Cape Peninsula
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THE IMPACT OF ETHICAL LEADERSHIP ON WORKERS' JOB SATISFACTION AT A SELECTED FINANCIAL INSTITUTION IN CAPE TOWN

by

ZWELIBANZI NYONI

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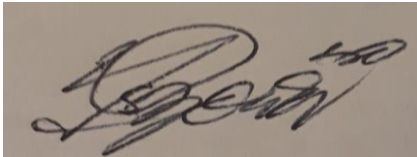**at the Cape Peninsula University of Technology**

Supervisor: Dr L.E. Jowah

District 6 Campus

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DECLARATION

I, Zwelibanzi Nyoni, declare that the contents of this thesis represent my own unaided work and that it has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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ABSTRACT

Talent, revenue, and valuable skills have been lost by many business organisations because of working conditions that are perceived by employees to be unsatisfactory. Although the reasons for the loss of skilled personnel have been the subject of a great deal of relevant research, the role of ethical leadership in the contentment of employees and the degree of satisfaction that they are able to derive from their work has tended to be underemphasised in South Africa. The careers of employees have also been adversely affected by being obliged to leave positions in organisations whose working conditions they have found to be untenable. One of the aims of this study was to assess the influence that ethical leadership exerted on the satisfaction that subordinate employees of a business organisation that is based in the City of Cape Town were able to derive from their work. The preliminary background research necessitated a comprehensive review of styles of leadership, to identify those that either optimally accorded with the central tenets of ethical leadership or were sufficiently flexible to incorporate its priorities. As the field of ethics is rooted in the scholarly discipline of ethical philosophy, it has informed relatively little popular business-oriented research, despite its immense potential for developing policies that ensure the success and stability of business organisations. The researcher endeavoured to ascertain the degree to which the subordinate employees in the research sample understood the concept of ethical leadership and the role that it should play in ensuring that their working conditions were conducive to motivating subordinates to excel by enabling them to derive satisfaction from their work. A significant conclusion that emerged from the findings was that perceptions of not only the absence of a viable system for implementing measures to ensure adherence to the principles that are articulated in the code of conduct at all levels of the organisation, but also the lack of an adequate appreciation of the potential of ethical leadership to maximise the performance and productivity of subordinates were evident in the survey. The overarching conclusion that was drawn from the findings was that little progress was likely to be achieved in these respects without the implementation of formal ethical training for all employees of the organisation. The main finding was that subordinates were able to obtain the most joy from their work when they believed that their superiors treated them with fairness, respect, and transparency.

KEY WORDS; leadership, ethics, followership, morale, job satisfaction and employee productivity.

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I wish to thank:

DEDICATION

This study is dedicated to the organisations and individual citizens of South Africa who have lost revenue and livelihoods owing to a lack of ethical leadership. In this time of the Covid 19 pandemic, I also dedicate the thesis to all families that have lost loved ones to the pandemic.

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INTRODUCTION

1.1 INTRODUCTION

Unethical behaviour can have a diverse range of profoundly adverse effects on the conduct of employees and have equally adverse consequences, such as encouraging experienced employees to vacate their positions, increased absenteeism, and low productivity. Perceptions of corruption among employees are highly likely to result in low morale among employees, which is inevitably reflected in diminished commitment to their responsibilities (Rossouw, 2014:1). From this assessment, it follows that as employees are sensitive to what they perceive to be either positive or negative with respect to the conduct of their employers, their likely reactions need to be anticipated or at least taken adequately into consideration. Accordingly, a sound case could be made for the need to determine the extent to which perceptions of ethical behaviour on the part of employers influence the desire of individual employees either to excel or leave their employment. Toori, cited by Bello (2012:228), maintains that the defining attributes of ethical behaviour include honesty, fairness, integrity, and concern for the welfare of others, while leadership is a quality that is predicated on a commitment to benefiting others and avoiding exposing them to harm. It has been suggested that although a well-worn homily holds that the best things in life are free, the essential components of ethical leadership, which can make or break a hard worker in any organisation, are not to be found on the balance sheet. In their quest to gain and maintain a competitive edge, business organisations and captains of industry have been investing vast amounts of resources to develop and optimise their capabilities. Although the role of technology has been unquestionably prioritised and human capital has been replaced by machines in several instances, the former continues to play a crucial role in the success of organisations and, unlike machines, human beings are sensitive and vulnerable to emotional vagaries.

1.2. BACKGROUND
1.2.1 The role of personal ethics in the effectiveness of a leader

Harrison (2012:229) contends that ethical leadership in business organisations entails a scrupulous adherence on the part of leaders to correct conduct in their own actions, the ability to engage with others, and, most crucially, the ability to instil the values that these qualities reflect to members of staff in all facets of interaction. This characterisation of leadership suggests that owing to the reciprocal nature of relationships between leaders and subordinates, they need constant replenishment to assess and maintain alignment as growth and new realisations give rise to new interests and desires. By contrast, Sanger (2011:2) characterises ethics as pertaining to conduct that might be appropriate in theory, but not possible in practice. Refuting this assessment, Elliot (2009:24) holds that an ethical judgement that is unsatisfactory in practice must also contain an inherent theoretical defect, as the sole purpose of ethical judgements is to guide practice. This contention underscores the high priority that should be accorded to the subject of ethics, as it provides an unshakably sound basis for optimising the performance and productivity of workforces in a manner that could not necessarily be achieved by paying attention to practical considerations alone.

Engelbrecht (2017:1), citing Bakker, explains that the ability to identify factors that contribute to the degree to which members of staff are motivated to engage with their work is essential to ensuring the growth and sustainability of organisations. Accordingly, the adoption of a quasi-scientific approach to increasing the productivity among employees becomes mandatory if significant improvements are to be achieved. Waggoner (2010:6) emphasises that values are the personal beliefs upon which the foundations of the ethical development of leaders who wish to comport themselves in an effective and ethical manner are laid. The most cherished values of leaders are the cornerstones of both their conceptions of both ethics and ethical conduct and their commitment to maintaining the highest ethical standards in all of their dealings and interactions with others. In this respect, the degree to which leaders adhere to principles pertaining to what they believe to be right and good is dependent on their predisposition to act in accordance with their ethical priorities and maintain the standards through which they are expressed. Ethical leadership is vital to the credibility of leaders and their potential to exert meaningful influence in the organisations or departments that they head (Den Hartog, 2014:14).

Schwartz (2012:104) conceptualises instrumental values as the means that determines the methods that individual people use to attain the goals in their lives to which they accord the highest priority, while terminal values are reflected through the modes of behaviour through which they prefer to attain the goals of instrumental values. Consequently, although terminal values are the highest values in a value system, instrumental values are used most often. In addition, the goals that individual people strive to attain are not informed or determined only by their understanding of the world and the experiences to which they have been exposed, but also by the extent to which they adhere to particular fundamental principles as they strive to attain them. Copeland (2015:67) maintains that the underlying values of ethical leadership that subordinates are able to perceive, such as empathy, honesty, empowerment, and fairness, play a significant role in determining the degree of trust that they are likely to be willing to place in the leadership of a particular superior. While subordinates are attracted to stable working environments in which their needs are adequately catered for and their rights are protected, the trust that they place in their leaders is reflected in their work ethics. Siegel (2004:3) explains that a work ethic is a value or belief that serves to guide conduct and is manifested in attitudes and work-related behaviour that reflects a sense of responsibility and accountability and a willingness to take ownership and work diligently.

When employees respond positively to the relationships that they enjoy with their superiors and the treatment that they receive, they are likely to do so by working to their fullest potential. Conversely, Porter (2005:7) maintains that poor attitudes to hard work tend to stem from perceptions of employees that they are owed an occupation or a decent living without needing to fulfil any requirements to obtain it. Consequently, these attitudes frequently assume manifestations such as taking time off from work, failing to report for work, or finding alternative employment whenever circumstances appear to favour doing so. Manifestations such as these often reflect a lack of trust with respect to the ability of leaders to direct operations and evaluating the consequences of a leader's actions is one of the most commonly applied measures for assessing the effectiveness of leaders (Bass, 2015:67). Accordingly, the contention, from this standpoint, that the extent to which a leader is successful could be read on the faces and lips of their subordinates implicitly emphasises the need to prioritise ensuring that employees perceive that those in positions of

leadership exhibit a strong commitment to respecting their rights and acting in their best interests. When subordinates realise that leaders make their welfare their first priority, they are highly likely to be motivated to excel in their work (Copeland, 2015:67). This assessment underscores the need for leaders to instil the perception in subordinates that their best interests will be best served when they are highly motivated to strive to serve those of the organisations in which they are employed. Kooskora and Magi (2010:112-126) emphasises that the development of leadership draws, to a steadily increasing extent, on the perspectives of character formation and ethical conduct, owing to the centrality of moral character in both human life and social relationships. Only by adhering scrupulously to and being sustained by their foundational ethical values and, at the same time, being willing to learn and obtain access to as much relevant new knowledge as possible, can leaders develop to their full potential.

1.2.1.1 Effective leadership

Amagoh (2009:5) maintains that a crucial objective of all programmes that are formulated and implemented to improve the efficacy with which authority is wielded in organisations is to develop administrative viability to regulate relationships among employees through times of vulnerability and change. Administrative viability is the means by which leaders are able to coordinate their efforts to motivate subordinates to achieve the specific goals of their organisations. From a similar standpoint, Vardiman (2008:117-130) explains that administrative adequacy enables organisations to transform their procedures in a manner that permits them to coordinate their functions and respond to changes with optimal efficiency. The capacity to perform all of their functions diligently and efficiently should be the goal of all organisations, as it is fundamental to the efficiency and effectiveness of their operations. A sound and well-equipped administrative backbone enables leaders to initiate specific activities and operations and respond to circumstances that may arise while maintaining an optimal equilibrium with respect to interpersonal relations among employees. The attributes of individual leaders that can affect administrative adequacy include knowledge, assertiveness, self-confidence, insightfulness, personal integrity, capacity for self-observation, extraversion, and even sexual orientation, in some instances (Banks, Amstrong, Carter, Graham, Hayward, Henry, Holland, Holmes, Lee, McNulty, Moore, Nayling, Stoke & Strachan 2013:263-277). The capacity of leaders to motivate their subordinates and achieve optimal levels of

operational efficiency stems directly from these personal attributes and the level of competency with which they exercise them.

Yates (2014:4), citing Brown (2012), maintains that ethical leadership has the capacity to encourage the development of a style of leadership that can significantly improve the performance of employees, as leaders of organisations are, to an ever-increasing extent, being compelled to make improvements whose efficacy is measured on the basis of both internal and external consequences. In order to achieve and maintain profitability in a sustainable manner, organisations are increasingly obliged to re-evaluate how they are perceived by the societies in which they operate and take appropriate corrective measures when it is necessary to do so. The perceived need to improve relations with customers and communities in an effort to improve their image has resulted in organisations being compelled to re-assess their moral positions. As organisations are highly dependent on the ability of their leadership to inspire subordinates to work towards achieving goals by striving to raise their levels of performance (Sarros, Cooper, and Santora, 2008:145-158), it is necessary to measure the ability of leaders to influence the attitudes and behaviour of employees in relation to their work. Relevant criteria include job satisfaction, the levels of performance at which employees are able to operate, the degree to which they engage with their work, and the commitment of organisations to optimising productivity.

1.2.1.2 Characteristics of an ethical leader

As Yates (2014) explains, Brown (2012:231) characterises an ethical leader as a person who is receptive and open to the ideas and contributions of others and has traits that include honesty, integrity, and trustworthiness. These traits often result from the moral backgrounds of individual people, which guide their decisions on the basis of their ethical values. In addition, the transactional behaviour of ethical leaders is characterised by their adherence to ethical standards and holding subordinates to account with respect to ethical conduct. Ahmad (2018:1992) describes ethical leaders of organisations as people whose sense of morality is reflected in both their personal conduct and their roles as managers.

The values that inform and guide ethical conduct in the workplace are usually developed during early childhood and instilled by parents and the communities in

which people are raised. The six attributes that Resick (2012: 231) identifies as characterising an ethical leader are character and integrity, ethical awareness, concern for people and communities, the ability to motivate employees and to interact with them in a manner that is both encouraging and empowering, and willingness to be ethically accountable. It has already been emphasised that the attributes of character develop from the socialisation of children that begins in the homes of their families. Accordingly, the task of organisations to develop character in accordance with the values through which their goals are articulated can be not only an exceedingly onerous one, but also one that lies beyond their control. Nonetheless, integrity represents the cornerstone of ethical leadership, as it requires scrupulous adherence to the moral principles that embody the essence of ethical values (Palanski, as cited by Engelbrecht, 2017:1). Not only are ethical values difficult to instil, but they are frequently subjected to harsh testing by endemic corruption in the corporate world, which makes it very easy to perceive that they cannot be afforded.

1.2.2 Ethical leadership and engagement with work

According to Macey (2010:11), employees experience feelings of fulfilment when they feel committed to carrying out their responsibilities efficiently, enjoy doing their work, and are willing to extend themselves to achieve the objectives of their organisations. The pleasure that people are able to derive from participating in any activity can often be gauged by the extent to which they participate with enthusiasm and of their own free will. Conversely, the extent to which people willingly participate is, in turn, determined largely by the extent to which the activity or task in question accords with their ambitions, values, or beliefs. Consequently, employees are most likely to engage with their work when they have the capacity, motivation, freedom, and knowledge to do so. Employees engage with work in a work-related state of mind that can be characterised as positive, motivated, and desirous of fulfilment and is expressed through the vigour, dedication, and absorption with which they apply themselves to their work (Ahmad, 2018:1993, citing Schafeli and Bakker, 2010). In a similar vein, Engelbrecht (2017:3), citing Tims, maintains that degrees of engagement with work are demonstrated by the full commitment of employees to their work, which, in turn, is reflected by the levels of concentration that they are able to maintain and positive states of mind. Although levels of commitment can also be measured in relation to productivity, not all productivity is generated in working environments in which workers are encouraged to raise their levels of performance

voluntarily. By contrast, encouraging employees to engage actively with their work in a manner that enables them to contribute ideas, work without supervision, or even become ambassadors for their organisations in their home communities, can be rewarded by significantly increased returns. Employees who engage with their work display considerably more enthusiasm and commitment to their organisations than those who do not, as they are highly motivated to strive to achieve both personal goals and those of their organisations (Vance, 2006:10). The defining characteristics of ethical leadership, which are expressed through fair treatment of subordinates and perceptions of the trustworthiness of leaders are crucial factors for motivating employees to engage with their work with enthusiasm and dedication (Saks, 2018:19-46). In conclusion, although employees might not be consciously aware of the overall goals of their organisations, they are nonetheless sufficiently aware of whether or not their own aspirations are catered for, which is likely to contribute significantly to their motivation to apply themselves to their work.

1.2.3 Ethics in business

Garcia Sanchez, Frias-Aceituno, and Rodriguez-Dominguez (2014:11) characterise the academic field of ethics in business as the study of a set of values, norms, and principles through which respect for the rights that are generally recognised within societies is expressed in corporate organisations. As corporations have the same legal status as persons, they have the same legal and moral obligations as individual citizens, to both themselves and others. Consequently, in order to ensure fairness and appropriate impartial points of reference, among many other considerations, the legal and moral obligations of corporations need to be standardised and codified. To guarantee ethical conduct within corporations, specific codes need to be developed. According to the Professional Accountants in Business (PAIB) Committee (2007:2-3), the code of a corporation should be articulated in a specific document that contains a set of principles and guidelines that have been developed to guide the present and future behaviour of the organisation in respects such as relationships between its managers and their subordinates and also their behaviour in relation to the organisation itself, stakeholders, and the general public. Codes formalise ethical values by providing moral guidelines to members of organisations, to guide their decision making, particularly when they are confronted with complex situations in their workplaces (Garcia Sanchez et al., 2014:12). Codification enables principles that are generally associated with morally acceptable behaviour to be

understandable and accessible to all employees, for the purposes of regulating behaviour and making all members of organisations aware of the standards to which they are expected to adhere.

Codes of ethics were initially considered as preventive strategies to combat undesirable actions and practices such as fraud, misappropriation, theft, embezzlement, nepotism, cronyism, favouritism, abuse of influence, abuse of authority, illegal contributions to political parties, misuse of privileged or sensitive information, slander or defamation, false advertising, unfair discrimination, or practices that cause harm to natural environments (Garcia Sanchez et al., 2014:13). Citing the studies of both Vethouse and Kandogan (2007) and Kaptein and Schwartz (2008), Garcia Sanchez et al. (2014:13) hold that the formulation of ethical codes does not necessarily guarantee ethical practices in business.

They go on to explain that Ibrahim et al. (2009), Kaptein (2011), and Singh (2011) all contend that the formulation and implementation of appropriate training programmes and the establishment of effective channels of communication would contribute significantly to apprising members of the staffs of organisations of both the content of codes and the intent behind them, thereby substantially increasing the extent to which they guide the judgements and decisions of managers.

Mey, Lloyd, and Ramalingum (2014:2) identify three principal components of ethical working environments that together promote ethical behaviour, namely, ethical leadership, ethical practices, and an ethical climate. Ethical leaders instil ethical values in employees by example, by comporting themselves in a manner that reflects a keen and profound sense of ethical conduct, by making fair decisions, and acting in the best interests of their subordinates and other stakeholders at all times. Leaders are also responsible for disciplining employees who disregard ethical standards. Conversely, ethical practices are business practices that reflect the ethical standards that they aspire to uphold, while an ethical climate is a condition that prevails when adherence to ethical values is evident at all levels of the operations of organisations.

1.3 APPROACHES TO LEADERSHIP

Rabbani, Imran, Shamoon, and Kamal (2017:337) characterise leadership in business organisations as being predicated on the development of a vision and the

ability to develop an optimal direction for the future. Accordingly, leadership has profound implications for the welfare of employees in respects such as the amount of satisfaction that they are able to derive from their work and also their performance, ability to innovate, and behaviour in general. As there can be little doubt that the success with which individual employees are able to apply themselves to their work is, to a very large extent, dependent on the overall demeanour and aspirations of their superiors, assessments of the performance of employees are likely to have little substance if they are not accompanied by relevant assessments of the leadership under which they are required to operate.

Dion (2012:6) explains that Mackenzie and Barry Barnes (2007) evaluated eleven different approaches to leadership and concluded that none could be considered to be optimal. In one investigation, eight approaches were chosen, to determine how they could be used to communicate core values of ethical practices. The eight approaches that were chosen covered a considerable range of conceptions of leadership and each tended to reflect the cultures of the geographical regions in which it was applied. The adaptation of methods for applying each approach to leadership to suit particular locations or local populations also makes it possible to manipulate ethical principles, which could make or break employees.

1.3.1 Directive leadership

Somech (2005:778) defines directive leadership as a style of leadership that entails leaders making decisions, setting goals, issuing instructions to subordinates, explaining expectations, laying down time frames for accomplishing tasks, and specifying standards for performance. The level at which subordinates function entails carrying out instructions as effectively and efficiently as they are capable, without contributing to the formulating of strategies for accomplishing the goals that they are set. The style could be characterised as a rigid one, as it embodies a rigidly top-down approach to leadership. Avolio and Kahai (2002:325-338) suggest that directive leadership is particularly suited to generating solutions in structured situations. This assessment suggests that they believe that it can be particularly effective in instances in which problems require existing procedures to overcome or resolve them. In these instances, it is left to the discretion of the management to determine the situations for which directive leadership is most appropriate. The sensitivity with which a manager discerns which style of leadership to apply also

determines the degree of appreciation that employees will feel once they acknowledge the type of supervision that is needed in the circumstances in which they are operating.

1.3.2 Self-leadership

Dion (2012:6), citing Yun, explains that self-activity encompasses the exercises that people use to develop their personal autonomy to enable them to generate motivation and control from within themselves. People practise self-leadership when they consciously influence their thinking, emotional responses, and intentions in relation to the goals that they set for themselves. It could be contended that self-leadership is likely to be effective only in working environments in which independent thinking is encouraged. According to Dion (2012), De Wolf and Holvoet (2004:5) place self-leadership within the context of self-organisation, a system that organises itself without external control. Without any intervention from outside, independently motivated individual employees moderate their behaviour and achieve a functional level of order through self-disciplined interactions with one another. It would be almost superfluous to add that working environments that are based on self-organisation are likely to be effective only if they are staffed by highly trained and motivated personnel.

1.3.3 Authentic leadership

Authentic leadership is predicated on the development of honest relationships with subordinates and truthfulness and openness of leaders in their interactions with them (Gardner, Cogliser, Davis, and Dickens 2011:1120-1145). The ethical character of authentic leadership is rooted in rejection of all dishonest practices and complete sincerity at all times, which are its cornerstones. Its emphasis reflects a distinct shift from prioritising productivity and profitability above all other considerations to the well-being of people and ethical conduct. The perception that this style of leadership downplays the financial considerations and profitability that are usually the main priorities of business organisations tends to result in it being regarded as not practicable in situations in which survival is determined by market forces (Sidani and Rowe, 2018:623-636). The viability of authentic leadership in business environments has not been well researched for this very reason.

1.3.4 Transactional leadership

The transactional style of leadership entails the clear stipulation of standards and expectations with respect to performance, recognition of hard work, and disciplinary measures when employees fail to fulfil their responsibilities in accordance with the standards and expectations of their organisations (Bass, Avolio, Jung, and Berson, 2003:215). McCleskey (2014:122) describes the style as being principally concerned with the exchanges that occur between leaders and subordinates for the purpose achieving the goals of organisations and adds that the exchanges are sometimes determined contractually. Accordingly, it could be suggested that the terms and conditions under which people are employed are predetermined and aligned with the visions of the organisations that employ them, which might necessarily entail due consideration being given to the potential contributions or concerns of prospective employees. The degree to which ethical considerations are likely to be prioritised by organisations depends largely on factors such as the scales on which they operate, the nature of their operations, budgets, or their commitment to core ethical values. Yukl and Mahsud (2010:43) warn that transactional leadership practices tend to result in short-term relationships between leaders and subordinates, which can give rise to feelings of resentment among the latter. There can be little doubt that once subordinates realise that they have little control over or ability to influence the course that a short-term initiative might take, there are likely to be tensions throughout its duration, which, in turn, is equally likely to result in low productivity and failure to meet expectations. While organisations might adhere to relevant regulations pertaining to contractual arrangements, it is sometimes advisable to enter into formal agreements with subordinate employees, whose concerns are likely to extend further than the requirements of the regulations.

1.3.5 Shared leadership

Lee-Davies, Kakabadse, and Kakabadse (2007) maintain that shared leadership constitutes an effective means of enabling organisations to exploit the talent that they have available in their workforces and also of enabling employees in subordinate positions to fulfil their true potential. They emphasise that mutual trust results in shared commitment to achieving the goals of their organisations, as employees are able to assume ownership of shared initiatives and make independent contributions to their success, irrespective of the positions that they hold in the hierarchies of their

organisations. A distinctive characteristic of shared leadership is the openness that stems from recognising the autonomy of individual employees and distributing power and influence to a far larger group of employees than would be the norm for top-down management practices. It also permits due consideration to be given to the concerns of employees, as the functions that are performed at the level of management can be transferred to subordinate levels. As the style of leadership necessarily entails increased engagement by subordinate employees, the degree of satisfaction that they are able to derive from their contributions is likely to increase to a corresponding degree, which, in turn, is likely to be accompanied by an increased sense of personal worth and motivation.

1.3.6 Servant leadership

According to Sendjaya and Sarros (2002: 57-64), servant leadership prioritises the needs of the employees, to empower them to develop and perform to their highest possible potential. When leaders are committed to serving their subordinates, there is every likelihood that their relationships with them will be harmonious. In addition, the style of leadership also encourages subordinates to assume ownership of their work and responsibility for performing it to the best of their ability, which, in turn, are equally likely to increase both the sense of satisfaction and achievement that they are able to derive from performing their tasks well and their motivation for doing so.

1.3.7 Transformational leadership

At the heart of transformational leadership is the intention to empower every subordinate at every level of an organisation, to the extent that they assume a leadership role in the performing of their tasks or duties (Bass and Riggio, 2006:7). This style entails the transfer of full accountability and authority to each worker in his or her operational domain. Accordingly, the loyalty that employees who experience transformational leadership feel towards their organisations stems from the sense of autonomy and empowerment that is instilled in them. Conversely, workers would not be likely to feel a sense of loyalty if they were not entirely satisfied with the terms of engagement that their employers specify. Leithwood and Jantzi (2005:31) define transformation in this context as changing the structure of management systems completely, with decentralisation and delegation replacing conventional top-down leadership practices. Organisations that elect to adopt transformational leadership recognise not only the capacity of their employees to function efficiently as

autonomous agents, but also that doing so can be highly beneficial to growth and development. Transferring influence and power down through the chain of command is also likely to contribute significantly to individual employees perceiving that they are in control of their functions and increase their sense of accomplishment and self-esteem.

1.4 JOB SATISFACTION

Anju (2015:3) describes job satisfaction as a feeling of satisfaction that employees derive from their work, which serves as a motivation to excel. From a slightly different standpoint, Locke (2011:17) characterises it as a pleasurable or positive emotional state that accompanies either the experience of working or the appraisal of work that has been performed. Conversely, for Rabbani et al. (2017:337), the concept refers to the degree to which employees derive pleasure from their work. Common to all of these assessments is the positive contribution that feelings of satisfaction make to the productivity and performance of employees. Accordingly, it should be possible to measure satisfaction in relation to criteria that are sufficiently flexible to maximise the benefits to both employees and the organisations in which they are employed. It would also be reasonable to estimate that levels of satisfaction are likely to be directly related to the levels of productivity through which they are expressed. The criteria against which their satisfaction can be graded include the extent to which employees feel secure in their employment, the degree to which they engage with their work, and the respect, praise, and recognition that they are accorded by their superiors (McDonald and MacIntyre, 2009:3). Attempting to quantify satisfaction entails the grouping, scoring, and averaging of relevant dimensions of satisfaction to produce an overall score. As perceptions of ethical behaviour at work are often included among the criteria for assessing and quantifying satisfaction, a case could be made for suggesting that the ethical conduct of leaders exerts a significant influence on the degree of satisfaction that subordinate employees are able to derive from their work.

1.5 SIGNIFICANCE OF THE STUDY

The study on which this thesis is based represents an attempt to assess the degree to which the ethical conduct of employees in positions of leadership influences the degree of satisfaction that their subordinates are able to derive from their work in a

selected financial institution in Cape Town. Among its priorities are to identify typical ethical dilemmas that financial institutions in Cape Town are likely to encounter, to evaluate commonly cited explanations for unethical conduct, and the value of ethical conduct for the long-term aspirations of business organisations and sound and stable relationships among employees. Accordingly, the findings of this study could be of considerable value to leaders of business organisations who desire to formulate effective strategies for fostering ethical climates that contribute to sustainably increased levels of productivity owing to optimal relationships between leaders and subordinates. One of the motivations behind the writing of this thesis is to attempt to place the role of ethical leadership in business organisations in the broadest possible context, owing to its largely untapped potential for optimising productivity in healthy social settings in which employees are actively encouraged to develop to their fullest potential.

1.6 PROBLEM STATEMENT

As it has been explained in the preliminary literature review in this chapter, the attitudes and behaviour of subordinates are likely to be influenced, to a significant extent, by their perceptions of the integrity of their leaders and the fairness that they display in their interactions with subordinates. When ethical standards are clearly articulated in the codes of ethics of organisations and are understood by all members of staff, it becomes possible to arrive at meaningful assessments of ethical conduct. This study is premised on the hypothesis that the perceptions of subordinates of the ethical conduct of their leaders should necessarily influence the degree of satisfaction that they are able to derive from their work. Although it is widely acknowledged that the degree of satisfaction that subordinates experience is likely to be influenced by many other factors, the aim of this study is to establish the extent to which it is influenced by their perceptions of ethical leadership, and also the extent to which satisfaction that stems from perceptions of ethical leadership necessarily results in improved performance and increased productivity on the part of subordinates.

1.7 RESEARCH OBJECTIVES

The objectives of a research study are the aims that emerge from a clearly articulated statement of a research problem that a researcher wishes to solve. The objectives of studies are often classified into two categories, namely, primary and secondary

objectives. While the primary objective articulates the overall aim of a study, secondary objectives are formulated to cover all relevant facets of a research topic to enable the primary objective to be accomplished. In the case of this study, the primary and secondary objectives are as follows:

Primary objective

To evaluate the perceptions of subordinate employees on ethical leadership and determine their assessment of its value to job satisfaction.

Secondary objectives

-To identify types of ethical behaviour on the part of leaders that motivated subordinates to perform with efficiency and enthusiasm, without being micromanaged.

-To ascertain whether the subordinates in the research sample understood their role in ensuring the ethical behaviour of all employees of the organisation.

-To identify common types of unethical behaviour on the part of leaders at the workplace that diminished the degree of satisfaction that subordinate employees were able to derive from their work.

-To evaluate the treatment of all employees by the leadership of the organisation and to determine the extent to which it influenced the degree of satisfaction that subordinate employees were able to derive from their work.

1.8 RESEARCH METHODOLOGY

This study took the form of a mixed methods study, in that both quantitative and qualitative research methods were used. It is widely acknowledged in research in the social sciences that combining quantitative and qualitative methods permits the weaknesses of one type of research method to be counterbalanced by the strengths of the other. In addition, qualitative findings provide an effective means of corroborating the findings of a quantitative study. The quantitative study took the form of a self-administered survey questionnaire, while the qualitative data were obtained from face-to-face interviews with participants who completed the questionnaire, which was recorded and transcribed.

1.8.1 Target population

The research population was comprised of 600 employees of a financial institution in Cape Town. Allen, Shao, Hobbie, Mendez, Lee, Cote, Druwe, Gift & Davis (2020:1-14) maintain that a working environment has great potential for yielding reliable data from the administration of a questionnaire, as the teams and employees are likely to be well informed concerning the aspects of its functioning in which individual researchers are interested.

1.8.2 Sampling frame

Three hundred employees of the company attempted and 138 successfully completed the questionnaire, the rest did not respond and or were discarded. Questionnaires were distributed to their workstations at a time that was convenient to them. A subset of 30 of the respondents participated in the interviews. According to Sapford & Jupp (2006:28), 30 is a sufficiently large number of interviewees to generate data that can be generalised.

1.8.3 Methods to be employed to gather data

The researcher distributed the questionnaire by means of a mass email facility that had access to the database of employees of the company. The questionnaires were forwarded to the researcher when the respondents have completed them. The one-on-one interviews allowed a sample of respondents to ask questions in the event of items in the questionnaire not having been completely clear or understandable to them.

1.8.4 Sampling technique

The researcher made use of probability sampling, which accords each member of the research population an equal likelihood of being selected to participate in the study, to select the research sample (Baddeley & Jensen, 2004:334). Sapford &Jupp (2006:29) maintain that the advantages of probability sampling include the avoidance of systematic error and sampling bias, increased reliability with respect to the findings of a research study, increased accuracy in the estimation of sampling error, and the ability to make inferences concerning the research population as a whole.

1.8.5 Research instruments

According to Babbie, Mouton, Vorster, and Prozesky (2010:543), questionnaires allow data to be collected quickly from a large sample of respondents. The researcher developed a survey questionnaire to collect the quantitative data and an interview guide to collect the qualitative data from the interviews.

1.8.6 Methods to be used to analyse the data

The data that was collected from the responses to the closed-ended questions in the questionnaire and analysed by means of version 18.0 of the Statistical Package for the Social Sciences (SPSS) software. The quantitative data was presented in the form of tables and charts and analysed and discussed in relation to the research question that was formulated from the objectives of the study, namely, 'To what extent does ethical leadership influence the degree of satisfaction that subordinate employees are able to derive from their work?' (Babbie et al., 2010:583). The responses to the open-ended questions were read and analysed for similarity, grouped together, and presented in tables.

1.9 ETHICAL CONSIDERATIONS

As research in which there are human participants has great potential for resulting in their basic human rights being either ignored or violated, researchers in the social sciences are required to adhere to a strict code of research ethics. Among the most crucial of the ethical standards that need to be upheld at all times by researchers are voluntary participation, confidentiality, anonymity, and the need to ensure that prospective participants are adequately informed of the nature of the research in which they are requested to participate and their right to terminate their participation at any point, without incurring penalties of any sort whatsoever. In addition, the overarching ethical principle that researchers are expected to uphold is to take all reasonable measures to ensure that participants are not exposed to any form of either physical or psychological harm. The measures that the researcher took to ensure that these standards were adhered to at all times during the conducting of the study are discussed in detail in Chapter 4.

1.10 CHAPTER OUTLINE

Chapter One: Takes the form of an introduction to the research topic by providing relevant background to the research problem. It also articulates the aims and objectives of the research study, from which the research question was developed, before it proceeds to introductory discussions of the research methodology that will be used to conduct the study and relevant ethical considerations for research in the social sciences.

Chapter Two: Is devoted to a discussion of the evolution of leadership theories in relation to ethical leadership, particularly with respect to its effects on the conduct of subordinate employees and the central concept of the role model in ethical leadership.

Chapter Three: In this chapter, theories of ethical leadership are reviewed and evaluated, the building blocks of ethical leadership are delineated, and the merits and weaknesses of particular theories in relation to one another are evaluated, such as those pertaining to transactional and transformational leadership.

Chapter Four: This chapter is devoted to an in-depth discussion of the research methodology that the researcher developed to conduct the study. It covers the research design and the specific methods that were used to collect and analyse the quantitative and qualitative data and to triangulate the findings. It also provides discussions of relevant procedures and concepts, such as the research population, methods of sampling to select a research sample, and the research instruments that the researcher developed to collect the data.

Chapter Five: Takes the form of a presentation, discussion, and analysis of the data that was obtained from the administration of the survey questionnaire and the interviews and the findings that the data generated.

Chapter Six: Takes the form of a discussion of the conclusions that were drawn from the findings, makes recommendations on the basis of the conclusions, and offers suggestions for further research, which are followed by a closing conclusion.

1.11 CHAPTER SUMMARY

The financial sectors of both Cape Town and other cities and towns throughout South Africa are highly dependent on the capital that is available to them for future growth, which is placed at their disposal by both individual investors and business organisations. Although the investment of money on behalf of clients requires the highest standards of integrity and ethical conduct, the role of integrity and ethical

conduct in relationships between leaders of financial institutions and subordinate employees in increasing productivity and thereby contributing significantly to economic growth still requires a great deal of relevant research. It is to be hoped that the findings of the study on which this thesis is based have made a significant contribution to the growing acknowledgement of the need to investigate and evaluate models of ethical conduct for workplaces that have the potential to increase productivity by increasing the degree of satisfaction that subordinate employees are able to derive from their work.

CHAPTER 2

2.1 LEADERSHIP THEORIES AND THEIR EVOLUTION

The concept of leadership and its applications have been studied from widely differing cultural, educational, and gender perspectives by researchers throughout the world. It could be suggested that definitions of leadership have been too numerous and varied to permit the development of a single generic definition that would be universally applicable. Kellerman (2012:3) characterises a leader as a person who makes the footprints in which others follow. The implication of this assessment is that leaders do not generally follow or depend on courses of action that have been developed by others: rather, depending on their circumstances or situations, they creatively find new ways of achieving the goals tha they set for themselves, without following precedents. Bouee (2013:5) suggests that leadership is the ability of particular people to influence others to follow them voluntarily. Conversely, Ulrich and Smallwood (2013:34) maintain that as the ability to influence suggests that people who possess it possess power, power in relation to leadership can be equally satisfactorily defined as the ability to influence. Despite the multifaceted nature of the concept and the absence of a universal definition, researchers generally appear to agree that leadership entails working with people who function as either subordinates or followers. Chin (2015:199–216) defines leadership as 'a process of social influence', in which one person, who acts as a leader, is either followed or supported by others in the pursuit of specific objectives. Owing to the range of differences in the contexts in which followers and followership are conceptualised (Jowah, 2014:40), many theories have been developed concerning the contexts within which people are perceived to be leaders. Consequently, different conceptualisations of leadership have resulted in a diverse range of writing and research that are based on specific perceptions of leadership. This chapter is devoted to a comprehensive review and evaluation of the most widely respected theories of leadership in the body of literature that has been amassed to date.

2.2 BACKGROUND

The first necessary condition for recognising the phenomenon of leadership is the existence of people who are willing and have the capacity to be led, which can be influenced by many different factors, such as the type of task that is to be

accomplished, cultural values, or personal charisma. Leadership is predicated on guiding individual people, groups, teams, or organisations to achieve agreed upon or common objectives. The findings of many studies in the available literature tend to suggest that the attributes of effective leaders include traits such as the courage to lead, the personal discipline that is essential to effective leadership, intelligence, trustworthiness, and humanness. No single attribute in itself appears to be the sole requirement for effective leadership, owing to the inevitably diverse combinations of qualities of leaders and the equally diverse range of tasks to be performed (Saxena, Bester, Chua, Chu, and Morris, 2010:30). Accordingly, it could be suggested that optimal combinations of leadership attributes would be most likely to meet the expectations of followers concerning effective leadership. Reflections and deliberations concerning the ideal qualities that leaders should possess date back at least as far as Plato and his conclusion that the interests of society would be best served by a ruler who was a philosopher king, whose essential attributes included wisdom, intelligence, reliability, and a willingness to live a simple life. It is also highly likely that significant differences would be found between the attributes of secular and religious leaders (Jowah, 2014:21), which would need to be evaluated in accordance with the roles that each category of leader is required to perform.

2.2.1 The significance of leadership and management theories

Although the terms 'leadership' and 'management' have different connotations and leaders and managers tend to play complementary rather than similar roles, leadership and management theories are frequently used by the leadership of organisations to evaluate the performance of leaders (Smit, Cronje, Brevis, and Vrba, 2011:25). The theories and the principles upon which they are based enable the leadership to understand the underlying processes of the operations of their organisations, thereby circumventing the need to rely on intuition or trial and error. Developed from the extensive research that has been conducted in the field of leadership and management, the theories enable organisations to increase both the predictability and consistency of leadership practices, which are crucial to optimising relationships with subordinates (Bateman and Snell, 2007:16). Jones and George (2016:5) maintain that irrespective of their styles of leadership, the essential functions of leaders and managers are to maintain control of resources, plan their use, and ensure that the objectives of their organisations are met. Figure 2.1 provides a

schematic sequential representation of the stages that are entailed in the development of a leadership and management theory (Jowah, 2013:27).

STAGE ONE: GATHERING INFORMATION; Information gathering by way of observation, research on what the managers do and how they do it. The circumstances under which they operate and reasons why they do what they do.

STAGE TWO: DATA CLASSIFICATION; The data and information is grouped according to similarities, in the form of activities, circumstances, types of problems, types of solutions, results of decisions taken etc.

STAGE THREE: SIGNIFICANT SIMILARITIES HIGHLIGHTED; The data is categorised into researchable units, interesting observations isolated and documented according to differences, independent and dependent variables, and possible construction of hypothesis.

STAGE FOUR: CONSTRUCTION OF GENERALISATIONS; The hypothesis is tested through research (survey or observations) developed into theories that are used quite often to decide on how to manage or solve problems etc. The Theory

Figure 2.1: Stages in the development of a leadership and management theory (Source: Jowah, 2013:27)

A leadership and management theory consists of a set of principles or guidelines that have been developed to explain the relationship of two or more observable variables to each other (Stoner and Freeman, 1992:33). Consequently, on the basis of the specific variables in a particular instance, leadership and management theories can guide the making of decisions, as they introduce an increased degree of predictability. There are numerous postulates that attempt to explain how the 'social influence' that leaders are believed to exert functions to enable individual people to enlist the cooperation of the others to participate in endeavours to achieve particular objectives. The theories that will be reviewed in this chapter are depicted in Figure 2.2.

Great Man Theory
Trait Theory
Behavioral Theories
Contingency Theories
Charismatic Leadership Theory
Transactional Leadership Theory
Transformational Leadership Theory

THEORIES OF LEADERSHIP

Figure 2.2: Theories of leadership

(Source: Bhai (Online) (Accessed 04/07/2020))

The theories that are reviewed in this chapter are drawn from formally documented literature. By contrast, although other styles or conceptions of leadership, such as Botho (Jowah, 2015:12), have not been formally documented, they are nonetheless practised. The theories that are depicted in Figure 2.2 are among the most commonly cited in existing academic literature.

2.2.2 The great man theory

The great man theory of leadership is premised on the belief that some people are born with certain characteristics that distinguish them from others (Harrison, 2018:17). Its adherents hold that it is these characteristics and attributes that predispose them to acquiring positions of power and responsibility. Accordingly, the implications of this position are that the people who are in positions of power deserve to hold them, by virtue of their character, and those who are not leaders deserve to be followers because they do not have the necessary attributes for leadership. Figure 2.3 provides a cogent synopsis of the foundational tenets of the great man theory.

Carlyle	Great Man Theory	Freud
Great men were sent by God to be heroes and these heroes became leaders through the righteous process of hero-worship	*Core of theory*	Humans have a primal need for a father figure to whom they offer dependence and love in return for protection and reciprocated love
God	*Source of authority*	Position in family
Male – by virtue of history	*Gender*	Male – by virtue of patriarchal family structure
Respect	*Exchange with followers*	Love
Loyal reverence	*Role of followers*	Submission
Not recognizing great man	*Inherent danger*	Mistreatment by great man
Uplift	*Outcome of obedience*	Reduced autonomy of group members

Figure 2.3: The great man theory of leadership

(Source: Spector, 2016:18)

The theory suggests that the potential for leadership is latent at birth and that some people are born leaders. The specific characteristics of a typical great man theory (GMT) leader have been investigated and evaluated in a number of relevant research studies. The essentially male character of the great man theory, which draws on the tenets and values of male-dominated societies, has aroused vociferous opposition, particularly as increasing numbers of women began to assume positions of

leadership in a number of different spheres (Makhdom and Ghazali, 2013:32). In some instances, these objections have been countered by claims that although the theory centres specifically on men, it was equally evident that some women also appeared to have been born with the propensity to lead. Figure 2.4 is a diagrammatic illustration of the types of attributes that have been propounded as fundamental to GMT leaders.

Figure 2.4: Fundamental attributes of leaders according to the great man theory(Source: Florida Institute of Technology (online) (Accessed 04/07/2020))

The four attributes that are depicted as being crucial to effective management are advanced without taking into consideration the type of followers a leader would be required to lead, the type of tasks that followers would be required to perform, or the likelihood of contrasting personalities in the same organisation (Jowah, 2013:15). As the type of follower is highly likely to determine the most effective style of leadership, acceptability is a direct function of the ability of a leader to act in accordance with the expectations of the followers. Other criticisms included the contention that the significance that is attached to individual 'great' leaders merely reflects a state of imagination (Spector, 2016:22). A strong case could be made for maintaining that leadership and management could be learnt if the concept of effective leadership is sufficiently adequately and comprehensively understood.

2.2.3 The trait theory of leadership

Trait theory is based on the premise that a person whose leadership attributes are sufficiently well integrated would be likely to be able to lead effectively. Attributes such as the ability to influence both individual people and groups lie at the heart of the ability of a particular person to lead (Zaccaro, 2007:6-16). The theory is concerned mainly with personality traits and characteristics that are to be found in

successful leaders in a variety of different situations. It represents a development of the original concept of the great man that Thomas Carlyle propounded during the mid-1800s. Figure 2.5 provides a diagrammatic illustration of the types of structural components through which the personality traits of effective leaders are expressed.

Trait Theory

The trait theory is based on the great man theory, but it is more systematic in its analysis of leaders. Like the great man theory, this theory assumes that the leader's personal traits are the key to leadership success.

Personality Traits

Abilities	Personal Traits	Motivators
• Supervising Ability • Intelligence • Initiative	• Self-Assurance • Decisiveness • Masculinity/Famininity • Maturity • Working Class Affinity	• Need for Occupational Achievement • Self-actualization • Power Over Others • High Financial Reward • Job Security

Figure 2.5: Schematic representation of trait theory

(Source: Institute of Business Management (online) (Accessed 04/07/2020))

Trait theory emerged during the first investigations of the nature of effective leadership and the attributes that made some leaders more effective than others. Although researchers have developed a number of different taxonomies of the traits that contribute to an optimal model for effective leadership, most of them complement one another, in that each model is not necessarily composed of the same combinations of traits as those of other researchers. The diagram in Figure 2.5 classifies three different categories of attributes or traits that are necessary for effective leadership, namely, abilities, personal traits, and motivators. This diagram can be compared and contrasted with the traits-based model, which is depicted in Figure 2.6.
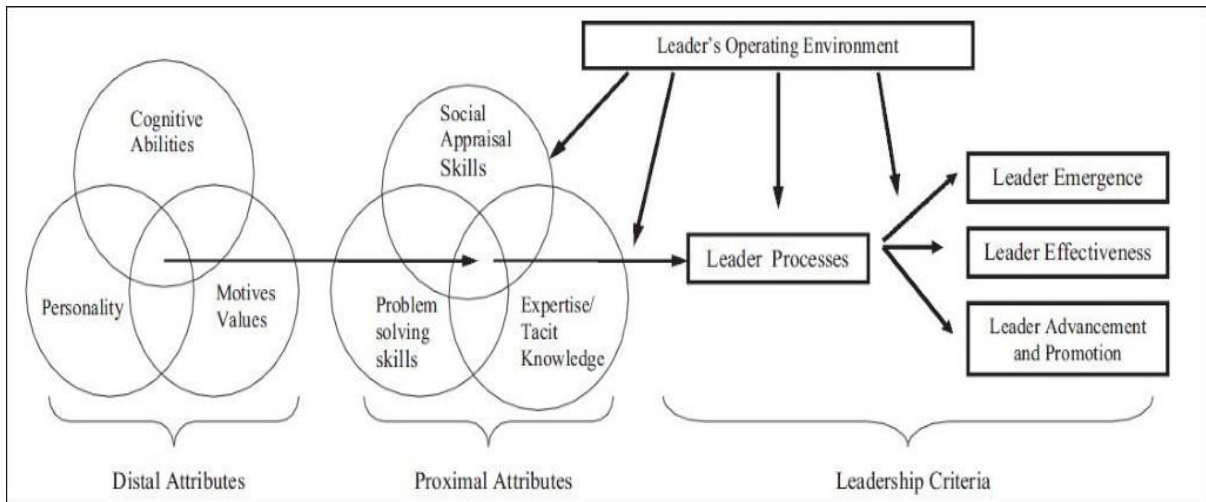
Figure 2.6: Traits-based leadership model

(Source: Zaccaro, 2007:6-16)

In the traits-based leadership model, leadership attributes are classified into three distinct categories, namely, distal attributes, proximal attributes, and leadership criteria. As leadership entails a process, these attributes should be understood within the context of the operating environments in which they are manifested (Zaccaro, 2007:6-16). Certain traits are likely to encourage particular behavioural tendencies among both leaders and followers. Zhu, Avolio, Riggo, and Sosik (2011:807) maintain that the attitudes of leaders towards followers is likely to inform the manner in which leaders elect to manage followers. A list of the consolidated traits and attributes of leaders is provided in Table 2.1.

Table 2.1 Consolidated list of traits and attributes of leaders

1. Intelligence /action-oriented judgment:	2. Willing to accept responsibility:
3. Task competence:	4. Understanding followers needs:
5. People skills:	6. A need for achievement:
7. Capacity to motivate people:	8. Courage and resolution:
9. Perseverance:	10. Trustworthiness:
11. Decisiveness / responsiveness	12. Self-confidence:
13. Assertiveness:	14. Adaptability and flexibility:
15. Emotional stability:	16. Creativity / innovation

(Source: Bolden, as cited by Arnold & Ukpere, 2014:722)

Early studies tended to be concerned mainly with comparing and contrasting relationships between leaders and followers, in order to assess the extents to which leaders prioritised the needs of their subordinates. A general pattern emerged, which was characterised by leaders becoming increasingly concerned with the needs of the employees who worked under them as they ascended the hierarchies of their organisations (Maccoby, 2004:1). The findings of many research studies have revealed that there appear to be very few attributes that could be used to distinguish leaders from followers. Maccoby (2004:1) maintains that leaders tend to be excellent communicators, display high levels of extroversion and self-confidence, and to be relatively tall. Conversely, it needs to be emphasised that these traits and attributes have not been found to be the sole determinants of the ability to lead, as many short or moderately introverted people have also been able to function as effective leaders (Maccoby, 2004:1). Not only are no traits known to be the sole determinants of people becoming leaders, as situational and political factors can play a decisive role and some people ascend to positions of leadership purely as a result of being optimally positioned to do so.

2.2.4 Behavioural theories of leadership

Behavioural theories of leadership are developed to assess the extent to which the behaviour of leaders is a crucial determinant of the success that they achieve in their roles. In addition, in a great many instances the success of leaders is evaluated without taking the dedication, competence, and motivation of those who work under them adequately into account (Derue, 2011:7). Although it cannot be denied that leaders play a crucial role in the level of success that is achieved in any endeavour, they should not be considered to represent the sole variable that contributes to the success of their leadership (Jowah, 2013:11). Evaluations of the behaviour of leaders are carried out scientifically, by evaluating the moods of individual leaders and their subordinates and assessing how they are influenced by their working environments. It is crucial that this aspect of leadership should be adequately understood, as it can exert a decisive influence on the ability of organisations to achieve their objectives and optimal levels of productivity.

As behavioural theories emphasise the behaviour of leaders and there has been a vast amount of research in the field of psychology concerning the modification of behaviour, it could be reasonably contended that the ability to lead effectively could

be instilled, as opposed to being inborn. This assessment also implies that the effectiveness of leaders depends on their ability to learn and to convert the knowledge that they acquire into desirable behaviour (Bass, as cited by Amanchukwu, 2015:6). As the behaviour of leaders can play a decisive role in the failure or success of followers, it is possible to conclude that there are specific demonstrable and learnable behavioural standards that are acceptable to followers and ensure the effectiveness and success of leaders (Amanchukwu, 2015:6). The success of leaders is measured in relation to the performance of their followers, which serves to confirm that followers have an equally crucial role to play in the success of leaders. Figure 2.7 provides a diagrammatic representation of the relationship between trait and behavioural theories of effective leadership
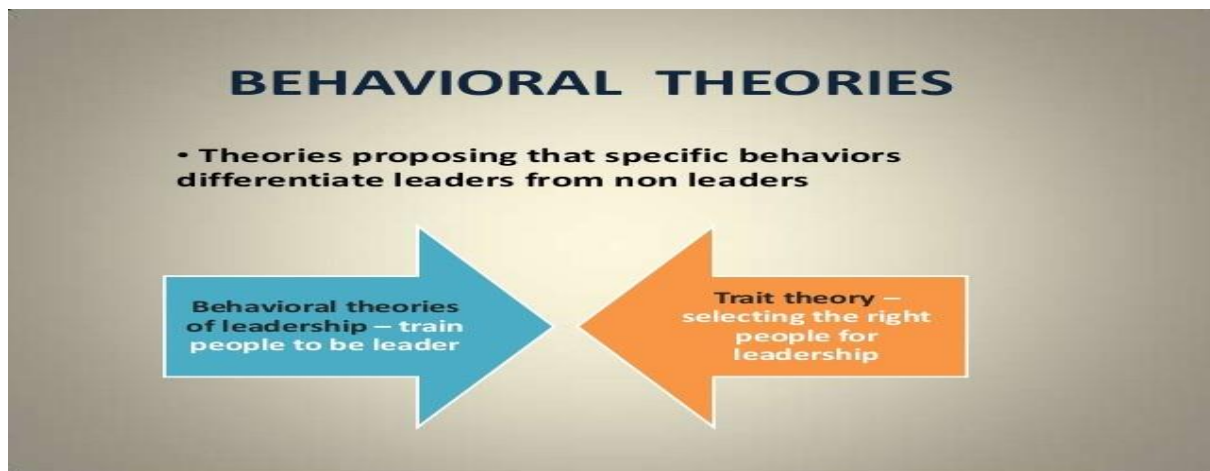
Figure 2.7: Contrasting behavioural and trait theories of leadership

(Source: Authenticity Empowerment Leadership, 2015 (online) (Accessed 04/07/2020))

The essential differences between behavioural and trait theories can be summarised as follows:

1. **Behavioural theories teach –** People need to be trained to be leaders, with the implicit acknowledgement that the primary aim of leadership is to ensure congruence between leaders and followers, with respect to their respective objectives and expectations (Jowah, 2014:4).

2. **Trait theories state –** People are born leaders and it is necessary to identify the leadership traits that individual people possess as gifts of nature. Born leaders have nothing to learn and merely need to be identified and placed in positions of leadership (Judge, Piccolo, and Kosalka, 2009:855).

The distinguishing feature of behavioural theories is their emphasis on mutual trust and respect between leaders and subordinates. Subordinates are not treated as mere capital assets, but rather as co-workers who make valuable contributions to the effectiveness of the operations of their organisations (Cherry, 2020:6). Efforts are made to identify the needs and concerns of subordinate employees and to ensure that needs are adequately met and concerns receive appropriate consideration, thereby ensuring that employees are aware of the esteem in which they are held by their leaders. As behavioural theory holds that leaders can be trained, it becomes incumbent upon leaders to acknowledge that the success of any undertaking is optimised when the need to accomplish particular tasks and the needs of subordinates are accorded equal priority (Cherry, 2020:6). Employees who are able to derive satisfaction and pleasure from performing their duties well are generally less likely to need to be replaced than those who do not and the levels of productivity and performance that they are able to maintain are also likely to be considerably higher than those of disaffected employees. It has been contended that effective leaders do not have subordinates, but have followers instead and that by their nature, followers tend to be more enthusiastic than subordinates.

The model in Figure 2.8 has been formulated to illustrate the elements of the two most common types of behaviour in which leaders engage to influence their followers or subordinates.
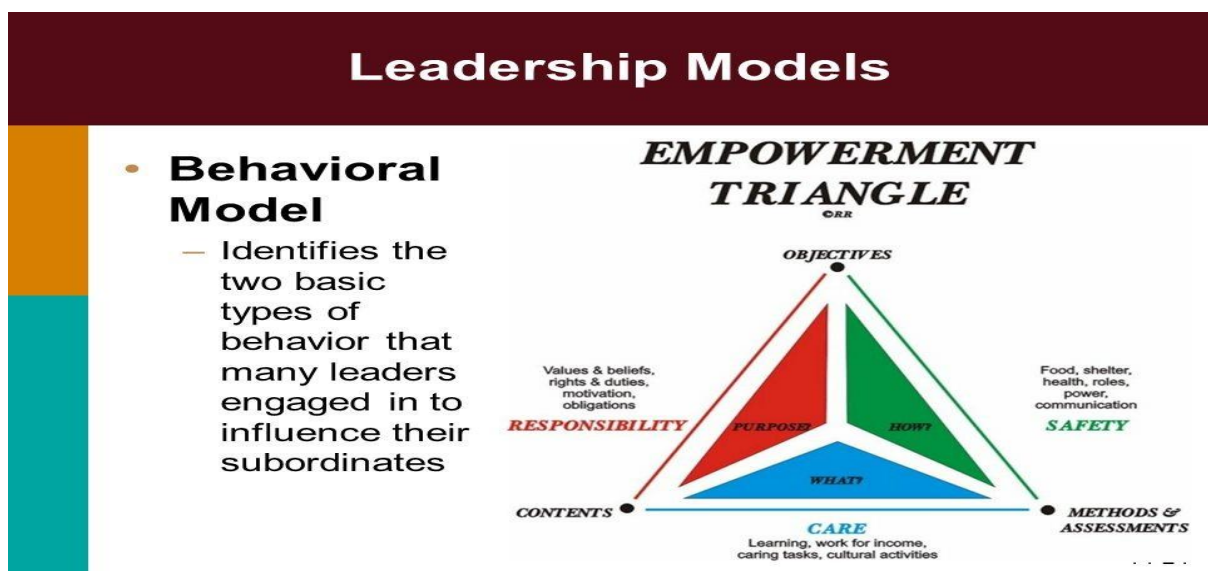
Figure 2.8: Types of leadership behaviour identified by the behavioural model

(Source: Keys to effective leadership and management learning objectives (online) (Accessed 09/07/2020))

Behavioural models employ the empowerment triangle, which is premised on objectives, contents, and methods and assessments. Every organisation has specific objectives, which constitute the purpose for which it is established, the reason for its existence, and the fundamental basis for the carrying out of its operations (Lester, 2015:281). As the degree to which the objectives of an organisation are successfully met is used to measure the success of its operations, it would be logical to assume that the actions and behaviour of its leaders would be motivated by an overarching commitment to achieving them. The expectations within a given context or environment, which has its own constraints and enablers, are likely to be highly dependent on the specific task that is to be accomplished (Lester, 2015:282). Accordingly, behavioural theory posits that the methods that are used to carry out the operations by means of which the objectives of organisations are achieved need to reflect a firm commitment to upholding the rights and meeting the needs of the human beings who are tasked with carrying out the operations. The fundamental tenets of behavioural theory can be summarised as follows:

- The effectiveness with which leaders lead is determined by their actions and decisions, rather than their character traits or dispositions.

- Leaders perform their roles effectively when their actions and behaviour are perceived by followers to be acceptable and they are able to influence followers to do their bidding voluntarily and with enthusiasm.

- Effective leaders are not born, but rather fostered, shaped by their environments and the circumstances in which they function, and the degree to which they are able to adapt to particular environments or circumstances.

- Imparting crucial knowledge, accompanied by effective learning and practising, can contribute significantly to the development of a highly effective leader.

The central role that behaviour plays in the effectiveness of leaders implies that followership is predicated largely on particular types of leadership behaviour. By contrast, as followers do not constitute homogeneous groups, the extent to which specific types of leadership behaviour will evoke positive or negative responses in followers is likely to be determined by factors such as the needs and dispositions of individual followers (Jowah, 2014:24). Behavioural leadership theory can be

classified broadly into six behavioural approaches, which are summarised in Table 2.2.

Table 2.2: Six broad classifications of behavioural leadership

Power orientation	Managerial grid
Leadership as a continuum	Task – people orientation
Likert's management system	Tri-dimensional grid

Source: own construction

Although the classifications are all fundamentally behavioural, several others have not been included. All centre on the behaviour and general conduct of leaders, as the generators of loyalty and enthusiastic and committed followership. The classifications of the management systems that appear in the table should not be understood as being adopted to the exclusion of others, as effective leaders are unlikely to adhere to a particular approach in all circumstances (Lester, 2015:283). In addition, many factors, either internal, external, or combinations of both, influence the behaviour of leaders at different times.

2.2.4.1 Advantages of behavioural leadership theory

The two primary advantages of behavioural leadership theory can be summarised as follows:

- It facilitates the answering of questions concerning models of leadership and the extent to which teams should participate in decision making, provides useful perspectives on behalf of subordinates in the event of problems, and also encourages communication and responsiveness in organisations.
- It facilitates the identification of optimal leadership styles in organisations, increases the extents to which the likely responses of leaders to particular situations or circumstances can be predicted, increases accessibility to leaders, provides opportunities for meaningful contributions from subordinates in problem situations, and strengthens relationships among leaders and followers.

2.2.4.2 Disadvantages of behavioural leadership theory

Conversely, the two primary disadvantages of behavioural leadership theory can be summarised as follows:

- Applying it can be time-consuming, as leaders are required to learn and their ability to do so is affected by factors such as the ability of the teacher, the capacity for learning of the student, changes in working environments, having a sufficiently in-depth understanding of the needs of followers to ensure effective leadership, and, in some instances, even the possibility of resistance on the part of some subordinates.

- As leaders are also required to discard the knowledge upon which they had based their practices and decisions in the past, they are likely to experience difficulty in attempting to modify their behaviour in new environments, often in the face of impatient followers. In addition, the difficulties that are entailed in learning in order to make appropriate adjustments are likely to be exacerbated by overall pressure of work.

2.2.5 Contingency theories

The operations of business organisations are inherently complex in nature and, to a large extent, governed by factors such as the markets and purposes that they serve and the specific skills and functions of their employees. The contingency theory of leadership holds that the effectiveness with which leaders are able to lead is dependent or contingent on whether or not their styles of leadership are optimally suited to the circumstances or situations in which they are required to function (Miner, 2015:243). In this respect, it differs significantly from both the great man theory and the trait theory, in that the corollary to the working definition that has been provided is that the contingency theory also concedes that a leader, or a style of leadership that has been found to be effective in one set of circumstances, could prove to be completely ineffective in another. Essential attributes of leaders whose styles are informed by the contingency theory are the ability to adapt and the ability to assess individual situations in a sufficiently dispassionate and objective manner to determine whether their present styles of leadership are likely to yield optimal results with respect to concerns such as performance, productivity, and relationships among followers.

The findings of research into the behaviour of leaders that was conducted by Ohio University in the United States revealed two distinct types of leadership that were practised by effective leaders, which were characterised by considerate behaviour and initiating structure respectively. The defining characteristics of each style are summarised as follows:

- **Considerate behaviour** on the part of leaders promotes the development of interpersonal relationships that demonstrate the concern and support that leaders extend to subordinates through the establishing and maintaining of mutual trust.

- Styles of leadership that entail **initiating structure** are characterised by deliberately structured interactions, to enable subordinates to obtain a clear understanding of the roles that they are required to play, the plans and procedures that need to be followed, the tasks that they are to perform, and, in some instances, the periods within which they are to be accomplished.

Related research studies were conducted at about the same time by the Survey Research Centre of the Institute of Social Research at the University of Michigan and the University of Chicago concerning the measuring of group productivity in relation to styles of leadership. Two fundamentally different styles of leadership emerged from the findings of the studies, namely, relationship-oriented and task-oriented leadership. These findings became the nucleus for subsequent extended studies to establish the essential characteristics of effective leadership. Relationship-orientated leadership and task-oriented leadership are summarised as follows:

- **Relationship-oriented leadership** prioritises relationships with subordinates that are collegial in character and encourage loyalty and high levels of productivity and performance.

- **Task-oriented leadership** is practised by leaders who tend to treat the subordinates who work under them as a means of production, as opposed to a team of dedicated employees whose motivation stems from the relationships that they enjoy with their leaders. Task-oriented leaders are often characterised as slave drivers, for whom the accomplishment of tasks is their only priority.

Originally, contingency theory was used to guide changes in styles of leadership that were necessitated by the changes that accompanied the modernisation of business organisations, in respects such as the structure of organisations, the types of technology that they adopted, and other external factors that required changes and modifications to existing styles of management (Woodward, 1958:23). Consequently, the tenets of contingency theory could have great potential relevance and applicability to the Fourth Industrial Revolution (4IR) and the need for specific styles of leadership in working environments whose viability is predicated on the need to make optimal use of advanced technology. Westerman, Bonnet, and McAfee (2014:153) predict that during the course of the next few years, new and innovative styles of leadership will become imperative, as millennials increasingly occupy workspaces with the digitalisation of the global environment. The extensive use of advanced technology will inevitably precipitate radical changes in the structures and functions of business organisations, in respects such as the types and channels of communication that they employ, the formulation and introduction of new rules and regulations, spans of control, motivating subordinate employees by means of virtual leadership techniques, and many others (Westerman et al., 2014:153). On the basis of prognoses such as this one, steadily accreting numbers of researchers have begun to advocate a number of different styles of leadership that are derived from contingency theory. Figure 2.9 depicts some of the models that have been developed.
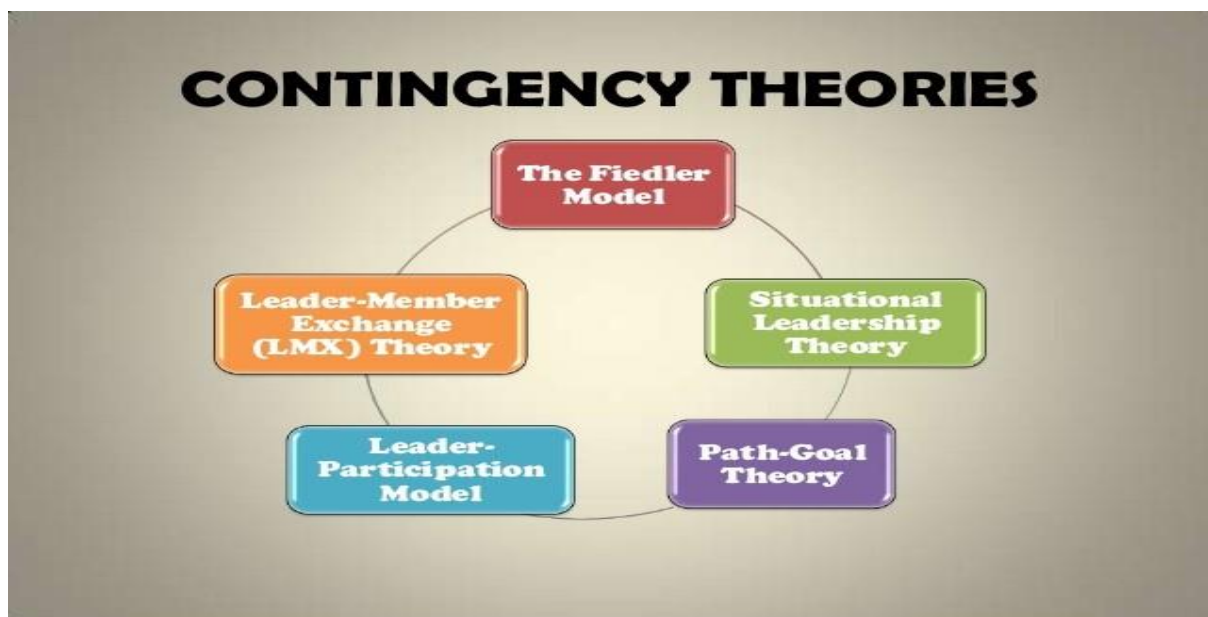
Figure 2.9: Models of leadership styles developed from contingency theory

(Source: Leadership-organisational behaviour (online) (Accessed 11/07/2020))

PESTLE analysis enables business organisations to perform comprehensive analyses of themselves, other organisations, or even countries, from the six perspectives from which the acronym is derived, namely, political, economic, sociocultural, technological, legal, and environmental. The global environment has placed many organisations under unprecedented pressure with respect to their ability to retain a competitive edge and also to comply with ever-proliferating legislation in both their home countries and abroad (Westerman et al., 2014:154). As the changes are likely to continue at an ever-accelerating pace, it is equally likely that subsequent research will generate new models to meet the requirements of continuously changing circumstances. As changing environments will inevitably require correspondingly continuous adaptation with respect to devising optimal approaches to leadership, the strategies of effective leaders will need to be informed by penetrating insights into the specific needs and priorities of their organisations in changing conditions and circumstances, if the organisations are to maintain their positions in both domestic and global markets (Westerman et al., 2014:154). Some of the prominent models and theories of leadership that have been developed from contingency theory are depicted in Figure 2.9.

2.2.6 Fiedler's contingency model of leadership

Through this model, Fiedler postulates that the effectiveness of leaders is a function of the extent to which they are able to identify and adopt styles of leadership that are optimally suited to the situations in which they are required to lead and the subordinates whom they are required to motivate to operate at optimal levels of performance and productivity. Accordingly, the capacity of leaders for responding and adapting to contingencies is determined by their ability to lead in a manner that best meets the needs and expectations of their subordinates (Shao, Feng, and Hu, 2016:131-153). Optimally effective styles of leadership are contingent on relevant characteristics of subordinates, the tasks that are to be performed, factors that can be analysed through PESTLE analysis, the specific objectives of individual organisations, and adequate measures to ensure the health and safety of subordinates. The situations and circumstances in which leaders are required to lead inevitably have a profound influence on the styles of leadership that will be optimally effective. The model prioritises two variables, namely, styles of leadership and the extent to which the situations in which leaders function are favourable to their styles of leadership.

2.2.6.1 Styles of leadership

Jowah (2015:27) contends that every individual person has an implicit capacity for both leadership and followership. He believes that it is this capacity that people use to determine what is acceptable or unacceptable on the part of either followers or leaders. This assessment accords with the concept of natural leadership, which holds that natural leaders encourage, rather than direct, and enable, rather than control. Styles of leadership also often emerge from interactions, at a number of different levels and in particular sets of circumstances, among values and attitudes that tend to stem mainly from cultural, religious, or educational conditioning. As Nunes, Da Cruz, and Pinheiro (2011:20) explain, Fiedler developed a scale to be used to measure the relative effectiveness of task-oriented and relationship-oriented styles of leadership in particular situations, to determine the specific contingencies that favour one style over the other, by means of the least preferred coworker (LPC) principle. The scale is illustrated in Figure 2.10.
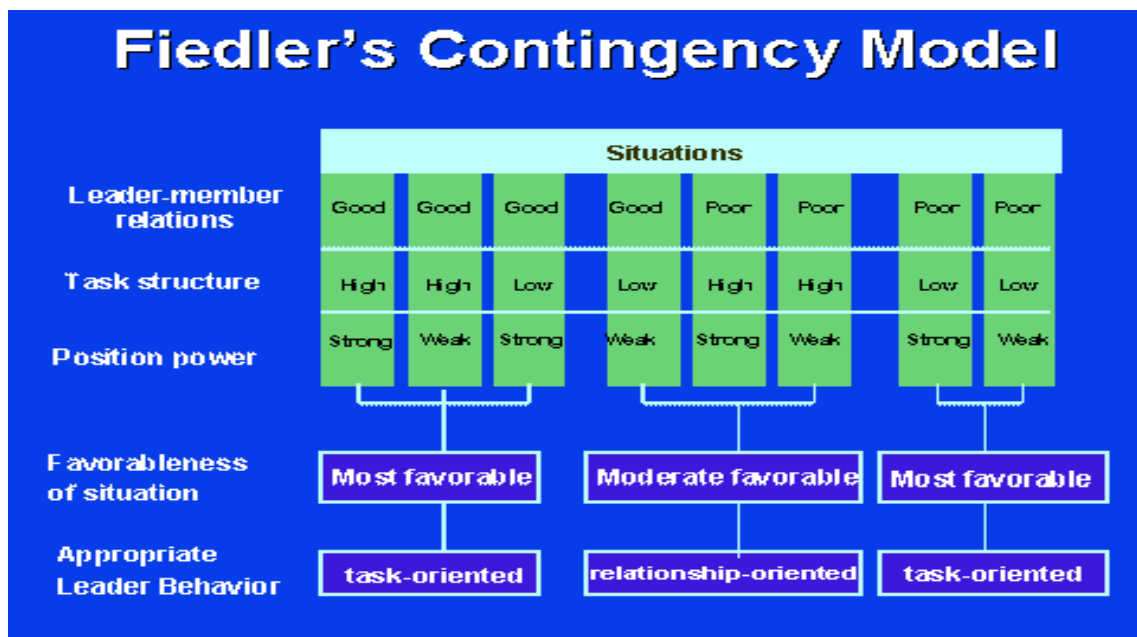
Figure 2.10: Fiedler's least-preferred co-worker (LPC) scale

(Source: Pinterest (online) (Accessed on 11/07/2020))

The scale can be used to measure the effectiveness of styles of leadership by assigning numerical values and summing them to determine overall effectiveness in each instance. Leaders are able to obtain scores for their styles of leadership by identifying individual coworkers with whom they desire least to work. The ratings that

they assign to those coworkers effectively position their styles of leadership on a continuum with task-oriented leadership on one end and relationship-oriented leadership on the other. A high LPC score is indicative of a relationship-oriented style, while a low score suggests a task-oriented style. Relationship-oriented leaders tend to prioritise developing relationships with subordinates that are characterised by mutual trust and conducive to maximising their performance and productivity through encouragement and support. Conversely, task-oriented leaders are generally very effective planners, who devote a great deal of their time to organisational activities such as the development of procedures and schedules for optimising the efficiency with which tasks are performed, rather than the development of interpersonal relationships. Figure 2.11 provides a key for interpreting LPC scores.
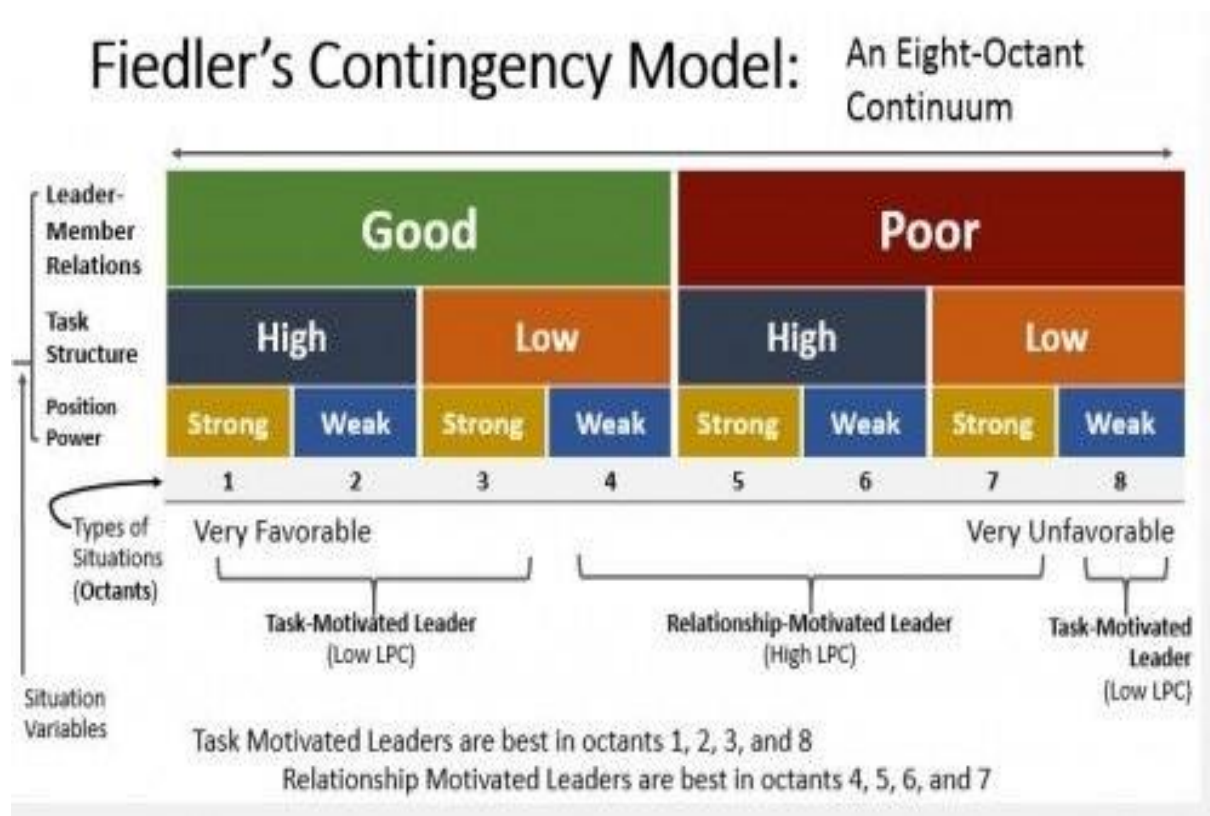
Figure 2:11: Fiedler's eight-octant continuum

(Source: Matthews, 2020:1)

The scale in Figure 2.11 serves as a guide for interpreting LPC scores, with scores of 73 or more being indicative of relationship-oriented leadership, 54 or less task-

oriented leadership, and scores from 55 to 72 styles of leadership that combine elements of both styles. Figure 2.12 provides a schematic representation of the dynamic interrelationships among styles of leadership, variables pertaining to the situations in which leaders are required to function, and the relationship between styles of leadership and particular situations.
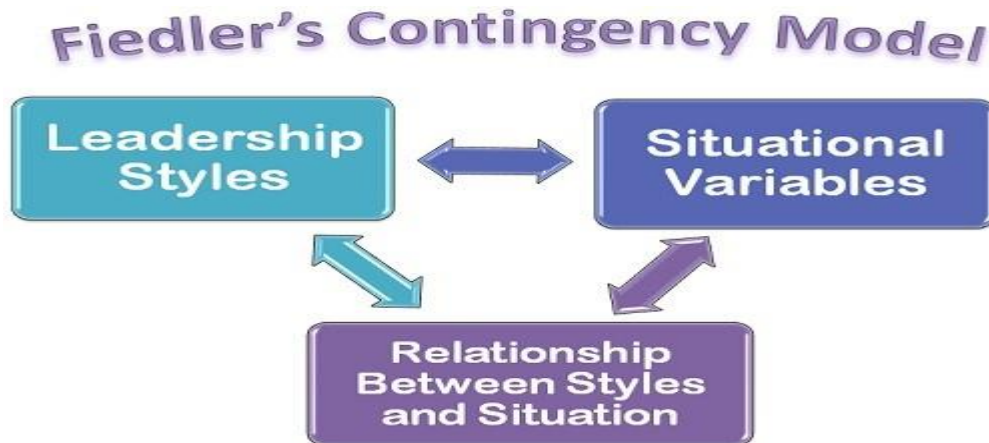
Figure 2.12: The dynamics of Fiedler's contingency model

(Source: Business Jargons (online) (Accessed on 11/07/2020)

The diagram illustrates how styles of leadership are influenced by both variables pertaining to the situations in which leaders are required to function and relationships between leaders and subordinate employees. It is evident that there is significant reciprocity in the dynamics that are depicted. Although leaders influence both working situations and the employees under their leadership, both of the latter also exert a degree of influence on leaders. Jowah (2014:36) maintains that as the behaviour of leaders is affected by that of their followers, breakdowns in relationships will necessarily result in dysfunctionality and conflict. Although it might not be possible to modify situational factors such as the tasks that followers are required to perform, equilibrium can be maintained through reciprocally sensitive responses on the part of leaders and followers to the needs and concerns of both. The findings of relevant research studies appear to suggest conclusively that particular types of leadership are required to accomplish the objectives of specific phases of the life cycle of projects (Jowah, 2014:35). The nature of tasks determines, to a large extent, the type of employees who will be required to perform them and also how leaders will be

required to respond to achieve the necessary congruency between themselves and their subordinates. The sections that follow are devoted to discussions of the variables that are listed in Fiedler's contingency model that is depicted in the diagram in Figure 2.10, the first of which concerns the favourableness of situations.

2.2.6.2 The favourableness of situations

Assessments of the favourableness of situations require careful evaluations of the extent to which the situation determines the nature of an undertaking, how it should be carried out, and, finally, the type or style of leadership that is needed to ensure that it is carried out with optimal results. Three factors are crucial to making accurate assessments of situations, namely:

- **Relations between leaders and subordinate members of staff:** Evaluations of this factor enable assessments to be made of the confidence and trust that subordinates have in their leaders, which should be earned. High degrees of confidence and trust enable leaders to inspire loyalty, motivate subordinates to cooperate with enthusiasm, and elicit high levels of performance and productivity from them.

- **Structure of tasks:** Tasks need to be structured in a manner that accords with the skills of employees if they are not to become confused, demotivated, or despondent. Accordingly, they need to be well planned and appropriately scheduled, to encourage employees to participate willingly in them.

- **Power that accompanies positions of leadership:** The manner in which leaders exercise power should prioritise both performance and productivity and also ensuring that subordinates are adequately motivated. In working environments that require subordinates to possess a great deal of technical knowledge and skill, it would be expected that the power of leaders should be backed by a high degree of expertise, to earn the respect of subordinates for their authority.

2.2.6.3 Matching styles of leadership to situations

LPC scores have been used extensively as a means of determining the suitability of individual leaders for particular positions of leadership in specific environments. Figure 2.13 illustrates how styles of leadership are matched to specific situations by means of LPC scores and assessments of the favourableness of the situation.

Figure 2.13: Matching styles of leadership to situations

(Source: Edutone (online) (Accessed on 11/07/2020))

Fiedler's contingency model has been criticised by other theorists, often for its lack of flexibility, in that it holds that styles of leadership, rather than situations, need to be changed. Some of the principal objections to the model can be summarised as follows:

- It holds that if a leader has a low score on the LPC scale but leads a group among whose members relationships are conducive to performing unstructured tasks well, the leader should be replaced by one who has a high LPC score, as opposed to the style of leadership of the existing leader being modified to meet the needs of the situation.

- It is difficult to characterise the styles of leadership of leaders whose scores fall near the midpoint of the LPC scale.

- As even under the most favourable circumstances, the LPC scale has a low reliability coefficient of in the region of 0.5, the LPC scale is considered to be insufficiently reliable to identify effective leadership.

- The notion of a least-preferred coworker is not adequately qualified, as the disinclination of a leader to work with a particular colleague could stem from the general demeanour, as opposed to the skills and capabilities of the coworker concerned.

- Relying on LPC scores as a means of determining the likelihood of leaders being able to lead effectively in particular situations does not take other

relevant factors adequately into account and is unlikely to yield optimal judgements in all instances.

Consequently, it is unsurprising that a great deal has been written concerning the advantages and disadvantages of the Fiedler contingency model.

2.2.7 The path-goal theory of Robert House

The path-goal theory that House first propounded in 1971 also draws on contingency theory. It holds that the goal of leaders is to assist followers to identify their personal goals and to gain an adequate understanding of those of their organisations. From this point, leaders endeavour to motivate followers to find the path that will best enable them to accomplish both sets of goals. The process is premised on three specific requirements, namely:

- **Expectancy:** If a goal is set or a task is assigned, it should be achievable.

- **Instrumentality:** The accomplishment of a goal or task should be appropriately rewarded.

- **Valence:** The reward should be perceived to be of value by the recipients.

As followers have expectations and the expectations are likely to vary in accordance with the needs and perceptions of individual followers, leaders are obliged to strive to assure each individual follower that their expectations will be met (Eckloff, as cited by Joubert, 2014:63). This assessment rests on the assumption that the different characteristics and needs of individual followers, the situations or contexts in which leaders function, and individual styles of leadership all influence the form that leadership takes. The characteristics of four distinct styles of leadership that are derived from the path-goal theory, namely, directive, achievement-oriented, participative, and supportive, are summarised in Table 2.3.

Table 2.3: Styles of leadership derived from the path-goal theory

Path Goal Theory
Leadership Styles / Situational Factors

Leadership Style	Subordinate	Environment
Directive	- Want Authority Leadership - External Locus of control - Low ability	- Complex or ambiguos task - Strong formal authority - Good work group
Supportive	- Do not Want Authority Leadership - Internal Locus of control - High ability	- Simple or structured task - Weak formal authority - No Good work group
Participative	- Want to be involved - Internal Locus of control - High ability	- Complex or ambiguos task - Strong or Weak formal authority - Good or No Good work group
Achievement-Oriented	- Want Authority Leadership - External Locus of control - High ability	- Simple or structured task - Strong formal authority - Good or No Good work group

http://www.bealeader.net

(Source: Hunger Games (online) (Accessed on 11/07/2020))

The effectiveness of individual styles of leadership is often determined by the ability of individual leaders to adapt to the circumstances that prevail in the environments in which they function. As each of the four styles has the potential to enable followers to accomplish both their personal goals and those of their organisations, leaders should have the ability to adapt their styles of leadership to meet the expectations of their followers. The interactions of the three specific factors on which the path-goal theory is premised to accomplish the goals of both followers and the organisations in which they are employed are illustrated in diagrammatic form in Figure 2.14.

Figure 2.14: Achieving the goals of organisations and followers by means of the path-goal theory

Source: Matthews (2020:1)

As it has been suggested, leaders can use several different styles of leadership effectively if they are able to discern the instances in which it would be prudent to apply a particular style in their dealings with specific groups of followers. It is also possible that individual members of groups could respond differently from others to a style of leadership. Jowah (2015:38) maintains that it is possible to identify and categorise types of followers and suggests that congruency between leadership and followership is an essential measure of the effectiveness of individual leaders.

2.2.8 The situational model of leadership

The situational model entails followers being classified into four categories, according to their respective levels of maturity, with a particular leadership style being most appropriate for each. Classifications are made with respect to two variables, namely:

- **Task skills,** which determines the ability of followers to perform particular tasks and also whether they are able to work alone or require supervision.

- **Motivation,** which is expressed by the desire or willingness of followers to accomplish the tasks that they are set and also serves as a measure of psychological maturity.

Classifications of followers entail being assigned one of four levels of readiness on the basis of assessments of their task skills, motivation, and maturity. Table 2.4 provides a summary of the styles of leadership that the model holds to be appropriate for each level of readiness.

Table 2.4: Levels of readiness and appropriate styles of effective leadership

Readiness Level (of followers)	Leadership Style
R1 - Readiness Level 1: Low Motivation and Low Task Skills	S1 - Telling
R2 - Readiness Level 2: High Motivation and Low Task Skils	S2 - Selling
R3 - Readiness Level 3: Low Motivation and High Task Skills	S3 - Participating
R4 - Readiness Level 4: High Motivation and High Task Skills	S4 - Delegating

(Source: Matthews, 2020:1)

2.3 CHAPTER SUMMARY

Although extensive research has been conducted in an endeavour to identify effective styles of leadership and develop effective strategies and methods for motivating followers, the field of inquiry appears to be limitless. The concept of leadership can be traced back over millennia in the histories of peoples and cultures throughout the world. While all forms of leadership entail relationships between leaders and followers, the ethical dimension confines the scope of this study to leadership and followership within a specific context, namely, the need for the values on which leadership practices are based to accord with those of broader society. The literature review in this chapter represents an attempt to evaluate widely recognised theories of leadership in relation to their potential for ensuring ethical leadership in business organisations. The discussion continues in the following chapter, which takes the form of a review of theories of ethical leadership, its fundamental components, and its inherent strengths and weaknesses.

CHAPTER 3

THEORIES OF ETHICAL LEADERSHIP, THE BUILDING BLOCKS OF ETHICAL LEADERSHIP, AND ITS ADVANTAGES AND DISADVANTAGES

3.1 DEFINITIONS OF ETHICAL LEADERSHIP

Mayer, Aquino, Greenbaum, and Kuenzi (2013:151-171) define ethics as a branch of philosophy that is concerned with systems and theories of moral values and principles and the thinking that determines right and wrong in particular contexts. The field of ethics is one that is often characterised by rigorous debate, as ethical values and codes of ethics are frequently derived from cultural value systems and practices for distinguishing right from wrong (Kidder, 2003: 24). Ethical conflicts frequently stem from differences among people, often in respects such as gender, race,

levels of education, or religion. Culturally-instilled beliefs or values can give rise to conflicting perceptions and even conflicts of interest in racially or culturally diverse working environments, when particular groups endeavour either to impose their values and beliefs on others or to make them the dominant ones (Lumby and Coleman, 2007:45). As working collaboratively with other employees in organisations entails working together to achieve specific objectives, it is essential that employees should share certain overarching values in relation to those objectives.

Minkes, cited by Mihelic, Lipinik, and Tekavcic (2010:2), emphasises that ethical leadership in organisations requires qualities such as humility, strict adherence by leaders to the ethical standards that they set for themselves, and the ability to influence the ethical values of their organisations through their behaviour. Giacalone and Jurkiewicz (2003-85-97) have attempted to assess empirically the extent to which the moral predispositions of individual employees, or their inherent 'spirituality', influence their perceptions of whether business practices are ethical or unethical, in relation to the values that incline them to regard actions or behaviour as being either right or wrong. Although an element of moral relativism is introduced if it is conceded that values that are considered to be good or just by one society or group of people could be regarded as bad or inappropriate by another, the objectivity that is accorded to subjective perceptions of ethical behaviour is reinforced by the extent to which they are shared in communities. Citing Trevino, Mihelic et al. (2010:32) emphasise that standards of ethical behaviour are expressed through both the moral and legal codes of individual societies. Accordingly, these codes reflect broad consensus in the

societies concerned and become binding, with retribution for deviant conduct taking forms such as legal prosecution or public opprobrium.

For Riggio, Chaleff, and Lipman-Blumen (2006:01), leadership is the art of persuading followers to act in a manner that will facilitate the accomplishment of objectives that have been set. From this perspective, the role of leaders could be described as being predicated on the ability to influence the behaviour of individual followers, or groups of followers, in a manner that results in the successful accomplishment of particular tasks or objectives. It also needs to be emphasised that the styles of leadership that individual leaders adopt are not only consciously chosen for strategic reasons, but are also shaped by their personality traits. The degree of satisfaction that employees are able to derive from their work cannot be evaluated independently of the manner in which the leaders whose function is to guide their actions wield their authority. Consequently, two crucial responsibilities of leaders are to ensure that ethical decisions are made and to promote the development of working environments that are conducive to ethical followership (Tastan and Davoudi, 2019:290). The executive responsibilities of leaders include adhering to laid down procedures for both the positive reinforcement of outstandingly productive work by employees and taking disciplinary measures in instances of inappropriate conduct. When these functions are performed in accordance with the principles of ethical leadership, which eschew both favouritism and victimisation, the sense of self-worth of conscientious employees is increased through their awareness that they are treated fairly in working environments in which their commitment is valued, inappropriate behaviour is not tolerated at any level of their organisations, and their prospects for advancement will not be undermined.

Accordingly, three hallmarks of ethical leadership are continuous reflection by leaders on the likely consequences of their actions, scrupulous adherence to the codes of conduct of their organisations, and setting an example to followers (Den Hartog and Belschak, 2012:35-47). From a similar standpoint, De Hoogh and Den Hartog (2008:298) characterise ethical leadership as the demonstration of normatively appropriate conduct, through interpersonal relationships and the actions of leaders, and also by instilling the values that inform their actions in subordinates through two-way communication, enabling subordinates to participate in decision making, and reinforcing conduct that accords with the values that leaders endeavour to instil. The

overall emphasis of ethical leadership is on mutually beneficial relationships that are supported by principles that govern the behaviour of all members of organisations or societies.

3.2 THEORIES OF ETHICAL LEADERSHIP

The concept of ethical leadership is multifaceted and informed by a diverse range of considerations. Mihelic et al. (2010:34) maintain that ethical leadership should not be regarded as a means of preventing subordinates from behaving inappropriately or failing to work productively, but rather as one for guiding their behaviour to enable them to achieve optimal levels of performance and productivity. It is essential that the principles that underpin ethical leadership should be rigorously applied and it is in the best interests of leaders to refrain from actions or behaviour that could cause harm of any sort to their subordinates. In addition, it is also essential that the motivations behind their actions should be perceived by their subordinates to be sincere and in their best interests. If they were to perceive otherwise, the trust that they place in their leaders would inevitably be diminished. Frazao (2014:2) contends that although ethics can be understood as the principles by means of which people are able to distinguish right from wrong, there is an inherent problem in defining what is 'right' in all contexts. Notions of 'good' and 'right' tend to be highly subjective and influenced by factors such as religion, culture, and gender. Linley, Joseph, Harrington, and Wood (2006:7) maintain that defining what is right has always been at the centre of ethics.

Owing to the great difficulty that finding or developing a universal definition would necessarily entail, philosophers have long advanced specific contexts for assessing what is morally right. The categorical imperative that Immanuel Kant propounded during the 18th century holds that what is fundamentally morally right exists in universal law and can be discerned through reason alone. Citing Pinnell, Frazao (2014:7) explains that asking individual people specific questions before they elect to engage in a particular type of behaviour or act in a particular way can provide the means of establishing not only the extent to which they hold beliefs concerning what is morally right, but also the extent of their commitment to adhering to them. Examples of the hypothetical scenarios that the questions present include:

- Child over shoulder: Would you act in this manner, even if your child were watching?

- Front page story: Would you have no misgivings if your behaviour were to grace the front page of your newspaper?

- Golden rule: Would you consider it to be acceptable if you were to be on the receiving end of your actions or decisions?

- Universality rule: Do you think it would be acceptable if the whole world were to behave in this manner? This question articulates the essence of Kant's categorical imperative.

'Yes' answers imply that the course of action that a person is considering taking is likely to have a sound ethical foundation.

3.2.1 Relevant categories and applications of ethics

Categories and applications of ethics are summarised in the points that follow:

- **Situational ethics:** Situational ethics are premised on the belief that the moral correctness of actions is dependent on the contexts in which they occur. Accordingly, morally correct behaviour in one context could be considered to be inappropriate in another (Graham, 2002:8). Unlike more conventional conceptualisations of ethics, situational ethics are essentially pragmatic, in that they are applied in the form of moral judgements that are intended to serve an overarching conception of the good.

- **Cultural relativism:** Cultural relativism is an expression of the belief that the beliefs, values, and practices of people should be understood in relation to their own cultures, rather than those of people of different cultural backgrounds (The Encyclopaedia of World Problems and Human Potential, 2017). Consequently, the rights that are accorded to members of societies on the basis of culturally-held standards and beliefs can differ significantly from those that are enshrined in legislation pertaining to universal human rights.

- **Professional ethics:** The codes of ethics of each profession articulate the ethical standards to which members of particular professions are expected to adhere in their professional conduct and how they are expected to comport themselves, in relation to their interactions with both colleagues and members of the public (Holmes, 2016:1). Although the values of individual people are

likely to differ, codes of professional ethics require groups of professionals to adhere to the same ethical standards.

- **Value-based ethics:** Drawing on the versions of capability theory advanced by Sen and Nussbaum, Johnstone (2007: 73-87) maintains that the theory can be used to introduce a value-based agenda to augment existing approaches to ethics in technological fields such as computer ethics. She contends that developing a theory of value that is premised on the essential human component of working in technological fields and the capabilities that are required to perform their various functions would make it possible to create a framework that incorporates both ethical and justice dimensions and is adequately informed by human needs and values.

- **Rule-based ethics:** The application of rule-based ethics entails assessing or judging the morality of actions in relation to laid down rules (Waller, 2005: 23). In instances of deviations from the codes of organisations, appropriate disciplinary measures are taken.

- **Fairness-based ethics:** Fairness in business practices and organisations is predicated on the ability of leaders to make decisions and judgements that are not tainted by discrimination or dishonesty. The ethical value that underlies fairness prioritises the process of decision making over consequences (Phillips and Reichart, 2000: 185-197).

- **General principles-based ethics:** Simons and Usher (2000:1) maintain that although ethics are commonly understood as general principles that can be applied in a diverse range of circumstances and situations, in the field of educational research it is necessary to develop ethical principles that accord with the ethical requirements of individual research practices. Nonetheless, it could be reasonably contended that certain general principles would apply in almost any conceivable situation or set of circumstances.

3.2.2 Guiding principles of ethics in decision making

According to Chonko (2013:1), although ethical theories have a significant role to play in the making of decisions in business organisations, as each theory has a specific orientation with respect to the concerns that it prioritises, it will inevitably accord more with some styles of leadership and decision making than others. Even if they base their decisions on the same information and rules, individual leaders nonetheless arrive at decisions by prioritising particular considerations over others.

Chonko (2013:1) believes that ethical decisions should be guided by four principles, namely, beneficence, least harm, respect for autonomy, and justice.

- **Beneficence:** The principle of beneficence is premised on a predisposition towards charity and kindness. It can be expressed even through small acts of kindness (Manda-Taylor, Mndolo, and Baker, 2017:23). Leaders who are aware of the role that beneficence can play in establishing and maintaining relationships in a manner that inspires loyalty among subordinates are equally aware of the benefits that can result from subtle or even subliminal positive reinforcement and allowing subordinates to feel a sense of self-worth.

- **Least harm:** The principle of least harm is complementary to that of beneficence, in that it enables ethical assessments to be made on the basis of intended beneficiaries being subjected to the least possible harm as a result of decisions that are made on their behalf (Christie, Groarke, and Sweet, 2008:57). Christie et al. (2008) advocate that the virtue of compassion should override absolute ethical standards in measures that are taken to prevent users of intravenous illegal drugs from injuring themselves. Accordingly, the principle expresses a motivation to prevent harm, without claiming to condone or encourage the behaviour of those who are intended to benefit from its application.

- **Respect for autonomy:** Gillon (2003:307-312) maintains that of the four principles into which all other principles can be subsumed to guide medical ethics, respect for autonomy should be 'the first among equals'. The primacy that he accords to the principle emphasises the commitment of the medical profession to allowing people to express their autonomy by making decisions that affect their lives. When the principle guides decisions that are made in relation to employees of business organisations, it is implicitly acknowledged that the imperatives of chains of command should not result in treatment of subordinates that disregards their right to retain their sense of personal autonomy.

- **Justice:** Citing the capability approach to justice, Edwards, Delany, Townsend, and Swisher (2011: 1642-1652) contend that there is a new emphasis in codes of ethics pertaining to physical therapy on inequities with respect to healthcare and social injustice. They maintain that this development is a response to steadily accumulating evidence of social determinants of health and that the providing of primary healthcare entails an implicit

acknowledgement of social disadvantage and the needs of patients in relation to healthcare as being representative of their communities. From a similar standpoint, ensuring that the principle of justice is upheld in business organisations entails ensuring that any differences in relationships between subordinate employees and their superiors are not discriminatory in any respect whatsoever.

3.2.3 Relevant ethical concepts

Chonko (2013:2) maintains that four concepts are crucial to understanding and evaluating ethical theories, namely, deontology, utilitarianism, rights, and virtue.

- **Deontology:** Deontological ethics are premised on the belief that duty is the basis of morality and that morality makes some decisions or actions mandatory, irrespective of their consequences (Waller, 2005:23). Accordingly, it could be claimed that decisions that are informed by deontological ethics will be consistent, impartial, and informed by degrees of integrity that are associated with a profoundly felt sense of duty. By contrast, Garbutt and Davies (2011:3) maintain that there is no logical or rational basis for deciding what the duty of a person might be in a particular set of circumstances and that in some instances, moral imperatives that are dictated by deontological ethics could conflict with each other. An additional consideration is that in some instances, decisions or actions that are held to be morally obligatory could have adverse implications for the welfare of people who are affected by them.

- **Utilitarianism:** Utilitarian ethics stand in stark contrast to those of deontology, as they hold that the morality of actions or decisions is determined by their consequences. John Stuart Mill, an early exponent of the credo, invoking the principle of Utility or the Greatest Happiness Principle, held that actions were morally right in direct proportion to their tendency to promote happiness. In this context, happiness is defined as pleasure or the absence of pain. Consequently, early conceptions of utilitarianism emphasised the greatest happiness for the greatest number of people. In more recent times, utilitarianism has been subdivided into act utilitarianism and rule utilitarianism (Flew, 1979). While the former holds that the morality of actions should be assessed solely in relation to their results or consequences, the latter is concerned not with assessments of the morality of individual acts, but rather with the utility of specific types of acts. As rule utilitarianism advocates acting

in accordance with sets of rules that are considered to be optimal with respect to utility, it is considerably closer to deontology than act utilitarianism. While an act utilitarian who contemplates a particular course of action might ask 'What are the likely consequences of doing that?', a rule utilitarian would be inclined to ask 'What would be likely to happen if everyone did that?' In this respect it approximates closely to the categorical imperative of Immanuel Kant. Three principal criticisms can be levelled at utilitarianism, the first of which concerns the practical difficulty that would be entailed in attempting to assess the amounts of happiness that would result from either individual acts or sets of rules that are deemed to promote optimal levels of happiness. Secondly, it could be considered to be inherently unfair if the interests of minorities who have not offended anyone were to be sacrificed 'for the greater good'. Thirdly, it could be contended that moral judgements would be fatally skewed if they were to be made solely on the basis of acts and their consequences and intentions and motivations were to be completely ignored (Flew, 1979).

Rights: The rights that are accorded to individual members of societies can take a number of forms. They are essentially the privileges through which the normative values of societies are expressed and can range from liberties, such as freedom of speech, to rights that can be claimed, such as the right to representation in a court of law (Flew, 1979). Rights are enshrined in both the constitutions of individual countries, in pieces of legislation such as the Bill of Rights in the Constitution of the Republic of South Africa, and also in international proclamations such as the Universal Declaration of Human Rights of the United Nations. The concept of rights represents an implicit acknowledgement of the need for human dignity to be respected and protected. Accordingly, respect for human rights lies at the heart of both ethical leadership and ethical standards for conducting research in the social sciences.

- **Virtue ethics:** Virtue ethics is an approach to ethics that entails assessing the character of individual people in relation to the honesty and commitment to maintaining high standards of morality that are evident from their behaviour, as opposed to on the basis of isolated acts that might not necessarily reflect their true character (Banks et al, 2013:263-277). In this respect its emphasis is significantly different from that of both deontology, with its emphasis on the rules that govern ethical conduct, and act utilitarianism or consequentialism, with their emphasis on the consequences of actions. Evaluations of behaviour

that reflects the moral values of individual people to determine their fitness for positions of leadership are made in accordance with criteria such as moral character, reputation, and motivation. It has been contended that a drawback of virtue ethics is its inability to take changes in moral character over time adequately into account.

3.2.4 Components of ethical leadership frameworks

Commitment to maintaining ethical standards in leadership can be informed by either the objectives that are to be achieved or the means by which they are to be achieved (Frazao, 2014:5). Developing a framework for ethical leadership essentially entails the development of a system to enable the management of organisations to regulate adherence to ethical standards in a manner that accords with their functions of tracking and monitoring their business objectives. It needs to be emphasised that sound frameworks are essential for maintaining consistency. Hegarty and Moccia (2018:2) maintain that effective frameworks for ethical leaderships need to meet three specific criteria, namely:

- **Internal uniformity:** There should be no contradictory approaches to, or interpretations of, ethical standards or lack of ethical consistency among the levels or departments of organisations.
- **Proactivity:** Frameworks should place greater emphasis on conduct that accords with standards of ethical leadership than proscribing particular conduct. In this respect, frameworks function as a means of encouraging ethical conduct through positive emphasis.
- **Vigour:** This criterion emphasises the dynamic, rather than static, character of ethical leadership frameworks, as it refers to the requirement that they should be continuously evaluated and monitored to accord with the needs of organisations and their subordinate employees.

Although frameworks are unlikely to provide decision makers with clear directives on all occasions, effective frameworks should serve to simplify analysing situations and encourage active listening among participants in discussions.

3.3 BUILDING BLOCKS OF ETHICAL LEADERSHIP

Hegarty and Moccia (2018:06) explain that ethical thinking is dependent upon shared values and cultural expectations. Sensitivity is required to circumvent problems that could arise from interactions among members of staff that could otherwise severely

disrupt the operations of organisations. Differences with respect to interpretations of societal norms have great potential for precipitating clashes and conflict. In addition, as Bachmann (2015:14) explains, as a consequence of differences with respect to belief systems, cultural values, and social norms, conceptions of ethical behaviour and business ethics differ significantly from one region of the world to another. Table 3.1 provides a summary of the differences with respect to responsibilities for ensuring ethical conduct in business organisations that are to be found among the global regions of Europe, North America, and Asia.

Table 3.1: Regional differences in normative positions of business ethics

Table 1: Regional Differences in Normative Positions of Business Ethics			
Aspects	**Europe**	**North America**	**Asia**
Responsible for ethical conduct in business	Social control by the collective	The individual	Top management
Key actor in business ethics?	Government, Trade Unions, Corporate Associations	The corporation	Government, corporations
Key guidelines for ethical behaviour?	Negotiated legal framework	Corporate codes	Managerial discretion
Key issues in business ethics?	Social issues in organising the framework of business	Misconduct and immorality in single decisions situations	Corporate governance and accountability
Dominant stakeholder management approach	Formalised multiple stakeholder approach	Focus on shareholder value	Implicit multiple stakeholder approach, benign managerialism

(Source: Bachmann, 2015:13)

The table demonstrates that various ethical functions are administered differently on each of the three continents that appear in it, in accordance with the socioeconomic priorities of the countries of each one. Ensuring ethical conduct is the responsibility of the societies of European countries, individual members of society in North America, and of the top management of government corporations in Asian countries.

Thomas and Peterson (2008:190) maintain that the ability of businesses with multicultural workforces to function effectively is dependent on all employees being made aware of cultural differences with respect to morality and values. In addition, apart from the need to make members of cosmopolitan communities and working environments aware of the beliefs and values of members of other groups, they also need to be able to understand and appreciate the unique attributes of cultures other

than their own. Differences result in conflict only if they are not resolved or accommodated in an appropriate manner. If time, space, and resources are allocated to safeguard the values that particular groups of people believe to be intrinsic to their sense of themselves and their identities, they are also likely to experience an increased feeling of inclusion in the communities in which they live or the workplaces at which they are employed. It is also imperative that organisations should include members of ethnic groups in initiatives to develop mechanisms to respect and safeguard their cultural values, as consensus facilitates fairness in situations in which compromise provides the only viable means of resolving problems.

Moral agency forms the backbone of ethical leadership and reflects moral understanding that is informed by factors such as social norms and cultural influences (Weaver, 2006:341-361). While conceptions of morality and moral conduct shape the behavioural norms of societies, moral agency is influenced by factors that have been identified in the field of moral cognition, such as peer pressure, cultural norms, and socialisation from the outside, and also by personal reflection. Consequently, in situations in which the ethical decisions of leaders are made under conditions of great pressure, their moral agency can be adversely affected by priorities such as the need to achieve specific objectives or to ensure that deadlines are met. As the values and belief systems of leaders can find themselves in conflict when difficult decisions need to be made, ethical theories can provide a heuristic means of distinguishing right from wrong from a relatively objective standpoint.

3.3.1 Foundations of trust and integrity

Yates (2014:03) explains that although the concept of ethical leadership has resulted in the identification of leadership traits such as integrity, altruism, humility, empathy, justice, fairness, concern for people, desire to empower, ethical guidance, trustworthiness, and willingness to acknowledge diversity, no assessments appear to have been made to measure the extent to which these traits withstand the operational pressures of organisations. She maintains that to date the ability of leaders to adhere to and maintain their espoused values in the face of the operational pressures of business organisations remains unknown to both employers and employees alike.

Bachmann (2015:20) contends that integrity, in the form of trustworthiness and consistent and ethical behaviour, informed by generally held values of society, was one of the first fundamental qualities of ethical leadership to be identified. The quality of integrity is discernible in scrupulous honesty, strong moral convictions, and rigorous adherence to ethical principles. While Miller & Austin (2007:43) emphasise personal integrity, particularly with respect to honesty and consistent and uncompromising adherence to sound moral and ethical values, Ferell, Fraedrich, and Ferrell (Accessed: 27/05/2018:63) characterise it as a measure of the degree to which subordinates perceive their leaders to be committed to respecting their values and acting in their best interests. Accordingly, integrity can be considered to represent the cornerstone of ethical leadership, without which the concept itself would be meaningless. Conversely, for Hilbig and Zettler (2009:516-519), honesty is a fundamental source of trust and a crucial and indispensable foundation for collaboration and commitment in relationships between leaders and subordinates. The ability of leaders to develop and practise styles of leadership that are characterised by sincerity, steadfast commitment to the interests of their subordinates, and forthrightness is likely to foster healthy and productive relationships, inspire loyalty, and contribute to the retention of skilled and experienced members of staff.

3.3.2 The role of organisations in ethical culture

Kaptein (2011:843-869) holds that the leadership of organisations constitutes the principle determinant of their ability to create an ethical culture. Schein (2010:31) defines organisational culture as an amalgam of the learnt and shared assumptions and values of the members of organisations, which are reflected in their behaviour. Schein's conception of organisational culture identifies three specific layers. The first and deepest layer comprises shared assumptions and meanings, while the middle layer is made up of the values through which they are expressed. The surface layer refers to observable phenomena in organisations, such as the behaviour of their members, in which shared assumptions and meanings can be discerned, or from which they can be inferred.

Glisson and James (2002) distinguish between the concepts of organisational culture and organisational climates. They contend that a climate refers to the perceptions of members of organisations of their working environments, while culture is an

abstraction of the ways in which the functions of organisations are carried out and the values and attitudes that they reflect. Conversely, Allmendinger (2011:112) maintains that although a prevailing culture can be considered to be deep and hidden within an organisation and founded on several unseen layers of assumptions, values, norms, collective expectations, and belief systems, it is also very difficult to analyse and change, and, at times, impossible to do so. In addition, the incompatibility of some cultural beliefs and values with the assumptions on which the values of organisations are based and external factors beyond the control of organisations can also contribute to the difficulty that is entailed in making necessary changes to improve performance and productivity.

Alvesson and Sveningsson (2015) conceptualise culture as a combination of narratives and manifestations, such as myths, stories and legends, rituals, interpretations of passed down knowledge, and collective influences, on one hand, and, equally significantly, a determinant of the formation and application of values on the other. Allmendinger (2011:13) emphasises the centrality of values to the operations of organisations, by maintaining that they represent the principal influence on the cultures of individual organisations. As the values that constitute the 'centre' of the belief systems of organisations can be understood as their 'central paradigms' (Johnson, Scholes, and Whittington, 2005:78), it is possible to contend that significant changes to corporate culture can be made only through a correspondingly significant paradigm shift, or fundamental change of approach or reassessment of foundational assumptions. The motives behind the deliberate actions of people form the foundation of the prevailing culture in an organisation and changes with respect to motivations are likely to be reflected in significant changes in entire cultures. Figure 3.1 provides a schematic diagram of the Cultural Web that Johnson et al. (2005: 71) developed to illustrate the interrelationships among the elements of organisational cultures.
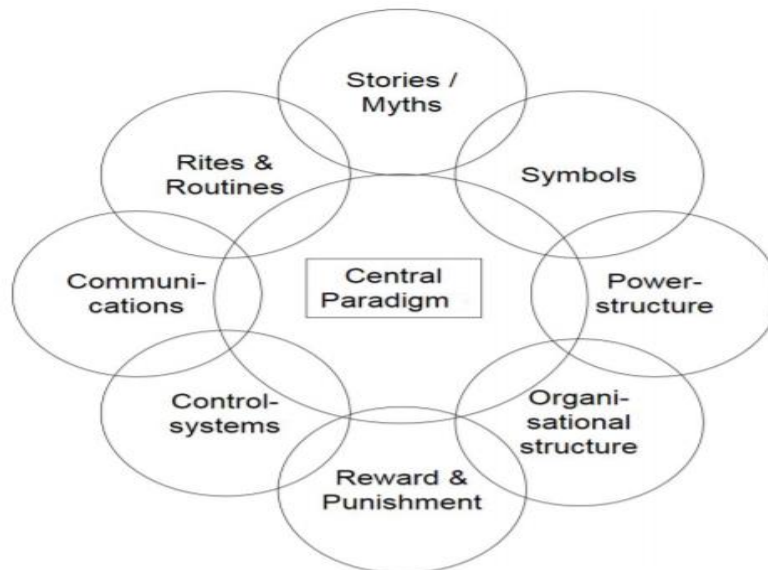
 Figure 3.1: The Cultural Web
(Source: Johnson et al., 2005:71)

While paradigm shifts can change organisational culture, common practice can reinforce conformity in organisations. Leaders play a decisive role in the shaping of organisational culture and the structure that is adopted for operational practices also exerts a considerable influence on it, by determining the processes through which operations are carried out and influencing decision making.

3.3.3 The role of transformation and change

Lee, Scandura, and Sharif (2014) emphasise that one of the principal motivations behind ethical leadership is its intended catalysing role in the fostering of ethical cultures and climates in organisations. Although change, training, codes of ethics, and communication are essential to enabling ethical leadership to achieve its intended objectives, in many instances they are not supported by consulting relevant theories pertaining to organisational culture or effective strategies for managing change. Consequently, initiatives for effecting necessary change are often unlikely to be rewarded with immediate results and, if they are thwarted, transformation to harness improved ethical standards is effectively blocked. Transforming the ethical culture of an organisation requires the systematic implementation of measures and initiatives to alter both individual behaviour and organisational culture (Burnes, 2004:977-1002). Appropriate educational and training programmes are essential to successfully changing the cultural climate of any organisation. Bachmann (2015:34) maintains that the management of change should be carried out in a holistic manner, through the implementation of effective strategies to effect desired changes with

respect to leadership and organisational culture simultaneously. The model that Burke and Litwin (1992) developed for implementing a systematic strategy for improving the performance of organisations and managing change is illustrated in Figure 3.2.

The "causal model of organisational performance and change" (Burke/Litwin):
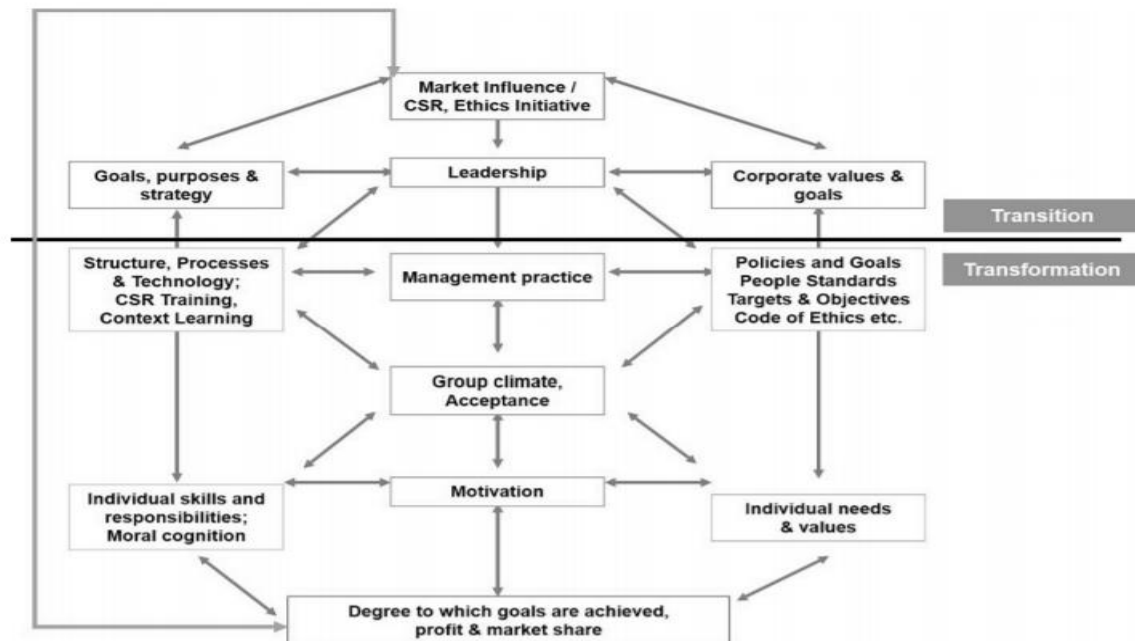
Figure 3.2: The causal model of organisational performance and change of Burke and Litwin (1992)

(Source: Hossain, Uddin, Hasan & Hasan, 2018:56-67)

A central feature of the model is the distinction between transition and transformation. It holds that if an initiative remains at the transitional level, it does not move beyond being an idea. Only once its objectives have been achieved does it become transformational. While the large arrows illustrate the cyclic nature of the model, the smaller arrows indicate that all structural parts of the system are interdependent. The bold horizontal black line separates the realms of ideas and their realisation: the successful implementation of an initiative necessarily entails crossing it.

3.4 CHARACTERISTICS OF ETHICAL LEADERS

3.4.1 Traits

Van Zyl (2014:5-15) believes that the character of leaders influences their ethical behaviour and maintains that self-leadership plays a crucial role in becoming an ethical leader. Self-leadership is essentially a self-imposed discipline that entails

the intentional influencing of personal thinking, feelings, and actions towards the accomplishment of goals. From a related perspective, Covey (2002) maintains that the extent to which ethical standards and, consequently, conduct are adhered to or neglected is dependent on individual characteristics of people. This assessment suggests that the personal resolve of leaders determines the degree of success or failure with which ethical standards and conduct are likely to be maintained in an organisation. Consequently, it is possible to conclude that it is not usually possible to convert adherence to high standards of ethical behaviour deliverables that can usually be measured and incorporated into work tasks in organisations.

The findings of relevant research suggest that ethical conduct is shaped mainly by personal dispositions and character, as opposed to being the result of learning (Yu, 2015:573-583). Consequently, the findings suggest that profiling potential leaders for ethical traits is likely to prove more effective than training programmes that purport to instil moral principles. Yukl, Mahsud, Hassan, and Prussia (2013: 40) cite individual values, conscious actions, respect for freedom of choice, individual values, levels of moral development, types of influence that are used, and propensity for ethical or unethical behaviour as being among of the relevant criteria for judging ethical conduct. Table 3.2 summarises types of behaviour that Yukl and Mahsud (2010:350) ascribe to ethical and unethical leaders.

Table 3.2: Ethical and unethical behaviour in relation to leadership

Table 1: Ethical and unethical leadership

The Ethical Leader	The Unethical Leader
Is humble	Is arrogant and self-serving
Is concerned for the greater good	Excessively promotes self-interest
Is honest and straightforward	Practices deception
Fulfils commitments	Breaches agreements
Strives for fairness	Deals unfairly
Takes responsibility	Shifts blame to others
Shows respect for each individual	Diminishes others' dignity
Encourages and develops others	Neglects follower development
Serves others	Withholds help and support
Shows courage to stand up for what is right	Lacks courage to confront unjust acts

(Source: Yukl and Mahsud, 2010:350)

Ethical leaders inspire trust in subordinates by demonstrating consistency, predictability, and credibility. Honesty is an essential ingredient of trust-based relationships and is reflected in ethical leaders through high levels of moral integrity, a well-developed sense of fair play, and commitment to treating subordinates with respect and compassion.

3.4.2 Values

The relationship between leaders and coworkers, based on shared values that are instilled and reinforced by leaders, define and strengthen the ethical values that govern practices in organisations (Bello, 2012:228-236). The reputations of organisations, as they are perceived by both their employees and society, are the responsibility of their leadership, who set and maintain ethical standards. Shared values promote mutual understanding among members of staff, adherence to commonly held principles, and, ultimately, a shared commitment to success. Values underpin the general principles that guide decisions that are made on the basis of the ethical codes of organisations, which can, in turn, result in disciplinary measures or rewards. Citing Dolan, Garcia, and Richley (2006), Mihelic et al. (2010:36) maintain that values exert a crucial influence on the overall performance of leaders. Table 3.3 summarises the categories of values that Mihelic et al. (2010:36) contend are held by effective leaders of business organisations.

Table 3.3: Final and instrumental values

Table 2: Examples of final (personal and ethical-social) and instrumental values (ethical-moral and values of competition)	
Personal values: What are the most important things in your life?	Happiness, health, salvation, family, personal success, recognition, status, material goods, friendship, success at work, love.
Ethical-social values: What do you want to do for the world?	Peace, planet ecology, social justice
Ethical-moral values: How do you think you should behave towards people that surround you?	Honesty, sincerity, responsibility, loyalty, solidarity, mutual confidence, respect for human rights
Values of competition: What do you believe is necessary to compete in life	Money, imagination, logic, beauty, intelligence, positive thinking, flexibility.

(Source: Mihelik et al., 2010:36)

3.4.3 Integrity

Leaders whose styles of leadership are imbued with integrity are honest with themselves and others, prepared to learn from their mistakes, and always endeavour to improve themselves (Bennis, 2009:83). Strongly held moral convictions contribute significantly to the ability of leaders to assume responsibility for exercising judgement to make crucial decisions and work hard to minimise the effects of competing interests in the course of endeavouring to achieve the goals of their organisations. For leaders whose styles are informed by impeccable standards of personal integrity, the necessity of abiding by the law is non-negotiable, as is their insistence on ethical

behaviour at all times (Paine, 1994:106-117). As personal integrity shapes the values, aspirations, conduct, and thought processes of ethical leaders, it manifests itself in all of the operations of their organisations and contributes significantly to preventing ethical lapses that could otherwise have a debilitating effect on their ethical culture.

3.4.4 The role of leadership in promoting ethical behaviour

Demirtas and Akdogan (2015:59-67) maintain that as leaders in business organisations are responsible for establishing the norms and codes of conduct that shape the behaviour of subordinates, they represent the primary influence on the degree of ethical conduct that is maintained. In addition, the degree to which leaders are able to influence the development or behaviour of subordinates is largely dependent on the amount of authority subordinates perceive that they possess in organisations. It is for this reason that responsibility for achieving results or objectives is supported by the authority that is required to do so. Among the crucial functions of ethical leaders are perceiving, interpreting, and creating the reality in which their subordinates are required to operate and taking responsibility for the shortcomings of their decisions (Carsten, Uhl-Bien, West, Patera, and McGregor, 2010: 543-462). Although leaders are required to anticipate changes and make decisions on the basis of intuitions that they have developed over time in order to achieve particular objectives, potentially sound plans and preparations for growth can be frustrated by unforeseen occurrences or circumstances.

Concluding that the industrial paradigm of ethics of 18th century liberal philosophy is no longer adequate, Rost (1995:129-142) contends that a post industrial paradigm needs to be developed, to enable leaders and followers alike to grapple with and overcome the unique ethical problems of the 21st century and make the difficult choices that doing so necessarily entails. As the ability of leaders to navigate the future will depend, to a large extent, on experience that they have gained during the pursuit of objectives in the past, which could have little in common with the complex decisions that the future would almost certainly require, their values and beliefs are likely to be crucial determinants of their ability to lead in the future. Paine (1994:106-117) contends that failures with respect to maintaining appropriate standards of ethical leadership and ensuring ethical conduct are likely to have extremely adverse consequences for entire organisations. In some instances, the losses that result from

the decisions of a leader, irrespective of the motivations that might have prompted them, can be transferred to all members of the workforce of the organisation in question or even to broader society as well. Table 3.4 provides a summary of criteria that have been suggested for evaluating ethical and unethical leadership practices.

Table 3.4: Criteria for evaluating ethical leadership

Table 3: Criteria for evaluation of ethical leadership

Criterion	Ethical Leadership	Unethical Leadership
Use of leader power and influence	Serves followers and the organization	Satisfies personal needs and career objectives
Handling diverse interests of multiple stakeholders	Attempts to balance and integrate them	Favours coalition partners who offer the most benefits
Development of a vision for the organization	Develops a vision based on follower input about their needs, values and ideas	Attempts to sell a personal vision as the only way for the organization to succeed
Integrity of leader behaviour	Acts consistent with espoused values	Does what is expedient to attain personal objectives
Risk taking in leader decisions and actions	Is willing to take personal risks and make necessary decisions	Avoids necessary decisions or actions that involve personal risk to the leader
Communication of relevant information operations	Makes a complete and timely disclosure of information about events, problems and actions	Uses deception and distortion to bias follower perceptions about problems and progress
Response to criticism and dissent by followers	Encourages critical evaluation to find better solutions	Discourages and suppresses criticism or dissent
Development of follower skills and self-confidence	Uses coaching, mentoring and training to develop followers	Deemphasizes development to keep followers weak and dependent on the leader

(Source: Kubheka, 2018:9)

Table 3.4 portrays ethical leaders as being willing to include others in decision making and placing the interests of others above their own, while unethical leaders tend to be self-serving and intent on consulting as few people as possible. They are also frequently inclined to go to great lengths to exclude others from crucial decisions and access to resources.

3.5 ADVANTAGES AND DISADVANTAGES OF ETHICAL LEADERSHIP

Yang (2014:513-525) contends that ethical leadership plays a crucial role in the development of standards that contribute to the fostering of workplaces in which a climate of honesty prevails and employees perceive that they enjoy the support of their organisations. The formulation and committed implementation of appropriate codes of ethics in organisations stand to benefit all employees. Ridgely (2008:81) warns that as businesses grow, it is possible for entrepreneurs to lose sight of the need to adhere to ethical values and standards as their motivations become increasingly dominated by profit-related considerations. Substantially increased spans of control are among the principal factors that can make it difficult to monitor ethical practices.

3.5.1 Disadvantages of ethical leadership

- **Consistency:** Nuebert, Carlson, Kacmar, Roberts, and Chonko (2009:157-170) point out that one disadvantage of ethical leadership is that in some

instances it necessitates deviating from the laid down procedures of organisations. They contend that the flexibility and ability to make individual judgements on the basis of prevailing conditions that are among the hallmarks of ethical leadership effectively preclude ethical leaders from insisting on rigid adherence to rules, irrespective of individual contexts or the intentions behind the rules. They also contend that leaders who lack flexibility are unlikely to be able to motivate or inspire loyalty in subordinates.

- **Policies:** The documentation and interpretation of rules, regulations, and practices pertaining to ethical leadership can be time-consuming and can also entail continuous clarifying of policies (Ridgely, 2008:83). Setting and maintaining appropriate ethical standards of necessity entails a great deal of additional work for organisations. Consequently, lapses or shortcomings with respect to performance can result in failure to maintain or adhere to ethical standards or practices at all times.

- **Cost:** The successful implementation of ethical styles of leadership can entail considerable expense (Miller, 2016:01). The development, maintenance, and implementation of appropriate compliance programmes can be both costly and time-consuming. In addition, the policies need to be continually reviewed and updated to accommodate the changes that are continually necessitated in organisations.

- **Charisma:** Piccolo, Greenbaum, Den Hartog, and Folger (2010:259-278) emphasise the ability to influence others as an essential trait of leadership. Conversely, followership requires willingness on the part of followers to place trust in those whom they recognise as leaders. Accordingly, leaders need to be able to inspire confidence in followers, which, in turn, requires charisma (Collinson and Collinson, 2009:367). Consequently, organisations are obliged to endeavour to recruit leaders who not only possess the skills and knowledge that are needed to ensure growth and profitability, but are also outstandingly endowed with personal integrity and charisma.

3.5.2 Advantages of ethical leadership

- **Compliance:** As Hess (2007:1781) explains, the adoption of principles of ethical leadership by organisations ensures that they are in compliance with their legal obligations. Consequently, legal requirements are incorporated into the codes of ethical standards and conduct of organisations.

- **Working environments that are conducive to motivating employees:** Ethical leadership in organisations contributes significantly to the creation of working environments in which each employee feels valued and respected (Yilmaz, 2010: 3949-3953). As ethical leaders work hard to develop harmonious relationships between members of staff and the management, subordinate employees are likely to feel encouraged and motivated, which, in turn, is likely to increase their productivity.

- **Inclusivity:** Piccolo et al. (2010: 263) explain that the ethical styles of leadership are inherently inclusive, as ethical leaders are receptive to the opinions of others. Independent opinions and contributions are actively encouraged and supported, in the interests of developing dynamic teams.

- **Accountability:** Ethical leaders are acutely aware of the responsibilities that their positions entail and display high levels of commitment to achieving excellence in their personal capacities and also encouraging subordinates to do so (Weaver, Trevino, and Agle, 2005:317).

- **Problem-solving:** The open channels of communication that ethical styles of leadership encourage facilitate the prompt reporting of problems that arise. The active participation of all members of staff, which in some instances entails interacting directly with senior management, also plays a significant role in resolving them efficiently and swiftly (Miller, 2016:01).

3.6 CHAPTER SUMMARY

In this chapter the researcher has endeavoured to provide a sound philosophical basis for evaluating theories of ethical leadership, a coherent appraisal of what ethical cultures and climates in business organisations denote, a comprehensive analysis of the traits and characteristics that ethical leaders possess, and a detailed overview of the advantages and disadvantages that the implementation of ethical leadership policies can entail for business organisations. The next chapter is devoted to an in-depth discussion of the research methodology that was developed to conduct the study whose findings provide the principal thrust of this thesis.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

In order to enable other researchers to evaluate the findings of research studies, it is necessary to create and keep detailed records of the methods that have been used to gather and analyse data. Definitions of research can vary significantly, according to the contexts to which they are applied. Naidoo (2011:48) defines research as the diligent and systematic inquiry into either society or nature to confirm and clarify existing commonly held truths and to generate new knowledge. From a different perspective, Bhat (2019b) characterises research as a systematic inquiry to describe, explain, predict, and control a phenomenon that is being observed. Accordingly, a plausible working definition for research in the social sciences could express the idea that it is a systematic means of trying to answer the unanswered questions that affect society and the systems through which it functions. Research begins by formulating relevant questions and selecting appropriate methods to pursue specific lines of inquiry. The two main categories of research in the social sciences are qualitative and quantitative research (Burns and Grove, 2011:4-50). Although the two types of research might not necessarily generate comparable data, as they serve different purposes, quantitative and qualitative research methods can be combined to conduct studies. The researcher elected to conduct this study as a mixed methods study, in order to be able to corroborate the findings that the quantitative and qualitative studies generated.

4.2 PROBLEM STATEMENT

The concept of job satisfaction can be defined in relation to the degree of satisfaction that employees are able to derive from their work and the level of contentment that they experience while they are performing it. Over and above the satisfaction that employees derive from performing their daily duties and meeting their targets, the concept also encompasses, in a holistic manner, their responses to a number of different facets of their experience of their organisations, such as the tasks that they are required to perform, the policies, goals, and vision of the organisations, and their perceptions of the people with whom and under whom they work. Although it has been described as an unquantifiable business metric, it nonetheless reflects a state

of mind and a degree of emotional well-being to which individual employees are able to assign ratings.

As the degree of satisfaction that employees experience can vary significantly even within a single working environment, a multi-dimensional approach needs to be adopted in order to attempt to evaluate it. Criteria that have frequently been cited in relevant literature include competitive pay, prospects for employees to develop their careers in organisations, regular demonstrations of appreciation by management, and the conditions under which subordinate employees are required to function. Although leaders exert considerably more influence than followers in determining the directions, cultures, and expected levels of performance of organisations, people-orientated styles of leadership are becoming increasingly common. Their adherents emphasise that they encourages creativity and innovative thinking among employees and facilitate the development of highly effective teams to accomplish the objectives of their organisations and increase their performance and competitiveness. It was against this background that the researcher elected to conduct a study to determine the extent to which ethical leadership influenced the satisfaction that employees were able to derive from their work at a financial institution in Cape Town.

4.3 RESEARCH OBJECTIVES

The objectives of this research were carefully aligned to enable the researcher to obtain information that would contribute to the most comprehensive possible answer to the research question through which they were articulated. Although emphasis has been placed on promoting ethical leadership in workplaces in the interests of sound governance, it remains difficult to quantify the contribution that it makes, which, in turn, makes it even more difficult to determine the contribution that it makes in relation to overall benefits to organisations. As it was explained in section 1.7, the primary objective of this study was to evaluate the perceptions of subordinate employees of ethics and ethical leadership. Apart from the five secondary objectives in section 1.7 that were formulated to accomplish the principal objective, the other three specific objectives of the study were to:

- Assess the degree to which their understanding of concepts pertaining to ethical leadership influenced the perceptions of employees of the satisfaction that they were able to derive from their work.

- Identify the attributes of leadership that correlated with positive attitudes among subordinates.
- Gauge the evaluations of subordinates of the propensity of their leaders for ethical conduct.

4.4 RESEARCH QUESTION

As the purpose of this study was to determine the effects of the personal conduct of leaders on the welfare of others in an organisation, the following research question was formulated:

- To what extent does ethical leadership influence the degree of satisfaction that subordinate employees are able to derive from their work?

4.5 RESEARCH DESIGN AND RESEARCH METHODOLOGY

Akhtar (2016:68) explains that a research design is essentially a plan of action for conducting a particular research study and comprises all of the operations that the study entails for collecting and analysing data to yield findings that permit the research questions on which the study has been based to be answered in a meaningful and comprehensive manner. He develops the concept of a research design by citing the assessment of Manheim (1977), that a viable research design not only needs to anticipate the many decisions that will need to be made during course of collecting, processing, and analysing data, but also needs to provide both an appropriate strategy and a logical basis for making them. By contrast, a research methodology is a strategy that researchers develop to implement the plan that a research design articulates and specifies the methods and techniques that will be used to collect, process, and analyse data.

4.5.1 Research methodology

Denzin and Lincoln (2011:91) explain that research methodology is a complex and vast concept. As it concerns many different disciplines, fields of inquiry, and research topics, many different types of research methods and approaches are to be found. In addition, it needs to be emphasised that research methodology should not be considered to be merely the application of particular methods to investigate specific events, occurrences, or phenomena. Doing so fails to take adequately into account the practical considerations that are likely to necessitate adjustments to research

methods in response to prevailing conditions at the locations at which the events, occurrences, or phenomena in question are to be investigated.

While Freebody (2003) maintains that research methodology entails selecting technical means that are best suited to achieving the objectives of research studies and projects, Lystbaek (2018:219) contends that research is needed into interrelationships between different methodological competencies and their specific applications and limitations. The four-component hierarchy that Crotty (1998) advanced, in which a particular epistemological stance necessitates a particular theoretical perspective, which entails the adoption of a particular methodology, which, in turn, determines the selection of research methods, contributed to the development of a conceptual model that incorporates instrumental, practical, analytical, and critical competences, which are summarised in Table 4.1.

Table 4.1: Characteristics of research methodology competences

Order	Competence	Characteristics	Ability	Focus
0. order	No specialized competence	Common sense reaction	Act reasonably	Common sense inquiry
1. order	Technical competence	Instrumental application	Apply procedures	Choice of research method
2. order	Situational competence	Situational reconstruction	Adjust to situations	Design of research strategy
3. order	Paradigmatic competence	Paradigmatic transformation	Analyze paradigms	Reflection on research paradigm
4. order	Philosophical competence	Philosophical deconstruction	Acknowledge history of ideas	Contribution to history of ideas

(Source: Lystbaek, 2018:219)

As it can be seen in Table 4.1, technical competence is predicated on the ability to respond effectively to situations, by following appropriate procedures, while situational competence requires the ability to adjust to changing situations. By contrast, paradigmatic competence is the ability to analyse paradigms in research and philosophical competence requires a sound knowledge of the history of ideas in order to provide a philosophical basis for research with respect to fields of inquiry such as ontology and epistemology.

4.5.2 Research strategy

Saunders, Lewis and Thornhill (2003) define a research strategy as a general plan that enables researchers to answer the research questions that they have formulated to guide their studies in a systematic way. In this study, adopting a mixed methods strategy entailed making use of both qualitative and quantitative research methods.

While quantitative research yields numerical data, qualitative data is descriptive, in that it takes the form of language and concerns observations, rather than measurements, of events, occurrences, or phenomena (McLeod, 2019:1).

4.5.3 Target population

The senior executives of the financial institution at which the study was conducted relied on middle managers to transmit instructions to the lower level staff and receive information from them. This separation of duties reveals that the senior management did not directly lead the lower levels. The target population for this research comprised all of the staff of the organisation who were subject to instructions for the carrying out of their day-to-day duties. Acting on the advice of the literature that was reviewed, the researcher elected not to use age groups, levels of education, or the positions that employees held in the company as criteria for the selection of the research sample, as ethical leadership, or the lack of it, affects all subordinate employees.

4.5.4 Sampling

A research sample can be defined as a subset of a population that is selected on the basis of the characteristics of its members in which researchers are interested being representative of the population as a whole. Samples are used when it is not practical to attempt to obtain data from all of the members of a particular research population (Acharya, Prakash, Saxena, and Nigam 2013:330-333). The diagram in Figure 4.1 illustrates the different types of sampling that can be used in research studies.
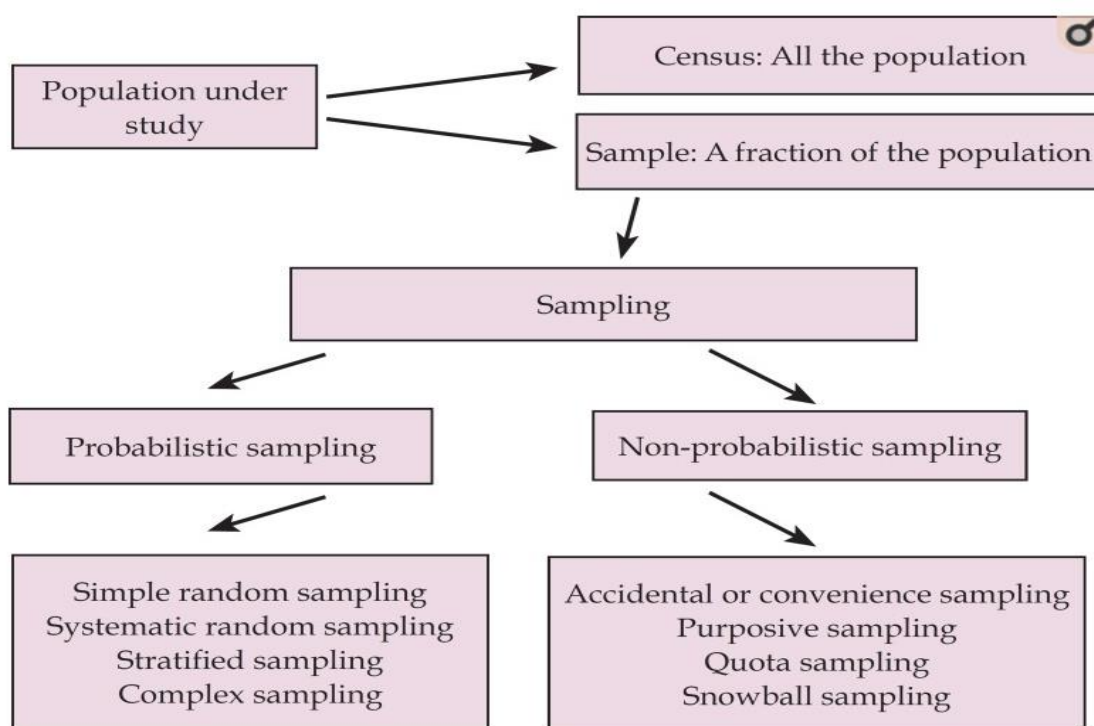
Figure 4.1: Sampling methods

(Source: Sarstedt, Bengart, Shaltoni &Lehman 2017:4)

4.5.5 Sample size

A sample size is a count of the individual samples or observations in any statistical setting, such as a public opinion survey or scientific experiment (Zamboni, 2018:1). Of the 300 employees who were office bound, 138 randomly chose to participate in the study. It is widely acknowledged that large sample sizes are most likely to generate comprehensive data, as obtaining data from many different sources permits a number of different subjective perceptions to be assessed in qualitative research and stands to increase consistency in quantitative research (Klenke, 2016:16).

4.5.6 Methods employed to collect data

A survey questionnaire that included both open-ended and closed-ended questions was used to gather data for the quantitative study. Before it was administered, the research instrument was sent to a statistician for evaluation and validation. The qualitative data was obtained from face-to-face interviews, which enabled the researcher to evaluate the responses to the questions in the questionnaire from an invaluable additional perspective. Mathers, Fox, and Hunn (2009:8) maintain that although face-to-face interviews are time-consuming and labour intensive, they are nonetheless useful for generating richly detailed data, particularly in exploratory studies of potentially complex events, occurrences, or phenomena.

4.5.7 Statistical analysis of the quantitative data

The researcher made use of the Statistical Package for the Social Sciences (SPSS) software to analyse the quantitative data that the administration of the questionnaire generated. Its proven track record in research in the social sciences and the ease with which it can be used to generate valid findings both influenced the decision to use it. Klenke (2016:20) explains that analysing data entails systematically applying logical or statistical techniques to describe, illustrate, combine, and evaluate data. Bryman (2012:67), referring specifically to quantitative data, maintains that summarising individual variables provides a means of enabling researchers to discern patterns through procedures such as calculating means, modes, percentages, and medians.

4.5.8 Sampling bias

Sampling bias occurs when some members of a research population have a higher probability of being selected as members of a research sample than others (Lavrakas, 2008:42). As Panzeri, Magri & Carraro (2008:106) explain, it results from some values of the variable being systematically overrepresented in relation to its exact distribution. The diagram in Figure 4.2 illustrates how a mismatch between a sampling frame and a target population, together with non-responses, could result in a biased research sample.
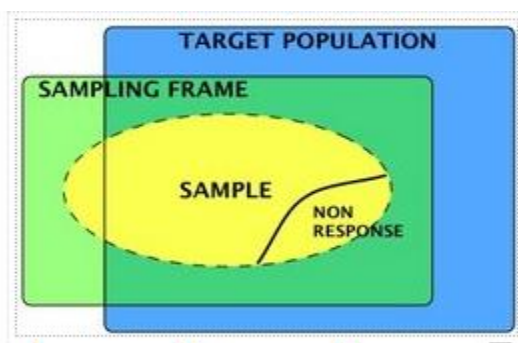
Figure 4.2: Sampling bias
(Source: Panzeri et al., 2008:1)

To eliminate or, at least, substantially reduce the probability of sampling bias, the researcher used random sampling to select the research sample, as doing so would afford each member of the target population an equal probability of being selected to participate in the study.

4.6 ETHICAL CONSIDERATIONS

The researcher took all reasonable measures to ensure that the rights, privacy, and dignity of the participants were respected and safeguarded throughout the conducting of the study. The purpose of the study was explained to the participants in detail and they were required to sign a consent form to confirm that they understood the nature of the study, that their participation would be strictly voluntary, and they would be free to withdraw their participation at any time, without incurring any penalties of any sort whatsoever. As the researcher received no complaints concerning ethical violations, it could be concluded that the ethical standards for conducting research in the social sciences had been adequately adhered to.

4.7 CENTRAL ASSUMPTIONS OF THE STUDY

- As the questions that were put to the participants during the conducting of the study did not constitute hate speech and were not intended to be offensive to them or anyone else who might become aware of their content, the questions should not have caused anyone to experience stress or anxiety.
- The respondents and participants answered the questions that were put to them in the questionnaire and the interviews honestly and to the best of their ability.
- The study stands to make a positive contribution to both the research career of the researcher and all business organisations and their workforces.
- There was no interference on the part of either the management or subordinate employees while data was being collected from the participants.

4.8 SCOPE AND LIMITATIONS OF THE STUDY

- As the research was restricted to an estimated research population of 300 employees of the organisation at which it was conducted and no members of the executive staff participated in the study, the findings could not necessarily be generalised to other parts of the province of the Western Cape or the country, as a whole.
- The amount of time that could be allocated to it affected the completion of the study adversely. Economic considerations obliged the researcher to confine the project to a single organisation in Cape Town.

4.9 CHAPTER SUMMARY

In this chapter the researcher has endeavoured to provide a comprehensive overview of the many steps that are entailed in developing an optimal research design and methodology to investigate a particular event, occurrence or phenomenon. Relevant concepts to research in the social sciences have been defined and discussed, along with the methods that were chosen to collect and analyse the data and the ethical standards to which researchers are required to adhere at all times during the conducting of their studies. The chapter concludes with summaries of the central assumptions that underpin the findings and the scope and limitations of the study. The following chapter takes the form of an in-depth presentation, discussion, interpretation, and analysis of the findings that emerged from the quantitative and qualitative studies.

CHAPTER 5

PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE FINDINGS

5.1 INTRODUCTION

This chapter takes the form of a presentation, analysis, and interpretation of the findings that emerged from the quantitative and qualitative studies. The overarching aim of the study was to conduct a comprehensive investigation of the extent to which subordinate employees perceived that ethical leadership influenced the degree of satisfaction that they were able to derive from their work and their overall contentment. The researcher avoided putting direct questions to the participants and, instead, drew on relevant available literature pertaining to ethical conduct and leadership to gauge the perceptions of the respondents and interviewees. Of the target population of 300 subordinate employees, a total of 138 responded to the questionnaire and participated in the interviews.

The questionnaire comprised two components, the first of which was intended to enable the researcher to assess the personal ethics of both the respondents and their superiors, while the other was intended to permit an assessment to be made of the ethical standards of the organisation as a whole. The closed-ended questions required the respondents to rate the degree to which they agreed with statements according to a Likert scale, while they were asked to express themselves in their own words in their responses to the open-ended questions. The interviews were intended to serve as an extension of the open-ended questions, as they permitted participants to respond in greater detail than would be possible in written responses and they also allowed the researcher to probe for additional information. Microsoft Excel software was used to carry out the analysis of the quantitative data and also to present the findings in the form of graphs, charts, and tables. The Likert scale entailed the use of a continuum to grade the responses of the respondents to the closed-ended questions from strong agreement with statements to strong disagreement.

5.2 THE FINDINGS

The reporting of the data was accompanied by a brief explanation of the purpose of the question, followed by the distribution of responses, which was supported by diagrams that illustrated the findings in relation to each question or statement.

5.2.1 General awareness of ethical requirements at workplaces

The responses to the questions in the survey questionnaire that were formulated to assess the awareness of the respondents of business ethics and ethical practices are discussed and illustrated in the sections that follow.

QUESTION 1: Does your organisation offer training in business ethics?

RESPONSE: The aim of this question, to which 73.5 percent of the respondents responded, was to establish whether the company had implemented any programmes to make subordinate employees aware of the need for ethical conduct, business practices, and leadership. The pie chart in Figure 5.1 illustrates the distribution of responses.
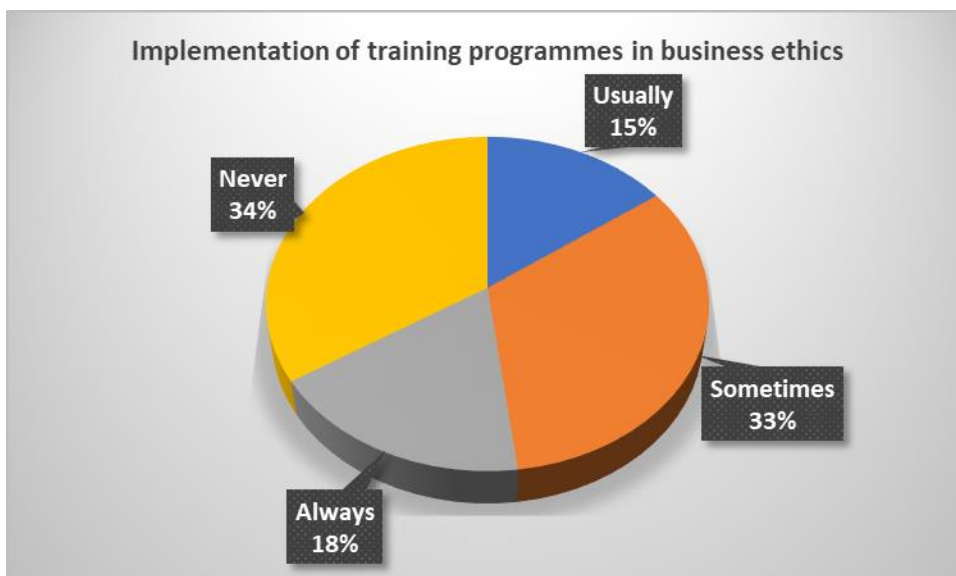
Figure 5.1: Implementation of training programmes in business ethics (Source: Own construction)

As it can be seen in Figure 5.1, 34 percent of the respondents maintained that they had never received any training concerning business ethics, while a further 33 percent responded that training was provided 'sometimes', and relatively small minorities of 15 and 18 percent responded that training was provided 'usually' and 'always', respectively.

QUESTION 2: Does your company require its employees to sign a code of ethical conduct? RESPONSE: The level of commitment of organisations to maintaining high standards of ethical conduct can also be reflected in employees being required to sign an ethical code that stipulates that disciplinary action will be taken in instances of failure to adhere to the principles that are articulated in it. The distributions of responses to the question are depicted diagrammatically in the doughnut chart in Figure 5.2.

Figure 5.2: Requirement to sign a code of ethical conduct

(Source: own construction)

A majority of 43 percent of the respondents indicated that employees were 'always' required to sign a code of ethical conduct, while a further 15 percent maintained that employees were 'usually' required to do so. By contrast, 14 percent indicated that employees were 'sometimes' required to do so, while 28 percent appeared to believe that employees were 'never' required to sign an ethical code. These somewhat contradictory findings could suggest either that some of the respondents might not have been aware of the precise implications of the ethical code and considered it to be merely one of the documents that they were required to sign when they joined the organisation, or that they might not have been aware that all employees were required to sign it, irrespective of the positions that they held in the organisation.

QUESTION 3: Do the values of your organisation accord with your own personal values? RESPONSE: Employees are particularly likely to derive satisfaction from their work if they perceive that the objectives of their organisations do not conflict with their personal values. The horizontal bar graph in Figure 5.3 depicts the distribution of responses to this question.
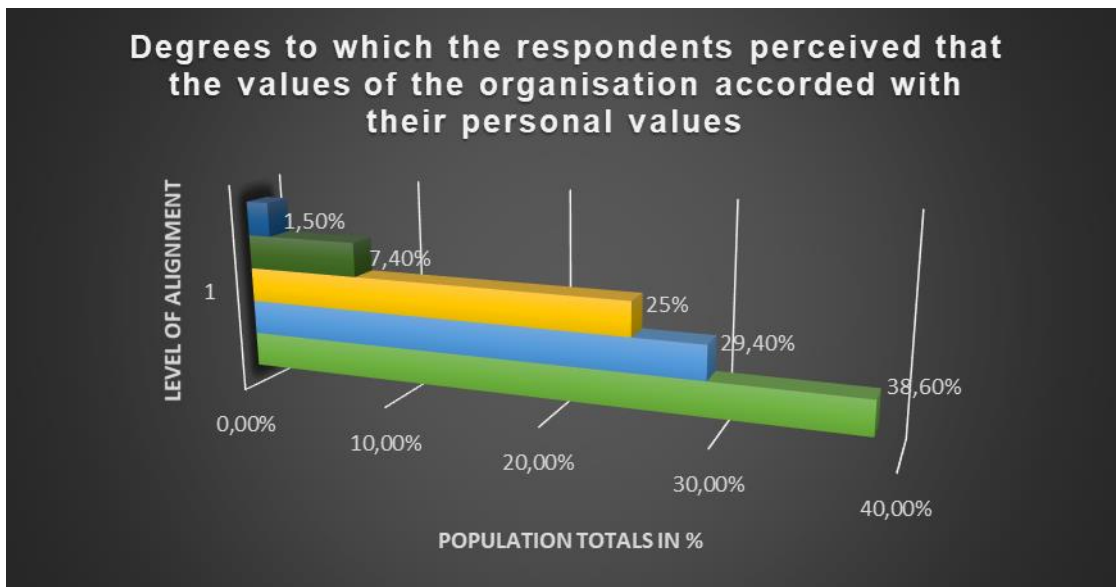
Figure 5.3: Degrees to which the respondents perceived that the values of the organisation accorded with their personal values
(Source: Own construction)

A significant majority of 66.2 percent of the respondents appeared to perceive that the values of their organisation either 'probably' (29.4%) or 'definitely' (36.8%) accorded with their personal values and priorities. This finding suggests that the majority of the respondents perceived that the environment in which they worked was conducive to being able to derive satisfaction from their work. Accordingly, aligning their tasks and responsibilities with their capabilities and strengths should motivate them to excel and achieve their goals within the organisation. It was also significant that a quarter of the respondents appeared to be unsure of how to answer the question. This finding could suggest that in many instances, subordinate employees expect to do as they are instructed by their superiors, without speculating whether the instructions accord with their own values. It is also possible that the small group of 7.5 percent who responded that the values of the organisation 'probably' did not accord with their own could be grouped with those who were unsure. By contrast, a small minority of 1.5 percent who responded with 'definitely not' appeared to be adamant that the values of the organisation were at variance with their personal values. It could be concluded that as these employees appeared to feel either disillusioned or dissatisfied, they were unlikely to derive satisfaction from their work.

QUESTION 4: Do you feel that you are able to express your thoughts and opinions honestly to your manager? RESPONSE: The ability to speak openly and frankly with superiors without fear of victimisation undoubtedly contributes

significantly to the degree of contentment that subordinate employees experience and the degree of satisfaction that they are able to derive from their work. The distribution of responses to this question are illustrated by the horizontal bar graph in Figure 5.4.
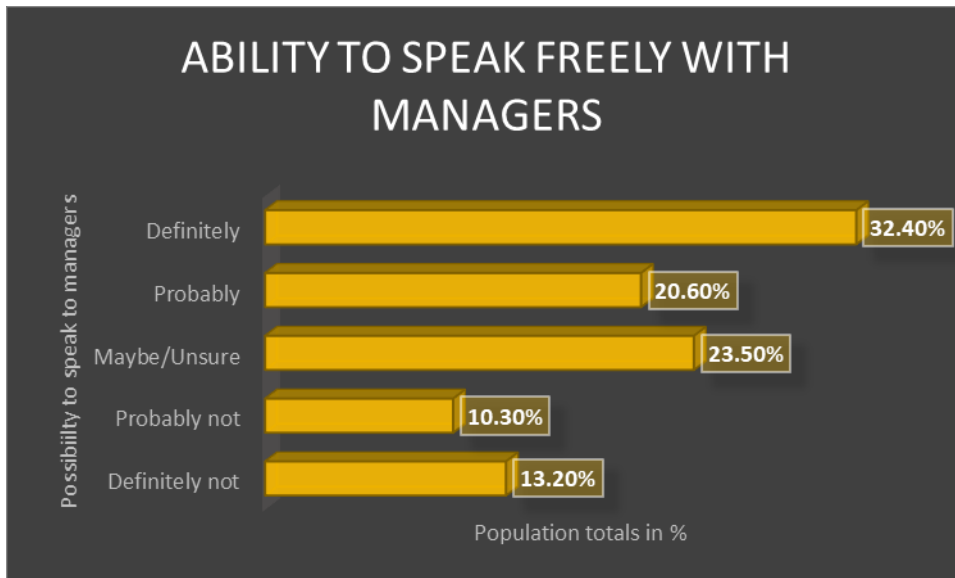
Figure 5.4: Ability to speak freely with managers
(Source: Own construction)

By a lesser majority of 53 percent of the respondents responded that they were either 'probably' (20.6%) or 'definitely' (32.4%) able to express their thoughts and opinions frankly with managers than the group that appeared to believe that the values of the organisation accorded with their personal values. This finding nonetheless suggests that a significant number of subordinate employees perceived that there was a culture of open communication in the organisation. As a similarly sized group of 23.5 percent of the respondents recorded 'unsure' responses as had done so to the previous question, the finding once again suggests that a significant number of subordinate employees appeared to prefer not to project their personal values in their interactions with superiors. This group was further augmented by a group of 10.3 percent, who responded that they were 'probably not' able to express their opinions and thoughts to their managers. While this finding suggests that these respondents had not attempted to do so, a significant group of 13.2 percent responded that they were 'definitely not' able to do so.

5.2.2 Awareness of standards of ethical conduct
STATEMENT 1: 'Respect for others' is a fundamental principle of ethical conduct in any organisation. On a scale of 1 to 10, with a rating of '1' indicating

the lowest level of respect for others that is shown and '10' the highest, please rate the extent to which you believe the principle is observed in your company.

RESPONSE: This statement was formulated to determine the extent to which the respondents were aware of the ethical principle of respect for others and the degree to which they perceived that it was observed their organisation. The literature that was reviewed confirmed that respect for subordinate employees is one of the cornerstones of ethical leadership in an organisation. The bar graph in Figure 5.5 illustrates the distribution of responses.
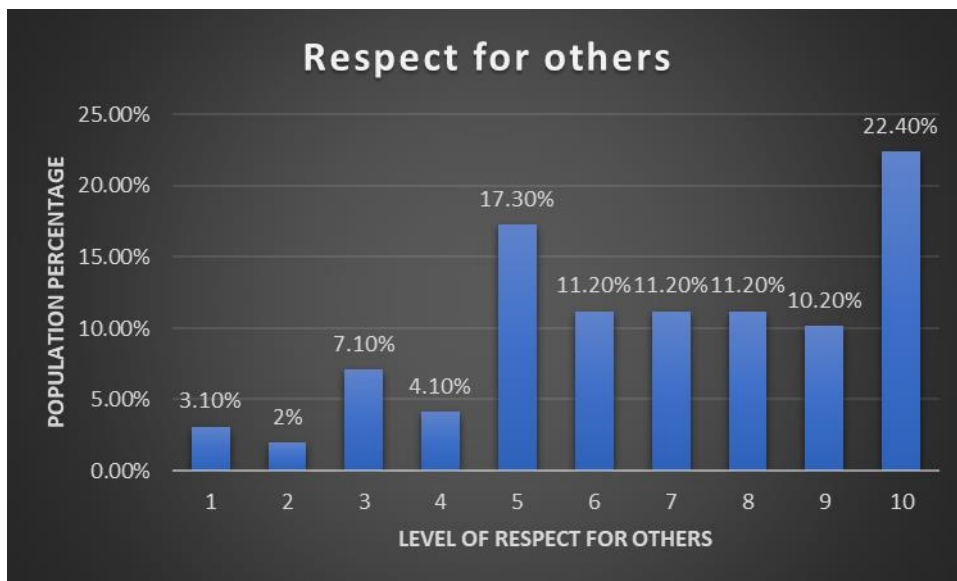
Figure 5.5: Respect for others

(Source: Own construction)

As it can be seen in the diagram, only 3.1 percent of the respondents responded with minimal ratings, while the largest group of 22.4 percent responded with ratings of 10. By contrast, the second largest group of 17.3 percent rated respect for others in the organisation as 5. The overall finding was that while a rating of 5 represented a midpoint of the continuum, 66.2 percent of respondents responded with ratings of from 6 to 10 and a relative minority of 16.3 percent did so with ratings of from 1 to 4.

STATEMENT 2: 'Fairness' is a fundamental principle of ethical conduct in any organisation. On a scale of 1 to 10, with a rating of '1' indicating the lowest degree of fairness that is practised and '10' the highest, please rate the extent to which you believe it is practised in your company. RESPONSE: This statement was formulated to establish the extent to which subordinates perceived that the principle of fairness guided decisions and practices in their organisation. It emerged from the literature that was reviewed that fairness, as a principle of ethical leadership, is reflected in practices pertaining to considerations such as the

determination of reward structures, promotion, and remuneration, and also in healthy working conditions. The bar graph in Figure 5.6 illustrates the distribution of responses.
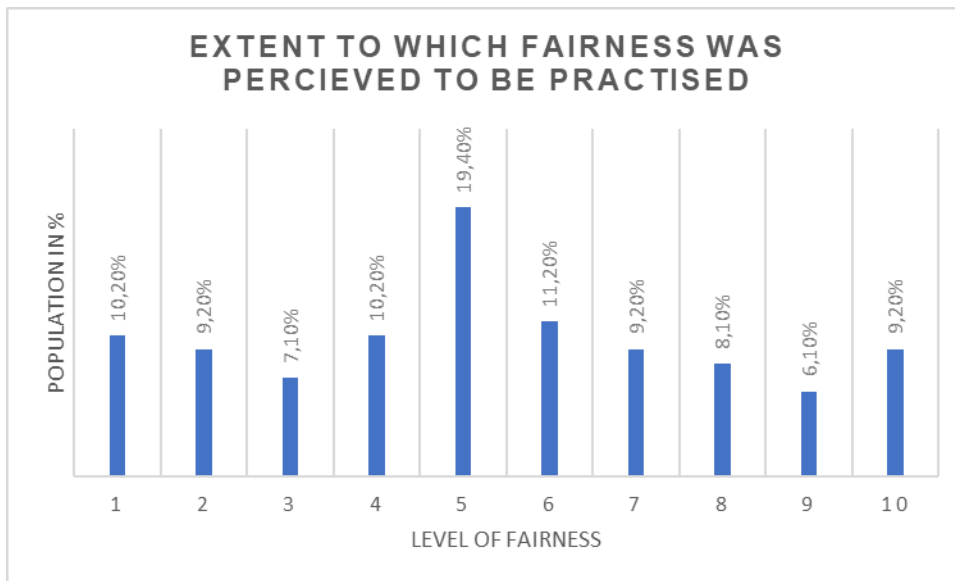
Figure 5.6: Extents to which fairness was perceived to be practised (Source: Own construction)

Of the 98 respondents who responded to this statement, the largest group of 19.4 percent responded with midpoint ratings of 5. Ratings of from 1 to 4 accounted for 36.7 percent, while 43.8 percent responded with ratings of from 6 to 10. The fairly evenly spread distribution of ratings was further underscored by 10. 2 percent rating fairness at 1 and 9.2 percent at 10. The only obvious inference that could be drawn from these findings was that perceptions of the degree of fairness that was practised in the organisation appeared to vary significantly among the respondents.

STATEMENT 3: 'Honesty' is a fundamental principle of ethical conduct in any organisation. On a scale of 1 to 10, with a rating of '1' indicating the least experience of honesty in the organisation and a rating of '10' the greatest, please rate the extent to which you believe that honesty is a core value in your company. RESPONSE: This statement was formulated to assess the extent to which subordinate employees perceived that the leadership of their organisation prioritised honesty in relationships between subordinates and their superiors. The distribution of responses is illustrated in the graph in Figure 5.7.
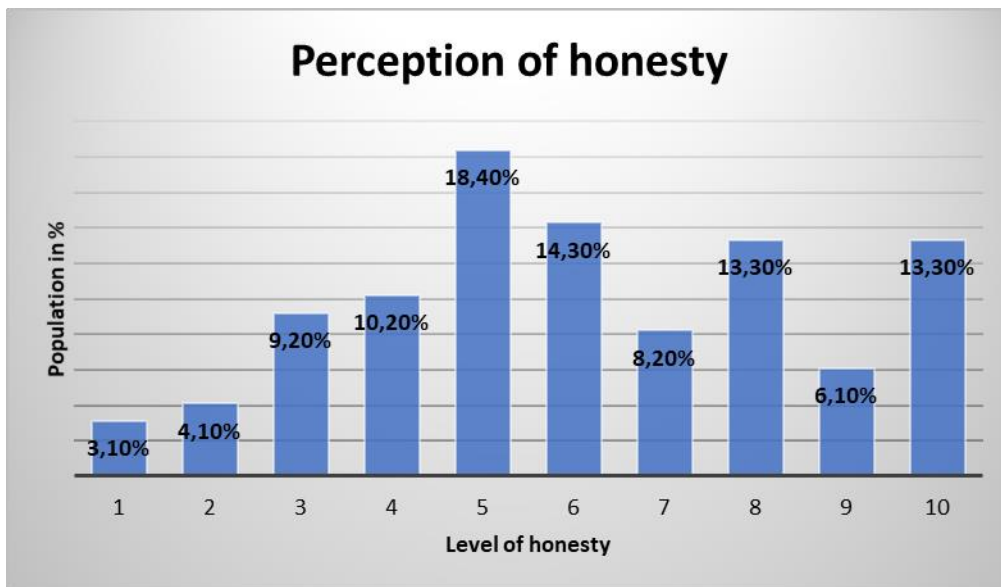
Figure 5.7: Perceptions of honesty

(Source: Own construction)

As it can be seen in Figure 5.7, 73.6 percent of the 98 respondents who responded to the statement gave ratings of from 5 to 10, while a relatively small remainder responded with ratings of from 1 to 4. It was of particular significance that a majority of 18.4 percent responded with a median rating of 5, while the sizes of the groups at the poles of the continuum, who responded with ratings of 1 and 2 and 9 and 10 respectively, were skewed in the favour of positive ratings. Although the findings suggested that the large majority of the respondents appeared to understand that honesty was a core value of the organisation, other statements and questions needed to be formulated to assess the extent they perceived that the principle of honesty was adhered to by the management.

STATEMENT 4: 'Openness' is a fundamental principle of ethical conduct in any organisation. On a scale of 1 to 10, with a rating of '1' indicating the lowest level of openness experienced by subordinates and '10' the highest, please rate the extent to which you believe that subordinates are treated with openness in your company. RESPONSE: Openness is reflected in the level of transparency that prevails in organisations, in relation to the degree of access that subordinates have to the content of policies and procedures. It is highly likely that their perceptions of openness and transparency will be reflected in both the levels of commitment to their organisations and the degree of contentment that they feel, and also the degree of satisfaction that they are able to derive from their work. The distribution of responses is illustrated in the graph in Figure 5.8.
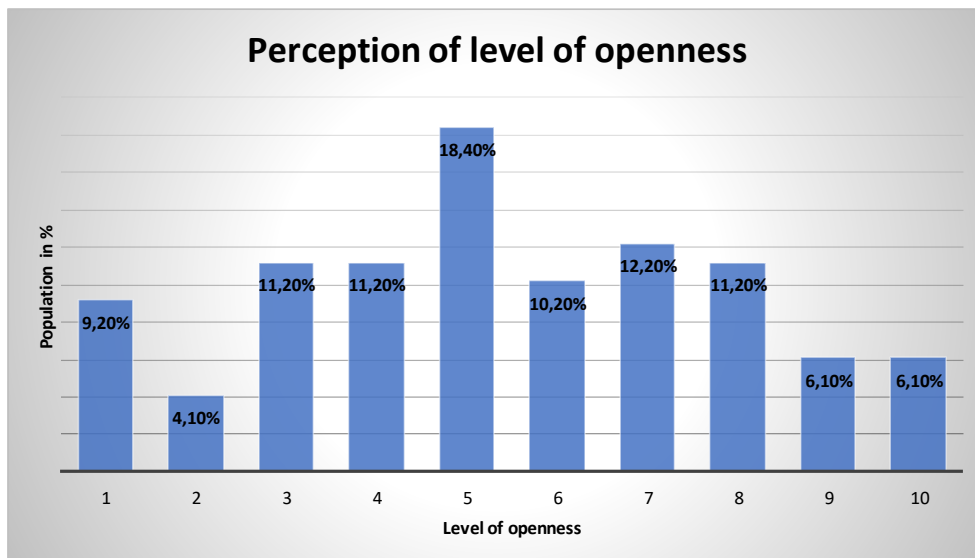
Figure 5.8: Perceptions of levels of openness

(Source: Own construction)

It can be seen in Figure 5.8 that a majority of 18.4 percent of the respondents to this statement rated the level of openness that they perceived prevailed in their organisation at the midpoint of the continuum, with a rating of 5. As the remainder of the responses ranged from 9.2 percent rating it at 1 to 6.1 percent rating it at 10, there seemed to be little consensus among the respondents concerning this statement. The possibility that many subordinate employees could be, to a large extent, unaware of the need for openness and transparency and even what they entail should not be discounted.

STATEMENT 5: 'Responsibility' is a fundamental principle of ethical conduct in any institution. On a scale of 1 to 10, with a rating of '1' indicating the lowest level of responsibility that is observed by subordinates and a rating of '10' the highest, please rate the extent to which you believe that there is a culture of responsibility in your organisation. RESPONSE: This question was formulated to gauge the perceptions of the respondents of the behaviour of their organisation with respect to its ability to carry out its operations in a manner that ensured accountability for the decisions of leaders at all times. The responsibility that the leadership of an organisation exercises would determine, to a large extent, its ability to align its ethical standards with the needs of both its customers and its workforce. Conversely, failure to adhere to the standards of responsible ethical leadership is likely to undermine the foundations of ethical conduct in an organisation severely, possibly even fatally. The distribution of responses is illustrated in the horizontal bar graph in Figure 5.9.
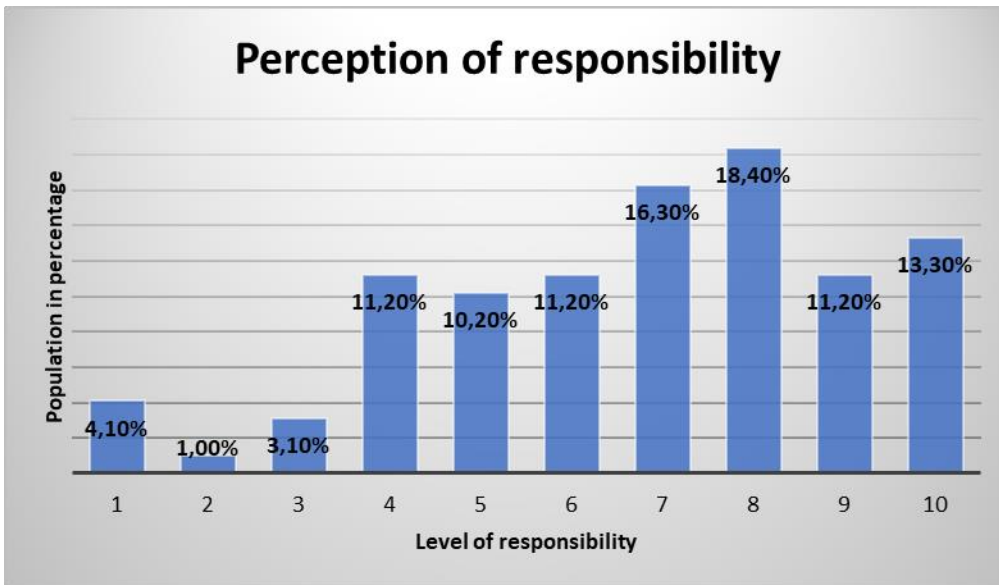
Figure 5.9: Perceptions of responsibility

(Source: own construction)

As it can be determined by summing the percentages in Figure 5.9, while 70.4 percent of the respondents responded with ratings of from 6 to 10 for responsibility and a further 10.2 percent with a midpoint rating of 5, a relatively small minority of 19.4 percent did so with ratings of from 1 to 4. If this finding were to be taken solely at face value, it would suggest that a significant majority of the respondents perceived that the leadership of the organisation exercised high levels of responsibility in the making and carrying out of decisions.

STATEMENT 6: '**Loyalty' a fundamental principle of ethical conduct in any organisation. On a scale of 1 to 10, with a rating of '1' indicating that you detect the least evidence of loyalty to the staff on the part of the company and a rating of '10' the greatest, please rate the extent to which you believe that your company prioritises the interests of its staff. RESPONSE:** This statement was formulated to gauge the perceptions of the respondents concerning the commitment of their organisation to fulfilling its obligations to both the professional and personal development of the workforce. As the degree to which employees perceive that the leadership of their organisation has their interests at heart is highly likely to influence the extent to which they feel motivated to excel, it is also equally likely to contribute to the degree of satisfaction that they are able to derive from doing their work well. The bar graph in Figure 5.10 illustrates the distribution of responses to this statement.
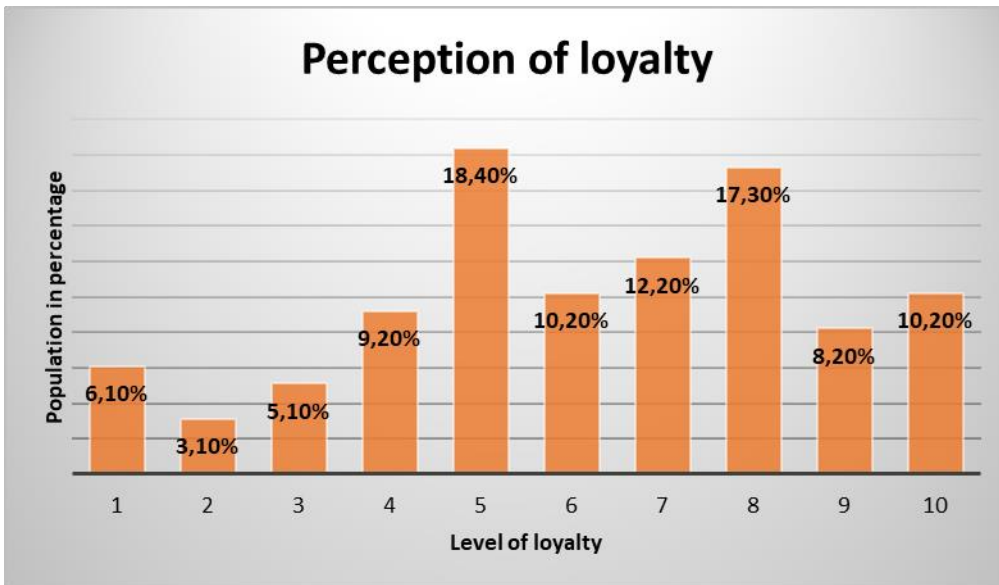
Figure 5.10: Perceptions of loyalty

(Source: Own construction)

Although the largest group of 18.4 percent of the respondents responded with a midpoint rating of 5, the second largest group of 17.3 percent did so with a rating of 8. As ratings of from 6 to 10 accounted for 58.1 percent while those from 1 to 4 accounted for 23.5 percent, it could be concluded that the distribution was significantly skewed in favour of positive ratings.

5.2.3 Organisational ethics

STATEMENT 7: 'The manager of my department encourages ethical behaviour among his staff.' As encouraging ethical behaviour reflects the degree to which managers are committed to ethical conduct, please select the response that best reflects the degree to which you agree with the statement.

RESPONSE: This statement was formulated to determine the extent to which the respondents believed that the leadership of the organisation prioritised ethical conduct and was based on the assumption that cultures of ethical conduct need to be fostered by those who are in positions of leadership. The distribution of responses to the statement by selecting a response from 'strongly agree' to 'strongly disagree' on a 5-point Likert scale is illustrated in the pie chart in Figure 5.11.
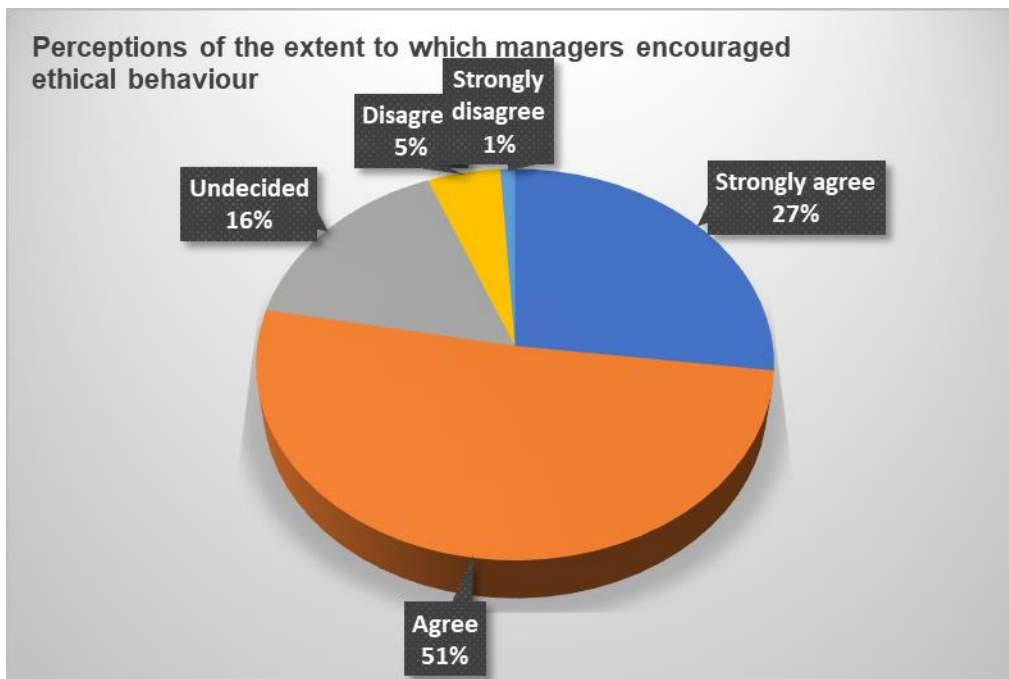
Figure 5.11: Perceptions of the extent to which managers encouraged ethical behaviour
(Source: Own construction)

As it can be seen in Figure 5.11, a significant majority of 51 percent of the respondents indicated that they agreed with the statement, while a further 27 percent strongly agreed with it. By contrast, small minorities of 5 percent and 1 percent respectively disagreed and strongly disagreed, while 16 percent were undecided. As 78 percent agreed while 6 percent disagreed, it could be concluded that there was a general consensus among the respondents that managers encouraged ethical conduct. As the undecided group was significantly larger than both of the groups of respondents who disagreed with the statement and similar in size to those of respondents who indicated that they were 'unsure' in their responses to questions 3 and 4, it would be possible to suggest that these groups could, in all probability, have comprised respondents who did not feel sufficiently confident to express their opinions, even anonymously. Nonetheless, general perceptions that ethical conduct is both valued and encouraged are likely to contribute to the degree of contentment that subordinate employees experience and the degree of satisfaction that they are able to derive from their work.

STATEMENT 8: My company has a clear and unambiguous code of ethics.

RESPONSE: A clear and unambiguous code of ethics should contribute to the creation of a stable and stress-free working environment for subordinates. Not only does it reflect a commitment by the organisation to sound governance, but it also stands to contribute to the levels of contentment and satisfaction that subordinates

experience. The distribution of responses to the statement is illustrated in the pie chart in Figure 5.12.
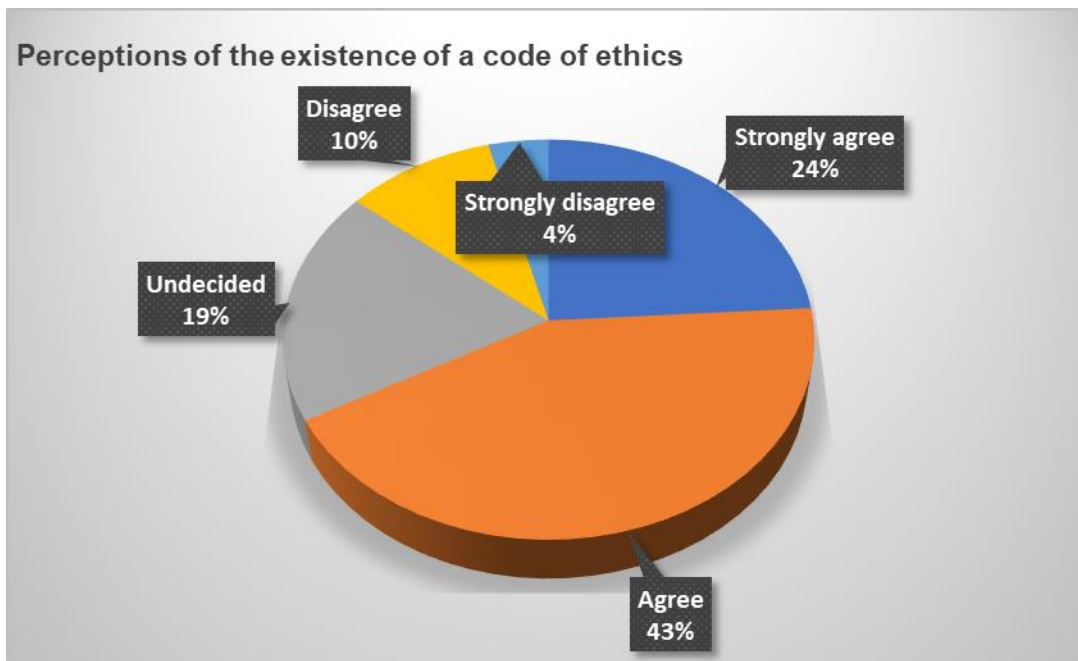
Figure 5.12: Perceptions of the existence of a code of ethics
(Source: Own construction)

A large majority of 67 percent agreed with the statement, which was subdivided into 43 percent who agreed and 24 percent who strongly agreed. This finding accords with the findings concerning the previous statement, that managers encouraged ethical conduct among subordinates. It also suggests that a significant number of the respondents were familiar with the values and guiding principles of the organisation. By contrast, the 4 percent who strongly disagreed and the 10 percent who disagreed with the statement could possibly be attributed to factors such as ignorance, as a consequence of relatively little working experience in the organisation. As the 19 percent who were undecided constituted a similarly sized group to those that had answered in this manner to other questions or statements, it is likely that they reflected a portion of the research sample who were either hesitant or unwilling to venture opinions.

STATEMENT 9: I am able to initiate discussions pertaining to ethical concerns.

RESPONSE: This statement was formulated to determine the extent to which discussions of business ethics and ethical conduct could be initiated by all subordinates, irrespective of the positions that they held in the organisation. The degree of freedom that is accorded to them in this respect would determine both the degree of autonomy that is extended to them in relation to ethical decisions and the degree of transparency that the organisation maintains with respect to reward

systems and equal access to opportunities. Both considerations would undoubtedly have a profound influence on their perceptions of their working conditions and, ultimately, levels of contentment and satisfaction. The distribution of responses is illustrated in the horizontal bar graph in Figure 5.13.
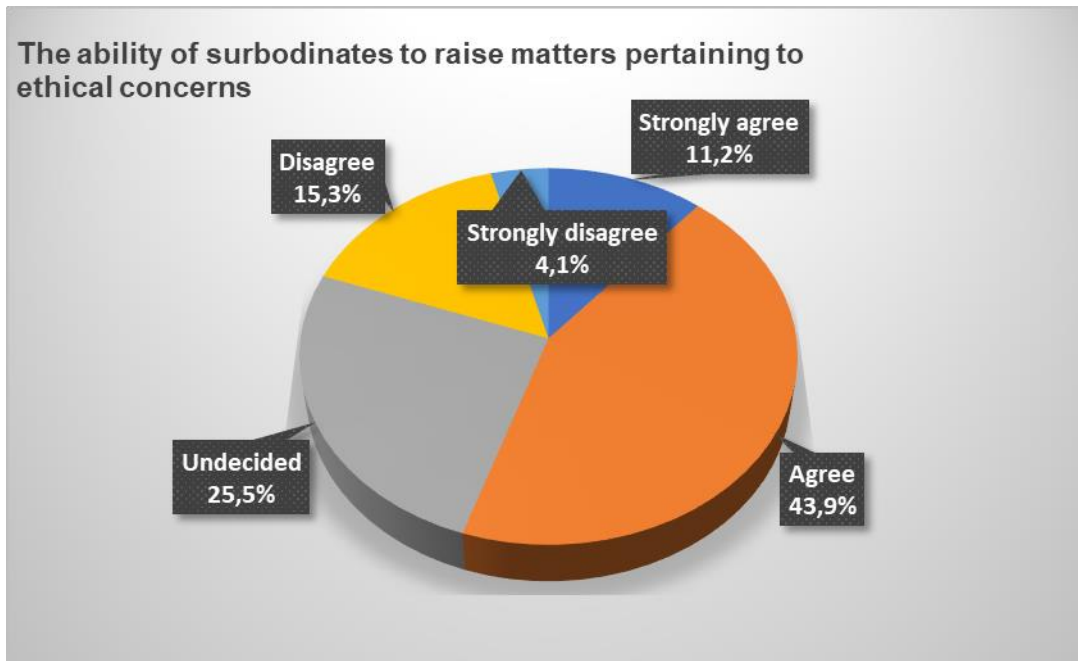
Figure 5.13: The ability of subordinates to raise matters pertaining to ethical concerns

(Source: Own construction)

A majority of 55.1 percent of the respondents either agreed or strongly agreed that they were able to initiate discussions pertaining to business ethics and ethical conduct in their organisation. This finding tends to accord with the previous one, which concerned the extent to which the respondents were aware of the existence of a code of ethics. Similar patterns were also found for the other responses, in that 25 percent of the respondents were undecided, while 15.3 percent disagreed and 4.1 percent strongly disagreed. The only plausible inference that could be drawn from the latter findings is that nearly 20 percent of the respondents believed that they would not be encouraged to initiate discussions of business ethics or ethical conduct.

STATEMENT 10: The management of my organisation welcomes contributions from subordinate members of staff to efforts to promote ethical practice.

RESPONSE: As for many organisations formally articulated standards of business ethics and ethical conduct are relatively new as principles of governance, incorporating codes of ethics into business practices is frequently at the stage of a work in progress. Consequently, the extent to which organisations endeavour to integrate the participation of employees at all levels into their strategies for doing so

is likely to influence their perceptions of codes of ethics and also whether they regard them as mechanisms for upholding their rights or for imposing constraints on their behaviour and creating pretexts for disciplinary action. The distribution of responses is illustrated in the pie chart in Figure 5.14.
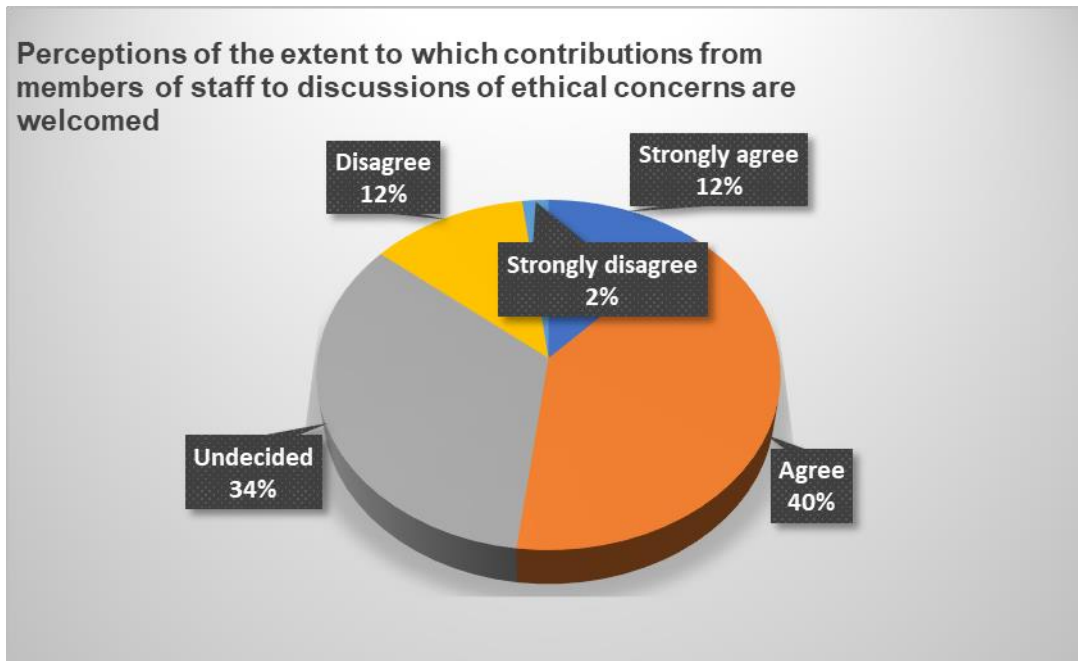
Figure 5.14: Perceptions of the extent to which contributions from members of staff to discussions of ethical concerns were welcomed
(Source: Own construction)

A majority of 52 percent of the respondents either agreed (40%) or strongly agreed (12%) that members of staff were encouraged to make contributions to the development of an ethical climate in their organisation. As the 34 percent who were undecided in their response to this statement constituted a significantly larger group than it had in the responses to other statements and questions, it is possible that these respondents felt unsure of what their role in the development of an ethical climate should be. By contrast, the 14 percent who either disagreed or strongly disagreed were exactly equivalent to the percentage of respondents who disagreed or disagreed that their organisation had a clear and unambiguous code of ethics.

STATEMENT 11: I demonstrate that I am sensitive to ethical considerations in my everyday work. RESPONSE: This statement was formulated to gauge the extent to which the respondents were aware of the degree to which ethical considerations needed to be borne in mind at all times during the course of performing their duties each day. The distribution of responses is illustrated in the horizontal bar graph in Figure 5.15.
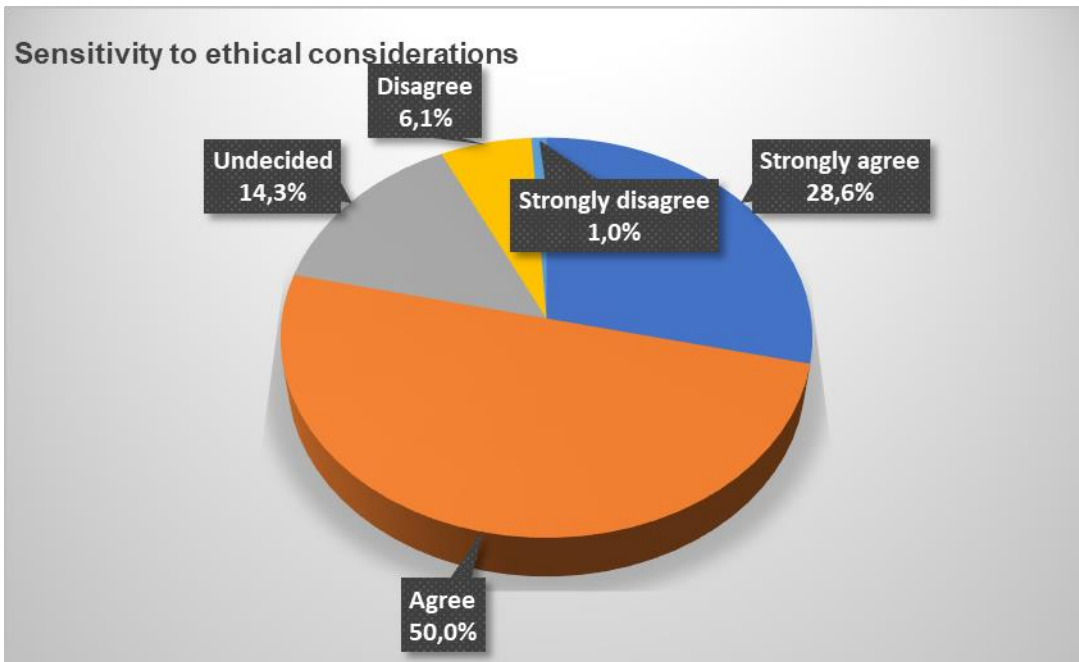
Figure 5.15: Sensitivity to ethical considerations

(Source: Own construction)

A large majority of 78.6% of the respondents either agreed or strongly agreed with the statement. The undecided group of 14.3 percent was similar in size to the undecided groups for most of the other statements and questions, while the small minority of 7.1 percent who either disagreed or strongly disagreed was also similar in size to those of respondents who disagreed or strongly disagreed with many previous statements or questions. These findings suggest that most of the respondents were aware of their ethical responsibilities at work and that efforts by their organisation to instil an awareness of the need for ethical behaviour had been largely successful.

STATEMENT 12: I object when someone appears to be ignoring, avoiding, or glossing over a vital ethical consideration. RESPONSE: This statement was formulated to gauge the extent to which the respondents were prepared to object to unethical conduct or practices by their peers or superiors. The distribution of responses to the statement is illustrated in the doughnut chart in Figure 5.16.

Figure 5.16: Extents to which the respondents objected to unethical practices
Source: Own construction

A large majority of 72 percent of the respondents either agreed or strongly agreed that they would object to unethical conduct or practices. This finding accords closely with the previous one, which revealed that 78.8 percent indicated that they were sensitive to ethical considerations in their work. While the 7 percent who either disagreed or strongly disagreed with the statement represented a similarly sized minority to those who had responded in this manner to other questions and statements, the 21 percent undecided group was significantly larger than it had been for most others. Arriving at a definitive interpretation of these findings would require several different factors to be taken adequately into account. Although a large majority responding that they would object to unethical conduct or practices suggests that an ethical climate prevailed in the organisation, it is also widely acknowledged that significant numbers of people tend to give what they believe to be socially approved responses in survey questionnaires. Accordingly, whether all of the respondents who responded that they would object to unethical conduct or practices would do so if they were confronted with them would be open to question, although it would be difficult to test this hypothesis. In this context, the larger than usual group of undecided respondents could be significant. In addition, the small minority who either disagreed or strongly disagreed with the statement could have been among the most honest. The possibility that they considered that it was not their place to object to unethical conduct or practices, particularly on the part of superiors, should not be discounted.

5.2.4 Relations between the management and subordinates and workloads

STATEMENT 13: The management of our organisation does not provide a safe environment for us to express our opinions or concerns. RESPONSE: This statement was formulated to gauge the perceptions of the respondents of the degree to which they were free to express personal opinions or raise personal concerns in their working environment. Although its content was similar to that of question 4, whose responses are reflected in Figure 5.4, it was framed as a complaint, to test whether doing so elicited a significantly different distribution of responses. The distribution of responses is illustrated in the pie chart in Figure 5.17.
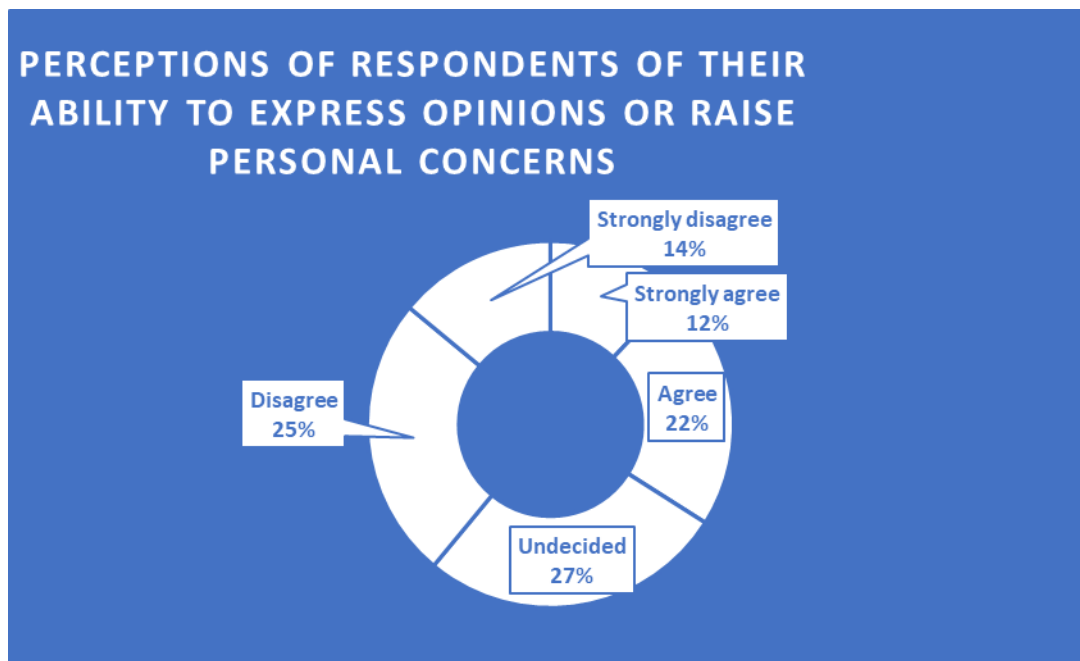
Figure 5.17: Perceptions of respondents of their ability to express opinions or raise personal concerns

(Source: Own construction)

Although 39 percent of the respondents either disagreed or strongly disagreed with the statement, 34 percent either agreed or strongly agreed, while the largest single group of 27 percent was undecided. The size of this group is similar to that of the 23.5 percent who were 'unsure' whether they could speak freely with managers, while the 32.4 percent who felt that they could 'definitely' do so would probably account for most of the 39 percent who disagreed with statement 13. The 20.6 percent who indicated that they could 'probably' speak freely with managers seems to approximate closely to the 22 percent who agreed with statement 13, while the 13.2 percent who responded with 'definitely not' also seems close to the 12 percent who strongly agreed with statement 13. Accordingly, it can be concluded that the overall pattern of responses is similar to that which is depicted in Figure 5.4. The

overall finding that the three groups of responses (agree, disagree, and undecided) were roughly similar in size suggests that there was little consensus among the respondents concerning the perception that question 4 and statement 13 were formulated to evaluate. It is also possible that those respondents who indicated that they were able to speak freely with managers and able to express opinions and raise personal concerns could have tended to hold higher positions than those who did not or were undecided.

STATEMENT 14: There is excessive pressure on subordinates to meet targets for performance. RESPONSE: This statement was formulated to assess the perceptions of subordinates of the workloads that their superiors stipulate, the effect that workloads have on their ability to complete their work, and the toll of workloads on their physical and mental well-being. Its relevance to the research topic is based on the assumption that overworked employees are unlikely to feel contentment or to derive satisfaction from their work. The distribution of responses is illustrated in Figure 5.18.
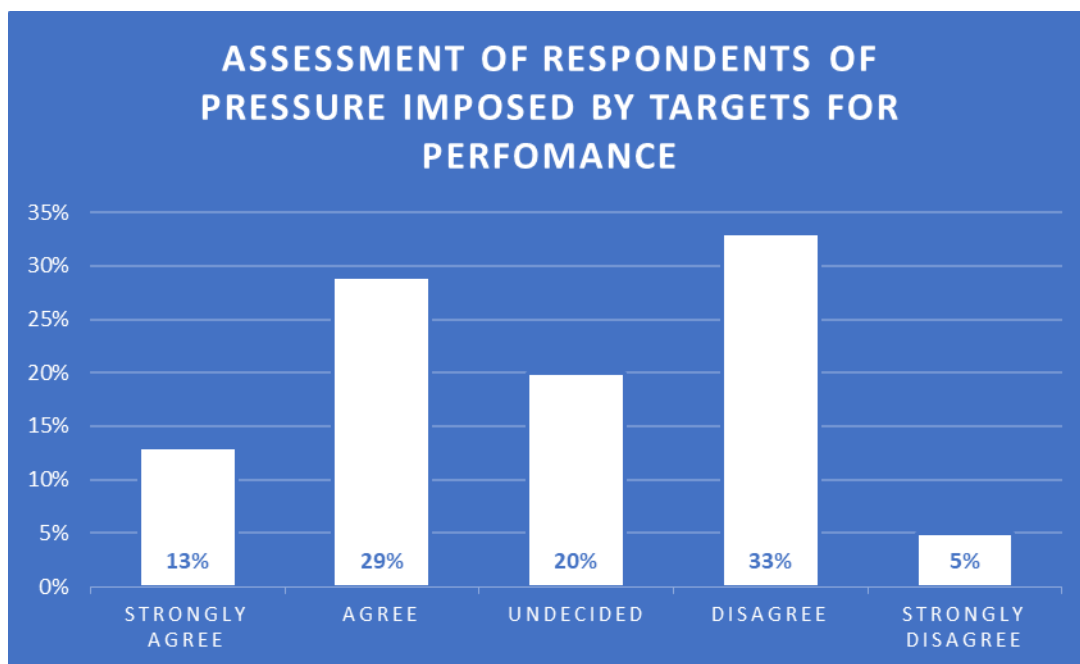
Figure 5.18: Assessments of respondents of pressure imposed by targets for performance
(Source: Own construction)

While 42 percent either agreed (29%) or strongly agreed (13%) with the statement, 38 percent either disagreed (33%) or strongly disagreed (5%) with it and a significant 20 percent were undecided. The spread of responses could reflect that some employees were subjected to greater pressure or perceived that they are subjected

to greater pressure than others. The relatively large group of undecided respondents suggests that if some employees were subjected to excessive pressure, the phenomenon was possibly not pervasive throughout the organisation. Conversely, it could plausibly be concluded that the respondents who either disagreed or strongly disagreed with the statement either felt that they were able to cope with their workloads or were reluctant to complain about their working conditions to outsiders.

STATEMENT 15: The targets for performance that the management sets for me are unrealistic. RESPONSE: This statement was formulated to assess whether the respondents perceived that the amount of work that they were required to accomplish was excessive with respect to human capabilities and endurance, which would inevitably have adverse consequences for levels of contentment and satisfaction. The distribution of responses to this statement is illustrated in the bar graph in Figure 5.19.
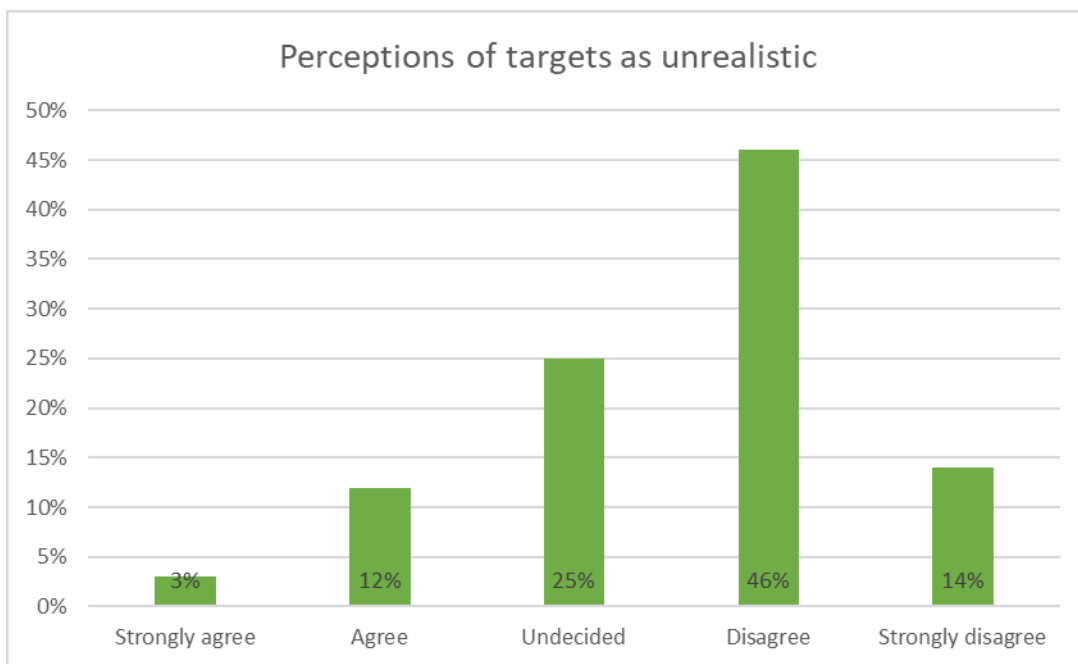
Figure 5.19: Perceptions of targets as unrealistic
(Source: Own construction)

As 60 percent of the respondents either disagreed or strongly disagreed with the statement, it could be concluded that a significant majority did not consider that the management set unrealistic targets for them with respect to performance. Conversely, the significantly large group of 25 percent who were undecided, together with the 15 percent who either agreed or strongly agreed with the statement, served to underscore the ultimate conclusion that the perception that targets were not unrealistic was by no means a universally held one among subordinates in the organisation. Consequently, it would be possible to contend that unrealistic

expectations with respect to targets for performance could constitute a significantly adverse influence on levels of contentment and satisfaction among subordinates.

STATEMENT 16: Excessive pressure of work for subordinates in our company often results from the making of poor decisions. RESPONSE: This statement was formulated to assess the extent to which the respondents believed that excessive pressure of work resulted from the management making poor or inappropriate decisions. If members of staff feel that they are being overworked as consequence of poor decisions, they are likely to lose confidence in the overall direction of their organisation and feel unmotivated, which, in turn, would inevitably have an adverse effect on levels of contentment and satisfaction. The distribution of responses to this statement is illustrated in the bar graph in Figure 5.20.
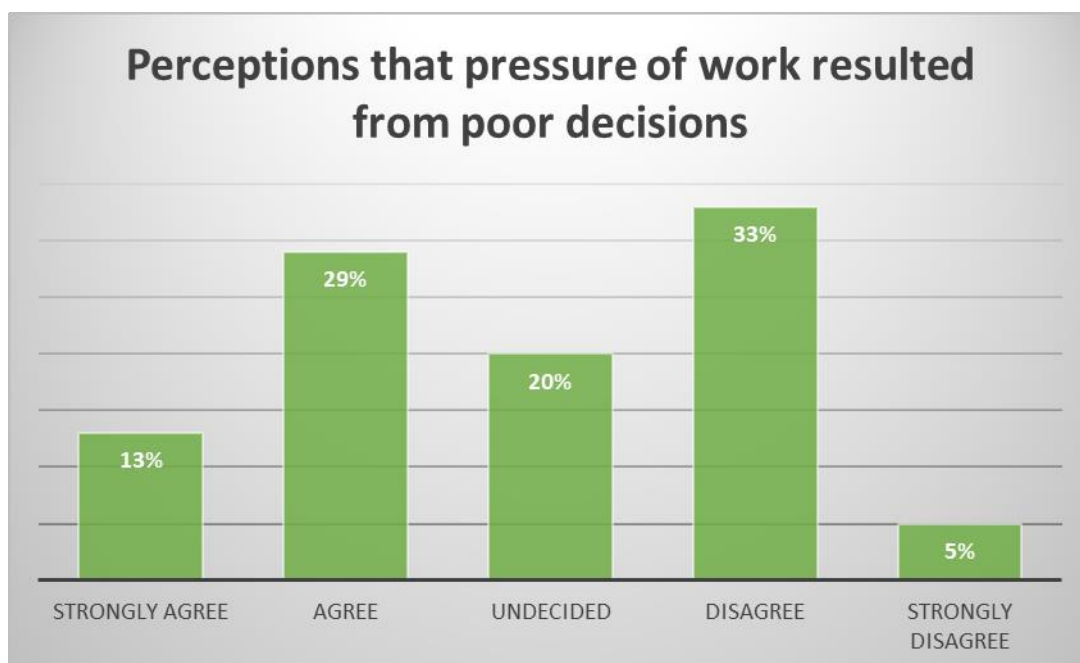
Figure 5.20: Perceptions that pressure of work resulted from poor decisions (Source: Own construction)

A majority of 42 percent of the respondents either agreed or strongly agreed that excessive pressure of work could be attributed to poor decisions, but a similarly sized group of 38 percent either disagreed or and strongly disagreed, and 20 percent were undecided. The similar spread of responses to the distribution of those concerning the perceptions of the respondents of the degree of pressure to which they were subjected suggests that those respondents who believed that they were able to cope with their workloads would be unlikely to attribute them to any particular cause. Conversely, the perception of a slightly larger group that they were subjected to excessive pressure as a consequence poor decisions by the management would also

entail perceptions of incompetence. The adverse effects that these perceptions would have on the their confidence in the leadership of their organisation and on their own morale would undoubtedly be reflected in diminished levels of contentment and satisfaction in its workforce.

STATEMENT 17: Our management does not set an example with respect to ethical conduct. RESPONSE: This statement was formulated to gauge the perceptions of the respondents of whether their managers set an example to them through their ethical conduct. The distribution of responses to this statement is illustrated in the pie chart in Figure 5.21.

Figure 5.21: Perceptions of managers setting examples for ethical conduct (Source: Own construction)

A majority of 50 percent of the respondents, which comprised 32 percent who disagreed and 18 percent who strongly disagreed, disagreed with the statement. By contrast, 13 percent agreed and 12 percent strongly agreed with it, while 25% were undecided. As half of the respondents disagreed and a quarter were undecided, it could be concluded that the perception among the respondents that managers failed to set an example through their ethical conduct was widespread. It is also possible that many of the large undecided group could have been reluctant to make what they could have perceived to amount to an accusation, but also felt that they could not endorse the conduct of their managers. In addition, even the quarter of the respondents who agreed with the statement could have been skewed by factors such as the tendency among some respondents to respond as they believe the management would desire or the fear that their responses might not be confidential,

despite the assurances of the researcher. Consequently, the apparently highly prevalent perception that the ethical conduct of managers was not exemplary would inevitably have highly adverse effects on the morale of subordinates, the degree of trust that they feel they are able to place in the ethical judgement of their managers, and levels of contentment and satisfaction.

STATEMENT 18: Our management tends to micro-manage our tasks.

RESPONSE: As close supervision tends to be interpreted by subordinates as a lack of faith in their abilities and competence on the part of the management, this statement was formulated to gauge the perceptions of the respondents of the degree to which their tasks were micro-managed. The distribution of responses to this statement is illustrated in the pie chart in Figure 5.22.
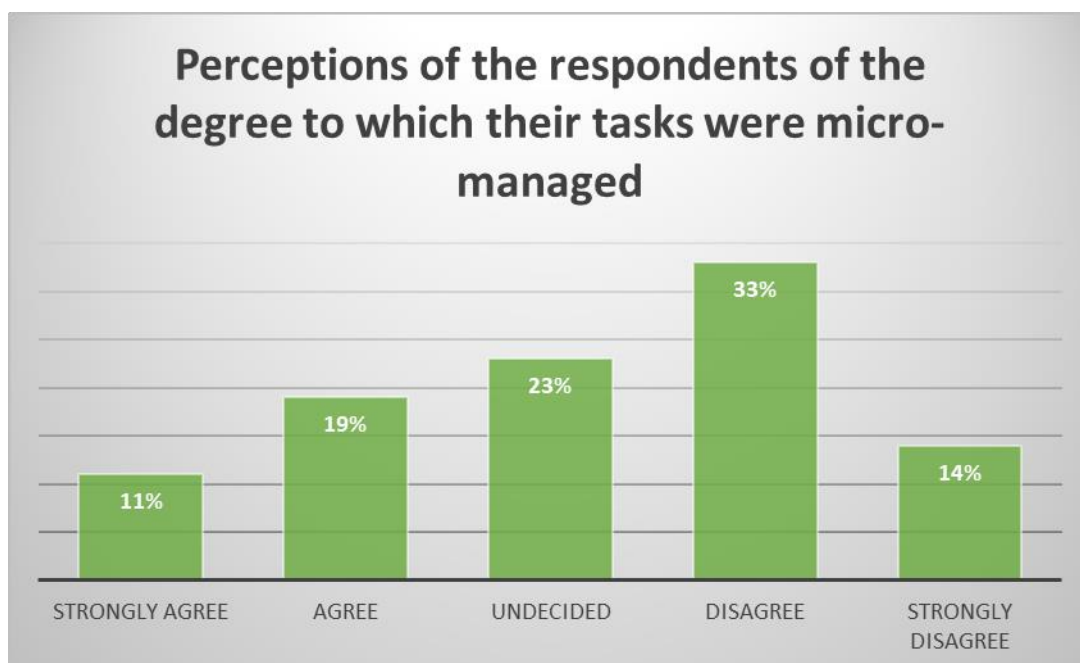
Figure 5.22: Perceptions of the respondents of the degree to which their tasks were micro-managed

(Source: Own construction)

A majority of 47 percent of the respondents either disagreed or strongly disagreed with the statement, while 30 percent either agreed or strongly agreed with it, and 23 percent were undecided. The spread of responses could reflect varying degrees of micro-management in accordance with the positions that the respondents held, while the size of the fairly large undecided group could have been influenced by either a reluctance to appear to complain or uncertainty concerning what could constitute excessively close supervision. Nonetheless, as nearly a third of the respondents believed that their tasks were micro-managed, the degree of contentment that they

felt and the degree of satisfaction that they were able to derive from their work could have been adversely affected.

5.2.5 Personal ethics

STATEMENT 19: I follow a standardised procedure to make decisions concerning matters that could have ethical implications. RESPONSE:

This statement was formulated to gauge the extent to which the respondents believed that they followed appropriate standardised procedures to make decisions that could have ethical dimensions or implications. They had been informed that they were not compelled to respond to each item in the questionnaire and 12 percent omitted to respond to this statement. The distribution of the responses of the respondents who responded to it is illustrated in the pie chart in Figure 5.23.
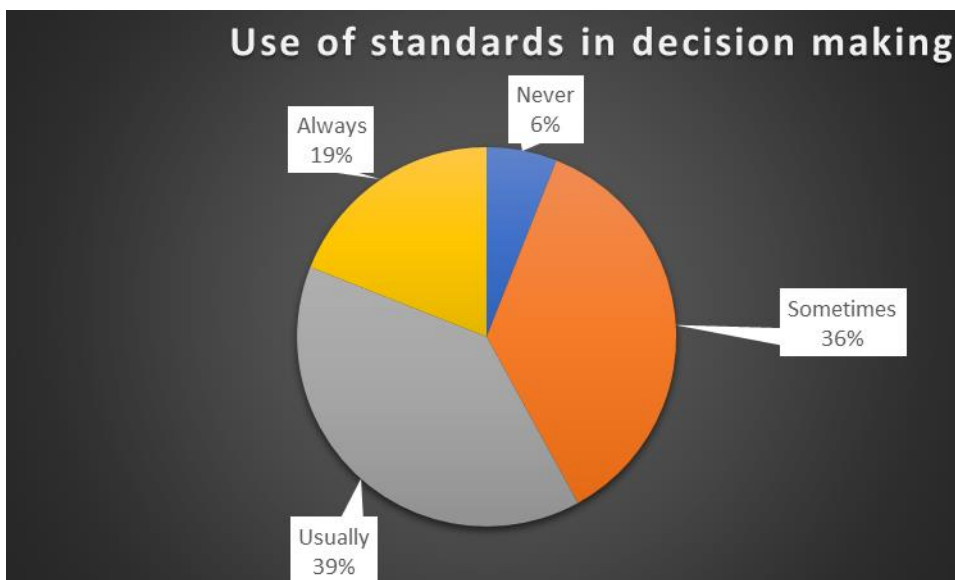
Figure 5.23: Extents to which the respondents used standardised procedures to make ethical decisions

(Source: Own construction)

A majority of 39 percent of the participants indicated that they 'usually' followed established laid down procedures for making ethical decisions, 36 percent that they did so 'sometimes', 19 percent that they did so 'always', and a small minority of 6 percent that they 'never' did so. This spread of responses could suggest a range of extents to which the respondents relied on their own moral compasses, as opposed to following rigidly laid down procedures, for making ethical decisions.

STATEMENT 20: Before I make important decisions, I consult those who would be most affected by them. RESPONSE: This statement was formulated to assess the extent to which the respondents considered the consequences of their decisions

for others, as a means of determining the extent to which subordinate employees contributed to the creation of an ethical climate in the organisation. Although 12 percent of the respondents omitted to respond to this statement, the distribution of responses to it is illustrated in the horizontal bar graph in Figure 5.24.
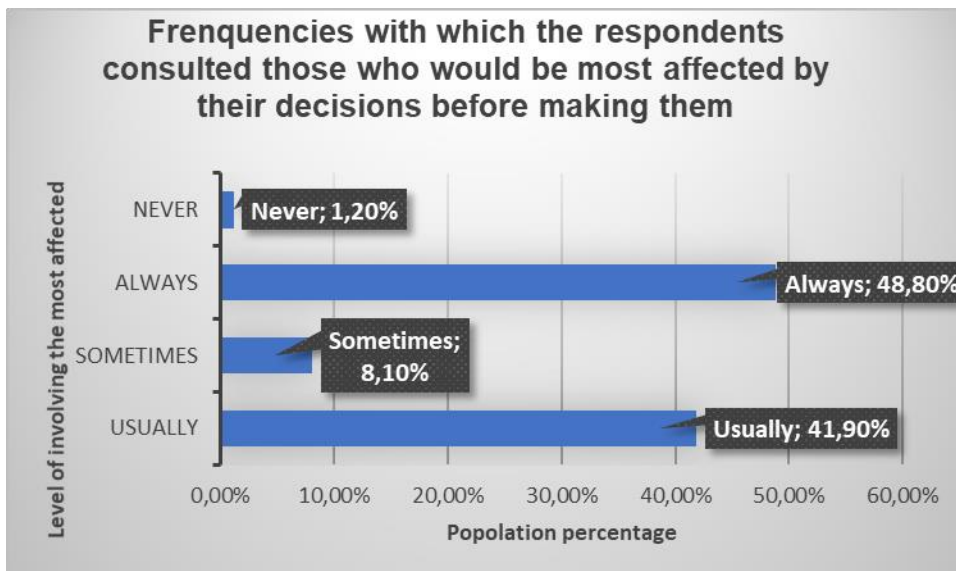
Figure 5.24: Frequencies with which the respondents consulted those who would be most affected by their decisions before making them
(Source: Own construction)

Significant majorities of 48.8 percent of the respondents indicated that they 'always' consulted those who would be most affected by their decisions and 41.9 percent that they 'usually' did so. By contrast, minorities of 8.1 percent indicated that they did so 'sometimes' and 1.2 percent that they 'never' did so. These findings appear to suggest that, at the very least, most of the respondents were aware of the ethical imperative to consider the consequences of their decisions and actions for others, an indispensable requirement for an ethical climate.

STATEMENT 21: When I am faced with a difficult decision, I make sure that I am not unfairly favouring a particular individual employee or group. RESPONSE:
This statement was formulated to determine the extent to which the respondents were aware that ethical conduct in working environments is predicated on the impartial and unbiased treatment of all employees, irrespective of the positions that they hold or any other attribute. The distribution of responses to this statement is illustrated in the pie chart in Figure 5.25.

Figure 5.25: Frequencies with which the respondents avoided favouring particular individual employees or groups in their decisions
(Source: Own construction)

A majority of 59 percent of the respondents indicated that they 'always' ensured that their decisions did not result in discrimination or favouritism with respect to any individual employees or groups in the organisation. A smaller group of 32 percent indicated that they 'usually' did so, while small minorities of 8 percent indicated that they did so 'sometimes', and 1 percent that they 'never' did so. These findings suggest that there was generally a high level of awareness among subordinates in the organisation of the dimension of ethical conduct that eschews all forms of discrimination and favouritism.

STATEMENT 22: My peers can count on me when they need help. RESPONSE:

This statement was formulated to assess the degree to which a culture of collaboration and mutual assistance prevailed among subordinates in the organisation, as it constitutes a factor that would be highly likely to influence levels of contentment and satisfaction. The distribution of responses to the statement is illustrated in the pie chart in Figure 5.26.
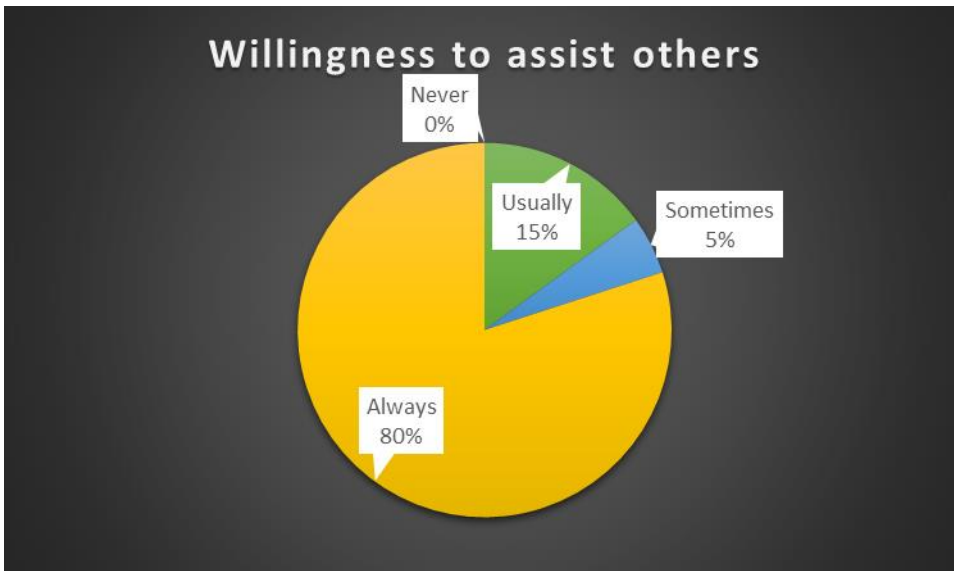
Figure 5.26: Willingness to assist others

(Source: Own construction)

A large majority of 80 percent of the respondents indicated that they were 'always' willing to assist their coworkers, while a further 15 percent indicated that they were 'usually' willing to do so. A small minority of 5 percent responded with 'sometimes' and there were no 'never' responses. These findings suggest that there was a high level of awareness among the respondents of the need to promote and maintain a collegial culture among subordinates, in the interests of ensuring minimal levels of stress and frustration.

5.2.6 Perceptions of the respondents of failures with respect to ethical leadership (Data obtained from responses to open-ended questions)

Question 5: What is the one failure with respect to ethical leadership that you think adversely affects most subordinates in your company? RESPONSE: This question was framed to allow the respondents to offer their own assessments of what they perceived to be ethical failures that needed to be corrected by the leadership of their organisation. The responses of the respondents are summarised in Table 5.1.

Table 5.1: Ethical failures perceived by the respondents to affect most subordinates adversely

	Perceived ethical failure	Total	%
1	Unfair remuneration and reward systems	2	4%
2	Lack of openness	15	29%
3	Discrimination on the grounds of colour	3	6%
4	Discrimination on the grounds of culture	1	2%
5	Unfair work targets	3	6%
6	Lack of adherence to rules and regulations	3	6%
7	Lack of fairness	7	14%
8	Lack of honesty	1	2%
9	Nepotism	4	8%
10	Lack of integrity	3	6%
11	Lack of communication	1	2%
12	Lack of an ethical code	3	6%
13	Abuse of power	1	2%
14	Lack of respect	2	4%
15	Inadequate safety measures	1	2%
16	Lack of a sense of community	2	4%
	Total responses	**52**	**100%**

(Source: Own construction)

Of the 52 respondents who answered the question, the largest group of 29 percent cited a lack of openness as the ethical failure that affected most subordinates, while the next largest group of 14 percent cited a lack of fairness. All of the other categories attracted sparse percentages of responses. Accordingly, it could be concluded that perceptions of a lack of openness and a lack of fairness represented the two most adverse manifestations of ethical failure for a significant majority of the respondents.

QUESTION 6: If you could make one change to help to improve standards of ethical leadership in your organisation, what would it be? The responses to this question are summarised in Table 5.2.

Table 5.2: Measures to improve standards of ethical leadership

	Measure	Total	%
1	Improve standards of professionalism	3	6%
2	Develop and enforce a more appropriate and effective code of ethics	4	8%
3	Develop effective channels of communication	2	4%
4	Prioritise integrity as an indispensable attribute of leaders	1	2%
5	Promote a culture of free and open communication	10	20%
6	Eliminate nepotism in the workplace	2	4%
7	Prioritise transparency	5	10%
8	Continuously monitor existing practices to ensure fairness	8	16%
9	Ensure that the values of the company are adhered to	5	10%
10	Encourage ethical conduct	2	4%
11	Insist on honesty at all times	2	4%
12	Ensure that leaders set an example to subordinates through impeccable ethical conduct	2	4%
13	Monitor and take effective action against instances of ethical failure	1	2%
14	Revise the reward system to ensure that it meets high standards of fairness	1	2%
15	Eliminate favouritism	1	2%
16	Take strong and decisive action against all expressions of racism	1	2%
	Total responses	**50**	**100%**

(Source: Own construction)

The distribution of responses to this question was similar to that for the previous one, as a majority of 20 percent of the 50 respondents who answered it appeared to believe that the first priority should be to foster a culture of free and open communication throughout the organisation, while the second largest group of 16 percent prioritised measures to ensure fairness. Other relatively large groups of 10 percent each prioritised transparency and measures to ensure that the values of the organisation were adhered to, while a slightly smaller group of 8 percent advocated developing and enforcing a more appropriate and effective code of ethics.

5.2.7 The roles of subordinates in ethical failures (Data obtained from Likert-scale responses)

QUESTION 7: Do you ensure that sensitive business information is treated as confidential? RESPONSE: This question was formulated to assess the perceptions of the respondents of the need to safeguard the confidentiality of sensitive business information. The degree to which subordinates perceive that they are trusted by their

superiors is likely to exert a significant influence on their levels of contentment and satisfaction. The distribution of responses is illustrated in the pie chart in Figure 5.27.
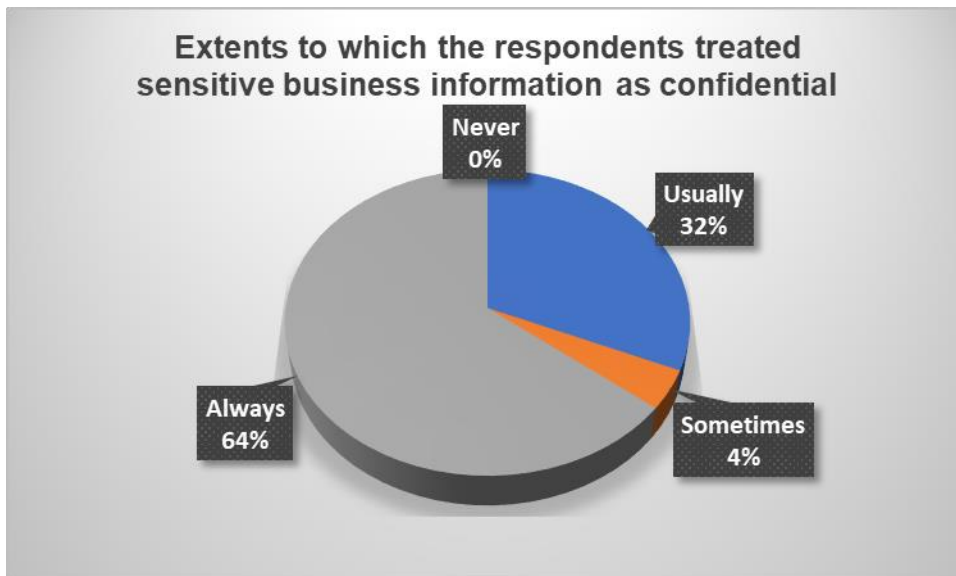
**Figure 5.27: Extents to which the respondents treated sensitive business information as confidential**
(Source: Own construction)

A majority of 64 percent of the respondents indicated that they 'always' treated sensitive business information as confidential, while 32 percent indicated that they 'usually' did so. Although a small minority of 4 percent indicated that they did so 'sometimes', it was nonetheless significant that there were no 'never' responses. The tendency of respondents to give what they perceive to be 'desirable' responses notwithstanding, these findings suggest that there was a broad consensus concerning the need to safeguard sensitive business information.

QUESTION 8: Do you say 'no' to requests that you consider to be ethically inappropriate? RESPONSE: This question was formulated to assess the extent to which the respondents perceived that their autonomy in relation to making ethical judgements was respected, as it would inevitably affect both their feelings of contentment and the degree of satisfaction that they were able to derive from their work. It also has definite implications for ethical leadership, as an ethical climate cannot prevail if ethical conduct among subordinates is not encouraged. The distribution of responses is illustrated in the pie chart in Figure 5.28.
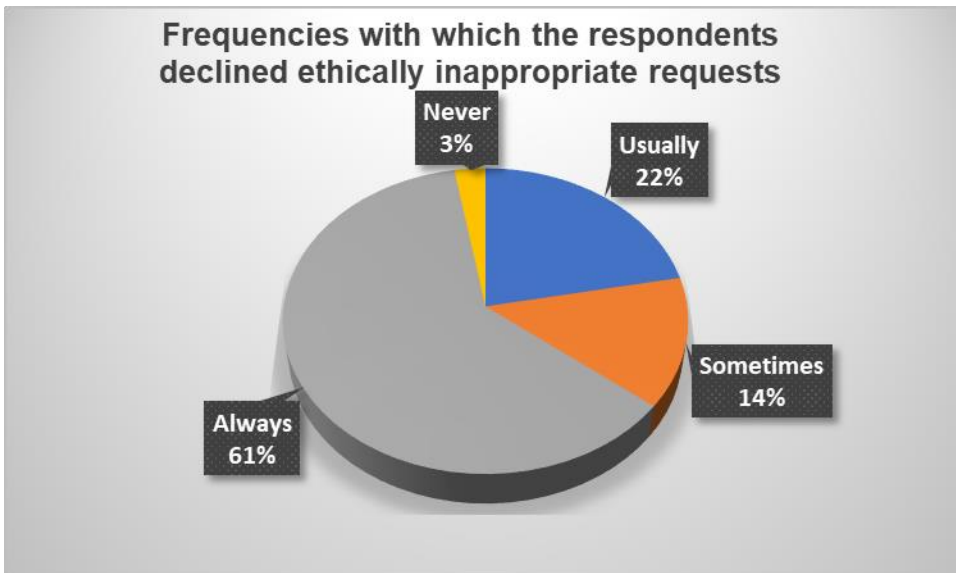
Figure 5.28: Frequencies with which the respondents declined ethically inappropriate requests
(Source: Own construction)

The distribution of responses was similar to that for the previous question, in that a majority of 61 percent responded with 'always', a further 22 percent with 'usually', 14 percent with 'sometimes', and a small minority of 3 percent with 'never'. The findings suggest that while most of the respondents appeared to have a reasonably well-developed sense of ethical boundaries, a minority lacked the self-confidence to refuse to carry out instructions that they perceived to be unethical.

QUESTION 9: Do you follow instructions, irrespective of whether they appear to have unethical implications? RESPONSE: This question was formulated to assess the extent to which the respondents believed that their own ethical values took precedence over instructions from superiors. The distribution of responses is illustrated in the pie chart in Figure 5.29.
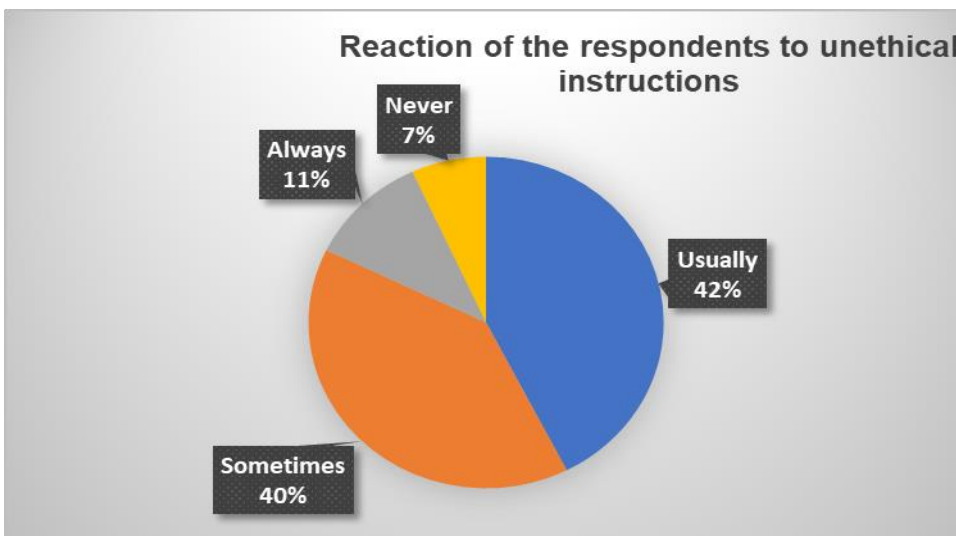
Figure 5.29: Reactions of the respondents to unethical instructions

(Source: Own construction)

A majority of 42 percent of the respondents indicated that they 'usually' declined to follow instructions that they believed to be inconsistent with their own moral values, while a further 40 percent indicated that they 'sometimes' did so. These findings suggest that a significant majority of the respondents believed that instructions should not conflict with their personal ethics. It is also possible that some of those who responded with 'usually' tended to base their judgements on the extents to which they perceived that particular instructions conflicted with their personal ethical values. A significant concern that these findings raise is that it appears that in some instances subordinates found themselves in ethical quandaries as a consequence of instructions from superiors, which, in turn, has decidedly adverse implications for ethical leadership.

QUESTION 10: Are you honest at all times when you provide work-related information to others? RESPONSE: This question was formulated to assess the extent to which the respondents perceived that they were always scrupulously honest when they relayed work-related information to their peers. The distribution of responses is illustrated in the pie chart in Figure 5.30.
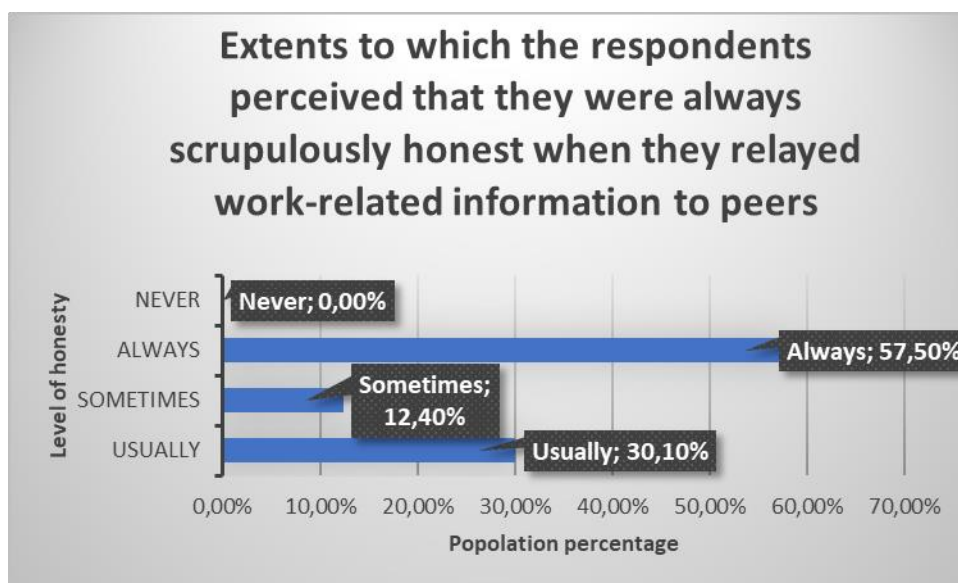
Figure 5.30: Extents to which the respondents perceived that they were always scrupulously honest when they relayed work-related information to peers (Source: own construction)

A majority of 57.5 percent of the respondents answered the question with 'always', 30.1 percent with 'usually', 12.4 percent with 'sometimes', and none with 'never'. Once again, a relatively large group that responded with 'usually', which suggests that some of the respondents could have been inclined to allow discretion to temper

their candour with their peers, rather than that their behaviour was motivated by dishonest intentions. A potentially ironic dimension is added to the findings from this question, as it would be almost impossible to determine whether all of the respondents answered it with complete honesty.

QUESTION 11: Is your decision making ever influenced by favouritism?

RESPONSE: This question was formulated to assess the extent to which decisions were made in accordance with the principles of equality and fairness throughout the organisation, irrespective of the positions of those who were required to make them in its hierarchy. The distribution of responses is illustrated in the graph in Figure 5.31.
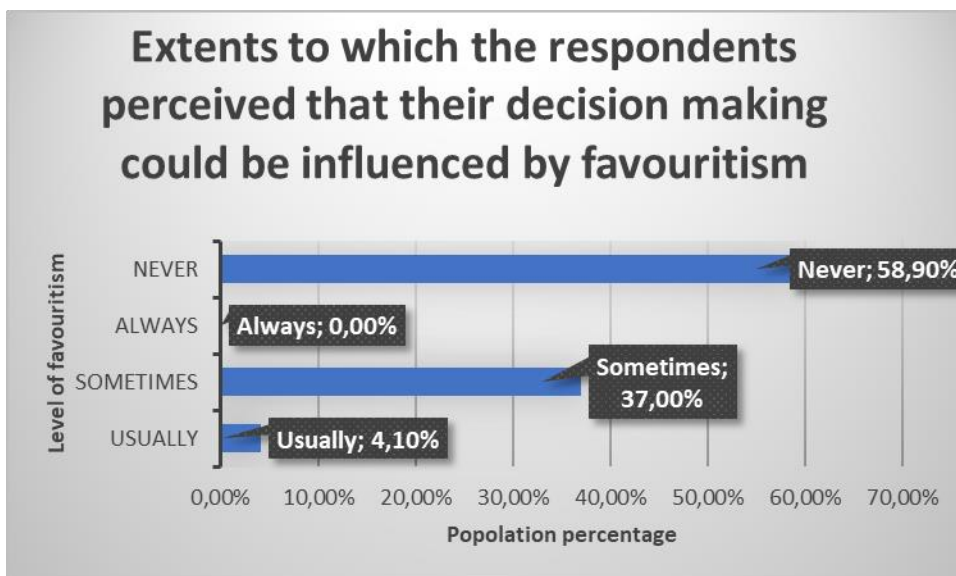
Figure 5.31: Extents to which the respondents perceived that their decision making could be influenced by favouritism
(Source: Own construction)

A majority of 58.9 percent of the respondents contended that their decision making was 'never' influenced by favouritism, while a significantly large group of 37 percent admitted that it 'sometimes' influenced their decisions. A small minority of 4.1 percent admitted that their decisions were 'usually' influenced by favouritism and none answered that they were 'always' influenced by it. Favouritism, particularly with respect to promotions and rewards, can have a severely debilitating effect on the general morale of subordinates. As it has a corrosive effect on the ethical climates that are needed to ensure that workforces remain adequately motivated, the finding that a large number of the respondents admitted to being influenced by it was a disturbing one.

QUESTION 12: Are you able to balance the needs of your organisation with your personal needs? RESPONSE: This question was formulated to assess the perceptions of the respondents of the extent to which they had succeeded in achieving a healthy work-life balance, owing to the crucial role that it plays in both contentment and satisfaction. It is in the interests of organisations to make employees aware of the need for a healthy work-life balance, as high turnovers of staff and the loss of skilled and experienced employees are the likely consequences of failing to cater adequately for this need. The distribution of responses is illustrated in the pie chart in Figure 5.32.
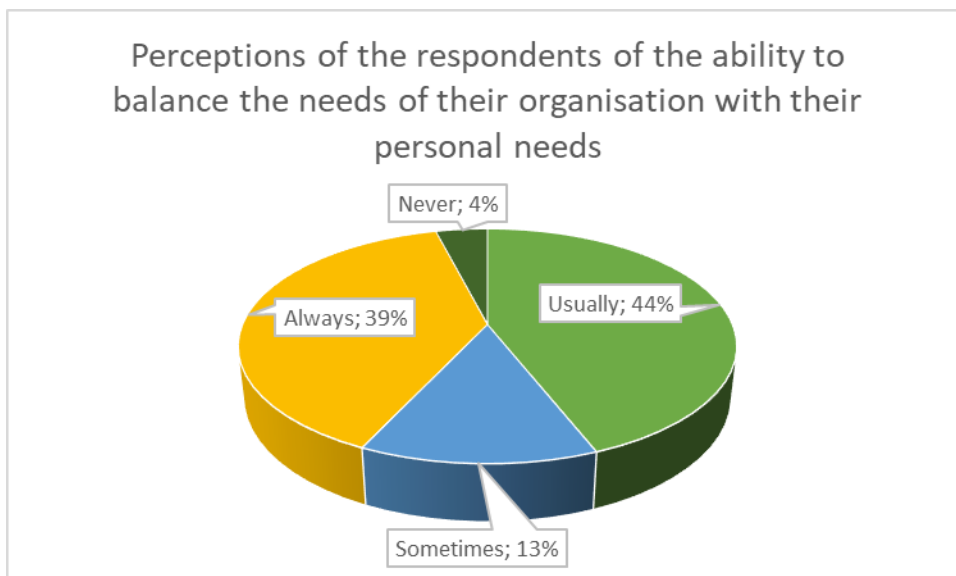
Figure 5.32: Perceptions of the respondents of their ability to balance needs of their organisation with their personal needs
(Source: own Construction)

A majority of 44 percent of the respondents indicated that they 'usually' achieved an appropriate work-life balance, while a similarly large group of 39 percent indicated that they 'always' did so. A smaller group of 13 percent responded that they were 'sometimes able to do so', while a minority of 4 percent indicated that they were 'never' able to do so. The large numbers who responded with 'always' or 'usually' suggest that levels of contentment and satisfaction were likely to be favourably influenced by these perceptions.

QUESTION 13: Are you able to manage your personal biases? RESPONSE: This question was formulated to assess the perceptions of the respondents of their ability to avoid having their judgements and decisions unduly influenced by personal biases or prejudices. The distribution of responses is illustrated in the graph in Figure 5.33.
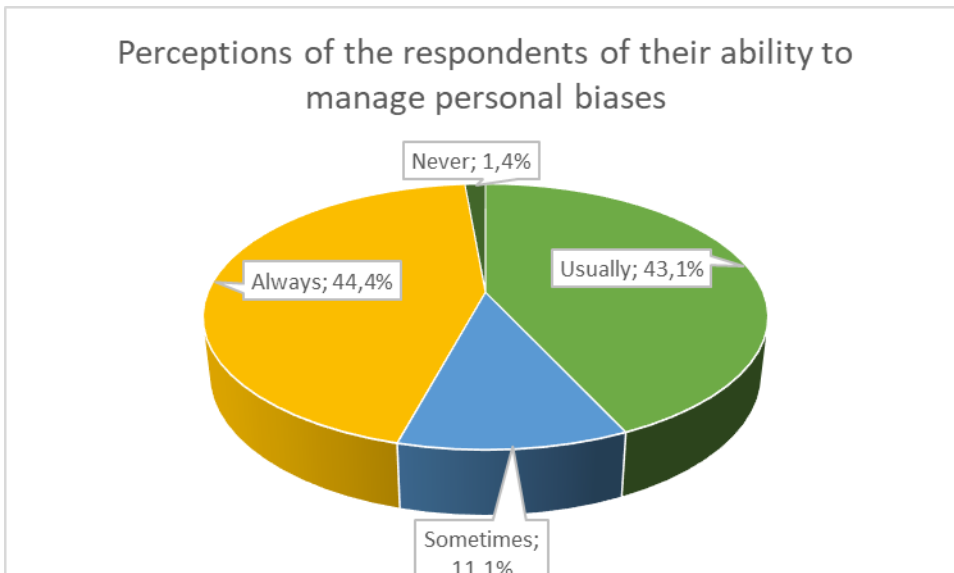
Figure 5.33: Perceptions of the respondents of their ability to manage personal biases
(Source: Own construction)

A majority 44.4 percent of the respondents indicated that they were 'always' able to manage their personal biases, while a similarly sized group of 43.1 percent indicated that they were 'usually' able to do so. A significantly smaller group of 11.1 percent indicated that they were 'sometimes' able to do so, while a tiny minority of 1.4 percent admitted that they were 'never' able to do so. Although the ability to set aside personal beliefs and preferences to make ethical decisions reflects a profound sense of fairness and is a hallmark of an ethical leader, it is generally held to be an extremely rare quality. As it is likely that a great many people are not aware of the degree to which they allow preferences and prejudices to influence their decisions and actions, it is equally likely that the 'sometimes' and 'never' responses were among the most honest.

QUESTION 14: Are you able to avoid conflicts of interest? RESPONSE: This question was formulated to assess the perceptions of the respondents of their ability to avoid conflicts of interest. The distribution of responses is illustrated in the bar graph in Figure 5.36.
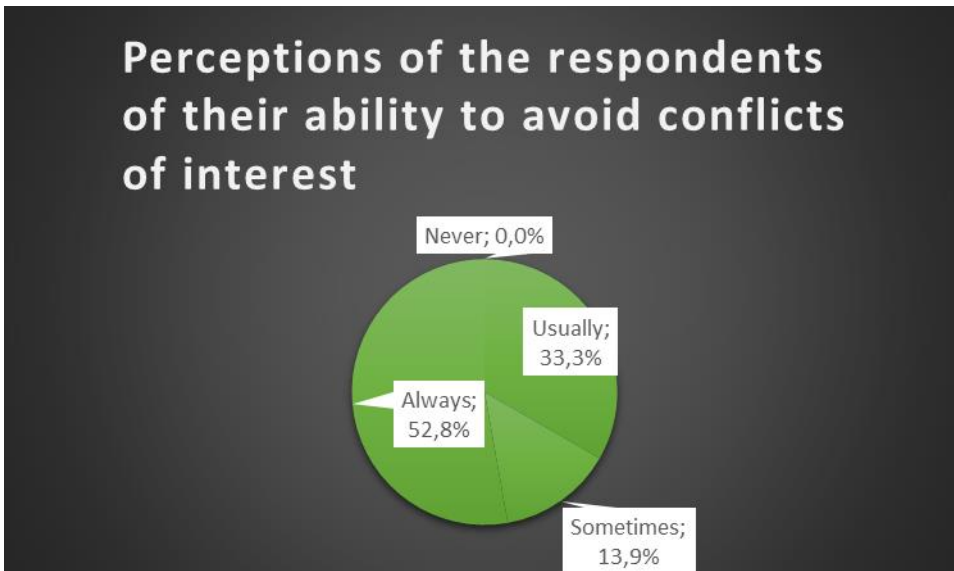
Figure 5.35: Perceptions of the respondents of their ability to avoid conflicts of interest
(Source: Own construction)

A majority of 52.8 percent of the respondents indicated that they 'always' avoided conflicts of interest, 33.3 that they 'usually' did so, 13.9 percent that they 'sometimes' did so, and none that they 'never' did so. The general consensus concerning the need to avoid conflicts of interest reflects a shared desire for harmonious relationships in the workplace, which, in turn, bodes well for levels of contentment and satisfaction among subordinates.

QUESTION 15: Are you aware of the need to respect diversity in your organisation? RESPONSE: This question was formulated to assess the extent to which the respondents were aware of the need to regard their peers as equals, irrespective of differences in respects such as gender, race, ethnicity, age, educational backgrounds, sexual orientations, or home languages. The distribution of responses is illustrated in the bar graph in Figure 5.35.
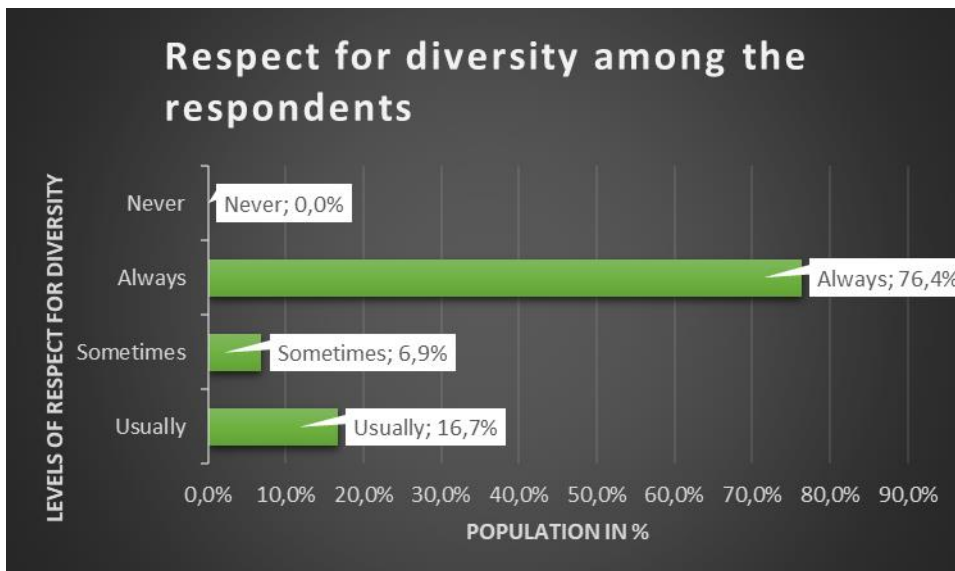
Figure 5.35: Respect for diversity among the respondents

(Source: Own construction)

A large majority of 76.4 percent of the respondents indicated that they 'always' respected diversity in their organisation, 16.7 percent that they 'usually' did so, 6.9 percent that they 'sometimes' did so, and none that they 'never' did so. As the transition to a society that has, at first, eventually accepted and, subsequently, embraced racial, cultural, and other forms of diversity has entailed a particularly lengthy process of adjustment in South Africa, these findings suggest that there has been a significant shift towards a widespread acknowledgement of the need for inclusivity at all levels of South African society. Accordingly, the attitudes that the majority of responses to this question expressed appear to be conducive to creating working environments in which all employees, irrespective of demographic factors such as ethnicity, gender, age, or race, are able to feel contentment and derive satisfaction from their work. .

5.2.8 Mutual trust and respect

STATEMENT 23: I claim rebates from my income tax to which I am not entitled.

RESPONSE: Although only 73.5 percent of the respondents responded to this statement, it was formulated to attempt to gauge general attitudes concerning ethical behaviour. The distribution of responses is illustrated in the pie chart in Figure 5.36.
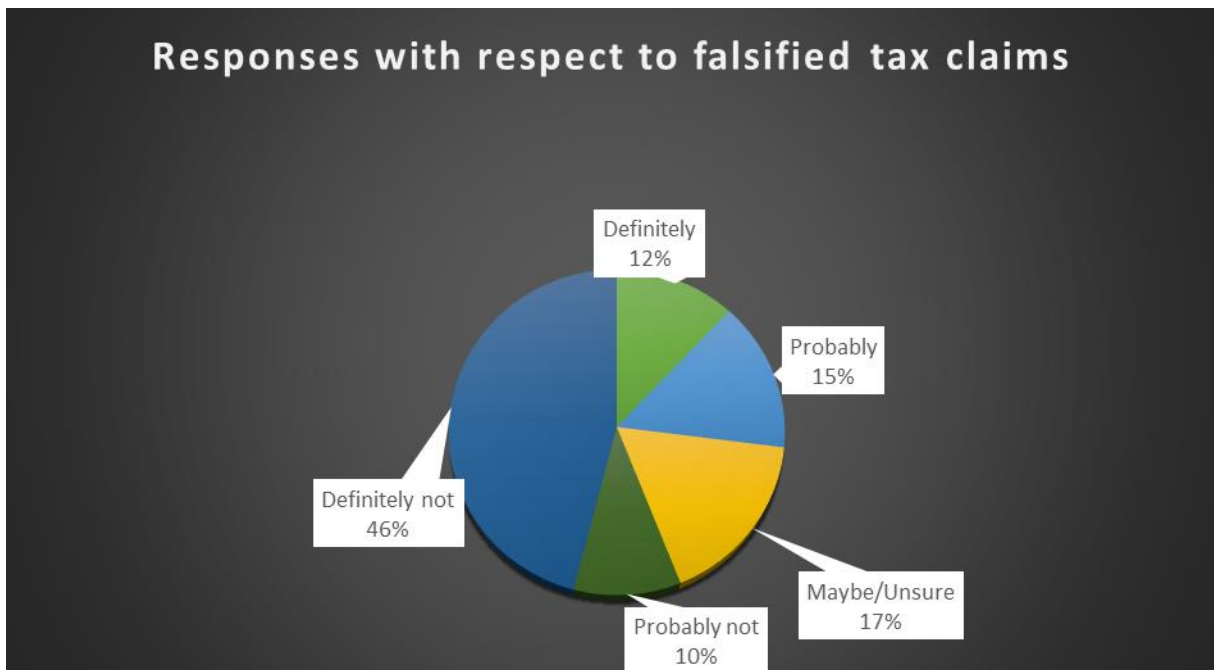
Figure 5.36: Responses with respect to falsified tax claims

(Source: Own construction)

While a majority of 46 percent of the respondents chose 'definitely not' and a further 10 percent chose 'probably not', 17 percent indicated that they were 'unsure' or 'maybe' did so. By contrast, more than a quarter were less reticent, as 15 percent admitted that they 'probably' did so and 12 percent that they 'definitely' did so. Although it is ironic that these were probably among the most honest responses, it is widely acknowledged that many people have a highly nuanced conception of ethical behaviour. While many would be unwilling to cheat or cause harm or discomfort to others, it is equally likely that many among them would tend to have fewer scruples concerning defrauding an anonymous entity such as the revenue services. These findings are indicative of the multifaceted and sometimes ambivalent nature of subjective assessments of ethical conduct.

STATEMENT 24: I accept substantial gifts from clients without declaring them to the management. RESPONSE: This statement was formulated to investigate another dimension of what the respondents considered to constitute ethical or unethical behaviour. It appears to be significant that 26.5 percent elected not to respond to it. The distribution of responses is illustrated in the pie chart in Figure 5.37.
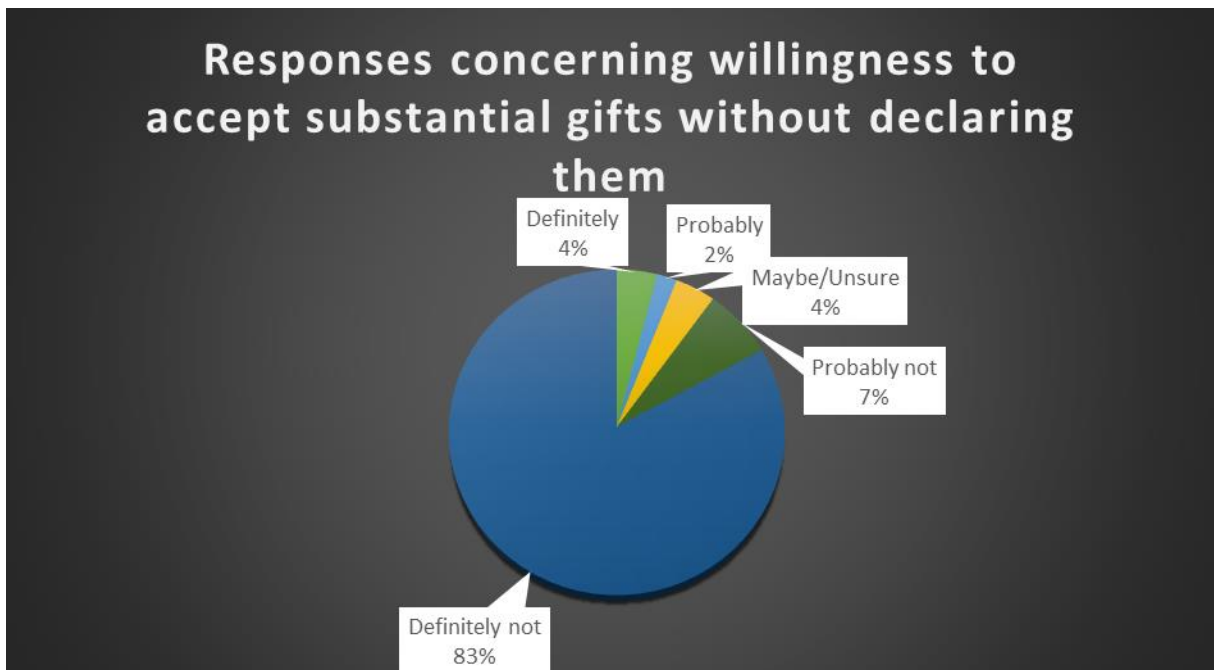
Figure 5.37: Responses concerning willingness to accept substantial gifts without declaring them

(Source: Own construction)

A large majority of 83 percent of the respondents chose 'definitely not' as their response to this statement, while a further 7 percent chose 'probably not'. Although these responses accounted for 90 percent who did respond to it, small minorities 4, 2, and 4 percent responded with 'maybe' or 'unsure', 'probably', and 'definitely' respectively. These findings suggest that most of the respondents were aware of the content of the code of ethics of the organisation and were able to make ethical decisions on the basis of their understanding of it.

STATEMENT 25: I omit to provide valuable information to clients when they make purchase decisions. This statement was formulated to assess whether the respondents believed that the transparency that is associated with ethical leadership should be extended to their clients. As was the case for the previous two statements, responses were elicited from 73.5 percent of the respondents. The distribution of responses is illustrated in the doughnut chart in Figure 5.38.
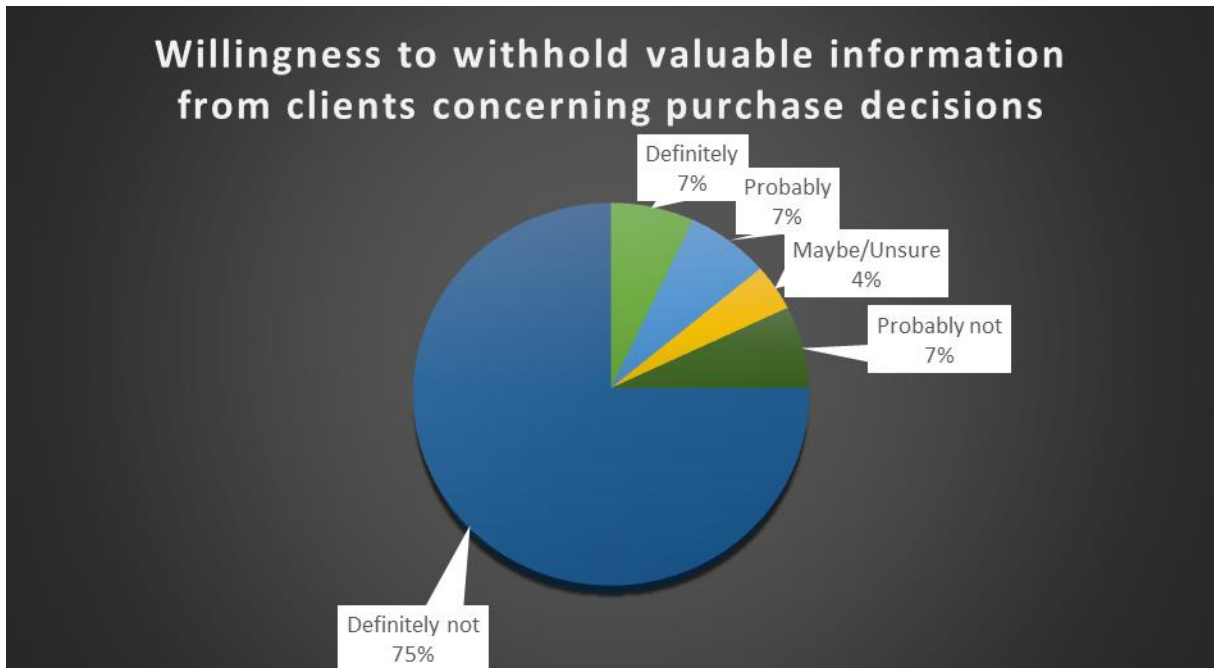
Figure 5.38: Willingness to withhold valuable information from clients concerning purchase decisions
(Source: Own construction)

A large majority of 75% of the respondents chose 'definitely not', while 7 percent chose 'probably not', 4 percent 'maybe' or 'unsure', 7 percent 'probably', and 7 percent 'definitely'. Although the spread of responses was essentially smaller than that for the previous statement, the majority who responded with 'definitely not' was slightly reduced, while the small minorities who responded with 'probably' and 'definitely' were significantly increased. It is possible to infer from these findings that some of the respondents could have believed that withholding information could be justified if doing so served the interests of the organisation.

STATEMENT 26: I take credit for the achievements of my colleagues without their knowledge. RESPONSE: This statement was formulated to assess the degree to which the respondents believed that ethical practices in their organisation included behaving in an ethical manner towards their colleagues and peers. Once again, responses were elicited from 73.5 percent of the respondents. The distribution of responses is illustrated in the pie chart in Figure 5.39.
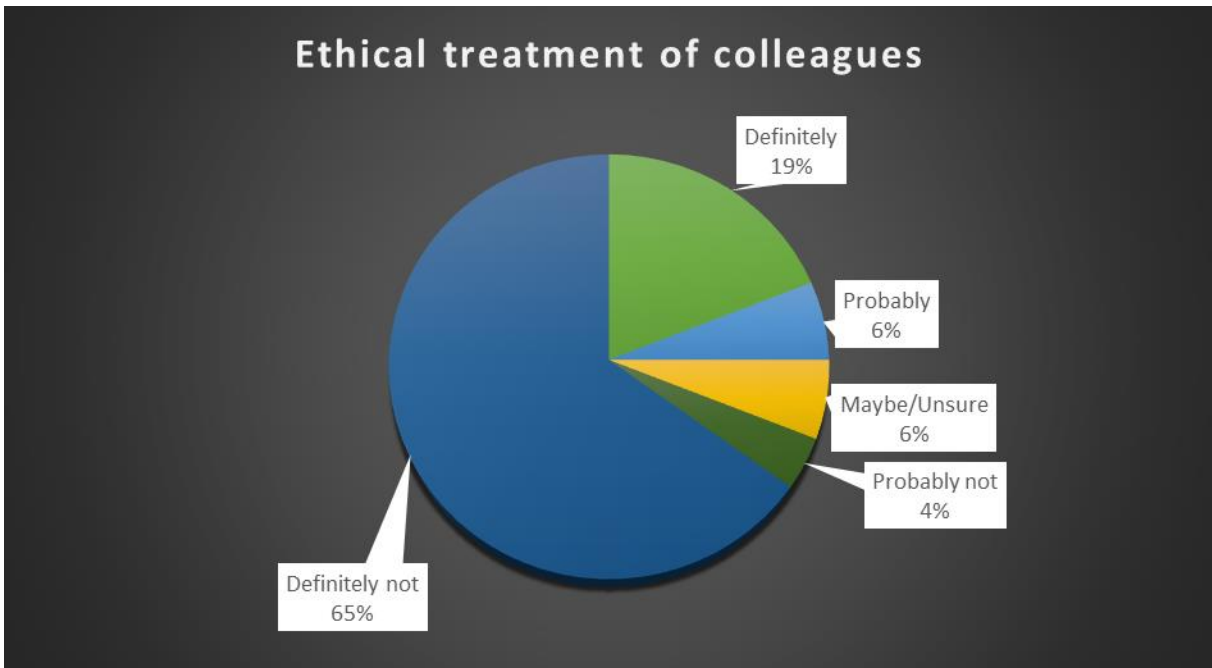
Figure 5.39: Ethical treatment of colleagues

(Source: Own construction)

While a reduced majority of 65 percent of the respondents chose 'definitely not', 4 percent responded with 'probably not', 6 percent with 'maybe' or 'unsure', 6 percent with 'probably', and 19 percent with 'definitely'. The most disturbing finding that this statement generated was that a quarter of the respondents appeared either to condone deliberately taking credit for the work or ideas of peers or colleagues, or else to be ambivalent in their assessments of the ethical implications of doing so. Accordingly, it suggests that a significant number of the respondents appeared to have a severely skewed conception of ethical conduct in the workplace, in which ethical conduct towards peers or colleagues was either excluded or optional. This statement appeared to reveal a respect in which the contribution of subordinates to an ethical climate in the organisation could be severely compromised, which would inevitably have negative implications for general levels of contentment and satisfaction.

QUESTION16: Does your organisation have a written code of ethics?

RESPONSE: This question, which elicited responses from 72.4 percent of the respondents, was formulated to assess the extent to which they were aware of the existence of a written formal code of ethics in their organisation. The distribution of responses is illustrated in the doughnut chart in Figure 5.40.
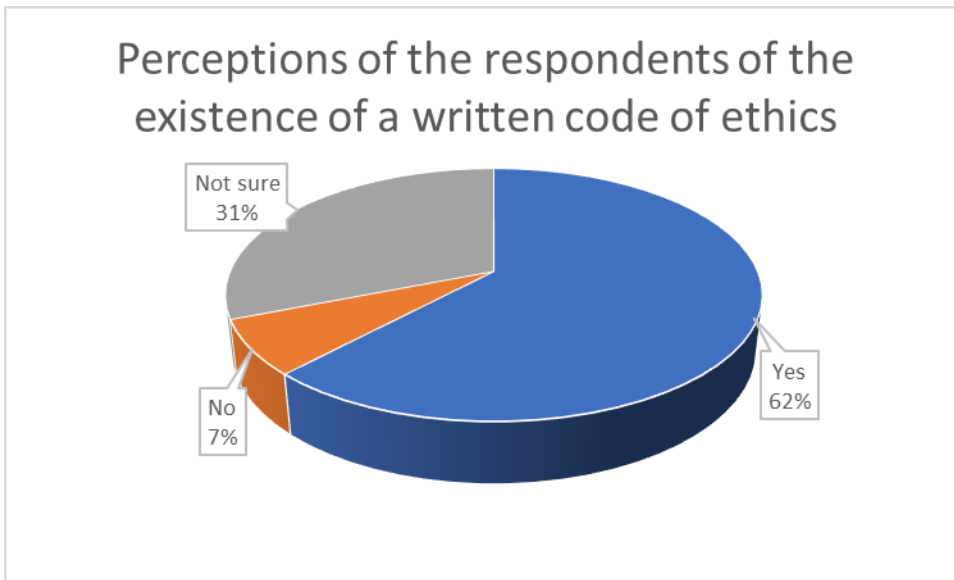
Figure 5.40: Perceptions of the respondents of the existence of a written code of ethics

(Source: Own construction)

A majority of 62 percent of the respondents confirmed the existence of a written code of ethics in the organisation, while 31 percent were 'not sure', and a minority of 7 percent indicated that they believed that the organisation did not have one. As the findings revealed that nearly 40 percent of the respondents appeared not to be aware of the existence of a written formal code of ethics, it could be concluded that many had based their responses to previous statements and questions concerning ethical conduct on their own ethical values, rather than values that had been instilled in them by their organisation. Although it is possible that many of the respondents who were either unsure or unaware of the existence of a formal code of ethics could have had relatively little working experience in the organisation, the finding nonetheless suggests that ensuring that all employees are aware of the values of the organisation and its rules pertaining to ethical conduct has not been sufficiently highly prioritised to date.

5.2.9 The position of the leadership concerning the implementation of measures to educate subordinates to adhere to the values and ethical standards of the organisation

QUESTION 17: Would you characterise the conduct of the leaders of your organisation as honest? RESPONSE: This question was formulated to assess the extent that the respondents perceived that the ethical standards to which they adhered were instilled by the leadership of the organisation. The distribution of the responses is illustrated in the horizontal bar graph in Figure 5.41.
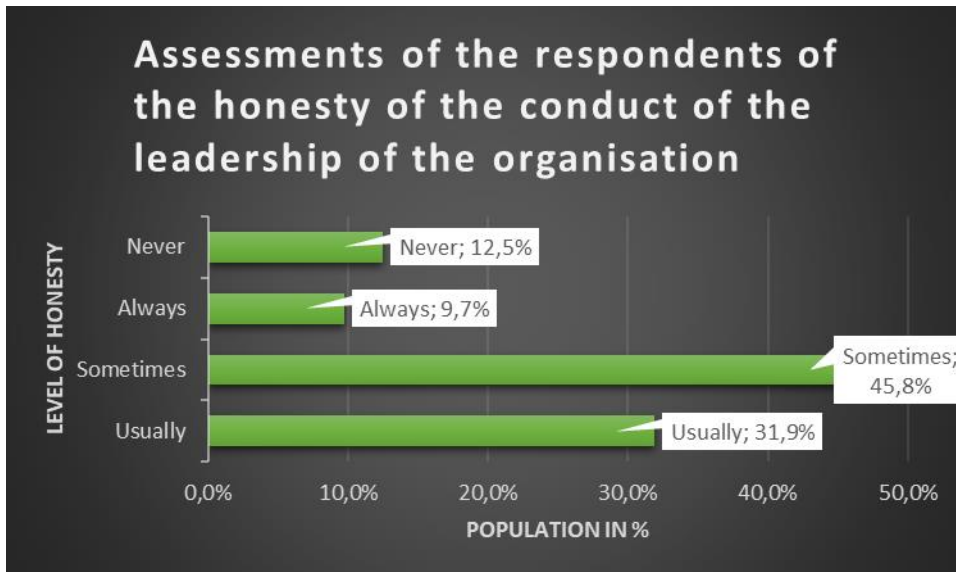
Figure 5.41: Assessments of the respondents of the honesty of the conduct of the leadership of the organisation

(Source: Own construction)

A relatively small minority of 9.7 percent of the respondents indicated that they believed that the conduct of the leaders of the organisation was 'always' honest, a larger group of 31.9 percent that it was 'usually' honest, and a majority of 45.8 percent that it was 'sometimes' honest, while a significantly large group of 12.5 percent maintained that it was 'never' honest. As the spread of responses reflected general perceptions that the conduct of the leadership was prone to ethical lapses, it would be possible to conclude that the majority of the respondents did not necessarily look to the leadership of the organisation for ethical guidance. This finding tends to accord with others that revealed severe lapses with respect to moral consciousness among significant numbers of the respondents.

QUESTION 18: Is outstanding ethical conduct rewarded in your organisation?

RESPONSE: This question was formulated to gauge the perceptions of the respondents concerning whether the organisation provided incentives for outstandingly ethical behaviour, in an effort to promote the development of an ethical climate. The distribution of responses is illustrated in the pie chart in Figure 5.42.
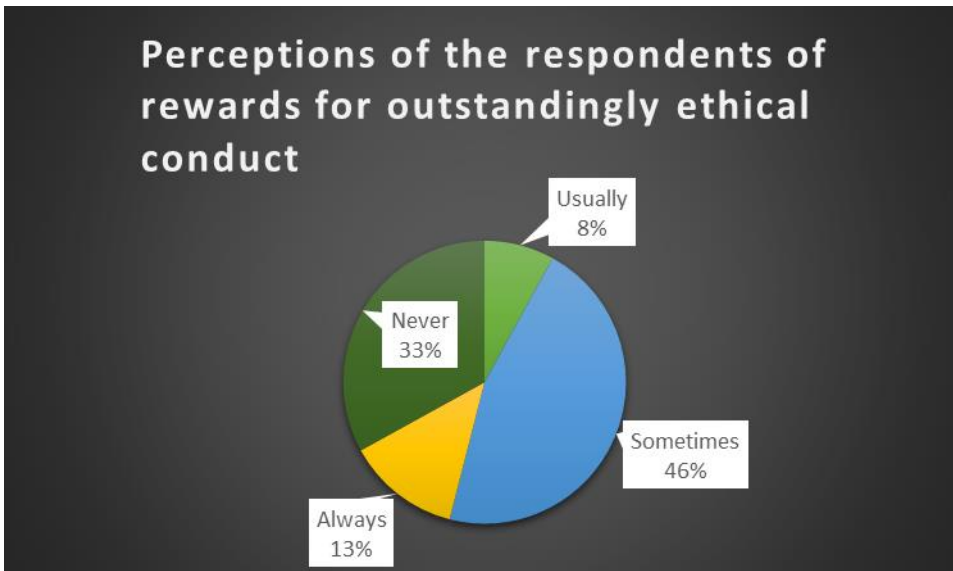
Figure 5.42: Perceptions of the respondents of rewards for outstandingly ethical conduct

(Source: Own construction)

A majority of 46 percent of the respondents indicated that outstandingly ethical behaviour was 'sometimes' rewarded, while the second largest group of 33 percent indicated that it was 'never' rewarded. By contrast, minorities of 13 percent indicated that it was 'always' rewarded and 8 percent that it was 'usually' rewarded. Once again, the skewed set of responses reflects an apparently widespread perception among the respondents that there were few, if any, incentives for behaving in an ethical manner. Taken with the findings that the previous question generated, these findings suggest that the motivations for the respondents to behave in an ethical manner would tend to stem solely from their personal ethical values and beliefs. Consequently, the prognosis for the development of a shared ethical climate would not be an excessively optimistic one on the basis of these perceptions.

QUESTION 19: Do you feel that the code of ethics of your organisation is realistic, in the sense that it is easy to adhere to? RESPONSE: This question was formulated to assess whether the respondents believed that it was possible to adhere to the code of ethics of their organisation. The distribution of responses is illustrated in the pie chart in Figure 5.43.

Figure 5.43: Perceptions of the respondents of whether it was possible to adhere to the code of ethics of the organisation

(Source: Own construction)

A relatively small majority of 33 percent of the respondents indicated that they were 'always' able to adhere to the code of ethics, while a similarly sized group of 31 percent indicated that they were 'sometimes' able to do so, a smaller group of 25 percent that they were 'usually' able to do so, and a minority of 11 percent indicated that they were 'never' able to do so. As this spread of responses was slightly skewed in favour of the respondents who appeared to believe that they were either 'always' or 'usually' able to adhere to the code of ethics, the findings suggest that the majority believed that they were able to operate within its requirements most of the time. Conversely, the findings also need to be considered against those that revealed that a significant number appeared to be, for all intents and purposes, unaware of the existence of a code of ethics, which, in turn, suggests once more that the leadership of the organisation had not adequately prioritised ensuring that all of the members of its staff were aware of the code of ethics and its implications for their conduct at work.

5.2.10 Assessment of the extents to which the respondents were able to derive a sense of fulfilment from their work

QUESTION 20: Do you feel that you maintain a healthy balance between your work and your personal life? RESPONSE: This question was largely a rephrasing of question 12, to determine whether the respondents regarded balancing the needs of their organisation with their personal ones as significantly different from achieving

a balance between their work and their personal lives. The distribution of responses is illustrated in the pie chart in Figure 5.44.
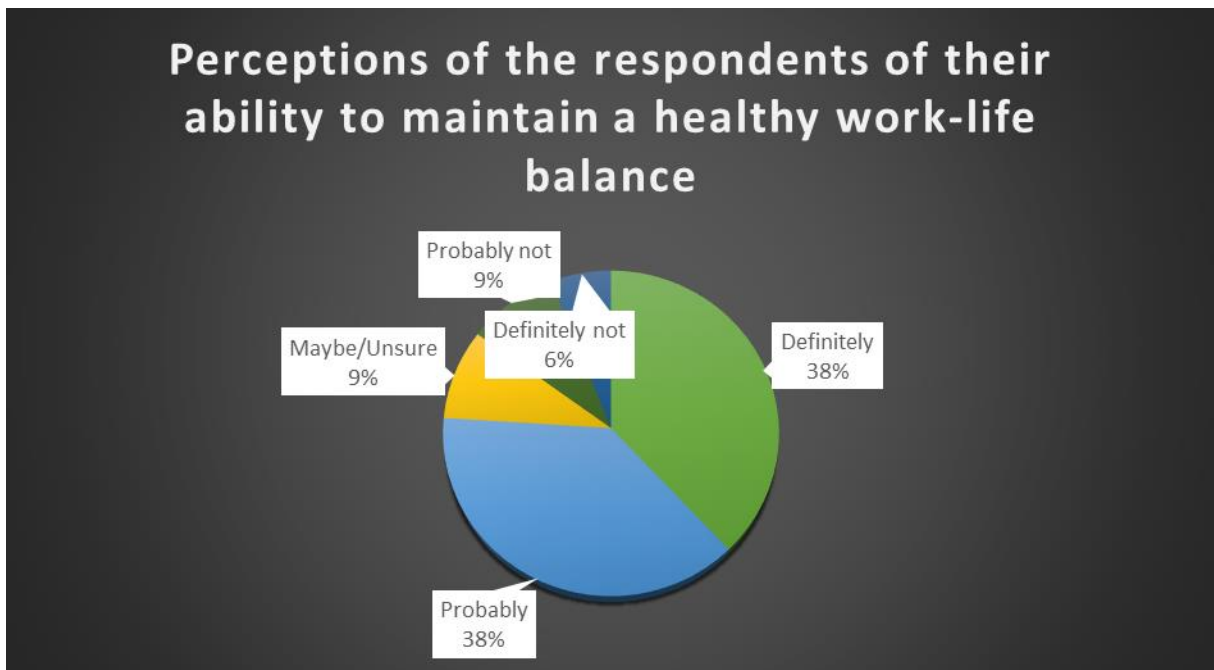
Figure 5.44: Perceptions of the respondents of their ability to maintain a healthy work-life balance

(Source: Own construction)

The spreads of responses were fairly similar. While a majority of 44 percent of the respondents had answered question 12 with 'usually', 38 percent (in Figure 5.44) answered question 20 with 'probably'. The distributions for 'definitely' in question 12 and 'always' in question 20 were even closer, at 39 and 38 percent respectively. While 13 percent had answered question 12 with 'sometimes', 18 percent, which comprised 9 percent who indicated 'maybe' or 'unsure' and 9 percent who indicated 'probably not', made up the 'unsure' group for question 20. Finally, while a small minority of 4 percent answered question 12 with 'never', a similar minority of 6 percent responded to question 20 with 'definitely not'. The consistency of the responses suggests that the respondents understood the content of both questions and answered them in accordance with their own assessments of their ability to achieve a healthy work-life balance. The finding that almost a quarter of the respondents felt that they were 'definitely not', or 'probably not', or 'unsure' of whether they were able to do so underscores the need for the leadership of the organisation to implement appropriate measures to enable employees to achieve a healthy work-life balance, both as an ethical responsibility to its employees and in the interests of maintaining optimal levels of performance and productivity.

QUESTION 21: Do you feel that your work contributes to achieving the goals of your organisation? RESPONSE: This question, which elicited responses from 69.4 percent of the respondents, was formulated to gauge their perceptions of the extent to which their work contributed to achieving the goals of their organisation. It was premised on the assumption that tangible evidence of the results that individual contributions generate can be a source of significant personal fulfilment, which, in turn, contributes to the degrees of contentment and satisfaction that employees are able to derive from their work. The distribution of response is illustrated in the pie chart in Figure 5.45.
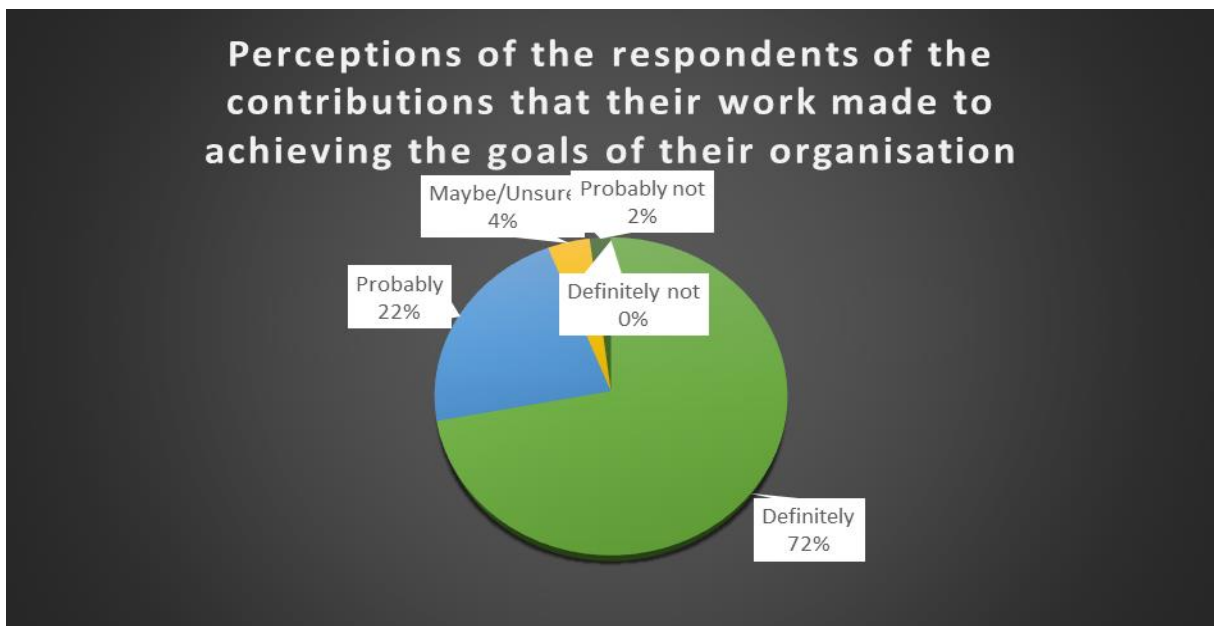
Figure 5.45: Perceptions of the respondents of the contributions that their work made to achieving the goals of their organisation
(Source: Own construction)

A large majority of 72 percent of the respondents indicated that they felt that their work 'definitely' contributed to achieving the goals of their organisation, while a further 22 percent responded with 'probably'. Small minorities of 4 percent and 2 percent responded with 'maybe' or 'unsure' and 'probably not', while none responded with 'definitely not'. Although the 'definitely' responses of the majority suggested that the perception should cause them to feel contentment and satisfaction, it is significant that more than a quarter of the respondents appeared to feel unsure that their work contributed to the success of their organisation. The responses of the 28 percent who responded with 'probably', 'maybe' or 'unsure', or 'probably not' could be indicative of feelings of apathy or even low self-esteem, neither of which is generally acknowledged to be conducive to feelings of contentment or satisfaction.

Consequently, the corollary to the finding that a fairly large majority of the respondents appeared to perceive that their work contributed to achieving the goals of the organisation could be that the overall morale of a significant number of employees was unacceptably low.

5.2.11 Perceptions of transparency (Data obtained from responses to open-ended questions)

QUESTION 22: Are you aware of any instances in which your colleagues or superiors might have acted in an unethical way? If so, how did you respond?

RESPONSE: This question, which elicited responses from 56.1 percent of the respondents, was formulated to gauge the degrees of autonomy that they felt that they were able to exercise to resolve ethical problems that they had encountered. The responses of the respondents are summarised in Table 5.3.

	Instance and action taken	Total	%
1	Case of constructive dismissal and I defended the colleague successfully in a hearing, which resulted in the withdrawal of warnings that had been threatened.	1	2%
2	I confronted the colleague and discussed the action that needed to be taken in a professional manner.	9	21%
3	Unfair allocation of shifts: I encouraged the colleague to discuss the matter with the HR department.	1	2%
4	I made my feelings known.	1	2%
5	I am not aware of any instances of unethical conduct.	22	52%
6	I ignored the problem.	3	7%
7	I am not at liberty to discuss the matter.	1	2.4%
8	I reported the matter to my superiors.	3	7%
9	Salary structure: I took no action.	1	2%
	Total	**42**	100%

Table 5.3: Instances of unethical conduct and action taken by the respondents (Source: Own construction)

Of the 42.9 percent of the responses that could be considered to be relevant to the research topic, a majority of 52 percent of the respondents indicated that they were not aware of any instances of unethical conduct. The second largest group of 21 percent reported that although they had been obliged to confront colleagues concerning particular problems, they had been able to resolve them without needing to enlist the assistance of other members of staff. One group of 7 percent indicated that they had reported the matter to their superiors, while another reported that they had ignored the problem. All of the other responses were confined to very small groups of respondents. The finding that a very significant majority claimed to be unaware of any instances of unethical conduct appears to be somewhat at variance

with the findings concerning perceptions of the honesty of the leadership of the organisation, which were presented in graphic form in Figure 5.41. This apparent inconsistency could suggest that for many of the respondents, the concepts of honesty and ethical behaviour were not entirely congruent.

QUESTION 23: How would you describe your relationship with your manager, specifically with respect to transparency and honesty? RESPONSE: This question was formulated to gauge the perceptions of the respondents of the degrees of honesty and transparency that characterised their relationships with their managers. Their responses are summarised in Table 5.4.

	Characterisation of relationship	Total	%
1	It is purely professional, and my sole aim is to meet my targets	6	13%
2	Average, balanced	9	2%
3	OK	7	15%
4	I speak my mind	1	2%
5	Informal, with two-way communication	1	2%
6	Excellent and open	13	28%
7	Adequate and acceptable	9	20%
	Total	**46**	**100%**

Table 5.4: Assessments of honesty and transparency

(Source: Own construction)

The question elicited responses from 46.9 percent of the respondents. A majority of 28 percent rated their relationships as excellent and open, while groups of 20 percent rated them as adequate and acceptable and average and balanced respectively. The next largest group of 13 percent appeared to have a pragmatic understanding of professional working relationships that reflected an absence of unrealistic expectations. Although it would be difficult to assess the factors that contributed to more than half the respondents refraining from answering this question, it is possible that some were reluctant to make negative assessments in writing or felt unmotivated to express their thoughts in writing. Although an apparent majority of 28 percent rated their relationships with their managers as 'excellent', it also needs to be borne in mind that a total of 52 percent responded with ratings of 'average', 'adequate', 'OK' and 'purely professional. Consequently, the majority did not appear to have exceptionally high expectations with respect to honesty and transparency on the part of the leadership of their organisation.

5.2.12 Relevance of ethical standards to the interests of employees (Qualitative data generated by the interviews)

Although time constraints precluded many subordinates from participating in the interviews, valuable qualitative data was obtained from those who were able to make themselves available to be interviewed. The content of the responses of the interviewees to the questions in the interview guide are summarised in the sections that follow.

QUESTION 1: What do you believe are the forms that the consequences of unethical conduct and decisions take in your organisation? RESPONSE: This question was formulated to elicit the perceptions of the interviewees of the forms that ethical misconduct could take in their working environment. The responses of individual interviewees are summarised as follows:

- Nepotism.

- Unfair treatment from managers and nepotism.

- The casting aside of ethical considerations by subordinates who either fear losing their positions or are motivated by excessive ambition.

- A lack of appreciation for diversity on the part of the management.

- The failure of people in positions of leadership to control their emotions when they make decisions.

- Occurrences that cause subordinates to lose trust in the organisation as one that prioritises fairness.

- If subordinates are not treated fairly, they become demotivated.

- Subordinates resent working under managers who lack integrity.

- Laxly adhered to operating procedures result in a lack of definition with respect to the roles of subordinates.

These responses serve to illustrate a high level of awareness among the respondents of the adverse effects of unethical conduct and decisions on their colleagues and themselves, and also of how they erode the ethical climate of the organisation. They appeared to be acutely aware of the effects of nepotism as one of the chief sources of unfair practices that promoted unequal access to rewards and opportunities within the organisation.

QUESTION 2: Are you aware of any specific factors that contributed to the answer that you gave to the previous question? RESPONSE: This question was formulated to allow the researcher to probe for additional information concerning points that were covered in the previous question. The responses are summarised as follows:

- Friends and relatives receive preferential treatment with respect to opportunities for employment and promotion.

- Members of staff who are responsible for recruiting employees unfairly favour friends and relatives.

- Subordinates are subjected to excessive pressure to meet and exceed targets by managers as they pursue promotion.

- Managers have unrealistic expectations concerning the ability of subordinates in their departments to work as close-knit and highly coordinated teams.

- Managers tend to give vent to frustrations that they experience in their family life in their interactions with subordinates at work.

- Subordinates become aware of work-related problems and changes in their working environment through the circulation of rumours, owing to a lack of transparency.

- I worked hard in 2018 and deserved recognition, but I was disappointed.

- As a result of having worked in the company for a long time, some members of the staff tend to forget the values that should be reflected in their dealings with colleagues and subordinates.

The perceptions of nepotism, exploitation by managers, a lack of transparency, and a lack of recognition for hard work that were highly evident in the responses of the interviewees all had negative implications for their levels of contentment and satisfaction.

QUESTION 3: Do you feel valued, appreciated, heard, and respected in your organisation? Please explain. RESPONSE: This question was formulated to assess the perceptions of the interviewees of the degree to which their contributions and the levels of commitment that they displayed were appreciated by the management of the organisation. Excerpts of their transcribed responses are quoted verbatim.

- No. I still don't have a permanent position at work. There is classism in the organisation. I don't receive bonuses and incentives, while other departments do.

- No. They preach the open door policy, but you get trapped if you talk.

- No. They worry only about numbers and productivity.

- No. The new systems are eliminating people in the workplace and replacing them with machines.

- Yes. I feel at home as result of the family culture.

- Partly, yes. Some departments and managers show appreciation, while others do not.

- I work for everything and earn it.

Although the responses of some of the interviewees reflected at least partial contentment, those of significantly more others stood in stark contrast, as they expressed feelings of disillusionment and resentment. Drawing definitive conclusions would be difficult, as it would be almost impossible to establish how representative the small sample of interviewees was of the workforce as whole. Conversely, the conviction that was inherent in many of the disgruntled responses suggests that the perceptions of the interviewees concerned could be held by significant numbers of other subordinates

QUESTION 4: Do you feel that you have an opportunity to develop professionally in your organisation? RESPONSE: This question was formulated to assess the perceptions of the interviewees of the degree of scope for professional development that the organisation offered them. Relevant excerpts of their responses are presented in the points that follow.

- Yes there are opportunities. The company is growing.

- No. People remain in the same positions, even if they are qualified, yet those without qualifications progress to better positions.

- Opportunities are there, but a lack of fairness compromises those chances.

- Tricky. Managers might feel threatened by your prospects for promotion when they notice your capacity for thinking.

- Yes. The company has a lot of opportunities.

- Yes. Since the new manager came, the department is growing.

- No. I have applied to many departments to make better use of my studies, but I was not granted a single interview.

While some of the interviewees appeared to believe that there were definite prospects for their professional development in the organisation, the responses of others painted a significantly less optimistic picture. Perceptions concerning obstacles to professional development included a lack of fairness in the awarding of promotions, professional jealousy, and an inability to make adequate use of relevant qualifications. As these perceptions express dissatisfaction and a sense of futility, the levels of contentment and satisfaction that the interviewees were likely to experience in their work would inevitably be diminished as a direct consequence.

QUESTION 5: Have you ever received any type of ethical training? RESPONSE: Relevant excerpts from the responses of the interviewees to the question are provided in the points that follow.

- Not here, but before I joined the company.

- No, I have not.

- No.

- Yes, with my previous company.

- I have studied ethics at school, but not at work.

The finding that none of the interviewees had received ethical training of any sort from the organisation suggested that although the need for it in workplaces has been widely acknowledged in recent times, to date it has not enjoyed the level of priority that it deserves.

QUESTION 6: Are any measures being implemented in your organisation to encourage adherence to ethical standards? RESPONSE: This question was formulated to assess the extent to which the interviewees were aware of the implementation of any formal initiatives by the management of the organisation to increase adherence to the ethical standards that are articulated in its code of ethics.

- The new management is trying to reduce disparities with respect to the preferential treatment that senior managers receive by comparison with general staff.

- Nothing is being done in the company.

- No.

- There has been training in combating money laundering.

- There could be, only I haven't noticed them.

Although most of the responses revealed an apparently general unawareness of ethical training being provided to the staff of the organisation, one indicated that efforts were being made to foster an ethical climate in the organisation, through measures to avoid privileging senior managers at the expense of subordinates. In addition, another response revealed that training had been provided in combating money laundering, an ethical measure that had clearly been implemented to protect the organisation and its clients, rather than its workforce.

QUESTION 7: Have you noticed any changes in your department that suggest that the measures that have been implemented have been successful?

RESPONSE: This question was formulated to enable the researcher to probe for additional information concerning the perceptions of the interviewees of the implementation of measures to encourage adherence to the ethical standards of the organisation. Relevant excerpts of their responses are provided in the points that follow.

- The power of the middle managers, which they had abused, has been reduced, as we are now required to report specific concerns to other managers.

- The ethical culture of the organisation is reliant on the personal moral grounding of individual employees.

- No.

- Yes, we are encouraged to report any suspicions of fraudulent transactions.

- Not sure.

Although some of the interviewees appeared to be unsure of how to answer the question, it was evident from two of the responses that definite steps had been taken to curb unethical behaviour on the part of middle managers and to encourage subordinates to be wary of and report their suspicions of fraudulent transactions. Although both responses suggest that crucial components of an ethical climate were emphasised in the organisation, those to other questions suggested that not all of the necessary preconditions for an ethical climate were being met.

QUESTION 8: In your opinion, what are the skills or technical knowledge that your team needs to impart an effective understanding of ethical principles to all of its members? RESPONSE: This question was formulated to assess the opinions of the interviewees concerning the measures that they believed that the organisation should take to ensure that all employees were aware of the ethical principles to which they were required to adhere. Relevant excerpts of their responses are provided in the points that follow.

- Middle managers need to undergo training in leadership and corporate governance.

- Provide ethical training and ensure that emotions are effectively managed in the workplace, particularly in decision making.

- Not sure.

- Make all employees aware of the consequences of failing to adhere to the ethical standards of the organisation.

- The management should start by determining the extent to which subordinates are aware of and understand ethical principles, through practical tests, and then implement measures to educate employees who are not adequately aware of the ethical standards of the organisation.

- The company needs to listen to the concerns of the staff.

- Training is needed to explain the nature of ethics and the difference between ethical and unethical behaviour to employees.

- I'm not sure.

Many of the interviewees appeared to believe that changes to facilitate the development of an ethical culture in the organisation should begin at the management level. Several also maintained that it would be necessary to provide all employees with a comprehensive general introduction to the concept of ethics and its applications to all of the operations of the organisation. These findings suggest that they tended to perceive that a sufficiently rigorous ethical culture was lacking in the organisation, which would inevitably have negative implications for the degrees of contentment and satisfaction that they were able to derive from their work.

QUESTION 9: What are the positive qualities of the leadership of your organisation that contribute to the amount of enjoyment that you derive from doing your work? RESPONSE: This question was formulated to assess the extent to which the qualities of their managers that the interviewees perceived to be positive influenced their levels of contentment and satisfaction in their work. Relevant excerpts of their responses are provided in the points that follow.

- I don't enjoy my work. I don't have a market-related salary.

- I am not treated with enough fairness and respect by the company.

- The management listens actively to the staff.

- I receive help from colleagues and management whenever I need it.

- I'm happy, but I have no reason to be.

- My ideas and suggestions are taken seriously.

- They are patient with me in their expectations, which allows me to develop.

The sentiments that the interviewees expressed varied considerably. While several expressed satisfaction with their dealings with superiors, one expressed dissatisfaction owing to a perceived inadequate and unfair salary, while another attributed emotional contentment to personal feelings of well-being, rather than any positive reinforcement from the organisation.

QUESTION 10: Would you say that your manager is transparent with you and your team? RESPONSE: As the degree of transparency that characterises relationships between managers and their subordinates contributes significantly to the degree of trust that subordinates feel that they are able to place in their managers, this question was formulated to assess the degree of transparency that the interviewees perceived that their managers displayed. Relevant excerpts of their responses are provided in the points that follow.

- I believe she is transparent.

- No, because she does not understand the way that the department operates.

- We have a new manager, whose ways I am still learning.

- No, because managers need to maintain a degree of confidentiality because of the nature of their positions.

- Sometimes. Reward systems are not explained, while roles are.

- Yes, very much.

- No, because managers care only about their relationships with their supervisors.

While two of the interviewees indicated that they perceived that their managers were transparent in their dealings with them and their teams, others appeared to believe that their dealings with their managers were often less than transparent, for a number of different reasons. While one contended that the functions of managers precluded them from being transparent at all times, others attributed insufficient transparency to perceived shortcomings on the part of their managers.

QUESTION 11: Are any formal criteria used in your department to ensure compliance with the principles of fair and honest behaviour? RESPONSE: This question was formulated to assess the extent to which the interviewees were aware of officially sanctioned mechanisms to ensure that the standards of conduct that are prescribed in the code of ethics were adhered to. Relevant excerpts of their responses are provided in the points that follow.

- Yes. We have weekly meetings to discuss grievances with the management and they are followed up until the problems that have been discussed are resolved.

- Yes, we follow the law, but the department has none.

- Integrity is promoted.

- I don't think so, because I haven't seen any monitoring of these values.

- Yes, grievances are fairly resolved.

- The rules and regulations are published in a book that I should have.

- Not that I know of.

As some of the interviewees displayed considerable awareness of measures and procedures to ensure adherence to the code of ethics of the organisation while others appeared to be either unsure or ignorant of them, it could be concluded that those who displayed the greatest awareness were likely to have participated directly in their implementation, such as the interviewee who referred to weekly meetings to discuss grievances. Conversely, it would be equally likely that those who were unsure or unaware worked in junior positions and did not participate in the meetings.

QUESTION 12: Has the behaviour of your manager ever contributed to feelings of dissatisfaction concerning your work? If so, please explain what has caused you to feel dissatisfied. RESPONSE: This question was formulated to determine whether any specific types of behaviour on the part of their managers caused the interviewees to experience feelings of dissatisfaction concerning their work. Relevant excerpts of their responses are provided in the points that follow.

- Unfairness. I work longer hours, but they choose their friends for promotion.

- He is still new. I'm still learning his ways.

- They are always grumpy.

- When I'm expected to perform under pressure.

- I'm still new and have seen nothing wrong.

- I don't like my manager divulging sensitive information about me to other people.

- He is not transparent about reward systems.

Apart from the responses by one interviewee who felt too inexperienced in working for the organisation to comment on the behaviour of superiors and another who felt not yet sufficiently familiar with the behavioural traits of a new manager, perceptions of unacceptable behaviour included exploitation, nepotism, irritability, excessive pressure, indiscretion, and a lack of transparency. All would inevitably have an adverse influence on levels of contentment and satisfaction among subordinates and an equally adverse influence on the morale of working teams.

QUESTION 13: Do you think that the senior management is doing enough by setting specific goals and objectives to ensure that the rights and dignity of all

employees are respected? RESPONSE: This question was formulated to gauge the perceptions of the interviewees of a commitment on the part of the senior management of the organisation to establishing and maintaining a rights-based culture. Relevant excerpts of their responses are provided in the points that follow.

- No, they are not doing enough, as racism still prevails.

- No. There is still not enough transparency.

- Yes. We were told when we joined the organisation that we should report all forms of abuse.

- Yes. There are channels for allowing employees to express their feelings and concerns.

- No. The system is failing at the top.

- Diversity is being encouraged at senior levels.

The negative responses included insufficient measures to transform a climate in which racism still prevailed, an enduring lack of transparency, and a general failure on the part of the senior management to foster the development of an appropriate ethical climate. By contrast, the positive responses emphasised the empowerment of subordinates to report all forms of abuse, the availability of channels to enable them to express their feelings and concerns, and a perceived commitment to encouraging diversity at senior levels of management. Consequently, it could be concluded that although levels of contentment and satisfaction would be likely to be bolstered by positive perceptions, they would be equally likely to be severely diminished by negative ones.

QUESTION 14: Have you noticed any improvements so far that suggest that the senior management has been instrumental in ensuring that promises to the staff are kept? RESPONSE: This question was formulated to gauge the extent to which the interviewees perceived that the senior management of the organisation honoured its stated commitments to the staff by ensuring that promises were kept. Relevant excerpts of their responses are provided in the points that follow.

- No. Only 10 percent of the promises have been kept in this place.

- No. We are not even updated about progress with certain promises.

- No. Not for the low-level staff, but for the senior management.

- No. I haven't seen any so far.

- Yes, they promised us medical aid and they have provided it.

- Yes, because as employees of the company, senior managers are obliged to fulfil the commitments that they make to the staff. I am not aware of any time that they have failed to do so.

These findings suggest that the contrasts that have been noticed concerning the perceptions of the interviewees appear to be fairly consistent. Both of the positive responses reflected a commitment to responding with a reasoned evaluation of the question that was put to the interviewees. By contrast, the response of the interviewee who maintained that only 10 percent of promises were kept could be considered to be an irresponsible statement, as it is highly unlikely that it could be supported by any reliable quantitative data. The response that claimed that only promises to the senior management were kept was in all probability prompted more by feelings of resentment than an intimate knowledge of the workings of the upper echelons of the organisation. Nonetheless, as a large number of the responses expressed dissatisfaction, it could be concluded that they reflected low levels of contentment and satisfaction.

QUESTION 15: Are you able to recall an occasion on which the integrity of your manager appeared to be lacking? RESPONSE: This question was formulated to assess the extent to which the interviewees perceived that their managers had, on occasion, failed to display the level of integrity that is generally expected of employees in their positions. Relevant excerpts of their responses are provided in the points that follow.

- I cannot think of any at the moment.

- I proposed an idea and the management failed to respond.

- I was denied the recognition that I deserved for excellent performance in my work by my manager.

While one response suggested that the interviewee was unable to recall any instances of possible lapses with respect to integrity on the part of the manager, the

other two appeared to express perceptions of being under-valued or under-appreciated, which would inevitably be reflected in the levels of contentment and satisfaction that the interviewees experienced in their work.

QUESTION 16: When you encounter a potential ethical problem at work, whom do you consult and why? RESPONSE: This question was formulated to gain insights into the channels that subordinates in the organisation used to resolve potential ethical problems. Relevant excerpts of their responses are provided in the points that follow.

- We consult the HR department, but they are not reliable, as they promote nepotism.

- I resolve it with my team.

- I have to report it to the team leader.

- My next-in-line supervisor.

Although most of the responses revealed that the interviewees understood that they were able to resolve potential ethical problems or dilemmas in their own departments, the interviewee who was required to report them to the human resources department sounded a distinctly discordant note concerning interdepartmental relations in the organisation. Irrespective of whether or not the charge of nepotism was justified, it nonetheless revealed a negative perception that could have only negative implications for the internal coherency of the organisation, quite apart from the degree of resentment that it expressed.

QUESTION 17: What is nature of the relationship between senior managers and low-level managers with respect to ensuring that the goals of your organisation accord with its ethical leadership policies? RESPONSE: This question was formulated to assess the extent to which the interviewees perceived that senior managers collaborated with low-level managers to ensure that the goals of the organisation accorded with its ethical leadership policies. Relevant excerpts of their responses are provided in the points that follow.

- The senior managers have removed some of the powers that middle managers abused at the expense of the general staff.

- Their roles are divergent. They don't work together in any coherent way.

- I'm not sure.

- It's a troubled relationship. They take care to maintain the image of the company to the outside world, but on the inside relationships among employees are affected by problems that result from pressure and a lack of mutual trust.

- They are open to each other and there is a general open door policy.

- I have no way of knowing that.

- There are no policies and structures at all to support that idea.

- There is clear communication between the levels of management.

Although two of the responses suggested that the relationships between senior and low-level managers were characterised by open communication and collaboration and another that the senior management had taken to steps to end abusive conduct towards subordinates by middle managers, the other responses were somewhat different. Two of the interviewees appeared to be unable to answer the question, while the remaining three appeared to perceive that effective collaboration and communication were effectively precluded. It would be reasonable to conclude that the significant spread of responses to the question was influenced by the positions in which the interviewees worked in the organisation.

QUESTION 18: Is the anything else you would like to add? RESPONSE: This final question was put to the interviewees to probe for information that the previous questions might have failed to generate. Relevant excerpts of their responses are provided in the points that follow.

- I expect to be promoted on merit for the quality of my work and not to be overlooked because of nepotism. I also believe that the communication skills of managers should be improved.

- The organisation should provide training in ethical leadership.

- No.

- Our managers should visit other companies to learn about ethical standards and also receive training in labour law.

Although the additional responses served to flesh out the responses to the other questions, they also tended to confirm that the questions in the interview guide had been adequately comprehensive in their scope.

5.3 SUMMARY OF THE INTERPRETATION OF THE DATA

This chapter represents a systematic attempt by the researcher to provide an in-depth analysis and interpretation of each statement and question in the survey questionnaire and the interview guide. One of the principal aims of the analysis and interpretation was to permit the findings to be evaluated in relation to both the philosophical foundations of ethics that were covered in Chapter 2 and the styles of ethical leadership that were discussed in Chapter 3, particularly with respect to considerations such as personal ethics and organisational ethics and the influence that they exert on the degree of satisfaction that employees are able to derive from their work. While the survey questionnaire generated a significant amount of quantitative data and a limited amount of qualitative data, the interviews generated a great deal of qualitative data in a face-to-face setting that, in many instances, respondents would tend to be either unwilling or unmotivated to provide in a more anonymous setting. The final chapter is devoted to a discussion of the conclusions

that were drawn from the findings and the recommendations that are made on the basis of them.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

Although many factors contribute to the degree of satisfaction that subordinate employees are able to derive from their work, this study was concerned specifically with the extent to which it is influenced by the adherence of organisations to their stated codes of ethics. As the authority to enforce adherence to codes of ethics is vested principally in the leadership of organisations, the concept of ethical leadership provided a highly relevant criterion for assessing the extent to which an ethical culture and climate had been fostered in the organisation in which the study was conducted. The primary objective of the study was to evaluate the perceptions of the participants of the concepts of ethics and ethical leadership, which necessarily entailed the formulation of a number of secondary objectives, to evaluate the perceptions within the context of the subjective lived experiences of the participants, in their work for the organisation. This chapter takes the form of a discussion of the conclusions that could be drawn from the findings of the study, specifically in relation to the principal objective and the secondary objectives that were enumerated in Chapters 1 and 4. On the basis of these conclusions, recommendations are made for improving levels of contentment and satisfaction among subordinate employees through adherence to the principles of ethical leadership and conduct. In order to assess the extent to which the findings align with the primary and secondary objectives of the study, the secondary objectives are re-stated as follows:

- To identify types of ethical behaviour on the part of leaders that motivated subordinates to perform with efficiency and enthusiasm, without being micro-managed (Secondary objective 1).

- To ascertain whether the subordinates in the research sample understood their role in ensuring the ethical conduct of all employees of the organisation (Secondary objective 2).

- To identify common types of unethical behaviour on the part of leaders that diminished the degree of satisfaction that subordinate employees were able to derive from their work (Secondary objective 3).

- To identify types of ethical behaviour on the part of leaders that promoted a sense of contentment and satisfaction among subordinate employees at the workplace (Secondary objective 4).

- To evaluate the treatment of all employees of the organisation and to determine the extent to which it influenced the degree of satisfaction that subordinate employees were able to derive from their work (Secondary objective 5).

- To assess the degree to which their understanding of concepts pertaining to ethical leadership influenced the perceptions of subordinate employees of the degree of satisfaction that they were able to derive from their work (Secondary objective 6).

- To identify the attributes of leadership that correlated with positive attitudes among subordinates (Secondary objective 7).

- To gauge the evaluations of subordinates of the propensity of their leaders for ethical conduct (Secondary objective 8).

6.2 CONCLUSIONS AND RECOMMENDATIONS

In the sections that follow, the conclusions that were drawn from the discussions in Chapter 5 are discussed in accordance with the sequence of questions and statements in the survey questionnaire and specific recommendations are made on the basis of each conclusion.

6.2.1 General awareness of ethical requirements at workplaces

QUESTION 1: Does your organisation offer training in business ethics?

Conclusion: As responses of 'sometimes' and 'never' accounted for more than two thirds of the respondents, it could be concluded that there was a generally low level of awareness of training in business ethics. It is also possible that many of the second-largest group, who responded with 'sometimes', were uncertain of the concept of business ethics and prompted to choose a vague response over a negative one. Conversely, it is equally likely that the smaller groups who responded with 'always' or 'usually' could have comprised subordinates who held more senior positions and had received training in business ethics. Consequently, these findings are relevant to the primary objective of the study.

Recommendation: As the generally low levels of awareness of business ethics and the need for training suggest that the organisation has not maintained pace with global trends concerning efforts to develop ethical cultures and climates in

workplaces, inclusive training programmes in which all members of staff participate, irrespective of their positions in the organisation, should be introduced and implemented.

QUESTION 2: Does your company require its employees to sign a code of ethical conduct? Conclusion: Although more than half of the respondents chose 'always' or 'usually', the group that responded with 'never' was twice as large as the unsure group that responded with 'sometimes'. As it was pointed out in the discussion in Chapter 5, the possibility that many of the respondents had signed the code of ethics as one of a number of formalities that needed to be completed when they joined the organisation should not be discounted. Accordingly, these findings are highly relevant to the principal objective of the study.

Recommendation: As the apparent lack of significance of the signing of the code of ethics for a number of the respondents reflects a lack of conscious awareness of the ethical standards to which the organisation requires all employees to adhere, these findings serve to underscore the need for an inclusive training programme.

QUESTION 3: Do the values of your organisation accord with your own personal values? Conclusion: Although a majority of more than one third of the respondents indicated that the values of the organisation 'definitely' accorded with their personal values, the combined group of 'probably', 'unsure' , and 'probably not' responses accounted for considerably more than half of the respondents, while a tiny minority appeared to express adamantly that the values of the organisation did 'definitely not' accord with their own. As the 'probably', 'unsure', and 'probably not' group expressed varying degrees of uncertainty, it could be concluded that a significantly large majority of the respondents did not necessarily perceive that the values of the organisation were congruent with their own. Not only is this finding relevant to the principal objective of the study, but it also has definite implications for the second secondary objective, which sought to establish whether the respondents understood their role in ensuring the ethical behaviour of all employees of the organisation. The evidence that this finding provides suggests that a significantly large majority did not do so.

Recommendations: If large numbers of its subordinate staff perceive that they lack moral agency in the organisation, the effects are likely to be evident not only in diminished levels of contentment and satisfaction, but also in low general morale, which is not conducive to performance and productivity. Consequently, it is in the interests of the organisation that the ethical training that is provided to subordinates

places a pronounced emphasis on their role in ensuring adherence to its core ethical values and principles. As an ethically empowered staff is likely to be considerably more motivated than one that is unsure of the role that it should play, workshops or other types of exercises should be devised to encourage employees at all levels to participate directly in discussions concerning the ethical values and principles of the organisation.

QUESTION 4: Do you feel that you are able to express your thoughts and opinions honestly to your manager? Conclusion: Although slightly more than half of the respondents indicated that they were either 'definitely' or 'probably' able to express their thoughts and opinions honestly with their managers, nearly a quarter were 'unsure' and the remainder were divided between those who believed that they were either 'probably not' or 'definitely not' able to do so. It would be reasonable to assume that those respondents who chose 'definitely' would have had considerable experience of working in the organisation and their self-confidence stemmed largely from familiarity with its operating procedures, while many of those who chose 'probably' belonged in the unsure group who indicated that they were either 'unsure' or 'probably not' able to express their thoughts and opinions to their managers. As it would appear to be highly unlikely that any of these respondents would have attempted to have frank discussions with their managers, the overall finding suggests that the perceived ability to have frank discussions was confined to one group of respondents only. As these findings are indicative of a widespread perception of a general absence of free and open communication with superiors, they are relevant to the second secondary objective.

Recommendation: As a widespread perception that the opinions and suggestions of subordinates would be unwelcome in discussions with managers is symptomatic of disengagement on the part of significant numbers of members of staff, it is in the interests of the organisation to develop and encourage a style of leadership that prioritises ensuring the active engagement of all members of staff.

STATEMENTS 1-6: These statements required the respondents to rate, on a scale of from one to ten, their perceptions of the extents to which the ethical principles of respect for others, fairness, honesty, openness, responsibility, and loyalty were adhered to in the organisation. The distributions of ratings are summarised in Table 6.1.

Table 6.1: Ratings of adherence to ethical principles

Principle	1	2	3	4	5	6	7	8	9	10
Respect	3%	2%	7.%	4.%	17.%	11.%	11.%	11.%	10.%	22.%
Fairness	10.%	9.%	7.%	10.%	19.%	11.%	8.%	9.%	6.%	9.%
Honesty	3.%	4.%	9.%	10.%	18.%	14.%	8.%	13.%	6.%	13.%
Openness	9.%	4.%	11.%	11.%	18.%	10.%	10.%	12.%	11.%	6.%
Responsibility	4.%	1.%	3.%	11.%	10.%	11.%	16.%	18.%	11.%	13.%
Loyalty	6.%	3.%	5.%	9.%	18.%	10.%	12.%	17.%	8.2%	10.%

Conclusion: Although the ratings for each ethical principle were significantly skewed in favour of ratings from five to ten, respect for others elicited the highest number of ratings of from five to ten and maximum ratings of ten. By contrast, fairness elicited the lowest number of ratings of from five to ten, which amounted to slightly less than two thirds of the responses. The variations in the numbers of ratings for each principle suggest that the respondents that many of the respondents tried to quantify their perceptions accurately. The findings that these statements generated are particularly relevant to secondary objectives one, three, four, seven, and eight, all of which concern the perceptions of subordinates of the ethical conduct of employees in positions of leadership.

Recommendations: As ethical awareness not only ensures compliance with ethical practices in business transactions, but also has great potential to contribute significantly to levels of contentment and satisfaction among employees, business organisations could be well served by monitoring the perceptions of their employees of the success with which they are able maintain their adherence to ethical principles such as respect for others, fairness, honesty, openness, responsibility, and loyalty. Regular surveys in which the anonymity of respondents is guaranteed could provide the basis for the development of strategies to integrate comprehensive monitoring systems into the operations of organisations.

6.2.2 Organisational ethics

In this section of the questionnaire, the respondents were requested to respond to statements by means of a 5-point Likert scale, on which responses ranged from strong agreement to strong disagreement.

STATEMENT 7: The manager of my department encourages ethical behaviour among his staff. Conclusion: This statement was particularly relevant to secondary objectives three, four, seven, and eight, which were concerned with perceptions of the ethical or unethical behaviour of leaders and their attitudes to maintaining ethical

standards. As more than three quarters of the respondents either agreed or strongly agreed with the statement, it could be concluded that there was a general consensus that managers prioritised ethical conduct in their departments.

Recommendation: The corollary to the findings that this statement generated was that the undecided group was significantly larger than those of the small minorities who either disagreed or strongly disagreed with it. These findings suggest that measures need to be taken to raise levels of ethical awareness in the organisation and that it is highly likely that particular attention should be given to implementing comprehensive training programmes among low-level employees.

STATEMENT 8: My company has a clear and unambiguous code of ethics.

Conclusion: Although this statement generated a similar pattern of responses to the one for the previous statement, it was still significant that the 'disagree', 'strongly disagree', and 'undecided' responses accounted for a third of the respondents. Consequently, it could be concluded that awareness of the code of ethics and its implications for their responsibilities and duties was unsatisfactory. This conclusion is particularly relevant to secondary objectives two and six, which concern the understanding of subordinates of their role in ensuring the ethical behaviour of all employees and the degree to which their understanding of ethical concepts influenced the extent to which they perceived that they were able to derive satisfaction from their work.

Recommendation: As it has been established that the signing of the code of ethics appeared to have little significance for a large number of respondents, it is evident that appropriate measures need to be taken to ensure that all employees are aware of the content of the code of ethics and its implications for their conduct in the organisation.

STATEMENT 9: I am able to initiate discussions pertaining to ethical concerns.

Conclusion: As the responses were fairly evenly split between the respondents who chose 'agree' or 'strongly agree' and those who chose 'disagree', 'strongly disagree', or 'undecided' and the 'undecided' group was the largest of the latter, it is possible to conclude that a significant number of subordinate employees were likely to perceive that they were able to initiate discussions pertaining to ethical concerns. These findings were once again of particular relevance to secondary objective two.

Recommendation: As the fostering of an ethical climate could be fatally undermined by widespread perceptions among subordinate employees that they either do not understand the role that they should be required to play or that their active

participation would be likely to be discouraged or even rebuked, it would be incumbent on the organisation to take appropriate measures to clarify the roles of subordinates and to encourage their participation in relevant discussions. Apart from its effect on morale and levels of contentment and satisfaction, perceptions of powerlessness are likely to demotivate workforces, with inevitably adverse consequences for performance and productivity.

STATEMENT 10: The management of my organisation welcomes contributions from subordinate members of staff to efforts to promote ethical practice.

Conclusion: Responses to this statement were evenly split, in that the 'agree' and 'strongly agree' group accounted for marginally more than half of the respondents. By contrast, the 'undecided' group among the remainder amounted to more than one third of the respondents and constituted the second-largest group. Although it skewed the distribution of responses in favour of the group that comprised the respondents who chose 'disagree', 'strongly disagree', or 'undecided', it is possible that many chose it as a result of motivations such as a lack of knowledge of organisational ethics, a lack of interest in the topic, perceptions of having little or nothing to contribute, or personal inhibitions. Once again, these findings have definite implications for secondary objective two.

Recommendation: As these findings are once again symptomatic of high levels of disengagement on the part of significant numbers of subordinate employees, they serve to underscore the recommendations that have been made to increase awareness of the content of the code of ethics of the organisation and to clarify the roles of subordinates in the fostering of an ethical climate.

STATEMENT 11: I demonstrate that I am sensitive to ethical considerations in my everyday work. Conclusion: The findings that more than three quarters of the respondents chose either 'agree' or 'strongly agree', the 'undecided' group was significantly smaller than it had been for the previous statements, and 'disagree' or 'strongly disagree' responses were confined to small minorities suggested that there was a general consensus among the respondents of the need to take ethical considerations adequately into account in their daily work. Conversely, as the group of 'agree' and 'strongly agree' responses was considerably larger than the combined 'agree' and 'strongly agree' responses to the question of whether the respondents perceived that the values of their organisation accorded with their own personal values, it could be concluded that many were informed more by personal values for

ethical orientation, rather than a prevailing ethical climate in the organisation, which is once again highly relevant to secondary objective two.

Recommendations: The conclusion that the sensitivity of many of the respondents to ethical dimensions of their work tended to stem from their personal values, rather than the ethical standards of the organisation as they are articulated in its code of ethics, accords with the findings concerning their perceptions of whether the organisation had a clear and unambiguous code of ethics. Consequently, appropriate recommendations would be similar.

STATEMENT 12: I object when someone appears to be ignoring, avoiding, or glossing over a crucial ethical consideration. Conclusion: As it was pointed out in section 5.2.3, the finding that almost three quarters of the respondents either agreed or strongly agreed with the statement could be an instance of flattering to deceive, as relatively few people are likely to admit to themselves or others that they are either inherently dishonest or prepared to condone dishonest or unethical practices. The statement was formulated mainly to determine whether the respondents were sufficiently aware of the nature of ethical standards to pay lip service to them, even if they were not necessarily always prepared to act in accordance with them under potentially difficult circumstances. Accordingly, it is particularly relevant to secondary objective two, which was formulated to ascertain the extent to which subordinates were aware of their role in ensuring the ethical behaviour of all employees of the organisation.

Recommendation: The awareness that the respondents demonstrated of ethical independence as a crucial determinant of ethical climates in organisations emphasises the need to develop working environments in which subordinates receive training in making independent ethical decisions, as doing so would ultimately contribute significantly to fostering a culture of ethical leadership. Consequently, this recommendation has particular relevance for secondary objectives four, seven, and eight.

6.2.3 Relations between the management and subordinates and workloads
STATEMENT 13: The management of our organisation does not provide a safe environment for us to express our opinions and concerns. Conclusion: This statement was particularly relevant to secondary objectives five, seven, and eight, all of which concerned the treatment of employees and the ethical conduct of leaders. As the distribution of responses was fairly evenly split among respondents who agreed or strongly agreed with the statement, disagreed or strongly disagreed with it,

and those who were 'undecided' and the last named constituted the largest single group, it could be concluded that there was little general consensus and that the distribution tended to be skewed in favour of responses that reflected negative perceptions. The finding that a significantly large number of the respondents were either 'undecided' or agreed with the statement also has implications for secondary objective two, as it demonstrates that a large number of an ostensibly representative sample of subordinates evidently did not perceive that they had a role to play in ensuring the ethical conduct of all employees of the organisation.

Recommendation: The conclusions that have been drawn from the responses to this statement further underscore the need for inclusive training that accords with inclusivity as a core value of ethical leadership.

STATEMENT 14: There is excessive pressure on subordinates to meet targets for performance. Conclusion: Once again, the distributions of respondents who agreed or disagreed with the statement were fairly evenly divided, while the group of 'undecided' respondents was smaller than it was for the previous statement, although it accounted for one fifth of the responses. As it was pointed out in the discussion of the findings in the previous chapter, they suggested that a significant portion of the respondents did not perceive that they were excessively burdened by their duties and responsibilities. By contrast, even if the 'undecided' group were to be assumed to comprise respondents who did not perceive that their workloads were particularly excessive, the finding that more respondents either agreed or strongly agreed with the statement than disagreed or strongly disagreed with it cannot be ignored.

Recommendation: As excessive workloads have a debilitating effect on morale, which has immediate adverse implications for performance and productivity, in turn, and can result in increased incidences of absenteeism, realistic assessments should be made of the workloads of members of staff at all levels of the organisation. Perceptions of disproportionate workloads are particularly relevant to secondary objectives three and seven, as they concern the effects that perceptions of unethical behaviour on the part of leaders have on levels of contentment and satisfaction and the attributes of leaders that correlate with positive attitudes among subordinates.

STATEMENT 15: The targets for performance that the management sets for me are unrealistic. Conclusion: As more than half of the respondents either disagreed or strongly disagreed with the statement, a quarter were 'undecided', and the remainder either agreed or strongly agreed with it, an obvious conclusion would be that a considerable majority did not perceive that the targets that were set for them

were unrealistic. It would also be reasonable to assume that many of the quarter who indicated that they were 'undecided' did not perceive that their targets were excessively unrealistic. As the spread of responses was more pronouncedly skewed in favour of those who rejected the statement than the one for that statement that suggested that subordinates were subjected to excessive pressure to meet targets, it would be possible to infer that for many of the respondents, the excessive pressure that they perceived stemmed not from the targets themselves, but rather from other sources. Consequently, secondary objective three, namely, to identify types of behaviour on the part of leaders that diminished the degree of satisfaction that subordinate employees were able to derive from their work, could be relevant to these findings.

Recommendation: As the possibility that perceptions of excessive pressure, on the part of subordinates, could stem more from fractious interpersonal relations between themselves and managers than unrealistic targets emerged from these findings, measures to increase productivity and levels of performance among subordinates should be informed by positive reinforcement, rather than excessive displays of authority. This recommendation is essentially a restatement of a core tenet of ethical leadership.

STATEMENT 16: Excessive pressure of work in our company often results from the making of poor decisions. Conclusion: This statement was formulated to obtain data pertaining to secondary objectives three and seven, although in the case of the latter, it was included to identify characteristics of leadership that correlated with negative perceptions among subordinates. The evenly split distributions of 'agree' or 'strongly disagree' and 'disagree' or 'strongly disagree' responses, along with the bloc of 'undecided' respondents, who accounted for one fifth of the responses, suggests that the effects of poor decision making were experienced more acutely by some groups of respondents than others.

Recommendation: As perceptions of adverse working conditions as a consequence of poor decisions by the leadership implicitly entail perceptions of incompetence and are likely to result in feelings of resentment and low levels of contentment and satisfaction, unobtrusive methods of gauging the perceptions of subordinates represent a potentially highly effective proactive approach to improving and maintaining levels of productivity and performance.

STATEMENT 17: Our management does not set an example with respect to ethical conduct. Conclusion: As the pie chart in Figure 5.21 demonstrates with

graphic clarity, the spread of responses reflected a precise split, as exactly half of the respondents either disagreed or strongly disagreed with the statement, while a quarter either agreed or strongly agreed with it, and the final quarter were undecided. The inescapable conclusion that half of the respondents either firmly believed that the ethical conduct of the leadership of the organisation could not be characterised as exemplary, or felt disinclined to venture a judgement, suggests high levels of either disaffection or apathy, neither of which is conducive to high levels of contentment or satisfaction, and their implications for maintaining desirable levels of productivity and performance would require little elaboration. Accordingly, these findings are particularly relevant to secondary objectives three, four, six, seven, and eight.

Recommendations: It would be in the interests of the organisation to conduct a discreet investigation into the causes of the seemingly widespread negative perceptions of the ethical conduct of the leadership among subordinates. Even if they are ultimately found to be unjustified, appropriate strategies would need to be devised to change the negative perceptions, in the interests of both ensuring acceptable levels of motivation, contentment, and satisfaction among them and also maintaining levels of productivity and performance.

STATEMENT 18: Our management tends to micro-manage our tasks.

Conclusion: Nearly half of the respondents either disagreed or strongly disagreed with the statement, while almost one third either agreed or strongly agreed with it, and slightly more than one fifth were 'undecided'. As it was pointed out in the analysis in Chapter 5, the perception that is reflected in the statement was likely to be influenced by the levels of seniority of the positions that individual respondents held. Conversely, the finding that almost one third of the respondents perceived that their tasks were micro-managed and the feelings of resentment and disaffection that were likely to be inherent in the perception would inevitably have adverse implications for levels of contentment and satisfaction. Consequently, it would be of particular relevance to secondary objectives one and five, both of which were formulated to assess the extent to which the behaviour of leaders influenced levels of contentment and satisfaction.

Recommendations: Owing to the widely acknowledged potential of ethical leadership practices for motivating subordinate employees, it is recommended that the organisation should provide training in ethical leadership to existing members of

staff in positions of leadership and also monitor the manner in which it is applied in specific contexts and operations.

6.2.4 Personal ethics

STATEMENT 19: I follow a standardised procedure to make decisions concerning matters that could have ethical implications. Conclusion: This statement has particular relevance to secondary objective two. As the two largest groups, whose members responded with 'usually' and 'sometimes', accounted for three quarters of the responses and less than one fifth responded with 'always', the findings suggested that a significant majority tended to rely, with varying degrees of frequency, on their personal values to make decisions that could have ethical implications. Although a number of possible conclusions could be drawn from this assessment if these findings were to be considered in isolation, the distribution of responses to statement 20 suggests that most of the respondents tended to perceive that they were personally responsible for the consequences of their decisions and actions. This tentative conclusion suggests, in turn, that many would feel disinclined to absolve themselves from responsibility by claiming that their decisions were determined by being required to adhere to standardised procedures.

Recommendation: A logical recommendation from this conclusion would entail the organisation making reliable assessments of the capacity of subordinates for ethical independence and devising appropriate means of integrating these capacities at all levels of its operations.

STATEMENT 20: Before I make important decisions, I consult those who would be most affected by them. Conclusion: As only a tiny minority responded to this statement with 'never' and less than one tenth of the respondents did not do so with either 'always' or 'usually', it could be concluded that most understood their role in ensuring the ethical treatment of all employees of the organisation. Accordingly, these findings contributing to achieving secondary objectives two and five.

Recommendation: As the findings that the responses to this statement generated allowed the responses to the previous statement to be placed within a meaningful context, the recommendation that was made on the basis of this previous conclusion is equally relevant to this one .

STATEMENT 21: When I am faced with a difficult decision, I make sure that I am not unfairly favouring a particular individual employee or group. Conclusion: As the 'usually' and 'sometimes' responses accounted for three quarters of the respondents and the 'always' responses most of the remaining quarter, it could be

concluded that nearly all of the respondents were aware, to a greater or lesser extent, that irrespective of any form that it took, favouritism was a manifestation of highly unethical conduct. As the findings also confirmed that they understood that they needed to ensure that they did not allow favouritism to influence their decisions, they contributed to meeting secondary objective two.

Recommendation: As the respondents have demonstrated conclusively that they were generally aware that to display favouritism represented inherently unethical conduct, it would be incumbent on the leadership of the organisation to maintain standards of ethical behaviour that accord with the ethical basis that subordinate employees provide for a prevailing ethical climate in this respect.

STATEMENT 22: My peers can count on me when they need help. Conclusion:
As 'always' and 'usually' responses accounted for all but one twentieth of the respondents, who chose 'sometimes', and there were no 'never' responses, it could be concluded that there was a general acknowledgement among the respondents of a need to reciprocate and collaborate with their peers to create a working environment that was conducive to the well-being of all members of working teams. Accordingly, this conclusion is relevant to secondary objective two.

Recommendation: As this conclusion demonstrates that the respondents perceived that there was a great deal of internal cohesiveness in their teams, it could provide an extremely sound basis for highly motivated and productive teams. Accordingly, the leadership of the organisation could use these findings to identify a specific strength upon which to build for the development of optimally effective teams.

6.2.5 Perceptions of the respondents of failures with respect to ethical leadership (Data obtained from responses to open-ended questions)
The following two questions were formulated to elicit information from the respondents pertaining to their perceptions of the extent to which the principles of ethical leadership were adhered to in their organisation that the closed-ended questions could have failed to elicit. The responses to both questions were relevant to secondary objectives one, three, five, six, and eight, as they concerned the perceptions of subordinates of unethical conduct on the part of the leadership of the organisation.

QUESTION 5: What is the one failure with respect to ethical leadership that you think adversely affects most subordinates in your company? Conclusion:
Although the large number of different responses resulted in relatively small percentages being associated with each response, a lack of openness was cited by

more than a quarter of the respondents, followed by a lack of fairness and nepotism. These findings had definite implications for secondary objective three, which was to identify the most common types of unethical behaviour on the part of leaders that diminished the degree of satisfaction that subordinate employees were able to derive from their work. The findings were also particularly pertinent to secondary objective eight, which had been formulated to gauge the evaluations of subordinates of the propensity of their leaders for ethical conduct.

Question 6: If you could make one change to help to improve standards of ethical leadership in your organisation, what would it be? Conclusion: This question elicited a fairly similar distribution of responses, in that the largest group, which comprised one fifth of the respondents, prioritised free and open communication, while a similarly sized group cited measures to improve fairness. It could be concluded from these findings that significant majorities of the respondents perceived that the ethical failures on the part of the leadership of the organisation that affected subordinates most adversely were a lack of openness and transparency and a lack of fairness.

Recommendation: As a dissatisfied workforce is unlikely to be motivated to excel, it would be extremely unwise for the management of the organisation to ignore frank appraisals of sources of dissatisfaction that are made on condition of anonymity. Although the findings in themselves should not necessarily be cause for undue alarm, an accurate and dispassionate evaluation of their validity could be of immense value to formulating measures to optimise relations between subordinates and the management, in the interests of increased productivity and performance.

6.2.6 The roles of subordinates in ethical failures (Data obtained from Likert-scale responses)

Question 7: Do you ensure that sensitive business information is treated as confidential? Conclusion: As the 'always' and 'usually' responses accounted for all but a tiny minority of 'sometimes' responses from less than one twentieth of the respondents and there were no 'never' responses, it could be concluded that nearly all of the respondents acknowledged the need to ensure that sensitive business information was kept confidential at all times. These findings contributed to meeting secondary objective two, in that they illustrated the extent to which the respondents understood their role in ensuring the ethical behaviour of all employees of the organisation.

Recommendation: This conclusion should be identified by the leadership of the organisation as another specific strength of its workforce, which could provide invaluable data for developing profiles to determine its capabilities for adapting to future responsibilities that could be necessitated by changes in the socioeconomic climate of the country.

QUESTION 8: Do you say 'no' to requests that appear to be ethically inappropriate? Conclusion: Although the pattern of responses to this question was similar to that for the previous question, the majorities for 'always' and 'usually' were slightly reduced, while the percentage of 'sometimes' responses was significantly larger, and there was a small minority of 'never' responses. A conclusion that could be drawn from this comparison is that although the ethical decisions of a significant majority appeared to be informed either by personal convictions or the code of ethics of the organisation, some did not feel sufficiently empowered to make independent ethical decisions.

Recommendation: As the ethical climate of an organisation is dependent, to a large extent, on the predisposition of its workforce to act in an ethical manner, ethical independence should be emphasised in all forms of ethical training.

QUESTION 9: Do you follow instructions, irrespective of whether they appear to have unethical implications? Conclusion: As the 'never' responses accounted for slightly less than half of the respondents and those that indicated that the respondents 'usually' declined what they perceived to be unethical requests constituted a similar proportion, it could be concluded that the responses were generally skewed in favour of the respondents who tried to act in accordance with their personal ethical values. Nonetheless, summing the percentages for 'usually' 'sometimes', and 'always' responses amounted to significantly more than half of the respondents. The inevitable conclusion to be drawn from these findings is that significantly more than half of the respondents perceived, in varying degrees, that instructions needed to be followed, even if they conflicted with their personal values, presumably as a consequence of fears pertaining to adverse consequences such as victimisation, demotion, reduced prospects for promotion, or even dismissal.

Recommendation: If the organisation is sincerely committed to adhering to the principles that are articulated in its code of ethics, measures need to be formulated and implemented to ensure that no employee is coerced into unethical activities of any sort whatsoever.

QUESTION 10: Are you honest at all times when you provide work-related information to others? Conclusion: As 'always' and 'usually' responses accounted for all but slightly more than one tenth of the respondents and there were no 'never' responses, it could be concluded that most of the respondents were aware of the need to adhere to this principle of ethical conduct. As it was pointed out in the analysis in Chapter 5, the fairly large number of 'usually' responses, which were elicited from almost one third of the respondents, did not necessarily imply that this group was particularly dishonest, as it was possible that they sometimes withheld information that could have undermined the morale of colleagues. In addition, although self-reported perceptions of personal honesty should not be taken at face value in the absence of corroborating evidence, these findings are nonetheless relevant to secondary objective two, as they pertain to the awareness of subordinates of ensuring the ethical conduct of all employees of the organisation.

Recommendation: As these findings represent yet another facet of ethical conduct of which the respondents were aware, they could be incorporated into the development of an ethical profile of the staff to serve as the basis for the development of an appropriate ethical training programme.

QUESTION 11: Is your decision making ever influenced by favouritism? Conclusion: Like the previous one, this question was also relevant to secondary objective two, as it concerned the awareness of the respondents of their role in promoting and maintaining an ethical climate in the organisation. While more than half of the respondents maintained that their decisions were 'never' influenced by favouritism, more than a third admitted that it was 'sometimes' influenced, a small minority of less than one twentieth that it 'usually' was influenced, and there were no 'always' responses. The distribution of responses needs to be analysed in accordance with the same caveat that applied to that for the previous question, owing to the inherent difficulties that are associated with self-reporting. Nonetheless, the finding that a significant percentage of the respondents were prepared to admit that their decisions were even 'sometimes' influenced by favouritism could be considered to be significant, although the inevitable conclusion that favouritism was possibly rife in the organisation is a disturbing one, as it was conceded in the analysis in Chapter 5.

Recommendations: The debilitating effect that perceptions of favouritism among subordinates has on their morale, quite apart from their levels of contentment and satisfaction, makes it imperative for the leadership of the organisation to develop

appropriate procedures for making discreet and impartial investigations into allegations of favouritism.

QUESTION 12: Are you able to balance the needs of your organisation with your personal needs? Conclusion: While the 'sometimes' and 'never' responses accounted for slightly less than one fifth of the respondents, the 'usually' and 'always' responses accounted for the remainder, with the former being the larger of the two groups. Consequently, it could be concluded that the majority of the respondents believed that they were able to maintain an adequate balance between fulfilling the needs of the organisation and their own personal needs.

Recommendation: Although the majority of the respondents appeared to perceive that they were usually able to maintain a healthy work-life balance, it is nonetheless in the interests of organisations to monitor levels of contentment and satisfaction and perceptions of being overworked among subordinates. Turnover of staff and losses to conditions such as burnout can result in the loss of skilled and experienced personnel and severely diminished morale, which, in turn, can have severely adverse effects on productivity and performance.

6.2.7 Mutual trust and accountability

STATEMENT 23: I claim rebates from my income tax to which I am not entitled.

Conclusion: As it was pointed out in Chapter 5, the respondents were asked to respond to this statement and the following one, to allow the researcher to gauge their attitudes to adhering to ethical principles in instances in which overlooking them could result in personal gain. Although 'definitely not' responses were elicited from nearly half of the respondents, the 'maybe' or 'unsure', 'probably', and 'definitely' responses comprised a group of similar size, while the 'probably not' responses, which appeared to express little conviction, accounted for the final one tenth. As the failure to respond to the statement by more than a quarter of the respondents constituted a finding in itself, it could be concluded that the attitudes of the respondents concerning personal gains from unethical behaviour varied considerably. As a significant finding of the study, it has definite implications for the perceptions of subordinates of the ethical principles of the organisation and the degree to which they believe that they should be adhered to.

Recommendation: The findings that the conclusions that have been drawn from this statement have generated suggest that a code of ethics to which both subordinates and employees in positions of leadership do not merely pay lip service would of

necessity require taking a realistic assessment of generally held perceptions of the need to adhere scrupulously to prescribed ethical principles adequately into account.

STATEMENT 24: I accept substantial gifts from clients without declaring them to the management. Conclusion: Although more than a quarter of the respondents also failed to respond to this statement, more than four fifths of the responses were 'definitely not'. By contrast, the remainder of the responses comprised small minorities, in descending order of size, of 'probably not', 'maybe' or 'unsure' and 'definitely', and 'probably' responses. As it was concluded in the analysis in Chapter 5, the large majority of 'definitely not' responses suggested that most of the respondents were either aware of the content of the code of ethics of the organisation and able to make decisions concerning their own ethical conduct on the basis of their understanding of it, or understood that failing to declare large gifts constituted corrupt practice. Conversely, the mainly 'unsure' responses of the remainder, along with those that indicated that they 'definitely' accepted large gifts from clients without declaring them, suggested that many of these respondents could have been numbered among those who had indicated that they were unaware of the code of ethics and possibly included some who were prepared to admit that they would accept the gifts, irrespective of the motives of the clients who provided them. Consequently, it could be concluded from these responses and the large number of non-responses to the statement that of the order of one third of the respondents were either unsure whether they would accept undeclared gifts, or sure that they would do so.

Recommendation: These findings suggest that the leadership of the organisation should place particular emphasis on the ethical implications of accepting undeclared gifts from clients in the ethical training that subordinates receive.

STATEMENT 25: I omit to provide valuable information to clients when they make purchase decisions. Conclusion: This statement was also particularly relevant to secondary objective two, as it was formulated to gauge whether the respondents understood their role in maintaining the ethical climate in their organisation. It elicited 'definitely not' responses from a large majority of three quarters of the respondents, while the remaining quarter comprised small but similarly sized groups of 'probably not', 'maybe' or 'unsure', 'probably', and 'definitely' responses. Although it could be concluded that it was highly likely that these responses would have come from respondents who were unaware either of the existence of a code of ethics or its content, as it was pointed out in Chapter 5, it was

also possible that in some instances, the respondents were able to justify withholding information from clients if they perceived that doing so would be in the interests of the organisation.

Recommendation: As a significant number of the respondents appeared to be either unaware or unsure that misleading clients by withholding valuable information from them constituted a grave breach of business ethics, effective ethical training for subordinates would need to place particular emphasis on scrupulous transparency and adherence to ethical principles in all dealings with clients.

STATEMENT 26: I take credit for the achievements of my colleagues without their knowledge. Conclusion: This statement was also of particular relevance to secondary objective two, as it was formulated to gauge the subjective perceptions of the respondents of their own ethical conduct towards their colleagues and peers. While the 'definitely not' responses accounted for slightly less than two thirds of the respondents, a disturbingly large group of almost one fifth responded with 'definitely', which, together with the group that responded with 'probably', comprised a quarter of the responses. Consequently, it could be concluded that the attitudes that a significant number of the respondents expressed concerning their willingness to treat their peers and colleagues in a less than ethical manner could have severely adverse implications for maintaining an ethical climate in the organisation. This conclusion is also relevant to secondary objective five, which concerns the degree of influence that the way in which all employees are treated has on the degree of satisfaction that they are able to derive from their work, although in this instance the statement concerns the ethical conduct of subordinates towards one another.

Recommendations: As a code of ethics is likely to exert a minimal influence on the ethical conduct of employees in the absence of a prevailing ethical climate, intensive ethical training should place particular emphasis on mutual respect and ethical treatment of their colleagues and peers by subordinate employees. In addition, the degree to which ethical training influences the ethical conduct of subordinates should be monitored and, as it is made implicit in question 18, exemplary ethical behaviour should be recognised.

6.2.8 The position of the leadership concerning the implementation of measures to educate subordinates to adhere to the values and ethical standards of the organisation

QUESTION 17: Would you characterise the conduct of the leaders of your organisation as honest? Conclusion: Although this question was particularly

relevant to secondary objective eight, which concerned the perception of subordinates of the propensity of the leaders of the organisation for ethical conduct, it was also relevant to secondary objectives three and four. These objectives concerned the identification of types of unethical and ethical behaviour on the part of leaders that influenced the degree to which subordinates were able to derive satisfaction from their work. While only one tenth of the respondents indicated that they believed that the leaders of the organisation were 'always' honest, slightly less than one third indicated that they were 'usually' honest, slightly less than half that they were 'sometimes' honest, and the remainder, which was slightly larger than the 'always' group, that they were 'never' honest. Consequently, it could be concluded that the distribution of responses was significantly skewed in favour of the negative perceptions of honesty.

Recommendation: Although these findings could be disturbing for the leadership of the organisation, it needs to be emphasised that they reflect perceptions only and that they could be used as a form of intelligence to develop appropriate strategies to change the perceptions of respondents, in an overall endeavour to develop an ethical climate that is characterised by harmonious relationships between the leadership and subordinates.

QUESTION 18: Is outstanding ethical conduct rewarded in your organisation?

Conclusion: This question was relevant to secondary objective two, as it concerned the awareness of the respondents of their role in fostering an ethical climate in the organisation. It was also relevant to secondary objective eight, as it concerned the perceptions of the respondents of the propensity of their leaders to recognise and reward exceptionally ethical conduct. As a majority of nearly half of the responses appeared to perceive that outstanding ethical conduct was 'sometimes' rewarded and the second largest group of one third indicated that it was 'never' rewarded, it could be concluded that the responses were significantly skewed in favour of perceptions that it was seldom rewarded. Accordingly, it could be concluded, in turn, that the respondents did not perceive that their superiors placed a great deal of emphasis on ethical conduct, which would have negative implications for fostering an ethical climate in the organisation.

Recommendation: As the findings have revealed that a significant number of the respondents did not appear to be aware that the organisation had a code of ethics, it is recommended that ethical training should perform not only the role of educating

subordinates concerning its ethical principles, but also include specific guidance, such as practical demonstrations of ethical conduct in the workplace.

6.2.9 Assessment of the extents to which the respondents were able to derive a sense of fulfilment from their work

QUESTION 21: Do you feel that your work contributes to achieving the goals of your organisation? Conclusion: This question was formulated to gauge the extents to which the respondents derived satisfaction in the form of a sense of fulfilment from their work. As a majority of not quite three quarters of the respondents responded to this question with 'definitely', a further group of not quite a quarter responded with 'probably, and there were no 'definitely not' responses, it could be concluded that the distribution was strongly skewed in favour of affirmative responses.

Recommendation: As the sense of fulfilment that subordinates are able to derive from their work undoubtedly contributes to levels of contentment and satisfaction, which, in turn, contribute to motivation, providing them with regular positive reinforcement in the form of tangible evidence of the contributions that they have made is likely to be rewarded with significantly increased motivation, performance, and productivity.

6.2.10 Perceptions of transparency (Data obtained from responses to open-ended questions)

QUESTION 22: Are you aware of any instances in which your colleagues or superiors might have acted in an unethical way? If so, how did you respond? Conclusion: This question was relevant to secondary objective two, as it was formulated to gauge how the respondents were predisposed to behave when they were confronted with potentially unethical behaviour or actions. The findings were fairly inconclusive, as more than half denied having encountered instances of unethical behaviour, while slightly more than one fifth indicated that they had confronted the colleague directly and resolved it without enlisting the assistance or support of others. While the latter finding was indicative of a commendable degree of ethical autonomy on the part of the respondents, of the only two other groups of any appreciable size, the respondents in one had either ignored the problem and not taken any action, while those in the other had reported it to their superiors. Consequently, it could be concluded that only a relatively small portion of the respondents appeared to possess an adequately developed sense of moral agency.

Recommendation: From this conclusion, it is evident that ethical training should place particular emphasis on the development of moral agency among subordinates.

QUESTION 23: How would you describe your relationship with your manager, specifically with respect to transparency and honesty? Conclusion: This question was of particular relevance to secondary objectives seven and eight, as it was formulated both to assess the attributes of leaders that correlated with positive attitudes among subordinates and also to gauge the evaluations of subordinates of the propensity of their leaders for ethical conduct. Although the responses to the open-ended questions tended to elicit different responses from several small groups of respondents, the largest group of less than one third rated their relationships as excellent and open. By contrast, groups of one fifth characterised their relationships as average and balanced and adequate and acceptable, respectively. There were only two other significantly large groups of responses, which comprised a little more than one tenth of the responses each. The first rated their relationships as purely professional, which tended to reflect a lack of unrealistic expectations, while the other characterised them as poor and lacking in honesty and transparency. Consequently, the overall conclusion that could be drawn from these findings is that the respondents expressed a wide range of different perceptions of their relationships with their managers.

Recommendation: As fractious and poor relationships with managers inevitably undermine the morale, performance, and productivity of subordinates and severely diminish the contentment that they experience and the degree of satisfaction that they are able to derive from their work, discreet monitoring would provide an invaluable means of preventing the deterioration of relationships to the point that performance and productivity are threatened.

6.2.11 Relevance of ethical standards to the interests of employees (Qualitative data generated by the interviews)

The questions in the interview guide were formulated to enable the researcher to probe for additional information that the responses to those in the questionnaire had not yielded. The responses to the questions that generated the most relevant responses are discussed in the sections that follow. It needs to be emphasised that the conclusions that are drawn in the next sections were drawn from the findings of a qualitative study, which concerned the subjective perceptions of the participants, rather than from any factual evidence to support any allegations that they made in their responses. Nonetheless, the value of the findings and the conclusions that have been drawn from them for the leadership of the organisation lies in their ability to pinpoint sources of resentment and frustration among subordinates, which are likely

to result in declining levels of morale and motivation if their perceptions are not investigated and appropriate remedial action is not taken. Accordingly, the conclusions that have been drawn from the responses are presented at the end of the discussion that follows each question, and no specific recommendations are offered, other than to investigate the nature of the problems that the perceptions from which the conclusions have been drawn might represent and to take appropriate action on the basis of the findings of the investigation.

QUESTION 1: What do you believe are the forms that the consequences of unethical conduct and decisions take in your organisation? Conclusion: This question was of particular relevance to secondary objective three, as it concerned the types of unethical behaviour on the part of leaders that diminished the degree of satisfaction that subordinates were able to derive from their work. The conclusion that could be drawn from the responses to it is that most of the respondents perceived that the most egregious manifestations of unethical conduct by employees of the organisation in positions of leadership were nepotism and a general lack of fairness.

QUESTION 2: Are you aware of any specific factors that contributed to the answer that you gave to the previous question? Conclusion: This question enabled the researcher to probe for additional information concerning the perceptions of the interviewees of the consequences of unethical conduct or decisions that had affected them personally. While some responses reflected feelings of frustration owing to perceptions of favouritism that stemmed from nepotism, others expressed perceptions of being subjected to excessive pressure as a consequence of the unrealistic expectations of managers, in some cases, managers who were so intent on promotion that they tended to disregard the needs of their subordinates. In some instances, complaints concerning a lack of transparency were accompanied by descriptions of the anxiety that interviewees experienced as a result of being obliged to work in an environment in which information circulated in the forms of hearsay and rumour, while one interviewee complained of having received no recognition for a great deal of hard work that had been put in over an extended period. It could be concluded that all of these responses reflected perceptions or feelings of exploitation, neglect, or even isolation, none of which is generally acknowledged to be conducive to motivation, performance, or productivity.

QUESTION 3: Do you feel valued, appreciated, heard, and respected in your organisation? Please explain. Conclusion: Although the responses of some of the interviewees to this question appeared to express a degree of contentment, those of

a great many others began with 'no'. As time constraints made the task of recruiting participants for the interviews difficult and the researcher was obliged to make use of convenience sampling to select the relatively small research sample, it would be almost impossible to determine how representative it was of all of the subordinate employees of the organisation. Conversely, the number of negative responses would effectively preclude the conclusion that disaffected subordinates comprised only a small marginalised group within the workforce.

QUESTION 4: Do you feel that you have an opportunity to develop professionally in your organisation? Conclusion: This question has some relevance to secondary objective three, as some of the interviewees cited specific types of unethical behaviour as impediments to their professional development in the organisation. While some of the interviewees perceived that the growth of the organisation provided opportunities for their professional development, others maintained that their aspirations tended to be thwarted by nepotism, favouritism, professional jealousy, or their specialised training being overlooked. Consequently, it could be concluded that it was likely that significant numbers of subordinates in the organisation perceived that their prospects for professional development were compromised by unethical practices.

QUESTION 5: Have you ever received any type of ethical training? Conclusion: As none of the interviewees indicated that they had received ethical training while they were employed by the organisation, although some had received it elsewhere, it could be concluded that the organisation had yet to introduce ethical training for subordinate employees.

QUESTION 6: Are any measures being implemented in your organisation to encourage adherence to ethical standards? Conclusion: Although one of the interviewees cited efforts by the new management to reduce the privileges that the senior management enjoyed at the expense of subordinates and another referred to training that had been provided to combat money laundering, none of the responses suggested that any of the participants were aware of the existence of an overall policy or strategy for ensuring adherence to the code of ethics of the organisation.

QUESTION 8: In your opinion, what are the skills or technical knowledge that your team needs to impart an effective understanding of ethical principles to all of its members? Conclusion: As many of the responses referred to a need for ethical training, including training in leadership and governance for middle managers, it could be concluded that there was a fairly general consensus that adequate ethical

awareness required training, education, and an understanding of the consequences of failing to adhere to the ethical standards of the organisation.

QUESTION 9: What are the positive qualities of the leadership of your organisation that contribute to the amount of enjoyment that you derive from doing your work? Conclusion: Although some of the interviewees responded to this question with complaints that they did not enjoy their work and that they were not treated with sufficient fairness and respect by the organisation, several responses referred to positive qualities of the leadership. Relevant excerpts that were quoted in Chapter 5 included the willingness of the management to listen attentively to the opinions and suggestions of members of staff, to render assistance, and to exercise sufficient patience to allow individual members to develop within the organisation. Although it can be concluded that some of these responses attest unequivocally to the positive qualities that interviewees perceived the leadership to possess, the expressions of dissatisfaction should not be overlooked. If they are found to reflect genuine grievances, it is vital that appropriate remedial measures should be taken.

QUESTION 10: Would you that say your manager is transparent with you and your team? Conclusion: This question was of particular relevance to secondary objectives three, four, six, seven, and eight, as all concerned the degree to which subordinates understood ethical principles and their perceptions of the ethical conduct of their superiors. Although a minority of two of the interviewees responded that their managers displayed transparency, the remainder appeared to perceive that there was little transparency in their dealings with their managers. While one attributed a perceived lack of transparency to a preoccupation with relationships with supervisors, another conceded that managers were obliged to maintain a degree of confidentiality to protect the interests of the organisation. Consequently, it could be concluded from these findings that there was a fairly general perception among the interviewees that transparency was lacking in their dealings with their managers.

QUESTION 11: Are any formal criteria used in your department to ensure compliance with the principles of fair and honest behaviour? Conclusion: This question was particularly relevant to secondary objective five, as it was formulated to assess the degree to which the understanding of subordinates of concepts pertaining to ethical leadership influenced the degree of satisfaction that they perceived they were able to derive from their work. It was apparent from the responses of the interviewees that although some were aware of formal procedures for discussing and resolving problems and the existence of written material pertaining to the code of

ethics of the organisation, others were not. As it was pointed out in Chapter 5, it was likely that the interviewees who were aware of the procedures occupied relatively senior positions and participated in their implementation. Consequently, it would be possible to conclude that significant numbers of subordinates in junior positions would be unlikely to be well versed in the workings of the procedures or to have been exposed to a great deal of written material pertaining to the principles that underlay the code of ethics of the organisation.

QUESTION 13: Do you think that the senior management is doing enough by setting specific goals and objectives to ensure that the rights and dignity of all employees are respected? Conclusion: This question was particularly relevant to secondary objective five, as it was formulated to assess the extent to which the interviewees perceived that the leadership was taking effective measures to ensure that all employees of the organisation were treated with fairness and their dignity was respected. In addition, it was also relevant to secondary objectives four, seven, and eight. The affirmative and negative responses to the question were fairly evenly distributed. The interviewees who perceived that effective measures were being implemented cited the existence of mechanisms for reporting any forms of abuse and channels to allow subordinates to express their feelings and concerns and also the encouraging of diversity at the most senior levels of the organisation. By contrast, those who perceived that not enough was being done maintained that racism was still endemic, there was insufficient transparency, and the senior management was failing to fulfil its mandate. Consequently, the overall conclusion would be that perceptions of subordinates of the extent to which the senior management of the organisation was successfully ensuring the fair treatment of all employees tended to be sharply divided.

QUESTION 14: Have you noticed any improvements so far that suggest that the senior management has been instrumental in ensuring that promises to the staff are kept? Conclusion: This question was of particular relevance to secondary objective eight, as it concerned the perceptions of subordinates of the propensity of employees in positions of leadership for ethical conduct. Although the distribution of responses appeared to be significantly skewed in favour of the negative responses, an in-depth analysis of the qualitative data yielded an altogether more nuanced understanding of the findings. The negative responses tended to appear to be prompted by feelings of resentment and to reflect emotions, rather than a dispassionate appraisal of the promises that had been kept. By contrast, the

affirmative responses referred specifically to instances in which particular undertakings were perceived to have been honoured. Consequently, it could be concluded that the negative responses expressed a degree of general dissatisfaction that the leadership of the organisation would be unwise to ignore.

QUESTION 16: When you encounter a potential ethical problem at work, whom do you consult and why? Conclusion: This question was of some relevance to secondary objective two, as it concerned the awareness of subordinates of their role in ensuring the ethical behaviour of all employees of the organisation. Although most of the responses revealed that the problems could be resolved within the departments or teams of the subordinates concerned, one response was particularly noteworthy, in that it expressed a pronounced antagonism towards the human resources department of the organisation and a reluctance to follow the required procedure by reporting problems to it. As it could be concluded that this finding implied a significant interdepartmental disjuncture that could potentially play a disruptive role in the operations of the organisation as a whole, it would be advisable for the leadership to investigate it and take appropriate remedial action.

QUESTION 17: What is the nature of the relationship between senior managers and low-level managers with respect to ensuring that the goals of your organisation accord with its ethical leadership policies? Conclusion: The responses to this question suggested that the perceptions of subordinates concerning the ability of senior managers and low-level managers to collaborate effectively to ensure that the goals of the organisation accorded with its stated policies concerning ethical leadership appeared to diverge to a considerable extent. While some interviewees appeared not to know how to answer the question, the other responses were divided between expressions of perceptions of little or no effective collaboration and those of open channels of communication between levels of management. As it was pointed out in the analysis of the qualitative findings in Chapter 5, it would be reasonable to assume that the different perceptions that these findings revealed would have been influenced, to a large extent, by the respective positions in which the interviewees worked in the organisation. Nonetheless, the inevitable conclusion that a significant number of the interviewees were either unaware of the procedures that were being followed to ensure that the goals of the organisation accorded with its ethical standards or perceived that efforts to do so were ineffective serves to underscore the need for comprehensive ethical training at all levels of the organisation.

6.3 LIMITATIONS OF THE STUDY

The limitations of the study were imposed by the constraints of time and finance that are generally associated with studies that are conducted to write dissertations towards postgraduate degrees. Of necessity, the research sample was confined to employees of the organisation at which the study was conducted at the time. It was not practicable to include former employees or those of competing organisations within the City of Cape Town Metropolitan Municipality, although doing so could potentially have broadened the range of opinions and perceptions from which the findings were drawn.

The use of random sampling to conduct the quantitative study and convenience sampling to recruit participants for the interviews could have resulted in a research sample that was not necessarily wholly representative of the research population and the elimination of voices of employees who were most affected by unethical practices or decisions. As the researcher did not consider the years of experience that the respondents to the questionnaire or the participants in the interviews had in the organisation, it was not possible to assess the degree to which they should have been familiar with ethical concepts or the extent of their professional development in their working environment. In addition, neither the age of the organisation nor its financial capacity to implement ethical training or enforce its code of ethics was taken into account. By hindsight, the researcher concedes that more meaningful findings could possibly have been generated if the study had centred on the development of ethical leadership in the organisation as a whole and an evaluation of the extent to which subordinates perceived it to be beneficial.

6.4 SUGGESTIONS FOR FUTURE RESEARCH

As this research study was essentially an exploratory one, future studies could place particular emphasis on evaluating the effectiveness with which ethical principles are integrated into the operations of business organisations. In order to provide an adequate baseline for assessing the success with which individual organisations are able to do so, background studies could provide invaluable information by assessing the attitudes of both employees in positions of leadership and subordinates to ethical principles and the extent to which they perceive that they represent an optimal means of ensuring that all employees are treated fairly and that all relationships between managers and subordinates are characterised by appropriate levels of transparency.

Another related research topic that warrants intensive investigation is the extent to which appropriately assessed ethical leadership motivates subordinate employees of business organisations to excel.

6.5 CONCLUSION

The principal objective of the study provided the basis for the research question that the researcher endeavoured to answer by conducting this study, namely, 'To what extent does ethical leadership influence the degree of satisfaction that subordinate employees are able to derive from their work?' Owing to the multifaceted nature of the research problem, it was necessary to develop a number of secondary objectives to achieve the primary objective of evaluating the perceptions of subordinate employees of a particular business organisation within the City of Cape Town Metropolitan Municipality of ethics and ethical leadership.

Providing a sufficiently sound theoretical and conceptual basis for the study entailed a comprehensive review of relevant theories of leadership and concepts pertaining to ethical leadership, which have been derived from ethical philosophy. The statements and questions in the survey questionnaire and the questions in the interview guide were formulated to elicit responses that would shed light on the concerns of specific secondary objectives or sets of secondary objectives. As it has been emphasised, because the findings took the form of expressions of subjective perceptions, they do not represent the means by which the researcher endeavoured to evaluate the standard of ethical leadership that had been achieved by the business organisation in question. Although the overall picture that emerged from the quantitative and qualitative findings suggested that the satisfaction that subordinates were able to derive from their work tended to be greatest when they perceived that the treatment that they received from their superiors was characterised by fairness, respect, and transparency, the inescapable conclusion was that the perceptions of the respondents and interviewees tended to vary to a considerable degree. As it is implicit in this conclusion that the perceptions of the extent to which an ethical culture or climate could be said to prevail in the organisation would vary to a corresponding degree, it is the considered opinion of the researcher that this state of affairs is likely to remain unchanged in the absence of the introduction and implementation of appropriate formal ethical training programmes for all employees of the organisation.

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APPENDIX A: SURVEY QUESTIONNAIRE
Statement of informed consent

You are invited to participate as a volunteer in a research study that is being conducted by **Zwelibanzi Nyoni**, a Master of Technology Student at the Cape Peninsula University of Technology (CPUT). This study is intended to gather information concerning the relationship between ethical leadership and the satisfaction that employees are able to derive from their work in a financial institution in Cape Town. This research is being conducted under the supervision of Dr. Jowah.

- Your participation in this study would be strictly voluntary and you will not be compensated for participating in it. If you decline to participate or choose not to complete the questionnaire, the researcher will not penalise you for any of your decisions and no foreseeable negative consequences will result from doing so.

- Completing this questionnaire will take approximately 30 minutes of your time. Should any question cause you to feel discomfort in any way, you may either decline to answer it or withdraw from completing the questionnaire.

- The researcher will not identify you by name in any report that is compiled from your responses to the questionnaire. Your responses will be treated as strictly confidential and the anonymity of all respondents will be protected.

- This research project and questionnaire have been reviewed and approved by the Higher Degrees Committee of the Cape Peninsula University of Technology, which functions as its review board for ensuring the conducting of ethical research.

For further information pertaining to this study, please contact Zwelibanzi Nyoni at zwenyoni@gmail.com , cell phone number: 083 400 5958.

PLEASE NOTE: By completing and submitting this questionnaire, you acknowledge that you understand the statements above and consent to participate in this study. Do not write your name on the questionnaire and your signature on this document is also not required.

Questions

1. The table below lists the common types of ethical principles that are usually adhered to in business organisations. Please rate the extent to which you believe that they are adhered to in your organisation on a scale of 1 to 10, with a rating of 1 indicating the lowest level of adherence and a rating of 10 the highest, by marking "X" in the relevant box below.

Principles	1	2	3	4	5	6	7	8	9	10
Respect for others										
Fairness										
Honesty										
Openness										
Responsibility										
Loyalty										

2. Please circle the number that best expresses the extent to which you agree or disagree with the following statements (1= strongly disagree; 2 = disagree; 3 = neutral; 4 = agree and 5 = strongly agree).

	strongly disagree	disagree	neutral	agree	strongly agree
1. The manager of my department encourages ethical behavior among his staff.	1	2	3	4	5
2. I am able to initiate discussions pertaining to ethical concerns.	1	2	3	4	5
3. The management of my organisation welcomes contributions from subordinate members of staff to efforts to promote ethical practice.	1	2	3	4	5
4. I demonstrate that I am sensitive to ethical considerations in my everyday work	1	2	3	4	5
5. I object when someone seems to be ignoring, avoiding, or glossing over a vital ethical consideration.	1	2	3	4	5

3. Please circle the numbers that best express the extent to which you agree or disagree with the following statements (1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree and 5 = strongly agree).

	strongly disagree	disagree	neutral	agree	strongly agree
1. The management of our organisation does not provide a safe environment for us to express our opinions or concerns.	1	2	3	4	5
2. There is excessive pressure on subordinates to meet targets for performance.	1	2	3	4	5
3. The targets for performance that the management sets for me are unrealistic.	1	2	3	4	5
4. Excessive pressure of work for subordinates in our company often results from poor decision making.	1	2	3	4	5
5. Our management does not set an example with respect to ethical conduct.	1	2	3	4	5
6. Our management tends to micro-manage our tasks.	1	2	3	4	5

4. Please circle the numbers that most accurately reflect your responses to the following statements (1 = never; 2 = sometimes; 3 = usually and 4 = always).

	Never	Sometimes	Usually	Always
1. I follow a standardised procedure to make decisions concerning matters that could have ethical implications.	1	2	3	4
2. Before I make important decisions, I consult those who would be most affected by them.	1	2	3	4
3. When I am faced with a difficult decision, I make sure that I am not unfairly favouring a particular individual employee or group.	1	2	3	4
4. My peers can count on me when they need help.				

5. What is the one failure with respect to ethical leadership that you think adversely affects most subordinates in your company?

Answer…………………

6. If you could make one change to help to improve ethical leadership in your organisation, what would it be?

Answer………………

7. Assessment of personal ethics

Please circle the numbers that most accurately reflect your responses to the following questions (1 = never; 2 = sometimes; 3 = usually and 4 = always).

	Never	Sometimes	Usually	Always
7.1 Do you ensure that sensitive business information is treated as confidential?	1	2	3	4
7.2 Do you say 'no' to requests that you consider to be ethically inappropriate?	1	2	3	4
7.3 Do you follow instructions, irrespective of whether they appear to have unethical implications?	1	2	3	4
7.4 Are you honest at all times when you provide work-related information to others?	1	2	3	4
7.5 Is your decision making ever influenced by favouritism?	1	2	3	4
7.6 Are you able to balance the needs of your organisation with your personal needs?	1	2	3	4
7.7 Are you able to manage your personal biases?	1	2	3	4
7.8 Are you able to avoid conflicts of interest?	1	2	3	4
7.9 Are you aware of the need to respect diversity in your organisation?	1	2	3	4

8. Please circle the numbers that correspond most closely to your responses to the following statements (1= definitely not; 2 = probably not; 3 = maybe/unsure; 4 = probably and 5 = definitely).

A, I claim rebates from my income tax to which I am not entitled.

1	2	3	4	5

B, I accept substantial gifts from clients without declaring them to the management.

1		2	3	4	5

C, I omit to provide valuable information to clients when they make purchase decisions.

1	2	3	4	5

D, I take credit for the achievements of my colleagues without their knowledge.

1	2	3	4	5

9. Assessment of organisational ethics

Please circle the numbers that correspond most closely to your responses to the following statements (1= never; 2= sometimes; 3= usually and 4 = always).

	No/Never	Sometimes	Usually	Yes/Always
a. Would you characterise the conduct of the leaders of your organisation as honest?	1	2	3	4
b. Is outstanding ethical conduct rewarded in your organisation?	1	2	3	4
c. Do the leaders of your organisation act in an ethical manner?				
d. Does your organisation offer training in business ethics?	1	2	3	4
e. Does your company require its employees to sign a code of ethical conduct?				
f. Do you feel that the code of ethics of your organisation is realistic, in the sense that it is easy to adhere to?	1	2	3	4

10. Please circle the numbers that correspond most closely to your responses to the following statements (1 = definitely not; 2 = probably not; 3 = maybe/unsure; 4 = probably and 5 = definitely).

10.1 Do the values of your organisation accord with your own personal values?

1	2	3	4	5

10.2 Do you feel that you are able to express your thoughts and opinions honestly to your manager?

1	2	3	4	5

10.3 Do you feel that you maintain a healthy balance between your work and your personal life?

1	2	3	4	5

10.4 Do you feel that your work contributes to achieving the goals of your organisation?

1	2	3	4	5

11. Are you aware of any instances in which your colleagues or superiors might have acted in an unethical way? If so, how did you respond?

12.How would you describe your relationship with your manager, specifically with respect to transparency and honesty?

Thank you for your time

APPENDIX B: INTERVIEW GUIDE

Background information on the interviewee

Date:
Name:
Job title:
Contact numbers:

First, I would like to take this opportunity to thank you for allowing me to meet you today.

My name is **Zwelibanzi Nyoni,** and I would like to talk to you about your role and experiences of ethical leadership in your organisation. This interview will provide data for a dissertation that is to be submitted in partial fulfilment of the requirements of the degree Master of Technology. The research topic is the impact of ethical leadership on the job satisfaction of subordinate employees at a selected financial institution in Cape Town, South Africa. The interview should take approximately 40 minutes of your time.

I shall use my laptop computer to type out your answers during the interview to minimise the time that it takes to conduct and keep records of our discussions. In order to ensure that no details of responses are lost, each interview will also be tape recorded. All of your responses will be treated as strictly confidential. Only the research team will have access to the transcriptions and tape recordings and I shall ensure that you cannot be identified as the interviewee. Please be advised that you are not compelled to discuss any topic that could cause you to feel discomfort of any sort disclosing and you would be within your rights to terminate the interview at any time should you wish to do so, without incurring penalties of any sort whatsoever. I am also willing to answer any questions that you may wish to ask concerning the interview.

Questions

1. What do you believe are the forms that the consequences of unethical conduct and decisions take in your organisation?

2. Are you aware of any specific factors that contributed to the answer that you gave to the previous question?

3. Do you feel valued, appreciated, heard, and respected in your organisation? Please explain.

4. Do you feel that you have an opportunity to develop professionally in your organisation?

5. Have you ever received any type of ethical training?

_____

6. Are any measures being implemented in your organisation to encourage adherence to ethical standards?

_____

7. Have you noticed any changes in your department that suggest that the measures that have been implemented have been successful? If so, please describe them.

_____

8. In your opinion, what are the skills or technical knowledge that your team needs to impart an effective understanding of ethical principles to all of its members?

_____

9. What are the positive qualities of the leadership of your organisation that contribute to the amount of enjoyment that you derive from doing your work?

10. Would you say your manager is transparent with you and your team?

11. Are any formal criteria used in your department to ensure compliance with the principles of fair and honest behaviour?

12. Has the behaviour of your manager ever contributed to feelings of dissatisfaction concerning your work? If so, please explain.

13. Do you think that the senior management is doing enough by setting specific goals and objectives to ensure that the rights and dignity of all employees are respected?

14. Have you noticed any improvements so far that suggest that the senior management has been instrumental in ensuring that promises to the staff are kept?

15. Are you able to recall an occasion on which the integrity of your manager appeared to be lacking?

16. When you encounter a potential ethical problem at work, whom do you consult and why?
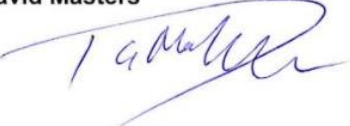
17. What is nature of the relationship between senior managers and low-level managers with respect to ensuring that the goals of your organisation accord with its ethical leadership policies?

18. Is there anything else that you would like to add?

I shall analyse and submit the information that you have given me, together with the responses of the other employees who have taken part in this study, in order to complete my dissertation.

Thank you for your time

APPENDIX. C. GRAMMARIAN CERTIFICATE

The Editor Editorial Services

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18 - 08 - 2021

TO WHOM IT MAY CONCERN

This is to certify that the thesis titled "THE IMPACT OF ETHICAL LEADERSHIP ON WORKERS' JOB SATISFACTION AT A SELECTED FINANCIAL INSTITUTION IN CAPE TOWN" by Zwelibanzi Nyoni has been edited by David Masters.

As English is not the first language of the author, a great deal of rephrasing has been required in order to give the writing the precision and the formal tone which should characterise an academic document. Although I have not contributed to the content of the text, the changes which have been made have been made at my discretion. Consequently, any discussions concerning the suitability of any of the phrasing should be referred to me and not to the candidate.

Should anyone wish to discuss or clarify any points of grammar, I may be contacted by e-mail at gailfrank@nahoonreef.co.za and my telephone number at home is (043) 726 4829

Yours sincerely,

David Masters

APPENDIX. D. ETHICS CERTIFICATE

Cape Peninsula
University of Technology

P.O. Box 1906 ● Bellville 7535 South Africa ●Tel: +27 21 4603291 ● Email: fbmsethics@cput.ac.za
Symphony Road Bellville 7535

Office of the Chairperson Research Ethics Committee	Faculty:	**BUSINESS AND MANAGEMENT SCIENCES**

At a meeting of the Faculty's Research Ethics Committee on **16 October 2018**, Ethics **Approval** was granted to **Zwelibanzi Nyoni (211 064939)** for research activities of **M Tech: Business Administration in Project Management** at Cape Peninsula University of Technology.

Title of dissertation/thesis/project:	THE IMPACT OF ETHICAL LEADERSHIP ON WORKERS' JOB SATISFACTION AT A SELECTED FINANCIAL INSTITUTION IN CAPE TOWN Lead Researcher/Supervisor: Dr L Jowah

Comments:

Decision: Approved

	17 October 2018
Signed: Chairperson: Research Ethics Committee	Date

Clearance Certificate No | 2018FBREC584

APPENDIX E PLAGIARISM REPORT

THE IMPACT OF ETHICAL LEADERSHIP ON WORKERS' JOB SATISFACTION AT A SELECTED FINANCIAL INSTITUTION IN CAPE TOWN.

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