

Appendix

Table A1. Examples of Continued Findings Beyond Remote Work Environment Wave 2

Remote Work Environment Wave 3
Bolstering Psychological Safety: Interactional patterns of self-disclosure and mutual humanization
● Patrick (R3I.21) discussed “seeing” and “hearing” his group members’ nonwork roles, demands, and commitments such as “two grandparents that [they] live with and need to take care of,” “dogs start[ing] barking while they [i.e., group members] are trying to do something that’s important,” “three roommates,” and “kids running by the camera screaming ‘We’re out of Fruity Pebbles!’” He felt he “learned more about” his group members by “getting lenses into their home lives” and realized, “Wow, everybody’s got their own stuff.... People are people.” He now felt he recognized “their humanity.” ● Into Wave 3, Brett’s (R3I.6) group continued sharing about their hobbies and other aspects of their personal lives through a team messaging application. He learned more about his group members’ lives and expressed recognition of their humanity: “People have had family stuff going on. People have had sick parents, people have had deaths in the family, people have new babies, people have issues with their pets, people have back surgeries and hip surgeries and migraines... <i>We’re all human beings.</i>” (emphasis added)
Remote Work Environment Wave 4
Bolstering Psychological Safety: Interactional patterns of self-disclosure and mutual humanization
● Kayla (R4I.4) described how her group engaged in casual chat before and after video meetings: “We do have conversations about personal things.” She explained, “Knowing what’s going on in a person’s life gives you a little bit more understanding of where people are coming from,” whereas, “to compare to [pre-remote work], you didn’t always necessarily know.” ● In Wave 4, Colin (R4I.5) continued to explain that video cameras allowed him to see group members’ family members during meetings, spurring “more personal conversations than before.” He noted that people in his group were seeing “the whole employee, the whole person.”
Experiencing Psychological Safety: Psychological safety and flex practices
● Savannah (R4I.7) noted that workers in her group felt okay openly and “transparently” discussing their nonwork role demands. This supported her group in proactively and openly sharing information to effectively enact <i>handing off</i> practices: “We proactively manage it [i.e., work coordination amid varying schedules]. It’s like, ‘Oh, I’m on early in the morning, and this other person is on later in the afternoon.’ If we both need to look at this document, I’ll be like, ‘Why don’t I look at it in the morning since I’m going to log on first? And then you look at it in the afternoon, because you are going to be on later?’ That sort of coordination.” ● Briana (R4I.3) explained how people in her work group had a variety of reasons they needed to step away during the workday, such as spending time with kids, going outside to enjoy the nice weather, taking care of a parent or grandparent, and attending medical appointments. These reasons were all accepted by those in her work group. She was “never... nervous to tell” her group members about taking time from work during the workday; she felt safe sharing this information candidly. Briana and her fellow group members <i>mapped</i> by displaying their schedules to one another in their calendars: “People have in their calendar their working hours, and that’ll change if their work hours change.”