INSTITUTO UNIVERSITÁRIO DE LISBOA

# Unravelling Engagement in Hybrid Work: the impact of communicative competence and the influence of trust and autonomy, a perspective of the followers

Catarina Isabel Guégués Pimentão

Master in Human Resources Management and Organizational Consulting,

Supervisor:
Prof. Andrea Fontes, Assistant Professor, ISCTE - Business School,
Department of Human Resources and Organizational Behaviour

**Unravelling Engagement in Hybrid Work: the impact of communicative competence and the influence of trust and autonomy, a perspective of the followers**

Catarina Isabel Guégués Pimentão

Master in Human Resources Management and Organizational Consulting,

Supervisor:
Prof. Andrea Fontes, Assistant Professor, ISCTE - Business School,
Department of Human Resources and Organizational Behaviour

## Acknowledgments

To my parents, who have always put me first and given me every opportunity in this beautiful life, I thank you for the patience, never ending motivational speeches and love. This was possible because of you.

To my shining star, “Avó Mila”, wherever you are, I know you are always rooting for me.

To my younger self, thank you for never giving up on your dreams and believing in you, even when times got tough.

“Just make sure you never do less than your best”- Walt Disney

# Resumo

Os últimos anos no contexto laboral têm sido marcados pelo aumento das práticas de trabalho híbrido e remoto. Desta forma, as organizações tiveram que se adaptar, mas também os líderes a sua forma de liderar. Este estudo pretende analisar qual a influência que as variáveis competência comunicativa, autonomia e confiança no líder, têm no envolvimento dos liderados.

Um dos objetivos deste estudo passa por complementar a literatura já existente relativamente às relações entre o envolvimento, competência comunicativa do líder e confiança, mas principalmente para ajudar a preencher a falha que existe nas relações com a variável autonomia, neste contexto laboral. Esta tese será relevante para práticas para os líderes proporcionarem um melhor ambiente de trabalho às suas equipas, em trabalho híbrido ou remoto. Para isto foi elaborado um questionário online, baseado em escalas já cientificamente validadas, que resultou numa amostra final de 159 participantes, tendo em conta os requisitos do estudo.

Os resultados sugerem que de facto, tendo em conta um regime híbrido e remoto, a competência comunicativa do líder, a confiança que têm no mesmo e a autonomia que este lhes permite ter no seu trabalho, são fatores com um peso significativo na forma como os trabalhadores estão envolvidos com o seu trabalho. Para além disso, será também demonstrado que a relação de confiança com o líder impacta diretamente a autonomia dos trabalhadores, e que a primeira é diretamente influenciada para capacidade comunicativa do líder. Para além disso, será constatado que a autonomia e confiança têm efeitos mediadores dependendo das relações das variáveis estudadas.

Palavras-chave: trabalho híbrido; trabalho remoto; regime de trabalho flexível; líder; envolvimento; capacidade comunicativa; autonomia; confiança

# Abstract

Recent years at the workplace have been marked by an increase in hybrid and remote working practices. As a result, organizations have had to adapt, and leaders have also had to adjust the way they lead. That said, this study aims to analyze the influence that the variables communicative competence, autonomy and trust in the leader have on the engagement of those they lead, the workers.

One of the objectives of this study is to complement the existing literature on the relationships between engagement, the leader's communicative competence and trust, but mainly to help fill the gap that exists when it comes to the relationship with the autonomy variable in this work context. This thesis will be relevant in providing practices for leaders to contribute to a better working environment for their teams in hybrid or remote work. To this end, an online questionnaire (Annex A) was drawn up, based on previous scales that have already been scientifically validated, which resulted in a final sample of 159 participants, taking into account the requirements of the study.

The results suggest that in fact, given a hybrid and remote regime, the communicative competence of the leader, the trust they have in him/her and the autonomy he allows them to have in their work are factors that have a significant influence on how engaged, motivated and involved the workers performing their work. It will also be shown that the relationship of trust with the leader has a direct impact on the autonomy of the workers, and that the first is directly influenced by the communicative capacity of the leader. In addition, it will be found that the relationship between the communicative competence of the leader and the engagement of the employees has an impact through the mediating effect of autonomy.



*Keywords:* hybrid work; remote work; flexible working arrangements; leader; engagement; communicative ability; autonomy; trust

# General Index


Resumo ..... i

Abstract ..... iii

Introduction ..... 1

Literature Review ..... 3

*1.1 Remote/ Hybrid Work Concept* ..... *3*

*1.2 Engagement* ..... *4*

*1.3 Communication Effectiveness* ..... *5*

*1.4 Trust* ..... *6*

*1.5 Autonomy* ..... *8*

Methodology ..... 11

*2.1 Procedure* ..... *11*

*2.2 Measures* ..... *12*

2.2.1 Communicative Competence ..... 12

2.2.2 Engagement ..... 12

2.2.3 Autonomy ..... 12

2.2.4 Trust ..... 13

*2.3 Sample* ..... *14*

Results ..... 15

*3.1 Descriptive analysis* ..... *15*

*3.2 Correlation Analysis* ..... *15*

*3.3 Regression Analysis* ..... *17*

*3.4 Hypothesis Testing- Mediation Effects* ..... *19*

Discussion ..... 23

Conclusion ..... 26

Practical Implications ..... 27

Limitations and Future Research ..... 28

Bibliographical References ..... 29

Annexes ..... 36

*Annex A- Questionnaire* ..... *36*

*Annex B- SPSS Output* ..... *57*

# Table Index

**Table 1- Sample Characteristics** ..... 14
**Table 2- Means, Standard Deviations, Mins and Max values** ..... 15
**Table 3- Correlation of Relevant Variables** ..... 16
**Table 4- Model Summary H1** ..... 17
**Table 5- Model Summary H2** ..... 17
**Table 6- Model Summary H3** ..... 18
**Table 7- Model Summary H5** ..... 18
**Table 8- Model Summary H6** ..... 18
**Table 9- Model Summary H8** ..... 19
**Table 10- Regression Analysis Summary** ..... 19
**Table 11- Results Model 4: H4** ..... 20
**Table 12- Results Model 4: H7** ..... 20
**Table 13- Results Model 4: H9** ..... 21
**Table 14- Results Model 4: H10** ..... 22

# Figure Index

**Figure 1- Investigation Model** ..... 10
**Figure 2- Investigation Model Results** ..... 22

# Introduction

The concept of hybrid work, often perceived as a recent phenomenon, has its roots in flexible work arrangements that have evolved over several decades. This practice has been able to grow due to the evolution of technology (R. Deepa & J. Juvala Dharshini, 2023), however its influence was increased due to the Covid-19 pandemic, a couple years ago.

Flexible work arrangements, known as remote or hybrid work, have made working outside of the usual office possible. Nowadays, teams are able to be connect outside of the physical working walls. As expected, this occurence brought some challenges to teams, especially with the leaders, such as work-life balance, work control communication quality, engagement, the feeling of isolation, among others, which requires a fundamental rethink of organizational strategies (Chafi et al., 2021; Vartiainen, M., & Vanharanta, O., 2023). Nevertheless, over the years, people have seemed to enjoy this new way of working because it allows them more autonomy and work life balance, factors that weren't completely possible before. This leads, in some cases, to the increase of productivity, which is why it is sticking around. (Barrero et al., 2021)

The present study proposes that variables like communicative competence, engagement, trust and autonomy within the leadership follower relationship have suffered changes with this new work regime, leading to the main question that started this thesis "What are the effects of the leader's communication quality, the relationship of trust and autonomy on the teams engagement, considering a flexible work context?".

It is explored how the relationships between the variables mentioned previously can be mediated by trust and autonomy. Initially, it is addressed the reliability and individual analysis of the relationships between communicative competence and engagement, communicative competence and trust, communicative competence and autonomy, trust and engagement, trust and autonomy, autonomy and engagement, which are the relationships that will shape the final investigation model.

There are already some articles regarding flexible work arrangements, specifically with the relationships between communication, engagement and trust, which the main findings are that these are variables that will influence on a positive note the leader-follower relationship considering a flexible working model (Yusuf, 2012). However, this thesis is relevant because it complements the literature regarding the variable autonomy, which is the one that hasn't been studied the most, with these specific variables.

The structure that will be presented on this paper is: the first topic being literature review, where the literature about the variables and their relationships will be explored, considering existent literature, including the hypothesis tested. Next, follows the method used for the research, explaining the data collection and the composition of the sample. To the end the results are presented as well as their discussion and steps towards future research and practices.

# Literature Review

## 1.1 Remote/ Hybrid Work Concept

Previous researchers have explored the definition and the context of flexible work. According to some of them, remote work refers to the practice of working outside of the traditional office, many times from home or other locations. This physical distance is possible by using digital technologies to communicate, work and collaborate with colleagues and the respective supervisors. (Makowski, 2023; Leonardi et al., 2023). The concept of remote work is commonly explained as a work arrangement in which employees do not commute to a specific place of work, for example, an office building. (Banks et al., 2022) This practice had room to expand to many companies, due to the big boost of technology (R. Deepa & J. Juvala Dharshini, 2023) which made this occurrence possible.

A remote worker, according with literature, is someone who performs their job responsibilities from a physical location that is not considered the central office or headquarters of the companies they work for (Banks et al., 2022). Although physical distance is inherent in most remote work configurations, psychological remoteness and distance is implicit in much of the physically distant work, which makes it a relevant topic to study the effects of this context on the employees. (Leonardi et al., 2023; Naqshbandi et al., 2024)

Hybrid work is a combination of office and remote working (Dale et al., 2024) and some might think that it is the preferred way of working of employees. It became a tendency, since the quarantine, after Covid-19 hit and seems to have taken over must of the companies' practices (Naqshbandi et al., 2024) which is why, on the last couple years more literature has arisen on the topic.

With flexible work arrangements, virtual teams are more difficult to manage than traditional teams (Flavian et al., 2019) and more likely to be disengaged compared to the physically present workers. (Qin, 2024). This arises some challenges, like communication competence, without the social interactions and informal communication that normally happens in physical offices, remote employees can struggle to feel connected to their work, teams, and organizational goals (Qin, 2024). When comparing to in-person interactions, remote work requires the intervention of technology in communication, which often goes along with temporal delays, interruptions, internet disconnection or wait times for responses. This temporal disconnection is most evident in geographically distributed teams with members in different time zones, often accompanied by difficulties with communication and coordination, however not the case on this study, because the sample was collated only in Portugal. If the

teams can't guarantee a strong communication, it might affect employees' engagements. (Leonardi et al., 2023)

Despite bringing some challenges to managing teams, one of the most beneficial aspects of flexible work is a sense of increased autonomy and flexibility in choosing one's work schedule. (Leonardi et al., 2023). Further on this paper, the topics addressed will explore the worker's engagement, autonomy, the relationship of trust with their direct leader and the importance and influence of communication considering this working context.

## 1.2 Engagement

Schaufeli et al. (2002) has defined work engagement as a positive and rewarding psychological state that is associated with work, marked by peaks of energy, a strong sense of commitment, and deep immersion in professional activities. Besides this definition, throughout the years, it has been consistent, with other research, considering engagement as the mental and emotional connection that employees feel towards their workplace (Kahn, 1990; Swaroop & Dixit, 2018). It's this connection that leads to loyalty and satisfaction, resulting in high performance and productivity for the organization (Ashwini Anand & Achary, 2021) referring to a fulfilling and positive work experience (Mikkelson et al., 2023).

Over the years, what influenced employees to feel engaged with their work has evolved, and now, according with literature, it is safe to say that the key attributes of employee engagement include a positive work-related psychological state, that corresponds to a motivational state of mind to achieve challenging goals, and a genuine willingness to invest effort towards organizational success (Qin, 2024)

It is the manager's interest to study employee's engagement on flexible working context since it is essential to maintain productivity, considering that engaged employees are more likely to maintain high levels of productivity and commitment to their work, even in the absence of direct oversight. (Makowski, 2023). According to these new settings, it is important to organizations to understand how they can maintain their employees engaged. (Ashwini Anand & Acharya, 2021)

Engaged employees are active and willing to contribute to the organization's success from their intrinsic motivation and drive for self-accomplishment. This intrinsic motivation is particularly important in remote work settings where employees may not have constant support and supervision of theirs direct leader. (Makowski, 2023).

Engagement can be affected through many factors, and considering working from home arrangements, research mentions Job Autonomy, Effective Communication and Trust. The

level of autonomy that the employees feel contributes to their engagement as well as organizational commitment (Jamaludin & Kamal,2023)

## 1.3 Communication Effectiveness

Communication is one of the most important factors about managing a team (Radovic Markovic & Salamzadeh, 2018). Teams use communication as a way of sharing information, goal setting and engagement. (Baker et al., 2021). Communication effectiveness, according with the literature, refers to the quality of leader–follower interactions as perceived by the followers (Neufeld et al., 2010). It indicates the overall quality of one's ability to communicate. (Mikkelson et al., 2023).

On a hybrid work context, with the technological communication, it is crucial for employees to transmit their messages clearly, accurately, and unambiguously (Sawatzky & Sawatzky, 2022). Communication can help to overcome the uncertainties of the digital environment, when well-practiced (Tigre et al., 2022). This highlights the importance of leadership communication since it plays a crucial role in fostering engagement on virtual teams (Mutha & Srivastava, 2023).

The paper of Hoch and Kozlowski (2014) addresses the complexities of communication in virtual settings, complexities like asynchronous communication, cultural differences, different time zones, and the use of digital communication methods (Greimel et al., 2023). This emphasizes the need for clear and inclusive communication to overcome the challenges presented by a hybrid context and, consequently, foster a sense of cohesion and understanding among team members. Daily communication with the direct supervisor plays a significant role in keeping remote employees informed, not only about their work assignments, but also about organization related information (Qin, 2024). Nevertheless, communication is also an important factor for employees to have clear understanding of their tasks in order to complete them more effectively. (Parker et al., 2001)

Communication can have several layers, but for this study we will focus on Communicative Competence, which is defined by Wiemann (1977) as the ability to select from many communicative behaviours to achieve one's own interpersonal goals during an interaction, while preserving the other participants within the constraints of the situation. This helps us comprehend what is the perception of the followers of their leader's communication style.

Virtual environments present challenges in maintaining effective communication due to the absence of face-to-face interactions. These are typically limited to planned events with

less possibility for spontaneous, informal interactions which might interfere with the effectiveness of the communication (Fuchs & Reichel, 2023). The lack of in-person interactions may inhibit the development of strong interpersonal relationships and trust, which are essential for effective communication and collaboration. (Makowski, 2023; Pamula & Zalewska-Turzyńska, 2023). In addition, it has been proven that open and honest communication on the workplace can increase the feeling of safety among employees (Parker et al., 2001; Abgeller et al., 2022) which leads to a better relationship of trust with their leader.

Communication from the leader can also lead to a higher sense of autonomy to their followers (Tummer et al., 2016), especially when used in an informational way rather than a controlling one, which makes a difference in the flexible working context (Slemp et al., 2018). Besides, working on a hybrid model has been able to expand one's sense of autonomy trough online communication (Yanagihara & Koga, 2023). Research has shown that hybrid work settings enhances autonomy through digital communication because one is free of choosing when to answer to messages, when to meet with people and has a higher control of their schedule, leading to more productive work and higher engagement. (Liu et al., 2022)

Predictable/scheduled communication that allows precise task feedback has been proven to positively affect the team's performance and satisfaction (Newman et al., 2019), which refers back to communication being a factor that influences the levels of engagement (Mikkelson et al. ,2023; Lin & Ping, 2016), seeing that it is essential in creating support on a hybrid work environment, leading to our primary hypothesis of this study.

***H1:*** *Communicative competence has a positive impact on employee engagement, in a flexible working context*

## 1.4 Trust

Based on the conceptualization of Mayer et al. (1995), trust can be considered as the extent to which one person is willing to accept vulnerability to the actions of another, predicated on the expectation that the latter will fulfil a task considered significant by the trustor, despite the absence of mechanisms for monitoring or control. Previous studies have focused on the importance of trust while coordinating virtual teams (Flavian et al., 2019), because leader trust plays a crucial role in physically distant work arrangements as it influences various aspects of organizational control, employee behaviour (Engelbrecht et al., 2017) and it contributes to the presence of employee work engagement.

The challenges associated with virtual leadership are related with the well-being of workers, being able to establish work-life boundaries, fostering trust and keeping the teams engaged. (Schmitt, 2024) The managers, despite the challenges associated, have a big responsibility to be able to perform their job as a leader on a flexible work environment. (Kowalski & Ślebarska, 2022).

In the context of flexible work arrangements, leader trust is essential in order to build and maintain an effective control structure, aligning individual and organizational goals while fostering a positive work environment increasing the engagement of the employees (Errichiello & Pianese, 2016; Engelbrecht et al., 2017; Schmitt, 2024). It is precisely in this virtual environment where trust becomes even more necessary, because it helps to reduce the psychological distance between team members, a reality that comes with physically distant work arrangements (Flavian et al., 2019)

Trust is a conducting factor of engagement, proven by research that when we are facing a relationship of trust between the leader and their teams, the followers tend to be more engaged. (Ashwini Anand & Acharya, 2021). Trust can be built through a positive relationship between managers and their subordinates, which contributs to their satisfaction, commitment, and overall performance. Furthermore, the dynamics of organizational control promotes the harmonization between individual and organizational goals in the context of remote work arrangements (Errichiello & Pianese, 2016). Workers with a higher sense of trust in their leader and their work team will tend to adopt behaviours oriented toward success (Flavian et al., 2019), considering that working for people that they trust is very valuable for employees (Qin, 2024).

Many studies show that building trust among team members and fostering a psychologically safe environment where individuals feel comfortable expressing their ideas and concerns can positively impact team performance and engagement. (Hoch & Kozlowski, 2014), despite the challenges associated with reduced social interactions which is where trust is built the easiest (Bews & Martins, 2019).

Nevertheless, more research concludes that trust plays a significant role in influencing engagement through leader communication (Newman et al., 2019) and autonomy in working from home settings. When employers demonstrate trust in their employees, it often leads to greater autonomy for workers. (Fana et al., 2021). Trust plays a significant role in autonomy when it comes to working from a distance, which is why lack of trust is one of the factors, perceived by the employees, as associated with less autonomy. Instead of focusing on controlling their employers with excessive monitoring due to the physical distance (Wang et

al., 2021), leaders should focus on high quality communication and improving trust, encouraging their teams to be proactive. (Sarker et al., 2011; Stewart & Sennott, 2025). Some researchers consider trust to be the glue to responsible autonomy (Abgeller et al., 2022). In the context of responsible autonomy, with flexible working models, it is clear that trust plays a significant role in the leader-follower relationship. Furthermore, employee autonomy, accountability and responsibility can be considered tools to build a reciprocal relationship of trust.

This creates an environment that makes employees feel confident in their abilities and judgment, which, by consequence, leads to increased motivation, job satisfaction, and commitment. (Lin & Ping, 2016). With this we can argue that trust, engagement and autonomy are related on the context of this study. The relationship between autonomy and engagement will be explained further on the paper.

Considering the virtual challenges, trust is easier to build through face-to-face interactions rather than in a virtual environment. (Newman et al., 2019; Germain, 2011; Sarker et al., 2011) Virtual leaders need to rediscover how to lead teams based on trust rather than control (Tigre et al., 2022). This is what makes communicative competence so important on hybrid environments. Leaders need to have an effective and regular way of communication as a conducting factor for fostering trust from afar (Yusuf, 2012; Germain, 2011). When a leader presents high levels of communication quality, researchers argued, that it led to a better relationship of trust with their employees (Sarker et al., 2011).

***H2:*** *Communicative Competence has a positive impact on trust, in a flexible working context*

***H3:*** *Trust has a positive impact on employee engagement, in a flexible working context*

***H4:*** *Trust mediates the relationship of communicative competence and employee engagement, in a flexible working context*

## 1.5 Autonomy

Many researchers (Bowen, 2006; Varma et al., 2022; Purba et al., 2024; Swaroop & Dixit, 2018; Lin, & Ping, 2016) explore the concept of autonomy as the degree of freedom and flexibility that employees have in organizing their work schedules, making decisions, and choosing the methods used to perform their tasks, independently. It also includes the sense of

empowerment, self-regulation, and the ability to use their own judgement in a hybrid work environment.

Real autonomy refers to the actual degree of the freedom granted to an employee to decide on the organization of their work (Bošković, 2021) it refers to the ability to generate its own set of rules. (Fana et al., 2021) Perceived autonomy implies the degree to which an employee believes they have the freedom to organize the work independently. Both real and perceived autonomy are thought to affect engagement. (Bošković, 2021) especially in the working from home conditions.

Hybrid work created room more autonomy because of the withdraw from the social control, present on the past routine of every presential workday. (Fana et al., 2021). Nevertheless, it is a challenge for leaders to provide autonomy to their teams without making them feel isolated (Tigre et al., 2022) or forgotten on flexible work arrangements. Also, it gives employees greater control over their work schedules and processes, fostering a sense of autonomy that is known to positively influences job satisfaction. (Jamaludin & Kamal, 2023)

Throughout the years, autonomy has been proved by many empirical studies to positively influence engagement (Lin & Ping, 2016; Bakker & Demerouti, 2008; De Spiegelaere et al., 2016; Gagné & Bhave, 2011; Abgeller et al., 2022). This happens, because autonomy, especially on digital teams, makes employees feel self-determined and free from external controls or constraints (Zhang et al., 2017), increasing their performance and satisfaction (Jamaludin & Kamal, 2023). The feeling of competence and confidence, that the feeling of autonomy gives, makes them feel more engaged in complex tasks (Swaroop & Dixit, 2018). Even so, autonomy can be associated with engagement because it simply makes employees intrinsically motivated (Tummers et al., 2016).

However, fostering autonomy on a hybrid work method can be tricky, for that reason, a transparent and clear reporting system must be prepared so that everyone understands the scope of responsibilities that must be fulfilled and the limits of authority and deadlines that must be met. (Purba et al., 2024)

***H5:*** *Communicative competence has a positive impact in autonomy, in a flexible working context*

***H6****: Trust has a positive impact on autonomy, in a flexible working context*

***H7:*** *Trust mediates the relationship between communicative competence and autonomy*

***H8:*** *Autonomy has a positive impact on employee engagement, in a flexible working context*

***H9:*** *Autonomy mediates the relationship between communicative competence and engagement, in a flexible working context*

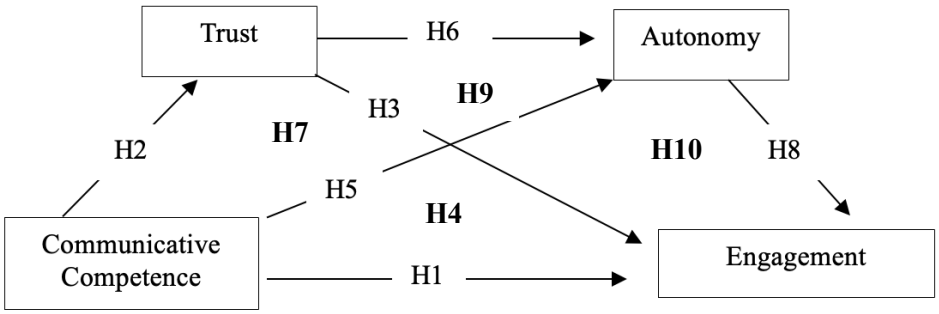
***H10:*** *Autonomy mediates the relationship between trust and engagement*

***H11****: The relationship between communicative competence and engagement is mediated by trust and autonomy, in a flexible working model*

According to the hypothesis presented previously, the following model will be tested:

**Figure 1**

*Investigation Model*



# Methodology

## 2.1 Procedure

This study is a quantitative research study that applied different scales for each variable that were collected through literature review. The data was collected from individuals in Portugal through a self-administered online questionnaire from 9th of January to 26th of February. A convenience sampling method was used to collect the data, because the objective were specifically people who are currently working on a flexible work context, either remote or hybrid.

To answer, an invitation to participate in the online survey containing the link to access the questionnaire was sent via direct message on LinkedIn, direct message and with the help of snowballing effect. This helped with the randomness of the sample.

The online survey was designed on Google Forms (Annex A), organized into five sections. The language adopted was Portuguese. After a short introduction text explaining the nature and goals of the research, participants were asked if they are currently working, the age and what's their working context: hybrid or remote.

After this the next question was how many working days at the office they had, during the week. If they answered "more than 3" the questionnaire ended automatically, as the participants did not fulfil the selection criteria, which is to work in a flexible context. If they answered 3 or less, including remotely, they could continue filling in the questionnaire and would go onto the second section about Communicative Competence where they had to state their level of agreement of some actions having their leader as the main character.

For the next section, to gather information about their levels of engagement, it was used the scale of Schaufeli, and the respondents had to answer accordingly with their level of agreement to 17 affirmations about how they feel at work. Then it comes the fourth section, about Autonomy, and the questions had to be answered accordingly with a 5-point Likert Scale, to their agreement.

The last and fifth section of the questionnaire was about Trust, and again, there was a 5-point Likert scale in order to answer, and the respondents needed to keep their leader in mind as the character of those affirmations.

All participants were informed of absolute anonymity and the confidentiality of their information and answers throughout the form, before beginning to answer.

## 2.2 Measures

### 2.2.1 Communicative Competence

The communicative competence scale was created by Wimann (1977) to measure the ability to choose between communicative behaviours to achieve one's interpersonal goals preserving the face and line of the other interactants. It's measured through 36 scale items classified on a 7-point Likert scale and the respondents had to answer with the "Subject S"- their leader- in mind, ranging from "strongly disagree" to "strongly agree". High values indicated that high perception of the communicative competence of the respondents' leader. An example item is "S generally knows what type of behaviour is appropriate in any given situation". The scale showed a very good reliability, with a Cronbach's $\alpha$= .970

### 2.2.2 Engagement

The Work Engagement scale was created by Wilmar Schaufeli and Arnold Bakker (2003) considering a 17-item scale, grouped in 3 dimensions: Vigor (6 items), Dedication (5 items) and Absorption (6 items). Vigor refers to the high levels of energy and resilience that are shown on the work context, Dedication refers to the sense of significance from one's work and lastly, Absorption refers to being totally and happily immersed in their work. The respondents had to answer considering how they feel at work accordingly with the situations suggested by the questionnaire. They could answer between "Never" (in case they had never felt like that) or "Always" (if they felt resonated to that feeling every day). High values indicated that the respondents felt engaged with their work. An example item is "I find the work that I do full of meaning and purpose) (item from the dimension dedication). The scale showed a very good reliability, with a Cronbach's $\alpha$= .913

### 2.2.3 Autonomy

Autonomy was measured using the 9 items of Autonomy taken out of the 77 item Work Design Questionnaire developed by Frederick P. Morgeson and Stephen E. Humphrey. These 9 items are divided into 3 dimensions: Work Scheduling Autonomy, Decision- Making Autonomy and Work Methods Autonomy. For all the items a 5-point Likert scale was used to answer, ranging from "strongly disagree" to "strongly agree". High values indicated higher autonomy felt by the respondents on their job. An example item is "The job allows me to make my own decisions about how to schedule my work." (item from the dimension Work Scheduling Autonomy) The scale showed a very good reliability, with a Cronbach's $\alpha$= .888

### 2.2.4 Trust

Trust was measured using the 16 item “Trust Me” scale, a scale for measuring manager-employee trust. The respondents answered to the questions accordingly with the degree that they would agree with the sentences, keeping their direct leader as the subject. The answers varied from “strongly disagree” to “strongly agree”. High values indicate that there is a relationship of trust between manager-employee. An example item is “Managers really look out for what is important to the employees”. The scale showed a very good reliability, with a Cronbach’s $\alpha$= .939

## 2.3 Sample

Of the 197 individuals that participated on the survey, only 159 fulfilled the basic criteria for further analysis- worked on a remote or hybrid setting with a maximum of 3 office days. The exclusion reasons were not working (*N*=5); not having a hybrid or remote work model (*N*=24); having more than 3 presential working days (*N*= 15). The final sample characteristics are shown on Table 1.

In the final sample (*N* = 159), participants' age ranged from less than 25 (1) to more than 55 (4) (*M* = 1.77, *SD* = .420), with the majority of the sample belonging to the range (2) of 25 to 39 years old (*N* = 94), and most of them, 77.4% (*N* = 123), identified as female. Most of the sample (*N*=133) has shown to have a hybrid working model and the other 16.4% work exclusively remotely. From the ones who have a hybrid setting, 12.6% (*N*= 20) works 1 day at the office, 22% (*N*= 35) works 2 days at the office, and 48.4% (*N*= 77), the majority, works 3 days at the office.

**Table 1**

*Sample Characteristics*

| | | (n= 159) | |
|---|---|---|---|
| Variables | Distribution | Frequency or Min- Max | % or M ± SD |
| Gender | Male | 36 | 22.6% |
| | Female | 123 | 77.4% |
| Age | <25 (1) | 43 | 27% |
| | 25-39 (2) | 94 | 59.1% |
| | 40-54 (3) | 18 | 11.3% |
| | 55 or < (4) | 4 | 2.5% |
| Working model | Remote | 26 | 16.4% |
| | Hybrid | 133 | 83.6% |
| Nº of working days at the office | 1 | 20 | 12.6% |
| | 2 | 35 | 22% |
| | 3 | 77 | 48.4% |

# Results

## 3.1 Descriptive analysis

Previously to testing the hypotheses, a primary analysis, with descriptive statistics, was conducted focusing on the means, standard deviations, minimums and maximums of the variables, shown in Table 2.

Gender presented a mean of 1.77 with a minimum value of 1 (male) and maximum 2 (female). Age was divided into 4 groups as already seen, previously, on table 1. The mean was 1.89 with a minimum value of 1 (< 25-year-old) and maximum of 4 (> 50 years old, including). The working model has a minimum value of 1 which means working remotely, and a maximum of 2, hybrid work, with a mean of 1.84. The nº of working days at the office range from 0 to 3, minimum and maximum respectively, and a mean of 2.02.

Regarding the variables of the study, communicative competence has a minimum classification of 1 and a maximum of 5, with a mean of 3.93. Engagement, however, ranges from 3 to 7, minimum and maximum respectively, and a mean of 5.14. Autonomy and trust both have a maximum of 5, however the minimum of autonomy is 2 and trust is 1. The means are 3.87 and 3.9, respectively.

**Table 2**

*Means, Standard Deviations, Mins and Max values*

| | *M* | *SD* | *Min* | *Max* |
|---|---|---|---|---|
| Gender | 1.77 | .420 | 1 | 2 |
| Age | 1.89 | .690 | 1 | 4 |
| WM | 1.84 | .371 | 1 | 2 |
| NºWD | 2.02 | 1.139 | 0 | 3 |
| CC | 3.9302 | .654 | 1 | 5 |
| ENG | 5.1384 | .840 | 3 | 7 |
| AUT | 3.8693 | .706 | 2 | 5 |
| TRU | 3.9025 | .719 | 1 | 5 |

Note. WM= working model; NºWD= nº of working days at the office; CC= communicative competence; ENG= engagement, AUT= autonomy, TRU= trust.

## 3.2 Correlation Analysis

To assess multicollinearity, tests were performed to analyse the correlation among the variables as you can check in table 3. The results showed that significant positive correlations

were found between Communicative Competence, Engagement, Autonomy and Trust ($r$ = .425, .355, .888, respectively; $\rho$ < .001). Engagement demonstrated significant positive correlations between Autonomy and Trust ($r$ = .359, .390, respective; $\rho$ < .001). Results also showed a significant negative correlation between Autonomy and Nº of working days at the office ($r$ = -.279; $\rho$ < .001), nevertheless significant positive relations were found between Autonomy and Trus (r = .318; $\rho$ < .001).

As for the control variables, Age demonstrated a significant positive correlation with Engagement ($r$ = .225; $\rho$ < .001) and the Working Model expressed a slightly positive correlation with Autonomy (r = -.184; $\rho$ < .01). After the exhibit of these results, we have grounds to believe that the study's hypotheses will conduct to positive results.

**Table 3**

*Correlation of Relevant Variables*

| | Gender | Age | WM | NºWD | CC | ENG | AUT |
|---|---|---|---|---|---|---|---|
| Gender | | | | | | | |
| Age | -.128 | | | | | | |
| WM | .005 | -.044 | | | | | |
| NºWD | -.031 | -.022 | .786** | | | | |
| CC | .008 | -.079 | -.106 | -.103 | | | |
| ENG | -.105 | .225** | -.112 | -.046 | .425** | | |
| AUT | -.029 | .116 | -.184* | -.279** | .355** | .345** | |
| TRU | -.005 | -.052 | -.025 | -.054 | .888** | .390** | .318** |

Note. N= 159., WM= working model; NºWD= nº of working days at the office; CC= communicative competence; ENG= engagement, AUT= autonomy, TRU= trust.
*p <.05; **p <.01

### 3.3 Regression Analysis

Firstly, the focus was to verify the veracity of hypothesis 1, 2, 3, 5, 6 and 8. Therefore, a simple regression analysis was conducted as you may check the sum of the results on Table 10.

The hypothesis tested were the following:

***H1:*** *Communicative Competence has a positive impact on employee engagement*

**Table 4**

*Model Summary H1*

| R | R Square | Mean Square | F | *p* |
|---|---|---|---|---|
| .425 | .181 | 20.18 | 34.662 | <0.001 |

Note. Dependent Variable: Engagement; Independent Variable: Communicative Competence

The results showed a significant impact of communicative competence of the leader on the follower's engagement on flexible working models ($F$= 32.662; $p < 0.001$), so we reject the null hypothesis. H1 is confirmed.

***H2*****:** Communicative Competence has a positive impact on trust

**Table 5**

*Model Summary H2*

| R | R Square | Mean Square | F | *p* |
|---|---|---|---|---|
| .888 | .788 | 64.47 | 584.578 | <0.001 |

Note. Dependent Variable: Trust; Independent Variable: Communicative Competence

The results showed a significant impact of communicative competence of the leader on the relationship of trust that is created with the followers on flexible working models ($F$= 584.578; $p < 0.001$, so we reject the null hypothesis*)* H2 is confirmed.

***H3:*** Trust has a positive impact on engagement

**Table 6**

*Model Summary H3*

| R | R Square | Mean Square | F | *p* |
|---|---|---|---|---|
| .390 | .152 | 16.95 | 28.110 | <0.001 |

Note. Dependent Variable: Engagement; Independent Variable: Trust

The results showed a significant impact of the relationship of trust between leaders and the followers on the engagement on flexible working models ($F$= 28.110; $p < 0.001$, so we reject the null hypothesis*)* H3 is confirmed.

***H5:*** Communicative Competence has a positive impact on autonomy

**Table 7**

*Model Summary H5*

| R | R Square | Mean Square | F | *p* |
|---|---|---|---|---|
| .345 | .119 | 13.35 | 21.251 | <0.001 |

Note. Dependent Variable: Autonomy; Independent Variable: Communicative Competence

The results demonstrate a significant impact of the variable communicative competence on autonomy, on flexible work arrangements ($F$= 21.251; $p < 0.001$, so we reject the null hypothesis), H5 is confirmed.

***H6:*** Trust has a positive impact on autonomy

**Table 8**

*Model Summary H6*

| R | R Square | Mean Square | F | *p* |
|---|---|---|---|---|
| .318 | .101 | 7.969 | 17.682 | <0.001 |

Note. Dependent Variable: Autonomy; Independent Variable: Trust

The results showed a significant impact of the relationship of trust between leaders and the followers on the follower's autonomy on flexible working models ($F$= 17.682; $p < 0.001$, so we reject the null hypothesis*)* H6 is confirmed.

***H8**:* Autonomy has a positive impact on engagement

**Table 9**

*Model Summary H8*

| R | R Square | Mean Square | F | *p* |
|---|---|---|---|---|
| .345 | .119 | 13.35 | 21.251 | <0.001 |

Note. Dependent Variable: Engagement; Independent Variable: Autonomy

The results showed a significant impact of autonomy on the engagement on flexible working models ($F$= 21.251; $p < 0.001$, so we reject the null hypothesis*)* H8 is confirmed.

Concluding, all the simple linear regression hypothesis were confirmed, which pre indicated that there is an established influence between the proposed variables.

**Table 10**

*Regression Analysis Summary*

| Hypothesis | IV | DV | R | R Square | Mean Square | F | *p* | Verified? |
|---|---|---|---|---|---|---|---|---|
| H1 | CC | Engagement | .425 | .181 | 20.18 | 34.662 | <0.001 | Yes |
| H2 | CC | Trust | .888 | .788 | 64.47 | 584.578 | <0.001 | Yes |
| H3 | Trust | Engagement | .390 | .152 | 16.95 | 28.110 | <0.001 | Yes |
| H5 | CC | Autonomy | .345 | .119 | 13.35 | 21.251 | <0.001 | Yes |
| H6 | Trust | Autonomy | .318 | .101 | 7.969 | 17.682 | <0.001 | Yes |
| H9 | Autonomy | Engagement | .345 | .119 | 13.35 | 21.251 | <0.001 | Yes |

Note. CC= communicate competence

## 3.4 Hypothesis Testing- Mediation Effects

The next part of the research model was assessed empirically using Hayes' PROCESS Macro for SPSS, a data analysis technique that is known to explore the effects on the relationship between an independent variable (X) and a dependent variable (Y).

This thesis's model corresponds to the Model 6 of Hayes' templates, a double mediation. Therefore, to test if there is a single mediation, Model 4 was used to estimate the mediating effect of trust between the relationship of communicative competence and autonomy. Nevertheless, the mediating effect of autonomy was also tested, on the relationship between communicative competence and engagement and trust and engagement.

**H4:** The relationship between Communicative Competence and Engagement is mediated by Trust

Table 11 presents the results of the Hayes PROCESS Macro regression to test the effects of the mediation of trust on the relationship between communicative competence and engagement (H4). The results for this hypothesis show that there isn't a mediating effect of the variable trust on this relationship. The results for the indirect effect are not significant (*B*= .0652*, 95%*[-.3434; .4533*]*), despite having a significant direct effect (*B*= .4809*, 95%CI* [.0816; .8803*], p*= .0186). Therefore, the hypothesis was rejected.

**Table 11**

*Results Model 4: H4*

| | ***B*** | ***SE*** | ***t(df)*** | ***LL CI*** | ***UL CI*** | ***p*** |
|---|---|---|---|---|---|---|
| Test 1: Mediating effect of TRUST on the relationship between CC and ENG | | | | | | |
| Direct effect | .4809 | .2022 | 2.3788 | .0816 | .8803 | .0186 |
| Indirect effect | .0652 | .2026 | - | -.3434 | .4533 | - |

Note. CC= communicative competence; ENG= engagement; SE= standard errors; LL CI= lower level of the 95% confidence interval; UL CI= upper level of the 95% confidence interval

**H7:** The relationship between Communicative Competence and Autonomy is mediated by Trust

Table 12 demonstrates the result of our 7th hypothesis, where it is tested the mediating effect of trust on the relationship between communicative competence and autonomy, which is not significant. The indirect effect isn't significant (*B*= .0133*; 95%*CI [-.2723, .3120]), despite having a significant direct effect is (*B*= .3697*; 95%CI [*.0231, .7132*], p*= .0367). Therefore, we can't claim that on a flexible working model trust is a mediator on the relationship of communicative competence and autonomy, the hypothesis was rejected.

**Table 12**

*Results Model 4: H7*

| | ***B*** | ***SE*** | ***t(df)*** | ***LL CI*** | ***UL CI*** | ***p*** |
|---|---|---|---|---|---|---|
| Test 1: Mediating effect of TRUST on the relationship between CC and AUT | | | | | | |
| Direct effect | .3697 | .1755 | 2.1067 | .0231 | .7132 | .0367 |
| Indirect effect | .0133 | .1497 | - | -.2723 | .3120 | - |

Note. CC= communicative competence; AUT= autonomy; SE= standard errors, LL CI= lower level of the 95% confidence interval; UL CI= upper level of the 95% of the confidence interval.

**H9:** The relationship between Communicative Competence and Engagement is mediated by Autonomy

Table 13, demonstrates the result of our 9th hypothesis, where it is tested the mediating effect of autonomy on the relationship of communicative competence and engagement, where it is possible to observe a partial mediation, because we have a significant indirect effect (*B*= .1014*; 95%*CI [.0284, .1940]), as well as a significant direct effect (*B*= .4448*; 95%CI [*.2534, .6362*],* *p*= .000). Therefore, it is possible to claim that on a flexible working model communicative competence has an indirect effect on engagement through autonomy, confirming the hypothesis.

**Table 13**

*Results Model 4: H9*

| | ***B*** | ***SE*** | ***t(df)*** | ***LL CI*** | ***UL CI*** | ***p*** |
|---|---|---|---|---|---|---|
| Test 1: Mediating effect of AUT on the relationship between CC and ENG | | | | | | |
| Direct effect | .4448 | .0969 | 4.5907 | .2534 | .6362 | .000 |
| Indirect effect | .1014 | .0428 | - | .0284 | .1940 | - |

Note. AUT= autonomy; CC= communicative competence; ENG= engagement; SE, standard errors, LL CI, lower level of the 95% confidence interval; UL CI, upper level of the 95% of the confidence interval.

**H10**: The relationship between Trust and Engagement is mediated by Autonomy

Table 14, demonstrates the result of our 10th Hypothesis, where it is tested the mediating effect of autonomy on the relationship of trust and engagement, observing a partial mediation, because we have a significant indirect effect (*B*= .2729*; 95%*CI [.1422, .4018*]*), as well as a significant direct effect (*B*= .0616*; 95%CI [*.0071, .1422*],* *p*= .000). Therefore, it is possible to claim that on a flexible working model trust has an indirect effect on engagement through autonomy, the hypothesis was confirmed.

**Table 14**

*Results Model 4: H10*

| | *B* | *SE* | *t(df)* | *LL CI* | *UL CI* | *p* |
|---|---|---|---|---|---|---|
| Test 1: Mediating effect of AUT on the relationship between TRUST and ENG | | | | | | |
| Direct effect | .2729 | .0675 | 4.1382 | .1422 | .4018 | .0001 |
| Indirect effect | .0616 | .0344 | - | .0071 | .1422 | - |

Note. AUT= autonomy; ENG= engagement; SE, standard errors, LL CI, lower level of the 95% confidence interval; UL CI, upper level of the 95% of the confidence interval.

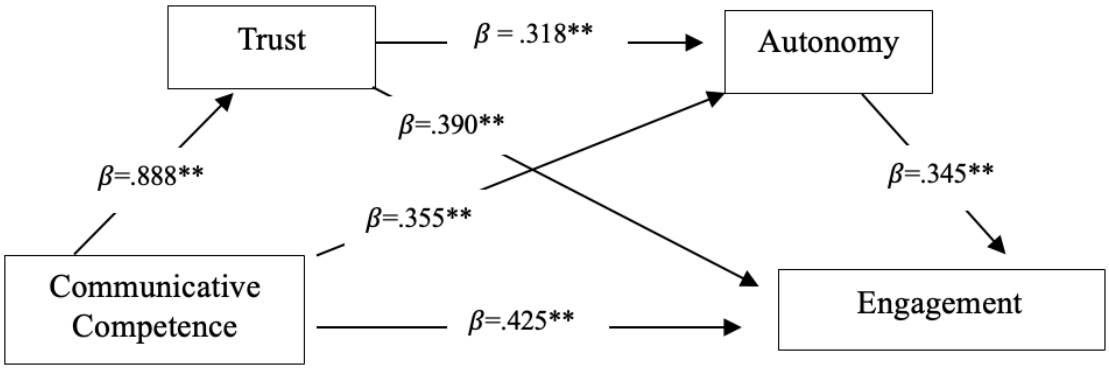
***H11****: The relationship between communicative competence and engagement is mediated by trust and autonomy, in a flexible working model*

Considering that more than one mediation wasn't verified it didn't make sense to test a double mediation.

After the results, our model looks like the figure bellow, considering the Standardized Coefficients Beta, which quantifies the indirect effect of the mediating variable between the independent variable and the dependent variable and the levels of significance of *p <.05; **p <.01.

**Figure 2**

*Investigation Model Results*




Mediation: CC- TRUST- ENG- .0652; 95% [-.3434; .4533]

Mediation: CC- TRUST- AUT- .0163; 95%CI [-.2723, .3120]

Mediation: CC- AUT- ENG- .1014; 95%CI [.0284, .1940]

Mediation: TRUST- AUT- ENG- .0616; 95%CI [.1422, .4018]

# Discussion

This research was made with the objective to understand the relationship between the variable's communicative competence, engagement, trust and autonomy, as well as to explore the mediating role of trust and autonomy on the relationships between the previous variables. Based on the data collected and the results obtained through regression and mediation analyses, all the regression hypotheses constructed were confirmed and are consistent with the scientific literature, however some mediations were not.

The results confirmed that the leader's communicative competence has a significative positive impact on the followers' engagement. This finding reinforces the importance the leader's communication in promoting a healthy and motivating work environment, in flexible working contexts. This result is in line with the paper of Mikkelson et al. (2023) and Qin (2024) which indicates that the quality of the leader's communication directly influences the level of employee engagement. However, the paper of Mutha and Srivastava (2023) tested the same hypothesis but obtained the contrary result, contradicting the literature review on this topic.

Communicative competence proves to have a significant impact on trust between leader and employee. The same result was obtained on the papers of Sarker et al. (2011) and Newman et al. (2019), that argue that the quality of the leader's communication is essential for fostering trust, especially in virtual contexts. Yusuf (2012) and Germain (2011) reinforce that, in flexible work environments, effective communication might act as a substitute for physical presence, therefore, establishing trust.

The results concerning the fifth hypothesis found that the leader's communicative competence is positively associated with the employee's autonomy. This result suggests that clarity, openness and frequent communication promotes a greater sense of autonomy in employees. None of the studies explored presented a similar hypothesis, studies regarding autonomy are in minority, nevertheless, this finding is supported by studies of Tummers et al. (2016) and Slemp et al. (2018), who argue that informational communication, rather than a controlling approach, increases the perception of autonomy. Additionally, hybrid environments, when presented with a good communication, increase individual freedom and control over work, strengthening the feeling of autonomy (Yanagihara & Koga, 2022; Liu et al. 2022).

The results also indicated that the trust on the leader positively impact engagement. Qin (2024) and Engelbrecht et al. (2017) tested this hypothesis and obtained the same result,

emphasizing that the role of trust is an essential mechanism for coordination and motivation in flexible work environments.

The sixth hypothesis confirmed the employee's trust in their leader promoted higher levels of autonomy. This is aligned with the literature of Fana et al. (2021) and Stewart & Sennott (2025), who emphasize that trust is a key factor in leaders providing autonomy. Sarker et al. (2011) argues that responsible autonomy depends on the existence of mutual trust, when it comes to the context of this study.

The last regression hypothesis was also confirmed revealing that autonomy has a positive impact on engagement. It wasn't possible to find other studies that tested the same hypothesis, however, several studies have mentioned this possible relationship (Bakker & Demerouti, 2008; Lin & Ping, 2016; Swaroop & Dixit, 2018) which indicates that employees who feel greater control over their work, tend to be more motivated and engaged.

Moving onto the hypotheses of mediation, the fourth hypothesis stating that trust mediates the relationship between communicative competence and engagement was not verified which isn't aligned with what was found on previous research. Mutha and Srivastava (2021) tested the same mediation on their study and their hypothesis was confirmed. The result of this study might be different because of the limitation on building trust in a virtual context (Lin & Ping, 2016; Mikkelson et al., 2023).

The seventh hypothesis with trust as mediator between communicative competence and autonomy wasn't confirmed. Communicative competence does not have an indirect effect on autonomy through trust, probably because the leader's communicative competence can lead to a higher sense of autonomy by itself, without trust being a necessary mechanism. According with Bošković (2021), autonomy can be an individual perception, therefore not totally dependent on trust even though the regression results prove that there is an effect.

However, both the hypothesis presented with autonomy as a mediator were confirmed. After the results, we can suggest that autonomy partially mediates the relationship between communicative competence and engagement. When we are considering hybrid/remote work conditions, autonomy, when reinforced with good communication from the leader generates motivated, productive and satisfied workers (Tummers et al., 2016; Liu et al., 2022).

Additionally, autonomy mediates the relationship between trust and engagement, confirming the tenth hypothesis. Abgeller et al. (2022), Wang et al. (2021) and Fana et al. (2021) argue that when leaders trust their employees, they tend to give them greater freedom to manage their work, which increases the perception, and often the reality, of autonomy. Autonomy is an intrinsic motivational factor that directly contributes to higher levels of

engagement.  (Zhang et al., 2017). Thus, the results obtained validate the role of autonomy as a fundamental link between trust and engagement, particularly in a hybrid or remote working model.

Overall, this research enlightens, not exclusively, the importance of engagement on flexible work arrangements and shines light on many paths that leaders can follow to promote it inside their teams, whether it is through communication, trust, autonomy, or combining all of the previous, taking into account that trust, considering the results, is not the variable that will influence these relationships.

# Conclusion

Concluding, the advance of remote and hybrid working practices has inflicted new challenges on leadership styles, requiring an adjustment in the way relationships between leaders and followers are established and maintained. The present study allowed us to acquire a deeper understanding of how communicative competence, trust and autonomy relate to employee engagement in this "new" working context.

The results confirmed that the leader's communicative competence is an important factor, not only in promoting engagement directly, but also through indirect effects mediated by autonomy, as well as trust when combined with autonomy. This emphasizes the idea that leading a team from a distance requires more than just managing tasks, it requires building trustworthy relationships, providing responsible freedom, clear and empathic communication.

From a practical point of view, this thesis, offers some recommendations for organizations, such as investing in the development of leader's communication skills, fostering cultures based on trust and creating structures that promote autonomy are fundamental strategies for maintaining engagement and productivity in flexible contexts.

Despite the limitations mentioned, this research represents a valuable contribution to scientific research and organizational practices, regarding the relationships between engagement, trust, communicative competence and autonomy, continuing the way for new studies deepening our understanding of flexible work and its impact on working relationships.

# Practical Implications

The results of this research reveal relevant practical implications for leaders, managers and human resources professionals, especially in organizations that adopt flexible working models, such as remote and hybrid working.

The communicative competence of leaders has been shown to be crucial in employee engagement, as well as in building trust and giving autonomy. This finding reinforces the need to invest in leadership development programs focused on communication skills, more specifically on the digital environment. The development of consistent, transparent and two-way communication practices can act as a compensation mechanism for the absence of physical contact, promoting cohesion, alignment of objectives and a sense of belonging to the organization.

Autonomy has also been considered a fundamental element in the flexible working model. The feeling of autonomy that leaders promote not only directly influences engagement but also acts as a mediator on its relationship with communicative competence and engagement. This result suggests that leaders should favour behaviours that demonstrate integrity, predictability and genuine concern for the well-being of employees. Leadership practices based on excessive control or micromanagement, especially because in-person supervision isn't possible, should be avoided, opening way to models more oriented towards accountability, empowerment and support.

The feeling of autonomy of employees has been shown to be a determining factor for engagement. In contexts where employees have greater freedom to manage their time, make decisions and choose working methods, higher levels of motivation and engagement are observed. Therefore, it is recommended that organizations promote more flexible working structures, with well-defined goals, but with room for employees to exercise their creativity and initiative.

Nevertheless, this research highlights the importance of promoting engagement as a competitive advantage in today's workplace, more specifically the hybrid and remote one.

Finally, this research can contribute to many good practices of human resources, as mentioned before, to make the hybrid and remote work a safer and better place for the employees. Creating an organizational culture centred on communication, trust and autonomy can make a decisive contribution to keeping employees more motivated, resilient and committed to the organization's goals.

# Limitations and Future Research

In the end, it is important to analyse the limitations of the study that may have affected or interfered with the results.

The first limitation is related with the size of the sample ($n$=159), a larger sample could have given different answers that may have changed the results, since 159 people are not a lot of people compared with the population that works in a hybrid model, nowadays. In addition, the sample revealed to be mostly made of female participants and those aged between 25 and 39, which may have conditioned the perception of the variables analysed. Another limitation can be a possible bias, because some questions were about self-behaviours (including leaders) and that might have influenced the answers.

As far as future research is concerned, a suggestion is that this study be replicated in other geographical and cultural contexts, to assess whether the same patterns can be seen in different organizational realities. It would also be interesting to explore a comparative analysis between different hierarchical levels, investigating whether the perception of communication, trust and autonomy varies between junior and senior employees, since the factor generation can also influence the answers.

Finally, future studies may take advantage of the ongoing growth of technology and delve into it as a facilitator or barrier to communication in remote environments, and how digital tools influence the quality of the relationship between leaders and teams.

# Bibliographical References


Abgeller, N., Bachmann, R., Dobbins, T., & Anderson, D. (2022). Responsible autonomy: The interplay of autonomy, control and trust for knowledge professionals working remotely during covid-19. *Economic and Industrial Democracy*, 45(1), 57–82. https://doi.org/10.1177/0143831X221140156

Anand, A. A., & Acharya, S. N. (2021). Employee engagement in a remote working scenario. *International Research Journal of Business Studies*, 14(2), 119-127. https://doi.org/10.21632/irjbs

Anna Pamula, Magdalena Zalewska-Turzynska (2023). Internal Communication Satisfaction while Remote Work: The Organizational Culture Perspective, *European Research Studies Journal Volume* XXVI Issue 2, 30-4

Ashwini Anand, A., & N. Acharya, S. (2021). Employee Engagement in A Remote Working Scenario. *International Research Journal of Business Studies*, 14(2), 119–127. https://doi.org/10.21632/irjbs.14.2.119-127

Baker, A. L., Fitzhugh, S. M., Huang, L., Forster, D. E., Scharine, A., Neubauer, C., Lematta, G., Bhatti, S., Johnson, C. J., Krausman, A., Holder, E., Schaefer, K. E., & Cooke, N. J. (2021). Approaches for assessing communication in human-autonomy teams. Human-Intelligent Systems Integration. https://doi.org/10.1007/s42454-021-00026-2

Bakker, A. B., & Demerouti, E. (2008). Towards a Model of Work Engagement. *Career Development International*, 13(3), 209–223. https://doi.org/10.1108/13620430810870476

Banks, G. C., Dionne, S. D., Mast, M. S., & Sayama, H. (2022). Leadership in the Digital era: a Review of who, what, when, where, and why. The Leadership Quarterly, 33(5), 101634. https://doi.org/10.1016/j.leaqua.2022.101634

Barrero, J. M., Bloom, N., & Davis, S. J. (2021, April). Why working from home will stick. Www.nber.org. https://www.nber.org/papers/w28731

Bews, N., & Martins, N. (2019). An evaluation of the facilitators of trustworthiness. *SA Journal of Industrial Psychology*, 28(4). https://sajip.co.za/index.php/sajip/article/view/70/68

Bošković, A. (2021). Employee autonomy and engagement in the digital age: The moderating role of remote working. Economic Horizons, 23(3), 231-246. https://doi.org/10.5937/ekonhor2103241B

Bowen, S. A. (2006). Autonomy in communication. *Journal of Communication Management*, 10(4), 330–352. https://doi.org/10.1108/13632540610714791

Chafi, M. B., Hultberg, A., & Bozic Yams, N. (2021). Post-Pandemic Office Work: Perceived Challenges and Opportunities for a Sustainable Work Environment. Sustainability, 14(1), 294. https://www.mdpi.com/2071-1050/14/1/294

Dale, G., Wilson, H., & Tucker, M. (2024). What is healthy hybrid work? Exploring employee perceptions on well-being and hybrid work arrangements. *International Journal of Workplace Health Management*, 17(4), 335-352. https://doi.org/10.1108/IJWHM-03-2024-0041

De Spiegelaere, S., Van Gyes, G., & Van Hootegem, G. (2016). Not all autonomy is the same: Different dimensions of job autonomy and their relation to work engagement and innovative work behavior. Human Factors and Ergonomics in Manufacturing & Service Industries, 26(4), 515-527. https://doi.org/10.1002/hfm.20666

Dumitru, C. (2021). Building Virtual Teams. https://doi.org/10.4324/9781003095781

Engelbrecht, A. S., Heine, G., & Mahembe, B. (2017). Integrity, ethical leadership, trust and work engagement. *Leadership & Organization Development Journal*, 38(3), 368–379. https://doi.org/10.1108/LODJ-11-2015-0237

Errichiello, L., & Pianese, T. (2016). Organizational Control in the Context of Remote Work Arrangements: A Conceptual Framework. Performance Measurement and Management Control: Contemporary Issues, 273–305. https://doi.org/10.1108/s1479-351220160000031009

Fana, M., Massimo, F. S., & Moro, A. (2022). Autonomy and Control in Mass Remote Working during the COVID-19 Pandemic. A Cross-Occupational Comparison. Relations Industrielles / Industrial Relations, 77(3), 1–19. https://www.jstor.org/stable/27221325

Flavian, C., Guinalíu, M., & Jordan, P. (2019). Antecedents and consequences of trust on a virtual team leader. *European Journal of Management and Business Economics*, 28(1), 2–24. https://doi.org/10.1108/ejmbe-11-2017-0043

Fuchs, C., & Reichel, A. (2023). Effective communication for relational coordination in remote work: How job characteristics and HR practices shape user–technology interactions. *Human Resource Management,* 62(4), 511–528. https://doi.org/10.1002/hrm.22161

Gagné, M., & Bhave, D. (2011). Autonomy in the workplace: An essential ingredient to employee engagement and well-being in every culture. In V. I. Chirkov, R. M. Ryan, & K. M. Sheldon (Eds.), Human autonomy in cross-cultural context: Perspectives on the psychology of agency, freedom, and well-being (pp. 163–187). Springer Science + Business Media. https://doi.org/10.1007/978-90-481-9667-8_8

Germain, M.-L. (2011), Developing trust in virtual teams. Perf. Improvement Qrtly, 24: 29-54. https://doi.org/10.1002/piq.20119

Greimel, N. S., Kanbach, D. K., & Chelaru, M. (2023). Virtual Teams and Transformational leadership: an Integrative Literature Review and Avenues for Further Research. *Journal of Innovation & Knowledge*, 8(2), 100351. https://doi.org/10.1016/j.jik.2023.100351

Hayes, A. F., & Preacher, K. J. (2010). Quantifying and Testing Indirect Effects in Simple Mediation Models When the Constituent Paths Are Nonlinear. Multivariate Behavioral Research, 45(4), 627–660. https://doi.org/10.1080/00273171.2010.498290

Hoch, J. E., & Kozlowski, S. W. J. (2014). Leading virtual teams: Hierarchical leadership, structural supports, and shared team leadership. *Journal of Applied Psychology*, 99(3), 390–403. https://doi.org/10.1037/a0030264

Höddinghaus, M., Nohe, C., & Hertel, G. (2024). Leadership in virtual work settings: What we know, what we do not know, and what we need to do. *European Journal of Work and Organizational Psychology*, 33(2), 188–212. https://doi.org/10.1080/1359432X.2023.2250079

Jamaludin, N. L., & Selvaraj, K. (2023). The relationship between remote work and job satisfaction: The mediating role of perceived autonomy. *Information Management and Business Review*, 15(3(SI)), 10–22. https://doi.org/10.22610/imbr.v15i3(si).3453

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. https://doi.org/10.2307/256287

Kowalski, G., & Ślebarska, K. (2022). Remote Working and Work effectiveness: a Leader Perspective. *International Journal of Environmental Research and Public Health*, 19(22), 1–11. https://doi.org/10.3390/ijerph192215326

Leonardi, P. M., Parker, S. H., & Shen, R. (2023). How Remote Work Changes the World of Work. *Annual Review of Organizational Psychology and Organizational Behavior*, 11(1). https://doi.org/10.1146/annurev-orgpsych-091922-015852

Lin, J. T. P., & Ping, N. C. L. (2016). Perceived Job Autonomy and Employee Engagement as Predictors of Organizational Commitment. *Undergraduate Journal of Psychology*, 29(1), 1 to 16–1 to 16. https://journals.charlotte.edu/ujop/article/view/412

Liu, Y., Du, J., Jin Nam Choi, & Li, Y. (2022). Can I Get Back Later or Turn It Off? Day-Level Effect of Remote Communication Autonomy on Sustainable Proactivity. Sustainability, 14(3), 1856–1856. https://doi.org/10.3390/su14031856

Makowski, P. (2023). Remote Leadership and Work Engagement: A Critical Review and Future

Directions. *European Journal of Business and Management Research*, 8(4), 1–7. https://doi.org/10.24018/ejbmr.2023.8.4.1835

Maurer, M., Bach, N., & Oertel, S. (2022). Forced to go virtual. Working-from-home arrangements and their effect on team communication during COVID-19 lockdown. German *Journal of Human Resource Management*, 36(3), 238-269. https://doi.org/10.1177/23970022221083698

Mikkelson, A., Sloan, D., Walter, R., & Hinnenkamp, C. (2023). Supervisor Communication Competence and Employee Outcomes: Predictive Effects in Remote, Hybrid, and In-Person Workplaces. *Business and Professional Communication Quarterly*, 87(3), 462-487. https://doi.org/10.1177/23294906231167176

Mohd Yusuf, Bibi Noraini. (2012). Communications and Trust Is a Key Factor to Success in Virtual Teams Collaborations. *International Journal of Business and Technopreneurship* 2. 389-397.

Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91(6), 1321–1339. https://doi.org/10.1037/0021-9010.91.6.1321

Mutha, P. and Srivastava, M. (2023), "Decoding leadership to leverage employee engagement in virtual teams", *International Journal of Organizational Analysis*, Vol. 31 No. 3, pp. 737-758. https://doi.org/10.1108/IJOA-07-2021-2856

Naqshbandi, M. M., Kabir, I., Ishak, N. A., & Islam, M. Z. (2024). The future of work: Work engagement and job performance in the hybrid workplace. The Learning Organization, 31(1), 5–26. https://doi.org/10.1108/TLO-08-2022-0097

Neufeld, D. J., Wan, Z., & Fang, Y. (2008). Remote Leadership, Communication Effectiveness and Leader Performance. *Group Decision and Negotiation*, 19(3), 227–246. https://doi.org/10.1007/s10726-008-9142-x

Newman, S. A., Ford, R. C., & Marshall, G. W. (2019). Virtual Team Leader Communication: Employee Perception and Organizational Reality. *International Journal of Business Communication*, 57(4), 452-473. https://doi.org/10.1177/2329488419829895

Pamula, A., & Zalewska-Turzynska, M. (2023). Internal Communication Satisfaction while Remote Work: The Organizational Culture Perspective. European Research Studies, XXVI (2), 30–48. https://ersj.eu/journal/3137

Parker, S. K., Axtell, C. M., & Turner, N. (2001). Designing a safer workplace: Importance of

job autonomy, communication quality, and supportive supervisors. *Journal of Occupational Health Psychology*, 6(3), 211–228. https://doi.org/10.1037/1076-8998.6.3.211

Popovici, V., & Popovici, A.-L. (2020). Remote Work Revolution: Current Opportunities and Challenges for Organizations. Ovidius University Annals, Economic Sciences Series, XX(1), 468–472. https://ideas.repec.org/a/ovi/oviste/vxxy2020i1p468-472.html

Purba, S. D., Nilawati, L., Nugroho, Y. A. B., Budianto, E., & Geat, J. L. K. (2024). Unlocking Work Autonomy: A Hybrid Approach for Sustainable Job Satisfaction in the Post-Covid Era. *JDM (Jurnal Dinamika Manajemen*), 15(1), 144–159. https://doi.org/10.15294/jdm.v15i1.50277

Qin, Y. S. (2024). Inspiring Employee Engagement in Remote Work: The Influence of Leadership Communication and Trust in Leadership. *International Journal of Strategic Communication*, 1–18. https://doi.org/10.1080/1553118x.2024.2417669

Qin, Y.S. (2024), "How internal listening inspires remote employee engagement: examining the mediating effects of perceived organizational support and affective organizational commitment", *Journal of Communication Management*, Vol. 28 No. 4, pp. 553-572. https://doi.org/10.1108/JCOM-11-2023-0117

R. Deepa, & J. Juvala Dharshini. (2023). Driving sustained work engagement: moderating role of leadership and organizational support for remote work. *Management Research Review*, 47(3). https://doi.org/10.1108/mrr-11-2022-0806

Radovic Markovic, M., & Salamzadeh, A. (2018). *The Importance of Communication in Business Management*. Papers.ssrn.com. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3578378

Sarker, S., Ahuja, M., Sarker, S., & Kirkeby, S. (2011). The Role of Communication and Trust in Global Virtual Teams: A Social Network Perspective. Journal of Management Information Systems, 28(1), 273–310. https://doi.org/10.2753/MIS0742-1222280109

Roberta E Sawatzky MA, C. P. H. R., & G. P. H. R. (2022). Competencies and Practices for Successful

Hybrid and Global Leadership. Academia Letters. https://doi.org/10.20935/AL5606

Schaufeli, W. B., Salanova, M., González-romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two-sample confirmatory factor analytic approach. *Journal of Happiness Studies*, 3(1), 71–92. https://doi.org/10.1023/a:1015630930326

Schaufeli, W., & Bakker, A. (2004). Uwes Utrecht Work Engagement Scale

Preliminary Manual. https://www.wilmarschaufeli.nl/publications/Schaufeli/Test%20Manuals/Test_manual_UWES_English.pdf

Schmitt, J. (2024). Employee Well-Being and the Remote Leader - a Systematic Literature Review. Central European Business Review, 13(1). https://doi.org/10.18267/j.cebr.352

Shaik, F. F., & Makhecha, U. P. (2019). Drivers of Employee Engagement in Global Virtual Teams. *Australasian Journal of Information Systems*, 23. https://doi.org/10.3127/ajis.v23i0.1770

*What is Hybrid Work? A Short History | Steady*. (2023). Steady. https://runsteady.com/blog/what-is-hybrid-work-a-short-history/

Sherif, A. (2024, November 12). Employees working primarily remotely worldwide 2015-2023.

Slavković, M., Sretenović, S., & Bugarčić, M. (2021). Remote Working for Sustainability of Organization during the COVID-19 Pandemic: The Mediator-Moderator Role of Social Support. Sustainability, 14(1), 70. https://doi.org/10.3390/su14010070

Slemp, G. R., Kern, M. L., Patrick, K. J., & Ryan, R. M. (2018). Leader autonomy support in the workplace: A meta-analytic review. Motivation and Emotion, 42(5), 706–724. https://doi.org/10.1007/s11031-018-9698-y

Stavrova, O., Spiridonova, T., van de Calseyde, P., Meyers, C., & Evans, A. M. (2023). Does remote work erode trust in organizations?: A within-person investigation in the COVID-19 context. *Social and Personality Psychology Compass*, XX(X). https://doi.org/10.1111/spc3.12762

Stewart, S., & Sennott, D. (2025). Providing support for employee autonomy, relatedness, and competence in a remote work environment. *International Journal of Management Practice*, 1(1). https://doi.org/10.1504/ijmp.2025.10063740

Swaroop, P., & Dixit, V. (2018). Employee Engagement, Work Autonomy and Innovative Work Behaviour: An empirical study. *International Journal of Innovation, Creativity and Change*. Www.ijicc.net, 4(2). https://www.ijicc.net/images/vol4iss2/Swaroop_Nov_ed_2018.pdf

Tigre, F. B., Curado, C., & Henriques, P. L. (2022). Digital Leadership: A Bibliometric Analysis. *Journal of Leadership & Organizational Studies*, 30(1), 40-70. https://doi.org/10.1177/15480518221123132 (Original work published 2023)

Tummers, L., Steijn, B., Nevicka, B., & Heerema, M. (2016). The Effects of Leadership and

Job Autonomy on Vitality: Survey and Experimental Evidence. *Review of Public Personnel Administration*, 38(3), 355-377. https://doi.org/10.1177/0734371X16671980

Tzafrir, S. S., & Dolan, S. L. (2004). Trust me: A scale for measuring manager-employee trust. *Management Research*, 2(2), 115-132. https://doi.org/10.1108/15365430480000505

Varma, A., Jaiswal, A., Pereira, V., & Kumar, Y. L. N. (2022). Leader-member exchange in the age of remote work. *Human Resource Development International*, 25(2), 219–230. https://doi.org/10.1080/13678868.2022.2047873

Vartiainen, M., & Vanharanta, O. (2023). Hybrid work: Definition, origins, debates and outlook. https://doi.org/10.13140/RG.2.2.12847.71844

Wang, B., Liu, Y., Qian, J., & Parker, S. K. (2021). Achieving Effective Remote Working during the COVID-19 pandemic: a Work Design Perspective. *Applied Psychology*, 70(1), 16–59. https://doi.org/10.1111/apps.12290

Wiemann, J. M. (1977). Explication and test of a model of communicative competence. *Human Communication Research*, 3(3), 195–213. https://doi.org/10.1111/j.1468-2958.1977.tb00518.x

Yanagihara, S., & Koga, H. (2023). On the Work Autonomy Supported by Information and Communication Technology A Case Study of Work from Home in Japan before the COVID-19 Epidemic. *The Review of Socionetwork Strategies*, 17(1), 87–103. https://doi.org/10.1007/s12626-023-00133-3

Yunus, S., & Mostafa, A. M. S. (2021). Flexible working practices and job-related anxiety: Examining the roles of trust in management and job autonomy. *Economic and Industrial Democracy, 43(3)*, 1340-1368. https://doi.org/10.1177/0143831X21995259

Zeffane, R., A Tipu, S., & Ryan, J. C. (2011). Communication, Commitment & Trust: Exploring the Triad. *International Journal of Business and Management*, 6(6). https://doi.org/10.5539/ijbm.v6n6p77

Zhang, W., Jex, S. M., Peng, Y., & Wang, D. (2017). Exploring the Effects of Job Autonomy on Engagement and Creativity: The Moderating Role of Performance Pressure and Learning Goal Orientation. *Journal of Business and Psychology*, 32(3), 235–251. https://doi.org/10.1007/s10869-016-9453-x

# Annexes

**Annex A- Questionnaire**

O presente questionário pretende estudar comportamentos no mercado de trabalho no âmbito do Mestrado de Gestão de Recursos Humanos e Consultoria Organizacional, do Iscte Business School.

O questionário é anónimo e as respostas serão usadas apenas para este estudo.

Se surgir alguma dúvida, por favor contactar a responsável por este estudo: cigpo@iscte-iul.pt

---

**Secção 1**

Já trabalha? (full time ou part time) *

- ◯ Sim
- ◯ Não

Género *

- ◯ Feminino
- ◯ Masculino
- ◯ Prefiro não especificar

Idade *

- ◯ <25 anos
- ◯ 25-39 anos
- ◯ 40-54 anos
- ◯ 55 anos ou mais

Qual o seu regime de trabalho? *

- ◯ Presencial
- ◯ Híbrido
- ◯ Remoto

Caso tenha respondido contexto de trabalho híbrido, quantos dias, por semana, é obrigatório deslocar-se ao seu local de trabalho?

- ◯ 1
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5

---

**Secção 2: Competências Comunicativas**

Preencha o seguinte questionário, tendo o seu líder (chefia direta) como sujeito das ações, com Discordo Totalmente, Discordo, Neutro, Concordo e Concordo Totalmente

1. O meu líder tem facilidade em dar-se bem com os outros *

- ◯ 1. Discordo Totalmente
- ◯ 2. Discordo
- ◯ 3. Neutro
- ◯ 4. Concordo
- ◯ 5. Concordo Totalmente

2. O meu líder consegue adaptar-se a situações de mudança *

- ◯ 1. Discordo Totalmente
- ◯ 2. Discordo
- ◯ 3. Neutro
- ◯ 4. Concordo
- ◯ 5. Concordo Totalmente

3. O meu líder trata as pessoas como indivíduos *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

4. O meu líder interrompe os outros enquanto estão a falar *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

5. É "gratificante" falar com o meu líder *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

6. O meu líder consegue lidar com os outros de forma eficaz *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

7. O meu líder é um bom ouvinte *

- ◯ 1. Discordo Totalmente
- ◯ 2. Discordo
- ◯ 3. Neutro
- ◯ 4. Concordo
- ◯ 5. Concordo Totalmente

8. As relações pessoais do meu líder são frias e distantes *

- ◯ 1. Discordo Totalmente
- ◯ 2. Discordo
- ◯ 3. Neutro
- ◯ 4. Concordo
- ◯ 5. Concordo Totalmente

9. É fácil falar com o meu líder *

- ◯ 1. Discordo Totalmente
- ◯ 2. Discordo
- ◯ 3. Neutro
- ◯ 4. Concordo
- ◯ 5. Concordo Totalmente

10. O meu líder não discute com alguém só para provar que tem razão *

- ◯ 1. Discordo Totalmente
- ◯ 2. Discordo
- ◯ 3. Neutro
- ◯ 4. Concordo
- ◯ 5. Concordo Totalmente

11. O comportamento de conversação do meu líder não é "suave" *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

12. O meu líder ignora os sentimentos das outras pessoas *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

13. O meu líder geralmente sabe como os outros se sentem *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

14. O meu líder mostra aos outros que os compreende *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

15. O meu líder compreende as outras pessoas *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

16. O meu líder está descontraído e confortável quando fala *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

17. O meu líder ouve o que as pessoas lhe dizem

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

18. O meu líder gosta de estar próximo e ter uma relação pessoal com as pessoas *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

19. O meu líder geralmente sabe que tipo de comportamento é adequado numa dada situação

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

20. O meu líder normalmente não faz exigências invulgares às pessoas mais próximas *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

21. O meu líder é um conversador eficaz *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

22. O meu líder é solidário com os outros *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

23. O meu líder não se importa de conhecer pessoas desconhecidas *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

24. O meu líder consegue facilmente colocar-se no lugar de outra pessoa *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- Concordo
- Concordo Totalmente

25. O meu líder presta atenção às conversas *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

26. O meu líder está geralmente descontraído quando conversa com um novo conhecido. *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

27. O meu líder interessa-se pelo que os outros têm a dizer *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

28. O meu líder não é bom a acompanhar conversas *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

29. O meu líder gosta de encontros sociais onde possa conhecer novas pessoas *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

30. O meu líder é uma pessoa simpática *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

31. O meu líder é flexível *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

32. O meu líder não tem medo de falar com pessoas com autoridade *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

33. As pessoas podem dirigir-se ao meu líder com os seus problemas *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

34. O meu líder geralmente diz a coisa certa na altura certa *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

35. O meu líder gosta de utilizar a sua voz e o seu corpo de forma expressiva, quando comunica

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo totalmente

36. O meu líder é sensível às necessidades dos outros no momento *

- 1. Discordo Totalmente
- 2. Discordo
- 3. Neutro
- 4. Concordo
- 5. Concordo Totalmente

---

**Secção 3: Bem- Estar no trabalho (Engagement)**

As afirmações que se seguem dizem respeito à forma como se sente no trabalho. Leia cada afirmação com atenção e decida se alguma vez se sentiu assim no seu trabalho. Se nunca teve este sentimento, escolha a opção 1 (Nunca). Se já teve esse sentimento, indique a frequência com que o sente, assinalando a opção que melhor escreve a frequência com que se sente assim:
1 (Nunca)
2 (Quase nunca- algumas vezes por ano, ou menos);
3 (Raramente- uma vez por mês, ou menos);
4 (Às vezes- algumas vezes por mês);

5 (Frequentemente- uma vez por semana);
6 (Muito frequentemente- algumas vezes por semana);
7 (Sempre- todos os dias)

1. No meu trabalho, sinto-me cheio de energia *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

2. Considero que o trabalho que faço tem significado e objetivo *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

3. O tempo passa depressa quando estou a trabalhar *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

4. No meu trabalho, sinto-me forte e vigoroso *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

5. Estou entusiasmado com o meu trabalho *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

6. Quando estou a trabalhar, esqueço-me de tudo o que está à minha volta *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

7. O meu trabalho inspira-me *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

8. Quando me levanto de manhã, apetece-me ir trabalhar *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

9. Sinto-me feliz quando estou a trabalhar intensamente *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

10. Tenho orgulho no trabalho que faço *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

11. Estou imerso no meu trabalho *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

12. Consigo trabalhar durante períodos muito longos *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

13. Para mim, o meu trabalho é um desafio *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês, ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

14. Deixo-me levar quando estou a trabalhar *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

15. No meu trabalho, sou muito resiliente, mentalmente *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

16. É difícil desligar-me do meu trabalho *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

17. No meu trabalho, persevero sempre, mesmo quando as coisas não correm bem *

- 1 (Nunca)
- 2 (Quase nunca- algumas vezes por ano, ou menos)
- 3 (Raramente- uma vez por mês ou menos)
- 4 (Às vezes- algumas vezes por mês)
- 5 (Frequentemente- uma vez por semana)
- 6 (Muito frequentemente- algumas vezes por semana)
- 7 (Sempre- todos os dias)

**Secção 4: Autonomia no trabalho**

Esta secçãodo questionário foca-se em medir o nível de autonomia no trabalho. Responda ás seguintes questões considerando uma escala de 5 pontos pontos Likert scale que representa "Discordo Totalmente", "Discordo", "Não concordo nem discordo", "Concordo", "Concordo Totalmente"

1. O trabalho permite-me tomar as minhas próprias decisões sobre o meu horário de trabalho *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

2. O trabalho permite-me decidir a ordem em que as coisas são feitas *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

3. O trabalho permite-me planear comofaço o meu trabalho

- 1- Discordo Totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo Totalmente

4. O trabalho dá-me a oportunidade de usar a minha iniciativa pessoal ou de julgamento na execução do trabalho *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

5. O trabalho permite-me tomar muitas decisões por minha conta *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

6. O trabalho proporciona-me uma autonomia significativa na tomada de decisões. *

- ◯ 1- Discordo totalmente
- ◯ 2- Discordo
- ◯ 3- Não concordo nem discordo
- ◯ 4- Concordo
- ◯ 5- Concordo totalmente

7. O trabalho permite-me tomar decisões sobre os métodos que utilizo para concluir o meu trabalho *

- ◯ 1- Discordo totalmente
- ◯ 2- Discordo
- ◯ 3- Não concordo nem discordo
- ◯ 4- Concordo
- ◯ 5- Concordo totalmente

8. O trabalho dá-me uma oportunidade considerável de independência e liberdade na forma como o realizo *

- ◯ 1- Discordo totalmente
- ◯ 2- Discordo
- ◯ 3- Não concordo nem discordo
- ◯ 4- Concordo
- ◯ 5- Concordo totalmente

9. O trabalho permite-me decidir por mim próprio como fazer o meu trabalho *

- ◯ 1- Discordo totalmente
- ◯ 2- Discordo
- ◯ 3- Não concordo nem discordo
- ◯ 4- Concordo
- ◯ 5- Concordo totalmente

**Secção 5: Confiança (Lider-Liderado)**

Responsa às seguinte afirmações tendo em conta o grau com o qual concorda com elas seguindo a seguinte escala:

1. Discordo Totalmente
2. Discordo
3. Não concordo nem discordo
4. Concordo
5. Concordo Totalmente

1. As necessidades e os desejos dos trabalhadores são muito importantes para o meu líder *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

2. Posso contar com a ajuda do meu líder se tiver dificuldades no meu trabalho *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

3. O meu líder não faria nada conscientemente que prejudicasse a organização *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

4. O meu líder é aberto e sincero comigo *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

5. Penso que as pessoas na organização têm sucesso ao passar por cima das outras pessoas *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

6. O meu líder cumpre as promessas que faz *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

7. O meu líder preocupa-se realmente com o que é importante para os trabalhadores. *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

8. O meu líder tem muitos conhecimentos sobre o trabalho que precisa de ser feito. *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

9. O meu líder é conhecido por ser bem sucedido nas coisas que tenta realizar *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

10. Se eu cometer um erro, o meu líder está disposto a "perdoar e esquecer" *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

11. As ações e os comportamentos do meu líder não são coerentes *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

12. O meu líder toma medidas que são coerentes com as suas palavras *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

13. É melhor não partilhar informações com o meu líder *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

14. As relações entre os líderes e os trabalhadores desta organização são muito próximas *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

15. O meu líder faria sacrifícios pessoais pela nossa equipa *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

16. O meu líder expressa os seus verdadeiros sentimentos sobre questões importantes *

- 1- Discordo totalmente
- 2- Discordo
- 3- Não concordo nem discordo
- 4- Concordo
- 5- Concordo totalmente

## Annex B- SPSS Output

## Model 4- H4

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2
*****************
          Written by Andrew F. Hayes, Ph.D.
www.afhayes.com
www.guilford.com/p/hayes3
**************************************************************************
************
    Y   : TOT_ENG
    X   : TOT_CC
    M   : TOT_TRUS

Sample
Size:  159

**************************************************************************
************
 TOT_TRUS

Model Summary
          R       R-sq        MSE          F        df1
df2          p
1.0000   157.0000      .0000
```

```
Model
              coeff         se          t          p
LLCI       ULCI
.6811     -.2515      .3839
24.1781      .0000      .8964     1.0559

************************************************************
************
 TOT_ENG

Model Summary
          R       R-sq        MSE          F        df1
df2          p
2.0000   156.0000      .0000

Model
              coeff         se          t          p
LLCI       ULCI
.0000     2.2551     3.7199
2.3788      .0186      .0816      .8803
.1839      .3634      .7168     -.2964      .4301

****************** DIRECT AND INDIRECT EFFECTS OF X ON Y
*****************
Direct effect of X on Y
     Effect         se          t          p       LLCI
ULCI
.8803
Indirect effect(s) of X on Y:
             Effect     BootSE   BootLLCI   BootULCI
TOT_TRUS      .0652      .2026     -.3434      .4533

*********************** ANALYSIS NOTES AND ERRORS
************************
Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap
confidence intervals:

WARNING: Variables names longer than eight characters can
produce incorrect output
when some variables in the data file have the same first eight
characters. Shorter
variable names are recommended. By using this output, you are
accepting all risk
and consequences of interpreting or reporting results that may
be incorrect.
------ END MATRIX -----
```

## Model 4- H7

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2
*****************
          Written by Andrew F. Hayes, Ph.D.
www.afhayes.com
www.guilford.com/p/hayes3
**************************************************************
************
    Y  : TOT_AUT
    X  : TOT_CC
    M  : TOT_TRUS

Sample
Size:  159

**************************************************************
************
 TOT_TRUS

Model Summary
          R       R-sq        MSE          F        df1
df2          p
1.0000   157.0000      .0000

Model
              coeff         se          t          p
LLCI       ULCI
.6811     -.2515      .3839
24.1781      .0000      .8964     1.0559

**************************************************************
************
 TOT_AUT

Model Summary
          R       R-sq        MSE          F        df1
df2          p
2.0000   156.0000      .0000

Model
              coeff         se          t          p
LLCI       ULCI
.0000     1.7276     2.9990
2.1067      .0367      .0231      .7162
.1596      .0854      .9320     -.3016      .3289

****************** DIRECT AND INDIRECT EFFECTS OF X ON Y
```

```
*****************

Direct effect of X on Y
     Effect         se          t          p       LLCI
ULCI
.7162
Indirect effect(s) of X on Y:
              Effect     BootSE   BootLLCI   BootULCI
TOT_TRUS      .0133      .1497     -.2723      .3120

************************ ANALYSIS NOTES AND ERRORS
************************
Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap
confidence intervals:

WARNING: Variables names longer than eight characters can
produce incorrect output
when some variables in the data file have the same first eight
characters. Shorter
variable names are recommended. By using this output, you are
accepting all risk
and consequences of interpreting or reporting results that may
be incorrect.
------ END MATRIX -----
```

## Model 4- H9

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2
*****************
          Written by Andrew F. Hayes, Ph.D.
www.afhayes.com
www.guilford.com/p/hayes3
**************************************************************
************
    Y  : TOT_ENG
    X  : TOT_CC
    M  : TOT_AUT

Sample
Size:  159

**************************************************************
************
 TOT_AUT

Model Summary
```

```
          R       R-sq        MSE          F        df1
df2          p
1.0000   157.0000      .0000

Model
              coeff         se          t          p
LLCI       ULCI
.0000     1.7309     2.9975
4.7585      .0000      .2240      .5419
************************************************************
************
 TOT_ENG

Model Summary
          R       R-sq        MSE          F        df1
df2          p
2.0000   156.0000      .0000

Model
              coeff         se          t          p
LLCI       ULCI
.0000     1.5391     3.1931
4.5907      .0000      .2534      .6362
.0898     2.9470      .0037      .0873      .4421

****************** DIRECT AND INDIRECT EFFECTS OF X ON Y
*****************
Direct effect of X on Y
     Effect         se          t          p       LLCI
ULCI
.6362
Indirect effect(s) of X on Y:
            Effect     BootSE   BootLLCI   BootULCI
TOT_AUT      .1014      .0428      .0284      .1949

*********************** ANALYSIS NOTES AND ERRORS
************************
Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap
confidence intervals:

------ END MATRIX -----
```

## Model 4- H10

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2
*****************
```

```
          Written by Andrew F. Hayes, Ph.D.
www.afhayes.com
www.guilford.com/p/hayes3

**************************************************************
************
    Y  : TOT_TRUS
    X  : TOT_ENG
    M  : TOT_AUT

Sample
Size:  159

**************************************************************
************
 TOT_AUT

Model Summary
          R       R-sq        MSE          F        df1
df2          p
1.0000   157.0000      .0000

Model
              coeff         se          t          p
LLCI       ULCI
.0000     1.7322     3.0261
4.6099      .0000      .1658      .4143
**************************************************************
************
 TOT_TRUS

Model Summary
          R       R-sq        MSE          F        df1
df2          p
2.0000   156.0000      .0000

Model
              coeff         se          t          p
LLCI       ULCI
.0000      .9497     2.4161
4.1382      .0001      .1422      .4018
.0782     2.7153      .0074      .0579      .3670

****************** DIRECT AND INDIRECT EFFECTS OF X ON Y
*****************
Direct effect of X on Y
     Effect         se          t          p       LLCI
ULCI
.4018
Indirect effect(s) of X on Y:
            Effect     BootSE   BootLLCI   BootULCI
```

```
TOT_AUT      .0616      .0344      .0071      .1422

************************ ANALYSIS NOTES AND ERRORS
************************
Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap
confidence intervals:

WARNING: Variables names longer than eight characters can
produce incorrect output
when some variables in the data file have the same first eight
characters. Shorter
variable names are recommended. By using this output, you are
accepting all risk
and consequences of interpreting or reporting results that may
be incorrect.
------ END MATRIX -----
```