



Best Practices Playbook - Supervisor Work in a Hybrid Work Model

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Best Practices Playbook - Supervisor Work in a Hybrid Work Model

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Best Practices Playbook - Esihenkilötyö hybridityömallissa

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Työskentely olosuhteet ICT-alalla ovat muuttuneet viime vuosina. COVID-19 pandemian aikaan ihmiset joutuivat työskentelemään etänä toimistotyön sijaan. Nyt työskentelyyn haetaan uusia muotoja, joista suosituin tapa näyttäisi olevan hybridityöskentely, toimisto- ja etätöyön yhdistelmä. Tämä muutos edellyttää monien vanhojen käytänteiden muutosta ja uusien keksimistä.

Tämän opinnäytetyön tarkoituksena oli avata keskustelu hybridityöstä esihenkilön näkökulmasta sekä saada käsitys siitä, miten hybridityö vaikuttaa esihenkilön rooliin, tehtäviin ja vastuisiin ja mitä toimenpiteitä tarvitaan, jotta työ mukautuisi uusiin vaatimuksiin. Opinnäytetyön tavoitteena oli tuottaa Best Practices Playbook Digia Oyj:lle.

Opinnäytetyön tietoperustana käytettiin kirjallisuutta etätöyöskentelystä, työtyytyväisyydestä, johtajuudesta, virtuaalitiimeistä ja paradoksiteoriasta. Menetelmälähteinä käytettiin kehittämistyön ja palvelumuotoilun kirjallisuutta. Näiden perusteella muodostettiin tässä opinnäytetyössä käytettävät lähestymistavat. Opinnäytetyössä käytettiin palvelumuotoilun menetelmiä, syvähaastattelua sekä ideointityöpajaa.

Esihenkilö työhön kasautuu odotuksia eri organisaation tasoilta. Organisaatiolla, tiimillä ja yksittäisillä ihmisillä on kaikilla omat tarpeensa ja vaatimuksensa esihenkilölle. Esihenkilön tulee myös tukea näitä kaikkia eri tavoin. Toisaalta esihenkilön rooli on holistinen ja kompleksinen. Nämä kaksi kirjallisuuden perusteella tehtyä näkökulmaa saivat vahvistuksen tehtyjen haastatteluiden perusteella.

Tämän opinnäytetyön pääkysymys oli ”Kuinka me esihenkilöinä voimme sopeutua uuteen tilanteeseen ja auttaa sekä itseämme, toisiamme että tiimejämme ja työntekijöitämme sopeutumaan uuteen normaaliin?” Opinnäytetyö ei tarjoa yhtä selkeää vastausta kysymykseen. Vastaus on monipuolinen, kuten myös esihenkilön työnkuva. Vastaus sisältyy opinnäytetyössä keskusteltuihin neljään aiheeseen: 1) sietämällä paradoksaalisia ja monimutkaisia tilanteita ja löytämällä innovatiivisia ratkaisuja, 2) jatkuvalla, iteratiivisella kehityksellä, 3) tehostamalla viestintää ja parantamalla sen laatua sekä suullisesti että kirjallisesti, ja 4) kehittämällä yhteisesti sovittuja käytäntöjä ja niiden näkyvyyttä.

Yhteisesti sovittujen käytäntöjen kehittämiseen on yksi hyvä lähtökohta, Best Practices Playbook. Ensimmäinen versio Digia Oyj:n omasta playbookista on julkaistu. Tulevaisuudessa se kehittyy ja sitä kehitetään eri tavoin. Sillä aikaa esihenkilöt jatkavat työtään antamalla ”ymmärrystä, empatiaa, tukea, apua.” (Haastateltava 3)

Avainsanat: hybridityö, ICT, esimies, esihenkilö, parhaimmat käytännöt

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Work conditions in the ICT sector have changed in recent years. During the COVID-19 pandemic, people were forced to work remotely instead of working in the office. New forms of work are now being sought, of which hybrid, a combination of office work and teleworking, would seem to be the most popular way. This change requires a change in many old practices and the invention of new ones.

The purpose of this thesis was to open a discussion of hybrid work from a supervisor's perspective and to gain an understanding of how hybrid work affects the supervisor's role, duties and responsibilities and what measures are needed to adapt day-to-day work to new demands. The aim was to produce the Best Practices Playbook to Digia Ltd.

Literature on teleworking, job satisfaction, leadership, virtual teams, and paradox theory were used as the theoretical framework for the thesis. The literature on development work and service design was used as the method source. Based on these, the approaches used in this thesis were formed. The methods of service design, in-depth interview and brainstorming workshop were used in the thesis.

Expectations have been set for supervisor work at various levels of the organization. The organization, the team, and the individuals have their own needs and requirements for the superiors. The supervisor should also support all of these in different ways. On the other hand, the role of the supervisor is holistic and complex. These two perspectives based on the literature were confirmed by the interviews conducted.

The main question of this thesis was how we, as supervisors, can adapt to the new situation and help both oneself, each other, and our teams and employees to adapt to the new normal. This thesis does not provide such a one clear answer to the question. The answer is varied, as is the job description of the supervisor. The answer is included in the four topics discussed in the thesis: 1) tolerating paradoxical situations in complex situations and finding innovative solutions, 2) iterative and continuous development, 3) communication, its quality, and the enhancement of communication, both orally and in writing, and 4) commonly agreed practices and their visibility.

There is one good starting point for developing commonly agreed practices, the Best Practices Playbook. The first version of Digia Ltd.'s own playbook was published. In the future, it will evolve and be developed in different ways. In the meantime, superiors will continue to work by providing understanding, empathy, support, help as one interviewee described their work.

Keywords: hybrid working, ICT, supervisor, superior, best practices

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1 Introduction

Prior to COVID-19 it was a personal choice or a contract between employee and employer to work remote. During the pandemic, remote working became mandatory. What happens next, we do not know, but we sure will have a new way of working. The new situation affects the entire work environment. The post-pandemic work environment has been one of the top topics in reading business or work articles in 2021. Most desirable way of working seems to be hybrid, where people can make autonomous choice of place and time to work.

Rapidly changing working conditions affected the entire ICT business. Technology-based businesses have a good chance of adapting to a new situation. Business is not born by itself but by people. People also need to adapt to the new way of working.

This thesis provides an overview of remote and hybrid work in ICT sector. The approach is mainly from the supervisor's perspective, but the organization, teams, and individuals offer their own perspective. The main part of this thesis is to produce a Best Practices Playbook to a Finnish ICT company.

1.1 The focus and purpose of this study

The future way of working seems to be hybrid in most of the ICT organizations. Employees are no longer tied up to the office or tight working hours. Team leaders or supervisors have a great responsibility of trying to keep up with rapidly changing environment and developing their work professionally. Leadership is on its way to a diverse form. Previous practices are no longer valid. Both work conditions and workers have renewed themselves during the last two years.

In this thesis the focus is on the role of the supervisor. The approach is that the role of the supervisor combines the perspective of the organization, the team, and the individual. All these actors place their own requirements and expectations on the supervisor. There are several agents and influencers in the role of supervisor. The approach is shown in Figure 1.

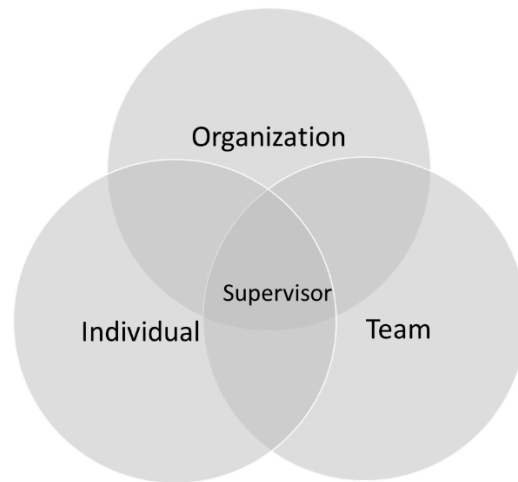


Figure 1: Supervisor's role is a combination of organization, team, and individuals

The purpose of this study is to gain an understanding of how hybrid work affects the role, tasks and responsibilities of a supervisor and what measures are needed to adapt the new requirements of day-to-day work. The aim is to make a Best Practices Playbook for a Finnish ICT company. The service development made in this thesis will be concretized in Best Practices Playbook. It is also intended to open a discussion of hybrid work from a supervisor's perspective and support supervisors to develop their work.

This thesis seeks answers to the following questions:

- What challenges does remote working bring us?
- How do people adapt to new situations and conform their working habits?
- What skills do teleworkers need?

The main question of this thesis is "How can we, as supervisors, adapt to the new situation and help both oneself, each other, and our teams and employees to adapt to the new normal?"

1.2 Key concepts and questions

This sub-chapter defines the key concepts and questions. Key concepts include telecommuting, supervisor, and leadership. The organization and team are also discussed. Finally, the main aspects affecting the work of the individual and the instructor are defined, as well as the term of a "playbook".

1.2.1 Teleworking

In some studies researchers used term telecommuting and define it as working on other places than office at least part of the working time (Wang, Albert & Sun 2020, 609; Ruiller, Van Der Heijden, Chedotel & Dumas 2019). Some other studies also used terms like remote working or e-working (Grant, Wallace, Spurgeon, Tramontano & Charalampous 2019) or digital or mobile or teleworking or virtual work, or “working from home” (WFH) or “working at home” (WAH). In this thesis, all these remote working expressions are used as a synonym to each other. This means that even if talking about home office, the working place can be anywhere else, except at the company office, and the daily interaction is not face-to-face.

The study of O'Connor, Conboy & Dennehy (2020, 2) raise small but significant differences between traditional remote worker and COVID-19 remote worker. Traditionally teleworking is based on own will and agreement between employee and employer. People have had time to organize their everyday life based on these arrangements. During the COVID-19 situation, governments-imposed restrictions on office work. At the same time, for example, movement outside the home was restricted and both the kindergarten and the school could be closed. All of these will be implemented at short notice. (O'Connor et al. 2020.) Therefore, there is a huge difference between traditional and COVID-19 telecommuting conditions.

1.2.2 Supervisor and leadership

In this thesis, the term “supervisor” is used to describe the role of superior or team leader or team manager, who has organizational responsibility to act as a manager to certain people. What the role involves in real-life and everyday situations, will be discussed in literature review and interviews. This thesis focuses on how the supervisors interviewed see their roles and responsibilities. This view will be used in the development of the service.

Working with people is about communication, understanding, and enthusiasm. It is not black and white engineering or making profit without cost. Leadership is an activity, not a role or a person. Leadership differs from management. As defined by Eikenberry and Turmel (2018, 3-4), leadership is about influence, development, people, and vision, while management is about plans, budgets, forecasts, and procedures. This thesis focuses on leadership.

1.2.3 Organization, team, and teleworking

During the pandemic, working in an office was not an option. As Collings, Nyberg, Wright & McMackin (2021,6) refer Bloom et al. in their study, the relationship between teleworking and employee welfare and productivity is complicated. From an organizational and HR perspective, these are the most important issues. Employee’s wellbeing is vital. Companies have statutory responsibility to support the well-being of their employees, but there is a

shortage of experts, especially in the ICT sector, therefore the experts are particularly well taken care of. In this thesis, the perspective of an individual's wellbeing will be discussed both in literature review and empirical part.

The development of the ICT business and ICT system is based on co-operations and teamwork. The team can affect us in a complex way. (Fernández-Salineró, Collantes, Cifuentes & Topa 2020, 7; Karanika-Murray, Duncan, Pontes & Griffiths 2015.) Teleworking has increased (Eurostat 2021a) and is affecting teamwork. The effects of telework have been studied in several studies and this question is answered in both the literature and empirical research.

1.2.4 Individuals and supervisors in teleworking

One aspect of this thesis is individual. While people are part of the organization and part of the team, they are individuals and persons. During the pandemic people have tackled many remote working challenges. The question "What challenges does remote working bring us?" has been studied by several researchers around the world and all interviewees had their own experiences with this. Questions "How do people adapt to new situations and conform their working habits?" and "What skills do teleworkers need?" are discussed in both the literature and the interview section.

Supervisor is also an individual, so from the perspective of the individual, all the qualities mentioned also apply to the supervisor. Clarifying the role and the responsibilities of a supervisor and changing leadership from a face-to-face leader to remote leader requires discussion. In this thesis, the role and responsibilities of a supervisor are taken as the basis of how we act as supervisor and what kind of goals we set for ourselves and what kind of expectations we set to each other. The main question of this thesis is "How can we, as supervisors, adapt to the new situation and help both oneself, each other, and our teams and employees to adapt to the new normal?"

1.2.5 Playbook

Playbook is a common tool to collecting and sharing good practices. One of the definitions that Merriam-Webster gives to the word "playbook" is a "stock of usual tactics or methods" (Merriam-Webster 2021). In ICT sector playbook has been used for example in projects as guide to tell everyone that these are commonly agreed practices.

1.3 Delimitations of the thesis

Many studies emphasize the importance of a well-functioning technical solution as one of the keys to successful teleworking (Makarius & Larson 2017, 6). In this thesis, the handling of technical solutions and equipment are limited to a minimum. The technical side is not essential in this thesis.

The physical context of work, such as interior design and office environment research, is also excluded. Although it has been found that these have a major impact on how inviting an office is to employees, this thesis does not address it. Also, the job feature is limited to the average or normal ICT project or service employee who can do the job remotely.

In this thesis, different factors are not addressed from cultural or generation perspectives. It is known that a younger employee probably has a different perspective and priority on leisure and working time, or in some cultures, management is strongly hierarchical. These factors affect the team and the team member and must be considered when examining the team in depth.

1.4 Teleworking, hybrid work and working strategy in Digia

Part of this thesis is to produce Best Practices Playbook for one Finnish ICT company. This company is Digia Ltd. Digia presents itself as follows: “We are a software and service company that helps its customers renew themselves in the networked world. We implement platform solutions and help our customers harness data and design the best possible digital customer experience.” (Digia 2021b.)

Digia has a clear strategy to be a solution provider that helps its customers operate their systems and services. In the strategy period 2020-2022 Digia will strengthen its operations in many ways. Strategy is named “Next level strategy”. The goal of the Next Level strategy is to develop our offering and operations to the next level. Digia's strategy has five areas of focus: Smart and responsible data utilisation, service business, productivity and scalability, cloud technologies and valued employer. The last of these, the fifth, is interesting from the perspective of this thesis: “Skilled employees are the most important success factor for Digia. We are constantly developing Digia into a more desirable workplace by reinforcing our culture, at the heart of which is the continuous learning of every employee.” (Digia 2020.)

Digia has organized its operations into several business units. Every business area has its own operating model, which has taken shape with changes in business and organization. Digia have about one hundred supervisors and several different teams. Supervisors have several ways to work. In a few business areas, supervisors are organized into a service team, also known as the “Leadership as a Service -model”. Most supervisors work simultaneously as specialists, consultants, or managers, such as project or service manager, but also as directors. Supervisors have several titles: group manager, team manager, senior manager, people lead etc. The researcher acts as a supervisor and service manager. (Digia 2021c.)

Digia has four culture principles that are the heart of the work. First is Learning. “Every Digia employee is a Senior Trainee” means that even professionals are never ready, but there is always have something to learn. Second is Sharing. “Together we know more” means that

sharing knowledge is more efficient and wiser than alone. Third is Courage. “It will not sting that bad”. Courage means a professional attitude and responsibility, as well as trust in yourself and your colleagues. It is the driving force to make things happen agile. The fourth culture principle is Professional pride. “I stan by my work” means a quality that lasts and can be proud of. (Digia 2022.)

At the beginning of 2021, the Future of work project was launched in Digia (Digia 2021a). The project includes both a physical environment and common ways of working. The premise was that hybrid work has come to stay. There were a lot of questions, like how is team communication handled, even though some of them work remotely and some in the office? What kind of communication channels should there be? What tools and applications could support work? What kind of office space will be needed in a future? How are practices adapted to the new situation?

Before the pandemic, Digia had clearer distinction between home working in permanent basis and working usually at the office and only sometimes having a remote working day. Employees have had the opportunity to work both in the office and remotely according to the needs of the project and the customer. As an ICT company, Digia had good opportunities to work remotely at the start of the pandemic. After the most critical part of pandemic, when planning the return to new normal, Digia has launched a flexible way of working. People can choose whether they want to work mainly in the office or mainly at home. Mainly refers to three or more days a week.

The Future of work project has defined the basic principles of hybrid work. These include:

- individual desires and flexibility,
- the functioning of the team, working together
- community, coping
- customer needs (Digia 2021c.)

The work of all members of the organization changes in the hybrid working model. The Future of Work project identified the need to support supervisors as work changes. One form of support could be the sharing of good practices. Good practices have already been developed during the pandemic and will need to be further developed during the transition to hybrid work. The practices had to be concretized and made available to everyone. A Best Practices Playbook was developed for this purpose. The master Best Practices Playbook brings together all the best practices in one place. Everyone is free to utilize the Best Practices Playbook. Everyone can also add their own practices for sharing.

The development of Best Practices Playbook follows a general change management process. The process is iterative and has five steps. First, the need for change is identified. Second,

the need is analysed and thirdly planned. Fourth, change is implanted and then finally communicated and reviewed.

In this thesis, the perspective is the supervisors. The thesis gathers various practices to help supervisors develop their work, adapt their working methods to the new normal and change communication methods. Because supervisors are also individuals, members of a team or multiple groups, and members of organizations, the practices are largely common and available to anyone.

1.5 Structure of the thesis

After the introduction, there is a literature review to see what kind of discussion there has been in the past. The literature examines paradox theory, virtual teams, and the individual's perspective on teleworking. The impact of teleworking on the work of supervisors is discussed, as well as the skills and individual needs in teleworking. Finally, the combination of teleworking and office work, hybrid work, is discussed.

Based on the literature, suitable perspectives are made in this thesis. The methodology used in the thesis and the interviews and workshops held in it are then discussed. The different phases of the methodology are reviewed as well as the results of the study.

The first version of the Best practices Playbook is presented. Finally, there is a discussion of the thesis and conclusions are drawn.

2 Paradoxes of teleworking and requirements it creates

This chapter provides a literature review. First, paradoxical theory and telework are discussed, then the virtual team and the impact of teleworking will be reviewed followed by discussion individual's perspective on teleworking and the impact of teleworking on the work of supervisors. The skills required of a teleworker are discussed from both research and a future perspective. The combination of office work and teleworking, hybrid work, is also being reviewed. Finally, the literature is summarized as well as theoretical frameworks.

2.1 Paradox lens and teleworking

Pandemic gave an enormous nudge to working remotely. Pre- and post-covid changes in teleworking happened worldwide. In Finland there were 14,1% of employed people teleworking in 2019 (Eurostat 2021a). In 2020, the number raised to 25,1% and Finland was on top of the list of the EU Member States (Eurostat 2021b).

Collings et al. (2021) highlight an interesting perspective in their article “Leading through paradox in a COVID-19 world: Human resources comes of age”. They use paradox lens (Lewis 2000) to emphasize that tensions related to Human Resource Management (HRM), such as facing the challenges brought by COVID-19, may reach a new solution (Aust 2015, 5). In paradox lens the viewpoint is both/and, while opposite of this is either/or. This means that even if organizations have continuous, multiple challenges at once, these can lead to complex decision making, if traditional binary thinking has been used, while paradox theory’s idea is that multiple challenges can be handled simultaneously. (Collings et al. 2021.) Therefore, as Collings et al. (2021, 3) refer several other researchers, the two conflicting choices may not lead to compromise, but they can lead to new, innovative solution.

Teleworking involves many paradoxical perspectives. In an article by Helsingin Sanomat on 9.11.2021 Veera Luoma-aho (2021) interviewed Vincit’s Mikko Kuitunen. He is the founder and long-term CEO of Vincit, the current Chairman of the Board. Mikko Kuitunen emphasizes that when pandemic started, the economic situation in Vincit was expected to be terrible. But there were more billable hours, and the company was more profitable. Kuitunen realized that the real price was more expensive: profitability only covers a short period of time and at the individual level. But at the system level and in longer term, profitability declined. Kuitunen sees that teleworking does not encourage to think others, it encourages to execute their own to do -lists. “Telework favours a deterministic worldview where the future can be divided into easy-to-perceive parts and then shared with people as to-do lists.” says Kuitunen. More complex things, spontaneous help for a colleague and holistic thinking are left out and the organization loses its vision. Working remotely puts us in a state of survival with to do -lists, and problems of colleagues or the need for help slow down our pace and people do not even notice if someone is ignored. (Luoma-aho 2021.)

2.2 Virtual teamwork and the paradox of teleworking

A team brings people together. A team also influences its members. Team members work towards a common goal, not as single actors. Ruiller et al. (2019,7) refer to Ashforth & Maels study of social identity and explains that when someone socially identifies with a team, he or she feels part of the team. In organizations, a team can be created artificially, but team members have a common goal. (Ruiller et al 2019, 7.)

The team can affect us in a complex way. As Fernández-Salinero et al. (2020, 7) and Karanika-Murray et al. (2015) noticed there is a difference whether people perceive him- or herself as a valuable member of the group, or as socially connected one. If people associate themselves as a member of a group, and not as a member of an organization, it can contribute to conflict. People can use their skills to benefit the group, but not the organization in general. (Fernández-Salinero et al. 2020, 7; Karanika et al. 2015.)

Teleworking brings paradoxes to teamwork. It strengthens the autonomy of the individual teleworker but at the same time it weakens the communication within team members. (Ruiller et al. 2019, 6.) On the other hand, Ruiller et al. (2019, 8) refer to several previous studies in which they show that geographically dispersed team members learn to communicate regularly and build a common understanding. Thus, the quality of communication does not necessarily corrupt, as ICT offers opportunities to maintain it at a high level. Collings et al. (2021,7) refer to Gajendran & Harrison study “Leading through paradox in a COVID-19 world: Human resources comes of age”, which showed that teleworking can have minor positive effects on people’s feelings about autonomy and work-life balance, when teleworking less than 2,5 days per week. Greater than that, teleworking can damage relationship between co-workers. (Collings et al. 2021, 7.)

Teleworking is connected to virtual teamwork. Garro-Abarca et al. (2021, 2) explain the virtual teamwork as location-independent collaborative teamwork. As Garro-Abarca et al. outline virtual teamwork has evolved over the past 20 years, thanks to technical advances such as communication speed and computer performance. In the beginning of 21st century, research revealed the fact that virtual team working is not as mature and effective as face-to-face work. At the end of the 21st century, the situation had changed and during the 21st century, the maturation of teleworking has continued. (Garro-Abarca et al. 2021, 2.)

O’Connor et al. (2020,3) investigated information about systems development teams. They point out that information systems development methods are designed to be used in co-located teams, yet the methods are used in teleworking environments. During the pandemic teams fine-tuned their work practices and routines to be more agile. (O’Connor et al. 2020, 3.)

2.3 Individual and the paradox of teleworking

Remote working or working at home has been one of the major topics in reading business or work articles during the pandemic. Both positive and negative aspects of remote working are listed. On the positive side, better conditions to focus than in the office have been mentioned, saving time when there is no need for a commute, and the time saved can be used by the family, which adds the benefits even more. To summarise: the autonomy of everyday scheduling has increased. Abulibdeh defines job autonomy as employee’s possibility to decide where, when and how to work and it promotes better job satisfaction (Abulibdeh 2020, 19).

As Abulibdeh (2020, 7) refers Cardona, Kretschmer & Strobel in his study “Can COVID-19 mitigation measures promote telework practices?” that ICT plays a key role in teleworking and enables multitasking and speeds up work processes. It also allows work to be adapted and makes working hours more flexible. (Abulibdeh 2020, 7.)

The negative aspects of teleworking are ergonomics and the effect on the musculoskeletal system, haziness between work and leisure, social isolation, communication challenges and cybersecurity issues. Isolation can be divided into two different types of isolation, physical and psychological. The two do not necessarily correlate with each other. It has been shown that psychological isolation can be overcome with good means of communication and high-quality interaction. (Ingusci et al. 2021, 2; Ruiller et al. 2019, 4; Schall & Chen 2021, 2; Wang et al. 2020, 619.)

According to a Harvard Business Review article summarizing Rayn Smith's global study by Qualtrics and SAP in spring 2020, the spread of the pandemic and people being forced to work from home, 75% of workers felt more socially isolated and 67% more stressed, 57% more anxious and 53% more emotionally exhausted. (Smith 2020.)

In Yle-news article 28.11.2021 Pekka Pansu (2021) interviewed organizational psychologist Pekka Järvinen from Praxis Ltd in Tampere and Assistant Professor of Management and Organization Niina Nurmi from Aalto University. According to Järvinen, people become estranged from the work community and constant online meetings make work monotonous. Remote working can also affect to people's engagement. Supervisors have challenges leading people without seeing them and knowing if there are personal problems behind them that do not come to the supervisor's attention when the person is always at home. Niina Nurmi emphasizes that the office has informal channels that allow to influence the decision making. For example, a remote worker may have access to only limited information and may draw incorrect conclusion based on the information available. In terms of organization, it is not enough for people to do their own work, they must also develop the work. When people meet, they learn from each other, and new people embrace the job. (Pansu 2021.)

2.4 Supervisors and the effects of teleworking

Eikenberry and Turnel (2018) see leadership as a responsibility. They see that leader has a great impact on an employee such as employee's salary, work environment and job satisfaction. In teleworking conditions, these responsibilities increase. As Contreras et al. (2020) refer to van Wart et al. which emphasize that the leader must adopt the technology him/herself but also spread the knowledge. Leader should internalize organizational goals and transform these for teleworkers use (Contreras et al. 2020, 2.)

While supervisors do not have the opportunity to see team members face-to-face, as they have accustomed to, they still need to fulfil their responsibilities as a team leader, supervisors must adapt leadership into e-Leadership.

In many studies of virtual teams and e-Leadership, communication and trust become a key topic of discussion. Garro-Abarca, Palos-Sanchez and Aguayo-Camacho (2021, 5) emphasize

that success in a virtual team seems to be linked to trust among team members. Communication behaviour affects trust as well (Garro-Abarca et al. 2021, 5). As Contreras, Baykal and Abid (2020, 7-8) emphasize that virtual team leaders must have the communication skills to be able to transfer organizations visions and values to team members. E-leaders need to bring people together, minimizing mental and geographical distance both between team members and between employees and the organization (Contreras et al. 2020, 7-8). E-leaders should also motivate and act as a role model for employees to take care of their well-being and ergonomics at home (Schall & Chen 2021, 3-4).

In their research review, Makarius and Larson (2017, 6) summarize several studies and divide leaders support to three structures: social, evaluation, and technological structures. Social structure reduces isolation, creates interaction with others and strengthens a psychologically safe environment. Evaluation structure emphasizes for example the clear targets, feedback, evaluation criteria and rewards. Technological structure leads to the utilization of the technical resources provided and this is achieved through cooperation. (Makarius & Larson 2017, 6.) Garro-Abarca et al. (2021, 3-4) also refer to several studies and summarize that in virtual teams, leadership is strongly related to personality and communication. Team leader has a big impact on how the team handles challenging situations (Garro-Abarca et al. 2021, 3-4). E-leaders must also have a smooth ability to use the latest technology, not only for themselves, but also to share it with team members (Contreras et al. 2020, 7-8).

2.5 Teleworker's skills in teleworking

Makarius and Larson (2017) based their study "Changing the Perspective of Virtual Work: Building Virtual Intelligence at the Individual Level" into literature. They named four behavioural teleworker skills that suggest efficiency and satisfaction. These are often interconnected and in parallel. The first is "establishing behavioural guidelines" (Makarius & Larson 2017, 3). Makarius and Larson refer to several researchers and explain that this means that when working remotely social interactions should be clearer than in face-to-face work. These include cooperation, conflict management styles and etiquette. Establishing behavioural guidelines would also cover communication frequency and technologies. Efficiency is also increased with guidelines that consider the interaction of tasks, such as work goals, roles, responsibilities, and work scheduling. The second behavioural skill is "developing trust" (Makarius & Larson 2017, 3). Makarius and Larson see that successful teleworkers can build trust in relations early on and increases the confidence of others in their own abilities. Stronger trust leads to stronger cooperation. The third behavioural skill is "coordinating information" (Makarius & Larson 2017, 3). When working remotely, it is essential that everyone shares the same information and knows how to use it. Shared information builds up common understanding, awareness, and learning. The fourth skill is "using media" (Makarius & Larson 2017, 5). The technology offers the teleworker several

communication channels options. He or she must be capable to choose the right channel and frequency to use them to achieve effective communication and information sharing. Complex and interdependent tasks require different communication channels than simple tasks. (Makarius & Larson 2017.)

Individual differences in personalities are also reflected in the teleworking environment. Makarius and Larson (2017, 7) also suggest motivation and cultural background as influential factors. They summarize several studies that highlight a variety of personal factors that increase the effectiveness of remote working. These include openness, extroversion, conscientiousness, and agreeableness. (Makarius & Larson 2017, 7). In their own research, Makarius and Larson suggested that more cognitive mechanism and contextualized intelligence should be explored in the future. They called this term virtual intelligence and defined it as “the ability to recognize, direct, and maintain cognitive resources in a virtual work environment” (Makarius & Larson 2017, 11.)

World Economic Forum published The Future of Jobs report first in 2016, second in 2018 and third in 2020. The reports cover nearly 20 countries around the world. Geographically, the closest to Finland were France, Germany, and United Kingdom. They used industry profiles. In 2016 they had nine industry profiles and in 2020 14. They were basically the same, in 2020 there were more accurate profiles. Information and Communication Technology profile was the same in both years. (World Economic Forum 2016; World Economic Forum 2020.)

Already in 2016, the World Economic Forum predicted that the “change to nature of (ICT) work” and flexibility has started. They predicted that the key skills in ICT work for 2020 will be complex problem solving, critical thinking, cognitive flexibility, mathematical reasoning, and active learning. (World Economic Forum 2016, 21, 22, 82.)

In its 2020 report, the World Economic Forum identifies 15 skills “as being high demand within their organization, ordered by frequency” in the ICT sector. These skills are listed below. The general forecast for 2025 is in parentheses:

1. Analytical thinking and innovation (In 2025 overall predict #1)
2. Technology design and programming (#8)
3. Complex problem-solving (#3)
4. Active learning and learning strategies (#2)
5. Resilience, stress tolerance and flexibility (#9)
6. Creativity, originality, and initiative (#5)
7. Critical thinking and analysis (#4)
8. Reasoning, problem-solving and ideation (#10)
9. Leadership and social influence (#6)
10. Technology use, monitoring and control (#7)

11. Emotional intelligence (#11)
12. Troubleshooting and user experience (#12)
13. Systems analysis and evaluation (#14)
14. Service orientation (#13)
15. Persuasion and negotiation (#15)

(World Economic Forum 2020, 34,128.)

These forecasts highlight the complexity and rapid change in the ICT sector. The ability for critical analysis and reasoning as well as continuous learning are skills required in the ICT field.

2.6 Hybrid working, combination of teleworking and office work

Traditional telework before the pandemic was based on the employee's own will and agreement with the employer. During the pandemic, teleworking became mandatory. Traditional and pandemic telework are very different (O'Connor et al. 2020). A return to old ways of working is unlikely. The most interesting form of work in the future is seen as hybrid work, which is a flexible combination of teleworking and office work.

In her Wall Street Journal article "How Working From Home Has Changed Employees" Alexandra Samuel (2021b) recalls that when employees return to the office, they are not the same persons who they were before the pandemic and the mandatory remote working period. Samuel suggests that building an employee relationship should "start from scratch", because people have renewed their skills and habits. They do not behave as before. She cites David Pauleen, a professor in technology management at the School of Management at Massey University in New Zealand and Mairead O'Connor, an honorary visiting research fellow at the University of New South Wales Business School and claims that employees have now tasted the sweetness of freedom and autonomy and are refusing to return to previous conditions. Samuel suggests a team-centric approach to building a common schedule and reminds leaders to remember that employees are different, some are introverted, some extroverted, some are work oriented, some fond of socializing in the office. (Samuel 2021b.)

Brunelle and Fortin (2021, 9) found an interesting aspect about the sense of autonomy in their research "Distance Makes the Heart Grow Fonder: An Examination of Teleworkers' and Office Workers' Job Satisfaction Through the Lens of Self-Determination Theory". Their study shows that both teleworkers and office workers have a positive effect on job satisfaction as sense of autonomy. But the experience is greater to office workers than to teleworkers. Experiences of the satisfaction of remote and office workers are different. Office workers need support to meet their competence needs and teleworkers need support for relatedness. (Brunelle & Fortin 2021, 9.)

In their study, Makarius and Larson (2017, 7) found that in telework social interactions should be clearer than in face-to-face interaction. In face-to-face meetings people are constantly receiving small body-language messages and gestures. When using cameras in video meetings, some of the reactions, the obvious and the movements go unnoticed (Eikenberry & Turmel 2018, 30).

In her article “How to Manage the New Hybrid Workplace” in Wall Street Journal, Alexandra Samuel (2021a) points out that even as the transition into remote working in the beginning of the pandemic was done in a hurry, the transition to hybrid working will be different. She provides some practical tips to construct the efficient hybrid working model. Situations which demand face-to-face interaction should be clearly agreed, like brainstorming or difficult discussions. A regular or agreed office day might be good, but more advantage can be gotten from full week at the office. Full advantage will be gained when the whole team is in the office at the same time. As a counterbalance, employees can have remote days and do the task which requires more concentration. All agreements with employees should be fair and considered with every one’s personal situations. No one should feel isolated even if they are working in the office or remotely. (Samuel 2021a.)

2.7 Summary and aspects used in this thesis

Changes in work conditions have been paradoxical in many ways. At the beginning of the pandemic, there was a rapid shift to compulsory remote working and now a new way of working is slowly being established. In telework, profitability is achieved in the short term and at the individual level but is lost in longer term and in the holistic perspective (Luoma-aho 2021).

Teleworking nourishes the autonomy of an individual teleworker but reduces communication within team members (Ruiller et al. 2019, 6). On the other hand, ICT might help with the communication (Ruiller et al. 2019, 8) and if the teleworking is done for less than half of the week, it increases autonomy and a sense of work-life balance (Collings et al. 2021, 7).

ICT development methods are designed to be used in co-located teams, but the methods are still used in teleworking environments (O’Connor et al. 2020, 3). On the other hand, the maturation of the teleworking methods has begun and continues (Garro-Abarca et al. 2021, 2).

Remote working provides an individual the autonomy to plan daily schedule, save time and create an uneventful work environment (Abulibdeh 2020, 19). But it also provides unclear work and private time, social isolation, and poor ergonomics (Ingusci et al. 2021, 2; Ruiller et al. 2019, 4; Schall & Chen 2021, 2). Teleworkers can become estranged, and their work may

feel monotonous. They might miss out on some of the information and the change of misunderstanding increases. (Pantsu 2021).

The responsibilities of supervisors are increasing in teleworking. They must have good communication skills (Contreras et al. 2020). Supervisors need to mitigate isolation and build interaction (Makarius & Larson 2017, 6). They should be able to set targets, provide feedback and evaluate results (Makarius & Larson 2017, 6). They need to be aware of technology and be able to communicate awareness to others (Contreras et al. 2020; Makarius & Larson 2017, 6). Despite the increased responsibility, supervisors should lead the people and take care of their wellbeing without seeing them (Pantsu 2021).

The following, table 1, represents the overall paradoxical changes in remote working and supervisors work environment.

Overall paradoxical changes in teleworking	
Fast change to remote working while pandemic began	Slowly finding new ways of working
Mandatory teleworking during the pandemic	Voluntary teleworking after pandemic
Supervisors need to lead the people without seeing them	Supervisor's responsibilities increase

Table 1 Overall paradoxical changes in teleworking

The following, table 2, represent the paradoxes in teleworking.

Paradoxical changes in teleworking	
Company's profitability raises on short term and individual level	Profitability decreases in longer term and in system level
Individual effectiveness while executes own task list	Minor co-operation and helping colleagues
Strengthens the autonomy of individual teleworker	Weakens the communication with team members

Information systems development methods are designed to be used in co-located teams	But methods are used in teleworking.
Positive aspects of remote working (like better working environment to concentrate, time saving without commute, autonomy of everyday scheduling...)	As a negative aspect of remote working (ergonomics and the impact to musculoskeletal, haziness between work and leisure time, social isolation, communication, cybersecurity...)

Table 2 Paradoxical changes in teleworking

The supervisor should be aware of the needs of the business and the goals of the company. The role of the supervisor has connections to HR. Supervisor has a team to lead. Team members are humans with personal traits and need to be confronted as individuals. The role of the supervisor is a mixture of “hard values” as profit, business targets, lean and effective work, and resources, and “soft values” as humanity, meaningfulness, motivation, wellbeing, and self-realization (Eikenberry & Turmel 2018, 3-4). In the development of supervisory work, a role with diverse expectations and responsibilities is developed.

Three different aspects

In this thesis, the researcher has described a theoretical perspective on the role of the supervisor in two different aspects based on the literature. One aspect is an inverted pyramid, with three or four layers. At the top of the pyramid, the widest area is the organization. The second layer is a team and the third is individual. The individual should also be seen from the supervisor’s perspective as a member of the team. The fourth, lowest layer, is supervisor. Figure 2 below presents this aspect.

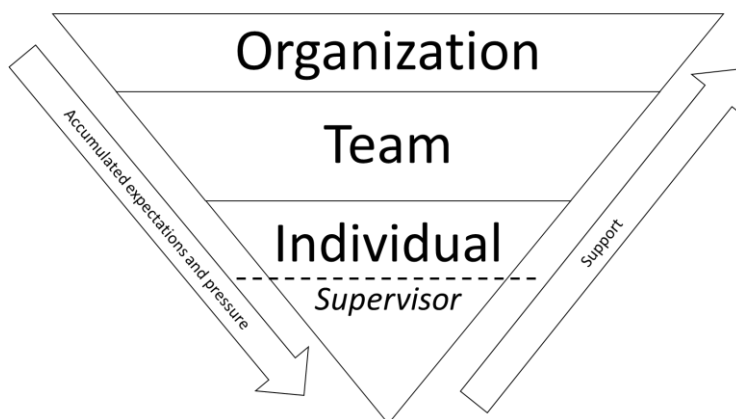


Figure 2: Organization, team, individual perspective to supervisor role in The Inverted Pyramid

Another aspect that describes the role of the supervisor is the four nested circles. The largest and outermost circle is the organisation. Within it is the team and within the team is the individual. There is a supervisor inside the individual. All other actors are described as solid lines, but the supervisor is on the dashed line to indicate that the supervisor is also an individual. The supervisor has its own circle to emphasize that not all individuals are supervisors, and that the focus in this thesis is on the role of the supervisor. Figure 3 below illustrates this aspect.

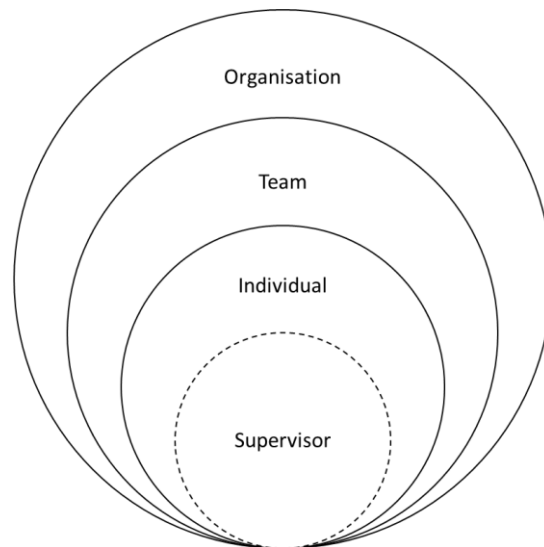


Figure 3: Organisation, team, individual, and supervisor role in The Nested Circles aspect

These two aspects have been created based on the literature and are intended to help outline the service design perspective used in the thesis. The Inverted Pyramid figure describes the responsibilities and expectations for the work and role of the supervisor. The figure highlights the pressure accumulated from different actors. But it also describes the support role of the supervisor throughout the entire organisational system. This does not underestimate the support received by the supervisor him/herself but illustrates the perspective on this thesis. On the other hand, the perspective is also holistic as visualised in the Nested Circles figure. Any significant event or change in an organisation, team, or individual as team member, also affects the supervisor. The Nested Circles figure does not place the supervisor in the centre of the circles to emphasize the administrative power or wisdom of the supervisor, but to emphasize the complexity of the supervisor's role and the level of awareness required.

The third aspect is communication. This is also the researcher's own perspective, created based on literature. As collaboration changes when working remotely, one of the biggest changes is found in communication. Communication needs to be clearer (Makarius & Larson 2017, 7). Small clues to body language have disappeared (Eikenberry & Turmel 2018, 30), and need to be compensated. The figure 4 below presents the communication approach used in

this thesis. It presents the theoretical perspective how communication has changed over the three periods: the pre-pandemic office emphasised period, during the pandemic and isolated remote working, and the post-pandemic hybrid working environment period.

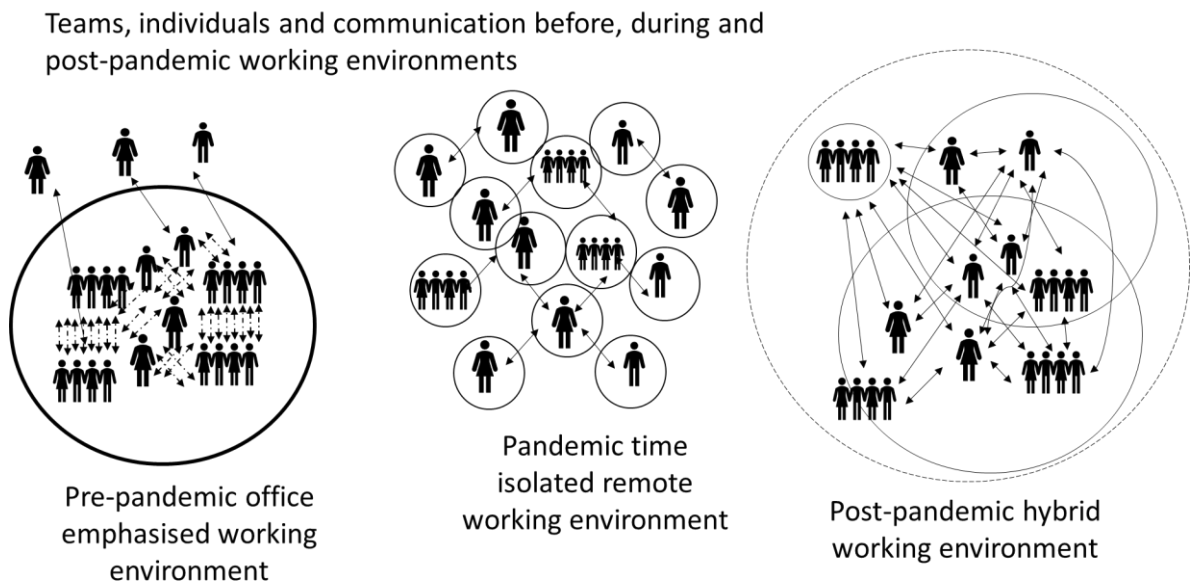


Figure 4: Teams, individuals, and communication before, during and post-pandemic working environments

The office environment made the communication easier and looser. People did not need to focus on communication, but the active internal interaction made the information flow easier. Missed official information could be heard in coffee table. No fear of missing out. Communication problems did exist, but they were different.

During the pandemic people were isolated, and all communication had to be handled by phones or video meetings. The teleworkers were not able to know if the person they wanted to connect with were occupied or if the call would interrupt his or her working. Communication became more formal while it demands invitation or scheduling. The chat - application was used more frequently, it partially replaced talking. The messages are shortened and condensed.

Now, in the start of post-pandemic period, new practices suitable for hybrid working environment are emerging. It is worth to invest to the communication. When well handled, communication will become more diverse, and importance of communication will be emphasized. More verbal communication is needed, and it needs to be of better quality. At the same time, there is need for clearer literal communication, guides, and sources of information. Even if people are not in the same room at the same time, they need to make

sure that everyone can get information while they need it. High-quality interaction and well-handled communication also minimise the psychological isolation. (Wang et al. 2020, 619.)

In the future, an ICT worker will need “analytical thinking and innovation, complex problem-solving and active learning and learning strategies” as key skills. The need of Technology design and programming skills are an integral part of ICT work. Resilience, stress tolerance and flexibility are new factors in the Future of Jobs Report 2020. Creativity, originality, and initiative, as well as critical thinking and analysis will be needed skills also in future. (World Economic Forum 2020, 34,128.)

The above-mentioned aspects, such as paradoxical changes in working conditions, are the starting point for service development in this thesis. The Inverted Pyramid framework highlights the pressure accumulated from different actors and the support role of the supervisor. The Nested Circles framework emphasize the comprehensiveness and the complexity of the supervisor’s role. Active and high-quality communication is a key factor in hybrid work.

3 Methodology

This chapter presents the methodology used in the thesis. First, service design is discussed in general, then how service design has been applied in this thesis. The different stages of the development of the service and their results are described.

3.1 Service design

Service design is a customer centric way to develop services. Service design uses collaborative methods to collect information. During the service design process both customers and design team engage to common target. The collaboration between users and designers begins at an early stage in the process. Design is often done with iterations and ideal drafts are tested and redeveloped quickly. (Moilanen, Ojasalo and Ritakoski 2014, 72; Stickdorn 2018, 19,25). Service design emphasizes the need of doing and showing things, instead of talking and planning. Service design takes strong account of the real world and the real needs of users, rather than researchers’ assumptions about user needs or behaviour. There are both holistic and detailed perspectives in service design, and during the process, these perspectives vary simultaneously. (Stickdorn 2018, 32). The first phase in Service design, understanding the customer, is essential. The second phase is ideation. The third phase, visualization, and modelling, allow the process to be evaluated before the fourth, last phase, conceptualization. (Moilanen et al. 2014, 74.) Service design offers a wide range of methods and tools to be adapted (Stickdorn 2018, 82).

The different steps of service design are called “core activities” or “modes” or “phases”. Stickdorn uses the term “core activities” and named these as research, ideation, and prototyping (Stickdorn 2018, 95). Hasso-Plattner Institute of Design at Stanford (d.school) says in their paper “Design Thinking Bootleg”, that “modes” are empathize, define, ideate, prototype, and test (d.school 2022).

One useful service design process is the Double diamond. In the Double diamond process, the diverge and converge processes alternate with each other. The Double diamond model describes different steps with the term “phases”, and these are called discover, define, develop, and deliver (Stickdorn 2018, 95). The Double diamond process is presented in Figure 5.

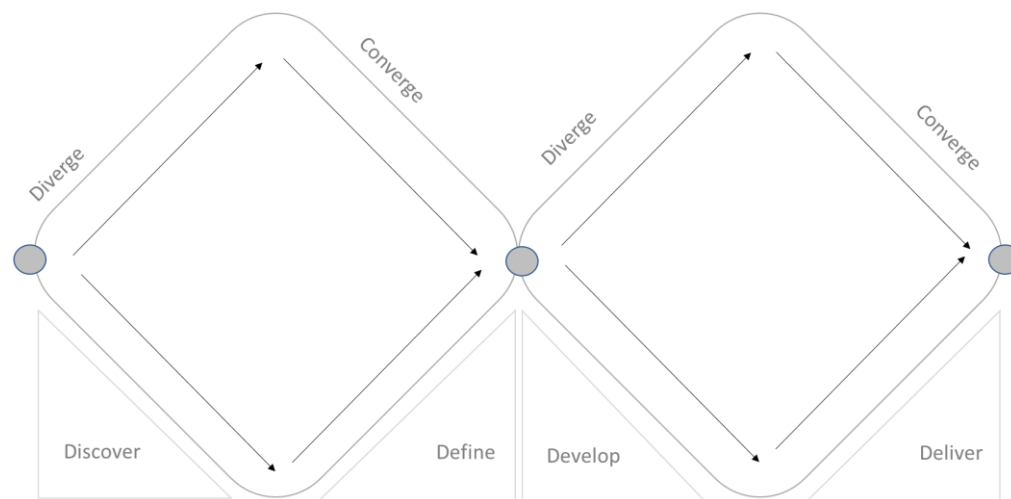


Figure 5: Double diamond model adapted from Stickdorn (2018)

3.2 Method used

In this thesis service design methods are applied. The research and data gathering process began with a literature review and desk research. Interviews were then conducted to gain an understanding of the role and concerns of supervisors and the problems that hybrid work brings to supervisors. Interviews were transcribed and analysed. The ideation phase started already during the interviews, when many of the interviewees had new ideas and thoughts about their work. Based on the interview analysis and the themes that emerged from it, an idea workshop was held. The prototyping phase began in a workshop, after which the first version of the Best Practices Playbook was published.

In this thesis, used service design approach is an applied Double diamond. Applied Double Diamond process can be presented as in Figure 6.

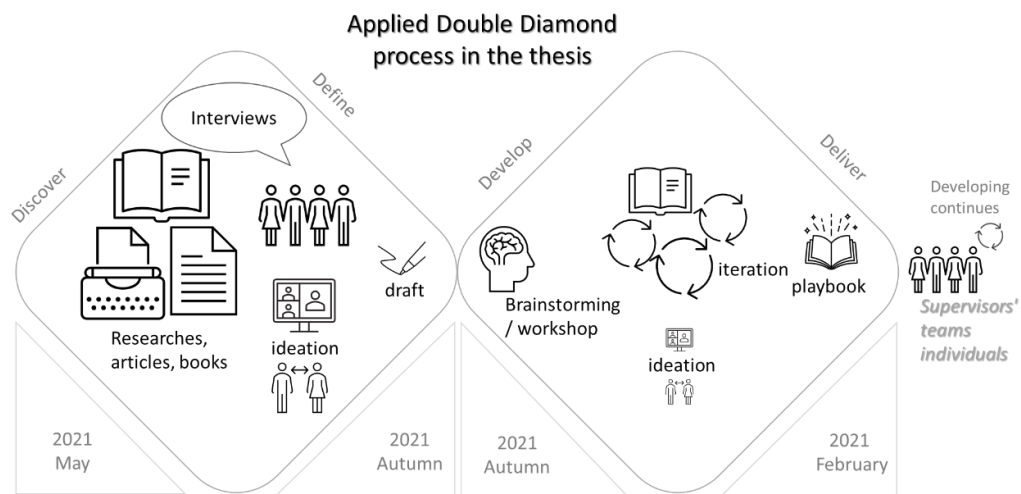


Figure 6: Applied Double Diamond process in this thesis

The double diamond model emphasizes the sequence of diverge and converge processes, making research appear to be breathing, inhaling and exhaling, producing and embracing.

3.3 Discover

The discover-phase focuses on outlining what the research problem is, rather than just making assumptions about what it is believed to be (Design Council 2022). In this thesis, the discover-phase includes desk research and interviews.

3.3.1 Desk research

Desk research is a preparatory research method (Stickdorn 2018, 117). Digia has launched several different measures to adapt its work environment and practices to new normal, hybrid working. One of those measures was a workshop held on December 2020 where participants gathered ideas about remote working. There were seven participants, five of whom were supervisors. Thought-provoking questions on workshops agenda were "What have we learnt about teleworking period?", "What was good, what was bad?" and "What should we bring with us, from what we have learnt during the remote working, to post-pandemic working culture?" The workshop produced an empathy map. Empathy map is a design tool that aims to gain an understanding of a user's feelings and thoughts based on their sayings and behaviour (d.school 2022). The produced empathy map is presented in the Figure 7.

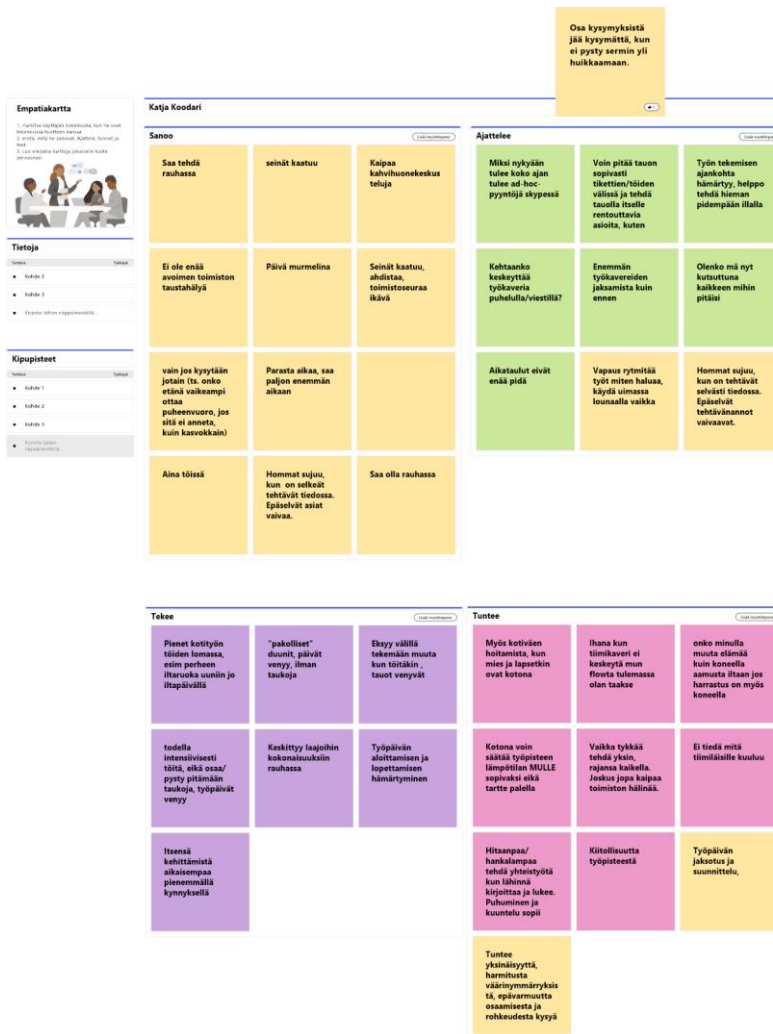


Figure 7: The original empathy map from the workshop in December 2020

On the empathy map “Katja Koodari” (“Katja Developer”) persona experiences have been analysed and opened to the board. Different perspectives are what the persona says, what she thinks, what she does and how she feels.

Katja Koodari says	Katja Koodari thinks
<ul style="list-style-type: none"> Allowed to work in peace Miss coffee table discussions No more background noise in open office The walls fall on top, missing co-workers [Talks] only if asked [in meetings] Always working 	<ul style="list-style-type: none"> Constantly ad-hoc requests in Skype I can take a break between tickets / work and do some relaxing things The time to do the work is blurred, easy to do a little longer in the evening Can I interrupt a co-worker with a call / message?

<ul style="list-style-type: none"> • Things go smoothly when tasks are clear. Unclear things bother. 	<ul style="list-style-type: none"> • Worried about co-workers coping • Am I now invited to everything I should be?
<p>Katja Koodari does</p> <ul style="list-style-type: none"> • Small home duties while working • "Mandatory" work, days stretching, without breaks • Sometimes gets lost doing more than just work, the breaks stretch • Really intensive work, cannot or is unable to take breaks, working days stretch • Focuses on large entities in peace • Blurring of the start and end of the working day • More self-development 	<p>Katja Koodari feels</p> <ul style="list-style-type: none"> • Caring for the other people at home • It's lovely when a teammate doesn't interrupt my flow • Both work and hobby are on computer, where is my life? • At home, you can adjust the temperature of the workstation to suit ME and do not have to freeze • Although you like to do it alone, now sometimes you even miss the hustle and bustle of the office. • I don't know how team members are • Slower or harder to collaborate when you mainly write and read. Talking and listening are better. • Feels lonely, annoyed by misunderstandings, uncertain about knowledge and the courage to ask

Empathy map highlights the perceived benefits of telecommuting, the opportunity for relaxing breaks, peace of mind and concentration. But it also highlights the disadvantages of telecommuting, the longing for co-workers, the constant online meetings, the prolongation of days, and the blurred line between leisure and work.

3.3.2 Interviewee process

Next, the interview process will be reviewed. First, we talk about the selection of the interviewees and then about the interviews themselves.

Selection of the interviewees

As the group of supervisors is diverse, the research approach had to support this aspect. The interview was conducted with a comprehensive sample of the different areas and supervisors interviewed. The focus was on supervisors working in the core business units.

The first group of interviewees was selected by announcing a post on the supervisors Teams channel, where they were told about the scope of the interviews, the Best Practices Playbook and the thesis. A few active persons signed up. Interviews were easy to start with these persons. They were interested in developing their work and had a positive mindset about the interview. The interviewees were asked if they could recommend someone who would be interested to come to interview or, for example, someone who presents the opposite way of working or ideas than he or she has. This formed another possible group to be interviewed. Some of them were invited for an interview. Thirdly, organization chart was examined, and it was found that the sample covers only part of company's business areas. The names of the supervisors were collected from the organization chart and the names were randomly picked. These supervisors were contacted and asked if they would be interested in the interview. None of them refused.

Interviews

Interview is one of the main data collection activities (Stickdorn 2018, 91). In-depth interview is a participant approach, where the researcher can obtain a wide range of information for example about interviewees knowledge, background, attitude, and ideas (Stickdorn 2018, 121).

The interview in this thesis was semi-structured, where the questions were formulated in advance, but the order and dept of the discussion of the theme depended on the interviewee's way of speaking (Brinkmann 2013, 21). This provided an opportunity to hear from interviewees, supervisors, their own way of describing things. The interview followed an induction approach in which several individual cases can be recorded, and common themes found. (Brinkmann 2013, 53.)

In September and October in 2021, ten interviews were conducted. Interviews were conducted online at MS Teams meetings. This solution was chosen because of the constrains of the pandemic, and therefore many of those interviewed worked remotely. This also provided an opportunity to interview people around the country without travelling. MS Teams has a possibility to record the interviews. Recording helped the interviewer focus on the interview without pressure to focus taking notes. Recording is also a more detailed and accurate way to remember what the interviewee has said (Moilanen et al. 2014, 107). All interviewees were in Finnish.

In the first interview only one hour was booked. That was not enough, so in the next ones an hour and half were booked, which was good. During the interview cameras were on, so interviewee and interviewer were able to see each other faces.

3.3.3 The course of the interviews

At the beginning of the interviews, the process of the thesis was presented. Best Practices Playbook work was explained. Permission was sought to record the discussion and it was told that the recordings would be deleted after the publication of the thesis. The privacy of discussion was explained that no documents or recordings will be published and no one else will see it. The transcription process was also explained. The developing process and iterations were explained, but also that the next phase has not yet been decided, depending on the pandemic situation and the results of the interviewees. All interviewees allowed the conversation to be recorded, so the interviewer had the opportunity to focus on the discussion and did not have to take detailed notes during the discussion.

The time perspective of the thesis was explained that there has been a time before pandemic, the time of the pandemic itself and now the new future we are heading for. The core of the Playbook, gathering best practices to share with others, was introduced. The practices that supervisors have found to be valuable or helped them continue to work in the changed environment. It was noted that the questions in the interview will be broader than just good practice, as understanding the role and responsibilities of the supervisor is also a priority. Interviewees were also encouraged to bring their own thoughts on the topic to the discussion. This way in which the interviewer merely directs the interviewee to discuss the themes was found to be fruitful approach, which Brinkmann also suggests in his study (Brinkmann 2013, 20).

History and background

Initially, interviewees were asked to describe their history and background as a supervisor. They were asked to tell how long they have been supervisors, in what kind of companies and what kind of team they have now. They had the opportunity to talk about these topics freely and as widely as they wanted. Interviewees were also asked if they now have roles other than the supervisor and how the supervisor's work was organized. Supervisors' description of their role was felt to be important to hear, as it also tells how they themselves define the team they lead. This information helped formulate the following questions.

The main questions about history and background were:

- How would you like to describe your own history as a supervisor?
- What kind of background do you have as a supervisor?
- What kind of team?
- How many team members do you have?
- Are there any responsibilities other than the supervisor?

Core values and duties

Interviewees were also asked about their core values and what they see as their most important job or issue as a supervisor. These questions were important to understand how people outline their roles. This also provided a perspective on understanding their views on practices and communication habits with the team and team members.

Supervisors were asked what they see as their responsibilities as a supervisor. From the point of view of the thesis, this was one of the most important issues. Responsibility gives supervisors a reason to act the way they do, and it also gives purpose to the role of the supervisor. This also produces assumptions about how supervisors see each other as colleagues and expectations they have for each other. Responsibilities along with values are the starting point for everything a supervisor does and how she or he does it. The question of what they provide to team members also came up in some discussions.

Some discussions also addressed how remote work has affected the work of supervisors if the topic has not come up before. Supervisors were also asked about prioritizing work. This question was not significant from the point of view of the playbook, but together with the knowledge of people's role combination and value base, it provided an opportunity to ask deeper questions and perspectives for the answers that follow.

The main questions about core values and duties were:

- What kind of value base you have?
- What are the most important tasks of a supervisor?
- What is the most important thing in your role as a supervisor?
- What you give to team members?
- How do you define your own leadership - what responsibilities? What is your role?
- How do you prioritize your tasks?

Other topics

The perspective of individuals was also discussed in the interview. The approach was to find answers to the questions "How do people adapt to a new situation and adapt their work habits?" "What challenges does telecommuting bring us?" "Do we need to study something new, or do we need to improve our knowledge and awareness?" and "What skills does a teleworker need?"

Examples of questions that could be used if the topics did not arise otherwise:

- What skills should a teleworker have?
- How have team members adapted to working during the pandemic?

- How was the time before the pandemic, during it - assumptions about the future?
- What kind of practices? How to stay in touch?
- What does working as a supervisor look like when working remotely?
- What kind of support do you get for your work as a supervisor? Need other support?

3.4 Define

The define-phase defines the problem based on the discover-phase (Design Council 2022). A main part of the define-phase in this thesis is the transcription and analysis of the interviews. This sub-chapter also describes the results of the interviews and the resulting scheme, as these serve as a starting point for the next phase.

3.4.1 Transcript

The interviews were transcribed. This was a time-consuming process, but also very important, as this was how the interviewee sentences were listened to in more detail. When listening to recordings, it gives the opportunity to hear and see smaller details and tones, as well as new perspectives (Moilanen et al. 2014, 107). MS OneNote -application was used and while transcribed, time-marks were set time to time during transcription in case there would be need to return to recordings later.

Initially, the transcription was done carefully, listening, and writing each sentence and the exact phrase. After transcribing three interviews, the process was streamlined as it was found that secondary sentences did not require excessive precision, for example if the interviewee gave an example of something or described some small details. Secondary sentences began to mark for example “[explain history]”.

3.4.2 Analysis

In the first iteration of the analysis, transcriptions were read, and preliminary marks were made on terms and topics. More than 300 preliminary marks were found. These included overlapping and non-essential marks. Finnish terms were used, which clarified the process in the terms used in the interviews. In the second iteration, the interviews were re-read, and relevant information was marked as keywords. Keywords are tagged with MS OneNotes To do -tag. MS OneNote has a Tag Summary -tool, so the tags can be listed on the right side of MS OneNote. This made it easier to see and compare the keywords. 71 keywords were found. In the light third iteration, some of the keywords were checked to see if they were similar or needed new one. After third iteration 68 keyword and seven main themes was found.

Based on the keywords and the themes they presented, the themes were categorised and condensed into a mind map. In the mind map, different colours present different categorises

of themes. This clarified the structure of the information. The mind map is presented in Figure 8.

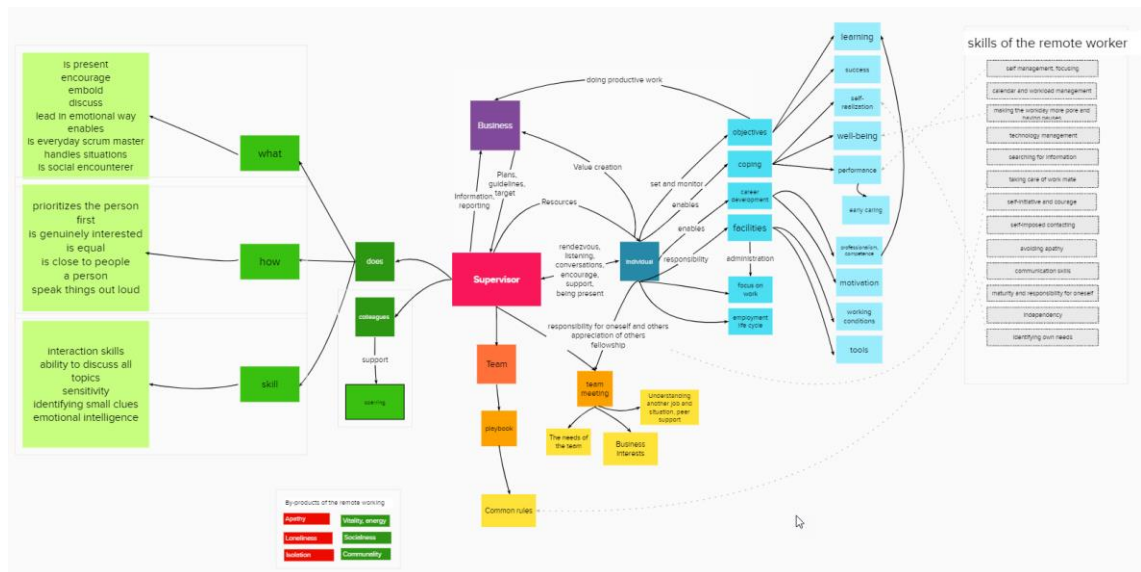


Figure 8: Mind map as an analysis tool on interviews

There is a supervisor in the middle of the mind map. The green section on the left describes the activities of the supervisor, what he or she does, how he or she does it and what kind of skills the supervisor should to have. “What supervisor does” includes nine keywords: is present, encourages, emboldens, discusses, leads in emotional way, enables, is an everyday scrum master (who tackles the obstacles), handles situations, and is a social encounter. “How supervisor does it” includes six keywords: prioritizes the person first, is genuinely interested, is equal, is close to people, a person, and speak things out loud. “What kind of skills supervisor needs to have” includes five key words: interaction skills, ability to discuss all topics, sensitivity, identifying small clues, and emotional intelligence. The green section also mentions colleagues and their support.

Underneath the green section are three negative by-products of remote working and their opposites, necessary, useful phenomena. The three negative by-products are apathy, loneliness, and isolation. Instead of apathy, vitality and energy are needed. Sociality is needed Instead of loneliness, and community is needed instead of isolation.

Above in the figure the supervisor is business led by several arrows: data and reporting, plans and guidelines, and a target. In the figure below the supervisor are the team and team meetings. The team has a playbook and common rules. A team meeting involves the needs of the team, understanding another’s work and situation, peer support, and business needs.

To the right of the supervisor is the blue section with the team member, the individual. There is an arrow between the supervisor and the individual, or team member, that emphasizes the interactions as rendezvous, listening, conversations, encouraging, supporting, and presenting. The supervisor has six main keywords for the individual and the keywords has sub-keywords. The main keywords are objectives, coping, career development, facilities, focus on work, and employment life cycle.

With a team member, the supervisor sets and monitors objectives. Objectives are related to learning and success. The supervisor enables an individual coping in relation to self-realization, well-being, and performance. Performance is related to “early caring”. The supervisor enables career development related to professionalism, competence, and motivation. The supervisor is responsible for ensuring that team members have the facilities to do the job. Facilities include working conditions, and tools. The supervisor allows the team member to focus to work, by performing administrative duties. The supervisor takes care of the life cycle of the team members’ employment.

To the right of the figure is a grey section listing the skills of the remote worker. These skills include Self-management and focusing, calendar and workload management, making the workday looser and having pauses, technology management, ability to search for information, and take care of work mate, self-initiative and courage, self-imposed contacting, avoiding apathy, communication skills, maturity and responsibility for oneself, independency, and identifying own needs.

3.4.3 Results from the interviews

The history and background of the supervisors interviewed were diverse. Some had held supervisor’s role for only a few months, some had experience of several years and in several different roles and companies. Current roles also vary, some worked full-time as supervisor, some had also other roles and responsibilities, as consultants or project managers roles. Seven out of ten supervisors had also other responsibilities on top of the supervisor’s role.

The following is a description of the answers given by the interviewees. The answers are grouped according to the questions or topics of discussion. Discussions did not proceed linearly. Some topics overlapped or emerged in different contexts.

General description

The interviews highlighted the fact that the role of supervisors in general is to be more of an enabler, not a manager. Supervisors said they were genuinely interested in people and their wellbeing. They said the most valuable thing is to find a connection with another person and

see how people success in their job. The focus is on the team and its members, not in the supervisor him or herself.

The role of the supervisor also varies depending on whether the team member is a junior or a senior. For a junior, the supervisor can also be a mentor and the support provided is stronger than for a senior. However, all interviewees stated in different forms or in different contexts that staff is the company's most important resource.

Encouraging people to be and do. (Interviewee 5)

My mission is to make people feel comfortable at work. (Interviewee 2)

Authorities are not my thing, so it's easier to think about it together.
(Interviewee 6)

Role

The most important tasks in the role of the supervisor were to take care of coping of the team members. Supervisors should be available, to listen and help. Supervisors should be sensitive and able to read between the lines. They need to be able to discuss any issue and support a team member whenever needed. The supervisor is looking for a solution that is the best for human perspective.

The supervisor also represents the needs and the interests of the company. They ensure that team members, ICT experts, are trained for business needs. The supervisor should be able to communicate the target and business expectations to the employee. The role of the supervisor is to help team members formulate and achieve their targets. The supervisor supports the team member in developing their competence and professional skills according to their interests.

The supervisor should ensure that team members have everything they need to do their job, and appropriate tools and information to use it. The supervisor must be able to remove obstacles from effective work.

I do my job as a supervisor as well as possible so that the team members feel good. If someone doesn't feel good, then together we will find out what can be done about it. (Interviewee 6)

...that you really get to work where you can realize your own strengths and skills, you can develop, you can work in a nice team where others are valued - because it adds value our business. (Interviewee 2)

Duties

The supervisor interviewed see it as their job to make sure the team members stay motivated and want to stay in company. Supervisors are coaches, who supports the growth of a team member. Supervisors gives feedback and discuss about future.

Supervisors ensure that working hours remain balanced. Companies have several statutory obligations to employees, and supervisors are key actors in fulfilling them. One theme that each interviewee mentioned was coping.

My most important thing is that my people, my team members, my people, that they have the faculties in place, that they can work effectively, focus on where they are at their best. Even before that, their coping. (Interviewee 1)

What I want to achieve as a supervisor is that there should be nothing that people would not dare talk to me about. Then you have to invest in creating a sense of security. (Interviewee 10)

Values

One of the values of a supervisor mentioned was equality. Everyone must be treated equally. Supervisors need to be fair in their actions. Everyone works for the common good. The value base of supervisors is openness and fairness. Supervisors' actions have undirect impacts. Supervisors affect to team culture and feeling. They have the possibility to promote a positive atmosphere and empathy.

Supervisors recognize that they do also undirect supervisor work. This happens for example in roles where people develop services or processes or otherwise participate in common development tasks. The values and attitude supervisors share among their team continues also in other tasks they are involved. Supervisors feel responsibility of every employee, not just their own team members.

I believe in people and trust people. (Interviewee 4)

I bring a lot of myself to the workplace. Even raising my own blunders. I want to use it to bring out the feeling that you can come here as yourself. You can fail, no one is squinting. One can then look at those things together. (Interviewee 10)

Responsibilities

Responses to supervisor responsibilities were quite like the most important tasks and often these two terms were discussed simultaneously. One important and almost always mentioned responsible factor was the wellbeing of the employee in the work environment. Supervisors also have responsibilities to take care of ethics and bring inappropriate behaviour into attention. Supervisors are responsible for orienting the new employee.

Supervisors are not responsible for work management and coordinating the tasks of employees in specific projects. They are not responsible of billability, but they are responsible resourcing and recruitment. Supervisors are responsible for ensuring that company has sufficiently experts.

We do not make a profit; we are somewhat involved in helping to get the best result we can. (Interviewee 3)

Supervisor responsibility is definitely well-being. Setting goals. Monitoring those goals are being achieved. Responsibility as a support person in different life situations. (Interviewee 3)

What supervisor provides to team members

In some discussions the theme about what does the supervisor provide to team or team members raised. Supervisors provide ears and someone to talk, even with the difficult manners. Supervisors gives time.

For young people, the situations are new and unique. Some may need that a middle-aged aunt will tell you that there is nothing new or miraculous here, and this is how it has sometimes been solved whether this would be of any help. (Interviewee 10)

Understanding, empathy, support, help. (Interviewee 3)

Supervisors can facilitate team meetings, but the agenda for the meeting varies. Some teams use team meetings as a “campfire” where everyone can recharge their mental batteries and relax for a while. Some teams use a more formal perspective for team meetings such as sharing information, checking the workload, and reviewing business unit targets. Some interviewees did not organize their own team meetings but visited the project team meeting occasionally or regularly, for example. What most team meetings had in common was sharing things. Some teams share their feelings and mental wellbeing, others share knowledge and understanding of the workload of teammates.

Supervisors’ understanding what a team member does for a job varies greatly. This difference also affects what the supervisor thinks he or she is providing to a team member. Some supervisors do the same work as their team members as part time and supervisors are aware of the challenges faces by team members. Some supervisors may have never worked in ICT-customer projects, but they have strong leadership and supervisory expertise. However, the most important thing is to support the team member.

They are professionals in what they do, and I am a professional in what I do, so they do not suffer that I do not understand coding as deeply. (Interviewee 4)

Remote work affects

Some discussions also asked how the remote work has affected the work of supervisor if the topic has not come up before. Some of the supervisors interviewed had no experience of supervisory responsibilities prior to the pandemic, but most had. Some supervisors said remote working has not significantly changed their work. Their team may be multi-located, and they have meetings online already before pandemic and mandatory remote working. But some of the supervisors said that their working has changed tremendously. Prior to the pandemic they have had face-to-face meetings, coffee breaks and quick informal chats with their team members, so they have been able to see people and read their body language.

One perspective is that because change has been the same for everyone, people have had to adapt. Some have found it easier to adapt than others. The pandemic has lasted so long that online “everyone is much more open and relaxed, this has become a new way to face.”

(Interviewee 5)

In the past one could have listened to the dynamics of the team, so now it goes to follow the individual. (Interviewee 6)

Somehow you don't see those people, that's my strength, that intuition, it's like it's taken away. That's why it's so hard for me to be a supervisor to the computer. (Interviewee 4)

The team's perspective was also similar: some of the supervisors interviewed said team members did not want face to face meetings or extra leisure meetings, they were used to working online and talking to each other when needed. Someone even said that they will continue to have the team meeting either just online or just live. A hybrid meeting, some in the same room and some online, does not make the situation equal for everyone.

In each interview the topic of coping comes up at some point in the discussion. Supervisors were concerned about peoples coping, capability to recover and resilience. They see that employees are not just working resources; they have a family and a life outside of work. The pressure brought about by the pandemic has spread unevenly. The unknown future also brings its own concerns to people's coping.

All supervisors interviewed emphasize the importance of communication during remote working. Because there are no ad-hoc daily meetings, supervisors feel they need to be more active and more sensitive to receiving hidden messages about people's well-being. Stronger emotions and changes in life situations were identified as related to the pandemic period. People feel outsiders, insecure and have different resistance to change.

I almost smell it if someone isn't all right. (Interviewee 1)

Emotional leadership is now the thing to do because many people trigger many things with emotion. And even strong outbursts of emotion, and when they start to break down, there may be nothing to worry about. (Interviewee 4)

It was also common in supervisor's responses that communication has changed. One way to see the change is that the communication is now more equal than before, because everyone is online and isolated from each other. Before there might have been a small group together in the office meeting room and some are online. This can lead to a situation where something happens in the conference room that online attendees do not see, and it breaks the sense of cohesion and the togetherness. On the other hand, disagreements arise in different ways than before. Supervisor does not hear the conversation as before with team members communicating in the office corridors and if disagreements arose, he or she was able to participate in the conversation. Now the misunderstanding between people may develop long before the situation comes to the attention of the supervisor.

One perspective of coping with remote working is how supervisors should change communication. Since the opportunity for face-to-face meetings is lacking, everyone should talk to each other. Written communication, at least in chat where the writing is short, leaves too much room for interpretation. This accumulates into misunderstandings. Supervisors emphasize that they need to have time to communicate with people, talk to them and hold team meetings without a tight agenda. Each interviewee mentioned talking to people. Many mentioned that now that we do not see each other, we must listen very carefully and pick up expressions that may have some unusual tone or somehow just get the feeling that everything is not right. The need to turn on a laptop camera was also often mentioned. One supervisor had planned for a team meeting to be held only for those members who come to the office. This would be voluntary, and all materials would also be distributed to those who do not participate, so that they do not miss out on information. But in this way the supervisor tries to get the team members to see each other now and then and encourage people to come to office.

Someone has sometimes written something like that: listen, be present. You can also be present non-physically and virtually and it is enough to open the camera when you are talking to that guy and when he is in a situation where he wants to talk, then I am present and listening. (Interviewee 1)

Supervisors' prioritization

Most of the supervisors interviewed said that they need to prioritize their job or duties. The perspective was different if they worked as supervisors full time and had no "customers" other than employees. Most supervisors also worked in a customer project, so they had to prioritize between customer and team members.

I always prioritize my team first. (Interviewee 1)

I want to be a supervisor present and approachable. (Interviewee 6)

Individual perspective in remote working

The perspective of the individual was widely discussed. One approach was that people should see the value of face-to-face communication and the learning process associated with the present. Remote working closes or reduces communication channels between people. Seeing other people gives energy and coming to office gives a rhythm to the day. In the home office, people regress, days become routine and boring. People are also adapting. The skill of self-management should not be taken for granted. In teleworking work and leisure are more difficult to keep separate and people do not take breaks. If the work has a good flow or project situation is busy, it is easy to just do more and more. Supervisors do not see the situation or warning signs when people are online.

Supervisors' see that communality is a motivating factor, and it is worth asking employees about things that create communality. Supervisors can be active themselves and invite team members to lunch or coffee. Supervisors had also ideas for activation themes such as encouraging more exercise.

The close contacts in the office before the corona were quite worth their weight in gold and I know that the team also liked them, but somehow, I feel like they don't want to see their own supervisor, but they miss their colleagues. The meeting of a colleague with whom you can exchange opinions and sparring on your own doing, is more important to them than meeting your own supervisor. (Interviewee 1)

The skills of a remote worker

The skills of remote workers were discussed. Supervisors said these were, for example, self-determination and responsibility. People need to be self-initiated and proactive in getting things done, getting the information they need, and helping each other. The balance between work, sleeping and other things is important. Workflow can be difficult to cut if the home is a workplace. In home offices it can be possible to concentrate well, but people do not take breaks and the porosity of the work is poor.

Avoiding apathy is associated with both self-determination and varied daily schedules. The remote worker should schedule and balance the day with different tasks. People should be able to take over technology and search for information. They must dare to ask and interrupt others, even if they do not see if someone is busy or not.

But such maturity, responsibility for one's own self, one's own well-being at work and the trace of work, but also for a friend. Taking responsibility, identifying one's own needs, highlighting them. That you won't wait for someone to always ask how you feel. You may have to wait a while. (Interviewee 4)

Time management, more options in the rhythm of everyday life. The start and end of the workday, no blinking. In terms of mental health, more to do than work, depending on the person. (Interviewee 8)

3.4.4 Model resulting from the interviews

An open-office environment allows to see and hear colleagues physically during the working day. There have been many practices that have helped to understand each other. For example, when seeing a colleague you want to talk to, sitting in a meeting room with others, you know that now he or she cannot answer to phone call or messages. In remote working the situation is different. The colleague's status in chat application is reserved, but it can only be due to the integrated calendar and appointment information based on it. An appointment might be a reminder to talk to you. Therefore assuming that he or she is occupied, you get misleading information.

In a hybrid working environment the situation is different. Based on the interviews, a model was created. This model is used as a perspective for the next steps in the development of service design in this thesis. The model is presented in Figure 9. There are three nested circles. The outermost circle is communication. Within the communication is networking and the innermost is agreed practices. Agreed practices can be used at the business unit, team, or individual levels.

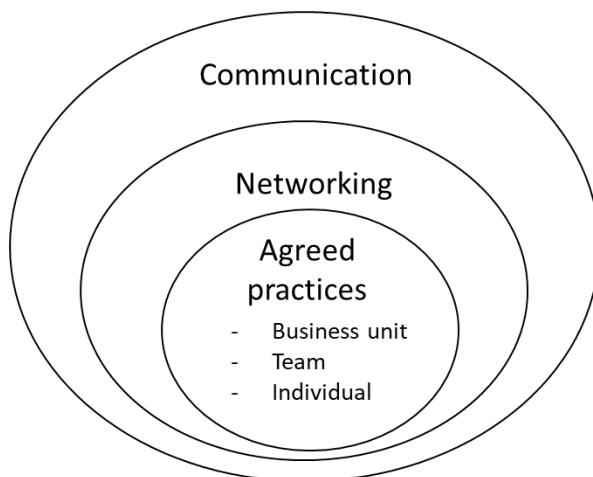


Figure 9: Model about agreed practices

In a hybrid work environment, practices need to be clarified and, in some cases, published. This means that instead of assuming or thinking that everyone has a common understanding, practices need to be said aloud and a debate started on the subject. After the discussion the common understanding is reached, and the agreement can be written down. This can be done by implementing a playbook. A playbook can be made on several levels: the entire organization or company, a business unit, a team, or even just by oneself. For example an

entire organization might agree that all employees make their calendar visible everyone. Similar practices can be done throughout the organisation and for different needs. An individual can also make a playbook to themselves. This could be a self-management tool designed to manage calendar and workload, to make the workday more porous and take breaks. These were all skills that interviews mentioned a teleworker needed. An individual playbook could be a user guide to colleague. It tells that a calendar meeting with free status is just a reminder, or a best way to reach is by chat. The Best Practices Playbook offers a material and ideas to individual playbooks.

Agreed practices or the playbook is the key to networking. Networking is not hierarchical, but it varies and changes with the situation. Networking means for example networking among colleagues, giving them the opportunity to discuss, share thoughts and support. Networking also involves the fact that there is always a lot of tacit information that is never written down, but the information is useful. Strong networking strengthens communication.

All the above require communication. Communication is the key to successful working. In hybrid working environment should focus be on communication, both oral and written communication. Strong communication is an immediate and open discussion that creates the transparency.

The Agreed practices model confirms the situation of “Teams, individuals, and communication in post-Pandemic working environments” shown in Figure 4. For communication at different levels and forms to be clear and understandable, common rules need to be established for it.

3.5 Development

The Development phase looks at the problem defined in the Define phase from a broad perspective and seeks answers to it (Design Council 2022). In this thesis, the Development phase includes an ideation workshop and the compilation of the first version of the playbook.

3.5.1 Workshop

Ideation workshop is a great way to get innovation and ideas from the larger group of people. As Moilanen et al. (2014) say, creativity is at the heart of new development, because without the ability to innovate, development regresses. A clear structure of the themes had been gathered from the interviews, but more details and real-life practices are needed for the playbook.

The purpose of the workshop is to produce content for the Best Practices Playbook. The topics of the ideation were decided based on the structure from interview analysis. The

ideation board template was created to Mural-application. Mural-application is a collaborative platform where participants share a common workspace online.

Both the Mural board and the workshop was in Finnish. Prior to the workshop the main topics and structure of the workshop was walked-through and reviewed. The workshop was facilitated by the researcher. At the workshop there were 12 registered, but only 7 attendees. Two of the attendees were not supervisors themselves. The workshop lasted 1,5 hours and was held online at Teams.

First, the thesis and history of the Best Practices Playbook was explained. The framework of agreed practices (Figure 10) was also introduced and used as a perspective for ideation. Then the themes were introduced, and the ideation began. Participants make their own sticky notes to the board. Finally, all the sticky notes were read and discussed about the topics.

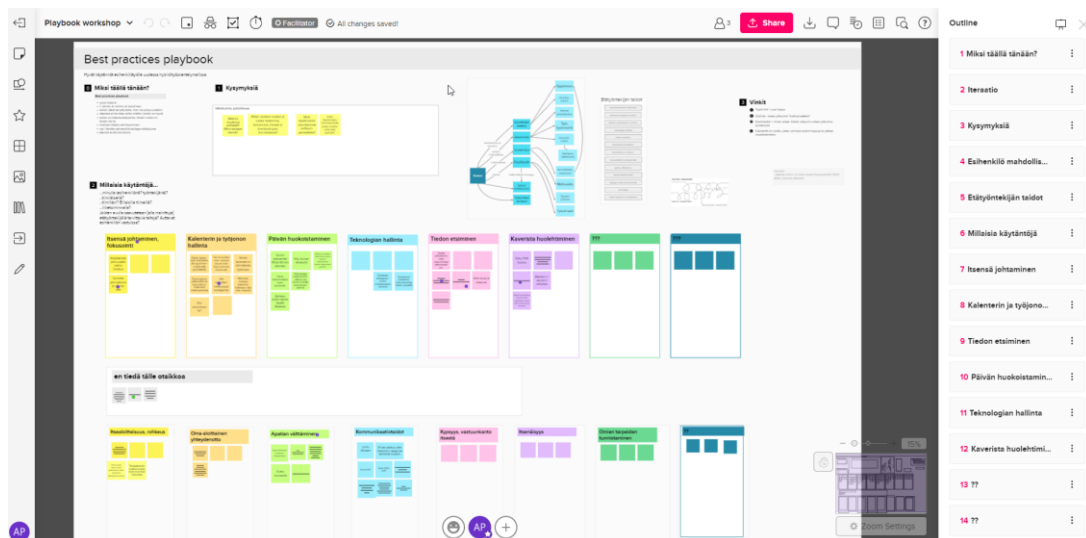


Figure 10: Original mural ideation board in workshop

Perspective and ideation topics

The skills of remote workers were taken as a main perspective of the workshop ideation. Based on interview analysis, 13 skills were found that a remote worker would need in hybrid work conditions.

These are:

- Self-management and focusing,
- calendar and workload management,
- making the workday more porous and having pauses,
- technology management,
- searching for information,

- taking care of work mate,
- self-initiative and courage,
- self-imposed contacting,
- avoiding apathy,
- communication skills,
- maturity and responsibility for oneself,
- independency, and
- identifying your own needs.

Some of the topics were overlapping or nearly duplicating with each other, but all of them were left to stimulate the ideation. The topic “I don’t know the topic for this” was added to make it easier to decide where to add your own idea.

The remote worker skills were approached by asking “what kind of practices we need to have as a supervisor (or worker), or as a team member, or as a team, to achieve the skills that remote worker needs? Or to help supervisors with her or his responsibilities?”

The prepared Mural board was used. Attendees made their own sticky notes directly to Mural board. After limited time everyone went on together and discussed everyone’s note. The result of the workshop was ready on the shared whiteboard.

Results of workshop

The purpose of the workshop was to produce content for the Best Practices Playbook. The topics used can be used either as is or made more suitable for Playbook. The Mural board used in the workshop will not be used in the Playbook. The topics and a part of the results of the workshop are listed below.

<p>Self-management and focusing</p> <ul style="list-style-type: none"> ○ Take of the desktop notifications from Outlook. This gives you the possibility to concentrate. ○ Identify one job queue and follow it. Create yourself one queue, instead of picking up issues from multiple sources. ○ Make a strategy to manage your calendar, not just react. 	<p>Calendar and workload management</p> <ul style="list-style-type: none"> ○ Share your Outlook calendar. Mark your position to Outlook. Your colleagues or team members knows where you are. ○ Reserve disruption-free time to your calendar. ○ Ask the agenda and your role in a meeting if these are unclear.
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<p>Making the workday more porous and having pauses</p> <ul style="list-style-type: none"> ○ Schedule an hour meeting to 45 or 50 minutes. ○ Have a walk during the lunch. ○ Reserve time also to working. ○ Have breaks between meetings and eat lunch away from the computer. 	<p>Technology management</p> <ul style="list-style-type: none"> ○ Follow up of the development of tools and new features ○ Searching for information ○ Clear rules to team where documentation will be saved ○ Internal training material ○ Intra pages and structure ○ Discussion meeting are important
<p>Searching for information</p> <ul style="list-style-type: none"> ○ For the team, the agreed practices where the documents are saved ○ Meeting notes, availability, quality ○ Intra pages and structure ○ Discussion meetings can be important 	<p>Taking care of work mate</p> <ul style="list-style-type: none"> ○ Ask how you are. ○ Mark “available to lunch” to calendar. ○ Virtual coffee breaks ○ Utilize social happenings
<p>Self-initiative and courage</p> <ul style="list-style-type: none"> ○ Supervisor; enables participation in tribal activities ○ Supervisor encourages to share own thoughts in team meetings ○ The content of a team meetings is also produced by team members 	<p>Self-imposed contacting</p> <ul style="list-style-type: none"> ○ Ask and comment in Teams channels ○ Supervisors on-call time as regular time when supervisor is easily contacted
<p>Avoiding apathy</p> <ul style="list-style-type: none"> ○ Impulse projects and campaigns ○ Highlighting the relevance of the work ○ Get-together-days to team ○ Invite to lunch ○ Virtual coffee breaks 	<p>Communication skills</p> <ul style="list-style-type: none"> ○ Wait 10 s while speaking so that unhurried attendees have a possibility to react and join the conversation. ○ Listen ○ Ask how you are ○ you can show your feelings, be open ○ Agree the communication policy on team

<p>Do not know the topic</p> <ul style="list-style-type: none"> ○ Team’s own playbook and sharing the playbooks with others ○ Remote working etiquette ○ Pair and group programming 	
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Maturity and responsibility for oneself, independency, and identifying your own needs topics did not get any notes.

The brainstorming workshop showed the need to increase work and calendar management as well as increase porosity in the work. The workshop also highlighted concerns about the coping of colleagues and the need to deepen communication. The results of the workshop will serve as a starting point for the first version of Best Practices Playbook.

3.5.2 Playbook

One of the main tasks of this thesis was to produce a Best Practices Playbook for Digia. The idea about the playbook was raised by the Future of Work -team, but the team did not participate in the development work of the playbook described in this thesis. The Future of Work -team was involved in deciding on Best Practices Playbook’s publishing methods. The first version of the Playbook was published in February 2022. The first version was known to be raw and unfinished, but since the whole idea is the continuous development of the Playbook, the whole company and all employees will be needed in the developing work. Therefore, the sooner the release will be made, the faster everyone will benefit from it. Platform to Playbook was decided to be Wikipedia-type, which was a known platform, easy to find and freely available to everyone. The platform was already in use in Digia, making publishing easy. Figure 11 shows the first version of the Playbook.

DRAFT Hybridityön Playbook | Playbook of hybrid work

Created by Koivula Karollina, last modified on 27.01.2022

In English >>

HYBRIDITYÖN PLAYBOOK SUOMEKSI

[ITSENSÄ JOHTAMINEN](#) [YHTEISET PELISÄÄNNÖT](#) [KETÄÄN EI JÄTETÄ](#) [NELJÄS VÄLILEHTI](#)

TYÖJONON HALLINTA

- Tunnista yksi työjono, kerää tehtävät siihen ja seuraa sitä. Työjono vinkkejä: Outlookin To do -lista. One note "Tag as To do" ja Tags summary -toiminto.

KALENTERIN HALLINTA

- Kerro missä vaikutat: laita päivän sijaintisi Outlookin kalenteriin All day & Free -merkinnällä esimerkiksi @ATOMITIE
- Varaa kalenteriin häiriötöntä työaika. Voit myös automatisoida merkinnät kalenteriin: My analytics >> Määritysasetukset
- Mieti kalenterin hallintaan strategia, jotta se ei olisi vain reagointia
- Pyydä palaverihin agenda tai kysy kolleguksijalta mikä oma roolisi palaverissa on, mikäli tämä on epäselvää
- Jaa kalenterin näkyvyys digilaisille. Lue lisää: Microsoftin Outlook-ohjesivulta
- Opi sanomaan "ei"
- Lyhennä palaverit 60 minuutista 45 tai 50 minuutin mittaisiksi. Lue lisää: Digian kokouskäytännöt

KESKITYMINEN

- Minimoi ohjelmien kuten Outlookin ilmoitukset, esimerkiksi uudesta meillistä.
- Säädä Teamsin ilmoitusasetukset itsellesi sopiviksi. Lue lisää: Vinkkejä Teamsin käyttöön Digialla

HUOKOISTAMINEN

- Pidä taukoja, käy kävelyllä lounastauolla
- Varaa kalenteriaikaa myös työnteolle eli vältä palaveriputkia

Figure 11 The first version of Best Practices Playbook in Digia

The Best Practices Playbook is divided into tabs for quick visibility. In the first version, the tabs are named "Self-management," "Common rules," and "No one is left out."

In the "Self-Management" tab, the perspective is everyone's own independent work, its efficiency and management. The section focuses on general tips. Some topics may have links to more detailed practical instructions. In first version "Self-Management" tab contains following sections and here is listed one example of each:

- "Work queue Management": "Identify one job queue, collect tasks for it, and track it."
- "Calendar Management": "Shorten meetings from 60 minutes to 45 or 50 minutes."
- "Focus": "Think about your own work rhythm - when do tasks that require concentration go smoothly, when do you get stuck? What about creative things? Routines? Is there a better way to do some things in the office?"
- "Porosity": "If there are no natural transitions, make them. How about an oxygen walk before work? A few yoga asanas or push-ups while lunch is warming up on the stove?"

In the "Common Rules" tab the perspective is the team perspective. It contains ideas on what a common playbook could contain and how to put it together. Tab contains the following sections and here is listed one example of each:

- "My Playbook": "Gather the working methods and rules that are right for you in your own playbook. There are no right ways, there are only ways that are right for your team."
- "Communication Tools and Methods": "Use scheduled emails if your own work time is flexible differently than your colleague work time."
- "Saving Files and Materials": "Agree with the team where the documents, notes, etc. will be stored, what their content is and what they want to achieve with them"
- "Working Methods": "Arrange office days with the team"

The "No one is left out" tab's perspective is communal. Topics focus on building community and caring for others. The tab contains the following sections and here is listed one example of each:

- "Remember Colleagues": "Ask a colleague how you are"
- "Team Moments": "Book a moment to chat at the beginning of the actual meeting"

The published playbook acts as a master playbook, allowing each team or unit to build their own playbook. The Best Practices Playbook supports Digia's cultural principles. "Senior Trainee" improves self-management and their own skills. Playbook is based on "Sharing". It is "Courage" to try new practices and refine them into quality to be a "Professional Pride".

3.6 Deliver

The deliver-phase is to pilot the output as well as test it with users. In this thesis, the deliver-phase includes the publication of Best Practices Playbook. No other further iterations are performed in this thesis. Development work continues at Digia using various methods. The development of this is part of normal change management and will be continued iteratively. The first version of the master Best Practices Playbook was published on a wiki-based intranet. All employees can both read and update information. The published playbook acts as a master playbook, allowing each team or unit to build their own playbook.

4 Discussion and conclusions

The purpose of this thesis was to gain an understanding of how hybrid working affects the role, tasks and responsibilities of a supervisor and what actions are needed to adapt the new requirements to a day-to-day work. The aim of this thesis, Best Practices Playbook was

conducted and published. The service design method used in the thesis, including both the interviews and the workshop, brought a people-centred perspective to the research.

4.1 Development approach and literature

The nature of the service design development is not linear (Moilanen et al. 2014; Stickdorn 2018). Also, in this thesis the progress has been iterative, and the lessons learned along the way have been utilized. Based on literature and interviews the main key questions have been curtailed and emphasis of theory and literature has been sharpened. The overall steps of iteration have been presented below in figure 12 Thesis evaluation.

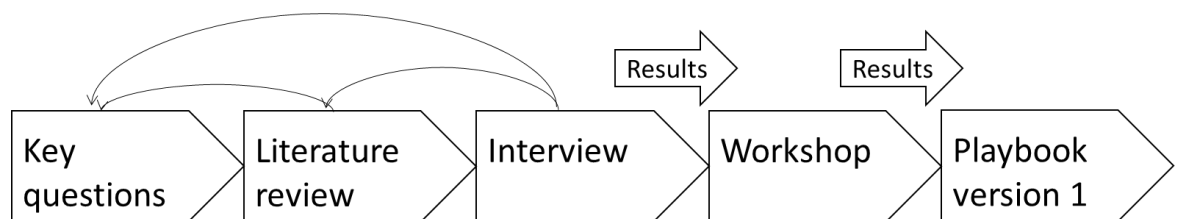


Figure 12: Thesis evaluation

The approach of this thesis was qualitative. It is not based on a well-defined theory, but the perspective is paradoxical. Approach perspectives were created based on the literature. This thesis focuses on how the supervisors interviewed see their roles and responsibilities. Based on this, it was considered what practices will be needed in hybrid work in the future. This procedure is similar to the method for testing qualitative research hypotheses (Alasuutari 2011, 210).

The reliability of this thesis was affected by the changes brought about by the pandemic. The literature chosen is topical, but there were challenges in selecting the literature. No research results were found in the hybrid work during the thesis. The literature focuses on research focusing purely on teleworking. Also, the rapid shift to telecommuting at the time of a pandemic creates a different perspective than what the slow formation of hybrid work is. In the thesis, the method was presented clearly, and it is reproducible (Alasuutari 2011, 63).

O'Connor et al. (2020, 4) highlight one major challenge in the research conducted during the pandemic. The pandemic is an exceptional time and the research conducted during it has its own complexity. They also emphasize the complexity of temporal studies in general. In the study of time management, time is objective, but in real life, time is subjective and mutable. (O'Connor et al. 2020, 4.) The idea of complexity has been utilized in this thesis in the sense that research conducted during a pandemic does not directly correlate with pre- or post-pandemic conditions. The feelings and emotions experienced by people during a pandemic cannot be detached from the current situation. On the other hand, recent studies conducted

during the pandemic were used in the literature. The results of these studies were utilized, although it was recognized that the results did not reflect the ever-changing situation. However, studies may provide clues to the future post-covid era and at least they describe the recent history of telework.

Care and judgment were used in the selection of the thesis literature. Cultural and geographical aspects were considered, as well as suitability for the work culture. If the work arrangements or conditions were not sufficiently similar, the literature was omitted. An even more precise and analytical approach could have been used to select the literature. Now all the research on teleworking was bundled with the same results. It would have been appropriate to divide these into pre-pandemic and during the pandemic studies. The literature used for the thesis was limited. A broader review of the research and literature would have brought a deeper perspective, especially on psychology and the behavioural sciences.

Discretion was also used in the application of the studies. As O'Connor et al. (2020, 3) mentioned in their own study that studies are usually conducted based on a simplified project, not on a complex information systems development project. The way in which the interviewees described the practices of the team meeting, for example, reveals well the complexity and versatility of project work. Some supervisors interviewed associated the term "team" with the team they lead, while others may see the team as the team the employee is currently working on. The corresponding diverse use of the terms should be treated with caution. This thesis considered the fact that leadership, management, and supervisors are all related to culture. Not just culture in a geographical and global sense, in macro-culture, but also in micro-culture. Every company and organization have their own culture for implementing leadership.

The differences in the work of different supervisors varied greatly. Interviews revealed that there were differences in the understanding of a team member's job description and responsibilities, for example. In some cases, the role of the supervisor includes both mentoring and day-to-day support in the client project, providing a deeper perspective. But on the other hand, deeper knowledge of leadership, coaching and support is also needed. This, in turn, requires time and investment in the role of supervisor, which may not be possible at the same time as the customer project. The most important thing may be that "when you do something that inspires yourself, you can inspire others as well." (Interviewee 4).

4.2 Leadership discussion

The interviews discussed the basic issues of the role of the supervisor: what is the role of supervisors, the main tasks, and values behind them, and what are the responsibilities. Once

these are identified and analysed, a discussion about the future role of supervisors can begin. Do we need a hierarchical role for supervisors, or could we get some other “understanding, empathy, support, help” (Interviewee 3)? Therefore, one question in the leadership discussion is whether we need leaders. Garro-Abarca et al. (2021, 10) found that the team leader could be replaced by team empowerment. This means that the actions normally performed by the team leader can be replaced by the actions of the team members. By strengthening the team itself, the leader builds trust and confidence. By empowering the team itself, leader builds trust and confidence. The condition for this to happen is that the team has a shared vision and that communication with the leader is direct and regular. (Garro-Abarca et al. 2021, 10.) This topic also came up in the interview discussions. A few supervisors reflect on their own roles and responsibilities, as well as how they saw that they could best support the work of team members. The diversity and versatility of the role of the supervisor came to the fore in these discussions. This thesis did not consider the aspect that affects the management model. Are there differences in an individual’s sense of autonomy if the team is autonomous? How does the leadership model affect the team and hence the individual - and thus the telework experience? The development and change of the role of the supervisor will be a very important and interesting topic in the future.

Other future support roles will also be interesting. In this thesis, technical solutions and tools were excluded. However, the literature suggested that the supervisor should internalize the technical solutions and distribute them to the team (Contreras et al. 2020). Employees have access to a huge variety of programs and software. Although their basic use is simple, their effective and versatile utilization may require more in-depth study. Studying can be, for example, keeping up with the times and following up on updates published by software vendors. Not everyone has the opportunity and time to do this themselves. Additionally, customizing programs may require administrator privileges that cannot be granted to everyone. It would be good for the organization to have practices on how staff skills are maintained for such utility applications as well. This may require a new internal support model for the organization, such as something between traditional IT support and internal communications. In future research, the support provided by technological solutions and their effective use is certainly one of the most important issues to be explored.

Leadership was approached in this thesis from a narrow perspective. The focus was on supervisors, not leadership or managers, in the sense that Eikenberry and Turnel (2018) define it. In interviews, supervisors described that their role is to be more of an enabler, not a manager. They described that they gave “Understanding, empathy, support, help.” (Interviewee 3). Therefore, the way supervisors describe their role reverses the traditional hierarchy. A supervisor is not a high-level manager with authority and the right to command, but a supporter and listener. The supportive role of the supervisor that emerged in the interviews corresponded well to the Inverted Pyramid image formed from the literature,

Figure 2. Supervisors felt responsible for implementing the goals of the organization and for the productivity and well-being of teams and individuals. They also felt obligated to support organizations, the team, and individuals in their needs. The interviews also supported the Nested Circles framework, Figure 3. The work of supervisors is holistic and complex. Sensitivity, the ability to listen and discuss, and the ability to act independently and equally emerged in most discussions. Both frameworks, the Inverted Pyramid, and, the Nested Circles, were general views. These can also be transferred to other research settings.

The method of communication used in this thesis and shown in Figure 4 corresponds well to the phrase of one interviewee “In the past one could have been listened to the dynamics of the team, so now it goes to follow the individual.” (Interviewee 6). Supervisors no longer have the same opportunity to see and hear the team interacting with each other when the team is scattered. All supervisors interviewed emphasized the importance of communication in changing working conditions. Communication does not come for free in the form of non-verbal messages and occasional encounters, but communication must be invested in and actively promoted. Too little communication increases the possibility of misunderstandings, and this affects the emotional atmosphere. Changed communication also creates opportunities for equality and development. The differences between teleworkers and office workers are evened out when everyone has the same opportunities to participate in team meetings, for example. Hybrid work further enhances this, as the benefits of both office and telecommuting can be utilized in many ways.

4.3 Hybrid working

As Brunelle & Fortin (2021, 9) noted in their study, both telecommuters and office workers have a positive impact on job satisfaction, but in a different way. The support needed for office workers is more competence-based, while for teleworkers it is relatedness. (Brunelle & Fortin 2021, 9). This highlights the idea of how hybrid work can support different people in different ways. A more independent and self-employed employee may use home office days differently than an employee who wants to make more intensive use of support resources. For example, they can choose different tasks to perform on remote days. Teleworkers might have reached a state where management practices do not always play as big a role as office workers. Remote working oriented and trained teleworkers to be more autonomous.

In the interviews, the skills of teleworkers were mentioned as self-determination, self-initiative, proactivity and avoiding apathy. World Economic Forum predicted that in the future we will need creativity, originality, and initiative, as well as critical thinking and analysis. (World Economic Forum 2020, 34, 128). Achieving these skills is not possible with short courses and the skills cannot be demonstrated with certificates. Learning these skills

starts early and their use is not limited to ICT work. What should be done to acquire or develop these skills? This will be seen in future researches.

The questions "How do people adapt to new situations and work habits?" and "What skills do teleworkers need?" were widely discussed. There are no correct answers to these questions yet. History is so short that we don't have enough evidence to see how things work out. The answers also depend on the person. Some seem to adapt well and quickly; they have found a way to take advantage of the positive aspects of telecommuting. Some may have difficulty changing their habits, organizing their daily routines, and getting the job done. Therefore, one answer is yes, we need to learn or strengthen our skills to be able to be self-initiative, manage the calendar and be aware that there should be enough breaks during the day.

The main question of this thesis was "How can we, as supervisors, adapt to the new situation and help both oneself, each other, and our teams and employees to adapt to the new normal?". This thesis did not provide such a clear answer to the question. The answer is varied, as is the job description of the supervisor. The answer is included in the topics discussed earlier:

- tolerating paradoxical situations in complex situations and finding innovative solutions
- iterative and continuous development
- communication, its quality, and the enhancement of communication, both orally and in writing
- commonly agreed practices and their visibility

4.4 Playbook

The Best Practices Playbook made in the thesis was unfinished, but expediently it is the first version and will continue its own life after its publication. The development of Best Practices Playbook follows a general, iterative change management process. Published master Best Practices Playbook is a collection of best practices from which each group, team, or individual can pick out the practices that best suit their needs and make their own Best Practices Playbook. The master Best Practices Playbook also serves as a collection of instructions and links to more detailed guides. Further development of the master Best Practices Playbook can be done in everyday work and in various workshops. Different users may be involved in different ways.

4.5 The value of the thesis and possible further studies

The most important and concrete result of this thesis is the Best Practices Playbook for Digia. Both theoretical frameworks, the Inverted Pyramid, and The Nested Circles are generalizable and transferable to other studies. Overall, Best Practices Playbook is an easy tool. Similar

playbooks can be deployed in variety of organizations. It is suitable for both large and small organizations as well as different industries.

As already mentioned, interesting further studies include the development of team autonomy and the change in the roles and responsibilities of the supervisor. The impact of technological solutions cannot be ruled out, nor can the skills required of a teleworker.

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