

**ETHICAL LEADERSHIP: WHAT IS IT AND WHY DOES IT
MATTER?**

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Abstract

The research aims at exploring the influence of ethical leadership on employees' behaviors on an individual level. It first studies the research that has been done on ethical leadership in order to provide an overview, and then explores the potential outcomes triggered by the phenomenon on employees' behaviors. A quantitative analysis was employed with a survey of 131 respondents realized via emailing and social media.

The study suggests that ethical leadership influences different variables both positively and negatively. On the one hand, it influence positively related with moral awareness, job satisfaction, motivation, and prosocial behaviors. On the other hand, ethical leadership is negatively related with organizational misbehaviors and counterproductive work behaviors.

Keywords: ethical leadership, job satisfaction, motivation, moral awareness, organizational misbehaviors, counterproductive misbehaviors.

Abstrato

A pesquisa visa explorar a influência da liderança ética no comportamento dos funcionários em um nível individual. Primeiramente, ele estuda a pesquisa realizada sobre liderança ética para fornecer uma visão geral e explora os possíveis resultados desencadeados pelo fenômeno no comportamento dos funcionários. Uma análise quantitativa foi empregada com uma pesquisa de 131 respondentes realizada via e-mail e mídia social.

O estudo sugere que a liderança ética influencia diferentes variáveis, tanto positiva quanto negativamente. Por um lado, a influência está positivamente relacionada com a consciência moral, a satisfação no trabalho, a motivação e os comportamentos pró-sociais. Por outro lado, a liderança ética está relacionada negativamente com os maus comportamentos organizacionais e com os comportamentos de trabalho contraproducentes.

Palavras-chave: liderança ética, satisfação no trabalho, motivação, consciência moral, comportamentos inadequados na organização, maus comportamentos contraproducentes.

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Chapter 1: Introduction

Recent scandals such as Enron or the National Bank of Scotland have raised the question of ethics in organizations. It has shown that unethical decisions had deleterious impacts on corporations, not only on a financial point of view but also on the work environment and on employees' behaviors. These scandals have led researchers to focus on the importance of ethics in business, but also in the leadership literature, raising therefore the question of the necessity of ethical decisions and organizations in the actual society.

To be successful, an organization must have a vision, which needs to be clear and communicated to employees. In order to articulate this vision effectively, the presence of a leader is mandatory since he plays a key role in guiding employees. By combining the necessity to have a leader in employees' guidance and the importance of ethics in organizations, researchers have brought to the fore the concept of ethical leadership in management researches. A conceptual definition has been proposed by Brown et al. (2005), describing the concept 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" (p.120). Even though few researches brought to the front the relevance of ethical decisions and behaviors in the leadership literature, it has been shown that employees are mostly looking outside themselves to find ethical advice (Kohlberg, 1969; Treviño, 1986). Leaders play therefore a key role in guiding employees and should be a central source for ethical guidance (Brown, Treviño & Harrison, 2005). By making ethical decisions, leaders act as examples and provide a moral structure to their subordinates (Grojean et al., 2004). These recent studies give prominence to the antecedents of ethical leadership as organizational antecedents; however, few researches focus on the outcomes of this leadership style on employees' behaviors.

This study intends to prove the influence of ethical leadership on employees' behaviors. In response to the recent ethical scandals, it would be interesting to ask us how ethical leaders influence their followers' behaviors and what are the outcomes of this influence process? That is to say, it aims at explaining how ethical leaders influence behavioral outcomes using different processes. Using a social learning

perspective (Bandura, 1977), this study proposes a model identifying the major outcomes obtained with ethical leadership. It will allow us to investigate the interactions between ethical leaders and employees in their work environment. This is resulting from an observation of ethical leaders, triggering the emulation of leaders' actions by employees.

In order to examine the impact of ethical leadership on behavioral outcomes, it is first essential to define what ethical leadership is, but also to establish a distinction between the main concept of this research and related leadership constructs, such as authentic, transformational and spiritual leadership. These related leadership styles tend to overlap ethical leadership and has been often confused in prior researches. This research will be based on social learning theory, which will allow us to understand how ethical leaders influence employees' behaviors and how followers learn and reproduce ethical attitudes. This research will present antecedents influencing leaders to act ethically and influencing others to act in the same way. By understanding the key factors influencing ethical leadership, we will be able to present the main behavioral outcomes of ethical leadership.

As a matter of fact, this study attempts at showing the influence of ethical leadership on employees' behaviors. Based on social learning perspective, it will allow us to understand how ethical leaders influence followers by being role models and encouraging ethical behaviors using rewards and punishments. Additionally, this research examines empirically the influence of ethical leadership on employees' behaviors, based on an individual level in order to better understand why ethical leadership matters.

Chapter 2: Theoretical frameworks and definition

2.1 Ethical leadership in prior research

The study of leadership has consistently evolved in the last decades and several theories have recently emerged (Yukl, 2002). In response to the recent scandals, leadership has been combined to ethics to face these issues while taking into account the interests of every stakeholder involved. Over the past years, the notion of ethics has invaded both leadership and behavioral literature, giving birth to the concept of ethical leadership. Several studies have focused on defining what ethical leaders were but also how they ought to behave. So that we can fully understand what ethical leadership refers to, it is first necessary to focus on the studies conceptualizing the concept of ethical leadership.

2.1.1 Background and definition

In response to the recent scandals faced in the business environment, ethics have been linked to leadership by both managers and practitioners. It has become essential to find a way to achieve organizational goals while taking into account the interests of each part involved in the business and in the society. Ethics refer to a set of moral principles guiding people in their life and helping them to make decisions. It is also concerned with what is good for individuals and society and can be defined as “moral philosophy” (Beauchamp, 2001). An interesting definition of ethics has been provided by the author Tolstoy, which considers as “the meaning of life”. As a matter of fact, ethics imply a general investigation into the Good, the search of foundations for morality and the study of virtues.

Leadership has become one of the most researched topics in the behavioral literature. After a considering study on the concept, Stogdill (1974, p.259) suggested that “there are as many definitions of leadership as there are persons who have attempted to define the concept”. Over the years, leadership has been defined according to a wide range of perspectives, including “individual traits of the leader, leader behavior, interaction patterns, role relationships, follower perceptions, influence over followers, influence on task goal, and influence on organizational culture” (Rothlauf, 2015, p.176). Although definitions of leadership have been many times discussed, this article proposes to define the concept as a process “influencing

task objectives and strategies, influencing commitment and compliance in task behavior to achieve these objectives, influencing group maintenance and identification, and influencing the culture of an organization” (Yukl, 1989).

Although ethics have always been present in the business environment, practitioners have focused recently on its importance in the decision-making process in companies. Scandals such as Volkswagen in 2016 have raised the question of ethics and companies’ effectiveness. It has proved that some leaders were ready to take unethical decisions in order to realize their own objectives despite companies’ values and goals (Schaubroeck et al. 2007). Those recent scandals have led researchers and practitioners to concentrate on the relevance of ethical leadership in organizations. The Institute of Leadership and Management has developed the Index of Leadership Trust as a response to these scandals. It allows providing an evaluation in ethics in corporations and providing a first framework to companies. The importance of ethical leaders in organizations has been highlighted by Grojean et al. (2004). He argued that “as a role model in their organizations, leaders must display the highest moral behavior in their action to provide a moral framework”. An important number of studies focusing on the prevalence of ethics for leaders have emerged in the past twenty years (Harris, 1990). The bonding between ethics and leadership has led to a number of studies, thus conducting researchers to provide a number of early definitions such as creating a spiritualized and principled company, favoring others’ development, and integrating moral values within the company’s vision and practices (Selznick 1957).

The emergence of ethical leadership as a theory is quite recent since the notion of ethics was already involved in the leadership literature. Lawton and Paez (2014) identified three dimensions to leadership, which are leadership in, leadership of and leadership for. Leadership in involves activity and refers to the wish of a new fields discovery. Leaders therefore act in accordance to curiosity and are driven by their self-interest. Leadership of, in contrast to the first concept, may involve role modeling, a wish to inspire and motivate others in order to achieve organizational goals.

Last but not least, leadership for involves the wish to achieve either objective for the organization, but it can also include a societal dimension. It may also describe the wish to create and promote a vision, thus involving an ethical dimension in it. The two last dimensions presented by Lawton and Paez may be confused with ethical leadership as they include an ethical dimension in their concept. Furthermore, leadership theories

such as transformational, spiritual or authentic leadership created confusion with the concept and prevented it from emerging in the literature.

The clarification has been established recently by Brown and colleagues, who provided a complete definition of ethical leadership, which will be considered in this research 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, Treviño and Harrison, 2005, p. 120). This definition is composed of three main dimensions describing an ethical leader. First of all, being an example is one of the key criteria in ethical leadership. Treating people fairly constitutes the second part of this definition and actively managing morality composes the last part of the concept. The two first components can be considered as individual traits of the leader, whereas the last component refers to the status of the leader, meaning his position and thus, referring to “encouraging normative behavior and discouraging unethical behavior on the part of their subordinates using transactional efforts such as communicating about ethics and punishing unethical behaviors” (Brown et al., 2005). Although these definitions give us some insights on what ethical leadership is, it does not enlighten us on what an ethical leader refers to. Arjoon (2000) defines ethical leaders in the way that they “should have a clear vision of the common and the means to promote it, and that leaders are supposed to lead people to attain some goal or objective, from a virtue theory perspective, must be common good”. This definition of ethical leaders implies that not only should ethical leaders have a vision, but they should set virtues and ethical standards for the organization to guide employees. Ciulla (2005) also insisted on the combination of vision and ethics as she argued that “visions are not simple goals, but rather ways of seeing the future that implicitly or explicitly entail some notion of the good”. In other words, ethical leaders are concerned with their obligations to others, as they are a symbol of authority and power due to their special position in the organization.

Ethical leaders can therefore be defined either on a status point of view, but also on a trait personality perspective. Treviño and colleagues (2000) established a distinction between the moral person and the moral manager by raising the following question: “is the manager a good person and vice and versa?” They actually came to the conclusion that ethical leaders reflected both characters, meaning that they are

considered as moral persons in terms of personality (being fair, integrity, being authentic) and in terms of authority given their position in the organization. The status of being a moral manager can be seen as ethical since being a manager implies that they should provide an example to followers and encourage them using rewards and punishments (Treviño et al., 2000; Brown and Treviño, 2006).

Even though the research on ethical leadership has emerged in the last decades, it remains quite restricted. Indeed, only few studies focus on the outcomes of ethical leadership, whereas the major part of the research emphasizes the importance of the concept as a key determinant for organizational and behavioral after-effects. Indeed, statistical studies on perceived leader's effectiveness have established a link between our main concept and individual perceived traits of the leader such as honesty, integrity and trustworthiness (Den Hartog et al. 1999; Kirkpatrick and Locke, 1991; Kouzes and Posner, 1993). Another distinction of behavioral components of ethical leadership has been established by De Hoogh and Den Hartog (2008). It exposes fairness, power sharing and role clarification as explaining determinants of ethical leadership. Ethical leadership has therefore been largely studied as being an antecedent for positive outcomes. Kanungo and Mendonca (2001) observed ethical leadership as being beneficial to followers, organization and society since ethical leaders are led by a set of values and make decisions taking in consideration stakeholders' interests. The motivation they have is taking into account each stakeholder involved in the business and therefore influences their decision on an ethical perspective. Ethical leadership as an antecedent for positive outcomes has also been highlighted by Brown and Treviño (2005), who stipulated that when in an organization, different actions are considered as being ethical, these observations influence the working attitude of employees, the way decisions are taken, as well as general behaviors. Based on social learning theory (Bandura, 1977), Brown and colleagues (2005) have brought to the front the antecedents of ethical leadership. In other words, thanks to a role modeling process and the use of rewards and punishments, ethical leaders influence the attitude of their employees. That is to say, leaders are a central source for ethical modeling due to their position in the organization, the status they have and the power they can use to influence the behavior and outcomes of others. As role models, ethical leaders communicate explicit and demanding ethical standards to people involved in the process. Furthermore, ethical leaders gain in credibility as they follow themselves the

guidelines they have set up. As a matter of fact, literature on ethical leadership has mostly focused on this concept as a critical antecedent rather than exploring the outcomes of ethical leadership on employees' behaviors. Trait personalities and role modeling have been emphasized as being key antecedents of ethical leadership and influence processes. However, some authors have also explored effects of ethical leadership. Both antecedents and outcomes of ethical leadership have been examined, conducting to a study on relationships between ethical leadership and constructs such as idealized influence, interpersonal justice and informational justice controlled (Mayer, Aquino, Greenbaum and Kuenzi, 2012). Not only did this research examine organizational outcomes of ethical leadership, but it also created a bridge for leadership as being both an antecedent and an outcome.

Recently, ethical leadership has been considered by several authors as producing positive outcomes to the organization. Lawton and Paez (2014) argued that ethical leadership was concerned with a strong relationship between vision and ethics and involving a notion of good life. They both consider that ethical leadership might have positive consequences such as in the public interest. It has been shown that ethical leadership can have a positive impact on followers as they consider ethical leaders as an "ideal representation of the group's identity" (Kalshoven and De Hartog, 2006). Ethical leadership has proven its advantages by stimulating work engagement on one hand, and on the other, decreasing counterproductive behavior. Besides, some further researches proved that ethical leaders had a direct and indirect influence on individual behavior, through shaping organizational justice and impacting work engagement (Demirtas, 2013).

To summarize, literature on ethical leadership has majorly concentrated on the concept as being a critical antecedent for organizational outcomes. Few studies have focused their interests on their outcomes themselves. Notwithstanding, several authors conceptualized ethical leadership by providing frameworks, which will be essential in this research to understand what ethical leadership represents. Furthermore, it will give us an insight on how ethical leaders behave and how do they influence employees' behaviors.

2.1.2 Frameworks of ethical leadership

Ethical leadership is on the agenda of every practitioner and researcher. Since ethical leaders should, through diverse processes, create a positive and ethical working environment, and thus avoid deleterious scandals in the organization (Dickson, Smith, Grojean & Ehrhart, 2001). As it has been previously discussed, interest has recently emerged in the leadership literature, and has explored its ethical dimension. A number of behavioral researches have emphasized an ethical relevance in today's leadership styles (Harris, 1990; Ozgener, 2009). This flourishing of interest for ethical leadership has conducted to several frameworks exploring the concept of ethical leadership as a key determinant for positive outcomes. Researches have explored the relationships between ethical leadership and several external components, highlighting the influence of ethical leadership on organizations. So far, researches have mainly studied the ethical leadership's antecedents. This is relevant for organizations as it allows them to select profiles that will correspond to ethical criteria, but it also allows to develop adapted trainings in order to reach positive outcomes of ethical leadership (Kalshoven, 2010).

Following recent studies of Brown et al. (2005) and Treviño et al. (2003), De Hoogh and Den Hartog (2009) proposed a first construct of ethical leadership distinguishing three major behavioral components, namely fairness, power sharing and role clarification. Fairness is a particular relevant component for ethical leaders (Treviño et al., 2003). Leaders acting as fair behave honestly, do not favor any subordinate over another, and are known for their trustworthiness. Moreover, they understand their responsibility as a leader and feel responsible for their subordinates' wellness and actions (De Hoogh and Den Hartog, 2008). The second component, known as power sharing, is concerned with providing subordinates with voice, but it also concerns asking for and listening to their input in order to show them importance. Leaders allow subordinates to take part in the decision-making process by expressing their opinions on job-related issues. (Brown et al, 2005). Finally, De Hoogh and Den Hartog defined role clarification as the last behavioral element of this framework. It involves a transparent and respectful communication with subordinates and implies that ethical leaders should clarify what they expect from subordinates, what they want to achieve and how do they want to achieve it. A clear and transparent goal expression

towards subordinates is necessary and helps followers to know their objectives and increase trust in the relation between both parties.

Based on this research, several authors have explored the relationship between ethical behavior and trait personality. Although these correlations have already been suggested by several researchers; they have never been tested nor verified in any research (Brown and Treviño; Walumbwa and Schaubroeck, 2009). Kalshoven (2010) studied leader personality in terms of individual traits to show if some traits were more related to ethical leadership rather than to other leadership styles. The goal behind it is to see if individual traits can play an antecedent in ethical leadership's behaviors.

The author used the Big Five Factor personality to explore which qualities were consistently related to ethical behavior. The Big Five Factor personality test is believed to show the 5 basic underlying trait of one's personality. It is recognized as being cross-cultural, relatively stable as well as genetically based (Kalshoven, 2010). In this study, the author tested in two different tests, the relationship between ethical behavior and 5 presumed traits as potential antecedents, which are conscientiousness, agreeableness, emotional stability, openness and extraversion.

Conscientiousness has two facets, on one hand, it describes someone who is dutiful, responsible, organized and committed to his work, while on the other hand, it describes a person acting consistently to his or her values, communicate clear and transparent instructions for accepted attitudes, and precise to followers what are the expectations. Conscientiousness is presumed to be particularly relevant for ethical leaders as highly conscious individuals think carefully before acting and take therefore decisions which will be virtuous not only for him but also for subordinates (Moon, 2001).

Agreeableness describes a person who is both altruistic, trusting, kind and cooperative. Agreeable people maintain social relations and are sensitive to the needs of others (Jensen-Campbell & Graziano, 2001). This is a key quality of ethical leaders as they treat employees fairly, respect them, act in their best interest and intend at not harming them.

The third component of the "Big Five" is called emotional stability. It is opposed to neuroticism, which refers to the status of being anxious, stressed or depressed. Instable personalities are less likely to be seen as leaders. Social learning theory (Bandura, 1977) has highlighted that a small level of confidence was most of the time

resulting from a lack of self-esteem as well as a lack of self-efficacy in the personality. Thus, they are less able to guide others and to be perceived as leaders. The fourth component of this framework refers to openness, meaning individuals who are imaginative, curious, artistic and insightful.

Finally, extraversion is the last element of this structure. It defines active, assertive, energetic and outgoing people. In this research, Kalshoven found out that ethical leadership was correlated with three dimensions of the Five Factor personality. Conscientiousness was positively related to role clarification. Highly conscientious leaders are responsible, dutiful and dependable, which is particularly relevant for ethical leaders. Furthermore, highly conscientious leaders set clear guidelines and goals, as well as they communicate transparently, which is relevant for role clarification. Secondly, the author found out in her study that agreeableness was positively related to ethical leadership, fairness and power sharing.

Finally, it has been proven that neuroticism was relevant for ethical leadership but negatively correlated as ethical leaders are supposed to be emotionally stable. Indeed, instable emotional leaders might stress more his subordinates and are therefore less followed by employees. Moreover, they are less likely to follow their principles and tend to change their mind.

2.2 Ethical leadership and social learning theory

2.2.1 Concept and definition

In order to understand how leaders influence their followers into acting ethically, this research will be based on social learning theory (Bandura, 1986), which will give us an insight on the processes impacting followers' behaviors in the organization. Bandura (1986) has established a theory, namely social learning theory, which explains how individuals integrate social norms and behaviors through diverse processes. In his research, he highlighted that until now, learning processes were innate "since the principal causes of behavior resided in forces within the individual, which is where one looked for explanations of one's action". In contrast, Bandura proposes in his theory that behaviors do not only come from inner forces, but they are also learned through external processes such as observational learning, vicarious learning and reinforcement. Indeed, he suggests that new behavioral models can be learned by individuals through direct experience or by observing the behavior of others.

Direct experience refers to the fact that individuals learn by experiencing the consequences of their actions. These experiences are reinforced by the use of punishments and rewards, which follow directly any actions. Individuals are therefore encouraged to repeat high-valued actions, whereas they tend to forget actions, which they have been punished for.

On the other hand, individuals can also learn by observing others. Indeed, if learning processes were only relying on the use of rewards and punishments, it could be in several cases hazardous or dangerous. It would be difficult to imagine children learning their mother tongue using only rewards and punishments. Social learning processes actually mostly happen by observing other people. Bandura explained in his theory that “most of the behaviors that people display are learned, either deliberately or inadvertently, through the influence of an example” (Bandura, 1986). Taking back the example of children learning languages, it would be impossible for them to enhance any linguistic skills if they had no opportunity to hear individuals having conversations. Modeling is therefore an essential aspect of learning and is paramount for ethical leaders in order to be able to influence their subordinates’ behaviors.

2.2.2 Ethical leadership and role modeling

Social learning theory suggests that human beings integrate normative attitudes through a “role-modeling process, by observing others and then imitating their behaviors” (Bandura, 1977). It is important that followers perceive leaders as credible and attractive individuals, so that leaders can influence followers. Thus, ethical leaders need to acquire credibility and legitimacy to be considered as role models. As Bandura stipulated, “social learning theory is based on the idea that individuals learn by paying attention to and emulating the attitudes, values and behaviors of attractive and credible role models”.

Since leaders have a higher position in the organization, they are dotted with power, which enhances their authority, and therefore their attractiveness. However, attractiveness cannot rely only on authority. It has been shown that models that show care and concern for their subordinates and treat people fairly are perceived as being more attractive to followers. Since one of the most important components of ethical leadership relies on fairness, this enhances followers’ perception of ethical leaders as

credible role models. Thus, subordinates are more likely to look up at ethical leaders for any guidance.

Moreover, the credibility of the leader is strengthened by the fact that not only do ethical leaders promote ethical guidance through clear standards, but they also follow what they preach to subordinates. Bandura (1986) raised the question of credibility of leaders by asking “if models do not abide what they preach, why should others?” The role modeling position as well as the credibility ethical leaders have, represent strong determinants for a further influence on employees’ behaviors. Via role modeling, ethical leaders can largely influence ethical behaviors of subordinates by showing what is expected, rewarded or punished. Employees can learn from role modeling ethical behavior as they will see which behavior is rewarded and which one is not. Given the followers’ perceptions of ethical leaders as credible and attractive individuals, ethical leaders do represent an important and central source of such modeling. Subordinates tend to be more attentive to behaviors they consider as being altruistic and normatively appropriate. As ethical leaders act in a fairly manner, subordinates tend to be more attentive and emulate these attitudes. The position they have in the organization, the status and the success they have achieved give the opportunity to leaders to affect others’ attitudes and outcomes. This process is particularly important for ethical leaders to convey ethical values to followers by acting as an example. Via observational learning, imitation and identification, ethical leaders are more likely able to influence the behaviors of their subordinates. However, in order to last over the time, these emulations need to be reinforced by several processes.

2.2.3 Reinforcement of ethical behaviors

Social learning theory implies the use of rewards and punishments to reinforce certain behaviors. Given their position and authority, leaders can encourage behaviors by rewarding them as well as they can discourage certain actions by punishing those ones.

As Bandura proposes, social learning theory “is based on the idea that individuals learn by paying attention to and emulating the attitudes, values and behaviors of attractive and credible role models”. The use of rewards and punishments is paramount for ethical leaders as they can use it to reinforce ethical behaviors as well as punishing ethical behaviors. It is crucial in the learning process as subordinates are more attentive

to what is rewarded and to those who control the source of rewards and punishments. Reinforcement therefore serves on one hand as an incentive and on the other as informative. Social learning theory emphasizes the use of rewards and punishments and highlights how people can learn from it.

In observational learning theory, Bandura has emphasized the advantage of reinforcement as anticipation. Indeed, when reinforcement is anticipated, it can increase attentiveness of followers. If an individual already knows which behavior produces rewards or punishments as he has already observed them, it can enhance observational learning since the follower will be more attentive to high-valued actions and will reproduce them. As Bandura explains it, it can also “strengthen retention of what has been learned observationally by motivating people to code or rehearse modeled responses that have high values” (Bandura, 1986).

Reinforcement also serves direct experience. Given their position, leaders can directly influence the outcomes of their subordinates by rewarding their actions or punishing them. It is particularly important for ethical leaders as they are able to directly encourage subordinates’ ethical behaviors. Reinforcement is one of the most valuable for leaders to transmit their values, attitudes and behaviors to their followers. As Mayer, Greenbaum, Aquino and Kuenzi (2012) mentioned it, “because ethical leaders reward ethical behavior and discipline unethical behavior, they influence their employees to engage in desired behavior”. Thus, by rewarding or punishing actions, ethical leaders favor certain actions upon others and stimulate employees’ learning processes.

Linking social learning theory to ethical leadership suggests that ethical leaders influence their subordinates via modeling. The concept of modeling refers to a wide range of social learning processes, including observational learning, imitation and identification (Brown et al., 2005). These processes are particularly relevant for ethical leaders as they allow them to transmit ethical conduct to followers and to influence their general attitude. These learning processes are strengthened by the use of rewards and punishments, which indicate to followers what action, should be repeated and which one should not. Since the major part of individuals looks up at other persons for ethical guidance (Kohlberg, 1969; Treviño, 1986), ethical leaders represent real role models as they guide subordinates to an ethical path. Given their position, ethical leaders possess authority, but they are perceived as being credible thanks to their trait

characteristics such as being fair and trustworthy. Followers can therefore learn about ethical conduct by observing which action is rewarded and which one is punished. As a matter of fact, social learning theory is particularly relevant for ethical leaders so that they can later influence employees' behavioral outcomes. Not only do followers consider ethical leaders as role models and emulate their actions, but they also learn thanks to the use of transactional efforts, which show them which action is high valued and should be reproduced and which one should not. Although ethical leadership has been defined previously, several leadership theories do overlap the ethical leadership domain. In order to be consistent with the influence processes we presented, it is of paramount importance to clarify the distinction between ethical leadership and other leadership theories.

2.3 Authentic, spiritual and transformational leadership

The concept of ethical leadership has recently emerged in the leadership literature. Indeed, the conceptual construct of ethical leadership has been for a long time confounded with several leadership theories involving an ethical dimension in their frameworks. Authentic, transformational and spiritual leadership all contain the moral aspect of ethical leadership, however, they differ at some point. This section discusses both the convergence and divergence of these theories with ethical leadership. It aims at distinguishing each theory in order to have a clearer overview of what ethical leadership is.

2.3.1 Authentic leadership

The word "authenticity" comes from the Greek and means "to thine own self to be true". Authentic leaders are "individuals who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values moral perspective, knowledge and strength; aware of the context in which they operate; and who are confident, hopeful, optimistic, resilient and high on moral character" (Avolio, Luthans and Walumbwa, 2004, p.4). Two human psychologists, namely Rogers (1959, 1963) and Maslow (1968, 1971), focused their attention on the evolution of individuals who appeared to be true to themselves and followed their values in each situation. They talked about "fully functioning or self-actualized persons who are in tune with their elemental personality and they see their nature in a

clear and accurate way” (Avolio and Gardner, 2005, p.319). Maslow defines self-actualizing individuals as “having strong ethical convictions” (1971, p.346).

The basic construct of authentic leadership could involve several other leadership theories, such as charismatic leadership, transformational leadership, integrity and ethical leadership. Authentic leadership could be related to ethical leadership according to some criteria. Indeed, authentic leaders are described as self-aware, open, transparent and consistent individuals. Furthermore, authentic leaders, as well as ethical leaders, care and are concerned for others. Important characteristics of authentic leaders also remain in hope, in being optimistic and in being resilient.

Moreover, they are able to judge ethical issues, in which they overlap ethical leadership. This theory mainly appears to be similar to ethical leadership regarding individual characteristics. Indeed, both are motivated by the organization and the society, as well as a consideration for others (Brown and Treviño, 2006). Luthans and Avolio (2003) defined authentic leadership as a “process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development” (p.243). This definition implies an influence process of leaders towards followers, resulting in a positive self-development.

A parallel can be drawn between this authentic influence process and the social learning theory used by ethical leaders. Indeed, both theories imply that followers emulate actions by observing leaders. Although these theories seem to be pretty close, their constructs differ at some point. Shamir and Eilam (2005) emphasized the fact that the motivation of authentic leaders comes only from personal and own beliefs. On the contrary, ethical leaders find their motivation in others and the concern they have for their followers. Researches have shown that the term self-awareness was used to describe authentic leaders, whereas ethical leaders were termed other awareness (Treviño and colleagues, 2000). The major divergence between ethical leaders and authentic leaders is found in the care for others they have. Although authentic leaders care for others, their motivation is mainly driven by their own interests and concerns, whereas ethical leaders are firstly motivated by others' wellbeing.

2.3.2 Spiritual leadership

Spiritual leadership refers to the “values, attitudes, and behaviors that are necessary to intrinsically motivate one’s self and others so that they have a sense of spiritual through calling and membership” (Fry, 2003, p.711). Furthermore, the author outlines that authentic leadership involves a religious dimension to leadership, which can therefore include ethics in it. (Fry, 2003, 693). It is based on a deep-seated motivation involving a vision. The notion of vision is very important in spiritual leadership as the organizational members feel a certain calling in such a way that their life has an essence. Furthermore, they do experience a difference. Spiritual leadership is based on a second aspect, which is the creation of an organizational culture. This culture is positioned on altruistic love, being a key characteristic of spiritual leaders. It allows the leaders to build concerned relationships with followers, but also sincerity and consideration for others. This altruistic love-based culture allows authentic leaders to create a sense of membership within the organization, where followers feel accepted and welcome. Spiritual leadership is based on three main dimensions, which are differentiated as following. First of all, a vision is required in the sense that it represents the organization’s purpose and identity. Secondly, a key criterion of spiritual leadership is altruistic love, representing the care for others. Finally, the last dimension of this construct relies on hope or faith leaders have, meaning the confidence that the vision will be realized.

Figure 1: Key characteristics of spiritual leadership

Vision	Altruistic love	Hope/ Faith
Broad appeal to key stakeholders	Forgiveness	Endurance
Define the destination and the journey	Kindness	Perseverance
Reflects high ideals	Integrity	Do what it takes
Encourages hope/ Faith	Empathy	Stretch goals
Establish a standard of excellence	Honesty	Expectations of rewards/ victory
	Patience	
	Courage	
	Trust	
	Humility	

Source: Fry L.W., (2003)

Spiritual leaders appear to be similar to ethical leaders in the sense that both of them do have a sense of integrity, are honest and trustworthy. Furthermore, both theories focus on a rewarding system in order to achieve organizational goals. The integral and altruistic dimensions of spiritual leadership appear to be relevant and related to ethical leadership's construct. However, these constructs differ on some crucial points. First of all, the visionary dimension of spiritual leadership may be closer to transformational leadership rather than ethical leadership, which does not focus its aim on being visionary. Moreover, spiritual leadership involves criteria, which are unrelated to ethical leadership. Indeed, spiritual leaders find their motivation in serving God or humanity, therefore having a higher and spiritual purpose. This motivation has been described previously and refers to a "calling". On the contrary, ethical leaders are motivated by some more pragmatic matters. Although spiritual leaders might transmit ethical values and influence ethical behaviors, this leadership theory differs from ethical leadership on two key dimensions, which are the motive and the vision.

2.3.3 Transformational leadership

The theory of transformational leadership found its roots on political leaders. Burns (1975) defined it as a "two-ways influence process between the leader and the team members". Later defined by Bass and colleagues as the leader's impact on subordinates, transformational leadership also involves the attitude of the leader in order to succeed to his goal. He distinguished 4 major transformational leadership's dimensions in his research. These components are known as charisma or idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 1985, 1988). Yukl (1999) defined the underlying process as a motivating process wherein "followers get more aware by transformational leaders of the importance of task outcomes and inducing them to transcend their own self-interest for the sake of the organization" (p.325). Using this proposition, it is obvious that transformational leadership can be linked to ethical leadership as it implies a moral dimension in the way that transformational leaders influence their followers to achieve a common objective at the expense of their own interests and goals. The ethical dimension of transformational leadership has been emphasized by several authors. Indeed, Kanungo and Mendonca (1996) suggested that transformational leadership involved an ethical dimension. On the contrary, they stipulated that the related

construct, namely transactional leadership did not involve any ethical dimension. Following this suggestion, Bass (1985) argued that transformational leadership indeed involved an ethical aspect; however this ethical dimension was depending on the leader's motivation. This implies that transformational leadership does not automatically imply an ethical dimension. Transformational leadership mainly overlaps ethical leadership on individual characteristics. Indeed, empirical researches have proven the ethical dimension of transformational leadership.

The Multifactor questionnaire (Bass & Avolio, 2000) has shown that transformational leadership was positively related to a certain number of ethical qualities. First of all, transformational leadership also involves perceived leader integrity, which is a key characteristic of ethical leadership. Furthermore, both ethical and transformational leaders show care for others. The decisions taken by both type of leaders are aligned with their values and beliefs. Besides, they evaluate potential consequences of their ethical decisions. As ethical leaders, transformational leaders represent role models for their followers, who emulate their behaviors thanks to an observational learning. Although transformational leadership and ethical leadership appear to be close, some distinctions are clearly noticeable.

An important determinant of transformational leadership is its correlation with idealized influence. On the contrary, ethical leadership has further impacts going beyond idealized influence. Furthermore, ethical leadership is often associated with transactional leadership rather than transformational leadership. Indeed, ethical leadership implies an influence process whereby ethical leaders influence followers' ethical behaviors by the use of rewards and punishments. This process is associated to transactional leadership, in which the use of communication, rewards and punishments are called transactional efforts. Finally, ethical leadership does not include a visionary dimension, neither an intellectually stimulating leadership, which is a key determinant of transactional leadership.

Figure 2: Similarities and differences between ethical, spiritual, authentic and transformational leadership

	Similarities with ethical leadership	Differences from ethical leadership
Authentic leadership	<ul style="list-style-type: none"> - Concern for others (Altruism) - Ethical decision-making - Integrity - Role modeling 	<ul style="list-style-type: none"> - Ethical leaders emphasize moral management (more transactional) and “other” awareness - Authentic leaders emphasize authenticity and self-awareness
Spiritual Leadership	<ul style="list-style-type: none"> - Concern for others (Altruism) - Integrity - Role Modeling 	<ul style="list-style-type: none"> - Ethical leaders emphasize moral management - Spiritual leaders emphasize visioning, hope/faith, work as vocation
Transformational Leadership	<ul style="list-style-type: none"> - Concern for others (Altruism) - Ethical decision-making - Integrity - Role Modeling 	<ul style="list-style-type: none"> - Ethical leaders emphasize ethical standards, and moral management (more transactional) - Transformational leaders emphasize vision, values, and intellectual stimulation

Source: “Brown, M.E. & Treviño, L.K. (2006)

Table 2 offers a summary of the main differences and similarities between ethical leadership and overlapping theories, namely spiritual leadership, authentic leadership and transformational leadership. All of these leaders are described as being altruistic and caring for others. Furthermore, integrity is one of the key characteristics describing their personality, in the sense that they are consistent with their moral values and apply them to the decisions they make. Role modeling is known as being a critical antecedent for each type of leadership, as it allows these leaders to influence their subordinates through observational learning and the use of rewards and punishments. Finally, transformational leadership and authentic leadership appear to be similar to ethical leadership on the fact that each of these leaders considers ethical consequences when deciding.

However, it has been emphasized that transformational leaders were not automatically ethical as the choice of being ethical was depending on their motivation. The major difference we can highlight between these theories is the explicitly setting of ethical standards by ethical leaders through a communicating process, as well as a rewarding and punishing process, which rather refers to a transactional process and differentiates ethical leadership from these related constructs. Moreover, these related theories involve individual characteristics such as self-awareness, visionary, being work motivated, which are not proper to the ethical leadership construct.

The concept of ethical leadership is quite recent as it has been for a long time confused with these theories having an ethical dimension in their constructs. Although these theories are clearly related, their constructs differ on some major points. The recent literature on ethical leadership has helped this research to define the concept of ethical leadership, known as “the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct through two-way communication, reinforcement and decision-making” (Brown et al. p.120). This definition emphasizes the importance of social learning theory for ethical leadership, involving the use of observational learning, direct experience and reinforcement in order to influence subordinates’ ethical conduct in the organization. This first part allowed us to focus our attention on what ethical leadership meant, but it also highlights what the antecedents of ethical leadership were. Not only did we identify the antecedents of ethical leadership as individual personality traits, but we also focused our attention on contextual influences to explain how an ethical

leader modifies his subordinates' attitude. After having defined the concept of ethical leadership and identified its antecedents, it would be interesting to focus on the outcomes obtained by ethical leaders on their subordinates' conducts.

Chapter 3: Ethical leadership's outcomes on employees' behaviors

Ethical leadership has proven its importance through the outcomes it triggers. As most of the researches on ethical leadership have focused their interest on the antecedents of the concept, this research aims at emphasizing the individual outcomes of ethical leadership, therefore showing its relevance in organizations. Based on a social learning perspective, it has been shown that leaders influence followers through diverse processes and obtain certain outcomes. This research specifically focuses it aims on behavioral outcomes engendered by ethical leadership. Indeed, followers reproduce leaders' behaviors as they perceive them as being credible and attractive, and thus consider them as role models. By using transactional efforts such as expressing clear ethical standards and thanks to the use of rewards and punishments to hold employees accountable for their conduct, ethical leaders influence followers' behaviors over time. Not only does ethical leadership trigger outcomes such as enhanced job satisfaction and commitment, but it can also help reducing negative outcomes, such as counterproductive outcomes and organizational misbehaviors.

3.1 Outcomes of ethical leadership on positive followers' behaviors

Through observational learning and transactional efforts to control employees' behaviors, ethical leaders are able to influence employees' behavior at work and therefore have an impact on their individual outcomes. Indeed, observational and vicarious learning allow ethical leaders to influence moral attentiveness and the quality of decision of their followers. Furthermore, their individual characteristics are a key determinant in the relationship with their followers. This particular relationship allows leaders to influence the outcomes of their subordinates, which will go beyond defined economic achievements and turning followers' behaviors into prosocial behaviors. Finally, the trustworthiness, the honesty and the fairness of ethical leaders impact

positively employees' job satisfaction by creating an ethical climate as well as by considering employees' achievements, therefore influencing positively their job commitment. It is important for ethical leaders to be able to influence the quality of decision of their followers, especially when they are not physically present to give them advices to solve ethical dilemmas. According to social learning theory (Bandura, 1984), such leaders are considered as being role models by their followers and thus, should guide employees to behave ethically. Using transactional efforts, ethical leaders communicate explicitly ethical standards to followers. Furthermore they act in a fairly manner when taking decisions and take into account every stakeholders' requirements involved in the decision-making process. By acting in such a way, followers have the opportunity to observe how ethical leaders handle such dilemmas and solve those issues. Besides, it allows them to learn accepted and standardized behaviors, and emulate them by observing their ethical leaders. Observing leaders handling ethical dilemmas and solving moral issues is a perfect opportunity for followers to challenge their reasoning and way of thinking. This should also call for and encourage their governing and decision-making.

Furthermore, ethical leadership should increase followers' moral attentiveness. Moral attentiveness refers to "the extent to which an individual chronically perceives and considers morality and moral elements in his or her experience" (Reynolds, 2008, p.1028). Mayer, Aquino, Greenbaum and Kuenzi (2009) argued that ethical leaders were high on moral attentiveness. In other words, they are paying attention to ethical dilemmas and consider the potential consequences of each decision they take in order to do no harm to any stakeholders. Through a transactional process, ethical leaders should be able to increase followers' moral awareness and thus ethical quality of decision. Indeed, Reynolds (1998) suggested that "moral awareness was not a fixed trait" and could be increased over time. By communicating clear ethical standards and expressing moral values, ethical leaders inform followers about ethical issues, and help those handling ethical issues by giving them feedbacks. According to a social learning perspective advanced by Treviño, Zhu and Zheng (2016), by observing leaders handling ethical dilemmas at work, followers should over time become themselves more attentive to ethical issues. Indeed, when facing ethical dilemmas, leaders raise ethical issues; explain moral beliefs guiding their decision and action path. They also

provide constructive feedbacks in order to guide followers, therefore giving them training to help them handling ethical dilemma themselves. Over time, followers learn how to solve ethical issues and become more attentive to moral values and to ethical concerns. On the long run, followers will interiorize values, attitudes and messages being sent by the leader, therefore increasing moral attentiveness and followers' ethical quality of decision.

Hypothesis 1: Ethical leadership is positively related to moral attentiveness and decision-making.

According to social learning theory (Bandura, 1977), ethical leaders influence followers' behaviors by enhancing their moral awareness regarding ethical dilemmas and by teaching them how to solve moral issues. Being considered as role models gives the opportunity to ethical leaders to clearly express moral values, which will be over time interiorized by followers. Furthermore, it is also an opportunity for followers to observe ethical actions and emulate leaders' behaviors, thus challenging their state of mind. Not only do ethical leaders influence the followers' quality of decision and their moral attentiveness to ethical issues, but they also enhance employees' outcomes at work, by influencing their behavior into a prosocial one.

3.1.1 Follower prosocial behavior

Through social learning theory, ethical leaders are expected to influence prosocial behaviors (Brown and Treviño, 2006). Ethical leaders are perceived as role models by followers as they are attractive and credible. Followers therefore look up at ethical leaders for ethical guidance, thus learn from them and emulate their behaviors. Ethical leaders are perceived by followers as fair, honest and trustworthy individuals, which therefore creates a trusting and reciprocating relationship between followers and leaders. This relationship is known as the Leader-Member exchange (LMX), and has been defined by Walumbwa et al. (2010) as being "based on the degree of emotional support and exchange of valued resources between a supervisor and his or her direct report" (p.205). As ethical leaders are perceived as being trustworthy, caring and honest, employees understand that such leaders are committed to them and wish to act in their best interest. This should result into high quality LMX, which involves employees' loyalty, emotional connection, and mutual support (Wayne et al, 2002). This relationship is developed through interactions, which means that the more the two

persons will interact, the stronger the relationship between the leader and the follower will be. Moreover, Treviño, Weaver and Reynolds (2006) argued that “because ethical leaders are caring...relationships with ethical leaders are built upon social exchange and norms of reciprocity” (p.967). Going beyond social learning theory, social exchange theory (Blau, 1964) suggests that “social exchange tends to engender feelings of personal obligations, gratitude and trust” (p.94). Social exchange theory corresponds to the interactions and relationships between both parties as it is based on trust, fairness and honesty. As ethical leaders are concerned about their employees’ wellness, employees are likely to reciprocate this relationship and should produce likely more than what is expected from them. Furthermore, leaders give consideration to employees by encouraging their opinions. As a result, followers should produce outcomes going beyond specified economic objectives and aim at giving more to their leaders than what it expected.

Hypothesis 2: Ethical leadership is expected to be positively related to prosocial behaviors.

Honesty, trustworthiness and concern for others are key characteristics of ethical leaders. This allows them to be perceived as being attractive and credible by followers. Based on social exchange theory, we have seen that the consideration and listening of followers by leaders encourage followers to reciprocate this relationship and thus provide outcomes going beyond defined economic agreements. Ethical leadership encourages further outcomes through social exchange theory, but it also allows employees to encounter a greater job satisfaction as ethical leaders reduce work anxiety, and therefore increase employees’ job commitment.

3.1.2 Follower job satisfaction and commitment

This part proposes that ethical leadership influences positively employees’ behaviors, therefore resulting in a number of behavioral outcomes. First of all, ethical leadership is supposed to increase employees’ job satisfaction, which will enhance the motivation of employees and therefore trigger a greater work engagement from employees.

It is here argued that ethical leadership is positively impacts job satisfaction. Indeed, Treviño (1992) suggested that “employees should be more satisfied with a leader who disciplines wrongdoers”. In other words, when leaders create a fair

environment and treat people fairly, this should enhance a greater job satisfaction. Indeed, as employees are less stressed and feel more confident for their job position, they are more likely to be satisfied with their work. Furthermore, a greater equity in the workplace intends at triggering less burnout and anxiety. As ethical leaders are trustworthy and considering individuals, it reduces on one hand job anxiety, but it also allows employees to be more autonomous. Chughtai, Byrne and Flood (2014) suggested that trust was a key determinant in fostering positive behaviors. Following the social exchange theory (Blau, 1964), the relationship between followers and leader is going beyond a simple economic exchange to a reciprocating trusting relationship. As there is trust on both sides, ethical leaders are able to let more autonomy to employees and give them a voice. Not only does it increase job satisfaction, but it also enhances employees' motivation. Autonomy is known as being a motivational factor. Furthermore, the more employees are satisfied with their job, the more motivated they are.

Ethical leadership is expected to engender a greater job motivation. Indeed, ethical leaders consider employees' outcomes and reward them consequently; therefore motivating followers to achieve what is expected from them. Furthermore, Zhu, May and Avolio (2004) proposed that ethical leadership should enhance growth and confidence in employees' work-related competencies as they encourage them by considering their efforts, and thanks to their philanthropic attitudes. As previously discussed, social exchange theory (Blau, 1964) implies a relationship between leaders and followers going beyond economic achievements since ethical leaders are perceived as trustworthy, fair, and honest. Indeed, if employees believe that the supervisor will fairly reward their actions, they are likely to repeat their efforts. They therefore approach their job with greater vigor and commitment.

Work engagement has been defined as the optimal work activity in terms of well-being (Hakanen and Schaufeli, 2012; Demirtas, 2013). It deals with several components such as involvement (i.e. enthusiasm and dedication to one's work), but also commitment (i.e. being attached to one's work). Ethical leadership should advocate a job dedication going beyond the call of duty. Indeed, social exchange theory implies that followers do not consider their relationship with the leader in terms of a simple economic exchange, but consider that their relationship is going beyond these economic objectives. As employees feel trusted and considered, they are more

likely to work harder and pursue further achievements. Caldwell and Dixon (2010) have argued that leaders showing appreciation, trustful exchanges, consideration, and respect were more likely to enhance employees' engagement and loyalty. Furthermore, Kalshoven and De Hartog (2009) suggested that ethical leaders were regarded by subordinates as a utopic image of the group's identity. Since engagement is a unique case of motivation, it is aroused by ethical leadership, which therefore enhances work engagement. By being trustful and considering individuals, ethical leaders create particular relationship with their followers going beyond simple economic exchanges, therefore augmenting employees' job satisfaction. Since employees are more satisfied with their job, they are more motivated, and they become more committed to their job as well as to their leaders.

Hypothesis 3: Ethical leadership is expected to be positively related to job satisfaction.

Ethical leadership has a certain number of positive outcomes on individual behaviors. By acting as role models; ethical leaders give the opportunity to followers to observe and learn how to handle ethical dilemmas. On the long run, it enhances followers' ethical quality of decision as well as their moral attentiveness to ethics-related questions. Ethical leaders' fairness and concern for others are key determinants in their relationships with followers, allowing them to create with them a social exchange relationship. This produces outcomes going far beyond specific economic agreements. Thanks to this relationship, ethical leaders can expect from their followers a greater job satisfaction, resulting into a higher motivation and therefore increasing employees' dedication to their job. However, this particular relationship does not only influence job-related outcomes, but it can also positively impact detrimental effects, such as organizational misbehaviors and counterproductive behaviors.

Hypothesis 4: Ethical leadership is expected to be positively related to motivation and work commitment.

3.2 Outcomes of ethical leadership on negative followers' behaviors

Researches on ethical leadership have often related the concept to virtuous outcomes such as work engagement, job satisfaction, and motivation. However; this part switches the attention at the other end of the spectrum by focusing its interest on the effects of ethical leadership on organizational and individual misbehaviors in the organization. By creating a fair and equitable environment, ethical leaders reduce the level of deviance at work as well as potential misconducts that may occur. In other words, ethical leadership is positively related with reducing organizational misbehaviors. It is also propitious in reducing the level of job – related misconducts, such as counterproductive behaviors.

3.2.1 Follower organizational misbehavior

Organizational misbehavior indicates a phenomenon of members acting badly at work. Bennett and Robinson (2000) have defined a typology of organizational misbehavior including 4 different types of voluntary and damaging misbehaviors, namely production deviance, property deviance, political deviance and personal deviance. Production deviance describes a situation having a micro impact on the organization and can refer to absenteeism or a waste of resources. Property deviance has higher impact on the organization and describes a situation such as a robbery or damages on company's products done purposefully by the employee. Political deviance can be described as gossiping or showing undue favoritism. It triggers small damages to the organization. Finally, personal aggression describes an important act of deviance on individuals and is composed of two categories, which are on one side sexual harassment, and on the other putting someone's life in danger. Deviance in the workplace is not an uncommon behavior and happens quite often in the workplace. Indeed, it has been estimated that three quarter of employees had already stolen at least once their employers (Coffin, 2003). Those voluntary behaviors are a threat to the organization and its members' well-being, but by doing so; employees also violate paramount and organizational norms, policies, and rules. In a recent study, Henle (2005) has emphasized the risk of deviance in organization, underlining the fact that employees who are target of deviance are more likely to quit the organization, are more

subjected to stress. Furthermore, it reduces productivity, while in the meantime reducing employees' self-esteem and increasing their fear.

Several authors have argued that organizational misbehaviors were mostly resulting from a perceived injustice in the company (Aquino et al., 1999; Van Yperen et al., 2000). Indeed, Adams (1963) argued that deviance was majorly triggered by a lack of equity at the workplace. The concept of organizational justice is therefore a particularly relevant component in order to avoid misbehaviors in the company. Organizational justice has been defined by Greenberg (1990) as the perception of equity by employees in the workplace. Indeed, people are concerned about the way they are treated in comparison to others' treatment. Three types of organizational justice can be differentiated. The first category is named distributive justice and describes how employees perceive the fairness of the distribution of outcomes they receive (Adams, 1963). Secondly, procedural justice refers to level of fairness applied when decisions are taken, as well as the correspondence to procedures and norms. Last but not least, interactional justice describes the employees' experience of treatment when procedures are executed (Bies and Moag, 1986). It can refer to the amount of respect or dignity employees feel by the ones who set up those procedures.

Demirtas (2013) argued that it is essential for ethical leaders to create and prolong organization justice in order to have a real influence on followers. As we know, ethical leadership is strongly related to fairness. Indeed, ethical leaders are primarily concerned with treating their employees fairly, making fair ethical decisions, and providing a fair system of rewards and punishments. This allows creating a fair environment for employees. By creating such an environment, ethical leaders increase the perception of organizational justice and therefore reduce organizational misbehaviors. Indeed, as we previously mentioned, deviance mostly results from a lack of equity at the workplace. Ethical leaders' fairness is therefore a key determinant in reducing followers' organizational misbehaviors.

Hypothesis 5: Ethical leadership is expected to be negatively related to organizational misbehaviors.

3.2.2 Follower counterproductive behavior

Counterproductive behavior refers to a number of attitudes of an employee being detrimental either to the organization, or to other employees (Bennett and Robinson,

2000; Marcus & Schuter, 2014). Counterproductive behaviors can be differentiated in two categories, namely aggressive (e.g. production deviance) and passive (e.g. withdrawal). Attitudes such as abusive supervision have deleterious impacts on both individual performance and organization, since it has been proven that it augmented stress and anxiety, therefore reducing job performance (Zellars, Tepper & Duffy, 2002). Furthermore, counterproductive behaviors impact individual performances by weakening job satisfaction, motivation and work engagement.

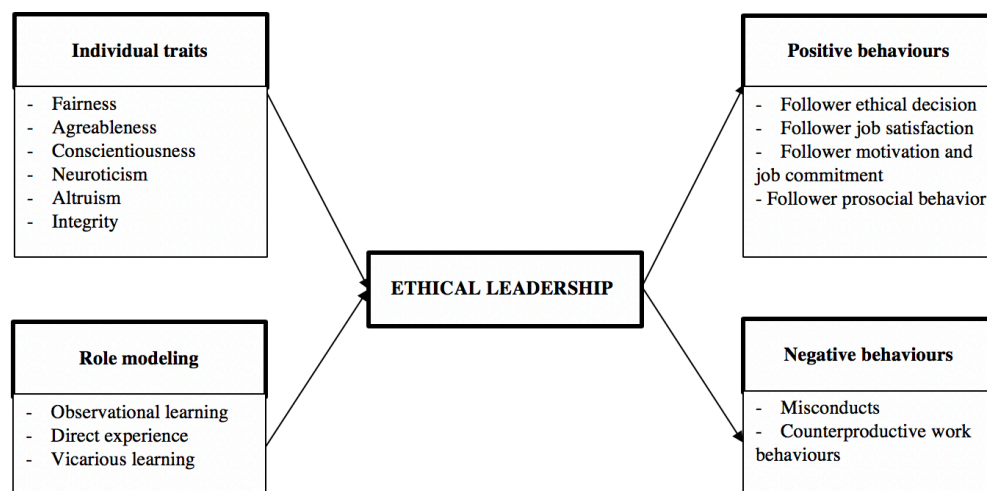
On the other hand, Greenberg (1990) argued that treating employees fairly reduces counterproductive behaviors. Key characteristics of ethical leadership are fairness, concern for others, and trustworthiness. According to social exchange theory (Blau, 1964), since one of ethical leaders' trait characteristics is caring for others, followers have higher relationship quality with their leaders. Indeed, the consideration and fairness employees become from the leader play a key role since employees are likely to reciprocate their behaviors. Thus, they are less likely to produce counterproductive behaviors. Moreover, leaders clearly communicate ethical standards. Followers should therefore know what is expected and comply to it since they want to reciprocate their relationship with their leader. By observing others, followers are aware of the consequences of their actions. Since leaders are allowed to reward and punish behaviors given their position, followers are more likely to imitate their behaviors. They should therefore more likely comply with what is expected as they know which action is high-valued and which are not. Because ethical leaders are perceived as trustworthy and fair individuals, employees are encouraged to behave according to the leader's expectations. This should reduce counterproductive behaviors as employees intend to satisfy their leaders. Besides, Spector (1998) argued that counterproductive behaviors were negatively related to stress and was an outcome of stress. However, ethical leadership is supposed to reduce anxiety by creating a fair and trustful environment, in which employees feel confident and cared about. According to these social exchange factors, ethical leadership is meant to reduce counterproductive behaviors in the organization.

Hypothesis 6: Ethical leadership is expected to be negatively related to counterproductive behaviors.

This section has emphasized the non-neglecting influence of ethical leadership on employees' negative behaviors at work. Characteristics such as trustworthiness and honesty allow ethical leaders to create a fair environment, in which employees feel considered and trusted. As deviant behaviors mostly result from a lack of equity within the organization, ethical leaders are able to positively impact those behaviors, therefore reducing the level of organizational misbehaviors. Social exchange relationships between ethical leaders and followers are another key determinant in reducing the level of negative behaviors within the organization. Followers are indeed expected to reciprocate positive attitudes toward leaders in response to the trust and consideration they receive. On one hand, this should encourage followers to go beyond what is expected from them, and on the other, it is supposed to discourage employees to produce counterproductive behaviors at work.

To this point, it has been argued that ethical is positively related to moral decision, job satisfaction and commitment, as well as prosocial behaviors. Furthermore, we hypothesized that ethical leadership should help reducing organizational misbehavior and counterproductive work behaviors. As previously explained, many studies have explored the antecedents of ethical leadership. However, few researches were conducted on the outcomes triggered by ethical leaders. Through an empirical study, the supposed hypotheses will be tested in order to establish a relationship between the two phenomena.

Figure 3: Summary of the propositions



Own creation

Chapter 4: Empirical study

4.1 Research Method

The purpose of this research is to uncover patterns of meaning and to provide a deeper understanding between ethical leadership and the potential outcomes it could trigger, as the literature concentrated mainly on antecedents of ethical leadership. The principal aim of the research is therefore to generate a model that could provide an overarching explanation of the factors of ethical leadership that relate to several outcomes such as job satisfaction, motivation, commitment, helping behaviors and negative behaviors. In order to establish a consistent and relevant model, a quantitative research was conducted at an individual level.

4.1.1 Sample and Data Collection

In order to test the previous hypotheses, a survey has been conducted on a sample of 131 individuals. In order to enable better generalization of results, the study targeted employed individuals aged between 20 and 50 years old. Participants completed one survey, which was composed of four different sections, resulting from the different hypotheses. Following one follow-up mailing and two social media messages, 117 usable questionnaires were returned (response rate of 89%). The survey first focused on demographic information, such as age, gender, professional situation and experience level.

The majority of the respondents were male (51%), and 44% of the individuals who answered to this questionnaire were under the age of 25 years old. 36 % of the employees' work experience with the rated leader was less than 5 years, whereas 42% had a total work experience between 5 and 10 years.

4.1.2 Instruments and measures

A four-page questionnaire composed of four different sections was used to collect data. The first section of the questionnaire included demographic questions, such as age, gender, experience in the company and total work experience. The second section asked questions about ethical leadership. The third section focused on positive outcomes of ethical leadership, and was divided in 4 parts, knowing moral awareness, job satisfaction, commitment, and helping behaviors. Finally, the last section included negative-related questions, and was divided in two parts, knowing counterproductive

behaviors, and organizational misbehaviors. The survey was prepared and sent in English to respondents. All the questions were measured using a 5-point Likert scale, with scale anchors ranging from “1” (strongly disagree) to “5” (strongly agree).

Ethical leadership

To examine empirically the impact of Ethical leadership on follower outcomes, the Ethical Leadership scale that was used in this study was based on Brown et al’s (2005) 10-item Ethical Leadership Questionnaire. It is a unidimensional measure that assesses different types of ethical leader behaviors, such as principled and fair decision-making, open two-way communication with followers, role modeling and disciplining unethical behaviors. Sample items include “My supervisor disciplines employees who violate ethical standards” and “My supervisor makes fair and balanced decisions”. The Cronbach’s alpha for this item sample was 0.91.

Moral Awareness

Employee respondents completed the short version of the 12-item Reynold’s (2008) Moral attentiveness scale. The Cronbach’s alpha was 0,87. Sample items include “I regularly think about the ethical implications of my decisions”, “I frequently encounter ethical situations”, “Many of the decisions that I have made have ethical dimensions to them”, and “I regularly face decisions that have significant ethical implications”.

Job satisfaction

Job satisfaction was measured using the Judge, Bono, and Locke (2000) job satisfaction scale. They adapted the five-item version of the scale from Brayfield and Rothe’s (1951) Job Satisfaction scale. Sample items include “Most days I am enthusiastic about my work”, “Each day at work seems like it will never end”, and “I find my job rather unpleasant” (reverse score). The first questionnaire appeared not to be reliable ($\alpha= 0,404$). Thus, the item “Each day at work seems like it will never end” was removed to obtain a reliable questionnaire ($\alpha= 0,867$).

Motivation and Commitment

Motivation and commitment were measured using Tremblay et al's (2009) Work Extrinsic and Intrinsic Motivation Scale (WEIMS). It used only the Intrinsic Motivation item, as motivation is expected to result from role modeling and ethical guidance, rather than rewards and punishments. According to Ryan and Deci (2000), intrinsic motivation refers to the "doing of an activity for the interest in and enjoyment of the work itself rather than for some separable consequences such as rewards". One general question was asked as "why do you do your work?", and sample items included "because I derive much pleasure from learning new things", "for the satisfaction I experience from taking on new challenges", and "for the satisfaction I experience when I am successful at doing difficult tasks". The Cronbach's alpha of this item sample was 0,728, thus it appeared to be reliable.

Prosocial behavior

Employees' respondents completed the adapted 5-item leader-member exchange scale developed by Liden and Maslyn (1998). Sample items include "I like my supervisor very much", "I do work for my supervisor that goes beyond what is specified in my job description", and "I am willing to apply extra efforts, beyond those normally required, to further the interests of my supervisor". The five-item scale was reliable ($\alpha = 0,809$).

Organizational misbehaviors

Organizational misbehaviors were measured using the adapted version of the Workplace deviance developed by Bennett and Robinson (2000) and focused only on the organizational deviance section. In other words, organizational deviance refers to deviance targeting directly the organization. Respondents were asked to which extent (from 1 = always to 5 = daily) they engaged in the presented behaviours during the previous year. It includes sample items such as "Put little effort into your work" and "Taken an additional or a longer break than is acceptable at your workplace". The reliability mean was 0,85.

Counterproductive behaviors

Counterproductive work behaviours were measured using the short form of the Workplace deviance scale developed by Bennett and Robinson (2000), which comprised only the first section focusing on interpersonal deviance (deviant behaviours directly harmful to other individuals within the organisation). Participants indicated the frequency to which each behaviour was representative of their own on a Likert-type scale ranging from 1 (never) to 5 (daily). It includes sample items such as “Said something hurtful to someone at work?” and “Played a mean prank on someone at work”. The reliability analysis indicated a Cronbach’s alpha of 0,861, meaning that the scale was reliable.

4.2 Analyses and Results

This chapter will present the results of the analyses conducted for this research. It will be divided in four subchapters, knowing initial analyses, factor analysis, correlation, and regression analyses.

4.2.1 Initial Analyses

Data was collected from 15 June_2018 to 01 August 2018 and later analyzed using IBM SPSS Statistics for Mac. (IBM Corp., Armonk, N.Y., USA). The data was prepared for the analysis by reversing scale items if needed and by deleting all incomplete answers. The data set, which contains 131 respondents, has been checked for missing values, errors, and outliers. When checking for missing values, none of the respondents were removed as all questions have been answered. However, 14 questionnaires were removed from the data set, as participants were not working when responding to the survey. In total, 117 questionnaires were used to compute the following analyses.

4.2.2 Factor analysis

After sorting the data, a Principal Component analysis (PCA) was computed in order to extract the main factors later used in this research. It is a multivariate method used for data reduction purposes. The underlying assumption is to represent a set of variables by a smaller number of variables called principal components (Manly, 2005). In this study, PCA was conducted in order to verify the underlying constructs of the variables of the conceptual model.

First of all, PCA was conducted on the ethical leadership variable. It revealed that presence of one component, explain 58,6% of the variance. The communalities output revealed that the item “My supervisor disciplines employees who violate ethical standards” was lower than 0.3. It was thus removed from the loaded component ethical leadership. In addition, KMO (Cerny and Kaiser, 1977) was equal to 0.9, indicating a marvellous correlation between the variables, and an adequate sampling for the computed factor.

PCA on moral awareness revealed a KMO value of 0,831, knowing as meritorious. In addition, it appeared that the variable “I regularly think about the ethical implications of my decisions” accounted for 65,9% of the explained variance.

Looking at Job satisfaction, PCA showed that the item “each day at work seems like it will never end” was below 0,3, thus it was removed. KMO value was 0,77, knowing middling. Looking at the communalities output, two components were extracted and accounted respectively for 58% and 21,2% of the variance. The second component was therefore loaded into the motivation variable, which initially had a KMO of 0,645 (mediocre), and 0,763 with the component loaded.

PCA on prosocial behaviours revealed that 58,3% of the variance was explained by the first variable, thus loaded into one component. KMO value appeared to be 0,802 (meritorious).

Considering organizational misbehaviours, it appeared that variance was explained at 66,46% by item 1. However, as the item “used drugs or consumed alcohol at work” was below 0,3, it was removed from the loaded component. The KMO value for this variable was 0,826, indicating a strong correlation between the variables.

Finally, the analysis on counterproductive work behaviours (CWB) revealed that the variance was explained at 64,53% by item 1 (‘made fun of someone at work’). It was therefore loaded into one component. However, the variable ‘said something hurtful to someone at work’ was removed, as the communalities output was below 0,3. The KMO value was 0,829, indicating an adequate sampling for the PCA.

4.2.3 Correlation analyses

After conducting a factor analysis, a correlation analysis has been realized to check the relationships amongst the different variables presented in this research. To be more precise, Pearson's correlation coefficient was used in order to describe the linearity of two variables. The coefficient can vary between -1 and 1, thus indicating the strength of the relationship between the two variables. In this study, it was used to describe the relationship between ethical leadership and other variables, knowing moral awareness, job satisfaction, motivation, prosocial behaviors, CWB and organizational misbehaviors.

Ethical leadership appeared to be strongly related to prosocial behaviors ($r=0,821$). It had a positive relationship with job satisfaction ($r=0,566$), motivation ($r=0,474$) and with moral awareness ($r=0,402$). However, as it was expected, ethical leadership appeared to be negatively related to CWB ($r= -0,347$) and to organizational misbehaviors ($r= -0,346$).

Table 4 : Correlation matrix

	1	2	3	4	5	6	7
1 Ethical leadership							
2 Moral Awareness	,402**						
3 Job Satisfaction	,566**	,203*					
4 Motivation	,474**	,195*	,514**				
5 Prosocial behaviors	,821**	,331**	,624**	,521**			
6 Counterproductive work behaviors	-,347**	-,414**	-0,138	-0,138	-,225*		
7 Negative behaviors	-,346**	-,410**	-0,150	-0,135	-,220*	,997**	

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

N=117

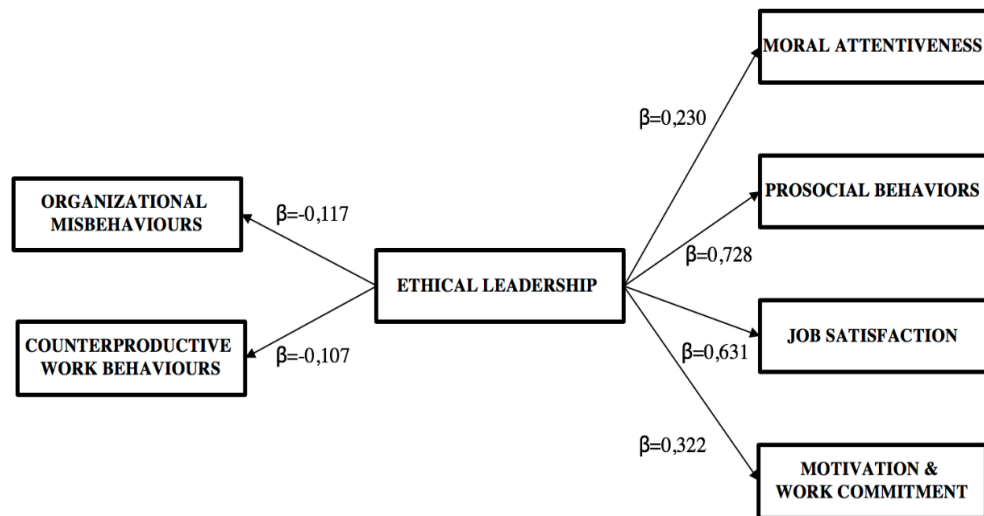
In addition to these expected relationships, it appeared that the variable prosocial behaviors were relatively strong related to job satisfaction, as well as to motivation. Negative behaviors or organizational misbehaviors were also strongly related to counterproductive work behaviors.

In order to test the assumptions and to be able to create an established model, a regression analysis was performed.

4.2.4 Regression analyses

A regression analysis has been conducted to test the hypotheses formulated in the theoretical framework. The first hypothesis states that ethical leadership has a positive relationship on moral attentiveness and decision-making. The second hypothesis states that ethical leadership is positively related to prosocial behaviors. As a third hypothesis, the researcher advocates the fact that ethical leadership influences both job satisfaction. This third hypothesis leads to a related fourth assumption, knowing that ethical will influence positively motivation and work commitment. As a fifth hypothesis, it is expected that ethical leadership will be negatively related to counterproductive work behaviors. Finally, the sixth hypothesis states that ethical leadership has a negative relationship with organizational misbehaviours.

Figure 5: Summary of the findings



This model describes the relationships between ethical leadership and the different variables tested along this research. The results of the linear regression indicated that ethical leadership is a statistical significant predictor for job satisfaction, as the coefficient of determination, R^2 , suggested that approximately 39% of the variability in satisfaction was predicted by ethical leadership. It also indicated that ethical leadership was a strong predictor for prosocial behaviours, as the coefficient of determination, R^2 , counted for 47% of the variability of the item. There was a low statistical relationship found between ethical leadership, motivation and or

commitment, as the coefficient of determination, R^2 , accounted for only 10% of the variability of the item. It could however be argued that job satisfaction and motivation are strongly correlated, and additional analyses could be conducted to check whether ethical leadership influences motivation through job satisfaction by using a stepwise regression analysis. Regression analysis between ethical leadership and moral attentiveness indicated that the independent variable was a relatively strong predictor for moral attentiveness, as the coefficient of determination, R^2 , counted for 15% of variability of the item.

Although ethical leadership was found negatively correlated to organizational misbehaviours and counterproductive work behaviours, there was no significant relationship found between ethical leadership and these two variables, as only 3% and 5% of the variability of these two items were explained by the predictor ethical leadership.

As a conclusion, hypotheses 1, 2, 3 and 4 were accepted, however, the study revealed that there was no significant relationships between ethical leadership and negative behaviors. The lack of results could nevertheless be discussed, and further improved in deeper researches.

Chapter 5: Discussion, limitations and future directions

This research examined the outcomes of ethical leadership on employees' behaviors. Although literature on ethical leadership is already consequent, researches focused rather on antecedents rather than outcomes of ethical leadership. The objective of this research was therefore to prove the importance of ethics in organizations by showing how responsible and principled leaders can influence employees to behave more ethically. By proving the importance of ethical leadership in organizations, this research raises a number of theoretical and managerial implications. This research is grounded on a strong theoretical and empirical basis; nevertheless, it has been limited on several points. Given the fact that this research is one of the first focusing on behavioral outcomes, it raises a number of questions, which could conduct to further researches in order to extent the leadership literature.

5.1 Theoretical implications

The previous work has allowed us to provide a definition to ethical leadership, define its antecedents and explore the outcomes of ethical leadership on employees' behaviors. This study aimed at providing a complete overview of the outcomes of ethical leadership on employees' attitudes, on an individual perspective. Based on a social learning perspective, we have identified several outcomes resulting from the leader's use of communication and reinforcement. The individual and rare characteristics of ethical leaders have also allowed him to create particular relationships, thus engendering outcomes going beyond economic expectations. The most important aspect of this research is that it examines how ethical leadership influences employees' behaviors and what are the outcomes resulting from it. Although a number of researches have already been written on the topic, few of them have considered the impact of the concept on the outcomes of ethical leadership, and more precisely have focused on a behavioral perspective. So far, the major part of researches on ethical leadership focused on defining and differentiating the concept from related constructs, as well as providing a framework for ethical leadership's antecedents. Since ethical leadership has been for a long time confused with other theories containing an ethical dimension, researches on the concept emerged quite recently.

As a first step, this research focused on previous works in order to have a complete overview of the concept as well as its antecedents. Thus, it was important to provide a strong theoretical foundation in order to have a flawless understanding of the concept. In this research, it is observable that the understanding of ethical leadership could not have been complete without presenting a distinction between ethical leadership and related constructs, such as transformational, authentic and spiritual leadership. Yet, the understanding also required an exploration of ethical leadership' antecedents, which has been obtained thanks to the Multifactor Questionnaire of Bass and Avolio (2000). This research is based on a social learning perspective, explaining how ethical leaders influence their subordinates through communication and reinforcement. It proposes social learning theory as a critical antecedent for ethical leadership. This study thus underlies that the objective of the leader is to influence employees' behaviors, which is achieved by the leader's role

modeling position. The leader is here expected to be attractive and credible, which allows him to influence followers' behaviors through communication and reinforcement, and thus spread an ethical message to subordinates. It was here important to focus on the concept of ethical leadership and its antecedents in order to be able to have an interesting overview on the outcomes of ethical leadership. This research therefore fills a gap in the literature by exploring the behavioral outcomes of ethical leadership.

As it was supposed, ethical leadership has been found to be related with a number of behavioral employees' outcomes. In order to have a broad overview, this research is positioned on two different levels, namely positive and negative outcomes. Social learning theory did provide a framework for behavioral outcomes of ethical leadership. This research has identified a number of outcomes resulting from social learning theory. Through role modeling, we have observed that ethical leaders were able to influence followers' decision-making process as well as group moral reasoning. Another theory has been here very helpful to explore the behavioral outcomes obtained by ethical leaders. Social exchange theory describes the interaction between a leader and a follower. Due to the consideration of the leader regarding subordinates and his fairness, followers wish to reciprocate leaders' actions and outcomes, which are expected to go beyond simple economic outcomes. Based on this theory, this research has identified further outcomes, such as greater job satisfaction, and therefore a greater work commitment. It also decreases misconducts at work, as employees know which actions are valued and want to please their leader. Considering the important number of outcomes on employees' behaviors, this should encourage organizations to foster ethical leadership and researchers to have a greatest interest for the topic.

5.2 Managerial implications

This study has shown several positive outcomes resulting from ethical leadership. Considering the recent scandals such as Volkswagen or Enron, this study should encourage organizations to promote ethics in their vision as well as in their practices. As it has been observable, ethical leaders considerably influence employees' behaviors through communication and reinforcement, as well as they teach followers how to behave ethically. It is therefore arguable that ethical leadership matters. The influence of ethical leadership should therefore trigger a number of managerial

measures. In order to foster ethical leadership, organizations should establish ethical norms as well as improve human resources practices.

First of all, organizations should develop a selection process focusing on ethical components. In order to have principled persons, organizations should develop a hiring process based on qualities such as fairness, integrity, and consideration for others. It is worthwhile to develop selection methods assessing a managerial candidate's former requirements. However, companies should also pay attention to the level of pedagogy of the candidates. This selection process does not imply that the selected persons will be able to teach subordinates. It is therefore important to consider this aspect and thus provide adapted trainings.

In parallel, organizations should provide training sessions to managers in order to develop their ethical thinking. It would make them become aware of ethical behaviors and their outcomes, therefore emphasizing the importance of ethics in their leadership style. It will also teach them about the different types of behaviors they should engage to spread an ethical message, foster the relationships with their subordinates and encourage followers' ethical behaviors. Since ethical behaviors are developed over the long run, follow-up and practicing are vital to the effective implementation of ethical behaviors. Organizations should therefore pay attention to these dimensions after the training sessions. On an organizational level, it would be important for companies to create an ethical climate through a strong vision, which will be transmitted thanks to the managers.

Given the epiphany of scandals in the corporate environment, board management's interest has grown for ethical leadership. It is now important for organizations to have employees behaving ethically as it reduces costs and enhance companies' images. The present study suggests that ethical leadership results in a number of positive outcomes on employees' behaviors. Although this research is based on a strong literature background and proves that ethical leadership definitely matters, it has faced a number of limitations.

5.3 Limitations of the research

If this research presents considerable strengths regarding ethical leadership's influence on behavioral outcomes and might contribute to the leadership literature, it still faces a number of potential limitations. The first limitation can be found in the definition of what an ethical leader is. Although this research is based on previous theoretical works, these researches did not use the same variables to define ethical leaders' personality. This could lead to biases regarding the personality but also to confusion with other leadership types as the description is pretty broad.

Secondly, the general basis of the research lies on previous empirical studies in order to support the suggestions proposed here. Even though this research provides a strong empirical foundation, researches used to conduct this work utilize different variables to forge their work. It implies that the criteria used to explain ethical leadership outcomes differ between the different parts. Ethical leadership sometimes focus more on fairness rather than integrity, which could lead to biases on which quality is particularly relevant for ethical leadership's effectiveness.

Third, social learning theory and social exchange theory are at the core of the research to explain how ethical leaders influence behavioral outcomes. It is proposed in this study that these two key theoretical processes are critical antecedents for behavioral outcomes obtained through role modeling, vicarious learning, and interpersonal relationships. However, further processes could have been included to explain leadership's outcomes. Indeed, the list is not exhaustive and possible underlying processes could have been added to explain how ethical leadership influences employees' behaviors (i.e. trust, interiorization, identification).

This research has also faced issues regarding the empirical study conducted to test the proposed hypotheses. Limitations to the methodology used in the study might be the level of honesty amongst employees towards their managers. Furthermore, the age of participants could also have had an impact on the research. Indeed, the majority of the respondents were aged between 20 and 25 years old, meaning that they did not have a lot of experience in companies. Further research could therefore focus both on managers, and employees, in order to have a complete overview of the phenomenon.

As a final issue, it would be logical to highlight that we did not consider different levels of management. Relations between employees and supervisors might differ according to the position of the manager. A subordinate might pay more

attention to the closest supervisor he has and have a more trustful relationship with him. The interaction between employees and executives might differ depending on the size of the organization. In large organizations, interactions between both parties might be smaller, whereas it should be easier in flatter organization. The distance between employees and supervisors should therefore be taken in consideration as it could impact the influence of leaders on employees' behaviors.

Considering the limitations faced in this research, it opens a road for further studies to be conducted.

5.4 Future directions

Given the fact that this research presents a wide range of behavioral outcomes resulting from ethical leadership, it spurs at the same time a number of questions providing opportunities for further studies to be conducted.

The basis of this research lies on a social learning perspective, which aims at explaining how ethical leadership influences employees' behaviors. This social learning perspective implies that through role modeling, leaders should be able to teach subordinates how to behave ethically. It therefore suggests learning and teaching processes, however, this research did not consider any pedagogic variable in the ethical leader description. It would therefore be interesting in a future research to consider a pedagogic component in the ethical leadership structure, and see if ethical leaders do possess a stronger pedagogic trait than other leadership styles.

Secondly, this research only examines ethical leadership's on an individual and group level. Further researches could focus on the influence of ethical leaders on organizations and see how they can influence their work environment and the organization's values. An interesting research question could ask how behaviors of leaders influence the work environment by creating an ethical climate, and how this can impact employees' behaviors.

Future research should also continue to investigate the influence of ethical leadership on employees' outcomes. As this research only focused on a behavioral aspect, it would be interesting to go deeper in the outcomes obtained thanks to ethical leadership. Since ethical leadership has shown a considerable impact on motivation, job satisfaction and job dedication, we could investigate whether ethical leadership can also influence employees' performance at work. In addition to these outcomes, this research only considered a subset of ethical leadership's influence on unethical

behaviors (i.e. misconducts and counterproductive behaviors). Indeed, the study mostly highlighted positive outcomes. In the future, it would be useful for the ethical leadership literature to consider the influence of ethical leadership on employees' unethical behaviors.

Considering the complex and international structure of the world market, further researches could also consider cultures differences in values and leadership styles. Since most of the executives are now in charge of persons coming from different countries, they might have to adapt their behaviors in accordance to the values of the employee. Indeed, different cultures might engender different values and therefore different behaviors. This should also imply that perceptions of ethical leader's attractiveness and credibility might differ across cultures. It would therefore constitute an interesting research to examine how leaders adapt their behaviors regarding employees' values and countries.

Last but not least, it would be interesting to focus on situational influences on ethical leadership. This research did not examine how followers behave in ambiguous or uncertain situations. It would therefore be interesting in a future research to observe how employees react in those difficult situations. Brown et al. (2005) suggested that in ambiguous or uncertain situations, employees may be more apt to look to their leader for guidance. An interesting perspective would be to examine which situation is more propitious for leaders to provide guidance and observe when employees are learning more effectively.

This research aimed at proving the influence on employees' behaviors through diverse processes such as role modeling, vicarious learning, and interpersonal relationships. Although it provided an interesting framework of employees' behavioral outcomes, it also raises a considerable number of questions, giving the opportunity for further researches and filling a gap in the leadership literature.

Chapter 6: Conclusion

The combination of ethics and leadership has found its roots in the recent scandals, which affected a large number of organizations. The unethical actions of large companies such as Nike, Volkswagen, or Enron, had deleterious impacts on their brand image. Such ethical scandals made the big headlines and shook public's trust. Now, more than ever, ethics is at the core of the business and it is paramount to prove its importance to organizations. This research provides to organizations a developed framework of ethical leadership's influence on employees' behaviors. The objective was to prove that hiring and training principled leaders could influence employees to behave ethically and enhance job and organization commitment. Based on a social learning perspective, the research shows that ethical leaders act as role models and are able to considerably influence employees' behaviors thanks to the use of transactional efforts. The particular personality traits of the leader, such as fairness, integrity and trustworthiness, are also key determinants in his influence over followers. What is interesting is this research is that not only does it present ethical leadership's antecedents, but it also provides a construct of behavioral outcomes resulting from ethical leadership. Via role modeling and interpersonal modeling, ethical leadership enhances followers' decision-making process, job satisfaction, motivation, and commitment. It also encourages followers to produce further outcomes in response to their personal relationship with the leader. Ethical leaders also help reducing negative work behaviors, such as deviance and counterproductive behaviors. Not only does ethical leadership influence individual employees' behaviors on a positive perspective, but it also helps reducing negative work behaviors. This research supposes that such leaders play a key role in encouraging ethical behaviors, thus give an ethical tone to the organization. Currently, an important number of companies do not have pleasant ethical images. This research should encourage organizations to foster their ethical dimension through selection and training, and therefore be able to create an ethical and harmonious work environment.

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