



**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF COMMERCE**

**The Effect of Remote Leadership on the staff performance: In the case of GIZ-  
Biodiversity and Forest Program**

The research project submitted to Addis Ababa University, School of Commerce in partial fulfillment of the requirements for Master of Business Leadership

**By: Masresha Zeleke,**  
**Advisor: Wubeshet Beka (PHD)**

February 9, 2021 Addis Ababa University

ADDIS ABABA UNIVERSITY, SCHOOL OF COMMERCE  
COLLEGE OF BUSINESS AND ECONOMICS  
POST GRADUATE PROGRAM

THE EFFECT OF REMOTE LEADERSHIP ON THE STAFF PERFORMANCE: IN THE  
CASE OF GIZ-BIODIVERSITY AND FOREST PROGRAM

By: Masresha Zeleke

**APPROVED BY BOARD OF EXAMINERS**

<hr/> Wubeshet Bekalu (PhD) <hr/> Advisor	<hr/> Signature	<hr/> Date
<hr/> Bahiren Asrat (PHD) <hr/> Internal Examiner	<hr/> Signature	<hr/> Date
<hr/> Kassahun Teshager (PHD) <hr/> External Examiner	<hr/> Signature	<hr/> Date
<hr/> Department Chairperson	<hr/> Signature	<hr/> Date

## DECLARATION

I, Masresha Zeleke, declare that this project entitled “**The Effect Remote Leadership on the Staff Performance: In the Case of GIZ-Biodiversity and Forest Program**” submitted for partial fulfilment for Masters of Business Leadership is my own work and has not been copied from other materials submitted to another University.

**Declared by:**

Masresha Zeleke



9, February 2021

---

Name

---

Signature

---

Date

## **ACKNOWLEDGEMENT**

First and Foremost, I want to thank my God, in Jesus Name, for having me this success.

My gratitude is also extended to Dr. Wubeshet Bekalu, my advisor, for guiding me in my thesis project. I also want to thank my family for supporting me behind, and I also send my thanks to Ato Lakew Berhanu, GIZ-BFP Leading Professional and senior management team members in GIZ for his full support in terms of resources and created channel for interview and discussion.

Masresha Zeleke

## ***Abstract***

*The purpose of the study was to examine the effects of remote leadership on the staff performance, in the case of GIZ-Biodiversity and Forest Program. The effects of the remote leadership were measured based on the selected leadership elements communication, motivation and team building. The target population was 16 in numbers and all were employees of the organization from five leaders and 11 remote site advisors. The study used qualitative research approach and descriptive analysis has been also deployed. In order to achieve the researches objectives, Questionnaires were prepared and distributed to the target population in the organization and were self-administered by the researcher. The main findings in this study was identified different stands from leaders' and remote team about communication and team building due to perception gap of leaders' that caused low performance. Lastly the researcher gave recommendations based on the results that obtained from the analysis and Besides the suggested transformational leadership instruments that helps for remote leadership, the researcher recommend was that the organization should give attention and improvement to program remote leadership practices and leader perception to get the best communication and effective team building. Since the Leader perception is the dominant factors in GIZ-BFP in terms of lack of proper interpretation of the remote team current situation and or demands, the leader should recognize the values, beliefs and attitudes that are important factors affecting perceptual process and take the objectives and mechanics of perception into consideration.*

**Keywords:** Motivation, Team building, communication, perception, Transformation leadership and psychological contract.

# Contents

Chapter One .....	1
Introduction.....	1
1.1. Background of the study .....	1
1.2. Background of the organization.....	3
1.3. Statement of the problem .....	5
1.4. Basic Research Questions .....	7
1.5. Objectives of the study.....	7
1.5.1. General Objective of the study.....	7
1.5.2. Specific objectives of the study .....	7
1.6. Definition of Terms.....	8
1.7. Significance of the study.....	9
1.8. Delimitation/scope of the study .....	9
1.9. Limitation of the Study .....	10
1.10. Organization of the Study .....	11
Chapter Two.....	12
Literature Review .....	12
2.1 Theoretical Literature Review.....	12
Remote management.....	12
Employee performance .....	13
Transactional Leadership .....	14
Transformational leadership .....	14
Team Building .....	15
Motivation.....	16
Communication.....	16
Psychological contract .....	17
Organizational Culture Influences .....	18
Employee Commitment and Motivation.....	18
Remote Management Relationships.....	19
Virtual teams .....	19
Telecommuting .....	21
2.2 Empirical Literature Review .....	21
2.3 Conceptual Framework .....	25

2.4	Hypothesis .....	25
Chapter Three.....		26
Research Methodology.....		26
3.1	Research Approach .....	26
3.2	Research Design.....	28
3.3	Population and Sampling .....	28
3.3.1.	Target Population.....	28
3.3.2.	Sampling Frame .....	28
3.3.3.	Sample Size Determination.....	28
3.3.4.	Sampling Design .....	29
3.3.5.	Sampling Technique .....	29
3.3.6.	Sampling Procedure .....	29
3.4	Types and Sources of Data .....	30
3.4.1	Primary Source.....	30
3.4.2	Secondary Source.....	30
3.5	Data Collection Instrument .....	31
3.6	Data Distribution and Collection Method.....	31
3.7	Validity and Reliability of the Data Collection Instrument .....	31
3.7.1	Validity .....	31
3.7.2	Reliability.....	32
3.8	Research Ethics consideration .....	32
3.9	Data analysis methods.....	33
Chapter Four .....		34
Data Presentation, Analysis & Interpretation.....		34
4.1	Response Rate of Respondent.....	34
4.2	Demographic Background of Respondents.....	34
4.3	Analysis on Motivation, Communication, Team building with staff's performance based on Leaders' response.....	36
4.4	Analysis on Motivation, Communication, Team building with staff's performance based on the remote team response.....	40
4.5	Open ended questioners and interview summery part I .....	45
4.6	Open ended questioners and interview summery/ leaders influences and stands towards remote staffs' recruitment and satisfaction/ Part II .....	48
4.7	Hypothesis Testing.....	49
Chapter Five.....		50

Summary of Finding, Conclusion and Recommendations .....	50
5.1. Summary of Finding .....	50
5.2. Conclusion .....	52
5.3. Recommendations.....	54
5.4. Recommendation for Further study .....	56
References.....	57

**LIST OF TABLES**

Table 4.1 Response Rate of Respondents.....43

Table4.2 Respondent Gender, Age, Experience, Education & position.....44

Table 4.3.1 Weighting scale of respondent response for both leader and remote team .....45

Table 4.3.2 Mean Variance and standard deviation table for communication .....46

Table 4.3.3 Mean, Variance, & Standard deviation on Leader Motivation.....47

Table 4.3.4 Mean, Variance, & Standard deviation on Leader Team Building.....48

Table 4.4.1 Mean, Variance, & Standard deviation on Remote Team Communication.....49

Table 4.4.2 Mean, Variance, & Standard deviation on Remote Team Teambuilding.....50

Table 4.4.3 Mean, Variance, & Standard deviation on Remote Team Motivation.....51

Table 4.4.4 The respondents' response mean summery table.....52

## Chapter One

### Introduction

This chapter provides an overview on the background of the study and the organization; it provides the statement of the problem along with the research questions and objectives. It also explains the significance, limitation, and organization of the paper.

#### 1.1. Background of the study

It is widely believed that there is a relationship between a worker's performance and the physical location of his or her boss and that any separation between them will have considerable cost. But while these costs do exist, they vary depending on factors: motivation, team building, communication with leadership quality or & experience.

Remote working is a kind of work process that keep workers to do their job activities from distance or out of work surroundings. St. Corking, (020) states that, Leadership styles and behaviors come in all shapes and forms, however, when managing a remote team, some styles will work more effectively than others. Remote working isn't a new phenomenon. (Corking, 2020)

There are different kinds of remote working; According to the workers who use it, the place, type of work, the environment, and the purpose of use with solution as virtual or telecommuting.

Remotely located team members are more and more often a reality of workplace teams both globally and locally as telecommuting becomes a common answer to budgetary problems in a challenging economy and work/life balance issues that have long been a concern of Human Resource managers (Derven, 2007; Madsen, 2003). Estimates of cost savings begin at least at \$2,000 per employee (Hewitt, 2008) and range to IBM's estimation of \$100 million per year as a result of its 42% remotely located workforce (Mulki, Bardhi, Lassk, & Nanavaty-Dahl, 2009). In addition to a savings in the tangible costs associated with working remotely telecommuters do not use a workspace or amenities and create less commute-related pollution and for which companies and taxpayers have traditionally incurred a financial burden (Flemming, 1991). Remote employees generally report a high degree of satisfaction with telecommuting, including greater work/life flexibility (Sundin). However, besides the budgetary issue, the infrastructure and communication technology issue affect the remote employee management or leadership.

As Bereket Kefyalew director of ITII briefed, here in Ethiopia, prior to COVID-19, we knew little about telecommuting. Nonetheless, as part of the unintended consequences of COVID-19, we are already seeing both the benefits of early telecommuting practices and the complex challenges in efficiently utilizing it.

Understanding the challenges may need further research, but we can all agree that most of our institutions have no clear plan or policies on telecommuting. And without such a framework, it would just be wishful thinking to expect that we can reap all the benefits of remote work.

Nonetheless, in the near future, there are indications that Ethiopia could scale up its digital skills training and have the digital talent to work remotely for companies based in distant geographical locations. (Kefyalew, 2020)

Although a few professionals who are happy to work from remote due to the same place whether they came from, most professionals and employees have affected on; pressures of uncertainty around where they are, Loneliness from lack of colleague contact, Separation in the workplace - feeling 'left out', Absence of regular routine, market yourself, Lack of sympathetic from others who choose more conformist paths and Pressure in close relations these and other reason caused for lower productivity.

Moreover, when we come to our country situation productivity and work-life balance are become number one issues on employees' minds. Government and most international organization revived to promote gender balance to keep women involvement in each area however, assigning women in remote caused unbalance personal life with work life this affect overall success and happiness of the individual as well as the team achievement. That is way we need leader who can accommodate and find a solution for the above very congested and brief challenge while in remote.

Leadership is the act of guiding a team or individual to achieve a certain goal through direction and motivation. Leaders encourage others to take the actions they need to succeed. To be a great leader, it is necessary to learn and cultivate the skills it takes to be effective. Fortunately, anyone can develop these skills with time and practice.

Currently the main leadership instrument to solve the remote leadership challenge is virtual communication besides the above main leadership styles. More and more leaders are finding themselves in virtual boss or direct report relationships. Separated in space and often in time

(zones), they struggle to communicate effectively, stay aligned, and achieve desired goals. It's all too easy for difficult-to-close gaps to open up when you are working virtually in assessments, priorities, and expectations. Keeping this from happening is the central challenge of remote leadership

“Virtual teams differ from traditional teams in two ways; they are not usually collocated (do not work in the same physical area), and due to their lack of collocation, members of virtual teams depend primarily on information technologies rather than face-to-face interaction to communicate and coordinate their work effort. It was estimated that by 2016, more than 85 % of working professionals were in some form of virtual team.

One reason why virtual teams have become so widespread is that information technologies have made it easier than ever before to communicate and coordinate with people at a distance. The shift from production-based to knowledge-based work is a second reason why virtual teamwork is feasible. It isn't yet possible to make a physical product when team members are located apart, but most of us are now in jobs that mainly process knowledge”.

The problem become severe where such technology and infrastructure inaccessible and company especially public and non-governmental organization try to implement their tasks in such remote areas to achieve their intended purpose.

As it's known that trusty, donors and various stakeholders, company and organization should evaluate the activities based on results and performance. However, measuring employees' performance and supervise on the site which is the hardest part for leader to know what's going on right there and how can reach them to lead as physically present. And turnover and getting qualified staffs for the remote area are also the other big challenge for the organization which deployed itself in remote area.

## 1.2. Background of the organization

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH has been working in Ethiopia on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) since 1964, and other national and international partners. In line with the Ethiopian Government's objectives, Germany's development cooperation with Ethiopia focuses on three priority areas:

- Economic development and vocational education and training;
- Agriculture and food and nutrition security;
- Conservation and sustainable use of natural resources (biodiversity)

The Ethiopian Government has developed an ambitious growth and transformation plan designed to address its objectives in these areas. It aims to meet the United Nations Sustainable Development Goals and double the country's economic output. To accompany the plan, the government has put in place its Homegrown Economic Reform strategy, which focuses on reducing poverty, creating jobs for young people and promoting economic growth.

GIZ Ethiopia has, 759 National employees, 141 International employees, 19 Development workers and 6 Integrated experts

Besides, GIZ-International service, Global/regional/sectoral project and GIZ-AU, GIZ has three big clusters of Climate Change, Skill development and Employment & private sector development that have funded by BMZ and Co-finance by other institutional donors like EU.

GIZ- Biodiversity and Forest program is one of GIZ program under Climate change cluster that focus on Biodiversity, Biosphere reserve, forest protected areas and Parks.

As a country with great ecological and cultural diversity, Ethiopia forms part of two biodiversity hotspots of global significance. But Ethiopia loses annually 40.000 ha of forests, 800.000 ha of woodland and 18 tons of fertile soil per ha of land, due to rapid degradation of its natural environment. The management authorities at local and regional government level and the national administration authority lack technical and financial capacity, instruments, and law enforcement measures for implementing directives for the protection and sustainable management of biological diversity on a broad scale (core problem).

GIZ-Biodiversity and Forest program is working with Climate change, Forest and Environment Commission /CCFEC/ and Ethiopian Wild Life Authority under the supervision /EWCA/ of CCFEC.

GIZ- Biodiversity and Forest program has established since 2015 for the reason mentioned above and with the aims to put institutions charged with the management of protected areas able to implement strategies, instruments and measures for the protection and sustainable management of biological diversity on a broad scale. To achieve this, the program pursues a multilevel approach. There are four components in the Biodiversity and Forestry Program: Strengthening the

national parks strategy (Nechisar and Awash National Parks)

Integration of biosphere reserves and Forest Priority Areas into the national protected area system.

Forestry and building up a forest sector

Improving the coordination and knowledge management for the management of biodiversity Other than one integrated component above out of the four which helps the program run efficiently (knowledge management) the rest undertake in the country remote areas.

### 1.3. Statement of the problem

For many managers remote working is a new challenge that trying to make sure our teams stay engaged and connected. Similarly, for employees this might be the first time they are working completely autonomously. There are many things we can do to make this transition as supportive and smooth as possible, including adopting some useful working practices to combat feelings of isolation and stress that working alone may create. This may take time and we will all need to learn along the way and share what is working well. We will need to be patient and flexible with one another or we don't have to settle on the perfect routine or have all the answers immediately. In this period of transition, our initial focus should be on supporting wellbeing while maintaining morale and motivation. This helps ensure business critical tasks can continue and builds a culture of trust and communication within our teams. In time, we may also wish to focus on ensuring output and performance. (Ourcambridge, 2020)

In remote management settings, organizations often face unrealistic expectations that the same level of program complexity and quality can be delivered as in directly managed programs. Often, too little consideration is given to the revisions in program design and deliverables that are required to make a program realistic and feasible under remote management. Junior staff or local partners often do not have an appropriate level of technical expertise, or the resources required, for complex programming, which leads to a real danger of causing harm to beneficiaries or partners.

Accuracy, timeliness and verifiability of data is another major challenge. (Leidecker, 2018)

Based on the project evaluation result that has prepared the assessment according to OECD/DAC

criteria the project overall score is 54 of 100 points average score of all five criteria's and rather unsatisfactory rating.

The uniqueness like bringing conservation and livelihood development as well as different types of protected areas together in one project within short duration, the overambitious of project that lacked precondition during preparation phase, carrying on technical weaknesses of the results framework influenced implementation negatively, pre-venting a targeted orientation of activities and a result-oriented steering. In addition, difficult to getting qualified remote employee who could work smoothly with partners and managers especially in chebera churchura national park and unharmonized head office managers communication with remote team and partners in the site caused for unsatisfactory result.

From my experience in the program, I have observed,

-Lack of getting qualified employees who are interested to work in the remote especially in the middle of forest or edge of park and failed to retain even the recruited staffs.

GIZ-Biodiversity and Forest program also faced the same challenge to recruited and retain potential specialists and facilitators for the past two three years in different remote project sites Such as, Chebera Churchura National park. Losing interest in their task and day to day activities also another challenge of the program which should be reduce through effectives leadership style.

-Unproductivity; The program implemented 16.5 Million Euro from 2016 till mid 2019 with five parks Awash, Halidegie, NechSar, Borena Saynt and Chebera Churchura, two forest priority area Menagesha Suba & Dessa forest and two Biosphere reserves Sheka & Yayu. Through consultant, financing and procurement however, since the main operational objectives implemented in remote area with Government and Non-Government organization partners it's increased the challenge of remoteness.

The program set up is there are component managers in Addis Ababa who manages the site GIZ advisors who works in partners' office they have enough communication except two more remote areas like Dessa and Chebera Churchura which has frequent connection problem to handle the communication virtually but the result of the project end evaluation shows unsatisfactory. Although there is various reason for such unsatisfactory results, lack of proper remote leadership and wrong strategy for implementation have got the main place.

Leadership is an influence relationship among leaders and followers who intend to bring about real

changes and outcomes that reflect their shared purposes. Influence means active relationship among people; however, also inherent in this definition is the concept that influence is multidimensional and non-coercive. Indeed, in some situation when the organization face catastrophe which needs immediate change the leader might act forcefully.

Although little research to date has examined how physical distance influences leader–follower communication effectiveness and performance particularly in our country Ethiopia which is difficult to get research work in this area, this study is therefore intended to identify the effect of remote leadership on employee performance and which style or ways of leadership can reduce the challenge in the areas where little infrastructure, far and distances from leaders and managers supervision.

#### 1.4. Basic Research Questions

- 1-What is the effect of communication on remote team performance in GIZ-BFP?
- 2- What is the effect of team building on remote team performance in GIZ-BFP?
- 3- What is the effect of motivation on remote team performance in GIZ-BFP?
- 4-What is the effect of leader perceptions on remote team performance in GIZ-BFP?
- 5-What remote leader behavior competencies do the leaders in GIZ-BFP?

#### 1.5. Objectives of the study

##### 1.5.1. General Objective of the study

The general objective of this study was to understand the effects of communication, motivation, team building and leader perceptions on the remote team performance.

##### 1.5.2. Specific objectives of the study

- To examine the communication level between leaders and remote team performance in GIZ-BFP?
- To identify major effect of team building on remote team performance in GIZ-BFP?
- To identify major effect of motivation on remote team performance in GIZ-BFP?
- To understand the effect of leader perceptions on remote team performance in GIZ-BFP?

## 1.6. Definition of Terms

**OECD/DAC:** It's project evaluation criteria which has defined six evaluation criteria – relevance, coherence, effectiveness, efficiency, impact and sustainability.

**GIZ:** German society for International Cooperation

**BFP:** Biodiversity and Forest Program

**CCFC:** Climate Change and Forest Commission

**EWCA:** Ethiopia Wild Life Conservation Authority

**Remoteness:** the state of being distant from something else, in particular from the main centers of population.

**On-site team:** Taking place or located on the place where a complete structure or group of structure not available.

## 1.7. Significance of the study

The researcher believes that this project work will have significance importance for GIZ-BFP in identifying its weaknesses and strengths in relation to its leadership quality particularly for remote team and letting the organization to work on its strengths to maintain them and work on its weaknesses by taking them as an opportunity for improvement in order to get a better performance from effective leadership of on-site team.

Moreover, the research output will contribute to those parties who have similar objectives and required information on related issue, accordingly the following are the specific significant of the research output,

- It will help the leader to create smooth communication with subordinate.
- It will show the organization about important leadership instrument for on-site team.
- It will be a solution for on-site team to contribute towards the organization long term objectives as well as motivating the team by effective leadership.
- It will be used as source of information for a secondary data for those who which to undertake future study on similar issues since currently there is no enough works in the area.

## 1.8. Delimitation/scope of the study

The research found out problems and proposed solutions to leadership challenge on performance of on-site team in the case of GIZ-BFP.

GIZ-Biodiversity and Forest program selected for research study to evaluate and compare within a program sites among 10 regional and site offices. Even though the time constraint caused for lack of comparable data, undertaking this research with one program in GIZ which had 75 staffs including admin staffs is more suitable and make the data easily available for research use.

The program has four regional offices, Amahara in Bahrdar, Oromia in Addis Ababa, Tigray in Mekele and southern nation in Awassa.

Besides, the four-regional offices, six park and forest sites have from two to four staffs each, Nech Sar National park, Chebera Churchura National Park, Awash National Park Haliadegie National Park, Borena saynt National park, Dessa Forest and Suba Menagesha which are supervised directly from Addis Ababa. The researcher used total 16 population, 5 managers and 11 site advisors.

Conceptual scope: - the research work involved in and analyzed how communication, motivation and team building which are main elements of leadership of remote team have affected by leader's perception.

Empirical scope;- The research used questioners and interview as a primary gathering of raw data collected at the source which is qualitative data in one hand and Secondary data, on the other hand referred to as the gathering of second-hand data collected by an individual who is not the original user such as, year-end project evaluation by external evaluator report, quarterly and yearly performance report including financial and expenditure report and quarterly/yearly team meeting.

## 1.9. Limitation of the Study

### **Time constraint**

Getting related material and reference within limited time were the challenge. Because, even though I got some information and some article in similar areas that was studied on the international remote telework and humanitarian aid, it is not enough to know more about the areas. Initially it was planned to undertake the research work with additional two other similar GIZ projects that work in remote but due to the current COVID-19 travel restriction and the time constraint the researcher couldn't extend his work.

### **Getting representative data**

Although the whole primary data will take from the site staffs and leaders through interview and questioners, using 16 population size couldn't make the research work reliable and could not represented the whole NGO. In fact, its surly leaves the base for next research work.

### **Failed to get realistic data from the minuet**

The minuet what the project has at every meeting to some extent different from what the site staffs and the project advisors answered during interview and what we heard when we were at site. That is also one reason why this study. Due to fear of the top manager, loosing of job or job security if they said something negative about current system some staffs show inconsistency of telling information that might distort the main research work in relation with what happen on the site leader located in Addis.

### 1.10. Organization of the Study

**Chap-1:-Introduction:-** This chapter includes background of the study, Back ground of the organization, statement of the problem, basic research questions, objectives of the study (General and specific objectives), research hypothesis (Currently four research hypothesis H1,H2,H3 and H4), definition of terms, significance of the study, and delimitation/scope of the study, limitation of the study and organization of the study

**Chap-2: -Literature review:** - This chapter contains introduction, theoretical review, empirical review and the conceptual framework of the study.

**Chap-3:-Research Methodology:-**This Chapter Contain, Research approach, research design, targetpopulation, sampling frame, sampling size determination, sample design, sample technique, types and sources of data, primary sources, secondary sources, Data Collection Instrument, validity, reliability, research ethics and data analysis methods

**Chap-4:-Results and discussion/Data presentation, analysis &interpretation:** - This chapter should summarize the results/findings of the study, and analyze the findings.

**Chap-5: -Summary, Conclusion, recommendation:-**This chapter comprises four sections, which include summary of findings, conclusions, limitations of the study and recommendations

## Chapter Two

### Literature Review

This chapter presents the rationale for conducting research on the effect remote leadership particularly on-site team. Even though it is not too much research works are available in this area, but educational researchers have studied the effect remoteness on leadership in relation with different leadership style particularly with transformational and transactional Contingent reward leadership. My study seeks to build upon this research through the combined lenses of GIZ-Biodiversity and Forest program current on- site team situation. The following review of the literature represents the literature pertinent to my research study, namely, On-site team leadership.

#### 2.1 Theoretical Literature Review

##### Remote management

Historically, remote management has been a reactive response to deteriorations in security and access. Aid agencies and international donors generally consider it a last resort, short of suspending operations completely.<sup>5</sup> Recently, however, some programmes have been managed remotely almost from the outset. <sup>6</sup> Remote management is now no longer an exception, but a regular mode of operation for humanitarian work, especially in highly insecure contexts (Leidecker, 2018)

According to A. Donini and D. Maxwell, (2014) defined the remote management as the situations in which humanitarian agencies implement program with limited or non-existent direct access to populations in need. For some agencies, remote management is simply the decentralization of management, a practice that might be used in situations where the agency did have access but chose to work through partners on the ground. Several organizations have linked the notion of remote management to the absence of international staff performing some key functions associated with assessments, program design and/or monitoring. To other agencies, remote management implies a lack of physical presence due to political limitations or security risks. It is notable that organizations also employ diverse definitions of ‘access’, ranging from occasional short visits to a given area by senior staff with the constant presence of local staff, to working only through local partners without any direct contact between the agency and the affected population. (Maxwell, 2014)

## Employee performance

Employee performance is defined as how an employee fulfills their job duties and executes their required tasks. It refers to the effectiveness, quality, and efficiency of their output. (Ciner, 2019)

Performance also contributes to our assessment of how valuable an employee is to the organization. Each employee is a serious investment for a company, so the return that each employee provides must be significant. (Ciner, 2019)

### Factor affecting Employee performance (EP)

Firm/ environment related factors, Many researchers (Pulakos, 2004; Armstrong, 2012) claim that management support is an important condition for EP improvement. As Morrison and Phelps (1999) also indicate, when employees perceive that the management supports their job-related efforts, then it is likely that improved job performance will be noticed. Further, Parker et al. (2006) found that management support is positively related to commitment and proactivity (employee-related factors).

Concerning job environment related factor, Kopelman et al. (1990) report that job environment affects employee productivity and performance. Further, Fawcett et al. (2008) state that job environment affects employees' ability to be proactive and productive. Similarly, van Veldhoven (2005) support the fact that job environment is related to EP.

Finally, it is argued that employee commitment, which consists of the three components (affective commitment, continuance commitment and normative commitment) is also related to EP. Chen and Francesco (2003) argue that the nature of the psychological status of each commitment factor varies from employee to employee.

According to Chen and Francesco (2003), there is a positive relationship between affective commitment and EP, suggesting that, employees who feel that a firm's behavior towards them is good (e.g. fair treatment, participation in decision making) may increase their levels of emotional commitment to the firm and, in turn, their performances may also improve.

Further, employees with high continuance commitment feel a strong obligation to perform their jobs in such a way that is identified with the firm's goals, while employees with low continuance commitment feel no such obligation to support the firm's goals (Chen and Francesco, 2003).

Meyer and Allen (1997) claim that there is a negative relationship between normative commitment and EP. They argue that this occurs because employees with a high degree of normative commitment are “trapped” in no-choice situations, such as remaining in the firm even if they do not want to. Thus, they perform their jobs passively and gradually their performance decreases (Meyer and Allen, 1997). However, Somers and Birnbaum (1998) report that normative commitment can be positively associated with EP. (Diamantidis, 2019)

## Transactional Leadership

A new paradigm of leadership has captured widespread attention. James MacGregor Burns (1978) conceptualized leadership as either transactional or transformational. Transactional leaders are those who lead through social exchange. As Burns (1978) notes, politicians, for

example, lead by “exchanging one thing for another: jobs for votes, or subsidies for campaign contributions” (p. 4). In the same way, transactional business leaders offer financial rewards for productivity or deny rewards for lack of productivity.

Transactional Leadership is an exchange process between leaders and a follower, which means the leader identify follower’s needs and knows how their desires will satisfied in exchange for meeting specific objectives. Transactional leadership depends on contingent reinforcement, either positive contingent reward or negative active or passive forms of management-by exception. This research wants to focus now on contingent reward part since management by objectives needs watches and search closely before taking correction which is not applicable for remote areas.

Contingent reward leadership involves the leader assigning or obtaining follower agreement on what needs to be done with promised or actual rewards offered in exchange for satisfactorily carrying out the assignment (AAUCC LTP module)

## Transformational leadership

“Transformational leadership is in some ways an expansion of transactional leadership. Transactional leadership emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers. This exchange is based on the leader discussing with others what is required and specifying the conditions and rewards these others will receive if they fulfill those requirements. Transformational leadership, however, raises leadership to the next level.

Transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers' leadership capacity via coaching, mentoring, and provision of both challenge and support.“ (Transformational Leadership, Second Edition, Bernard M.Bass.Ronald E.Riggio)

Transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization.

Transformational Leadership theory puts that leaders can transform followers in three essential ways: by increasing their awareness of task importance; follower should know and understand the organization mission, objectives and in line with clear indicators be able them to undertake the task focusing them first on team or organizational goals, and activating their higher orderneeds.

## Team Building

Team building is a management technique used for improving the efficiency and performance of the workgroups through various activities. It involves a lot of skills, analysis and observation for forming a strong and capable team. The whole sole motive here is to achieve the organization vision and objectives. Ferraro, 2007 & Kisielnicki, 2011 also stressed on, defining the roles of project team members especially with respect to collaborative task is very crucial in enhancing individual performance of project team.

Which in turn leads to enhanced productivity therefore, teambuilding in project management is important since it enhances improvement of efficiency during project implementation, which is crucial to the achievement of project set goals and objectives (Lloyd & Walker, 2011). While the work of Lloyd & Walker (2011) was more focus on the important of leadership in teambuilding; however it missed to give some exact recommendations for the leaders roles on the main forming phases that happen throughout the teambuilding, Maylor (2010) & Fapohunda (2013) works (Ebrahim, 2016)

Team building has been scientifically shown to positively affect team effectiveness. Goal setting and role clarification were shown to have impact on cognitive, affective, process and performance outcomes. They had the most powerful impact on affective and process

outcomes, which implies that team building can help benefit teams experiencing issues with negative affect, such as lack of cohesion or trust. It could also improve teams suffering from process issues, such as lack of clarification in roles.

Goal setting and role clarification have the greatest impact because they enhance motivation, reduce conflict, and help to set individual purposes, goals and motivation. Teams with 10 or more members appear to benefit the most from team building. This is attributed to larger teams having generally speaking a greater reservoir of cognitive resources and capabilities than smaller teams

## Motivation

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term "motivation" is frequently used to describe why a person does something. It is the driving force behind human actions.

Motivation doesn't just refer to the factors that activate behaviors; it also involves the factors that direct and maintain these goal-directed actions (though such motives are rarely directly observable). As a result, we often must infer the reasons why people do the things that they do based on observable behavior.

Motivation of project team is very crucial for project success since the labour productivity of the project team directly influence achievement of project goals and objectives (Schmid & Adams, 2008). Thus, project managers have a role in ensuring that project personnel are motivated and the level of motivation is maintain throughout the entire project cycle. There has been found to be an inextricable link between motivation and leadership. Thus, styles of leadership in project management influence on a great extent motivation of project personnel. (Ebrahim, 2016)

## Communication

Effective communication and effective leadership are closely intertwined. Leaders need to be skilled communicators in countless relationships at the organizational level, in communities and groups, and sometimes on a global scale.

You need to think with clarity, express ideas, and share information with a multitude of audiences. The leader must learn to handle the rapid flows of information within the organization, and among

customers, partners, and other stakeholders and influencers.

### Psychological contract

According to psychological contract theory (PCT), psychological contracts are individual-level cognitive structures that reflect how people think about their exchange relationships. More specifically, a psychological contract is individuals' systems of beliefs regarding the obligations that exist between themselves and exchange partners.

Generally, a psychological contract represents any exchange relationship wherein two parties trade things of value. Applications of PCT exist in online marketing, distributor supplier relations, information systems outsourcing, law, marital relations, and doctor patient relations. The greatest theoretical and empirical attention has been directed at the employment relationship, particularly from the employee's perspective, the focus of this entry.

Psychological contracts are dynamic. Once formed, they tend to be relatively stable, operating at a high-order, subconscious level. Nevertheless, psychological contracts are subject to more systematic cognitive processes and revision as circumstances change. On-the-job experiences such as unexpected events (e.g., a surprise promotion or demotion) and observations (e.g., coworker experiences) can lead to new beliefs being integrated into an individual's psychological contract to influence subsequent judgments and behavior. People must actively alter the way they think about the exchange in order to revise the psychological contract.

Whatever the source, fundamental to PCT is that psychological contract beliefs reflect perceived reciprocal obligations between the employee and the organization. In turn, these perceived obligations affect the parties' feelings, attitudes, and behaviors toward each other. Types of psychological contract obligations can vary considerably across workers, firms, and even cultures. They can be limited to wholly economic terms as in a transactional psychological contract (e.g., an hourly wage for a temporary worker who ships packages over the holidays) or be as complex and broad as personal support and developmental investment as in a relational psychological contract (e.g., characteristic of high-involvement work by research and development scientists). Commonly, psychological contracts contain elements of each.

(Book Title: Encyclopedia of Management Theory Chapter Title: "Psychological Contract Theory"  
Pub. Date: 2013 Access Date: April 27, 2016 Publishing Company: SAGE Publications, Inc. City:  
Thousand Oaks Print ISBN: 9781412997829 Online ISBN: 9781452276090)

## Organizational Culture Influences

Schein (1999), considered a seminal author regarding organizational culture, wrote, “Culture and leadership are two sides of the same coin and one cannot understand one without the other”. Schein described the roles of leaders as needing to reinforce and act as a part of present culture, but also as working toward creating new cultural elements. Existing culture defines the type of leadership style expected and accepted within a particular organization. Top management can indirectly influence the motivation, behavior, and empowerment of organization members by changing the culture of an organization toward one of relations-oriented behaviors (Yukl & Lepsinger, 2005). Olson (1982) predicted in the early 1980s that employees and organizations

would no longer be constrained by traditional office-based work environments. Therefore, organizations would need to modify their physical and authority structures, managers would need to change behaviors toward remote employees, and employees would need to rethink their relationship to the organization.

Where leaders drive organizational cultures of remote work teams, remote workers will tend to realize greater organizational commitment.

## Employee Commitment and Motivation

The concepts of employee commitment and motivation were analyzed using Herzberg’s (1959) Motivation-Hygiene Theory, Maslow’s Hierarchy of Needs Theory (1943), and Hackman and Oldham’s (1975) Job Characteristic Model of Work Motivation. Employee satisfaction, engagement, and organizational commitment are driven by motivational factors that make employees want (a) to perform, grow, and be recognized (Herzberg, 2003); (b) to become valuable members of the team by realizing their full potential through creativity, independence, and recognition (Shafritz, Ott, & Jang, 2005); and (c) to have meaningful work, task autonomy, and responsibility (Hackman & Oldham, 1975). Steers and Mowday (1977) highlighted the additional motivational factors of greater scope for personal achievement, more challenging work, and increased opportunities for advancement and growth.

Where managers implement work strategies that include meaningful and diverse work assignments, task autonomy, and recognition, remote workers will tend to increase their job satisfaction, motivation, and organizational commitment

## Remote Management Relationships

A review of the management literature indicated that a gap exists around employee commitment and retention issues at remote work locations, Borena Saynt, Chebera and Sheka / NONO sale under GIZ-BFP program. While the current other research focused mainly on managing remote employees virtually through technology, limited research exists about relationships between remote leadership and employee performance.

This research focuses on remote management within GIZ-Biodiversity and Forest program and on how the management relationships and interactions forged with remote workers have positively or negatively influenced organizational commitment, employee engagement, and employee intent to stay. This research was designed to study a unique organizational cultural setting that embraced relational psychological contracts and transformational leadership styles and examined how this culture affects organizational commitment and employee intent to stay.

In this study, systematic factors behind long-term relationships between remote workers and their management teams are examined. Challenges facing remote teams today include feelings of professional isolation and disconnect, reduced personal contact, increased chances of misunderstanding and conflict escalation, and increased opportunities of role ambiguity and goal conflicts because of differing commitments

## Virtual teams

According to Zigurs (2003), virtual teams are collection of individuals, dispersed from each other geographically or organizationally but connected by information technology to accomplish assigned goals. Although, face-to-face teams are considered to be in complete contrast as compared to virtual teams, few researchers defined the degree of virtuality on different scale (Griffith, Sawyer, & Neale, 2003). (Khurram Mehtab, July 2017)

Avolio, Kahai, & Dodge, (2001) stated the Virtual leadership is intervened using information technology by focusing the performance and relationship of members to enhance the output; it is highly dependent on the information availability and communication permanence (Khurram Mehtab, Virtual Leadership: A Review Paper, July 2017).

Watson (2007) examined distributed working environment by focusing the leader behavior and leadership behavior impact on subordinate's commitment and satisfaction. As the distance is increasing between workers it is being explored that is the behavior of leadership has any effect on

the distributed work environment and how it affects the work results (Khurram Mehtab, Virtual Leadership: A Review Paper, July 2017).

Virtual teams are interconnected groups of people who may not be in the same office (or even the same organization) but who: Share information and tasks, make joint decisions and fulfil the collaborative function of a team. Organizations are now able to structure their activities very differently and this has consequences for their information requirements. The interdependence of organizations is emphasized by the sharing of functions and services. Databases and communication tools (such as extranets) create genuine interactive sharing of, and access to, common data.

In a network structure it is important that information is available to show how each of the network partners is performing. And details of this actual performance should be measured against goals and targets, for example those set in a service level agreement. Virtual organization can be seen as an extension of the idea of network organizations, although truly virtual organizations do not have any physical presence.

There is some disagreement among academics as to a precise definition of the virtual organization, but a consensus exists with regard to geographical dispersion and the centrality of information technology to the production process. Many also agree that the virtual organization has a temporary character. Other characteristics are a flexible structure and a collaborative culture. However, an organization is not a virtual organization merely because it uses IT extensively and has multiple locations.

Certainly, information requirements would require the integration of IT systems so that information is communicated across the virtual organization equally to all members. One aspect of virtual organizations is the remoteness of personnel. This means that collecting data, especially on performance, relies on excellent links, setting measures that can capture outworker performance such as regular reporting and some degree of trust that people are performing. However, because

virtual teams can be composed of people working remotely, then selecting the members of virtual teams can sometimes be just as important an issue as managing and assessing their performance.

## Telecommuting

Telecommuting is an employment arrangement in which the employee works outside of the employer's office. Often this means working from home or at a location close to home, such as a coffee shop, library, or co-working space. When you telecommute, you work outside of an organization's brick-and-mortar location, and you usually use technology to help you do your job and connect with your employer or employees. (Doyle, 2020)

Prior research suggests that employees may have preferences regarding telecommuting or working at the workplace. Understanding such preferences is important, as they may impact employees' decisions to join or leave a firm (O'Reilly et al. 1991, Cable and Judge 1996), and companies might need to adjust their management control practices to accommodate their workforce. Studies investigating factors such as commute time and the private circumstances of employees (e.g., childcare) find mixed evidence about the association of these factors with individuals' tendency to telecommute (Bailey and Kurland 2002). However, in addition to such factors, anecdotes suggest that there are also personality traits that might be related to individuals' telecommuting preferences; however, little is known about these traits (Allen et al. 2015). For example, some employees might have a psychological need for autonomy, be open to new experiences, or prefer to keep their work life separate from their home life. While many personality traits can potentially affect an individual's telecommuting preference, we focus on those that are best established, such as the Big 5 personality traits, the need for self-control, and risk preferences. (Alexander Brüggem, July 2020)

## 2.2 Empirical Literature Review

Very few studies have been made regarding remote management and leadership rather most of the remote related management focused on virtual which is highly depend on information communication rather not about the area which has no available infrastructure and information technology.

The study conducted by (J.Mierzwa, 2012) about remote management developed a model that

explains how transformational leadership combined with the application of relational psychological contracts and open management communication could positively influence employee organizational commitment and intent to stay for teleworkers. The research design for this qualitative study was based on triangulation of evidence from multiple management literature sources in combination with secondary evidence from a systematic literature review and an ethnographic study (i.e., employee interviews). The results show that a specific work strategy building upon transformational leadership, relational psychological contracts, and open management communication is positively associated with increased organizational commitment for remote employees.

In Y.K Creac'h and Helen Leidecker (2018) study, studies about Remote Management: Meeting Operational Challenges examined the experience and learning of The Operations Partnership during work in support of the Global Health Cluster and three key NGOs, outlines some key issues faced by aid agencies in remotely managing their operations, and offers guiding principles to support agencies in designing their responses to the context of reduced access to beneficiaries. A framework for remote management requires three core components: a guideline or policy, a set of management processes and tools, and the relevant operational protocols. In contrast to a temporary solution, this organisational approach must be understood and implemented as part of an organisation wide practice. The remote management framework shown overleaf was designed in collaboration with Relief International for their operations. The challenges associated with transitioning to a more systematic approach to remote management largely relate to the coherent and consistent management of risk. This is complicated by the fact that risk, within the aid sector, is largely undefined and inconsistent. There are no explicit, universal thresholds for levels of risk, which undermines organisations' ability to make informed decisions about how much risk they can tolerate (sometimes called 'risk acceptance' or 'risk appetite') and impedes the systematic management of risk. (Leidecker, 2018)

Another international review of red cross by Antonio Donini and Daniel Maxwell raised so many issue has done one From face-to-face to face-to-screen: remote management, effectiveness and accountability of humanitarian action in insecure environments. As the review explained bout the humanitarian sector, Remote management is specific to situations where access is constrained by insecurity or political barriers and where the physical presence of international or senior national programming staff is replaced either by devolving responsibilities to local staff or subcontractors

or by distance technologies (for example, remote monitoring using mobile phones, use of proxies such as traders or market mechanisms to reach people in need, and the like). Remote management is sometimes accompanied by remote assessment of needs; this is done through a variety of techniques, ranging from the use of mobile phones to satellite imagery and mapping and, potentially, humanitarian drones. There is even talk of using drones for the next technological step, which might be remote delivery.

Managing Remote Employees, Manager guide by CEB HR Leadership Council for Midsized Companies (2015) overviewed managing the remote team as follows. Since the whole organization ultimate goal is to arrive improved performance this guide also aim to manage the performance by started building the relationship and proceeded to maintain engagement finalized by managing the remote team performance.

1-Build the Relationship. The main challenges of build the relationship of remote employees and managers are find it hard to align expectations of roles, responsibilities, goals, and workflows.

Beside the common challenges of remote working relationships such as, technology malfunctions or incompatibilities, ambiguity of work practices and norms, tendency to make assumptions or misinterpret communications, misaligned team visions and feelings of isolation or exclusion from the team

As a solution the guide explained,

-Setting clear expectation through providing Information Regarding Individual Responsibilities and Team Attributes at the Beginning of the Remote Management Relationship is very important.

This means,

-Establish well-defined and measurable performance expectations, at the beginning of the relationship, clarify the individual's objectives and how they connect to the team's and organization's objectives. And Communicate expected outcomes using the SMART framework to ensure the remote employee understands performance expectations.

-Since the lack of face-to-face interaction makes it difficult for managers to understand remote employees' aspirations and frustrations, managers must maintain open lines of communication and directly ask employees about what motivates and challenges them and managers must also discuss

the logistics of making a remote working relationship effective.

-To maintain an inclusive team environment and be accommodating to employees who sit in different time zones, overcome cultural and geographical barrier through communication, cultural norm and working hours.

2- Maintain Engagement. Managers decreased line of sight to remote employees makes it more difficult to monitor engagement levels. A lack of visibility causes managers to struggle to identify performance and engagement issues early on.

As a solution the guide put,

-Maintain visibility into team and individual workflows through create shared online work spaces, maintain constant contact and act as the employee's link to the organization.

- Connect remote employee to the rest of the team through foster a sense of team, encourage employees to build personal and professional relationships with each other and ensure inclusion during team meetings.

-Use multiple channels to maintain constant communication through Shared Online Database, E-Mail, Instant Messaging, Telephone, Videoconferencing and In-Person.

3-Manage Performance. Managers struggle to understand remote employees' workflows given that they cannot directly observe their day-to-day activities with limited visibility into remote employees' work processes.

As a solution the guide put,

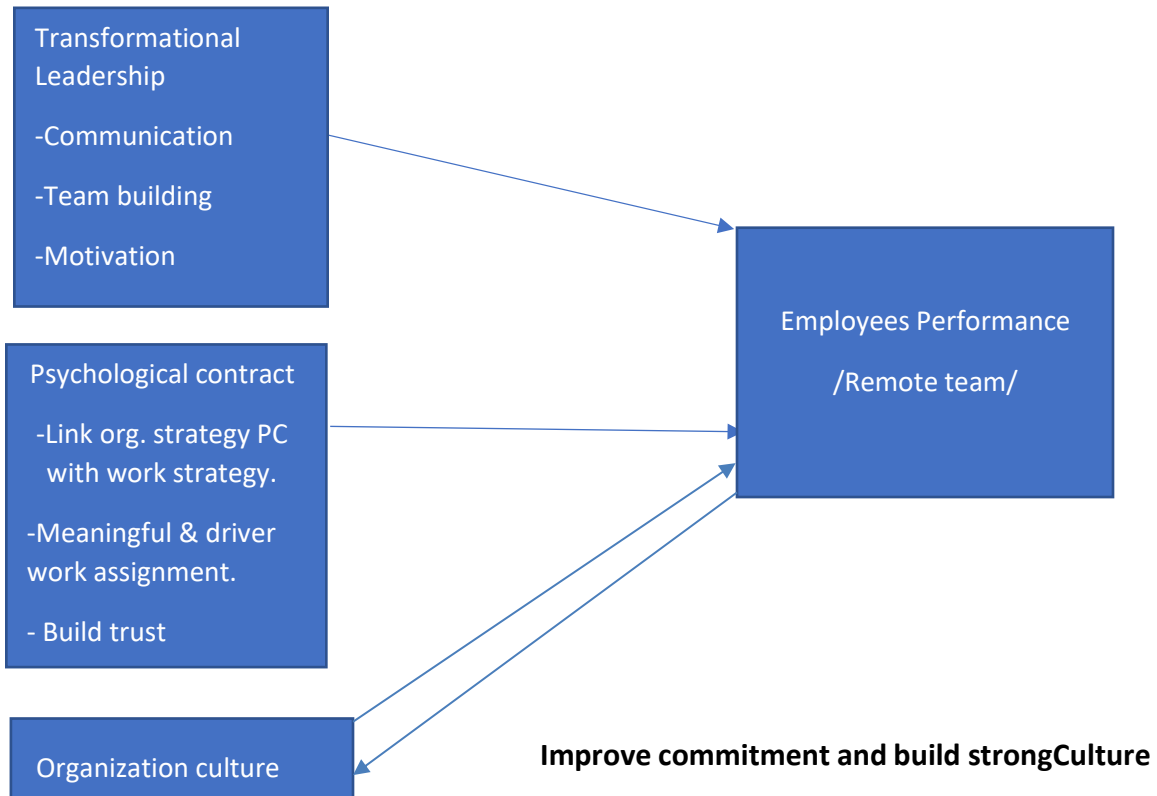
- Evaluate performance based on outcomes, not processes. Managers must evaluate remote workers through end results only once established well-defined Performance Metrics, Obtain Feedback on Employees' Performance from Multiple Sources.

- Develop employees through effective remote coaching. Managers must make a conscious effort to maintain visibility into workflows and processes through set communication protocols to avoid misunderstandings and Miscommunication, Prepare Early for Each Call, customize Interaction technique, offer undivided attention, build the relationship, maintain awareness of morale and document coaching (Council, 2015)

Although It is difficult to find available supportive research work or studies in Ethiopia, the

challenge has been a topic, especially in GIZ-BFP during meeting, team building training and also other NGO/INGOs, because most public or government based organization work under the supervision of the City where main office located, regional or Woreda office.

## 2.3 Conceptual Framework



## 2.4 Hypothesis

**-H1:** There is significant negative relationship between physical distance and leader performance.

**-H2:** There is significant negative relationship between effective communications and distance.

**-H3:** There is significant positive relationship between transformation leadership and communication.

## Chapter Three

### Research Methodology

The research procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of a research.

#### 3.1 Research Approach

Two broad methods of reasoning as the inductive and deductive approaches. The author Trochim (2006) defines induction as moving from specific to general, while deduction begins with the general and ends with the specific; arguments based on experience or observation are best expressed inductively, while arguments based on laws, rules, or other widely accepted principles are best expressed deductively.

Furthermore, the researcher said that the deductive researcher works from the topdown, from a theory to hypotheses to data, to add to or contradict the theory. In contrast, the researcher defined the inductive researcher as someone who works from the bottom up, using the participants' views to build broader themes and generate a theory interconnecting the themes. In research, the two main types of analysis typically used are quantitative (deductive) and qualitative (inductive). Creswell and Plano Clark (2007) say that the deductive researcher “works from the ‘top down’, from a theory to hypotheses to data to add to or contradict the theory” (p.23). In contrast, they define the inductive researcher as someone who works from the “bottom-up, using the participants’ views to build broader themes and generate a theory interconnecting the themes” (p. 23). In research, the two main types of analysis typically used are quantitative (deductive) and qualitative (inductive). Though there seems to be some disagreement among researchers as to the best method to use when conducting research and gathering data, these two methods are not mutually exclusive and often address the same question using different methods (Sofiferman, April 2010)

Following the above guide, this research has carried out as a qualitative study with the aim of finding out the effect of physical distance and communication on leadership performance of GIZ-biodiversity and Forest program in Ethiopia. And this is done through testing different hypotheses proposed in the second chapter. To this end, the remoteness effect on the overall leader and

follower communication have and will investigated to meet the objectives of this study as the unit of analysis. GIZ- biodiversity and Forest program is relatively new and which has more than 10 offices in ten different Ethiopia country site was selected as the sampling area to get a heterogeneous sample comprising various demographic characteristics. Within GIZ programs in Addis Ababa particularly BFP attached project like Forest for future /F4F/ ISASE have taken a few qualitative studies.

## 3.2 Research Design

A research more often than not can be designed to test existing knowledge to establish how valid it is or to establish entirely new knowledge. It may be concerned with collecting and analyzing quantitative or qualitative data. It could be designed to explore, describe, correlate or explain the phenomena in question (Wyk, 2009). Based on this, this work is an exploratory study, since this topic is relatively new in our country where there is no available research and study in this area, the research explores the topic in order to learn about it and formulate more precise questions that future researchers can answer.

## 3.3 Population and Sampling

### 3.3.1. Target Population

Target population is the entire GIZ- Biodiversity and Forest program on-site staffs and Addis Ababa office leaders. And sampling frame is the list or procedure defining the population or staffs in the field and leaders in head office from which samples were drawn. But due to the nature of the study, there will not formal sampling frame recognize.

### 3.3.2. Sampling Frame

Sampling frame is the list or procedure defining the population or selected project sites from the two additional sites. No formal sampling frame was recognized.

### 3.3.3. Sample Size Determination

There are several approaches to determining the sample size. These include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size. This research used the remote offices for the two additional programs and the entire population in the ten remote offices like, Senior forest and conservation advisors, site expert and coordinators without taking facilitators and drivers into the sample since the mentioned site coordinators are their supervisors and they didn't attend regular meeting.

### 3.3.4. Sampling Design

There are two type of sample designs system that can apply for any research work, probability sampling system and non-probability sampling. In probability sampling, every unit in the population has equal chance for being selected as a sample unit while in non-probability sampling units have unequal or zero chances for being selected as a sample unit.

This study made based on non-probability sampling, because programs in GIZ have different nature, budget size Geographical coverage, man power and staff's qualification. These imply that, they have no similar and common character to consider one population and provide equal opportunity to select as sample and apply probability sampling.

### 3.3.5. Sampling Technique

A non-probability sampling technique, Judgment Sampling, is used. When using this survey, one criterion that needs to be met in defining the qualified respondents is: respondents who have been in the program at list one year with performance assessment and have been made feedback for his or her superior or leader in Addis Ababa. The following two reasons can be put forward in favor of using Judgment Sampling, even though the population and research work undertake in one big organization which has presence almost in all remote and country site of the country:

-This is complete listing of our target population in one organization; no formal sampling frame. This gives a better result within a small budget and time constraints

### 3.3.6. Sampling Procedure

Sampling is a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate characteristics of the whole population (Types of Sampling: Sampling Methods, n.d.) however, since the researcher utilized the entire population, this technique no longer important for this research work or not applicable for this study since 100% sample was taken.

### 3.4 Types and Sources of Data

The study will use both primary and secondary data as its source of information. Primary data will collect based on structure questionnaires. Based on the research objective, the questionnaire will prepare to extract the factors affects the communication and performance of on-site team, the challenge that the on-site team faces so far due to the distance and lack of proper communication with leader and prefer communication style. Thus, on-site advisors, experts and site coordinators are data sources and results from interview and questioner are data type.

#### 3.4.1 Primary Source

The study is used questioners which includes subjective and objective questions. The subjective open-ended question given for selected follower based on the distances and remoteness. Such as, Chebera Churchura national park, Densa Forest, and Borena Saynet National park would get detail open questioners the interviewee not more than six for these three remote areas. The rest will get short answer and rating questions.

The interview will undertake through recording for further additional information and repeat use based on the willingness of interviewee to have their recording voice.

Besides, the above three park and Forest staffs, selected staffs will have interview from the selected program site based on the distance and infrastructure of the office.

#### 3.4.2 Secondary Source

The study also used weekly meeting minuets which included the site project report, quarterly general meeting with site staffs and Zena or (new) magazine which published every 3-4 months and activities report with any partners' feedback.

Weekly minuets report may be not as more accurate as the quarter one, because, weekly meeting is held in Addis Ababa office and the report made by the project coordinator and advisor who take this information from site staffs, this indicate the coordinator and advisor play as intermediary and

has a possibility to distort or correct it in any ways. But the quarterly report will give us much better information than from weekly, because, the whole site staffs are participating in quarterly meeting and it can get first hand report which prepared from their mouth directly.

### 3.5 Data Collection Instrument

The study will collect data through interviewee, questioners and referring existing documents. Under the interview part, the study will follow the focused interview.

-Focused Interview is to focus attention on the given experience of the respondent and its effects, and the study required from the interviewee to explore the situation on the site based on the question and let them have freedom to say more about the challenge on the site leadership from both Addis leaders and on-site team.

-Deferent questioners are send to the site advisors, coordinator and handle to leaders in Addis Ababa with request to answer and return the questionnaire. A questionnaire consists of several questions separately for leaders in Addis Ababa and follower on the site.

-Secondary data will get from weekly meeting minuets which included the site project report, quarterly general meeting with site staffs and Zena or (new) magazine which published every 3-4 months and activities report.

### 3.6 Data Distribution and Collection Method

There are two kinds of data collection method that the researcher will use under this study, the Multifactor Leadership Questioner (MLQ) and Job Satisfaction Survey (JSS).

Multifactor Leadership Questioner (MLQ) which developed by Bass and Avolio at 1997 is standard instrument for assessing transformational and transactional leadership behavior will help the research to rate the leadership behavior.

Job Satisfaction Survey (JSS) is a questioner will use to evaluate the job satisfaction of on-site staffs based on the level related to the remoteness, communication and leadership style that reward system imbedded with.

### 3.7 Validity and Reliability of the Data Collection Instrument

#### 3.7.1 Validity

The validity of the paper questioners and interview questioners should check to ensure whether the questions encompass the research questions and objectives. And it should check with leaders in Addis Ababa, site advisors and coordinators whether the questioners really reflect the areas challenge in line with the study objectives.

### 3.7.2 Reliability

Reliability test was conducted on the dependent and independent variables, internationalization factors and entrepreneurial orientation. The Cronbach's alpha is used in this study to assess the internal consistency of the research instrument, the developed  $\alpha$  (Alpha) is a coefficient of reliability used to measure the internal consistency of a test or scale, and it resulted as a number between 0 and 1. As the result approaches to 1 the more is the internal consistency of the items, which means all the items measure the same variable. However, this study used open ended question which motivated the respondent to say more rather to put only in the range like, from "strongly disagree" to "strongly agree". Thus, without using this statistical tool, we can't be certain about the reliability and results can be reproduced under a similar methodology if it uses the same population.

### 3.8 Research Ethics consideration

The study was considered some ethical issues. This was the respondent had the right to respond or not, the respondents had the right to participate or not, the study informed respondents that the purpose of the questioner and the study considers the confidentiality of the response by not asking to state name. While the study was conducted, emerging ethical issues were considered and given attention.

Confidentiality: will have more place here in terms of salary & benefit whether differed from site to site why and how during interviewing and data collection, since salary and benefit is more confidential in GIZ and also it might create conflict among the staffs and with the organization thus this information should be kept in more secure ways which will not compromise confidentiality. And any practice disclosed by interviewee during the interview about leaders, organization and peer are kept confidential.

Right to respect other culture: Culture will have another issue during data collection or interview on the site, because the Chebera Churchura, Borena saynt and Dessa are found in more remote which's societies leave with their own culture and costumes so that in whatever condition these customs and culture will respect and take into consideration. Such as, the employee where he leave in Chebera might come from the middle of the town and he will complained about the areas, culture, the infrastructure and so on. However, this study will not work on the culture of the societies where the study conducts and will not say any related positive or negative conclusion.

Right to be informed: research participants have the right to be informed of all aspects of a research task. Knowing what is involved, how long it will take, and what will be done with the data, a person can make an intelligent choice to whether to participate in the project, so the whole participants on this study will inform through telephone and email.

### 3.9 Data analysis methods

Qualitative inquiry can include numerical quantities and analyze such data using quantitative techniques. This analysis is called Mixed-method analysis. Such as, qualitative data from an interview transcript can analyzed qualitatively using content analysis and quantitative data collected during the same process can be analyzed quantitatively using measures of central tendency, correlation etc. Similarly, this research study used mix-method analysis; the interview transcript will be ratted and grouped other than the interviewees from Chebera Churchura national park, Dessa Forest, and Borena Saynet National park.

## Chapter Four

### Data Presentation, Analysis & Interpretation

This chapter presents the findings on the study conducted on the effect of remote leadership on the staff performance, in the case of GIZ-Biodiversity and Forest Program. It gives the results of the descriptive analyses done on the data collected.

#### 4.1 Response Rate of Respondent

To conduct this study, questionnaires were designed for two group for five program managers and eleven site advisors (remote team coordinators). Out of the five leaders, two of them are expatriate. The questioners were sent to the leaders and the remote team via email. Out of the 16 respondents, all 16 respondents have filled out and sent their responses. Therefore, the response rate is 100%.

Table 4.1. Response Rate of Respondents

Total Target Population	Total Sample Size	Questionnaires Returned	Response Rate
16	16	16	100%

#### 4.2 Demographic Background of Respondents

Descriptive statistics using frequencies is used to analyze the demographic characteristics of the respondents and the result of the analysis is described in detail here under.

**Table 4.2 Gender, Age, Experience, Education and position of the respondent**

Respondents Character	Categories	Frequency	Percent
Gender	Female	3	19%
	Male	13	81%
Age	25-30	1	6%
	31-35	4	25%
	36-40	9	56%
	>41	2	13%
Experience	Below 5 years	15	94%
	5-10 years	1	6%
	>10 years		
Highest Level of Education	Diploma		
	Bachelor's Degree	1	6%
	Master's degree	15	94%
Position	Manger	5	31%
	Site advisor	11	69%
Total		16	100%

From the survey, we can understand that gender composition shows that most of the respondents are male which is a total of 13 (80%) and 3 (19%) are females. The age distribution of the respondents' results indicates that most of the respondents are between the age of 36 to 40 (56%) followed by the ages from 31-35 (25%) it is fair to say that the majority of the manger and site

advisors are more adult.

When it comes to experience around 94% of the respondents stayed with the company for less than 5 years and 1 person only has been with the organization for between 5-10 years this tells us that most of the employees have been with the organization for around 5 years.

Regarding the level of educational background, most of the participants which accounts for 94% (15) are master's degree holders and only one has BA degree. This number will give confidence to the researcher that most of the respondents understand the concepts and will fill the questionnaire with little or no assistance.

#### 4.3 Analysis on Motivation, Communication, Team building with staff's performance based on Leaders' response

To find out the current level of GIZ-BFP managers leadership status and remote team motivation and performance, questionnaire was distributed to the management and remote site advisors of GIZ-Biodiversity and Forest program and the questionnaire was in three parts for managers,

-1st part analyze the collected data based on the three remote leadership elements communication, motivation and team building of best leadership practice.

2nd part analyze the information that have collected about Biodiversity and forest program and the attached projects leadership situation so far.

3rd part is more of about the leaders influences and stands towards remote staffs recruitment and satisfaction.

Table 4.3.1 Weighting scale of respondent response for both leader and remote team.

SCALE	SCALE CODE	Mean rating
Strongly Agree	4	4-3.1
Agree	3	3-2.1
Neutral	2	2-1.1

Disagree	1	<=1
----------	---	-----

Table 4.3.2. Descriptive analyses on Communication

To understand the impact of communication strategy focused, remote team expectation and interaction while have a meeting regularly during setting goal, operational plan and else on the remote staff performance.

Table 4.3.2 Mean Variance and standard deviation table for communication

	Scale Code	Frequency	Mean	Variance	Standard deviation
Strongly Agree	4	3	0.6	11.56	0.76
Agree	3	11	1.65	1.82	0.3
Neutral	2	3	0.3	2.89	0.38
Dis Agree	1	3	0.15	0.72	0.18

From the above table, we can see that “Implement a communication strategy focused more on face-to-face meetings than primarily relying on emails and phone calls” which has the lowest agreement, “interaction and regular meetings between remote employees and offsite team

members either for normal activities or and outline priorities, goals, actions, and issues.” are closer to agreement with some neutrality, and “communicate expectation with remote team” has the highest agreements. When we see the standard deviation, the leaders away from the strongly agree which is similar with the percentage that indicate the leaders believe they need more communication for their leadership effectiveness.

Table 4.3.3 Mean Variance and standard deviation table for Motivation

	Scale Code	Frequency	Mean	Variance	Standard deviation
Strongly Agree	4	11	2.2	3.24	0.4
Agree	3	9	1.35	2.7	0.37
Neutral	2	0	0		
Dis Agree	1	0	0		

From the above table, we can see that “ a more consultative and participative leadership approach”, “make the remote staffs to perceive as they are valuable for the project as well as the organization “, and” motivate and inspire remote staff” carried similar weight of agreement but the leaders’ accessibility or availability assured by strong agreement. The standard deviation plays between Strongly agree and agree almost closely.

In general, this shows the leaders believed that they are motivated the remote team although some inspiration depends on the subordinate inner driving forces and consider themselves as a valuable person sometimes depend on their confidences derived from skill, experience and qualification.

However, this might become clear to some extent when we are correlate with the remote team response.

Table 4.3.4 Mean, Variance and standard deviation table for Team building

	Scale Code	Frequency	Mean	Variance	Standard deviation
Strongly Agree	4	3	0.6	11.56	0.76
Agree	3	11	1.65	1.8225	0.3
Neutral	2	3	0.3	2.89	0.4
Dis Agree	1	3	0.15	0.7225	0.19

The result from the table indicated that strongly agreed by the whole program leaders that the program has regular team building which might be correlate with later with remote team how effective team building they have received.

And provide timely and constructive feedback 20 % strongly agree with 80% agree ‘’as the table on Annex Table 4.3.4’’ this showed that,

-Lack of enough knowledge and experience in the area to provide constructive feedback on the remote team performance confidently

-Lack of interest from the leader side to perceive the situation where the remote team has faced

-Lack of enough time to deal with and or provide constructive feedback although in the communication questioners the leaders strongly agree with their availability.

#### 4.4 Analysis on Motivation, Communication, Team building with staff's performance based on the remote team response

Table 4.4.1 Mean, Variance and standard deviation table for communication

	Scale Code	Frequency	Mean	Variance	Standard deviation
Strongly Agree	4	5	1.43	6.61	0.68
Agree	3	5	1.07	3.72	0.51
Neutral	2	4	0.57	2.04	0.38
Dis Agree	1		0		

The more respondent fall in strongly agree and agree as the more tendency showed on the mean 1.43 and 1.07. This indicated that although they have a distance that created a barrier for their effective face to face meeting as the leaders confirmed above closer to disagreement, the remote team believed they have resolved using virtual face to face meeting technology called MS team and phone call.

Regarding the healthy communication with supervisor, although 71% respondent respond strongly agreed and 15% of them respond agree, there are a team who feel neutral or not sure

The standard deviation table shows more of the strongly agree and agree response away from the

mean and when we reconciled with the percentage weight table the two responses dominated that they have no problem relatively with communication.

Table 4.4.2 Mean, Variance and standard deviation table for team building

	Scale Code	Frequency	Mean	Variance	Standard deviation
Strongly Agree	4	4	0.57	11.76	0.37
Agree	3	14	1.50	2.25	0.28
Neutral	2	10	0.71	1.65	0.24
Dis Agree	1	0	0	1	0.18
Total		28			

The Mean and the standard deviation table shows that the heavy weight fall in the middle Agree and Neutral and also the standard deviation almost equally away from the center, although strongly agree carries more scale. This indicate that the teams are in the middle which feel there is gap on the team building.

The second row as per table on the annex Table 4.4.2 showed that 29% strong agreement, 29% agree and 42% neutral of having “proper team building to improve performance and emotional attachment by holding recognition and team building events” This result of the remote team response is contrary with the leaders’ response. The leaders strongly agree that they have provided regular team building while the remote team said they don’t know. This indicate that training or event that have been prepared not match with the remote team level, couldn’t resolve or answer their question.

Table 4.4.3 Mean, Variance and standard deviation table for Motivation and satisfaction

	Scale Code	Frequency	Mean	Variance	Standard deviation
Strongly Agree	4	2	0.29	13.80	0.7
Agree	3	16	1.71	1.65	0.22
Neutral	2	4	0.29	2.94	0.31
Disagree	1	6	0.21	0.62	0.15
Total		28			

The standard deviation highest on strongly agree second neutral, however due to the size of the population it's difficult analyzed based on this table but based on the table on the annex 4.4.3 the majority of the remote team has reservation or substantial of them don't agree with compensation and benefit package.

Regarding the flexibility of working environment, 29% of them strongly agree and 71% of the respondent agree, in terms of remoteness these figures shows good sign or still the area, the office and working environment as whole acceptable by the remote team.

This table shows 43% strongly agree and 57% agree for having full support from their leader, this response relatively similar with leader response due to the nature having such match will encourage the leader at list to improve their support.

The second raw regarding the education and the experience of the remote team towards their current position shows 86% of the respondent strongly agree about their enough qualification while

14% of the respondent agree.

#### 4.4.5. The respondents' response mean summery table

	Mean for Remote team	Rank	Mean for Leader	Rank
Communication	3	1	2.7	3
Motivation	2.6	2	3.55	2
Team building	1.43	3	3.6	1

This table shows the mean average of leaders and remote team response as per the questioners collected. The rank shows the stands of the two groups are different on dominants leadership practices in GIZ- Biodiversity and Forest program communication and team building.

The leaders' beliefs that they have had enough teambuilding while the remote team not. This might be the perception related issue from leaders' side which failed to accommodate in terms of what kinds of team building the team required. And also, the communication that the remote team belief they have had enough while the leader not

## **Leader communication,**

One factor of failure for the first phase of the project that identified on year-end project evaluation report was lack of proper participatory processes, backstopping, and monitoring, resulting in incomplete or poor quality of implementation. When we saw the participatory gap, the remote team and partners had not enough information about goal, performance, expectations, the result of each project implementation and feedback due to the distance where they couldn't be communicated important information including new change on time.

Besides, reduce feelings of professional isolation by building more meaningful workplace relationships with remote employees and reinforcing team roles, responsibilities, and conflict resolution, leader should implement effective and wholistic communication with remote team. According to (Victor, 2013) "Leadership calls for clear communication about goals responsibilities, performance, expectations and feedback." A leader in project management plays a very important role, which entails linking a project with the large organization as well as other stakeholders.

Effective communication is therefore very instrumental in ensuring project success (Muszynska, 2015). Project management communication is important in project management since it enables project personnel understand project challenges and issues as they unfold (Pendya, 2014).

## **Team building**

As per the response of the interviewee, some of the team building in past were not specifically addressed the specific remote area demand which were generalized. Nevertheless, the program held team building annually which were successful, inclusive by hiring very experienced and educated person as moderator and facilitator. The main objectives of the team building should increase organizational commitment and emotional attachment by holding recognition and team building events this Create a remote site work environment that values and promotes team building and employee recognition. (J.Mierzwa, 2012)

Project success is ensured through effective teambuilding as well as embracing of teamwork. Since effectiveness of very project team member is crucial for project success, it is important that project managers ensure successful team building. Success of projects irrespective of the industry

of operation depends on the input of project team (DuBois, et al., 2015). Thus, it is imperative that effective project managers identify and utilize competent project team in order to ensure success of the project.

Ferraro, 2007 & Kisielnicki, 2011 also stressed on, defining the roles of project team members especially with respect to collaborative task is very crucial in enhancing individual performance of project team. Which in turn leads to enhanced productivity therefore, teambuilding in project management is important since it enhances improvement of efficiency during project implementation, which is crucial to the achievement of project set goals and objectives (Lloyd & Walker, 2011).

#### 4.5 Open ended questioners and interview summery part I

1. The current GIZ-BFP leader's response towards the program remote team impactful change with feasible strategy.

##### Common Changes

The leaders usually bring in new ideas and strategies on how to approach their work in time of crisis for instance in relation to instability, Corona Virus, etc. As a result, their time have an improved way of doing things during the crisis and beyond. They /leaders/ help them /remote team/ also to be adaptive to situations and partners needs as well. When trying to be adaptive they always take the needs of our partners into consideration.

##### Revised direction and strategy

Helping partners to introduce virtual approaches to their remote teams for instance in National Parks, forestry sites, etc...The other strategy was not to dictate our partners in the field. Allow them to lead the implementation of activities, the leader back up them /remote site partner/ when needed. It is important to work together with partners according to their needs and pace.

2. GIZ-BFP leader consideration towards cultural difference when they look the remote team performance gap, unsettled conflict with remote staffs and partners from one project site to

another?

Cultural difference needs to be taken in to consideration when taking decisions. Ethiopians like to respect others including foreigners. At the same time, we wanted to be respected. In this regard, there were some challenges and the leaders have addressed it following the cultural difference in to consideration. Likewise, this cultural difference spills into performance situations. Therefore, they /leaders/ try to help the remote team both national and international to understand each other and work for a common objective to achieve the Program objective. Nevertheless, new expat/ foreigner leader from other country have faced challenge till they have adopted the current situation specially in remote area.

3. Leaders handling and acceptance of the remote team emotional attachment and sense of belongingness to their remote.

The reason why the remote team are attached is for one thing they wanted to create a peaceful working environment for another as humans they are getting adapted to the situation, environment and people in their assigned areas. As a result, they get connected to the system and situation that they are assigned as an advisor. This is mainly by the technical advisors, but the drivers are less attached in this regard. Probably this is due to variations in responsibilities. The technical advisors shoulder more responsibilities when compared to the drivers.

#### Advantage and disadvantage

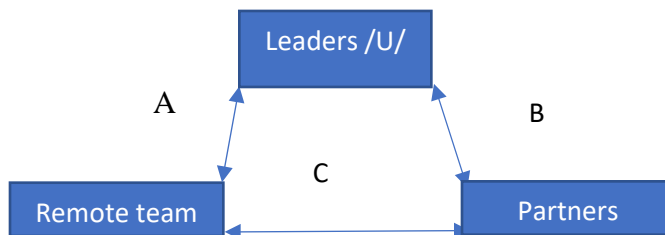
The advantage is huge. It helps to create acceptance by the partners. This will open doors to the advisor to execute its responsibilities as required and in confidence. It also smooths the relationship between the advisor and the partner. This is the key to achieve the program objective and BFP's acceptance in general. Good to note that the advisor is responsible to represent BFP and GIZ in general in a good and professional manner. The advisor needs to respect the necessary rules and Regulation of GIZ. In summary, if an advisor is emotionally attached to the partner it will create a smooth relationship to implement BFP activities on the ground.

There is also disadvantage. If the advisor is emotionally attached to the partners, he or she may take sides to the partner over BFP. This has been witnessed many times in the past. If such connections are not addressed early, it will create a huge danger to the program. Advisors need to be told that they should create a smooth working relationship with partners but still with the

GIZ hat on. They need to be reminded and oriented until they get the essence of it. Good to tell them that they should apply the rules and regulation of GIZ.

So, emotional attachment to a partner can be a mixed bag i.e. both bad and good unless the respective advisor is paying attention to apply the rules and regulation of its company [GIZ] from the start.

4. Leaders evidenced or brief their role, input & responsibility in triangulation form, which they /BFP leaders/ with partners and BFP remote team and vis versa.



Such as, A & B and also leaders input to impact C /Remote team and partners/,

A. As a manager, they always encourage the advisor, provide with the necessary guidance, tools, materials and recognition. As a leader, before deploying the advisor to any specific office, they travel together with the newly recruited advisor to the respective partner office. they introduce the new advisor together with his roles and responsibilities to the partners. This introduction is done together and in line with the Program objective. At the same time, the leader will raise the expectation of BFP from the partner office. This is to tell the partner diplomatically that the newly assigned partner is a BFP colleague needs to be treated as a BFP staff respectfully. The leader also makes sure that he/she is responsible to create the right collaboration between the respective partner and BFP to achieve our common collaboration objectives.

B. Keeping a smooth relationship with partners is crucial. The leader approach partners humbly, objectively, professionally and well prepared to address what the organization wanted to achieve

together with the respective partner. The leader will send emails or make phone calls to ask partners how things are going, if there is any challenge that our advisor is not able to achieve.

The leader also asks BFP partners, how they are supporting BFP partners i.e. are the partner happy, how the leader can improve, etc. When the leader gets relevant documents, they share with them. This and other friendly approaches help to maintain a good relationship for BFP and the assigned advisor. If they hear complaints, the leaders always advise the adviser to improve this and that. But, the leaders will always appreciate the remote team in front of the partners. This is also useful to keep the relationship between the advisor and the partners.

C. As mentioned above, the leader always advises the remote team to get prepared for anything before they start to have meetings with partners. If they are well prepared they know what they are going to talk as remote team advisor with their partner. This helps them to be respected and recognized within the partners system. The leader encourages them to become professionals and also ask them to avoid interference in the internal politics of that institution. The leaders also strongly tell the remote team not to take sides with anyone of the partner staffs. The remote team advisors are there to advise and support all equally. If one of these are not respected, then the danger both to the remote team and BFP Program will be enormous. BFP leaders have enough of these experiences in the past, for instance in Chebera Churchura park.

#### 4.6 Open ended questioners and interview summery/ leaders influences and stands towards remote staffs' recruitment and satisfaction/ Part II

-The researcher asked the leaders' whether GIZ-BFP has different selection criteria for the remote assignment during recruitment, like the one who have remote experience, no special commitment or gender exclusion,

Accordingly, the leaders responded they mainly see whether the candidate has the right experience, competency and training for the task. Moreover, the leader always like to see if the candidate has the right passion or not the task that he or she is applying for. Gender and etc. doesn't create any bias during the recruitment selection of any advisor.

-The researcher asked the remote team whether there is a believe of equitable career advancement, reward / recognition, and professional development opportunities,

According to their response, some group believe the program has equitable career advancement, professional development and not fair reward and recognition and the other remote team group responded in other way round.

-Similarly, the remote team has asked whether they believe that they have contributed enough or more in their position so far. Accordingly, some group responded that they have contributed enough but the other not due to the area partners lack of commitment and willingness to cooperate.

## 4.7 Hypothesis Testing

-H1: There is negative relationship between physical distance and leader performance.

By refereeing the leader and remote team mean summery, communication and teambuilding have reversal results which means leaders put teambuilding 1st rank or mean 3 as achievement while remote team put last as still has gap. This shows how the leader failed to understand the remote team need and demand when the distances and remoteness. Therefore, the first hypothesis is accepted.

-H2: There is significant negative relationship between effective communications and distance.

By referring the leader communication mean summery 2.7 ranked 3rd. This shows that due to the remoteness of the team the managers failed to boost on program effective communication. Therefore, this hypothesis is accepted.

-H3: There is significant positive relationship between transformation leadership and communication.

By referring the table of Mean Variance and standard deviation table for communication, the leaders have strongly agree 0.6 and 1.65 agree mean which is still they required to improved their leadership quality through effective communication.

Effective transformational leaders tend to craft their messages carefully, are open to followers' input, communicate candidly, and appeal to followers 'aspirations in order to gain followers' trust and commitment (Bass 1998; Bennis and Nanus 1985; Conger and Kanungo 1987), (Gomes). Thus, this shows effective communication an element for transformational leadership. Therefore, this hypothesis is accepted.

## Chapter Five

### Summary of Finding, Conclusion and Recommendations

This chapter includes summary of finding from the data analysis of previous chapter and based on this summaries conclusion will be drawn and finally recommendations will be suggested accordingly.

#### 5.1. Summary of Finding

The objective of this research is to assess the effect of remote leadership on employee performance in the case GIZ-Biodiversity and Forest Program. The research questioner has designed separately for management team and remote team advisors. The program has six management team and the questioners distributed for five of them and the whole five completed and returned the questioners while 11 questioners distributed to remote team advisors & experts and seven of them are collected, accordingly the summarized finding briefly explain below. Besides the GIZ-BFP leaders and remote team, the interview included the three partners organization response.

-Regarding communication; the program managers believe still they have gab that they should fill it such as ,20% of them agree or neutral that have doubt even to say for those very remote area which is unthinkable to have faceto face communication since the program has working in park and forestry area and 60% of themdisagree to the matter of fact mentioned before but the remote team agree that they have relatively enough communication they have had through virtual /MS team/ but those who assigned in very remote area also became neutral.

-When we see motivation, the managers have agreed and strongly agreed the inspiring and motivating staffs this indicate that the leaders have implemented relatively the motivation and inspiring instrument at the level the organization rule and procedure allowed and with similar fashion the managers agree and strongly agreed on making the remote staffs to perceive as they are valuable for the project as well as the organization. When we come to accessibility the whole managers strongly agreed that their availability while the major challenge is the difficulty from both side to get in teach when they face urgent matter. But this response responded in the sense that at any time when the communication situation allowed, the remote team can communicate any time and the managers are available to deal with any issue.

-With regards to the team building, the whole managers strongly agreed on recognize and build the team on regular base, 60% strongly agree and 40% agree for their active involvement to resolve conflict or unnecessary elevated priorities, these indicate that the managers believed that they have prepared enough team building training, follow up the team in the remote team are ensured through effective teambuilding as well as embracing of teamwork and resolve conflict at acceptable level and elevated unnecessary priority that created burden on remote team shoulder.

There is a bit different response given from remote team that they had not enough team building in terms having proper team building to improve performance and emotional attachment by holding recognition and team building events and having enough autonomy to make day to day decisions.

-The three main leadership elements of communication, motivation and team building have a key for this research accordingly it's analyzed with summery Mean of the respondent from managers and remote team, this summery shows with the common motivation 2 rank but leaders put team building as a first dominant leadership instrument for the program while the remote team put having the right communication is the current dominant program leadership instrument besides the rest.

In addition to the above finding based on the questioners, the researcher has collected,

- When the project faced change, cultural difference when they look the remote team performance gap, unsettled conflict with remote staffs & partners.

The leaders usually bring new ideas and strategies on how to approach their work in time of crisis for instance in relation to instability, Corona Virus, etc. As a result, their time have an improved way of doing things during the crisis and beyond. They /leaders/ help them /remote team/ also to be adaptive to situations and partners needs as well. When trying to be adaptive they always take the needs of our partners in to consideration.

Cultural difference needs to be taken in to consideration when taking every decision.

-The reason why the important of remote team emotional attachment with partner because as humans they are getting adapted to the situation, environment and people in their assigned areas. As a result, they get connected to the system and situation that they are assigned as an advisor.

The leaders direct and indirect positive influences towards the organization objectives by taking remote team and key partners into consideration through encouraging the advisor, provide with necessary guidance, tools, materials and recognition. As a leader, before deploying the advisor to any specific office, they travel together with the newly recruited advisor to the respective partner office. Keeping a smooth relationship with our partners is crucial. The leader approach partners humbly, objectively, professionally and well prepared to address what we wanted to achieve together with the respective partner, the leader always advises the remote team to get prepared for anything before they start to have meetings with partners. If they are well prepared they know what they are going to talk as remote team advisor with their partner

## 5.2. Conclusion

The main objective of this study is to understand the challenges of GIZ-Biodiversity and Forest program remote leadership that caused for unsuccessful results and how effective leadership addresses this challenge. It also wanted to understand the remote team motivation and communication level with the current dominant leadership reality.

According to the finding just for general speaking the leaders and the remote team express and expect same thing in different way of understanding this is main finding which means a perception issue for those main leadership elements for this research, communication, motivation and teambuilding.

### **GIZ-BFP Leaders perception**

In organizations, perceptions of leaders, managers and employees shape the climate and effectiveness of the working environment. Perception is the way we all interpret our experiences, knowledge and belief. It is a marvelous and difficult part of human behavior; managers must realize that all individuals have differing perceptions, and the main gab in the research finding also the perception difference between leaders and remote team, such as,

-Team building; Although GIZ-BFP leaders' belief they have had enough team building, the remote team in the contrary they feel that they didn't receive enough and appropriate team building

to achieve project objectives. The research finding also tells us there is unmatched teambuilding with the specific area or following strict procedure to build the team rather first understand the environment where particular remote team work, understand the area cultural value and practice and lack of understanding individual as well as remote site team demand and gap. Teambuilding is a very important tenet in project management (Maylor, 2010). Project success is ensured through effective teambuilding as well as embracing of teamwork. Since effectiveness of every project team member is crucial for project success, it is important that project managers ensure successful team building.

-Communication; the research exposed still the leaders have not done enough communication with the remote team and also at this time is not easy to make uniform communication with the whole remote team any time needed due to the physical distances and lack of infrastructure in the area, although the remote team perceive they have had enough communication so far. This factor has significant influences on leader since communication effectiveness was also a strong predictor of leader performance, and furthermore acted as a mediator of leadership behavior on performance.

-Regarding motivation; the research identified that the leaders created relatively flexible working environment for remote team.

**Remote team compensation and benefit**, the other main finding as per the response of the open-ended questioner respondent and interview, the remote team still have satisfaction towards the program compensation but some of the respondents have dissatisfaction due to an unfair and unclear organization salary range and fall the remote team expectation when they compare their output with other colleagues and such dissatisfaction also affects the staff performance as well as the leader's effort to bring the intended result.

Psychological contract theory is related to, but distinct from, theorizing on general employee expectations. Although psychological contract beliefs can be influenced by pre-employment expectations, the psychological contract reflects a wider array of obligation-based beliefs, including perceived promises. Employees tend to join organizations with preconceived notions about their obligations (e.g., loyalty, operate in best interest of the company) and their employer's obligations in return (e.g., skill development opportunities, a competitive wage). Perceived employer promises from recruiters and others impact the initial structure of the psychological

contract. This is the main issue for GIZ-BFP remote staffs failed to have such clear understanding and or waiting long for having the employer promise.

### 5.3. Recommendations

Based on the above analysis and findings, the researcher forwarded the following recommendation. If implemented properly, GIZ-Biodiversity and Forest Program will gain a performance improvement over its remote site advisors performances mainly through effective leadership practices.

An organization needs capable leaders that can lead and inspire their employees towards the achievement of the organization objectives and for this success the leadership instrument has big role to play for the organization that has remote team leadership and management responsibility, better to have,

#### **Effective Communication**

that can straight forward, not personal, with the right and inevitable tone of speak; with non-colloquial language which some team members may not understand.

Since GIZ-BFP has worked in different country side, the leaders require to know way of communication, such as, colloquial and value the team and partners' around Borena saynt /South Wollow/ national park and Chebera Churchura national park are different so that the leaders should ready and communicate accordingly.

#### **Team building**

Create a remote site work environment that values and promotes team building and employee recognition regularly assured the organization success over time. By taking and understand the exact need of the GIZ-BFP remote team as well as key stakeholder in these research case Government and NGOpartners provide relevant team building. Such as, Team building during conflict among the ethnic groups around the national parks should different from the usual that taken the situation, the main players, Government law and future short and long-term impact

And bonding and create team spirit between HQ /Addis Ababa/ GIZ-BFP office staffs.

## **Motivation**

Motivation of project team is very crucial for project success since the labor productivity of the project team directly influence achievement of project goals and objectives (Schmid & Adams, 2008).

Thus, GIZ-BFP project managers have a role to make sure whether the project personnel are motivated, and the level of motivation is maintained throughout the entire project time.

Selecting the motivation instruments also very important. As the researchers learnt during interview the remote team has been motivated especially when they got training and workshop outside Ethiopia not necessary increasing salary. This indicated that different remote team has different needs and gap to fill.

## **Leaders Perception**

Leaders' perception, not only about productive and relationship but also about nurturing diversity and being able to live with all employees. There are very important things to consider in order to understand the vital role of perception.

1. Objective perception is difficult if possible. Each individual select, organizes and interprets information gained from their senses and internal awareness differently. Managers must learn that one of their most important considerations is the way employees and other managers will perceive a given managerial decision or action.

GIZ-BFP leaders should improve the way collecting, organized and interpret information during filed mission, quarterly and annual meeting and when the management team passed decision. Such as, for some time two managers work with one remote team in to two areas of responsibility as a result the two managers interpretation and consolidation report as well as insight might be different so that better to have regular discussion between the managers as well as the remote team till they have clear picture

2. In addition to mechanics of perception, it is also important to recognize that every person has unique frame of reference that includes all the internal and external factors that affect behavior. Interpretation of their experiences is dependent on many factors not directly related to their immediate situation.

Managers and leaders in organization are entrusted with employees whom they must work with and through to realize organizational objectives especially remote team who feel lonely and isolation. The practice of learning how to manage perception, needs to be taken seriously and if one has a bad perception of the situation and do not consider all of the facts that are involved such as, the GIZ-BFP remote team request to have the team building with partners while the leaders insist to make the team building alone may be the wrong decision results unwanted outcome and in turn causing negative consequences for the organization.

#### 5.4. Recommendation for Further study

There is little research on remote leadership and management, especially in Ethiopia journals and firms. The student researcher recommends that it would be good other researchers conduct in the area, such as,

- Specific behavioral competencies required from leader and managers for an effective remote team” in Ethiopia context.
- Challenge of the remote leadership compare with virtual or telecommuting.

For example, one title to could be “

As the population size was a big gap for this study, the researcher recommended that better to get appropriate size of population to make appropriate analysis and conclusion.

It’s also recommended that to work with other industry besides NGO like the construction industry that has assignment in remote area to build infrastructure.

## References

- Alexander Brügger, C. F. (July 2020). Home office: Causal Evidence on the Selection and Location Effects of Telecommuting. *Home office: Causal Evidence on the Selection and Location Effects of Telecommuting*, 31.
- Ciner, L. (2019, October 31). *walk me Blog*. Retrieved from How to Improve employee Performance: <https://blog.walkme.com/how-to-improve-employee-performance/#what-does-employee-performance-mean>
- Corking, S. (2020, March 17). *Remote Working and Leadership Styles*. Retrieved from <https://www.lawsofattraction.com/blog/2021/1/remote-working-and-leadership-styles/>.
- Council, C. H. (2015). *Managing Remote employee* . Retrieved from CEB HR Leadership Council For Midsized Companies: file:///C:/Users/masreshaz/Desktop/desktop/New%20folder/MBL/Paper/Reference/Managing%20Remote%20Employees.pdf
- Diamantidis, A. a. (2019). Factors affecting employee performance: an empirical approach. *International Journal of Productivity and Performance Management, Vol.*
- Doyle, A. (2020, July 3). *What Is Telecommuting*. Retrieved from What Is Telecommuting: <https://www.thebalancecareers.com/what-is-telecommuting-2062113>
- Ebrahim, M. (2016). Leadership and Project management . *Leadership and Project management* , 19.
- Gabriel, D. (2013, March 17). *Inductive and deductive approaches to research* . Retrieved from Rsearch guid : <https://deborahgabriel.com/2013/03/17/inductive-and-deductive-approaches-to-research/>
- Gomes, A. (n.d.). TRANSFORMATIONAL LEADERSHIP:. In *TRANSFORMATIONAL LEADERSHIP:*. University of Minho, School of

Psychology. Portugal.

- J.Mierzwa, C. P. (2012). Remote Management Styles:Effect of relational Psychological Contract & Leadership style on Teleworkers. *Remote Management*, 17.
- Kefyalew, B. (2020, May 9). *Telecommute, Not Out of Imposition, But for Sake of Efficiency*. Retrieved from Telecommute, Not Out of Imposition, But for Sake of Efficiency: <https://addisfortune.news/telecommute-not-out-of-imposition-but-for-sake-of-efficiency/>
- Khurram Mehtab, A. u. (July 2017). Virtual Leadership: A Review Paper. *Research Article*, 193.
- Khurram Mehtab, A. u. (July 2017). Virtual Leadership: A Review Paper. *Research Article*, 193.
- Leidecker, B. Y.-K. (2018, June). Remote Management: Meeting. *The operations Partnership* , p. 8.
- Maxwell, A. D. (2014). From face to face to face to screen: Remote Management, effectiveness and accountability . *International Review of the Red cross* , 412.
- Muszynska, K. (2015). Communication management in project team-practices and patterns . *Joint international conferences* .
- Ourcambridge. (2020). *Managing your Team remotly* . Retrieved from Getting the most from remote working' CIPD (chartered Institute for Personal & Development resorces bank: [https://www.hr.admin.cam.ac.uk/files/managing\\_your\\_team\\_remotely.pdf](https://www.hr.admin.cam.ac.uk/files/managing_your_team_remotely.pdf)
- Pendya, K. (2014). The Key competency of Project leader Beyond The essential technical capabilities. *IUP Journal of knowledge management*.
- Sofiferman, L. (April 2010). Compare and Contrast Inductive and Deductive. *Inductive and Deductive Research Appr*, 23.
- Sundin, K. (n.d.). VIRTUAL TEAMS: WORK/LIFE CHALLENGES -

KEEPING REMOTE EMPLOYEES. *VIRTUAL TEAMS: WORK/LIFE CHALLENGES - KEEPING REMOTE EMPLOYEES*, 98.

- *Types of Sampling: Sampling Methods*. (n.d.). Retrieved from Questionpro: <https://www.questionpro.com/blog/types-of-sampling-for-social-research/>
- Victor, S. (2013). Leadership and Team work. *Journal of IT and economic development*, 1-18.

# ANNEX

**Addis Ababa University**  
**School of Commerce**  
**Questionnaire to be filled by Management teams**

Dear Respondent: I am Master of Business Leadership post graduate student at Addis Ababa University School of commerce. This questionnaire is designed to collect relevant information for the research carried out on the topic “The effect of remote leadership on staffs Performance: The case of GIZ-Biodiversity and Forest Program with three selected partners” The study is conducted for academic purpose that is for partial fulfillment of the requirements of the Masterof Business Leadership. Hence, your responses will be kept confidential.

The soundness and validity of this research highly depend on your honest and thoughtful responses. Therefore, I kindly request you to fill the questionnaire carefully and return at your earliest convenience.

Thank you in advance for your kind cooperation!

Masresha Zeleke

MBL student

Email:Masresha.zeleke@yahoo.com

Cell phone: +251 911749693

**Part I: General Profile (Please put (X) mark in the box that best describes you)**

**1. Age:** 21-25 years \_\_\_\_\_ 26-30 years \_\_\_\_\_ 31-35 years \_\_\_\_\_ 36-40 ears \_\_\_\_\_  
41years and above \_\_\_\_\_

**2. Gender:** M \_\_\_\_\_ F \_\_\_\_\_

**3. Educational Qualification:** Diploma \_\_\_ Degree \_\_\_\_\_ Masters \_\_\_\_\_ PHD \_\_\_\_\_ Other \_\_\_\_\_

**4. Years of service in the company:** Below 5 years \_\_\_\_\_ 6-10 Years \_\_\_\_\_ 11-15 Years \_\_\_\_\_  
16-20 Years \_\_\_\_\_ More than 21 years \_\_\_\_\_

Part II

No	Statement	Strongly Agree	Agree	Neutral	Dis Agree
1	I motivate and inspire remote staff				
2	I align and communicate expectation with remote team				
3	I make the remote staffs to perceive as they are valuable for the project as well as the organization so far				
4	I am accessible any time when needed				
5	I recognize and build the team on regular base				
6	I'm active to resolve conflict or unnecessary elevated priorities				
7	I hold regular meetings that outline priorities, goals, actions, and issues.				

8	I promote interaction and regular meetings between remote employees and offsite team members				
9	Implement a communication strategy focused more on face-to-face meetings than primarily relying on emails and phone calls				
10	I Remain flexible and adaptable as a manager				
11	I employ and model a more consultative and participative leadership approach				
12	Contribute timely, constructive, and motivational feedback on team performance				
13	Allow autonomy for employees to make day-to-day decisions				

Part III

1-Are you revising the established direction or strategy for remote team based on various impactful change?

what was the change

---

---

What was your revised direction or new strategy /Just in terms of leadership not technical one/

---

---

2. Are you taking the cultural difference into consideration when you look the performance gap, unsettled conflict with remote staffs and partners from one project site to another? If you have any please describe briefly

---

---

---

---

3. Do you think that our project site advisors have greater emotional attachment and sense of belonging to their partner's practice & significances more than to their own program?

---

If they have, do you think it's balanced?

---

What is the advantage and disadvantage? explain briefly / just from leadership point of view not from technical or organizational politics/

---

---

---

---

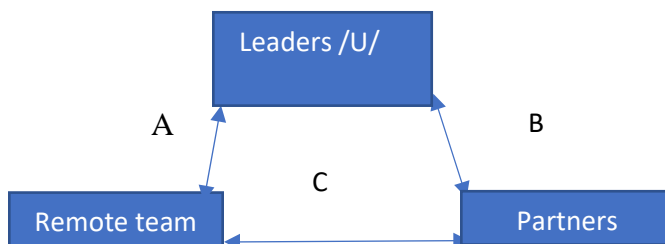
---

---

---

4. what does remote leadership mean from BFP context? do you believe that BFP has gap in managing on-site team including promoting cooperation with existing partners and other business unit in line with GIZ guideline and value? Explain briefly

5. can you evidence or brief your role, input & responsibility in **triangulation** form, which means you /BFP leaders/ with partners and BFP remote team and vis versa.



Such as, A & B and also your input to impact C /Remote team and partners/, besides approval of budget and proposal.

A. \_\_\_\_\_

---

---

---

B. \_\_\_\_\_

---

---

---

C. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Part IV Human resources

**HR1**-Do you have different expectations for the staffs in remote than in HQ /Addis Ababa/?

Why? \_\_\_\_\_  
\_\_\_\_\_

Why not? \_\_\_\_\_  
\_\_\_\_\_

**HR2**-Do you believe that the remote team should have different salary and benefit package?

Why? \_\_\_\_\_  
\_\_\_\_\_

Why not? \_\_\_\_\_  
\_\_\_\_\_

**HR3**-Besides or included in GIZ annual performance assessment, do you believe that you /the organization/should have different individual assessment technic or objectives that can take the workingcondition into consideration why? /why not?

\_\_\_\_\_  
\_\_\_\_\_

**HR4**-Do you have different selection criteria for the remote assignment & recruitment, like the one whohave remote experience, no special commitment or gender exclusion etc?

Why? \_\_\_\_\_

---

Why not?

---

---

**Addis Ababa University**  
**School of Commerce**  
**Questionnaire to be filled by Remote team advisors**

Dear Respondent: I am Master of Business Leadership post graduate student at Addis Ababa University School of commerce. This questionnaire is designed to collect relevant information for the research carried out on the topic “The effect of remote leadership on staffs Performance: The case of GIZ-Biodiversity and Forest Program with three selected partners” The study is conducted for academic purpose that is for partial fulfillment of the requirements of the Master of Business Leadership. Hence, your responses will be kept confidential.

The soundness and validity of this research highly depend on your honest and thoughtful responses. Therefore, I kindly request you to fill the questionnaire carefully and return at your earliest convenience.

Thank you in advance for your kind cooperation!

Masresha Zeleke

MBL student

Email:Masresha.zeleke@yahoo.com

Cell phone: +251 911749693

**Part I: General Profile (Please put (X) mark in the box that best describes you)**

**1. Age:** 21-25 years \_\_\_\_\_ 26-30 years \_\_\_\_\_ 31-35 years \_\_\_\_\_ 36-40 years \_\_\_\_\_  
41years and above \_\_\_\_\_

**2. Gender:** M \_\_\_\_\_ F \_\_\_\_\_

**3. Educational Qualification:** Diploma\_\_\_\_\_Degree\_\_\_\_\_Masters\_\_\_\_\_PHD\_\_\_\_\_Other\_\_\_\_\_

**4. Years of service in the company:** Below 5 years\_\_\_\_\_6-10 Years\_\_\_\_\_11-15 Years \_\_\_\_\_  
16-20 Years\_\_\_\_\_More than 21 years \_\_\_\_\_

**Part II**

No	Statement	Strongly Agree	Agree	Neutral	Dis Agree
1	I get the full support from my leader in terms of resources like consultation, funds etc				
2	I have healthy communication with my supervisor				
3	I'm doing the face to face regular meeting? eg MS team or else				
4	I'm working in a flexible working environment				
5	I have been received timely, constructive, and motivational feedback on my performance				
6	I'm allowed to be autonomy to make day-to-day decisions				

7	I have received proper team building to improve performance and emotional attachment by holding recognition and team building events				
8	I'm happy with the project salary and benefit package				
9	I've received fair benefit package compared with my colleague within and out of the BFP project				
10	I'm happy with my compensation and benefit package compared with my performance				
11	I'm qualified enough for the current position in terms of education and experience				

Part III 1- Do you think there is equitable career advancement, reward / recognition, and professional development opportunities?

---



---



---



---

2. Do you believe that you have contributed enough or more in your position so far? if not what was the challenge. please support your answer with one brief case

---



---



---



---

No	Statement	Strongly Agree	Agree	Neutral	Dis Agree
2	I align and communicate expectation with remote team	40	60		
7	I hold regular meetings that outline priorities, goals, actions, and issues.	20	60	20	
8	I promote interaction and regular meetings between remote employees and offsite team members		80	20	
9	Implement a communication strategy focused more on face-to-face meetings than primarily relying on emails and phone calls		20	20	60

Table 4.3.3. Descriptive analyses on Motivation

No	Statement	Strongly Agree	Agree	Neutral	Dis Agree
1	I motivate and inspire remote staff	40	60		
3	I make the remote staffs to perceive as they are valuable for the project as well as the organization so far	60	40		

4	I am accessible any time when needed	100			
11	I employ and model a more consultative and participative leadership approach	20	80		

Table 4.3.4. Descriptive analyses on Motivation

To analysis the impact of team building regularly through how to resolve conflict, creating adaptable and flexible environment and constructive on remote staff performance.

No	Statement	Strongly Agree	Agree	Neutral	Dis Agree
5	I recognize and build the team on regular base	100			
6	I'm active to resolve conflict or unnecessary elevated priorities	60	40		
10	I Remain flexible and adaptable as a manager	60	40		
12	Contribute timely, constructive, and motivational feedback on team performance	20	80		
13	Allow autonomy for employees to make day-to-day decisions	60	40		

Table 4.4.1 Descriptive analysis on the remote staff communication

No	Statement	Strongly Agree	Agree	Neutral	Dis Agree
1	I'm doing the face to face regular meeting?		57	43	
2	I have healthy communication with my supervisor	71	15	14	

Table 4.4.2 Descriptive analysis on the remote staff team building

No	Statement	Strongly Agree	Agree	Neutral	Dis Agree
1	I'm allowed to be autonomy to make day-to-day decisions		71	29	
2	I have received proper team building to improve performance and emotional attachment by holding recognition and team building events	29	29	42	

Table 4.4.3 Descriptive analysis on the remote staff's motivation and satisfaction

No	Statement	Strongly Agree	Agree	Neutral	Dis Agree
1	I'm working in a flexible working Environment	29	71		
3	I have been received timely, constructive, and motivational feedback on my		86	14	

	performance				
4	I'm happy with the project salary and benefit package		43	29	28
11	I'm happy with my compensation and benefit package compared with my performance		29	14	57

Table 4.4.4 Descriptive analysis on the remote staff's satisfaction and challenging assignment

No	Statement	Strongly Agree	Agree	Neutral	Dis Agree
1	I get the full support from my leader in terms of resources like consultation, funds etc	43	57		
2	I'm qualified enough for the current position in terms of education and experience	86	14		