



Leading and Motivating Employees in a Remote Work Environment

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ABSTRACT

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This thesis focuses on remote work, employee work motivation and leadership. Remote work has become one of the most common ways of working due to the coronavirus (COVID-19) pandemic. Employee motivation is low due to the lack of social interactions and leaders have to adapt leadership in the new working environment. The objective of this thesis was to examine how to effectively lead and motivate employee in a remote work environment. The purpose was to research employee motivation in a remote work environment and understand leadership styles and characteristics support motivation in remote environment. The aim was to provide recommendations for leaders how to increase employee motivation in the remote work environment.

The thesis consists of a theoretical part which presents literature findings related to work motivation, motivation and leadership theories and e-leadership to obtain better understanding of the topic. A qualitative survey was conducted to support the research and to gain divers perspectives and experiences from employees in different position in organizations.

The research findings showed that the main three factors that affect employee motivation in a remote work and that can be improved by leadership are employee-leader trust, communication, and social interactions. The results also revealed that the lack of social interactions has also influenced leadership. Maintaining an effective, innovative, and collaborative team is time consuming and challenging in the remote environment. Based on the theory and research findings the author was able to construct recommendations to improve employee motivation and leading in a remote environment. These include ergonomic work conditions, determining and discussing expectations and goals, invest in communication and leader availability which improves trust, creating spontaneous interactions virtually and providing team communication guidelines. As a leader showing support, being participative and involving within the team's work, along with internalize the needed e-competences in a virtual environment.

Key words: remote work, work motivation, leadership, e-leadership

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ABBREVIATIONS

COVID19 Coronavirus disease is an infectious disease that is caused by the coronavirus 2019-nCoV.

1 INTRODUCTION

Working remotely has become prevalent over the last decade. According to a research conducted by the Eurofound (2020) only one in twenty employees worked remotely in 2018. As the COVID-19 disease that was characterized as a pandemic in March 2020 (WHO 2020), workplaces were obligated to close offices to restrict the spreading of the COVID-19 virus. This led to workforces to work from home, leaders had to lead and motivate virtually their teams. Now year later remote work is still common within industries that can work remotely but the effects are now seen. Young employees are struggling to find motivation and leaders are out of touch with their teams (Microsoft 2021). At the moment leadership and employee work motivation are struggling in the new work environment.

Motivation is the driving force that individuals have towards attaining a goal on the contrary work motivation is the desire of achieving work-related goals. Work motivation is influenced by the work itself, social interactions, working environment and leadership. Employee motivation is important for organizations as it influences the effectiveness and competitiveness of an organization. (Doyle 2005; Robbins, Judge & Campbell 2017)

Covering this subject is important as organizations' performance and competitiveness is linked to employee motivation levels. Individuals are becoming isolated in the remote environment as social interactions are decreased, without improving employee's work motivation organizations and leaders will have difficulties to create a work environment in which employees stay productive, motivated, and innovative. For these reasons, the objective of this thesis is to investigate how employees can be motivated in a remote work environment and how leaders can support employee work motivation. The aim is to create recommendations that leaders can use as guidelines for leading and motivating a team in remote work environment.

2 RESEARCH PLAN

The following chapter introduces the overall concept of the thesis project and the thesis topic, stating the importance of the topic. The chapter will also inform the reader the purpose and the objectives. The research questions will be presented.

2.1 Thesis topic

The evolvement of digitalization has changed the working environment in many industries. Working from home, telework and remote work refer to working in some other location and not in traditional office environment. Working remotely allows employees to execute their work wherever they desire without defined working hours or space. Working remotely has given new opportunities for businesses to grow and remain competitive as the structure of work is more flexible comparing to a traditional office environment. (Contreras, Baykal & Abid 2020)

The COVID-19 pandemic affected the way of working in many industries as different restrictions were given all around the world to avoid spreading the COVID-19. Social distancing was one of these restrictions and this led to companies changing from traditional office work to remote work at home which affected the way of working for employees and leaders. Employees and leaders had to find ways to motivate themselves and others throughout virtual platforms. Motivating and maintaining the motivation in a non-traditional environment can be challenging, due to the lack of social interactions between colleagues, decrease in communication, lack of physical contact et cetera. This can be seen in a research conducted by Gitlab (2020) about remote work which reveals that 29 % of the respondents sees motivation as the biggest challenge when working from home.

Employee motivation is a significant factor in any company that wants to remain competitive and successful (Jungert, Van Den Broeck, Schreurs & Osterman 2019). To be able to sustain the same performance that is performed in the

traditional office setting, leaders must adapt their leading and motivation methods in the remote environment. Leaders need to seek for new ways of leading and motivating their employees through virtual platforms.

The author of this research will gain knowledge about work motivation, remote work, different leadership styles, how these affect employee's work motivation when working remotely from home or other location outside of the traditional office environment and which leadership styles fit best in a remote working environment.

2.2 Thesis objective, purpose and research questions

It has been researched by Gartner (2020) that 25 % of companies will permanently shift 10 % of their office workforce to remote work after COVID-19 (Gartner 2020). For many companies this means the need to start understanding how employee work motivation will be supported in the future. The change to more permanent remote work will affect employees, but also company leaders. Leaders need to learn how to lead and motivate employees through virtual platforms and new leadership styles will evolve from the traditional leadership styles that will be suitable for remote working environments.

The main objective of this research is to investigate ways how to effectively motivate workforce in remote work conditions. The sub objectives are to find out what leadership styles and characteristics of a leader support employee motivation and how the work motivation can be maintained and enhanced in the remote work environment.

The purpose of this thesis project is to research employee work motivation when working from home, and to understand what leadership styles and characteristics support employee work motivation to and how employees should be lead in a remote work environment. The thesis will provide recommendations on how to effectively motivate employees in remote conditions that can be implemented in companies that seek to increase employee work motivation in a remote environment.

2.2.1 Research questions

The primary research question of this thesis intends to answer is:

How can employees be effectively motivated in remote work environment and what leadership styles and characteristics support this?

There are three sub-questions to support the primary research question:

1. *What leadership styles and characteristics support employee work motivation in a remote environment?*
2. *How can employees be lead in a remote environment?*
3. *How can employee work motivation be maintained and enhanced in remote environment?*

2.3 Concepts and theory

Necessary knowledge on the important concepts in this thesis report. The concepts will be discussed in more detail later in the theoretical framework of the thesis. The three concepts related to employee motivation in remote environment are following: remote work, work motivation, and remote leadership.

2.3.1 Motivation

The term motivation is difficult to define, but generally it answers the question “why do people do what they do?” (Mullins 2010, 253). The word motivation originates from the Latin word *movere* which means to move (Colman 2015). Generally, motivation can be defined as the direction and determination towards any goal, and it is unique for every individual. Some are motivated through intrinsic goals others are by extrinsic goals or from both. (Mullins 2010)

As the origin of the word refers to movement, motivation is a process that every individual goes through when they want to achieve and perform their best either in personal goals or organizational goals. In this thesis the focus will be on **work**

motivation. Work motivation can be defined as following “the external and intrinsic factors that drive employees to work harder by affecting the intensity, direction and persistence of their work-related activities” (Locke & Latham 2004, 388). Intensity refers to, how much an individual puts effort towards the goal, when related to work motivation, the direction refers how much the intensity is directed toward the organization’s objective and persistence measures the duration of how long an individual can maintain effort towards the goal (Robbins & Judge 2015, 128).

When discussing work motivation, three groups of factors influencing the work should be considered. These three are *economic rewards*, *intrinsic satisfaction* and *social relationships* also known as the three-fold classification. Economic rewards are wages, material goods, pension rights, security, and additional benefits such as health and dental insurance or retirement benefits. Intrinsic satisfaction is individuals own thoughts about the work which includes the content of the job and what the job offers the employee, how rewarding the work is and personal growth and development. The third classification social relationship refers to the friendships, group working and desire to belong in an organization or a group. (Mullins 2010, 255)

To conclude, motivation is individual. Each employee is motivated by different factors that may include extrinsic or intrinsic goals or both, or through gaining rewards. When knowing your employees’ leaders are capable of increasing employee’s motivation through different rewards as mentioned above. However, if leaders do not know their employees increasing motivation can be difficult because the leader is unable to match the rewards and goals that due increase that employees work motivation.

2.3.2 Motivational theory

Motivational theory is the study of understanding why people behave in a certain way to achieve a certain goal. It explains the behavior of a person in a specific environment. Motivational theories are used in all of society but are extremely important for businesses and management as it gives leaders the framework on

how they can motivate employees and increase it in a working environment. (Mullins 2010, 259; Sands 2020)

Motivational theories that will be introduced in this thesis are Maslow's Hierarchy of Needs, Herzberg's Two-Factor theory, Vroom's Expectancy theory and Locke's Goal Setting Theory. These theories will be explained in detail in the next chapter (Chapter 3, Theoretical Framework) of this thesis.

2.3.3 Remote work

Cambridge dictionary (2020) defines remote work as following: "the practice of an employee working at their home, or in some other place that is not organization's usual place of business". Remote work is a working style that allows organizations to break the traditional 8 to 16 workday and offer employees flexibility in working hours. It allows professionals to execute their work outside of the traditional office environment, which usually is the individual's own home. Information and communication technologies utilizes the possibility of working from home. (Remote Year 2021)

2.3.4 Remote leadership

Leadership is about influencing the followers to achieve goals set by the organization. Effective leadership is based on social relationships and interactive process in which the objective is to influence by motivating, communicating, encouraging and empowering the team to reach the organizational goals. (Kotter, 1999,16-17; Contreras, Baykal & Abid 2020)

Remote leadership, also known as e-leadership is about leading a group of followers through virtual platforms. E- leaders need to be able to effectively use their communication skills, social skills, technological skills and team building skills to create effective leadership. E-leader's need to blend the traditional leadership skills with the virtual communication technology to be able to direct a remote team. (Contreras, Baykal & Abid 2020) E-leadership requires leaders to be innovative in creating a work environment that enables employees be

motivated without regular face-to-face interactions using new leadership skills that are effective in a virtual environment.

2.3.5 Leadership theory

Leadership theory is the study of how and why some individuals become leaders by focusing on the traits and behaviors that people can adopt to increase their leadership capabilities. The main objective of leadership theories is to explain either the creation of leadership or the nature of leadership and its consequences. When determining research problems and improving forecasting and management in the development, leadership theories should be applied. Leadership theories can be used for educating or improving leadership. When the theories are used should these be based on concepts and assumptions that managers and future leaders can accept and use. (Bass & Stogdill 1990, 37; Western Governors University 2020)

Leadership theories that will be introduced in this thesis are democratic leadership style, transformational leadership theory and e-leadership. These theories will be examined in the next chapter (Chapter 3, Theoretical Framework) of this thesis.

2.4 Research and data collection methods

Qualitative research is a term used to describe different approaches and methods for studying social sciences. The primary data that is collected and analyzed in a qualitative research is nonquantitative such as interview transcripts, notes and various documents or visual materials and internet sources. The research results of a qualitative study consist of a relevant presentation of the main findings of the data. Qualitative research approach is typically used to study business, journalism, communication, and psychology. (Saldaña, Leavy & Beretvas 2011, 3-4)

A qualitative survey research will be chosen as the research method for this thesis as it allows the author to gain diverse perspectives and experiences of

individuals' feelings about the research topic. The research will include quantitative data with close-ended questions, as well as the data will be gathered through open-ended questions. The survey will be published online which grants an opportunity for the author to hear possibly from a larger and diverse scope.

Two different data will be collected for the thesis, primary and secondary data, also known as desk-research. The primary data collected in this thesis will be the survey responses. The secondary data that will be collected includes books, previous research, articles, journals, web pages et cetera. That will be used as guidance to form the questions for the survey.

The author will conduct firstly a desk-research before the primary data collection to familiarize and gain knowledge on the research topic. It will include reviewing literature and previous research findings about motivation, work motivation, remote work and leadership. The secondary data collection will be used as guidance when forming the questions for the survey.

2.5 Thesis process

The current chapter provides the reader information about the research plan. It introduces the background information and relevance of the topic, the objective and purpose of the thesis, reveals the data collection methods, as well as introduces the concepts and theories that are significant for the topic. Chapter one informs the reader the thesis topic in general. The third chapter will include the theoretical framework of this thesis through which the reader will obtain deep knowledge on the essential theories that are relevant to the topic and research. Motivational and leadership theories that are applicable in this research will be discussed as well as concepts of remote work and e-leadership. Chapter four will include information about how the data was collected, along with discussion about the reliability, validity, and limitations of the thesis. Chapter five will include the data analysis of the survey research. The final chapter will include the results of the research and together with the recommendations for future leaders and conclusions. See Figure 1 for an illustration of the thesis process steps.



FIGURE 1. Thesis process

3 THEORETICAL FRAMEWORK

This chapter will present theories that are related to the topic of the research. The chapter will introduce theories about motivation and leadership focusing on e-leadership.

3.1 Remote work

Early 2020 impacted the way of working around the world due to the COVID-19 pandemic. Many organizations shifted from working at an office to working remotely from home or other location. Finnish companies were able to shift nearly 60% of their workforce to remote environment in the beginning of the pandemic (Yle.fi 2020). Even though the pandemic shifted substantial amount of the workforce to remote work, the concept of remote work was created in 1970's after the oil crisis in California (Caillier 2012). According to Caillier (2012) remote work became a common way of working 20 years later in 1990's.

Remote work and telework both refer to flexible work arrangements that allows individuals to work from some other locations that is not the organization's office by using information and communication technology. Usually, this place is individual's home or a co-working space. (Caillier 2012; Cook 2019, 12) Remote work allows workforce to design their working days flexibly, break the traditional working hours and decrease micromanagement from leaders. (Remote Year 2021; Contreras, Baykal & Abid 2020)

Working remotely brings opportunities for employees, leaders, and the organization itself. According to Contreras, Baykal and Abid (2020) remote work increases work performance and flexibility, balances the work-family life, has a positive effect in employee happiness and work satisfaction if the employee is provided with technological, peer and leadership support. If the support is missing the positive effects of remote work might not be evident in that situation. Organizations are able to reduce company expenses by lower turnover rates and decreased absenteeism. As workforce does not commute, organizations can

increase their environmental image which presents benefits to society. (Contreras, Baykal & Abid 2020; Robbins, Judge & Campbell 2017, 187)

Remote work creates also challenges for organizations, leaders, and employees. As the environment in remote work is substantially different to traditional office environment it changes the leadership dimensions greatly. Leaders cannot micromanage or supervise closely their workforce. Due to this remote work might negatively affect the team-focused working environment, coordination in teams and reduce gaining knowledge within the organizations. The nature of remote work does not suit for every individual, those that thrive in remote work environments need to have specific traits such as good organizational and time management skills to be able to work efficiently. Digital environment also brings challenges for the workforce with data and email overload, low trust, and the possibility employees do not own sufficient technological skills which directly correlates with the work efficiency. Remote work also increases social disconnection which might ultimately lead to decreased work performance and motivation. (Contreras, Baykal & Abid 2020; Robbins, Judge, Campbell 2017, 187)

Remote work initiates great opportunities for organizations as well as for the employees. It enables organizations to hire employees from different location even around the world as remote work is tied to one specific office. Similarly, it allows employees to search for work positions without the need for example to move to another country. However, remote work will not be efficient and reasonable for an organization or an employee without effective remote leadership. The next chapters will introduce important motivational theories and leadership theories that are seen important to be able to lead and motivate a remote workforce.

3.2 Motivation

3.2.1 Intrinsic and Extrinsic motivation

Motivation can be divided into intrinsic and extrinsic motivation. The two are distinguished by different motivational dimensions. Although intrinsic and extrinsic motivation occur simultaneously, one of the other is always the dominant motivational force for the individual. (Kuvaas, Buch, Weibel, Dysvik & Nerstad 2017).

Intrinsic motivation is defined as the desire of working because the work itself is rewarding without any external incentives such as promotion or monetary benefits. Intrinsically motivated employee works towards attaining the goal for satisfaction or for the challenge that the work or task provides. Psychological rewards such as positive feedback, sense of achievement, personal development and growth are connected with intrinsic motivation. Thus, when an individual has finished a task, the outcome leads to psychological rewards. (Deci & Ryan 2000; Kuvaas, Buch, Weibel, Dysvik & Nerstad 2017; Mullins 2010, 254)

Extrinsic motivation is reward-driven behavior in which external factors drive the individual's motivation. Individuals perform a task to attain a positive reward such as a monetary compensation or to avoid negative consequences. Individuals might even perform the tasks even if it is not motivating, but only to gain the tangible reward. (Deci & Ryan 2000; Kuvaas, Buch, Weibel, Dysvik & Nerstad 2017; Mullins 2010, 254)

3.2.2 Importance of Work Motivation

Work motivation has a direct connection with organizations performance. High employee work motivation has a positive impact on the organization's productivity. Motivated employees are loyal, committed to the organization and works towards attaining organizational goals. High motivation decreases employee turnover and absenteeism. Motivated employees are more productive, loyal towards the organization and are satisfied with their job position which result in high performance. (Doyle 2005; Hussain, Saeed, Ibrahim & Iqbal 2018)

Therefore it would be extremely important to maintain motivated employees within an organization. High work motivation affects the well-being of both the organization as well as the employees.

Work motivation is also beneficial for employees. Work motivation can be seen as one of the main principals for employee creativeness and inventiveness. An employee that is motivated from the work itself, performs more efficiently and attains organizational goals quicker than an unmotivated employee. Motivation increases employee performance as well as well-being and self-efficacy through intrinsic rewards such as positive feedback or recognition. (Doyle 2005; Hussain, Saeed, Ibrahim & Iqbal 2018)

3.3 Motivational theories

3.3.1 Maslow's Hierarchy of Needs

Abraham Maslow supposed that humans have five basic needs which are organized in levels that constitute the hierarchy of needs (Figure 2). The needs from the lowest level up are physiological, safety, social, esteem and self-actualization as the highest level. Maslow claimed that once a need is satisfied, that need cannot be seen as a strong motivator for that person. Thus, the person seeks to find motivation from the next higher level of need. (Mullins 2010, 261; Robbins, Judge & Campbell 2017, 149)

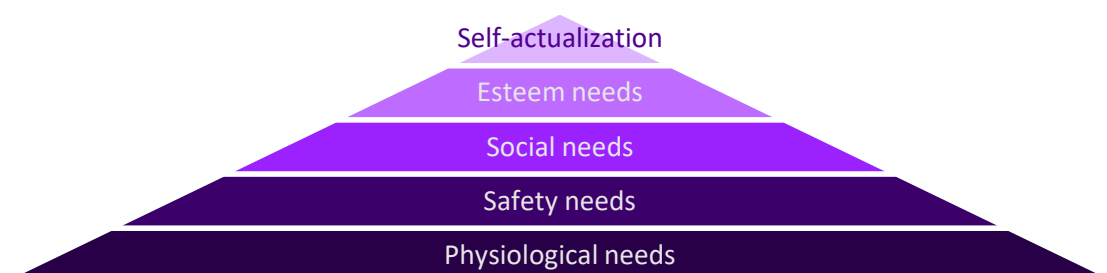


FIGURE 2. Maslow's Hierarchy of Needs (Sadri & Bowen 2011)

The lowest level of needs contains the human physiological needs that can also be described as the lower order needs together with the safety needs. These needs are mainly externally satisfied including hunger, thirst, shelter and other

body needs. In relation to the working life, pay, tenure and pleasant working conditions are counted as physiological needs. (Mullins 2010, 261-263; Robbins, Judge & Campbell 2017, 149)

The next level of needs are the safety needs that are counted also as lower order needs. The person moves to this level when the physiological needs have been fulfilled. The needs are security and protection from physical and emotional harm for example in a working environment these needs can be health benefits, job security, insurances, and safe working conditions. (Mullins 2010, 261-263; Robbins, Judge & Campbell 2017, 149)

The third level in the hierarchy of needs is the social need which is also described as the love need. A person moves to this level when the two previous needs have been satisfied. The social needs include affection, sense of belonging, social activities, friendships, giving and receiving love. Employees that satisfy this level of need are in a company that satisfies this need. Good relationship and support between colleagues and superiors add motivation to these individuals. Creating teams and collaborating, implementing company luncheons, mentoring fulfills the social need for individuals which allows them to move the next tier. (Mullins 2010, 261; Sadri & Bowen 2011)

The esteem level is categorized by two factors: the internal and external factors. The internal factors include self-respect, autonomy and achievement. The external factors include status, recognition and attention. Employees gain motivation when managers provide feedback and recognition for them of their work, and this fulfills their esteem needs. On the contrary if no recognition or appreciation is not given to an employee the need will not be satisfied which might lead to employee leaving the company as no motivation is fulfilled. (Robbins, Judge & Campbell 2017; Sadri & Bowen 2011)

The highest and final level is self-actualization, also known as the higher-order needs. It is the need to become the best one can become, including growth, achieving individual's full potential, and self-fulfillment. As the goal for individuals is to develop their skills this tier is used to inspire employees and improve their skills. The content of fulfilling self-actualization need differs with individuals, as

interests and goals of individuals differ. The difference between the final level of the need hierarchy and lower levels is that the self-actualization need increases its importance rather than diminishes it. The lower-level needs lose the ability to motivate the individual when the needs are satisfied. (Pinder 2014, 73; Robbins, Judge & Campbell 2017, 149; Sadri & Bowen 2011)

This motivation theory shows the growth that each individual needs to go through to improve their motivational level to become the best they possibly can. It is affected by the individual itself, as well as the organization they work at and the leader they work with. The motivation cannot increase without the support of good leadership that help to fulfills the needs of the employee to reach the top of the need hierarchy and attain the level of self-actualization.

3.3.2 Herzberg's Two-Factor Theory

Frederick Herzberg presented a theory which divides individual's work motivation and job satisfaction into two factors: hygiene factors and motivator factors. Herzberg believes that hygiene factors serve to prevent job dissatisfaction and motivator factors serve to motivate and increase job satisfaction. According to Herzberg's two-factor theory, job dissatisfaction is not the opposite of job satisfaction and vice versa. However, the opposite to job satisfaction is no job satisfaction as well as, the opposite of job dissatisfaction is the feeling of no job dissatisfaction. (Herzberg 2003)

Herzberg counted hygiene factors as external factors that are not directly related to the job itself but to the conditions of the work environment. These include such as company policy, salary, working conditions, colleagues, and management. The hygiene factors do not directly lead to employee motivation, but it is a way to eliminate dissatisfaction from the job when the needs are satisfied. (Herzberg 2003; Mullins 2010, 265)

Achievement, recognition for achievement, the work itself, responsibility and opportunities for personal growth or development, are motivator factors that are intrinsic to the work itself (Herzberg 2003). These factors lead either to job satisfaction or no job satisfaction. An individual would be highly satisfied when all

these needs are met. As the motivator factors are factors that increase growth and responsibility, they have a longer-term possibility to increase motivation when compared to the hygiene factors. (Mullins 2010, 265)

Herzberg's Two-Factor theory is closely comparable to the Maslow Hierarchy of Needs. The hygiene factors of Herzberg's theory overlap with Maslow's lower-level needs (physiological, safety and social needs). Similarly, in both theories the hygiene and lower level needs to be satisfied in order to create motivational force in employees. Herzberg's motivating factors and Maslow's esteem and self-actualization needs both are intrinsic motivating factors. Both Maslow's and Herzberg's needs drive the individual to become the best version him/her is able to become. (Mullins 2010, 265)

In a working environment companies that motivate their employees should not only consider satisfying the hygiene needs but emphasize the motivational factors. If organizations and leaders only focus on the hygiene factors when motivating workforce, the prospective result is appeasing the needs rather than creating motivation. Herzberg recommended to focus on the motivating factors as these needs are intrinsically rewarding for individuals. (Robbins, Judge & Campbell 2017, 152)

Increasing work motivation without a stable ground that is created by the hygiene factors is crucial, otherwise employees will not be satisfied in the work environment which affects employee the level of motivation. The theory indicates when the foundation for motivation is solid, meaning that the hygiene factors are satisfied the motivational factors that are affected by leadership will help to maintain and possibly increase employees' level of motivation.

3.3.3 Vroom's Expectancy Theory

Victor Vroom's expectancy setting theory is one of the most known contemporary work motivation theories. The hypothesis of the theory is that employee motivation will be high when employee believes that effort will lead to performance and the performance will lead to a desired or undesired reward (Lloyd & Mertens 2018). The expectancy theory can be introduced as a

mathematical formula that includes three variables: expectancy (E), instrumentality (I) and valence (V) which multiplied together will result in employee motivation (M). (Lloyd & Mertens 2018; Mullins 2010, 269-271)

$$M = E \times I \times V$$

Each variable E, I and V has an assigned value. Expectancy 0 to 1, instrumentality 0 to 1, valence -1 to 1. If any of the values are zero or below the employee is not motivated. (Lloyd & Mertens 2018)

Expectancy describes the relationship between employee's effort and performance which is defined as individual's belief that their work effort will lead to performance. If expectancy is zero, it indicates that the effort towards the wanted outcome will not happen, meaning the employee is not able to achieve the desired performance level (Schermerhorn, Hunt, Bien & Osborn 2011; Lloyd & Mertens 2018). Expectancy is also the evaluation of what kind and how much effort an employee should put towards to achieve higher performance or results. Companies and managers are able to enhance expectancy by providing employees the support they need to perform better, necessary resources, training and setting clear goals et cetera. (Schermerhorn, Hunt, Bien & Osborn 2011; Mullins 2010; Robbins, De Cenzo & Coulter, 2016)

Instrumentality is the relationship between performance and rewards, meaning that the employee believes that high performance is linked to a reward, such as recognition or salary increase (Mullins 2010). If instrumentality is low the employee does not believe the high performance will result to higher rewards and it directly influences the motivation of the individual (Schermerhorn, Hunt, Bien & Osborn 2011). Manager or companies can affect instrumentality by providing clear understanding of the performance-reward relationship and deliver the reward when the performance is accomplished (Schermerhorn, Hunt, Bien & Osborn 2011).

Valence is the final component of the expectancy formula that refers to how attractive and important the outcome is to the individual. It is the relationship between the desired reward and employee's personal goals. If the value of

valence is negative the rewards is undesired by the employee and there is no desire to complete the performance to attain the reward. But when the value is positive the employee is highly motivated to attain the outcome of the performance. These desired rewards can be extrinsic or intrinsic. Managers are able to influence employee's valence by knowing their employees, understanding what their needs and adjusting the rewards to match the individual's needs (Schermerhorn, Hunt, Bien & Osborn 2011). (Robbins, De Cenzo & Coulter 2016; Lloyd & Mertens 2018; Kriek 2019)

To conclude, the expectancy theory suggests that when all components of the theory are positive, the employee is highly motivated and strives to achieve the desired outcome.

3.3.4 Locke's Goal Setting Theory

Edwin Locke and Gary Latham developed the goal setting theory. The theory states that goal setting, and task achievement have linear relationship between each other (Locke & Latham 2013, 5). Goal setting is the process of establishing and creating objectives that challenge the employee. Specific and high objectives will lead employees to higher performance than vague and easy goals such as "do your best"-goals. Goals motivate employees, as they need to put effort towards the performance. (Robbins, Judge & Campbell 2017, 156)

The goal setting theory includes four mechanisms which explains why high, specific goals affect and increase employee performance. Direction, effort, and persistence are seen as motivational mechanism and strategies is the final mechanism which is more cognitive in nature. (Locke & Latham 2002, 706-707)

Specific and high objectives act as directive function for individuals. Those specific goals enable employees to focus on the relevant activities and creates purpose on their doing rather than focusing on irrelevant activities. Also, specific goals activate employees' knowledge and skills that are necessary when attaining the objective. The second mechanism is effort. Research shows that high goals lead to greater effort because more effort has to be invested towards performance to attain the objective. The third mechanism which goals affect, is

persistence. When an employee has specific and high goals it drives them to finish the objective efficiently rather than vague “do your best”-goal as it doesn’t leave room for interpretation. Employees also invest more time towards the performance when the goal is rather complex. The final mechanism is strategy, through goals individuals are able to gather, learn and use new knowledge and strategies and further develop their competences to perform more effectively. (Locke & Latham 2002, 706-707; Locke & Latham 2013, 5-6)

The goal setting theory includes moderators that influence the goal-performance relationship. These moderators are goal commitment, self-efficacy, feedback, and task complexity. Committing towards a goal is important because an uncommitted employee will not reach the objective. Goal commitment can be enhanced by setting goals participatively, making them public or providing monetary incentives (Locke & Latham 2013, 8; Locke & Latham 2002, 707-708). Self-efficacy refers to self-confidence of the employee that he or she is capable of performing and attaining the task. Locke and Latham (2013) researched that self-efficacy strengthens employee’s goal commitment, if the individual believes that they are able to attain the goal they will reach the objective if not the employee is unlikely to commit to the goal. Leaders can enhance employee’s self-efficacy by ensuring adequate training or role-modelling or through persuasive communication that expresses confidence that the employee capable of achieving the goal (Locke & Latham 2002, 708). Employees need to receive feedback of their performance. This provides them necessary information to discover whether they need to adjust or change their strategy. Complexity of the task influences the goal-performance relationship (Locke & Latham 2013, 9). The research on goal setting found out that setting goals have a higher positive affect on tasks that are straightforward than complex tasks. (Locke and Latham 2002, 707-708; Locke & Latham 2013, 8-9)

Locke and Latham’s theory can be applied in a virtual working environment. According to Wegge, Schmidt and Hoch (2009) the goal setting theory is applicable in virtual working conditions. Leaders should also take into consideration the working environment when setting the goals for employees. Wegge, Schmidt and Hoch (2009) emphasized that goal setting should be participate rather than directive due to the working environment, as it seen that

participative goal setting decreases work related stress and increases goal commitment and self-efficacy.

To sum up, the theory suggests that when employees create attainable goals together with their leader it has a positive affect towards their work motivation. Participatively set and specific goals increase the goal commitment which leads to increased motivation and self-efficacy within individuals. Although setting goals and committing to the goals is the employee's responsibility, leadership impacts the results of attaining the goals and the level of commitment towards those goals, by for example providing required training and feedback.

3.3.5 Summary of Motivational Theories

Motivational theories, specifically employee motivation theories vary in characteristics and have a different view towards motivating workforce. The theories have evolved in the past hundred years. Even though the theories vary between each other, all motivational theories share some similarities. All theories suggest that the motivators have to be in place for employees to be motivated, as well as extrinsic and intrinsic factors affect greatly on employee motivation.

Maslow's Hierarchy of Needs, Herzberg's Two-Factor theory, and Vroom's Expectancy theory will be used as the basis for the study, as all three theories are suitable with the research topic. The mentioned theories have shown that extrinsic factors, but more importantly intrinsic factors affect individual's motivation. Maslow's lower level of needs (physiological, social and safety needs) have similarities with Herzberg's hygiene factors, as both theories imply that these needs should be satisfied in order to create and increase motivation in employees. However, Vroom's expectancy theory approaches employee motivation from the understanding the motives behind the decision making. On the contrary Locke's goal setting theory is based on the assumption that the individual is committed to achieve the desired goal which leads to the feeling of being motivated as the effort is put towards attaining the goal.

In conclusion, all motivational theories explain motivation through extrinsic and intrinsic factors. When the extrinsic or lower-level needs are satisfied, the

employee is not motivated by that lower level of needs anymore, but more from intrinsic factors or higher level of needs. The objective of this thesis is to find out the most effective way to lead and motivate employees in a remote work environment. Maslow's hierarchy of needs, Herzberg's two-factor theory and Vroom's expectancy theory will be used to identify and analyze the different motivational factors and determine what influences most employee's motivation in a remote work environment. The goal-setting theory will be used more of a motivational technique, as allows the manager and employee to create together goals that motivate that specific individual.

3.4 Leadership

Northouse (2018, 5) defines leadership as following "leadership is a process in which an individual influences other individuals to achieve a common goal". According to Kruse (2013) leadership includes a group, social influence and a goal and that leaders have the ability to empower his or her followers towards a common goal.

Leadership has been studied for many years, but the studies haven't defined one specific definition for leadership. Leadership has multiple different theories and styles that have evolved within different centuries. In this thesis the author will focus on the skills approach which proposes that leadership skills can be learned and developed to become an effective leader. The three-skill approach includes three skills: technical, human, and conceptual skills. Technical skills refer to the individual's ability to use different methods and techniques to perform a task. Human skills focus on the individual's ability to communicate, understand, and work effectively with people towards a common goal. Conceptual skills involve the ability to comprehend situations and create solutions. These skills are fundamental when illustrating goals, visions, and principles. (Northouse 2018, 44-46)

Finally, leadership is unique and individual in the same way as motivation is. There is no leader that leads in a same way as another leader. Every leader is individual with their own interpretation of different leadership styles and methods.

However, leadership can and should be developed to be able to lead effectively in new circumstances like in a remote work environment. There is always need for improvement and development in leadership.

3.5 Leadership theories

3.5.1 Democratic Leadership

Democratic leadership is a leadership style that is also known as a participative or shared leadership style. It was created by Kurt Lewin in 1930's (Puusa, Reijonen, Juuti & Laukkanen 2014, 250). The core characteristic of democratic leadership is participation. This can be seen in that leaders work together with employees by involving them in the decision-making process, which increases commitment and innovativeness within employees. (Choi 2007; Dyczkowska & Dyczkowski 2018)

According to Choi (2007) characteristics of a democratic leader is that they are influential, encouraging, guiding, friendly and helpful. These leaders encourage employees to challenge themselves and make the best use of their skills and abilities (Dyczkowska & Dyczkowski 2018). The participative leadership style improves employee productivity, satisfaction, involvement, and commitment in the work community (Choi 2007).

3.5.2 Transformational Leadership

Transformational leadership is currently one of the most used leadership approaches in organizations. The theory adapts well with the organizational structure that is used today, as it focuses on influencing employees' intrinsic motivation and development (Northouse 2018, 163). Transformational leadership focuses on the relationship between the leader and follower, in which the leader engages, inspires, and empowers the employees to increase motivation and create change. The theory consists of four factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. (Northouse 2018, 164-171; Robbins, Judge & Campbell 2017, 344-345)

Idealized influence describes the emotional factor of leadership. The leader is seen as a positive role model that provides a shared vision and mission. Through idealized influence the leader builds trust with employees and the employees develop trust in their leader. Through inspirational motivation leaders maintain motivation by inspiring the workforce, brings meaning and purpose to the work being done. This factor requires high communication skills from the leader. Intellectual stimulation refers to the leader's ability of encouraging the team to be creative, innovative, and find new developments to old issues. The fourth factor is individualized consideration that involves the leader of providing personal support for individuals by open communication. Leaders are seen as coaches or mentors that help employees to develop their skills to the fullest potential. (Northouse 2018, 169-171)

Transformational leader is able to empower and encourage their teams without micromanaging by emphasizing in open communication and cooperation. The leadership style encourages employees to be creative which influences positively employee's self-efficacy and performance, as well as increases the group dynamics. (Robbins, Judge & Campbell 2017, 345) Transformational leadership has a positive effect towards employee performance as it motivates the followers to accomplish more than what is expected from them (Northouse 2018, 172). In this leadership style the leadership is not solely on the leader, but it can be seen more like a collaboration between the followers and leader in which the leader has a similar responsibility of a coach or a mentor (Northouse 2018, 179).

Finally, transformation leadership is based on the trust and relationship between the leader and follower. It is not seen as a one-way leadership in which leaders only gives orders to their employees. Indeed, it is also important for transformational leaders to understand their employees' perspectives through high communication and collaboration.

3.6 E-Leadership

E-leadership as a concept refers to leadership that occurs through a digital environment using informational technologies (Zaccaro & Bader 2002). E-leadership or remote leadership is not an extension of a traditional form of leadership. E-leadership has changed the dynamic between leaders and followers. Leadership style in a virtual environment is less hierarchical and more inclusive leadership style. E-leaders seek to achieve the same responsibilities and tasks as a traditional leader but through a digital environment (Savolainen 2014). (Contreras, Baykal & Abid 2020)

Leadership in a traditional or virtual environment means creating a functioning and effective team that reaches the organizational goals that have been set. Zaccaro and Bader (2002) established three responsibility factors for leaders that apply as well for e-leaders: team liaison, team direction setter and team operational coordinator. These three factors refer to the leader's responsibilities of ensuring a competent team that is lead towards the appointed goals by ensuring the availability of necessary resources (cognitive, social and material resources). Leader's responsibility is to identify problems within the team that might affect the goals and results and provide appropriate solutions for the team to reach the appointed goals or tasks. (Zaccaro & Bader 2002, 380-381)

E-leadership or remote leadership means that the leader-follower relationship and communication occur through information technology, in other words it can be seen as technology-mediated leadership. The key leadership skill is trust-building, as it can be seen as the base for loyal leader-follower relationship (Savolainen 2014). The importance of leader-follower trust is further emphasized in e-leadership. E-leaders need to develop a strong and trustworthy relationship in the beginning of the relationship to ensure that their team remain motivated and productive. (Contreras, Baykal & Abid 2020)

Communication through a virtual environment can be uncertain because of lack of non-verbal and para-verbal communication (Fan, Chen, Wang & Chen 2013). Thus, e-leadership should emphasize on adopting good communication tools that include written and face-to-face communication methods. These can be email,

phone or video calls, virtual conference calls or other ways of communicating. E-leaders should own strong communication skills (written and oral) and be more responsive towards the team. Leaders should state clear rules of communication for their teams that are inclusive, also communicate regularly with their teams as it is connected to employee motivation. It also endorses open and free communication within the team which increases collaboration and decreases misunderstanding, allows employees to engage in decision-making, encourages employees to take responsibility and independency in their work. (Contreras, Baykal & Abid 2020; Avolio & Kahai 2003; Van Wart, Roman, Wang & Liu 2019)

Technological skills are important competences of a e-leader. The ability to keep up with the rapid technological development, handling technological breakdowns and the ability to use technology efficiently is important. E-leaders need to own the ability to provide the support, as this will result to higher productivity and satisfaction within the team. Information technology shifts leadership to the lower levels and creating a linear organization structure as information can be accessed by anyone which creates unity in the team and organization (Avolio & Kahai 2002; Van Wart, Roman, Wang & Liu 2019; Contreras, Baykal & Abid 2020)

Team building and supporting your team is an important responsibility of any leader. In a virtual environment e-leaders should provide a supportive online environment in which employees feel present rather than isolated. (Van Wart, Roman, Wang & Liu 2019). Information technology decreases or even eliminates fully informal social interactions, which are seen as important factors for a supportive and vigorous organizational environment. Due to this, e-leaders should provide support, to be able to avoid employee isolation and loneliness that might lead to demotivation. Apart from providing emotional support, Contreras, Baykal and Abid (2020) emphasize the importance of providing ergonomics support for the employee's home office, as it has been connected to job security which impacts motivation in the long run. (Contreras, Baykal & Abid 2020; Van Wart, Roman, Wang & Liu 2019)

Leadership and motivation are very closely linked together. Leadership is in a key role in employee motivation, but the importance of leadership and motivation increases in remote environment. Managing motivation in a remote environment,

e-leaders should establish their leadership on the leader-follower relationship and trust. Personal face-to-face meetings with the subordinates are important as it allows to share and clarify assignments and information (Savolainen 2014). If communication is insufficient, it correlates straight with team's and individual's motivation. Establishing clear structures in teams and monitoring and reporting accomplishments increase individuals' intrinsic motivation as well as team cohesion. Efficient communication e-leaders are able to affect employee commitment, performance and create a positive working environment and avoid miscommunication within the team and demotivation in individuals. (Contreras, Baykal & Abid 2020)

In conclusion, Van Wart, Roman, Wang & Liu (2019) proposed six competences that e-leaders should have, and these are: e-communication skills, e-social skills, e-team building skills, e-technological skills, e-change management skills and e-trustworthiness. If any or all of these skills are absent the challenge to lead a team in remote work environment will most likely increase.

4 DATA COLLECTION

Survey research method enables to collect data through questionnaires or interviews. The data can be collected by using quantitative research strategies, qualitative research strategies or by using both research strategies. As a research method, survey research enables to gather extensive data relatively quickly. Conducting an online questionnaire allows the researcher to analyze the data efficiently as it is directly entered to a data base without the need of manually entering data. (Ponto 2015; Jones, Baxter & Khanduja 2013)

An online survey was chosen as the research method for this thesis as it was seen as the best option to gather data effectively in a short period of time. Usually, it can be seen as a limitation if a survey is sent only online as individuals with no access to a computer would be excluded from the research. However, in this research the assumption was that everyone that can answer this survey will have the opportunity to access an online survey because the topic is related to remote work in which work is done by using computer and the internet. (Ponto 2015)

The author saw that minimum of 30 respondents would be a good sample size for this research. It would give a large enough sample to gather information and different perspectives on the research topic. The online survey was formed using Microsoft Forms platform, as it was seen the easiest way to form and gather effectively research data. The author felt that she would receive more transparent answers due to anonymity of an online survey. The survey included quantitative and qualitative research methods to gather diverse perspectives and experiences of respondents' feelings about the research topic.

The first page of the survey (Appendix 1) included an explanation of the purpose of the research, background information of the research and the institution in which the study was conducted. It also assured the respondents about anonymity and informed the option either to answer the survey in Finnish or English. The survey itself (Appendix 2) included 18 questions; 11 closed-ended and 7 open-ended questions with an additional comment box to which respondents were able to give additional information related to the topic if they felt like it. All questions

were in English and Finnish. The closed-ended questions were used to gather quantitative data and open-ended to gather more in-depth views and qualitative data on the topic.

The survey was published online on 22.03.2021. It was online for individuals to answer for two weeks until 04.04.2021. The survey was distributed to two social media platforms which were LinkedIn and Facebook, as well as the survey was sent through email to respondents. These two social media channels were used as the main distribution platforms because it was seen as the best platforms to reach the target group, individuals that work remotely. The survey included a cover letter in which the author briefly explained for what purpose was the survey done and the approximate answering time (Appendix 1). The author was able to gather 49 responses in the two-week time period that the survey was online. The number of responses were exceeded by 63 % from the expected sample size of 30 responds. All respondents did not answer to every question in the survey, lowest number of respondents in a question was 41 responses.

4.1 Validity, reliability, and limitations

The aim was to gather information of remote work, how it has affected work motivation and leadership. Validity indicates whether the research measures what it is intended to determine, and reliability refers to the consistency of the research (Weathington, Cunningham & Pittenger 2012). The author was able to gather a larger scope of responses than expected which increased the reliability of this research due to a higher number in responses.

When creating the survey, the aim was to gather truthful and reliable data regarding the research topic. The completed theoretical framework of this thesis was used as the base for the survey questions to ensure consistency in the findings and validity of the research. The questions formed were structured in an easy and understandable way to minimize the risk of misunderstanding. The author also ensured that the questions formed were related to the research topic and were not misleading the respondents. The reliability is affected by the insufficient data when all respondents did not answer to all questions in the

research, but this will be acknowledged when analyzing the data and in the results of the research.

This survey was formed and published online during a worldwide pandemic due to which a large group of workforces have shifted to remote work out of necessity by recommendation of the government. This might affect the results of the survey as people need to work from home to control the pandemic and for health reasons. Respondents might not see the positive or negative sides of work motivation, remote work and e-leadership because this the situation just needs to be tolerated. The background of individuals can also be seen as a limitation in this research. Depending on whether the respondent has worked with the team and leader before changing to working remotely or started the position in remote work settings may affect the analyzation of the data. Other limitations are that the open questions have room for interpretation, when answering as well as when the author will analyze the data. As well as the respondents might not have had the time to invest when answering the survey which might lead to that the respondents do not properly describe and open the situation when answering the open-ended questions.

5 DATA ANALYSIS

The data collected from the survey was transferred to Microsoft Excel in which the author created diagrams from the closed-ended questions and analyzed in detail the qualitative questions. The qualitative questions were analyzed by looking similarities in the respondents' answers and categorizing them by the found similarities.

5.1 Respondents

The survey conducted gathered 49 respondents in total which was higher than expected. The number of respondents exceeded by 63 % from the supposed adequate sample size of 30 responses. The survey received 19 responses from workers in a leader or managerial position, 24 responses from workers in an employee position and 6 responses from workers from trainee levels. As seen in Figure 3, almost half (49 %) of the respondents were in an employee position, 39 % were in a managerial or leader position and 12 % of the respondents were in a trainee position.

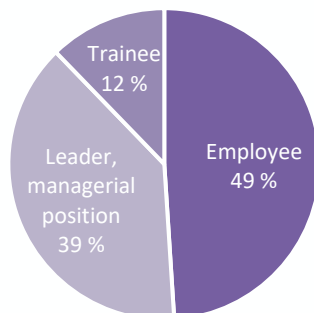


FIGURE 3. Position in the organization

Majority (96 %) of respondents work full- or part-time remotely at the moment when answering the survey (Figure 4). Only 4 % of respondents informed that they do not work remotely. Based on the results majority of the respondents work either full- or part-time remotely at the time when answering the survey. The high respondent percentage of working remotely might be affected by the COVID-19 pandemic.

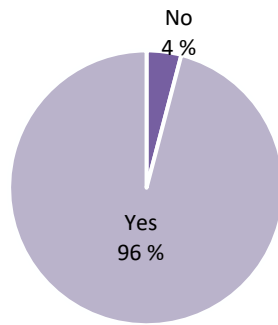


FIGURE 4. Working remotely

5.2 Work motivation

5.2.1 Work motivation in remote work environment

The respondents of the survey were asked about their motivation in remote work environment compared to the level of motivation in traditional work environment. Majority (41 %) of the respondents replied that their motivation is neutral when comparing when working at an office (Figure 5). Almost one third (29 %) of respondents replied that they are motivated and 27 % of the respondents answered that they are highly motivated in a remote work environment. Only 4 % of respondents replied that they are demotivated in a remote work environment.

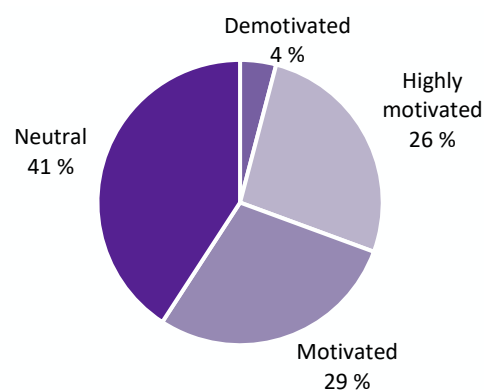


FIGURE 5. Level of work motivation in a remote work environment

According to the survey results, the position in the organization has an impact on the level of motivation when comparing to the level of motivation in a traditional office environment (see Figure 5). Respondents that were in a leader or

managerial position had the highest percentage of highly motivated (37 %) when comparing to the two other groups employee and trainee level workers. Majority (63 %) of respondents in a leadership or managerial position were either motivated or highly motivated to work. Only 5 % of respondents were demotivated to work in a remote work environment.

The highest percentage (42 %) in the employee level of workers was neutral meaning that their level of motivation has not changed when comparing to a traditional office environment. However, one third of employee respondents were motivated and one fourth of employees are highly motivated to work in remote work environment. As with the respondents that are in a leader or managerial position the percentage of demotivation is low (4 %) with employees as well. The number of respondents within trainees was low but the responses are rather unanimous. Majority (67 %) of respondents answered neutral in this question and 33 % were motivated to work remotely.

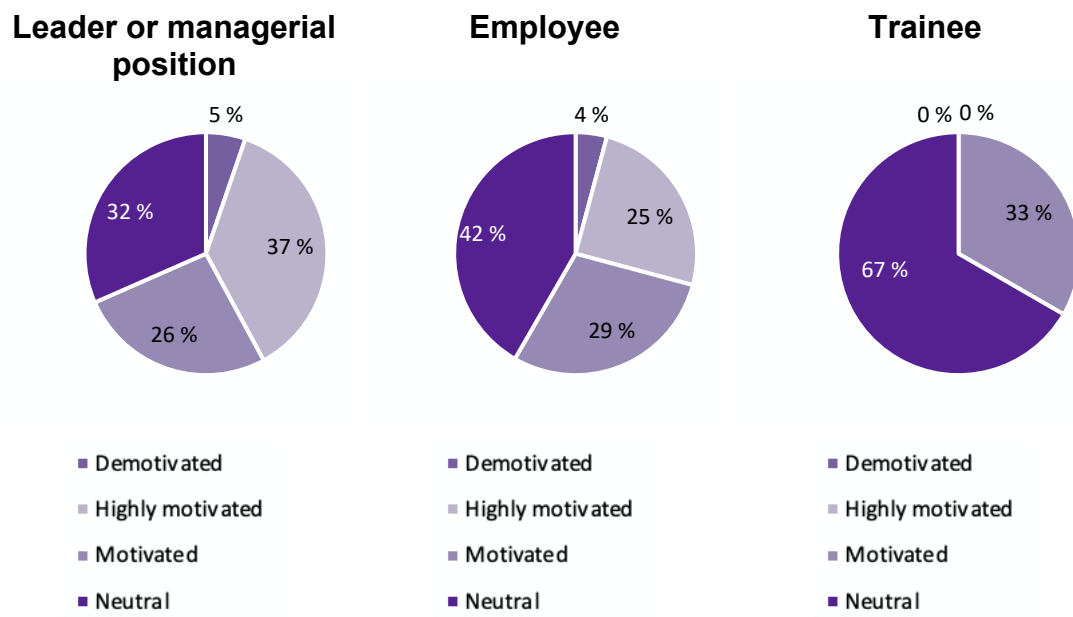


FIGURE 6. Work motivation in a remote work environment categorized by organizational position

5.2.2 Extrinsic and intrinsic motivation

The author wanted to survey the effect of intrinsic and extrinsic factors that affect motivation. The statement asked from the respondents was *“I am more motivated through extrinsic motivation factors such as good pay and work ergonomics,*

health benefits and other benefits, rather than positive feedback and recognition from my supervisor.”. As seen in Figure 7 over half (55 %) of the answers were *no* meaning that individuals are not motivated through extrinsic factors such as good pay but more through intrinsic factors that impact individuals’ inventiveness and performance at work (Hussain, Saeed, Ibrahim & Iqbal 2018). As already mentioned in the chapter about motivational theories, Mullins (2010) stated intrinsic motivational factors have a longer-term effect on work motivation rather than extrinsic factors which can even decrease an individual’s motivation (Gagne & Deci 2005). However, 39 % of respondents answered that they are more motivated through extrinsic factors rather than intrinsic and 6 % answered both *yes* and *no* options.

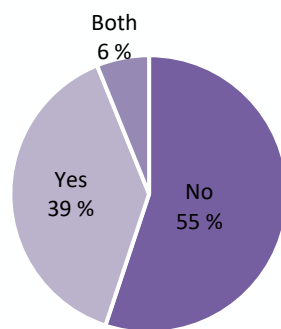


FIGURE 7. More motivated by extrinsic factors of motivation

5.2.3 Goal setting

According to Locke and Latham (2002) goals can be seen as a directive and energizing factor, as well as affect individuals’ persistence towards work. Due this the author felt that it is important to know the thoughts of the respondents towards goal setting, would setting attainable and specific goals increase work motivation in a remote work environment. Majority of the responses expressed that setting specific and attainable goals would increase their work motivation in remote work environment.

Many respondents stated that goals would increase their motivation, as it is challenging to maintain motivation when working remotely. Majority respondents shared that setting goals would help structure the workday better and would create appropriate pressure towards completing work tasks which would

correlate in increased work performance. The respondents also indicated that clear goals would help them to understand what is expected from them as an individual worker and as part of the team which would increase their motivation in the work position. The respondents highlighted that the goals should be realistic and attainable, otherwise the effect of setting goals would not increase motivation rather demotivate.

The survey results showed that individuals that see goals are important emphasized that the goals should be set together with the team or supervisor. Respondents pinpointed that it would be important that leaders would follow up with employees after the goals are set, to inquire if help is needed or just for a status update. Locke and Latham (2002) also emphasize that leaders are able to enhance employee's performance by communicating and expressing confidence that the employee is capable attaining the goals.

However, as majority of respondents thought that goals are motivating in remote work, some saw that adding goals would not affect their level of motivation. These respondents revealed that they already have goals that work both in remote and traditional work environment. They emphasized the freedom remote work brings towards work that allows individuals to prioritize their work by themselves. Especially respondents that are in a higher position such as a leader commented that the goals that are set work both in a virtual or traditional office.

5.3 Effects of remote work and e-leadership towards work motivation

5.3.1 Trust

Snellman (2014) expressed that trust between leader-employee becomes more vital in a virtual environment than in a traditional office environment. According to the survey results 89% of respondents felt that good trust between the employee and leader affects their work motivation positively. Many responses emphasized the meaning and importance of trust, it was seen as the base for work motivation and performance. As Contreras, Baykal & Abid (2020) stated trust in remote work environment is crucial as it allows the leader to build and maintain an effective

and committed team, as well as it affects the team cohesion. The survey results also showed that the good trust allows employees to create better workflow as they know that the leader trusts and does not micromanage their work which directly affects motivation and employee's stress levels.

The survey results from the leader point of view also showed that trustful leadership has a positive effect on work motivation. Majority of the responses from the leader point of view also stated that "*Trustful relationship between leader and employee is important and affects work motivation. When you feel that you are trusted it increases the level of work motivation*". Majority responses from employee, trainee and leader point of view showed that trust impacts not only work motivation, but performance, workflow and individual's stress levels. Like Snellman (2014) affirmed building trust is fundamental for e-leaders to be able to increase motivation within the team members.

5.3.2 Communication

Communication in a virtual environment is completely different from a traditional office environment, the paraverbal and nonverbal clues are missing. One of the biggest challenges for e-leaders are to communicate effectively in a virtual environment, when the communication is regular it leads to increased motivation, work cohesion and performance (Snellman 2014). Due to it was seen important to ask respondents their thoughts about communication.

All (100 %) respondents agreed that good interaction between the supervisor and employee supports work motivation and remote working (Figure 8), as well as that good communication has a positive impact with the level of work motivation and performance in remote work environment (Figure 9). None (0 %) of the respondents felt that increased and regular communication would negatively affect their work motivation or performance. The conclusion and as explained by Sull, Sull and Bersin (2020) frequent, consistent, and transparent communication are factors that leaders should follow to effectively manage their team remotely.

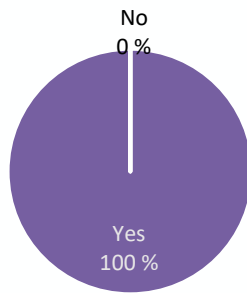


FIGURE 8. Good interactions between supervisor and employee correlates with the level of work motivation

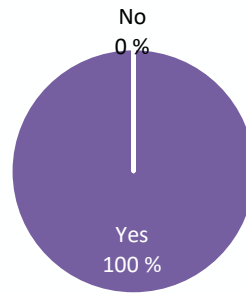


FIGURE 9. Regular and good communication between employee and supervisor affects work motivation

Majority (96 %) of respondents answered to the question regarding open communication that their work community and leader support open communication (Figure 10). Only 4 % of respondents felt that there was no, or the communication was lacking. The surprising result was that the 4 % came from the respondents that are in a leader or managerial position. All (100 %) employee and trainee level respondents felt that their supervisor supports open communication.

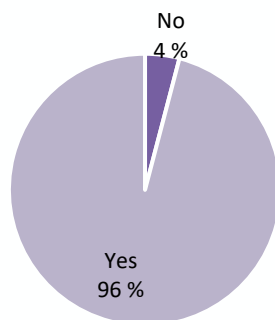


FIGURE 10. Respondents' work community support open communication

The aim of the above data was to gather an overall view about communication, the next question about communication brought more detail of communication through virtual platforms. The author wanted to ask respondents how regularly their leader communicates with them through virtual platforms such as Zoom or Microsoft Teams. The results showed (Figure 11) 63 % feel that they communicate regularly with their supervisor or team. One third (29 %) expressed that there could be more of frequent communication, and 8 % answered that frequent communication is rare or there is none. There were no responses to the option "I cannot say".

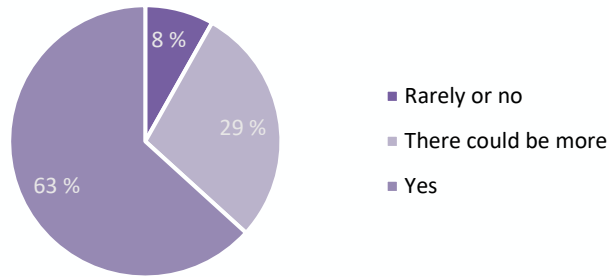


FIGURE 11. Regular communication between employee and leader

5.3.3 Feedback

In many motivational theories individual's motivation pursues from the autonomy of work and pursuing goals that fulfills their esteem needs. Leaders are able to increase and help individuals to increase their intrinsic motivation when providing feedback or by mentoring and supporting their employees. The question about if the respondent's supervisor provides support, is participative and empowers, and does the respondent receive feedback in their daily work, were aimed to discover if this is accurate in a remote work environment.

The survey result (Figure 12) showed that majority (78 %) respondents strongly agreed that participative and supportive leadership increases motivation than strict management. Only, 18 % of responses agreed with the statement. Only 2 % of respondents answered neutral. However, there was still 2% who strongly disagreed with the statement.

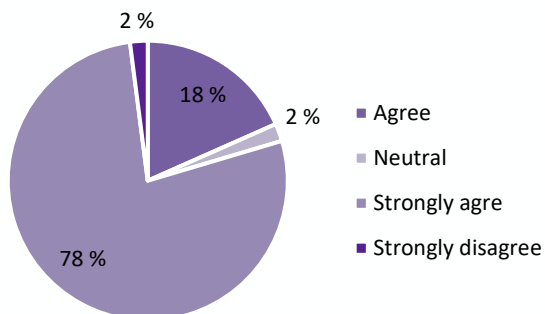


FIGURE 12: Impact of participative and supportive leadership towards work motivation

The respondents were asked if they receive feedback regularly from their supervisor that supports their work motivation. The survey results (Figure 13) showed that 53 % responded the answer “yes”, while 47 % respondents answered the answer “no”.

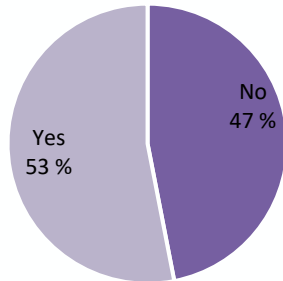


FIGURE 13: Respondents receive regularly feedback from their supervisor

5.3.4 Social interactions

The respondents were asked about how they consider the lack of social interaction in remote work impact their work motivation. This was seen important to topic as the decreased social interactions in remote work are evident due to the fact that the whole workforce works from different locations. Lack of social interactions affect negatively work performance and progressively increases demotivation in people (Contreras, Baykal & Abid 2020).

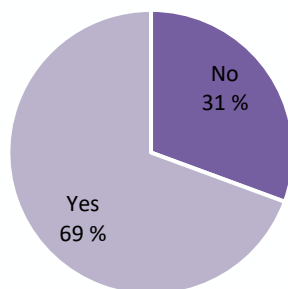


FIGURE 14. Lack of social interactions impacts work motivation

As seen in Figure 14, two thirds (69 %) answered that the lack of social interactions due affect their work motivation and 31 % corresponded that the decreased social interaction does not affect their work motivation. Almost half (47

%) of respondents that are either leaders or in a managerial position answered that the lack of social interactions does not affect their work motivation, when only 17% of employee level workers answered that decreased social interaction does not affect their work motivation.

5.3.5 Team cohesion

The cohesion of the team affects individual workers motivation as working together with someone through virtual platform is harder than working together face-to-face. Innovativeness and overall performance decreases when people work for a long period of time without any social interaction, and they become unhappy at work (Alexander, De Smet & Mysore.2020; Snellman 2014). Leaders need to find ways to create social cohesion that directly impacts individuals' motivation and team's overall performance (Snellman 2014). Due to this the author felt that it is important to ask respondents how they feel their work motivation and team cohesion has been affected when working remotely to be able to answer the research questions.

Majority of the survey respondents experienced that remote work has affected their team cohesion which in the long run will or has already affected their level of motivation towards work. The survey revealed that especially team collaboration, workshops, working on more complex and creative tasks has become more burdening and has affected their motivation. The threshold to ask help from colleagues or supervisor has increased which impacts the efficiency of working, mutually affect motivation. Many employee and trainee level respondents felt that they do not feel part of the team and are isolated which has an impact on their job performance, as well as their motivation towards tasks. Some respondents pinpointed that the meaning of work has drastically decreased due to the lack of interaction with the team and leader. Several respondents pointed out that they have not seen their colleagues virtually when working remotely. However, there were some respondents that felt remote work has not changed their level of motivation or team cohesion.

Respondents that were in a leader position revealed that it is harder to keep up with employees and communication is much more time consuming when

comparing to traditional office settings. The respondents felt that they need to remind themselves to contact their superiors which takes time from their own work time. Maintaining an effective, innovative and collaborate team has become more difficult. However, motivation towards simple and daily tasks are high but motivation towards creating something new and innovative has decreased drastically. Despite that many leaders feel that contacting and keeping the team motivated has decreased, some expressed that neither work motivation nor team cohesion has been affected by remote work.

5.4 Benefits of remote work and e-leadership towards work motivation

Remote work changes greatly the traditional working environment and leadership. The factors that motivate in traditional working environment might not motivate in a remote work environment. The respondents were asked in the survey what factors increase their work motivation in remote work environment. Majority of the survey respondents answered that the flexibility that remote work allows motivates them. Remote work allows workforce to structure their more freely, take walks during lunch hour to get fresh air or sleep longer in the morning because there is no commute when working remotely from home. Another factor that many of respondents included was that the communication regularly with supervisor or team, virtual meetings increase their motivation when working remotely.

Other factors that emerged from the survey were positive feedback, reaching goals, good ergonomics and peaceful working environment, possibility to be offline which allows to focus and concentrate on more complex tasks that might not be possible in on-site working environment where everyone works in the same office space. Some respondents mentioned that the factor that motivates them most is the pay.

The respondents were asked about the benefits they see remote work and e-leadership brings. According to the survey results three main factors that majority of respondents mentioned regarding the benefits of remote work and e-leadership were flexibility, increased free-time and work environment.

Remote work has allowed individuals to structure their day more flexibly, adjusting to changes during the workday is easier and work is not tied to one specific time slot or place. Saving time in the mornings and afternoons because there is no commute and the possibility to work from anywhere. According to responses flexibility and no needed commute has increased free-time as well as work-family life balance has improved compared to when working from a traditional office setting. Some respondents also saw to the possibility of practicing self-management as a benefit and motivator.

The survey results also implied that the work environment has benefitted from remote work. Many of respondents referred that their work performance and efficiency has increased while working remotely. As well as it is easy to zone out and focus without interruption from colleagues due to the more peaceful work environment. Multiple respondents also answered that it is quicker to get contact with superiors or team members through instant messages. In the survey answers respondents also referred to the financial benefits that remote work brings, cut expenses on commute costs and taxation.

5.5 Disadvantages of remote work and e-leadership towards work motivation

The respondents were asked about the disadvantages of remote work and e-leadership towards their work motivation. Almost half of the respondents (49 %) answered that remote work and e-leadership has negatively affected their work motivation. As seen from the graph (Figure 15) most of the respondents that answered that the impact has been negative are employee level workers. On the contrary the highest percentage (60 %) that do not feel that remote work or e-leadership has affected negatively is within individuals in the leadership positions.

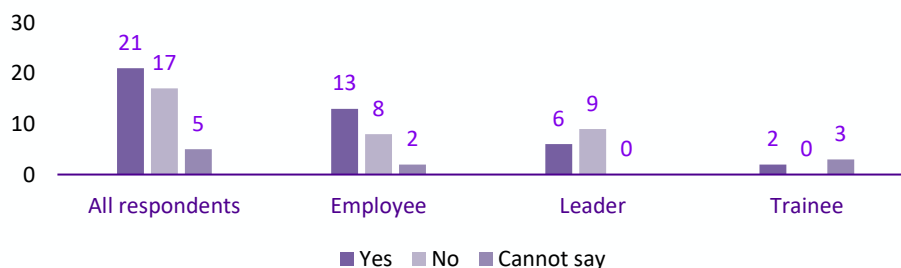


FIGURE 15. Remote work has impacted work motivation negatively, categorized

The respondents mentioned several factors that affect their work motivation negatively from increased workload to technical issues at home. Communication was one of the biggest disadvantages of remote work. Many employee level respondents answered that the lack of communication and spontaneous social interactions affect their motivation. As remote work affects the usual spontaneous conversations and team cohesion, multiple respondents replied that the sense of belonging has decreased when working remotely.

Some disadvantages mentioned were related to wellbeing. Respondents felt that their work ergonomics are bad at the remote office, they feel exhausted as the workload has increased with unrealistic goals. Some employee level respondents mentioned that they feel that the higher-level leaders assume that, when working remotely there is no need for breaks which has led to cutting breaks. The survey results showed that coping at work has decreased. Also, respondent mentioned that as the work is done at home the ability to stop work is harder due to the easy access of work tools, this has led to longer working hours.

According to the survey results, leadership is something that should be highlighted. Employee and trainee level respondents replied that the management and leading has reduced in remote environment. Opportunities for guidance or leadership is hard due to difficulty to get in contact with the supervisor as their online status is occupied continuously. On the other hand, the leader level respondents replied that they feel that e-leadership is much more time consuming than traditional on-site leadership. Lack of social interactions challenges leading and connecting with the team. Spontaneous conversations are missing which usually guides both leader and employee in traditional working environment. The leader respondents also referred that it is extremely hard to know properly know how the team is doing.

5.6 Developments for remote work and e-leadership

The respondents were asked about improvements on towards e-leadership and remote work to support work motivation in a remote environment. The author

categorized the improvements to themes which are communication, working environment and leadership.

The theme that was mentioned the most that would need a lot of development was communication. When working remotely communication will decrease as you are not working in the same space with your team and leader, but this is something that should be focused on in the remote work environment as it impacts the level of motivation within employees. The survey results showed that majority of respondents answered that regular communication should be added as well as spontaneous social interactions through virtual platforms. Respondents also mentioned that weekly or at least monthly individual feedback discussions between the leader and employee. In addition to these development ideas some respondents experienced that more time should be reserved for meetings. Both employee and leader respondents commented that the use of camera while communicating with others should be a habit rather than an exception.

Regarding the working environment theme, the respondents mentioned multiple different areas that should be developed in remote work environment. Respondents commented that better equipment should be provided by the organizations related to work ergonomics and broadband connections. Additionally, respondents mentioned that setting clear breaks in the calendar that employees are committed to, as well as clear working hours to make sure that the working day does not exceed until midnight due to the easy access of the work tools. Some respondents expressed that organizations could keep Zoom or other similar platform free Fridays. This was expressed as some responses referred that majority of official office hours goes in virtual meetings and time to work is limited.

The last theme that appeared in the survey results is related to leadership. The survey responses showed that many individuals would need more support from their leader. Creating realistic and attainable goals together with leader would be seen as a good area for development. As well as trust was mentioned multiple times. Especially employee and trainee level workers referred that leaders should understand and listen to every individuals' needs and act upon them. Some

employees need more support from managerial position workers especially when starting in a new position. Respondents in a leader or managerial position commented that leadership in remote work should be more innovative and inspiring, and the importance of genuinely caring about employees came out.

Responses regarding leader availability was pinpointed multiple times in the survey. Respondents commented that team leaders should keep their Zoom or Microsoft Team platform open for a specific amount of time in a day or week to get a quicker response to an issue rather than asking by email which can be insufficient communication due to the email data overload. Additionally, employee and trainee level respondents mentioned that they would be more motivated if their leader would be more interactive and readily available with them, random checkups in virtual meetings or hangouts would give the impression that leaders are interested how their team is coping.

6 RESULTS, RECOMMENDATIONS AND CONCLUSIONS

6.1 Survey results

This bachelor's thesis focused on work motivation and leadership in a remote work environment. The main objective was to find out how employees can be effectively motivated in a remote work environment. The sub objectives were to discover what leadership styles and characteristics of a leader support work motivation, how can employees be lead, and how work motivation can be maintained and enhanced in a remote environment. The author conducted a literature review from which the author was able to gather valuable information before conducting the primary data collection. The data collection that was conducted by publishing a survey helped the author to gather better insights and experiences on the topic.

According to the result of the primary data collection the overall motivational level in a remote work environment is either neutral or the level of motivation is higher compared to working at a traditional office. The level of motivation varies depending on the organizational position of the individual. Work motivation has increased because of the flexibility and increased free time that remote work allows. The research results of the primary data collection showed that leadership has a great influence on individuals' work motivation.

The study revealed three key research findings that affect how to effectively motivate employees in remote work environment. These key factors are trust, communication, and social interactions, as well as leadership. The survey research findings support the findings from the desk research that can be found in Chapter 3.

The first factor that was highlighted in the results that maintain and increases employee motivation was trust. As Avolio and Kahai (2003) claimed trust between the employee-leader in a remote environment is a key component to effectively manage workforce. This can be also seen in the results as majority of survey respondents felt that trust between employee and leader is the foundation for

work motivation and performance. As Snellman (2014) stated trust is necessary in remote environment to create a cohesive team environment that relates to work motivation. Trust allows employees to work more individually that increases the self-assurance which increases work motivation. Trust also decreases the workload of a leader as the need for micromanagement is unnecessary. Trust also can be seen as one of the motivator factors in Herzberg's two-factor theory as it leads to employees taking responsibility of themselves which ultimately leads to personal growth and intrinsic satisfaction.

Communication appeared in the survey analysis multiple times. According to the results and as presumed all respondents agreed that good interactions between leader and employee correlates positively with the level of work motivation as well as regular communication and feedback. Participative and supportive leadership characteristics were seen as factors that increases motivation, especially in remote work environment. However, the results showed that over half of the respondents felt that the communication is not regular in their leader-employee relationship. The decrease in communication, feedback and availability of leaders has lowered the level of motivation within individuals.

The final finding that has influenced respondents' level of motivation is the social interactions and cohesion within the team and leader. Employee and trainee level respondents indicated that the lack of any social interactions has affected their motivational levels greatly and the meaning if work has diminished. The threshold to ask help from leader or colleagues has increased along with the feeling part of the team. According to Maslow's hierarchy of needs and the three-fold classification of work motivation, it is no surprise that the lack of communication and feedback has affected work motivation. Maslow's third need, the social need refers to communication and collaboration, without satisfying the social need employee's level of motivation cannot improve and raise to the higher level.

The survey results also showed that the lack of social interactions has affected management. Leader level respondents revealed that it has been extremely hard to know how their team is doing. Maintaining an effective, innovative, and collaborative team is demanding for leaders. The survey results revealed that leader respondents also felt that managing a remote team is more time

consuming than a traditional team. Vroom's expectancy theory of motivation is closely related to knowing your employee. The theory claims that without any social interactions and knowing their employees, the leader is unable to influence the valence of employee and create motivation.

In addition to the three key findings that were highlighted from the results, setting goals were seen as an efficient way to motivate individuals in remote work. Respondents referred that realistic and attainable goals that would be set together with leader or team would increase motivation. Goals would give concrete structure to the day and create appropriate pressure towards completing tasks within a specific time limit. However, the result showed that if the leader will not follow up with employees the goals were not seen as an efficient way of motivating. These findings in the research support the goal setting theory by Locke.

According to the survey results communication, working environment and leadership are areas that would need improvement to support work motivation. Regarding work environment, the results revealed that clear breaks during the workday and better equipment including ergonomic working tools and broadband connections should be taken into consideration. As stated in Vroom's expectancy theory, Maslow's hierarchy of need and Herzberg's two-factor theory, the work environment is the foundation towards work motivation. Without any support, resources, good working conditions and pay, maintaining motivated workforce is challenging.

Majority respondents in employee or trainee level positions expressed that the leaders should provide more support and availability in remote work conditions. As well as leaders should understand and listen to every employee individually regularly to understand the needs of every individuals and act upon them to decrease the possibility of demotivation. As Contreras, Baykal and Abid (2020) referred leadership and leading employees in a virtual environment should be more participative.

6.2 Recommendations

The recommendations were created based on the research findings and theoretical framework. Recommendations are given to help leaders to create an effective and motivated team in a remote work environment. Taking into consideration what leadership styles and traits should leaders adopt to be able to lead a remote team and how to maintain that work motivation in a non-traditional office environment.

As seen from the research results trust, social interactions and communication between the leader and employee are factors that affect the level of motivation of employees in remote work environment. However, when the intention is to maintain and enhance work motivation the foundation for the motivation needs to be strong. As Maslow (Mullins 2010) and Herzberg (Herzberg 2003) both stated in their theories individual's motivation increases when the lower-level needs are satisfied. In remote work physiological (Maslow) or hygiene (Herzberg) needs require to be satisfied through leaders providing good work conditions for example good ergonomics at the remote office.

Trust between employee and leader can be seen as the starting point to increased motivation and performance in a remote environment, as it can affect commitment and cohesion (Contreras, Baykal & Abid 2020). It is recommended for leaders to create a trustful relationship with employees to effectively motivate and lead employees in a remote environment. Leaders can build trust by determining and discussing expectations together with employees, by regular communication and availability and creating goals together with employees. The author will next discuss concrete recommendations for remote leaders.

Based on the survey results many respondents' safety, social and esteem needs are not satisfied which impacts the ability for individuals' motivation. Creating a work environment which supports frequent, transparent and consistent communication increases employee's work motivation for example Fan, Chen Wang & Chen (2013) expressed that regular communication is a critical factor in leading virtual teams. To maintain and enhance motivation creating social interactions and communication guidelines should be highlighted. For example,

by establishing daily morning coffee meetings through virtual platforms like Zoom to create similar spontaneous interactions that happen in traditional office environment, rather than only communicating via email. These coffee breaks should not last long, but it allows employees to see colleagues and leaders have an informal meeting with the team. The virtual morning meeting can contain work-related information or non-work-related conversations to increase the social interactions in a remote environment and decrease the formality of the environment. Caillier (2012) expressed that planned and frequent meetings decrease the feeling of isolation in remote work and increases participation that increases work motivation.

The recommended communication guidelines could include the agreement of using cameras during meetings to add non-verbal communication to the environment, list communication tools that would be in use for what purpose for example traditional phone, Zoom, Microsoft Teams, Slack, Trello, email. Leaders could provide guidelines that work-related messages would be sent only during office hours and “emergency communication” happens only through mobile phone et cetera. Creating clear guidelines would help employees to communicate with the team and leader more efficiently. This would increase performance which leads to higher motivation.

As acknowledged expectations increase trust between leader and employees which has an influence towards motivation in remote environment. Leaders should especially in the beginning determine and discuss expectations with employees. Setting clear and attainable goals together would determine employees already what is expected from them which builds trust. Goals also help employees to structure their day and create meaning which increases motivation. However, determining goals and expectations is not enough to maintain the motivation and trust within employees. Without follow-ups or feedback the significance of setting goals and expectations are ineffective. These follow-up conversations should be held monthly or if needed weekly individually with employees. In these meetings the discussion would be on work-related accomplishments, issues, challenges and setting new goals for the next month. This would also grant an opportunity to provide feedback and include non-work-related conversations in order to get to know the employees. This will be

beneficial for future as leader knows and understands better individual's personal needs and provide accordingly attractive rewards to maintain and increase motivation for the future.

According to the research practicing self-management was seen as a motivational and beneficial factor in remote work. However, the need for leadership does not disappear even though individuals are able to develop their self-management skills. Leaders need to change the traditional way of leading to more suitable for the virtual environment. Based on the research results, leadership and management has reduced in remote environment. Leader availability is low, and according to leader level respondent's answers leadership is more time consuming, and leaders have a hard time knowing how their team is doing.

Van Wart, Roman, Wang and Liu (2019) introduced the six competences of an e-leader that are traits that an e-leader should attain when leading a remote team. The research results showed that these traits e-communication skills, e-social skills, e-team-building skills, e-change management skills, e-trustworthiness and e-technological skills do not only improve the leadership and leading but supports employee motivation in the remote environment. The need for effective communication and social skills and trustworthiness in remote environment cannot be highlighted enough. Remote leaders are seen as coaches that are supportive and create innovative solutions for obstacles such as communication and availability in the remote environment.

E-communication skills refer ability to provide clear communication and avoid miscommunication and managing efficient flow of communication. E-social skills refer to the support that the leader provides to the team. E-team building skills are associated with creating motivation within the team and recognizing all individuals. E-technology skills refers to the leader's ability to use information and communication technology efficiently, technological knowledge and security and e-change management refers to the skill of managing change. E-trustworthiness refers to the leaders' ability to create trust, being honest and consistent, providing feedback and supporting employees. (Contreras, Baykal & Abid 2020; Van Wart, Roman, Wang & Liu 2019)

Leading in remote environment requires innovative, involving and participative leadership with low hierarchy. Democratic and transformational leadership theories are styles that would perform well in remote environment. Based on the research results and theoretical framework it is recommended that leaders should emphasize on creating a virtual environment which supports open communication and spontaneous social interactions using their e-team building skills. This would create a virtual community in which collaboration and cohesion between team members and leaders would increase.

When there is trust, social interactions, and regular communication and that the leader has thorough understanding about the work situation of each individual there is no need for micromanagement that usually is time consuming. When there is a structure and guidelines the leadership and motivation in a remote team becomes efficient.

6.3 Conclusions

The aim of this research was to determine how employees can be effectively lead and motivated in a remote work environment. Identify what characteristics of a leader support work motivation and how to maintain employee motivation. The author conducted a thorough desk research through which she was able to gather valid information and theories applicable to topic. The primary data was collected through a survey which gave comprehensive insights of the current situation and future developments from employees in different positions.

The main research question of the thesis was “How can employees be effectively motivated in remote work environment and what leadership styles and characteristics support this?”. The research analysis and results showed the factors that affect motivation are also strongly tied to leadership in the remote work environment. According to the research results trust, social interactions and communication are the main motivators in a remote environment that are also required to effectively lead a remote team. The sub-questions of this thesis “What leadership styles and characteristics support employee work motivation in remote

work environment?”, “How can employees be lead in a remote environment?” and “How can employee work motivation be maintained and enhanced in remote work environment” were answered in Chapter 6.2. The author established concrete recommendations such as invest in communication and leader availability. This improves trust between employee and leader which increases motivation. It would be recommended to create spontaneous interactions virtually and establish team communication guidelines, determine, and discuss expectations and goals with each team member.

The reliability and validity of the research may have been affected by respondents not answering to every question of the survey. It might also be affected due to the possibility of misinterpretation of open-ended questions and absence of intermediary choices on the closed-ended questions. In addition, the respondents' truthfulness when answering the questions could have affected the reliability of this research as well as misinterpretation of the author when analyzing the results. Interviewing respondents would have given the author an opportunity to ask more detailed and follow-up questions and the room for misinterpretation would have not been as considerable in face-to-face interviews. However, due to the time and resource limitation implementing a survey was seen as the best option to provide the author sufficient data about the research topic.

In conclusion, the author was able to create relevant recommendations for leaders to use to motivate their remote workforce. This thesis can be used as a guidance tool for leaders who intend to lead a remote team and boost their motivation. The findings and recommendations of this research can be implemented by leaders that work in different industries and especially remotely, but these recommendations can also be implemented in a traditional work environment to increase employee work motivation.

As the research results implied the trust between the leader and employee is essential in order to create work motivation in a virtual environment. Trust can be seen as the foundation for creating motivation within employees in a virtual and traditional work environment. Thus, the writer suggests for future to research be made on investigating solutions for how to build that trustful leader-employee relationship in a virtual work environment in which regular face-to-face

communication and interactions are limited and communication occurs mostly through information and communication technology. The future research should also focus on developing concrete solutions and procedures that create and increase trust between the leader and employee which e-leaders could implement in the future. Creating solution for trust building can drastically change the leadership in a virtual environment.

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APPENDICES

Appendix 1. Survey cover letter and background information

1 (1)

This is the cover letter that was used to send in different social media channels.

Hi, let's try the power of social network!

If you are working or have worked remotely, would you like to answer a survey about work motivation and leadership in the remote environment? I'm conducting a survey for my Bachelor's thesis, intending to gather information on work motivation and leadership in a virtual working environment. Answering time is around 15 minutes. Thanks for taking your time to answer the survey!

In Finnish:

Moikka, jos teet töitä etänä tai olet tehnyt töitä etänä, haluaisitko vastata kyselyyn liittyen työmotivaatioon ja virtuaalijohtamiseen etätyöympäristössä? Suoritan tutkimusta opinnäytetyötäni varten, tarkoituksena on kerätä tietoa työmotivaatiosta ja virtuaalijohtamisesta etätyöympäristössä. Kyselyn vastausaika on noin 15 minuuttia. Kiitos, että käytit aikaa vastata kyselyyn!

This was part of the survey, that included the background information, where and why this survey was published.

Work motivation and e-leadership in remote work environment

This survey is conducted by a student at Tampere University of Applied Sciences. It will be used for the author's Bachelor's thesis and is intended to gather information on remote work, work motivation and virtual leadership. All responses will be kept anonymous. You may answer either in English or Finnish.

Kysely on osa Tampereen ammattikorkeakoulun opiskelijan opinnäytetyötä. Tutkimus käsittelee etätyöskentelyä, työmotivaatiota sekä virtuaalijohtajuutta. Kaikki vastaukset käsitellään nimettömästi. Voit vastata kysymyksiin joko suomeksi tai englanniksi.

Appendix 2. Survey questions

1 (4)

1. Position in the organization.

Asemasi organisaatiossa. *

- Leader, Managerial position / Esihenkilö, johto asemassa
- Employee / Työntekijä
- Trainee / Harjoittelija

2. Do you work remotely (part or full time)?

Työskenteletkö etänä (osa- tai kokoaikaisesti etänä)? *

- Yes / Kyllä
- No / En

3. Do you feel that good trust or lack of trust between employee and leader affects your work motivation and workload? Briefly explain.

Koetko, että hyvä luottamussuhde tai luottamuksen puute esihenkilön ja alaisen välillä vaikuttaa sinun työmotivaatioosi ja työkuormaasi? Kuvaile lyhyesti.

Kirjoita vastaus

4. My work community and leader support open communication.

Työyhteisöni ja esihenkilöni tukevat avointa viestintää.

- Yes / Kyllä
- No / Ei

5. I feel more motivated when my supervisor provides support, is participative and empowers rather than micromanages my work.

Olen motivoituneempi työssäni, kun esihenkilöni kannustaa, osallistuu työhöni ja tarjoaa tukea, kuin mikromanageerit töitäni.

- Strongly agree / Täysin samaa mieltä
- Agree / Samaa mieltä
- Neutral / Neutraali
- Disagree / Erimieltä
- Strongly disagree / Täysin erimieltä

6. Does your leader communicate with you regularly through virtual platforms e.g., Zoom/Teams?

Onko esihenkilösi sinuun yhteydessä säännöllisesti virtuaalisten alustojen kautta, esim. Zoomin tai Teamsin kautta?

- Yes / Kyllä
- There could be more / Voisi olla enemmän
- Rarely or no / Harvoin tai ei koskaan
- I cannot say / En osaa sanoa

7. Do you feel that good interaction between supervisor and employee supports remote working and work motivation?

Koetko että hyvä vuorovaikutus esihenkilösi ja työntekijän välillä tukee etätyöskentelyä sekä työmotivaatiota?

- Yes / Kyllä
- No / Ei

8. Do you feel that regular and good communication correlates positively with your level of work motivation and performance in remote work environment?

Koetko, että säännöllinen ja hyvä viestintä korreloi positiivisesti työmotivaatiosi sekä työtyösuorituksesi kanssa etätyöympäristössä?

- Yes / Kyllä
- No / Ei

9. How do you feel remote work affects your work motivation and the cohesion of your team? Briefly explain.

Kuinka koet etätyön vaikuttavan työmotivaatioosi ja yhteenkuuluvaisuuden tunteeseen tiimisi kanssa? Kuvaille lyhyesti.

Kirjoita vastaus

10. Does the lack of social interactions in remote work affect your work motivation?

Vaikuttaako sosiaalisen vuorovaikutuksen puute etätyöympäristössä motivaatioosi?

- Yes / Kyllä
- No / Ei

3 (4)

11. Do you feel that you receive feedback from your superiors in your daily work that supports your intrinsic motivation (for example, positive feedback when performing well in the job)?

Koetko saavasi sisäistä motivaatiota (esimerkiksi positiivista palautetta suoriutuessasi hyvin työtehtävässä) tukevaa palautetta esihenkilöiltäsi päivittäisessä työskentelyssäsi?

Yes / Kyllä

No / En

12. I am more motivated through extrinsic motivation factors such as good pay and work ergonomics, health benefits and other benefits, rather than positive feedback and recognition from my supervisor.

Minua motivoi enemmän ulkoiset motivaatiotekijät, kuten hyvä palkka ja työn ergonomia, työterveyshuolto ja muut lisäedut, pikemminkin kuin esimieheni positiivinen palaute ja tunnustaminen.

Yes / Kyllä

No / En

13. Do you feel that setting specific and attainable goals would increase your work motivation in a remote work setting? Briefly explain how?

Koetko, että tavoitteiden asettaminen lisääisi motivaatiotasi etätyössä? Kuvaile lyhyesti, miten?

Kirjoita vastaus

14. What factors motivate you the most in a remote work environment?

Mikä tekijät motivoivat sinua etätyöympäristössä?

Kirjoita vastaus

15. How motivated are you when working remotely compared to when working at office?

Kuinka motivoitunut olet työskentelemään etänä verrattuna toimistossa työskentelyyn?

Highly motivated / Erittäin motivoitunut

Motivated / Motivoitunut

Neutral / Neutraali

Demotivated / En ole motivoitunut

Please respond to the next questions from the perspective of your job description (manager or employee point of view). If you are in a leadership position answer from the point of view of a leader, or if you are employee answer from the employee's point of view.

Vastaathan seuraavat kysymykset työnkuvasi (johtajan tai työntekijän) näkökulmasta. Jos olet esihenkilö, vastaathan esihenkilön näkökulmasta kysymyksiin, tai jos olet työntekijä, vastaathan työntekijän näkökulmasta.

16. What are the benefits of remote work and e-leadership for you?

Mitä etuja etätyö sekä virtuaalijohtajuus on tuonut sinulle?

Kirjoita vastaus

17. Has remote work and e-leadership negatively affected your work motivation? If yes, how?

Onko etätyö ja virtuaalijohtaminen vaikuttanut negatiivisesti työmotivaatioosi? Jos on, niin miten?

Kirjoita vastaus

18. How could remote work and e-leadership be developed/improved so that it would support your work motivation and performance more.

Kuinka etätyötä sekä virtuaalijohtajuutta voitaisiin kehittää/parantaa niin, että se tukisi enemmän työmotivaatiota ja -tehokkuutta.

Kirjoita vastaus

19. If you have anything else to add or comment on related to the topic, you may write your answer below. / Jos sinulla on muuta lisättävää tai kommentoitavaa liittyen aiheeseen, voit halutessasi kirjoittaa vastauksesi alle.

Kirjoita vastaus