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The Bad Apples' influence on the organizational members

- a qualitative case study exploring individuals' experiences

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Title

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Abstract

The purpose of this paper is to explore individuals' experiences of unethical leadership by examining it from an employee perspective. The concept of ethical leadership, organizational ethical culture, and unethical behavior guide this study together with the components of vicarious learning, and role ethically. The research question is based on three main areas, unethical leadership, unethical behavior, and ethical culture, and it follows: What are employees' experiences of unethical leadership and what does those experiences reveal about the leaders' behaviors and the organizational ethical culture? The method was through a qualitative questionnaire conducted online and through a multiple case study six informants' experiences were explored. The findings show that all the informants perceived their leaders as not being ethical and fair, being bad roles models, and not being an example of good ethical behavior. Conclusions are that the influence of unethical leadership creates negative experiences in the informants and those experiences were presented in a range of different emotions and behaviors.

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1. Introduction

Issues regarding unethical leadership in organizations can be seen in the news where leaders have gone against legal, moral, and organizational ethical standards. The scandal surrounding Volkswagen's diesel car emission fraud was one example of these types of news that received a lot of attention in the business world. Due to that scandal the company was exposed to further investigations and those showed how the former CEO ruled the company using unethical measures (Silverman, 2018). This case is a great example displaying an unethical leader who goes against any moral standards and rather goes after destructive goals, which ultimately affects the whole organization and its ethical culture (Brown & Mitchell, 2010; Krasikova, et.al, 2013).

The ethical culture of an organization is the perceived formal and informal factors of an organizational context that might constitute unethical and ethical behavior (Kaptein, 2011; Eisenbeiß & Brodbeck, 2013; Chadegani & Jari, 2016). It is the employees who are within that culture, and it would be interesting to capture their experiences of working in an organization like that. To get more insights into the subject we must further explore the dimensions of organizations' ethical culture and unethical leadership to understand the underlying factors of employees' experiences.

1.2 Problematization

There is no clear definition or conception of unethical leadership in the business ethics literature. We can see descriptions as, destructive leadership (Krasikova, et.al, 2013), abusive supervision (Tepper & Zellars, 2002), or even illegal leader behavior (Brown & Mitchell, 2010), which overlap somewhat with each other. Research about unethical leadership has been conducted both from a quantitative and qualitative approach, but the majority use quantitative measures (Brown & Mitchell, 2010; Cialdini, et.al, 2019; Eisenbeiß & Brodbeck, 2013; Hassan 2019; Krasikova, et.al, 2013; Lease, 2006; Tepper, et.al, 2002; Treviño & Youngblood, 1990). Studies about unethical leadership have explored the subject by looking at the effect it has on employee turnover, malfeasance, and psychological distress, through the examination from top management and manager perspective of unethical leadership (Chandler, 2009; Misha & Van Dijke, 2019; Sam,

2021), or by examining the consequences of the subject (Kilic & Gunsel, 2019). Other studies explain unethical leadership by viewing it together with the concept of unethical behavior (Brown & Mitchell, 2010; Cialdini, Li, et.al, 2019; Huang & Paterson, 2018; Lašáková & Remišová, 2015; Tepper & Zellars, 2002).

The literature about ethical leadership is a well-studied field within business ethics. Researchers have explored the subject empirically and have presented clear measures of how to define it (Kaptein, 2017; Neubert et.al, 2009; Treviño et.al, 2000, 2005; Yukl et.al, 2013). Researchers has also by reviewing past and current literature in the subject aimed to find new ways to improve the research in business ethics and leadership (Brown et.al, 2010, 2006). The concept of ethical leadership has also been explored from a social learning perspective which proposes that the ethical conducts of leaders influence the organizational members through vicarious learning, a process by which individuals learn by the direct observations of others' behaviors (Treviño, Brown, & Harrison, 2005).

Lastly, we can see literature investigating organizations' ethical culture and ethical climate to understand the occurrence of unethical behavior in a workplace (Douglas, et.al, 2001; Ganl, et.al, 2018; Kaptein, 2011; Schwartz, 2013 Treviño, et.al, 2001), and those are often presented together with the concept of ethical and unethical leadership. Researchers have tried to understand organizations' work environments using various methods to construct models and theories to explain the different dimensions of an organization. Huang and Paterson (2018) wanted to understand how employees think about their roles in the organization which influence the way they behave ethically. They developed the concept of Role Ethically, which represents to which degree members in a workplace consider behaving ethically as part of their role requirements in the organization.

There is still a gap in the business ethics literature regarding the understanding of employees' experiences of unethical leadership, which this thesis intends to explore further. In addition, scientific studies that empirically explore the complex nature of peoples' experiences of unethical leadership are limited. This thesis aims to add new empirical insights into the subject by approaching it from a person-centered perspective.

1.3 Research Purpose

The purpose of this paper is to explore individuals' experiences of unethical leadership by examining it from an employee perspective. The concept of ethical leadership, organizational ethical culture, and unethical behavior guide this study together with the components of vicarious learning, and role ethically.

1.4 Research Question

The research question is based on three main areas, unethical leadership, unethical behavior, and ethical culture, and it follows:

- What are employees' experiences of unethical leadership and what does those experiences reveal about the leaders' behaviors and the organizational ethical culture?

2. Theoretical Framework

To get a better understanding of how people experience unethical leadership a background of important theories and concept is presented. The first chapter starts with a section presenting the background to the theories and concept of ethical and unethical leadership. The second section of this chapter gives a background to Social Learning Theory and its vicarious learning approach. The following part goes through a newer perspective to ethical leadership, namely, role theory and role ethically. Thereafter, a background to ethical culture and a presentation of the ethical culture model are described. This chapter ends with a presentation of a conceptual model which takes ground from the different theories and concepts in ethical leadership, ethical culture, and role theory.

2.1 (Un)ethical Leadership

The confusion of terms in unethical leadership has led to the development of definitions that to a large extent overlap, which does not benefit the clarification of the concept in unethical leadership (Lašáková & Remišová, 2015). Kiliç and Günsel (2019) have called it toxic leadership, which can lead to decreased organizational commitment and decreased employee performance. The authors also argued that toxic leaders might not even be aware of the effects of their negative influence on the organizations' members. There are studies which study this effect, to understand leaders' ethical behaviors and how they influence the organization and its members (Huang & Paterson, 2018; Kiliç & Günsel, 2019; Schyns & Schilling, 2013). However, the vague and relativistic terms of the concept presented in literature offer little for future researchers to work with. It is also argued that more research is needed in the subject of unethical leadership (Eisenbeiß & Brodbeck, 2013). Research investigating unethical leadership's influence on organizations has got extra attention in research lately where it is argued that the field need more attention (Hassan, 2019; Huang & Paterson, 2018; Krasikova, Green, & LeBreton, 2013). This thesis aims to contribute to the area of unethical leadership and the influence it can have on the organizational members.

2.1.1 Unethical Behavior

A well-referred study within business ethics which focused on the behavioral aspect of ethical decision making is Youngblood and Treviño's (1990) study. It tested the cognitive processes as an expected outcome that influences ethical decision-making behaviors. The study pointed to to the "bad apples" and the "bad barrels" argument, which refers to individuals with low morals and lack of personal quality (Treviño & Youngblood, 1990). It is people who engage in unethical conduct with the knowledge that this may harm the organization. Bad apples consciously or unconsciously destroy the organization from the inside which can have devastating effects on the whole organization. It is argued that the bad apples can turn the organizational groups into bad barrels with serious outcomes for members following unethical behaviors (Cialdini, Li, Samper, & Wellman, 2019).

Whereas "bad barrels" on the other hand refers to a contaminated organizational culture and climate which affects the organizations' individuals negatively (Treviño & Youngblood, 1990), an organizational environment where unethical behavior is common and generally tolerated (Cialdini, Li, Samper, & Wellman, 2019). Literature shows how unethical behavior have a positive influence on deviant workplace behaviors. It refers to behaviors that goes against norms and social codes, like gossiping, favoritism, verbal abuse, and unethical conducts among employees. The literature also describes how it affects the organizational members' attitude towards the work and their abilities to emotional self-regulation (Brown & Mitchell, 2010). It is crucial to the development of organizational learning to understand managers' and employees' ethical decision-making, as their ethical choices and actions can result in substantial consequences (Treviño L. K., 1986). There have been ways to get a better understanding and to learn more about ethical and unethical behavior in organizations by examining it through Social Learning Theory, which refers to learning by observing (Treviño & Youngblood, 1990).

2.1.2 The Moral Person & The Moral Manager

Previous research has pointed to that the explanatory mechanisms in the relationship between unethical leadership and unethical behavior have not been fully explored (Huang & Paterson, 2018). To understand those mechanisms, it is vital to tackle the issue using a more subtle approach. To achieve this, it is necessary to identify the appropriate models

and theories that focus on moral aspects of unethical leadership and unethical behavior. This relates to Treviño et al's (2000) definition of ethical leadership adding the moral perspective to ethical behavior. Treviño et.al (2000) have states that to be perceived as an ethical leader by others, the leader must be a strong *moral person* and strong *moral manager*, otherwise, people will perceive the leader as unethical, hypocritical, or even ethically neutral. The moral person is divided into three areas, traits, behavior, and decision-making, and refers to the leader's abilities to behave ethically and to which extent this becomes visible to the organization's members. The moral manager is divided into three dimensions, role modeling, communication about ethics values, and reward systems, and refers to which extent the leader communicates ethical values, rewards, disciplines, and acts to accordance to good ethics (Treviño, et.al, 2000). In this thesis, role modeling is separated from the dimension of the moral manager and will be interpreted on its own. In addition, the three characteristics of the moral person (traits, behavior, and decision-making) have also been applied to the manager.

According to Treviño, et.al, 2000, 2005, leaders must be a strong moral manager and a strong moral person to be considered an ethical leader by people around them. A weak moral person who is strong moral leader can be seen as a pretender who fail to live up to their promises. This can be seen in the way the leader talks about the importance of ethics, but later, in the person's actions, or by being dishonest and not act according to moral principles (Treviño, et.al, 2000, 2005). The dimensions of the moral person and manager contain useful factors that can be used as a base to explore the unethical leaders' character through the leader's traits, behavior, and characteristics.

2.1.3 The Ethical Leadership Scale & Questionnaire

Treviño et.al's (2005) ethical leadership scale measures the perception of ethical leadership in organizations and highlights reinforcement of behavior through punishment and rewards and role modeling. The scale of Brown et.al's (2005) model is based on nine characteristics: fair treatment, trustworthiness, honesty, communication of ethical standards, distribution of rewards and punishments, being a good role model, principled ethical decision-making, and showing compassion towards others. The scale has been widely used, but it comes with its criticisms.

The first is that it is based on a descriptive approach, which does not allow for critical support of the correct ethical standards (Kaptein, 2017). It is also criticized for not being appropriate to cross-cultural research in ethical and unethical leadership, as it is based on an American perspective and American organizations (Eisenbeiß & Brodbeck, 2013). It is also suggested that other considerations to the ethical leadership scale should be added, as truthful communication, consistency in behavior of applied values, and fair distribution of tasks and rewards. In addition, it is argued that the scale contains items that are not relevant to the concept of ethical leadership, examples as, leaders' willingness to listen to the employees, and leaders' thoughtfulness of having the best interest in the mind of their staff (Kaptein, 2017; Yukl, Mahsud, Hassan, & Prussia, 2013).

Additions to the concept of ethical leadership suggested by Yukl et al. (2013) developed into a new improved measure of ethical leadership called the ethical leadership questionnaire which consists of questions regarding how employees view their manager. It resulted in 15 items of ethical leadership and the points are as follow: (1) Concerned about ethical and moral values, (2) Clear communication of ethical values, (3) Being an example of good ethical behavior in actions and decisions, (4) Considered honest and truthful, (5) Consistent with keeping promises, (6) Gives fair treatment when assigning a task to employees, (7) Is trustworthy, (8) Always do what is ethical and fair even though it is hard, (9) Sees mistakes and takes responsibility for them, (10) Integrity and honesty are important personal values, (11) Sets an example of self-sacrifice and dedication for the company, (12) Against the use of unethical conducts to increase performance, (13) Always fair and objective in evaluation of employees performances and giving rewards, (14) Cares for others needs before self-interest, (15) Make employees accountable for ethical conducts in the workplace.

Yukl. et.al's (2013) fifteen ethical leadership items are based on Treviño et.al's (2000) definition of the moral person and manager, and together they shape a cohesive image of unethical leadership characteristics which will be explored in this thesis.

2.2 Social Learning Theory

The concept of ethical leadership is developed from Social Learning Theory which suggests that individuals, by observing their role models, (leaders, parents, teachers, etc.)

learn what the appropriate standards of ethical or unethical behavior are. Therefore, it is the leader who sets the grounds for the terms of ethical behaviors, as the ethical leader's position in the organization makes others follow the leader (Brown & Mitchell, 2010; Treviño, Brown, & Hartman, 2000). Literature investigating unethical behavior among members in organizations from a social learning perspective, points out the importance of understanding the relationship between ethical leadership and the effects it has on ethical behavior (Cialdini, Li, Samper, & Wellman, 2019). Findings show that employees observe their leaders' ethical behaviors and get influenced by them to such a degree that they start imitating those behaviors (Kempster & Parry, 2014; Cialdini, Li, Samper, & Wellman, 2019). Literature with a social learning approach has with the lens of role modeling investigated that phenomenon further and ultimately it is found that the leaders themselves get influenced by their role models ethical behaviors which in turn influence the employees' ethical behaviors (Chandler, 2009; Hanna, Crittenden, & Crittenden, 2013). It is in the eyes of others that a leader is considered credible as a role model, which is enhanced by the leader's status and power. In this way employees learn what is expected from them through observational learning, also called *vicarious learning*.

Vicarious learning is within Social Learning Theory, and it explains how individuals' behaviors are influenced by observing others' behaviors, ethical or unethical, and if these behaviors get reinforced it causes one to expect the same reinforcement by behaving that same way (Treviño & Youngblood, 1990). It is explained that unethical organizational behaviors are coming from both individual and organizational influences and are directly or indirectly influenced by vicarious reward and punishment systems (Huang & Paterson, 2018). It is argued that the value of the vicarious learning perspective is not fully explored and not yet fully theorized. Empirical research shows the importance in observations of understanding and learning about the dynamics of observational learning on leadership development (Kempster & Parry, 2014). This indirect perspective can be used to understand subtle and underlying influences of behaviors and is claimed to be especially important for organizations in matters of ethical conducts as it helps leaders take the right ethical organizational directions (Treviño, Brown, & Harrison, 2005; Kaptein, 2017; Huang & Paterson, 2018).

Instead of investigating how vicarious learning influences ethical behavior through reward and punishment, this paper focuses on vicarious learning as an approach to examine and understand how people get influenced by leaders by observing ethical or unethical leadership. With this tool, it is possible to derive peoples' underlying thoughts and emotions from their experiences.

2.3 Role Theory

Role theory argues the importance of leading by example which is a well-known research area in the business world. Role models such as leaders, indirectly or directly promote ethical conduct and they are the ones that set the ethical standards of what is expected in everyone else. The role models communicate through their behaviors what they value and find important, which will motivate the employees to behave accordingly. In the end, it is the leader and his/her role modeling that guides the employees in ethical questions and issues (Brown & Mitchell, 2010; Hanna, Crittenden, & Crittenden, 2013). A study with role modeling as an approach investigated the relationship between unethical employee behavior and unethical leadership by using a social learning perspective on ethical leadership. With this approach, Huang and Paterson (2018) could use a type of role modeling in a social-learning manner to better understand the factors which influence employees' behavioral modeling through ethical leadership and results in a behavioral change among the employees. They aimed to understand peoples' work roles, by using role theory together with social learning theory to examine how ethical leadership influences unethical behavior, by suggesting that the ethical behavior of the leaders are key factors in the development of employees' role perceptions. This role-modeling approach could aid in explaining how the behavior of the ethical leader is a key factor in understanding how the employees view their roles in the organization.

The theories of role modeling will in this thesis be used as a lens to which the unethical leader will be examined to understand how their ethical roles influence employee experiences.

2.4 Unethical Culture

Organizations can be seen as ethical or unethical based on the ethical culture within the organization (Chadegani & Jari, 2016). The ethical culture is according to several studies

(Ford & Richardson, 1994); (Fritzsche, 1991); (Key, 1999); (Sinclair, 1993) regarded as one of the most important components of the organizational context that accounts for unethical behavior in the workplace. Literature also points out that it is a component controllable by the management in such ways that it can influence organizational performance. If something goes wrong one of the first factors management considers looking at is the culture of the organization and whether ethical behavioral factors must improve (Sinclair, 1993). When something goes wrong in an organization it is not just to blame the employees, leaders also influence organizations. The effects of unethical leadership on organizations' ethical culture, can lead to significant damage both short- and long-term. The lack of proper management control can result in substantial monetary losses and even organizational failures, (Grant & Visconti, 2006); (Orlitzky, Schmidt, & Rynes, 2003) not only that, but this type of managerial misconduct also affects the employees' attitudes negatively (Lašáková & Remišová, 2015). Brown and Mitchell (2010) argue in their research that employees get affected by the leaders' emotions which can result in an emotionally contaminated effect among the staff. The authors claim that the evoked emotions in the staff, influence their unethical conduct and that the leaders themselves get influenced by their affective experiences. One study investigating the relationship between unethical behavior and organizations' ethical culture is the one made by Kaptein (2008) and his Corporate Ethical Virtues Model.

2.4.1 Corporate Ethical Virtues Model

One of the few used models in ethical culture is the one developed by Kaptein (2008) who wanted to investigate whether unethical workplace behavior could be explained by different components of ethical culture, The Corporate Ethical Virtues Model. The model is used to better understand how unethical leadership influences the organizational ethical culture. Kaptein (2008) conducted an analysis based on 150 managers from different cases and on unethical employee behavior caused by the organization with failing ethical cultures. He found that the higher level of ethical culture embeddedness the higher ethical quality and more likely ethical behavior would occur. Kaptein's (2008) virtues model consists of seven dimensions: clarity, congruency, feasibility, supportability, transparency, discussability, and sanctionability. Kaptein (2008, 2020) refers to *Clarity* as the way the organization makes clarity of ethical values and points to how the

organization makes an understandable, concrete, and comprehensive framework of the expected ethical behavior they wish from both employees and managers. Management and supervisor's ethical role modeling points to *congruency*, which explains to what level they act according to ethical expectations and set proper guidelines for the employees regarding ethics. The ability to behave ethically refers to *feasibility* and the way the organization offers sufficient resources (as time, information, and equipment) for the employees to behave ethically. *Supportability* refers to the commitment to act and behave ethically in the ways the organization supports ethical conduct by creating shared commitment through mutual trust, and fair treatment within the organization. The *transparency* dimension entails the visibility of ethical and unethical behavior and refers to the way the organization makes ethical or unethical behavior and its outcomes visible to the people that act upon them. *Discussability*, the openness to discuss ethical issues, covers to which degree the organization's openness to discuss ethical issues with both managers and employees. Last, the dimension of *Sanctionability* which states the reinforcement of ethical behavior, to the way it is perceived by managers and employees that ethical and unethical behaviors will be punished and rewarded (Kaptein, 2008, 2010, 2020).

Kaptein's (2008) model contains valuable factors to understand how different aspects of an organization's ethical culture has an influence on the organizational members. This thesis uses the model to gain insights into how the organizational ethical culture is perceived by employees.

2.5 Conceptual Model

The model (Figure 1) shows how different ethical dimensions of an organization influence employee experiences. The assumption is that employee experiences are influenced by the organizational ethical culture, as well as their observation of their leaders' unethical behaviors, and their ethical leadership role. These last two dimensions somewhat overlap with each other as the leader's ethical role and behavior relates to one person, but the dimensions can independently influence employee experiences. Before presenting the model, it is necessary to explain the dimensions of unethical leadership behavior.

The dimension of unethical leadership behavior seen in the conceptual model (Figure 1) consists of a merge between two different concepts of ethical leadership, which is demonstrated in the table below. Table 1 presents a combination of Treviño et.al's (2000) definition of the moral person and moral manager, and Yukl et.al's (2013) improved measure of ethical leadership constructs, but with some adjustment. Treviño et.al's (2000) definition applies traits, behavior, and decision making only to the dimension of the moral person, but in this thesis these characteristics are applied to both the person and manager. Yukl, et al's (2013) ethical leadership questionnaire is used in this thesis as a valuable support to understand different ethical leadership behaviors.

Table 1
Unethical Leadership Characteristics

| Unethical Leadership	Traits	Behaviors	Decision-making
Immoral Person	-Integrity & honesty are not important personal values -Not viewed as trustworthy	-Does not care for others needs before self-interest -Not an example of good ethical behavior in actions and decisions	-Less concerned about ethical & moral values -Not always fair & objective in evaluation of employee performance -Not consistent with holding promises -Does not see mistakes or take responsibility for them
Immoral Manager	-Does not set an example of self-sacrifice & dedication for the company -Unclear communication of ethical values -Not against the use of unethical conducts to increase performance	-Does not give fair treatment when assigning tasks to employees -Does not always do what is ethical and fair	-Does not make employees accountable for unethical conducts

Note! based on the concept of the Ethical Leadership Constructs (Treviño et.al, 2000), and the Ethical Leadership Questionnaire (Yukl, et al, 2013). *The factors of traits, behavior, and decision-making are*

based on Treviño et.al's (2000) concept of the moral person. The characteristics displayed in the columns are based on Yukl et.al's (2013) questionnaire measuring a leader's ethical behavior.

The conceptual model expresses how the three dimensions influence employee experience. Those experiences shape the employees' thoughts, emotions, and opinions of the leader, but also how they feel about themselves and their work environment. The second dimension presented in the conceptual model is the ethical leadership role, that takes ground from Huang and Paterson's (2018) concept of the role ethically argument. It suggests that leaders as role models influence employees' experiences, through their abilities to behave ethically and sincerely. It is the leader's way of striving to change current policies, behaviors, and procedures that are not in line with the appropriate organizational standards that influence the employees' view of the leader as an ethical role model. The last dimension represents Kaptein's (2008) Corporate Ethical Virtues Model. It is a well-established model and important influential factor on both leaders' and employees' ethical behaviors and is the third component that poses to be an influence on employee experiences.

Figure 1
Employee observation and leaders' influence on unethical behavior
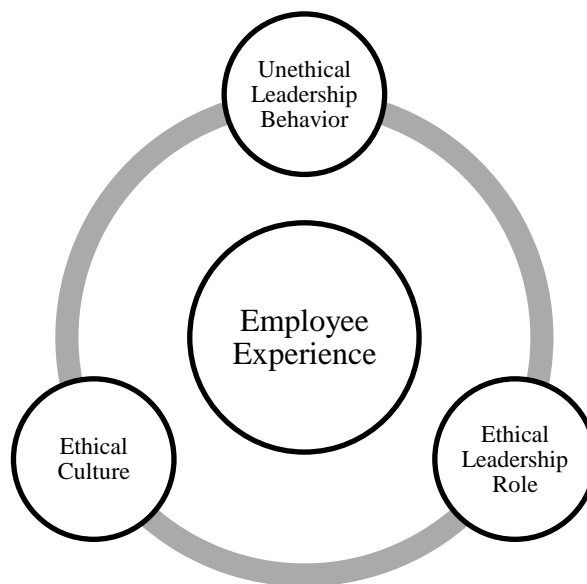
3. Methodology

The process of shaping this thesis' research statement was a complicated process of investigating the possibilities and limitations to the subject of unethical leadership. The inspiration to write this paper started from a news story about employees abusing animals in a Swedish slaughterhouse (TV4Nyheterna, 2021). The story opened further questions, as to why the leaders in this organization did not have measures preventing these behaviors. The focus was to investigate the subject more from an ethical standpoint to explain how leaders' unethical behaviors influence their employees' behaviors. It was difficult to approach the matter in a good way due to the sensitivity of the subject, as it would have been difficult to find people willing to admit they have acted unethically (and maybe even illegal). This would have required a more extensive analysis over a longer period of time to be able to investigate the matter more deeply. Due to not knowing how to tackle the issue of how to collect data, another approach had to be taken. The interest to stay within the subject of unethical leadership and unethical behavior remained and instead of looking from the perspective of employees' unethical behavior, the perspective was turned seeing it from leaders' unethical behaviors instead. A story which was fitting well with this subject was the story mentioned in the introduction of the unethical leader at Volkswagen.

3.1 Research Approach

It was at this stage of the process the final research purpose was created; to explore peoples' experiences of unethical leadership. It would be possible to find people who were willing to share their stories of unethical leadership. The next step was to decide on the way in which theory would be built for this thesis. One way was to use a deductive reasoning, to investigate the subject starting from a theory and to take out hypotheses (Bell, Bryman, & Harley, 2019). Another way was to see it from an inductive reasoning to study a specific phenomenon within the subject and then shape theories and concepts based on them to generate *generalizable* results (Flach & Kakas, 2000). The third possibility was to approach it with an abductive reasoning, an approach which seeks to explore a mystery to give *explanation* to the essence of the phenomena (Bell, et.al, 2019; Creswell, 2017). As the purpose was to explore peoples' experiences and get insights into

the phenomenon to understand and give answers to it, not give an explanation to the essence of it, the inductive reasoning was the most fitting approach to this thesis.

3.2 Methodological Considerations

There are three components to consider as to conduct research, the ontological, epistemological, and methodological considerations. The ontological assumption can be understood by considering two positions: objectivism and constructionism. These positions view the reality in which knowledge is sought in two different ways. Objectivism implies that a social phenomenon has an objective reality separate from social actors (Bell, et.al, 2019). This assumption views the phenomenon as something that is always objective and static, which can be seen in studies testing hypothesis and theories (Al-Saadi, 2014). The constructionistic consideration views the social world from an interpretative perspective and implies that a phenomenon is always being achieved by social actors. It implies that by exploring and understanding the social phenomenon knowledge is produced (Al-Saadi, 2014; Bell, et.al, 2019), which follows in which this thesis seeks to understand the chosen research phenomenon.

The epistemological assumptions can be divided into two positions: positivism and interpretivism. The position of positivism takes on an objectivist ontology with a focus on facts and values by observing a phenomenon directly or by using different measures, as surveys. With this position social actors establish objective data which separate them from the social phenomenon they are studying. The position of interpretivism implies that there are other ways to study a social phenomenon than direct observations. This assumption takes a social constructionist ontology which focuses on our interpretation and perception of the social world, and it seeks to understand a subject by exploring social human interactions to get clearer insights of individuals' experiences (Crescentini & Mainardi, 2009; Misha & Van Dijke, 2019 as cited in Creswell, 1998). Within interpretivism is also the philosophy of phenomenology, which is concerned with understanding peoples' perceptions and views about the social world. It is also concerned with how social actors should make sense of the preconceptions in their involvement about that world (Al-Saadi, 2014; Bell, Bryman, & Harley, 2019). This thesis takes on an interpretive phenomenological perspective to explore the lived experiences of individuals' perceptions of unethical leadership.

The methodological consideration is distinguished by two strategies, a quantitative and a qualitative approach in developing a research strategy. Quantitative research uses measurement and focuses on quantification when collecting and analyzing data whereas qualitative research usually focuses on the content, words, and images when collecting and analyzing data. Moreover, quantitative research normally involves a deductive research approach and views the social world through the assumption of positivism and objectivism. Whereas qualitative research takes an inductive research approach and views the social phenomenon through the assumption of constructionism and interpretivism (Bell, Bryman, & Harley, 2019). As this thesis entails an inductive reasoning with an interpretive approach most often seen in qualitative research, it is suitable to use a qualitative approach for this research.

3.3 Research Design

The choice of research design decides in which way data will be collected and analyzed depends on a few factors, as to the study's research question and aspects of quality. This thesis aims to investigate on how leaders' unethical behaviors affect employees' experiences. It takes on a qualitative approach with an interpretive phenomenological view on the subject. With this structure there are mainly one data collection method to take on, which is an interpretative phenomenological analyzes (IPA). However, it is also possible to do a combination of IPA and case study, which this thesis takes on. The following goes through each method on its own with purpose to build up an understanding of how those can be combined.

A multiple-case study design is an appropriate approach as it analyzes several cases in a detailed and extensive way to extract in-depth understanding of it. This approach focuses on the opportunity to learn about a specific phenomenon or experience. So, the choice of case should therefore be of the basis where the expected knowledge will be the greatest (Bell, Bryman, & Harley, 2019). The IPA explores an individual's experiences and how this person makes sense of them. This method aims to identify key components of the experience or phenomena by looking into the individual's perceptions, assumptions, memories, and values of a specific experience. It is also interpretative as in which the data is analyzed in two layers, the first layer is when the individual tries to make sense of his or her experience, and the second layer is when the researcher is trying to make sense of

his or her interpretation (Jeong & Othman, 2016; Smith, 2012). A case study most often combines data collection methods (Bell, Bryman, & Harley, 2019), which this thesis do not, therefore the IPA is a good complement as this method gives an in-depth view to each case.

The quality of a study is evaluated according to a set of criteria. In qualitative research it is spoken of a study's trustworthiness, which are made of four aspects: credibility, transferability, confirmability, and dependability (Bell, et.al, 2019). The trustworthiness differs a bit from that of quantitative research. Qualitative studies are all about embracing the research and studying it as much as possible, unlike quantitative research where the focus is more on disassociating oneself from the study process (Golafshani, 2001). A study's credibility refers to the findings trustworthiness which involves making sure that the research is conducted in a way that follows to the frame of good practice. It also involves making sure the study accurately submitted the findings of the studied social world to the people involved in it to confirm it is correctly understood. This process can be performed by providing the participants in the research with an account of the findings (Bell, et.al, 2019). In qualitative research the concept of credibility is not a fixed term, as it is affected by the researcher's view of the concept. The term talks about quality in the research by checking its credibility and testing the defence of the results to come up with generalizable findings, which leads on to the next term, transferability (Golafshani, 2001). Transferability refers to the research findings' generalizability and how those can be applied to other contexts. It is important that the findings are applicable to wider circumstances and groups to strengthen the research trustworthiness. The second term is the concept of confirmability that refers to evaluating the quality of the research by examining its trustworthiness. It is important in research that a study has been conducted in a proper manner and to be objective and not entail personal values or go away from theories of the research. The last aspect to consider the research's dependability which refers to a sort of auditing of the research and involves that peers ensures that full records are always kept. The application of these four aspects depends on the type of study that is conducted and how these are deemed appropriate for the evaluation of it (Bell, et.al, 2019). However, sometimes another method is applied to strengthen the trustworthiness of the study, by triangulation, which applies several different data collecting methods, like combining observations, interviews, and recordings (Golafshani, 2001).

3.4 Convenience Sampling

The sample size was from the beginning a total of seven people who have had some experience of unethical leadership and unethical behavior in an organization, but one was excluded due to not presenting enough valuable data. They were found through text message, social media, and through the network of contacts. To group the informants, they had to answer four questions related to their work-life, as their work experience, as well as, the longest employment, and in what industry they worked related to their experience of unethical leadership. The latter was an interesting factor to have insights of, as this gave me the possibility to build up a picture and imagine the scenario or situation of their experiences. To know their work experience and longest employment was to further build up a picture of the individual's experiences related to their work-life. The table below presents the final six informants that participated in this thesis.

Table 2

Participant demographic

Participant	Age	Work experience	Longest employment	The experience (Industry)
A: Female	60	45 years	36 years	Cultural
B: Male	31	12 years	5 years	Service
C: Male	25	3 years	6 months	Consulting
D: Female	34	8 years	3 years	Product development
E: Male	29	14 years	3,5 years	Telecommunication
F: Female	35	15 years	15 years	Health and Social Care

3.5 Qualitative Questionnaire

There are some important aspects to bear in mind considering collecting data. To start, the focus of this study is on subtle factors of individuals' thoughts, experiences, and perceptions, which can be difficult to interpret. Even then, it can be hard to find people willing to share their experiences about unethical leadership, as it is a sensitive subject not everyone feels comfortable in sharing. For this thesis, the most important was to find individuals who were willing to share their experience with an unethical leader. The second most important thing was to find a method where sufficient data could be

gathered. The data needed to contain information that could be linked to the empirical data this thesis takes ground from. Therefore, it was important to find a data collecting method where specific questions could be used to control the process in the right direction. As the phenomenological view focuses on a certain phenomenon through an individual's experiences, different strategies can be done to gather the right information. A researcher can observe body language to gain more information that relates to the phenomena. Information can be gathered through observing what words the participant is using when sharing his or her experience. For this thesis, the aim was to analyze individuals' experiences of unethical leadership behaviors, ethical culture, and leadership roles with that of existing models and theories in business ethics, to gain a better understanding of peoples' experiences of unethical leadership. It was not important to interpret body language or certain emotional expressions, so a physical meeting was ruled out as an alternative data collection method. A qualitative questionnaire deemed to be the most appropriate strategy as this would ensure the anonymity of the informants unlike focus groups, which require people to sit together for discussions. In addition, conducting an online questionnaire seemed to be the better alternative instead of conducting a personal interview, video, or telephone interview, as it allowed the informants to answer the question in peace and with no worries over being seen or heard by the researcher.

The questionnaire was conducted via Microsoft Forms, a platform for easily creating questionnaires to collect feedback from people, and consisted of questions about ethical leadership, leadership role, and ethical culture. The questionnaire consisted of critical incident questions, a technique where individuals get to answer questions based on a memory or memories related to a certain subject (Fitzgerald, et al, 2008). The questions took the shape of asking the informants to think back to a time where they have experienced a leader (manager) behaving unethically. From there further questions regarding unethical leadership behavior, leadership role, and ethical culture were asked. The process was divided into two parts, the first part of the questionnaire consisted of three questions with supplementary questions. The purpose was to test the questions created for the questionnaire, to evaluate if sufficient information could be retrieved from it (see Appendix A). The second part of the process had an improved and refined questionnaire as the first test gave too much room for misinterpretations of the questions,

as answering just some of the questions in each section. In the second questionnaire, the questions were divided further and had a total of eight questions (see Appendix B).

The informants who were willing to conduct the test were found through a convenience selection. The benefit of using this strategy is the control of choosing the informants, which was an important factor for this thesis as it was crucial to find people with a specific type of experience. It was also beneficial as it helped to find people who were easily accessible and homogenous. However, the major disadvantage of convenience sampling is the issue of being biased and not being representative of the population. There is also the issue with outliers, cases that are not considered fitting to the data, which can be difficult for the researcher to know how well the sample represents the study context (Etikan, 2016).

The method to choose people began within the closest network of friends who could contribute with valuable information. The purpose of the thesis was explained, before anyone saw the questionnaire. The aim was to find people who have had some experience of a manager or managers behaving unethically. The people who showed interest were then asked if they were willing to conduct a qualitative questionnaire online. The next step was to inform them that their personal information would be kept confidential and not shared with anyone else. The people who agreed to conduct in the questionnaire had a link sent to their e-mail with further information about how to do the questionnaire.

4. Interpretative Phenomenological Analysis (IPA)

In conducting the analysis, the data were examined through an interpretive phenomenological analysis as this approach helps to understand the participants' personal experiences (Hood, 2015). The questionnaire was analyzed one at a time, step by step in an inductive way to draw out key aspects of the respondent's answers. As the IPA method assumes, finding interesting points is a way to learn more about each respondent's inner worlds which can be made of beliefs, constructs, or anything else the analyst is looking for. There are four steps in the analysis, where the two first are all about carefully reading through the text to identify valuable phrases, words, and expressions to extract into notes. In the third part, the focus is on the notes taken from the previous steps, where patterns are identified to find underlying themes in the data. In the following step, a search for connections between the themes is made to group them together. These steps are done to all the cases before going to the last step of the analysis, where the focus is to present the narrative and the findings (Hood, 2015).

In the first step it was important to read through the respondent's experience and be familiar with the data to make sense of the meanings in the text. It was all about immersing oneself in the data, interpreting the respondent's words in the best way to re-build the scenario and experience from the respondent (Jeong & Othman, 2016; Smith, 2012). When reading the case, the theories and concepts presented in this study was used as a support for the next step in the analysis process, which was concentrated on extracting valuable phrases, words, and expressions. The following sections presents the steps that were made in the IPA.

4.1 Case A. The self-absorbed leader

Informant A is a 60-years-old female who have been working since she was 15 years old. She has 45 years of work experience and 35 of those years, was within one company. Her experience of an unethical leader took place when she was working in a company that operates in the cultural industry. After carefully reading through her experience, important key phrases and words were identified and noted in the margin of the text (see Appendix C). These comments were taken from the case and roughly rephrased, using the most valuable words. Here, the focus was to look for the exact words used, but also

to note possible underlying emotions and meanings to the phrases. Several valuable words and phrases were extracted, but also the underlying emotions related to perceptions and thoughts influenced by an unethical leader. The notes could also be related to the theories and concepts presented in the theoretical background.

Informant A's text expressed a leader who loved to talk about himself and who had no problem to gossip about the other employees. This made the informant feel worried, as the behavior gave worry and doubt to the leader's trustworthiness. The comments identified a self-centered manager who was a bad role model, who could not separate his work role from his personal role. It showed a leader who felt uncomfortable around the management team as these members were not fond of him. The case also expressed that the employees felt uncomfortable around the manager, and not trusting that he would act professionally. However, what was expressed positively was the organization's ethical culture, that took measures to change the situation re-positioning the manager to a role without personnel responsibilities.

> First of all, my immediate boss was not familiar with our tasks and was not interested in learning more about them. During the development talks, he liked to talk about himself. He could also speak ill of my colleagues during the interview itself. I felt I could not trust him; he might have spoken ill of me to my colleagues. I felt that he stood up for some but not for others. Simply uncomfortable! Surprisingly, he was very nice privately and very caring. I thought he had narcissistic traits and fished for confirmation all the time. It did not feel like he understood his managerial role at all. Although he sometimes did something good, his unethical behavior overshadowed this. The organization as a whole was not bad. The management team did not like this manager either and he probably did not feel comfortable with the management team, maybe even a little bullied. What happened was that it was possible to take advantage of my boss and get benefits if you gave him confirmation. It became very unfair, and some felt very bad. Eventually, the management made a reorganization. His new position was without personnel responsibility. (Appendix C)

The subthemes were categorized into three major sections, *Unethical Leadership*, *Employees*, and *Ethical Culture*, based on the theoretical knowledge that is presented in this thesis. The case revealed several valuable themes. From the category of unethical

leadership, seven subthemes were extracted that related to the unethical leader's behavior, personality, and role. In the next category related to employees, four themes were identified related to the individual's emotions caused by the unethical leader's behavior, and three themes related to the ethical culture. The subthemes showed that the unethical leader was uncommitted and uninterested in his employees. The leader was also a gossiping and self-centered person who exploited his staff through favoritism and unfair treatment. The subthemes showed that the individual's emotional experiences of the unethical leader's behaviors was expressed in anxiousness and uneasiness towards the leader, but also a lack of trust and motivation. The identified subthemes which related to the ethical culture showed an organization that did not approve of unethical behaviors, showed concern for their employees, and took measures to stop those behaviors.

All the subthemes identified were now further explored and connected according to the concepts and theories used in this thesis. In previous section, the categories of unethical leadership, employees, and ethical culture was shaped and the Conceptual connections in the category of unethical leadership were related to theories and concepts of unethical leadership behavior (Treviño et.al, 2000; Yukl. et.al, 2013). Three characteristics as, not viewed as trustworthy, does not care for others' needs before self-interest, and not an example of good ethical behavior in actions and decisions, could be connected to the immoral person. Characteristics connected to the immoral manager were also found, as, does not always do what is ethical and fair. The leader was a bad role model who did not take responsibility over his actions. That could be related to the decision-making of the immoral person seen. Conceptual connections were also found in the categories of employees, as decreased control of emotional self-regulation, and change of work attitude. Two themes related to dimensions in the corporate ethical virtues model could be connected, the dimension of sanctionability and supportability which relates to the organization's way of punishing and rewarding ethical and unethical behaviors, respectively, the way the organization supports ethical conducts through share commitment and mutual trust.

4.2 Case B. The aggressive leader

Informant B is a 31-years-old male. He has 12 years' work experience where five of those years was within one company. His experience of an unethical leader took place when he

was working in a company that operates in the service industry. His data revealed a bit different words and phrases than of the first case, some of those referred to an angry and mean manager with too high expectations. The text expressed a manager who verbally abused the respondent openly in front of the rest of the staff, this created strong negative reactions in the respondents, as disappointment and embarrassment. The case also revealed employees who lost their respect for the manager and gossiped behind his back. The text also spoke of employees being afraid of the manager due to his angry and hostile manners. The respondent's emotions also changed to the worse, creating feelings of anger and frustration towards the manager and the work. The bad organizational ethical culture not responding to the issue forced the respondent to quit the job. The table below shows an example of the extracts and comments made.

The subthemes identified from the second case (see Appendix D) revealed a different type of manager than from the first case. The themes identified an aggressive, controlling, and hostile leader that verbally abused its employees. Other emerging subthemes identified a leader who was a bad role model who failed to treat everyone equally. Those behaviors resulted in an individual experience of disappointment, embarrassment, and loss of emotional self-regulation, which ultimately made the individual resign and quit the job. Related to the employees, subthemes identified gossiping employees with a lack of motivation and respect for the manager. There was only one subtheme identified related to the ethical culture, which was an organization that does not follow the rules and regulations when it comes to giving employees breaks and pauses in their work.

The conceptual connections to the subthemes of the unethical leader could be related to the dimension of the ethical leadership role in the conceptual model as not being a good ethical role model. Connections could also be related to the immoral person, as not being a good example of good ethical behavior in actions and decisions, as well as connections related to the immoral manager; does not give fair treatment when assigning tasks to employees and does not always do what is ethical and fair. Verbal abuse identified as a subtheme could be related to deviant workplace behavior mentioned in the theoretical framework as it refers to behaviors that go against organizational norms and social codes (see chapter 2.1.1). Further, the characteristics of aggressive and hostile identified in the subthemes could be related to the bad apples and bad barrels argument presented in the

theoretical framework, as this related to an individual with a lack of moral standards and personal values. The characteristics of a bad role model connect with the conceptual model's dimension of the ethical leadership role as this relates to a leader's ethical role in an organization. The employee experiences can be related to individuals' way of getting affected by their leader's unethical behavior and can be expressed in the change of work attitude, decreased control of emotional self-regulation, but also deviant workplace behavior as gossiping. Regarding the organizational ethical culture, the subtheme identified that the organization did not follow rules and regulation. It could be connected to the dimension of supportability in the Corporate Ethical Virtues Model (see chapter 2.5.1) as the organization did not create a shared commitment through mutual trust, and fair treatment within the organization.

4.3 Case C. The childish leader

Informant C is a 25-year-old male who have three years of work experience whereas six of those months have been within the same company. His experience of an unethical leader took place when he was working in a company that operates in the consulting industry. The words and phrases taken this case, expressed an unethical leader who was giving unfair treatment and abused his power of authority by giving unauthorized work in the weekends due to not getting things his way. Further, it showed a leader not caring enough for his employees nor caring to work towards improving ethical issues. As a result, feelings of uneasiness and being targeted affected the individual. It was also expressed an organization failing to notice the issue and did not take measures to neither stop it or improve the situation, and ultimately the respondent had to go to the human resource department and make a complaint.

From the comments, the subthemes identified a leader who was being a bad role giving unfair treatment and abusing his power of authority. This affected the individual and employees in different ways. It was identified as lack of motivation towards work, but also feelings of disappointment, uncertainty, uneasiness, and discomfort could be found. The subthemes related to the organizational ethical culture revealed an organization with a lack of commitment regarding ethical issues, and a lack of support to employees regarding ethical issues. The subthemes in the category of the unethical leader could be related to theories and concepts of the immoral person and manager presented in chapter

two. Those could connect to behaviors of the immoral manager as, a leader who does not always do what is ethical and fair and does not give fair treatment when assigning tasks to employees.

Two connections related to the immoral person could also be made. The first was related to behaviors of an immoral person as, not an example of good ethical behavior in actions and decisions. The second related to the immoral person's decision-making as, less concerned about ethical and moral values. Further, conceptual connections were found related to the ethical leadership role (see Figure 1, chapter 2.6), as being a bad ethical role model. The abuse of power identified as a subtheme in the unethical leader category, could be related to the bad apples' argument (see chapter 2.2), as people with low moral standards and lack of personal values. Abuse of power shows traits of a person who do not show sympathy or care for its employees as this person, which could indicate a person with low morals and personal values. The subthemes related to employees could be connected to theories that argued about the effects unethical leadership has on the organizational members seen in chapter two. Those argued that unethical workplace behavior has a negative impact on people and can be seen as, deviant workplace behaviors, lack of emotional self-regulation, change of emotions and attitude towards work. The organizational ethical culture showed a lack of commitment and support regarding ethical issues which can be related to the dimensions of supportability and transparency in the Corporate Ethical Virtues Model (see 2.5.1).

4.4 Case D. The corrupt leader

Informant C is a 34-years-old woman who have eight years of work experience and three of those years have been within one company. Her experience with an unethical leader took place when she was working in a company that operates in the product development industry. This case (see Appendix F) showed examples of an unethical leader who, not explicitly, acted on racist grounds and abused his power of authority to serve his self-interests. The text expressed a leader who was strict and impossible to talk to, a person who behaved selfishly, corrupt and went after unethical goals. It also spoke of a manager who put overly high pressure on the employees to perform, that made them feel stressed and devastated. The comments that were made identified a cold hearted, unsympathetic leader who took advantage of the employees to serve his own interest. Furthermore, it

found a manager who created an unsafe atmosphere due to racial discrimination. Lastly, the comments exposed a corrupt manager that went after unethical conducts to make money, that harmed the organizational ethical culture. Regarding the organization's ethical culture, the comments identified an environment that was toxic and unhealthy, which affected the employees negatively. The notes showed how the organizational members were feeling negative emotions caused by the leader's unethical behavior. The feelings of being useless and stressed was identified which affected the respondent's view of the organization in a negative way.

From the comments several subthemes related to unethical leadership were found. The themes identified a corrupt leader who was a bad role model with a deviant behavior being hostile towards the employees. It also showed a self-centered, uncaring leader who abused his power of authority by taking advantage of his employees and made decisions based on racial discrimination. The effects from the unethical leader caused several negative emotions in the employees as hopelessness, stress, anxiousness, uneasiness, sadness, and a lack of motivation. The organizational ethical culture was identified as poisonous and unhealthy, but also identified as an organization that takes measures to try to stop and improve ethical issues.

Behaviors related to the immoral manager as, the leader showed that the person did not always do what was ethical and fair and, the leader did not give fair treatment when assigning tasks to employees. In addition, a link was created related to the immoral manager's traits such as, the manager is not against to the use of unethical conducts to increase performance. Further, connections were made related to behaviors of the immoral person as, the leader did not care for others needs before self-interest and, was not being an example of good ethical behavior in actions and decisions. A connection could also be made relating to the decision-making of the immoral person as being less concerned about ethical and moral values. This connection was based on the overall behaviors of the manager, reflecting a character who abused his power, and did not show care about ethical or moral values as this person was both hostile and uncaring towards the employees. Related to this behavior is also the bad apples argument that refers to a person with a lack of those values.

Overall, the manager was a bad role model as this person was not an example of good ethical behavior which could be connected to the ethical leadership role and being a bad role model in the conceptual model. The manager also expressed deviant behavior regarding verbal abuse which can be theoretically connected to arguments about deviant workplace behavior presented in the second chapter of this thesis. The identified subthemes relating to the employees could be connected to two factors, negative emotions, and a change of work attitude, that was related to theoretical arguments on how unethical leadership behavior affects employees negatively. Regarding the ethical culture one conceptual connection was found relating to the dimension of sanctionability in The Corporate Ethical Virtues Model (see subchapter 2.5.1).

4.5 Case E. The sleazy leader

Informant E is a 29-year-old male with a total of 14 years work experience where around 4 of those years have been within the same company. His experience of an unethical leader took place when he was working in a company that operates in the telecommunication industry. This case (see Appendix G) expressed a manager who in team with the management made the employees work overtime and purposely did not report the work in the timesheet. Furthermore, it was a manager who cared more for exceeding the goals than to care about his employees' well-being when he made them work overtime. The underlying emotions of not getting paid for the work, must have created a range of negative emotions in the employees, such as frustration. The text talked about a self-absorbed, sleazy, and arrogant leader with bad character who rarely was present at the work, but once he was, he often yelled at the employees. It was made clear that the organizational ethical culture was bad, with a management team who was aware of the leader's behavior but did nothing to stop or improve the situation. It was expressed that the resulting feelings due to the situation made the respondent extremely observant of the leaders behaviors. The underlying feelings of this showed that the induvial lost trust in the management team but also in the leader. Moreover, it changed the respondents' attitude towards leaders and management team.

From the comments that was made of the respondent's experience subthemes were identified. In the category of unethical leader seven themes were found. It found that the leader was a self-centred bad role model with a bad character, who abused his power of

authority by making his employees work overtime and do tasks they were not assigned to do. In addition, the manager did not report the overtime, so the employees never got paid for the work, which got identified as breaking the rules. In addition, the manager abused the power by pushing the employees to work overtime to exceed company goals. Deviant behavior was also identified in the way that the leader often verbally abused his employees when he met them. The behavior of the leader and management team, made the employees feel emotions of worry and uncertainty, but most of all they lost the trust in the manager and management team. The organization did not follow rules and regulation when they let the manager make the employees work overtime, but most of all when they did not keep sure the employees got paid for their work.

The conceptual connections identified in the subthemes could be related to characteristics in unethical leadership and the ethical leadership role, but also theoretical connections to the bad apples' argument and the effects of unethical leadership on employee behaviors. The subthemes in the category of unethical leadership could be connected to a range of different unethical leadership characteristics. The subtheme of "unfair treatment" could be related to the behavior of an immoral manager as, do not give fair treatment when assigning tasks to employees. The next subtheme "abuse of power" could be related to the immoral manager's behavior as, do not always do what is ethical and fair, but also to the traits of the immoral manager as, not against the use of unethical conducts to increase performance. In the same category of the immoral manager traits, is the manager that does not set an example of self-sacrifice and dedication for the company, which could be connected to the "not at work" subtheme in the unethical leader category. Moving to the characteristics of the immoral person, two characteristics could be related to the subtheme of self-centred leader, and bad role model. Regarding the immoral person's decision-making two out of four factors, less concerned about ethical and moral values and not always fair and objective in evaluation of employee performance, could be connected to the subthemes of deviant behavior, and bad character.

The identified connections to the subtheme employees could be related to the theoretical arguments presented in chapter two and how employees can have a change of work attitude due to unethical leadership. Due to the manager and management team's behaviors a loss of trust occurred and that connects to the "not viewed as trustworthy" of

the immoral person. The organizational ethical culture could be conceptually connected to three dimensions in the Corporate Ethical Virtues Model (see chapter 2.5.1), sanctionability, supportability, and transparency. The first dimension related to the way organizations punishes and rewards ethical behavior and could be connected to "does not prevent unethical behavior". Supportability and transparency could be related to the subtheme of lack of commitment and support regarding ethical issues.

4.6 Case F. The bullying leader

Informant F is a 35-year-old female who have 15 years of work experience and her longest period of employment within one company have been 15 years. Her experience of an unethical leader took place when she was working in a company that operates in health and social care. This last case (see Appendix H) presented a leader who singled out an employee and made this person responsible for the failure of a task even though it was a group project. The leader was expressed as insecure who targeted the ones that did not show appreciation for her leadership role. The leader cared more about pleasing her bosses than to care for her employees. It was more important to look good on paper and present good results to her superiors. The text expressed how the employees were afraid of going against her because they did not know their rights or had the courage to do so. From the text it could be identified that the organization lacked proper guidelines in communication ethical standards, as not all the employees were clear about their rights. It also was mentioned that the way the organization handled complaints and other issues needed to be improved, as complaints went straight to the manager (even complaints regarding the manager) to handle, sometime with the help from the Human Resource department

> One of the occasions was when the head of the department singled out an employee to be the only reason for collaboration problems in one of the teams. And solving the problem, the way the head of the department saw it, by forcing the employee to write a paper on how and what she had collaborated with her co-workers and making her rate her work and ability to collaborate. During this time, I was the union representative and tried to make it clear to the head of the department that this was unprofessional and unethical and that you can't blame collaboration problems in a team on one person alone. But she was determined that the one employee was to blame. This head of the department usually singles out employees that she doesn't like or employees that isn't her "lap dogs". As an employee you don't have to be good at your work, you just must be the loyal to the HD and obey. So, for employees that doesn't fit in the HD's fan club

gets bullied and singled out as problems. And the employees are often afraid of pushing back and telling the HD what's their right as employees. Which the HD knows and use to her one advantage. I was influenced in such way that I was determined to change this and fight back for the employees that didn't know their rights or didn't have the courage to fight for their rights. Many of the employees that was on the HD's good side used the bullying to their advantage and singled out the other for the HD to bully. My perception was that the HD wanted everything to look good on paper, in the budget and for her bosses to think that she was a great HD. And in some way, I see her as an uncertain person with issues of feeling small and not in charge which translates to her being a bully to the people questioning her leadership. We had one time when one of the patients with dementia called the employee from the example "the boss of the ward" when the HD was standing beside them. The HD got so annoyed by this that she commanded the employee to explain to the patient that she in fact was the boss and the employee was working for her, not the other way around. And this I think proves my point. If you are so uncertain as a person and leader that you care this much of what a patient with severe dementia believes about you and your work-title, you aren't a very good or fit to be a leader. The way she managed the work teams I saw as questionable and the way she managed the yearly salary raise on the grounds of how she perceived the employees and their work ability. There wasn't many things about this HD that I saw as good features, but in one way I think that she wanted to do a good job and make her bosses happy. She wanted the facility to be a good home for the patients and that is ethically correct, but not the way she did it. When the HD wasn't around the work culture was friendly, on most of the wards. Some wards had more problem than others. The organization I think has the same desire to look good on paper but doesn't really care that things work the right way. One example on that is when an employee has a problem with the way the HD leads it's the HD's task to solve it, sometimes with HR's help. But in my opinion, it should involve at least the HD's boss, not just he HD. I believe that this is a problem that's not revealed, it's hushed up the times it comes to HR's knowledge and most of times the employees is too afraid to bring it up or complain about it. Comradery I think is the key to ethical culture in a workplace, and in a workplace as my workplace that is in health and care a key to do an ethically good job is to remember why you are there. It's not just your workplace it's the patients' home. (Appendix H)

The comments identified that the manager was a bad role model who favorized the ones that pleased her but bullied the ones that did not. The manager did not treat everyone equally and had deviant behaviors that affected employees around her to such extent that they started behaving the same. With different measures the manager shamed, and intimidated certain employees made them a target for other employees to follow. The manager influenced some of the employees to such extent that they copied the deviant behavior and went in on the bullying. The feelings of the employees were divided as some must have been satisfied with the manager, whilst some felt negative emotions. The

organizational ethical culture had a bad system for handling issues within the company. Identified factors as a lack of communicating and informing the employees of their rights could be made. It was stated that some employees were not aware of their rights and were afraid to seek for help, this indicates a flaw in the way the organization transmitted the information about ethical standards. Lastly, it could be identified that the organization did not support the employees enough when they brought forth complaints, as it was the manager who handled all reports. This must have resulted in less complaints as people would not dare to come with complaints regarding the manager.

The final step in the analysis before grouping all the cases together. Here, three connections of unethical leadership characteristics could be made relating to the behaviors of the immoral person and manager. Behaviors regarding the immoral person as, not an example of good ethical behavior in actions and decisions, less concerned about ethical and moral values, and not always fair and objective in evaluation of employee performance. Behaviors regarding the immoral manager was identified as, does not give fair treatment when assigning tasks to employees and does not always do what is ethical and fair. They were related to the subthemes; unfair treatment, bullying, and favoritism in the unethical leadership category. Deviant behavior related to the manager's way of intimidating certain employees, shaming them, and made other employees do the same. This behavior could be theoretically connected to arguments presented in chapter 2.1.1, deviant workplace behavior. The last subtheme, bad role model was related to the ethical leadership role in Figure 1. The subthemes related to the employees could also be related to the arguments about deviant workplace behavior as people who goes against social codes and norms, examples like gossiping, favoritism, verbal abuse, and unethical conducts. The themes related to the organizational ethical culture could be conceptually connected to the dimension of clarity and transparency in the Corporate Ethical Virtues Model (see chapter 2.5.1). The next chapter presents the writing-up of the conceptual connections that have been made on all six cases.

4.7 Grouping all cases

Each case had at this step been through different levels of analysis and was now grouped together into a clustered table of themes. In connection to unethical leadership behavior the cluster of themes related to the different characteristics of an immoral manager and

person. Further, the cluster connected to the ethical leadership role was about leaders' role modelling, and the ethical culture model had three dimensions that was connected to dimensions of the corporate ethical culture that influence employee experience. The final cluster identified a range of themes connected to employee experiences caused by unethical leadership behavior. The connections to the clusters and themes are presented in the table below. The clusters in the first section are based on Treviño et.al's, (2000) concept of Ethical Leadership with the immoral person and manager. The second cluster is based on theories in ethical leadership and leaders' ethical roles in an organization, which is presented in chapter two. The themes in the first section stem from Yukl. et.al's, (2013) Ethical Ledership Questionnaire. The last section in the table is from Kaptein's (2008) Ethical Virtues Model referring to organizations' ethical culture.

Table 3

Clustered themes from all cases

Cluster	Connection	Theme
Behaviors of an immoral manager	Unethical Leadership Behavior	Does not give fair treatment when assigning tasks to employees
		Does not always do what is ethical and fair
Traits of an immoral manager		Not against the use of unethical conducts to increase performance
Behaviors of an immoral person		
		Not an example of good ethical behavior in actions and decisions
Traits of an immoral person		Does not care for others needs before self-interest
		Not viewed as trustworthy
Decision-making of an immoral person		
		Less concerned about ethical & moral values

Leaders' ethical role modeling	Ethical Leadership Role	Being a bad ethical role model
Unethical leadership's influence on employees' experiences	Employee Experience	Negative emotions
		Fear
		Anxiousness
		Shame
		Disappointment
		Loss of emotional self-regulation
		Stress
		Hopelessness
		Sadness
		Lack of motivation
		Changed attitude towards work
		Deviant behaviors
Dimensions of the organizational ethical culture	Corporate Ethical Virtues Model	Clarity
		Transparency
		Congruency

When the cluster of themes was complete it was ready for the last step of the analysis, establish the narrative. The narrative writes up the informants' stories together with the connected empirical knowledge that was found in the previous steps of the analysis. There are two main reasons to do it this way. First, to give the reader the opportunity to understand the interpretations, and second, to keep the informants voices of their experiences and present the key point-of-views to their stories (Smith, 2012). In the following chapter the findings of this thesis are presented.

5. Writing up

In the final step of the analysis all the findings were brought together to create the narrative. To understand the interpretations of the findings the best, the discussions were divided into different sections. The sections focused on the different areas within this thesis conceptual model. The model has four dimensions where one is the dimension of unethical leadership behavior, which this chapter begins with. In this section interpretations of the findings to the behaviors, traits, and decision-makings of unethical leaders is presented. The following section analyzed the dimension of the ethical leadership role and what was found relating to leaders' ethical roles. Further, the subject moves on to the third dimension in the conceptual model, the corporate ethical culture, where the major findings of the ethical culture model are discussed. The interpretation from the previous sections ends in a discussion of the findings relating to the experiences of the employees.

5.1 The immoral leader: Behaviors, traits, and decision-makings

In relation to the ethical leadership characteristics in the conceptual model, the dimension of leaders' ethical behavior, traits, and decision-making, were empirically connected to all six cases. It was found that the informants thought their leaders did not always behave fair and ethical, and in some cases not being fair when assigning tasks to the employees. These characteristics relates to the ethical leadership characteristics in Yukl et.al's (2013) components of ethical leadership and are connected to that of an immoral manager, based on Treviño et.al's (2000) concept of the moral manager. Treviño et.al (2000) talk about the moral manager as a person who must make the ethical message clear and visible to everyone in the organization, not only focus on performance and goals. The unethical behavior of the leaders was presented in different ways. There were leaders that gossiped about other employees in the company and others failed to give support to their employees. The first case with the informant who experienced the self-absorbed manager:

First of all, my immediate boss was not familiar with our tasks and was not interested in learning more about them. During the development talks, he liked to talk about himself. He could also speak ill of my colleagues during the interview itself. I felt I could not trust him; he might have

spoken ill of me to my colleagues. I felt that he stood up for some but not for others. Simply uncomfortable! (Appendix C, line 1-10)

There were also leaders who acted unethical and not fair by being aggressive towards their employees. These aggressive behaviors took form as yelling, screaming, becoming physical, as we see from the second informant's experience:

> …I was standing at one machine/belt bringing dried towels towards me and I had to fold them properly and put them in boxes, but one towel was not folded properly, and it was lying on the racks besides me. The manager who was also owner of the company saw the towel and started screaming at me and then threw the towel on me. (Appendix D, line 1-7)

Other connections were made as to some leaders took advantage over their position to control the employees the way they wanted, leaders who demanded unauthorized jobs from the employees and punished the ones that did not follow through. The following shows examples of this type of behavior:

Informant B

> My manager got angry because I didn't want to go out for lunch with him. So, he made me work on the weekend. Until I had to complain to the HR. He also tried to fire me because I refused to work on the weekend. (Appendix E, line 1-5)

Informant C

> Trying to impose the rules when an employee was not following. Never say, but acts based on racial discrimination. Trying to take advantage of the people and make them do what they don't want to do. (Appendix F, line 1-6)

Informant D

> They would repeatedly ask us to work more hours while writing the same amount on the Timesheet, basically asking us to work extra for free. We weren't underperforming, we met the goals and then some while working normal hours, but the project manager wanted to make himself seem like the best leader in the company by way exceeding the goals. (Appendix G, line 2-7)

Two of the informants', C and D, experiences were also connected to the leadership characteristics of immoral leaders' decision-making, which points to leaders who are not against the use of unethical conduct to increase performance. The informant who experienced the corrupt leader expressed that the leader was, "Trying to make money by

doing unethical things. Being corrupt is also a big trait" (line 12-13) … "The manager was greedy and unethical" (Appendix F, line 18-19).

The phrases related to the characteristics of an immoral person, revealed six different types of leaders that in one way or another were not perceived as examples of good ethical behavior and not to be trustworthy. The moral person according to Treviño et.al (2000), refers to the leader's personal role, which points to the more subtle factors of their personality as how well the leaders transmit ethical standards through their actions and decisions. This can be through the way the leader behaves, his or her traits, and decision-making. According to Treviño et.al (2000) the behavior of the moral person speaks louder than words. They imply that people watch how the leader behaves even when the leader is not aware of it, and it is from the observations the employee build up a judgement about the leader's ethical behavior. All cases were linked to the characteristics of an immoral person regarding the way the leaders were perceived as ethical people. Informant D who had the sleazy and arrogant leader wrote:

> Demanding us to work more for free as well as giving some of us tasks that was really his, while he himself went home at or before days end. And then berating us when we didn't do the extra hours or, even worse, put them on our timesheet. (Appendix G, line 10-13)

The last case which presented that of the bullying leader, contained several points of connection to a bad example of an ethical leader. Connections were made to the way that the leader used her power of authority to treat the employees the way she wanted.

> One of the occasions was when the head of the department singled out an employee to be the only reason for collaboration problems in one of the teams. And solving the problem, the way the head of the department saw it, by forcing the employee to write a paper on how and what she had collaborated with her co-workers and making her rate her work and ability to collaborate (Line 1-5) ... The way she managed the work teams I saw as questionable and the way she managed the yearly salary raise on the grounds of how she perceived the employees and their work ability. (Appendix H, line 27-29)

There were other connections which related to leaders who do not care for others needs before self-interest. Informant F who had the corrupt leader wrote that the leader did unethical acts to increase performance, "Trying to take advantage of the people and make them do what they don't want to do. Being selfish and unquestionable" (Appendix F, line

3-5). Other connections related to that of an immoral manager's trustworthiness was made to two of the cases. The first one was linked to the first case with the self-absorbed leader, "He could also speak ill of my colleagues during the interview itself. I felt I could not trust him; he might have spoken ill of me to my colleagues" (Appendix C, line 5-8). The leader was not viewed as trustworthy as he gossiped and talked badly about the other employees to the informant who then became unsure if he maybe was talking ill behind her back as well. The second connection related to the fifth case with the sleazy and arrogant leader and expressed a leader who made the employees work extra but not get paid and get to do work tasks that they were not supposed to do: "Became extremely observant of leaders overall, documenting any questionable behaviour as well as demanding EVERYTHING in writing" (Appendix G, line 13-15). This can be interpreted to as the informant could not trust leaders after his experience as he believed that they could treat him just like his former leader did.

The characteristics of an immoral person's decision-making regarding leaders who are less concerned about ethical and moral values were connected to the experience of the aggressive leader from the second case, the sleazy and arrogant leader from the fourth case, as well as the corrupt and bullying leaders from case five and six. The connections pointed to the actions of the leaders as not to show concern for the employees' well-being, to treat the employees professionally, or to show lack of moral values:

Informant C

> My manager thinks he have the power to do anything to someone who works under him since he is the best friend of the boss. My manager should be helping me with unethical practices in the workplace, but it was opposite" (line 5-10) … I don't think he is a good fit to be a manager. Being an ethical leader means going beyond being a good person. (Appendix E, line 15-18)

Informant D

> The manager was greedy and unethical. Trying to make way by backstabbing or pushing down (Line 12-14) …Doing things that don't create value for the organization. Trying to make money by doing unethical things. Being corrupt is also a big trait. (Appendix F, line 17-20)

Informant E

> Well, rumour had it he was having an affair with one of the girls in the office, while having a wife at home. Which if it was true is a pretty sleazy thing to do. And I think that sort of sums it up, that rumour hadn't gained any traction unless people (myself included) actually thought that would be in his character" (Line 18-23) … Problem here is that he was rarely there unless to yell at us, he was absent the majority of the time, so I never really got close to him. Honestly, thinking back, I can't even remember seeing his face with a genuine (not sleazy/arrogant) smile on his face. (Appendix G, line 23-26)

Informant F

> I see her as an uncertain person with issues of feeling small and not in charge which translates to her being a bully to the people questioning her leadership. We had one time when one of the patients with dementia called the employee from the example "the boss of the ward" when the HD was standing beside them. The HD got so annoyed by this that she commanded the employee to explain to the patient that she in fact was the boss and the employee was working for her, not the other way around. And this I think proves my point. If you are so uncertain as a person and leader that you care this much of what a patient with severe dementia believes about you and your work-title, you aren't a very good or fit to be a leader. (Appendix H, line 19-27)

Treviño et.al's (2000) state that the ethical leader must see the broader perspective and show concern for community and society. The leader must also be guided by the golden rule, to treat others as he or she wants to be treated. Not being perceived as a good example of ethical behavior, draws back to the behavior of the moral person which relates to Treviño et.al's (2000) study of the moral person and moral manager.

5.2 Ethical Leadership Role

All six cases could be related to the cluster of the ethical leadership role. The ethical leadership role can be seen as the general view people have about someone whereas the themes in the unethical leadership characteristics points to specific aspects within ethical leadership. Here, the first case with the self-absorbed leader presented several phrases which can be related to the ethical leadership role:

> …my immediate boss was not familiar with our tasks and was not interested in learning more about them. During the development talks, he liked to talk about himself" (line 1-5) … He could also speak ill of my colleagues during the interview itself. I felt I could not trust him; he might have spoken ill of me to my colleagues

(Line 5-8) …I thought he had narcissistic traits and fished for confirmation all the time. (Appendix C, line 11-13)

The leaders' ethical roles in an organization are determined by the employees' opinions and view about the leader. What they perceive about the leader's ethical role shaped how well the leader can live up to that role (Brown & Mitchell, 2010; Hanna, Crittenden, & Crittenden, 2013). In this case the leader's ethical role is determined by what the leader did not do and do in certain scenarios. As not caring to learn about the tasks of the employees, and rather talk about himself during a development meeting, entails about a leader who is not a very good leader. What it tells about his ethical leadership role is that it is not clear as the informant's perception of the leader was that he was not very ethical.

All the informants perceived their leaders as being bad role models, which draw back to theories within role theory. Role theory refers to how leaders influence employees through their way of behaving and acting as a role model. There are different ways leaders can influence their employees' values and emotions towards the work. For example, a leader can by the way he or she approaches the employees regarding tasks, influence the employees' experiences, but it can also be in more informal ways, as how the leader interacts and build up relationship with the employees. Further, role theory also implies that the way the leader behaves ethically is sending out a message to the rest of the organization, on what the expected ethical behavior is (Huang & Paterson, 2018). From the results none of the leaders from the six cases showed that they were good ethical role models.

5.3 Ethical Culture: Transparency & Congruency

The results from the informants' perceptions of the organizations ethical culture were that the unethical behaviors of the leaders were visible to all the employees and in some cases even visible to the leader's superiors. Which refers to the dimension of transparency in Kaptein's (2008) ethical virtues model. Transparency of an organization entails to which degree unethical behavior is visible to the people working in it. As this thesis investigated peoples' perceptions in the different aspects of unethical leadership, it was understandable that the dimension of transparency would be one of the major findings regarding ethical culture. The dimension of transparency can be interpreted in the way that employees perceive that unethical behavior and its outcome visible in the

organization. The transparency of the unethical conducts is determined by how others perceive it. The first phrase discussed how the manager was not a good example of an ethical leader and that it was not only visible to the employees, "The management team did not like this manager either" (Appendix C, line 18-19). Here even the management team was aware of the leader's behavior, and it seemed his behaviors was transparent to the one involved. The second case expressed how the leader's behavior was visible to the informant, "The manager who was also owner of the company…" (line 5-6) …" The thing I observed that was ethically wrong was his anger towards the employees" (Appendix D, line 18-19). The text shows that it must have been visible to the other employees as well, as the leader's anger was pointed to them. Another example is from the fifth case and talks about how the leader's unethical behavior became so transparent that the top management found out about it, "Higher officials found out and tried to demote or transfer to another position by giving warning" (Appendix F, line 22-25). We can also see another example from the second to last case where it was the other way around, that there was a lack of transparency:

> I think there was a lack of awareness on the top level. I would hope that if they knew what was going on they wouldn't have acted the same way. Or perhaps they did know, and they were the ones egging it on, I truly don't know. (Appendix G, line 34-38)

This case could be interpreted in such way that it was visible to the informant about the issues regarding the unethical leader and might have been visible on the top level, but it was not certain that was the case. This could mean that the unethical behavior of the leader was not visible to everyone, but to some of the people in the organization. Further, the result showed that the leaders were not perceived to act in accordance with ethical standards, which relates to Kaptein's (2008) ethical virtues model and the dimension of congruency. Congruency in an organization is in the perception of the employees in how the leader acts according to ethical expectations. Here, the results revealed that none of the leaders did act to the expected ethical expectations, and in this matter that result was expected, as this thesis took experiences from individuals who shared their experiences of unethical leadership. Congruency can be interpreted in such ways of how employees perceive that the leader is acting according to the ethical standards in the organization,

according to Kaptein (2008). Here we have some examples from the cases where the dimension of congruency was connected to the phrases:

> My immediate boss was not familiar with our tasks and was not interested in learning more about them. During the development talks, he liked to talk about himself" (line 1-5) … He could also speak ill of my colleagues during the interview itself. I felt I could not trust him; he might have spoken ill of me to my colleagues (Appendix C, line 5-8) … I felt that he stood up for some but not for others. Simply uncomfortable. (line 8-10) … I thought he had narcissistic traits and fished for confirmation all the time. (Appendix C, line 11-13)

The informant's perception of the leader's way of behaving according to the ethical standards was not good. From the phrases it can be said that the leader did not act in accordance with ethical expectations. Further on, we have a phrase from the last case where the leader bullied her employees, acted unprofessionally in front of the patients:

> …the head of the department singled out an employee to be the only reason for collaboration problems in one of the teams. And solving the problem, the way the head of the department saw it, by forcing the employee to write a paper on how and what she had collaborated with her co-workers and making her rate her work and ability to collaborate. (Line 1-5) … We had one time when one of the patients with dementia called the employee from the example "the boss of the ward" when the HD was standing beside them. The HD got so annoyed by this that she commanded the employee to explain to the patient that she in fact was the boss and the employee was working for her, not the other way around. And this I think proves my point. If you are so uncertain as a person and leader that you care this much of what a patient with severe dementia believes about you and your work-title, you aren't a very good or fit to be a leader. (Appendix H, line 19-27)

Here we have a leader who is not perceived to act in accordance with ethical standards due to her unprofessional way of behaving in front of her patient, but also how she act towards her employees.

5.4 Findings of Employee Experiences

So, what can be said about the experiences of the employees? The cases revealed that all the informants experienced a range of different emotions due to the unethical leader. Emotions as, anxiety, disappointment, anger, stress, hopelessness, lack of trust, lack of motivation, and fear were found. However, some experienced a change of attitude towards the work, and others could see how their colleges acted differently and displayed deviant behaviors. All these can be related to arguments about the effects of unethical

leadership on employee behavior presented in the theoretical framework of this thesis. Those argument state that unethical behavior is when someone in the organization goes against norms and social codes (Brown & Mitchell, 2010). The emotions employees can feel due to a leader's unethical behavior varies a lot. To give some examples of the outcome of unethical leaders. First, the feeling of not getting fair treatment when a leader does favors for some, but not for others. Second, the feeling of being uncomfortable, when a leader gossip about people in the company. Third, feeling worried and uneasy when a leader uses his or her power of authority to control the employees.

The cases also revealed other types of outcomes due to the leaders' unethical behaviors, as deviant workplace behaviors both from the employees' side and the managers. Deviant behavior can take form in different ways, it can be both physical and verbal. The case with the self-absorbed leader, expressed that he liked to gossip about the informant's colleges, as we saw in previous section: "During the development talks, he liked to talk about himself. He could also speak ill of my colleagues during the interview itself" (Appendix C, line 3-6). Further on we have the third case with the aggressive leader, which revealed: "They had no respect for him, everyone was talking behind his back" (Appendix D, 10-11). Here it was the employees who were deviant and gossiped behind the leader's back. The fourth case presented the corrupt leader and his deviant behavior took form as intimidation and hostility: "Trying to make way by backstabbing or pushing down" (Appendix E, line 12-13). In the fifth case it was a manager who was seen as sleazy and arrogant. His deviant behavior was verbal abuse, as he scolded his employees whenever he met them: "Problem here is that he was rarely there unless to yell at us" (Appendix G, line 23-24).

6. Conclusions

The purpose of writing this thesis was to get a better insight into peoples' experiences of unethical leadership, by looking at it from the perspective of the employees. The aim was to investigate employees' experiences of unethical leadership and what could be revealed about leaders' behaviors and organizational ethical culture. Through a qualitative questionnaire, six individuals' experiences of leaders' ethical roles as well as ethical behaviors and the organizational ethical culture was investigated. Their experiences went through several steps of analysis in accordance with an interpretative phenomenological analysis and linked with theories and concept within ethical leadership and corporate ethical culture. The findings showed that in relation to leaders' unethical behavior, employees view their leaders as bad ethical role models who care more about themselves than the employees. It was also found that the employees observed the leaders as not being fair and ethical when assigning tasks. Some connections were found to the perception that the leaders performed unethical acts to increase performance and goals. In relation to the ethical culture of the organizations, it was found that the organizations lacked congruency and transparency. The employees experienced a range of different emotions and behaviors due to their leaders' unethical behavior. It was found that the employees felt fear, anxiousness, lack of motivation, and even acted deviant in the workplace.

6.1 Limitations

There were some aspects of limitations in this thesis that must be considered. First, the practical limitation of using IPA as a research method is in the interpretation of the subject through participants' ability to describe their subjective insight of the phenomena through language. As some of the data that was gathered from the six informants was relatively brief, the texts contained just a short description of their experiences, which was proved to be a limitation in the analysis. As this thesis interpreted several different aspects of ethical leadership, ethical role modeling, and ethical culture, the short descriptions of the informants' experiences, caused overlapping interpretations of the same words and phrases. The amount of text from the informants' experiences were not enough to get a more nuanced interpretation of the research areas. For this purpose, it would have been

more appropriate to interview fewer people but extract more data from each, or to approach using more than one data collection method.

The second limitation to this thesis was the issue with outliers in the data collection method. One of the respondent's answers was unfortunately too far away from the subject and did not meet the requirements to fit this thesis and therefore excluded from further analysis. The possible reason could be due to language barriers as misinterpretation of words and phrases, but respondent's answers were also too vague, which made it hard to extract meaningful data.

The third limitation was the downside of conducting an online questionnaire, as there was a loss of control over the amount of data collected. The data collected from each informant varied a lot and even though they got sufficient background information about the importance of descriptive and detailed answers and the value of elaborated answers, it did not get the effects I hoped for.

6.2 Implications for future research

The results have connections with that of presented research. It was revealed that unethical leaders display different types of behaviors that are related to the concept of ethical leadership. Here is a possibility to empirically explore the dimensions in relation to leaders' behaviors and explore how their behaviors influence employees. Further, the unethical leaders showed to be bad examples of being ethical role models, which are related to theories within role modeling that can further be explore in relation to unethical leadership behavior. The organizational ethical culture could be related to two dimensions in the model of ethical virtues that opens further questions about the influence unethical leadership have on the organizational ethical culture. Research can be made to further explore how unethical leadership behavior influences the ethical culture of organizations. Lastly, the experiences of the employees revealed that the people who experienced an unethical leader, got negatively influenced. However more research must be made that investigates these aspects of employee experience. This thesis has contributed to give a broader view of what employees' experience can say about the unethical leader and ethical culture, and how those factors influenced their experiences. New studies looking

into employee experiences must be made to further understand how those might influence behavior, thoughts, and emotions.

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Appendix A: Questionnaire 1

Interview Guide 1

Introduction

Before the questions begin, I want to know:

Your age,

Your work experience,

Your longest employment, as well as

In which industry you worked in during the specific event related to unethical behavior.

Question 1: Unethical Leadership

This question requires you to think back to a time when you experienced or observed that a leader (manager) behaved ethically questionable. What was the scenario? What was it about the leader's behavior that you perceived as ethically questionable? In what ways were you influenced by the leader's behavior? In what ways did you observe that your colleagues were influenced by the leader's behavior?

Question 2: Leadership Role

If you think back to the character of the leader, how did you perceive that the leader was as a person (not his/her professional role)? In what ways did these differ from the leader's professional role? Was there anything in the leader's character (personal and/or professional role) that you perceived/observed as ethically questionable? Was there anything you perceived as ethically, correct?

Question 3: Ethical Culture

The last scenario. Now I want you to think back on how you experienced the organization. How did you perceive or observe that the ethical culture was in the workplace? In what ways was this revealed (or not revealed)? In what ways did the ethical culture of the workplace influence you? Was there anything in the ethical culture that you felt were missing?

Appendix B: Questionnaire 2

Interview guide 2

Introduction

Before the questions begin, I want to know:

Your age,

How long work experience you have,

Your longest continuous employment, as well

In what industry you worked in during the specific event related to unethical behavior.

Question 1: Unethical Leadership

This question requires you to think back to a time when you experienced or observed that a leader (manager) behaved ethically questionable. What was the scenario? Please be as detailed as possible.

Question 2: Unethical Leadership

What was it about the leader's behavior that you perceived as ethically questionable? Please be as detailed as possible.

Question 3: Unethical Leadership

In what ways were you influenced by the leader's behavior? Please be as detailed as possible. In what ways did you observe that your colleagues were influenced by the leader's behavior? Please be as detailed as possible.

Question 4: Leadership

If you think back to the character of the leader, how did you perceive that the leader was as a person (not his/her professional role)? In what ways did these differ from the leader's professional role? Please be as detailed as possible.

Question 5: Leadership

Was there anything in the leader's character (personal and/or professional role) that you perceived/observed as ethically questionable? Was there anything you perceived as ethically correct? Please be as detailed as possible.

Question 6: Ethical Culture

The last scenario. Now I want you to think back on how you experienced the organization. What was your experience of the ethical culture in the workplace? Please be as detailed as possible.

Question 7: Ethical Culture

In what ways was this revealed (or not revealed)? In what ways did the ethical culture of the workplace influence you? Please be as detailed as possible.

Question 8: Ethical Culture

Was there anything in the ethical culture that you felt were missing? Please be as detailed as possible

Appendix C: Case A

Respondent experience, extracts, comments, and subthemes

The Experience	Extracts	Comments	Subthemes
First of all, my immediate boss was not familiar with our tasks and was not interested in learning more about them. During the development talks, he liked to talk about himself. He could also speak ill of my colleagues during the interview itself. I felt I could not trust him; he might have spoken ill of me to my colleagues. I felt that he stood up for some but not for others. Simply uncomfortable! Surprisingly, he was very nice privately and very caring. I thought he had narcissistic traits and fished for confirmation all the time. It did not feel like he understood his managerial role at all. Although he sometimes did something good, his unethical behavior overshadowed this. The organization as a whole was not bad. The management team did not like this manager either and he probably did not feel comfortable with the management team, maybe even a little bullied. What happened was that it was possible to take advantage of my boss and get benefits if you gave him confirmation. It became very unfair, and some felt very bad. Eventually, the management made a reorganization. His new position was without personnel responsibilities.	**Unethical Leadership** " …did not know our work tasks and was not interested to learn more about them." " …liked to talk about himself." " …talked badly about my colleges …could not trust him." " …he might have talked badly about me to my colleges." " …he stood up for some but not for others." " Uncomfortable quite simply" **Leadership Role** " …surprisingly, he was very nice in person and very considerate." " …he had narcissistic traits and fished for confirmation all the time." " It felt like he did not understand his professional role at all." " Even if he did good things sometimes, those were overshadowed by his unethical behavior." **Ethical Culture** " The organization as a whole was not bad." "The top management did not like this manager either." " …he probably did not feel so comfortable with the top management, maybe even a bit bullied." " …it was possible to take advantage of my manager and get benefits if you gave him confirmation." " It became very unfair, and some felt very bad." " In the end the top management reorganized. His new position was without personnel responsibility."	Felt that the manager was not engaged in learning the duties of the staff and did not show any signs of wanting to learn. - *Expresses disappointment. He does not motivate his employees by caring about their work.* Felt the manager was too self-centred and gossiped about the other employees. Felt unsure about the manager, felt he could not be trusted. –*Anxiousness and uneasiness spreads among the employees* Felt the manager favorized people -*giving unfair treatment.* Felt he was nice in person but had narcissistic traits and fished for confirmation -*self-centred leader* Felt he did not know his role as a leader -*lack of knowledge? Lack of motivation? Lack of care?* Did too much bad for the good to shine through -*not a good example of a leader* Felt uncomfortable about the whole situation. -*creates an uneasy and insecure work environment* Felt the ethical organizational culture was overall good, top management that did not approve of the manager either. Was it the manager who could be taken advantage of or he took advantage of others? Felt it was possible to get benefits from the manager if you gave him confirmation. Ultimately the top management took measures to change the organization. – *cares for the employees*	**Leader:** Uncommitted Uninterested Self-centred Gossiping Unfair treatment Abuse of power Favoritism Bad role model **Employees**: Lack of motivation Lack of trust Anxiousness Uneasiness Discomfort **Ethical Culture:** Takes measures to stop unethical behaviors. Does not approve unethical behavior Shows concern for their employees

Appendix D: Case B

Respondent Experience, extracts, comments, and subthemes

The Experience	Extracts	Comments	Subthemes
The scenario was that I was standing by one machine/belt bringing dried towels towards me and I had to fold them properly and put them in boxes, but one towel was not folded properly, and it was lying on the racks besides me. The manager who was also owner of the company saw the towel and started screaming at me and then throwed the towel at me. I got extremely disappointed and felt embarrassed in front of everyone else. I was shocked by his action. My colleagues were always scared of the manager. They had no respect for him, everyone was talking behind his back. Most of the peoples working there were outsiders who were either forced to work for visa, money or they were just used to be mistreated every day. The leader as a person was always angry, annoyed by small things, always had a frustration. Anger and frustration don't fit a leader's role. I believe a leader must be calm in all situations no matter what. The thing I observed that was ethically wrong was his anger towards the employees. He would never start a conversation with saying hi first. The organization had a stressful work environment. There was barely time to take a toilet break or drink a glass of water. It was basically impossible to leave your stand for a moment. The ethical culture was not good nothing about it was normal. The influence it had on me was that I felt really stressed and sort of anger inside me towards the manager. Eventually I had to quit the job as I could not stand his way of doing things. The thing that was missing is that the manager didn't treated everyone equally and I don't think he saw us as human beings, just peoples who were like machines folding towels who could never make a small mistake.	**Unethical Leadership** "…one towel was not folded properly…the manager started screaming at me and then throwed the towel at me." "I got very disappointed and embarrassed in front of everyone." "I was shocked by his action." "My colleagues were always scared of the manager." "They had no respect for him, everyone was talking behind his back." **Leadership Role** "The leader…was always angry, annoyed by small things." "Anger and frustration don't fit a leader's role …have to be calm in all situations…" "The thing I observed that was ethically wrong was his anger towards his employees." "He would never start a conversation with saying hi first." **Ethical Culture** "The organization as a whole had a stressful work environment." "…barely time to take a toilet break or drink a glass of water." "…I felt really stressed and sort of anger inside me towards the manager." "Eventually I had to quit the job… couldn't stand his way of doing things." "…the manager didn't treat everyone equally." "…don't think he saw us as humans being, just people who were like machines… who could never make a small mistake".	Felt disappointed in the manager and embarrassed for being screamed at in front of colleges. *-angry and hostile manager behavior created sadness and shame* Felt shocked by the manager's behavior. *-strong emotional reaction and physical reaction to a traumatic event* Perceived that colleges feared the manager – *clearly an uneasy and insecure work environment.* Colleges lost the respect for the manager, they talked behind his back *-creates anger among the employees and work motivation most likely decreases.* Felt the manager was always angry and annoyed by small matters and expressed those feelings to the employees *-being a bad role model.* Felt that the manager was unfriendly in conversations *-not being a good example of how to behave.* Felt the work environment was stressful and no time for breaks *-lack of proper organizational structure and breaking rules.* Felt anger towards the manager due to his unethical behavior and eventually quit the job because of it *-hard to emotionally self-regulate, results in quitting work.* Felt that the manager gave unfair treatment and had extremely high expectations of the employees*-unfair and controlling manager who did not give equal treatment.*	**Leader:** Aggressive Hostile Unfair treatment Controlling Bad role model Breaking rules **Employees**: Gossiping Lack of respect Lack of motivation Disappointment Embarrassment Fear Loss of emotional - self-regulation Quitting work **Ethical Culture:** Do not follow rules and regulations

Appendix E: Case C

Respondent Experience, extracts, comments, and subthemes

The Experience	Extracts	Comments	Subthemes
My manager got angry because I didn't want to go out for lunch with him. So, he made me work on the weekend. Until I had to complain to the HR. He also tried to fire me because I refused to work on the weekend. My manager thinks he have the power to do anything to someone who works under him since he is the best friend of the boss. My manager should be helping me with unethical practices in the workplace, but it was opposite. I didn't like to work under him. My other colleagues were female, and they got along pretty well. My manager was someone who likes to use his power in a wrong way. He likes to know about someone's personal life. I don't think he is a good fit to be a manager. Being an ethical leader means going beyond being a good person. My manager should use the power and authority to serve the greater good instead of self-serving interests. The whole organization at that workplace wasn't pleasant. I had worked in few other places and I had treated fairly and respectful. My boss didn't investigate the whole situation and almost fired me, until I had to stand up for myself and explained what my manager was doing unethically. Having an organizational culture that emphasizes ethical behavior can cut down on misbehavior of organizations.	**Unethical Leadership** "My manager got angry because I didn't want to go out for lunch with him. So, he made me work on the weekends" "Until I had to complain to HR." "He also tried to fire me because I refused to work on the weekends." "…thinks he have the power to do anything to someone who works under him, since he is the best friend of the boss." "My manager should be helping me with unethical practices in the workplace, but it was the opposite." "I didn't like to work under him" "My other colleagues were female, and they got along pretty well." **Leadership Role** "…was someone who liked to use his power in a wrong way. " "He liked to know about peoples' personal lives." "I don't think he is a good fit to be a manager. Being an ethical leader means going beyond being a good person." "My manager should use the power and authority to serve the greater good instead of self-serving interests." **Ethical Culture** "The whole organization…wasn't pleasant." "My boss didn't investigate the whole situation and almost fired me, until I had to stand up for myself and explain what my manager was doing unethically." "Having an organizational culture that emphasizes ethical behavior can cut down on misbehavior…"	Felt that the manager gave unfair treatment and abused his power as the leader, after declining dinner with the manager. Went that far without getting better and had to complain to HR. -*an underlying expression of disappointment that the top management did not handle the issue.* Felt that the manager should help with ethical issues instead of abusing it. -*an underlying expression of disappointment in the leader* Did not feel comfortable working for the manager as the manager abused the power. -*creates uncertainty and uncomfortable emotions and a change of attitude towards the work* Felt that the manager gave unfair treatment, treated the female workers better. Felt that the manager used his power as a leader the wrong way. -*a bad role model* Felt that the manager was interested in knowing about the employees' personal lives. -*a manager that shows he wants to get to know his colleges.* Felt that the manager did not fit to be a leader as an ethical leader should go beyond just being a good person. Felt that the manager should have used his power and authority to serve the greater good instead of self-serving interests. The organization as a whole was not pleasant. -*creates discomfort in the employee* Felt the top management did not investigate the issue, had to solve it on its own and that the organization should have cared for improving ethical issues -*not showing care about ethical issues.*	**Leader:** Unfair treatment Abuse of power Bad role model **Employees**: Lack of motivation Disappointment Uncertainty Uneasiness Discomfort **Ethical Culture:** Lack of commitment regarding ethical issues Lack of support to employees regarding ethical issues

Appendix F: Case D

Respondent Experience, extracts, comments, and subthemes

The Experience	Extracts	Comments	Subthemes
Trying to impose the rules when an employee was not following. Never say, but acts based on racial discrimination. Trying to take advantage of the people and make them do what they don't want to do. Being selfish and unquestionable. Hard to talk and convince in any scenario. Imposing unnecessary burdens. So felt useless and burnt out to keep up the targets. Colleges might feel they couldn't differentiate their work-life and personal life. The colleges have a problem with a high-pressure work environment. The manager was greedy and unethical. Trying to make way by backstabbing or pushing down. Manager's personal life is also hard to keep up. Bad relationships and bad environments in the home. Affecting their family and friends' behaviors. Doing things that don't create value for the organization. Trying to make money by doing unethical things. Being corrupt is also a big trait. This person would spoil the work culture during his time in the position and abuse the power. The employees of the organization felt devastated and very unsatisfied. Higher officials found out and tried to demote or transfer to another position by giving warning. As per my opinion, following the rules and being ethical is enough, because there is always a process set to make things right so that following those processes are needed.	**Unethical Leadership** "Trying to impose the rules" "Never say, but acts based on racial discrimination." "…take advantage of the people…make them do what they don't want to do." "Being selfish and unquestionable." "Hard to talk to and convince in any scenario." "Imposing unnecessary burdens." "…feel useless or burnt out to keep up the targets." "Colleges might feel they couldn't differentiate work-life and personal life. …have problem with a high-pressure work environment." **Leadership Role** "…greedy and unethical." "…backstabbing or pushing down." "…personal life…hard to keep up. Bad relationships and bad environments in their homes." "Doing things that don't create value for the organization. Trying to make money by doing unethical things. Being corrupt is also a big trait." **Ethical Culture** "This person would spoil the work culture…and abuse the power." "The employees of the organization…felt devastated and very unsatisfied." "Higher officials…tried to demote or transfer the manager to another position by giving warning. "…following the rules and being ethical is enough…so that following those processes are needed."	Felt that the leader acted on racial values that was not explicitly outspoken. -*the manager creates an unsafe atmosphere where people get treated different ways depending on heritage.* Felt that the manager took advantage of the employees to make them to what he wanted. -*abusing his power to serve his own interests.* Felt that the manager was selfish and unquestionable, hard to convince in any situation. -*a manager not listening to his employees, not caring to listen, just caring for his own self-interests, can create underlying emotions of hopelessness in the employees.* Felt that the manager put unnecessary burden on them. Employees feel useless and burnt out due to the pressure from the manager -*makes the employees feel stressed out, creates an unhealthy work environment.* Felt that the leader was both unethical and greedy who could backstab or push the employees down. -*a cold hearted manager not showing sympathy nor empathy for his employees.* Felt that the manager was corrupt and could do unethical things to increase performance. People around the manager gets negatively affected by his behavior. The organization's ethical culture was bad, the employees felt devastated and unsatisfied. -*lack of motivation to work* Top management tried to put in measures to improve and stop the issues by giving him a warning.	**Leader:** Abuse of power Unfair treatment Bad role model Corrupt Hostile Self-centred Uncaring **Employees:** Hopelessness Stressed out Lack of motivation Anxiousness Uneasiness Sadness **Ethical Culture:** Poisonous Unhealthy Takes measures to try to stop and improve the issues

Appendix G: Case E

Respondent Experience, extracts, comments, and subthemes

The Experience	Extracts	Comments	Subthemes
It wasn't as much of just one manager that behaved unethically, it was the Management. They would repeatedly ask us to work more hours while writing the same amount on the Timesheet, basically asking us to work extra for free. We weren't underperforming, we met the goals and then some while working normal hours, but the project manager wanted to make himself seem like the best leader in the company by way exceeding the goals. The reason why I say it was the management and not just this specific project manager, is simply because the rest of the management was well aware. Demanding us to work more for free as well as giving some of us tasks that was really his, while he himself went home at or before days end. And then berating us when we didn't do the extra hours or, even worse, put them on our timesheet. Became extremely observant of leaders overall, documenting any questionable behaviour as well as demanding EVERYTHING in writing. My colleagues, I don't know, it is pretty common practice in that business. But from what I understand only one of 12 guys still work for that company. Well, rumour had it he was having an affair with one of the girls in the office, while having a wife at home. Which if it was true is a pretty sleazy thing to do. And I think that sort of sums it up, that rumour hadn't gained any traction unless people (myself included) actually thought that would be in his character. Problem here is that he was rarely there unless to yell at us, he was absent the majority of the time, so I never really got close to him. Honestly, thinking back, I can't even remember seeing his face with a genuine (not sleazy/arrogant) smile on his face. The Organisation was pretty big, we are talking at least 1000+ employees, spread over a huge area. Like I said in one of my previous answers, the whole management of that department was aware of the behaviour and did nothing because they were getting massive bonuses at the end of the year. The rest of the company I never really knew much about. Unsure of how to answer this question as I left before it was revealed or if it ever was. The testament of an old employee isn't worth much in today's society. I think there was a lack of awareness on the top level. I would hope that if they knew what was going on they wouldn't have acted the same way. Or perhaps they did know, and they were the ones egging it on, I truly don't know.	**Unethical Leadership** "It wasn't…just one manager that behaved unethically, it was the Management." "They would repeatedly ask us to work more hours while writing the same amount on the Timesheet…" "We weren't underperforming, we met the goals… but the project manager wanted to make himself seem like the best leader… by exceeding the goals." "…the rest of the management was well aware. Demanding us to work more for free as well as giving some of use tasks that was really his (the manager)… then berating us when we didn't do the extra hours…" "(I) Became extremely observant of leaders overall, documenting any questionable behaviour as well as demanding EVERYTHING in writing." "My colleagues, I don't know… from what I understand only one of 12 guys still work for that company." **Leadership Role** "…rumour had it he was having an affair with one of the girls… while having a wife at home. …if it was true is a pretty sleazy thing to do. …that rumour hadn't gained any traction unless people (myself included) actually thought that would be in his character." "…he was rarely there unless to yell at us, he was absent the majority of the time." "…I can't even remember seeing his face with a genuine (not sleazy/arrogant) smile on his face." **Ethical Culture** …"the whole management of that department was aware of the behaviour and did nothing because they were getting massive bonuses at the end of the year." "I think there was a lack of awareness on the top level. I would hope that if they knew what was going on they wouldn't have acted the same way. Or perhaps they did know, and they were the ones egging it on…"	Felt that in the manager and the management behaved unethically, that it was all about over-performing but not get paid for it. -*not getting paid for the time you have worked can make a person feel frustrated on the manager and management* Felt that the manager wanted to make himself seem like the best leader by exceeding the goals. Felt that they got tasks the manager was supposed to take and when not agreeing to the terms, the management berated them for it. -*to get tasks which are not formally stated creates negative emotions, especially when getting yelled at for not doing them* Felt overly observant of all leaders due to this and was suspicious of questionable behaviors, also kept sure to demand proper documentations and paperwork for everything related to the work. -*becoming worried and suspected that other leaders might behave the same. It creates uncertainty and loss of trust in leaders.* Could not speak for the colleges but could say that most of the colleges no longer work for the company. -*employees quitting work might reflect on the management lack of action in the matter.* According to rumors the leader was having sexual relations with a staff member. Felt that the leader's character was sleazy and arrogant and not genuine. -*being a good ethical role model will transcend to the employees, this reflects the opposite* Felt that the manager only gave insults the few times he was present. -*verbally abusing his employees* The organization was aware of the leader's behavior but did not take measures to stop it Felt that the organization lacked awareness of the issue but could not be completely sure if they were the ones controlling the situation or not. -*failed to follow proper guidelines and failed to build up trust*	**Leader:** Unfair treatment Self-centred Abuse of power Bad role model Breaking rules **Employees***:* Worry Uncertainty Lack of trust Quitting work **Ethical Culture:** Do not follow rules and regulations Lack of commitment regarding ethical issues Lack of support to employees regarding ethical issues

Appendix H: Case F

Respondent Experience, extracts, comments, and subthemes

The Experience	Extracts	Comments	Subthemes
One of the occasions was when the head of the department singled out an employee to be the only reason for collaboration problems in one of the teams. And solving the problem, the way the head of the department saw it, by forcing the employee to write a paper on how and what she had collaborated with her co-workers and making her rate her work and ability to collaborate. During this time, I was the union representative and tried to make it clear to the head of the department that this was unprofessional and unethical and that you can't blame collaboration problems in a team on one person alone. But she was determined that the one employee was to blame. This head of the department usually singles out employees that she doesn't like or employees that isn't her "lap dogs". As an employee you don't have to be good at your work, you just must be the loyal to the HD and obey. So, for employees that doesn't fit in the HD's fan club gets bullied and singled out as problems. And the employees are often afraid of pushing back and telling the HD what's their right as employees. Which the HD knows and use to her one advantage. I was influenced in such way that I was determined to change this and fight back for the employees that didn't know their rights or didn't have the courage to fight for their rights. Many of the employees that was on the HD's good side used the bullying to their advantage and singled out the other for the HD to bully. My perception was that the HD wanted everything to look good on paper, in the budget and for her bosses to think that she was a great HD. And in some way, I see her as an uncertain person with issues of feeling small and not in charge which translates to her being a bully to the people questioning her leadership. We had one time when one of the patients with dementia called the employee from the example "the boss of the ward" when the HD was standing beside them. The HD got so annoyed by this that she commanded the employee to explain to the patient that she in fact was the boss and the employee was working for her, not the other way around. And this I think proves my point. If you are so uncertain as a person and leader that you care this much of what a patient with severe dementia believes about you and your work-title, you aren't a very good or fit to be a leader. The way she managed the work teams I saw as questionable and the way she managed the yearly salary raise on the grounds of how she perceived the employees and their work ability. There wasn't many things about this HD that I saw as good features, but in one way I think that she wanted to do a good job and make her bosses happy. She wanted the facility to be a good home for the patients and that is ethically correct, but not the way she did it. When the HD wasn't around the work culture was friendly, on most of the wards. Some wards had more problem than others. The organization I think has the same desire to look good on paper but doesn't really care that things work the right way. One example on that is when an employee has a problem with the way the HD leads it's the HD's task to solve it, sometimes with HR's help. But in my opinion, it should involve at least the HD's boss, not just he HD. I believe that this is a problem that's not revealed, it's hushed up the times it comes to HR's knowledge and most of times the employees is too afraid to bring it up or complain about it. Comradery I think is the key to ethical culture in a workplace, and in a workplace as my workplace that is in health and care a key to do an ethically good job is to remember why you are there. It's not just your workplace it's the patients' home.	**Unethical Leadership** "…the head of the department singled out an employee to be the only reason for collaboration problems in one of the teams." "…forcing the employee to write a paper on how and what she had collaborated with her co-workers and making her rate her work and ability to collaborate." "…she was determined that the one employee was to blame." "The head of the department usually singles out employees that she doesn't like or employees that isn't her "lap dogs". "…employees that doesn't fir in the HD's fan club gets bullied and singled out…" "…employees are often afraid of pushing back and telling the HD what's their right…" "I was determined to change this and fight back for the employees that didn't know their rights or didn't have the courage to fight for their rights. Many of the employees that was on the HD's good side used the bullying to their advantage and singled out the other for the HD to bully" **Leadership Role** "My perception was that the HD wanted everything to look good on paper, in the budget and for her bosses to think that she was a great HD." "I see her as an uncertain person with issues of feeling small…translate to her being a bully…" "HD got so annoyed…commanded the employee to explain to the patient that she in fact was the boss…" "The way she managed the work teams I saw as questionable and the way she managed the yearly salary raise on the ground of how she perceived the employees and their work ability." "She wanted to do a good job and make her bosses happy. She wanted the facility to be a good home for the patients, but not the way she did it." **Ethical Culture** "…when employee has a problem with the way the HD leads it's the HD's task to solve it, sometimes with the HR's help. …it should involve at least the HD's boss, not just the HD."	**Unethical Leadership** Felt that the boss treated her employees differently depending on how well they did things the way she wanted it. -*favorizing people and not being fair.* The boss did not listen to reason and did not show care for the employees' well-being. - *shows lack of concern and care for the employees.* The boss forced an employee to evaluate his or her work ability which was uncalled for – *shaming the employee and bullying him or her.* Felt that the employees were too afraid to push back. -*frightened to lose their jobs and maybe afraid it wouldn't lead anywhere.* Felt determined to fight back and help the targeted employees that did not know their rights -*if they did not know their rights, how well did the ethical standards translates to the members of the organization?* **Leadership Role** Felt that the manager only cared about pleasing her bosses. Felt that the boss was an insecure person who bullied people that did not treat her the way she wanted. Did not manage her team in a proper way nor in the way she evaluated her employees. Felt that the boss wanted to do a good work but failed to do so. -*was the boss unaware of her behavior and how it influenced others?* **Ethical Culture** Felt that the organization's system of handling issues was done in the wrong way. Issues regarding the HD went straight to her to solve and sometimes the HR helped, should have been HD's boss as well.	**Leader:** Unfair treatment Bad role model Bullying Deviant behavior Favoritism **Employees:** Fear Deviant behaviors Lack of work motivation Change of attitudes and behaviors **Ethical Culture:** Lack of communications and information regarding ethical standards Lack of support regarding ethical issues