Final Capstone Paper

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Effects of Ethical Leadership and Ethical Culture: Relationship to Well-Being and Satisfaction

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Abstract

The ubiquitous influence of leadership, culture, and ethics has been a source of extensive research due to recent ethical infractions committed by large corporations. Applying ethics is essential for both individual success and organizational effectiveness. This research used quantitative analysis to explain the moderating effects of ethical leadership and ethical organizational culture on occupational well-being and job satisfaction in the workplace. The conceptual and empirical foundation of ethical leadership and ethical organizational culture were examined relative to employee well-being and job satisfaction, and to assess the value of ethical behavior in the workplace. This research used a survey of graduate students and their faculty to obtain information about their workplace and well-being.

Keywords: ethical leadership, ethical organizational culture, ethical behavior, unethical behavior, occupational well-being, job satisfaction

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Effects of Ethical Leadership and Ethical Culture: Relationship to Well-Being and Satisfaction

Introduction

Managers and leaders both play a moderating role in building and maintaining a company's culture, which includes shared purpose, values, standards, and convictions. As the presiding authority of organizations, managers and leaders are entrusted and expected to lead ethically (Perez, 2018, p. 39). Through formal and informal codes of conduct, norms, and conventions, a framework emerges that creates a model of ethical leadership. Models of ethical leadership must be tested against cultural, societal, and organizational norms and principles to establish meaning and acceptance. Research shows that perceptions of ethical leadership are associated with various follower outcomes such as increased job satisfaction and psychological well-being (Bedi, Alpaslan, & Green, 2016, p. 527). Ethical leaders ensure the ethical conduct of subordinates by role-modeling, reinforcing, and fostering an environment conducive to appropriate ethical behavior (Bedi et al., 2016).

Ethical culture is characterized by moral values, assumptions, and beliefs and is significant in supporting well-being, as the cultural context can have a profound effect on levels of stress and attitudes toward work (Huhtala, Tolvanen, Mauno, & Feldt, 2015, p. 400). Ethical leadership and ethical organizational culture can be used to develop desired follower behavior and achieve work-related outcomes (i.e., occupational well-being and job satisfaction) (Bedi et al., 2016, pp. 520-521). Despite the extensive study of leadership and organizational culture, there is limited literature on leadership and organizational culture as ethical concepts. As a relatively new area of leadership, ethical leadership possesses insufficient research; existing literature on this leadership theory lacks vigorous testing (Jambawo, 2018, p. 999). Due to the

apparent void in ethics literature, gaps emerge in leadership, behavioral psychology, and social sciences literature.

Ethical leadership and ethical organizational culture are becoming increasingly important in the twenty-first century, as one misstep committed by corporate executives can result in millions of lost revenue and severely damaged reputations. Over the last decade, companies in the United States that were charged with ethical infractions paid billions of dollars in fines to government agencies, such as the Consumer Financial Protection Bureau and the U.S. Securities and Exchange Commission (Carucci, 2016, para. 2). High-profile instances of corporate greed, corruption, and irresponsibility from companies such as Enron and WorldCom prompted the United States government to pass legislation to promote business ethics and moral conduct referred to as the Sarbanes-Oxley Act of 2002 (commonly called SOX) (Cavender & Miller, 2013). The Sarbanes-Oxley Act is described as "An act aimed at eliminating…conflict of interest problems" (Gitman & Zutter, 2015, p. 21). The enactment of SOX and similar political reforms have had a profound effect on corporate governance and enhanced financial transparency, accountability, and consumer protection, playing an integral role in addressing corporate misconduct and greed, in addition to restoring and strengthening investor confidence in the integrity of the United States financial market environment.

Traditionally, ethics literature has integrated the characteristics of ethical leadership into a leadership spectrum consisting of various styles. Emerging research, however, proposes a novel idea that ethical leadership and ethical culture are both exclusive constructs, differing from conventional leadership and culture constructs. Identifying the nuances of ethical leadership and ethical organizational culture can advance knowledge and understanding in the domain of leadership, especially how these constructs influence employee well-being and job satisfaction.

This research aims to contribute to the literature in a significant way. Empirically, examining different forms, styles, and dimensions of leadership, culture, and behavior have been often neglected in the literature. They deliver a unique perspective into the evolving domain of ethics. The purpose of this research is to elaborate on the conceptual and empirical foundation of ethical leadership and ethical organizational culture relative to occupational well-being and job satisfaction, to review related literature, to assess the value of ethical behavior in the workplace, and to outline areas for future empirical study.

Literature Review

A safe and principled workplace is an expectation and moral obligation of many societies, organizations, and leaders (Toor & Ofori, 2009). Organizations often strive to develop an ethical culture which aims to promote ethical behavior, well-being, and satisfaction; unfortunately, "despite the evidence that ethical leadership adds value, many organizations struggle with unethical behavior" (Perez, 2018, p. 46). The modern conceptions of ethical leadership and ethical organizational culture have become increasingly important to corporate leaders as firms attempt to improve ethical practices and avoid scandals (Waldman, Wang, Hannah, & Balthazard, 2017, p. 1285). The investigative scope of this review of the literature will consider and examine, in detail, different theories and studies, as to appreciate the effects of ethical leadership and culture on employee well-being and job satisfaction. Ultimately, this review of the literature aims to synthesize research on present practices and studies related to the interplay between ethical leadership, ethical organizational culture, occupational well-being, and job satisfaction, filling a lacuna in the social scientific study of ethics and leadership.

While leadership is a highly researched organizational phenomenon, ethical leadership has been primarily investigated through philosophical and normative perspectives (Benevene,

Dal Corso, De Carlo, Falco, Carluccio, & Vecina, 2018). Toor and Ofori (2009) claim that "empirical research on ethical leadership is scarce. Scholars have mostly discussed ethical leadership in theoretical and conceptual terms, but there are hardly any studies providing empirical evidence about ethical leadership" (p. 534). The seminal work of Brown, Treviño, and Harrison (2005) examined ethical leadership from a descriptive lens, expanding the domain from the traditional philosophical perspective (p. 117). Benevene et al. (2018) note that "…unlike the philosophical approach, which defines [ethical leadership] from a normative approach (that is describing 'What an [ethical leader] must do')," the definition of ethical leadership proposed by Brown et al. "…adopts a descriptive approach, aimed at identifying behaviors, antecedents, and consequences of [ethical leadership]" (para. 17). Examining ethical leadership from a descriptive lens, according to Brown et al. (2005), offers a better understanding of "…what characterizes ethical leadership, and how the [construct] relates to other variables in its nomological network" (p. 117). Expanding on the traditional meaning of leadership, Brown et al. (2005) offer a constitutive definition of ethical leadership. Consistent with prior research, the definition of ethical leadership devised by Brown et al. (2005) will be used in this study to research the effects of ethical leadership and culture on employee well-being and job satisfaction. They define ethical leadership (alternatively referred to as moral leadership and ethical management) as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (Brown et al., 2005, p. 120). However, emerging literature has challenged Brown et al.'s conceptualization of ethical leadership, which argues that ethical leadership is a behavioral component that exists on a continuum of leadership styles (Kacmar, Carlson, & Harris, 2013).

Shared beliefs, norms, and values among an organization's members constitute organizational culture (McShane & Von Glinow, 2013, p. 595). The ethical culture (alternatively referred to as ethical culture, ethical climate, ethical work environment, and ethical corporate culture) of an organization is reflected in the beliefs about the ethics of an organization that are shared by its members (Key, 1999, p. 217). Therefore, for the purpose of this study, ethical organizational culture is described as "…the ethical quality of a work environment, incorporating the experiences, presumptions, and expectations of the organization's members as to how the organization can prevent unethical behavior and encourage ethicality" (Kangas, Kaptein, Huhtala, Lämsä, Pihlajasaari, & Feldt, 2018, p. 708). In a survey conducted by the National Business Ethics Survey (NBES), the researchers "…found that a company's ethical culture is the greatest determinant of future misconduct" (Ferrell, Hirt, & Ferrell, 2013, p. 33). As further reported by the NBES, employees cited top and middle managers as the greatest source of pressure to compromise ethical standards (Ferrell et al., 2013, p. 31). The ethical quality of a work environment and the conduct of leaders are significant, overlapping determinants of occupational well-being and job satisfaction.

Unlike the limited scope of definitions in the domain of behavioral and business ethics, the contextual and theoretical underpinning for occupational well-being has been widely established. However, the abundance of definitions used for occupational well-being are often confusing and contradictory, due to interchangeable usage with terms, such as happiness and health (Milbourn, McNamara, & Buchanan, 2017, p. 270). Beyond occupational therapy and occupational science literature, occupational well-being, from an ethics perspective, has received minimal attention (Huhtala et al., 2015, p. 399). Since occupational well-being is at a relatively nascent stage of development, there seems to be no prevailing definition in the literature. Thus,

the iteration of occupational well-being established by Huhtala et al. (2015) will be used in this study to research the effects of ethical leadership and culture on employee well-being and job satisfaction. According to Huhtala et al. (2015), occupational well-being is defined as "the absence of stress or fatigue at work, but also the presence of positive experiences for employees" (p. 399). Occupational well-being (alternatively referred to as psychological well-being and employee wellness) includes burnout and work engagement (Huhtala et al., 2015). Throughout this paper, the terms "occupational well-being," "psychological well-being," and "employee wellness" are used interchangeably to mean "the absence of stress" and "positive employee-related experiences" (Huhtala et al., 2015, pp. 399-400).

While job satisfaction is well documented in the literature, the concept has been ignored from an organizational context of ethical leadership and ethical culture. Kun, Balogh, and Krasz (2017) claim that "The multiplicity of approaches to the study of well-being has resulted in somewhat broad definitions of well-being, with researchers using the construct of 'well-being' synonymously with 'satisfaction'" (p. 57). Job satisfaction (alternatively referred to as employee satisfaction and workplace satisfaction) is defined as, "a person's evaluation of his or her job and work context" (McShane & Von Glinow, 2013, p. 107). For the purpose of this paper, a more precise term is used; the term job satisfaction is defined as "a positive (or negative) evaluative judgment one makes about one's job or job situation" (Ok & Park, 2018, p. 1514). Ok and Park's definition is better suited in the domain of ethics and posits that job satisfaction is a multi-dimensional construct (Benevene et al., 2018). As a multi-dimensional construct, job satisfaction should be measured and assessed from multiple viewpoints since satisfaction varies with each aspect of a person's work (Benevene et al., 2018).

Prior studies identified the role of ethical leadership and ethical organizational culture and their relationship to occupational well-being and job satisfaction. In a study examining 845 working adults across multiple organizations, Avey, Wernsing, and Palanski (2012) describe the relationships between ethical leadership with positive behavioral outcomes (p. 21). The results of their study suggest that ethical leadership is related to both psychological well-being and job satisfaction in employees (Avey et al., 2012, p. 21). Despite numerous studies exploring ethical constructs, there is a dearth of research conceptualizing ethical leadership and ethical organizational culture using a multi-faceted construct, which does not consider how each construct can include different dimensions or exist on a continuum of styles.

Contrary to the positive behavioral outcomes associated with ethical leadership and ethical organizational culture, Avey et al. (2012) found that the unethical behaviors of employees are significantly related to lower levels of job satisfaction and well-being (p. 22). Given the pivotal role that ethics plays in influencing employee well-being and job satisfaction, it is essential to establish and address the variances in style, definition, and dimension of the constructs: ethical leadership and ethical organizational culture. This area has been surprisingly neglected until recently, as the majority of the literature on ethical leadership and culture has focused on the single-level hierarchical model and unidimensional constructs and styles.

Cultivating ethical leaders and developing an ethical culture is critical to the future success of organizations and employees. According to McShane and Von Glinow (2013), “eighty-seven percent of employees worldwide are more likely to want to work for a company that is considered ethically and socially responsible” (p. 18). Therefore, understanding the moderating role of ethical leadership and culture has become increasingly important for public

and private organizations and scholars since an abundance of employees worldwide desire ethical work environments.

The Concept of Ethical Leadership and a Typology of Leadership Styles

The conceptualization of ethical leadership is best described along two related dimensions (Brown et al., 2005; Mayer et al., 2010). The first dimension is the moral person (e.g., integrity, concern for others, justice, trustworthiness), and the second dimension is the moral leader (e.g., communicating, rewarding, punishing, emphasizing ethical standards, role modeling ethical behavior) (Mayer et al., 2010, p. 8). Hansen, Alge, Brown, Jackson, and Dunford (2013) provide a summarization of Brown et al.'s (2005) conceptualization of ethical leadership. They summarize that "as moral persons, ethical leaders are fair, principled, and genuinely concerned for their employees…[and] set, communicate, and reinforce high ethical standards" (Hansen et al., 2013, p. 438). Ethical leadership can improve employee behavior, relationships, and employee and organizational performance (Jambawo, 2018, p. 1000). However, some scholars have suggested that ethical leadership characteristics (e.g., honesty and integrity) are observable across a typology of leadership styles (Toor & Ofori, 2009). Emerging literature supports the conceptualization of ethical leadership as a behavioral component rather than a leadership style.

Despite consideration as a stand-alone construct, ethical leadership falls under the umbrella of positive forms of leadership (Kacmar et al., 2013, p. 582). Under the umbrella of positive leadership styles, Kacmar et al. (2013) include the following leadership styles: authentic, spiritual, and transformational (p. 582). Scholars have proposed ethics is a component of each of the forms of positive leadership; however, the overlapping ethics component suggests that the ethical leadership construct is embedded in different styles and occurs on a continuum (Kacmar

et al., 2013, p. 582). Thus, ethical leadership as a component, rather than a style of leadership, creates a contradiction in ethics research.

The Concepts of Unethical Leadership and Unethical Behavior

The antithesis of ethical leadership is a domain of leadership and ethics that is seldom studied. As the reciprocal form of ethical leadership, Brown and Mitchell (2010) define unethical leadership as "behaviors conducted, and decisions made by organizational leaders that are legal and…violate moral standards, and those that impose processes and structures that promote unethical conduct by followers" (p. 588). Discussing the outcomes of unethical leadership, Brown and Mitchell (2010) state that "unethical leader behavior costs U.S. corporations billions of dollars a year due to increased absenteeism, health care costs, lost productivity, and expended costs associated with actionable claims" (pp. 588-589). The adverse outcomes of unethical leadership underscore the urgent need for ethical leadership in the workforce. Employees will benefit from ethical leadership and ethical organizational culture; such constructs have been linked to increased job satisfaction and occupational well-being.

Ethical behavior is a form of behavior that is considered "right" as opposed to "wrong" (Kinicki & Williams, 2016, p. 78). Ethical behavior is often characterized by actions and decisions that are morally sound (e.g., honesty and integrity), whereas unethical behavior usually depicts actions and decisions that are deemed immoral (e.g., manipulation and theft). However, Umphress, Bingham, and Mitchell (2010) highlight a variance of unethical behavior called unethical pro-organizational behavior (UPB), which are unethical behaviors conducted by employees to potentially benefit the organization (p. 769). Unethical pro-organizational behavior is described as "acts that are either illegal or morally unacceptable to the larger community" (Umphress et al., 2010, p. 770). In-between ethical and unethical behavior are variances,

suggesting that both behavioral constructs are multidimensional and exist on an ethical behavioral spectrum. Ralston, Egri, Furrer, Kuo, Li, and Wangenheim (2014) assert that "…behavior in organizations may be viewed as ranging from highly ethical to highly unethical, much of the organizational research has focused either on the ethical or the unethical ends of the continuum" (p. 284). To uncover gaps in ethics literature, additional research is needed to create a typology of ethical and unethical behavior.

While ethical leadership and ethical behavior are associated with positive outcomes, unethical leadership and unethical behavior negatively influence employees' attitudes and psychological well-being (Brown & Mitchell, 2010, p. 598). As reported by Sanders, Wisse, Yperen, and Rus (2018), "…leaders' unethical behavior is associated with negative outcomes, such as employee workplace deviance, whereas leaders' ethical behavior is related to positive outcomes, such as increased employee job satisfaction and organizational commitment" (p. 631). Umphress et al. (2010) warn that when a culture is formed, leaders must encourage "…ethical behavior by ensuring that their own behavior corresponds to ethical standards and reward only ethical behavior for their employees" (p. 778). Given the apparent impact of leaders' behavior, understanding the conditions that shape follower behavior is essential to the promotion of ethical behavior in the workplace.

The questionable practices and violations committed by both Enron and WorldCom reflect poor, moral decision-making and unethical leadership. Corporate executives and leaders who exhibit a lack of ethical behavior violate both fiduciary and social responsibilities. The absence of oversight and a lack of ethical values are not conducive to prosperous societies, thriving businesses, and functional social institutions. While instrumental in minimizing unethical conduct, legislative action is not an end-all solution; corporate leaders must exude

ethical leadership and foster an ethical culture with an ethics and compliance program, ultimately creating an "ethical organization" or "ethical climate." Ethical climate, the moral atmosphere of the work environment, is referred to as "…the institutionalized organizational practices and procedures that define what is considered right or wrong within the organization" (Parboteeah & Kapp, 2008, p. 517). Given the mounting scrutiny placed on the actions and conduct of leaders and managers, organizations can diminish the consequences of immorality and realize the value of ethical leadership and ethical organizational culture, namely an elevation of well-being and satisfaction in the workplace.

Workplace Satisfaction as Related to Employee Turnover

Unethical leadership and culture are detriments to job satisfaction. Considering the harmful effects of ethical breaches, organizational leaders must recognize the importance of cultivating job satisfaction. In a longitudinal study, Kangas et al. (2018) quantitatively examine whether an ethical organizational culture predicts turnover among managers, the self-reported reasons behind manager turnover, and the associations of ethical organizational culture. By combining quantitative data with open-ended questions and using a longitudinal design, the researchers detailed the nature of the associations and possible causality between ethical culture and manager turnover (Kangas et al., 2018). Their findings establish the role of ethical culture in preventing employee turnover by providing new information on the reasons leading to quitting. Ferrell et al. (2013) claim "…seventy-nine percent of employees who questioned their bosses' integrity indicated that they felt uncommitted or were likely to quit soon" (p. 34). However, despite this startling statistic, the reasons why employees quit are still relatively unknown, especially concerning the values of an organization, which represent an ethical culture (Kangas et al., 2018). Resnick and Bond (2001) state that "…job dissatisfaction has been linked with

expensive worker behaviors such as absenteeism and job turnover," indicating that interventions may reduce costs for employers (p. 12). Globally, organizations face substantial losses from high turnover and attrition. Given the financial burden of employee turnover, organizations can benefit from practices that promote ethicality, and in consequence occupational well-being and job satisfaction.

The Concept of Ethical Organizational Culture and a Typology of Organizational Culture

Values and norms appear in many forms and are unique to every organization, shaping the formation of an ethical culture (Sauser, 2013). Sauser (2013) states that "Using such important components of culture as core values, stories, heroes, symbols, rites, and rituals, ethical leaders must influence the organization and its members to incorporate and exhibit desirable virtues and behaviors" (p. 15). While an organizational culture consists of shared values and assumptions, Sims and Sauser (2013) have distinguished among four types of organizational culture: defiance, compliance, neglect, and character (p. 83).

In a culture of defiance, organizations are expected to exhibit behaviors aligned with obstructionist strategy of corporate social responsibility, whereas, in a culture of compliance, organizations are expected to exhibit behaviors associated with the defensive and accommodative strategies of corporate social responsibility (Sims & Sauser, 2013, p. 83). Leaders in a culture of defiance model and promote unethical behavior, and leaders in a culture of compliance usually advocate meeting legal and ethical obligations (Sims & Sauser, 2013, p. 83). Sims and Sauser (2013) affirm that leaders in a culture of neglect often fail in their responsibility of due diligence and may seek to follow a strategy of accommodation that leads to unintentional moral failure (p. 84). Conversely, leaders in a culture of character ingrain positive

moral values throughout the organization and are constantly vigilant to detect and correct ethical shortcomings on the part of themselves or their employees (Sims & Sauser, 2013, p. 83).

Ethical leaders should strive to build cultures of character to "…comply with legal and ethical standards" and avoid cultures of defiance, neglect, and neglect which often endorse unethical behavior (Sauser, 2013, p. 14). The distinctions between the four types of organizational culture and the leaders of those cultures shape attitudes and reinforce beliefs in varying capacities (Sauser, 2013). Sims and Saucer's contributions provide insight into how an ethically-inclined culture (culture of character) and ethical climate can promote moral values, and in turn employee well-being and job satisfaction. Similar to the leadership styles, previous work has only focused on culture from a unidimensional construct, neglecting how an ethics component can be embedded in a spectrum of organizational culture classifications. Thus, a more systematic and theoretical analysis is required for dissecting the effects of ethical leadership and ethical culture and their associations with employee well-being and job satisfaction.

Formal versus Informal Culture

Kennett-Hensel and Payne (2018) suggest organizational culture is represented as varying in layers, with the deepest layer as a broad system of assumptions and deeply held shared meanings, and the surface layer representing more tangible, observable factors that reflect those assumptions (p. 23). This notion contradicts other studies that conceptualize ethical organizational culture by using a single dimensional construct, neglecting variances in structure, definition, and dimension. Expanding on the idea that ethical leadership is evident across organization levels, Kennett-Hensel and Payne (2018) describe the construct of ethical culture as an ethical subset of organizational culture. Kennett-Hensel and Payne (2018) propose that ethical

culture systems appear in two forms: formal and informal (p. 24). According to Kennett-Hensel and Payne (2018), "Formal ethical culture systems include enforceable codes of ethics, authority structures, reward systems and ethics training, while informal systems include peer behaviors, use of ethical history and story and the imposition of ethical norms" (p. 24). The subset of ethical culture represents a "…multidimensional interplay between an organization's formal and informal systems that promote ethical or unethical behavior" (Warren, Gaspar, & Laufer, 2014, p. 94). The ethical culture subset, organizational subculture, maintains the organization's standards of performance and ethical behavior (McShane & Von Glinow, 2013, p. 409). The presumption of a homogeneous culture is nonexistent; McShane & Von Glinow (2013) claim that "every organization is fragmented to some degree" (p. 414). Rather than a homogeneous culture, Kennett-Hensel and Payne's (2018) findings suggest that an organization can have fragmented subsets of ethical culture with formal and informal systems.

Ethical Culture

Traditionally, culture has been characterized as a unidimensional construct; however, emerging studies suggest that ethical organizational culture is a group-level phenomenon that occurs throughout each level of an organizational hierarchy. Huhtala et al. (2015) discuss the associations between ethical organizational culture and occupational well-being (i.e., burnout and work engagement), specifically the degree to which employees' perceptions of their organization's ethical culture are shared within work units (departments) (p. 399). This study provides information about the ethical culture of organizations as a group-level phenomenon by using a large sample, in addition to conceptualizing ethical organizational culture using a multi-faceted construct, which takes into account the fact that ethical culture can include different dimensions (Huhtala et al., 2015, p. 400). The study by Huhtala et al. (2015) suggests that

organizations should support ethical practices at the work-unit level, to enhance work engagement, and pay particular attention to work units with a low ethical culture because these work environments can expose employees to burnout (p. 399). The researchers identified low ethical culture as a subculture, the culture of an organizational work-unit, which contributes to lower occupational well-being and satisfaction (Huhtala et al., 2015, p. 400). The results of the study can have important implications in the workplace, particularly with investing in appropriate practical conditions that encourage ethical behavior in various segments of an organization identified as "low ethical culture."

Similarly, Schaubroeck, Hannah, Avolio, Kozlowski, Lord, Trevinño, Dimotakis, and Peng (2012) developed and tested a multilevel model linking ethical leadership with unit ethical culture. The collected data from 2,572 U.S. Army soldiers representing three organizational levels deployed in combat. The survey findings provide broader support for a multilevel model that takes into account how leaders embed shared understandings through their influence on the ethical culture of units at various levels but limited support for simple trickle-down mechanisms of ethical leadership (Schaubroeck et al., 2012, p. 1058). Schaubroeck et al. (2012) suggest that leaders embed shared understandings through their influence on the ethical culture, influencing followers' ethical cognitions and behavior (p. 1058). Offering additional insight, McShane and Von Glinow (2013) state that "By acting with the highest standards of moral conduct, leaders not only gain support and trust from followers; they role-model the ethical standards that employees are more likely to follow" (p. 54). By acting ethically and embedding moral conduct consistently, ethical leaders can inspire the creation of a positive culture and attain positive outcomes (Jambawo, 2018, p. 1000).

Prior studies have combined organizational culture into a single level hierarchy. Attempting to fill this research gap, they underwent a multilevel approach to more fully understand how leadership at higher levels of organizations influences lower-level followers. Researchers have claimed that organizational culture consists of the values and assumptions shared within an organization; Schaubroeck et al. (2012) found that work units positioned at different levels of an organizational hierarchy possess diverse cultural elements and respond differently to ethical leadership. Essentially, work units in the upper echelons of the organization are influenced by different cultural elements than lower-level employees (Schaubroeck et al., 2012). Their findings suggest that followers' ethical cognitions and behavior vary among each level of an organizational hierarchy, opposing the conventional notion that ethical culture is a unidimensional construct combined into a single level, flat hierarchy. Contemporary research reinforces the findings of Schaubroeck et al. (2012), which suggest that ethical leaders at all levels of management can influence employees; however, "…the nature of this influence process differs depending on the levels of leadership and the type of exchange" (Hansen et al., 2013, p. 445). Future study is needed to uncover how ethical leaders among each level of an organizational hierarchy specifically influence occupational well-being and job satisfaction (Hansen et al., 2013).

Characteristics of Ethical Leaders and Role-Modeling Ethical Behavior

Expanding on the construct of ethical leadership and ethical culture, Sims and Sauser (2013) contend that leaders should serve as an ethical exemplar and mentor to others in the organization (p. 86). Sim and Sauser (2013) further assert that an organization will reap long-term benefits when maliciousness and indifference are replaced with a culture of integrity, honesty, and ethicality (p. 86). Across numerous surveys, honesty and ethics are frequently cited

as the most important leadership characteristics (McShane & Von Glinow, 2013, p. 50). Ethical leaders demonstrate fair, consistent, and trustworthy behavior, causing employees to perceive an ethical environment (Kacmar et al., 2013, p. 579). According to Bedi et al. (2016), "Ethical leaders shape an organization's ethical climate by formulating policies and procedures that reinforce ethical behavior and discourage unethical behavior" (p. 520). Creating an organizational culture in which positive ethical values are ingrained throughout the organization is an essential role and responsibility of ethical leaders (Sims & Sauser, 2013, p. 84). To fulfill such a crucial role and responsibility, leaders explicitly articulate and promulgate moral rules within an organization, guiding employees in how to deal with certain key situations and how to behave ethically (Schein, 2010, pp. 26-27).

Ethical leadership engenders employees to reciprocate fair and honest treatment by leaders and managers in the form of desired attitudes and behaviors (Moon & Jung, 2018, p. 269). Conversely, employees' perception of unethical behavior could elicit responses of negative attitudes and counterproductive work behaviors toward the managers and organization (Moon & Jung, 2018, p. 269). A leader who offers no ethical direction to employees can invite unethical behavior such as manipulation, dishonesty, and conflicts of interest (Ferrell et al., 2013, p. 31). Bedi et al. (2016) propose that ethical leadership is positively associated with follower psychological well-being because of the critical role leaders play in shaping the work experience of followers (p. 521). Therefore, a leader's behavior and an organization's culture both play a significant role in supporting ethical behavior (McShane & Von Glinow, 2013, p. 59). Given the ties between ethical leadership and culture to occupational well-being and job satisfaction, corporate leaders must recognize the value of promoting ethicality and positive ethical behavior in the workplace (Perez, 2018, p. 40).

Through adherence to ethical standards, leaders and managers can role-model the ethical conduct that employees are more likely to follow (McShane & Von Glinow, 2013, p. 54). Bedi et al. (2016) state that "Leaders as role models motivate ethical behavior by demonstrating the type of actions they want to promote and reward" (p. 519). Ethical leaders express their positive characteristics and influence their employees by actively managing and modeling ethical conduct in the workplace (Mayer et al., 2010, p. 8). According to Mayer et al. (2010), "Leaders set the ethical tone for an organization by enacting practices, policies, and procedures that help facilitate the display of ethical behavior and reduce the likelihood of misconduct" (p. 8). Employees are more likely to perceive an ethical organizational environment when ethical leaders signal to employees that doing the right thing is expected, encouraged, and valued (Mayer et al., 2010, p. 8). Through positive role-modeling, interpersonal influence, and disseminating messages about ethical conduct, ethical leaders can develop of an ethical organizational culture, thereby creating an ethical climate that can facilitate the development of ethical employees (Toor & Ofori, 2009, p. 544).

While several prominent theories and paradigms have been proposed to explain behavioral modification and role-modeling, two theoretical approaches have been employed in previous studies to describe how influence tactics are used to shape follower behaviors (Kacmar et al., 2013, p. 578). Complimentary to social learning theory, Peter Blau's social exchange theory suggests that leaders influence employees based on the norms of reciprocity, namely the reciprocal relationship of obligation (Blau, 1964; Kacmar et al., 2013). Albert Bandura's social learning theory (alternatively referred to as social cognitive theory) proposes that the learning and motivation of individuals occur by observing and modeling others (Bandura, 1977; McShane & Von Glinow, 2013). Social learning theory and social exchange theory have provided

dominant explanations for how ethical leaders influence their employees (Hansen et al., 2013). Ethical leaders can apply social learning theory, as an influence strategy, to encourage followers to imitate and practice ethical behavior (McShane & Von Glinow, 2013, p. 144). Using social exchange theory, Bedi et al. (2016) propose that ethical leadership predicts beneficial outcomes such as follower job satisfaction, job performance, and job engagement (p. 520). The researchers assert that by role-modeling ethical behavior, ethical leaders "…create an organizational environment where followers are more likely to reciprocate with beneficial organizational behavior," (Bedi et al., 2016, p. 519) which includes satisfaction and well-being. Both conceptual paradigms offer an understanding of workplace behavior. The integration of social learning and social exchange insights (such as role modeling and social exchange) explain how ethical leaders can shape workplace behavior and culture toward desired ethical conduct (Bedi et al., 2016).

The Dimensions of Ethical Organizational Culture

Organizational culture consists of the values and assumptions shared within an organization that influence the ethical conduct of employees (McShane & Von Glinow, 2013, p. 415). An organizational culture influences ethical conduct "…because good behavior is driven by ethical values, and ethical values become embedded in an organization's dominant culture" (McShane & Von Glinow, 2013, p. 415). Thus, ethical organizational culture consists of shared experiences, presumptions, and expectations of the organization's members as to how the organization can prevent unethical behavior and encourage ethicality (Kangas et al., 2018, p. 708). According to Huhtala et al. (2015), by investing in proper ethical conditions, organizations can prevent employee fatigue and by doing so, also help employees to avoid exhaustion from turning to more severe and resistant feelings of cynicism and reduced professional efficacy.

Moon and Jung (2018) suggest that the promotion of occupational well-being and job satisfaction correlate to the actions and behaviors of ethical leaders and the shared values, practices, and beliefs of an ethical organizational culture (p. 269). While ethical leadership can promote employee well-being and job satisfaction, the most powerful foundation and central feature of ethical organizational cultures is a set of espoused organizational values that reinforce ethical conduct (McShane & Von Glinow, 2013, p. 54).

Functions of strong corporate ethical cultures have been linked to positive organizational outcomes, such as improvements in organizational performance and employee well-being (McShane & Von Glinow, 2013, p. 413). Evidence shows that ethical culture relates to better well-being among managers and leaders (Huhtala et al., 2015, p. 400). Huhtala et al. (2015) further argue that ethical organizational culture forms a favorable working environment, which supports well-being (i.e., higher work engagement and lower burnout) (p. 402). The elements of organizational culture create ideal prototypes of behavior and conscious perceptions about what constitutes ethical and unethical behavior (McShane & Von Glinow, 2013, p. 406). The functions of strong cultures (such as control systems and social glue), along with the creation of ideal prototypes of behavior and conscious perceptions, are essential to achieving desirable organizational outcomes, including enhanced organizational performance, employee well-being, and job satisfaction (McShane & Von Glinow, 2013, p. 413).

As demonstrated in this review of the literature, ethical leadership and ethical culture are paramount to the satisfaction and well-being of employees. Consistent with prior research, social learning theory and social exchange theory will be used in this study to research the effects of ethical leadership and culture on employee well-being and job satisfaction. However, as relatively nascent concepts, ethical leadership and ethical culture deserve further investigation.

Given the documented ties to satisfaction and well-being in the workplace, studying ethical leadership and ethical culture can benefit corporations financially by implementing positive culture across the organization.

Framework for Analysis

This study expanded conceptual and empirical groundwork that may advance knowledge of the relationship of ethical leadership and ethical organizational culture to job satisfaction and psychological well-being. More specifically, this study reviewed related literature, assessed the value of ethical behavior in the workplace, and outlined areas for future empirical research. A quantitative framework was used to dissect the effects of ethical leadership and ethical culture and their associations with employee well-being and job satisfaction. Traditional measurement scales have treated ethical leadership, ethical culture, well-being, and satisfaction as distinct dimensions and constructs. However, this paper undertook a combined approach to analysis, harmonizing and expanding existing literature by using multi-scale integration.

For this study, a quantitative, survey-based approach was used to acquire data. The survey-based approach was selected over alternative, data collection methodologies such as interviews or focus groups, as to emulate the structure of similarly utilized surveys and offer an alternative perspective of existing literature. The researcher conducted a secondary analysis of existing surveys and integrated validated measurement scales to expand the domains of ethics and leadership, prompting the pursuit of a research interest that was distinct from original works. The ultimate goal of the survey was to acquire an understanding of Granite State College (GSC) graduate students and others associated with the college.

The research adhered to the Institutional Review Board (IRB) guidelines. During the systematic investigation of collecting data, protecting the privacy and rights of participants was a

top priority. Acknowledging and accepting responsibility for protecting the rights and welfare of human participants was essential to designing a research proposal that was both legally and ethically viable. Compliance with the guidelines of Granite State College's IRB was necessary to protect the rights and welfare of human research participants. The survey instruments avoided soliciting identifiable private information to protect participants and ensure anonymity and confidentiality (see appendix A).

Methodology

This research aimed to investigate the association of ethical leadership and ethical culture with job satisfaction and employee well-being. For this investigation, several techniques were used to collect empirical studies that examined the outcomes of ethical leadership, ethical organizational culture, occupational well-being, and job satisfaction. First, a computerized, bibliographic search was conducted on the academic database EBSCOhost. Next, reference lists of retrieved articles, reports, and periodicals were reviewed to identify additional sources. Finally, a manual search was conducted to obtain data from books that were unavailable on the computerized academic databases.

Brown et al. (2005) developed the Ethical Leadership Scale (ELS); the scale comprised of a questionnaire to measure the characteristics of ethical leadership. Items from the ELS were based on participants' experience as to what they felt about their organizations' leaders. The ELS was supplemented with a revised short form of Kaptein's Corporate Ethical Virtues Model Scale (CEV Model) (Kaptein, 2008/2009). Altogether, the ELS and CEV Model are 68 items, each with a seven-point Likert response format ranging from one ("strongly disagree" or "extremely dissatisfied") to seven ("strongly agree" or "extremely satisfied"). In past studies, ethical leadership and ethical culture were measured as separate constructs. In this study, the 68 items of

the Ethical Leadership Scale and Corporate Ethical Virtues Model Scale were pared down to 10. Integrating the ELS and CEV Model offered new insight into the domain of ethics.

Ethical Leadership and Ethical Culture

The composition of the survey questions were modeled after researchers Brown et al. (2005) and Kaptein (2008). Integrating the ELS-R and the CEV Model attended to deficiencies of the standard ELS by adding the missing qualities, characteristics, and behaviors that were omitted from prior studies and scales, which can uncover new correlations in the domain of ethics. The ELS-R added eight items to the ELS. These questions were selected to determine the respondents' evaluations of the ethicality of their supervisor/leader/manager. My questions were:

- "My supervisor/leader/manager demonstrates ethical behavior in the workplace" (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018).
- "My supervisor/leader/manager considers the moral and ethical consequences of decisions" (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018).

In addition to the ELS and ELS-R, the survey included questions relevant to ethical organizational culture. Ethical organizational culture was modeled after a short form of the CEV Model, initially developed by Muel Kaptein and his associates (Kaptein, 2008). The scale included eight factors: clarity, congruency of supervisors, congruency of senior management, feasibility, supportability, transparency, discussability, and sanctionability (Kaptein, 2008). These questions were chosen to determine the respondents' evaluations of the ethicality of their workplace. My questions included:

- "In my immediate working environment, ethical conduct, as a cultural norm, is valued highly" (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018).

- "In my immediate working environment, employees are disciplined if they behave unethically or violate ethical standards" (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018).

Participants rated these items on a Likert scale from one (strongly disagree or extremely dissatisfied) to seven (strongly agree or extremely satisfied). A higher score (range 1–7) indicates a higher level of ethicality for each of the eight factors (Huhtala, Feldt, Lämsä, Mauno, & Kinnunen, 2011, p. 237). According to Johns (2010), "Research confirms that data from Likert items (and those with similar rating scales) becomes significantly less accurate when the number of scale points drops below five or above seven" (p. 6). Therefore, a seven-point Likert response format was used to acquire consistent and accurate data and achieve optimal reliability (Croasmun & Ostrom, 2011).

A 10-question survey was administered to an unpaid subject pool (for details about the sample size used in this study, see the participants section). For optimal data collection, research shows "the ideal survey length is a median of 10 minutes and that the maximum survey length is 20 minutes" (Revilla & Ochoa, 2017, p. 557). According to O'Reilly-Shah (2017), "respondent fatigue, also known as survey fatigue, is a common problem in the collection of survey data" (p. 1). Furthermore, research shows that respondents are more likely to answer a short rather than a long questionnaire, and "…often pay less attention to questionnaires which seem long, monotonous, or boring" (Harrison, 2007). Typically, the measurement scales used to study ethical leadership and culture have consisted of more than 10 items; however, to avoid fatigue, the survey used for this study consisted of 10-items. Approximately 10 minutes were required to complete participation in the survey, including reading and consenting to the study. This

researcher sought to shorten the survey by identifying optimal items with maximum information; thus, removing superfluous, survey items.

The survey-process framework entailed identifying the sample of interest, the method of sample selection, and delineating the type of data to be collected. Once these steps were finalized, an online participant management system (Qualtrics™) was selected to organize participant responses, manage data, and create the survey. Following the development and selection of the survey objectives, the sample, and the survey instrument and questions, the surveys were disseminated, and responses were collected, organized, and analyzed to extract meaningful insights.

Survey Instrument as Related to Ethical Leadership and Ethical Culture

Research shows that job satisfaction is a related yet distinct dimension of occupational well-being (Schmitt, Zacher, & Frese, 2012, p. 145). To measure well-being, the survey for this research paper focused on a single dimension of the construct—satisfaction. For this study, job satisfaction was measured using several items. My questions were:

- "Given the ethical conduct of my supervisor/leader/manager and organizational culture, how satisfied am I with my present job?" (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018).
- "My ability to maintain a work-life balance, manage workplace stress, build workplace relationships, and job satisfaction is influenced by the ethical conduct of my supervisor/leader/manager" (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018).

To examine the interrelations between ethical leadership and culture, job satisfaction and well-being-related questions were integrated into the items of the Revised Ethical Leadership

Scale and the Corporate Ethical Virtues Model Scale to measure how ethical leadership and culture affect job satisfaction and well-being. My questions included:

- "The ethical conduct of my supervisor/leader/manager influences my occupational well-being and job satisfaction" (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018).
- "My ability to maintain a work-life balance, manage workplace stress, build workplace relationships, and job satisfaction is influenced by the ethical conduct of my workplace culture" (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018).

Participants rated these items on a Likert scale from one (strongly disagree or extremely dissatisfied) to seven (strongly agree or extremely satisfied). A higher score (range 1–7) indicates a higher level of correlation between ethicality and job satisfaction and occupational well-being.

Participants

The main variables of this study were ethical leadership, ethical organizational culture, job satisfaction, and occupational well-being. Range-based questions were used to measure these variables, which were adopted and adapted from previous studies. This study was conducted between February 2019 and March 2019 using an English language, self-administered, anonymous survey. To ensure a higher rate of completion, the survey was available for seven days due to the time constraints. The convenience sample consisted of GSC graduate students in the leadership and management programs and others associated with the college. Leadership and management students were selected as the sample due to the fact that ethical decision-making is a requirement of their programmatic completion. Therefore, the participants had a background to understand the ethical frameworks, terminology, and items used in the survey.

To recruit participants for this research study, surveys were distributed by GSC email. The research supervisor and MS Leadership Director Kathy DesRoches, Ed.D. disseminated the

surveys to GSC management and leadership students and others associated with the college. Participants were asked to report the degree to which they agreed or disagreed or were satisfied or dissatisfied with the characteristics, behaviors, and scenarios highlighted in the survey. Minors (under age 18) were not involved as participants, nor were members of a vulnerable population. This study posed minimal risk; the nature of the research involved no anticipated physical, emotional, or social risk to participants.

To collect data, a 10-question online survey was administered to ascertain views regarding ethical leadership, ethical organizational culture, job satisfaction, and occupational well-being. An online, participant management system (Qualtrics™) was used to create the survey, manage the recordkeeping between the researcher and participants, and protect participants' data during the research project. Responses with missing data or when participants recorded more than one option were not used for the study. Granite State College requires the destruction of research records and participants' data after six months following the completion of the study.

Data

Self-administered surveys were used to collect research data. Between February 26 and March 5, 2019, MS Leadership Director Kathy DesRoches, Ed.D. disseminated the surveys to approximately 123 Granite State College graduate students and others associated with the college through email. Participants were asked to report the degree to which they agreed or disagreed, or were satisfied or dissatisfied, with the characteristics, behaviors, and scenarios highlighted in the survey. Following the closure of the study, 19 respondents were recorded as having participated in this study (total response rate of 15.4%). The following data analysis leads to the results, which comprised of the responses provided to the research questions.

For the first question, i.e., informed consent form, all respondents unanimously agreed to participate in this study.

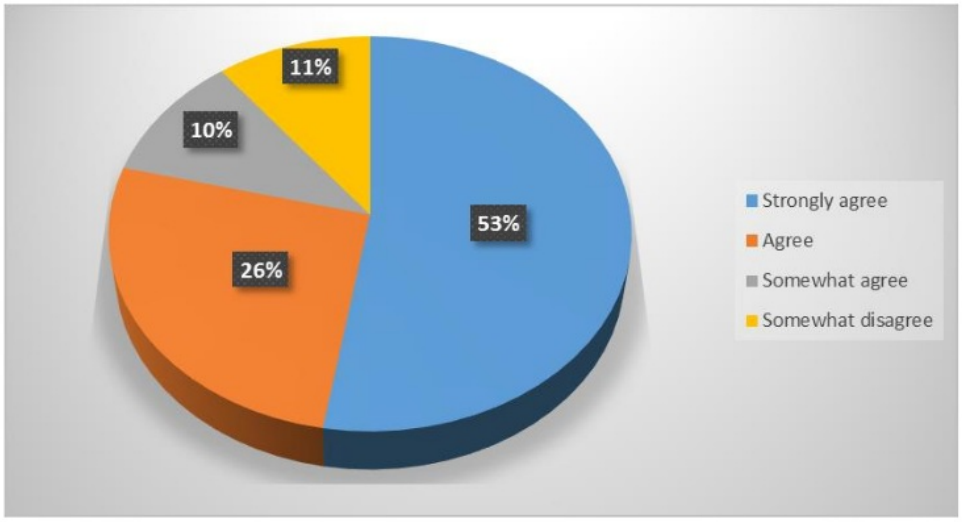

Figure 1.

The second research question asked: my supervisor/leader/manager demonstrates ethical behavior in the workplace (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018); the survey showed that over 75% of respondents agreed. In *figure 1*, the chart represents the numbers of respondents who agreed or disagreed with the demonstration of ethical behavior in the workplace by their supervisor, leader, or manager. As *figure 1* indicates, 11% of respondents disagreed while the remaining 89% agreed that their supervisor/leader/manager demonstrates ethical behavior in the workplace.

In the third question, i.e., influence, interactional fairness, trust, and leader honesty are characteristics of ethical leadership (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018), the survey showed that the majority of respondents agreed. Item three did not receive any non-agreement responses. The results indicate that 63% of respondents agreed, 32% agreed, and 5%

somewhat agreed. Item three received the highest percentage of respondents who strongly agreed.

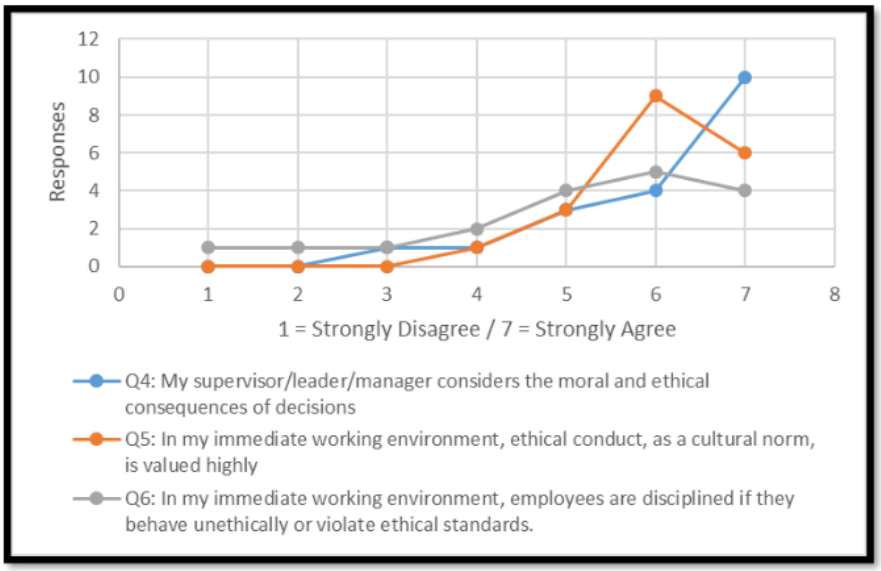

Figure 2.

Regarding the fourth question (see *figure 2*), i.e., my supervisor/leader/manager considers the moral and ethical consequences of decisions (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018), the survey showed that 17 out of 19 respondents agreed. Nearly 90% of respondents agreed that their supervisor/leader/manager considers the moral and ethical consequences of decisions. Specifically, 53% strongly agreed, 21% agreed, 16% somewhat agreed, 5% neither agreed nor disagreed, and 5% disagreed.

In terms of the fifth question (see *figure 2*), i.e., in my immediate working environment, ethical conduct, as a cultural norm, is valued highly (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018), the survey showed strong agreement among respondents. According to the results, 32% of respondents strongly agreed, 47% agreed, 16% somewhat agreed, and 16% neither agreed nor disagreed. Similar to item three, none of the respondents reported disagreement.

The sixth question (see *figure 2*), i.e., in my immediate working environment, employees are disciplined if they behave unethically or violate ethical standards (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018), showed the highest variance in views; however, one non-response was recorded. The survey illustrates that 22% strongly agreed, 28% agreed, 22% somewhat agreed, 11% neither agreed nor disagreed, 5% somewhat disagreed, 6% disagreed, and 6% strongly disagreed. While each agree-disagree related item of the survey received over 75% of the agreement, item six received only 72% of the agreement.

The following question, i.e., given the ethical conduct of my supervisor/leader/manager and organizational culture, how satisfied am I with my present job?, showed that over 75% of respondents expressed satisfaction. Specifically, 42% of respondents were extremely satisfied, 11% slightly satisfied, 37% moderately satisfied, 5% neither satisfied nor dissatisfied, and 5% slightly dissatisfied. As the only satisfied-dissatisfied item of this study, 90% of respondents were satisfied in varying degrees.

In the eighth question, i.e., the ethical conduct of my supervisor/leader/manager influences my occupational well-being and job satisfaction (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018), the survey showed unanimous agreement. According to the survey, 53% of respondents strongly agreed, and 47% agreed. None of the respondents reported disagreement with item eight.

Next, the participants were asked if their ability to maintain a work-life balance, manage workplace stress, build workplace relationships, and job satisfaction was influenced by the ethical conduct of their workplace culture (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018). The survey showed that over 75% of respondents agreed. Specifically, 42% of

respondents strongly agreed, 37% agreed, 10% somewhat agreed, and 11% neither agreed nor disagreed.

The final question, i.e., my ability to maintain a work-life balance, manage workplace stress, build workplace relationships, and job satisfaction is influenced by the ethical conduct of my supervisor/leader/manager (Brown et al., 2005; Kaptein, 2008; Khan & Javed, 2018); the survey showed nearly identical expressions of agreement as question nine. As indicated by the survey, 32% of respondents strongly agreed, 42% agreed, 11% somewhat agreed, 5% neither agreed nor disagreed, and 5% somewhat disagreed.

Conclusions

This research explored the conceptual and empirical foundation of ethical leadership and ethical organizational culture relative to occupational well-being and job satisfaction, reviewed related literature, assessed the value of ethical behavior in the workplace, and outlined areas for empirical study. The researcher's chief objective was to fill voids in ethics literature and to examine the effects of leadership and culture through an ethical lens. To conduct this investigation, the researcher surveyed graduate students and their faculty to obtain information about their workplace and well-being, as to ascertain the relationship of ethical leadership and ethical culture with employee job satisfaction and well-being. This study represents a step toward uncovering the correlations between ethical leadership and ethical organizational culture; however, the results herein reported should be regarded as suggestive rather than conclusive, especially considering the limitations. The significant limitations that occurred during this study (which are discussed further in this paper) could be addressed in future research using more expansive measures, such as a larger number of participants and mixed methods.

Results

The purpose of this research was to examine the effects of ethical leadership and culture on employee well-being and job satisfaction. Following the completion of the quantitative surveys, the data was analyzed using Qualtrics™. The ordinal data related to ethics, well-being, and job satisfaction, which the researcher compared, contrasted, and triangulated with research from the literature review. An analysis of the data was used to formulate meaningful results and conclusions, attempting to put the data in perspective.

Each question was relevant to the investigation; several questions effectively illustrated the effects of ethical leadership and ethical culture and their associations with employee well-being and satisfaction. In the following section, the results of the data are grouped according to question types, which will illustrate the findings of this research.

Supervisors Ethical Behavior

The first group of questions are related to a supervisor's ethical behavior and an employee's ability to maintain a work-life balance. Three-quarters of the respondents agreed that their supervisor/leader/manager demonstrates ethical behavior in the workplace. This coincides with a question that demonstrates 75% of respondents agreed that their ability to maintain a work-life balance, manage workplace stress, build workplace relationships, and job satisfaction is influenced by the ethical conduct of their workplace culture. This data was triangulated with a question that asked the respondents if they believed one's ability to maintain a work-life balance, manage workplace stress, build workplace relationships, and job satisfaction is influenced by the ethical conduct of their supervisor/leader/manager. Three-quarters of the participants agreed.

These findings demonstrate that ethical leadership and ethical organizational culture have a positive relationship on employees' job satisfaction and occupational well-being. The

constructs of ethical leadership, ethical organizational culture, job satisfaction, and occupational well-being were positively correlated with each other, and the relationships between these constructs were significant mostly.

Ethical Leadership and Ethical Organizational Culture

Another group of questions triangulated the ethicality of the workplace culture against the employee's sense of well-being. One question related to the leader's characteristics of honesty, 95% of the responded agreed with the definition of honest as described in the survey. These are views that are widely supported by literature citations in similar surveys. In a series of studies by Brown et al. (2005), the conceptualization of "...ethical leadership emerges out of characteristics and behaviors that include demonstrating integrity and high ethical standards, considerate and fair treatment of employees, and holding employees accountable for ethical conduct" (p. 130). Brown et al. (2005) found that ethical leadership is positively related to the qualities of fairness and honesty (p. 130).

		Q4: My supervisor/leader/manager considers the moral and ethical consequences of decisions.	Q5: In my immediate working environment, ethical conduct, as a cultural norm, is valued highly.	Q6: In my immediate working environment, employees are disciplined if they behave unethically or violate ethical standards.
Strongly Agree		10	6	4
Agree		4	9	5
Somewhat Agree		3	3	4
Neither Agree nor Disagree		1	1	2
Somewhat Disagree		1	0	1
Disagree		0	0	1
Strongly Disagree		0	0	1

Figure 3.

As *figure 3* shows, the next three survey items pertained to ethical leadership and ethical organizational culture. The survey asked if they felt their supervisor considers the moral and ethical consequences of decisions, all but 10% felt that they did and the respondents most agreed that this sense of consequence was a highly valued cultural norm as 95% agreed.

This cultural norm shows further evidence as 66% felt that "in [their] immediate working environment, employees are disciplined if they behave unethically or violate ethical standards." The higher degree of the perceived ethicality of leaders and culture appeared to correlate to higher job satisfaction and well-being among respondents. When a leader and organizational culture were perceived as more ethical, respondents reported that they felt increased job satisfaction.

Job Satisfaction and Occupational Well-Being

The final series of questions pertained to a supervisor's ethical behavior, an ethical workplace, and an employee's job satisfaction and well-being. For item seven, the sample was asked, "given the ethical conduct of my supervisor/leader/manager and organizational culture, how satisfied am I with my present job?" The results showed that 47% answered extremely satisfied. This particular finding regarding the ethical conduct of the supervisor/leader/manager and organizational culture and job satisfaction was consistent with other studies. As previously highlighted, Kangas et al.'s (2018) study shows that "…weaker ethical organizational culture was associated with turnover reasons related to factors pushing managers away from the organization (e.g., lay-off, dissatisfaction with the job or organization, decreased well-being/motivation)" (p. 715). Their findings thus support the data of this study, which suggest that the ethicality of top managers influences employees' job satisfaction and well-being.

When the sample was asked for item eight if "the ethical conduct of [their] supervisor/leader/manager influences [their] occupational well-being and job satisfaction," 100% of respondents agreed, indicating a higher level of correlation between the perceived ethicality of leaders and job satisfaction and occupational well-being. Indeed, the high rate of agreement could reflect the sentiment of respondents; however, the ordering of the responses could have influenced how the respondents answered. The views and findings of this study have been highlighted in similar surveys. In a similar study investigating the effects of leadership and culture, Tsai (2011) found that "organizational cultures were significantly (positively) correlated with leadership behavior and job satisfaction, and leadership behavior was significantly (positively) correlated with job satisfaction" (p. 1). While Tsai's findings are not entirely applicable to ethical leadership and culture, his research suggests a correlation effect of leader behavior and organizational culture towards employee job satisfaction.

Finally, when asked about how "[their] ability to maintain a work-life balance, manage workplace stress, build workplace relationships, and job satisfaction is influenced by the ethical conduct of my workplace culture," the results revealed that 89% of respondents agreed and 11% neither agreed nor disagreed. In comparison with the next item, "my ability to maintain a work-life balance, manage workplace stress, build workplace relationships, and job satisfaction is influenced by the ethical conduct of my supervisor/leader/manager," 90% of participants agreed, 5% neither agreed nor disagreed, and 5% somewhat disagreed. As the analysis further revealed, the percentages of agreement for items nine and ten were similar, hinting that the ethical conduct of one's workplace culture and the ethical conduct of one's supervisor/leader/manager does positively influence satisfaction and well-being in the workplace. These findings are supported by Sharif and Scandura's (2014) study, which found that employees who perceived their leaders

to be ethical were more likely to be satisfied with their job and were better performers (p. 191). Their study suggests that ethical leadership was a strong indicator of employee job satisfaction, corroborating the findings of this research study.

To summarize the findings of this study, participants who perceived their leaders and organizational culture to be ethical were more likely to be satisfied with their job and experience well-being. Although the results suggested positive correlations between ethical leadership and ethical culture and employee well-being and satisfaction in the workplace, other variables exist in an ethical workplace, which can influence employee work-related outcomes. Of the nine items pertaining to ethical leadership and ethical culture and employee well-being and satisfaction in the workplace, over 70% agreed or were satisfied. Overall, this research study showed the significance of individual perceptions of ethical leadership and ethical leadership in the context of ethicality with respect to employees' satisfaction and well-being in the workplace.

Limitations of These Studies

As with the majority of studies, the design of this study is subject to limitations. Although there are a number of strengths of this study, this research was not without limitations. During this research study, the researcher identified several limitations, which should be considered when reviewing the findings. The limitations of these studies represented restrictions that affected the outcome of this research study. These limitations can result from self-reported data, instrument, methodology and question selection, sample size and sample profile, demographic factors, time constraints, and survey fatigue. Each of these limitations will be examined in further detail below.

The first limitation of this study was its self-reliance on self-report measures. Individual self-reporting of ethical behavior is not very accurate as suggested by Key (1999). Individual

self-reports of organizational ethics may not be accurate either; thus, instruments that directly ask individuals about the ethical culture of their organization may not be an effective way to measure the construct of ethical organizational culture (Key, 1999, p. 222). Using different research methods aside from self-reporting could minimize common source and common method biases and provide additional insight into this research study. As an example, future researchers might consider longitudinal designs and qualitative research.

A second limitation of this study further related to the instrument, method, and question selection. Typically, the models used to study ethics consisted of more than ten items; however, to remain within the ideal survey length, the survey used for this study was pared down to 10 items. Therefore, the questioning was limiting. Future researchers might consider using more expansive measures (such as a larger number of participants and mixed methods) to ascertain the relationship of ethical leadership and ethical culture with employee job satisfaction and well-being. The selection of different questions and the use of mixed methods would have changed the outcomes of this study.

A third limitation of this study was the sample size and profile. This study was restricted to GSC graduate students and faculty. Studying GSC graduate students and faculty was a limiting subject pool and sample profile, but an opportunity to assess a sample that would have experience with the phenomena under study and understand ethics and leadership. Since the sample was one of convenience and was highly educated, results may differ with a more diverse profile in terms of demographic characteristics such as age, gender, education level, work experience and workplace, and type of work. Future researchers should examine sample profiles from different industries, geographical regions, and types of organizations to uncover further correlations and obtain results that are more reliable.

A fourth limitation of this study was time constraints. Course deadlines constrained the time available to conduct quantitative research. The researcher was given twelve weeks to compose the research study, which includes formalizing the research question, conducting research, and reviewing peer-reviewed sources. Survey availability was seven days, and the researcher had approximately three weeks to analyze the results. With additional time, the researcher could have created more questions, interviewed participants, or increased the duration of survey availability to boost the response rate.

Finally, the fifth limitation of this study was survey fatigue. Multiple surveys were disseminated at once to GSC graduate students and faculty. The survey concurrency likely influenced the response rate, as potential respondents were asked to participate in four studies simultaneously. Despite these limitations, this research study indicates some directions for future research.

Future Studies

Researchers should continue to explore ethical leadership and ethical leadership in the context of employee performance outcomes. This study only began to reveal the correlations between ethical leadership and ethical culture and job satisfaction and well-being. Some unanswered questions have been exposed in this endeavor such as the occurrence of ethical leadership characteristics in other leadership styles. While ethical leadership and ethical organizational culture correlate to employee well-being and job satisfaction, the antithesis of ethical leadership and culture—unethical leadership and unethical organizational culture—are seldom studied. Although researchers have explored the outcomes of informal and formal components of ethical cultures on (un)ethical behavior, Warren et al. (2014) state that "…there

remains a need to examine the effects of the more formal components of culture on the more informal components of culture" (p. 94).

Additionally, the small sample size was a limitation of this research, thus collecting data from other public and private institutions, different samples and research settings, and industries of different nature can generalize the findings and may give more reliable results in future studies. In future studies, the researcher and scholars can examine different industries and types of organizations to investigate the relationship of ethical leadership and ethical culture with different employee outcomes (Toor & Ofori, 2009). Future studies should also focus on the private and public institutions in New Hampshire, and the findings of these institutions should be compared. Since this study measures the perception of participants and their understanding of ethics, leadership, and cultural concepts in the higher education sector, outside academia, a comparison between the manufacturing and service sectors, for example, should be undertaken. While the findings of this study suggested that ethical leadership and culture influence satisfaction and well-being in the workplace, there could be other factors that influence the results such as home life, health, finances, and so forth.

In sum, this research added to the ethics literature by examining the associations between ethical leadership and culture and occupational well-being and job satisfaction. The information learned in the literature review informed the questions of the survey. The results of this study indicated a definite connection between ethical leadership and culture and employee well-being and job satisfaction. The majority of respondents, over 70%, agreed that the ethicality of their supervisor, manager, or leader does influence their job satisfaction and occupational well-being. As was anticipated, a large portion of the respondents reported that their occupational well-being and job satisfaction was associated with ethical leadership and ethical organizational culture.

Although the research question was adequately answered, a larger sample and broader scope could be used in future studies to explore the topic in greater depth, and thus provide supporting evidence for this connection. To foster greater consistency and further validate the associations with well-being and job satisfaction, researchers can broaden the investigative lens by including other prominent leadership styles (e.g., servant leadership, situational leadership, and laissez-faire leadership), theories, organizational structures (e.g., functional and divisional), and organizational cultures (e.g., clan and adhocracy).

As for practical implications, this research can offer insights for managers, educators, and practitioners. Given the findings of this study that ethical leadership and ethical organizational culture are influential in employee well-being and job satisfaction, organizations should make particular efforts to develop the ethicality of their employees and culture. The promotion and improvement of ethical conduct can be achieved with codes of ethical conduct, ethics training, and ethics officers (Kinicki & Williams, 2016). As previously discussed, ethical leadership entails the demonstration of appropriate conduct, and ethical culture is a subset of organizational culture with many characteristics and various components, and in this paper, not all of these characteristics and components were examined. However, although this study has relevant limitations, its results can be useful and provide a starting point for future research on various aspects of leadership and organizational culture. Despite previous research that has demonstrated a causal relationship between leadership and culture and employee well-being and job satisfaction, there is still disagreement among researchers concerning the causes of employee satisfaction and well-being. While this researcher believes that the findings of this study have contributed to a more accurate evaluation of the impact of ethical leadership and culture and

extended knowledge of the value of these constructs, future research using a mixed methods approach is necessary to confirm the findings of this study.

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Appendix A

Granite State College Protection of Human Participants in Research
RESEARCH PROPOSAL FORM

Please follow the "Research Proposal Guide" in the *Guidelines for Protection of Human Participants in Research* when completing this form.

Researcher Name:
Brandon Byrd

Email:
bjbyrd@go.granite.edu

Instructor:
Kathy DesRoches, Ed.D.

Instructor Email:
Kathy.DesRoches@granite.edu

Course Number, Title:
LD 850-MGMT 850 Integrative Capstone

Project Title:
Effects of Ethical Leadership and Ethical Culture: Relationship to Well-Being and Satisfaction

1. Purpose:

The purpose of this research is to examine the effects of ethical and unethical behavior on employee well-being and satisfaction. My intention is to explore the conceptual and empirical foundation of ethical leadership and ethical organizational culture relative to occupational well-being and satisfaction, to review related literature, to assess the value of ethical behavior in the workplace, and to outline areas for future empirical study. A quantitative approach will be employed, particularly the use of a questionnaire survey, for data collection. An online participant management system (Qualtrics™) will be used to create the survey and to management recordkeeping between the researcher and participants. The online survey will be administered to solicit participants' views regarding ethical leadership, ethical organizational culture, job satisfaction, and well-being.

2. Does your research involve human participants in any way?

Yes, my research involves human participants. The human participants will consist of Granite State College (GSC) students in the leadership and management programs and those associated with the college. The researcher identified these groups due to the fact that ethical decision-making is a requirement of their programmatic completion. Therefore, the participants would have a background to understand the ethical frameworks, terminology, and items used in the survey. Minors (under age 18) will not be involved as participants. Participants are not members

of a vulnerable (protected) population. Participants in the study are not categorized as a vulnerable population.

3. How will you recruit the participants for your study?

To recruit participants for this quantitative research study, surveys will be distributed by GSC email. The program director Kathy DesRoches, Ed.D. offered to disseminate the surveys to GSC management and leadership students and those associated with the college. Participants will be asked to report the degree to which they agree or disagree, are satisfied or dissatisfied with the characteristics and behaviors highlighted in the survey. All recruitment materials, methods, and tools are subject to IRB review prior to conducting the study. The recruitment process demonstrates respect by preserving the privacy, dignity, and autonomy of the potential research participants and the confidentiality of information obtained for the research study.

4. How will data be collected?

To achieve the purposes of the study, a quantitative approach will be employed, particularly the use of a questionnaire survey, for data collection. An online participant management system (Qualtrics™) will be used to create the survey and to management recordkeeping between the researcher and participants.

5. How will confidentiality and privacy of data be ensured as they are collected and retained? When will records be destroyed?

Qualtrics™ will be used to manage the recordkeeping between the researcher and participants and to protect participants' data during the research project. Participants' data will be stored in a secure, password-protected file to ensure confidentiality and privacy. The destruction of research records and participants' data will occur six months following the completion of the study.

6. How will informed consent be obtained?

Prior to participating in the study, the management and leadership students and those associated with the college will complete a consent form, whereby agreeing or disagreeing to participate. Participants may withdraw consent at any time and discontinue participation. Participants are informed that the data they provide would remain confidential and be used for only academic research purposes, offering assurances of anonymity. Therefore, this study will not harm the ethics, rights, and privacy of participants. Participants will return the filled questionnaire to the researcher by electronic submission. Responses with missing data or in which participants recorded more than one option will not be used for the study.

7. Attach a risk assessment summary.☒

This study poses minimal risk; the nature of the research involves no anticipated physical, emotional, or social risk to participants.

8. Potential benefits to participants:

Not every participant will personally benefit from the research study. However, given the financial costs of ethical infractions, participants can close gaps in ethics literature and advance research on the conceptual and empirical foundation of ethical leadership and ethical organizational culture relative to occupational well-being and satisfaction.

A public presentation of my work will occur on March 21st, 2019, all current graduate students and guests are invited. The presentation will be viewable via Zoom™ and be recorded for the GSC Capstone repository. My paper will be available to anyone who requests access. Participants will not receive payment for their participation.

9. Attach signed permission letters or letters of agreement. ☒

10. Signatures:

Researcher Signature:	Date:
X Brandon Byrd	2/19/2019

Insert the certificate for the Granite State College Human Research Training

NOTE FOR STUDENTS: PLEASE ASK YOUR INSTRUCTOR FOR THE PASSWORD TO ACCESS THE "Granite State College Human Research Training" on Moodle. You will earn this certificate from the Moodle course.

CERTIFICATE of ACHIEVEMENT

This is to certify that

Brandon Byrd

has completed the course

Granite State College Human Research Training

February 13, 2019

Granite State College's Institutional Review Board certifies that the named individual successfully completed the web-based training course "Protecting Human Research Participants", based on training previously offered by National Institutes of Health (NIH).
Certification is valid for 3 years from the date displayed on the document.

gSYjR4qgxv

All items must be checked if completed or marked "N/A" if it is not applicable. No items should be left blank. Descriptions are available by hovering over the superscripts[1] of each sentence. To print the descriptions refer to the *Guideline for Protection of Human Participants in Research for Students*.

Purpose

- ☒ A statement of the purpose of the study and a brief description of the procedures to be followed.[1] (☐ N/A)
- ☒ A brief statement of background and utility[1] citing previous work.[2] (☐ N/A)

Participants

- ☒ A statement describing the participants[1] which includes anticipated age and other demographic information;[2] and inclusion and exclusion criteria.[3] (☐ N/A)
- ☒ A description of the specific methods to be used for participant recruitment.[1] (☐ N/A)
- ☒ A statement of whether or not minors (under age 18) will be involved as participants.[1] (☐ N/A)

Materials

- ☒ A description of the measurement procedures to be used.[1] Include in-text citations.[2] (☐ N/A)
- ☒ All instruments used to collect data from the participants are appended to the application[1] including demographic forms and advertisements used to recruit participants.[2] (☐ N/A)

Procedures

- ☒ A description of the data collection methodology/procedure.[1] (☐ N/A)
- ☒ A statement of the risks to the participants.[1] (☐ N/A)
- ☒ A statement describing how risk will be managed or minimized.[1] (☐ N/A)
- ☒ A statement describing any potential benefits to the participants. Will participants receive compensation?[1] (☐ N/A)
- ☒ A statement describing the specific methods to assure confidentiality.[1] (☐ N/A)
- ☒ A statement whether compensation will be provided to participants for participation.[1] (☐ N/A)
- ☒ A description of where data will be kept and a date that all identifying data will be destroyed (e.g., 6 months).[1] (☐ N/A)

Other

- ☐ Reference list (include only those references that are cited within the body of the IRB application).[1] (☒ N/A)
- ☒ A consent form with addenda as necessary.[1] (☐ N/A)
- ☐ An assent form with addenda as necessary.[1] (☒ N/A)
- ☐ Appendices including support for the project. This may include approval for use of

equipment (e.g., video recorders), and approval with signed letter of support by appropriate person at site for collaboration.[1] (e.g., signed letter from business administrators giving permission to recruit their employees to participate in study).[2] (☒ N/A)

- ☐ Conflict of interest disclosure statement has been completed and included with the application.[1] (☒ N/A)
- ☒ Principal investigator and faculty advisor signatures on the application.[1] (☐ N/A)

Language of Document

- ☒ Is the language used in the consent form and research material appropriate for the reading level of participants? That is, research and participant rights, risks, and potential benefits are described in layman's terms.[1] (☐ N/A)
- ☐ A foreign language translation must be included if the study will include participants whose first language of choice is not English.[1] (☒ N/A)

Checklist for Informed Consent Form

- ☒ A statement that the study involves the use of human participants and a general explanation of the purpose of the study and a brief description of the procedures to be followed.[1] (☐ N/A)
- ☒ A statement of expected duration of the participant's participation (e. g., one hour).[1] (☐ N/A)
- ☒ A description of all reasonable discomforts or foreseeable risks to the participants.[1] (☐ N/A)
- ☒ A description of any benefits (indirect or direct) the participant may gain from participating in the study. If compensation (e. g., monetary, course credit, treatment) is involved, a description of this compensation is included.[1] (☐ N/A)
- ☒ If there are no benefits to the participants, this should be clearly stated.[1] (☐ N/A)
- ☒ A statement related to confidentiality of records and identification of the participant.[1] (☐ N/A)
- ☒ A statement to the effect that[1] (1) participation is voluntary, (2) refusal to participate will result in no penalty or loss of benefits to which the participant is otherwise entitled; and that (3) the participant may discontinue participation at any time without penalty.[2] (☐ N/A)
- ☒ The name of the contact person for information related to questions about the research (the Principal Investigator), the rights of human participants (the IRB chairperson), and whom to contact in the event of a research related injury.[1] (☐ N/A)
- ☒ A statement that the investigator has answered and will answer all questions posed by the participant now and in the future to the best of his/her ability.[1] (☐ N/A)
- ☒ A statement indicating voluntary consent has been obtained, including signature lines for participant and investigator, and date.[1] (☐ N/A)
- ☒ For online surveys, a statement that clicking on a button indicates consent and that participants may print a copy of the consent form using their web browser.[1] (☐ N/A)
- ☐ A statement indicating child assent, if applicable.[1] (☒ N/A)

- ☐ A statement that the participant will receive a copy of the consent form (When an oral summary is read to the participants or a short consent form is used, the statement should read that a complete copy of the consent form will be provided to the participant).[1] (☒ N/A)
- ☒ A statement that the IRB has approved the solicitation of participants for the study; this appears after the signatures.[1] (☐ N/A)
- ☒ A statement describing how the participant may obtain a summary of the final results should they desire a copy. In what format will the results be provided?[1] (☐ N/A)
- ☒ Provide name and contact information[1] of the researcher, supervising faculty advisor and GSC Academic Affairs.[2] (☐ N/A)

Certificate of Completion

- ☐ A copy of the completion certificate for the Granite State College Human Research Training tutorial.[1] (☒ N/A)

Survey Questions

Please indicate your response to the following items using a scale ranging from 1 ("strongly disagree" or "extremely dissatisfied") to 7 ("strongly agree" or "extremely satisfied").

Q1 (Informed Consent Form): By clicking on the button below, you are consenting to participate in this research study. You may print out a copy of this informed consent to keep in your records. If you do not wish to participate, click the "x" in the top corner of your browser to exit.

Q2: My supervisor/leader/manager demonstrates ethical behavior in the workplace.

Q3: Influence, interactional fairness, trust, and leader honesty are characteristics of ethical leadership.

Q4: My supervisor/leader/manager considers the moral and ethical consequences of decisions.

Q5: In my immediate working environment, ethical conduct, as a cultural norm, is valued highly.

Q6: In my immediate working environment, employees are disciplined if they behave unethically or violate ethical standards.

Q7: Given the ethical conduct of my supervisor/leader/manager and organizational culture, how satisfied am I with my present job?

Q8: The ethical conduct of my supervisor/leader/manager influences my occupational well-being and job satisfaction.

Q9: My ability to maintain a work-life balance, manage workplace stress, build workplace relationships, and job satisfaction is influenced by the ethical conduct of my workplace culture.

Q10: My ability to maintain a work-life balance, manage workplace stress, build workplace relationships, and job satisfaction is influenced by the ethical conduct of my supervisor/leader/manager.

Source of Questions

The survey questions are based on the work done by Brown et al. (2005). An early study was conducted by Brown et al. (2005). Ethical leadership is measured with the 10-item ELS developed and validated by Brown et al. (2005).

For this study, a Revised Ethical Leadership Scale (ELS-R) developed by Khan and Javed (2018) was integrated with select items of the original ELS, as the revised scale was proven to provide a reliable and valid measure to study ethical leadership. The ELS-R adds eight items to the ELS.

In addition to the ELS and ELS-R, the proposed survey includes questions relevant to ethical organizational culture. Ethical organizational culture is modeled after a short form of the Corporate Ethical Virtues Model Scale (abbreviated as CEV Model), originally developed by Muel Kaptein and his associates (Kaptein, 2008).

To examine the interrelations between ethical leadership and culture, satisfaction and well-being-related questions were integrated into the items of the ELS-R and the CEV Model to measure how ethical leadership and culture affect job satisfaction and well-being. In sum, the sources of the survey items are derived from the three surveys mentioned above.

Number of potential participants who will receive email

Approximately 100 potential participants.

Number of expected participants receive

10-15 participants.

Data Analysis

Following the completion of the quantitative surveys, the data will be analyzed using Qualtrics™. In this survey are questions related to ethics and well-being, which I intend to compare and contrast and triangulate with research from my literature review. Analysis will be used to formulate meaningful results and conclusions, make recommendations, and attempt to put the data in perspective.

Sample Email

Dear Invitee,

I am a management student at Granite State College and completing my final course. I am kindly requesting your participation in a research study that I am conducting titled: Effects of Ethical Leadership and Ethical Culture: Relationship to Well-Being and Satisfaction. The intention is to examine the conceptual and empirical foundation of ethical leadership and ethical organizational culture relative to occupational well-being and satisfaction, to review related literature, to assess the value of ethical behavior in the workplace, and to outline areas for future empirical study.

The survey will only take about 10 minutes to complete. Your participation in this research will be of great importance to closing gaps in behavioral ethics literature and advancing research on the conceptual and empirical foundation of ethical leadership and ethical organizational culture relative to occupational well-being and satisfaction.

Should you have any comments or questions, please feel free to contact me at bjbyrd@go.granite.edu

Link to Survey:

https://granitestatecollege.co1.qualtrics.com/jfe/form/SV_40ITZmpnj4Xgm21

Thank you very much for your time and participation.

Sincerely,

Brandon J. Byrd

Management Student

Granite State College

INFORMED CONSENT

1. **Purpose of the Study:** The purpose of this research is to examine the effects of ethical and unethical behavior on employee well-being and satisfaction. My intention is to explore the conceptual and empirical foundation of ethical leadership and ethical organizational culture relative to occupational well-being and satisfaction, to review related literature, to assess the value of ethical behavior in the workplace, and to outline areas for future empirical study. A quantitative approach will be employed, particularly the use of a questionnaire survey, for data collection. An online participant management system (Qualtrics™) will be used to create the survey and to management recordkeeping between the researcher and participants. The online survey will be administered to solicit participants' views regarding ethical leadership, ethical organizational culture, job satisfaction, and well-being.

2. **Description/Procedures:** The use of human participants in this project has been approved in compliance with Granite State College's Guidelines for the Protection of Human Subjects in Research. If you volunteer to participate in this study, we would ask you to please review informed consent before proceeding with survey. If you have any questions regarding this research, you may contact [Brandon Byrd] at [bjbyrd@go.granite.edu]. If you volunteer to be in this study, you may withdraw at any time. You may also refuse to answer any questions you don't want to answer and still remain in the study. No coercion of any kind is used in seeking your participation. At any point, you may exit the survey, and your information will not be retained. The survey link is disseminated to GSC management and leadership students and those associated with the college. Participants are asked to report the degree to which they agree or disagree, are satisfied or dissatisfied with the characteristics and behaviors highlighted in the survey. All recruitment materials, methods, and tools are subject to IRB review prior to conducting the study. The recruitment process demonstrates respect by preserving the privacy, dignity, and autonomy of the potential research participants and the confidentiality of information obtained for the research study. Only a single session will be needed to complete participation in this research. Approximately 10 minutes will be required to complete participation in this research; this includes reading and consenting to the study.

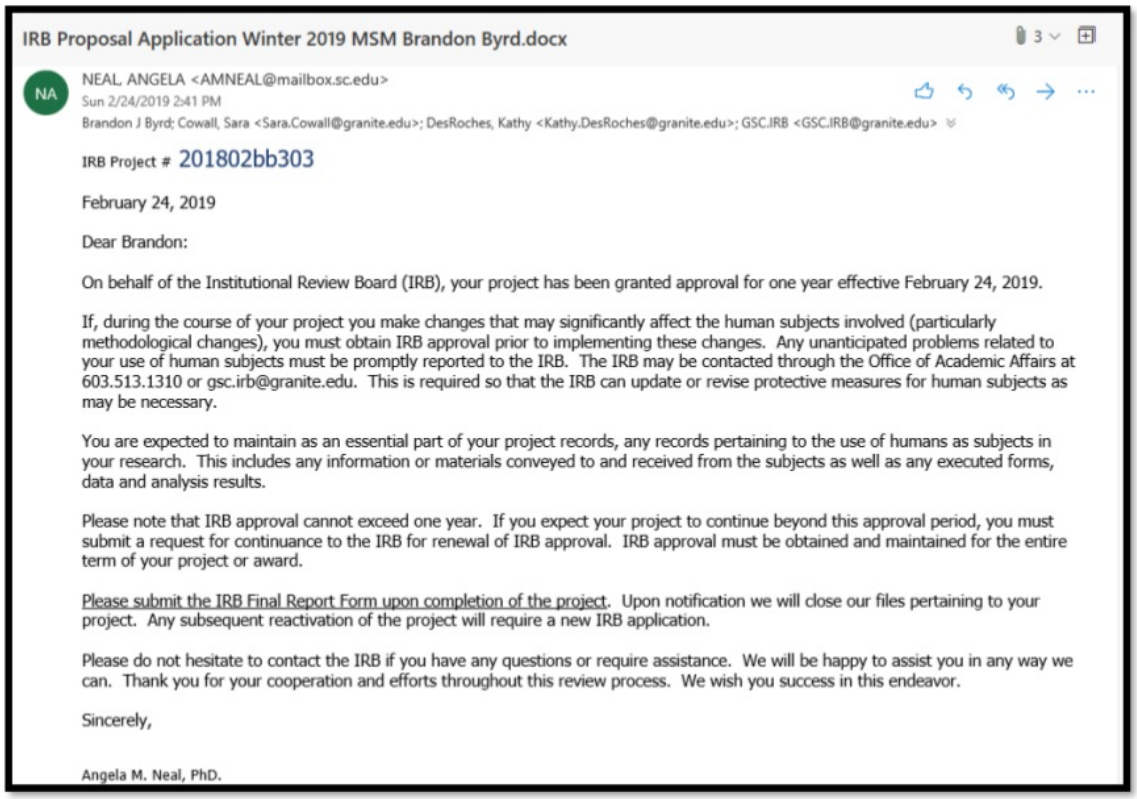
3. **Potential Risks:** This study poses minimal risk; the nature of the study involves no anticipated physical, emotional, or social risk to participants beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort.

4. **Potential Benefits:** Not every participant will personally benefit from the research study. However, given the financial costs of ethical infractions, participants can close gaps in ethics literature and advance research on the conceptual and empirical foundation of ethical leadership and ethical organizational culture relative to occupational well-being and satisfaction.

   A public presentation of my work will occur on March 21st, 2019, all current graduate students and guests are invited. The presentation will be viewable via Zoom™ and be recorded for the GSC Capstone repository. My paper will be available to anyone who requests access.

5. **Participation and Withdrawal:** Participation in this study is voluntary. If you volunteer to be in this study, you may withdraw at any time. You may also refuse to answer any questions you don't want to answer and still remain in the study. No coercion of any kind is used in seeking your participation. The survey consent is question #1 of a 10-question survey. At any point, you may exit the survey, and your information will not be retained.
6. **Payment for Participation**: You will not receive payment for your participation in this research study.
7. **Confidentiality**: Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as is required by law. Qualtrics™ will be used to manage the recordkeeping between the researcher and participants and to protect participants' data during the research project. Participants' data will be stored in a secure, password-protected file to ensure confidentiality and privacy. The destruction of research records and participants' data will occur six months following the completion of the study.
8. **Identification of Investigators**: You may ask questions concerning the research before agreeing to participate or during the experiment. If you have any questions regarding this research, you may contact [Brandon Byrd] at [bjbyrd@go.granite.edu]. If you have any questions about your rights as a research participant that have not been answered by the investigator you may contact the [Kathy DesRoches] at Kathy.DesRoches@granite.edu.
9. **Rights of Research Subjects**: Information gained about you as a result of your participation will be provided at the conclusion of the research if you request. You may withdraw your consent or your data at any time and discontinue participation. If you have questions regarding your rights as a research subject, contact the Office of Academic Affairs at the GSC Administrative Center, 603-228-3000. Please contact the principal investigator, {Brandon Byrd and bjbyrd@go.granite.edu}, if you are interested in receiving a summary of the research results.
10. **For online surveys:** By clicking on the button below, you are consenting to participate in this research study. You may print out a copy of this informed consent to keep in your records. If you do not wish to participate, click the "x" in the top corner of your browser to exit.

Appendix B



IRB Proposal Application Winter 2019 MSM Brandon Byrd.docx

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NA

NEAL, ANGELA <AMNEAL@mailbox.sc.edu>
Sun 2/24/2019 2:41 PM
Brandon J Byrd; Cowall, Sara <Sara.Cowall@granite.edu>; DesRoches, Kathy <Kathy.DesRoches@granite.edu>; GSC.IRB <GSC.IRB@granite.edu>

IRB Project # 201802bb303

February 24, 2019

Dear Brandon:

On behalf of the Institutional Review Board (IRB), your project has been granted approval for one year effective February 24, 2019.

If, during the course of your project you make changes that may significantly affect the human subjects involved (particularly methodological changes), you must obtain IRB approval prior to implementing these changes. Any unanticipated problems related to your use of human subjects must be promptly reported to the IRB. The IRB may be contacted through the Office of Academic Affairs at 603.513.1310 or gsc.irb@granite.edu. This is required so that the IRB can update or revise protective measures for human subjects as may be necessary.

You are expected to maintain as an essential part of your project records, any records pertaining to the use of humans as subjects in your research. This includes any information or materials conveyed to and received from the subjects as well as any executed forms, data and analysis results.

Please note that IRB approval cannot exceed one year. If you expect your project to continue beyond this approval period, you must submit a request for continuance to the IRB for renewal of IRB approval. IRB approval must be obtained and maintained for the entire term of your project or award.

Please submit the IRB Final Report Form upon completion of the project. Upon notification we will close our files pertaining to your project. Any subsequent reactivation of the project will require a new IRB application.

Please do not hesitate to contact the IRB if you have any questions or require assistance. We will be happy to assist you in any way we can. Thank you for your cooperation and efforts throughout this review process. We wish you success in this endeavor.

Sincerely,

Angela M. Neal, PhD.