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**THE ANTECEDENTS OF LEADERSHIP UNETHICAL
BEHAVIOR IN THE ALGERIAN STATE-OWNED COMPANIES**



ABDERRAHMANE BENLAHCENE

**DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
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**THE ANTECEDENTS OF LEADERSHIP UNETHICAL
BEHAVIOR IN THE ALGERIAN STATE-OWNED COMPANIES**



ABDERRAHMANE BENLAHCENE (901270)

**A thesis submitted to Ghazali Shafie Graduate School of Government in
fulfilment of the requirements for the Doctor of Philosophy
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Kolej Undang-Undang, Kerajaan dan Pengajian Antarabangsa
(College of Law, Government and International Studies)
UNIVERSITI UTARA MALAYSIA

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Pemeriksa Dalam (Internal Examiner)	:	PROF. DR. AHMAD MARTADHA MOHAMED

Tandatangan
(Signature)

Tandatangan
(Signature)

Tandatangan
(Signature)

Tarikh : **21 Mei 2019**
Date

Nama Pelajar : ABDERRAHMANE BENLAHCENE (901270)
(Name of Student)

Tajuk Tesis : THE ANTECEDENTS OF LEADERSHIP UNETHICAL
(Title of the Thesis) BEHAVIOUR IN THE ALGERIAN STATE-OWNED
COMPANIES

Program Pengajian : Ph.D
(Programme of Study)

Penyelia Pertama : DR. RUSLAN ZAINUDDIN
(First Supervisor)

Tandatangan
(Signature)

Penyelia Kedua : DR. NUR SYAKIRAN AKMAL
(Second Supervisor) ISMAIL

Tandatangan
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ABSTRACT

The problem of unethical leadership behavior within the state-owned companies in Algeria has cost the country enormous efforts and resources. However, the issue did not receive much attention and remained inadequately studied. Therefore, this study has explored the antecedents of leadership unethical behavior in the Algerian state-owned companies. The study used the state-owned company SONATRACH as a unit of analysis. A mixed methodology was employed to obtain the data. In the qualitative phase, semi-structured in-depth interview was used involving 15 interviewees. On the other hand, the quantitative phase employed the DIT-2 questionnaire. A total number of 200 questionnaires were distributed and the response rate was 33%. The interviews were thematically analyzed and facilitated by the use of ATLAS.ti 8 while the DIT-2 questionnaires were scored by the Center for the Study of Ethical Development, University of Alabama. The qualitative results showed that the antecedents of leadership unethical behavior within the Algerian state-owned companies fall into two major categories. The first one is related to the situational factors that contributed to the prevalence of leadership unethical behavior. The study revealed that these situational antecedents are conducive environment, leadership development, organizational oversight, ineffective recruitment structure, and leaders-followers relationship. The second category of the antecedents of leadership unethical behavior is related to the individual characteristics and values of leaders. These individual antecedents are the lack of ethical awareness, irresponsibility, egocentricity, ignorance, uncontrolled access to organizational resources, and poor leadership skills & qualities. In addition, the quantitative findings disclosed that leaders of the Algerian state-owned companies have low level of moral reasoning. The theoretical implication of this study is that the antecedents of unethical leadership behavior are twofold: situational which are linked to the structural, cultural, and organizational settings and individual, which are related to the character traits of leaders. However, in countries with weak corruption control and fragile institutions; situational antecedents seem to have greater impact on the ethical conduct of leaders. In conclusion, the study proposed a model that can help in understanding the precursors of leadership unethical behavior.

Keywords: Leadership, Unethical Leadership, Algeria, State-owned Companies.

ABSTRAK

Masalah tingkah laku kepimpinan tidak beretika dalam syarikat milik kerajaan di Algeria telah merugikan negara dari segi usaha dan sumber negara. Begitupun, isu ini tidak mendapat banyak perhatian dan masih belum dikaji sepenuhnya. Oleh itu, kajian ini bertujuan untuk meneliti faktor pemangkin kepada masalah tingkah laku kepimpinan tidak beretika dalam syarikat milik kerajaan di Algeria. Kajian ini menggunakan syarikat milik kerajaan iaitu SONATRACH sebagai unit analisis. Pendekatan kaedah campuran digunakan bagi mendapatkan data. Dalam fasa kualitatif, kaedah temu bual mendalam diaplikasikan terhadap 15 orang responden. Manakala bagi fasa kuantitatif borang soal selidik DIT-2 digunakan bagi memperoleh data. Sebanyak 200 borang soal selidik telah diedarkan dan maklum balas yang diperoleh adalah sebanyak 33%. Data temu bual dianalisis secara tematik menggunakan perisian Atlas.ti 8 manakala data soal selidik DIT-2 dianalisis menggunakan skor yang dibangunkan oleh Pusat Pengajian Pembangunan Etika, Universiti Alabama. Dapatan kajian kualitatif menjelaskan bahawa faktor pemangkin kepada masalah tingkah laku kepimpinan tidak beretika terbahagi kepada dua kategori. Kategori pertama adalah berkaitan dengan faktor pemangkin situasi yang meliputi faktor seperti persekitaran yang kondusif, pembangunan kepimpinan, pengawasan organisasi, struktur perekrutan yang kurang berkesan, serta hubungan di antara pemimpin dan pengikut. Kategori kedua adalah berkaitan dengan karakter individu dan nilai pemimpin. Faktor pemangkin individu ini meliputi kekurangan kesedaran mengenai etika, kekurangbertanggungjawaban, egosentris, kekurangpekaan, akses tidak terkawal kepada sumber organisasi, serta kualiti dan kemahiran kepimpinan yang lemah. Manakala dapatan kajian kuantitatif pula menunjukkan bahawa pemimpin syarikat milik kerajaan di Algeria mempunyai nilai moral yang rendah. Implikasi teoretikal dalam kajian ini ialah faktor pemangkin kepada masalah kepimpinan tidak beretika sangat berkaitan di antara dua faktor: situasi, yang berkait rapat dengan struktur, budaya dan penetapan organisasi, serta individu, yang berkait rapat dengan karakter pemimpin itu sendiri. Akan tetapi, bagi negara yang mempunyai kadar kawalan rasuah yang rendah dan institusi yang tidak kukuh, faktor pemangkin situasi memberi impak yang lebih besar terhadap kawalan etika pemimpin. Sebagai kesimpulannya, kajian ini mencadangkan satu model yang boleh membantu dalam memahami punca kepada berlakunya tingkah laku kepimpinan yang tidak beretika

Kata kunci: Kepimpinan, Kepimpinan Tidak Beretika, Algeria, Syarikat Milik Kerajaan.

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DEDICATION

I dedicate this work to my loving mother Hadda and to my beloved father Othman. To my mentor and second father Badrane, to my second mother and loving sister Nadia, to Ammar, Faiza, Hamid, Khalid, and Rayan. Thank you so much for the countless sacrifices to empower me to achieve this dream.

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To the oppressed people around the world. To those who their dreams were wrecked by war, violence, corruption, and dictatorship in the world, may the light of justice, freedom, and dignity shine again upon all of you.



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CHAPTER ONE

INTRODUCTION

1.1 Introduction

In the last years, leadership has been an interesting subject for researchers. Several investigations have brought key components to light, helping the understanding of what leadership is and how it functions. Organizational, interpersonal, and personal dimensions of leadership have been investigated to draw conclusions on the functioning of leadership, most often these conclusions look at “the bright side of leadership” (Aravena, 2019). Since its beginning, the field of leadership has been romanticized, stressing on the beneficial effects of leaders on followers and organizations, while mostly overlooking the dark side of leadership. However, the past few years have witnessed a steady progress in the literature focusing on the potentially ugly face of leadership. Growing interest in the dysfunctional features of leadership proposes a major paradigm shift that recognizes the harmful effects that leaders can wield over their followers (Erkutlu & Chafra, 2018).

Traditionally, leadership studies have mainly focused on “good” leadership and have until lately neglected the “bad” or “dark side” of leadership (Furtner, Maran, & Rauthmann, 2017). This is due to the large numbers of unethical behaviors in different

contexts which stimulated an increasing enthusiasm in studying and understanding why people take part in these sorts of behaviors that lead to massive costs for societies and organizations (Blair, Helland, & Walton, 2017; Mayer, Aquino, Greenbaum, & Kuenzi, 2012; C. Moore, Detert, Klebe Treviño, Baker, & Mayer, 2012). Although it is crucial to comprehend ethical and unethical conduct at all levels of organizations, understanding these behaviors in the context of leadership is particularly significant as leaders have the prospects to form organizational culture and follower behaviors (Blair et al., 2017).

The importance of leaders' ethical conduct, values, and behaviors emerges from their inevitable impact on our lives. Leaders at all levels have the power and the authority to influence life of individuals, to determine the success or failure of organizations and to maintain or hinder the future of societies. Consequently, it is fundamental that researchers and practitioners interested in the domain of leadership ethics within the public sector, not only acknowledge that there are problems that exist with regard to ethics, but furthermore, there is an urgent need for empirical investigations on the situational and individual antecedents that can be an impulse for leaders to act unethically and/or promote unethical behaviors within public sector organizations. As noted by Belle and Cantarelli (2017), because the public management literature on unethical behavior has depended almost completely on observational designs, this field still lacks a robust diagnosis of the causal mechanisms underlying unethical behavior in public sector companies (Belle & Cantarelli, 2017).

In the current global social and economic complexities, good leadership has a pivotal role in drawing the lines between prosperity and stagnation. A key feature of good

leadership is that it ensures prosperity and success; it also facilitates the well-being of stakeholders in all types of organizations ranging from schools, companies, hospitals or military institutions. However, bad leadership can bring damage and despair to those subjects to its domain (Burns, 2017; Peus, Kerschreiter, Frey, & Traut-Mattausch, 2015). One way to create a leeway for good leadership prospects is by investigating and addressing the antecedents of bad leadership. For that matter, one of the key objectives of this study is to investigate the role of situational antecedents in predicting leaders' unethical behavior. Accordingly, this study will diagnose the inherent structural, cultural, social, and organizational antecedents related to the unethical behavior of leaders within the Algerian state-owned companies.

Moreover, with respect to Algeria which is the focus of this research, the situation seems troublesome, and the reliance on hydrocarbons appears to be the only refuge for the Algerian leaders in the absence and failure of creating other alternatives to establish a more sustainable and diverse economy. There are growing concerns and public discourses about the situation in the country, mainly due to corruption (Group, 2019). People are questioning the Algerian leaders' behavior, attitudes, and decisions; this denotes a dissatisfaction and resentment about the performance and the role of the country leadership¹. Further, the Algerian public sector has made for uncompetitive and inefficient markets in goods, finance, and labor. This is basically linked to the all-pervasive corruption, where patronage jobs create an overstaffing so intense it exerts a drag on the national growth (Looney, 2016). Given the above, in addition to investigating the situational antecedents of leadership unethical behavior, another

¹ On the 22st of February 2019, thousands of Algerians went to the streets throughout the county protesting against the status quo and demanding the stepdown of the 82 years old president. These demonstrations were happening against the backdrop of difficult economic conditions for Algeria.

substantial objective of this study is to explore the individual antecedents of unethical leadership behavior. That is to say, exploring the personality variables that contribute to leaders' inclination to act unethically within the Algerian state-owned companies.

In the light of the world political, environmental, and socio-economic challenges; public sector leaders also need to equip their institutions for positive moral transitions and solid ethical reasoning in order to eliminate moral lapses and dilemmas (Felix, Ahmad, & Arshad, 2016). Previous research suggests that the moral character and moral reasoning of leaders become an important aspect of management. Indeed, strong moral reasoning is one the individual characteristics that lead to greater ethical leadership (Sheer, Liu, & Huang, 2018). It could also be said that actions made by powerful people are often have more far-reaching consequences than those made by people with less power, accordingly, it is significant to comprehend the processes underlying the actions made mainly by influential people (Giurge, van Dijke, Zheng, & De Cremer, 2019). The level of moral reasoning of leaders of the Algerian state-owned companies need to be examined in order to gain deeper understanding on the issue of leadership unethical behavior. In line with the two first objectives, this study is also designed to analyze the general level of moral reasoning of the state-owned companies' leaders in Algeria to offer a more comprehensive analysis of the antecedents of leadership unethical leadership. In fact, the literature did not show any previous empirical studies regarding the issue of moral reasoning of leaders in the Algerian state-owned companies.

1.2 Background of the Study

The publicized numbers of leadership scandals and the recent collapses of many financial organizations as well as the wide societal tribulations facing both private and public institutions have called for immediate and serious attention to the ethics of leaders (Zhu, Zheng, Riggio, & Zhang, 2015). In the scenario of Algeria, the media has a limited margin of freedom (F. House, 2019). Yet, it has shed lights on the recent corrupted and unethical practices of the government organizations and the state-owned companies' leaders. For instance, in May 2018, the authorities seized an amount of 701 kilograms of cocaine in the Northwestern state of Oran at the port, this incident resulted in an investigation which revealed connection between security officers, public officials, family members of known politicians, and organized crime (F. House, 2019).

Similarly, SONATRACH which is the key pillar of the Algerian economy has experienced many cases of corruption and mismanagement by its top leaders (Marwane, 2018). In line with this, Begga & Merghit (2014) stated that the main factor that has contributed to the failure of Algeria's business climate is corruption, which is considered as a severe problem alike with many developing nations (Begga & Merghit, 2014; GAN Integrity, 2017). Furthermore, corruption and fraud are continuous practices within the Algerian economy and politics, however, these unethical practices most of the time do not have evidence, and legal action against it is barely ever taken. Also, there are proofs that hydrocarbons sectors are extremely affected by these unethical practices (Hadjadj, 2007; Strachan, 2018). Oil and gas sector, which works as the backbone and major mechanism of state power, has remained above control and

accountability. It is likely that parts of the oil and gas revenues have been distributed in vague ways (Shabafrouz, 2010).

Among the most famous scandals namely: Sonatrach 1² and Sonatrach 2³, East-West highway project⁴. These grand scale corruption cases are often involving leaders and top managers of the state-owned companies. As noted by Temple (2012) corruption is endemic in Algeria, particularly in the public sector organizations. Despite public official statements, petty and grand corruption and unethical enrichment by public leaders is tolerated and rarely brought to justice. It is important to realize that corruption is considered as the main reason for social and economic problems of the African nations. Regardless of the richness of a nation or an organization might be, if there is large-scale corruption, if the conduct of its affair is untrustworthy, and if there is a misappropriation of public assets, no responsibility, and persistent falsification of reports, that society or organization will undoubtedly fail (Temple, 2012).

By the same token, according to Freedom House organization, there is an absence of transparency within the governmental sector, overstuffed bureaucracies, and low levels of judiciary independence that is contributing to the prevalence of unethical practices. Whereas public officials of lower levels are held responsible for their corrupt

² The scandal surfaced six years ago, in 2010, when then-company CEO Mohamed Meziane, two of his sons, and several former executive directors and officials were accused of conspiracy, embezzlement, money laundering, misuse of public funds, and corruption relating to oil contracts with foreign companies, including the Italian company Saipem and the German company Funkwerk. <http://muftah.org/corruption-scandals-and-social-malaise-amidst-declining-oil-prices-in-algeria/#.V89Haph97IV>

³ The funds embezzled as part of the Sonatrach 2 and Sonelgaz corruption affairs exceeded 3 billion dollars. The hundreds of millions of dollars embezzled by Chakib Khelil and his accomplices, roughly the equivalent of 1.600 billion dinars. <http://www.echoroukonline.com/ara/articles/174878.html>

⁴ The highway project started in 2006. It was originally a \$6 billion, 730-mile east-west corridor across northern Algeria. The cost has now risen to between \$13 billion and \$17 billion. 14 officials were jailed and fined seven foreign companies after they were found guilty of corruption, money laundering, and embezzling public funds. <http://www.fcpablog.com/blog/2015/5/11/algeria-jails-officials-fines-seven-foreign-firms-for-highwa.html>

practices, only few corruption cases were filed against high-level officials (F. House, 2019). In addition, in a report published by the African Development Bank Group, stated that the money that leaked from Algeria illegally in the period of 29 years from 1980 to 2009 amounted to 173.11 billion dollars. The report also mentioned that most of this money smuggling is linked to cases of corruption in the public sector and especially in the oil and mining sectors (Agoun, 2016). The tables below give more illustrations and facts about the Algerian economy, public sector performance, and provide an overall picture of the situation in Algeria.

Table 1. 1

Transparency International Corruption Index

Years	Ranking
2008	92/180
2009	111/180
2010	105/178
2011	112/182
2012	105/174
2013	94/177
2014	100/174
2015	88/168
2016	108/176
2017	112/180
2018	105/180

Source: Transparency International: <http://www.transparency.org/>

Table 1. 2

Fragile State Index

Years	Ranking
2009	73/177
2010	71/177
2011	81/177
2012	77/177
2013	73/178
2014	71/178
2015	67/178
2016	76/177
2017	77/178
2018	73/178
2019	72/178

Source: The Fund for Peace: <http://library.fundforpeace.org/fsi>

Likewise, according to Global Integrity Report 2019, Algeria is labeled as a state with very weak transparency and accountability, the report also stated that allegations of corruption against senior level politicians and/or civil servants of any level are not investigated by an independent body and citizens has no access to information (Global Integrity, 2019). In addition, according to World Economic forum, the country ranked 96th out of 140 nations in terms of incidence of corruption and 92th out of 140 in the overall global competitiveness report, the country (Forum, 2018).

In general, these reports imply that the leaders of the Algerian public sector and public organizations have failed to absorb and to employ the oil and gas wealth to enhance people's life and to create a sustainable economy. Not to mention the chronic dependency on oil and gas resources in an unstable market, corruption, and the uncontrolled hydrocarbons resources. As a consequence, Algeria could turn to a

country that is wallowing in chaos. An empirical investigation on the unethical behavior of leaders within the Algerian state-owned companies could shed the lights on this phenomenon and assist in mitigating its negative effect on the national economy. Furthermore, to the best of our knowledge, no other studies have explored the antecedents of unethical leadership behavior in the Algerian state-owned companies, a nation with its peculiar cultural and ethical values. The findings of this research could open the doors for further research on the issue of unethical leadership.



Figure 1. 1 Map of Algeria

Algeria is the biggest country in Africa by area and it is one of the most important countries in North Africa, according to the World Bank “Algeria ranked as the third most important economy in the MENA region and a leader in the Maghreb”. Moreover, according to the Organization of the Petroleum Exporting Countries OPEC “the oil and gas sector is the backbone of the economy, accounting for about 20 per cent of the gross domestic product, and 85 per cent of total exports. The country’s other natural resources include iron, phosphates, uranium and lead.”⁵

1.3 Statement of the Problem

Mounting evidence demonstrate that unethical behavior in organizations leads to numerous costs (Paterson & Huang, 2018). As was pointed out in the background of this study, the Algerian public sector and public organizations suffer a problem of unethical and corrupt practices that necessitate sound investigation and a thorough analysis. Moreover, this problem of unethicity and moral lapses is coupled with the dearth of empirical studies that can explore such a critical issue. Although, an increased attention to ethical failures of leaders was provoked in both business and public environments few years ago as a result of the ethical scandals of once successful global corporations and the economic crisis at the end of the first decade of new millennium (Lašáková & Remišová, 2017). However, it is important to note that studies on this issue did not receive much attention in the Algerian context. Hence, it is necessary for researchers to examine and discuss the different implications of the antecedents of leadership unethical behavior in order to curb the risks of leadership unethical behaviors in organizations.

⁵ Covering an area of around 2,382 thousand square kilometres, the Republic of Algeria is, territorially, OPEC’s largest Member Country and the largest country in Africa. It is situated in the north of the continent, and shares borders with Morocco, the Western Sahara, Mauritania, Mali, Niger, Libya and Tunisia. To the north is the Mediterranean Sea. https://www.opec.org/opec_web/en/about_us/146.htm

The dark side of leadership has long been ignored in leadership research and is still under-researched (Furtner et al., 2017). Nevertheless, it is by now clear to everyone that as a result of corporate failures in the ethical domain, a critical challenge for organizations is to gain a deeper understanding of why ethical standards are so easily violated and accepted (De Cremer & Vandekerckhove, 2017). Ethical failures in leadership bring detrimental effects on both individuals and organizations. For this reason, it is important to establish an empirical understanding on why leaders go astray and lose their ethical track. Enhancing our insights about the causes or the antecedents that make leaders get involved in unethical behaviors will allow organizations to manage or prevent ethical blunders of leaders and support sustainable and successful organizations.

To understand the antecedents of leadership unethical behavior we firstly need to investigate the social and organizational contexts and the factors associated with it. Because leadership is, other than organizational context, rooted in societal conditions (Lašáková & Remišová, 2015). The organizational context should be explored in different ways in order to understand why it is an antecedent to unethical behaviors (Askew, Beisler, & Keel, 2015). Furthermore, Lašáková & Remišová (2017) stated that qualitative research is needed to develop the theory of organizational factors that play a significant role in explaining decisional differences (Lašáková & Remišová, 2017). Similarly, a range of empirical research proposes that both circumstances and character have an effect on moral behavior, yet, circumstances have more effects than seems to be usually anticipated (Kvalnes, 2014). The organizational context is considered as a determinant for what is viewed acceptable or unacceptable behaviors and frames people's behaviors as much as individual qualities (H. Liu, 2015) and it is

the most vital factor in understanding unethical behavior due to its substantial impact on employees' behavior on different levels. Thus, exploring the ethical behavior in organizations and the antecedents of unethical behavior will offer deep understanding regarding unethical practices in organizations (Askew et al., 2015; Thoroughgood, Sawyer, Padilla, & Lunsford, 2018).

A central issue in relation to the situational context is the peculiarity of the African social and organizational contexts. It has previously been noted that leaders in the African countries face several challenges due to the ramifications of corruption and ineffective institutions processes. In regard to this, Temple (2012) in his analysis of ethical leadership in Africa, concluded that in cases where leaders are working in a corrupted environment or a corrupted organizational context, even those leaders with high ethical standards cannot operate, and good leaders within this type of environment will lose their way. And, thus, in order to diagnose and comprehend the obstacles of ethical leadership in the African context we should attempt to understand the meta-physical milieu within which African leaders are working (Temple, 2012). That is to say, the effects of ethical scandals on public sector organizations, and the consequences of cultural differences on the (un)ethical leadership behavior should be in the limelight (Hassan, Wright, & Yukl, 2014).

Regarding the same issue, Eisenbeiß and Brodbeck (2014) argue that it is a challenge for leaders from African countries to behave in an ethical manner where they need to compromise and accept to leave something back in making contracts; otherwise, they cannot get things done. Leaders are constantly confronted by these ethical dilemmas in an environment where it is difficult to remain ethical (Eisenbeiß & Brodbeck, 2014).

In the same vein, Luo (2004) stated that the redundancy of corruption is fortified by means that make it seem typical and part of the organizational culture. For instance, when the organizational environment needs regular bribery and pay-offs to bureaucrats and politicians for running daily tasks, corruption will become part of the organizational culture. In this case, there will be a top leadership pressure on followers and the organization members to follow these unethical acts, norms and, rules (Aguilera & Vadera, 2008). For this reason, the distinctive features of the situational context within the African countries require empirical investigations that can uncover the role of these features in shaping the unethical behavior of leaders.

Equally important, previous published studies on the subject matter are limited to western countries of different cultural and organizational settings which presents the need for more studies on unethical leadership in other cultural context. In line with this, Van der Walt (1994) contends that ideas are the source of actions. If our reality were distinct, if our word were constructed differently, would we act in the same way? The metaphysical milieu is thus critical in understanding our morality (Temple, 2012). The social context and the cultural environment are very significant determinants in the study of the ethical behavior of leaders (Eisenbeiß & Brodbeck, 2014; Schilling, 2009; Tian, 2013; Linda Klebe Treviño, Brown, & Hartman, 2003). However, most of the literature on ethical leadership as well as unethical leadership reflects a Western-based private sector perspective (Eisenbeiß & Brodbeck, 2014). Therefore, there is a need to explore and examine leadership ethics from other perspectives and cultural contexts rather than Western based perspective (Eisenbeiß & Brodbeck, 2014; Eubanks, 2012; Tian, 2013). Up to now, far too little attention has been paid to the issue of unethical leadership behavior in organizational settings in the African

countries. Thus, the first objective of this study is to investigate the role of the situational antecedents (social and organizational factors) in predicting leaders' unethical behavior within the Algerian state-owned companies. Put differently, the study seeks to explore the peculiarities of the social, cultural, and organizational contexts where leaders of the Algerian state-owned companies are performing their tasks in order to uncover the influences of these situational antecedents on the unethical behavior of leaders.

Within recent years, a number of studies investigating the “dark” side of leaders have emerged. Particularly, researchers have made efforts to analyze the factors linked to personality which are contributing to the tendency of leaders to take part in unethical practices (Blair et al., 2017). Yet, as noted by Aravena (2019), the number of studies in previous academic work on unethical leadership behavior continues to be limited and if we look at these studies through an empirical perspective, it is even less complete (Aravena, 2019). Moreover, the paucity of research on issues of ethics within public administration is far more intense compared to other disciplines within social sciences, in which the investigation of the determinants of unethical behavior has drawn increasing attention among scholars in recent years (Belle & Cantarelli, 2017). Accordingly, in addition to investigating the situational antecedents of leadership unethical behavior, the second objective of this study is to explore the individual antecedents of leadership unethical behavior in the Algerian state-owned companies.

Much of the current literature on leadership ethics asserted that there is a need for more empirical studies in the area of unethical leadership due to the scarcity of research in this area (Brown & Mitchell, 2010; Brown & Treviño, 2006; Einarsen, Aasland, & Skogstad, 2007; Eisenbeiß & Brodbeck, 2014; Erickson, Shaw, & Agabe, 2007;

Eubanks, 2012; Greenbaum, 2009; Hassan et al., 2014; Kaiser & Hogan, 2010; Lašáková & Remišová, 2015; Pelletier, 2010; Peus et al., 2015; Schilling, 2009; Linda Klebe Treviño et al., 2003). In view of all that has been mentioned so far, several studies have also indicated that there is a need for further exploration regarding the antecedents of unethical leadership (Aasland, Skogstad, Notelaers, Nielsen, & Einarsen, 2010; Brown & Mitchell, 2010; Crawford, Dawkins, Martin, & Lewis, 2017; Einarsen et al., 2007; Eisenbeiß & Brodbeck, 2014; Eubanks, 2012; Lašáková & Remišová, 2015; Pelletier, 2010; T. L. Price, 2000). The investigation into the antecedents of leadership unethical behavior within the Algerian state-owned companies will not be complete without exploring both the situational influences that are linked to the social and organizational contexts and the individual antecedents that are associated with the personality and character traits of leaders.

Furthermore, in order to gain deeper understanding on the antecedents of leadership unethical behavior, the study analyzes the moral reasoning of leaders of the Algerian state-owned companies. There is a well-established acceptance among scholars that moral reasoning is related to ethical behavior (Lan, Gowing, McMahon, Rieger, & King, 2008; S. R. Valentine & Bateman, 2011). Very often, members of organizations break ethical rules because those in top positions are sightless to unethical conduct and might even unintentionally promote it (Bazerman & Tenbrunsel, 2011). With reference to that, moral reasoning is believed to be the analytical ability of someone to model socio-moral problems utilizing his own values and standards in order to decide the suitable course of action (Rest, 1979). In recent years, moral reasoning has accumulated interest among researchers and scholars due to the renewed focus on ethical leadership (Sivanathan & Cynthia Fekken, 2002). Years of research has shed

lights on the etiology of moral reasoning and has offered convincing proofs of its predictive power and real-world relevance (Mudrack & Mason, 2016). Moreover, defects in moral reasoning can lead to serious consequences to the moral behavior of government sector (Rizzo & Swisher, 2004).

Finally, many studies claim that context affects moral reasoning and ethical judgment within individuals (Wasioleski & Weber, 2001). This because of the fact that the moral conduct arises in a social context, it is identified by the situation and affected by others (Eisenbeiß & Giessner, 2012; Thoms, 2008). Also, ethics differ from organizational context to another based on the particular ethical values and issues within the organization (Askew et al., 2015). Generally speaking, in understanding moral reasoning, it is the rationale behind the decision that is relevant rather than the decision itself. In other words, why the decision was made is more relevant than what decision was made (Mudrack & Mason, 2016). So far, very little attention has been paid to the moral reasoning of leaders in Algeria; therefore, the final objective of the current study is to analyze the general level of moral reasoning of leaders in the Algerian state-owned companies. This objective will be vital for understanding leaders' unethical decision-making processes. Also, it is a significant endeavor because it promises a deeper understanding of leaders' moral reasoning that could encourage efforts to promote leadership moral growth when addressing workplace ethical problems.

1.4 Research Questions

1. How does the situational antecedents affect the unethical behavior of leaders in the Algerian state-owned companies?

2. What are the individual antecedents of unethical leadership behavior in the Algerian state-owned companies?
3. What is the general level of moral reasoning among leaders of the Algerian state-owned companies?

1.5 Research Objectives

1. To investigate the role of the situational antecedents in predicting leaders' unethical behaviors in the Algerian state-owned companies.
2. To explore the individual antecedents of unethical leadership behavior among leaders of the Algerian state-owned companies.
3. To analyze the general level of moral reasoning among leaders of the Algerian state-owned companies.

1.6 Scope of the Study

This study is geared towards leaders of the state-owned companies in Algeria. However, only leaders from the state-owned company SONATRACH were included in the study because it was selected as unit of analysis due to its significant role in the Algerian economy and due to the several cases of unethical practices by its leaders that were reported within the last years. In this study, the term “leader” was be used to refer to individuals in state-owned companies who have assumed a formal leadership role (e.g., Directors, Supervisors, Managers, Head of departments, etc.). Furthermore, in order to answer the research questions, the top and the middle level leaders were considered as a population for this study. The study covered the ethical behavior of leaders with a focus on the antecedents or the precursors of leaders' unethical behavior in the Algerian state-owned companies. Using a mixed method approach, the study

also analyzed the level of leaders' moral reasoning within the state-owned company SONATRACH.

1.7 Theoretical Framework

This study draws from Terry L. Price (2000) & Ludwig and Longenecker (1993) to explain the ethical failures of leadership (Ludwig & Longenecker, 1993; T. L. Price, 2000), according to Ludwig and Longenecker, the ethical failures of leadership are basically volitional. The volitional explanation of the ethical failures of leaders denotes that much of the human behavior is egocentric. Accordingly, morality contends with self-interest not with ignorance. Consequently, people are motivated to behave unethically once there is good reason to believe that their self-interest in behaving virtuously has run out.

Ludwig and Longenecker trace the roots of ethical failures of leaders in success itself. Based on their analysis, leaders' motivation to act ethically can be restrained by the by-products or the consequences of success. Ludwig and Longenecker (1993) argued the following effects of success on leaders:

1. Successful leaders can be prone to a loss of strategic focus.
2. Successful leaders will be accompanied by privileged access.
3. Success gives leaders unrestrained control of organizational resources.
4. Success can give leaders an inflated belief in their own ability to control outcomes.

Terry L. Price on the other hand, argues that leadership comes with a cognitive challenge. According to Price, the volitional explanation is not adequate in explaining the ethical failures of leaders because it did not give attention to the fact that the role of leadership brings with it special cognitive challenges which may make leaders prone

to ethical failures and results in losing their way due to these cognitive challenges. The basic thrust of the cognitive explanation is that cognitive mistakes of morality come in two basic categories: mistakes about the content of morality and mistakes about its scope.

1. Mistakes of content refer to beliefs regarding the ethical status of actions, precisely, to beliefs about what type of actions are morally right or good.
2. Mistakes of scope refer to beliefs about the moral status of people, specifically, to beliefs regarding which individuals are included in the moral community. In other words, they are mistakes about what individuals count for the purposes of applying morality's constraints and to whom moral requirements are owed.

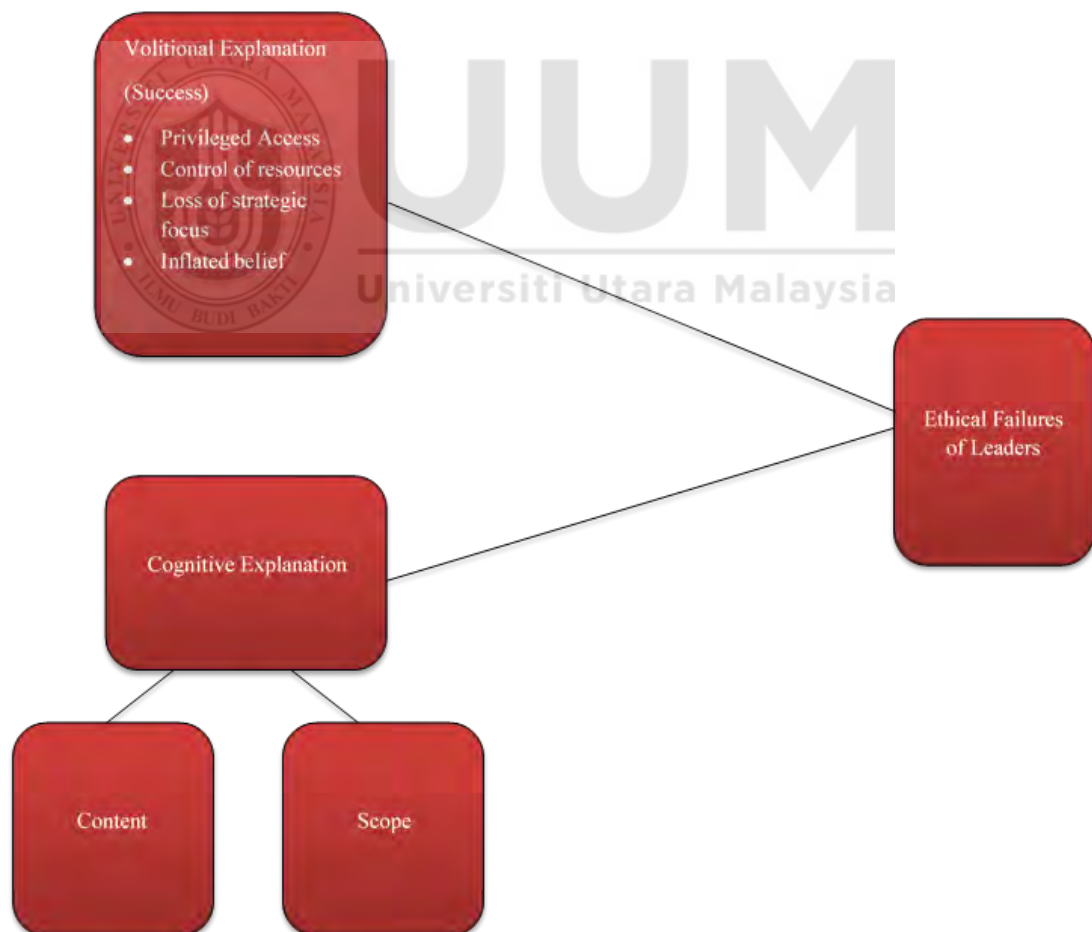


Figure 1. 2 Terry L. Price & Ludwig and Longenecker explanation of the ethical failures of leadership

This study also draws on Kohlberg's Cognitive Moral Development theory (CMD). Cognitive moral development is a paradigm that interprets the fabrics of reasoning that people utilize when thinking about moral issues and in solving moral dilemmas. Kohlberg's (1969) theory stresses that individuals' ability to reason about ethical issues evolves from childhood onward and scarcely recede to earlier stages. Kohlberg built his argument based upon Piaget's (1932/1965) previous theorizing on human development (Jordan, Brown, Treviño, & Finkelstein, 2013b).

Kohlberg's theory of moral development draws linear stages of moral development. He characterized six stages of moral reasoning and these stages are allocated in three different levels. Kohlberg identified two stages within each level that sequentially build on the former stage(s). The moral development process occurs in a sequential manner as the individual develops or evolves from a lower stage to a higher stage. This progress in moral reasoning is influenced by and dependent on the individual's interaction with her/his environment and oftentimes is a result of encountering a cognitive conflict or period of disequilibrium (Kohlberg, 1976).

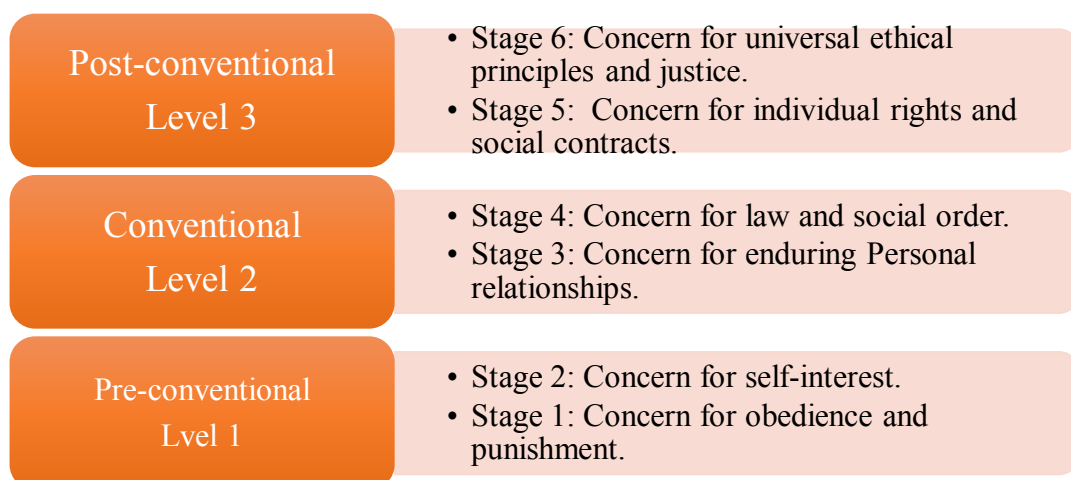


Figure 1. 3 Kohlberg's Cognitive Moral Development Theory

Kohlberg argued that an individual's moral reasoning progresses through six distinctive stages. However, recent theorists of moral development identified three moral reasoning schemas: personal interest, maintaining norms, and post-conventional. Based on this theory, an individual within the personal interest schema would make his decisions based on self-interests. On the other hand, a person from the maintaining norms schema would format his decisions based on laws, conventions, and the social order. In contrast, in the post-conventional schema, the person recognizes that laws and social conventions might be biased or restricted and would consequently appeal the moral ideals and purposes that uphold social law and order rather than the laws themselves (Rizzo & Swisher, 2004).

1.8 Significance of the Study

This study is important for several reasons. Firstly, this study is designed to investigate the critical role of the situational context or as Son Hing et al. (2007) referred to it as “situational variables” (Son Hing, Bobocel, Zanna, & McBride, 2007) in predicting leaders (un)ethical behavior, especially in a context where the ratios of corruption are high. In other words, leaders may fail due to their egocentric tendencies, success privileges, or due to cognitive challenges as argued by Ludwig and Longenecker (1993) and Terry Price (2000). However, the organizational context can also be an impulse for leaders to act unethically (Aguilera & Vadera, 2008; Askew et al., 2015; Eisenbeiß & Brodbeck, 2014; Hassan et al., 2014; Son Hing et al., 2007; Temple, 2012).

Secondly, As a number of previous studies have highlighted that most of the research on the unethical leadership is based on Western perspective (Eisenbeiß & Brodbeck,

2014; Tian, 2013). The study will explore the antecedents of unethical leadership behaviors as well as other issues related to leadership ethics from a different perspective rather than Western-based perspective and in a context where studies about unethical or/and ethical leadership are very scarce.

Thirdly, the present study is designed to explore the roots of the unethical behaviors of leaders within the Algerian public sector organizations with an emphasize on the antecedents of unethical leadership behavior. Previous studies have indicated the need for more research on the antecedents of unethical leadership behavior (Aasland et al., 2010; Brown & Mitchell, 2010; Einarsen et al., 2007; Eisenbeiß & Brodbeck, 2014; Eubanks, 2012; Lašáková & Remišová, 2015; Pelletier, 2010; T. L. Price, 2000).

Finally, this study will look at the awareness of leaders about ethical dilemmas and lapses by assessing the general level of moral reasoning of leaders in the Algerian state-owned companies. Also, the study provides an exciting opportunity to advance our knowledge about the ethical reasoning and development of leaders in Algeria since previous studies of leadership in Algeria have not dealt with the issue of leaders' moral reasoning. Using validated instruments to answer the questions of this study, we seek to provide valuable insights to the leaders, policy makers, stakeholders and state-owned companies so that they can continually improve their leadership ethical behavior.

Ethics is an integral and indispensable part of the leader behavior. Thus, the absence of leadership that is based on strong ethical principles can lead to enormous costs for companies, people, and society (Aasland et al., 2010; Brown & Mitchell, 2010;

Erickson et al., 2007; Lašáková & Remišová, 2015; Pelletier, 2010; Schaubroeck, Walumbwa, Ganster, & Kepes, 2007; Schilling, 2009; Thoms, 2008). In Algeria, the cases of corruption, unethical practices, and the misuse of public resources by leaders, especially in the public sector and public organizations are common incidents⁶. It is in view of these common unethical behaviors that are costing the nation great amount of efforts and resources that this research will be carried out. Therefore, the focus of this study is to explore and to explain why those leaders act in the wrong way instead of the right way, and to discuss the reasons behind these unethical behaviors.

Also, much of the current literature suggested that there is very initial knowledge about the dark side of leadership and most of the studies are basically conceptual in nature (Brown & Mitchell, 2010; Brown & Treviño, 2006; Einarsen et al., 2007; Eisenbeiß & Brodbeck, 2014; Erickson et al., 2007; Eubanks, 2012; Greenbaum, 2009; Hassan et al., 2014; Kaiser & Hogan, 2010; Lašáková & Remišová, 2015; Pelletier, 2010; Peus et al., 2015; Schilling, 2009; Linda Klebe Treviño et al., 2003). Thus, the findings of this study are expected to make a contribution to the leadership ethics literature and partially fill the gap in the body of empirical knowledge on the (un)ethical behavior of leaders. Moreover, the current research adds to the understanding of unethical behavior within organizational settings and provide more information about public sector leadership ethics and unethical behaviors that will assist other researchers, academicians, and policy-makers, especially in Algeria as well as other countries to address the issue. It is also expected to open new paths for future empirical studies.

⁶ The quality of the Algerian public sector services, particularly in such crucial areas like healthcare, education, and housing, is in decline. Also, the workings of the government are vague, and the country is perceived to be among the world's 10 most corrupt nations. <http://foreignpolicy.com/2016/09/23/does-algeria-still-have-time-to-turn-it-around-bouteflika/>

1.9 Structure of the thesis

This thesis is organized into 7 chapters. Chapter 1 outlines the profile of the study that includes the introduction of the thesis, problem statement, research questions, objectives, and scope of the study, conceptual framework, and operational definitions. Chapter 2 examines, reviews and conducts a qualitative analysis of the previous literature relevant to the topic. Chapter 3 presents the methodology and procedures of the study, theoretical perspectives, choice of paradigm, and research design (The sample, the instrument, data collection methods, data analysis). Chapter 4 presents qualitative data analysis and findings. Chapter 5 presents quantitative data analysis and findings. Chapter 6 provides a discussion on both qualitative and quantitative findings. Finally, chapter 7 is the summary of findings, conclusions, and recommendations for further research.

1.10 Operational Definitions

Leadership: “leadership involves persuading other people to set aside for a period of time their individual concerns and to pursue a common goal that is important for the responsibilities and welfare of a group” (Hogan, Curphy, & Hogan, 1994). In addition, leadership can be defined as a process of social influence where leaders seek for the volitional involvement of followers in order to achieve organizational goals. It is the process by which a leader use social influence over other members of the group, and influencing the activities of others in order to attain certain goals in a given situation, it is also a relational notion that involve both the influencing agent and the individual or the group being influenced (Bhatti, Maitlo, Shaikh, Hashmi, & Shaikh, 2012).

In this study, the term leadership refers to individuals in state-owned companies who have assumed a formal leadership role (e.g., Directors, Supervisors, Managers, Head of Departments, etc.). In particular, the term includes the top and the middle level of leaders and managers within the Algerian state-owned companies. Moreover, leadership is a formal or/and informal process by which an individual direct and steer the efforts of a group of people to achieve a specific goal.

Unethical Leadership: unethical leadership “manifests in the type of behaviors conducted and decisions made by organizational leaders that are illegal and/or violate moral standards, and those that impose processes and structures that promote unethical conduct by followers” (Brown & Mitchell, 2010).

In this study, unethical leadership represents all types of behaviors, decisions, and practices that are made by the leaders of the Algerian state-owned companies that are immoral and/or illegal and violate moral standards. It also refers to the behaviors and decisions of leaders which promote unethical behavior and corruption within the organization. Thus, lying, stealing, taking bribery, and other forms of corrupt behaviors are included in this definition.

Ethics: according to Saarinen, “ethics is a division of philosophy which includes studies of the nature, origin and field of good and bad, right and wrong, justice, and other concepts related to these areas” (Thoms, 2008).

In this study, ethics refers to the nature of human behavior, to the norms and values at the individual and the collective level within the Algerian social and organizational

environment. Ethics in this sense addresses questions of how we should live? What we should do? And what is right or otherwise wrong, just or unjust, good or bad.

Leadership Ethics: The topic of leadership ethics is concerned with the activity of leadership process and it is about what leaders actually do. It is also about what leaders should be like, their relationships and responsibilities with followers as leaders, where they lead people, and how they lead (Ciulla, 2005a).

In this study, leadership ethics refers to the ethics of leaders in performing their tasks and in their relationship with followers, it also includes the responsibilities, values, and the ethical conduct of leaders.

Situational Antecedents: In this study, the situational antecedents refer to the social, cultural, ethical norms, organizational factors in the context of the Algerian state-owned companies that have an influence on the ethical behavior of leaders.

Individual Antecedents: In this study, the individual antecedents refer to the tacit and explicit cognitive and moral processes linked with leadership (un)ethical behavior within the Algerian state-owned companies. It also refers to the traits and personal character of leaders. Additionally, it includes the individual-based characteristics or factors attached with the ethical behavior of leaders.

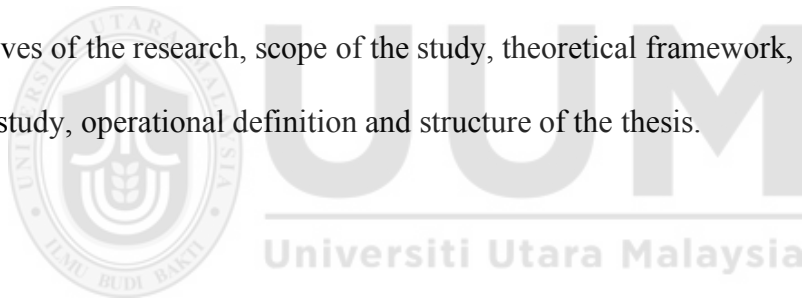
Moral Reasoning: is the basis for ethical behavior (Kohlberg, 1973). "Moral reasoning is believed to be the analytical ability of someone to model socio-moral

problems utilizing his own values and standards in order to decide the suitable course of action” (Rest, 1979).

In this study, moral reasoning is the ability of an individual to critically analyze a specific action or decisions in order to determine what is right or wrong and what individuals should do in any moral dilemma. In other words, moral reasoning is the process by which an individual makes choices about moral actions.

1.11 Chapter Summary

The first chapter of this research forms the itinerary of the study that contains the background on the issue being explored, the problem statement, the questions and objectives of the research, scope of the study, theoretical framework, and significance of the study, operational definition and structure of the thesis.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Leaders deserving the title in many different areas, whether they are governors or school administrators, college presidents or senators, organizations officials or newspaper editors, they contribute to the enduring definition and manifestation of the most treasured values of our society (Levine & Boaks, 2014). This chapter is designed to present the literature review of relevant material. The review is divided into several parts, including: (a) Leadership research; (b) analysis of ethics and ethical theories, including the Teleological ethics and Deontological ethics; (c) previous leadership ethics research; (d) reviewing unethical leadership types and behaviors; (e) administrative ethics; and (f) moral development and moral reasoning.

2.2 Leadership

For a robust analysis of leadership, both as a concept and as a practical process within organizations and societies we need to scrutinize through the previous scholarly work. The notion of leadership has been present throughout the history of people and civilizations. Ideas, conceptualizations, and writings on the meaning of leadership have transformed hand in hand with the progress of human activities. Enquiries into leaders' traits, the relationship between leaders and followers, and the effective approaches to leadership are of great significance for the development of organizations

and societies especially in today's complex world. Thus, a review of the previous accumulated knowledge on leadership is necessary in the study of leadership behavior.

The entire volume of research and theory devoted to the academic inquiry of leadership within the last decades is an evidence to the dedicated efforts to understand and to improve organizations. However, it is evident that throughout the past years, we are not able to generate a comprehensive understanding of the notion of leadership that is both emotionally fulfilling and intellectually convincing. The notion of leadership remains to a great extent evasive and vague (Meindl, Ehrlich, & Dukerich, 1985). In the same fashion, Grint (2005) argues that notwithstanding the present level of research on leadership it continues to be an elusive and controversially concept on which common consent is exceedingly unlikely (Bolden & Kirk, 2009). However, over the past decades, leadership field has made enormous progress in revealing some of the continuing mysteries linked with leadership. These include questions of whether leadership is a matter of hereditary or it is made, how followers can influence the success of leaders, how some charismatic leaders help in developing societies and others pulverize them, as well as the impact of advanced technologies on the leadership process and on performance. The era that leadership research and theory will enter throughout next decade is, in fact, the most promising in the history (Avolio, Walumbwa, & Weber, 2009).

The definition of leadership is shaped in different ways. Though, there is no precise definition of leadership (Bass, 1985). Also, Yukul & Fleet (1992) contend that there are a large number of definitions of leadership; most of these definitions entail an influence relationship between the leader and followers where the leader assists followers in achieving goals (R. Riggio, 2015). Rost (1991) proposes more than 221

definitions. All those definitions denote that leadership is about a person representing others in all kinds of ways, from ordering them to moderately influencing them (Olivier, 2012). The richness and diversity of leadership definitions are presented in the following table.

Table 2. 1

Leadership Definitions from Various Sources

Year	Scholars	Definitions
1949	Hemphill	Leadership is the behavior of an individual while he is involved in directing group activities.
1959	Bennis	Leadership is the process by which an agent induces a subordinate to behave in a desired manner.
1966	Katz & Kahn	Leadership is the influential increment over and above mechanical compliance with the routine directives of the organization.
1974	Stogdill	Leadership is a relation that exists between persons in a social situation.
1977	Pfeffer	Leadership is a process of attributing causation to individual social actors.
1978	Burns	Leadership is an aspect of power but is also a separate and vital process in itself. As leaders inducing followers to act for certain goals that represent the values and the motivations – the wants and needs, the aspirations and expectations – of both leaders and followers.
1982	Smircich & Morgan	Leadership is a process of power-based reality construction “a management of meaning.”
1985	Bennis & Nanus	Leadership is the wise use of the power needed to initiate and sustain action. Leadership is what gives an organization its vision and its ability to translate that vision into reality.
1987	Schein	Leadership is the ability to step outside the culture and to start evolutionary change processes that are adaptive.

1988	Kotter	Leadership is 1) the process of moving a group or groups to some direction through (mostly) non-coercive way and 2) people who are in roles where leadership (according to the first definition) is expected.
1990	Gardner	Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her follower.
1997	Barnard	Leadership refers to the quality of the behavior of individuals guiding other people or their activities in organized efforts.
1997	Stogdill	Leadership is the process of influencing the activities of an organized group in its efforts towards goal-setting and goal achievement.
1998	Robbins	Leadership is the ability to influence a group toward the achievement of goals.
2000	Yukl	Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives.
2001	Northouse	Leadership is a process whereby an individual influence a group of individuals to achieve a common goal.
2004	Ciulla	Leadership is a complex moral relationship between people, based on trust, obligation, commitment, emotion, and a shared vision of the good.

Source: Adapted from Palmgren, H. (2010). Leadership in a small enterprise. Aalto University (Palmgren, 2010).

Moreover, Stodgill (1974) posited another definition of the concept of leadership; based on his definition, leadership is the process by which a leader influences the actions of an organized group in pursuit of setting a particular goal and achieving it (Stodgill, 1974). This definition emphasizes on the significance of influence and the ability to mobilize and stimulate followers. Likewise, leadership is the capacity to

guide a group toward the accomplishment of goals. The leader is an individual who holds a specific title or position, such as a manager, director, supervisor or vice president. However, there are instances where the leader holds no formal authority, position or a title, this informal leadership appears due to some characteristics that the group members value (R. Riggio, 2015). Dandira (2012), state that leadership is not a product of an instant moment. Rather, it is a continual commitment to achieve excellence, responsibility, and courage, the power to do good things, and be a role model to others (Dandira, 2012). Leadership entails different values and connotations across cultures, organizations, and societies. Yet, in all cases, it implicates a sense of power and responsibility to guide and achieve certain goals.

The obscurity of the notion of leadership is echoed by Allio (2012) where he stated that leadership is similar to the Sufi maxim of the visually impaired man depicting an elephant in terms of its parts, is these – it has numerous features, measurements, and angles. Why are we relentlessly trying to evaluate, analyze and argue about leadership? Let us first admit the difficulty of studying leadership because chances to spot unretouched leadership manifestations in light of the alternatives it stands up to are scarce. Predominantly, we deduce that a leadership event has happened either by reading about it or by hearing an anecdote about an assumed leader (Allio, 2012). Moreover, Based on Kort's and Marturano's analysis of the term "leadership" there are perspective definitions of the leader in the literature of leadership. There is a sense in which "what is a leader?" and "what is a good leader?" are the same inquiry. The terms "lead", "leader" and "leadership" cannot be adequately defined in the absence of normative criteria. A One-Size-Fits-All definition is not possible on the ground that the properties of normative terms are referentially obscure. Thus, leadership scholars

should stress more on uncovering the ethical, social, and psychological properties of leadership than on attempting to build up one definition of leadership (Ciulla, Riggio, & Harvey, 2011).

Similarly, Archie Carroll and John Washbush share the same idea with Ciulla that the question of what is leadership is superfluous and the inquiry focusing on this question is misguided. They argue that there are more important issues that are needed to be discussed within this area of research. Nevertheless, they had different reasons for this perspective, Washbush and Carroll argue that the question regarding the definition of leadership is misconceived and this is because there is no such a thing as leadership. Also, Washbush and Carroll contend that leadership is the same as management and discussions of leadership have merely distract the inquiry on important issues about management which should be the main focus and stand as a barrier in the way of research progress (Kort, 2008). Washbush makes this clear in the following statement:

“In the end... I believe that we are mostly left with endless discussions and perspectives of a word that simply sounds better (and certainly more glamorous, and heroic) than management... We seem to remain intent on calling almost everything leadership but, as I mentioned... if everything is leadership, then logically nothing is leadership.” (2005, p. 1084)

It is also important to point out to the fact that as observers of and members of organizations, it seems that we developed very romanticized, heroic perspectives of leadership, what leaders do and what they are capable of achieving and the general impacts they have on our lives. According to Meindl & Ehrlich & Dukerich (1985), one of the vital components in this romanticized notion is the idea that leadership is a crucial organizational process and the main force in the strategy of organizational events and activities. It implies what may be viewed as a faith in the potentials if not

in the real efficiency of those who hold top positions of formal authoritative power in organizations. Moreover, the romanticization of leadership is manifested in the observations made by various organizational and social scholars who have noticed the glamor, honor, charisma, and heroism connected to different notions and types of leadership (e.g., Weber, 1946; Klapp, 1964; House, 1977; Burns, 1978; Goode, 1978; McCall and Lombardo, 1978; Staw and Ross, 1980; March, 1981). Meindl & Ehrlich & Dukerich (1985) argue that the romanticized notion of leaders is generalized and common. Their argument here is that the term leadership is a perception that plays a role in the way how people are trying to make sense out of organizationally relevant phenomena. Furthermore, in this process of sense-making, leadership has given a romanticized, larger-than-life role (Meindl et al., 1985).

The notion of leadership has evolved throughout history; the meaning and connotations of leadership undergo to several changes due to the dynamic field of its study and due to the development in the business and research fields. According to Avolio et al (2009), at the beginning of the study of leadership, the premier focus of research was on the individual leaders, and most likely, they were picturized as males working in some large private companies in the US. Nowadays, the field of leadership focus on leaders as well as on followers, peers, supervisors, work setting/context, and culture, including a much more extensive range of people representing the whole range of variety, private, public or non-profit organizations, and progressively in the course of recent years, samples of populations from countries around the world. Leadership is no longer simply portrayed as an individual characteristic or distinction, yet rather is pictured in different models as dyadic, shared, relational, strategic, global, and a complex social dynamic (Avolio et al., 2009).

Whether we perceive leadership as an individual quality that signifies to a prominent individual who possess innate distinctive characteristics which allow him to achieve goals or as a process of collaboration among the members of a group. Leadership, at the very basis, does not only involves individuals with formal or informal authority and influence over others, but its scope extends to include relationship with followers, the organizational processes, and the context. In other words, leadership is the interplay between leaders, followers, and context.

2.3 Ethics

The role of ethics and moral standards is very crucial for all social and organizational entities. Ethics provide articulated set of rules that assist people in pursuing a good life and it also sets the basis for trustworthy relationships among people. The absence or otherwise the ignorance of the significance of moral standards make people and organizations prone to mistrust and chaos. There is no system that is created and nurtured on unethical values can flourish for long. This is due to the ingrained problems that will constantly impend the contingency of such system. The fact that people can survive at any costs but recognizing that such system ultimately falls apart should discourage any organization from neglecting the consequences of unethical behaviors (Kate Nwadiogwa Nnabuiife, 2010).

The concept of ethics has been variously defined that it appears to have desolated any universal definition. For instance, Steiner and Steiner (1999) define ethics as the study of good and bad, right and wrong, just and unjust. The study of ethics is the study that deals with fundamental human relationships; ethics is a set of roles that characterize right or wrong conduct (Kate Nwadiogwa Nnabuiife, 2010). Additionally, Tarik

Ramadan (2010) argues that ethics is conceived in numerous ways; it emerges from various universes and locates its valid realization in its independence from both the object to which it is used and the subject which elaborate it (Ramadan, 2010).

By the same token, De George (1999) defines ethics as an efficient endeavor to comprehend our individual social and moral experiences, so as to decide the standards that should guide human conduct, the values worth seeking for and the character attribute deserving advancement in life. On the other hand, according to McShane and Von Glinow (2000), ethics is the study of moral criteria or values that govern the rightness or wrongness, the good or evil outcomes of an action. Velasquez (1998) however, defines ethics as the activity of examining people's moral principles or a society's moral principles and asking how these principles apply to our lives and whether these principles are reasonable or unreasonable.

Solomon (1994) argues that ethics is the quest for and understanding of the good life; a life worth living. He goes on to claim that it is generally a matter of perspective: putting every action and goal in its place, realizing what is worth doing and what is not worth doing, knowing what is worth wanting and having and knowing what is not worth wanting and having (Kate Nwadiogwa Nnabuike, 2010). Moreover, ethics is an intrinsic value of people which can possibly have an influence on behavioral intentions and actions (Mohd Ghazali, 2015). According to Cooke (1990), ethics tries to create rational standards of moral behavior that are universally applicable (Debeljak, Krkac, & Ragab Rizk, 2008). Furthermore, Richard Norman (1983) stated that the area of philosophy traditionally known as "ethics" or "moral philosophy" is

the attempt to arrive at an understanding of the nature of human values, of how we ought to live, and of what constitutes right conduct (Norman, 1983).

The study of ethics also refers to it as moral philosophy which is a philosophical study of values and norms, and the examination of notions such as good and bad, right and wrong, what ought to be done and what should not be done. This type of philosophical inquiry of moral issues also seeks for elucidating concepts, which helps people to choose their own decisions of the most practical connotations (Raphael, 1994). It is also the study of guidelines and values by which we lead our lives, as well as the reasoning of these guidelines and values (Boss, 2001). Ultimately, the study of ethics begins when we take earnestly the need to make our ethical thoughts right (Bennett, 2015).

As was stated previously, moral philosophy is also used as a synonymous with ethics, the philosophical debate of assumptions about good and bad, right and wrong, seen as general ideas as applied in individuals' private lives. During the history of philosophy, the term of moral philosophy has been utilized widely to encompass the debate of normative concepts such as value or what ought to be done; in social life or in private relationships and it also included legal and political philosophy. However, the moral philosophy inquiry is not able to reach definite answers. This implies that it cannot completely accomplish its primary goal of evaluating normative assumptions in a critical manner. Even though, partial answers can be of practical use. Philosophical discussion can reach resolute negative conclusions that one specific set of beliefs need to be rejected due to its intrinsic inconsistency or because it is based on a factual assumption which is wrong (Raphael, 1994). To illustrate, the domain of ethics and

moral philosophy is concerned with the human behavior and the meaning of our endeavors , actions, values, and behaviors. It attempts to reach conclusions about what is worth doing and what constitute a good life.

Likewise, Velasquez (1998) has attempted to make the concept of ethics more encompassing. In doing so, he criticized the idea of basing ethics on religious beliefs, feelings or the golden rule claiming that all these are insufficient sources for ethical standards. Therefore, the meaning of ethics is complex since there are multifaceted platforms for its roots. In other words, there is no premise on which its definition can be depicted clearly. However, one thing that is palpable is that ethics includes normative judgments (claiming either good or bad, right or wrong, ought to be or ought not to be, better or worse) which indicate to a value; it contains moral judgments demonstrating that ethics focuses on what is morally right or wrong, or morally good or bad (Velasquez, 1988). In addition, this leads to a moral standard. In an attempt to clear the long-standing controversies regarding the distinctive features of moral standard, Velasquez (1998) presented the following elements:

- Moral standards deal with issues that have or that is believed to have serious consequences on human well-being. Means that it concentrates on behaviors that can seriously harm or benefit people.
- Moral standards cannot be governed by the decisions of a particular authority. Instead, its validity is based on the reasons and justifications that support it, as long as these reasons are adequate, the standards will continue to be valid.

- Moral standards should transcend self-interest (we ought to adhere to these moral values especially when violating them would work for our own self-interest).
- Moral standards are established on unbiased consideration (it transcends individual interest to a “universal” stance in which all people’s interests are impartially seen as equal).
- Moral values are linked with particular emotions and a particular vocabulary (when someone goes against a moral standard or ethical obligations he feels “ashamed” or “remorseful”) (Kate Nwadiogwa Nnabuike, 2010).

On the other hand, Moore (1973) argued that any discourse concerning ethics or ethical judgment should first identifies or answers the question “what is good?” in his book *Principia Ethica*, he stressed on the significant of this clarification before reaching any ethical conclusion. According to Moore, it is very important inquiry and a special attention should be devoted to it. How “good” is to be defined, is the most critical question in all ethics. Moreover, any mistake with respect to this notion entails a far larger number of erroneous ethical judgments than any other. Unless this question is completely clear, and the answer is unmistakably understood, all the rest of ethics discourse is worthless from the standpoint of systemic knowledge. The most serious errors concerning ethical judgments have been mainly because of beliefs in wrong answers. Thus, until the answer to this question is known, it is impossible to know the evidence for any ethical judgment. Ethics is a systemic science which means it provides correct evidence for thinking this or that is good, without a clear answer to this answer, such evidence cannot be given. Moreover, apart from the fact that a

pseudo answer leads to pseudo conclusions, the current inquiry is a most needed and central part of the science of ethics (G. E. Moore & Baldwin, 1993).

It is worth mentioning that the study of ethics has relentlessly attempted to identify normative ethical norms that are universally applicable. However, the concepts of ethics and morality will always be subjected to epistemological backgrounds and framed within social and cultural foundations. This is due to the nature of its domain which is human behavior; this later can be subjective and variant from one cultural context to another. Nevertheless, the synoptic endeavors by scholars and philosophers during the past decades has generated valuable discussions, definitions, and mapped various aspects of the human ethical conduct which helped in providing more nuanced understanding of the requirements of ethical behavior.

2.4 Ethical Theories

We can categorize western theories of virtue and vice into two groups: utilitarianism theories and deontology “intrinsic” theories. Utilitarianism theories define virtue and vice in terms of the consequences or instrumental properties of these character traits. For instance, Julia Driver said that “a virtue is [simply] a character trait that produces more good....” On the other hand, intrinsic theories define virtue and vice in terms of the intrinsic properties of these character attributes. For example, Thomas Hurka stated that a virtue comprises in that attitude towards good or bad conditions that is intrinsically good in itself regardless of its consequences. Hurka argues that to desire good for other people for its own purpose is a virtue (Calder, 2007).

In addition, the study of ethics might be broadly identified. Kakabadse et al. (2002) in their notable review suggest that most of the research in ethics is established on two philosophical stances. The first philosophical position is teleological “contrasting the good of the individual with the good of the community”. The second philosophical view is deontological “the relative social norms, rights, and duties in various cultures and communities”. These two philosophical theories describe the current research into moral codes suggesting that such codes are helpful, yet might be too broad, excessively specific, deficient, conflicting, unworkable, obscure, unused, and might be distinctive in different contexts or cultures. Shortly, it appears that ethics studies have focused on the creation and application of ethical codes. Although, there is still something about ethical codes that we do not really understand. We are basically examining the relationship between codes and behaviors and we still did not achieve a sound understanding of the ethical code, itself (Wallis, 2010). These theories are a major player in modern-day ethics, political, and religious discourse and, thus, is worthy of prudent examination.

2.4.1 Teleological Theories

Teleological ethics also known as consequentialist ethics is the theory of morality that draws moral obligations or duties from what is desirable or good as an end to be attained (teleological from the Greek term telos, “end”; logos, “science”) (Britannica, 2016). The teleological perspective holds that an act is morally right if it produces a greater level of good over evil than any alternative act, and it is morally wrong if it does the opposite (Frankena, 1973).

The teleological theories accept utility as the basis for morality. According to this perspective, actions are right as they produce and promote the greatest happiness, wrong as they promote unhappiness; happiness refers to pleasure and the absence of pain; unhappiness, on the other hand, means pain and the deprivation of pleasure. In order to understand clearly the moral standards of teleological theories we need to ask more questions. Mainly, what things fall under the umbrella of pleasure and pain; what is the meaning of these terms. However, these additional questions do not affect the basis of the teleological perspective, namely, that freedom from pain and suffering and the promotion of pleasure are the sole things desired as ends and all the desirable things are desired for the pleasure inherent in themselves or as a means to achieve happiness and prevent unhappiness (Gregory & Giancola, 2003; Sher, 2012).

In addition, the teleological perspective is a group of theories that are identified by one main conviction; that is the moral evaluation of actions, motives or rules is based on how much good they generate or how much bad they allow us to avoid (Raphael, 1994; Shafer-Landau, 2012). Helms and Hutchins (1992) argue that the teleological perspective of ethics as emphasizing the outcomes, despite the intent of individual behavior (Helms & Hutchins, 1992). Teleology suggests that we have one prime basic duty; to do whatever maximizes the best consequences. We ought to seek for whatever makes about the greatest balance of pleasure over pain for all the parties affected by our actions. And it does not matter what sort of action we take (Gensler, 2011). Consequentialism comes in various flavors, there are different classifications of teleological theories in the literature of ethics, yet the major ones are (a) ethical egoism, (b) utilitarianism, (c) act utilitarianism, and (d) rule utilitarianism.

a) Ethical Egoism

Ethical egoism says that an individual's action is considered ethical or unethical depending on its possibility to achieve personal interests (Rallapalli, Vitell, & Barnes, 1998). Egoism suggests that we ought to do whatever to maximize our own self-interests, regardless of how our actions might affect others (Gensler, 2011). The interests of others are not the main goal of the egoism perspective, others are seen as merely a medium by which our interest might be maximized (Shaw & Post, 1993). In this case, not all other effects of the action are relevant to the ethical decision. An action is thus considered as ethical only if the outcomes of that action are more beneficial to the person than any other alternative action (Hunt & Vitell, 1986).

Generally speaking, egoism tells us to desire and accept that X harm us if this would maximize his self-interest. However, we cannot accept or desire this, thus, we cannot consistently agree on this principle. Hence, egoism cannot be accepted as a rational perspective about the way how we should live. The inconsistency of the egoism perspective gives a strong basis for rejecting its ethical stance. The problem with ethical egoism is that it is self-defeating. Whilst egoists give an importance to their own happiness, the egoistic view, in fact, is virtually guaranteed to make them unhappy. When following egoism, we will be despised by others and we will perhaps end up disdaining ourselves. As a matter of fact, there are conflicts between the personal good and the general good than many people can expect (Gensler, 2011).

b) Utilitarianism

In the utilitarianism doctrine, an act is considered right if it is useful for boosting happiness. Happiness according to utilitarianism is a sum of pleasures; pleasure is good and pain is bad. An act is right if it produces good and prevents the bad. Thus, the actions which we ought to do are the one that seems to promote the greatest possible sum of happiness (Raphael, 1994). Utilitarianism gets its name from “Utility”. The principle of utility induces that we always ought to seek for the greatest happiness of the greatest quantity. So, in making choices and making decisions, we should find out which action or decision will produce the utmost happiness compared with unhappiness or pain, and that is the decision we ought to make. However, if we do not, we have made the wrong decision (N. Stewart, 2009).

To Utilitarians there is only one standard that recaps all moral duties. That is to do whatever will produce the greatest balance of happiness over pain or suffering for everyone who will be affected by our act. This moral principle of utility is misleadingly simple. The principle contains a combination of three ideas: firstly, in deciding what we ought to do, we should be directed by the consequences of our acts, moreover, we should act in a way that promotes the best consequences. Secondly, in deciding what are the best consequences, we should give priority to the greatest possible happiness or unhappiness that should result, and we ought to do whatever will result in producing the greatest happiness or the least pain or suffering. Thirdly, the principle presumes that the happiness of an individual is equally important to everyone else's (Rachels & Rachels, 2003).

Utilitarianism has three essential qualities. Initially, it is consequentialist: this implies the outcomes or results of the activity that count in deciding whether it is wrong or right. Secondly, it holds that utility/felicity is good in itself: this implies that happiness is worth seeking after and increasing for its own sake. In other words, it means that happiness is intrinsically, or naturally, good. Everything else is good solely insofar as it leads to the creation of happiness, which is the ultimate objective. Thus, things such as power, money, friendship, and so on are only instrumental goods since they are ways and means of realizing happiness. Thirdly, the principle of utility “greatest happiness principle” is the most important moral principle according to utilitarianism, and by applying it to our activities and actions we can see whether they are right or wrong (N. Stewart, 2009).

c) Act Utilitarianism

Act consequentialists believe that morally right actions are those that do or are expected to create either the absolute best outcomes or adequately good outcomes, as compared to all other choices available for an individual at a given time (Shafer-Landau, 2012). The form of act utilitarianism is autonomous of rules, whether or not they are referred to. However, rules might serve as a guideline but not rigidly form part of the moral action (Frankena, 1973). Act utilitarianism says that each action is assessed in terms of its possibility to produce the greatest amount of happiness for the largest number of individuals (Rallapalli et al., 1998; Regan, 1980).

d) Rule Utilitarianism

Rule utilitarianism holds that morally right actions are those that fit with the optimal social rules, where such rules are those that would produce the best results were they

very widely endorsed or adhered to (Shafer-Landau, 2012). Rule utilitarianism is an adjusted form of utilitarianism. It refuses hedonism that says that only pleasure is intrinsically good. Alternatively, it promotes a pluralistic perspective of values; it accepts that many things are inherently good, including knowledge, virtue, life, pleasure, and freedom. The rule utilitarianism perspective also suggests that we should do what is approved by the rules with the best consequences for individuals in society to try to follow. It claims that we will have a better life if we are guided by strict rules in certain areas like murder or drugs. In the absence of rules, we will get involved in doing irrational things (Gensler, 2011).

Rule utilitarianism claims that people follow behavioral patterns as well as rules, and applies the approach to those rules rather than to the individual actions. In this type of utilitarianism, we compare the utility of individuals in society by following different potential rules rather than acting in different ways. Hence, the moral reasoning becomes more about the design of a society governed by different rules, practices, and institutions; and we ought to choose the rules, practices or institutions that will produce the greater happiness, rather than about the governing of individual conduct. The rule utilitarianism does not ignore the controlling of the individual conduct, no moral theory did. Yet, the governing of individual conduct is indirect through following the rules rather than by direct calculation of the act utilitarianism form. In order to find out what is the best action to take as an individual, one ought to know what rule it would be the best for everyone to follow in a similar situation, then act in accordance with that particular rule (Bennett, 2015).

There are various types and approaches of consequentialism such as ethical egoism, utilitarianism, act utilitarianism, rule utilitarianism, ethical altruism, etc. However, consequentialist theories are general normative doctrines which place the importance of an ethical act on its consequences with no regard to the intention behind that act whether to the moral agent or to those who are involved in the act. Consequentialism builds its ethical assumptions on the outcomes of actions; the judgment on actions is based on the overall consequences of the act itself. The most common view among theorists of consequentialism is that the supreme good consequence or result of an action is happiness; this implies that in this ethical approach; happiness is the only thing good in itself.

2.4.2 Deontological theories

Deontological theories can be depicted as duty-based ethical theories. The word “Deon” originates from the Greek word “Duty”. They focus on the nature of the action itself and on its motive in order to figure out if it is right or wrong. In contrast to the situation with utilitarianism; consequences do not matter in deciding which act is morally right; it is the rules that determine what motive to act from and what action you should make, i.e. what your ethical duty is (N. Stewart, 2009).

Non-consequentialism suggests that some types of actions such as breaking a promise or killing innocents are wrong in themselves and not simply wrong because they have bad consequences. Such actions might be exceptionlessly wrong or might simply have some autonomous moral weight against them (Gensler, 2011). The notion that there are moral limitations on the pursuit of recognized needs such as love, happiness, and peace is a classical deontological argument. Deontology advocates believe that

particular actions are intrinsically morally right or wrong. That is, many actions possess the moral character they do by virtue of their own nature, considered totally separated from the consequences they produce. There is something about killing, intentional cheating, or humiliation, which makes these actions wrong by their nature (Shafer-Landau, 2012). Moreover, deontologists construct their judgments in light of “moral rights” that individuals are believed to have; generally speaking, any person has a right to be treated in ways that guarantee his dignity, respect, and independence (Debeljak et al., 2008).

The most prominent deontologist is the German philosopher Immanuel Kant (1724-1804). The test he formulates to decide whether an act is intrinsically wrong is based on the intellectual requirement of logical consistency. Kant claims that if we contradict ourselves then we are inconsistent. He added, when an act is intrinsically wrong, we will contradict ourselves if we claim it is not (Barcalow, 2007). In addition, deontological ethics agree that the end does not justify the means. Historically, most non-consequentialist ethics have been part of a religious worldview. In religious ethical view, duty is often a key ethical concept; those who have religious ethical view would claim that the ultimate source of our duties is God’s commands. Moreover, human beings are understood not only to have ethical duties to others but a religious duty to God. But, the deontological theorists Kant have attempted to support a duty-centered ethic without relying upon a religious framework (Mizzoni, 2013).

Kant in his masterpiece *Foundations of The Metaphysics of Morals*; begins with the words “nothing in the world, indeed nothing even beyond the world can possibly be conceived which could be called good without qualification except a Good Will.”

Characters like bravery, diligence, persistence; talents such as strength, intelligence, endurance; goods like fortune, power, and fame are all good, however, they are not good without qualification since they can be used for evil ends. Wealth can be used to harm people; strength and intelligence can be used to kill; bravery can be used for burglary. All of these kinds of goods can be used for wrong ends unless if the person has a good will. Thus, only good will can be good without qualification (Barcalow, 2007).

Kant says that one has a good will if one tries to do one's duty. However, Kant emphasized that for a will to be truly good, it must try to do its duty from a purely moral motive, rather than from a self-interested motive. That purely moral motive is the desire to do one's duty out of respect for moral law. A person with a good will respects the moral law and tries to act dutifully because he or she desires to act in ways that conform to what his duties are (Rachels & Rachels, 2003; N. Stewart, 2009).

Additionally, according to Kant, doing one's duty does not involve gaining pleasure and happiness for oneself; it involves simply doing one's duty, and sometimes that is quite difficult. Absolute duties as described by Kant might be called "heavy-duty" duties, with ethical duties there are no ifs, ands, or buts. Kant offered a different deontological solution to the problem of the origins of ethics. For Kant, we have ethical duties but not because we have been commanded by God. Kant attempted to provide a deontological ethical theory that does not make references to God or religion. In Kant's view, "the solution to the problem of human nature is not that human beings are made in the image of God, but that human beings have rationality, and through that

rationality they have freedom. For Kant, freedom is the cornerstone to morality” (Mizzoni, 2013).

Kant asserts that we should look for the ultimate source of morality in the way how human out to behave not in how human actually behave. Moral principles are universal and essential; hence, they always impose the same course of behavior to all people. Human behavior, however, arises in particular circumstances, relies on distinctiveness, and oftentimes go against moral commands. Therefore, any anthropological examination of human nature will not give us a reasonably adequate account of morality. Moral principles find their ground in our rationality and this is because our reason works in terms of universality and necessity. Thus, Kant suggests that we have to explore the role of reason in setting moral standards and principles. Morality requires that we behave rationally. The function of reason in morality is to guide our behaviors. Hence, morality guides the human will in order to make it a goodwill. Therefore, good will is the one that follows the order of reason. Goodwill is the only thing that is unquestionably or certainly good. The goodness of other human characteristics is dependent on the goodness of the will. The moral value of goodwill rests in itself but not in its results of consequences (Gregory & Giancola, 2003).

Kantian deontology arises from the claim that we are rational beings and we acquire the ability to reflect and ponder about laws and to take action according to reason. Therefore, a moral imperative does not rely upon our particular and subjective desires or preferences; it is unqualified or categorical. The moral principal that depends on individual inclinations and desires is only conditional or hypothetical, which make it not proper to work as a moral imperative. Kant, like utilitarians, argued that morality

could be based on one supreme moral principle, from which all obligations and duties are derived. Only a categorical imperative can work as the ultimate principle of morality. This moral version is very different from the utilitarians' principle of utility because it does not focus on the consequences of the acts. According to Kant, the important is not the consequences but doing one's duty (Gregory & Giancola, 2003; Rachels & Rachels, 2003).

As shown above, what makes the deontological theory a distinctive moral theory is the centrality of notions such as moral falseness of actions, the sovereignty of individuals, rights or ownership, moral boundaries between people, and so forth. However, other theories of ethics have attempted to account for these ideas, yet they did so by elucidating them by some more fundamental notions. For example, for utilitarianism, these notions are significant and reasonable if acting on them will produce the greater happiness than if we act in an alternative way. On the contrary, the Kantian deontology believes that the existence of fields of authority in which a rational individual has the right to a particular type of rational control over his thoughts and behaviors is a basic character of morality, which needs no further explanations in other terms (Bennett, 2015; Gregory & Giancola, 2003; Rachels & Rachels, 2003). There are two main groups of deontological theories in the literature: (a) rule deontology, and (b) act deontology.

a) Rule Deontology

Rule deontology argues that in all situations people ought to be guided by a set of predetermined rules or principles, thus, the action is judged to be ethical or unethical as compared to the rules themselves, not by the consequences of that action (Rallapalli

et al., 1998). Kant formulated an ultimate moral standard; he called it “the categorical imperative”. Yet, he sets up two distinctive foundations for this moral principle. The first ground for this principle as demonstrated by Kant in his metaphysics of morals (1785), goes like this: “Act only according to that maxim by which you can at the same time will that it should become a universal law” (Rachels & Rachels, 2003).

This foundation explains the procedure for considering whether an action is morally acceptable or right. When we are regarding a specific action, we ought to ask what rule we would be following if we were to do it. Then we ought to ask whether we are willing for that rule to be followed by everyone all the time. (This would make it a universal law in the pertinent sense.) In this case, and if the rule is consistent with these statements, then the rule might be followed, and the action is morally permissible. Nonetheless, if we would not be willing for everyone to follow that rule then the action is morally inadmissible. This illustrates the centrality of the virtue of our rationality concerning the moral law. Rationality requires consistency, and it would not be consistent to take an action based on a maxim that we would not be willing for everyone to follow as well. Moreover, Kant believed that consistency requires that we interpret moral rules as having no exceptions. Thus, Kant endorsed an entire set of prohibitions, covering a whole range of issues from lying to suicide (Rachels & Rachels, 2003).

b) Act Deontology

According to act deontology, people are obligated to act toward others in a specific way simply because they are human beings. There is a duty or responsibility to take in account others' dignity and rights no matter what are the consequences so that the

focus is on the moral value embedded in the act per se (White, 1988). This can be understood in Kant's second foundation of the categorical imperative, which says: "Act so that you treat humanity whether in your person or in that of another, always as an end and never as a means only." This implies that since we are rational beings, our reason envisages ends and leads us to achieve these ends through different means. This categorical imperative formulation argues that as rational beings we are ends in ourselves but not means for others. Consequently, we are persons, not things. Our value is unqualified and categorical, not partial or dependent on the needs or desires of others. Hence, according to act deontology, we have to respect others' dignity and their unconditional value by always treating them as ends in themselves and never as just means (Gregory & Giancola, 2003).

Kant gives an example to illustrate what does it means to consider others as ends in themselves and never as means. For instance, let us assume that you need a certain amount of money, in order to get that money, you need to get a loan, but you know that you are not able to repay it. So, since you are desperate, you will think of giving false promise to repay that money just to convince a friend into giving you that money. What would you do? Maybe your intention is to use that money for good purpose, very good one, actually, you may ponder about it and you will be convinced that lying in this case is justified. However, if you lied to your friend, you would simply be deceiving him, and using that friend as a means to your end. This is what Kant means when he says: "rational beings...ought to always be esteemed also as ends, that is, as beings who must be capable of containing in themselves the end of the very same action (Rachels & Rachels, 2003).

Deontological ethics is often seen as being strongly opposed to consequentialism. This is because it emphasizes on the intention to act in accordance with our duties, deontology believes the consequences of our actions have no ethical relevance at all. Deontological ethics is a group of theories that are duty-centered and this that retains normative evaluations are rooted in some intrinsic feature of an action or agent that gives rise to an obligation or duty. In the deontological doctrine of ethics, the consequences of an act are generally held to be irrelevant to the moral assessment. Rather, ethical obligations arise from a rational agent's recognition of their duties toward others or themselves. These duties can be grounded in different phenomena, from divine revelation to objective rational principles. Moreover, morality in deontological ethics requires that we behave rationally. The function of reason in morality is to guide our behaviors. Hence, morality guides the human will in order to make it a goodwill. Therefore, good will is the one that follows the order of reason. Goodwill is the only thing that is unquestionably or certainly good.

2.5 The Relationship between Leadership and Ethics

Despite the fact that the studies on leadership and ethics have grown extensively, it is only lately that ethical leadership research start thriving. However, since human societies were simple and hunter-gatherer groups, ethical behavior worked as a tool to control behaviors and to promise a peaceful environment. According to Padilla, Hogan, and Kaiser (2007), it is just until societies developed, and leaders surrounded themselves with loyal followers as a means to create cultural elite that ethics of leaders became less significant. In addition, Van Vugt, Hogan, and Kaiser (2008) proposed that one of the reasons for this is that followers found it problematic to rebel against

the exploitation of leaders as they could not easily give up on their reign (Brown & Treviño, 2006).

An extensive attention has been given to the relationship between ethics and leadership (Aronson, 2001; Bass, 1998; Bass & Steidlmeier, 1999; Ciulla, 1995; Kanungo & Mendonca, 1996, 2001). If leadership ethics has a crucial impact on the ethical climate of organizations, this maximizes the significant of leadership ethics. Accordingly, it places the leader directly in the heart of the general ethical standards within the organization. Moreover, any misfit between leaders and followers in terms of ethical values will influence followers' attitudes such as satisfaction, commitment, and employees' turnover. The ethics of leaders have much more consequences than those considered in the previous studies (Schminke, Ambrose, & Neubaum, 2005).

Previous research and theories have suggested that leadership should, and do have an impact on organizational ethics (Brown, Treviño, & Harrison, 2005). The term leader implicates emotional and normative weight. The word has social and historical implications. In the USA, the word leader is honorable. Whereas the Italian term Duce and the German word Fuhrer, have very diverse implications. Research on leadership has been always influenced by the cultural attitude. For instance, in America, the word leadership has positive moral implications rooted in it, which may clarify why too many studies focused on transactional, transformational, charismatic and authentic leadership. Part of these studies implicitly or explicitly denotes that only ethical leaders are true leaders (Ciulla, 2005b).

One of the most critical questions “or in some cases assumptions” in the previous body of research on leadership is what is the link between ethics and leadership. This question addresses the nature of the link between ethics and leadership (Levine & Boaks, 2014). Up to this day, researchers intrigued in the ethical capability of leadership have depicted it as the basic tension between altruism and selfishness. For instance, Kanungo (2001), argued that in order to label a leader as ethical, he or she must take part or manifests virtuous behaviors that work for the interests of others, and must not engage in behaviors or acts that might bring harm to others (De Hoogh & Den Hartog, 2008). Although altruism and working for the collective interests are necessary features of good leadership or ethical leadership, but this definition is inadequate to make a standardized notion of ethical leadership. We have countless examples throughout history for leaders who were ethical, altruistic, and benevolent towards their followers or people, yet, they showed brutal, unhuman, and unethical behavior towards other people.

Ciulla (2011), claims that the definitions of leadership entail normative questions. These questions inspect the relationship between leaders and followers, how should the leader treat followers? Or/and how should followers treat the leader? Who identifies the goals to be accomplished? What is and how should be the nature of this relationship? These questions propose that leadership is defined in the light of ethical arrangements such as participation in the relation of leaders-followers and the recognition and autonomy of this relationship. Therefore, Ciulla’s argument is that definitions of leadership give ethics a status at the heart of leadership. As she puts it: “We assume that ethical assumptions, expectations, and implications lie deeply embedded in every facet of the concept of leadership – from the way that leaders

behave, to their relationships with followers, to the results of their initiatives.” (Olivier, 2012).

Moreover, Ciulla (2013) contends that ethics is so rooted in the concept of leader that ethical notions lie below the surface of most value-free empirical studies and are always embedded in the way researchers characterize leadership. Ciulla has examined various definitions of leadership within the 20th century; she realized that the meaning of the term leader is a social construction and a reflection of the values and circumstances of the times. Based on this analysis, she stated that researchers do not differ in what leader is, but they differ about what the leader ought to be. Ciulla argued that the ultimate goal of researchers is to answer the question “what is good leadership?” (Joanne B. Ciulla, 2013).

Most attention to the ethical dimensions of leadership has been embedded within the charismatic or transformational leadership paradigms. Burns (1978) said that “transforming leaders inspire followers by aligning their values and their followers’ value systems toward important moral principles”. Furthermore, Bass and Avolio (1993) depicted four elements of transformational leadership; inspirational motivation, idealized influence, individualized consideration, and intellectual stimulation. Amongst these dimensions or elements, the idealized influence dimension has been characterized as having a moral component. the Idealized influence dimension implies that transformational leaders are role models for followers to emulate and they can be counted on to do the right thing, also they establish high standards of ethical and moral conduct (Brown et al., 2005).

In addition, Robert K. Greenleaf (1904-1990) theory of servant leadership has also ethical accounts. The notion of servant leadership was established on the principles of respect and humility towards other people. The core ideas of servant leadership emerge from good leadership values. These values that are at the heart of servant leadership not only result in noticeable characteristics, but it also influences the environment where the leader operate (Greenleaf, 1977). According to Russell (2001), the personal values of leaders, such as integrity and honesty, represent one of the most crucial leadership characteristics in creating organizational and interpersonal and trust. A value such as trust holds together servant-led institutions and organizations. Leaders who exhibit appreciation for others reflect appropriate and genuine love for their followers. This type of leaders fuse encouragement, patience, and empathy in their relational style. Strengthening organizational members also is a result of a trusting atmosphere. It mirrors values of fairness and love. Generally speaking, servant leadership success or failure is depending on the personal values of the individuals who utilize it (Russell, 2001).

Treviño L and Michael E, (2005) examined the impact of leaders on the ethical and unethical from three different perspectives; firstly, they looked at this influence from cognitive moral development perspective. Based on this perspective, leaders' level of moral reasoning plays a significant role in influencing the ethical behavior of the followers in decision-making. Moreover, according to most of the research in this area, most individuals fall under the second level of cognitive moral development theory, which is the conventional level where people look for guidance in laws and rules and in other important individuals around them in making ethically right decisions. Thus, the role of leaders is very crucial in providing an ethically right guidance. The second

perspective is the social learning theory; followers observe and mimic leaders' behavior whether it is appropriate or inappropriate behavior. Also, leaders have the power and the authority to punish or reward, thus, followers will avoid what leads to punishment and engage in what is rewarded. Leaders hold the ability to create an environment that can stimulate deviance or virtuousness. The third point of view to look at the behavioral influence of leaders on followers is the social exchange theory, according to this perspective social exchange relationships implies future responsibilities that are unspecified and are imposed by norms of exchange. Respected leaders who are seen as truthful, fair and considerate to employees, will create social exchange relationships that result in followers responding in positive ways (Linda Klebe Treviño & Brown, 2005).

The study of ethics covers the study of right and wrong, good and evil. It is about what we ought to do and what we should do as human beings, members of a society or in holding any role in life. Leadership, like any other role, involves a specific moral relationship between individuals. Thus, by understanding leadership ethics, we assure deep and better comprehension of what comprises good leadership (Ciulla, 2004b). There are various leadership theories which are embedded in ethical foundations (e.g. transformational leadership, charismatic leadership, servant leadership, etc.) these leadership paradigms are explicitly or implicitly entrenched in different ethical values that define the behavior of leaders towards their followers and their organizations. The centrality of ethics in leadership arises from the crucial role of leaders within societies and organizations. Various studies have suggested that the ethical conduct of leaders has a decisive influence on followers and the organizational culture as well.

2.6 Current Perspectives on Unethical Leadership

Previous literature has emphasized the importance of leadership ethics. And much of the current literature on leadership ethics pays particular attention to leadership approaches that are well grounded on ethical foundations; ethical leadership is found to be very crucial to the ethical culture and conduct of the organization (Hassan et al., 2014; Linda Klebe Treviño et al., 2003), organizational performance (De Hoogh & Den Hartog, 2008), leadership effectiveness (Eisenbeiß & Giessner, 2012; Kaiser & Hogan, 2010), good governance, democracy and trust (Hassan et al., 2014), job satisfaction, follower performance, organizational citizenship behavior (Eisenbeiß & Giessner, 2012), ethical leadership is also positively influencing organizational culture (Thoms, 2008).

The European Competitiveness Report (2008) concludes that ethics is valuable to organizations. In terms of leadership, ethics is very significant in creating a trusting atmosphere and has been identified as the single key prominent predictor of trust in leaders, also ethics is important for the relationship between leaders and followers as it offers legitimacy to the leaders' decisions and status (Jeroen Stouten, 2012). Further, Mayer, Kuenzi, Greenbaum, Bardes, & Salvador, (2009) found that leaders who are perceived as ethical, have positive influence on productive employee work behavior, likewise, Brown & Treviño (2006) and Mayer et al., (2009), claim that ethical leadership negatively influence counterproductive work behavior (Brown & Mitchell, 2010).

On the other hand, unethical leadership exemplifies one of the most serious examples of managerial misconduct in organizations. Its bad consequences were examined in

numerous academic works. Warren and Chen (2012) examined the consequences of unethical leadership in the organizational settings and stated that unethical leadership encourages followers to behave in an unethical way (Lašáková & Remišová, 2015). Moreover, unethical leadership has a negative influence on subordinates and on the organization as a whole (Brown & Mitchell, 2010; Erickson et al., 2007).

Similarly, Padilla, Hogan, and Kaiser (2007) stated that unethical Leadership has negative consequences on the execution of tasks, quality of work, efficiency and relations with customers and clients (Aasland et al., 2010). In addition, recent studies have suggested that the “dark side” of leaders has a potential destructive influence on subordinates as well as the organization (Schaubroeck et al., 2007). Moreover, researchers have found that unethical leadership has a negative impact at the organizational level, particularly, it increases workplace deviance by followers (Pelletier, 2010).

Tepper et al. (2006), stated that unethical leadership has also been linked with followers’ job dissatisfaction, lack of commitment and lack of trust in their colleagues, it also correlated with psychological distress and conflict between subordinates and leaders’ influence attempts, and it decreases subordinates pro-social organizational behavior (Schilling, 2009). Additionally, followers whose leaders were more abusive showed higher turnover, less positive attitudes toward life, organization, and their job, they also had more conflicts between their jobs and the personal life, and more psychological grief (Tepper, 2000).

Organizations have given great attention to the unethical behavior for various reasons. Financial losses, reputational damage, decreases in the organizational performance, market value, loss of customers loyalty, and safety concerns are the consequences that are linked with unethical behavior (Askew et al., 2015; Jeroen Stouten, 2012). The economic success of an organization is much correlated with the moral status of its leaders, when they fall morally; this had catastrophic effects on stakeholders, employees, and the whole community. Unethical leadership penetrates the organization leaving an ethical void, eradicating the sense of responsibility, morality, and rightness from the organizational culture (Thoms, 2008).

Additionally, there is a growing interest in the advancement and development of ethical leadership within the organizational sphere. Ethical leadership is very critical due to its vital influence on the behavior of followers and on the organizational performance. However, a defect in the ethical behavior of the organization top leadership can lead to great losses as recent scandals in the media have shown (De Hoogh & Den Hartog, 2008). Most attention that has been given to ethics in leadership is basically due to the state of the economy caused by the unethical choices of leaders across a wide range of sectors. With the hope of encouraging leaders to act ethically, there has been a prevalent call to emphasize on ethics in organizations, business schools, and society (Kacmar, Bachrach, Harris, & Zivnuska, 2011). Moreover, leadership is often seen as a positive idea, as a solution to societal or/and organizational problems. Yet, leadership scholars are progressively giving more attention to the moral and organizational failures of leaders. The fact is that leadership does not always entail good outcomes despite the tendency to depict it in aspirational terms. In line with this, Kellerman (2004) stressed that “To deny bad leadership equivalence in the

conversation and curriculum is misguided, tantamount to a medical school that would claim to teach medicine while ignoring disease” (p. 11) (Reed, 2012).

Predominantly, the response to leaders’ ethical failures in both academic literature and in the popular press, have been explained by the egoism tendency of those leaders that is not consistent with true leadership (Hoyt, Price, & Poatsy, 2013). The dark side of leaders has been a subject of many studies within the last decade (Mathieu, Neumann, Hare, & Babiak, 2014), and Scholars have defined “dark leaders” in different terms such as abusive (Tepper, 2000), toxic (R. E. Riggio, Chaleff, & Lipman-Blumen, 2008), and destructive (Einarsen et al., 2007), tyrannical (Ashforth, 1994). Leaders under these labels have common behaviors such as being deceptive, lying, putting the blame on others for their faults, mocking and insulting employees, harassment and hostility.

Additionally, abusive leadership is linked with decline in the performance of employees (Harris, Kacmar, & Zivnuska, 2007), increase in the workplace deviance (Mitchell & Ambrose, 2007), increase in psychological distress (Sosik & Godshalk, 2000; Tepper, 2000), decreased organizational commitment and job satisfaction (Duffy, Ganster, & Pagon, 2002; Tepper, 2000). Abusive supervision can be defined as a personal assessment made by a follower regarding her or his supervisor’s conduct towards her or him. One significant consequences of abusive supervision is that it negatively influences interpersonal relationships within and without the organization. Abusive leadership often manifests in behaviors such as supervisor belittling, humiliating, sabotaging or violating the privacy of an employee. Ashforth (1997) stated that abusive supervision behavior is positively linked with employees stress,

frustration, weakness and work isolation, yet negatively connected to self-respect, cohesiveness of work units, performance and leader endorsement (Burton & Hoobler, 2011).

Martin (2012) presented another notion of the “dark side” of leadership, he identifies it as dysfunctional leadership. Also, he argued that dysfunctional leaders can be the cause of instability in many nations and that reflects how this type of leadership can be destructive. The characteristics of dysfunctional leaders as described by Martin (2012) include “Poor communication, dictatorial tendencies, high labor turnover, regionalism, lack of collaboration, too much talk, empire building practices, personalizing organizational issues, inefficient resources use, highly stressful workplace, taking sides in organizational politics” (Dandira, 2012).

Another notion that refers to the “dark” Leadership is what called “the Hitler problem”, Ciulla argues that the Hitler problem lies in the way we answer the question, was Hitler a leader? According to the ethically unappealing definitions, Hitler would be considered as a leader, maybe even a great leader, albeit an unethical one. Heifetz (1994), contends that according to the great man theory, we can categorize Hitler, Gandhi, and Lincoln in the same group because this theory identifies leadership in terms of influence over history. Whilst if our concept of leadership takes into account ethical considerations, Hitler was simply not a leader. Instead, he was a tyrant, a bully or the head of the German state (Ciulla, 2012).

Closely related to this line of research. Lipman-Blumen (2005), argued that, once toxic leaders are deviated by their inclination to control instead of seeking for growth,

leadership gaps will emerge within an organization. Lipman-Blumen (2005) defined toxic leaders as “those individuals who, by virtue of their destructive behaviors and their dysfunctional personal qualities or characteristics, inflict serious and enduring harm on the individuals, groups, organizations, communities and even the nations that they lead” (Lipman-Blumen, 2005, 2010).

Another form of unethical leadership is destructive leadership. This type of leadership is defined as the systematic and repeated behavior by a leader, supervisor or manager that violates the legitimate interest of the organization by undermining and/or sabotaging the organization’s goals, tasks, resources, and effectiveness, and/or the motivation, well-being or job satisfaction of subordinates (Einarsen et al., 2007). Additionally, Einarsen et al. (2007) categorize destructive leadership into three types. Tyrannical leaders mistreat followers, yet they do not certainly have an effect the goal of the organization. However, they intimidate, humiliate, and manipulate followers to achieve organizational objectives. Derailed leaders at the same time mistreat followers and get involved in anti-organizational practices by being exceedingly absent, evasive, and stealing. Supportive-disloyal leaders treat followers in a good way, but at the expense of the organization. These types of leaders grant followers unrestrained privileges to the detriment of the organization. They also promote social loafing and followers misbehavior (Greenbaum, 2009).

Lipman-Blumen (2010) suggested a list of Toxic leaders’ behaviors, he argued that toxic leaders are glamorous on one hand, but they engage in a wide range of destructive practices, they mistreat, manipulate, and undermine their subordinates (Lipman-

Blumen, 2010). Toxic leaders are those who exhibit one or more of the following behaviors:

- They leave their subordinates (sometimes other people) in a worse situation than they found them and that is by intentionally demoralizing, undermining, seducing, disenfranchising, demeaning, marginalizing, incapacitating, intimidating, terrorizing, torturing, imprisoning, or even killing them;
- Get involved in criminal, corrupted and other unethical behaviors;
- Infringing basic human rights of their followers as well as of other people;
- Taking advantage of their followers' fears and needs;
- Intentionally growing their followers' illusions in order to improve their power and weaken the capacity of followers to be independent, and portraying themselves as the solely one who have the ability to "save" the followers;
- Providing false and misdiagnoses of problems and issues to mislead followers;
- Forcing followers to comply with their rules and actions and impairing them from constructing critical reasoning;
- Structuring totalitarian regimes and violating legal processes for recruiting and selecting new leaders;
- Destabilizing the structures and mechanisms of the systems that were set to guarantee justice, excellence, and truth and engaging in criminal practices;
- Maliciously setting constituents against each other;
- Failing to support other leaders, including new ones "with the occasional exception of blood kin" or improperly sticking to power;
- Pinpointing scapegoats and encouraging others to reprove them;
- Treating their followers good but inducing them to destroy or/and hate others;

- They behave in an incompetent way by misdiagnosing issues and failing to set effective solutions to tackle problems;
- Failing to diagnose or encouraging and/or ignoring cronyism, corruption, and incompetence; and
- Putting followers and non-followers in danger by structuring the costs or overthrowing them as a trigger for the collapse of the system they lead.

Nevertheless, the previous literature has not depicted destructive leadership as unethical, yet, the implications are clear. According to Jones (1991), unethical behaviors includes actions that are illegal or/and are ethically inappropriate to wider society. Research on the dark side of leadership has brought to light a range of unethical leadership acts. Different terms have emerged in the literature, such as supervisor undermining, abusive supervision, tyrannical leadership, and toxic leadership. Studies have shown that these types of leaders are abusive, oppressive, undermining, and manipulative (Tepper, 2007). Their acts are considered as intentional and harmful. Hence, destructive leadership is unethical. However, unethical leadership goes beyond the behavior of leaders. In seeking to achieve the goals of organizations, leaders might encourage unethical and corrupt behaviors within their organizations (Brown & Mitchell, 2010).

Leaders encourage unethical behaviors among their followers without getting involved in these behaviors themselves, however, they do so by using rewards, ignoring unethical behaviors, and neglecting non-conformers. For example, qualitative research suggests that leaders who boost short-term outcomes, being aggressive and show a Machiavellian attitude, do not punish followers' misconduct, and encourage like-

minded individuals to raise unethical behaviors in organizations (Sims & Brinkman, 2002). Leaders who foster, enable, or engage in unethical behaviors with their organizations do not exhibit ethical leadership (Brown et al., 2005). According to Pinto, Leana, & Pil, (2008), leaders who promote unethical conduct among their followers display unethical leadership (Brown & Mitchell, 2010).

According to Treviño et al. (2000), in terms of managing, unethical leadership has been depicted as emotionally offensive and violent sometimes. Additionally, unethical leaders utilize considerable rewards to allure followers to get involved in unethical practices from which they would usually abstain. Moreover, unethical leaders use dubious managerial behaviors in order to make the organization looks more profitable, and they usually give false promises. Treviño et al. (2000), also argue that unethical leaders exhibit behavioral and verbal signs which denote that the bottom line is much more significant than the interest of stakeholders. Also, unethical leaders are selfish and dishonest (Trevino, Hartman, & Brown, 2000). Brown & Mitchell (2010) define unethical leadership as “behaviors conducted and decisions made by organizational leaders that are illegal and/or violate moral standards, and those that impose processes and structures that promote unethical conduct by followers” (Broussine & Miller, 2005; Brown & Mitchell, 2010; Eisenbeiß & Brodbeck, 2014).

To sum up, referring to the perspective of Burke (2006), destructive leadership (unethical or bad leadership) conduct is not a behavioral phenomenon which exists apart from good leadership. Instead, it must be considered as an integral aspect of what constitutes the behavior of leadership. By taking in account the ‘dark side’ of leadership, we can arrive at a more correct and accurate diagnosis of the very

phenomenon of leadership behavior, this in turn will help and subscribe to the general understanding of both the effectiveness and nature of leadership behavior, and also to the progress and development of leadership (Aasland et al., 2010). Unethical leadership has been depicted under different names (e.g. toxic leadership, destructive leadership, tyrannical leadership, dysfunctional leadership, etc.), these types of leadership share the same the feature and that is the bad consequences on the organizational outcomes, bad influence on followers, and the violation of different ethical standards which threaten the stability of social, political, and economic entities.

2.7 The Antecedents of Leadership Unethical Behavior

Leaders unethical behavior exert significant consequences at all organizational levels and for all stakeholders including leaders and followers demise, organizational failure, and followers disenfranchisement/mistrust (Chandler, 2009; Pelletier, 2010). Research on the "Dark side" has tried to comprehend why organizational members participate in destructive or deviant work conduct. According to Robinson & Bennett (1995), workplace deviance is described as the behavior which damages organizations and its members, and violates important organizational principles (Brown & Mitchell, 2010). For many years, the mounting bulk of research in moral psychology and behavioral ethics demonstrates that even good individuals could and usually commit bad practices. Examples of these bad practices include deceiving in interpersonal relationships, overstating contributions and performance related to teamwork, cheating on taxes, lying in negotiations, and inflating business reports (Gino, 2015).

The nature of humans is not at all times consistent and the circumstances which are surrounding the context and role of leaders present their own type of temptations

(Ciulla, 2018). Accordingly, a great body of research across various disciplines; from philosophy, management, neuroscience and social psychology has attempted to understand why individuals behave in manners that are inconsistent with their own moral principles or ethical values. These efforts in exploring the unethical accounts of people's behavior suggest that the antecedents of unethical behavior range from individual differences to situational forces (Gino, 2015). In the same manner, the unethical behavior of leaders is similar, yet, more complex than that of ordinary individuals; there are various reasons for leaders to act in a destructive manner, be it their incompetence, personality, low organizational identification, threat to their identity, perceived injustice or financial reasons etc. (Aasland et al., 2010).

To establish a robust understanding of the notion of leadership, scholars should investigate it from different perspectives and not only through the lenses of effective leadership. Among these different perspectives, researchers should scrutinize failed or bad leadership. For instance, Gallagher (2002) suggested that the traditional emphasis on effective leadership, strong leadership, good leadership, visionary, and inspirational leadership, raises the philosophical dilemma of what constitutes ineffective leadership, weak leadership, bad leadership, non-inspirational, and non-situational leadership (Erickson et al., 2007). Further, while good and bad leadership was labeled differently by scholars, the distinctive features are relatively alike (Askew et al., 2015; Erickson et al., 2007). The standing literature has not described destructive leader behavior as unethical; however, the implication is clear. According to Jones (1991), unethical behavior involves acts that are illegal and/or are morally inappropriate to larger society (Brown & Mitchell, 2010). In fact, in most studies on issues of destructive leadership or other related notions; merely few number of academic works have focused on the

delineation of unethical leadership (Lašáková & Remišová, 2015; Tian, 2013; Toor & Ogunlana, 2009; Van Vugt, Hogan, & Kaiser, 2008).

The extensive reviews on the subject of unethical leadership indicates that the ongoing discourse applies various entangled concepts and terms. The notion of leadership is being conveyed in numerous adjectives. This plethora of concepts and adjectives refers to the fact that the phenomenon of unethical leadership is somewhat multifaceted, and it is difficult to draw clear distinctive lines between these interconnected concepts (Lašáková & Remišová, 2015). However, unethical leadership behavior can be defined as “the organizational process of leaders acting in a manner inconsistent with agreed upon standards of character, decency, and integrity, which blurs or violates clear, measurable, and legal standards, fostering constituent distrust because of personal self-interest” (Chandler, 2009). In the same vein, Jowers (2015) described another construct of bad leadership toxic leaders as encompassing a set of egocentric motivations, attitudes, and behaviors that harmfully influence followers, the unit, and the performance of the mission (Burns, 2017).

Social psychologists and leadership researchers have examined the causality of unethical leadership based on three main standpoints: (1) leaders, (2) followers, and (3) the situational context. However, in recent times, researchers have offered conceptual constructs that embrace a convergence between the three from a process perspective. In essence, the interaction between the inner psychodynamics of leaders, the followers, and a particular situation context creates the subversive dynamics of unethical leadership (Chandler, 2009). Self-regulation principles also have been applied to give an explanation about the causes of unethical leadership. Particularly,

the self-regulation perspective is based on the social cognitive theory of ethical action and thought, this approach proposes that a leader might act in unethical manner because he/she disconnects from ethical standards and justifies unethical behavior toward his/her followers (Brown & Mitchell, 2010). Likewise, other empirical research in the field proposes that the antecedents of unethical behavior is categorized into three types including individuals, the moral issue itself, and the organizational environment. Among these types, it is believed that the most important antecedents in understanding the unethical behavior is the organizational environment as it can impact the behaviors of employees on many levels (Askew et al., 2015; Knoll, Lord, Petersen, & Weigelt, 2016).

An important study in this area is the research of Padilla, A. et al (2007), in their comprehensive review; they posit that destructive leadership involves the harmful outcomes that result from a convergence of three categories, namely: destructive leaders, susceptible followers, and conducive environments. Furthermore, they outline the toxic triangle that includes the characteristics of leaders, followers, and environmental contexts that are linked with destructive leadership. Padilla, A. et al (2007), provided a model for the toxic triangle of destructive leadership. Their perspective was compatible with the systems view that focuses on the interaction between leaders, followers, and circumstances rather than just focusing on the qualities of individual leaders. Based on this perspective, leadership emerges from the confluence of a leader's ability and motivation to lead, followers' willingness for guidance and authority, and circumstances which require leadership.

Moreover, Padilla, A. et al (2007) reported that the features of destructive leadership are consisted of personalized use of power, charisma, narcissism, ideology of hate, and negative life themes. The second element in “The Toxic Triangle” model is the susceptible followers that includes two types of followers’ characteristics; conformers unmet needs, low core self-evaluations, low maturity and colluders ambition, similar world-view, bad values. The third component in the toxic triangle of destructive leadership is the conducive environments, this element denotes to perceived threats, instability, lack of checks and balances, instability, and ineffective institutions (Padilla, Hogan, & Kaiser, 2007). In addition, Eisenbeiß and Brodbeck (2014) investigated the differences and commonalities in terms of perceptions about ethical and unethical leadership among international executives in a cross-sectoral and cross-cultural study. The findings of their study indicated that unethical leadership is a combination of both violations of moral principles and legislative rules. Also, the study suggested that these features of unethical leadership are in practice oftentimes entangled (Knoll, Schyns, & Petersen, 2017).

Tepper (2007) in his prominent review of the different implications of abusive supervision presented a review that summarized what is known about the antecedents. Tepper (2007) pointed out that the antecedents of abusive supervision are consisted of perceived psychological contract breach, negative affect, and organizational injustice. He also stressed on the possibility that abusive supervision is a multilayered phenomenon which requires the field of research on this issue to progress beyond the individual level studies. The individual-level is the most common line of research in the current work; therefore, there a need to explore the antecedents and moderators which operate at different levels such as the supervisor, industry, organization, and

national culture (Tepper, 2007). Similarly, Mitchell, M. S., & Ambrose, M. L. (2007), examined the relationship between abusive supervision and employee workplace deviance. The researchers predicted that abusive supervision is linked to supervisor-directed deviance, organizational deviance, and interpersonal deviance. In addition, the researchers studied the moderating effects of negative reciprocity beliefs. In their analysis, they showed that the link between abusive supervision and supervisor-directed deviance would be greater when individuals embrace higher negative reciprocity beliefs (Mitchell & Ambrose, 2007).

Furthermore, Chandler (2009) argued that leaders' unethical behavior is similar to the formation of a tornado, a "perfect storm" which results from a combinative influence of temperature, atmospheric pressure, and rotating winds. He suggested that what is lacking in this formation is a catalyzing event that induce the interaction between leaders, followers, and the situational context. By way of explanation, leaders' unethical behavior and its persistence should have a catalyzing starting point, a moment which induces all following unethical behavior. The catalyst in this sense will represent a critical thought, incident, event, intention, or condition, that induces unethical behavior. In short, the perfect storm of unethical behavior of leaders is comprised of a complex interaction of leader, follower, and contextual dimensions, precipitated by the vortex of a critical incident (Chandler, 2009). On the other hand, based the analysis of the structure and content of the perceptions of negative leadership by a sample of managers conducted by Schilling (2009), the results suggested that there is a causality between negative leadership and the environment of leaders, specially the immediate working field, organizational processes and structures,

followers, and the resources. The aforementioned elements of the environment were found to be potential causes of negative leadership (Schilling, 2009).

Kish-Gephart et. al (2010), in their meta- analysis based on over three decades of multiple studies and research which examined the foundations of unethical decisions at the work environment. The authors argued that unethical choice is a result of three dimensions: the first one is individual characteristics, moral issue characteristics, and finally organizational environment characteristics. The individual characteristics are comprised of cognitive moral development, idealism, relativism, Machiavellianism, locus of control, job satisfaction, gender, age, and education, and the moral issue characteristics are consisted of concentration of effect, magnitude of consequences, probability of effect, proximity, social consensus, temporal immediacy, general moral intensity, and organizational environment characteristics which comprise egoistic ethical climate, benevolent ethical climate, principled ethical climate, ethical culture, code of conduct, code enforcement. Moreover, Kish-Gephart et. al (2010), stressed on the need for a wide-ranging studies that examines more multifaceted configurations of individual, moral issue, and organizational environment factors (Askew et al., 2015; Kish-Gephart, Harrison, & Treviño, 2010).

In the same vein, Lašáková, A., & Remišová, A. (2017), investigated the organizational factors that induce managerial unethical decision-making. The study findings showed that the predominant factors include the profits-only mindset of the organization owners, the unjust policies of human resources management within the organization, and the unethical behaviors of superiors. Their findings also suggested that pressure achieve more profits at any expense asserted by the owners of the

organization is strongly linked with the interest of managers in outcomes without taking in account the manner in which they were accomplished. Additionally, in contrast with the prior theories, a revised classification of organizational factors inducing unethical behaviors is delineated based on empirical results. This new classification includes three categories, namely: prioritization of economic results, violation of internal ethical guidelines, and situational tensions (Lašáková & Remišová, 2017). In a similar study in the context of the Chinese construction industry by Liu et al, (2016), identified the inducers of constructors' unethical behavior. The findings of the study suggested that 13 inducers were very significant; also, the study found that the top three inducers of unethical behavior were cost pressures, inadequate sanctions, and absence of ethics systems. Furthermore, the study categorized 18 inducers into five primary groups, namely: culture-related inducers; policy environment; project pressures; individual traits; and organizational climate. Additional findings of the analysis showed that culture-related inducers influence organizational climate indirectly through their direct effect on individual traits, project pressures, and policy environment (J. Liu, Zhao, & Li, 2016).

In their examination of unethical leadership based on a social role theory perspective, Hoyt et al. (2013) challenged the self-serving perspective about unethical leadership and claimed that a strong contributing factor to the unethical behavior of leaders lays is the social role expectations that people have of their leaders, specifically those expectations which are related to the achievement of group goals. Based on this perspective, leaders might be tempted to get involved in unethical decisions, partly at least, due to the group-serving social role expectations of goal achievement. Importantly, and to some extent paradoxically, this social role expectations have the

possibility to contribute to ethical failures in leadership. Occupying a position of leadership can be connected with an increased emphasizing on the goals of the group and possibly an increased inclination to get engaged in ethically dubious behavior in accomplishing these goals (Hoyt et al., 2013).

By the same token, Thoroughgood et al. (2018), in their critique of leader-centric perspectives argued that we cannot understand the complicated nature of the processes of destructive leadership only by focusing on leaders. The authors suggested that this type of leadership represents a unique case of more general leadership situations, with a main distinction located in the extent to which the behaviors of toxic, ineffective, or flawed leaders “i.e., individuals with certain traits and characteristics” converge, within a period of time, with followers and environments that are weak, susceptible, or conducive, resulting in aggregating destructive consequences for organizations, constituents, and groups. Thoroughgood et al., (2018), proposed a more holistic conceptualization of destructive leadership processes which includes flawed, toxic, or ineffective leaders, susceptible followers, internal organizational checks and balances, external checks and balances, macro-environmental elements, and cultural and societal elements (Thoroughgood et al., 2018).

Lastly, research on unethical leadership has attempted to explain this phenomenon by focusing on the individual characteristics of leaders and followers. For instance, Hing et al. (2007), argued that leaders who have a solid social dominance orientation are more likely to get involved in unethical behaviors, and this is particularly evident when the followers are more agreeable or/and high in right-wing authoritarianism (Brown & Mitchell, 2010). The leader alone cannot attain toxic consequences even if he was

clever or deceitful. A destructive leader will only be capable of implementing his toxic plans with the help and support of susceptible followers and conducive environments. Once a destructive leader gets into power, his ability to mobilize resources, rally support, organize plans, and implement his goals hinges on followers to execute his orders (Thoroughgood, Padilla, Hunter, & Tate, 2012). Whilst a leader may engage in unethical behaviors such as theft and fraud independently, leadership entails one individual claiming the role of a leader and at least another individual grants that role of leadership and agrees to the role of a follower. Therefore, some types of leadership only happen when the influence attempts of an unethical leader are met by a type of followers who have some traits that make them susceptible to such influence (Knoll et al., 2017).

While it can be argued that some unethical behaviors occur because of lack of virtue or immoral motives, more recent perspectives on illuminating the causes of unethical behavior in the business arena claim that various influences make it problematic for managers to implement ethical practices in their day-to-day enterprise (Bazerman & Gino, 2012; Schweitzer, ORDÓÑEZ, & Douma, 2002; Linda K Treviño, Weaver, & Reynolds, 2006). Yet, all of the previous knowledge on the antecedents of unethical leadership can essentially be boiled down to these three types of antecedents; the characteristics of leaders, the characteristics of followers, and situational factors. Nevertheless, evidence and knowledge on the issue of unethical leadership from developing and/or African countries are very scarce, especially on the situational factors that induce unethical behavior among leaders. Therefore, the current study is an attempt to explore and investigate the different individual and situational antecedents in the context of Algeria.

Also, previous studies on the problem of unethical leadership have stressed on the importance of the interplay between leaders, followers, and the situational factors in understanding the various implications of unethical leadership behavior. This approach view leadership as a process that comprised the role and characteristics of leaders, the traits of followers, and the surrounding environments and conditions. Hence, in order to understand the implications of leadership unethical behavior in the context of Algeria, an investigation on the different peculiarities of the societal, cultural, organizational environment need to be explored.

Table 2. 2

Antecedents of the Different Constructs of Unethical Leadership

Author	Objective	Methodology	Findings
(Aravena, 2019)	To identify the most frequent destructive leadership behaviors in small elementary schools in Chile.	Qualitative	Leaders who are frequently labeled as destructive exhibit autocratic leadership, poor communication, inconsistent/erratic behavior, and poor strategic skills.
(Belle & Cantarelli, 2017)	Investigating the causes of unethical behavior.	Meta-analysis	Results show that exposure to in-group members who misbehave or to others who benefit from unethical actions, greed, egocentrism, self-justification, exposure to incremental dishonesty, loss aversion, challenging performance goals, or time pressure increase unethical behavior.
(Blair et al., 2017)	This study used narcissism scores to predict behaviors associated with unethical leadership in a controlled setting.	Quantitative	Narcissism was related to the display of unethical behaviors during the AC. Scores on the narcissism scale correlated positively with behaviors associated with unethical leadership, including one-way communication, control of power, insensitivity to

			others, an unrealistic assessment of the environment, manipulative communication, and pseudo-transformational behaviors.
(D. V. Krasikova, S. G. Green, & J. M. LeBreton, 2013)	Reviewing the current literature on destructive leadership and drawing on organizational leadership theory and the more general research on deviant behaviors in organizations, we identify the underlying features and mechanisms that define destructive leadership.	Literature review	Proposed a theoretical model that demonstrates that blockage of leaders' goals, leaders' personal characteristics, organizational context, and leaders' discretion are four classes of factors that affect leaders' engagement in destructive leadership.
(Kaptein, 2011)	To establish whether unethical behavior in the workplace can be explained by different dimensions of ethical culture.	Quantitative	The results show that six dimensions of ethical culture were negatively related to observed unethical behavior: ethical role modeling of management, ethical role modeling of supervisors, capability to behave ethically, commitment to behave ethically, openness to discuss ethical issues, and reinforcement of ethical behavior. Two of the eight dimensions, clarity of ethical standards and visibility of (un)ethical behavior, were not significantly related to unethical behavior.
(Zahra, Priem, & Rasheed, 2005)	The authors analyzed fraud by senior executives in terms of its nature, scope,	Literature review	The authors identified three sets of antecedents of top management fraud (societal, industry, and organization) and moderators represented

	antecedents, and consequences.		by individual factors such as age, experience, education, gender, self-control. The review reveals the complexity of the societal-, industry, company, and individual-related factors that lead to, facilitate, or accentuate fraud.
(Chandler, 2009)	The paper provided a conceptual framework of unethical behavior of leaders.	Conceptual	A conceptual framework for the unethical behavior of leaders is proposed, which includes the three “perfect storm” dimensions of leaders, followers, and situational context. Additionally, the mediating variable termed “critical incident” suggests that unethical leadership behavior is precipitated by a catalyzing thought, condition, intention, or event.
(Aasland et al., 2010)	This study investigated the prevalence of the four types of destructive leadership behavior in the destructive and constructive leadership behavior model, in a representative sample of the Norwegian workforce.	Quantitative	Leaders may behave destructively for a variety of reasons, be it their personality, incompetence, perceived injustice or threat to their identity, financial reasons, and low organizational identification.
(Hoyt et al., 2013)	The authors maintained that leaders’ central role expectation of goal achievement contributes to the over-valuing of group goals and greater moral permissibility of the means used to	Quantitative	According to this theory, leaders may be inclined to engage in unethical behaviors, in part at least, because of the group-serving social role expectations of goal attainment. Importantly, and somewhat paradoxically, this expectation has the potential to contribute to

	achieve these goals. In 4 studies they attempted to empirically prove their argument.		ethical failures. Taking on a leadership role can be associated with an increased valuing of the group's goals and potentially an increased willingness to engage in ethically questionable behavior in service of these goals.
(Mitchell & Ambrose, 2007)	In this study, the authors examine the relationship between abusive supervision and employee workplace deviance.	Quantitative	The authors predict abusive supervision will be related to supervisor-directed deviance, organizational deviance, and interpersonal deviance. Additionally, the authors examine the moderating effects of negative reciprocity beliefs. They hypothesized that the relationship between abusive supervision and supervisor-directed deviance would be stronger when individuals hold higher negative reciprocity beliefs. The results support this hypothesis.
(Kish-Gephart et al., 2010)	To examine individual, moral and organizational environment antecedents of unethical choice.	Meta-analysis	Unethical choice is a result of three dimensions: Individual Characteristics (Cognitive moral development, Idealism, Relativism, Machiavellianism, Locus of control, Job satisfaction, gender, age, educational level), Moral Issue Characteristics (Concentration of effect, Magnitude of consequences, Probability of effect, Proximity, Social consensus, Temporal immediacy, General moral intensity) and finally

			Organizational Environment Characteristics (Egoistic ethical climate, Benevolent ethical climate, Principled ethical climate, Ethical culture, Code of conduct, Code enforcement).
(Askew et al., 2015)	To explore current trends within organizations concerning unethical behavior.	Literature review	There are three categories of antecedents of unethical behavior including the individual, the ethical issue itself, and the organizational environment. Of these three categories, it is argued that the organizational environment is the most important in understanding unethical behavior as the organizational environment can influence the employee's behavior on various levels.
(Tepper, 2007)	To review empirical studies of the antecedents and consequences of abusive supervision. Also, to use this analysis to frame an emergent model of abusive supervision and to make recommendations for future inquiry.	Literature review	The causes of abusive supervision are: Supervisor-Level Factors, Organizational-Level Factors, Industry Effects and Cultural Factors.
(Schilling, 2009)	To analyze the content and structure of managers' conceptions of negative leadership.	Qualitative	The antecedents of Negative leadership were attributed to the Person (Traits, States, Knowledge & learning, Goals & needs), Interaction, and the Environment (Followers, Supervisor, Tasks, functional field, role, Processes, structures, resources, Goals,

			culture, values, Corporate environment)
(Padilla et al., 2007)	To review how destructive leadership has been discussed in the literature.	Literature review	Provided a model for the toxic triangle of destructive leadership. The first element of this model is the characteristics of destructive leaders which include: charisma, personalized use of power, narcissism, negative life themes, and an ideology of hate. The second element is the susceptible followers which includes two types of followers' characteristics; conformers (unmet needs, low core self-evaluations, low maturity) and colluders (ambition, similar world-view, bad values). The third element is the conducive environments, this element denotes to instability, perceived threat, cultural values, lack of checks and balances, and ineffective institutions.
(T. L. Price, 2000)	To draw attention to the cognitive challenges of leadership and to explain why leaders are particularly susceptible to them.	Conceptual	Proposed the thesis that the volitional explanation of human immorality will not be sufficient to explain ethical failures of leadership. Simply applying the volitional explanation of human immorality to leadership contexts ignores the fact that leadership brings with it peculiar cognitive challenges that can lead to ethical failure.
(Yucheng Zhang & Bednall, 2016)	This study proposes an organizing framework for its antecedents and tests	Meta-analysis	The results generally support expected relationships across the four categories of abusive antecedents, including:

	it using meta-analysis.		supervisor related antecedents, organization related antecedents, subordinate related antecedents, and demographic characteristics of both supervisors and subordinates.
(Aryee, Chen, Sun, & Debrah, 2007)	Examined antecedents of abusive supervision and the relative importance of interactional and procedural justice as mediators of the relationship between abusive supervision and the work outcomes of affective organizational commitment and individual and organization-directed citizenship behaviors	Quantitative	The results revealed that authoritarian leadership style moderated the relationship between supervisors' perceptions of interactional justice and abusive supervision such that the relationship was stronger for supervisors high rather than low in authoritarian leadership style.
(J. Liu et al., 2016)	To identify the inducers of individuals' unethical behavior in contractors' organizations in the Chinese construction industry; and to investigate the interrelationships among these inducers.	Quantitative	The results showed that 13 inducers were significantly important, and that "cost pressures," "inadequate sanctions," and "absence of ethics systems" were the top three inducers of unethical behavior. Additionally, the 18 inducers were categorized into 5 underlying groupings: culture-related inducers; policy environment; project pressures; individual traits; and organizational climate. Further analysis results indicated that culture-related inducers indirectly influence organizational climate

			through their direct impact on policy environment, project pressures, and individual traits.
(Lašáková & Remišová, 2017)	To examine the perceived influence of selected organizational factors on managerial unethical decision-making	Quantitative	The findings indicate that factors that predominantly induce managerial unethical decision-making are the “profits-only” mindset of company owners, the unfair human resource management policies instilled in the workplace and the unethical behavior of superiors. Results also show that the pressure to produce profits at any expense emphasized by company owners is strongly associated with managers’ interest in results without considering the way they were achieved. In addition, inconsistently with the previous theory, a revised categorization of organizational factors eliciting unethical decisions is outlined based on empirical findings. This new classification introduces “prioritization of economic results”, “violation of internal ethical guidelines”, and “situational tensions” categories.

2.8 Moral Development & Moral Reasoning

Morals are social norms and rules designed to guide the behavior of individuals in a society (Gyekye, 1996). In cognitive developmental psychology, there has been a long

trend of studies on the manner of how people reason through moral dilemmas. Lawrence Kohlberg (1976) stated that ethical dilemmas implicate situations in which there is a conflict of interests or perspectives. Kohlberg's research analyses the principles of fairness or justice that people hold when resolving ethical problems (Dukerich, Nichols, Elm, & Vollrath, 1990). According to developmental psychologists (e.g., Kohlberg, 1969; Piaget, 1965; Smetana & Gaines, 1999; Turiel, 1983), notions such as justice, fairness, and welfare are the elements of morality (Woods & Jagers, 2003). Moral reasoning and critical thinking indicate the ability to recognize and integrate different perspectives when identifying and analyzing moral issues (McLeod-Sordjan, 2014). Cognitive moral development theory is a framework that explains the constructs of reasoning that people use when pondering through ethical issues and solving moral dilemmas (Jordan et al., 2013b).

Before Kohlberg's theory of cognitive moral development in the mid-20th century, moral behavior was considered to be a component of societal norms and rules. According to Kohlberg (1969), society is not the only source of ethical behavior but also the individual decision makers plays a significant role, especially one's cognitive ability to reason through moral issues. After years of empirical research, Lawrence Kohlberg formulated a hierarchical model of moral reasoning which focuses on the structures of reasoning that individuals apply when deciding what is morally right and what is morally wrong and how these structures of moral reasoning develops over time and life experiences (Jordan et al., 2013b).

The moral reasoning construct was founded in the 1950s and 1960s by Kohlberg, firstly in United States and then proliferated largely across many different cultures. Kohlberg explained through various empirical studies that moral or ethical reasoning

could be defined as a hierarchy of reasoning patterns from the less to the more ethically developed systems of cognition (D. W. Stewart, Sprinthall, & Kem, 2002). Cognitive moral development theory holds that moral reasoning develops through three levels, the first level is the pre-conventional, the second level is the conventional, and lastly the post-conventional. The vast majority of adult people reason at the second level. However, some adults never progress beyond the first level (Jordan et al., 2013b).

Moreover, Kohlberg's theory uses autonomy as a key feature in decision-making. A person at the pre-conventional stages reasons about an action based on obedience or defiant behaviors influenced by authority, and threat of punishment or promise of reward. Nevertheless, an individual at the conventional stage weights morality based on the acceptance and conformity with the standards and norms of society. The post-conventional stages which are the most developed stage of morality, the moral individual at this stages goes about morality by appreciating universal principles of justice, equality, civil liberty, respect, and dignity of human life (McLeod-Sordjan, 2014).

Further extending Kohlberg's model, Rest (1986) expanded and adapted Kohlberg's theory of cognitive moral development. He argued that the stage construct of cognitive moral development was too simplistic. Rest (1979) proposed that people moral development may progress between stages at different points in time rather than progressing in a step-by-step way. Like Kohlberg's theory, Rest suggested a six stages model of moral reasoning. Nonetheless, Rest also constructed a model for determining morality which is known as The Four Component Model of Morality (1984). This model comprises moral sensitivity, moral judgment, moral motivation, and moral

character. According to Rest, all these four processes need to occur in order for someone to act morally (Jose, 2013; Weber, 2016).

Rest (1979) developed the DIT, a non-interview instrument to measure individuals' moral development based on the adaptation of Kohlberg's theory of cognitive moral development. The DIT instrument measures the moral reasoning of an individual without relying on a written or verbal skills of the individual (McLeod-Sordjan, 2014). The DIT consists of five hypothetical dilemmas, each followed by 12 action items. Participants must first decide what the protagonist in the dilemma should do; then, they must rate and rank the items in terms of importance in their interpretation of the dilemma. Historically, the summary score of the DIT has been the P score, calculated from ranking data and attending to items keyed to Kohlberg's (1969) Stages 5 and 6, the highest on his scale. A newer score, N2, developed in the late 1990s, adjusts the P score up or down on the basis of an individual's ability to discriminate between higher and lower levels when rating items as important or not important. The N2 score has been described as a useful tool for assessing older adults, presumably at the higher end of the developmental scale (Greer, Searby, & Thoma, 2015). Moral reasoning remains as a model that has the ability to advance the research and knowledge on significant and important issues, and the DIT continues to be the most appropriate measurement instrument for research (Mudrack & Mason, 2016). During the last 35 years, researchers of moral reasoning in the domain of business environment most time rely on the DIT to investigate the level of moral reasoning among individuals (Weber, 2016).

Likewise, the constructs measured by the DIT have been restructured to be reflecting decisions based on schemas rather than stages (J. R. Rest, Narvaez, Thoma, & Bebeau, 1999). According to wide range of analysis, the Defining Issues Test measures three different schemas: Personal interest which combines Kohlberg's stage 2 and stage 3, Maintaining norms schema which is closely compatible with Kohlberg's stage 4, and Post-conventional "the traditional P score, aligned with Kohlberg's Stages 5 and stage 6" (Greer et al., 2015). However, the DIT received several criticisms from scholars. Among these criticisms is the issue of the lack of validity due to the generalized moral reasoning statements and moral dilemmas given to the participants, rather than field-related or specific statements and dilemmas (Bernardi et al., 2004; Doyle, Frecknall-Hughes, & Summers, 2009).

Also, scholars argued that the non-interview instrument approach would allow or maybe even encourage the subject to inflate his or her moral reasoning score by choosing statements which sounded pretentious (Elm & Weber, 1994). Yet, Rest (1979) challenged this argument by providing evidence that subjects are not able to "fake upward" when taking the DIT because it includes statements that sound philosophical and lofty but in fact, they are meaningless. Rest introduced an "M" score, which is concerned with participants that attempt to inflate their responses, thus, subjects with high M scores will be disregarded from further analysis (Weber, 2016). Furthermore, other scholars were critical of the calculation of the P score, a weighted index of the percentage of Stage 5 and stage 6 of moral reasoning (Mudrack, 2003). Regardless of these criticisms, the validity and reliability of the DIT are solidly established (Weber, 2016).

A considerable number of studies investigated individuals' moral reasoning targeting different populations such as chief executive officers (Weber, 2009), managers (Forte, 2004; Sosik, Juzbasich, & Chun, 2011; Weber & Wasieleski, 2001), accounting professionals (Abdolmohammadi & Baker, 2006; Conroy, Emerson, & Pons, 2010), entrepreneurs (Teal & Carroll, 1999), and cross-cultural managerial groups, such as individuals in India (Monga, 2007), and China (Ford, LaTour, Vitell, & French, 1997), Canada (Ge & Thomas, 2008). Also, business school students were subjects in research investigations of moral reasoning focusing on marketing (Herington & Weaven, 2007), information technology (Roberts & Wasieleski, 2012), and accounting (Fleming, Lightner, & Romanus, 2009). In most instances, results of these studies indicated that individuals mostly using a conventional level of moral reasoning (Forte, 2004; Sosik et al., 2011), and this moral reasoning is often moderately correlated to moral behavior (Abdolmohammadi & Baker, 2006; Ashkanasy, Windsor, & Treviño, 2006; Blasi, 1980). In general, moral reasoning is perceived as an essential part in the cognitive process which may affect ethical behavior and decisions (Lan et al., 2008; S. R. Valentine & Bateman, 2011), and most managers and business students show a typical adult level of moral development (Weber, 2016).

Management researchers have explored and analyzed the influences on managerial ethical behaviors and decision-making from various perspectives. Some scholars have investigated personal characteristics such as gender, age, personal values, philosophical orientation, among other factors. These characteristics have been found to influence ethical behavior to different degrees (Weber & Wasieleski, 2001). Previous investigations have found that public administrators utilize more maintaining norms and less post-conventional moral reasoning than other professional groups of

similar educational level (Rizzo & Swisher, 2004). On the other hand, MacIntyre (1981) in his philosophical analysis of moral reasoning points out that, managers and most scholars of management perceive themselves as morally neutral subjects whose skills allow them to formulate the most efficient tools of attaining whatever end is proposed. Yet, as Watson (2002) argued “No managerial act can be morally neutral because every such act occurs in the context of relationships in which there is, at the very least, a potential for exploitation” (Molthan-Hill, 2014).

Constructs of ethical decision-making generally make a distinction between two types of factors that influence moral behavior or decisions, namely; situational and individual factors. The situational factors comprise rewards and punishment structures, work, roles, organizational culture, and authority balance. The individual factors represent gender, age, employment, education, cognitive moral development, and personal values. These two categories of factors can influence four stages of decision-making: recognizing moral issues, making moral judgments, establishing moral intent, and engaging in moral behavior (Crane & Matten, 2011). Also, experiments in social psychology have proven that situational factors are more significant in predicting moral behavior than personal factors. Information regarding the circumstances of decision-making is more informing and gives us a better understanding of whether an individual will decide to act rightly or wrongly, than information about character will do (Kvalnes, 2014). According to Andreoli & Lefkowitz (2009), cognitive moral development is said to be a common determinant of one’s behavior, which is linked to ethicality. Moreover, Moore et al. (2012), stated that moral identity, cognitive moral development, moral philosophies, and empathy are among the antecedents of unethical behavior (Askew et al., 2015).

In the model of moral development, Kohlberg maintains that “the more advanced, principled structures of moral reasoning reflect a reasoning based on considerations of justice and care for the collective well-being. Thus, the more advanced moral reasoning structures reflect a less self-interested thinking compared to the less advanced moral reasoning structures” (Giurge et al., 2019). Consequently, this study is going to analyze the general level of moral reasoning among leaders of the Algerian state-owned companies in order to provide further evidence on the ethical accounts of leadership in this crucial sector. Moreover, as stated by Smircich and Morgan (1982) leadership works by influencing the relationship between figure and ground. The ground in this situation involves both the organizational context and the wider societal context that surround it. The main argument of this thesis is that the antecedents of leadership unethical behavior in the Algerian state-owned companies are deep-rooted in a net of societal, organizational, cultural, and cognitive factors that are interdependent and uncharted. Investigating the moral reasoning of leaders will assist in offering a better understanding of the situational and individual antecedents of leadership unethical behavior.

2.9 Chapter Summary

This chapter explored in details notions, concepts, and understanding of leadership, ethics, and leadership ethics. The chapter started with an introduction and then presented a review of related leadership literature. It also provided a comprehensive review of ethics with a focus on one of the two most prominent ethical theories with their implications. The chapter also examined the relationship between leadership and ethics and presented a review on the current perspectives on unethical leadership. The

chapter ended with identification of the antecedents of unethical leadership from previous empirical research and moral development & moral reasoning literature.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures that were applied in collecting the relevant data of the study. Also, it illustrates and encompasses the research design of the study, population and sampling, the data collection strategy and techniques used during the data analysis phase. Its aim is to guide the researcher to choose the right research design.

3.2 Research Design

The research design is very significant in conducting any research. Creswell (2012) identifies research design as a method of steps utilized to undertake, analyze and report data in order to augment the understanding of the issue being studied (J. W. Creswell, 2013a). There are different forms of research designs with distinct characteristics and each one has its benefits. Hence, the usage of any of these designs depends on the research objective and the research problem.

Moreover, Yin (2011) points out that research design is a logical plan which encompasses links between research questions, data collection as well as the analyzing procedures, and the design should be aligned with the objectives of the research (R. Yin, 2011). Likewise, the research design is a blueprint for data collection and analysis

to answer the study questions (Bryman & Bell, 2015). Research questions are very crucial in deciding the appropriateness of a study method. Qualitative research design is more appropriate for exploratory research questions. On the other hand, quantitative approaches are more suitable in answering explanatory research questions (Bryman & Bell, 2015).

This study uses mixed methods research design. This type of research design involves techniques for collecting, analyzing, and integrating both qualitative and quantitative research methods in one or more studies in order to understand a research problem. The central idea of using both qualitative and quantitative methods is to offer a deeper understanding of the research questions and problem better than relying on a single method (J. W. Creswell, 2012). Furthermore, mixed method design is a good approach for building on the advantages of both qualitative and quantitative data. Qualitative data, such as interviews that produce actual words of participants in the study and provide different perspectives on the issue being studied, it also offers multifaceted picture of the situation. However, quantitative data, such as scores on instruments, produces particular numbers that can be statistically analyzed, and yield results to assess the frequency and scale of trends. This approach can offer valuable information to describe trends about a large number of participants. Nevertheless, in combining these two types of data, “we have a very powerful mix” (J. W. Creswell, 2012).

Creswell (2012) suggests six types of mixed methods designs; the convergent parallel design, the explanatory sequential design, the exploratory sequential design, the embedded design, the transformative design, the multiphase design. This study adopted the convergent parallel mixed methods design, in this type; the researcher

starts with qualitative phase and then collects quantitative data. In this approach, the researcher collects both qualitative and quantitative data, analyses them separately, and then compares the results to see if the findings confirm or disconfirm each other. The key assumption of this approach is that both qualitative and quantitative data provide different types of information, often detailed view of participants qualitatively and scores on instruments quantitatively, and together they yield results that should be the same (J. W. Creswell & Creswell, 2017).

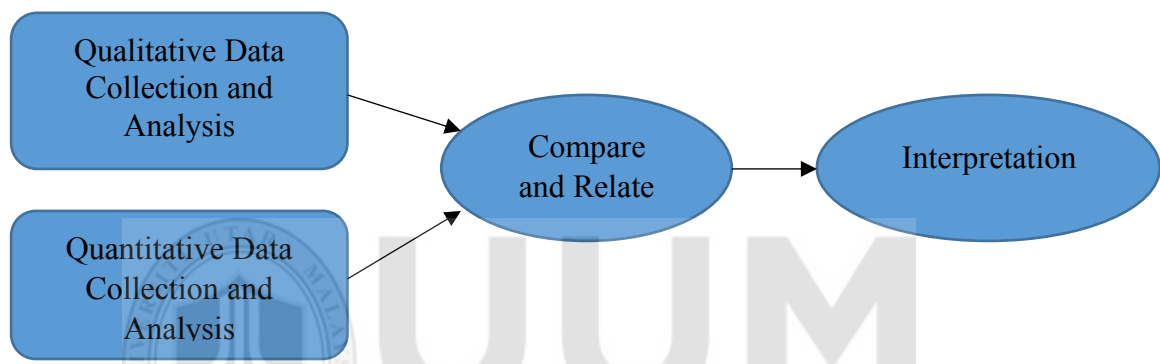


Figure 3. 1 *Convergent Parallel Mixed Methods Design*

Source: Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches: Sage publications.

Table 3. 1

Research Design summary

Research Design	Research Questions	Instruments
Qualitative Design	1. How does the situational factors affect the unethical behavior of leaders in the Algerian state-owned companies?	Semi-structured in-depth interview
Qualitative Design	2. What are the individual antecedents of unethical leadership behavior in the Algerian state-owned companies?	Semi-structured in-depth interview
Quantitative Design	3. What is the general level of moral reasoning among leaders of the Algerian state-owned companies?	Defining issue test DIT-2

3.3 Qualitative & Quantitative Research Designs

Qualitative research is considered as a suitable method for the purpose of understanding a behavioral phenomenon (Veal, 2005). Qualitative research preserves the form and content of human interaction. Often in the form of text, audio, video, these data are analyzed for their characteristics as they occur in natural settings. This research is particularly useful for studying personal or sensitive topics (Keyton, 2015). Hence, it helps the researcher to delve deeply into the study matter and gain a deep understanding of the informants' personal experience (Veal, 2005).

The qualitative design grants the researcher many advantages. It offers a rich and complex description of the subject being investigated (Miles & Huberman, 1994). Denzin & Lincoln (2011), stated that qualitative research implies the study of things

in their natural settings, in an attempt to interpret a phenomena (J. W. Creswell, 2013a). Furthermore, qualitative research is best suited when the central focus is on a phenomenon, idea or a process (J. W. Creswell, 2012). We use qualitative research where there is a problem, or an issue needs to be explored. The need for an exploration arises from the difficulty of identifying variables of a certain phenomenon or to hear silenced samples or group of a population. Likewise, we adopt a qualitative research design because we need rich and detailed comprehension of the phenomenon. This complex and rich details can only be gained by interacting directly with individuals, being in the natural settings or places of their activities, and give them the opportunity to tell their stories, perceptions, and opinions despite what we expect or what we have read in previous literature (J. W. Creswell, 2013b).

In addition, we apply qualitative approaches to improve theories when there are limited or insufficient theories for particular populations or the existing theories are not adequately mapping the complexity of the problem being studied (J. W. Creswell, 2013b). Likewise, the qualitative research design is most suitable for capturing research problems in which we do not have knowledge about the variables. The literature may provide little knowledge about the phenomenon being studied, thus, we need to explore and learn more from the participants (J. W. Creswell, 2012).

Creswell (2013) defines five common qualitative approaches: narrative, phenomenology, grounded theory, ethnography, and case study. Among these types of qualitative approaches, this research employed the case study approach in answering the research questions. Case study approach according to Creswell is a qualitative approach in which the researcher involves in exploring a real-life, contemporary case

or cases during a period of time using in-depth data collection (J. W. Creswell, 2013a). The rationale for using qualitative case study approach emerges from its ability to provide a deep understanding of a particular complex social phenomenon. In other words, case study approach allows the researcher to focus on a 'case', yet, retaining a holistic and worldwide perspective (R. K. Yin, 2013).

The research design for the second phase of the study is quantitative. This approach relies mainly on deductive reasoning. This implies that the researchers adopt a theory, or theories, as the foundation of the propositions that are being tested. In this scenario, the logic flows from the generalized to the specific (Keyton, 2015). In other words, the nature of this research design is that it begins with pre-established theory and concepts and analyzed gathered data to support or explain pre-existing theory or theories. Thus, it attempts to explain or predict findings that are related to the sample of the study. Therefore, these explanations and predictions can be extended to be true for the entire population (Leedy & Ormrod, 2010). Quantitative methods use standard procedures, hence research findings can replicated, compared and analyzed with related studies and the bias is minimized because the data in this case is numerical in nature (J. Creswell, 2003).

3.4 Population

The population represents the group of people, things, places or events which the study wants to investigate (Sekaran & Bougie, 2010). However, the qualitative research design needs sampling strategy to steer the investigator to select whom to interview or what to observe (Keyton, 2015). As noted by Miles and Huberman (1994) "you cannot study everyone everywhere doing anything" meaning that sampling is very important

to ease the research process. Moreover, Pinnegar & Daynes (2007) argue that the purpose of qualitative inquiry is not to generalize information but to illustrate the specific, the particular (J. W. Creswell, 2013b). In the qualitative phase of the study, the population was the leaders, managers, directors, and executives in leading positions within the Algerian state-owned companies. In addition, in this study the term “leader” was used to refer to individuals in state-owned companies who have assumed a formal leadership role (e.g., Directors, Supervisors, Managers, Head of Departments, etc.). Furthermore, in order to answer the research questions, the top and the middle level leaders were considered as a population for this study.

For the quantitative phase of the study, population of the research encompasses of a whole group of individuals, phenomena of things of interest to the study which usually being investigated (Sekaran & Bougie, 2003). The first step towards the identification of the sampling design in a study begins with identifying the population, and this population of the study refers to a group of individuals or institutions willing to take part in the proposed research (Sekaran & Bougie, 2010). The targeted population in this phase of the research was also leaders and managers of the state-owned companies in Algeria. However, this study selected state-owned company SONATRACH as a case under analysis due to its critical role in the Algerian economy. Thus, for the quantitative part of the study, the top and middle level leaders presently employed in the state-owned company SONATRACH were the targeted population. Moreover, extensive efforts were made in order to obtain an accurate number of the whole population. Yet, the company profile and online database show no accurate numbers of the population. Based on several estimations on the number of leaders and managers within the state-owned company SONATRACH; the number of whole population in

this state-owned company was ranged between 300 to 400 top and middle level managers.

3.5 Sampling

The sample is a subgroup of the target population that the researcher plans to study. In a perfect situation, the sample will be representing the whole population (J. W. Creswell, 2012). The strategy for the selection of samples in the qualitative part of the study was purposive sampling; this study selected a case that is expedient and expected to offer the necessary data for the study purposes. The most common sampling method in the field-oriented research is purposive sampling (Guest, Bunce, & Johnson, 2006). The technique of purposeful sampling is utilized in qualitative research. It implies that the researcher chooses individuals or sites for the study since they can purposefully offer an understanding of the main phenomenon in the study and answer the study questions. Decisions should be made about what or who ought to be studied, what type of the sampling and how many sites or individuals need to be sampled (J. W. Creswell, 2013b).

As been mentioned earlier, this study took SONATRACH, the national company for the research, production, transportation, Processing, and hydrocarbons marketing as a unit of analysis. According to Guest et al (2006), if the purpose of the study is to describe or to explore shared beliefs, perceptions, or behaviors among a relatively homogeneous group, then a sample of 12 will be sufficient for the study purposes (Guest et al., 2006). Guest et al (2006) argue that participants' homogeneity is present in the purposive sampling because participants are chosen based on the same common criteria. The more similar participants in a sample are in their experiences with regard

to the research issue, the earlier we would expect to reach data saturation (Guest et al., 2006). In qualitative research, the sampling continues until theoretical saturation is reached and no new analytical insights are forthcoming (Jane Ritchie, Lewis, Nicholls, & Ormston, 2013). In this study, the participants are homogeneous in the sense that they are leaders, managers, directors, and executives from an Algerian state-owned company. Moreover, Marchall and Rossman (2010), stated that the sample might change during the study, thus, researchers need to be resilient. Yet, they have to plan in advance as much as they can for the study sampling strategy (J. W. Creswell, 2013b).

On the other hand, the sampling technique that was applied in the quantitative phase of the study is convenience sampling. The participants were conveniently selected from the top and middle leaders of the state-owned company SONATRACH in Algeria. This company was selected to expand the extant literature on leadership ethics specifically in the arena of the state-owned companies in Algeria since to the best of our knowledge, no existing empirical studies exist in this field. Due to the lack of accurate information about the total number of leaders and managers of the Algerian state-owned company SONATRACH, the sampling size in this phase of the study was based on estimated statistics on the number of top and middle level leaders (300 to 400). Accordingly, the sampling size in this phase of the study was 200 respondents. According to the table for determining the sample size from a given population by Krejcie, R. V., & Morgan, D. W. (1970), the suitable sample size for this study is between 169 and 196 respondents. Hence, 200 questionnaires were distributed in order to answer the research question related to this phase of the study (Krejcie & Morgan, 1970).

The rationale behind choosing the state-owned company SONATRACH as a unit of analysis for this study is:

1. The company has significant role in the Algerian economy;
2. The company experienced many cases of corruption and unethical practices by its leaders;
3. The company has control over the two major natural resources in the country;
4. The company is one of the first established national companies in the post-independence era;
5. The company is ruled, managed, and controlled by Algerians and it has branches in many areas in the country.

3.6 Data Collection

In qualitative research, the data collection is a chain of connected activities targeted at gathering sound information in an attempt to answer research questions. The researcher in qualitative research get involved in chains of activities in the data collection process (J. W. Creswell, 2013a). For the qualitative phase of this study, semi-structured in-depth interview was used whereby research questions and research objectives were utilized as guidelines to formulate the interviews' questions. One of the two main objectives of this study is to explore the situational and individual antecedents of leadership unethical behavior in the Algerian state-owned companies. Therefore, the use of the qualitative methods such as in-depth interview will help in exploring and providing deep understanding of the phenomenon.

Semi-structured In-depth interviews (open-ended conversations) were conducted face-to-face with respondents. In-depth interview is the most extensively utilized in social

science research and can yield rich, good and valuable data (Punch, 2013). As indicated by Joann Keyton (2015), interviews as a qualitative technique for data collection is a semi-directed type of conversation with the purpose of exploring the perspectives and point of view of participants. In this way, interviewing is more than asking questions to get superficial answers but to obtain deep insights about the participants' point of view. It entails that the researcher creates intimacy with participants by utilizing interpersonal interactions to develop a friendly social environment (Keyton, 2015). In this phase of the study, the research also used secondary Data (Newspaper articles, relevant publications, reports, articles, textbooks..etc.). Analyzing archived data can be a valuable technique, it provides an opportunity to add a new perspective to the existing data, and to utilize elements of the data that have not been adequately analyzed or to construct a ground for comparison with the new data that have been collected (J Ritchie, Lewis, McNaughton Nicholls, & Ormston, 2014).

In the quantitative phase of this study, the researcher used a survey package included the DIT2 survey instrument, consent letter, introduction and instruction letter by the researcher, demographic questionnaire. The package was either mailed or self-distributed by the researcher. The duration of the quantitative data collection was expected to last for two months. However, the fieldwork and participants' response have extended to a time-frame of six months in two phases from May 2017 through September 2017 and from January 2018 to March 2018.

Furthermore, in this phase of the study, survey research was utilized by means of a questionnaire. The research question was based on the (CMD) construct, levels/stages

of moral reasoning, developed by Kohlberg. The Defining Issues Test (DIT-2) (J. Rest, Narvaez, Bebeau, & Thoma, 1999) is derived from Kohlberg's (1976, 1984) approach to morality, the DIT-2 will be self-administered by respondents to test their cognitive moral development (CMD). The version 2 of the Defining Issues Test (DIT-2) is a revised version of the first Defining Issues Test (DIT-1), which was first released in 1974. The DIT-2 updated the items and dilemmas, makes the test shorter, and has clearer instructions (J. R. Rest, D. Narvaez, et al., 1999). Also, for the purpose of this study, the demographic questionnaire included: age, gender, education level, profession, and years of experience. Previous research has suggested a number of variables that have been theorized and proven as predictors of moral reasoning (Turner, Barling, Epitropaki, Butcher, & Milner, 2002). Among these variables: gender, age, education, management level, profession, ethnicity, number of years' experience, and others.

3.7 Data Analysis

Yin (2009) stated that in the context of case studies, data analysis consists of examining, categorizing, tabulating, testing or otherwise recombining evidence to draw empirically based conclusions. Moreover, Perry (1998), held that the process of data analysis in case studies should be guided by previous theories. However, the researcher must keep his point of view open to reshaping his theoretical presumptions on the basis of empirical results.

The study utilized thematic analysis in analyzing and interpreting the relevant data. The thematic analysis offers an approach for interpretation and involvement of the researcher; the focus of thematic analysis is basically on the extracting of codes and

themes (Bernard & Ryan, 2010). Analyzing the data by using thematic analysis is very unique and can include an emphasis and focus on repeated phrases and words, evidence or case studies, and meanings of answers to the research questions which have been developed (Grbich, 2007). Additionally, using this approach of analysis implies that the research gets involved in interpreting, discovering, and reporting clusters and patterns of meaning related to the collected data. It also involves working carefully through texts or any other forms of data to identify and categorize topics that are progressively combined into higher-order major themes, the significance of which lies in their ability to answer the research questions (J Ritchie et al., 2014). Finally, the whole process of the data analysis is performed and facilitated by using qualitative computer data analysis software ATLAS.ti 8.

The data in the quantitative phase of the study was sent to the Center for the Study of Ethical Development, University of Alabama⁷ to be scored as it is the only research center with authorization and expertise to do so. The data output was sent back to the research in a form of SPSS data, Excel files, and a PDF document which contains a guide to interpret the scores. Descriptive statistics was used for data analysis which included mean scores, frequencies, standard deviations, and percentages.

3.8 Validity and Reliability

Research is useless without rigorousness; it becomes a fiction and loses its value. Consequently, a lot of attention is given to validity and reliability in all types of research (Morse, Barrett, Mayan, Olson, & Spiers, 2002). Reliability and validity are defined as credibility, quality, and rigor in qualitative design (Golafshani, 2003). Guba

⁷ <https://ethicaldevelopment.ua.edu/>

and Lincoln (1981) prescribed particular techniques to be followed to achieve trustworthiness such as audit trails and member checks, extended engagement, peer cross-examining, constant observation. Likewise, the researcher should be responsive and resilient to evolving circumstances, having sensitivity, holistic and have the capability for elucidation and summarization (Morse et al., 2002). Additionally, Joppe (2000) describes reliability as: “The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable” (Golafshani, 2003).

Reliability is attained when the researcher achieves consistency in his use of data collection procedures and when respondents react in similar manner to them. Likewise, reliability implies that other researchers following the same procedures in another research with similar respondents will get comparable results (Keyton, 2015). According to Lunenburg and Irby (2008), survey instruments should be consistent with the proposed research questions or hypotheses. Yet, in case where the researcher is developing a new or unpublished instrument; this might affect the reliability and validity of the study. Thus, this study will use a previously administered and published survey instrument that is well consistent with the research question to avoid any lack of reliability and validity.

3.9 Ethical Considerations

Ethical considerations in academic research imply a set of procedures, standards and important principles which should be followed by the researcher in order to assure the credibility of the study. Thus, this study will be guided by Polit and Hungler (1991)

procedures to avoid any misconduct, especially during the stage of data collection (Behi & Nolan, 1995). The following are the procedures during data collection section:

- Purpose of the study and the justification for it.
- Simple description and explanation of the study.
- Procedures and research interventions.
- Potential benefits or risks to the individual/group/society.
- The right to withdraw at any time.
- Confidentiality and consent.

3.10 Chapter Summary

This chapter presents the mixed method approach that was used in this research. This approach was elaborated and detailed by presenting the procedures, processes, and tools of both the qualitative and quantitative phases. This research also was guided by a social constructivism interpretive framework. With regards to the qualitative approach, 15 interviewees were selected from the state-owned company Sonatrach. While the quantitative phase, 200 DIT-2 questionnaires were distributed with 73 questionnaires returned and 66 validated and scored by Center for the Study of Ethical Development, University of Alabama. Moreover, the qualitative Data was thematically analyzed with the usage of ATLAS.ti 8 software.

CHAPTER FOUR

QUALITATIVE DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter discusses the qualitative data collection, analysis and findings. It provides answers to the research questions one and two, as well as the thematic analysis and results of the interviews conducted. The central purpose of this chapter is to presents the findings of qualitative data analysis of this study which are based on the data gathered from a series of in-depth interviews with 15 leaders from the Algerian state-owned company SONATRACH. This analysis explores the two qualitative questions of the study. The interviews of this current study were conducted within a time frame of six months from May to September 2017. The main goal of this chapter is also to explore and investigate the situational and individual antecedents of leadership unethical behavior within the Algerian state-owned companies. In other words, to uncover the main factors contributing to the unethical behavior among the Algerian state-owned companies' leaders. The primary and most significant contribution of this study stems from its newness in this context. This study is the first of its kind in Algeria that directly seek to explore the main impulses of unethical behavior among leaders. Therefore, the findings presented in this chapter are based on the perspectives and experiences of the informants, these findings were thematically analyzed as will be articulated in the next sections of this chapter.

4.2 Respondents Background

In line with the main objective of this study which is to explore the situational and individual antecedents of leadership unethical behavior in the Algerian state-owned companies. Fifteen informants from various leadership groups (Heads of Departments, Heads of Divisions, Chief executives, Supervisors, Deputy General Director, and Managers of Sub-departments) formed the total sample of this research. This study focused on the antecedents of leadership unethical behavior in the Algeria state-owned companies, therefore, the state-owned company SONATRACH was chosen as a unit of analysis. This company was selected because it is considered as the backbone of the Algerian economy and the largest state-owned company in the country.

For the purpose of keeping the identities of the informants confidential, the researcher coded the informed consent forms, and only utilize the codes in order to identify the informants of the interview instruments themselves. Thus, this will keep the participants of this study anonymous and prevent any third party to access or identify the identity of the informants.

Table 4. 1

Demographic Data of the Respondents

Respondent	Position	Department Domain	Years Experience	of Age	Gender
1	Head of Department	Human Resources	12 years	43	Male
2	Head of Department	Finance	5 years	41	Male
3	Former Head of Department	Finance	23 years	61	Male
4	Head of the Division	Environment Protection	/	46	Male

5	The “new” head of the Department	Administration and Logistics	5 years	32	Male
6	Chief of Sub-department	Business Development	7 years	42	Male
7	Chief of Services	Transportation Services	17 years	54	Male
8	Supervisor of Department	Procurements	10/11 years	46	Male
9	Head of Department	Human Resources	21 years	50	Female
10	Head of Division	Manufacturing	19 years	50	Male
11	Chief of Department	Finance and Accounting	12 years	42	Male
12	Chief of Department	Maintenance and Transportation	13 years	42	Male
13	Head of Department	Operations	18 years	45	Male
14	Chief of District		30 years	49	Male
15	Former Deputy General Director	General Director	35 years	60	Male

Source: Developed from the study’s data

From the table above, the ages of interviewees ranged from 32 to 61 years. The figure also illustrates that 14 informants were males representing around 93.3 % of the participants in this study, while female informants represented 6.3% of the total number of participants. The roles and fields of work of these informants were diverse; the participants hold leading and managerial roles in human resources, finance, administration and logistics, business development, environment protection, procurement, manufacturing, accounting, maintenance, operations, and directing. Also, years of experience in their fields ranged from 5 to 35 years.

4.3 Interview Protocols

As was mentioned in the previous chapter, the researcher adopted six steps for the preparation of the interview in line with what Creswell (2013) suggested, as follows:

Table 4. 2

Preparation of the Interviews

Step one	Identifying the interviewees or respondents.
Step two	Determining the type of interview.
Step three	Utilizing suitable recording procedures and tools.
Step four	Designing and using an interview guide or an interview protocol.
Step five	Refining the questions of the interview and the procedures further through pilot testing.
Step six	Determining the place for conducting the interviews.

Source: Creswell, J. W. (2013). Research design: Qualitative, quantitative, and mixed methods approaches: Sage publications.

In addition to working with two supervisors and other two experts, the researcher was guided by these six steps in preparing the interview introduced by Creswell (2013) prior and during the data collection process to ensure that the required data is being collected to answer the research questions. The researcher followed some protocols before and throughout the interviewing process to ensure the smoothness of collecting the relevant data. For example, before the interviewing sessions, the research prepared the proper recording devices in order to maintain the information given by the informants. The interview protocol was also structured so as to build rapport with the informants.

The initial step of the data collection process started by the researcher collecting an official letter from the institution proving the researcher's information and identity as

a research student of Universiti Utara Malaysia who is undertaking a doctoral research on the antecedents of leadership unethical behavior in the Algerian state-owned companies using SONATRACH as a unit of analysis. This letter was necessary in order to get access to the targeted informants in the state-owned company SONATRACH and its branches and divisions. It was also needed in order to build trust and mutual understanding with the interviewees. The research later presented the letter to the designated unit of analysis (SONATRACH) to gain approval.

After approaching the company and its branches purposively searching for suitable participants for the research, the researcher began the first phase of the interviewing process by introducing himself to several managers and leaders of the company and explaining the objective and the theme of the conducted research. However, this phase was challenging due to several rejections from some leaders to be part of this study. Nonetheless, at the end of the data collection, the researcher managed to gain access to different branches, sites, and leaders to reach the required number of participants needed to answer the research questions.

The interview sessions were conducted between June and September 2017, most of the informants were interviewed in the state of Wargla because many branches and company divisions were located there. Moreover, the places where the interviews took place were chosen carefully in order to guarantee that each informant is comfortable with the process of the interview and to ensure that the collected data is rich and of good quality. The researcher also used introductory marks to explain to the informants the objective of the information being collected as well as the confidentiality of the

information and that this research is primarily for academic purposes and will not be used or exposed for other purposes other than the one mentioned.

The interviews were face-to-face, the expected duration of the interviews was explained to the informants and the researcher stated that 45 to 60 minutes would be enough to complete each interview session. However, the duration of the interviews ranged from 30 minutes to 2 hours depending on the willingness of the interviewee for further discussion. Thus, each informant was given enough time to answer the interview questions taking in consideration his or her schedule. Also, the researcher took notes with pen and paper to complement the voice recorder when it was necessary in order to get comprehensive and reliable data from the informants.

Due to the sensitivity of the research theme, the researcher gave the interviewees full privilege to ask any questions of their choice prior to the commencement of the interview session to build trust and to persuade them to take part in this research. Majority of the informants were somewhat anxious about participating in the interviews. Yet, after explaining the nature and the purpose of the research to them, they were willing to take part in it.

4.4 Analysis and Interpretation of the Interviews

Qualitative methods are significantly diverse, nuanced and complex (Holloway & Todres, 2003). Qualitative approaches allow researchers to explore perspectives that are predominantly beyond the scope of quantitative approaches. For instance, as Gillham (2000) stated the characteristics of the qualitative methods:

- To investigate complex issues that are beyond the reach of more controlled methods;
- To immerse deeply in issues related to a group or an organization to explore what really happens; to find out the informal facts which can only be discovered from the inside;
- To have a holistic view on the case by seeing it from the standpoint of those involved (Ross, 2003).

Qualitative data analysis includes preparing and organizing the collected data for analysis, then compressing this data into themes through a process of coding and combining these codes, and finally demonstrating and describing the data in tables, figures, and discussions. For qualitative case study, the analysis process consists of representing the data in a detailed description of the case and its implications (J. W. Creswell, 2013a). Furthermore, in qualitative data analysis, many researchers have highlighted the advantages of using a Computer Assisted Qualitative Data Analysis Software CAQDAS. These computer tools allow the researcher to organize large and various contents of collected data into consistent and logical structures. Then comes the role of the researcher to analyze thoroughly the materials in a rigorous manner (Ross, 2003). According to Creswell (2013), this process of using CAQDAS to analyze the data is similar to hand coding or manual analysis; the computer only assists the researcher to identify text segments or image segments, creating code labels, searching through the materials for all the segments that have similar code label, and cultivates a printout of these database. However, in this process the inquirer, not the computer, does the coding or/ and categorizing (J. W. Creswell, 2013a).

Analytical approaches to qualitative data are diverse and thematic analysis is perceived as a foundational approach for qualitative analysis (Braun & Clarke, 2006). This approach is for identifying, analyzing, and representing patterns or themes within the acquired data. This method minimally organizes and describes the data materials in rich details. Nevertheless, it also reaches further than merely reporting and describing to interpreting the various features of the research issue (Braun & Clarke, 2006). In the analysis phase of this study, the researcher followed Braun & Clarke (2006) guideline in doing thematic analysis. Braun & Clarke (2006) presented practical steps for thematic analysis; this step-by-step guide is consisted of six phases of analysis outlined as follow:

Table 4. 3

Thematic Analysis Phases

Phase one	Familiarizing yourself with your data.
Phase two	Generating initial codes.
Phase three	Searching for themes.
Phase four	Reviewing themes.
Phase five	Defining and naming themes.
Phase six	Producing the report.

Source: Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

Furthermore, according to Patton (2015), thematic analysis can involve a mixture of inductive and deductive analysis. In this approach, the study issue, questions, and methods can be shaped by particular theoretical lenses, also, the theory may also structure the initial interpretation of the collected data. The researcher is then intended in seeking new ideas or themes which encounter or extend the theoretical perspectives

adopted, which makes the analysis process simultaneously inductive (Richards & Hemphill, 2017).

Also, inductive analysis or “bottom up” means that the themes are strongly interconnected to the collected data itself. In this approach, the process of coding implicates that the researcher label and create codes from the data without attempting to fit it into pre-existing frames or into the preconceptions of the researcher. Thus, this analytical approach is data driven. Nevertheless, it is worth noting that the researcher cannot free himself of his theoretical and epistemological commitments, and the data cannot be coded in an epistemological void. On the other hand, deductive or “top down” thematic analysis is mostly driven by the inquirer theoretical frame in the area of research. This type of thematic analysis usually offers less rich description of the overall data, and more comprehensive analysis of some aspects of the data. Choosing a particular approach is based on how and why the researcher is coding the data. It can be either for a quite specified research questions which are connected to a theoretical approach, or the specified research questions can develop and alter during the coding process which falls into the inductive approach (Braun & Clarke, 2006).

According to Boyatzis (1998), another decision revolves around the level “at which themes are to be identified: at a semantic or explicit level or at a latent or interpretative level”. The thematic analysis that applies a latent level transcends the semantic nature of the data, and begins to examine or identify the implicit assumptions, concepts, and ideas which are theorized as influencing or shaping the semantic content of the data. Also, analysis of this tradition tends to stream from a constructionist interpretive paradigm. In this sense, broader assumptions, meanings and/ or structures are theorized

as the foundation for what is actually expressed in the data. According to Burr (1995), in the constructionist perspective, experiences and meanings are socially constructed and reconstructed, rather than “inhering within individuals” (Braun & Clarke, 2006).

In this study, the research relied primarily on one level which is the latent or the interpretative level. However, previous scholarly work, theories, conceptual and empirical studies were taken in consideration and worked as a roadmap on which the analysis of the data was footed. In addition, the researcher took a constructionist stance in interpreting and analyzing the data, the researcher also found it more appropriate to the nature of this research to apply a mixture of inductive and deductive analysis as was mentioned earlier depending on the nature of the collected data. By adhering to this approach, the researcher did not untangle the findings of this study from previous empirical and theoretical body of knowledge in the field. Instead, the researcher sought to achieve balance between the existing knowledge on the phenomenon of unethical leadership on one hand and by recognizing the social, organizational, and cultural peculiarities of this study on the other hand.

As was mentioned in the third chapter, in-depth interview was the proper method to collect the data to address the two qualitative research questions in this study. Interviews as defined by Yin are “guided conversations that are usually one of the most important sources of case study evidence” (R. K. Yin, 2013). Generally, the interviewees of this research were asked about their understanding, experience and perspective of the unethical leadership behavior within the Algerian state-owned companies. The protocol of interview instrument was developed and derived from the research questions and objectives. The researcher also consulted and worked with two

experts in the field of ethics, leadership, and qualitative approaches to insure a proper development of the interview questions.

Correspondingly, the themes for each research question were structured and developed through a comprehensive and rigorous reading of the transcribed data using inductive and/or deductive thematic analysis approaches. The deep reading and re-reading of the transcribed materials is a technique used by most, if not all, qualitative approaches in order to develop the study's themes and formalize its identification (Thomas & Harden, 2008). This method; therefore, is very applicable as the main objective of this research which is to explore and to identify the situational and individual antecedents of leadership unethical leadership behavior within the Algerian state-owned companies. The purpose of the study also is to provide a proposed model that can help in explaining and understanding the causes and impulses of leaders' unethical behavior within the context of Algeria. In order to delve deeply into the gleaned data, the researcher has to spend an extensive amount of time and efforts in reading throughout the transcribed interviews. In doing so, the researcher read each interview transcript comprehensively for a number of times. Every time the transcribed data was read, it revealed and gave the inquirer a clearer understanding of its components and the researcher was able to construct the proper procedures in which the coding emerged or created. Following that, the transcribed interviews were categorized under different groups, arrangements, and themes. Finally, this process moved to categorizing the transcripts under the emerged or/and the created themes. All these processes were facilitated by using Computer Assisted Qualitative Data Analysis Software ATLAS.ti

8.

In alignment with the previous described process, table 4.4 portrays the main themes, sub-themes, and sub-sub themes of the related situational and individual antecedents of leadership unethical behavior in the Algerian state-owned companies that answered the two qualitative research questions and objectives.

Table 4. 4

Summary of Themes and Sub-themes

Themes	Sub-themes	Sub-sub-themes
1) Situational antecedents of leadership unethical behavior in the Algerian state-owned companies.	1. Conducive Environment	1. Social Values 2. Organizational Culture 3. Corruption 4. Peer Influence 5. Politics
	2. Leadership Development	1. Ethics Education 2. Training Programs
	3. Organizational Oversight	1. Ineffective Rules Enforcement 2. Lack of Control Mechanisms 3. Lack of Transparency & Access to Information 4. Positive Reinforcement & Punishment
	4. Ineffective Recruitment Structure	
	5. Leaders-followers Relationship	1. Bad Followers Values 2. Passive Followers 3. Bad Role Modeling
2) Individual antecedents of leadership unethical behavior in the Algerian state-owned companies.	1. Lack of Ethical Awareness	
	2. Irresponsibility	
	3. Egocentricity	
	4. Ignorance	
	5. Uncontrolled Access to Organizational Resources	
	6. Pool Leadership Skills & Qualities	

Source: Developed from the study.

4.5 Theme One: The Situational Antecedents of Leadership Unethical Behavior in the Algerian State-owned Companies

The ethical values on the part of leaders are an essential ingredient in creating the right ethical atmosphere in any organization, but this alone will not promise achieving this goal. It is important to realize that there is a reciprocal impact between leaders and the organizational and the wider social milieu. In this sense, leaders are an important factor in influencing the organizational environment, but they are also influenced by its various elements and dynamics. Therefore, the situational factors play a critical role in shaping leaders ethical and/or unethical behavior as well as the ethical environment in organizations.

Based on the first research question that was set out to explore the situational antecedents of leaders' unethical behavior in the Algerian state-owned companies; the participants of this research were probed about the environment in which leaders of the Algerian state-owned companies are performing their roles. In other words, this research question sought to explore the social, environmental, cultural, and structural factors or causes of leaders' unethical behavior within this particular context. According to the analysis related to this theme (situational antecedents of leaders' unethical behavior), there are various antecedents and causes connected with the environment in which these leaders are working which contributed to the likelihood of leaders to act in unethical manner. However, the analysis of the interviews indicated that there are five main factors that fall under this theme, namely:

1. Conducive environment;
2. Organizational oversight;
3. Training & development;

4. Ineffective recruitment structure.
5. Leaders-followers relationship

The figure 4.1 below shows the relationship between the main theme, situational antecedents of leadership unethical behavior in the Algerian state-owned companies and its sub-themes, conducive environment, training & development, organizational oversight, ineffective recruitment structure, and Leaders-followers relationship as generated from the responses of informants with all its dimensions.

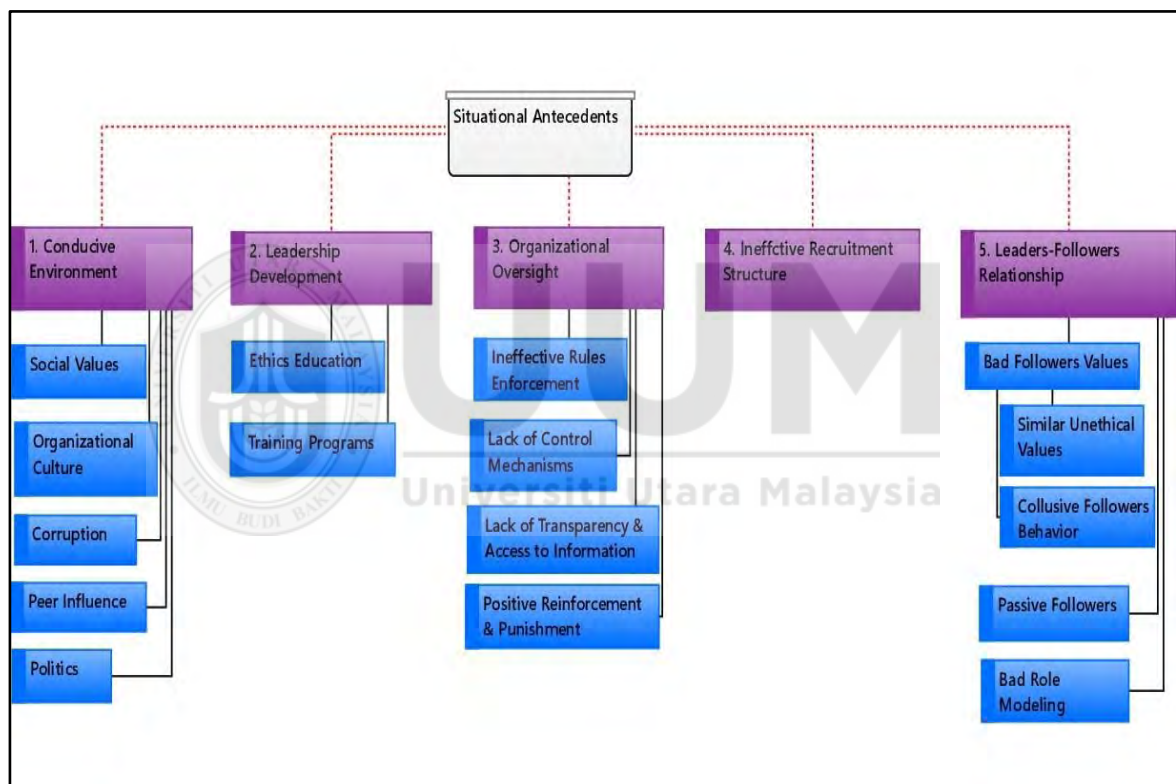


Figure 4. 1 Situational Antecedents of Leadership Unethical Behavior in the Algerian State-Owned Companies

Virtues, values, and principles are the components of a person's character. In other words, an individual's character is to some extent consisted of these elements. It is out of question to separate the person's moral character from the individual as a whole. While it is very useful to operationalize human aspects such as moral development

from general human development, we perceive that moral development is deeply rooted in other dimensions of personal and social development. In precisely the same manner, the ethical climate of any organization is not an isolated structural aspect of the human system, but rather is intrinsically entrenched within it (Fuqua & Newman, 2006).

To capture the complexity of the factors which contributed to unethical leadership behavior in the context of the Algerian state-owned companies; several cultural, organizational, and structural antecedents were scrutinized closely. Based on the analysis of the qualitative data that was collected, it was found that the unethical and illegal practices of leaders in the case of Algeria could only be comprehended and detected by looking at the social, cultural, and organizational features of the environment where these leaders are operating. These results therefore need to be interpreted with caution and without cutting it from its social and cultural roots.

4.5.1 Conducive Environment

Leadership emerges and operates within a social context. Thus, cultural norms, values, traditions, and social conventions play a significant role in shaping the (un)ethical behavior of leaders at all levels. Conducive environment in this study refers to the cultural, moral, and sociological features of the Algerian society as well as the organizational environment. Conducive environment includes both the interior and exterior ethical norms and values which are adopted by leaders and have influence on their ethical conduct. This factor found to be closely attached to the unethical behavior of leaders in the Algerian state-owned companies and can explain much of the ethical

lapses of leaders. Five sub-sub-themes were derived and constructed based on the analysis of respondents' responses as follows:

1. Social values;
2. Organizational culture;
3. Corruption;
4. Peer influence;
5. Politics.

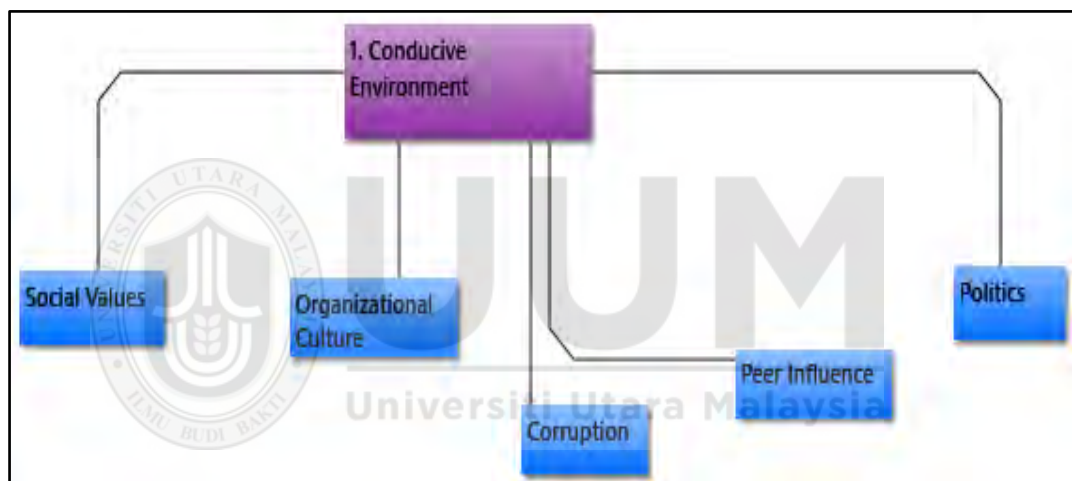


Figure 4. 2 Conducive Environment

Many Scholars have traced Africa's economic, political, and social challenges to bad leadership. Bonnie Ayodele and Lanre Olu-Adeyemi (2006), have stated that this continent has been immensely struggling to develop strategies for economic, political, and social development without first analyzing its leadership crisis. Julius Ihonvbere, though acknowledging that the future of nations is often determined by a combination of leadership and followership, puts the greater burden on leadership. There is a very clear consensus that there is a leadership dilemma in Africa in almost every aspect-social, political, educational, business, and religious contexts (Temple, 2012).

Considering this crisis of leadership in the African countries, this theme incorporated the elements of both social and organizational values, norms, and culture which are the main source of unethical leadership behavior within the Algerian state-owned companies in particular.

1. Social Values

The ethical foundations of a society are very crucial in molding individuals' values and perceptions. Social and cultural values are the roots of a significant proportion of a person's ethical and moral values. According to social identity theory, the identity of an individual is binary. One part is shaped by personal identity, which implies that individuals have free will. On the other hand, there is the part that is consisted of the social identity of a person which emerges from the knowledge that individuals are members of social groups and are shaped by the values and emotions that are adopted by that particular group they belong to (De Wolde, Groenendaal, Helsloot, & Schmidt, 2014).

A variety of interviewees' perspectives were expressed in regard to the issue of dysfunctional social values. Views of the participants fall together to form this sub-sub-theme that reports the problem of the ill-formed values and norms which have been instilled into the character of leaders of the state-owned companies.

Respondent 4, a head of the division of environment protection when he was asked about the reason why some of leaders act in unethical manner, he stated the following:

Those leaders also lack the awareness about the centrality of ethics in life and that is due to the way how they were raised, and their perspective on responsibility towards the country and the society (Respondent 4).

Another respondent expressed that those leaders who got involved in unethical practices are a “product” of the society: -

We can see clearly that our economy is suffering; there are ethical violations by some leaders and employees within this sector. Those individuals are the “product” of our society (Respondent 8).

Another informant pointed that the problem of leaders’ unethicality should be traced back to the way how leaders were educated and nurtured with ethical values in the society: -

The problem is not just within the state-owned companies but in the whole society. When you have a society, which promote and support good ethical conduct, undoubtedly you will have individuals who are adopting the same ethical values; individuals who give priority to their ethical responsibilities. Thus, the most important thing is that we should focus on educating and preparing a generation of leaders with strong ethical values (Respondent 12).

In collaboration to the above assertions, Respondent 13 referred to the kind values which are prioritized by the society and how important is responsibility, integrity, and other virtuous values and cultural norms?

We have problem in terms of the values we are promoting in our society; in terms of responsibility, honesty, integrity; how important are these values to us? When you have a society that gives a priority to these virtues and to the right ethical values you will certainly have ethical leaders and followers as well (Respondent 13).

Tepper (2007) maintains that research on the dark side of leadership is required to move beyond individual-level research which is the dominant stream in the relevant field of study and to explore moderators and antecedents that function at the supervisor-level, organizational-level, industry-level, and also at the national culture level (Tepper, 2007). This view is supported by Daniel T.L. Shek et al. (2018) who suggested that in some cases, individuals join the organization and to their new position already “infected” with some corrupted ethical values. Hence, it is plausible that these individuals never had a robust belief about being an ethical members of the organization, or that the circumstances of the environment they were living in have given them an implicit acceptance towards unethical practices (Daniel T.L. Shek, 2018).

The social milieu is a strong predictor for the ethical and/or unethical tendencies of leaders within organizational settings. At the early stage of development, individuals are firstly encountered and nurtured with the values of parents, family, and society before they reach a position of leadership in an organization. These social values are the main determinant of what is right and wrong, ethical and unethical, and it forms

much of the leader' character. In the same vein, Bennett J. Tepper et al. (2017) proposed that the antecedents of abusive supervision can be tracked to three sets of mechanisms: social learning, identity threat, and self-regulation impairment. Bennett J. Tepper et al. (2017) argued that one explanation for why supervisors engage in abusive behavior is that they come to believe, through social learning processes, that it is acceptable and rewarding.

According to social learning theory (Bandura 1973), individuals learn which behaviors and attitudes are considered appropriate in various contexts partly through observing their environment. Long before employees enter the workforce, they gain an understanding of the acceptability of various beliefs and behaviors from those who played a role in their upbringing. Because children typically view their parents as authority figures and depend on them to meet many of their physical and psychological needs, parents are especially likely to serve as role models (Bandura, 1973). Behavioral tendencies learned during childhood are often deeply rooted, readily manifesting themselves in the workplace during adulthood (Bennett J. Tepper, 2017).

2. *Organizational culture*

Another reported problem was the organizational ethical culture of the Algerian state-owned companies. The ethical atmosphere within these companies seems to be problematic; and ethical culture that is supportive of good ethical conduct among leaders and managers is apparently absent in most of the companies. Based on the responses of respondents, there are many shortcomings in regard to the organizational culture and respondents expressed the urgent need for an organizational ethical culture which boosts and promotes good ethical behavior on the part of both leaders and

followers. The view expressed below concerning the issue of the organizational culture by an informant 3 as thus: -

I believe that there are three main reasons for such unethical behaviors. The first reason I believe is the way by which those leaders got their positions. The second one is the absence of good and responsible working culture in some of the state-owned companies (Respondent 3).

Similarly, Respondent 5 depicted the need for an organizational culture which support an ethical climate within the organization.

Also, boost and support good organizational culture which promotes ethical values and responsibility among leaders. In fact, too many state-owned companies don't give much attention to this side (Respondent 5).

Another respondent pointed out that there is an absence of an ethical culture which prioritize good ethical behavior among leaders and promotes good ethical performance.

As a matter of fact, we lack the culture which supports and boosts good ethical conduct and gives priority to ethical performance (Respondent 9).

In line with that, respondent 14 believes that of the factors which contributed to leadership unethical behavior is the organizational environment. He referred to a negative environment where leaders do not have a sense of belonging to their organization because of several factors such as: injustice, transgression, and lack of respect.

I would say one of the reasons why leaders and managers in the Algerian state-owned companies get involved in unethical practices is because of the organizational environment. The environment within the Algerian organizations is not positive and also does not make leaders feel good and feel like they belong there. There is injustice and transgressions within these organizations, some leaders and members feel like they are being treated unfairly and not respected by top leadership (Respondent 14).

All these responses represent conditions felt by leaders and managers of the state-owned companies in Algeria in their day-to-day role.

The organizational environment is consisted of the ethical climate, culture, and codes of conduct established within the organization. The ethical culture of an organization is therefore based on what the majority considers to be ethically robust and what the majority has collectively recognized to be issues that are considered unethical in which the group is to resolve. Hence, the collective perspectives of ethical appropriateness and the attitude to addressing ethical issues in the organization is the ethical climate (Peterson, 2002). Furthermore, according to Kish-Gephart, Harrison, and Trevino (2010), the three most significant antecedents of unethical conduct are the individuals, the ethical issue itself, and the organizational environment. The ethical climate differs from company to another based upon the company's specific ethical values and norms. In the same way, Hoyk and Hersey (2009), argue that an organization in which

coworkers justify, accept, or ignore unethical behaviors, is promoting the viewpoint of the wrongdoer. When ethical standards are accepted by the majority of the members of the organization and an action by an employee reflects behaviors that do not exhibit what is seen as the norm, then the members of that group would consider the action or behavior as unethical (Askew et al., 2015).

3. Corruption

The widespread of corruption cases especially among the top leadership is another important factor that affected the ethical behavior of state-owned companies' leaders in Algeria. According to Treisman (2000), corruption can be defined as the misuse of public office for private gains (Treisman, 2000). A shared view amongst interviewees was that corruption scandals by top leaders of this sector have weakened the sense of responsibility among leaders and managers. Also, this has resulted in a normalization of unethical behaviors and led to the loss of trust among members of the state-owned companies in the country's leadership.

One respondent, quoted below, placed the problem of corruption scandals in context:

The sector of the state-owned companies has experienced big scandals by some of the top leaders; those leaders supposed to act as role models for other members of this sector. What example they are giving when they get involved in such bad behaviors! (Respondent 2).

One interviewee argued that there is a lack of trust in the political and managerial leadership because of the corruption scandals that happened within the last few years and resulted in harming the ethical climate within the Algerian state-owned companies.

Also, there is a lack of trust in the political and managerial leadership in this country because of the corruption cases that have been committed lately. These corruption cases have made unethical practices and a lack of responsibility among all members of the public sector seem to be a normal or natural thing (Respondent 8).

In another development informant 11 the problem of corruption is mainly at the top level of leadership in the country. The unethical behavior and corruption of the leaders have negatively affected the behavior of other members of the organizations. The bad reputation of this top leadership has weakened the ethical sense of other levels of leadership as well as employees.

The ethical problems and ethical violations are mostly at the “top level” in this country. At the level of companies and managers it is very rare to find these ethical violations. Leadership at the top level of authority in this country is the one being highly involved in ethical violations and corruption. This bad reputation of the top leadership has a negative effect on the economy, performance of the public organizations and on the behavior of individuals as well. Thus, we need very strong accountability and transparency mechanisms (Respondent 11).

Furthermore, the alarming spread of corporate scandals has expanded the scholarly attention to unethical behavior in organizations. Unethical behaviors are defined as “illegal or morally unacceptable to the larger community”, behaviors such as hiding information from stakeholders, lying to customers, and sabotaging or stealing organizational resources, can result in grave costs to organizations (Lian, Huai, Farh, Huang, & Chao, 2016). In all types of organizations, top leadership sets the ethical tone and the ethical conduct of top leaders is very pivotal in forming the ethical standards within the organization. However, the problem in the Algerian state-owned

companies is that those at the top ladder of (political and managerial) leadership are portraying a bad role model themselves by getting involved in cases of corruption and misconduct. Consequently, this has resulted in forming an organizational environment where some illegal and unethical practices are acceptable. The prevalence of corruption among top leadership has negatively affected the ethical behavior within the Algerian state-owned companies.

4. *Peer Influence*

This sub-sub theme signalizes to the problem of negative influence of some unethical top leaders on the behavior of other leaders and managers in the ladder of authority in the state-owned companies in the Algerian context. Peer influence also refers to the bad influence of leaders on their colleagues and other individuals within the organizational environment. Unethical as well as ethical leadership practices and values can be infectious within any organizational environment.

The results under this sub-sub theme represent concerns and perspectives which were expressed by participants about this issue. For instance, according to social learning theory “individuals learn to pay attention to the attitude, behavior and values of believable role models, as well as, to reproduce these types of behavior”. Based on social learning theory, Brown and Trevino (2006) propose that most people need others for moral guidance. Their explanation is comparable to Weaver et al (2005), who maintains that employees are strongly influenced by the people who are closest to them (De Wolde et al., 2014). The comments below illustrate further on this issue:

Also, I believe that those leaders who are involved in cases of corruption and unethical behavior are basically selfish and work for their private interests. These bad apples will eventually affect negatively the performance and the behavior of other coworkers and employees by giving a bad example to others (Respondent 1).

Another existing problem within this sector is that some of the bad leaders have influenced negatively the performance and the behavior of other members of the sector (Respondent 7).

In support, informants 3 and 10 also expressed their opinion on the issue of peer-influence with a specific reference to the negative role played by the top leadership in regard to how it contributed to the prevalence to unethical behavior among other leaders and members of the organization.

I would like to mention another reason which is that the top leaders of this sector do not portray a good image of leadership which in return affected the ethical conduct and performance of other members of all the different organizations within this sector (Respondent 3).

Also, the reputation and the behavior of the top political and administrative leadership had a direct effect on other members of public organizations and institutions (Respondent 10).

5. Politics

Political leaders have the power to create and promote healthy business environment or, otherwise, contribute in damaging the sense of trust among people by their reckless policies or unethical practices. A corrupted political elite negatively affected the way how managerial leaders discern their ethical responsibility towards their companies and the whole society. The factor of politics indicates to the influence of the political

arena on the ethical performance of leaders in the Algerian state-owned companies.

Talking about this issue one interviewee said the following: -

Also, there is a lack of trust in the political and managerial leadership in this country because of the corruption cases that have been committed lately. These corruption cases have made unethical practices and a lack of responsibility among all members of the public sector seem to be a normal or natural thing (Respondent 8).

In the following quote, interviewee 9 implicitly pointed out to the negative role of politics in Algeria on the whole economic and social life: -

Politics also seems to me to have negatively influenced the socio-economic situation in this country, if you know what I mean (Respondent 9).

In congruence with the above statements, informants 15 talked about the fragile and biased judicial system which is influenced by the political leaders. The interference of politicians in the judicial body has deteriorated the role of justice in the country.

When justice is being controlled by politicians this will make it weak and biased (Respondent 15).

In most African countries, Leaders get into power by military coups or rigged elections; in many countries the relationship between leaders and followers is based on fear instead of trust, in most countries the leader makes the nation to go after his personal interests, and in most scenarios leaders are intolerant toward the opposition or minority voices (Temple, 2012). The Algerian political domain is shaped by rigged elections, corruption, and weak political institutions; the state-owned companies in the country are not immune to the bad influences of the poor performance of the political leadership in the country.

The problem of leadership unethical behaviors in the Algerian state-owned companies is a ramification of the bad political leadership in the country. According to Lašáková & Remišová (2015), besides organizational contexts, leadership is embedded in societal conditions, thus copying ethical problems that occur in different sectors of society, such as in business, politics, or economy (Lašáková & Remišová, 2015). In addition, Thoroughgood et al. (2018) stated that institutional elements are consisted of main entities which define, prescribe, and influence certain behaviors and practices, including political, legal, collective, and government institutions and bodies. Government institutions can functional and efficient at one extreme or corrupt and inefficient at the other. In cases where the institutional structures and process are absent or weak, this is more likely to result in destructive leadership behavior (Thoroughgood et al., 2018).

4.5.2 Leadership Development

The issue of poor leadership training and development is one of the major situational antecedents of unethical practices among leaders of the state-owned companies in Algeria. The interviewees on the whole demonstrated their experiences and perceptions in regard to the lack of ethical and managerial training programs and policies. The following are the two main sub-sub themes that were created based on the responses of the participants:

1. Ethics education
2. Training programs



Figure 4. 3 Leadership Development

Leadership development practices can be defined as educational processes designed and projected to enhance the leadership competencies of individuals. According to Burke and Day (1986), these practices are embedded in the traditions of management training policies designed to develop both job performance and individual managerial skills. Moreover, Moxnes & Eilertsen (1991) stated that these development practices have some important effects on both organizational culture and organizational climate. Similarly, According to Gray & Snell (1985), practices in leadership development are a variant of management development practices which are defined as interventions that are designed to improve effectiveness or enhance organizational culture by facilitating managers' learning (McAlearney, 2006).

The inadequacy of leadership development and training both in quality and quantity has left leaders of the Algerian state-owned companies out of the wheel of personal development. Lack of training, ethics education, and poor development initiatives have resulted in problems of incompetency and lack of skills. These competencies and skills are necessary elements and integral leadership tools which help leaders in facing the challenges of everyday work.

1. Ethics Education

The first step towards success in all types of businesses is the attainment of well-qualified and well-educated individuals. However, the educational system in Algeria has neglected the critical role of ethics education in preparing future leaders. The battle against corruption and misconduct within organizations should start at the early stages of human development by nurturing individuals with the right ethical values.

Based on the responses obtained from the interviewees, ethics education in Algeria lacks both quality and effectiveness. Supporting the above view interviewee 12 who is chief of department said that: -

Organizations, laws or regulations cannot alone prepare or make ethical people, this task needs more involvement at the early stages of education. If we want to have ethical individuals or leaders we must think of ethical values before these leaders come to the organization. The unethical leader will bypass the laws and ethical guidelines to get what he wants. So basically, if you have leaders with a strong sense of responsibility and ethical awareness; you will have prosperous organization (Respondent 12).

Responding on the same problem, informant 3 on his personal part said that leaders should be educated and prepared with the right values and that the task should involve different parties such as the educational system and families.

Organizations cannot create competent and ethical leaders in unhealthy environment or in an unethical environment. If we want to have good leaders in terms of ethics or competencies; this must happen before the person join to the organization. In other words, it is a process and this process of making good leaders starts from the family, educational system, and society (Respondent 3).

Similarly, informant 13 pointed out to the decisive role of ethics education. The organization rules, guidelines, and laws cannot be sufficient in achieving the required results, thus, the task of preparing good and responsible leaders needs an active involvement of the educational programs and schools. Leaders are more likely to adopt the values which they were first nurtured with in their early stage of moral development and it is hard to alter their behavior once they become members in the organization.

I believe that the early ethical education and the ethical values which were adopted by the individual will largely determine what kind of leader he will be; that will decide if he is going to be ethical or unethical leader and what to expect from him as an individual; this has a great effect on the moral conduct of leaders in Algeria (Respondent 13).

From above discussion we can say that educational institutions and business schools in the country must take this issue seriously due to its crucial effect on the performance of future leaders and organizations as well. According to Giacalone and Thompson (2006), the failure to enhance business ethics educational standards in the wake of prevalent corporate misconduct can be deemed by a skeptical public as helping and abetting recurrent business scandals. What is needed is a clear signal from business schools that ethics matters (Swanson & Fisher, 2009).

2. Training Programs

Leadership training and development endeavors will result in enhanced leadership skills and competencies. The commitment to training and development programs will deepen the perceptions, skills, and the quality of leaders and managers. However, the Algerian state-owned companies have deserted this essential factor; there is an

apparent lack of investment in training and developing leaders both in terms of professional skills or ethical awareness. In most of cases, the interviewees reported that there is a deficiency in leadership workshops, learning sessions, and programs of good quality. Leadership development is defined as “every form of growth or stage of development in the life cycle that promotes, encourages, and assists the expansion of knowledge and expertise required to optimize one’s leadership potential and performance” (Brungardt, 1997). Referring to this issue an interviewee stated the following:

There are programs for development and training for leaders and employees, but the problem is that it is not implemented well, or the quality of these programs is not really good. There is a huge lack of training and development with regards to all types of training in the Algerian public sector. Human resource is the weakest point in the Algerian state-owned companies; we need more qualified, competent, and well-trained leaders and followers (Respondent 13).

Respondent 12 also stressed on the lack of training and development programs within the state-owned companies.

I would say that there is a lack in terms of training, in terms of management and leadership programs, and career development, workshops which focus on important ethical issues and other technical issues (Respondent 12).

The investment in training and development programs is indispensable factor for organizations to succeed in facing the challenges of this ever-changing world. Furthermore, the structure and design of the development processes need to be effective and well-designed to meet the necessities of the business environment. However, for instance, respondent 11 talked clearly about the quality of training and development programs in the state-owned companies: -

In order to equip our leaders with the right values for a better future we need more training and developmental programs; actually, there are training programs in the Algerian public organization, but the quality of these programs is not up to the expectations and challenges of this sector. They spend a lot on useless programs! (Respondent 11).

4.5.3 Organizational Oversight

Applying effective organizational control mechanisms is crucial for realizing intended organizational objectives. The instruments of organizational oversight are beneficial in reducing risk factors and mitigating serious unethical practices within companies. The Algerian state-owned companies lack the effective organizational oversight tools which can ensure an appropriate management of resources and to guarantee that members of the organization are following all ethical and legal standards. This view was echoed by most of the informants in this study. Four sub-sub themes were generated from the analysis of the interviews as follow:

1. Ineffective rules enforcement;
2. Lack of control mechanisms;
3. Lack of transparency & access to information;
4. Positive reinforcement and punishment.

A variety of organizational elements which can ensure the proper management of the organizational properties are absent or/and ineffective ranging from sound rules enforcement, lack of control and transparency, rewards and punishment policies. This situation has given a wider margin to unethical and illegal practices to increase within the state-owned companies. With this condition in presence, leaders are more prone to ethical lapses. The figure below explains the relationship between the sub-theme,

organizational oversight and its sub-sub-themes, ineffective rules enforcement, lack of control mechanisms, lack of transparency & access to information, and positive reinforcement & punishment as generated from the responses of interviewees with all its dimensions.

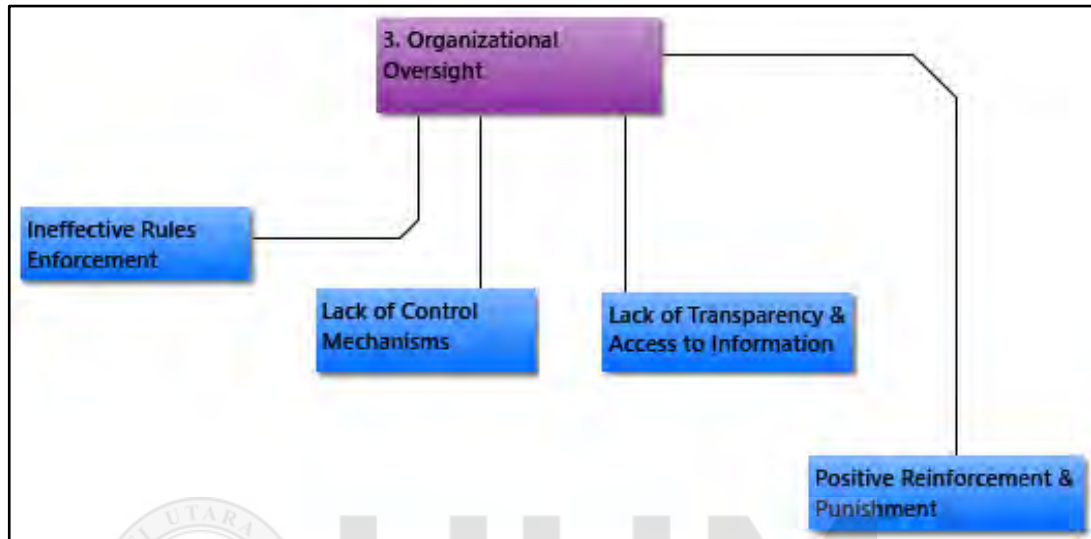


Figure 4. 4 Organizational Oversight

1. Ineffective Rules Enforcement

One of the primary situational antecedents of leadership unethical conduct in the Algerian state-owned companies is the ineffectiveness of laws and rules enforcement on the transgressions of top leaders and managers. The implementation and enforcement of organizational rules seems to be very questionable; there are cases of leadership ethical violations in this sector which remained unaddressed by authorities. These facts were explicitly expressed by leaders and managers within this sector during the interview sessions. Informants have stated that in order to address the issue of leadership unethical practices within this sector, the fragility of law enforcement needs to be fixed.

In the following statement, respondent 3 former head of a finance department with 23 years of experience believes that the problem is not with the lack of rules and regulations but with the enforcement of these rules and regulations especially on individuals in positions of authority.

There are the organization rules and regulations and the laws which are adopted by all public or private organizations in this country. There are enough rules and laws and I do not think there is a lack in terms of rules and regulations. However, when it comes to the implementation; we find ourselves facing the challenge of enforcing those laws on top leaders or people who have power and authority (Respondent 3).

Another respondent observed that the problem is in the bias when enforcing the laws and rules. It appears that the means of law enforcement are insubstantial and ineffective.

When it comes to the effectiveness of the laws and rules; this is depending on the implementation. As you can see, sometimes the laws are only enforced on some people. I believe that the problem is not in the existing laws, but the problem is in the way of enforcing the laws (Respondent 4).

In addition to the above, respondent 9 stated that law does not have the upper hand in the country and that the enforcement of laws is dependable on the person in charge.

When we talk about the effectiveness of these rules and regulations I must say it depends on the person in charge, means when you put the stick in the right hands. Some people commit violations, but they are protected, and the law will not be applied on them. The law enforcement in this country did not get a supreme and an absolute authority yet (Respondent 9).

According to Becker's (1968) pioneering work: "individuals rationally decide whether to engage in criminal activities by comparing the expected returns to crime with the returns to legitimate business. Hence, crime is less attractive if the government increases the probability (certainty) and severity of punishment" (Garoupa, 2007). In the case of the Algerian state-owned companies, the ineffectiveness of rule enforcement on leaders who violate organizational laws, rules, and regulations is traced back to the weak judicial system in the whole country especially when it comes to individuals in power. Escaping the consequences of illegal or corrupt practices have motivated some leaders to get involved in such behaviors knowing that they will not held accountable for their violations.

2. *Lack of Control Mechanisms*

Management researchers have highlighted the importance of applying organizational control in both intra-employee and inter-company relationships to achieve organizational objectives. Suitable organizational control is one of the most vital processes in developing and maintaining inter-firm and intra-firm cooperation (Kang, Wu, Hong, Park, & Park, 2014). Nevertheless, the lack of control over leaders' activities and organizational resources is a major problem in the Algerian state-owned companies. Leaders and managers who participated in this research have pointed out that the ineffective control mechanisms on the actions and decisions of leaders have made companies more prone to unethical and corrupted practices. This view was stated by several interviewees during the data collection phase of this study. Perspectives and views of respondents are presented as follow:

For example, respondent 5 asserted on the need for robust organizational control in order to keep leaders' behavior on the right moral track.

We need to create solid control mechanisms and enhance transparency in this sector, otherwise this sector will keep losing a lot of efforts and resources (Respondent 5).

Moreover, respondent 7 put forward the problem of the lack of concrete organizational control which has impacted the behavior of leaders.

Also, the lack of concrete control and transparency on leaders' actions is a contributing factor in intensifying these problems (Respondent 7).

Responding the same problem, respondent 14 explained further on the situation of organizational control within the Algerian state-owned companies. The interviewee pointed out again to the absence of control and lack of transparency on the activities of leaders. Highlighting the need for strong control mechanisms suggests that the current control processes are ineffective in keeping leaders under organizational control.

In terms of control mechanisms, we used to have good tools few years ago, we had monthly reports, yearly reports. However, now we have an absence of control and lack of transparency on leaders, companies' activities, and resources. Especially when it comes to finance departments, we need strong control mechanisms. Accountability and transparency ensure and prevent leaders as well as other members of the organizations from acting unethically or using public resources for their own interests (Respondent 14).

Respondent 14, a chief of district has also addressed the issue of control mechanisms more accurately by pointing out the importance of these mechanisms in protecting leaders from going astray and using resources of the company for their private interests.

I believe that control mechanisms are needed not just to keep leaders on the right moral path but also to protect them from the authority, power, and access which comes with leadership. In an organizational environment where there is an absence of control, transparency, and accountability leaders are more prone to act unethically and use their positions to gain some private gains. This is one of the main organizational lapses within the Algerian state-owned companies (Respondent 14).

It seems that the lack of control tools within this sector has resulted in managing the resources of the companies in vague ways. According to Ouchi (1977), the process of control is essentially a process that involves monitoring, evaluating, and rewarding. Based on the perspective of organization design, the solution to the problem of control is to structure the organization to bring closer alignment of interests between the organization and its members (Yanli Zhang & Yao, 2015).

3. Lack of Transparency & Access to Information

In reference to the observations and perspectives of the several leaders and managers who took part in this study, the Algerian state-owned companies are managed by vague ways. There is a lack of access to information and inadequate disclosure of information pertaining to leaders' activities within this sector. Nicolaou & McKnight (2006) defined transparency as the availability of sufficient information to verify or assess the data exchange taking place (Nicolaou & McKnight, 2006). Moreover, transparency in regards to leaders behaviors aims at encouraging trust through disclosures that contain openly sharing information and expressions of leaders' true thoughts and feelings (Walumbwa, Luthans, Avey, & Oke, 2011). The following depicts the informants' views regarding to the issue of transparency: -

We need to create solid control mechanisms and enhance transparency in this sector, otherwise this sector will keep losing a lot of efforts and resources (Respondent 5).

Also, the lack of concrete control and transparency on leaders' actions is a contributing factor in intensifying these problems (Respondent 7).

In collaboration to the above assertions, informant 14 portrayed further explanation on the problem of lack of transparency: -

The lack of transparency will seduce leaders to violate the rules. We cannot just rely on the consciousness or ethical sense of leaders, but we also need to protect leaders from losing their way by drawing limits for them and by having strong and effective control means in the organization. I believe that there is a huge lack of transparency and accountability within the Algerian state-owned companies. Leaders are free of control, they have almost complete authority over resources (Respondent 14).

Organizational transparency refers to the extent to which an organization's actions are observable by outsiders. Transparency is one of the important steps to good corporate governance and guarantees that the managers will not get involved in unlawful or improper behavior since their actions can be and will be detected (Fung, 2014). Yet, the ambiguity that fashioned the Algerian state-owned companies' activities and businesses has opened a leeway for some leaders and managers to get engaged in illegal behaviors.

4. Positive Reinforcement & Punishment

The issue of incentives and positive reinforcement for leaders' good ethical conduct is one of the key problems within the state-owned companies. Positive reinforcement is a process to stimulate and strengthen new behaviors by adding rewards and incentives rather than by eliminating benefits. It can be used in the workplace through benefits, promotional opportunities, and pay. Rewards can be labeled into two intrinsic and extrinsic categories. The intrinsic reward refers to something intangible, such as praise and recognition, whereas the extrinsic reward is wage, promotion, office freedom and job security. Both types of rewards are closely linked to the achievements of staff within the organization (Wei & Yazdanifard, 2014).

The study noted that the Algerian state-owned companies lack a dynamic system of rewards and incentives which can promote and encourage good leadership behavior. On the other hand, the disciplinary procedures and punishment for deviant behavior as mentioned in the sub-sub theme (ineffective rules enforcement) seem to be absent or/and ineffective in most cases. Punishment is a tool used to remove unwanted or undesired actions and it can be used to decrease the intensity of behaviors (Wei & Yazdanifard, 2014). The lack of positive reinforcement coupled with weak punishment procedures contributed the intensity of leadership unethical behaviors within these organizations. One of the informants put it: -

When it comes to incentives, I can say that we lack a culture or a strategy where we give incentives for good behavior or good working attitude. In other words, the leader who is ethical and effective will only secure his position at most, there are no much chances for career development or real incentives. We need tangible incentives (Respondent 11).

Respondents 7, 4, and 1 also remarked that tangible incentives for good leadership behavior is absent in the Algerian state-owned companies. Positive reinforcement is seen to be the most effective way of motivating individuals to perform better in organizations. The rewards can be intrinsic or extrinsic, or a combination of both (Wei & Yazdanifard, 2014). However, the study found that there are no real incentives for both leaders and followers: -

Punishment needs to be in accordance with the rules and regulations of the company. On the other hand, the “carrot” approach to me is applied by building trust between me and my employees, motivating them to do better. However, tangible incentives for good behavior are not available (Respondent 7).

As a leader I use all the available means granted to me by this position to stimulate good behavior or to punish those who get involved in bad behavior. Yet, there is no tangible incentives for employees or leaders when they are behaving ethically (Respondent 4).

As a leader I have the power to punish and to use my authority in order to make sure the laws are respected. When it comes to real incentives for good behavior; we do not really have that in our state-owned companies. There are no incentives for leaders or employees for good behavior (Respondent 1).

4.5.4 Ineffective Recruitment Structure

Another situational antecedent of unethical leadership behavior which surfaced from the interviews analysis is the ineffectiveness of the recruiting system in the Algerian state-owned companies. This problem has led to several issues and appeared to be one of the key situational antecedents of leadership unethical behavior. It is evident that every company despite of its size, type of business or services must recruit qualified

applicants to fill vacant positions especially in regard to leading positions. However, this is not always the case in the Algerian state-owned sector, the issue of individuals getting into leading positions in these companies through illegal or not based on their qualifications and merits was raised by many respondents who were involved in this study.

The effectiveness and efficiency of any institution whether in public or private sector mostly depend upon the caliber of its human resources. The availability of an effective and competent human capital in organizations does not come from a void but through an articulated work recruitment and analysis processes. Consequently, there is a necessity for public sector organizations to match their needs with very robust and quality staffing in order to achieve more effectiveness in terms of performance. Undeniably, performance measurement, monitoring, and target setting will be negatively affected without the required momentum giving to the selection mechanisms and systematic recruitment (Justine & Agbodike, 2015). The quotations below show insights expressed by the interviewees on the issue of the recruitment system in the Algerian state-owned companies. One of the informants indicated that:

In the Algerian public sector or state-owned companies, we have a problem, this problem is in the recruitment system. Recruiting leaders, managers, and employees is based on other things rather than merits, skills, and qualifications. This is one of the causes of violations in the Algerian companies. When the leader is not appointed based on his merits but instead he is appointed because he knows someone he will take the laws in his hands and he will not respect the rules and regulations in the company (Respondent 15).

This respondent further emphasized on the problem of reckless recruitment mechanisms as follow: -

We have problem of recruiting the wrong leaders; through nepotism or because of random and reckless policies. The recruitment is based on nepotism rather than merits and qualifications. These leaders who were recruited based on nepotism will act unethically. When someone is recruited in a wrong way; employees and other colleagues will have no respect towards him (Respondent 15).

The majority of those who responded to this issue felt that the recruitment structure in the Algerian state-owned companies is shaped by nepotism, irresponsibility, and heedlessness. Respondents have explicitly lamented about the way in which individuals are getting recruited. The following statements illustrate more about the situation of the recruitment system based on the interviewees' views and perspectives:

One last point and very important one is the recruitment process, the way how some leaders are getting into power is very questionable; individuals without any qualifications, merits or competencies are getting into leading positions in the Algerian state-owned companies which caused the sector a huge amount of money and efforts (Respondent 13).

The situation in this company or other state-owned companies can be described as not perfect; we have ethical problems and cases of corruption, but I would like to say that we cannot portray all leaders as corrupted or unethical leaders. This situation within the Algerian public sector can be improved if we focused on: The recruitment system within this sector; we need competent leaders to get in charge, a merit-based recruitment policy rather than other illegitimate ways for getting into leadership positions (Respondent 5).

It is certainly something beneficial to the organization to establish a more transparent and robust mechanisms of selection and recruitment of leaders (Karp, 2018). Irrespective of the type of the organization, it is largely believed that the success of an organization is closely linked to the quality of people it recruits. The manner in which an organization recruits its employees influences the quality of the hired individuals, it is no surprise that this topic of organizational recruitment has received extensive attention (Breugh, 2013). The recruitment process is the source by which the organization attracts individuals that can bring a competitive advantage to its course of business. Leaders have a decisive role in managing the organizational resources and achieving the desired outcomes, thus, the recruiting mechanisms require careful scrutiny in order to select individuals who are fit for the position.

One of the most important aspects of the organization functioning is the flow of human resources into and out. The recruitment process is the key instrument in attracting human capital and it is consisted of organizational practices with the sole aim of identifying possible recruits, notifying them about the organizational and job characteristics, also persuading them to accept offers to be part of the organization members (Allen & Vardaman, 2017). By all means, the recruitment process embodies one of the initial steps that organizations take in order to attract the talents necessary for realizing a sustainable competitive advantage (Banks et al., 2019).

Based on the analysis of the interviews, it was suggested that the effectiveness of the recruitment process of leaders in the Algerian state-owned companies was compromised by a culture of nepotism and favoritism. Allen & Vardaman (2017) argued that within the organizational settings, it is likely that the culture will influence

the retention and recruitment processes in several ways. Firstly, the culture is expected to impact the mechanisms of adoption and implementation of the recruitment process and other practices related to retention of human resources by companies and also by managers. Secondly, it is expected that the culture will impact how current and prospective employees are likely to understand and respond to conditions related to the work environment, experiences, and cues. Thirdly, the influences of the culture and its relative importance are likely to differ from a company to another based on the characteristics of the individual, the company, and the cultural context (Allen & Vardaman, 2017). Accordingly, any robust change in relation to the recruitment policies of leaders in the Algerian state-owned companies requires a committed shift to a recruitment policy that is entrenched in culture of meritocracy and professionalism.

The state-owned companies in Algeria need to fashion their recruitment policies to match the complex challenges of the current business world. These companies are required to diagnose the present obstacles and understand the situational conditions when setting their recruitment policies in order to address the problem of ineffectiveness and to prevent unqualified individuals from getting into leading positions. Commonly, leaders are chosen and selected based on features such as skills, personality traits, capacity, experience, behavior, characteristics, competencies, behavior, ambitions, and past results. Yet, choosing and selecting individual leaders on the basis of individual competencies is problematic for various reasons. First, it is not easy to spot the links between effective leadership and the leader's individual characteristics. Furthermore, these individual characteristics are situational, means that they might be useful in some situations but not in others. Moreover, two leaders can

be effective in the same situation even if they have different competencies. Judging and characterizing a leader as being good or bad is dependent on the different results. Therefore, the context in which the leader is performing his role plays an important role, other factors also can determine which individual characteristics can produce an effective leadership such as cyclical differences and the specific nature of the industry (Karp, 2018).

4.5.5 Leaders-followers Relationship

Followers are the key to any major scandal, significant atrocity or large-scale criminal enterprise. Financial fraud, theft, corruption, the manufacturing and sale of harmful products, genocide and torture all require the active involvement of followers (C. E. Johnson, 2014). Taking that into account, the study has also investigated the role of followers and the relationship between leaders and their employees in order to unveil its implications and connections to the problem of leadership unethical behavior. A recurrent sub-theme in the interviews was a sense among informants that followers also play a significant role in leaders' unethical behaviors. The responsibility on the side of followers in the prevalence of unethical leadership practices was mentioned by several leaders and managers in this study. Unethical conduct in workplace is not only contributed to the leader but takes wider scope to include the values, behaviors, and beliefs of followers. Based on the analysis of the interviewees' responses, three sub-sub-themes were generated as follows:

1. Bad followers values;
2. Passive followers;
3. Bad role modeling.

According to Platow MJ et al. (2015), leadership is not about people who occupy roles. Instead, it is about group processes more broadly. The notion of leadership is meaningless when extracted and decontextualized from the group. Leadership therefore does not differ from other group processes or group outcomes in its necessary emergence from, and boundedness within groups. Gibb's (1947) and King's (2010) observations (among others, for example, van Knippenberg et al., 2005; Yorges, Weiss & Strickland, 1999) are important in another respect; they signalize to social influence as the critical conceptual linchpin underlying the process of leadership (Turner, 1991). This suggests that no analysis of leadership is considered complete and that no analysis of leadership will be functionally and conceptually fruitful without an accurate analysis of social influence (Platow, Haslam, Reicher, & Steffens, 2015).

Therefore, this sub-sub theme provides a proper analysis of the situational antecedents of leaders' unethical behavior by scrutinizing the role of followers in this phenomenon and by exploring the relationship between leaders and followers in this particular context of the Algerian state-owned companies. Taken together, the results related to this sub-sub theme suggest that there is a link between unethical behaviors of leaders and leaders-followers relationship. Another essential factor is the character of followers and the way in which they perceive their role in the organization and the nature of their relationship with leaders.

The figure below illustrates the connection between the sub-theme, Leaders-followers relationship and its sub-sub-themes, bad followers' values, passive followers, and bad role modeling as generated from the responses of interviewees with all its dimensions.

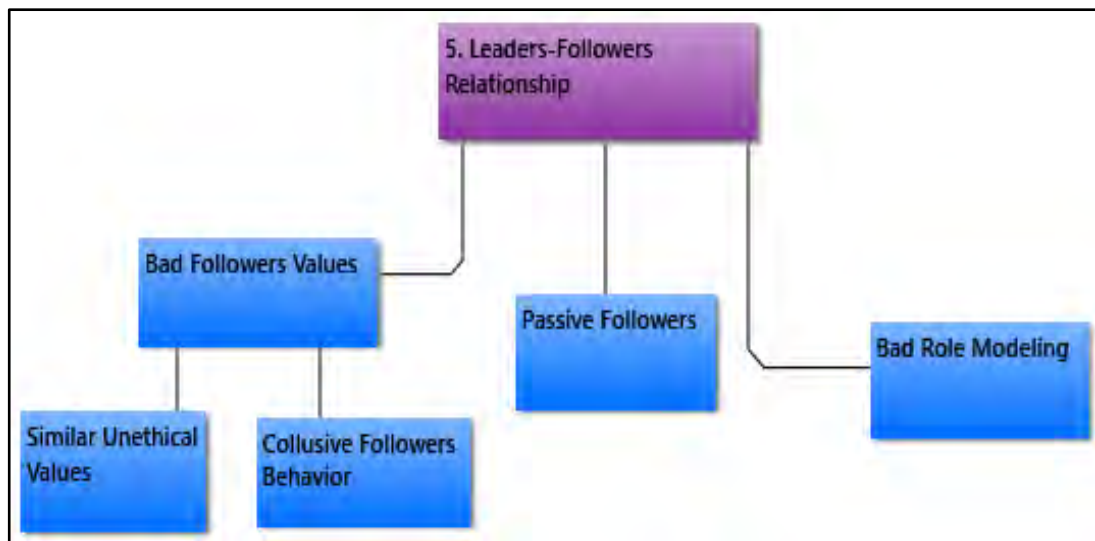


Figure 4. 5 Leaders-Followers Relationship

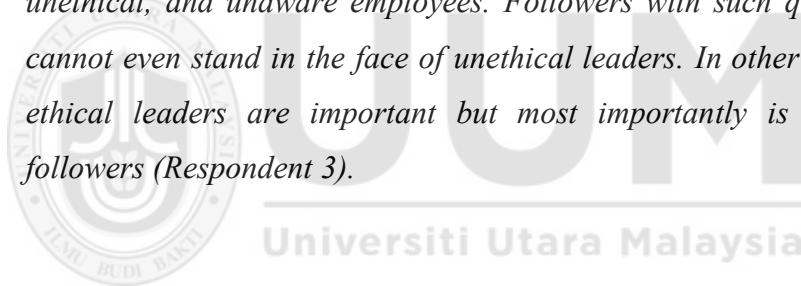
1. *Bad Followers Values*

As was mentioned earlier, the premise of this study is that leadership is a social process. Thus, there is a reciprocal influence between leaders and followers which implies that the ethical values of both parties should be in the limelight. It is troublesome to the organization when unethical behaviors or values of the leader are in alignment with those of followers. In this situation, the unethical values of followers or employees contribute to the intensity and magnitude of unethical practices within organizations. Based on the thematic content analysis in this research, bad followers' values manifest in two ways; either by sharing the same roots of unethical behavior, norms, and value system which are dominant within an unethical organizational climate or by colluding with the unethical actions of leaders due to the weak sense of responsibility, lack of awareness, fear, and low self-esteem. The following sections explain further about the problem of bad followers' values.

A. Similar Unethical Values

Similar to leadership, followership is also a social process and it is influenced, shaped, and nurtured by social and cultural norms. In situations where the organizational climate is exposed to unethical or illegal practices, followers are susceptible to adopt the unethical values which are common within that organizational climate. When leaders and followers espouse the same bad values, this results in counterproductive behaviors and actions which damage the organization. Supporting of the above view concerning the issue of bad followers' values, one informant stated that: -

The performance of organizations does not only depend on the leaders but also on the followers or the employees, we cannot have effective and prosperous public organizations with careless, unethical, and unaware employees. Followers with such qualities cannot even stand in the face of unethical leaders. In other words, ethical leaders are important but most importantly is ethical followers (Respondent 3).



B. Collusive Followers Behavior

Collusive unethical behavior of followers is due to the weak sense of moral agency. Followers are susceptible to engage in unethical behaviors for several reasons such as fear, low self-esteem or by means of justifying harmful and immoral behaviors. According to Albert Bandura (1999, 2002), people set aside or disengage self-sanctions guilt, shame, self-condemnation that come from violating their personal moral standards. Once these sanctions are neutralized, individuals are open to engage in immoral activities with a clear conscience (C. E. Johnson, 2014). Due to the widespread of moral disengagement, no group or person can claim to be completely immune to its effects. Nevertheless, followers are particularly vulnerable to the impact

of moral disengagement. This is because followers have less power, information and status, which make them prone to the manipulation of unethical leaders. Politically astute leaders take advantage of this fact to induce followers to disengage by using the following tactics (Beu & Buckley, 2004). Supporting the above view respondent 9 a head of department of human resources said that: -

We need ethical leaders and ethical followers; because I believe that the problem of unethical practices and corruption is not only linked with leaders' behavior. The relationship between Leaders and followers is very important in this aspect; ethical followers are the main guarantee that leaders will not go astray and keep them on the right path (Respondent 9).

2. Passive Followers Behavior

The second sub-sub theme refers to the passive behavior of followers in circumstances where leaders make unethical actions or decisions. Followers in the Algerian state-owned companies are depicted as bystanders in the presence of leadership unethical behavior. This problem was expressed by many informants in this study; followers are disengaged in reporting or speaking up when leaders make unethical practices. This passive reaction of followers leaves unethical leaders unchained and more likely to engage in illegal and immoral actions and remain unreported. This problem of passive behavior as observed by interviewees is conveyed in the following statements: -

Furthermore, followers have passive behavior towards the violations of leaders. The relationship of followers with their leaders is very important, yet we do not really seem to see a positive impact by followers on leaders' behavior (Respondent 15).

In collaboration to the above statement, respondent 15 stated that in order to minimize ethical violations by leaders, followers need to show more active involvement in this issue: -

In order to curb the ethical violations; followers need to be more involved and more concerned about ethical and managerial values (Respondent 15).

Similarly, respondent 14 pointed out to the responsibility of followers in keeping leaders on the right moral track. It is difficult for leaders to use their position and power when they are surrounded by well-informed, and aware about their responsibilities as members of the organization.

Likewise, followers need to be responsible and keep leaders accountable for their actions. When you have educated and well aware followers; this will make leaders less prone to unethical behaviors (Respondent 14).

According to Uhl-Bien & Carsten, (2007), followers passive responses are consisted of behaviors that ignore, accept, comply, or cope with the unethical behavior (e.g., silence, participating in unethical behaviors, complying with orders to take an inappropriate action, or seeking support from others or solace from the positive elements of one's work to cope with personal feelings of distress) (Uhl-Bien & Carsten, 2007).

3. Bad Role Modeling

Role modeling by leaders can influence followers to be either ethical or unethical. Unethical leaders create a context supporting parallel deviance, meaning that followers observe the behavior of the leaders and are likely to imitate the unethical behavior

(Linda Klebe Treviño & Brown, 2005). The cases of corruption and misconduct by leaders have influenced the behavior of followers in the Algerian state-owned companies. The image they portrayed reflected unethical and corrupt individuals who only seek for private interests; this in return has negatively influenced the conduct of other members of the organizations. Followers look up to leaders and managers as role models and they imitate their behavior in a way or another. In cases where the top leadership is symbolizing a bad image; this will leave followers susceptible to deviant behavior. In this study, the participants on the whole pointed out to the problem of bad role modeling within this sector. As respondent 1 pointed out in the following statement: -

I believe that those leaders who are involved in cases of corruption and unethical behavior are basically selfish and work for their private interests. These bad apples will eventually affect negatively the performance and the behavior of other coworkers and employees by giving a bad example to others (Respondent 1).

Responding to the same issue, another respondent lamented about the scandals which involved some of the top leadership of the state-owned companies and he questioned the quality of those leaders and their role-modeling.

The sector of the state-owned companies has experienced big scandals by some of the top leaders; those leaders supposed to act as role models for other members of this sector. What example they are giving when they get involved in such bad behaviors! (Respondent 2).

In addition to the above, the problem of bad role modeling and how it affected the ethical behavior of other members of the state-owned companies was highlighted by other respondents. Bad reputation of some of the top leaders in this sector has

negatively influenced the ethical conduct and the performance of followers within this sector.

I would like to mention another reason which is that the top leaders of this sector do not portray a good image of leadership which in return affected the ethical conduct and performance of other members of all the different organizations within this sector (Respondent 3).

Leadership at the top level of authority in this country is the one being highly involved in ethical violations and corruption. This bad reputation of the top leadership has a negative effect on the economy, performance of the public organizations and on the behavior of individuals as well. Thus, we need very strong accountability and transparency mechanisms (Respondent 11).

Among many scholars, Jurkiewicz (2009) and Vershoor (2007) have emphasized the significance of leaders in having the strongest impact on the ethical behavior of followers. According to Grojean et al. (2004), leaders create a climate in which ethical values are salient. Moreover, as Dickson (2001) points out, “The leader serves as a role model for his or her subordinates about the type of behaviors that are seen as ethically acceptable and how ethical problems and questions should be addressed Additionally, the leader provides cues about what is ethical by explicitly rewarding and punishing certain behaviors In other words leaders may bring out or suppress the tendencies of organizational members to behave in an ethical or unethical fashion.”(Jurkiewicz & Giacalone, 2016). Accordingly, when leaders are showing symptoms of ethical deviance, this must be subjected to rigorous diagnosis in order to uncover the factors and antecedents which contributed to this problem. In cases where

such unethical behaviors are not dealt with, followers will be influenced by this bad role modeling which will result in serious consequences at the organizational level.

4.6 Theme Two: The Individual Antecedents of Leadership Unethical Behavior in the Algerian State-owned Companies.

Toxicity in leaders is unfortunately a common reality in many organizations (Tavanti, 2011). Though the intuitive case for investigating bad leadership is strong, it is surprising that there is very scant empirical research of bad leadership in the literature. This scarcity of empirical research is probably even more perplexing when anecdotal proofs proposes that bad leaders are common in all walks of life (Erickson et al., 2007). This second theme (the individual antecedents of leadership unethical behavior) addresses the question surrounding the individual factors which contributed to leadership ethical failures. In doing so, this study examined the tacit and explicit cognitive and moral processes linked with leadership unethical behavior within the Algerian state-owned companies. The results of this study were deduced through analyzing interviewees responses that led to the formation of the following five sub-themes:

1. Lack of ethical awareness;
2. Irresponsibility;
3. Egocentricity;
4. Ignorance;
5. Uncontrolled access to organizational resources;
6. Poor leadership skills & qualities.

In comparison to other fields of leadership research, empirical evidence on negative leadership is still trivial (Schilling, 2009). In Algeria, despite the far-reaching

consequences of unethical and illegal leaders' behaviors on individuals, organizations, and the whole society; studies on this problem remain very scarce. Thus, this theme was set out to address and uncover the antecedents of such unethical behaviors and offer deeper understanding on the issue. By this means, this study empirically explored the individual antecedents of leadership unethical behavior.

The figure below illustrates the relationship between the main theme (the individual antecedents of leadership unethical behavior in the Algerian state-owned companies) and its six sub-themes: lack of ethical awareness, irresponsibility, egocentricity, ignorance, uncontrolled access to organizational resources, and leadership qualities as generated from the responses of interviewees.

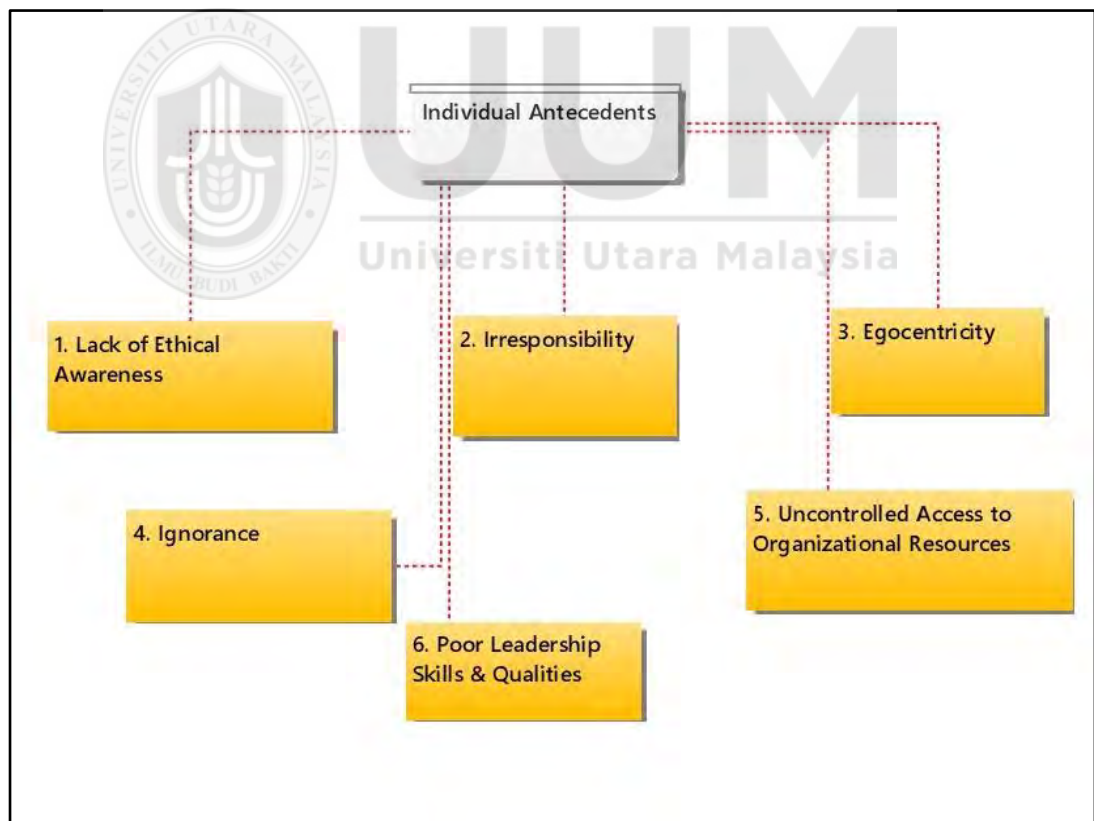


Figure 4. 6 Individual Antecedents of Leadership Unethical Behavior in the Algerian State-owned Companies

4.6.1 Lack of Ethical Awareness

A number of categories occurred repeatedly to propose an emphasis on the lack of ethical awareness among leaders of the Algerian state-owned companies. This dysfunctional ethical awareness of leaders contributed greatly in inflating the magnitude of unethical lapses within this sector. The lack of awareness is at the core of the current leadership ethical problems in the Algerian state-owned companies. When asked about the main factors contributing to the unethicity of leaders, the interviewees were unanimous in the view that the lack of ethical awareness among leaders is one of the main antecedents which impacted the ethical behavior of leaders. The statements below show the perspectives and views of participants.

For instance, respondent 4 was asked about the situation of leadership unethical and illegal practices in Algeria and what are the causes of leadership unethical behavior he stated that: -

Those leaders also lack the awareness about the centrality of ethics in life and that is due to the way how they were raised, and their perspective on responsibility towards the country and the society (Respondent 4).

Furthermore, several answers from other interviewees stressed on the issue of the lack of ethical awareness of leaders of the Algerian state-owned companies.

If we are talking about ethical violations; I think most of it is because of the lack of awareness pertaining of leaders' responsibility towards the organizations as well as the whole society (Respondent 7).

There is a recurrent reference to the need of ethically aware leaders in order to build strong and sustainable companies. This signalizes to the problem of the lack of ethical awareness among leaders and managers of this sector. The importance of leaders'

ethical awareness arises from their crucial impact on the ethical climate within the organization and their decisive role in steering the performance of its members towards the right path. In assertion with this point, respondent 8 stated that: -

Most importantly we are in need of leaders who are aware of their ethical responsibilities towards this country; because at the end of the day we “the people” have the power to build a strong nation or a weak nation. In other words, we need leaders who have strong ethical sense and well educated with regards to their ethical responsibilities (Respondent 8).

In line with that, respondent 10, 12, and 14 in the following quotes demonstrated the same perspectives in regard to the issue of ethical awareness among leaders of the Algerian state-owned companies.

The situation in this country is no different than other Arab countries, we have a real problem of control and transparency over leaders and individuals at the top ladder of power. I would also say that in most cases, violations happen because there is a lack of responsibility and awareness of the ethical obligations of leaders (Respondent 10).

The lack of ethical awareness also needs to be addressed; leaders need to be more aware of their ethical responsibility towards the company. The problem is that people do not feel ethically obligated to serve the public interest; for the sake of the public company (Respondent 12).

We have enough rules and regulations at the state-owned companies. We have the bylaws and the regulations which determine each member’s duties, rights, and responsibilities. I can say that what we need is not more laws or rules, but we need more awareness about the importance of the ethical conduct to the organization (Respondent 14).

4.6.2 Irresponsibility

The recent financial scandals and other corporate calamities suggest that it takes responsible leaders and responsible leadership to establish and maintain a business that is profitable to various stakeholders (Maak, 2007; Maak & Pless, 2006). Responsibility denotes concern for others and concerns in regard to the consequences of our actions, behaviors, and decisions. The emphasis on responsibility of leaders arises from the wide-ranging impact of their decisions on organizations and stakeholders. In the scenario of the Algerian state-owned companies, an apparent individual (Personal) antecedent of leadership unethical behavior is the weak sense of responsibility among leaders and managers.

This sub-theme addresses the irresponsibility of leaders, in this regard, it constitutes the absence of responsibility by the side of leaders towards the organization or towards their followers or the whole society. Based on the thematic content analysis of the data collected, this type of leaders feels ethically responsible only to a narrow group of people and in some cases only to their own interests. They exclude other parties and stakeholders from the range of ethical responsibility. Interviewee 2 who is the head of the department of finance in one of the branches of the state-owned company SONATRACH expressed his view below regarding to the problem of leaders' irresponsibility: -

The situation in Algeria is no perfect; there are a lot of problems regarding the unethical behavior of some leaders. The lack of responsibility and ignorance about the ethical responsibilities of leadership will eventually result in unethical behaviors by leaders (Respondent 2).

The misconception of what is included in the responsibility of leaders is entrenched in a wider province of social and cultural features. This view was echoed by another informant in a more detailed manner: -

It is a sensitive question! No one can deny that the situation is not good to some extent whether in state-owned companies or public and government sector. The situation is complicated, and we cannot look at it without taking in account people's ways of thinking, people who are in authority and the whole cultural dimensions of our society. There are cases of corruption and mismanagement of resources by some leaders in this sector. Why do you think those leaders acted in that way? Look, first of all I do not think the problem is only with those leaders but instead the problem is in the whole society. We do not have a strong ethical culture and we lack the sense of responsibility as individuals, leaders, or politicians (Respondent 4).

It seems that the range of leadership responsibility is very bounded to a narrow group of stakeholders. A number of leaders in the Algerian state-owned companies perceive responsibility in a distorted and individualistic way. Therefore, instead of serving their companies and work the benefits of all stakeholders, they are inclined to serve their own interests or of those who they consider as included within the scope of responsibility. As interviewee 7 put it in the following statement: -

I have been working in this sector for many years and I can say that there were some improvements, but we also still have many existing problems. There is new blood within this sector. In other words, there is a change in terms of the human resources within this sector, new generation with new ideas. Yet, in some cases these new leaders were not recruited based on their qualifications. If we are talking about ethical violations; I think most of it is because of the lack of awareness pertaining of leaders' responsibility towards the organizations as well as the whole society (Respondent 7).

Ethics are likely to be applied more intensely to leader actions, where the decisions and consequences tend to be more influential, visible or far reaching. According to Price (2000), cognitive mistakes of morality come in two basic ranges: “mistakes about morality’s content and mistakes about its scope. Mistakes of scope are indexed to beliefs about the moral status of individuals, specifically, to beliefs about which individuals are members of the moral community. As such, they are mistakes about what individuals count for the purposes of applying morality’s strictures. In their simplest form, questions of scope endeavor to fix the domain of individuals to whom moral obligations are owed. By way of example, a central scope question for business leaders might be whether they have moral obligations to the general public or to the international community, in addition to any moral obligations that they have to stockholders, employees, and customers” (T. L. Price, 2000). Price’s cognitive explanation of leaders’ ethical failure is in agreement with the findings in this sub-theme, there is a malformed notion of leadership responsibility among leaders of the Algerian state-owned companies which made them behave in unethical manner.

4.6.3 Egocentricity

Instead of employing their power and authority for the greater good, some leaders may be allured to use their power in self-centered ways. These types of leaders might use the power given to them for domination, rather than to lead. In fact, while leaders are responsible for promoting the well-being of their followers, leaders might also be inclined to improve their personal capacity for domination and power (Maner & Mead, 2010).

The selfishness and self-serving tendencies of leaders within the Algerian state-owned companies was a major problem which influenced the ethical performance of leaders. These views surfaced mainly in relation to the question of the individual antecedents of leadership unethical practices in the Algerian state-owned companies. Respondents have repeatedly stated that selfishness and seeking for private interests are one of the main precursors of leadership unethical failures in Algeria.

As one interviewee put it: -

This situation is mainly because of the reckless and ineffective recruitment system. As a result of that, most of the time unqualified people get into position of power. Also, I believe that those leaders who are involved in cases of corruption and unethical behavior are basically selfish and work for their private interests (Respondent 1).

Talking about this issue another interviewee said the following: -

The Selfishness and ignorance of those in leading positions about their decisive role to serve their companies and to serve the nation. Those leaders also lack the awareness about the centrality of ethics in life and that is due to the way how they were raised, and their perspective on responsibility towards the country and the society (Respondent 4).

Similarly, several informants expressed similar views to the above informant as thus “The rates of corruption have intensified within the last few years; there are huge amounts of money and resources which have been stolen by some leaders. These cases of corruption happened mostly because those leaders are selfish, and they have no concern or sense of responsibility towards the others.” Also, these informants stated that “The main issue is how to create a solid ethical awareness among leaders of the Algerian state-owned organizations. As you can see some leaders do not feel like they

have ethical commitments to their organizations, they feel that they are only ethically responsible to themselves and to serve their own self interests.” (Informants 7, 8, 10, 12, 14, 15).

Ethical leaders use their power to serve their group while unethical leaders use it for the sake of private gains and self-glorification (Aasland et al., 2010; Hartley & Hinksman, 2003). Throughout the history of nations, leadership has played a crucial role in helping people manage a wide range of social and physical obstacles. Even though leaders were given power to help people to achieve vital goals, this endowment of power can lead to a situation where some leaders are experiencing the tension between the need to facilitate group development and wanting to protect their own status of privilege and power (Maner & Mead, 2010). The egocentric tendencies of leaders of the Algerian state-owned companies have cost this sector great losses. Leadership egocentricity is simply the opposite of what constitute good and effective leadership, instead of serving the public good and fostering the interests of the group; selfish leaders use their power and authority to increase their private gains at the expense of the whole group.

4.6.4 Ignorance

Several codes that appeared frequently across the responses of informants also suggest that the ignorance of leaders and managers with regards to their ethical responsibilities is one of the individual antecedents of leadership unethical lapses in this sector. Interviewees have repeatedly stressed on the issue of ethical ignorance and they constantly linked it with selfishness and lack of responsibility. Ignorance reflects a lack of knowledge about what constitute right and wrong, just and unjust actions. It

also refers to the lack of acquaintance about the ethical requirements of leaders and managers and the decisive ethical role they play within the organization. For example, one interviewee said: -

The situation in Algeria is not perfect; there are a lot of problems regarding the unethical behavior of some leaders. The lack of responsibility and ignorance about the ethical responsibilities of leadership will eventually result in unethical behaviors by leaders (Respondent 2).

Similarly, the following statement by respondent 4 describes the situation of leadership in the state-owned companies: -

People gave up on their responsibilities towards the country or the company they are working in. Also, people are selfish when it comes to standing up for righteous things such as keeping those leaders accountable for what they do. This is partially because most individuals do not see anything wrong with what those unethical leaders have committed. The Selfishness and ignorance of those in leading positions about their decisive role to serve their companies and to serve the nation (Respondent 4).

The comment below also illustrates the interviewee's perspective on the issue of ethical ignorance among leaders: -

Moreover, there is an ignorance about the ethical responsibility towards this sector and its future (Respondent 9).

There are two key questions come to light in pertaining to the problem of ethical ignorance of leaders, the first one is what are the circumstances or the factors which led to this state of ignorance by leaders who holds critical roles in the state-owned companies? The second question is how these leaders can cope with sensitive ethical issues within the organization while they lack the proper knowledge to make a rational

and ethical analysis of the situation? In the absence of adequate knowledge about what constitute morally accepted decisions and ethical behaviors, and what is considered wrong or right; leaders will go about making decisions without any proper ethical reasoning. According to Ciulla (2004), the moral success and failure of leaders carry a greater weight and volume than those of ordinary people (Ciulla, 2004a). Thus, the ignorance of leaders pertaining to the centrality of ethics in their life and in their organizations will result in damaging the performance of both leaders and non-leaders alike.

Moreover, Ciulla (2012) argues that leadership is a specific type of human relationship. Some characteristics of this relationship are influence and/or power, vision, responsibility, and obligation. By comprehending the ethics of this relationship, we obtain a proper understanding of leadership, because some of the key issues in ethics are also very important issues of leadership. These issues include the personal challenges of authenticity, self-discipline, self-interest, and moral obligations connected to justice, competence, duty, and the greatest good (Ciulla, 2012).

4.6.5 Uncontrolled Access to Organizational Resources

Regarding the uncontrolled access to organizational resources; the statements of respondents point out to the unrestrained access to the company resources by leaders which made them susceptible to use these resources for private interests. The absence of sound control on the company resources and the lack of transparency on the activities of leaders and managers within the Algerian state-owned companies have escalated the number of ethical and legal violations by leaders. Concerns related to the unrestrained access to resources by leaders have been emphasized as much as it may

need to be in the interviewees' responses. For example, interviewee 10 stated the following:

The situation in this country is no different than other Arab countries, we have a real problem of control and transparency over leaders and individuals at the top ladder of power (Respondent 10).

In line with that, respondent 14 has said that: -

Another point, the more access and control leaders get to the resources; and the more powerful they get the more they will be prone to unethical practices. For example, when a leader holds position in a company for long period of time this will give him more power and authority to do whatever he wants. In other words, he sees the company assets as his own (Respondent 14).

Uncontrolled access to organizational resources by leaders is a result of an impaired controlling system and weak tools of transparency. In such circumstances, leaders can act in a deviant manner without the fear of getting caught or held accountable for their inappropriate actions. Thus, in organization settings where access to resources and properties is not subjected to attentive inspection; leaders are more vulnerable to cross the lines and engage in unethical actions.

The absence of control over leaders will eventually motivates them in a way or another and put them in the risk of acting unethically; the lack of transparency will seduce leaders to violate the rules. We cannot just rely on the conscience or ethical sense of leaders, but we also need to protect leaders from going astray by drawing limits for them and by having strong and effective control means in the organization. I believe that there is a huge lack of transparency and accountability within the Algerian state-owned companies. Leaders are free of control, they have almost complete authority over resources (Respondent 14).

In the above statements informants 10 and 14 have brought to our attention the complex problem of uncensored access to the resources of organizations by leaders. This problem is a result of tangled factors such as lack of control and fragile transparency within the Algerian state-owned companies. Hence, uncontrolled access to organizational resources is one of the key antecedents of leadership unethical behavior in this context.

4.6.6 Poor Leadership Skills & Qualities

This sub-theme came up in the discussion of factors which impacted leaders' ethical behaviors and actions. The lack of leadership and managerial skills, competencies, and qualities are one of the critical individual antecedents that gave rise to unethical behaviors among leaders of the Algerian state-owned companies. In the absence of the required leadership qualities that enable leaders to cope with the different challenges and tasks in the organization; several ethical and managerial issues arise, and leaders fail to deal with these issues due to their incapability and poor skills.

Furthermore, because of the poor leadership qualities, managers are prone to conflicts with employees. Based on the analysis of interviewees' responses, those leaders who were recruited based on nepotism not based on their qualifications tend to have low self-esteem and lose the respect of their followers. This issue was recurred in the responses of the informants. One of the informants put it: -

I think we are in need of leaders who have good competencies pertaining to their roles and field of work because the unqualified and unprepared leader will make mistakes in doing his tasks, he will also lack confidence especially if he was appointed through unfair recruitment ways (Respondent 6).

Another informant interviewee highlighted the link between the ineffective recruitment structure in the organization and the problem of unqualified leaders and how this factor impacted the quality of leaders within the Algerian state-owned companies. This view is uttered in the following quote: -

Apparently, the situation is not promising; we have problems within this sector with regards to leadership. This situation is mainly because of the reckless and ineffective recruitment system. As a result of that, most of the time unqualified people get into position of power (Respondent 1).

Respondent 4 stressed again on the need for competent and aware leaders which implies that the current qualities of leaders are troublesome. As a matter of fact, most of the informants have mentioned the need to improve the quality of the organizations' leaders and managers.

State-owned companies need competent leaders and managers, it also requires leaders who are aware of their responsibilities. As we mentioned earlier, this will not happen unless we all work together for that purpose as companies, society, and educational institutions (Respondent 4).

One informant emphasized on the necessity for leaders who have integrity and competency, leaders which can be good role models for their followers. This demand for competent and skillful leadership stems from the current situation of the Algerian state-owned companies, a situation where leaders and managers are not well-qualified to best manage the resources of these companies.

Secondly, we need leaders who have integrity, also competent leaders which can show the best role model for other members of this sector (Respondent 8).

In addition to the above, the following informant talked about the causality between the ineffectiveness of leadership training and development programs on one hand and the poor qualities and skills of leaders in the Algerian state-owned companies on the other. Likewise, the interviewee stated that human resources are the weakest side in this sector.

There are programs for development and training for leaders and employees, but the problem is that it is not implemented well, or the quality of these programs is not really good. There is a huge lack of training and development with regards to all types of training in the Algerian public sector. Human resource is the weakest point in the Algerian state-owned companies; we need more qualified, competent, and well-trained leaders and followers (Respondent 13).

The recurrent calls for good leadership with the appropriate competencies and qualities by the informants of this study indicated that the Algerian state-owned companies are in critical need for proper mechanisms which can enrich its human resources. These sub-themes have articulated not only the problem of poor leadership qualities in this context but also has signalized the link between the current situation of leadership qualities and the recruitment system as well as leadership training programs which were depicted by the informants as ineffective.

Effective leadership competencies include going against ineffective practices, varying leadership to the requirements of the situation, establishing trust, evaluating others, effective delegation, leading with sensitivity and empathy, mentoring employees, seeing nuances of alternatives and serving as good role model for other members of the organization. Furthermore, leadership qualities and competencies should include a range of other skills such as communication skills, innovation and creativity, skills on

effective teamwork and followership, and leading change by developing an organizational culture that embraces continuous learning, building support instruments to construct and sustain change efforts, managing the change process, developing change agents, and encouraging individual as well as structural change in the organization (Tubbs & Schulz, 2006).

4.7 Chapter Summary

This chapter analyzed and presented the qualitative research findings related to the study questions number one and two. This study was not intended as a broad examination of leadership unethical behavior in the Algerian state-owned companies. Instead, the purpose was a focused exploratory study on the situational and individual antecedents of unethical leadership behavior. This chapter offered first-hand results starting with an introduction, respondent's background, interview protocol, and the tools used to analyze and interpret the interviews. Thematic analysis was the approach by which the two qualitative questions analyzed and examined thoroughly. Moreover, using ATLAS.ti 8 software to facilitate the analysis process, fifteen top and middle leaders and managers were part of this study. The analysis resulted in two main themes and 11 sub-themes and 14 sub-sub themes. Accordingly, based on the analysis of the perceptions, views, and experiences of the participants, the study found that the main situational antecedents which contributed to the unethical practices of leaders are: conducive environment, training & development, organizational oversight, ineffective recruitment structure, and leaders-followers relationship. These five factors are the key problems and the main situational causes of leaders' unethical behavior. Likewise, it was further revealed that the fundamental individual antecedents of leaders' unethical behavior are: lack of ethical awareness, irresponsibility, egocentricity, ignorance,

uncontrolled access to organizational resources, and poor leadership skills & qualities. These six sub-themes formed the main individual leadership factors which contributed to the intensity of unethical lapses within the sector of state-owned companies in Algeria. The following chapter will provide supplementary quantitative findings on the general level of moral reasoning of the Algerian state-owned companies leaders, these findings will also offer more sound understanding of the ethical accounts of leaders and managers in the context of Algeria.



CHAPTER FIVE

QUANTITATIVE DATA ANALYSIS AND FINDINGS

5.1 Introduction

This chapter covers the descriptive analysis and results of the quantitative data. The chapter reports the statistical descriptive information gathered from the selected respondents. The purpose of this chapter is to examine the general level of moral reasoning of a sample of state-owned companies' managers in Algeria. Particularly, the chapter presents the results of the general level of moral reasoning among managers of the state-owned company SONATRACH. The research instrument that was applied is DIT2, the defining issues test (the short version), using convenience sampling to collect the relevant data. The DIT2 questionnaire was scored by the Center for Ethical Development at the University of Alabama. These presented results have provided a meaningful examination of the findings in line with the research objectives and questions designed for this research.

5.2 Overview of the Process

This phase of the study was set out to assess the general level of leaders moral reasoning within the Algerian state-owned companies, the process took a period of six months in two phases from May 2017 through September 2017 and from January 2018 to March 2018 at different areas in Algeria. Arabic and French versions of the short

form of the DIT-2, the defining issues test which contains three dilemmas: “Famine”, “Reporter”, and “Cancer”, was distributed to the informants of this research.

Furthermore, in relation to the DIT-2, Rest (1979) established his further work on moral reasoning on Kohlberg’s work and improved the previous research of moral judgment. Rest (1979) defines moral judgment as “the process by which a person arrives at a judgment of what is a moral thing to do in a moral dilemma”. In addition, Rest and his group from the University of Minnesota constructed a new tool to measure moral judgment different than that of Kohlberg’s. Instead of the Moral Judgment Interview, they developed the defining issues test DIT, this instrument is more structured to measure people’s level of ethical reasoning. The DIT was refined and improved later to develop a second version DIT-2 (Lan, Gowing, Rieger, McMahon, & King, 2010). According to the Center for the Study of Ethical Development, the Defining Issues Test-2 takes about 40-45 minutes. However, researchers can use the short form of the DIT2, either version 1 or 2, these short forms use only three of the five scenarios, and thus minimizes the time for completing the questionnaire to about 35-40 minutes. In order to reduce effect on the reliability and validity of the questionnaire; the Center for the Study of Ethical Development suggests a combination of stories. The recommended combination for the DIT-2 short form is to use stories One, Two and Four as was mentioned previously (Development, 2017). Hence, this study applied the recommended combination of the short form of the DIT-2 for the purpose of accurately answering the research question and generating the required data.

Constructed for the assessment of the cognitive moral development of individuals, the DIT-2 is consisted of 5 moral dilemmas and each dilemma is followed by 12 issue statements or questions (M. Bebeau & S. Thoma, 2003). Individuals with higher levels of moral reasoning are capable of conceiving abstract ideas, showing greater empathy and compassion, and are considerate about the interests of the greater good. Whereas individuals at the lowest levels of moral reasoning have simplistic and concrete determinations. From the lowest to the highest, these levels are based on the Neo-Kohlbergian paradigm (J. R. Rest, Bebeau, & Thoma, 1999) of ethical reasoning schemas: personal interest, maintaining norms, and postconventional; and the Kohlbergian (1969) model of moral reasoning stages: preconventional, conventional, and postconventional. The development of an individual's ethical reasoning is connected with progressively greater use and preference of the more complex ethical schemas, with the post-conventional schema as the most complex stage. The three ethical schemas are most often assessed by using the Defining Issues Test (Lies, Bock, Brandenberger, & Trozzolo, 2012).

In each of the selected dilemmas of the DIT2 questionnaire, participants responded to three groups of questions. In the first epitome the participants were required to decide if the character in the dilemma 1) should take action or 2) can't decide and 3) should not take action. The second group of questions includes 12 issues related to the dilemma and are required to rate it in terms of importance from great importance to no importance in scale of five. Finally, participants are asked to rank what they believe as the four most important issues in the previous set of questions.

The research process involved a voluntary participation of leaders and top managers of the state-owned company SONATRACH. The permission to distribute research materials to those who fit in the study was obtained from each branch or division of the company where permission was required. Most of the questionnaires were distributed in the South-eastern province of Wargla, especially in the area of Hassi Messoud where SONATRACH has different branches and divisions operating in various types of business and oil industry. The questionnaires were distributed in the Southeastern province of Wargla, especially in the area of Hassi Messoud for two reasons: firstly, because the state-owned company SONATRACH has different branches and divisions operating in various types of business and oil industry which provides the opportunity for a larger number of participants. The second reason is that the researcher got access to distribute the questionnaires at sites in the Southeastern province of Wargla.

During a period of 6 months which continued from May 2017 to March 2018, a total number of 200 questionnaires were distributed in different sites. Moreover, during the distribution of the questionnaires to the selected respondents, the anonymity of their identities was assured, and the participants were informed that their participation is voluntary. Also, they were informed that there is no right or wrong answer and that they are simply asked to respond to the questions of the questionnaire based on their own beliefs and ideas regarding each dilemma or scenario. Each manager received a letter of consent which contains the purpose of the study and that the questionnaire was exclusively for research purposes, instructions booklet, the questionnaire DIT2. The researcher was responsible for distributing and dispatching the questionnaires to each participant. Moreover, the researcher gave a proper time to participants to

complete and return back the questionnaires per convenience. Also, subjects were informed that all information provided will be confidential. Finally, out of the 200 distributed questionnaires, 73 responses were received. However, only 66 questionnaires were validated (33% response rate) for analysis by the Center for the Study of Ethical Development, University of Alabama.

In this quantitative phase of the study, the response rate was low despite the efforts that have been made to achieve a high response rate. The total process of data collection for this part of the study took a period of six months in two phases from May 2017 through September 2017 and from January 2018 to March 2018.

5.3 General Findings

The primary demographic features that coincided with the quantitative research question of this research included: Age, Gender, and Educational level. The location of the study took place in the province of Wargla. Of the 66 returned and completed DIT-2 questionnaires, 96.9% were male and 3.1% female, and the age of respondents ranged from 25 years old to 53 years old. Seventy-five percent of the respondents held a bachelor degree or higher. As illustrated in Table 5.1, the mean age for respondents is 33.5 years old and the mean for educational level was 8.5 which represents bachelor degree.

Table 5. 1

Demographic and Descriptive Data of the Respondents

ID	Age	Sex	Educational Level
Mean	33.5	1.0	8.5
Std Deviation	6.4	.2	2.9

The findings concerning the quantitative question of this research “What is the general level of moral reasoning among managers of the state-owned companies in Algeria?” are presented below in table 5.2. As can be shown in the table, the mean of stage 4 “Maintaining norms” of moral reasoning (43.20) is the highest score obtained by the participants as a whole, the Maintaining Norms Schema Score indicates to the proportion of items selected that appeal to stage four considerations. At stage four (maintaining norms), the individual is directed by social conventions and has a strong awareness of social expectations and influences which implicate a comprehension of the duty and obligation to maintain the laws. People who are performing at this level of ethical development show a high need for others’ approval and come to ethical judgments based on the expectations set by a particular external entity (Colby et al., 1987). An individual functioning at this schema holds on a society-wide perspective in making judgments on how others should cooperate in general with those who are kin, friends, or well-known acquaintances. The person in this level schema also focuses on the need for laws and what are his/her duties towards other members of the society (Lies et al., 2012).

For the Personal Interest Schema, the mean was (27.46); Personal Interest Schema score indicates to the number of items chosen that refer to stage 2 and stage 3 considerations. According to Kohlberg, in this level of moral development, the person is mainly reactive and establishes an effective morality based on the consequences of his actions, similar to the learning that takes place in classic operant conditioning, in which punishments of ethical lapses and rewards of good ethical conduct push and pull the person to perform or to pay the price (N. L. Steele & Branson, 2014). In addition, the person who is functioning at this schema has a tendency to focus on personal

interest and impulsive co-operation. To an individual using this level of moral reasoning, fairness is all about getting what he wants. The individual can take in account the interests of other people, but generally only temporarily. Reciprocity and cooperation are usually restricted to the individual's in-group or known others. The individual has no considerations for cooperation on a society-wide level (Lies et al., 2012).

The lowest schema score for the respondents was the P-score (Post-conventional stage), the mean of the whole participants was (19.92), the Post-conventional Schema score or the Principled score "P score" refers to the number of items chosen by the respondent which appeal to the stage 5 and 6 considerations. In the Defining Issues Test, the scoring is based on weighted points which are assigned to the considerations selected as the four most important in each dilemma. The points corresponding to the highest modes of ethical reasoning "Stages 4 and 5" are utilized to establish a single measure known as the "P score" which refers to "principled moral thinking" for each of the participants (J. R. Rest, 1994).

Rest's (1979) model of moral development is sequential and developmental, this implies that a higher "P score" suggests a lower proportion of moral reasoning at the lower levels. Hence, the "P score" assesses the percentage of individual's reasoning that is at the principled stage (Doyle, Hughes, & Summers, 2013). The post-conventional level of moral development is only attained by few people. At this level, ethical reasoning guides the person to conceive universals of morality, even when those universal values might be conflicting with local values which would have been followed at the conventional stage of moral reasoning. The greater aim is being

principled rather than instrumental or reactionary ethicality (N. L. Steele & Branson, 2014). The individual utilizing this principled moral thinking ponders about the meaning and important elements of fairness in the society, broadly conceived, which might or might not contradict with the status quo. Additionally, the person who reasons at this level internalizes and reflects on ethical principles or ideals that are shareable but also recognizes that these shareable values are open to examination and negotiated through the give and take of a social life of a community (Lies et al., 2012).

These different stages of the level of moral reasoning presented in table 5.2 indicate that the managers of state-owned companies are primarily in the stage 4 (Maintaining Norms stage) and that is the common and dominant pattern of moral thinking among leaders. According to the center for the study of ethical development, “Maintaining Norms Schema Score represents the proportion of items selected that appeal to stage 4 considerations. Stage 4 considerations focus on maintaining the existing legal system, maintaining existing roles and formal organizational structure” (M. J. Bebeau & S. J. Thoma, 2003). Table 5.2 displays the mean and standard deviations of the different schemas for the level of moral reasoning of leaders within the Algerian state-owned companies.

Table 5. 2

Various Stages of Moral Reasoning of the Respondents

Score	Personal Interest (Stage 2/3)	Maintain Norms (Stage 4)	Post Conventional (P Score)	N2 Score
Mean	27.46	43.20	19.92	24.74
Std Deviation	16.61	15.68	12.49	12.99
N	66	66	66	66

In table 5.3, **Utilizer Score**: the “U score” represents the degree of match between items endorsed as most important and the action choice on that story. For example: If a respondent ranks in first place for the Heinz dilemma the item “Whether a community’s laws out to be upheld” one would expect the respondent to choose “Heinz should not steal” as an action choice. Alternatively, if the respondent ranks if first place the item “Isn’t it only natural for a loving husband to care so much for his wife that he steals” one would expect the respondent to choose “Heinz should steal” as an action choice. A high U score represents consistency between item endorsement and action choice; a low score represents poor lack of consistency (M. J. Bebeau & S. J. Thoma, 2003).

Number of “can’t decide choices”, this variable (sometimes referred as NUMCD) was created to represent the decisiveness with which an individual selects action choices on the DIT. For each of the 5 on the DIT2 stories (6 on DIT1), participants are asked to choose whether the protagonist should or should not act in a particular way (e.g., should or should not take the food in the Famine dilemma). Respondents may also select the “can’t decide” option. Computation of this variable is based on the number of times the respondent selects the “can’t decide” option. Scores range from 0-5 on the DIT2 and 0-6 on the DIT1. Because indecision is thought to be (at least in part) a product of the ease which moral information is processed, there is the expectation that indecision will covary with developmental phase (Thoma and Rest, 1999).(M. J. Bebeau & S. J. Thoma, 2003)

Humanitarian/Liberalism: this variable (sometimes referred to as HUMLIB) is a proxy for humanitarian liberal perspective on moral issues. A respondent’s score can

range from 0 (no matches) to five (all matches). This variable measures to what extent individuals are similar to professionals in political science and philosophy who obtain highest P scores.(M. J. Bebeau & S. J. Thoma, 2003)

Religious orthodoxy (proxy measure). This variable, (sometimes referred to as DOC9 on the DIT1 and CANCER10 on the DIT2) represents the sum of the rates and ranks for item 9 in the doctor's dilemma. This dilemma asks whether or not to provide a drug to a dying woman that will hasten her death. Item 9 evokes the notion that only God can determine whether or not someone should live or die. Researchers found that the ratings and ranking of this single item correlated very strongly with summary scores on religious orthodoxy measures like the Brown and Lowe Inventory of Religious Beliefs. DOC9 is computed by adding the rating given to item 9 with the ranking value. Considering that the ratings are computed on a 1-5 scale and four items are ranked per story the top score for DOC9 is 9 (rated most important and raked 1st) and the lowest is 1 (rated not important and unranked) (M. J. Bebeau & S. J. Thoma, 2003).

Table 5. 3

Experimental Indices

Score	Utilizer Score	Humanitarian Liberalism	Number of cannot Decide choices	Religious Orthodoxy
Mean	.20	.85	.62	6.50
Std Deviation	.17	.85	.86	2.38
N	66	66	66	66

Table 5.4 presents Type Indicator: Depending on schema preference and whether the profile is consolidated or transitional, it is possible to envision seven different types.

- Type 1 refers to profiles that are predominant in personal interests schema and consolidated;
- Type 2 refers to profiles that are predominant in personal interests schema, but are transitional.
- Type 3 refers to profiles that are predominant in maintaining norms schema, but are transitional;
- Type 4 refers to profiles that are predominant in maintaining norms schema and consolidated;
- Type 5 refers to profiles that are predominant in maintaining norms schema and transitional;
- Type 6 refers to profiles that are predominant in postconventional schema, but transitional;
- Type 7 refers to profiles that are predominant in postconventional schema and consolidated.

As development progresses across the life span, one might expect a person to move from consolidated profiles to transitional profiles with corresponding shifts in schema preferences (M. Bebeau & S. Thoma, 2003).

Table 5. 4 Developmental Profile

Type Indicator	N
Type 1	0
Type 2	18
Type 3	17
Type 4	21
Type 5	6
Type 6	2
Type 7	2

The findings of the quantitative phase of this research indicated that the level of moral reasoning of the majority of state-owned companies' leaders is predominately in the Maintaining Norms stage (stage 4). The results of the study also showed that respondents have poor N2 score which indicates that they do not obtain a high level of moral thinking like professionals in political science and philosophy. Furthermore, the N2 score is composite, one part of it assesses the extent to which post-conventional items get a priority ranking, plus the extent to which personal interest items were rated lower than the items linked with post-conventional, i.e. the attainment of more advanced moral reasoning and the capacity to distinguish which ideas would be disapproved for their biased or simplistic solutions (Lan et al., 2010).

According to the Center for the Study of Ethical Development, in the N2 score, the N refers to "New." This score includes more information than the P score, but their interpretation is basically the same. Whilst the P score utilizes only subjects' rankings of the importance of moral decision factors, the N2 score also take in consideration the related ratings which the respondents always have developed end route to stating their rankings (Bailey, 2011). Moral reasoning is represented by the respondent's N2 score, ranging from 0 to 100. This score reflects a mixture of ranking and rating patterns that refer to two components. The first one reflects how often a respondent select a postconventional items, ranking them as the most important for all five scenarios. The second component includes a rating to reflect the extent to which a participant distinguished low items groups "preconventional/personal interest schema" from more developed cognitive choices (J. R. Rest, D. Narvaez, et al., 1999). Moreover, the findings showed that humanitarian liberal perspective on moral issues demonstrated by managers is also very low. This implies that the respondents do not have a universal

approach in dealing with moral dilemmas. The respondents also fall in Type 4, Type 2, and Type 3 developmental indices respectively, this means that they are predominantly in maintaining norms schema and consolidated.

Kohlberg (1969) argued that the development towards a more advanced level of moral reasoning shows an individual's capacity to arrive at an ethical judgment with less dependence on external influences. At all levels, people understand reasoning below their own. Also, Higher levels of moral reasoning are cognitively more composite than the lower levels of moral reasoning. However, it should be stated that the theory of moral judgment development is focused on moral reasoning and not moral behavior. Nevertheless, according to Kohlberg (1969), individuals respond in different ways to moral issue in alignment with their level of moral judgment development. The behavior of individuals has been found to be linked to how they reason about the different moral issues (Jordan, Brown, Treviño, & Finkelstein, 2013a). It is expected that people with distinct levels of moral judgment development will display different behavior in the business context. More advanced levels of ethical judgment will be to some extent positively linked with ethical behavior in business environment (Ho & Lin, 2016).

Developing codes of conduct and guidelines to achieve the best practices in a particular area is a very common approach for many professions, corporate entities, and policy makers. Guidelines and codes of conduct can be either based on rules or based on principles. Thus, knowing on which basis are the organizational members are concerned about when approaching an ethical issue might be very valuable to the relevant policy or law makers by illuminating the best ways on how to boost

compliance with best practice rules or codes of conduct (Doyle et al., 2013). Analyzing the level of moral reasoning of leaders within the state-owned companies in Algeria could assist in shaping or/and reforming the current organizational rules and guidelines to be more effective in addressing the present ethical issues. Furthermore, Rest and Navarez (1994) stated that readiness to effectively manage situations ethically is largely dependent on moral reasoning development. The economies of many countries in the world are still on the road to recovery from and often falling back into crisis resulted from the unethical practices committed by many people, but very often by those at the top of the ladder of power. Moreover, many of those at the top have received best credentials including degrees from renowned business colleges. This suggests that the training and the education that was offered in those programs have failed in equipping these decision makers with the right training which allow them to deal in an ethical manner with the environments they encounter or the decisions they make. Business ethics has been questioned even prior to these current economic morasses (N. L. Steele & Branson, 2014).

Finally, like most of the studies on human behavior, the current part of the research has relied mainly in the self-report of respondents to the questionnaires, and hence, it must be stated that social desirability bias may potentially exist. The respondents of this research have only presented how they understand the hypothetical dilemmas and come to decisions on the basis of the limited information given about those ethical dilemmas. Thus, when the respondents of this research face moral issues in real circumstances, it is very possible that their actual moral judgment might not be similar to their responses to the questionnaire

5.4 Chapter Summary

The key task of this quantitative phase of the research was simply to analyze the general level of moral reasoning scores of a sample of Algerian state-owned companies' leaders and top managers. In doing so, this chapter has further presented and provided essential complementary evidence to the findings from the in-depth interviews. The findings in this chapter indicate that leaders and managers of the Algerian state-owned companies have a low level of moral reasoning. These results provide us with more empirical evidence which will help in understanding the ethical accounts and moral thinking of managers within the state-owned companies in Algeria. The following chapters will provide further discussions on these findings, the next chapters will also offer some recommendations for further research and conclusion.



CHAPTER SIX

DISCUSSION ON FINDINGS

6.1 Introduction

The chapter highlights and discusses further both qualitative and quantitative findings of this research. For an easy grasp, this chapter will be divided into six main sections, starting with discussion of the findings of the first theme (the situational antecedents of leadership unethical behavior in the Algerian state-owned companies), it is then followed by a discussion on the second theme of this study (the individual antecedents of leadership unethical behavior in the Algerian state-owned companies) and relating them to the theoretical and conceptual perspectives. The discussion moves further to the question of the general level of leaders moral reasoning in the Algerian state-owned companies and its implications. The final section is the summary of the chapter. As was previously mentioned in chapter one, the objectives of this research were purposely set out to explore and investigate the situational and individual antecedents of leadership unethical behavior within the Algerian state-owned companies. In addition to that, the third research has analyzed the general level of moral reasoning of leaders of the state-owned companies. To accomplish this, the following objectives were set as a guideline for this research:

1. To investigate the role of the situational antecedents in predicting leaders' unethical behaviors in the Algerian state-owned companies.

2. To explore the individual antecedents of unethical leadership behavior among leaders of the Algerian state-owned companies.
3. To analyze the general level of moral reasoning among leaders of the Algerian state-owned companies.

6.2 Discussion

The objective of the present research was threefold: to address the role of the situational antecedents (factors) in predicting leaders' unethical behaviors in the Algerian state-owned companies, to explore the individual antecedents of unethical leadership behavior among leaders of the Algerian state-owned companies, and to analyze the general level of moral reasoning among leaders of the Algerian state-owned companies. Hence, the study attempted to contribute to our understanding of the antecedents of leadership unethical behavior. The interview results attest to the extraordinary complexity of the antecedents of leadership unethical behavior, its roots and the factors that contributed to its prevalence. Whereas the quantitative results of the DIT-2 questionnaire assented to the findings of the qualitative exploratory approach by signaling the low level of leaders' moral reasoning in the Algerian state-owned companies.

This section is intended to present the discussion of findings from the in-depth interviews and quantitative survey which are triangulated relative to the study questions. The three research questions indicated in Chapter One were sub-divided and used in answering the study objectives. Due to the complex nature of this study, the mixed-method approach was implemented comprising of qualitative as the dominant

method and complemented by the quantitative method. The following is the discussion of both qualitative and quantitative findings respectively.

6.3 Situational Antecedents of Leadership Unethical Behavior in the Algerian State-owned Companies

The first objective of this study was set out to gain understanding of the situational antecedents of leadership unethical behavior in the Algerian state-owned companies. In other words, the purpose of the first research question was to unveil the social, cultural, and organizational factors which are contributing to the prevalence of unethical leadership practices. It is clear that ethical scandals have garnered attention across multiple sectors of society (e.g., business, government, sports, religion, and education), research examining the determinants of individual-level unethical choices at work has grown dramatically. Between 1996 and 2005, over 170 investigations were published (O'Fallon & Butterfield, 2005). Yet, despite this increased attention, much remains to be understood about how and under what circumstances individuals make unethical choices (Kish-Gephart et al., 2010). The motivation of conducting this research was based on the scarcity of empirical analysis which can offer an understanding on the situational antecedents of unethical leadership behavior in the Algerian context. Roughly speaking, are there any particular factors or circumstances within the Algerian state-owned companies which are making the problem of unethical leadership behavior more prevalent.

Again, the apparent motivation for the increasing interest in counterproductive behavior is the growing pervasiveness and the enormous costs associated with such behaviors in the workplace. Various studies have documented not only the financial,

but also the social and psychological effects of negative workplace behavior on the organization. Given the increasing prevalence of harmful behaviors and related costs, it would be extremely helpful for organizations to locate which variables contribute to such negative behaviors, or at least to detect potential factors that can predict the occurrence of different types of negative workplace behaviors (Peterson, 2002). Thus, this first theme covers an important aspect of the antecedents of unethical leadership behavior in Algeria which can assist in understanding the ethical challenges as well as the causes, and factors which encouraged unethical leadership practices. This can help in mitigating and addressing the consequences of bad leadership behavior in this particular context.

According to Lasakova (2015), identifying the antecedents of unethical leadership in order to make progress in understanding unethical leadership is particularly important. In addition to identifying conditions in which unethical leadership has the potential to evolve, we believe that it is important to clarify and differentiate between the symptoms and causes of unethical leadership, as these two are often used interchangeably in the previous literature. In addition to organizational contexts, leadership is embedded in societal conditions and therefore copies ethical problems in different sectors of society, such as business, politics or the economy (Lašáková & Remišová, 2015). In the same vein, the publications of the GLOBE project gave a lot of support for such an assumption (R. J. House, Hanges, Javidan, Dorfman, & Gupta, 2004). The understanding of leadership would be inadequate without the inclusion of the cultural background as a mediating factor for leadership practice (Ticlau & Hinteá, 2016). Other researchers such as (Hofstede, 1980; Triandis, 1995) have also put forward and tested different value-based theories, where the claim was that the values

and beliefs of individuals of a particular culture impact both practiced behavior and perception on what is seen as acceptable or legitimate behavior. The actual claim of the GLOBE studies “which we endorse here” is that “societal cultural norms of shared values and practices affect leaders behavior; the attributes and behaviors of leaders are also a reflection of prevailing organizational practices in their industries” (Ticlau & Hintea, 2016).

This theme (Situational antecedents of leadership unethical behavior in the Algerian state-owned companies) focused on the organizational, cultural, and social factors which contributed to leadership detrimental behaviors. Consequently, this section which focuses on the first theme of the qualitative findings is consisted of five main situational antecedents (sub-themes) within which 14 related issues (sub-sub themes) are discussed.

6.3.1 Conducive Environment

Based on the thematic content analysis of the collected data through semi-structured in-depth interviews with 15 leaders in the Algerian state-owned company SONATRACH; several situational factors contributing to the prevalence of unethical leadership behavior were combined to construct a main factor (sub-theme). These factors are correlated with and entrenched in the environment in which those leaders are working in. In discussing the issue of toxic leaders, Padilla et al. (2007) proposed that certain environments are basically more likely to facilitate toxic leadership, including unstable environments with various perceived threats, organizations with low or poor cultural values, organizations that lack checks and balances, and

organizations that appear to be struggling and perceived as inefficient and ineffective (J. P. Steele, 2011).

Prior studies have noted that conducive environments provide a suitable platform for the emergence of destructive leadership behavior, but destructive leaders and colluding followers are sometimes able to take over. Once destructive administrations gain power, they will strengthen their control by undermining the existing laws and institutions (Padilla et al., 2007). According to Lašáková, A., & Remišová, A (2017), an unethical decision is an act of choice that violates one or more universal ethical principles and norms which regulate human coexistence, communication, cooperation and relationship toward the natural environment. Furthermore, although an unethical decision is a product of individuality and subjective processed information, it is determined also by the environment into which the individual has been socialized. As Jones (1991) has put it, “organizational settings present special challenges to moral agents” (Lašáková & Remišová, 2017).

In this study, the analysis has generated important results related to organizational and social predictors of leaders’ unethical behavior which can assist in understanding the circumstances that facilitate the evolvement of unethical behaviors in workplace. The conducive environment encompasses five important antecedents, namely; social values, organizational culture, corruption, peer-influence, and politics. These five issues were found to have influenced the ethical conduct of leaders within the state-owned companies in various ways.

Social values

This study confirms that leadership unethical behavior is associated with social values. The culture-related milieu is the original source and driver of (un)ethical behavior. It influences organizational climate through its impact on policy environment, project pressures, and individual traits (Mitonga-Monga, Flotman, & Cilliers, 2016). The wider social and cultural environment was found to be a significant determinant of the ethical values of leaders. Based on the analysis of participants' views and experiences, the cultural values are the first source of ethical or unethical leadership values. It was reported that some leaders are already nurtured with unethical values before joining the organization and that was due to dominant dysfunctional moral values within the society.

The results of this study asserted that a significant part of the problem of unethical leadership behaviors is caused by dint of cultural values. It was repeatedly noted that those leaders who got involved in unethical practices have adopted some unethical treats prior to their joining to the organization. Thus, the antecedents of leadership unethical behavior in the Algerian context need to be traced back to the early stages of moral development and moral education of those leaders. According to House et al. (2004), previous investigations have emphasized the importance of examining how ethical and unethical leadership perceptions are shaped by society and sector cultures and whether there can be cross-cultural and cross-sectoral concordances. Cross-cultural literature has shown that societies and industries have distinct values and mindsets that can affect the implicit theories of people about leadership and probably also about ethics, pointing to the existence of universally endorsed and culturally specific leadership dimensions (Eisenbeiß & Brodbeck, 2014).

As a matter of fact, man/woman is both an individual with unique and distinctive character traits and he is also a social being, which makes him dependent on family, school, the mosque, and other social surroundings to form his views, values, and behaviors especially at early age. The development of ethical or/and unethical leadership behavior has a long trunk which is rooted in the society cultural values. Hence, for a deeper understanding of ethical and unethical leadership, it is vitally essential to take in account the cultural norms and values which have great role in shaping the ethical character of individuals ethical. According to Chandler (2009), culture involves social and behavioral norms including member identity, sense-making, and value formation, without ethical leadership these processes can become manipulative havens for unethical practices (Chandler, 2009).

Likewise, Hofstede and Hofstede (2005) stated that there are a number of factors influencing ethical decision-making results, including cultural background, gender, prior ethical education, religiosity and the type of ethical dilemma. Because each culture is a specific system of shared values, beliefs and customs that an individual can use in relation to others and that can be transmitted from generation to generation through learning. Individuals from different cultural backgrounds are exposed to different values and customs, and accordingly are expected to present different behaviors, including insights into how each individual perceives ethical problem and engages in ethical decision making (Ho & Lin, 2011).

Organizational Culture

The internal climate is a vehicle by which management can encourage the adoption of organizational culture by its employees, ultimately leading to a more efficient and better functioning organization (Trinkner, Tyler, & Goff, 2016). With respect to the

organizational culture, the findings of this study showed that the Algerian state-owned companies seem to neglect the importance of the organizational ethical culture and its decisive role in shaping and creating an ethical climate. Previous studies also suggested that situational variables such as organization climate, culture, and policy; are the main factors that contribute to the proliferation of unethical practices (Son Hing et al., 2007). Kaptein (2009), indicated that workplace ethics culture comprises an informal control system of an organization which encompasses the experiences, assumptions and expectations of managers/leaders and employees about how the organization prevents them from behaving unethically and encourages them to behave ethically (Mitonga-Monga et al., 2016).

Furthermore, the findings indicated that the organizational culture within the Algerian state-owned companies are to some extent not supportive of good ethical behavior and do not prioritize ethics at their core organizational cultural settings. Consequentially, the absence of a strong ethical culture within this sector allowed for the proliferation of leadership unethical behaviors. Several studies of the same nature but in different contexts reported that organizational climate is associated with unethical behavior (J. Liu et al., 2016). Moreover, organizational culture involves distributing power and status, developing groups, allocating rewards and punishment, and exercising decision making processes (Schein, 1992), or what Sims (2003) called “embedded patterns of how we do things around here” (Chandler, 2009). According to Trevino (1986), organizational culture influences thoughts and feelings and guides behavior, and manifests itself in norms, rituals, ceremonies, legends, and the organizational choice of heroes and heroines. The ethical components of this environment are comprised of the behavioral norms and values that provide insight into the organization’s position

on various ethical situations (S. Valentine & Fleischman, 2004). Therefore, in cases where the organizational culture is not structured on the right organizational ethical norms; this give raise to ethical transgressions within the organization, especially by those who have authority and access to resources.

Corruption

Another important finding was the impact of corruption cases and scandals on the ethical behavior of leaders within the Algerian state-owned companies. The widespread of corruption across many sectors and domains in Algeria have affected the ethical environment within organizations and public institutions. In particular, the findings of this study have indicated that the top political and managerial leadership in the country attained a bad reputation due to the several grand cases of corruption and mismanagement of the country resources. This distorted ethical image of the top leadership has negatively affected the ethical atmosphere within different sectors of state-owned organizations and institutions.

Anguilera and Vadera (2008) argued that, despite the richness of corruption research in political science and political philosophy, only recently have organizational scholars begun to systematically investigate the causes and consequences of corruption in the corporate organization. This relative lack of studies is partly explained by the complexity of corruption, especially as it occurs through multiple levels of analysis and partly by the different perceptions and definitions of organizational corruption in different societies. In addition, the illegality and secrecy of corruption typically prevent empirical analysis (Aguilera & Vadera, 2008). Studies on the impact of political and organizational corruption in Algeria are very scarce, this is can be

explained by the difficulty of access to information and organizational settings. Also, the sensitivity of this issues puts the researcher in face of various obstacles to develop proper analysis and investigation of this phenomenon.

The key feature of the problem of corruption in the context of the Algerian state-owned companies is that it has contributed to the normalization of unethical and corrupt practices within this sector. Campbell & Göritz (2014), stated that in corrupt organizations, an employee's corrupt behavior is affected not only by his or her characteristics but also by his or her situation (Campbell & Göritz, 2014). As a result of the widespread of corruption practices and scandals by the top leadership in both the political and managerial sectors; unethical leadership behaviors have penetrated the organizational environment.

In addition, Corruption is reported to be schematic in some cases, according to Luo (2004), when it is structured and uniformly present throughout the organization it is called schematic. In other words, schematic corruption results because multiple organizational levels are simultaneously involved in corrupt acts and at multiple times. The recurrence of a corrupt actions is strengthened by mechanisms that make it appear normal and part of the organization cultural setting. Because of the institutional environment in which the organization is integrated, schematic corruption can also occur. For instance, if the organizational environment requires frequent bribery and payments to politicians and bureaucrats to conduct day- to -day business, corruption becomes part of the modus operandi that we call schematic corruption. The necessary condition is that high leadership pressure is exerted on organizational members and

subunits to comply with these (unethical) rules and standards (Aguilera & Vadera, 2008).

Peer-influence

In line with the issue of corruption, the analysis of the findings also suggested that peer-influence plays a significant role in shaping leaders' ethical and unethical behavior. The influence of unethical leaders includes their colleagues, followers, organization, and society as well. In the current study, the influence of unethical leaders on the behavior of their peers and colleagues is one of the key situational antecedents of leadership unethical behavior. According to Lašáková & Remišová (2015), unethical leadership is understood to affect negatively not just immediate subordinates, followers, or colleagues of the leader, but it is conceptualized in a wider framework with respect to the society as a whole. Unethical leadership encompasses cases in which the leader harmfully influences (by deeds or by doing nothing) other organizations, various groups of professionals, inhabitants of the region, in which the company operates, or the natural environment. Hence, not only wrongdoing to internal stakeholders but also harming external stakeholders of the organization should be considered as unethical leadership (Lašáková & Remišová, 2015).

Politics

Most leadership scholars recognize that the "situation" matters (Padilla et al., 2007). The environment which surrounds leaders and managers is very crucial in understanding the precursors of leadership unethical behavior. A common speculation (e.g., Kusy & Holloway, 2009; Lipman-Blumen, 2005; Sutton, 2007) is that followers and organizations not only tolerate toxic leaders, but actually produce toxic leaders. In

other words, toxic people can only thrive in toxic systems (J. P. Steele, 2011). The last sub-sub theme which falls under the main sub-theme of conducive environment is the impact of politics and political environment in Algeria on the collective ethical sense of individuals and the performance of leaders of the Algerian state-owned companies. One interesting finding in this study is the impact of the political environment and the behavior of the political leadership on the ethical behavior of leaders within the state-owned companies.

The strength of perceptions of what should be the ideal link between ethical practices and business outcomes can indicate the moral aspirations of individuals in that society and where society wants to move in the future. Therefore, an assessment of the moral and ethical orientation of society is important for organizations. A public that is dissatisfied with business practices can make demands of its political leaders to punish organizations and their leaders who transgress morally, ethically, and legally (Luthar & Karri, 2005). However, the political environment in Algeria contributed to the problem of unethical practices in other governmental sectors and entities.

Based on the respondents' perspectives and experiences, political leadership in Algeria has affected the ethical climate of the state-owned companies by its irresponsible and arbitrary governance. Also, the recent corruption scandals and the mismanagement of the country resources have contributed in eroding trust between people and the political leadership. The political leadership plays a significant role in creating a sense of patriotism and commitment to serve the people and work for the development of the nation. On the other hand, a political leadership that is irresponsible, authoritative, and characterized by corruption and incompetence damages the sense of ethical

commitment among individuals which is the case within the Algerian state-owned companies.

6.3.2 Leadership Development

The second sub-theme addressing the situational antecedents of leadership unethical behavior in the Algerian state-owned companies is related to the issues of leadership development, training, and ethics education. According to the previous body of knowledge, leadership development involves building the capacity for groups of people to learn their way out of problems that could not have been predicted (Dixon, 1993), or that arise from the disintegration of traditional organizational structures and the associated loss of sense-making (Weick, 1993). In this sense, capacity is thought to be similar to the notion of cognitive and behavioral complexity in that expanded capacity provides for better individual and collective adaptability across a wide range of situations. A leadership development approach is oriented toward building capacity in anticipation of unforeseen challenges (Day, 2000).

In this study, it was noted that the problem within the Algerian state-owned companies is the lack of effective leadership development programs and policies. Also, leaders were not well equipped and effectively educated in order to be able to cope with different ethical challenges. As was reported in the findings, this is partly due to the quality of ethics education curriculum in business schools.

In the Algerian state-owned companies, the focus seems to be less on the leadership development or the ethical performance of leaders. Policies and programs which can keep leaders up to the increasing level of business challenges seem to be missing or

otherwise lacking quality and effectiveness. White and Lam (2000), demonstrated that organizational leadership should consider utilizing ethics education and training to effectively institutionalize an ethical environment. It is likely that companies with ethics training are perceived to be more ethical because responsible businesses are known to favor corporate awareness of ethical issues.

Indeed, ethical organizations want not only to foster employee ethical sensitivity but to also ensure that employees actually do behave ethically, and training that promotes ethical decision making strengthens a company culture that has already been developed to encourage such positive conduct (S. Valentine & Fleischman, 2004). In investigating the impact of leadership development on the (un)ethical leadership behavior within the Algerian state-owned companies it was concluded that this sub-theme includes two main issues namely; training programs and ethics education.

Training Programs

The quality of leadership in any organization is a source of a competitive advantage and should be prioritized in terms of investing in its training and development. The first sub-sub theme associated with leadership development is the lack of ethical and professional training programs in the Algerian state-owned companies. Based on the responses of interviewees, this was one of the main problems which made leaders prone to mediocrity and poor leadership performance. Brubaker (2003), pointed out that a consensus has emerged among scholars that, in order to ensure long-term viability, organizations must respond to both their economic and non-economic environments. This requires keeping an unwavering focus on high public expectations for socially responsible and ethical behaviors (Luthar & Karri, 2005).

In order to successfully manage the resources and achieve organizational goals, the commitment to leadership training and development should be one of the main targets of all organizations. According to Day (2000), leadership training is traditionally focused on developing “. . . the collective capacity of organizational members to engage effectively in leadership roles and processes”. Roles refer to both formal and informal authority positions, and processes represent those that facilitate successful group and organizational performance (Lacerenza, Reyes, Marlow, Joseph, & Salas, 2017). The problem of inadequate investment in leadership training was echoed by several leaders and managers of the Algerian state-owned companies when they were asked about what are the aspects that this sector should focus on in order to overcome the current shortcomings and problems.

In terms of the current quality of leadership development programs and policies it was concluded that these programs and policies are ineffective as was repeatedly described by the participants in this study. Previous literature on the issue of training suggests that effective training can yield higher productivity, improved work quality, increased motivation and commitment, higher morale and teamwork, and fewer errors, culminating in a strong competitive advantage. On the other hand, a poorly trained workforce can lead to errors, injuries and even legal issues, all of which can be extremely costly (Grossman & Salas, 2011). Also, previous studies indicated that businesspersons employed in organizations with formalized ethics training have more positive perceptions of organizational ethics than do those working for firms without such training (S. Valentine & Fleischman, 2004).

Ethics training can enhance employees' awareness of acceptable business conduct. Such training should ideally teach individuals the ethical requirements of the organization, as well as how to recognize and react to common ethical problems experienced in the workplace. In line with that, Delaney and Sockell (1992), found that ethics training does have a positive effect, but that relatively few firms provide such programs (about one-third) (S. Valentine & Fleischman, 2004). In addition, according to Treviño (1992) while cognitive moral development of an individual is seen to be generally stable in adults, the cognitive moral development of a person can continue to improve in adulthood by means of training interventions and other opportunities to practice moral thinking (Kish-Gephart et al., 2010).

Ethics Education

The second sub-sub theme under the issue of leadership development discusses the failure of the educational system, particularly business schools in nurturing future leaders with the required ethical knowledge which can assist them in facing different ethical challenges at the workplace. Also, it addresses the role of family and society in instilling the right ethical values in future leaders. Hence, this sub-sub theme focuses on the ethical development of individuals earlier of their leadership experience. The process of leadership development tends to begin at an early age and is partially influenced by parental modeling. It includes the application and development of a wide range of skills (e.g., wisdom, intelligence and creativity) and is shaped by factors such as personality and relationships. The overall development process can be informed by various theories, such as authentic leadership and constructive developmental theory, and can be measured in various ways, including multi-source ratings. Development

practices should be tailored to the leader's current development needs wherever possible (Day, Fleenor, Atwater, Sturm, & McKee, 2014).

Based on the thematic analysis in this study, the early ethical development of individuals plays a crucial role in determining and shaping the ethical behavior of future leaders. It was found out that organizations alone cannot create and promote ethical leadership. This task goes beyond the organizational environment to encompass the educational system, families, and other entities within the society. The early ethical values, norms, and knowledge have a significant impact on the ethical behavior of leaders of the state-owned companies. From this study's findings it was discovered that both business schools and other society entities have not been successful enough to prepare future leaders with the necessary ethical knowledge which can raise their awareness in regard to the different ethical issues. Based on the qualitative analysis of this study, these are among the antecedents of leadership unethical behavior within the Algerian state-owned companies.

The increasing complexity of companies' environment requires unprecedented and continues educational development. Based on the answers of the respondent, it was found out that educational institutions are required to put more efforts to enhance their ethics curriculum content, so it can meet the requirements of today's complex business climate. One approach for developing business leaders with positive ethical values is to attempt to shape their attitudes during their higher education experience. This is often accomplished in university business schools through the requirement of business ethics courses (Jewe, 2008). Business schools have a responsibility to provide practitioners with training in the basics of ethics which would ideally lead to an

informed workplace and act as a catalyst to stimulate socially and ethically grounded corporate activities and programs (Cornelius, Wallace, & Tassabehji, 2007).

6.3.3 Organizational Oversight

Similar to the result obtained in the first two sub-themes, it was also discovered that the organizational elements which can ensure a proper management processes are absent or/and ineffective. These organizational tools represent the means by which the company can keep its leaders as well as followers on the right track. From the qualitative results in chapter four, it was discovered that the shortcomings associated with organizational oversight are: ineffective rules enforcement, lack of control mechanisms, lack of transparency & access to information, and positive reinforcement.

The findings revealed that these organizational elements are not applied properly which resulted in negative consequences on the whole performance of the state-owned companies. These findings are consistent with previous studies of (J. Liu et al., 2016; Padilla et al., 2007; Schilling, 2009) which identified the most salient antecedents were the followers, the leader's immediate working field and role, and organizational processes, structures, and resources. The underlying idea is that the influence of leaders is rather limited: if the followers lack motivation, work ethics and competence, are fearful, and are not accepted by their co-workers, then the leader will not be able to execute effective leadership (Schilling, 2009). Also, policy environment provides opportunities for an unethical organizational climate. An imperfect policy system can increase tolerance of unethical behavior and decrease awareness of the establishment and improvement of ethics systems in companies (J. Liu et al., 2016).

Ineffective Rule Enforcement

The first sub-sub theme was the ineffective rule enforcement in the Algerian state-owned companies. Based on the results of the analysis it was found that there are sufficient organizational rules, laws, and guidelines which are intended at regulating and ensuring adherence to the organizational goals. However, the key problem as was stated by the respondents of this study is the enforcement of these laws and rules on individuals, especially, those on the top ladder of leadership and those who have authority and power within the state-owned companies. Previous research on ethical leadership (e.g., Brown and Treviño 2003; Brown et al. 2005; Treviño et al. 2003), emphasized on the importance of ethical leaders' compliance with legal, societal, and organizational rules and regulations and focused on transactional leader behaviors in terms of disciplining employee ethical/ unethical conduct (Eisenbeiß & Brodbeck, 2014).

The case in the Algerian state-owned companies is the problem of leaders' compliance to the organizational rules. The findings revealed that it is difficult to enforce the existing rules on top leaders of the state-owned companies. This is attributed to the weak rules enforcement means within this sector; also, some of the respondents suggested that this problem is basically due to the present biases when applying the laws on individuals. Other respondents reported that the rule of law in Algeria is not as strong as necessary and some leaders are motivated to break organizational rules because they feel safe from the consequences of their unethical or illegal actions.

More so, results of the analysis show that the effectiveness of rules enforcement is dependent on the person in charge. This has resulted in a situation where the laws or

rules are applied on some leaders but not on others depending on the commitment of the person who has the authority to enforce the rules. Organizational rules and regulations are the backbone of any organization as it ensures harmony and coherence among its members. As Hall explains, rules are “central to the life of organizations. The specification of rules, procedures, penalties and so on predetermines much of what goes on in an organization. Indeed, formalization is a major defining characteristic of organizations, since behavior is not random and is directed by some degree of formalization toward a goal” (DeHart-Davis, Davis, & Mohr, 2014).

Lack of Control Mechanisms

Based on the interviews conducted, it was also discovered that there is a lack of control mechanisms on leaders’ activities. Pedilla et al (2007), stated that it is hard for destructive leaders to succeed in stable systems with strong institutions and adequate checks and balances on power and control. Effective institutions, system stability, and proper checks and balances, along with strong followers, will tend to trump attempts to take over the system. This, however, is not the entire story about conducive environments (Padilla et al., 2007). The lack of control mechanism was found to be one of the contributing factors to the widespread of leaders’ unethical practices in the Algerian context. There were unanimous perspectives by the respondents of this study on the problem of fragile control tools on the behaviors, decisions, and activities of managers and leaders of the state-owned companies.

In addition to the above, organizational control is very essential in unifying the efforts, interests, and goals of all the members. All organizations (businesses, universities, governments, hospitals) are concerned with channeling human efforts toward

attainment of organizational objectives. Regardless of their formal purposes, organizations are composed of people with their own personal interests. Even if these individuals and groups wish to help attain organizational goals, the organization of which they are a part must integrate their efforts and direct them toward specific goals. Thus, organizations must influence or control the behavior of people, if they are to fulfil their plans and achieve their goals. The ultimate criterion of an effective control system is goal congruence, an identity between the goals of organization members and the organization as a whole (Flamholtz, 1996). An ineffective control system leads to dispersing organizational efforts and cause behavioral deviations by the members of the organizations. In like manner, based on Agency Theory model, corrupt behavior is understood as a question of incentives, agents will betray principals whenever they can and whenever the lack of effective institutional mechanisms inhibits a close monitoring of the agent's behavior (Osrecki, 2015).

Lack of Transparency & Access to Information

The vagueness and lack of access to information by the public on the activities and performance of the state-owned companies have resulted in an increasing number of corrupt and illegal practices by leaders of this important sector. There is a lack of accessibility to information regarding the performance and activities of public organizations which gives opportunity to unethical leaders to take advantage on the organizational resources without being apprehensive of getting caught or held accountable for their transgressions. Previous studies on the issue of transparency (e.g., Bennis, Goleman, & O'Toole, 2008; Fombrun & Rindova, 2000; Jahansoozi, 2006; Tapscott & Ticoll, 2003; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008) have noted that in the wake of a seemingly endless stream of corporate malfeasance,

transparency is often invoked as a salve for the many maladies that accompany distressed relationships between an organization and its stakeholders through its presumed ability to reestablish stakeholder trust in the firm (Schnackenberg & Tomlinson, 2016).

Moreover, the importance of transparency stems from its positive effects on the public and private sectors. Transparency helps in achieving many benefits, including enhancing the role of loyalty among the employees, increasing their productivity and strengthening their values, strengthening the values of cooperation and synergy, clarity and improvement of results, reducing ambiguity and blurring corruption (Al Shobaki, Naser, & Ammar, 2017).

The findings of the study also found that there is a need for more clear and unobstructed disclosure of information on leaders' activities within the public organization which can ensure effective and efficient management of public resources. The disclosure of leaders' activities provides an opportunity for correcting deviant behavior and keep the activities of leaders on control. Thus, the establishment of a culture of transparency should be one of the primary policies of any organization that seeks to keep a sustainable business. Building a culture of transparency is a key first step towards creating confidence. Open and honest communications underpin the trust decision. Lack of communication and openness leads to suspicion.

According to Schnackenberg & Tomlinson (2016), transparency only takes place when an institution creates a culture of candor and respect, and stakeholders can freely speak their mind to the board and management in the organization. If managers are willing

to listen to opposing views and promise to take into account the merits of the arguments of others, they pave the way for a culture of transparency. Transparency is broadly defined as the extent to which information flows freely within an organization, between managers and employees and externally to stakeholders (Schnackenberg & Tomlinson, 2016).

Positive reinforcement and Punishment

The conducted interviews also revealed that the Algerian state-owned companies lack the right rewards and disciplinary policies to guide the ethical behavior of their members. This sub-sub theme addresses the problem of ineffective or positive reinforcement, and punishment tools with regards to leadership ethical behavior in the context of the Algerian state-owned companies. With this in mind, it was found that positive reinforcement, both intrinsically and extrinsically is positively linked with the performance of employees. Positive reinforcement is highly effective in strengthening and increasing behaviors (Wei & Yazdanifard, 2014).

Rewards and punishment systems have an important role in steering the ethical behavior of individuals within the organization. According to Arvey & Jones (1985) and Kanfer (1990) and Treviño (1992), people in organizations pay close attention to rewards and punishments, and these contribute to modeling effectiveness because they are socially salient. Modeling theory argues that consequences (rewards and punishments) facilitate learning in an anticipatory and vicarious manner. Consequences inform observers about the benefits of modeled ethical behavior as well as about the negative effects of modeled inappropriate behavior (Linda Klebe Treviño & Brown, 2005).

Furthermore, Trevino et al, that. 2001) pointed out that two behavioral control systems affect ethical and unethical conduct. A formal system and an informal control system. According to Trevino et al. (2001), the formal control system includes all top-down organizational processes, such as a code of conduct, reward system, and leadership. The informal control system involves all bottom-up processes in organizations such as the influence of the working group and the ethical climate within organizations. Both control systems shape the perception of suitable behavior by means of incentives and sanctions. Managers create and maintain the social cocoon in the formal system through their top-down control and incentive mechanisms to guide the behavior of employees. Pinto et al. (2008), also stated that leaders create an environment for corruption by inhibiting indecent behavior through rewards and punishment (Campbell & Göritz, 2014). Rewards and punishment can be very effective tools in containing unethical behaviors by rewarding individuals who exhibits good ethical behavior and punishing those who act against proper ethical standards.

Based on the interviewees' answers in this study, the ineffectiveness of punishment on unethical practices of leaders has contributed to the increase of immoral and illegal behaviors among members of the Algerian state-owned companies. Also, lack of extrinsic incentives or rewards on good and ethical leadership behavior had a negative impact on the ethical behavior of leaders and managers within this sector. Weaver (2014), argues that one can hope to achieve multiple outcomes from ethics and compliance initiatives. These include obvious and directly relevant ones, such as reduced levels of unethical and/or illegal behavior, as well as other valued organizational outcomes, such as increased employee commitment or greater employee willingness to report ethical or legal problems. Both values and compliance-

oriented aspects of ethics and compliance initiatives generate positive outcomes, but to different degrees, and with some amount of interaction between the two approaches (Weaver, 2014).

6.3.4 Ineffective Recruitment Structure

To accomplish short and long-term organizational objectives, there is a necessity for an efficient workforce, this can only be achieved by recruiting individuals with the appropriate competencies, qualifications, skills, and experiences. The results of the interviews' analysis have highlighted the problem of the ineffective recruitment structure of the Algerian state-owned companies which have resulted in poor human resources within this sector and affected both the effectiveness and the ethical performance of its members. According to Lipman-Blumen (2010), organizational options begin with open and democratic procedures for selecting leaders. These include identification and selection processes that ensure the early elimination of individuals with toxic leadership propensities and/or histories (Lipman-Blumen, 2010). However, the findings of the qualitative analysis revealed that the problem with the recruitment system in this context is that leaders and managers very often get selected on the basis of personal favors, nepotism, and other non-professional ways.

Experience also shows that a successful appointment can produce results which impact favorably on the wider aspects of organizational life while a poor one can have damaging effects far outside the organization in which it is made. However, the recruitment and selection of employees also provides an opportunity for the organization to present itself in a favorable light (Ekwoaba, Ikeije, & Ufoma, 2015). Recruiting unqualified leaders and managers have resulted in damaging the ethical and

professional atmosphere within the Algeria state-owned companies. Cole and Kelly (2011), stated that poor recruiting decisions could result in a variety of problems such as poor performance, excessive cost to the organization, labor turnover, absenteeism, low morale, ineffective management and supervision, disciplinary problems, dismissals and possible unfair dismissal complaints (Okeke-Uzodike & Subban, 2015).

In addition, the findings discovered that leaders who were recruited based on nepotism and not based on their merits and qualifications are more inclined to act unprofessionally and get involved in unethical practices in the organization. The recruitment process within the Algerian state-owned companies need to be restructured and enhanced in order to serve the goals of this vital sector. Justine and Agbodike (2015), noted that recruitment for any organization is very important through the entire lifespan of that organization. In the civil service for example that is governmentally controlled, especially in third world countries, governments should ever be self-advised that good organization structure does not by itself guarantee good performance. There is the need therefore to match organizations or the civil service with very sound and quality staff so that performance would become more effective. Indeed, target setting; performance measurement and monitoring will be affected without the necessary impetus giving to systematic recruitment and selection mechanisms (Justine & Agbodike, 2015).

6.3.5 Leaders-followers Relationship

The qualitative content analysis discloses leader-followers relationship as one of the key antecedents of leadership unethical behavior in the Algerian state-owned

companies. The findings revealed that the causes of unethical leadership behavior not only occur due to the dysfunctional moral values of the leader but also due to behaviors, character, and values of the followers. It was discovered that unethical followers contributed to the intensity of unethical practices within the state-owned companies, sometimes by facilitating unethical leadership behaviors or by being passive in the presence of unethical leadership practices.

In accordance with the present results, previous studies have demonstrated that the role of followers cannot be ignored when exploring unethical leadership behaviors. For instance, Brown and Mitchell (2010), noted that although unethical developments in organizations are often attributed to bad leaders or leaders' failure to implement moral standards. More so, this approach can be useful to explain unethical acts directly conducted by leaders (e.g., Einarsen, Aasland, & Skogstad, 2007; Schyns & Schilling, 2013; Tepper, 2007). However, unethical leadership transcends beyond the leaders' own behavior (Brown & Mitchell, 2010). When trying to explain cases in which leaders fulfil their unethical intentions through the acts of followers (D. Krasikova, S. Green, & J. LeBreton, 2013), focusing on the leader alone might not suffice (Padilla et al., 2007; Uhl-Bien, Riggio, Lowe, & Carsten, 2014). As leaders influence organizational outcomes indirectly through their followers' behavior (Lord & Dinh, 2014; Shamir, 2007), some forms of (unethical) leadership only take effect when employees internalize the follower role (DeRue & Ashford, 2010) and embody this role in a way that contributes to (unethical) leadership (Carsten & Uhl-Bien, 2013; Morrison, 1994).

This study supports evidence from previous observations of the role of followers in leadership unethical behavior. For instance, attempts to identify the characteristics of followers that contribute to unethical forms of leadership resulted in follower classifications such as bystanders and authoritarians. These follower types contribute to unethical leadership due to their inability to resist unethical influence attempts or their pursuit of personal gain through association with unethical leaders (Knoll et al., 2017). The following sections provide further discussion on the three sub-sub themes linked to followers and followership role in unethical leadership in the Algerian state-owned companies.

Bad Followers Values

This sub-sub theme denotes to two followers' characteristics which contributed to unethical leadership in the Algerian state-owned companies. The first characteristic is similar unethical values; this category indicates to the dysfunctional values of followers which are of similarity to the leader values. It suggests that followers contribute to the unethicity of leaders when they have similar unethical values which match with those of the leader. On the other hand, the second feature of followers' characteristic which contributed to unethical leadership behavior within this context is the collusive attitude of followers with the unethical practices of leaders. Followers in this sense facilitate or contribute to unethical leadership practices not due to their inherent bad value but because they distant themselves from the unethical act or due to some external pressures from the organizational climate.

In other words, followers might get trapped in unethical practices because of fear, manipulation by leaders, or weak sense of moral agency. Similar to these findings, DeRue and Ashford (2010), argue that while a leader can conduct unethical acts such

as fraud and theft independently, leadership requires that one person (e.g., a manager) claims the leader role and at least one other person grants the leader role and accepts the follower role (DeRue & Ashford, 2010). Thus, some forms of bad leadership only occur when unethical leaders' influence attempts are met by followers whose characteristics make them susceptible to such attempts (Knoll et al., 2017).

Passive Followers

Passive behavior against unethical leadership behavior is another form of followers' attitude in organizations. In this scenario, followers take no action in the presence of leaders' unethical behavior. This characteristic gives unethical leaders a wider range of freedom to act as they please without the fear of opposition or ethical conflict with their followers. In this case, followers, very often, ignore the transgressions of leaders, or comply with illegal decisions without taking any ethical stance.

The aforementioned issue of passive followers can be comprehended through Albert Bandura (1999, 2002), theory of moral disengagement. According to Bandura, moral disengagement unfolds through eight mechanisms. One of these mechanisms works when the individual tries to minimize personal responsibility, thus reducing the self-condemnation that comes from acknowledging the harm one has done. Displacement of responsibility shifts the focus or blame to others. For instance, company leaders displace responsibility when they deliberately remain ignorant, so they can claim "plausible deniability" about illegal actions like shredding documents or offering bribes. Obeying authority is another common mechanism for displacing responsibility. This defense was used by almost all the Nazi leaders tried at Nuremberg after World

War II, as well as by concentration guards, members of SS death squads and other Germans who claimed they were merely following orders (C. E. Johnson, 2014).

Bad Role Modeling

The findings of the study also show that bad role modeling is one of factors that have impacted the ethical behavior of followers which have resulted in followers having wrong and dysfunctional moral values. As a result, followers have also become a part of unethical leadership practices in the Algerian state-owned companies. Yukl (2010), defined leadership as “a social process of exerting influence over the thoughts, feelings, and actions of others” (R. E. Johnson, Venus, Lanaj, Mao, & Chang, 2012). Further, a social learning perspective (Bandura, 1977) suggests that leaders influence their followers by way of modeling processes. Modeling is acknowledged to be one of the most powerful means for transmitting values, attitudes, and behaviors. Employees learn what to do, as well as what not to do, by observing their leaders’ behavior and its consequences. Leaders are likely to be models by virtue of their assigned role, their status and success in the organization, and their power to affect the behavior and outcomes of followers (Linda Klebe Treviño & Brown, 2005).

Role-modeling behavior is supported by the social learning theory. The social learning theory suggests that individuals learn to pay attention to the attitude, behavior and values of believable role models, as well as, to reproduce these types of behavior. Based on this theory, Brown and Treviño (2006), suggest that most individuals need others for ethical guidance. Their argument is similar to Weaver et al (2005), who argue that employees are strongly influenced by those individuals who are closest to them. Employees who work for an ethical leader are most inclined to imitate the

behavior of their leader by showing ethical behavior themselves (Wolde, Groenendaal, Helsloot, & Schmidt, 2014).

Organizational leaders have the power to influence and steer the behavior of their followers by means of role modeling, rewards, and punishment. Treviño & Brown (2005), proposes that modeling by leaders can influence followers to be ethical or unethical. Leaders who engage in unethical behaviors create a context supporting parallel deviance (Kemper, 1966), meaning that employees observe and are likely to imitate the inappropriate conduct. If leaders are observed “cooking the books,” enriching themselves at the expense of others, or lying to customers or suppliers, followers learn that such behavior is expected. If leaders are rewarded for unethical conduct, the lesson for followers becomes particularly strong (Linda Klebe Treviño & Brown, 2005). Likewise, moral managers use a system of rewards (involving rewards and punishments) to hold followers accountable for ethical behavior. Ethical leaders set the standards for ethical behavior and control their adherence. This mechanism is based on the reinforcement theory by Skinner (1953) and entails that people act, because they anticipate certain consequences. According to the reinforcement theory followers keep track of the people who get punished and the people who get rewarded in an organization. That is why moral behavior should be publicly rewarded, otherwise, followers do not know that ethical norms should be adhered to. Of course, this functions the other way around as well. When immoral behavior is left unpunished, followers will assume such behavior is tolerated (Wolde et al., 2014).

6.4 Individual Antecedents of Leadership Unethical Behavior in the Algerian

State-owned Companies

The main purpose of the second research question was to explore the individual (personal) antecedents of leadership unethical behavior in the Algerian state-owned companies. This second objective of the study draws on the conceptualization of Terry L. Price (2000) & Ludwig and Longenecker (1993) in explaining the ethical failures of leadership (also referred to as the volitional and cognitive explanations of leadership ethical failures) to gain an understanding of the ethical failures of leaders within the Algerian state-owned companies.

Ludwig & Longenecker (1993) hold that the volitional explanation of the ethical failures of leaders denotes that much of the human behavior is egocentric. Accordingly, morality contends with self-interest not with ignorance. Ludwig & Longenecker also suggested that ethical failures of leaders are the by-product of success. They argued that several explosive combinations can be found within this matrix. First, when loss of strategic focus is coupled with privileged access, the door is opened for real abuse of some of the personal perquisites associated with success. Position and status are suddenly used to promote non-strategic, non-organizational purposes. An even more explosive combination occurs when control of resources is coupled with an inflated belief in personal ability to manipulate outcomes (Ludwig & Longenecker, 1993).

On the other hand, Price (2000) argues that the volitional explanation of leaders' ethical failures is not enough in understanding why leaders act unethically. Price (2000), stated that we are often inclined to say of ethically fallen leaders that they knew

that what they were doing was morally wrong but, nevertheless, that they were motivated to do it anyway. Furthermore, Price argues that the volitional explanation of human immorality will not be sufficient to explain ethical failures of leadership. Simply applying the volitional explanation of human immorality to leadership contexts ignores the fact that leadership brings with it peculiar cognitive challenges that can lead to ethical failure. Leaders may well come to believe, for example, that they are not bound by the requirements of morality (T. L. Price, 2000).

In addition, Price (2000) claimed that leaders fail ethically not only because they believe they can get away with immorality but also because they believe that their goals are sufficiently important to justify deviating from moral requirements (T. Price, 2006). This argument is based on a conceptual distinction between understanding the content of a moral requirement. For example, that lying is generally wrong and understanding the scope of that requirement that is, whether the requirement applies in a particular case (Hampton, 1989; Price, 2006). Given this distinction, leaders can accept a general moral requirement but believe that they are justified in deviating from it because they think too highly of their group goals. In short, leaders can believe that their rule-breaking behavior was not wrong after all. This theory of ethical failures in leadership lends itself to social psychological research, because the assumptions that leaders will be inclined to overestimate the importance of their goals and that these biases are connected to beliefs about justification are ultimately empirical claims (Hoyt, Price, & Emrick, 2010).

Establishing on the conceptualization of both Terry L. Price (2000) & Ludwig and Longenecker (1993), the initial purpose of this theme was discovering the individual

character traits of leaders which have made them act and behave in unethical manner. This theme offers a different angle in exploring the precursors of leadership unethical behavior. According to Erickson et al., (2007), to appreciate and understand the concept of leadership fully, researchers should examine it from all angles, not just through the lens of effective leadership. One of those angles should be to study bad or failed leaders. Gallagher (2002), suggested that “the traditional emphasis on effective leadership, strong leadership, good leadership, visionary, and inspirational leadership, raises the philosophical dilemma of what constitutes ineffective leadership, weak leadership, bad leadership, non-inspirational, and non-situational leadership (Erickson et al., 2007). To this end, the second theme of the study have explored the individual causes and catalysts of leadership unethical behavior in the Algerian state-owned companies.

Unethical leadership has been portrayed by different concepts and terms (e.g., narcissistic, destructive, toxic, bad, dysfunctional, Machiavellian, psychopathic, self-serving, despotic, tyrannical) (Lašáková & Remišová, 2015). Also, previous literature suggests that leaders may behave destructively for a variety of reasons, be it their personality, incompetence, perceived injustice or threat to their identity, financial reasons, and low organizational identification etc. (Aasland et al., 2010). Moreover, Popper (2001) proposed that unethical and destructive leadership is comprised of the interplay between leaders, followers, and circumstances. As such, the inner psychodynamics of leaders and followers interacting within unique situational contexts create the incendiary dynamics of unethical leadership (Chandler, 2009).

Additionally, Hogan and Hogan (2001), believe that the reason for leadership failure or “derailment” lies in the personality disorder of the leader (Mathieu et al., 2014). Other studies found that the antecedents of unethical leadership which are related to the person or the individual are: lacking leader abilities and personality as well as more specific personal flaws (e.g. cynicism, stubbornness, and egoism). Also, difficulties in developing effective leadership were attributed to fear, knowledge and learning bias for operational work, a lack of entrepreneurship, and an authoritarian leadership philosophy (Schilling, 2009). In line with that, Hare & Neumann (2008) refer to the term of psychopathy which is a clinical construct defined by a cluster of personality traits and characteristics, including grandiosity, egocentricity, deceptiveness, shallow emotions, lack of empathy or remorse, irresponsibility, impulsivity, and a tendency to ignore or violate social norms. According to Babiak & Hare (2006), psychopathic traits are a potent underlying factor for many of the deviant interpersonal behaviors displayed by dysfunctional leaders, and a cause of significant psychological distress in their employees (Mathieu et al., 2014).

More so, Peterson (2002) stated that possible explanations for workplace deviance include individual factors, social and interpersonal factors, and organizational factors. At the individual level, several papers have examined the possibility that personality characteristics of the individual may provide an explanation for workplace deviance (Peterson, 2002). Also, it was found that unethical choices of leaders are in part a result of individual characteristics (Kish-Gephart et al., 2010). In line with that, Askew et al. (2015) suggested that there are three categories of antecedents of unethical behavior including the individual (Askew et al., 2015).

This second theme (individual antecedents of leadership unethical behavior) revealed several personal factors which contributed to the prevalence of unethical leadership practices within the Algerian state-owned companies. Based on the thematic analysis of this study, the individual or personal antecedents of leadership unethical behavior in the Algerian state-owned companies were coded and categorized under six main groups or sub-themes (lack of ethical awareness, irresponsibility, egocentrism, ignorance, uncontrolled access to organizational resources, poor leadership skills and qualities). These six personal antecedents of leadership ethical failures are in nature a combination of volitional and cognitive antecedents. The following sections provide further discussion on the findings related to the second theme of this study.

6.4.1 Lack of Ethical Awareness

In investigating the individual antecedents of leadership unethical behavior in the Algerian state-owned companies, the findings of this study revealed that the most evident antecedent is the lack of ethical awareness amongst leaders. The lack of ethical awareness was repeatedly and explicitly mentioned by most of the respondents, answering the question related to the current situation of high level of corruption and unethical practices in the Algerian state-owned companies, the respondents on overall relate leaders' unethical behavior to the lack of ethical awareness. Based on the analysis of the perspectives and answers of the respondents, the interpretation of the lack of ethical awareness among leaders of the Algerian state-owned companies is that leaders have distorted notions and understanding of the scope of moral commitment. Respondents have frequently linked the lack of ethical awareness among leaders with the range of ethical responsibility and that these leaders should perceive themselves

and their actions as morally attached to a wider range of constituents (e.g., stakeholders, society, and the whole country).

This result is in accordance with Price (2000) argument of the cognitive explanation of leadership ethical failure. Price suggested that leadership brings with it peculiar cognitive challenges. Based on this argument, cognitive mistakes of morality come in two basic varieties: mistakes about morality's content and mistakes about its scope. In the case of the Algerian state-owned companies' leaders, lack of ethical awareness denotes to mistakes about the scope of morality. According to Price (2000) "Mistakes of scope are indexed to beliefs about the moral status of individuals, specifically, to beliefs about which individuals are members of the moral community. As such, they are mistakes about what individuals count for the purposes of applying morality's strictures. In their simplest form, questions of scope endeavor to fix the domain of individuals to whom moral obligations are owed."(T. L. Price, 2000). In this regard, leaders failed ethically due to the misconception of the scope of morality. In other words, the scope of ethical responsibility of these leaders does not include people, stakeholders, or the wider environment and that is the case with unethical leaders within the Algerian state-owned companies.

6.4.2 Irresponsibility

The result from the thematic analysis conducted on the transcriptions of the interviews confirmed that irresponsibility is one of the negative individual traits which has made leaders susceptible to illegal and immoral practices. In this sense, irresponsible leaders are inclined to get involved in actions and behaviors which lack of any ethical compass or regards to the needs of the organization or its members. Leaders with weak sense

of responsibility are less attentive to the interests of others and they are not concerned about the consequences of their actions on member of the organization or stakeholders. Responsibility is attached to ethics and moral obligations, thus, when leaders fail to serve the greater good of the people and meet the requirements and responsibilities of their assigned leadership roles, we are often inclined to see them as irresponsible or/and unethical. Oplatka (2016), stated that the responsible leader is committed to serve the community as a whole, including future generations and consistently seeks for desirable ends that meet the needs of a wide range of stakeholders by focusing on virtuous outcomes (Oplatka, 2016).

Leadership as any other formal or informal role carries with it values of responsibility, commitment, and working for the common good of the group. Ciulla (2018), argues that leaders are not only supposed to take responsibility, they are also supposed to act in the interests of others. We do not put people in leadership roles to serve their own interests (Ciulla, 2018). Judging the ethical stance of any action or behavior must be reasoned based on the values, norms and moral expectations of the group or society. According to Pojman (1995), ethics refers to the values and behaviors that society defines as desirable and that provides the rules for judging actions as “good or bad”. Likewise, Northouse (2006) noted that two types of ethical theories relevant to leadership, those that focus on conduct and those that focus on character. From the conduct perspective, the actions of a leader can be judged by their consequences. For instance, Bentham’s utilitarianism favors actions that produce the “greatest good for the greatest many”—or by their compliance with moral rules, for example, Kant’s view of duty as the obligation to do the right thing. From the character perspective, a leader’s conduct is determined by the kind of person he or she is. For example, Aristotle defined

maturity in terms of developing a good character which comes from practice (e.g., by telling the truth, one develops the virtue of honesty). Ethical behavior, in other words, is a developed disposition or character trait (Kaiser & Hogan, 2010). Judging the irresponsibility of leaders through the lenses of these ethical theories will lead us to the conclusion that these leaders who were depicted as irresponsible or have weak sense of responsibility have failed ethically in achieving the desired goals or ends and also failed to meet their duties and obligations, and to develop and show good character as leaders of a group or an organization.

6.4.3 Egocentricity

The egocentricity and selfishness were reported as one of the negative character traits which have had a grave impact on the ethical performance of leaders within the Algerian state-owned companies. According to Rosenthal and Pittinsky (2006) “egomaniacal needs and beliefs include many of the patterns pervasive in narcissistic personality, grandiose sense of self-importance, preoccupation with fantasies of unlimited success and power, excessive need for admiration, entitlement, lack of empathy, envy, and hypersensitivity.” Given the narcissist features and egocentric view of irresponsible leaders, it is not surprising that they strive, by and large, for the fulfillment of their own interest rather than for the creation of the common good (Oplatka, 2016). Selfish and narcissistic tendencies of seeking private interests and serving narrow private gains are amongst the precursors of unethical actions and decisions of leaders within this sector. According to Ludwig and Longenecker (1993), perpetrating an unethical act is a personal, conscious choice on the part of the leader that frequently places a greater emphasis on personal gratification rather than on the organization’s needs (Ludwig & Longenecker, 1993).

Part of the volitional explanation of leadership ethical failures builds much of its argument on the basis that the source of unethical leadership act is basically selfishness and seeking for private gains. Conger & Kanungo (1998), proposed that narcissistic leaders are self-absorbed, attention-seeking, and ignore other's viewpoints or welfare. They often claim special knowledge or privilege and demand unquestioning obedience (O'Connor et al., 1995) and their sense of entitlement often leads to self-serving abuses of power (Conger, 1990; Maccoby, 2000; Sankowsky, 1995), and their leadership style is typically autocratic (Rosenthal & Pittinsky, 2006) (Padilla et al., 2007).

In addition, Based on Niccolo Machiavelli's political writings, Christie and Geis (1970) introduced personality construct in Machiavellianism. Individuals who are high in Machiavellianism, usually "synonymous with amoral action, sharp dealing, hidden agendas and unethical excess " are inclined to make opportunistic use of interpersonal relationships and to deceive others for personal gains. Unlike the cognitive moral development theory CMD and moral philosophies, Machiavellianism is a more traditional trait of personality. It also has a clear moral component and should be linked to the occurrence of unethical choices in organizations (Kish-Gephart et al., 2010).

For Plato, one challenge to ethical leadership stems from the fact that behaving justly is not always in a leader's self-interest. While Plato believes that leadership requires a person to sacrifice his or her immediate self-interests, he did not require them to be altruists (Ciulla, 2018). Moreover, when the leader is self-centered, self-protective and self-serving. Leader's behavior is driven primarily by egocentrism. Own interests are placed above everything else and thus the legitimate interests of organization and

individual actors in and outside the organization are compromised, neglected or even violated. Wellbeing of others is secondary; leader follows the logic of egoism.

Decoster et al. (2014) assume that although the consequences of such leadership might be many times devastating, self-serving leaders are not necessarily inherently bad persons. In some cases, the will of the leader to gain personal success, respect and admiration might cause that the team will be successful, for instance if the evaluation of leaders is largely linked to team effectiveness and performance. Nevertheless, even if the leader does not intent to harm others, egoistic nature resulting in prioritization of own wellbeing should not be approved. As Rus, Knippenberg and Wisse (2010) put it, leader self-serving behavior carries variety of negative consequences; asymmetry in distribution of resources and related unfair decisions that negatively affect individual and group-level outcomes being just two examples (Lašáková & Remišová, 2015).

6.4.4 Ignorance

The study revealed that leaders' ignorance pertaining to their ethical role within the state-owned companies is one of the leading individual antecedents of leadership unethical behavior. Based on the analysis of this study, ignorance signalizes to leaders' ignorance about their moral commitments toward the organization, stakeholders, and the whole society. Leaders with this characteristic are not informed and acquainted about what are the requirements of moral responsibility. Also, this type of leaders has very narrowed perception of what constitute morality and ethics.

This finding can be explained through cognitive moral development theory, according to this theory individuals at the primitive level of moral reasoning have very immature and undeveloped capabilities of moral thinking. Individual at this level are more concerned about obedience, punishment and self-interest when making decisions or assessing the moral weight of an action. The role of leaders at the organizational level requires advanced levels of moral thinking and the ability to make well-informed decisions in order to deal effectively with the complexities of workplace. However, leaders' ignorance about the requirements of morality make them susceptible to unethical or illegal actions which harm the organizations and its members.

6.4.5 Uncontrolled Access to Organizational Resources

The findings of this study also discovered that unrestrained access to organizational resources is a major problem within the state-owned companies. It was reported by the respondents of this study that leaders, especially, those at the top ladder of authority have uncontrolled access to the company resources. This situation has made leaders prone to illegal or/and unethical usage of the company resources. This finding is consistent with that of Ludwig and Longenecker (1993) who state that "There will always be temptations that come in a variety of shapes and forms that will tempt leaders to make decisions they know they should not make. With success will come additional ethical trials" (Ludwig & Longenecker, 1993). Successful leaders or those individuals who assumed positions of authority and power have access to important organizational resources. Hence, when the access and management of resources is free of control and scrutiny; leaders are more prone to the temptations of access, power, and authority.

Ludwig and Longenecker (1993) suggested that not all successful leaders fall prey to these negatives that are frequently associated with success, but rather want to make the case that success can bring with it some very negative emotional baggage. When we couple these negatives that affect leaders on a very personal basis with the organizational benefits of success discussed earlier, they create a rather potent combination for unethical behavior on the part of the successful leader. When we combine extreme organizational autonomy and control with a personal emotional state that is possibly inflated, isolated, or emotionally expansive, it is not hard to see how successful leaders frequently make unethical choices which not only harm them personally but contain the potential to destroy or severely damage the organizations they are responsible for protecting (Ludwig & Longenecker, 1993). According to Ciulla (2018), power leads to privileged access and control over resources. As a consequence, leaders have more opportunities to indulge themselves and, hence, they need more willpower to resist doing so (Ciulla, 2018). In other words, access that accompany success and power makes leaders more prone to fall ethically by taking advantage on their uncontrolled means of access to the organizational resources. This issue was raised by many participants of this study.

6.4.6 Poor Leadership Skills & Qualities

In terms of leadership skills and competencies, the results of the analysis have shown that there is a lack of the necessary leadership skills and competencies among leaders of the Algerian state-owned companies. The study discovered that in the absence of the proper leadership skills and qualities; leaders and managers fail to achieve organizational goals effectively. Leader lacks certain personal characteristics that contribute to effective management of people and related competencies like

motivation, persuasion, active listening, or organizing. Ineffective leadership that results in sabotage of or decline from organizational goals is unethical. In case leaders are not able to contribute to company goals, and quite the opposite, they contribute to low work productivity and low performance of others, their leadership should be reflected upon as unethical (Lašáková & Remišová, 2015).

The findings of this study have shown that leadership skills and competencies are very necessary for smooth and efficient management processes within the organization. However, in cases where the quality of the human capital is poor whether in terms of ethics or skills this will result in misusing the organizational resources and failing in investing the potentials of its members. Studies have revealed several negative personal traits that lead to ineffectiveness of leadership. According to McCall and Lombardo (1983), some personal behaviors of leaders that lead to ineffectiveness and “derailment” in general include both anti-subordinate behaviors such as intimidating and bullying subordinates, and anti-organizational behaviors such as laziness, lack of appropriate management skills, failing to build teams, being unable to think strategically and spending more time occupied with matters other than their work assignments (Toor & Ogunlana, 2009).

Kelloway et al. (2006) stated that poor leadership can manifest in two ways: Leaders may be abusive, aggressive, or punitive, and leaders may simply lack appropriate leadership skills. They suggest that both conditions lead to increased employee stress (Kelloway, Sivanathan, Francis, & Barling, 2005). More so, researchers argue that exploring the dark side of organizational behavior and leadership, negative personal attributes, and environmental neutralizers of leadership can provide a more holistic

view of how leadership can be ineffective. In addition, such studies can also help in understanding how leadership effectiveness can be enhanced by taking remedial measures to reduce the factors that cause ineffectiveness and incompetence of leadership (Toor & Ogunlana, 2009).

6.5 The General Level of Leaders' Moral Reasoning in the Algerian State-owned Companies

Most of previous research identifies the conventional level of moral reasoning as the most prevailing level of ethical reasoning among managers within business entities (Weber, 2009). Prior studies also noted that a deeper comprehension of the levels of moral development and moral reasoning of managers might result in a better understanding of the impacts on managers' decision-making process when encountered with a moral conundrum (Monga, 2007). In the business settings, moral reasoning is understood as the cognitive reactions of an individual to a particular situation which comprises an important moral component (S. R. Valentine & Bateman, 2011). The moral behavior, in its most simple formula, encompasses deciding what is right and wrong. However, in ethically compound circumstances it is about making judgment about the suitable course of action. For an individual to act in an ethical manner, it is expected to acquire a sophisticated ethical reasoning abilities (Monga, 2007).

In examining the level of leaders moral reasoning in the Algerian state-owned companies the study used the DIT-2 questionnaire developed by Center for Ethical Development at the University of Alabama. The results of the quantitative analysis indicated that the dominant level of moral reasoning among respondents is

Maintaining Norms Level (stage 4). In stage four, individuals obey civic or religious laws, rules and regulations and professional codes, not just for acceptance by peer groups, but because the individual believes in the importance of such compliance (Lan et al., 2010). More precisely, the maintaining norms schema is characterized as having the subsequent features: (1) an apparent need for commonly accepted social norms to rule a group; (2) the need for the norms to be applied on the whole society, to all individuals in that particular group, society, or community; (3) the necessity for the norms to be uniform, categorical, and clear (i.e., that there is “the rule of law.”); (4) these norms are perceived as creating a reciprocity “each citizen obeys the law, expecting that others will also obey”; and (5) the formation of hierarchical role structures, of duty and authority, of chains of command “e.g., teacher-pupil, parent-child, general-soldier, doctor- patient, etc.” (Stephen J. Thoma, 2014).

The core idea of Kohlberg’s stages of moral development is that higher levels of moral and ethical leadership are associated with higher levels of moral reasoning (Kohlberg, 1976). According to Rest (1986) and Trevino (1992), scholars that are attempting to acquire a proper understanding of the processes of decision-making of people, often turn to the theory of cognitive moral development as a tool to evaluate an individual’s filtering and weighting of information which lead to a decision or an action (Weber, 2009). As was mentioned in chapter five, the DIT-2 instrument provides a measure for the level of moral reasoning of individuals (the P score), which refers to the percentage of moral reasoning taking place at the post-conventional level. The findings of the current study also highlighted that respondents have poor N2 score which implies that leaders of the state-owned companies in Algeria do not reason at a high level of moral thinking like most professionals in political science and philosophy, at this level of

cognitive development, people are able to reflect on a situation independently and critically (Lan et al., 2010). The primary reason for examining the level of moral reason of leaders in the Algerian state-owned companies was for the purpose of supporting the qualitative data with more information in order to understand the antecedents of leadership unethical behavior within this context.

Understanding moral reasoning of leaders can offer more nuanced diagnosis of the antecedents of leaders' unethical behavior. According to Treviño & Brown (2005), analyzing the moral reasoning of leaders is important for understanding ethical and unethical behavior in organizations (Brown et al., 2005). Previous research work on ethical reasoning shows a positive link between advanced moral reasoning levels and ethical conduct (Monga, 2007). It is also important to note that moral reasoning has been associated with ethical and unethical conduct in a number of studies (Linda Klebe Treviño & Brown, 2005). Similarly, empirical studies indicated that relationships do exist between values and moral behavior, values and moral reasoning and moral reasoning and behavior. Weber (1993), developed a theoretical link between personal values and moral reasoning, and established a correspondence between them, concluding that moral reasoning was the intermediate step whereby values were translated into action (Lan et al., 2010).

The level of moral reasoning of individuals is generally seen as a factor strongly related to moral behavior. In this study, the findings showed that leaders of the Algerian state-owned companies scored at the conventional level of moral reasoning based on the model of Kohlberg's Cognitive Moral Development (CMD). In line with this, the argument of Kohlberg is that moral maturity influences individuals towards good and

better ethical actions (Colby & Kohlberg, 1987). The theory of Kohlberg implies that people with relatively advanced scores of moral reasoning are more expected to make ethical actions than those with relatively low scores of moral reasoning (Monga, 2007). In other words, individuals at the principled level of moral development are less likely to engage in negative behaviors such as cheating and stealing. Whereas those at lower levels are more likely to engage in such behaviors and are more susceptible to outside influences. Although other outside influences, such as peers, and formal organizational systems, such as ethics codes and training programs, affect ethical behavior, leaders should be a key source of ethical guidance due to the authority role they play. In fact, leaders' level of moral reasoning has been shown to influence the moral reasoning used by group members in their decision making (Linda Klebe Treviño & Brown, 2005).

In the current study, the findings of the qualitative analysis showed that various elements of the situational context such as the organizational culture, social values, and organizational checks and balances were not effective in curbing unethical behavior or supporting good leadership behavior. The argument of this study is that these dysfunctional features of the organizational and social environment within which leaders are performing their roles might have influenced the level of moral reasoning of leaders and managers in the Algerian state-owned companies, this in return have contributed to the widespread of unethical leadership behavior in these companies. To explain further and to highlight the link between the organizational context and moral reasoning, Treviño (1986) suggested that because most employees reason at the conventional level of cognitive moral development and are consequently prone to external influence, the behavior of individuals should be influenced by the guidance

provided by the ethical culture of the organization. Moreover, if the ethical culture systems of an organizations such as “leadership, norms, and reward policies” promote the attainment of bottom-line goals only, with no consideration to ethical concerns, the organizational culture is more expected to encourage unethical behavior (Kish-Gephart et al., 2010). Also, the different levels of moral reasoning are affected by various factors that are embedded within the individual, organizational, and situational contexts. The workplace environment could also exert strong normative impact on people’s moral reasoning due to the role of such “social context” in providing signals or hints on how important issue should be tackled with ethical awareness/moral issue recognition. This proposes that people’s ability to identify the ethical nature of a certain situation and to take actions based on this tendency is in part based on norms that are created within a wider social context (S. R. Valentine & Bateman, 2011).

Generally speaking, an individual might be capable of performing a cognitive reasoning at the advanced levels of the moral development stages but does not in all cases reason at the advanced levels due to several factors such as: individual, organizational, and context (Weber, 2009). There are various factors that may affect the decision-making process. For instance, Hunt and Vitell (1986) argued that the ethical perception of an individual about a particular situation is affected by a sum of organizational, individual, cultural, and industrial environment together with personal experiences. Similarly, Trevino (1986) stated that in the organizational environment, both the situation and the individual factors influence the decision-making process. As a consequence, the decision-making and the resulting actions may or may not be in consistency with the individuals’ ability for moral reasoning (Monga, 2007). Additionally, ethical leadership is defined as “the demonstration of normatively

appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making” (Brown et al., 2005, p. 120). This stream of research suggests that when faced with ethical dilemmas, a leader's level of cognitive moral reasoning, along with other individual characteristics and situational influences, affect the display of ethical/unethical behavior, which subsequently influences individual and organizational outcomes (Sosik et al., 2011).

Also, number of studies have found formal education to have a significant positive correlation with moral judgment (Kaplan, 2006). The critical goal of ethics education is to develop among students the necessary skills for ethical decision making: moral sensitivity and moral reasoning (Park, Kjervik, Crandell, & Oermann, 2012). However, based on the qualitative findings, ethics education and training program related to ethics are ineffective in the Algerian state-owned companies. The role of the educational system in preparing individuals for future leadership roles is very crucial. However, despite the fact that most of respondents in this study had a university education, the results of the assessment of moral reasoning of leaders showed that they fall within the conventional level. This raises questions about the quality of education in the country. Institutions of higher education such as business school should equip individuals with a well-developed critical thinking which will allow them to discern and analyze complex moral issues at the workplace.

The findings of both the qualitative analysis of the antecedents of leadership unethical behavior and the quantitative analysis of moral reasoning of leaders, suggest a link between the different situational factors and the level of moral reasoning of leaders.

Previous research work on issues of moral reasoning and moral development suggests that the situational factors affect the moral development and moral character of individuals. The qualitative findings of this study showed that there are various obstacles related to the situational context in which leaders of the Algerian state-owned companies are working, the analysis pointed out that different social and organizational factors stimulate and lay the ground for deviant behaviors to emerge. In such challenging situational context, it is hard for leaders to remain ethical and to have well-developed awareness about the centrality of ethics in their roles.

6.6 Chapter Summary

This chapter discusses the findings of the qualitative results on the antecedents of unethical leadership behavior in the Algerian state-owned companies and the quantitative results of the DIT-2 questionnaire which have analyzed the level of managers moral reasoning in the Algerian state-owned companies using SONATRACH as a unit of analysis. The last chapter presents the conclusion and recommendations of this research.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

In this concluding chapter, what the study have contributed to the empirical and theoretical knowledge, methodological contribution, and practical contribution on the issue of leadership unethical behavior were highlighted. Likewise, based on the findings of both methodological approaches applied in this study, valuable recommendations and conclusions were articulated. Similarly, as a part of the contribution to the body of knowledge in the field of unethical leadership in developing countries like Algeria, this concluding chapter offers an applicable model that contains explanatory insights and findings which will help in a better understanding of the antecedents of leadership unethical behavior and open new paths for future investigation.

7.2 Research Contribution

The study of leadership ethics and the dark-side of leadership is a new area of scholarly research in Algeria. Also, most of the previous empirical investigation on the subject of leadership whether in public or private sector have focused on topics such as the impact of leadership styles, the relationship between leadership and different organizational variables (e.g., employees satisfaction, motivation, organizational effectiveness, etc.). Despite the recent unethical practices and cases of corruption by

leaders in both public and private sectors, studies on the nature of these issues remain unmapped by academic research.

This study has opened a new path for research endeavors on the phenomenon of unethical leadership in the Algerian context. This study has provided some important and valuable contributions to the theoretical, methodological, and practical domains to the field of leadership ethics and the dark side of leadership in Algeria. In particular, the study has offered some valued insights into the empirical research and theory on the antecedents of leadership unethical behavior. Giving the prevalence of harmful leadership behaviors and the increasing costs resulting from such practices, it is very important to policy-makers and organizations to explore and determine the factors which contribute to such behaviors. The theoretical, methodological, and practical contributions of this study are detailed as follows:

7.2.1 Theoretical Contribution

Most of previous studies conducted concentrated mainly on antecedents of unethical leadership in developed countries of different cultural and institutional settings. Therefore, exploring the antecedents of leadership unethical behavior in a different context is a major contribution of this study. This study has employed two methodological approaches in the process of data collection in order to gather sufficient evidence and information that can assist in understanding the antecedents of leadership unethical behavior in the Algerian state-owned context. The findings of the current research are likely to offer valuable ideas on the issue of unethical leadership in Algeria and the world at large. Most importantly, the findings of this study will

serve as an empirical guide and footing for future empirical and theoretical research endeavors in the area of unethical leadership.

The findings reported here shed new lights on the situational antecedents (the social, cultural, and organizational factors), in this research, an inductive analysis (data driven) was followed to explore the situational antecedents of leadership unethical behavior. However, in this approach the researcher did not free himself of the theoretical and epistemological commitments, because the data cannot be analyzed in an epistemological void as was mentioned in previous chapters. Based on this analysis, the study has discovered that the situational factors have an important and decisive role in predicting the unethical behavior of leaders within the Algerian state-owned companies. Situational antecedents are the key factor in understanding the different characteristics of unethical leadership.

The study also contributes to our understanding of the individual (Personal) antecedents of leadership unethical behavior. This study used the conceptualization of Terry L. Price (2000) & Ludwig and Longenecker (1993) to analyze the individual precursors of leaders' unethical behavior. This study has revealed that the values, character traits, tendencies, and beliefs also play a significant role in explaining the ethical failures of leaders in the Algerian state-owned companies.

Furthermore, this research is the first comprehensive investigation of the general level of moral reasoning of leaders in the Algerian state-owned companies. In investigating the level of moral reasoning of the Algerian state-owned companies' leaders; Kohlberg's Cognitive Moral Development theory (CMD) was used as a theoretical

basis for the analysis of leaders' moral reasoning. The study showed that leaders of Algerian state-owned companies have low moral reasoning score and most of them fall within the Maintaining Norms stage (stage 4). This study suggests a reciprocal influence between the situational environment of unethical leadership behavior and the low level of moral reasoning of leaders in the Algerian state-owned companies. Previous research suggests that individuals with low levels of moral reasoning are more susceptible to external influences (organizational and cultural). On the other hand, advanced moral reasoning helps individuals discerning right from wrong which assist in mitigating the occurrences of unethical transgressions. However, this becomes a challenge for leaders operating in a situational environment which does not support good ethical behavior by means of dysfunctional social values, weak organizational culture, and ineffective recruitment structure and fragile organizational checks and balances.

Another area of the theoretical contribution is with regards to the impact of corruption on the ethical behavior of leaders in the context of this study. In exploring and investigating the influences of the situational antecedents of leadership unethical behavior, this study discovered that in organizational context where the ratios of corruption are high and corruption control mechanism are weak; leaders are more susceptible to fall ethically due the normalization of corrupt and unethical practices among members of the organization.

This study also contributes to existing knowledge of unethical leadership by providing an analysis of the role of leaders-followers relationship within the Algerian state-owned companies in predicting ethical lapses among leaders. The study has revealed

important results on the role and nature of this relationship in intensifying or otherwise mitigating the number of unethical leadership practices in the Algerian state-owned companies.

Moreover, the analysis of the situational antecedents of leadership unethical behavior undertaken here has extended our knowledge of the different factors contributing to the unethicity of leaders. In particular, the role of the cultural values and the social context in shaping leaders ethical and/or unethical behavior. It was discovered in this study that the susceptibility and tendency of acting in unethical manner is ingrained in leaders due to various flawed common social and cultural values on the role of leaders in the state-owned companies and public organization in general.

In investigating the individual antecedents of leaders' unethical behavior, the study was guided by conceptualization of Terry L. Price (2000) & Ludwig and Longenecker (1993). Prior to this study, evidence of the individual antecedents of leadership ethical failures were mostly anecdotal. The study has explored and discovered that leaders' ethical failures are both volitional and cognitive in nature. This was evident in the findings of the analysis in the case of the Algerian state-owned companies. However, contextual, organizational, and cultural differences need to be taken in account when applying these results in a different organizational environment.

Finally, the findings of this study offer valuable information for further investigations related to the ethical problems of leaders in the global state-owned industry. Thus, this study contributes to the body of knowledge relating to leadership unethical behavior, especially the influences of social, cultural and organizational contingencies on

leadership unethical behavior in the broader global community. This study has contributed to the understanding of the critical inducers of the Algerian state-owned companies leaders' unethical behavior, and it has also established a need for further research to unveil and diagnose the different aspects of this phenomenon.

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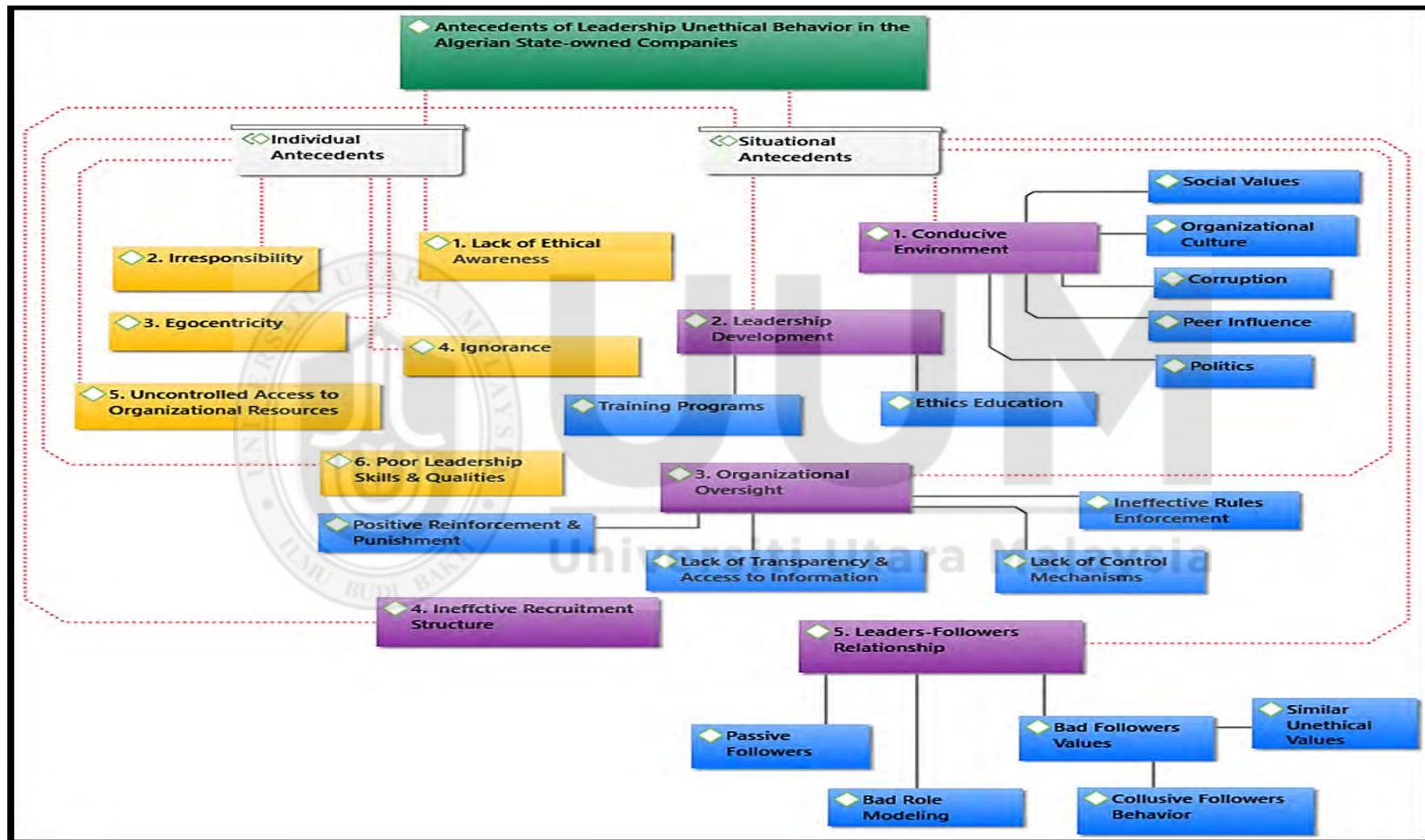


Figure 7. 1 Proposed Model of the Antecedents of Leadership Unethical Behavior

7.2.2 Methodological Contribution

This study adopted a convergent parallel mixed methods design to explore and investigate the antecedents of leadership unethical behavior in the Algerian state-owned companies. The research design that was used in this study offers a robust and rich data which was collected through interviews and questionnaires. The mixed method design compliments the weaknesses in each of the methodological approaches and at the same time provides more insights in the rationale for particular results. Also, the methodological contribution of this study is that the researcher used mixed method research design to propose a qualitative model which can help in understanding the precursors of leadership unethical behavior. The methodology used for this study might be applied to other similar studies elsewhere in the world.

7.2.3 Implications for Policy and Practice

The issue of leadership unethical behavior within the Algerian state-owned companies posed a serious threat to the development and prosperity of the national economy. Thus, the findings of this research could be utilized to tackle the problem of leadership unethical behavior facing the Algerian state-owned companies. The different local and international reports showed that these corrupt and unethical practices by the side of leaders and managers are costing the country great losses. Therefore, the results of this study will also be useful for policy-makers and the governmental sector in general on how to improve the ethical quality of its leadership.

Moreover, this research makes a unique practical contribution in this area by focusing on and exploring the antecedents and catalysts of leadership unethical behavior. As was mentioned in previous sections of this study, despite the evident chronic

consequences of illegal and unethical practices of leaders within the Algerian governmental sector, the problem did not receive any sound analysis in the past. Hence, the current study offers preliminary insights into the problem of unethical leadership behavior which can help in alleviating the symptoms of such phenomenon. Based on the analysis of this study, the problem of unethical leadership behavior in the Algerian state-owned companies and/or in other sectors and countries requires a research-based analysis and practical tools to help identify, cope, and neutralize the negative dynamics of unethical leadership in the workplace. The study shows that the Algerian state-owned companies are not prioritizing or emphasizing on the ethical performance of their leaders. These companies must restructure their organizational priorities by including the evaluation of leaders' performance not only on technical or financial, but also on their ethical behavior at work and the long-term impact of their conduct on the company and the different stakeholders. The findings of this study can illuminate some of the aspects on which these companies need to focus on in order to achieve the optimum organizational outcomes.

The research findings also show that unethical leadership behavior is a negative and complex phenomenon which reflexes a wide range of interdependent individual and situational factors. Thus, any serious effort to improve the quality of the state-owned companies' leadership ethical behavior requires a close and careful diagnosis which take in accounts the wider social and cultural context. In regard to this aspect, the findings revealed several important and peculiar organizational, cultural, and social factors which gave raise to different unethical practices among leaders of the Algerian state-owned companies. Therefore, policy-makers and leaders of the state-owned

companies should take in account these various factors in order to effectively address issues related to unethical leadership behavior.

The study also revealed that the Algerian state-owned companies need to revisit its recruitment policies. The ineffectiveness of the recruitment system was one of the main situational factors that have contributed to the intensity of leadership unethical behavior in the Algerian state-owned companies. The problem of ineffective recruitment resulted in attracting and hiring individuals of poor technical and behavioral skills. These companies are required to reassess its recruitment strategy to be fitted with the current challenges of the business environment.

Another angle which requires the attention of policy-makers and organizations leaders in the country is ethics education. The findings of this study have pointed out to the issue of ethics education. Based on the analysis there were clear evidence that the Algerian state-owned companies and the country political leadership is neglecting the importance of ethics education in business schools or/and in other related programs which are supposed to instill and nurture future leaders with the proper ethical and moral values that serve the development and prosperity of the country. The study wishes to bring the attention to the issue of ethics education and its importance in preparing individuals for future leadership roles. This requires consistent collaboration and cooperation between the different bodies of government.

The study also demonstrated that the Algerian state-owned companies needs to restructure and reassess its organizational oversight mechanisms by initiating comprehensive evaluation for the current tools of organizational checks and balances.

The results of this study have indicated that the Algerian state-owned companies endure several problems related to rules enforcement, control mechanisms, and transparency. These organizational elements are very crucial in ensuring accountable and responsible leadership behavior and keep leaders and managers under control which protect the company from any behavioral deviations. The findings also suggest that the Algerian state-owned companies are advised to recondition its rewards policies for good organizational behavior to stimulate good leadership behavior.

7.3 Limitations of the Study

There are several limitations in this study that should be carefully regarded when interpreting the findings and discussing future perspectives. Firstly, the unit of analysis was a state-owned company which operates in the oil and gas production. Thus, the findings of this study might have some cultural and organizational peculiarities which cannot be applied in other sectors whether private or public.

Secondly, female leaders were underrepresented in the current study. Hence, it remains vague if women would express and voice different experiences and perspectives on the issue of unethical leadership in the Algerian state-owned companies.

Thirdly, the informants' willingness to share their personal experiences might have been restricted due to the sensitivity of issues related to leadership unethical behavior. Fourthly, this research was also limited by the uncertainty of gaining honest and accurate responses from leaders of the state-owned companies during the interview sessions.

Finally, the study explored the antecedents of leadership unethical behavior in the context of only one developing country organization, therefore, the findings should be carefully generalized to other organizations in other countries. Furthermore, in the end we should acknowledge that no more can a single study take up all major cases, issues, or aspects of the antecedents of unethical leadership in any sector or country. Yet, the main two types of antecedents (Situational and Individual) of unethical leadership behavior in the Algerian state-owned companies are clearly visible in the analysis of the findings in this study.

7.4 Recommendations for Further Research

This study has covered all its objectives and addressed all its questions guided by the conceptualization of Terry L. Price (2000) & Ludwig and Longenecker (1993) and the Kohlberg's Cognitive Moral Development Theory; the study also used previous empirical investigations in presenting a comprehensive analysis of the situational and individual antecedents of leadership unethical behavior in the Algerian state-owned companies. However, the study acknowledges the complexity and the breadth of this area of research which cannot be fully explored by a single research endeavor especially in a context where studies on unethical leadership are still very scarce. According to Weaver (2014), ethical and unethical workplace behaviors (and their relations, legal and illegal behavior) are complex phenomena, reflecting a mix of individual characteristics, contextual influences, and specific ethical questions or problems. Any effort to grasp and manage the influences on ethical behavior will thus need to recognize that a narrow focus on one or another particular initiative or situational influence might lead to ethical improvements that are marginal at best, or

even sometimes, by themselves, counterproductive (Weaver, 2014). Thus, based on this study we would like to provide some recommendations for further research.

- First, we recommend researchers to further examine the situational antecedents of leadership unethical behavior across different types of state-owned companies in Algeria in order to validate the findings of this study or otherwise unwrap new and significant factors contributing to the propensity of leaders to act in unethical manner.
- Future research should also investigate connections between the different antecedents of leadership unethical behavior, and thus explore the interdependent factors that contribute to unethical leadership behavior.
- Additionally, future empirical studies should be conducted to validate the proposed model of the antecedents of leadership unethical behavior in the Algerian state-owned companies and focus on the development of effective deterrent tools which can help organizations to improve the ethical performance of their leaders and managers.
- The study also suggests future researchers to further analyze the impact of politics and political corruption on the organizational ethical climate in the Algerian state-owned companies.
- Future studies exploring the nature of (un)ethical leadership should include women leaders in their analysis to gain a deeper understanding of issues related to leaders ethical and unethical conduct.
- Future studies should also explore and investigate the consequences of leadership unethical behavior on employees and the organizational performance.

- Previous studies on the causes or antecedents of unethical leadership have produced inconsistent results for the various proposed antecedents of unethical leadership. Thus, future research should explore and investigate further the reasons of these inconsistencies by applying different methodological approaches and across different sectors and cultures in order to provide sound explanation on this phenomenon.

7.5 Conclusion

The fundamental argument of this study is to explore and understand the antecedents of leadership unethical behavior in the Algerian state-owned companies and in the end to present rational explanation so that the unethical behavior of leaders can be understood and dealt with. To achieve this purpose, the study was directed by three main objectives that were set to explore and investigate the situational and individual precursors of unethical leadership behavior and to analyze the level of moral reasoning of these leaders in order to provide a comprehensive explanation on the unethical conduct of leaders within the context of this study.

The study was carried out utilizing mixed method approach for the aim of collecting sufficient and necessary data to address the questions of the research. Among the various types of mixed-method research, this study adopted convergent parallel mixed methods design which focuses both on the qualitative data and the quantitative data. This research design was used due to its importance in exploring unmapped phenomenon and providing significant data for the analysis.

Relying on this approach, two research questions were investigated qualitatively through 15 interviews with leaders and managers from the State-owned company

SONATRACH in Algeria. The third research question was addressed quantitatively using the DIT-2 questionnaire, 200 set was distributed to leaders and managers of the state-owned company SONATRAC, however, a number of 66 questionnaires were validated and analyzed. The study chose SONATRACH as a unit of analysis for this research due to its crucial role in the economy of the country and due to the cases of corruption, mismanagement, and unethical practices that have been witnessed during the last few years.

The state-owned companies and organizations in Algeria have experienced grand scale corruption cases within the recent years. The main impetus for conducting this study is the devastating consequences of unethical and corrupt leadership practices on the economy and development process in the country. Also, this study is a response to the scarcity of empirical research on the issue of unethical leadership practices in Algeria as well as other regions. Moreover, research efforts on the “dark side” of leadership require more investigations and theorization across different contexts and disciplines to build solid understanding of the unethical behavior of leaders.

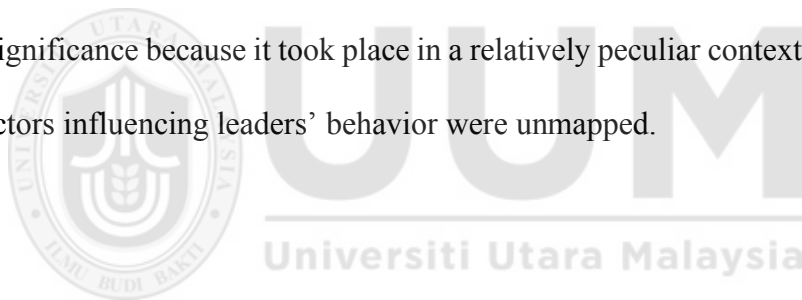
This study has identified the situational and the individual antecedents of leadership unethical behavior in the Algerian state-owned companies. In a social and organizational environment where the ratios of corruption are high, the most obvious finding to emerge from this study is that situational antecedents are very crucial in explaining the unethical behavior of leaders. The study has shown that the key situational antecedents are conducive environment (which includes social values, organizational culture, corruption, peer influence, and politics), the second situational factor is leadership development (this factor is comprised of ethics education and

training programs), the third set of situational antecedents was labeled as organizational oversight (this antecedents are ineffective rules enforcement, lack of control mechanisms, lack of transparency, positive reinforcement and punishment), the fourth situational factor is ineffective recruitment structure. The last but not least situational factor is leaders-followers relationship (which includes bad followers values, passive followers, and bad role modeling).

On the other hand, the individual antecedents of leadership unethical leadership in the Algerian state-owned companies were categorized into six factors that are related to the tacit and explicit cognitive and moral processes of the behavior of leaders. The study has concluded that these individual factors are the lack of ethical awareness, irresponsibility, egocentricity, ignorance, uncontrolled access to organizational resources, and poor leadership skills and qualities. The aforementioned situational and individual antecedents are the key factors contributing to the unethicity of leaders within the Algerian state-owned companies. Furthermore, the study has revealed that the level of moral reasoning of the state-owned companies' leaders and managers is low.

The study can justly conclude that leadership unethical behavior in the Algerian state-owned companies is a result of an interdependent and complex web of both situational and individual antecedents. This study has provided a significant exploration into the nature of the dark side of leaders in this context and presented a proposed model that can offer an initial theoretical and practical framework that can help in advancing research efforts on the issue of leadership unethical behavior in Algeria and in other geographical and cultural settings.

Finally, this study has explored the antecedents of unethical leadership behaviors from a different perspective rather than Western-based perspective and in a context where studies about unethical or/and ethical leadership are very scarce. Also, much of the current literature suggested that there is very initial knowledge about the dark side of leadership and most of the studies are basically conceptual in nature. The findings of this study are expected to make vital contribution to the leadership ethics literature and partially fill the gap in the body of empirical knowledge on the unethical behavior of leadership. In addition, the present study will contribute in helping academicians and researchers, especially in Algeria as well as other countries to expand their knowledge about public leadership ethics and unethical behavior of leaders, and it is expected to open new paths for future empirical studies. Finally, the outcomes of this study are of great significance because it took place in a relatively peculiar context where variables and factors influencing leaders' behavior were unmapped.



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APPENDICES

APPENDIX 1 Informed Consent



Ghazali Shafie
Graduate School
of Government

Universiti Utara Malaysia

School of Government Studies

Informed Consent for Participation in the Research Activities:

Leadership ethical Issues and challenges in the Algerian State-owned Companies

A Case Study of Sonatrach

I would like to thank you for giving me the opportunity to meet with you today.

My name is **ABDERRAHMANE BENLAHCENE** and I would like to talk to you about your experiences and practices as a manager (leader) in your organization.

The interview should take about an hour or less. I will be taping the session because I don't want to miss any of your comments.

Although I will be taking some notes during the session, I can't possibly write fast enough to get it all down. Because we're on tape, please be sure to speak up so that we don't miss your comments.

All responses will be kept confidential. This means that your interview responses will only be used for this study only and I will ensure that any information included in the report does not identify you as the interviewee. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I have just explained?

Are you willing to participate in this interview?

.....
Interviewee
Signature

.....
Date

APPENDIX 2 Interview Guide (ENGLISH)

Title of the Study: Leadership Ethics in the Algerian Public Sector Organizations.

Researcher: Abderrahmane Benlahcene.

Email: abdoben88@gmail.com

HP1: +60175293649.

HP2: +213665050839.

Why am i being invited to take part in this research?

This study is geared to public sector organizations leaders in Algeria. However, only leaders (managers, directors, or executives) from the public organization "Sonatrach" will be included in the study. In order to answer the research questions, the top and the middle level managers will be considered as a unit of analysis of this study.

Who is doing the study?

Benlahcene Abderrahmane, a PhD student at University Utara Malaysia, Kedah State. Under the supervision of Dr. Ruslan Bin Zainuddin and Dr. Nur Syakiran Akmal Bt. Ismail, Graduate School of Government Studies, University Utara Malaysia.

What is the purpose of this study?

The purpose of this study is to explore the ethics of public sector leadership in Algeria. This study will increase the knowledge base about the issues of leadership ethics in the Algerian public sector organizations.

What are the possible risks or discomforts?

The interview questions relate to your perception and experience. If any of the questions make you feel uncomfortable, you are not required to answer them.

Who will see the information that i give?

We will keep privately all research records that identify you, to the extent allowed by law. Your information will be combined with information from other people taking part in the study. When we write about the study to share it with other researchers, we will write about the combined information we have gathered. You will not be identified in these written materials. We may publish the results of this study; however, we will keep your name and other identifying information in private. The audiotapes will be erased once transcribed.

Note 1: Public leadership in this study refers to the leadership within public sector, public companies such as Sonatrach, Sonalgaz, and public institutions such as hospitals, schools, etc.

Note 2: Public leadership in this study has nothing to do with the political leadership.

Time of interview:

Date:

Place:

Interviewer:

Interviewee:

Age:

Qualification:

Gender:

Position of interviewee:

Theme One: Leadership in General

1. Can you explain to me what style of leadership are you following in managing your employees?
2. In developing countries, governments always have to deal with a number of leaders who are involved in situation of unethical behavior; how is the scenario in the Algerian public sector?

Theme Two: Organizational Culture

1. What are the existing rules/ regulations that guide the moral/ethical behavior of employees?
2. Are they effective?
3. How do you utilize the carrot and the stick approaches?

Theme Three: Personal Dispositions

1. What personal values that guide your behavior? (trustworthiness, transparency, honesty)

Theme Four: Future Leadership Qualities

1. What values of leadership are important for our public sector leaders to steer us towards the future?



APPENDIX 3 Interview Guide (Arabic)



Ghazali Shafie
Graduate School
of Government

Universiti Utara Malaysia

يشرفني أن أحضى بالفرصة لإجراء هذه المقابلة المكونة من مجموعة من الأسئلة المتعلقة بتجربكم كقادة ومدراء وإطارات في مؤسسة هامة من مؤسسات القطاع العمومي الجزائري. الأسئلة ستكون ذات صلة بالقوانين والضوابط المنظمة للسلوك الأخلاقي للإطارات والعمل داخل هذه المؤسسات، مع العلم أن المعلومات المستفادة من هذه المقابلة ستبقى سرية ولن تستعمل إلا لغرض البحث العلمي، وفي الأخير تقبلوا منا فائق التقدير وجزيل الشكر لتعاونكم معنا.

- هذه المقابلة تنخل في إطار بحث دكتوراه تخصص إدارة عامة، البحث تحت عنوان "أخلاقيات القيادة في المؤسسات العمومية الجزائرية: دراسة حالة سوناطراك".
 - يقوم بإجراء هذا البحث طالب الدكتوراه "عبد الرحمن بن لحسن"، طلب في جامعة أوتارا ماليزيا وخريج كلية الاقتصاد والتسيير جامعة باتنة.
 - يحق لك التحفظ عن الإجابة أو طلب مزيد من الشرح عن أي سؤال.
 - لك الحرية في إنهاء هذه المقابلة في أي وقت تشاء.
- للتواصل مع الباحث أو الاستفسار الرجاء الاتصال على الأرقام التالية:

0060175293649

00213665050839

أو على البريد الإلكتروني: abdoben88@gmail.com

توقيت المقابلة:

التاريخ:

المكان:

تمت مع:

المنصب:

السن:

المؤهلات:

سنوات الخبرة:



UUM
Universiti Utara Malaysia

المحور الأول: القيادة بشكل عام

1. هل بإمكانك أن تخبرني عن أسلوب القيادة الذي تتبعه في إدارة العمال الذين هم تحت إشرافك؟
2. الحكومات أو المؤسسات العمومية في الدول النامية دائما ما تعاني من قضايا فساد وتجاوزات اخلاقية من طرف أشخاص في مناصب إدارية وقيادية. هل يمكن ان تحدثني عن الوضع في المؤسسات العمومية الجزائرية؟

المحور الثاني: ثقافة المؤسسة

3. ماهي اللوائح و القوانين التي تنظم السلوك الأخلاقي للعمال في هذه المؤسسة أو في باقي المؤسسات العمومية؟
4. هل هذه القوانين فعالة؟
5. أنت كـ شخص ذو منصب في هذه المؤسسة، متى تستعمل أسلوب العصا والجزرة مع العمال كي تضمن ان يكون العمل بدون تجاوزات؟

المحور الثالث: القيم الشخصية

6. ماهي القيم الشخصية التي تحكم سلوكك اليومي في العمل؟ الصدق، الشفافية، الفعالية، الإخلاص؟

المحور الرابع: خـلـص القيادة المستقبلية

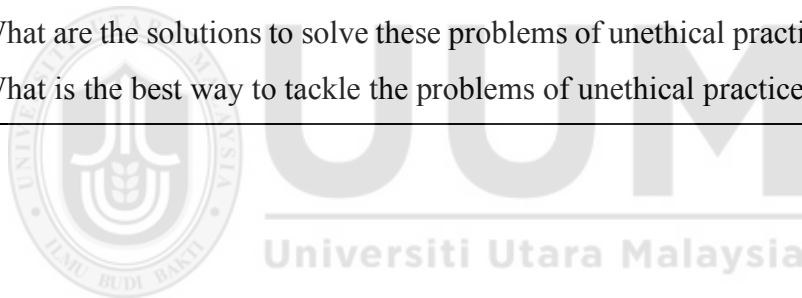
7. في اعتقادك، ماهي القيم او المميزات التي يجب أن يتميز بها القائد أو المسؤول في مؤسسة عمومية كي تضمن الفعالية والتسيير الحسن لموارد هذا القطاع؟



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APPENDIX 4 Probing Questions

Probing Questions
1. What leadership means to you? 2. Are you familiar with the concept of unethical leadership? 3. Based on your experience, what do you think are the causes that make some leaders act unethically? 4. What do think are the motivations that make some leaders act unethically? 5. Do you think that state-owned companies' leaders are more prone to unethical behaviors? Why? 6. What are the factors related to the organizational context that may contribute to the intensity of the unethical practices? 7. What are the ethical challenges facing the Algerian state-owned companies leaders? 8. What are the obstacles within the Algerian state-owned companies that may lead (managers, directors or executives) to act unethically? 9. What are the solutions to solve these problems of unethical practices among leaders? 10. What is the best way to tackle the problems of unethical practices among leaders?



APPENDIX 5 Data Collection Letter



GHAZALI SHAFIE GRADUATE SCHOOL OF GOVERNMENT
UUM Kolej Undang-Undang, Kerajaan dan Pengajian Antarabangsa
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel. 604-928 7751/7752
Faks (Fax): 604-928 7799
Laman Web (Web): www.gsgsg.uum.edu.my

"MUAFAKAT KEDAH"

Reference No. : UUM/COLGIS/GSGSG/901270
Date : March 2, 2017

TO WHOM IT MAY CONCERN

Sir/Madam

DATA COLLECTION FOR PH.D THESIS

This is to certify that **Abderrahmane Benlahcene** (Matric Number : **901270**) is a Full Time Doctoral student at Universiti Utara Malaysia, Sintok, Kedah.

He needs to collect data for his research in order to fulfill the requirements of his programme.

We duly hope that your organization will be able to assist him in getting the necessary information for his research.

Thank you.

"KNOWLEDGE, VIRTUE, SERVICE"

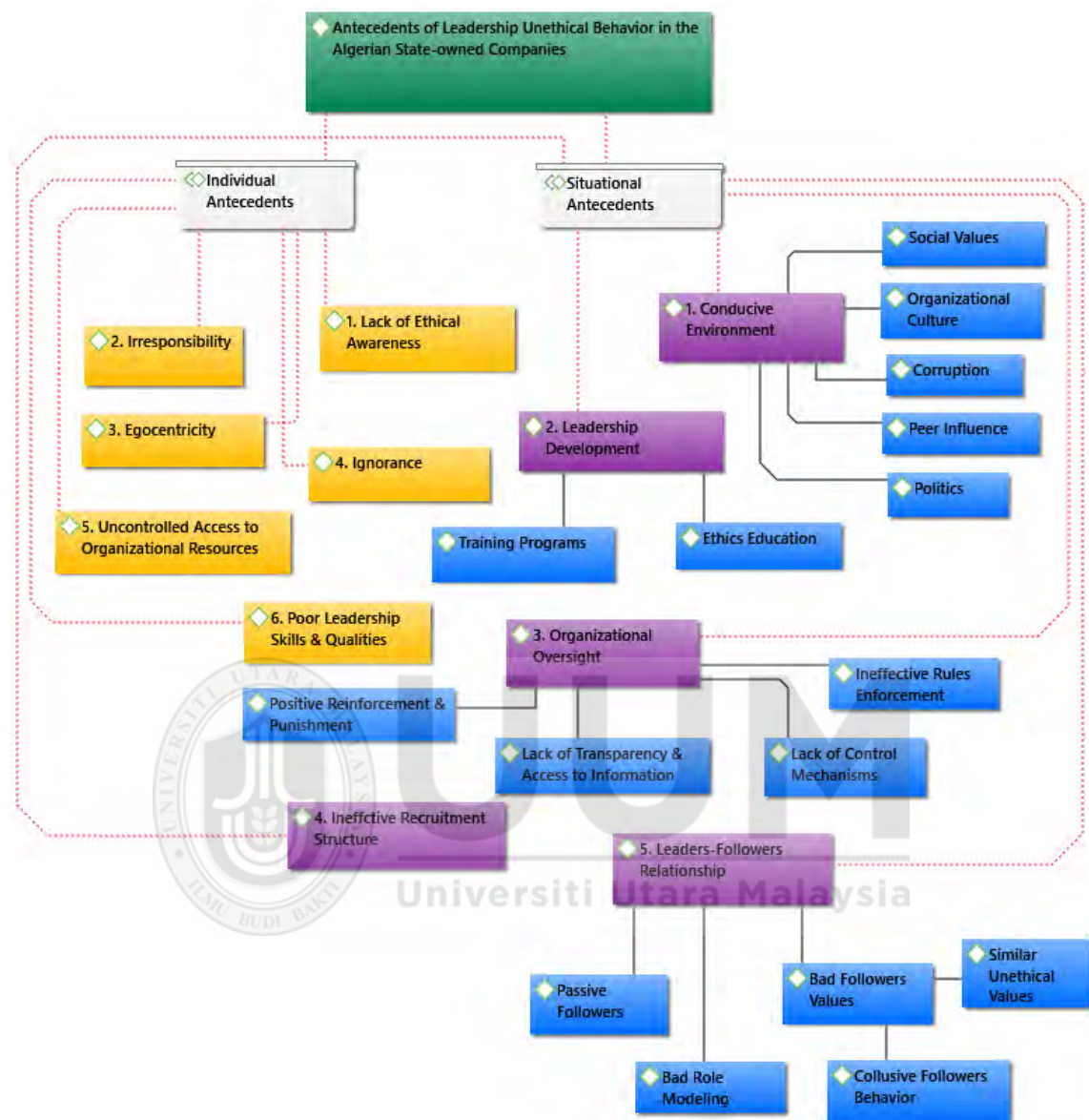
Yours faithfully

(ASSOC. PROF. DR. MAZLAN BIN ISMAIL)

Deputy Dean
Ghazali Shafie Graduate School of Government
Tel : 04-9287752 Fax: 04-9287799
Email : lan1441@uum.edu.my

Universiti Pengurusan Terkemuka
The Eminent Management University

APPENDIX 6 ATLAS.ti 8 Model



APPENDIX 7 DIT-2 ARABIC VERSION



Ghazali Shafie
Graduate School
of Government

Universiti Utara Malaysia

جامعة أوتارا ماليزيا كلية الدراسات الحكومية

إستمارة بحث

الموضوع

قياس مستوى التفكير الأخلاقي في المؤسسات العمومية والوطنية الجزائرية

بشر في أن أضع بين أيديكم هذه الإستمارة المكونة من مجموعة أسئلة. فالرجاء الإجابة عنها بكل شفافية حتى تكون النتائج صادقة. واعلموا أن هذه الإستمارة سرية ولا تستعمل إلا لغرض البحث العلمي. وفي الأخير نقبلوا شكرنا واحترامنا لتعاونكم معنا.
هذه الإستمارة تدخل في إطار بحث لنيل شهادة الدكتوراه في الإدارة العمومية.

إشراف الأستاذ: رسلان بن زين الدين

إعداد الطالب: عبد الرحمن بن لحسن

للتواصل مع الباحث أو الإستفسار الرجاء الإتصال على الأرقام التالية:

0060175293649

00213665050839

أو على البريد الإلكتروني: abdoben88@gmail.com

المحور الأول: توجيهات

هذا الإستمارة يهتم بطريقة تعاملتك مع مشكلة اجتماعية معينة. بناء على ذلك، عدة قصص تتخض مشاكل اجتماعية سوف يتم تقديمها في هذه الإستمارة. بعد كل قصة سوف تطرح عليك لائحة من الأسئلة لتقييم وترتيب أهميتها بالنسبة للقصة المطروحة.

لكل قصة 12 سؤال متعلقة بالمشكلة المطروحة في القصة. هذه الأسئلة هي عبارة عن قضايا يمكن أن نترز فيما يخص المشكلة التي سيتم ذكرها في القصة. المطلوب منك هو أن تقيم أهمية كل سؤال من الأسئلة الـ 12 في الجدول الأول ثم ترتيبها حسب أهميتها في الجدول الثاني.

هذه الإستمارة تنقسم إلى محورين: المحور الأول يحتوي على التوجيهات (هذا المحور). أما المحور الثاني يمثل القصص التي نصف مشاكل اجتماعية والأسئلة المتعلقة بها و مسودة الإجابة التي يمكنك عليها إجاباتك.

يمكنك الإطلاع على المثال التالي لفهم كيفية الإجابة:

الانتخابات الرئاسية {مثال}:

لتفترض أنك على وشك الانتخاب على مرشح للرئاسيات. تخيل أنه قبل إنتخابك تم طرح عدة أسئلة عليك وطلب منك أن تختار السؤال الأهم في اتخاذ قرارك للتصويت لمرشح معين. في هذا المثال، تم طرح خمسة قضايا في شكل أسئلة. وهذه القضايا يتم تقييمها بناء على سلم تقييم الأهمية من 1 إلى 5: 1: أهمية عظيمة، 2: أهمية كبيرة، 3: بعض الأهمية، 4: أهمية قليلة، 5: لا أهمية. نرجوا أن يتم تقييم أهمية القضايا "الأسئلة" بتشطيب المربعات التي تتعلق بكل قضية "سؤال" على مسودة الإجابة.

لتفترض أنك تعتقد أن القضية الأولى لها أهمية عظيمة، والقضية الثانية لها بعض الأهمية، والقضية الثالثة ليس لها أي أهمية، والقضية الرابعة لها أهمية كبيرة، والقضية الخامسة لها أهمية كبيرة. إذا ستكون إجابتك على النحو التالي كما هو مبين في الجدول التالي:

قم بتقييم الأسئلة التالية حسب أهميتها:

أهمية عظيمة 1	أهمية كبيرة 2	بعض الأهمية 3	أهمية قليلة 4	لا أهمية 5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

بالإضافة إلى الجدول السابق، المرحلة الثانية تتطلب منك ترتيب الأسئلة حسب أهميتها. كما هو موضح في الجدول الثاني أدناه، الأرقام من 1 إلى 5 تمثل أرقام الأسئلة المتعلقة بالقصة. المطلوب منك هو إختيار السؤال الأكثر أهمية في اعتقادك ثم الذي يليه من حيث الأهمية.

الطريقة الصحيحة هي بتشطيب أو وضع دائرة حول رقم السؤال.

الرجاء إختيار "بتشطيب" سؤال واحد "رقم واحد" على سلم "درجات الأهمية" من الأكثر أهمية إلى الأقل أهمية.

5	4	3	2	1	السؤال الأكثر أهمية
5	4	3	2	1	السؤال الثاني من حيث الأهمية
5	4	3	2	1	السؤال الثالث من حيث الأهمية
5	4	3	2	1	السؤال الرابع من حيث الأهمية

- ملاحظة 1: بعض الأسئلة ستبدو لك على أنها بلا معنى أو أنه لا علاقة لها. في هذه الحالة قم بتقييمها على أنها "لا أهمية" ولا تقوم بترتيبها في سلم الأهمية في الجدول الثاني.
- ملاحظة 2: سيكون للقصص التالية 12 سؤال وليس 5 فقط كما في المثال السابق.
- ملاحظة 3: بعد انتهاء كل قصة سيتم سؤالك عن القرار الصائب من وجهة نظرك لاتخاذ.

المحور الثاني

المجاعة {القصة رقم 1#}

كانت هناك قرية صغيرة في شمال الهند وكان هناك نقص فادح في الطعام. لكن هذه السنة كانت المجاعة أسوأ بكثير من السنوات الماضية. بعض العائلات اضطرت لطهي جذور الأشجار لإطعام أنفسهم. عائلة "مستاك" تكاد تهلك من الجوع. مستاك سمع أن هناك رجل غني في القرية لديه مؤن من الطعام مخزنة بعيدا وأن الرجل الغني يقوم باحتكار المؤن حتى ترتفع أسعارها ويقوم ببيعها لاحقا ويحقق أرباحا طائلة. مستاك في حالة يأس ويفكر في سرقة بعض الطعام من مستودع الرجل الغني. كمية الطعام القليلة التي يحتاجها مستاك من أجل عائلته على الأرجح لن يتم حتى اقتادها.

ماذا يجب على مستاك أن يفعله؟ هل توافق على أخذ الطعام؟

1. يجب عليه أخذ الطعام. ☐
2. لا يمكنك أن تقول. ☐
3. لا يجب عليه أخذ الطعام. ☐

قم بتقييم 12 سؤال التالي حسب أهميتها {1-5}

أهمية عظيمة 1 أهمية كبيرة 2 بعض الأهمية 3 أهمية قليلة 4 لا أهمية 5

1	2	3	4	5	هل يملك مستاك الشجاعة الكافية ليخاطر بالقصص عليه بتهمة السرقة؟
1	2	3	4	5	آليس من الطبيعي على أي أب محب أن يهتم بعائلته ليقيم بالسرقة من أجلها؟
1	2	3	4	5	آليس من المفروض أن تؤيد و تحترم القوانين؟
1	2	3	4	5	هل مستاك يعرف وصفا جيدة لتحضير الحساء من جذور الأشجار؟
1	2	3	4	5	هل لدى الرجل الغني الحق في تخزين الطعام في حين أن الناس يتضورون جوعا؟
1	2	3	4	5	هل مستاك يسرق من أجل نفسه أم من أجل عائلته؟
1	2	3	4	5	ماهي القيم التي ستكون الأساس من أجل التعاون الإجتماعي؟
1	2	3	4	5	هل يتلاعب متال الأكل مع نيب السرقة؟
1	2	3	4	5	هل يستحق الرجل الغني أن يسرق لأنه رجل جشع؟
1	2	3	4	5	آليست الملكية الخاصة وسيلة للتمييز لكي يستغل الفقير؟
1	2	3	4	5	هل سينتج عن فعل السرقة فائدة كلية لجميع المعنيين في هذه الحالة أم لا؟
1	2	3	4	5	هل القوانين في هذه الحالة تنفذ حائلا أو تعتبر حاجزا أمام تلبية الإحتياجات الأساسية للفرد في المجتمع؟

قم بترتيب الأسئلة السابقة حسب أهميتها

السؤال الأكثر أهمية	1	2	3	4	5	6	7	8	9	10	11	12
السؤال الثاني من حيث الأهمية	1	2	3	4	5	6	7	8	9	10	11	12
السؤال الثالث من حيث الأهمية	1	2	3	4	5	6	7	8	9	10	11	12
السؤال الرابع من حيث الأهمية	1	2	3	4	5	6	7	8	9	10	11	12

APPENDIX 8 DIT-2 ENGLISH VERSION



Ghazali Shafie
Graduate School
of Government

Universiti Utara Malaysia

Dear Respondent,

I'm a Ph.D. student conducting a research project about "*Leadership Ethics and Moral reasoning in the Algerian Public Sector Organizations*". This research is conducted by:

Abderrahmane Benlahcene.

HP1: +60175293649 HP2: +213665050839 Email: abdoben88@gmail.com

Your responses and views are highly important in achieving the objectives of this study. The information provided will be treated as **private and confidential** and will be used only for the purpose of this study. Thank you for your valuable time, attention and cooperation.



UUM
Universiti Utara Malaysia

Part 01: Instructions

This questionnaire is connected with how you define the issues in a social problem. Several stories about social problems will be described. After each story, there will be a list of questions. The questions that follow each story represent different issues that might be raised by the problem. In other words, the questions/ issues raise different ways of judging what is important is making a decision about the social problem. You will be asked to rate and rank the questions in terms of how important each one seems to you.

This questionnaire is in two parts: one part contains the **INSTRUCTIONS** (this part) and the stories representing the social problems; the other part contains the questions (issues) and the **ANSWER SHEET** on which to write your responses. Here is an example of the task:

Presidential Election

Imagine that you are about to vote for a candidate for the presidency of the **United States**. Imagine that before you vote, you are given several questions, and asked which issue is the most important to you in making up your mind about which candidate to vote for. In this example, 5 items are given. On a rating scale of 1 to 5 (1=Great, 2=Much, 3=Some, 4=little, 5=No) please rate the importance of the item (issue) by filling in with a pencil one of the bubbles on the answer sheet by each item.

Assume that you thought that item #1 (below) was of great importance, item #2 had some importance, item #3 had no importance, item #4 had much importance, and item #5 had much importance. Then you would fill in the bubbles on the answer sheet as shown below.

Rate the following 12 issues in terms of importance (1-5)

Great 1 Much 2 Some 3 Little 4 No 5

☒	☐	☐	☐	☐	1. Financially are you personally better off now than you were four years ago?
☐	☐	☒	☐	☐	2. Does one candidate have a superior moral character?
☐	☐	☐	☐	☒	3. Which candidate stands the tallest?
☐	☒	☐	☐	☐	4. Which candidate would make the best world leader?
☐	☒	☐	☐	☐	5. Which candidate has the best ideas for our country's internal problems, like crime and health care?

Further, the questionnaire will ask you to rank the questions in terms of importance. In the space below, the numbers 1 through 12, represent the item number, from top to bottom, you are asked to fill in the bubble that represents the item in first importance (of those given you to choose from), then second most important, third most important, and forth most important.

Please indicate your top four choices. You might fill out this part, as follows:

Rank which issue is the most important (item number)

Most important item	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Second most important	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐
Third most important	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐
Fourth most important	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Note that some of the items may seem irrelevant to you (as in item #3) or not make sense to you, in that case, **rate the item as "No" importance and do not rank the item**. Note that in the stories that follow, there will be 12 items for each story, not five. Please make sure to consider all 12 items (questions) that are printed after each story.

In addition you will be asked to state your preference for what action to take in the story. After the story, you will be asked to indicate the action you favor on a three-point scale (1=strongly favor some action, 2=can't decide, 3=strongly oppose that action).

In short, read the story from this booklet, then fill out your answers on the answer sheet. Please use a pencil. If you change your mind about a response, erase the pencil mark cleanly and enter your new response.

Please turn now to the answer sheet.

Part 02: Questions (Issues)

Famine (Story #1)

The small village in northern India has experienced shortages of food before, but this year's famine is worse than ever. Some families are even trying to feed themselves by making soup from tree bark. Mustaq Singh's family is near starvation. He has heard that a rich man in his village has supplies of food stored away and is hoarding food while its price goes higher so that he can sell food later at huge profit. Mustaq is desperate and thinks about stealing some food from the rich man's warehouse. The small amount of food that he needs for his family probably wouldn't even be missed.

[If at any time you would like to reread a story or the instructions, feel free to do so. Now turn to the answer sheet, go to the 12 issues and rate and rank them in terms of how important each issue seems to you]

What should Mustaq Singh do? Do you favor the actions of taking the food? (Mark one.)

1. Should take the food. ☐
2. Can't decide. ☐
3. Should not take the food. ☐

Rate the following 12 issues in terms of importance (1-5)

Great 1 Much 2 Some 3 Little 4 No 5

1	2	3	4	5	1. Is Mustaq Singh courageous enough to risk getting caught for stealing?
1	2	3	4	5	2. Isn't it only natural for a loving father to care so much for his family that he would steal?
1	2	3	4	5	3. Shouldn't the community's laws be upheld?
1	2	3	4	5	4. Does Mustaq Singh know a good recipe for preparing soup from tree bark?
1	2	3	4	5	5. Does the rich man have any legal right to store food when other people are starving?
1	2	3	4	5	6. Is the motive of Mustaq Singh to steal for himself or to steal for his family?
1	2	3	4	5	7. What values are going to be the basis for social cooperation?
1	2	3	4	5	8. Is the epitome of eating reconcilable with the culpability of stealing?
1	2	3	4	5	9. Does the rich man deserve to be robbed for being so greedy?
1	2	3	4	5	10. Isn't private property an institution to enable the rich to exploit the poor?
1	2	3	4	5	11. Would stealing bring about more total good for everybody concerned or wouldn't it?
1	2	3	4	5	12. Are laws getting in the way of the most basic claim of any member of a society?

Rank which issue is the most important (item number)

Most important item	1	2	3	4	5	6	7	8	9	10	11	12
Second most important	1	2	3	4	5	6	7	8	9	10	11	12
Third most important	1	2	3	4	5	6	7	8	9	10	11	12
Fourth most important	1	2	3	4	5	6	7	8	9	10	11	12

Reporter (Story #2)

Molly Dayton has been a news reporter for the Gazette newspaper for over a decade. Almost by accident, she learned that one of the candidates for Lieutenant Governor for her state, Grover Thompson, had been arrested for shop-lifting 20 years earlier. Reporter Dayton found out that early in his life, Candidate Thompson had undergone a confused period and done things he later regretted, actions which would be very out-of-character now. His shop-lifting had been a minor offense and charges had been dropped by the department store. Thompson has not only straightened himself out since then, but build a distinguished record in helping many people and in leading constructive community projects. Now, Reporter Dayton regards Thompson as the best candidate in the field and likely to go on to important leadership positions in the state. Reporter Dayton wonders whether or not she should write the story about Thompson's earlier troubles because in the upcoming close and heated election, she fears that such a news story could wreck Thompson's chance to win.

[Now turn to the answer sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you]

Do you favor the action of reporting the story? (Mark one.)

1. Should report the story. ☐
2. Can't decide. ☐
3. Should not report the story. ☐

Rate the following 12 issues in terms of importance (1-5)

Great 1 Much 2 Some 3 Little 4 No 5

1	2	3	4	5	1. Doesn't the public have a right to know all the facts about all the candidates for office?
1	2	3	4	5	2. Would publishing the story help Reporter Dayton's reputation for investigative reporting?
1	2	3	4	5	3. If Dayton doesn't publish the story wouldn't another reporter get the story anyway and get the credit for investigative reporting?
1	2	3	4	5	4. Since voting is a joke anyway, does it make any difference what reporter Dayton does?
1	2	3	4	5	5. Hasn't Thompson shown in the past 20 years that he is a better person than his earlier days as a shop-lifter?
1	2	3	4	5	6. What would best serve society?
1	2	3	4	5	7. If the story is true, how can it be wrong to report it?
1	2	3	4	5	8. How could reporter Dayton be so cruel and heartless as to report the damaging story about candidate Thompson?
1	2	3	4	5	9. Does the right of "hebeas corpus" apply in this case?
1	2	3	4	5	10. Would the election process be more fair with or without reporting the story?
1	2	3	4	5	11. Should reporter Dayton treat all candidates for office in the same way by reporting everything she learns about them, good and bad?
1	2	3	4	5	12. Isn't it a reporter's duty to report all the news regardless of the circumstances?

Rank which issue is the most important (item number)

Most important item	1	2	3	4	5	6	7	8	9	10	11	12
Second most important	1	2	3	4	5	6	7	8	9	10	11	12
Third most important	1	2	3	4	5	6	7	8	9	10	11	12
Fourth most important	1	2	3	4	5	6	7	8	9	10	11	12

Cancer (Story #4)

Mrs. Bennett is 62 years old, and in the last phases of colon cancer. She is in terrible pain and asks the doctor to give her more pain-killer medicine. The doctor has given her the maximum safe dose already and is reluctant to increase the dosage because it would probably hasten her death. In a clear and rational mental state, Mrs. Bennett says that she realizes this; but she wants to end her suffering even if it means ending her life. Should the doctor give her an increased dosage?

[Now turn to the answer sheet, go to the 12 issues for this story, rate and rank them in terms of how important each issue seems to you]

Do you favor the action of giving more medicine?

1. Should give Mr. Bennett an increased dosage to make her die. ☐
2. Can't decide. ☐
3. Should not give her an increased dosage. ☐

Rate the following 12 issues in terms of importance (1-5)

Great 1 Much 2 Some 3 Little 4 No 5

1	2	3	4	5	1. Isn't the doctor obligated by the same laws as everybody else if giving an overdose would be the same as killing her?
1	2	3	4	5	2. Wouldn't society be better off without so many laws about what doctors can and cannot do?
1	2	3	4	5	3. If Mrs. Bennett dies, would the doctor be legally responsible for malpractice?
1	2	3	4	5	4. Does the family of Mrs. Bennett agree that she should get more painkiller medicine?
1	2	3	4	5	5. Is the painkiller medicine an active heliotropic drug?
1	2	3	4	5	6. Does the state have the right to force continued existence on those who don't want to live?
1	2	3	4	5	7. Is helping to end another's life ever a responsible act of cooperation?
1	2	3	4	5	8. Would the doctor show more sympathy for Mrs. Bennett by giving the medicine or not?
1	2	3	4	5	9. Wouldn't the doctor feel guilty from giving Mrs. Bennett so much drug that she died?
1	2	3	4	5	10. Should only God decide when a person's life should end?
1	2	3	4	5	11. Shouldn't society protect everyone against being killed?
1	2	3	4	5	12. Where should society draw the line between protecting life and allowing someone to die if the person wants to?

Rank which issue is the most important (item number)

Most important item	1	2	3	4	5	6	7	8	9	10	11	12
Second most important	1	2	3	4	5	6	7	8	9	10	11	12
Third most important	1	2	3	4	5	6	7	8	9	10	11	12
Fourth most important	1	2	3	4	5	6	7	8	9	10	11	12

Please provide the following information about yourself:

1. Age in years:
2. Sex: Male female
3. Level of Education:
4. What is your primary Language:
5. What is your position in the company:

Thank You.

APPENDIX 9 DIT-2 FRENCH VERSION



Ghazali Shafie
Graduate School
of Government

Universiti Utara Malaysia

Madame, Monsieur,

Dans le cadre de mes études de doctorat je mène un projet de recherche portant sur « L'éthique du leadership dans les organisations du secteur public algérien ». Cette recherche est menée par:

Abderrahmane Benlhcene.

HP1: 60175293649

HP2: 213665050839

E-mail: abdoben88@gmail.com

Vos réponses et points de vue sont très importants dans la réalisation des objectifs de cette étude. Les informations fournies seront confidentielles et ne seront utilisées que dans le but de cette étude. Nous vous remercions de votre assistance et de l'intérêt que vous portez à notre recherche.

Partie 01: Instructions

Ce questionnaire est lié à la façon dont vous définissez les problèmes dans un climat social. Plusieurs histoires sur les problèmes sociaux seront décrites. Après chaque histoire, il y aura une liste de questions. Les questions qui suivent chaque histoire représentent les différentes questions qui pourraient être soulevées par le problème. En d'autres termes, les questions / problèmes soulèvent différentes façons de juger ce qui est important dans la prise d'une décision concernant un problème social. On vous demandera de noter et de classer les questions par degrés d'importance.

Ce questionnaire est divisé en deux parties; une partie contient les **instructions** (cette partie) et les histoires qui représentent les problèmes sociaux; l'autre partie contient les questions (Problèmes) et la **feuille de réponses** pour rapporter vos réponses. Voici un exemple de la tâche:

Élection présidentielle

Imaginez que vous êtes sur le point de voter pour un candidat à la présidence de l'Algérie. Imaginez qu'avant de voter, vous devez répondre sur plusieurs questions et vous vous demandez laquelle serait la plus importante pour constituer le bon choix. Dans cet exemple, 5 articles sont donnés. Sur une échelle de notation de 1 à 5 (Grande 1 ; Beaucoup 2 ; Certaine 3 ; Peu 4 ; aucune N° 5) veuillez évaluer l'importance de l'élément (question) en remplissant avec un crayon une des bulles sur la feuille de réponses pour chaque élément.

Supposons que vous pensiez que le point #1 (ci-dessous) était d'une grande importance, le point #2 d'une certaine importance, le point #3 sans importance, le point n°4 avait beaucoup d'importance, et le point n°5 avait beaucoup d'importance. Ensuite, vous remplissez les bulles sur la feuille de réponses comme indiqué ci-dessous.

Évaluer les 12 questions suivantes en termes d'importance (1-5)

Grande 1 Beaucoup 2 Certaine 3 Peu 4 aucune N° 5

1	2	3	4	5	1.	Financièrement êtes-vous mieux maintenant que vous étiez il y a quatre ans?
1	2	3	4	5	2.	Est-ce qu'un candidat doit avoir un caractère moral supérieur?
1	2	3	4	5	3.	Quel candidat se tient le plus grand?
1	2	3	4	5	4.	Quel candidat serait le meilleur leader mondial?
1	2	3	4	5	5.	Quel candidat a les meilleures idées pour les problèmes internes de notre pays, comme la criminalité et la santé?

En outre, le questionnaire vous demandera de classer les questions en termes d'importance. Dans l'espace ci-dessous, les numéros 1 à 12, représentent le numéro d'article, de haut en bas, on vous demande de remplir la bulle qui représente l'élément de première importance (de ceux dont vous allez choisir), puis deuxième article le plus important, le troisième plus important, le quatrième plus important.

Veuillez indiquer vos quatre choix. Vous pouvez remplir cette partie, comme suit:

Echelle, quel numéro est le plus important (numéro d'article)

élément le plus important	1	2	3	4	5	6	7	8	9	10	11	12
Deuxième plus important	1	2	3	4	5	6	7	8	9	10	11	12
Troisième plus important	1	2	3	4	5	6	7	8	9	10	11	12
Quatrième plus importante	1	2	3	4	5	6	7	8	9	10	11	12

Notez que certains des éléments peuvent sembler hors de propos (comme au point n° 3) ou vide de sens, dans ce cas, évaluer l'élément sur l'importance « aucune » et ne classez pas l'élément. Notez que dans les histoires qui suivent, il y aura 12 articles pour chaque histoire, pas cinq. Veuillez examiner les 12 articles (questions) qui sont imprimés après chaque histoire.

De plus, on vous demandera d'indiquer votre préférence pour les mesures à prendre dans l'histoire. Après l'histoire, il vous sera demandé d'indiquer l'action que vous privilégiez sur une échelle de trois points (1 = favoriser fortement une action, 2 = ne peut pas décider, 3 = opposer fermement à cette action).
Bref, lisez l'histoire depuis ce livret, puis remplissez vos réponses sur la feuille de réponses. Merci d'utiliser un crayon. Si vous changez d'avis sur une réponse, effacez proprement la marque du crayon et inscrivez votre nouvelle réponse.
Veillez tourner maintenant la feuille de réponses.

Partie 02: Questions (Problèmes)

La famine (Histoire # 1)

Le petit village dans le nord de l'Inde a connu autrefois des pénuries de nourriture, mais la famine cette année est pire en comparaison aux années antérieures. Certaines familles essaient même de se nourrir par une soupe d'écorce libre. La famille de Mustaq Singh est au bord de la famine. Il a entendu dire qu'un homme riche dans son village a des réserves de nourriture stockée et alors que son prix va augmenter pour qu'il puisse les vendre plus tard à des profits énormes. Mustaq est désespéré et pense à voler de la nourriture de l'entrepôt de l'homme riche. La petite quantité de nourriture dont il a besoin pour sa famille ne serait probablement pas remarquée.

Que doit-Mustaq Singh faire? Etes-vous favorable à l'action de prendre de la nourriture? (choisissez une réponse).

1. Il devrait prendre la nourriture. ☐
2. Ne pas décider. ☐
3. Ne devrait pas prendre la nourriture. ☐

Évaluer les 12 questions suivantes en termes d'importance (1-5)

Grande 1 Beaucoup 2 certaine 3 peu 4 aucune 5

1	2	3	4	5	1.	Mustaq Singh est-il assez courageux pour risquer de se faire prendre pour vol?
1	2	3	4	5	2.	n'est-ce pas naturel pour un père aimant de prendre soin de sa famille et qu'il volerait pour le faire?
1	2	3	4	5	3.	les lois de la communauté ne devraient pas être respectées?
1	2	3	4	5	4.	Est-ce que Mustaq Singh connaît une bonne recette pour préparer la soupe d'écorce?
1	2	3	4	5	5.	Est-ce que l'homme riche a le droit de stocker la nourriture quand d'autres personnes meurent de faim?
1	2	3	4	5	6.	A-Mustaq Singh décidé de voler pour lui-même ou pour sa famille?
1	2	3	4	5	7.	Quelles sont les valeurs de base d'une coopération sociale?
1	2	3	4	5	8.	Est l'incarnation même de manger conciliable avec la culpabilité d'avoir volé?
1	2	3	4	5	9.	Est-ce que l'homme riche mérite d'être volé parce qu'il est avide?
1	2	3	4	5	10.	la propriété privée n'est-elle pas une institution pour permettre aux riches d'exploiter les pauvres?
1	2	3	4	5	11.	Est-ce que le vol apportera plus pour toutes les personnes concernées ou non?
1	2	3	4	5	12.	Est-ce que les lois vont à l'encontre de la plus simple demande de tout membre d'une société?

Sélectionnez quel problème est le plus important (numéro d'article)

élément le plus important	1	2	3	4	5	6	7	8	9	10	11	12
Deuxième plus important	1	2	3	4	5	6	7	8	9	10	11	12
Troisième plus important	1	2	3	4	5	6	7	8	9	10	11	12
Quatrième plus important	1	2	3	4	5	6	7	8	9	10	11	12

Journaliste rapporteur (Histoire # 2)

Molly Dayton était un journaliste pour le journal The Gazette depuis plus d'une décennie. Presque par hasard, elle a appris que l'un des candidats pour le lieutenant-gouverneur pour son état, Grover Thompson, avait été arrêté pour vols à l'étalage depuis plus de 20 ans. Dayton a découvert qu'au début de sa vie, le candidat Thompson avait connu une période confuse et a fait des choses qu'il regrettera plus tard, les actions qui seraient irrecevables de nos jours. Le vol à l'étalage a été considéré comme une infraction mineure et les poursuites avaient été abandonnées par le magasin. Thompson ne s'est pas seulement redressé, mais depuis cette affaire, il a fait beaucoup pour aider les gens et mener des projets communautaires constructifs. Maintenant, Dayton considère Thompson comme le meilleur candidat sur le terrain et susceptible d'occuper des postes importants dans l'état.

Etes-vous favorable pour l'action de rapporter l'histoire? (choisissez une réponse).

1. Devrait rapporter l'histoire. ☐
2. Ne pas décider. ☐
3. Ne devrait pas rapporter l'histoire. ☐

Évaluer les 12 questions suivantes en termes d'importance (1-5)

Grande 1 Beaucoup 2 Certain 3 peu 4 aucune 5

1	2	3	4	5	1.	est ce que le public a le droit de connaître tous les faits sur tous les candidats?
1	2	3	4	5	2.	Est-ce que en publiant cette histoire, la journaliste Dayton serait plus connue dans le journalisme d'investigation?

1	2	3	4	5	3.	Si Dayton ne publie pas l'histoire, est-ce qu'un autre journaliste ne va pas obtenir l'histoire et la publier de toute façon et obtenir le crédit pour le journalisme d'investigation?
1	2	3	4	5	4.	depuis que le vote est devenu une blague, est-ce que la journaliste Dayton a apporté un plus avec cette histoire?
1	2	3	4	5	5.	Thompson n'a pas montré au cours des 20 dernières années qu'il est une meilleure personne qu'autrefois, comme étant un voleur?
1	2	3	4	5	6.	Que serait le mieux pour servir la société?
1	2	3	4	5	7.	Si l'histoire est vraie, comment peut-on la rapporter fausse?
1	2	3	4	5	8.	Comment la journaliste Dayton pourrait être si cruelle et sans pitié pour avoir rapporté une telle histoire au sujet du candidat Thompson?
1	2	3	4	5	9.	Est-ce que le droit de « hebeas corpus » est applicable dans ce cas?
1	2	3	4	5	10.	le processus électoral serait plus équitable avec ou sans rapport d'histoire?
1	2	3	4	5	11.	la journaliste Dayton devrait traiter tous les candidats de la même manière par le rapport de toute histoire à leur sujet, qu'elle soit bonne et mauvaise?
1	2	3	4	5	12.	N'est-il pas le devoir d'un journaliste de rapporter toutes les informations quelles que soient les circonstances?

Sélectionnez quel problème est le plus important (numéro d'article)

élément le plus important	1	2	3	4	5	6	7	8	9	10	11	12
Deuxième plus important	1	2	3	4	5	6	7	8	9	10	11	12
Troisième plus important	1	2	3	4	5	6	7	8	9	10	11	12
Quatrième plus importante	1	2	3	4	5	6	7	8	9	10	11	12

Cancer (Histoire # 3)

Mme Bennett a 62 ans, et dans les dernières phases du cancer du côlon. Elle souffre d'une douleur terrible et demande au médecin de lui prescrire plus de médicaments analgésiques. Le médecin lui a donné la dose maximale de sécurité et est réticent à augmenter la dose, car il serait probablement dangereux et pourrait causer sa mort. Dans des conditions mentales stables et rationnelles, Mme Bennett dit qu'elle a pris connaissance de tout cela; mais elle veut mettre fin à sa souffrance même si cela signifie la fin de sa vie. Est-ce que le médecin doit lui autoriser une augmentation de la dose?

Etes-vous favorable pour l'action d'augmenter la dose des médicaments?

1. Il Devrait augmenter la dose pour M. Bennett pour causer sa mort. ☐
2. Ne pas décider. ☐
3. Ne devrait pas lui autoriser une augmentation de la dose. ☐

Sélectionnez les 12 questions suivantes en termes d'importance (1-5) :

Grande 1 Beaucoup 2 Certain 3 peu 4 aucune 5

1	2	3	4	5	1.	Le médecin n'est-il pas soumis aux mêmes lois que tous les autres en donnant une surdose par le crime du meurtre?
1	2	3	4	5	2.	la Société ne serait-elle pas mieux sans tant de lois sur ce que les médecins peuvent et ne peuvent pas faire?
1	2	3	4	5	3.	Si Mme Bennett décède, le médecin serait légalement responsable de la faute professionnelle?
1	2	3	4	5	4.	Est-ce que la famille de Mme Bennett conviendrait qu'elle devrait obtenir plus d'analgésiques?
1	2	3	4	5	5.	l'analgésique est un médicament héliotrope actif?
1	2	3	4	5	6.	Est-ce que l'Etat a le droit de forcer l'existence pour ceux qui ne veulent pas vivre?
1	2	3	4	5	7.	Contribuer à mettre fin à une autre vie est-il un acte responsable de coopération?
1	2	3	4	5	8.	le médecin fera preuve de plus de sympathie pour Mme Bennett en donnant le médicament ou non?
1	2	3	4	5	9.	Le médecin Ne va pas se sentir coupable d'avoir donné à Mme Bennett tant de drogue pour l'aider à mettre fin à sa vie?
1	2	3	4	5	10.	Dieu n'est Il le Seul qui décide de mettre fin à la vie d'une personne?
1	2	3	4	5	11.	La société ne devrait pas protéger tout le monde contre le suicide?
1	2	3	4	5	12.	où la société doit-elle tracer une ligne entre la protection d'une vie et permettre à quelqu'un de mourir s'il le désire?

Sélectionnez quel numéro est le plus important (numéro d'article)

élément le plus important	1	2	3	4	5	6	7	8	9	10	11	12
Deuxième plus important	1	2	3	4	5	6	7	8	9	10	11	12
Troisième plus important	1	2	3	4	5	6	7	8	9	10	11	12
Quatrième plus important	1	2	3	4	5	6	7	8	9	10	11	12

Veillez fournir les informations suivantes qui vous concernent:

- 1. Age:**
- 2. Sexe:** Homme Femme
- 3. Niveau d'éducation:**
- 4. Quelle est votre langue principale:**
- 5. Quelle est votre position dans l'entreprise:**

MERCI DE VOTRE PARTICIPATION



APPENDIX 10 DIT-2 Scoring Output

Summarize

Case Processing Summary^a

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
id	66	100.0%	0	0.0%	66	100.0%
Personal Interest (Stage 2/3)	66	100.0%	0	0.0%	66	100.0%
Maintain Norms (Stage 4)	66	100.0%	0	0.0%	66	100.0%
Post Conventional (P score)	66	100.0%	0	0.0%	66	100.0%
N2SCORE	66	100.0%	0	0.0%	66	100.0%
SPSS filter to eliminate purged subjects	66	100.0%	0	0.0%	66	100.0%

a. Limited to first 100000 cases.

Individual participant output: Developmental indices^a

	id	Personal Interest (Stage 2/3)	Maintain Norms (Stage 4)	Post Conventional (P score)	N2SCORE	SPSS filter to eliminate purged subjects
1	1.0	20.00	43.33	33.33	37.91	Selected
2	2.0	33.33	66.67	.00	-7.12	Selected
3	3.0	10.00	63.33	20.00	24.42	Selected
4	4.0	26.67	46.67	26.67	26.60	Selected
5	5.0	53.33	20.00	10.00	22.24	Selected
6	6.0	30.00	33.33	10.00	16.27	Selected
7	8.0	43.33	43.33	13.33	24.28	Selected
8	10.0	20.00	13.33	53.33	52.82	Selected
9	11.0	53.33	33.33	6.67	14.75	Selected
10	12.0	23.33	40.00	36.67	36.88	Selected
11	13.0	20.00	63.33	13.33	28.34	Selected
12	14.0	13.33	56.67	13.33	27.06	Selected
13	15.0	20.00	40.00	36.67	34.05	Selected
14	17.0	.00	66.67	26.67	43.71	Selected
15	18.0	41.67	54.17	4.17	15.49	Selected
16	20.0	26.92	46.15	19.23	20.84	Selected
17	21.0	26.67	60.00	6.67	19.10	Selected
18	22.0	3.33	60.00	33.33	41.80	Selected
19	23.0	20.00	26.67	53.33	50.60	Selected

Page 1

Individual participant output: Developmental indices^a

	id	Personal Interest (Stage 2/3)	Maintain Norms (Stage 4)	Post Conventional (P score)	N2SCORE	SPSS filter to eliminate purged subjects
20	24.0	46.67	16.67	3.33	1.86	Selected
21	25.0	23.33	50.00	13.33	27.59	Selected
22	27.0	3.33	70.00	20.00	27.32	Selected
23	28.0	23.33	53.33	23.33	13.52	Selected
24	29.0	36.67	13.33	36.67	37.18	Selected
25	31.0	46.67	30.00	13.33	19.50	Selected
26	32.0	36.67	36.67	16.67	10.73	Selected
27	33.0	.00	50.00	36.67	47.89	Selected
28	34.0	.00	51.72	37.93	44.18	Selected
29	35.0	33.33	26.67	10.00	21.83	Selected
30	36.0	40.00	33.33	16.67	26.07	Selected
31	37.0	38.46	46.15	11.54	17.62	Selected
32	38.0	36.67	50.00	13.33	15.44	Selected
33	40.0	13.33	66.67	20.00	37.49	Selected
34	41.0	3.85	46.15	30.77	37.12	Selected
35	42.0	13.33	60.00	23.33	43.15	Selected
36	43.0	16.00	44.00	16.00	27.93	Selected
37	44.0	16.67	40.00	30.00	30.45	Selected
38	45.0	34.48	31.03	24.14	20.16	Selected
39	46.0	40.00	30.00	26.67	22.64	Selected
40	47.0	.00	66.67	16.67	14.74	Selected
41	48.0	13.33	60.00	26.67	40.16	Selected
42	49.0	6.67	63.33	20.00	39.39	Selected
43	50.0	10.00	63.33	26.67	39.62	Selected
44	51.0	56.67	23.33	10.00	16.41	Selected
45	52.0	60.71	25.00	10.71	18.31	Selected
46	53.0	33.33	41.67	.00	8.83	Selected
47	54.0	20.00	26.67	33.33	35.32	Selected
48	55.0	30.00	66.67	.00	1.38	Selected
49	56.0	30.00	33.33	13.33	6.23	Selected
50	57.0	26.67	33.33	13.33	12.34	Selected
51	58.0	36.67	40.00	20.00	33.95	Selected
52	59.0	30.00	33.33	30.00	28.80	Selected
53	60.0	23.33	63.33	13.33	34.14	Selected
54	61.0	46.67	20.00	6.67	12.84	Selected
55	62.0	13.33	60.00	26.67	38.61	Selected
56	63.0	30.00	26.67	13.33	13.45	Selected
57	65.0	50.00	16.67	20.00	23.80	Selected

Page 2

Individual participant output: Developmental indices^a

	id	Personal Interest (Stage 2/3)	Maintain Norms (Stage 4)	Post Conventional (P score)	N2SCORE	SPSS filter to eliminate purged subjects
58	66.0	70.00	16.67	3.33	6.04	Selected
59	67.0	46.67	40.00	.00	7.02	Selected
60	68.0	33.33	43.33	23.33	19.16	Selected
61	69.0	40.00	32.00	20.00	14.68	Selected
62	70.0	.00	50.00	46.67	34.56	Selected
63	71.0	3.33	40.00	40.00	29.72	Selected
64	72.0	46.67	36.67	13.33	12.90	Selected
65	73.0	30.00	50.00	20.00	22.96	Selected
66	74.0	36.67	56.67	6.67	7.97	Selected
Total N	66	66	66	66	66	66

a. Limited to first 100000 cases.

Summarize

Case Processing Summary^a

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
id	66	100.0%	0	0.0%	66	100.0%
Type indicator	66	100.0%	0	0.0%	66	100.0%
Utilizer score	56	84.8%	10	15.2%	66	100.0%
Consolidation Transition	66	100.0%	0	0.0%	66	100.0%
SPSS filter to eliminate purged subjects	66	100.0%	0	0.0%	66	100.0%

a. Limited to first 100000 cases.

Individual participant output: Developmental profile and phase indices^a

	id	Type indicator	Utilizer score	Consolidation Transition	SPSS filter to eliminate purged subjects
1	1.0	5.00	.14	1.00	Selected
2	2.0	4.00	.27	2.00	Selected
3	3.0	4.00	.23	2.00	Selected
4	4.0	3.00	9.99	1.00	Selected
5	5.0	2.00	.47	1.00	Selected
6	6.0	3.00	-.06	1.00	Selected
7	8.0	3.00	.24	1.00	Selected
8	10.0	7.00	.16	2.00	Selected
9	11.0	2.00	9.99	1.00	Selected
10	12.0	5.00	.29	1.00	Selected
11	13.0	4.00	.35	2.00	Selected
12	14.0	3.00	.40	1.00	Selected
13	15.0	5.00	.10	1.00	Selected
14	17.0	4.00	.16	2.00	Selected
15	18.0	3.00	.07	1.00	Selected
16	20.0	4.00	.27	2.00	Selected
17	21.0	3.00	.15	1.00	Selected
18	22.0	4.00	.26	2.00	Selected
19	23.0	6.00	-.04	1.00	Selected
20	24.0	2.00	.30	1.00	Selected
21	25.0	3.00	9.99	1.00	Selected
22	27.0	4.00	.44	2.00	Selected
23	28.0	3.00	.08	1.00	Selected
24	29.0	2.00	.53	1.00	Selected
25	31.0	2.00	.29	1.00	Selected
26	32.0	3.00	-.01	1.00	Selected
27	33.0	4.00	.25	2.00	Selected
28	34.0	4.00	.16	2.00	Selected
29	35.0	2.00	.24	1.00	Selected
30	36.0	2.00	-.07	1.00	Selected
31	37.0	4.00	.27	2.00	Selected
32	38.0	3.00	.21	1.00	Selected
33	40.0	4.00	.42	2.00	Selected
34	41.0	4.00	.30	2.00	Selected
35	42.0	4.00	.43	2.00	Selected
36	43.0	4.00	.37	2.00	Selected
37	44.0	5.00	.09	1.00	Selected

Individual participant output: Developmental profile and phase indices^a

	id	Type indicator	Utilizer score	Consolidation Transition	SPSS filter to eliminate purged subjects
38	45.0	2.00	.13	1.00	Selected
39	46.0	2.00	.12	1.00	Selected
40	47.0	5.00	.18	1.00	Selected
41	48.0	4.00	.45	2.00	Selected
42	49.0	4.00	.47	2.00	Selected
43	50.0	4.00	.38	2.00	Selected
44	51.0	2.00	.01	1.00	Selected
45	52.0	2.00	-.27	1.00	Selected
46	53.0	3.00	9.99	1.00	Selected
47	54.0	6.00	.16	1.00	Selected
48	55.0	3.00	.26	1.00	Selected
49	56.0	3.00	.39	1.00	Selected
50	57.0	3.00	.31	1.00	Selected
51	58.0	4.00	.00	2.00	Selected
52	59.0	3.00	.16	1.00	Selected
53	60.0	4.00	.24	2.00	Selected
54	61.0	2.00	9.99	1.00	Selected
55	62.0	4.00	9.99	2.00	Selected
56	63.0	2.00	9.99	1.00	Selected
57	65.0	2.00	9.99	1.00	Selected
58	66.0	2.00	.03	1.00	Selected
59	67.0	2.00	-.13	1.00	Selected
60	68.0	3.00	.11	1.00	Selected
61	69.0	2.00	9.99	1.00	Selected
62	70.0	5.00	.24	1.00	Selected
63	71.0	7.00	.17	2.00	Selected
64	72.0	2.00	.10	1.00	Selected
65	73.0	3.00	.20	1.00	Selected
66	74.0	4.00	9.99	2.00	Selected
Total	N	66	56	66	66

a. Limited to first 100000 cases.

Summarize

Case Processing Summary^a

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
id	66	100.0%	0	0.0%	66	100.0%
Religious Orthodoxy (proxy measure)	66	100.0%	0	0.0%	66	100.0%
Humanitarian Liberalism	66	100.0%	0	0.0%	66	100.0%
Number of cannot decide choices	66	100.0%	0	0.0%	66	100.0%
SPSS filter to eliminate purged subjects	66	100.0%	0	0.0%	66	100.0%

a. Limited to first 100000 cases.

Individual participant output: Experimental indices^a

	id	Religious Orthodoxy (proxy measure)	Humanitarian Liberalism	Number of cannot decide choices	SPSS filter to eliminate purged subjects
1	1.0	7.00	1.00	.00	Selected
2	2.0	8.00	1.00	1.00	Selected
3	3.0	9.00	.00	.00	Selected
4	4.0	7.00	1.00	2.00	Selected
5	5.0	5.00	2.00	.00	Selected
6	6.0	5.00	2.00	1.00	Selected
7	8.0	8.00	2.00	.00	Selected
8	10.0	6.00	1.00	1.00	Selected
9	11.0	5.00	.00	2.00	Selected
10	12.0	9.00	2.00	.00	Selected
11	13.0	9.00	1.00	.00	Selected
12	14.0	8.00	1.00	1.00	Selected
13	15.0	9.00	1.00	.00	Selected
14	17.0	9.00	.00	.00	Selected
15	18.0	5.00	1.00	1.00	Selected
16	20.0	5.00	.00	.00	Selected
17	21.0	9.00	2.00	.00	Selected
18	22.0	7.00	1.00	.00	Selected
19	23.0	8.00	3.00	.00	Selected
20	24.0	5.00	2.00	1.00	Selected
21	25.0	9.00	.00	2.00	Selected
22	27.0	8.00	.00	.00	Selected

Individual participant output: Experimental indices^a

	id	Religious Orthodoxy (proxy measure)	Humanitarian Liberalism	Number of cannot decide choices	SPSS filter to eliminate purged subjects
23	28.0	9.00	1.00	.00	Selected
24	29.0	4.00	3.00	.00	Selected
25	31.0	9.00	2.00	1.00	Selected
26	32.0	5.00	2.00	1.00	Selected
27	33.0	9.00	.00	1.00	Selected
28	34.0	9.00	1.00	.00	Selected
29	35.0	5.00	1.00	.00	Selected
30	36.0	9.00	2.00	.00	Selected
31	37.0	5.00	.00	.00	Selected
32	38.0	9.00	2.00	1.00	Selected
33	40.0	5.00	.00	.00	Selected
34	41.0	8.00	.00	.00	Selected
35	42.0	8.00	.00	.00	Selected
36	43.0	8.00	.00	.00	Selected
37	44.0	6.00	.00	.00	Selected
38	45.0	5.00	1.00	.00	Selected
39	46.0	9.00	1.00	.00	Selected
40	47.0	8.00	.00	.00	Selected
41	48.0	9.00	.00	.00	Selected
42	49.0	8.00	.00	.00	Selected
43	50.0	8.00	.00	.00	Selected
44	51.0	5.00	1.00	.00	Selected
45	52.0	4.00	.00	1.00	Selected
46	53.0	2.00	1.00	2.00	Selected
47	54.0	1.00	.00	1.00	Selected
48	55.0	3.00	1.00	1.00	Selected
49	56.0	7.00	1.00	1.00	Selected
50	57.0	7.00	1.00	1.00	Selected
51	58.0	5.00	1.00	1.00	Selected
52	59.0	4.00	1.00	.00	Selected
53	60.0	1.00	.00	.00	Selected
54	61.0	4.00	1.00	2.00	Selected
55	62.0	9.00	.00	3.00	Selected
56	63.0	3.00	.00	2.00	Selected
57	65.0	3.00	.00	3.00	Selected
58	66.0	3.00	2.00	.00	Selected
59	67.0	4.00	1.00	.00	Selected

Individual participant output: Experimental indices^a

	id	Religious Orthodoxy (proxy measure)	Humanitarian Liberalism	Number of cannot decide choices	SPSS filter to eliminate purged subjects
60	68.0	9.00	1.00	1.00	Selected
61	69.0	1.00	.00	3.00	Selected
62	70.0	7.00	.00	.00	Selected
63	71.0	9.00	.00	.00	Selected
64	72.0	6.00	2.00	.00	Selected
65	73.0	8.00	2.00	1.00	Selected
66	74.0	9.00	.00	2.00	Selected
Total	N	66	66	66	66

a. Limited to first 100000 cases.

Summarize

Case Processing Summary^a

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
id	66	100.0%	0	0.0%	66	100.0%
Age	66	100.0%	0	0.0%	66	100.0%
Sex	66	100.0%	0	0.0%	66	100.0%
Educational Level	66	100.0%	0	0.0%	66	100.0%
Political Liberalism (high scores = Con)	0	0.0%	66	100.0%	66	100.0%
U.S. Citizen?	0	0.0%	66	100.0%	66	100.0%
English as primary language?	0	0.0%	66	100.0%	66	100.0%

a. Limited to first 100000 cases.

Demographic variables^a

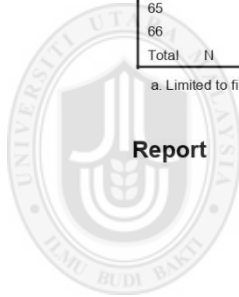
	id	Age	Sex	Educational Level	Political Liberalism (high scores = Con)	U.S. Citizen?	English as primary language?
1	1.0	34.0	male	Prof. degree	-	-	-
2	2.0	32.0	male	Prof. degree	-	-	-
3	3.0	29.0	male	Prof. degree	-	-	-
4	4.0	33.0	male	Prof. degree	-	-	-
5	5.0	47.0	male	Grade 7-9	-	-	-
6	6.0	27.0	male	Prof. degree	-	-	-
7	8.0	53.0	male	Prof. degree	-	-	-
8	10.0	26.0	male	Prof. degree	-	-	-
9	11.0	28.0	male	Prof. degree	-	-	-
10	12.0	26.0	male	Prof. degree	-	-	-
11	13.0	33.0	male	Prof. degree	-	-	-
12	14.0	50.0	male	Prof. degree	-	-	-
13	15.0	33.0	male	Prof. degree	-	-	-
14	17.0	33.0	male	Prof. degree	-	-	-
15	18.0	37.0	male	Prof. degree	-	-	-
16	20.0	32.0	male	Prof. degree	-	-	-
17	21.0	26.0	male	Prof. degree	-	-	-
18	22.0	29.0	male	Prof. degree	-	-	-
19	23.0	40.0	male	Prof. degree	-	-	-
20	24.0	30.0	male	Prof. degree	-	-	-
21	25.0	32.0	male	Prof. degree	-	-	-
22	27.0	33.0	male	Prof. degree	-	-	-
23	28.0	30.0	male	Prof. degree	-	-	-
24	29.0	40.0	male	Prof. degree	-	-	-
25	31.0	37.0	male	Prof. degree	-	-	-
26	32.0	27.0	male	Prof. degree	-	-	-
27	33.0	27.0	female	Prof. degree	-	-	-
28	34.0	27.0	female	Prof. degree	-	-	-
29	35.0	30.0	male	Prof. degree	-	-	-
30	36.0	36.0	male	Prof. degree	-	-	-
31	37.0	36.0	male	Prof. degree	-	-	-
32	38.0	39.0	male	Grade 10-12	-	-	-
33	40.0	30.0	male	Grade 10-12	-	-	-
34	41.0	37.0	male	Prof. degree	-	-	-
35	42.0	31.0	male	Prof. degree	-	-	-
36	43.0	28.0	male	Prof. degree	-	-	-
37	44.0	32.0	male	Prof. degree	-	-	-
38	45.0	45.0	male	Junior	-	-	-
39	46.0	30.0	male	Prof. degree	-	-	-
40	47.0	38.0	male	Prof. degree	-	-	-
41	48.0	35.0	male	Prof. degree	-	-	-

Demographic variables^a

	id	Age	Sex	Educational Level	Political Liberalism (high scores = Con)	U.S. Citizen?	English as primary language?
42	49.0	42.0	male	MS degree	-	-	-
43	50.0	49.0	male	Prof. degree	-	-	-
44	51.0	34.0	male	Grade 10-12	-	-	-
45	52.0	30.0	male	Grade 10-12	-	-	-
46	53.0	25.0	male	Grade 7-9	-	-	-
47	54.0	41.0	male	Prof. degree	-	-	-
48	55.0	28.0	male	Sophomore	-	-	-
49	56.0	33.0	male	MS degree	-	-	-
50	57.0	31.0	male	Prof. degree	-	-	-
51	58.0	31.0	male	Prof. degree	-	-	-
52	59.0	45.0	male	Prof. degree	-	-	-
53	60.0	29.0	male	Prof. degree	-	-	-
54	61.0	40.0	male	Grade 7-9	-	-	-
55	62.0	25.0	male	Grade 10-12	-	-	-
56	63.0	29.0	male	Grade 10-12	-	-	-
57	65.0	26.0	male	Grade 10-12	-	-	-
58	66.0	30.0	male	Sophomore	-	-	-
59	67.0	33.0	male	Grade 10-12	-	-	-
60	68.0	29.0	male	Grade 10-12	-	-	-
61	69.0	42.0	male	Grade 10-12	-	-	-
62	70.0	35.0	male	Prof. degree	-	-	-
63	71.0	29.0	male	Prof. degree	-	-	-
64	72.0	36.0	male	Prof. degree	-	-	-
65	73.0	32.0	male	Prof. degree	-	-	-
66	74.0	29.0	male	Prof. degree	-	-	-
Total	N	66	66	66	66		

a. Limited to first 100000 cases.

Report



Universiti Utara Malaysia

Table 1

Personal Interest (Stage 2/3)	Maintain Norms (Stage 4)	Post Conventional (P score)	N2SCORE
Mean			
27.46	43.20	19.92	24.74
StdDev			
16.61	15.68	12.49	12.99
N			
66	66	66	66

Report



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Table 2

Utilizer score	Humanitarian Liberalism	Number of cannot decide choices	Religious Orthodoxy (proxy measure)
Mean .20	.85	.62	6.50
StdDev .17	.85	.86	2.38
N 56	66	66	66

Report

UUM
Universiti Utara Malaysia

Table 3

id	Age	Sex	Educational Level	Political Liberalism (high scores = Con)	U.S. Citizen?	English as primary language?
Mean	33.5	1.0	8.5	.	.	.
StdDev	6.4	.2	2.9	.	.	.
N	66	66	66	0	0	0



UUM
Universiti Utara Malaysia

APPENDIX 11 SONATRACH Branches

	Headquarters & Branches	Provinces
	Company headquarter	Algiers
1	ENAFOR	Wargla
2	ENGTP	Algiers
3	ENTP	Wargla
4	ENSP	Wargla
5	ENIP	Skikda
6	ENAC	Algiers
7	NAFTAL	Algiers
8	GCB	Boumerdas
9	HELIOS SPA	Oran
10	COGIS	Oran
11	EGZIK	Skikda
12	SOMIK	Skikda
13	SOPREP	Algiers
14	ENAFOR	Wargla
15	ENGTP	Algiers
16	ENTP	Wargla
17	ENSP	Wargla
18	ENIP	Skikda
19	ENAC	Algiers
20	NAFTAL	Algiers
21	GCB	Boumerdas
22	HELIOS SPA	Oran
23	COGIZ	Oran
24	EGZIK	Skikda
25	SOMIK	Skikda
26	SOPREP	Oran

APPENDIX 12 SONATRACH Corporate Profile



Subsidiaries

- Drilling (ENTP & ENAFOR)
- Well Services (ENSP)
- Geophysics (ENAGEO)
- Construction (ENGTP, ENGCB, ...)
- Distribution (NAFTAL)
- Shipping (HYPROC)
- Electricity and Seawater Desalination (AEC)
- Fertilizers (ASMIDAL, AOA, Fertial, OCI,...)



International

- Upstream
- Transportation
- Downstream
- Marketing
- Shipping