and those things.", P10: "don't depend necessarily on my work (...) which make me stress and negatively influenced the way that I was looking or the way that I was working", P14: "for example yesterday, when she went on vacations and, of course, I mean, we shouldn't be aware of the work, but in our job, we cannot just go on vacations, and that are</p>	
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	<p>people depending on us, for receiving money, for doing some tasks and right now she is on vacations, and we've colleagues from other associations and from other countries that are calling us, me and my colleague every day because they need partnership agreements, and a lot of papers that you need to sign and she is not answering at all, and because of that, for example, our partners can lose other projects that are millions of euros, and my boss is just in vacations, not attending the phones and not caring at all. (...)there is also about some weeks or days on which she decided to isolate herself and not attending the phone, even when she's not on vacations (...)there are also some behaviors from our boss, like shopping or performing some activity, she's not caring a lot about the environment with some behaviors that she does with some purchases that she does, and the fact that we are a company that cares about it is a bit contradictory because we are not helping or doing what we say that we do or we have", P15: "with the excuse that he couldn't talk to customers remotely in terms of communication"; "will take your achievements as their own, creating a dubious feedback (...) defend themselves and be smart enough to not hand over all the gold to the crooks (...) of doing things or trying to get people to do things according to our perception of other people's reality (...) you have to think outside your box and inside mine (...) usually among bosses, chiefs and directors (...) in the way that the directors and those above them think will work (...) not doing it the way they understand or think, within their intelligence and capacity (...) then things end up not being done or not working"; "the person in charge at the time (who has since been replaced) was stuck for a while with the excuse that he couldn't talk to customers remotely, basically in terms of communication, doing his job, because customers wouldn't answer, He had to go there in person and he couldn't go there in person, so it wasn't working remotely, and in fact he spent two years or a year and a half doing nothing, which means that by the time he got caught up in the curve a lot of time had passed,</p>		
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	<p>something that wouldn't have happened if it hadn't been for the need to work remotely"; "in terms of formal communication, I'm not more distant from the company, on the contrary, because I meet most of the decision-makers more often", P16: "although we have a meeting every day at 9: 30, sometimes despite being in the same office there are some information gaps and as I feel I am new, I feel this even more and I also feel that at this moment they are checking my work a lot and I was not used to that, because although I was already in Junior, because in the other company they already trusted me a lot, and now ready it is again a process of making people trust my work again", P18: "I mean, they're smoking and every 2 hours they're taking breaks of 15 or 20 minutes, and that at the end, with a break of 15 minutes or 20 minutes..., at the end it would be 1 hour, if you add it up. But if I asked for the same break to go and eat, they wouldn't let me, but to go and smoke, it's fine, there's no problem"; "I remember having colleagues of mine who would get extremely nervous in the morning meetings that we had with him and I even saw some of them, not only girls but also boys, crying after the meeting from the stress that he put on people afterwards, and one of the reasons why I changed from that job was the environment, I wasn't going to work in an environment like that which was quite toxic"; "if people who smoke wanted to take a break every 2 hours, they didn't say anything (...) and at the end it would be 1 hour wasted, if you add it up (...) but if I asked for the same break to go and eat, they wouldn't let me"</p>		
2.2. Inhibitors 2.2.3. COVID-19 pandemic	<p>P17: "it was strange because I was the only person who rode public transportation basically. It wasn't bad because there was almost nobody there, but at the same time it was strange because it felt like I was walking alone"</p>	P17	1
2.2. Inhibitors 2.2.4. Workload	<p>P2: "when we finished the work on Friday, this person felt so attached to me and I can say the same to her, that she really like completely collapsed, saying "I'm so tired of crying in the bathroom, I'm so stressed, I think of all the things I need to do when</p>	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12,	18

	<p>I'm with my kids, having dinner, taking a shower, before sleeping”, “opened my eyes to what I was experiencing as well (...) I was just in the beginning of the process that she was already in, of burnout, of stress, of depression”; “working hours are not sufficient to prepare all the work we need according with the quality that we need to make it”; “sometimes because we're so busy and our supervisors know that we're so busy, sometimes I feel a bit of a lack of understanding because if they know that we're busy, they should be a bit calmer and not push us so much, not overload us”, “if I was at home, it was expected that I delivered more work”, P3: “in order for me to not be emotionally tired”, P5: “those had salary updates but their mental health was getting worse, making me feel scared basically about how bad the company wants to take exploit their employees’ mental health for the sake of the company’s goals”, P12: “a lack of understanding because if they know that we're busy, they should be a bit calmer and not push us so much, not overload us”</p>	P13, P15, P16, P17, P18, P19	
2.2. Inhibitors 2.2.5. People difficult to deal with	<p>P17: “What I like least depends on the days but there are times when I don't like to put up with them very much because I'm getting a bit fed up with them. So, it's not that I like it less, but it's what I think is more complicated. It's dealing with people, whether in terms of the team, or in terms of families, parents, let's say. In other words, it's not easy. It's what at least makes me more tired or more frustrated”</p>	P8, P17	2
2.2. Inhibitors 2.2.6. Bad situations happening to other people	<p>P1: “if the husband worked outside we were entitled to an allowance and I didn't work during the first confinement. And at that time, on the one hand I needed to be with my children at home, I couldn't work, but on the other hand I felt a little bit bad because somebody had to do my job. And then in my situation it wasn't just me, there were other colleagues with children who weren't working and the work was left for someone else. And at that stage it was a little bit hard for the others who stayed, especially the ones who didn't have children, because they had to do his work and the others' work”, P3: “ the worst situation that</p>	P1, P3, P10, P17	4

	<p>actually kept me awake at night was as I work in human resources was when we had to lay off people during COVID in the beginning of COVID. So that's a very difficult thing to know that your close relationships at work and your friends at work are going to be laid off and you cannot say a word to them. So it was like two weeks of no sleep until it happened. So it pretty much it's it had an impact on my work. It made me feel the way that it was done and how it was handled made me feel that I wasn't aligned anymore with the company. And that's what was one of the reasons why I left the company. So it really it like it stayed with me.”, P17: “I have already had a situation in the beginning when I had a new person at the reception and it happened that the blackboard went off and I wasn't there and the person called me at 9 o'clock at night saying that and I couldn't solve it from a distance. But again I think it's related to the fact that it's mine and my responsibility. Or imagine having a customer who complained and finding out later and I wasn't there at the time. I think it has more to do with emergency situations, which do happen. But I think it also has to do with the fear that sometimes we have of delegating or trusting other people, but the fact that I'm not there can, well sometimes it seems like it's in our head. I'm not saying that if I were there it would be different. The picture would still go off, I have the same difficulty with the person. But the fact that I wasn't there touched me. Or if the client complains it affects me that I didn't understand how the person managed the situation”</p>		
2.2. Inhibitors 2.2.7. Not having the “normal” routine	P17 : “It's completely different for me to drink a cup of coffee at home and in a coffee shop. It feels like you don't leave home, and sometimes that stresses and demotivates you a little bit”	P8, P10, P17	3
2.2. Inhibitors	P5 : “I love the contact with people, also since my area is human resources I do feel the need, due to my liking to be around people,	P1, P3, P4, P5, P6, P7,	16

	2.2.8. Loneliness	to go to the office”, P6 : “lack of direct contact with people because it is something that I have always valued very much, to have that live interaction, that opportunity to look into the person's eyes and really feel the love of the person“, P15 : “When I go to the office I find out about a lot of things that, if I hadn't gone there, I'd be completely unaware of”	P8, P9, P10, P11, P12, P13, P15, P16, P17, P19	
	2.2. Inhibitors 2.2.9. Immigrant workers	P9 : “maybe there is another factor like I am not open to live as an immigrant anymore. Like there is a side of this as well. I don't know how Portuguese are like, will they be like welcoming me to integrate? Germans are not like that. Like, I exerted a lot of effort and they eventually didn't manage even to integrate in their culture. Like I think they are blocked somehow for me, maybe because I'm Arab, Muslim or something like that, but the Spanish people were very fine”, P19 : “I'm new in Portugal and I don't know anyone here, so I think working from office gives you the chance to integrate the source, the society more to know, people to make friends easier, that's why I go to the office”	P9, P19	2
3.	3.1. Employees' evaluation of remote/hybrid experience and why	P3 : “to be more efficient at my job and more relaxed towards my personal life, changing my daily routines and my social environment for the best”; P10 : “for remote, I would have to put it as, as a one. I really, I, because it's a very specific experience. It's not necessarily due to the remote part of it, but it was a mix of circumstances, so I would have to put it as a one and I would say for the hybrid system that we have at the moment, I would probably put it as a three, almost a four, but still a three, 3.5”	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, P14, P15, P16, P17, P18, P19	18
	3.1. Employees' evaluation of remote/hybrid experience and why 3.1.1. Adaptation to remote	P1 : “It wasn't very easy because at that time there were no laptops for everybody. Only the management and the team leaders had laptops. And the other people, the other analysts, we had to share a laptop. For example, one week I was at home, I had a laptop. The following week, I had to give it to someone else. We even had to exchange with three people. Which then caused other constraints because of access. Every time I changed people, the laptop settings would atrophy. We had to call the Helpdesk. And a morning was lost with that. That was the worst in the beginning. Also, the	P1, P2, P3, P4, P5, P6, P7, P9, P10, P11, P12, P13, P14, P16, P17, P18	16

<p>work due to the COVID-19 pandemic</p>	<p>laptops were quite old. Maybe I would say 10 years old they were supposed to be, and they had very poor quality”, P3: “I had my first experience working remotely before the pandemic. So my first experience when I started working in startups, I was already allowed to have two days per month working from home and then with the pandemic, well, all of us went from that model into working fully remotely, but now I have been working for about one year and something, no more than one and a half, fully remote and I feel that it's the best version of a workplace”, P13: “For me it was easy because all of a sudden, within one month, one month and a half, there was the natural scenario that I have. You know, I was not used to anything else before, so I just got in and they just changed the game rules and said, okay, now you work full remote, this is what you do and how you do it, so just do it.”; “It was weird the other way around to go back to the office because I was used to be home alone, open to everyone, like silence. And then all of a sudden I went to an open space working with lots of colleagues, each one of them talking about different projects. And then I had to focus, still do my job and you know, so it was the other way around”, P16: “It was a bit difficult to adapt to the routine of being at home because I'm from the tourism area so I was used to dealing with a lot of people every day and even in the office”, P17: “I was not forced to work at home in quarantine as I have a health-related space. I was one of the few people who was always working face-to-face and it's probably one of the only places you still have to wear a mask at this point. So I don't know if it had an impact, for me I don't think it did. What I felt was more in terms of adapting, for example, the work of my colleagues. It was that we had to move to a Zoom consultation model”</p>		
<p>3.2. Perception of the employee's personalit</p>	<p>P2: “when a person is not open and I don't feel I have the attachment or the confidence to talk about something, that really has an impact on my emotional behavior”, P3: “My personality had the biggest impact on my adjustment in moving from an office job into a full remote position, either when it was mandatory to work</p>	<p>P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, P14,</p>	<p>15</p>

<p>y on the remote/hybrid work experience</p>	<p>remotely or when I choose remote work as a preference. Being a natural extrovert and very sociable made the remote experience harder at the beginning as the office culture was deep rooted in me. But once I realised that the company culture itself played a wider role on making working remotely attractive, my personality kicked in again and that's what made me turn my mindset into being more productive while working remotely"; "In terms of personality traits in my well-being, they don't combine really well. That's what I mean for this is that when you're very a results oriented and very results driven and you have that focus and you want to do everything like I wanna to do, I tend to push myself to the limits and my personality clashes with my well-being, and I think it's only it's only started to clash when I started to work remotely where I don't have that much supervision because then I work extra hours, I push myself to my physical limits and that's not good for me. So it clashes a little bit my personal traits of pushing forward, doing the extra mile. But it's my personality and I've been training to deal with it", P5: "I do think it is easier to be more open while working from the office as I know which are they immediate reactions as I can read their body language and analyze more easily if I can really trust them on what I am saying", "through face expressions and body language, making it harder to be understood", P10: "I kind of spiraled into feeling that I just wasn't productive"</p>	<p>P16, P17, P18</p>	
<p>3.3. Contemplating company change on remote/hybrid work model</p>	<p>P1: "I sincerely hope that remote work will be maintained by the time I go to Taguspark and I have colleagues of mine that if there is no remote work they will leave the company", P2: "I would say that for me, one of the most important things right now, when the proposal is made, is how much of time I need to work physically on the company. So, if the company paid me more, but at the same time gave me less time from remote work, I would probably - of course I needed to look for the details - but I would probably refuse it. (...) even if they paid me more at the end of the year, I would definitely not consider it because I was feeling the need to be with</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P18, P19</p>	<p>18</p>

		<p>more mental health and to prioritize that”, P3: “I wouldn't go back to an office, even if they offered me a higher salary, more perks. I wouldn't trade the 100% remote work that I have right now. I definitely prefer working fully remote as I don't see myself working in an office anymore and I don't even consider the possibility the hybrid model. To consider leaving the company where I currently work, the offer would need to have a full remote position, without it I don't even consider the company as well”, P4: “when it comes to way of working, I wouldn't mind changing it”, P10: “I prefer a hybrid system with flexibility to choose when to work from home. I would not consider a change just because of different systems of work”, P14: “It is a tricky question, but I would say no, because even with the communication gadgets I really enjoy the remote work and the advantages that I can have from it. So for now, I prefer to deal with it and stay at home (...) because of the conflicts that we have inside our organization, we always think about going to another job or having the same job but in another company, because when we see so many things that we don't like and shouldn't happen inside the organization, when we start to see our reputation being 'dirty' due to those things that happen in the organization, the practices that my boss does, even when we work so much that we try to avoid that, you think that you are working on putting effort for nothing. So of course we think about going to work to other places”, P16: “Not me at the moment. In my situation, I was a person who was already very used to dealing with other people, you know, and being in an office environment and everything always going well. So I was already missing being around people and really having the routine of getting up, hurrying up, taking a transport to the office and seeing people”</p>		
4.	<p>4.1. Advantages 4.1.1. Better</p>	<p>P6: “opportunity to let off steam (...) will be a productivity of 30 minutes”,P13: “I have a cat makes for him total difference and for me as well because I'm at home with him, I know what he's doing and it's not like when I come back home from the office, he's like 8 or 10 hours alone”</p>	<p>P1, P2, P3, P6, P7, P12, P13, P15</p>	8

Work-Life Balance			
4.1. Advantages 4.1.2. More productive work	P12: “we're at home and we relax a bit because we don't have the hustle and bustle of the office which probably makes us work a bit faster at work, at home we become a bit lazier”, P13: “I felt personally that when people came to the office, it was more just like another team building, but it was more like a convivial, you know, like people just come to the office to chat with each other and sometimes not be the best, the best productive”, P15: “I used to go to Coimbra every week and now I go around once a month”, P17: “Being able to organize the way I want because I do several things because I own the company so I feel more productive”	P1, P2, P3, P8, P12, P13, P15, P17, P18, P19	10
4.1. Advantages 4.1.3. Saving money	P12: “you don't have to spend money on eating out because there are more temptations to eat out”	P3, P12	2
4.1. Advantages 4.1.4. Freedom of choosing to work remotely or at the office	P5: “I prefer to work remotely or in a hybrid model, having the flexibility to work wherever I want but also having the possibility to go to the office (...) depending on my mood”, P6: “already had this freedom but nobody ever used 100% remote in practice, they really like this interaction” P19: “A total remote work is not the best for me, a mixed or hybrid model yes it would be perfect due to the freedom to choose if you want to work from the office or from home to keep the connection between the employee and the employees working on the office, as working totally from home seems like a freelancer job”	P2, P5, P6, P7, P10, P12, P17, P19	8
4.1. Advantages 4.1.5. Better combination of two jobs	P2: “being online, I can like finish my job at six, and after that I am helping a site, an historical site regarding the Portuguese government where I basically help them translate documents in Romanian, which is my mother language to Portuguese. So that's volunteer work and a contribution I do besides my work. I also revise work for TV series for TV shows”; P3: “I can say that this is a job because I cannot have another dog but I do pet sitting. So I do	P2, P3	2

	have dogs over and it's almost a full time job at the same time, but it's not an official one, but it allows me to have that activity at the same time. So it's pretty much two jobs"		
4.1. Advantages 4.1.6. Better working student life	P2: "When I entered the master I felt an enormous dissociation from me towards my colleagues and professors than I felt on my bachelor on which this didn't happen through those presential, it almost felt like I was on the classes to have my diploma. I learnt ok as well but the connection is not that deep and I feel like this also applies to the professional world", "It was a huge help for me (...) otherwise I would need to go to the university to be late to the class, missing some of the information", P12: "It was exhausting, because I was teleworking here, I had to leave at 6am and my classes started at 7am, so I had little time to maneuver. Most of the time I was late for class, because there's a lot of traffic and I was almost always late, and then it was very hard because it's a postgraduate course and it's mostly work, so my weekends were all spent doing work for the faculty, I didn't have much free time to do things, or to go to a terrace (...) it was hard"	P2, P5, P12, P19	4
4.2. Disadvantages 4.2.1. Work-Family Conflict	P10: "I was just more stressed out and I was unhappier, so I felt a lot more unhappy with the way that I was working, and I feel like that translated into the way that I was behaving with family and friends because things just weren't easy or I wasn't feeling too well about them", P12: "sometimes teleworking influences the family, for example, if I work at the weekend and my parents are at home at the weekend, it's annoying because I work in the living room, for example, so they always have to do their day around mine because I'm working, so I think it influences their lives and their well-being more than mine, because they have to do their lives around mine if they're here at the weekend and I'm working", P15: "I now know of N cases in which there have been divorces because of the lockdown, because people were managing a routine they had in place, whatever it was, and when that routine was changed, people were no longer able to manage it and started to get on badly, I don't know how or why because I wasn't there."	P2, P3, P5, P10, P11, P12, P14, P15, P16, P19	10

<p>4.2. Disadvantages 4.2.2. Family-Work Conflict</p>	<p>P1: “In the quarantines when I had both of them it was very difficult even to manage to reconcile work with them both, many times I had to send them to their grandmother's house because with both of them it was impossible to do something good and productive”, P2: “if she has the TV that is besides my look and it is higher, I really need to control myself and try to not hear the TV, but I know that is the thing that really messes with my production, so I will need to go to talk to her”, P4: “a very long time ago I just couldn't concentrate at work or the meetings”, P5: “my mom comes from work and starts to make some noise while talking with our dogs and cats and other stuff, and may even sometimes interrupt my work by asking me something after opening the door or my bedroom which is where I usually work”, P10: “argue with my family member because they're using all of the electricity or they're playing music while I'm working”</p>	<p>P1, P2, P3, P4, P5, P10, P11, P12, P17, P18</p>	<p>10</p>
<p>4.2. Disadvantages 4.2.3. Less productive work</p>	<p>P1: “my current boss is in Porto, so I don't see her very regularly. But yes, she is somehow present, whenever I need something she is more or less available”, P2: “I feel like when I'm in the office, I'm really much more productive than when I'm at home, and the doubts I have and the things I have to do are much easier done when I'm with my colleagues in presence and not in the computer program, because otherwise they are really distracted, I am distracted”, P5: “my usual factor for distraction or unproductivity is my phone, dogs, and the temptation to do more breaks as I feel guilty if I do them more often than I should or more often than my colleagues, leaving me the feeling that my middle or top manager, not my team leader actually, might notice this and think that I am not productive although when I focus on my work I focus only on that and end up doing tasks quite quickly”; “I believe that work best at the office, with a bigger focus since I cannot be watching TV at the office, as all of my colleagues are always so focus on their work so I need to focus too”, P8: “things happen quicker especially in a creative environment (...) it flows better”, P10: “the internet is not working because everyone is connected”, P12: “we're at home and</p>	<p>P1, P2, P3, P5, P8, P9, P10, P11, P12, P15, P16, P17, P18</p>	<p>12</p>

		<p>we relax a bit because we don't have the hustle and bustle of the office which probably makes us work a bit faster at work, at home we become a bit lazier”, P15: “In a face-to-face meeting you turn off your cell phone or put it on silent, and on remote you can’t because you’re using it”; “something that in the office would be resolved in 10 minutes would take hours”</p>		
<p>4.2. Disadvantages 4.2.4. Blurring of personal and work environment boundaries</p>		<p>P2: “It was a very regular basis. Just to have an idea, I had when I signed my work contract, I had there 40 hours per week on working days and my record was 70 hours on a single week with the extra working hours, including Saturdays and Sundays from 10 a.m. to 3 a.m. on the next day (...) four weeks in a row”, and one Sunday he needed to not go to work as he was feeling unwell, “otherwise I've totally collapsed on that day”; “I cannot blame the company because I do it on my free will (...) since I don't have anything to do after, so I just would work”, P6: “it ended up increasing my work (...) not because the company asks us to because the environment also helps”, P8: “My grandmother passed away during Covid, and I didn't take a day off because I'm quite of an workaholic. I took the morning off by continue work, and I don't think I processed it very well, but I think it would probably be the same. Maybe if I was in the office, I would work the whole day because you have to do the journey and I think because all I had to do just open my laptop. I just took the morning off”, “suddenly your house becomes everything, your office, the place where you get frustrated with work to the place where you have to be happy with work, so I don't think it was a good thing at all” P9: “He came to me and told me that you should go home on time. Like it's a sad thing for me, maybe since I don't have anything to do after, so I just would work”; “If they are abusing me of course I will not do this work, it's meaningless. I'm not from the type of people that keeps taking work load and working over the day and night and keep blaming the life and know like I think this is a mature thing to plan your work and structure it. I can see that I'm workaholic because I like to work even after working hours, but I cannot blame the companies for</p>	<p>P2, P8, P9, P10, P12, P15, P16, P17</p>	<p>8</p>

	<p>that because I like that, I take the job home”, P10: “the feeling that I was still sleeping and working at the same space and that there is not that disconnection between my resting place and my working environment was very strange to me. I like going to places, I like going to work, I like going to practice, having separate things, and so that was the first time that I was working full remote and one of the main reasons why I started looking for something else”; “it was through the pandemic and through COVID made it a worse experience because I couldn't really separate my supposed to be the space that I was, you know, just relaxed and comfortable and not having to work, or having to work but not full time there, I didn't really separate things very well”, “which people probably would say, it's not the most healthy perspective to have, but I feel like that's something that works with me”, P12: “if you're off work but you're at home, it feels like you're still working because you've still got your workplace there”, P15: “I can also stay up until 11 at night talking to a Brazilian”, P16: “Now when I get home, I leave my computer there at the entrance and I don't touch it anymore”, “In my company I was always receiving notifications, sometimes my boss while I was working remotely, if it was imagine, a Sunday at 4 pm when he sent us for example some task to do I'm not saying that I did it right away, but I stayed during the weekend thinking about the task I had to do the following week for example”, “I felt anxious when there were projects that needed a lot of time or there was some mistake and then I had to go in and then I was a bit anxious, because sometimes there were days when until 10 at night I was working or 11”, “the computer was already next to me in bed (...) and if there was a problem, or if I saw something I had forgotten, I would solve it right away”, P18: “in my company there is a policy where from 6pm the software we use turns off the notifications”</p>		
4.2. Disadvantages	<p>P14: “if at the office, we just end the day, we are already out”,P16: “the fact of having a routine of leaving home makes me have more energy to then do other things throughout the day”</p>	P14, P16	2

	4.2.5. Lack of energy to do certain tasks			
	4.2. Disadvantages 4.2.6. Less effective training	P2: “we had to learn everything online, and the ease of learning wasn't the same either”, “I didn't put my foot on the office very much, and I think it would be much easier for me if I did the opposite of this”	P2, P12	2
5.	5.1. Positive emotions 5.1.1. + During remote experience	(ANNEX E – Table with the positive and negative emotions felt on remote and office work environments)	P1, P2, P3, P4, P5, P6, P8, P9, P10, P11, P13, P14, P15, P16, P17, P18, P19	17
	5.1. Positive emotions 5.1.2. + During office experience	(ANNEX E – Table with the positive and negative emotions felt on remote and office work environments)	P2, P3, P5, P10, P11, P13, P14, P17, P19	9
	5.2. Negative emotions 5.1.1. - During remote experience	(ANNEX E – Table with the positive and negative emotions felt on remote and office work environments)	P3, P4, P5, P6, P7, P8, P10, P11, P13, P14, P15, P16, P17, P18	14
	5.2. Negative emotions 5.1.2. - During office experience	(ANNEX E – Table with the positive and negative emotions felt on remote and office work environments)	P2, P3, P5, P11, P13, P14, P17	7

	5.3. Impact of emotions on day-to-day tasks & responsibilities	P17: "It's an anxiety and stress factor if I'm in a context where I can't work or be productive. And the fact that I can be productive and have my own pace makes me more relaxed and less worried, especially about deadlines, doesn't it, and at the same time it gives me space to have ideas and be more creative (...) and the more calm and time you have to do it the better you do it."	P2, P4, P9, P14, P17, P19	6
	5.4. Impact of emotions on the well-being in the remote/hybrid work model	P5: "sometimes I ran to the bathroom feeling that I was almost worthless to keep, lowering my self-esteem", P6: "in the period of extreme confinement tempers get a little more excited because we don't have the opportunity to share with other people, or to have time for ourselves or to be always 24 hours with each other and it is a little difficult sometimes not to have these escapes", P14: "could feel much more calm and joyful (...) having much more time to have breakfast"	P1, P5, P6, P9, P14, P17	6
6.	6.1. Emotional Intelligence	P3: "emotional intelligence it's easier while working remotely. I wouldn't say that it would be harder in the office, we just need to adapt to the working environment that we're in"; "It's very important. Remote teams need leadership that recognises Emotional Intelligence as a key concept of people management as this is an environment where people work a lot asynchronously and not everyone has the ability to put themselves out there without anyone noticing that they need something. The ability to understand our own emotions and the emotions from our peers is key to improve performance, it's where the assessment of strengths and weaknesses happen and from this teams can move forward on a more smart path leveraging the available skills.", P13: "I think both dimensions, self-awareness and self-regulation, were my allies when I started this job, because I knew exactly what I could deliver"	P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, P14, P17, P18	14
	6.1. Emotional Intelligence 6.1.1. Self-	P2: "you won't have many resources as you have physically, you will feel more lost and detached from the team and the company, so you really need to figure out how are you going to overcome these challenging things emotionally, (...) creating the need to be	P3, P4, P5, P9, P10, P11, P13, P19	8

awareness	assured that you are making the right choices”, P9 : “I always ask myself why you're feeling that and start analyzing. But I am emotional, I couldn't change the fact but I'm handling it”		
6.1. Emotional Intelligence 6.1.2. Self-regulation	<p>P1: “I think the best thing is not to think too much and just do it. I usually react better to pressure, I work faster if I have a deadline than if I don't, I just get things done”, P2: “I could start literally crying at that moment, I didn't need to have that pressure to hide and hold them until I get home”, P3: “I love to work within chaos because it pushes me to actually clean it and turn it into a beautiful thing (...) I really enjoy working with deadlines and with pressure”; “it's different when you're working remotely. You are more in control of the situation than if you were in an office”, “having the time just to cut the mic off or the camera off and breathing in and out, and count to two before you answer” P4, P5: “I tend to be quite nervous when I have a major deadline but I love when I have a lot of tasks to do and responsibilities as I tend to organize myself better if it is that way, which may seem weird, and I usually also feel stressful as I know that with my ADHD it is very difficult for me to say that I would definitely do my tasks by that deadline. Pressures is kind of the same. My main actions or reactions are to reassess and list my priorities and if necessary do a meeting with my team leader to see what I need to do in order to organize myself to help me reach those goals.”; “even much more regularly, doing breaks to go and hug my cats and dogs (...) is good to me in my mental health to make me calm down my stress”; “but in the office I could talk with other colleagues, go to the bathroom or outside and cry”, P6: “in the work with technologies, it is all about creation and this wears us out with a lot of stress. I try not to take it personally, not to take it out on my daughter, on my husband. I revert this stress, this not so good part only in my tiredness, I reflect this in my physical tiredness. I do not discount anyone and I go after things that re-energize me from this tiredness that went from mental to physical”; “If I was in the office and started to cry or jump with joy, everyone would be watching, and if this happens at home</p>	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19	19

	<p>(unless I'm in a meeting with the camera on) then people won't see, then they will only know if I tell them or if it happens in person, but the way of managing is the same, it's only the presentation that changes", P10: "not worrying about something that's going to be there for like a week, I'm going to be thinking about that every day until someone tells me that things are okay and then I'll be able to be like, 'okay, I can relax a bit more now' (...) I feel I'm someone that tries to rationalize things that should just be felt and not necessarily thought (...) if I'm home by myself and not feeling very well, it's going to take me a lot more time to get out of that mindset and feel better again", P14: "we can divide our frustration and find some solutions together", and at the office it is not possible as her boss is there and does not feel openness to talk with her colleague next to their boss, P16: "I feel that I can deal better with pressure in the office because for example if there is a task that there is really a lot of pressure, I at home try to finish it as soon as possible and I will only do something else when I see the problem solved, while in the office, for example, if my colleagues see that there is someone under pressure, it has already happened like "Look let's go downstairs and let's have a coffee" or "Look I'm going to smoke come with me and let's take a break and let's get some air", so in terms of pressure I would say that in the office, for me at the moment it's been easier to deal with in that case", P17: "I still have a hard time managing some of the emotions I have. But I think most of the time it is related to tiredness. Over time what happened was that I got used to being in a position of more responsibility and therefore being more stressed, and I have been dealing with it in a different way"; "For me it is more difficult to manage in person, because you have this factor of recognition, of recognizing the emotions in the other person. Sometimes you don't want the other person to realize that you are like that, but you have the facial expressions and all the body language, and it's easier if I'm at a distance that nobody sees, and I can breathe and maybe I don't have to respond at the moment, whereas in person it's more</p>		
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		difficult”, “sometimes it's a little hard (...) not to treat it as if it wasn't an attack”, P18 : “we have a lot more ways to calm down to be able to work with a certain efficiency”		
6.1. Emotional Intelligence 6.1.3. Motivation		P10 : “not necessarily a management kind of feedback, but the feedback from peers and getting support from people”	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, P15, P17, P19	15
6.1. Emotional Intelligence 6.1.4. Empathy		P3 : “if your well-being depends on something that they can help, they will go the extra mile for you, they will move mountains in order for your well-being to be first”, “if not okay with something, either if it's work or personal life-related”, P6 : “In the end it is about treating everyone more or less like a great friend, so you do not treat a great friend like kicking something bad, you try to talk nicely to make it go more smoothly”, P6 : “seeing anybody who's speaking to me as a human being (...) that person has emotions, even if he/she is hiding it”, “different ways of acting in conversations”, P7 : “I can understand the best and the worst of each situation and try to take things in the best way”, P8 : “a manager with poor emotional intelligence, I don't think he would be necessarily the best manager because emotional intelligence brings self-awareness and empathy, and those are things that you need..., I think everyone needs that, but more even so when you are a manager, (...) when you work remote or not”, P10 : “I feel like if you're working with the team and you're close by you don't even really need to talk with them to understand that like they're doing all right or they're doing not so well because you can hear them, sighing or like laughing, or you can understand the energy and how they're feeling if you're next to them”; “I feel like empathy, something that we all struggle a bit with because if your people are not feeling well, it's going to have an impact on the way that you work and the way that you have the mindset to actually go to work and perform at your best standard”, P11 : “I always ask, it's really	P1, P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, P14, P15, P17, P18	15

	<p>important or we can build this afterwards. If we can't, I just give attention and try to listen and yeah, even though I'm super busy, yeah, we always try to find some time because sometimes it's me, like needing help and support, so I know what it feels”, P13: “I didn't know how my manager was, how my team was, I didn't know what they liked, how they want to be reached”, P17: “It is much easier to recognize if it is a phone call than if it is an email. Because when you read information you read it according to your way, it doesn't mean it's the way the person wrote it.”</p>		
<p>6.1. Emotional Intelligence 6.1.5. Social skills</p>	<p>P3: “depending on the situation, I need to remember, to breathe and who I'm dealing with, what's the situation and what's the appropriate behavior”</p>	<p>P2, P3, P4, P6, P7, P9, P13, P15, P19</p>	<p>9</p>
<p>6.1. Emotional Intelligence 6.1.6. Dealing with people from different cultures</p>	<p>P3: “hardest part is when we’re not all on the same timezone so some things can get lost in translation and saying things directly to your peer is different from leaving a message for when they’re back online on the following day”, P9: “I speak up from an emotional reason, like blaming cultures”, P11: “sometimes the habits are different, the emotions too, and we need to understand and to learn all to talk with other people because it's not the same thing. If I'm talking with my colleagues from Portugal and my colleagues from Asia, for example, we need to control ourselves and learn how to deal with that specific person. The way that we speak which can be misunderstood by people from a different cultures”, P15: “you don't know anything about the German's personal life, you can deal with a German every day all your life without knowing if he's married, if he has children, if he's been in the army or whatever, but if you talk to a Brazilian for two hours you know everything about his personal life, so it does have an influence”, P16: “I'm Portuguese and my manager is Dutch, we had a similar mentality, and the guys in the UK already had a completely different personality, while he and I could understand each other well”, P17: “in the case of the Spaniards, they speak very loudly and</p>	<p>P3, P4, P5, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18</p>	<p>15</p>

		there was a part of the place that had a kind of call center, and to me, I react a little to noise, it makes me a little confused, they speak fast and loud, and it bothered me a little in that sense”		
	6.2. Emotional Diversity	P4: “you expect the same energy you give”, P5: “I only tend to show my deepest emotions, the ones on which I need to prepare and be careful with what I will be saying, with the colleagues I trust the most and that is very hard for me, but in general I do show my emotions to others”, P6, P8: “I do need to be less emotional, But I also think people shouldn't hide what they are. I think ultimately you are who you are. I am very emotional.”, P9: “this thing now because like I'm texting and he doesn't see me that much, so this conflicts is less (...) I always show my true self, so people understood me, why I am interacting crazy. I discuss different diversities, I encourage others to discuss different cultures (...) people always tell me like, you shouldn't be that emotional”; “we have the same emotions. Some people abuse the clear communication because they offend others and this is what I don't like because these people are like offending your see like really saying offensive words under the name that I am honest and communicating clearly like. No, while communicating clearly you should care about others” P17: “my emotion happens to be anger, it's usually the one that I vibrate with”	P1, P2, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19	18
7.	7.1. Good practices, policies & resources 7.1.1. Individual level support	P2: “it was to really tell my friends and family how I was feeling”, “I would highlight to the remote, yoga. That's something I started doing when I was working at home to really ease and relax myself, and exercise, I really do much exercise when I'm at home, something that is not possible in the office”, “I talked to him (psychologist doctor) like for 3 hours and a half, and after explaining all that I was feeling and all that I was going through, he really said that in his professional opinion I was experiencing a burnout and the pre process of depression, and when I heard this diagnosis that was really affecting my life, I decided on the next day that I would present my resignation”, P6: “in my case my husband and now my daughter, I think it is the same with or without a	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19	19

	<p>pandemic because the conviviality was already 24 hours anyway”,</p> <p>P9: “easier than other cultures because you know what your friends are like (...) I had friends in Germany and we are very close, but they are different”, P10: “everyone was very supportive and understanding of the way that I was feeling and helping me better process those feelings to just not give up entirely on something that was actually helping me in my growth”, “to disconnect from work (...) control my emotions”, P14: “moments on which we just talk to each other, about our problems”, P17: “in an initial phase I had a lot of help from friends helping me in the business”</p>		
<p>7.1. Good practices, policies & resources</p> <p>7.1.2. Team level support</p>	<p>P5: “we compensate that distance with regular get-togethers at the bar usually on Fridays after work or on the monthly gatherings we have with all people from the offices in Lisbon”, P6: “the fact that I could get it off my chest, and at least "look, this is how it is, it's happening to me, it's happening to everyone, it's not just you", just hearing things like that made a big difference in improving my relation to things, in relation to work”, P13: “We would have we would do like Friday drinks online where you can just grab your beer or grab whatever you want and just drink with everyone on Fridays. So I felt really engaged and connected”, P14: “In terms of team resources we do have some meetings to relax, for example, some lunches, dinners, and stuff, so it's moments on which we just talk to each other, about our problems, about the work”, P15: “I come out of that conversation more productive”</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19</p>	<p>19</p>
<p>7.1. Good practices, policies & resources</p> <p>7.1.3. Organization level support</p>	<p>P1: “In the physical well-being they did a very funny thing because since they are now going to move the facilities they put 4 chairs there in the office so we can choose what we want to put in the new office. Maybe it was a "pick anything" kind of thing but it was a funny thing for people to get more involved with the new space”; “they're going to be developing in these next few months and also other career plan avenues (...) for people who don't have a team management profile”, P3: “pretty good performance appraisal plan that it's we have like four times of feedback per year and two of actually performance development”, “we have team</p>	<p>P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19</p>	<p>19</p>

	<p>engagement initiatives where we play games with each other (...) and talk about random things”, “I think that my chances in being able to grow professionally are pretty good, facing the work that I had when I was in the office”, P4: “the 1-1 were great, were not just on the work, were more personal about your life”, P6: “every week we have sessions in which everybody participates, it is open to everybody, that we joke that they are the anonymous managers, like in the "alcoholics anonymous" style, but the managers' version, for us to get together, being a manager or not, to talk about what did not go well in the project, the emoticons (...) with an external person”; “everybody when they enter, right in the first month, they have communication training, basically to interpret their feelings in relation to what is going to be communicated and to interpret what comes to us, because many times the person is not being rude but it is the way he or she spoke that is interpreted as being aggressive, so this, from the start, everybody does it right in the first month, it helps a lot in this part of understanding emotions in communication”, “I think that everything that adds value to people is important to have”, P7: “the only thing they say is that we will always be available to help you (...) don't need to do much, just always have that question of availability well established, then I think it makes a difference”, P12: “since I got my postgraduate degree and I don't intend to continue in what I'm doing now, if the company gave me the opportunity to progress in another area outside of customer service, great, but since that chance is difficult, I don't see opportunities in my company (...)”, P13: “we just use it when we want”, “It was very clear what we had to do, what we have done (...) it's useful”, P14: “I need this morning for me to go to the bank or whatever and she was very okay with that”,P16: “I basically started looking for work because I felt that there wasn't much more to grow”, P18: “I was constantly changing companies looking for better opportunities”</p>		
7.1. Good practices,	P1 : “to relax and stretch their arms while sitting but I don't usually use it (...) I don't have time (...) although I'm aware that they give	P1, P2, P9, P10,	7

	<p>policies & resources 7.1.4. Employee adherence/ of the organization working practices</p>	<p>as much support as possible to those kinds of people”,P2: “whenever I was feeling low, like I knew my resources of lifting my spirit were very limited. So whenever I was feeling stressed or bad, I really use these resources at their maximum”; “if there were none of those resources, I would probably have left my job much earlier than I did, and my mental health would be much more damaging than it is right now”, P19: “I read a bit about psychology, sometimes I watch some videos, I try to understand myself”</p>	<p>P12, P15, P19</p>	
	<p>7.1. Good practices, policies & resources 7.1.5. Best practices in the remote/hybrid model</p>	<p>P3: “it helps me and gives me support to deal with possible future situations and to deal with any situation that might happen at any time”, P16: “to understand the different situations and how we can manage our stress and the different tasks we have”, P19: “relaxing technique, thinking if you can just chill, have a small conversation with you, sit and listen to you yourself because sometimes we're upset and we don't know why. If you talk and try to understand yourself, we give more change to ourselves to be good”</p>	<p>P3, P4, P5, P6, P7, P8, P10, P14, P16, P19</p>	<p>10</p>
	<p>7.2. Bad practices and policies 7.2.1. Team level</p>	<p>P10: “they didn't feel the obligation to be there for the team, and that was something that all of the team members kind of had discussed before”</p>	<p>P1, P5, P10</p>	<p>3</p>
	<p>7.2. Bad practices and policies 7.2.2. Organizational level</p>	<p>P8: “Yeah, in some of my colleagues I do see lack of training. I just see that sometimes they don't know the process very well, or they haven't been taught, like, really crucial points about processes, and I think that's just a poor training”</p>	<p>P1, P5, P6, P8, P9, P19</p>	<p>6</p>
<p>8.</p>	<p>8.1. Points of suggestion/Intervention 8.1.1. Individual level</p>	<p>P2: “that other people have other problems as well, may feel overwhelmed with a lot of things and that's why they talk to me in a certain way”, P5: “self-regulation I believe is the worst since I am a sensitive person and I tend to feel all things around me”, P10: “I felt I needed more emotional intelligence skills working from home. I felt like I was being more reactive than I would have to be because everything felt a bit more triggering and I felt like I was</p>	<p>P1, P2, P3, P5, P7, P10, P11, P12, P14, P15, P16, P17, P18</p>	<p>13</p>

	getting really anxious about stuff that normally I wouldn't, so I feel like going back to the office was something exciting for me and not necessarily something that I was concerned about”, P17 : “the problem it's more, in my case to pick things up”; “it seems that you want everything ready, in your own time, and since you don't have the person in front of you, you can't go from one room to another to ask for what you need at that moment, it's a bit complex because you simply have to learn to take a deep breath and wait, do other things but be able to wait”		
8.1. Points of suggestion/Intervention 8.1.2. Team level	P2 : “I was assigned a team leader when I entered the company, but it really didn't work for me because my work leader, if I talk to her like more than two times since I'm in the company, it's a lot, so make sure that team leaders really do what they were more supposed to regarding this more social area.”	P2, P8, P9, P11	4
8.1. Points of suggestion/Intervention 8.1.2. Organizational level	P2 : “I was assigned a team leader when I entered the company, if I talk to her more than two times since I'm in the company, it's a lot”, P5 : “designated rooms for employees to take a nap or be by themselves quietly, as taking a nap may have benefits for employees' productivity”, P9 : “seeking loyalty will never come except if the company is satisfying my needs (...) understand why people are leaving, not how to catch people”, P18 “my company encourages a lot and gives a lot of benefits to employees, to stabilize the emotional part, or to feel more active in physical terms”	P1, P2, P4, P5, P6, P8, P9, P10, P11, P14, P16, P18	12
8.2. Advices to other employees for a better WLB	P3 : “Don't expect to everything to be perfect, but it's adjusted to your own rhythm”, P4 , P5 : “maybe establishing limits with the manager (...) especially if that person has difficulties managing their own schedule due to ADHD, or is still studying or has kids”, P7 : “First you have to set limits. Work until 7 pm at the most and then it's over, and then the other part has to do with productivity, focusing as much as possible on your work, leaving as many things finished as possible”, P8 , P9 , P10 : “just be mindful that there's time to work and there's time to do other things and you have to kind	P3, P4, P5, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18	15

		of create that balance yourself”, P17 : “not to access anything work related outside of work. Like nothing, off the clock, on vacation”		
8.3.	Opinion (possibly) shared with colleagues	P2 : “Probably not, because it will be much easier to just replace someone that has a too strong opinion”, P4 : “I don't think anybody has mentioned this to me, the psychological thing (...) I wouldn't know”, P5 : “I truly believe they share the same opinion even if they don't say it out loud I feel I can just feel their energy”, P9 “I wouldn't know. I don't think so, too, because I don't think anybody has mentioned this to me, the psychological thing (...) not everybody wants to understand”, P10 “I think that was a common feeling from the team that I was working with and something that my colleagues commented quite a lot. The reason why it didn't have as much of an impact on them is because they actually preferred to work fully remote (...) but they did agree on the lack of communication and support from the management teams”, P11 : “I can't speak for them, but I think we are all aligned”, P12 : “since it's not face-to-face, sometimes it's difficult to understand how the team feels” P14 : “my colleague agrees (...) but when I talk about having deep conversation with our boss (...) she is not that open to that's because she is kind of afraid of losing the job or being too much offensive” P15 : “I think so, I think it's more or less a consensus”, P19 : “we hadn't had a conversation about that”	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P19	17

ANNEX E – Table with the positive and negative emotions felt on remote and office work environments

Emotions	Work environment	Emotions felt	Participants who mentioned and citations	# occurrences
Positive	Remote	<u>Positive emotions (Cowen & Keltner, 2020):</u>		
		Contentment/ Calmness	P4 “you are in your house or in your room, nobody is with you”; P5; P6; P8 “sometimes it was good to work from home”; P11 “it's like my comfort zone”; P13; P14 “I don't	11

		have a time counter to do nothing”; P15; P17 “I don't have so much stress because I can manage it”; P18; P19	
Relief		P1 “everybody was very afraid and being at home was safer”; P2 “being more relaxed”; P5; P8; P9; P10 “more safe”; P16; P18 “we are in our comfort of the house”;	8
Amusement / Happiness		P3; P6 “giant happiness, fulfilling a dream that was to get a job here in Portugal”; P9; P16 “have a lot of time to do a lot of things for myself”; P17	5
Interest		P5; P8; P11; P13; P15	5
Awe / Wonder		P5; P11	2
Desire		P2; P8	2
Sympathy/Kindness		P3, P8	2
Concentration /Determination		P3	1
Love / Romance		P3	1
Surprise		P3	1
<u>Other positive emotions/feelings (not listed on Cowen & Keltner (2020))</u>			
Satisfaction (Cowen & Keltner (2017))		P2; P3; P5; P6; P13; P14 “I can feel very good here and when I finish my tasks or if I finish earlier, I can do my stuff”; P15 “I was able to continue doing, presenting results”; P16 “also had more time to do my normal things”; P18	9
Joy (Cowen & Keltner (2017))		P2 “do the things I like the most”; P3; P4 “I enjoy listening to music (...) where I would be playing and working at the same time”; P8; P11; P15	6
Nostalgia (Cowen & Keltner (2017))		P1 “for the times when me and my colleagues were all together”; P6; P9	3
Confidence		P3; P6	2
Engagement		P3; P13 “I got the best rookie of 2020 (...) they trust me”	2
Motivation		P3 “emotions contributed to a more higher motivation”, P15	2

	Belonging	P6 “not being received as a foreigner”	1
	Fulfillment	P13	1
	Gratefulness	P14 “because I have all of these possibilities”	1
	Recognition	P13	1
	Respect	P3	1
	Security/Safety	P10	1
	Trust	P15	1
	Valorization	P3	1
Office	<u>Positive emotions (Cowen & Keltner, 2020):</u>		
	Awe / Wonder	P3; P5; P11; P13	4
	Amusement / Happiness	P5; P7; P17	3
	Sympathy/ Kindness	P3; P9 “I felt like sympathizing with the situation of fingerpointing (...) maybe I don't stand up for myself, I stand up for others”; P17	3
	Relief	P2 “if I have a question, it's really much easier to go to the people and ask the question I want”; P10	2
	Surprise	P2 “surprising being in a modern office”; P5 “constant contact with people and as I love to go into the city (...) I don't like to be in quiet places in general”	2
	Concentration / Determination	P3	1
	Excitement	P11 “to meet each other every day”	1
	Interest	P2 “meet a lot of people that are new (...) interested in what is happening”	1
	<u>Other positive emotions/feelings (not listed on Cowen & Keltner (2020))</u>		
	Joy (Cowen & Keltner (2017))	P14 “we always have nice conversations and talk about ourselves, just not about working”; P17; P19 “when I meet the team in the office”	3
	Satisfaction (Cowen & Keltner (2017))	P10; P11; P13	3

		Confidence	P3	1
		Engagement	P3	1
Negative	Remote	<u>Negative emotions (Cowen & Keltner, 2020):</u>		
		Distress / Anxiety	P2 “much difficult to contact the people in the team and not delay the work”; P3; P4 “everybody was scared”; P6 “I had anxiety attacks”, P8 “loads of deadlines”; P10; P13, “dealing with deadlines”; P14 “we need more support and we don't have it is during the normal working hours that she's not online and not answering us”; P15; P16; P17 “I was stressed until the situation was resolved, there was a new person there who didn't even know the space well”; P18 “talk to someone with one of the employees or coworkers I have to text them and ask if they can or if they're available”	12
		Anger	P2; P3 “the way that people were being treated (...) there was nothing that I could do for them” (when having layoffs); P8; P9; P14; P15	6
		Disappointment / Frustration	P2 “don't have an answer or an immediate answer from our colleagues, we feel like the disappointment of knowing that we will not deliver the work in time”; P3 “even doing my work, even having cold calls for hours, it wouldn't made me feel more motivated so it was really hard to be motivated during COVID because you are not only stuck at home working, you were stuck at home for everything”; P12; P10: I was very frustrated at my job (...) because I felt like nothing I was doing was necessarily having to be done by me (...) a lot of what I was doing before anyone else could be doing it. They had no clue if I was doing my job or not. There was little to no checkups on like things and how they were working”; P14; P17 “I had to get used to waiting for answers from colleagues on which my work or the continuation of some task depended” and “the only frustration I had during the Covid-19 issue was more with the economic issue (...) there were times that I thought that we really had to close down (...) being in that state of uncertainty”	5

	Embarrassment / Shyness	P5; P8 “when everything was open again and could go out“; P13; P15 “I suddenly find myself in the middle of a meeting where I have to give some information that I don't remember (...) things that come up and I'm not prepared”	4
	Confusion	P4; P14 “sometimes I could not understand properly what I needed to do, I couldn't have appropriate help (...) when we don't understand our tasks or sometimes you need to call a colleague, a boss or someone else and they don't answer us“; P17	3
	Sadness	P5 “working from home made me feel more sadness since I felt more disconnected from my colleagues“; P8 “life was changing“; P10	3
	Contempt / Annoyance	P3; P17 “she told me that one of the clients had snapped at her and I didn't like that. That got to me a little bit, it irritated me deeply (...) because it's not something that we can come back to”	2
	Fear	P8 “we didn't really know what was going on“; P17 “afraid of having to close down at some point” and “getting out of there and being with my parents or grandmother with older people, risk groups, that part scared me a little too”	2
<u>Other positive emotions/feelings (not on Cowen & Keltner (2020)):</u>			
	Boredom (Cowen & Keltner (2017))	P2 “easier to focus our attention on things that are not related to the work“; P4; P5 “very boring due to the lack of social contact (...) laughs is always part of my day and I don't have it while working remotely I tend to disconnect a little bit“; P8; P9; P10; P11	7
	Loneliness	P3; P5; P6 “lack of face-to-face contact“; P13 “I hadn't had the time with them in person” (as she joined during the pandemic); P16	5
	Indifference	P3	1
	Insecurity	P13 “at that time I had a contract of 9 months. So of course, from March till the end of the year, I was kind of insecure	1

		because I didn't know what was going to happen in terms of getting fired"	
	Melancholy	P3	1
Office	<u>Negative emotions (Cowen & Keltner, 2020):</u>		
	Distress / Anxiety	P3; P5; P11 "because of deadlines and everything in"; P13; P14 "sometimes you want to finish the tasks, go home early and we cannot because we have to divide our time"; P17	6
	Anger	P2 "we lose a lot of personal time on public transportation to go into the office and not doing other things"; P5; P17	3
	Embarrassment / Shyness	P2; P10 "it's really awkward to be in the place where we don't know anyone"; P11 "because it's like the first days that we are together"	3
	Sadness	P3; P5 "for not being valued the same way as my colleagues were, even if I dedicated a lot on my work"; P17	3
	Fear	P2 "we really need to be out of our comfort zone"; P5 "of what they were actually thinking of me for saying and doing that"	2
	Confusion	P17	1
	Contempt / Disapproval	P3	1
	Disgust	P5 "I have seen or heard things from my colleagues of things that have happened to them or even things that happened to me I didn't felt it was fair, feeling a lot of inside anger and disgust mainly"	1
	<u>Other positive emotions/feelings (not on Cowen & Keltner (2020)):</u>		
	Hostility	P3	1
	Rush	P3	1

ANNEX F – Individual, team and organizational level possible interventions suggested by the participants

Level type of intervention	Suggested interventions
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<p>Individual level</p>	<p>For individual level interventions, it was suggested to create or arrange a room separation for each type of activity “my office is just for work it's not to do anything else, and when I go into my bedroom nothing from work comes with me” (P3), change their work availability and disconnecting more easily to avoid working extra hours (P11), being able to distract less and have better time management skills “maintaining a more disciplined work routine”, as well as working remotely from different places rather than just at home (P2), which contributes to a better WLB, implementing meditation of yoga during work routine (P11), and also more patience and tolerance to wait for colleagues’ replies (P14) and systems updates (P15). Additionally, communication skills especially while doing presentations “I feel less comfortable in a videoconference than in a face-to-face one” (P15) as possible technical issues could emerge, which are much more frequent while on remote work, and P17 refers to having to recur for psychological support.</p> <p>Regarding Emotional Intelligence skills, P10 believes that there's something that people can do to improve through all the dimensions. On the personal competencies, P15 and P17 refer having to improve their <i>self-awareness</i>, as “sometimes it's difficult to understand what I'm feeling and why, and this affects me in terms of both productivity and relationships with others” due to not being able to read body/facial expressions so easily (P17). <i>Self-regulation</i> was the dimension on which participants needed to improve in themselves (P5, P9, P10, P12), for when they feel more “overwhelmed with the things I needed to do“, and try to regulate emotions in a non-damaging way (P2), and to manage, stabilize and control emotions as anxiety when having to wait for a colleagues, which may affect productivity (P17). It might have a major impact to those on customer service areas as P12, having to “carry a very negative load throughout the day”. <i>Motivation</i> is also mentioned (P5, P12), although P14 mentions needing more while working at the office “ being there with my boss, sometimes we see that the work is not going as we wanted”, which may be harder on remote as “you're more comfortable” (P17) and tend to schedule tasks for whenever they feel more willing to do so.</p> <p>On the social competencies, regarding <i>empathy</i>, participants mention having to be more empathic (P11) and aware of others’ emotions instead of just their own emotions (P2), also for both P10 and P18 who do not consider themselves as emotional as they believe they should “as I can sound very robotic” (P18), and cooperation skills as “it is nice to have your own time to work but sometimes you</p>
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	<p>need others” (P14). Interestingly, P16 refers having the need to reduce her empathy level in certain situations. Last, but not least, participants mentioned having to improve their <i>social skills</i> after starting to work remotely (P5, P11, P17) due to the decrease on the social face-to-face interactions (P1), and for P7 “the part that probably cost me the most was social skills”.</p> <p>Additionally, participants even add the fact of having to improve their Emotional Diversity as P10 refers, on being “less logical on the way that I deal with my emotions and to not rationalize them as much”, similar to P11 who would like to be “more open and share more emotions”. However, P19 has a different perspective as he does not feel having to improve anything.</p>
Team level	<p>Team level suggestions were more conversational meetings with the team leader with informal/formal purposes (P2, P8) as having a collaboration spirit with their virtual teams around the world, helping to ease/eliminate the distance or loneliness feeling (P3), and also having more team-building activities/similar events (P5, P11). However, P9 mentions not believing in feedback meetings as “people don't speak in retrospective”, stating that “we should encourage people to speak up and that they are safe (...) not afraid of their leaders” which will “give you their best”.</p>
Organizational level	<p>These suggestions were have better training especially for trainees as well as a warmer onboarding process (P5), more regular feedback sessions on performance (P5), better performance appraisal and career development strategies (P8) salary updates (P9), as well as a monetary contribution for some expenses for those who work remotely including on well-being matters (P1, P11, P16). Also, doing more regular check-up meetings with the employees to check on their well-being to feel more connection and create more engagement (P1, P5, P10, P14), having “conscious and initiative of wanting to know better how the employees are feeling (...) I felt that as the biggest need (...) being more available to talk about things” (P2), not focusing on just revenue but on being more empathic and solidary towards their employees and have more flexibility to employees’ needs (P5, P10). Also, the creation of group chats for more engagement (P6), employee assistance programs (P10) as well as stress management ones (P5), mindfulness/meditation and yoga workshops (P5), coaching sessions (P11), creation of resting rooms for employees to have rest for a few minutes and boost their productivity (P5). Participants mention being important to have psychological support provided by the organization (P2, P5) enabling</p>

	<p>employees to talk and receive advice on “how to remain calm” (P4). Despite the large amount of suggestions given by the participants, others do not have anything to suggest (P3, P7, P12, P18, P19), “I think they give us a lot, to be honest” (P13).</p>
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