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Factors that Encourage Unethical Practices by Organizational Leaders in Nigeria

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Abstract

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

The underlying concern for this research was the increasing numbers of reported culpability of organizational leaders' involvement in unethical practices, and the lack of previous literature on organizational factors that encourage unethical practices by organizational leaders in Nigeria. The purpose of this case study was to gain an understanding of the factors that encourage unethical practices by organizational leaders in Nigeria despite having ethical leadership skills and knowledge. This study was grounded in the framework of moral development theory by Lawrence Kohlberg, also known as the cognitive developmental theory of moralization. Data were gathered from document reviews from public library of the Economic and Financial Crime Commission, the Chamber of Commerce and Industry, and semistructured interviews sessions with 18 purposefully selected leaders, 9 each from 2 organizations from the telecommunication sector of the Nigerian economy. The interview consisted of 12 open ended semistructured questions. Fourteen themes emerged from the initial data analysis and were further classified into the 4 focus areas for the study: highly ethically aware leaders, lack of consequence leadership, compromises and organizational reputation, and focus on employees' needs. Key findings from this study indicate a potentially new area of study, consequence leadership, that should be considered by other researchers for future development. The study was socially significant because organizational practitioners have the potential to bring about a new generation of ethical leaders based on these findings, and thereby be leaders of positive social change in Nigeria.

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Dedication

I dedicate this dissertation to God Almighty for his guidance, mercy and grace during the period of this doctoral program. Also, to my wife Oluyemisi Adebola and my children, Kiisha, Nimi and Tumi, for their selfless support during this program. I thank you exceptionally for your prayers, support and understanding. While I denied you all of my time, our finances, you all stood by me because you all believe in my dreams. I couldn't have done this without your support. Thank you!

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Chapter 1: Introduction to the Study

Unethical business practices continue to increase among organizational leaders in Nigeria despite having ethical leadership skills and knowledge (Otusanya, Lauwo, Ige, & Adelaja, 2015). Several cases of unethical practices in Nigerian organizations have been related to weak leadership, poor strategic vision, and has subjected some Nigerians to ethical violations (Aboyassin & Abood, 2013). An example was, in 2006, the Senator Idris Kuta's panel found the Senate president, Dr. Chuba Okadigbo, guilty of receiving nearly $150 million as a bribe for a contract award (Otusanya, Lauwo, Ige, & Adelaja, 2015). Unethical practices of this nature cannot be executed without passing through the banking system, with knowledgeable, ethical leaders.

Despite studies in the literature on the involvement of organizations leaders in Nigeria in unethical practices notwithstanding their ethical leadership skills and knowledge (Muganda & Pillay, 2013; Al-Saggaf, Burmeister, & Weckert, 2015), no previous studies were conducted on factors responsible for unethical leadership practices in organizations in Nigeria (Iwowo, 2015; Bush & Glover, 2016; Nwosu, 2016). The pertinent question, leading to the purpose of this study was, what organization factors encourage leaders in Nigerian organizations to be involved in unethical practices despite having ethical leadership skills and knowledge? Understanding the factors within the organization that encourage leaders to act unethically will increase ethical efficacy and reduce leaders' moral disengagement within the organization. In Chapter 1, I identify the gap in the literature that this study is addressing, as well as the limitations and assumptions that formed the boundaries of this study. I also state the problem statement,

discuss the conceptual framework for the study and conclude the chapter with the significance of the study to diverse stakeholders.

Background of the Study

Practically daily, headline news, locally or internationally, contains stories of organizational leaders in Nigeria involved in different types of unethical practices. Unethical business practices have plagued organizations in Nigeria resulting in high rate of unethical decisions been made by organization leaders, such that affect both the organization and the society (Igbaekemen, Abbah, & Geidam, 2014). Leadership is a complex exchange established by the societal systems involving the society and the people (Day, 2000). A leader's interactions with his environment (in this study, his organization) have a significant impact on his leadership practices (Day, Fleenor, Atwater, Sturm, & McKee, 2014). What is not known are the factors that encourage or tempt leaders to be involved in unethical practices despite having ethical leadership skills and knowledge.

Twenty-five years of theoretical and empirical literature on leadership development was reviewed by Day et al. (2014), focusing on the difference and confusion between leaders' development and leadership development. Day et al. (2014) compared the long history of leadership theory and research to leadership development, defined broadly to include leaders' development. In conclusion, Day et al. encouraged practitioners and scholars to approach leadership development as a process that exceeds but does not replace individual leaders' development. This research by Day et al. is

specifically useful for my study because it addressed the failure of leaders with an emphasis on leadership development but not on the organization.

Igbaekemen et al. (2014), Rotimi, Obasaju, Lawal, and Ise (2013) concluded that unethical practices harm and obstruct economic growth. However, Rotimi et al. (2013) did not address possible factors that may encourage unethical practices by leaders in Nigeria organizations. It is imperative, before attempting a solution to end unethical practices in the organization by its leaders, to first identify factors within the organization that encourage or tempt its leaders to act unethically. In a developing nation like Nigeria, ineffective policies or weak monitoring of systems may offer a suitable environment for unethical practices.

Raimi, Suara, and Fadipe (2013) explored years of overwhelmingly negative impact of unethical practices on the economic growth of Nigeria, showing the impact of organizational failure in upholding ethical standards, focusing on accounting as a profession. Raimi et al. (2013) chose accounting because the essence of accounting is the same regardless of one's professional affiliation or geographical location. Additionally, accountants are characterized by honesty, trustworthiness, professional transparency, openness, integrity, prudence, and accountability, but these authors found that many accountants in Nigeria engaged in unethical practices.

Ratley (2016) concluded that collaboration existed among organizational leaders, and also with other stakeholders outside the organization as they commit occupational fraud and abuse. The summary of the Ratley's findings revealed the typical organization loses 5% of its annual revenue to fraud and unethical practices and the discussed extent

of that negative impact but did not address possible factors that could encourage

organization leaders to behave unethically. Kingshott and Dincer (2008) explored a

different perspective and posited that one's psychological contract (PC) contributed to

unethical practices by employees in public organizations. The PC is the unwritten mutual

belief, perception and obligatory expectations regarding each other duties and the

mannerism of its discharge (Rousseau, 1989).

Negative work environments can foster unethical practice suggesting a potential

cultural effect within the organization that might encourage leaders to behave unethically

or makes decisions that overlook the range of expectations entrenched within the PC,

despite being aware of the moral and ethical expectations (Kingshott & Dincer, 2008).

PC stimulates functional behavior among employees, a violation of which might lead to

moral disengagement, thereby causing employees to engage in an unethical act to recover

what he believes he is due. Ntayi (2013) in his study, concluded that factors exist both

singularly and interactively within an organization that predicts organization leaders'

ethical identity.

Problem Statement

Nigeria had remained impoverished due to unethical practices by its political

leaders assisted by organizational business leaders (Igbaekemen et al., 2014). For

example, the Nigerian government accused Halliburton of paying nearly $180 million in

bribes to its officials to secure projects; investigators, the Stock Exchange and the court

in the United States of America found Halliburton guilty with convictions made. The

Economic and Financial Crimes Commission (EFCC) in 2005 convicted Emmanuel

Nwude and others for a $242 million fraud case involving financial institutions in Nigeria

and a bank in Brazil (Igbaekemen, Abbah, & Geidam, 2014; Nwankwo 2014). The

general problem is the increasing numbers of reported culpability of organizations leaders

in Nigeria in unethical practices despite having ethical leadership skills and knowledge.

The specific problem is a lack of previous literature on organizational factors that

encourage unethical practices by organizations leaders in Nigeria (Adisa, Abdulraheem,

& Mordi, 2014; Ejere, 2013; Day, Fleenor, Atwater, Sturm, & McKee, 2014; Oluseye,

2014; Osemeke, 2011; Oparanma, Hamilton, & Opibi, 2010; Dike, 2014; Mayer, Aquino,

Greenbaum, & Kuenzi, 2012; Walumbwa & Schaubroeck, 2009). This qualitative

exploratory multiple case study involved nine purposefully selected leaders from each of

two organizations in the telecommunications sector that participated in semistructured

interview sessions.

Purpose of the Study

The purpose of this qualitative exploratory multiple case study was to gain an

understanding of the organizational factors that encourage unethical practices by

organizations leaders in Nigeria despite having ethical leadership skills and knowledge.

The unit of analysis was nine purposefully sampled leaders from each of two

organizations in the telecommunications sector, that participated in semistructured

interview sessions. The telecommunications sector is a viable segment of the Nigerian

economy (Khan, 2014b); it is a major contributor to Nigeria's GDP that has been alleged

within works of literature to have amplified unethical practices since the advent of Global

System of Mobile Telecommunication (GSM) in 2001. Recent scandals within the sector

have demonstrated the devastating consequences of unethical leadership in Nigeria

organizations (Marshall, Cardon, Poddar, & Fontenot, 2013; O'Reilly, & Parker, 2013;

Robinson, 2014).

Research Question

RQ1: What organizational factors encourage its leaders in Nigeria to be involved

in unethical practices despite having ethical leadership skills and knowledge?

Conceptual Framework

The conceptual framework for this study was the moral development theory of

Lawrence Kohlberg (1976), also known as the cognitive developmental theory of

moralization. The theory includes three stages; (a) Pre-conventional morality where

individuals learn what is right, and wrong determined by reward or punishment, (b)

Conventional morality where the views of others matter to individuals who avoid blame

and seek approval, and (c) Post-conventional morality where an individual develops

abstract notions of justice and the rights of others can override obedience to laws and

rules. The reliance of this theory on continuing studies toward expressions of moral

judgment was based on the premise that cognitive development occurs naturally.

Combining cognitive development with the ethical leadership skills and knowledge

acquired by organizational leaders at different levels, ought to have increased the leaders'

ethical leanings (Den Hartog, De Hoogh, & Kalshoven, 2013).

According to Mayer, Nurmohamed, Treviño, Shapiro, and Schminke (2013),

leaders are thought to have a strong influence on ethical standards and followers see them

as role models of the right ethical behaviors in the organization. Organizational

expenditures worldwide reflect more than $60 billion spent on leadership training annually (Pfeffer & Sutton, 1999). A few years later, the spending on leadership training in the U.S. alone has increased to $70 billion and over $130 billion worldwide (O'Leonard, 2014). Understanding the organizational factors that encourage unethical practices by organizational leaders in Nigeria despite having ethical leadership skills and knowledge, might give insights into how to prevent such practices. Further research and application of Kohlberg's theory show stages of moral development in an individual, describing schooling as a moral enterprise (Kohlberg & Hersh, 1977).

Nature of the Study

The research method for this study was a qualitative exploratory multiple case study. Wisdom, Cavaleri, Onwuegbuzie, and Green (2012) categorized research method as a qualitative, quantitative, and mixed method. When exploring a real-life experience, "why and how" the issue occurs, researchers employ qualitative research methods (Yin, 2014). Qualitative research involves discovering and understanding the experiences, opinions, views, and perspectives of participants, also used to explore the purpose, meaning, or reality of a group. Since the purpose of this qualitative exploratory multiple case study was to gain an understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge, I determined that a qualitative method is an appropriate method of inquiry to use. Tavallaei, and Abu Talib (2010), posited that when the factor under investigation calls for a comprehensive, intricate, and detailed manner of exploration as it

was for this study, the qualitative method was preferred, because qualitative methods provide a deeper understanding of the phenomena (Silverman, 2005).

Quantitative research methods are based on deductive reasoning and involve testing variables, and it generalizes to the larger population (Patton, 2015). I was not going to generalize the information gained from this study to the larger population; therefore, quantitative method was not appropriate for this study, so also was mixed method study, since mixed method contains quantitative component (Eisenbeiß & Brodbeck, 2014; Patton, 2015, p. 55). The purpose of a study, data types, and means of data collected indicates which method of inquiry is appropriate (Denzin & Lincoln, 2011), I was not testing or comparing variables and was not going to generalize this study to a larger population, hence the preference of qualitative method over quantitative and mixed method.

Marshall and Rossman (2014) listed the common qualitative research designs as ethnography, phenomenology, case study, narrative, heuristic, grounded theory, and content analysis. The selected method and design for this study was an exploratory multiple case study which is appropriate when few or no prior studies were conducted on the research problem. An exploratory case study is conducted to gain an understanding from those interviewed of a particular situation that lacks detailed preliminary research, also giving the basis upon which future researchers can further explore (Streb, 2010). The qualitative exploratory case study allows for an in-depth review of the emergent themes along with the method of inquiry employed by the researcher for data collection.

Definitions

Character: Defined as the particular pattern of attributes in a person that makes them different from others however, in *Demonstratives* it is argued that indexical and other expressions have a sort of meaning, character, that is distinct from their more commonly recognized sort of meaning, and content (Braun, 1995).

Cognitive development: A lifelong process where the purpose is to improve the perceptual skills, learning, and the brain development of an individual (Blitz, Salisbury, & Kelly, 2014).

Ethical behavior: Based on social scientific research, is such behavior directed toward trust, personality, honesty, fairness, and judged according to generally accepted norms of behavior (Trevino, Weaver, & Reynolds, 2006; Cheng, Chang, Kua, & Cheung, 2014).

Ethical efficacy: Confidence in one's ability to behave ethically (Hannah, Avolio, & May 2011; Mitchell, Palmer, & Schminke, 2008; Youssef & Luthans, 2005).

Ethical leadership: Brown, Treviño, and Harrison (2005) defined ethical leadership as the demonstration of normatively appropriate conduct, through personal actions and interpersonal relationships.

Ethical skill and knowledge: Defined as being aware of one's and others' values and moral perspective, knowledge, strengths, context that one operates in, confidence, hopefulness, optimism, resilience, and high moral attributes, acquired by paying attention to and emulating attitudes of others (Avolio, Luthans, & Walumbwa, 2004, p. 4), which

Bandura (1977, 1986) called social learning, suggesting that followers will reciprocate when treated ethically by leaders (Hansen et al. 2013, Hassan et al. 2013).

Poor leadership: A leader or person that lacks the skill, ability, qualities, and characteristics to lead effectively, is said to exhibit poor leadership (Michel, Pichler, & Newness, 2014).

Unethical leadership: Brown and Mitchell (2010) define unethical leadership as a leader's display of behaviors such as dishonesty, unfairness, engagement in corruption and other criminal behaviors, little empathy, lack of responsibility, following egocentric pursuit of own interest, manipulation or misuse of others and decisions that are illegal and violate moral standards, those that impose processes and structures that promote unethical practices by followers (Eisenbeiß, & Brodbeck, 2014)

Unethical practices: Defined as any action that is not morally right or proper for a person, profession or an organization (Zheng & Mirshekery, 2015).

Assumptions

An assumption is any belief not established by empirical support or data experimentation (Kouchaki, Okhuysen, Waller, & Tajeddin, 2012). Several assumptions were made in this study. First, the conceptual framework was assumed accurate for the case identified. Second, the unit of analysis for this study was assumed to be adequate to provide the in-depth understanding required for the research. Finally, based on the problem, purpose, and the limited time, for conducting this study, the qualitative methodology was assumed to be appropriate for guiding the collection of data needed to help answer the research question.

Scope and Delimitations

The scope of this study involved gaining an understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge. The scope was limited to exploration, gathering, and analysis of data from semistructured interviews with leaders from the participating organizations. The boundaries of this study were a minimum of 18 purposefully selected leaders, nine participants from each of two organizations in the telecommunications sector in Nigeria. Recent scandals within this sector in Nigeria have demonstrated the devastating consequences of unethical leadership (Marshall, Cardon, Poddar & Fontenot, 2013; O'Reilly & Parker, 2013; Robinson, 2014) which necessitated its selection for this study. The participants were asked to respond to open-ended questions during semistructured interviews.

Delimitation of a study is the boundaries or conditions intentionally imposed by the researcher to guard the scope of the study against creeping out of control (Bloomberg & Volpe, 2012). The 18 participants purposefully selected for this study, nine from each of two organizations within telecommunications sectors of the Nigerian economy, and being leaders in their respective organization, formed the boundary of this study. This study did not extend to any other sector, and the participants did not include anyone without leadership role in the organization. Data gathered from each of these organizations were treated together, forming an aggregate theme during the data coding.

Limitations

The limitations of a study are inherent weaknesses that impact the study outcome (Kouchaki et al., 2012). Several limitations existed for this study. First, the unit of analysis for the study was 18 leaders, this limited the transferability of the study to other organizations within other sectors not addressed in this research. Second, the participant's willingness to share personal experiences was expected to be limited because the perception of unethical practices is usually not positive. Finally, the study could be limited due to the uncertainty of obtaining honest and accurate responses from organizational leaders during the interviews.

Significance of the Study

Organization leaders are believed to exert a strong influence on the ethical standards in organizations (Mayer et al., 2013), such that leaders are seen as a role model and also suspected as the culprit, or in the least, an enabler of wrongdoing whenever ethical scandals exist in the organization. Researchers have examined the leader's processes for ethical decision-making and behavior; however, none has focused on understanding the factors responsible for unethical leadership practices in organizations in Nigeria (Bush & Glover, 2016; Iwowo, 2015; Muganda & Pillay, 2013; Nwosu, 2016). The understanding of the factors responsible for unethical leadership practices gained from this study may assist future leaders to be self-aware. Drawing from the principles of social cognitive theory, and self-efficacy theory (Bandura, 1986, 1997) such self-awareness might lead to the development of moral self-regulatory capacities, leaders may

then consciously engage in practices that focus on reducing or eliminating the existence

of moral disengagement in organizations, thereby, leading to positive social change.

Significance to Theory

Researchers in the field of ethical leadership have shown that ethical leaders

influence ethical practices in their organizations; however, lack of research regarding the

factors within organizational contexts that encourage unethical leadership practices in the

organization exist (Adisa, Abdulraheem, & Mordi, 2014; Ejere, 2013; Day, Fleenor,

Atwater, Sturm, & McKee, 2014; Oluseye, 2014; Osemeke, 2011; Oparanma, Hamilton,

& Opibi, 2010; Dike, 2014; Mayer, Aquino, Greenbaum, & Kuenzi, 2012; Walumbwa &

Schaubroeck, 2009). This study may add to the body of knowledge in the field of

leadership and ethical behavior, by identifying the factors that encourage leaders in

organizations to act unethically despite having ethical leadership skills and knowledge.

Future researchers who seek to extend knowledge about leaders' unethical practice in the

organization would find the understanding of the factors that encourages such practices

useful. Conducting this research in a different country could confirm the efficacy of the

conclusion by Bandura (1991), that within a social cognitive theory framework,

environmental factors play a significant role in personal factors that affect moral thought,

effective self-reactions, and ethical conduct.

Significance to Practice

The findings from this study, the conclusion, and application of its

recommendations would give an understanding of the factors within the organizational

context that encourages leaders in Nigerian organizations to be involved in unethical

practices despite having leadership skills and knowledge. In the future, the knowledge

gained from this study would assist organizational leadership practitioners to approach

leadership development in the organization differently. Leadership training providers

would also have to adjust their curricula to accommodate the new knowledge.

Significance to Social Change

Understanding factors within the organizational context that encourage leaders in

two Nigerian organizations to be involved in unethical practices despite having ethical

leadership skills and knowledge would increase leaders' ethical efficacy and thereby

reduce instances of leaders' moral disengagement. Leaders could then proactively adopt

organizational changes that will impact actions and motivations towards entrenching

ethical practices in the organizations. Equally, followers that noticed the changes in their

leaders' behavior and organizational practices could become more ethical, more

responsible to the organization, thereby reducing occurrences of PC violations.

Summary

In Chapter 1, I provided an alignment among the problem statement, purpose

statement, research question, and the conceptual framework. The units of analysis, as

indicated in the problem statement, involved nine purposefully selected leaders from each

of two organizations in the telecommunications sector, that participated in semistructured

interview sessions. The purpose of the qualitative exploratory multiple case study was to

gain an understanding of the organizational factors that encourage unethical practices by

organizations leaders in Nigeria despite having ethical leadership skills and knowledge.

In Chapter 2, I review the literature, provide analysis and synthesis of research related to

the case under study, and discuss the conceptual framework that addresses the research

question.

Chapter 2: Literature Review

Overview

The specific problem was lack of previous literature on organizational factors that encourage unethical practices by organizations leaders in Nigeria (Afegbua, & Adejuwon, 2012; Muganda, & Pillay, 2013; Iwowo, 2015; Bush, & Glover, 2016; Nwosu, 2016). Undeniably, some studies have been conducted to examine the leader's processes for ethical decision making and behavior; however, none was focused on understating the factors within the organizational context that encourages the leaders to be involved in unethical practices (Al-Saggaf, Burmeister, & Weckert, 2015). In Chapter 2, I will present the review of literature related to this study; the review includes one main theme and two secondary themes. The main theme will be ethics, and the two secondary themes will be Kohlberg's (1976) moral development theory which was the conceptual framework of the study, and leadership, however; ethics and leadership themes contain several closely related areas.

The areas of ethics that will be discussed in this study include morality, theoretical foundations, ethical theories, organizational culture, unethical leadership behaviors, and unethical leaders. The leadership theme includes a definition and role of a leader, leadership skills, leadership competencies, leadership styles, and transformative leadership. The theme also includes responsible leadership, transparency in leadership, responsiveness in leadership, the role of law in leadership, ethical training for organizational leadership, leadership ethics and good governance, leadership ethics and building ethical importance. I will also discuss leaders' participation in ethical activities,

the importance of ethics in organizational leadership, effectiveness and efficiency principle, ethical leadership constraints, leadership challenges, and unethical leadership behavior. The literature review contained only peer-reviewed journal articles and books published after 1977.

Lawrence Kohlberg's (1977) moral development theory was the conceptual framework for this study. Kohlberg (1977) posited that individuals are not able to adequately distinguish between the principles of justice, mutual respect, and rights until late adolescent. Kohlberg referred to this concept as post-conventional reasoning. Kohlberg asserted that advances in one's moral thinking are connected to developing a child's logical thinking and perspective taking ability. To Kohlberg, the individual thinking processes are necessary but not sufficient for moral growth (Jambon & Smetana, 2015). Jambon and Smetana (2015) agreed that Kohlberg's work on the study of moral development cannot be underestimated. Hence the need to gain an understanding of the factors that encourage organizational leaders to be involved in unethical practices and the impact the leaders' moral development have on these factors.

The objective of the literature review was to identify extant literature in the field of ethical behavior and leadership that addressed the search terms and the fundamental assumptions of the conceptual framework for the study. I obtained relevant information from the literature review, which was combined with the knowledge gained through the semistructured interviews with the participating organizations leaders, to answer the research question and make recommendations for future researchers who might want to extend this work. Findings from this study are expected to influence the organization

leaders' ethical efficacy, thereby reducing the tendencies for leaders' moral

disengagement, leading to leaders proactively adopting goals such that will direct actions

and motivations towards entrenching ethical practices in the organizations, resulting in a

positive social change in Nigeria.

Literature Search Strategy

The purpose of this qualitative exploratory multiple case study was to gain an

understanding of the organizational factors that encourage unethical practices by

organizations leaders in Nigeria despite having ethical leadership skills and knowledge.

This literature review created a foundation of knowledge of research on which this study

was conducted. Thus, the results from this qualitative exploratory multiple case study

could contribute to the existing body of knowledge by bridging a gap in the literature and

providing valuable insights into the practice of organizational leadership. I conducted the

literature review by examining relevant topics as outlined in the previous section, which

provided a scholarly background to support the need to address the identified problem. I

organized the literature according to the following subtopics: the definition and role of a

leader, leadership competencies to implement organizational success, transformational

leadership around employee engagement and resonance, leadership challenges resulting

from common leadership errors that lead to employee disengagement, and leadership

styles.

The following were used as key search terms and concepts for the literature

review: definition of a leader, leaders' competencies, leadership styles, transformational

leadership, leadership challenges, cognitive development, ethical behavior, ethical

efficacy, moral disengagement, unethical leadership, unethical practices, and poor leadership. These terms were searched separately and in combination, which produced over 300 search results. The sources were peer-reviewed journal articles, and books from Walden University's online library, EBSCOhost, ProQuest, Dissertations and Theses-Full Text databases, Academic Search Complete, Emerald Management, Sage Premier, Business Source Complete, ABI/INFORM Complete, Thoreau, EBSCOhost, PsycARTICLES, Science Direct, PsycINFO, Political Science Complete, and ProQuest Central. The resulting review provided useful information from primary sources published from 2013 to the present, ensuring that the design for this study has a supported research method and design. The supporting literature sources for this study included 333 references, 318 (96%) were peer-reviewed, and 15 (4%) were books.

Conceptual Framework Underpinning the Study

Conceptual framework is described by Landerer (2013) as a lens used in developing the knowledge for understanding the underlying paradigm of the research study. A concept is a symbolic statement that describes a phenomenon or type of phenomena. Parahoo (2006) explained the difference between a conceptual framework and a theoretical framework as conceptual framework gathers concepts from various theories and findings to guide inquiry, but a theoretical framework is where a theory underpins research.

I adopted Lawrence Kohlberg's (1977) theory of moral development as the conceptual framework for this study; this theory is also known as the cognitive developmental theory of moralization. Kalshoven, Den Hartog, and De Hoogh (2013)

explained that moral development theory relies on continuing studies toward expressions

of moral judgment. This made it a valuable framework for the examination of ethical and

unethical behaviors among organizational leaders. Mayer et al. (2013) affirmed that

leaders are thought to have a strong influence on ethical standards and followers see them

as role models of the right ethical behavior in the organization. Kohlberg (1977)

discovered that some aspects of moral development are reflective of cognitive

development, while others appear to be socioemotional; Gibbs (2014) was of the opinion

that age trends in cognitive development but not socioemotional stood across variations

in children's nationalities, religion, or social class. Kohlberg used moral dilemmas that

novelists and philosophers created, theorizing that probing the structure of an individual's

moral judgments would reveal patterns of reasoning.

Kohlberg (1971) transformed and built on Jean Piaget's theory of developmental

phases (Sandu, Caras, & Nica, 2013), using modified views from John Dewey's

understanding of phases including impulsive (needs, hedonic desires), group-conforming

(rules, customers), and reflective (principles, conscience). Jean Piaget's theory of

developmental phases also referred to as the theory of cognitive development is a gradual

realignment of mental processes resulting from biological maturation and environmental

experiences. Piaget used schema to explain his theory, defined as a set of linked mental

representations of the world around us, which affects how we understand and respond to

situations. Piaget proposed four phases of cognitive development: the sensorimotor,

preoperational, concrete operational and formal operational period (Dasen, 1994;

Wadsworth, 2004). These developmental phases were initially self-accepted moral

principle levels and later identified as preconvention, conventional, and postconventional

levels (Kohlberg, 1976).

Each of the three phases of Kohlberg's theory comprises of two stages each,

resulting in stages 1 through 6. Stage 1 is obedience and punishment. Stage 2 is

pragmatic exchanges and resembles Piaget's concrete decentration (Gibbs, 2014). Gibbs

(2014) defined *decentration* to include the ability to pay attention to numerous attributes

of an object or situation rather than being locked into attending to only a single attribute.

Stage 3 is when the member of society has internalized the expectations and rules of

authority. Stage 4 is when the individual's understanding of the intangible biases for

social cooperation expands from the previous stage (Gibbs, 2014). Expressed another

way, stage 4 is when the individuals profound or mature moral judgment awakens. Stage

5 is when the individual's rights relate to individual rights and social contract or utility.

In Stage 6, the principles relate to universal ethical principles. Kohlberg's moral

development theory served as a working instrument for the present study (Gibbs, 2014).

Ethics and Morality: Definitions and Application

In 2004, The National Policy on Education promised to promote Nigerian national

ethics, religious tolerance, integrity, self-respect, patriotism, and dignity of labor. It

stressed respect for the individual's dignity and self-worth. Additionally, it emphasized

both moral and spiritual principles based on relational and human interactions and shared

a concern for society's common good. Finally, it advanced the emotional, psychological,

and physical development of children and acquiring competencies essential for

independence. Many researchers reported that for several decades the Nigerian

educational value system has had unacceptable standards. Burdened by corruption at the highest levels, falsify justice and high levels of treachery, lying, cheating, administrative malpractice, and poor discipline (Mni, 2008).

According to Bateman and Snell (1999), the term ethics refers to the system of rules governing the assembling of values. Whereas, Siropolis (1997, p. 62) explained that ethics are the "rules or standards governing the conduct of a person or profession." While ethical describes the behaviors that live up to the standards established by society, the term unethical describes the wrong behavior that does not meet this standard by society. Siropolis (1997) listed three types of wrong behavior:

- Departure from the truth: saying things that are anything else but the truth, such as telling an employer of one's illness when the individual is well.

- Deviation from moral rectitude: canceling a scheduled meeting without notification. Another example is plagiarism where one presents an idea as if it were original when it came from another. Being held accountable for one's actions or inaction because it erodes the moral fiber.

- Violation of law: paying or receiving a bribe and illegally awarding pass mark for students.

Some organizations may align their ethical principles with religious or spiritual morality, particularly if the organization is a religious one. Regardless, organizations and the individuals who lead the organizations use ethical theories as a foundation for their leadership styles, the overall company practices, and the way the organization is shaped to achieve its goals and objectives.

Ethical Theories

Ethical foundations frequently guide or influence decision-making for organizational leaders (Lund, 2011). Ethical theories may establish the foundation for leadership styles with their ethical philosophies. To understand the unethical behaviors of organizational leaders in Nigeria requires an understanding of ethical foundations and theories on which leaders might base their decisions and behaviors. For example, Ünal, Warren, and Chen (2012) found that without a foundation of normative ethical theories, supervisors in organizations were more likely to engage in unethical behaviors. Without a firm foundation of ethical principles, leaders cannot apply ethical concepts to their leadership styles, often resulting in unethical behaviors. The theories that supported the conceptual framework for this literature review were the teleological utilitarian ethics, deontological ethics, virtue (character-based) ethics, and justice ethics. These ethical approaches addressed many perspectives in organizational leadership, which provided a comprehensive examination of ethics to place in context with unethical leadership in Nigeria.

Teleological utilitarian ethical theory. Teleological ethics is a theory of morality in which individuals' sense of duty comes from what is desirable as the goal to be achieved, with the morality of decisions being based on the consequences that come from actions rather than the actions themselves (Burnes & By, 2012). Within this context, two approaches to teleological ethics are hedonism and utilitarianism. Hedonism relies on pleasure as a basis for good, while utilitarianism relies on achieving the greatest good for the greatest number of people (Kanungo, 2001). This ethical approach aligned

effectively with transactional leadership, which attempted to bring the satisfaction to the largest number of individuals in the organization (Abrhiem, 2012). This ethical approach is beneficial because it focused on the good of the group rather than the individual (Masten, 2012). This focus is important for organizations because of the need for individuals to work cooperatively for mutual organizational goals and objectives. Conversely, one potential drawback of this ethical approach is that it can be interpreted as the ends justifying the means (Masten, 2012).

In the context of ethical and unethical leadership, this can lead to leaders behaving unethically to accomplish specific organizational goals. For instance, an organization may engage in unethical business practices to improve financial outcomes. Within the context of teleological ethics, particularly from a utilitarian perspective, organizational leaders may focus on the financial outcomes of the business, such as sales records or production rates. This may be advantageous to achieve the financial and operational outcomes for the business but may overlook the needs of the employees in the process of achieving those outcomes.

Deontological ethical theory. In contrast to teleological ethics, deontological ethics emphasize actions as morally good rather than the outcome of the actions (Chakrabarty & Bass, 2015). This ethical approach is usually based on institutional rules, laws, and other regulations as a foundation for behavior. Deontological ethics guide the ethical behavior of organizations based on institutional, legal, and social standards of acceptable behavior, while socially accepted norms help dictate and guide ethical actions in individuals and organizations (Chakrabarty & Bass, 2015). In a business context,

deontological ethics focuses on duties to stakeholders, such as employees, customers, the community in which the business operates, and others who are involved in the organization (Chakrabarty & Bass, 2015). Deontological ethics are, in this sense, the opposite of teleological ethics, but equally as important for an understanding of ethical practices within an organizational setting. This ethical approach includes specific behaviors of acts required, permitted, or forbidden (Alexander & Moore, 2012).

The deontological ethics approach is advantageous for stakeholders in an organization because it governs organizational leaders' actions with far less emphasis on the outcomes of those actions. Under this ethical theory, leaders make decisions based on regulations and policies, such as those established within an organization, with the intention that the policies are beneficial for the stakeholders in the organization. This approach among leaders can result in a strong company culture and satisfied employees. However, since this approach focus on the processes and actions, rather than the outcomes from the actions, even behaviors considered ethical might cause unethical consequences for the organization. In deontological ethics, the means justify the ends.

Virtue ethical theory. Virtue ethics is what it says it is. In contrast to the deontological ethics theory which emphasizes duties and rules, or consequentialism approach that emphasize consequences of actions, virtue ethics focus on moral character, (Hursthouse, 2012; Crisp, 2015). Where teleological ethics centers on the outcomes and deontological ethics centers on the actions, virtue ethics focuses on the person (Hursthouse, 2012). In virtue ethics, individuals ask what type of person he or she should be rather than what actions he or she should take or what goals he or she should achieve

(Hursthouse, 2013). Within this context, the actions taken by the individual are insignificant if the individual is ethical and morally upright.

Within the organizational context, virtue ethics gets less attention than teleological and deontological ethical approaches. This may be because both teleological and deontological approach emphasizes the relationship between the leader as a stakeholder and the organization, whereas virtue ethics focuses exclusively on the leader. Virtue ethics does not lay high significance on the leaders' relationship with the organization, which suggests less applicability of virtue ethics in the corporate world (Audi, 2012). Because virtue ethics approach is beneficial to the organization under the assumption that the organizational leader is ethical and will make ethical decisions on behalf of the organization. However, since this approach does not provide emphasis on consequentialism, organizational leader utilizing the virtue ethics approach might not act in the best interests of the organization. Despite that, virtue ethics may become the measure of ethical practices within the organization (Fontrodona, Sison, & de Bruin, 2013).

Justice ethical theory. The justice ethical approach can be understood through John Rawls's (2009) theory of justice, which blends justice, virtue, and ethics, which is highly applicable to the business world. According to Rawls (2009), "the goal is to present a conception of justice, which generalizes and carries to a higher level of abstraction the familiar theory of the social contract as found in Locke, Rousseau, and Kant (p.10)." Within the context of the social contract, the applicability to the business world can be seen in the justice ethics approach. The purpose of the social contract is to

have an understanding among the people working together that they are working toward the same goals and objectives, which should strengthen the ability of the individuals to work as a team (Rawls, 2009).

From a leadership perspective, application of justice ethics can be observed in the way leaders treat their teams and the decisions made to contribute to the ideals and principles of justice to achieve organizational success (Rhodes, 2012). Even in a global business world, which includes its unique challenges, justice ethics, particularly when justice is viewed as a virtue, can lead to ethical decisions because of the desire to achieve justice for stakeholders (Dierksmeier & Celano, 2012). Besides, a justice ethics approach often includes a sense of moral obligation to achieve justice (Yoon, 2011). An organizational leader may feel obligated to behave in a certain way to achieve justice for stakeholders. In this way, justice ethics are aligned with teleological ethics, which focus on outcomes rather than the actions taken to achieve the outcomes.

Unethical Leadership Behavior

For many organizational leaders, the best solution to an ethical dilemma is to have a predetermined role, objective principle, and principle reformulated as corporate policy (Yammarino, Mumford, Serban, & Shirreffs, 2013). This sets clear expectations for leaders' behaviors and employees in the organization. Bishop (2013) described the ethical behavior as a reflection process and a communal exercise that concerns the moral behavior of individuals based on an established and expressed standard of individual values. Zheng and Mirshekary (2015) concluded that ethical behavior is an absolute requirement for all organizational leaders. Employees' ethical behaviors tend to show

higher validity than knowledge-based measures (Zheng & Mirshekary, 2015). Blair, Gorman, Helland, and Delise (2014) were convinced that the standard for behavior in business should not differ from the standards that apply outside of the work environment.

Charalabidis (2012) noted that ethics has traditionally involved applying principle-based reasoning and philosophy that connects to the complex problems associated with conducting business. It is expected of organizational leaders to lead by example, also be the authority to approach when an ethical dilemma occurs, that explains the conclusion by Hassan, Mahsud, Yukl, and Prussia (2013) that organizational leaders have a responsibility to uphold the highest standards of ethical behavior. Responsibility indicates that organization leaders are most at fault for ethical or unethical organization behavior, individuals can be responsible, and not organizations (Stanaland, Lwin, & Murphy, 2011). Pot (2011) elaborating on the work of Drucker (1960) titled *The Matters of Business Ethics,* concluded that business ethics does not exist, but a contemporary business ethics as a form of what he considered casuistry. Several situational factors influence a leader's decision toward unethical practices (Drucker, 1960). When deciding on performance, unethical issues, or interpersonal conflict, leaders may make bad decisions (Yao et al., 2014). The need to develop conceptual clarity about unethical practices and the breadth of the context of ethical challenges is inevitable (Hassan et al., 2013).

Kohlberg Stages of Moral Development

Kohlberg and Hersh (1977) categorized moral development into three stages, Pre-conventional morality: at this stage, individual learned what is right and wrong

determined by rewards or punishment. Conventional morality: here, views of others

matter, individual avoid blame and seek approval. Post-conventional morality –

individual develops abstract notions of justice, the right of others can override obedience

to laws and rules (Kohlberg & Herch, 1977; Schrijver & Maesschalck, 2015). For the

conventional morality, the stages identified are a good interpersonal relationship; where

an individual obeys the rules to be perceived as a good citizen (Schrijver & Maesschalck,

2015). Kohlberg and Hersh (1977) described maintaining the social order at the level

where an individual obeys the rules to avoid guilt. Kohlberg and Hersh (1977) described

the two stages on the post-conventional morality, the social contract, and individual right,

as where the individual begins to appreciate that rules and laws are made for the good of

all and not to avoid punishment. These stages contrast with the universal stage, where

individuals develop moral guidelines that align with the law (Schrijver & Maesschalck,

2015).

Critical Evaluation of Ethical Leadership

While ethical leadership is frequently viewed as the ideal goal for leaders of

organizations all over the world, a greater emphasis is on the traits of ethical leaders than

how to evaluate leaders and determine whether they are behaving ethically. Typically,

the way leaders are evaluated, particularly from an outsider's perspective, is whether they

are following established laws, regulations, and policies rather than violating them.

However, maybe leaders are not breaking the rules but are still not behaving ethically.

Ethical leadership is more complex than simply determining whether rules are being

followed. From a business perspective, leaders must be evaluated through performance

evaluations to determine whether they are behaving ethically within the organization

(Walumba, Mayer, Wang, Wang, & Workman, 2011).

Evaluating leadership in the organization serves two primary purposes. First,

evaluating leadership ensures that leaders are following the policies established by the

organization for ethical leadership. Second, evaluations help embeds a company culture

of ethical practices, passing the foundation of ethical behavior to employees throughout

the organization, thereby promoting improved employee performance and job satisfaction

(Kim & Brymer, 2011). However, one problem faced by organizations is that ethical

leadership can be difficult to define. Without a clear understanding of what constitutes

ethical leadership, organizations cannot determine whether their leaders are ethical.

Therefore, an organization that requires ethical leadership must have clear expectations

for leaders, and ethical expectations for leaders and the rest of the organization's

employees. I intended through this literature review to provide an explanation of

leadership and an understanding of ethics as it relates to leadership to provide a

foundation on which leaders can be evaluated based on their ethical or unethical

behaviors.

Definition and Role of the Leader

To understand how to lead an organization ethically, one must understand what a

leader is and what role a leader has in an organization. Unfortunately, the definition of a

leader is complex in current literature. Researchers have defined leadership and the role

of a leader in many ways. Findings by Nixon, Harrington, and Parker (2012), Tuckey,

Bakker, and Dollard (2016), and Cameron (2011) suggested that hundreds of definitions

and skills of a leader have been proposed over the last 30 years. Tuckey et al. posited

that one consistent theme in those definitions was the ability to influence others.

Cameron added the definitions of leadership combined suggested that leaders should

influence change and understanding, inspire the pursuit of goals, and include everyone

within an organization.

Chen and Chih (2011) and Kempster, Jackson, and Conroy (2011) suggested the

importance for organizations to define how to train employees to assume leadership roles

and effect positive change within their organizations. Gilson and Mathieu (2012) and

McDermott, Kidney, and Flood (2011) suggested that the role of a leader has altered in

the last decade. McDermott et al. averred that the role of a leader goes beyond their

abilities and should include finding a balance for the organization through empowering

employees to grow and exceed expectations. McDermott et al. further maintained that

the role of a leader involved influencing individuals to affect change toward a common

goal.

An understanding of the demands and roles of leaders in the organization will

afford the leaders the opportunity to have an effective strategy for prevention of such

factors that might impede the practices of ethical leadership. The best leaders were those

who gained the information and talents required to evaluate instances and react properly

(Friedman, 2011). Leaders must have directed with a resolve and displayed firm ethical

behaviors (Wang & Hsieh, 2013). Additionally, leaders must have displayed trust and

respect to build prosperous relationships (Fairfield, Harmon, & Behson, 2011). The most

effective leaders drove their organizations to attain noteworthy business outcomes

through appropriate communication among leaders and their employees, which could

have created strong relationships and resulted in consumer-focused employees

(Friedman, 2011).

Organizational Leadership

Organizational leadership is a broad topic in the literature and provides a vast

knowledge about the topic in various forms and applications. The primary focus of

organizational leadership in research is to determine the best approach for organizational

leadership in different circumstances to achieve financial and operational goals. For

example, Ismail, Mohamed, Sulaiman, Mohamad, and Yusuf (2011) studied the

relationship between transformational leadership, empowerment, and organizational

commitment, and highlights one approach to organizational leadership and how it

impacts the organization. Similarly, Parris and Peachey (2013) examined servant

leadership and its impact on individuals and organizations.

Beyond the methods to improve and strengthen organizational leadership, current

literature also examined problems or challenges within the organizational leadership.

Bucolo, Wrigley, and Matthews (2012) examined gaps in organizational leadership with

the intention to use design-led organizational thinking to bridge the gaps and improve

organizational leadership. Also, Bucolo et al. (2012) indicated that identifying and

bridging gaps in organizational leadership is an ongoing process, with a need for active

and involved organizational leaders. To understand the significance of organizational

leadership in research, it must be examined with specific perspectives, applications, or

circumstances in place.

The importance of ethics in organizational leadership. Ethics in leadership is a critical component of research in organizational leadership and ethics in business. The common perspective is that ethical leadership will establish a foundation of ethics for the organization and that employees and other stakeholders will align with the example set by leaders. In current literature, the emphasis was on the effects of ethical leadership on the organization and the employees. Kim and Brymer (2011) studied the effect of ethical leadership focusing on job satisfaction, commitment, behavioral outcomes, and firm performance as measuring factors, finding that ethical leadership results in positive outcomes related to these factors. Job performance is particularly relevant when examining the impact of ethical leadership (Walumba et al., 2011). Avey, Palanski, and Walumwa (2011) studied the relationship between ethical leadership and follower behavior among employees, focusing on the self-esteem of employees. This examination applies to a wide range of fields, for instance, Storch, Makaroff, Pauly, and Newton (2013) focused on the importance of ethical leadership in the nursing field. In almost any organization, ethical or unethical leadership has an impact, either contributing to the positive factors of the organization or emphasizing the negative factors of the organization.

Ethics and organizational culture. Ethical leadership affects organization's culture (Shin, 2012), and could be examined in several ways. A company's performance outcomes can be an effective way to examine the ethical practices of its leadership (Kim & Brymer, 2011). Tsai (2011) studied the relationship between leadership practices, organizational culture, and job satisfaction. Ethical leadership establishes a culture of

ethical practices (Mayer, Aquino, Greenbaum, & Kuenzi, 2012). That ethical culture can then be incorporated into the company's overall business strategy (Orlitzky, Siegel, & Waldman, 2011). Incorporating ethical leadership culture into the company's overall strategy formalizes and institutionalizes ethical practices, which creates accountability for stakeholders to adhere to ethical policies and regulations. For instance, Groves and LaRocca (2011) studied ethical leadership and attitudes toward corporate social responsibility, finding that transactional leadership is an effective approach for stakeholders' views on corporate social responsibility. However, the company culture, including relationships among employees, can affect ethical behaviors and decision-making, as well (Tilley, Fredricks, & Hornett, 2012).

Theoretical Foundations

The primary focus of this literature review was to understand the wide range of factors related to ethical and unethical behaviors and practices, to better understand unethical organizational leadership in Nigeria. The background information revealed the relevance of the research project and the importance of leadership practices, both ethical and unethical, on organizational behavior, strategy, and outcomes. This section outlines the theoretical foundations for this research project, and the literature review, to highlight the applicability of the project to current practices and its contribution to the existing body of knowledge.

Empirical Background

Ethics in leadership and organizations are frequently researched both for academia and for improved organizational leadership. Much of the researched literature

arises out of knowledge of unethical practices in an industry or region. This is particularly true of Nigerian businesses (Afolabi, Oginni, & Erigbe, 2012). Understanding the framework of unethical leadership in Nigerian organizations could help provide a basis for this research project and its applicability. Casimir, Izueke, and Nzekwe (2014) examined cases of unethical practices in Nigeria and concluded the lack of an ethical framework is a major cause since it led to a lack of coordination among institutions. Also, Casimir et al. (2014) suggested embracing such practices that would facilitate transparency and ethical behavior to combat corruption and unethical practices. Nwagbara (2012) examined corrupt leadership and poor governance in Nigeria, focusing on the banking sector. The major financial scandals occurring in Nigeria resulted directly from corruption by leaders and poor corporate governance, indicating that ethical leadership is a solution to combat corrupt leadership leading to the scandals that occurred (Nwagbara, 2012).

Ethical Leadership Construct

It was clear from the literature that ethical and unethical leadership has a direct and lasting impact on organizational culture, job satisfaction, and individual employee performance. Conversely, unethical organizational leadership has a negative impact on organizations and its stakeholders. To combat unethical leadership and its negative impacts, organizations must develop ethical leadership constructs that establish an ethical framework against which the organization can measure itself (Avey, Palanski, & Walumwa, 2010). This helps contribute to an ethical company practice, expectations of ethical behaviors among leaders and employees, and ethical performance among

stakeholders. An ethical leadership construct includes components such as care about the employees' well-being, behaving fairly for the employees, and deciding that balance the complex interests of the organization and its stakeholders (Jordan, Brown, Treviño, & Finkelstein, 2011).

Marsh (2013) examined the perspective of business executives on ethical leadership and how it has developed. The study result shows that the virtues most important to executives who participated were mindfulness, engagement, authenticity, and sustainment (Marsh, 2013). While this article does not directly address the ethical leadership construct, this research can help develop a construct for organizations. Also, an ethical leadership construct may be associated with specific leadership approaches, such as transformational, charismatic, authentic, and spiritual leadership perspectives (Avey, Wernsing, & Palanski, 2012). Research indicated that the ethical leadership construct is more effective when compared to other approaches, such as related leadership constructs, to combat negative ethical influences (Mayer et al., 2012). While this construct is not likely to fix all the problems of unethical leadership, it would help establish a more ethical leadership foundation, which can lead to better ethical strategies within the organization, and effective efforts against unethical behavior and outcomes.

Leadership skills. Kearns, Livingston, Scherer, and McShane (2015) identified the leadership skills required for leaders effectiveness as; *Technical* skills, which are the leader's skills required to be proficient in a particular type of work and activities in an organization, *Human* skills, which are the skills required to manage other people in the organization, and *Conceptual* skills, which involves the leader's ability to produce ideas

and concepts as vision, mission, and strategies for the organizational efficiency.
Champman, Johnson, and Kilner (2014) described leadership skills as a leader's ability to
communicate effectively, coach, set the pace for others, and set clear directives for the
team. Mencl, Welfard, Uttersun, and Kyle (2016) noted that leadership skills relied on
transformational and interpersonal skills, and work engagement that the leader must
develop to be effective. Mencl, et al. (2016) concluded that human skills - which is a
combination of social and interpersonal skills, are ultimate among other skills for the
leader to be efficient in an organization.

   Leadership competencies. Skills and knowledge needed for effective leadership
vary depending on the industry and organization, however, basic leadership competencies
are required to ensure that leaders can navigate the complexities of leadership regardless
of the industry. Pihlainen, Kivinen, and Lammintakanen (2016) described leadership and
management competence as the abilities, knowledge, skills, and attitudes required by a
leader to perform tasks in an organization. Competence is further described as the ability
of a leader to link knowledge, skills, and attitude to develop performance in each context
(Pihlainen, Kivinen, & Lammintakanen, 2016).

   Leavy (2016) concluded that for a leader to be effective, character, as well as
competence, are required. Leavy categorized character as; *Integrity* which is telling the
truth, acting consistently with principled values and standing up for the right things.
*Responsibilit*y is owning one's personal choices, admitting mistakes and failures, and
expressing concern. *Forgiveness* is letting go of other's mistakes, focusing on what is
right, and *Compassion* is empathizing, empowering, committed to developing, and caring

for others. Zheng and Muir (2015) explained that for a leader to possess both character and competence, the leader should be able to negotiate identity with followers, focus on tasks and not personal interest, and then leaders can resolve conflicts with followers.

Organizational leaders are charged with enforcing policies and regulations, and their behaviors are held as a benchmark by employees (Schaubroek et al., 2012; Walumbwa et al., 2011). Therefore, organizations should set the standard of ethical leadership as a competency for effective leadership when hiring and training leaders. For organizations to be ethical, it is logical that leaders themselves should be ethical (Bello, 2012; Stahl & de Luque, 2014; Yukl, Mahsud, Hassan, & Prussia, 2013). When the organization sets the expectation of ethical leadership as a competency for success, the organization will be more likely to have ethical leaders in place, which will then lead to increased ethical practices and policies in the organization.

Leadership styles. Just as business strategy influences the way an organization operates, the individual leaders in the organization have a direct influence on how the business operates and how the employees perform. The result indicated the importance of an organization to utilize its leaders effectively and ensure that the leaders and employees act ethically according to government regulations and internal policies. Therefore, it is important that organization and its leaders understand the role of leaders and the importance of appropriate leadership styles in operations. Li, Gupta, Loon, and Casimir (2016) identified leadership styles as consideration, initiating structure, transactional, and transformation. Transformational leadership through its center of influence, motivation, intellectual stimulation, compliments transactional leadership to

contribute to effective leadership in an organization (Li et al., 2016). Even though leadership authorities agreed that transactional leadership through employees honoring commitments of contingent rewards create trust, dependability, and consistency required for transformational change of employees (Chapman et al., 2014).

Notgrass (2014) described the stages that emerged in the leader-follower relationship because of the adopted leadership style as the stranger phase, where both the leader and follower operate a transactional leadership style as followers perform tasks as instructed by the leader. The acquaintance phase, where a mutual social exchange began to take place between the leader and the follower; the mature partnership phase, where the exchange between the leader and follower is developed into a mutual loyalty, support, and characterized by mutual trust, respect, and obligation (Swid, 2014). Different leadership approaches have different purposes within the organization and its operations. The transactional and transformational leadership styles are beneficial for the promotion of corporate social responsibility (Groves & LaRocca, 2011). Promoting corporate social responsibility and corporate environmental responsibility within organizations and among leaders improves relationships between not only organizations and the communities in which they operate, but also helped to deter unethical behaviors out of a sense of loyalty to the corporate responsibility policies.

Transformational and transactional leadership approaches help promote safety measures within operations (Clarke, 2013). In many organizations, unethical practices arise out of the need to circumvent safety measures to minimize expenses and maximize profitability (Kooskora, 2013; Oyewobi, Ganiyu, Oke, Ola-Awo, & Shittu, 2011;

Nkundabanyanga, Mpamizo, Omagor, & Ntayi, 2011). However, ethical leadership style within the organization creates a culture of safety, and ethical practices that may prevent cutting corners for profitability, but instead reinforces the regulations and policies to protect the safety of employees and contributing to the safety of those in the community impacted, directly or indirectly, by the organization's operations.

Regardless of the leadership approach, a direct link between leadership and employees relates to ethical practices (Huhtala, Kangas, Lämsä, & Feldt, 2013; Neubert, Wu, & Roberts, 2013). Organizational leaders should use a leadership style that promotes ethical practices and operations among employees (Pendse, 2012; Treviño, den Nieuwenboer, & Kish-Gephart, 2014). In the context of unethical practices in Nigerian organizational leadership, this suggested that utilizing a leadership style that promotes ethical practices and a stronger sense of corporate responsibility could prevent unethical practices from occurring among leaders.

Transformational leadership. Transformational leadership is a potentially effective approach to leadership to combat unethical practices within the organization, and particularly among organizational leaders. Even though transformational leadership is widely used, no clear definition of the leadership approach is universally used (van Knippenberg & Sitkin, 2013). Lowe, Kroeck, and Sivasubramaniam (2016) described transformational leadership as the leadership of an articulated vision of the future that can be transferred to subordinates and peers on the well-being of the subordinates. Transformational leadership is a style of leadership where both the leader and the followers raise one another to a high esteem of motivation and morality (Lowe et al.,

2016). A transformational leader usually sees new ways of working, new opportunities when confronted with challenges, finds effective solutions to problems, and supports innovation (Lowe et al., 2016).

Inclusion of charisma as a frequent trait of transformational leaders has made transformational leadership a ready tool to promote diversity among leadership in an organization. Such as increase in female leaders because, women are believed to display more transformational and contingent reward behaviors, and fewer management-by-exception and laissez-faire behaviors than men (Vinkenburg, van Engen, Eagly, & Johannesen-Schmidt, 2011). Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi, and Rezazadeh (2013) evaluated transformational leadership as a leadership style that seeks to inspire employees by a charismatic leader, with motivation and intellectual abilities. Transformational leadership occurs in an environment where the leader inspires the employees with trust, leading to the employees performing beyond minimum expectations (Noruzy et al., 2016). Transformational leadership results in a stronger positive company culture and work environment (García-Morales, Jiménez-Barrionuevo, & Gutiérrez-Gutiérrez, 2012; Wang, Oh, Courtright, & Colbert, 2011). Transformational leadership also benefits the organization through improved job satisfaction and overall employee performance (Braun, Peus, Weisweiler, & Frey, 2013; Wright, Moynihan, & Pandey, 2012).

Transformational leadership is beyond employees' compliance with rules; transformational leadership results in employees' shifts in beliefs, values, and promotes the course of the leader (Nuruzy et al., 2016). Choudhary, Akhtar, and Zaheer (2013)

appraised transformational leadership as leadership styles that affect and impact the behavior and rational thinking of followers in organizations, resulting in a unified understanding to achieve organizational learning. Transformational leadership permits learning and innovation among employees, hence improving the employee's performance (Choudhary, Akhtar, & Zaheer, 2013). Choudhary et al. (2013) described transformational leadership as a form of ethical leadership style where the leader encourages intellectual activities through motivation. Even though previous studies have described how transformational leadership can improve ethical practices among leaders, none have explored the factors responsible for unethical leadership practices in organizations in Nigeria (Choudhary et al., 2013; Lowe et al., 2016; Noruzy, Dalfard, Azhdari, Nazari-Shirkouhi, & Rezazadeh, 2013). A lack of valuable information exists explaining how to effectively prevent unethical practice among organizational leader's specific to the unique experiences of organizations in Nigeria. This reveals a gap in what is known.

Leadership Ethics and Good Governance

Leadership ethics is directly linked to good governance (Klettner, Clarke, & Boersma, 2013). Othman and Rahman (2014) found that specific attributes of ethical leadership contribute to good governance in an organization. These attributes include accountability, responsiveness, integrity, fairness, transparency, and responsibility (Othman & Rahman, 2014). This section examines some of these factors, along with others, to understand the relationship between leadership ethics and good governance better.

Leaders' participation in ethical activities. In most organizations, ethical and unethical practices begin with the leaders. Organizational leaders not only establish policies and expectations for other employees and stakeholders but the decisions they make and the practices they engage in contributing to the overall organizational practice in which they operate. Several studies have been carried out to examined leadership in the context of establishing an ethical company culture and what constitutes ethical practice among leaders and employees. Despite the importance of ethical leadership throughout literature, little research was available regarding examining leaders' participation in ethical activities and the impact this has on leadership and other factors related to the organization. Maybe organizations rely on educational institutions to train and educate leaders to prepare for ethical leadership, while educational institutions rely on companies to train leaders once they are hired. This represents a significant gap in the literature that must be addressed to fully understand ethical leadership and its role in business.

Accountability in leadership. To be considered ethical, leaders must be held accountable just as other stakeholders must be held accountable for their actions. According to Othman and Rahman (2014), accountability includes such factors as the duties and obligations of leaders, their roles in the organization, separation of duties, and ethical decision-making. By holding leaders accountable to their ethical perspectives, it decreases the likelihood they will be involved in unethically practices for their benefits. When they act unethically, particularly in the context of violating policies, regulations, or laws, accountability policies will ensure consequences for unethical practices and deter

others from engaging in the unethical behaviors. Conversely, if unethical leaders are not

held accountable for their actions and decision-making, the organization will establish

itself as a company that permits or even endorses unethical practices. This acceptance

may then lead to additional unethical practices by other stakeholders, and may even result

in an established strategy, whether written explicitly or simply implied, of unethical

behavior to achieve specific organizational goals.

Transparency in leadership. In leadership ethics and good governance,

transparency refers to the openness of disclosure of information to relevant stakeholders.

This includes conflicts of interest, decision-making, and other factors related to sharing

information (Othman & Rahman, 2014). Also, transparency refers to whether leaders are

perceived as honest, open, and trustworthy (Othman & Rahman, 2014). Along similar

lines, transparent leaders must do their due diligence in all things related to decision-

making and sharing information with stakeholders. Transparency in leadership can

contribute to the ethical framework and good governance because it can be a form of

accountability. If leaders knew their decisions would be made known to stakeholders,

they should know that any unethical decision-making or behaviors would be included in

the information shared with stakeholders. By creating an environment of transparency,

an organization may be more likely to participate in good governance.

If organizational leaders are not transparent, stakeholders may get the impression,

whether it is right or not, that the organization or its leaders have something to hide, such

as unethical practices (Othman & Rahman, 2014). This may cause stakeholders to doubt

the effectiveness of the leaders or the organization itself, causing additional problems for

the organization or its leaders. This does not mean that all non-transparency is an indication of unethical behaviors. However, organizational leaders and organizations themselves, who are transparent with stakeholders are more likely to be perceived as ethical and trustworthy (Othman & Rahman, 2014).

Effectiveness and efficiency principle. Effectiveness and efficiency are important components in any organization (Othman & Rahman, 2014). Since leaders establish the foundation on which other stakeholders behave, a framework of effectiveness and efficiency establishes a leadership that contributes to good governance and ethical behaviors among the rest of the stakeholders (Othman & Rahman, 2014). Effectiveness and efficiency are accomplished through several other leadership factors including responsiveness, accountability, and transparency. When leaders work toward efficiency and effectiveness, particularly in their decision-making, they will be more likely to engage in ethical decision-making processes, considering the good of the organization to be more effective and efficient in their roles as organizational leaders. Conversely, leaders who are engaging in unethical behaviors or are not invested in the success of the organization, in the same way, are less likely to decide that contribute to effectiveness and efficiency within the organization. By including effectiveness and efficiency as traits related to ethical leadership, organizations will be more likely to maintain ethical practices at all levels of the organization, thereby benefiting the overall outcomes of the organization.

Responsiveness in leadership. Responsiveness in leadership is a reactionary component. Ethical leaders who are responsive will act immediately to solve problems

and overcome obstacles and will be honest in sharing information about their responses

to relevant stakeholders (Othman & Rahman, 2014). One benefit of responsiveness in

leadership is that rapid responses to dilemmas can help minimize unethical risks and

practices in an organization, so the organization is, overall, more ethical. Responsiveness

shows that leaders care about what is occurring in the organization and that leaders

actively participate in good governance practices to strengthen the ethical practices of the

organization. Additionally, responsiveness contributes to good governance in that

responding quickly and effectively to dilemmas helps to improve the way the leaders

operate the organization. Leaders who do not care about the organization or its outcomes

are less likely to respond quickly to dilemmas or problems that arise. They may ignore

the problem or let someone else solve it. However, if leaders are ethical and care about

the organization and its success, they will be more likely to do whatever is in their power

to ensure that the organization operates effectively, efficiently, and ethically. This would

lead to rapid responses when problems arise, so the organization can continue to operate

smoothly and achieve its operational and organizational goals. Within this context,

responsiveness within the organization can be a trait of ethical leadership.

The rule of law in leadership. The Rule of Law contributes to leadership in that

leaders and organizations are beholden to regulations, laws, and other rules that have

been enacted in the place in which the business operates. Nigerian based businesses must

adhere to Nigeria laws, while a United States of America based businesses must adhere to

United States of America law. This may be more complicated for businesses that operate

globally since they must also adhere to the laws of the nations in which they do business.

However, for this literature review, the discussion was limited to the aspect of the

businesses of the participating organizations that are exposed to Nigerian laws.

One of the problems faced by businesses in the context of ethical organizational

leadership is unethical practices by government officials. For instance, if the Nigerian

government is unethical and makes arbitrary rules, it is more likely that businesses will

operate unethically, as well. This may be because the government has established a

foundation of unethical practices, or it may be that businesses must behave unethically to

keep up with the unethical practices of the government to stay in business. As a result,

the rule of law must be taken into consideration when developing an ethical framework

for organizational leaders (Paine, 1994).

The Rule of Law is one component of organizations that cannot be avoided or

circumvented, but that have a significant and lasting impact on the organization,

including its ethics. This was particularly true in areas, such as Nigeria, in which the

government is believed to be involved in unethical practices and may or may not be

directly influencing organizations. Nevertheless, such unethical practices will have a

significant impact on the relationship between the law, and the organization.

Organizations are better off when equipped to establish ethical practices and decision-

making, even if the government engages in unethical practices.

Leadership Challenges

McCarthy (2015) concluded that leaders could be prepared during school learning

process to deal with future leadership challenges adequately. Paoli and Ropo (2015)

found that virtual team could bring changes in an organization concerning

communication, collaboration, flexibility, and improved productivity. Paoli and Ropo (2015) identified three main broad streams of solutions for meeting the team and leadership challenges as, leadership styles and roles, communication technology, and tools and face-to-face presence. Paoli and Ropo (2015) noted that the leadership styles capable of dealing with leader's challenges are the traditional leader-centric approach. This traditional approach focuses on the ability of the team leader, his ability to delegate leadership functions and responsibilities to team members, and to provide a unique opportunity for redefining the concept of leadership. The other strategies required in resolving leadership challenges are self-leadership, emergent leadership, shared leadership, and transformational leadership (Paoli & Ropo, 2015).

Tahir, Lee, Musah, Jaffri, Said, and Yasin (2016) upheld that some of the leadership challenges inherently confronting organizational leaders are the inability to delegate adequately for the risk of trust, or incompetency among followers. For instance, school teachers were found to take advantage of the opportunities of leadership by resisting implementing some dominant policy agenda of the leader (Tahir et al., 2016). Even though leadership challenges have been discussed in previous studies, none seemed to have identified the factors responsible for unethical leadership in Nigerian organizations (Hörnqvist & Leffler, 2014; McCarthy, 2015). While many leadership challenges are faced by organizations all over the world, some challenges are unique to specific geographic areas. This literature review examines the leadership challenges faced by leaders in Nigeria organizations.

Leadership challenges in Nigeria. Adewunmi, Omirin, and Koleoso (2015) identified leadership challenge in Nigeria to include, the unwillingness of employees to change, inadequate understanding of the exercise of benchmarking, inadequate access to data from other organizations, and poor execution of the benchmarking exercise. These challenges are significant in business because of their influence on the development and successful implementation of business strategy. To resolve some of the leadership challenges, Adewunmi et al. (2015) evaluated that leaders could plan adequately by deciding on the best approach to adopt to mitigate the challenge, compare the decision with information gathered, analyze the gaps between the organization and other partner organization, and adopt or implement the changes as found out from the analysis. However, this requires a foundation of knowledge of the factors influencing these challenges and evidence of appropriate and effective strategies to overcome them. This knowledge is also lacking in current research.

Ogunyemi and Laguda (2016) mentioned some deficiencies in the management of ethical workforce practices in Nigeria such as members understanding of the mission and vision statement, developing and maintaining ethical conduct in the workplace, and maintaining ownership of the codes of the organization. This problem is affected by the communication of any business strategies and policies developed and implemented. Even if an organization has effective policies, a lack of communication about those strategies makes them difficult to maintain and enforce. Adeola and Ezenwafor (2016) evaluated that leaders in Nigeria are confronted with lack of procedural justice that deals with the fairness of processes in the office environment. Even when policies are

developed, implemented, and communicated, no enforcement of the policies when violated within the organization.

Leadership Ethics and Building Ethical Organizations

As it has been accentuated throughout this literature review, leadership ethics establishes a foundation on which ethical organizations can be built and thrive. Leaders establish the standards for behavior against which employees and other stakeholders are measured (Avey et al., 2010). This occurs not only in the example leaders set by their behaviors but also in the policies and strategies established by leaders that employees are held to when they work at the organization. Both factors contribute to the establishment of an ethical company culture and, ultimately, an ethical organization. When the expectations and examples are incorporated into the organization's overall operational strategy, including as part of the business's goals and objectives, the company can create a sense of corporate social responsibility, and associated policies.

Corporate social responsibility creates a link between ethical expectations and how the business operates in its community (Orlitzky et al., 2011). Without ethical leadership, companies are less likely to be ethical organizations. This is particularly true if leaders are actively unethical or corrupt. The values of leaders contribute to the perceptions of employees (Groves & LaRocca, 2011). This perception can be used to designate an organization as ethical or otherwise. Research findings clarified that leadership influences the ethics of an organization. Building ethical leadership practices, particularly in a specific framework, will determine the ethical framework through which the organization operates.

Ethics Training or Education for Organizational Leaders

Some organizational leaders learn ethics and ethical practices when they go through business school or some other educational program (Floyd, Xu, Atkins, & Caldwell, 2013; McCarty, 2015). However, once leaders are in place in an organization, less emphasis is on continuing their ethical training and education to align with the specific organization or its changes. If they did not receive sufficient training or any, they could not rely on continuing education within the organization to supplement what they know for the benefit of their leadership approaches or the overall benefit of the business.

However, because it is important for leaders to participate in and contribute to ethical organizations, it is logical that organizations should ensure that leaders receive proper training and education related to the specific ethical policies and practices of the organization. Training can easily be incorporated into ethical practices used by organizations to train employees. The training and education at the organizational level can contribute to ethical practices and decision-making by the leaders of the organization, resulting in fewer occurrences of unethical practices.

Gap in Literature

The review of the literature showed several consequences of unethical practice among leaders in organizations, as well as exposed the challenges confronting leadership, no previous literature was found on the factors responsible for unethical leadership practices in organizations in Nigeria (Afegbua, & Adejuwon, 2012; Muganda, & Pillay, 2013; Atwater, Day, Fleenor, McKee, & Sturm, 2014; Iwowo, 2015; Bush, & Glover,

2016; Nwosu, 2016). This showed a gap in what is known about leadership and this gap

must be investigated to address the problem of unethical practices by leaders in Nigerian

organizations effectively. Addressing these gaps through research can help overcome

challenges experienced in Nigerian organizations, global organizations that have

relationships with Nigerian businesses, and the Nigerian economy itself. Based on the

examination of current literature conducted for this study, the primary gap found in the

literature is lack of research dedicated to understanding the factors within the

organizational context that encourage leaders in Nigeria organizations to be involved in

unethical practices despite having ethical leadership skills and knowledge.

Leadership and the challenges confronting organizational leaders are important

components in combating unethical practices in the organization. Previous studies

highlighted some challenges confronting leadership in Nigeria, (Iwowo, 2015; Seabi,

Seedat, Khoza-Shangase, & Sullivan, 2014). Nwosu (2016) suggested that lack of

institutional, legal framework and industry representation are some of the challenges

confronting leadership in Nigeria. Institutional, legal frameworks for organizations serve

a wide range of functions. Within the context of unethical practices are two primary

benefits of legislation: expectations and accountability. The legislation creates

expectations for organization leaders for operations and practices.

Due to increase emphasis on globalization because of its importance in today's

business world, leaders are expected to learn continuously on the job while performing

their duties. Organizations are taking on an increased role in the development and

implementation of regulation because, they have such an important role in the influence

of society, which influences politics (Scherer & Palazzo, 2011). These expectations from organizations helped guide the organizational strategy, such as in developing innovative products (Wu, 2011). For many organizations, regulations are the minimum of what is done. However, in business ethics, organizational leaders implement corporate responsibility policies that move beyond the requirements of the law (Norman, 2012). This is not always the case, but when organizations want to improve their reputations, corporate responsibility and governance is one way it is accomplished.

Establishing regulations through legislation gives organizations something on which they can build their policies to improve organizational ethics. Along similar lines, legislation holds organizational leaders accountable (Ferrell & Ferrell, 2011). When legislation establishes expectations for organizational leaders, the same laws can ensure that organizational leaders are following the regulations. Legislation can be enforced by the government, which requires that organizations are held to the policies that the laws demand. Another challenge identified by Nwosu (2016) is the lack of reliable statistics and market information available for organizational leaders to base decisions. Market research is highly valuable in developing a business strategy (Ismail, 2011; Zott, Amit, & Massa, 2011). Understanding different components of the market, including consumer and competitors' behaviors help organizations understand how to position their companies and products to maintain competitive edge and achieve operational goals and objectives.

Today, market research is much more complex than it once was. Integrating technology and information systems has changed the way businesses conduct research

and gather information (Pessoa de Queiroz & Oliveira, 2014). For example, online research and big data can facilitate deeper insights into ethnographic market research (Goffin, Varnes, van der Hoven, & Koners, 2012). This has also led to including social media as a component of market research (Patino, Pitta, & Quinones, 2012). Social media has become an integral part of how organizations communicate with customers, and the way customers interact through social media can help develop strategies for brand loyalty and customer satisfaction.

Despite the previous research on challenges confronting leadership, no previous literature was found on the factors responsible for unethical leadership practices in organizations in Nigeria (Adisa, Abdulraheem, & Mordi, 2014; Ejere, 2013; Day, Fleenor, Atwater, Sturm, & McKee, 2014; Oluseye, 2014; Osemeke, 2011; Oparanma, Hamilton, & Opibi, 2010; Dike, 2014; Mayer, Aquino, Greenbaum, & Kuenzi, 2012; Walumbwa & Schaubroeck, 2009). Lack of previous research posed a challenge to the organization because organizations rely on evidence as a foundation for strategy and policies formulations. Even the most innovative approaches to organization strategies are built on justification from research. Without research, organization leaders would be forcing to develop and implement strategies on a trial-and-error basis. In the context of preventing unethical practices by leaders in organizations, if the factors that encourage or temp its leaders to be involved in unethical practices are not known, the organization cannot effectively develop strategies to prevent unethical practices.

The relevant information obtained from the literature review, and the knowledge gained from the understanding of the factors within the organizational context, that

encourage leaders in Nigeria organizations to be involved in unethical practices would

assist future leaders to be self-aware. Drawing from the principles of social cognitive

theory, and self-efficacy theory (Bandura, 1986, 1997), such self-awareness could lead to

the development of leader's moral self-regulatory capacities. Leaders with such self-

regulatory capacities may then influence followers thereby reducing or eliminating the

existence of moral disengagement in organizations, resulting in positive social change.

Also, providing Nigerian organizations with the information they must have to develop

effective strategies to prevent unethical practices particularly among leaders in the

organizations.

Summary

I started the chapter by describing the main themes for the study which is ethics,

and the two secondary themes as Lawrence Kohlberg's (1977) moral development theory

which is the conceptual framework of the study, and leadership, noting however, that

ethics and leadership themes contain several closely related areas. I discussed in great

details the strategy for the literature search and the theme used for the search, I also

defined some technical terms used in the study. I went further to discuss the theories that

supported the conceptual framework for the literature review, the teleological utilitarian

ethics, deontological ethics, virtue (character-based) ethics, and justice ethics. The

expectation of the study was that combining cognitive development with the ethical

leadership skills and knowledge acquired by organizational leaders at different levels,

should increase the leaders' ethical leanings (Den Hartog, De Hoogh, & Kalshoven, 2013)

thereby increasing the leader's leadership efficacy with corresponding reduction in

leadership disengagement. In Chapter 3, I will discuss the research methodology for this

study and my roles as the researcher.

Chapter 3: Research Method

Overview

Chapter 3 contains an overview of the research method, design, tools, and the analysis used for this study. Through this qualitative exploratory multiple case study, I sought to gain an understanding of the factors within the organizational context that encourage leaders in Nigeria organizations to be involved in unethical practices despite having ethical leadership skills and knowledge. While leaders sometimes may unknowingly act in unethical ways, some cases may exist in which organizational practices, policies or even culture might be enablers for unethical practices.

As stated in Chapters 1 and 2, some organizational leaders in Nigeria, despite their ethical skills and knowledge, still become involved in unethical practices. The *Joshua Dariye, Tafa Balogun, Emmanuel Nwude, and Cecelia Ibru* cases, were a few examples of leaders that made headline news because they were involved in unethical practices (Kasum, 2009; Adekunle & Asaolu, 2013; Bakre, 2007). The results of this study would benefit organizational leaders that want to change and safeguard their organizations against unethical practices. However, in conducting this research, I approached the topic with the mindset that organizations are not set up with the intention to be involved in unethical practices.

I described the critical factors, as revealed by the research during the interview sessions, within the organizational context that encourages organizational leaders to act unethically despite the ethical leadership skills and knowledge they possess. Chapter 3 contains a description of the research design and rationale for this study. Also, I include

a description of the role of the researcher, sample size, and sampling technique. I explain

my plan for the recruitment of research participants, method of data collection,

instrument for collecting data as well as the plan for data analysis. Finally, in Chapter 3,

I explained strategies for enhancing the trustworthiness of the study, ethical

considerations, and concluded with a summary section.

Research Design and Rationale

The research design for this study was an exploratory multiple case study. An

exploratory design is appropriate whenever few or no prior studies had been conducted

on the research problem. An exploratory case study is conducted to gain an

understanding of a particular phenomenon that lacks detailed preliminary research, also

giving the basis upon which future researchers can conduct a further study (Streb, 2010).

Wisdom, Cavaleri, Onwuegbuzie, and Green (2012) categorized research methods as

qualitative, quantitative, and mixed method. When exploring a human problem that

occurs in real life, why and how the issue occurs, researchers employ qualitative research

methods (Yin, 2014). Because this study was to gain an understanding of the factors

within the organizational context that encourage leaders in Nigeria to be involved in

unethical practices despite having ethical leadership skills and knowledge, and no prior

studies existed in this regard, an exploratory multiple case study was the most appropriate

for this study.

Research Design

The purpose of the study and types of data that were collected determined the

choice of appropriate design (Denzin & Lincoln, 2011). Marshall and Rossman (2014)

listed the common qualitative research designs as ethnography, phenomenology, case study, narrative, heuristic, grounded theory, and content analysis. The selected method and design for this study was a qualitative exploratory multiple case study. This design allowed for an in-depth review of the emergent themes along with the method of inquiry that I employed for data collection. Because exploration in the case study intends to obtain an in-depth understanding of an event, program, and activity about issues or concerns, to become deeply engaged in observation, the researcher acquires information systematically with an eye on detailed description as experienced by the subject (Yin, 2014).

When a researcher intends to describe the lived experience of a participant or participants, a phenomenological design is used (Wagstaff & Williams, 2014). Because I did not want to study the lived experience of the participants, phenomenology was not suitable for this study. When participants tell the stories of their experiences during an investigation, the design is said to be a narrative (Gioia, Corley, & Hamilton, 2013). Although some of the interview questions might warrant participants to describe their experience in dealing with a specific issue or ethical dilemma, these questions related to previous experiences and not those during the study (Converse, 2012; Morse, 2015). However, narrating experiences is not at the core of this research; hence, narrative was not a suitable method for this study.

According to Kolb (2012), when a pattern exists, as observed in an event or experience of the participant from which a theory can emerge, the appropriate design would be grounded theory. Grounded theory was not suitable for this study because its

design is used to develop a theory by discovering patterns in participants' experiences (Engward, 2013). Heuristic research can replace phenomenological design, and it is suitable for the study of the lived experience of participants (Howard & Hirani, 2013).

The researcher often analyzes the content of newspapers, recorded speeches, exploring websites, or examining communication to understand participants experience, in this instance, content analysis is the most appropriate design to use (Elo et al., 2014). The case study approach was a more appropriate method for this study compared to ethnography, grounded theory, phenomenology, and the narrative approach because a case study allows for a deeper understanding of the participant experience of the issue under discussion (Miles, Huberman, & Saldana, 2014). The specific location of this research was Lagos, Nigeria because it is the headquarters for the partnering organizations for this study. The telecommunication sector became a significant contributor to Nigeria's GDP since the introduction of GSM in 2001, and this study covered that time space. In the next subsection, I discuss the rationale for selecting case study design.

Design Rationale

Understanding the mechanism that allows leaders to act unethically is not a quantifiable construct and will best be studied using a qualitative design. Qualitative exploratory research, especially the case study, allows for an in-depth review of the emergent themes and the method of inquiry employed by the researcher for data collection. Pervez (2014) noted that it is beneficial for a qualitative researcher to observe social cues such as tone, body, and facial expressions of the participants because these are

attributes of qualitative research. Understanding the outcome of a qualitative study requires a stepwise guideline and the most appropriate research design for the study is the exploratory multiple case study. Because the mixed method assumptive paradigm is a critical perspective which was not a requirement for a qualitative study, unlike the constructivist and participatory knowledge of issues under discussion (McManamny, Sheen, Boyd, & Jennings, 2015) which are attributes of a qualitative study, a mixed method design was also not suitable for this study.

Role of the Researcher

I was the primary data collection instrument for this study, and I collected data through semistructured interviews, which involved some face-to-face interactions with the participants (Wallace & Sheldon, 2015). I have had previous encounters with at least one person from each of the two organizations whose employees participated in this research. This contact was necessary because they gave directions to the relevant people within the organization from whom permission must be obtained to conduct the interviews. I did not have any controlling power in any form over the participants before, during, and after the study. I had no personal relationship with the participants and did not use any form of incentives in exchange for participation. Participation was voluntary and devoid of any pressure. I reminded each participant at the commencement of the interview that they may discontinue participation at any time, also that all names and identification information will be kept confidential and protected by codes.

Whenever the researcher is the primary instrument for data collection using personal perspective for data collection and exploration (Peredaryenko & Krauss, 2013)

the risk of the researcher's own biases may affect the trustworthiness of the study (Parker & Henfield, 2012). Collins and Cooper (2014) and Stake (1995) posited that the researcher as the collector and interpreter of data collected through interviews, document analysis, and observations should maintain full responsibility for the quality of the study (Johnson, 2009). I ensured that personal beliefs and values, exposure to participants, demographic paradigms (Pezalla, Pettigrew, & Miller-Day, 2012) and preconceptions, cognitive biases, and ethnocentrism were isolated (Pitre, 2015) because these are some elements that may contribute to biases during data collection. It was my responsibility as the researcher and author of this study, as noted by Kamuya et al. (2013), to be objective toward generating an honest and unbiased response from the research participants. I avoided biases by using techniques shared by all qualitative research, such as triangulation of data and member checking (Yin, 2009).

Method

I utilized a qualitative method to understand the factors within organizations context that encourage leaders in Nigeria to act unethically despite having ethical leadership skills and knowledge. Qualitative method is suitable when an issue under study requires a comprehensive, intricate, and detailed manner of inquiry (Abutalib & Tavallaei, 2010). Silverman (2005) argued that the qualitative method is commonly used to provide a more in-depth comprehension of a social phenomenon. The case study approach allows for a comprehensive study of a phenomenon from a broader perspective, it is rich in context and draws data from several sources, and answers the *what*, *why*, and *how* of the study (Yin, 2014).

Phenomenology is suitable when the study is limited to the lived experiences of the participants (Bando et al., 1995). Hence it was not appropriate for this study because this study was not limited to the lived experience of the participant. The essence of this study was not about the group of the participant; rather, it was to understand the factors within the organization's context that encourage leaders in Nigeria to act unethically despite having ethical leadership skills and knowledge. Because the intention was not to discover or formulate a theory, a qualitative grounded theory design was not, appropriate (Mehrabani & Mohamad, 2015; Patton, 2015). A narrative design was also not suitable for this study and better suited when the primary source of data is the story told by the participants (Ritchie et al., 2013).

Participant Selections Logic

The scope of this study included a purposefully selected population of 18 participants comprising organizational leaders, nine participants from each of the two organizations in the Nigerian telecommunications industry. Recent scandals within the sectors in Nigeria have demonstrated the devastating consequences of unethical leadership (Marshall et al., 2013; O'Reilly & Parker, 2013; Robinson, 2014), which necessitated its selection for this study. The participants were asked to respond to a semistructured interview. Scholars have different opinions regarding the acceptable sample size that can justify the essence of a qualitative study however, lack of consensus still existed regarding a suitable universal sample size (Morse, 2015). Francis et al. (2010) concluded that a minimum sample size for a qualitative study should be such

where data satiety occurs and when no new theme emerges even after adding another participant.

To answer the who, what, and why of this study using the research and interview questions, 18 participants were interviewed to establish the accuracy of emerging themes. I worked with nine purposefully selected participants from each of the two organizations that form my unit of analysis. It was expected that a minimum of 18 participants should exhaustively produce emergent data to support the themes in the conceptual framework (Morse, Lowery, & Steury, 2014). If an additional three participants could not generate new themes, then saturation is reached (Palinkas et al., 2015). To track the emergence of themes, data analysis was done iteratively while it was collected (Sargeant, 2012). For this study, where such factors as education, work status, experience, and knowledge attained (Maxwell, 2012; Sharafizad & Coetzer, 2016) is imperative, a purposeful but non-random selection method is best.

Instrumentation

Ho (2012) posited that the main data collection instrument in a qualitative study is the researcher, I conducted semistructured interviews using the interview protocol (Appendix F), an audio recorder, and an observation sheet (Ranney et al., 2015). I ensured that the audio recorder used for this research was capable of noise and echo cancellation with built-in memory, so the convenience of the participant was not negotiated and allowed the researcher to record for playback at a later date for transcription and coding (Redlich-Amirav & Higginbottom, 2014). To make the experience as real and natural as possible, factors such as voice tone, body, and facial

expressions were also recorded in my observation sheet (Dharmawansa, Fukumura, Marasinghe, & Madhuwanthi, 2015). Wilson, Chur-Hansen, Marshall, and Air (2011) posited that open-ended questions discussed over the telephone do not do justice as much as when discussed face-face. Hence, I conduct my interviews in person.

The semistructured interview process (Yin, 2014) provided the opportunity to ask follow-up questions that gave more in-depth meaning to participant initial responses. The interview protocol, developed from the themes that emerge from an extensive literature review of the conceptual framework for this study (De Massis & Kotlar, 2014), contained questions that elicited sufficient data to answer the research question (Greene & Seung, 2014). The protocol contained questions that addressed the following areas of the study: definition of a leader, leaders' competencies, leadership styles, transformational leadership, and leadership challenges. The content rationality of the interview protocol was improved and validated in a field test (Roulston & Shelton, 2015) by experts and faculty within the field of qualitative study. The interview protocol was a guide toward ensuring the trustworthiness of a qualitative study (Jacob & Furgerson, 2012) and a mental agenda for the researcher (Wisdom, Cavaleri, Onwuegbuzie, & Green, 2012). The interview protocol also ensured uniformity and direction for the questions asked during the interview process (Fakis, Hilliam, Stoneley, & Townend, 2014).

Field Test

Based on the presumption that a qualitative research involved the practice of non-standard instrument for smaller and non-random sample, pre-assessing data gathering

instruments is a procedure for confirming the trustworthiness of qualitative study

(Baskarada, 2014; Munn, Moola, Riitano, & Lisy, 2014). Because the interview tool for

this study was developed by me, it was pre-assessed and standardized. I selected 14

seasoned qualitative research design experts from both within and outside Walden

University (Appendix). I emailed a letter of solicitation (Appendix B), with an abridged

version of the proposal for this study, that contained the title page, problem statement,

purpose statement, research questions and proposed interview questions. I received

responses from 10 experts, only seven contributed to the validation of the questions, the

other three excused themselves because of earlier commitments (Appendix).

Based on the response from the experts, I updated the interview questions to 16 as

shown in the updated research protocol (Appendix C), against the earlier 10 interview

questions for the study (Appendix A). However, my dissertation chair/mentor advised

that 16 questions were too many for this study, and as constructed, would not elicit

enough information to adequately answer the research question. Based on further advise

by my chair, the interview questions were re-assessed with a focus to reduce the number

of questions and proper alignment with the scope of the study and research question.

Deducing from the conceptual framework for the study, the interview questions were

categorized into four sections, namely; existing knowledge of ethical leadership,

awareness of leadership unethical practices in the organization, effect of unethical

practices in organizations, and future application and implications for ethical leadership.

The resultant 12 interview questions supported the final interview protocol (Appendix F).

Procedures for Recruitment, participation, and Data Collection

I conducted my research within two organizations in the telecommunication, sector in Nigeria. The telecommunications sector is a viable segment of the Nigerian economy (Khan, 2014b) that have been alleged within works of literature to have corruption issues in recent times. I was particularly interested in those companies without government affiliations. Data collection started as soon as the university Institutional Review Board (IRB) gave approval to proceed. I immediately contacted the human resources manager within these organizations with a letter of cooperation soliciting for permission, identification, and notification of purposefully selected employees within the set criteria who will participate in my research (Jorgensen et al., 2014). To avoid bias and establish trustworthiness, confidence, and trust, I presented my interview script to the authorizing person or department, for consideration and feedback before its deployment.

I dedicated one week per organization for face-to-face data collection. As the main instrument of data collection, I automatically became a participant-observer (Wallace & Sheldon, 2015). This means spent two weeks within the two participating organizations for the study. I came up with a daily schedule of 45 minutes time frame and 15 minutes break between each time frame for the interview, I expected some variations depending on participant responses (Khan, 2014a). All 17 of the 18 participants (94.44%) kept to the schedule except one leader who travelled but were able to conduct the interview at a later date.

I was ready to accommodate the convenience of the participant during my interview session. The data gathering from the participant involved both audio recording and note-taking. I also record such social interaction factors as tone, body, and facial expressions of the participant (Dharmawansa et al., 2015). I used an audio recorder with built-in microphone that is also capable of recording in a noisy environment (Redlich-Amirav & Higginbottom, 2014). To mitigate the negative impact (Fusch & Ness, 2015) of having too few participants in the study, I put in place a contingency plan of having some participants on the waiting list should the need to interview them arise (Jorgensen et al., 2014). I made plans for further clarification or further explanation of any issue by a participant, this could have been done by telephone calls, exchange of e-mails, or on rare occasion, supplementary interviews could have been arranged (De Massis & Kotlar, 2014).

A debriefing procedure marked the exit of a participant from the interview process. All aspects of the study were communicated and discussed in detail with the participant during this process (Bell et al., 2014). The participants were encouraged to ask any questions or put forward any reservations they have, with either part or all the processes, while ensuring their confidentiality. The limitations of a study are inherent weaknesses that impact the study outcome (Kouchaki et al., 2012). Conducting a qualitative case study can harbor biases and flaws that may affect the credibility, trustworthiness, and transferability of the research findings (Carù, Cova, & Pace, 2014). As presented in the consent form that was signed by each participant at the beginning of the study, and the expression of interest e-mail that was sent to the relevant department,

participants were reminded again that participation was entirely voluntarily, no monetary

rewards of any kind. I deliberately detached myself from the participant response

without offering an opinion other than when I must clarify an issue.

Data Analysis Plan

The focus of this study was to obtain the answer to one research question: What

factors within organization context encourage leaders in Nigeria organizations to be

involved in unethical practices despite having ethical leadership skills and knowledge?

While implementing the proposed interview protocol, with the express consent of the

participant, I made an audio recording of the session with each participant for

referencing, to ensure the accuracy of response during transcription of data from the

interview. I transcribed the recorded audio, and the entries from the field notes, which

includes the social factors listed such as tone and bodily expressions. The data gathered

from this exercise were integrated with those that emerge from the literature review and

conceptual framework for the study (Onwuegbuzie & Byers, 2014). On the contrary to

Masaryk (2014) position, I expected the focal theme for coding to emerge from the

semistructured interview conducted and to form the basis for the emergence of new

themes from open coding. The transcribed response (Appendix J) was loaded into the

software NVivo for data analysis, and management.

The process of member checking allows participants to review and interpret their

respective interview script as captured during the interview and validate their responses

(Cronic, 2014; Fusch & Ness, 2015). I transcribe each participant's response including

audio recording and present a copy of the transcript to the participant by emails for

validation within 48 hours of the interview session. I gave each three business days to confirm the transcript, make corrections, or schedule a follow-up interview session if required.

A good strategy for ensuring the credibility of findings and report was to conduct follow-up engagement with participants after the first interview session, (Bell et al., 2014), this provides an avenue for addressing discrepancy cases and debriefing procedure. Should a participant fail to respond to my validation emails within the three business days' time-frame, we agreed that meant no corrections required. The final transcript based on each interview was presented to each participant during debriefing when exiting the study. Per Bell et al. (2014), participants were debriefed after the study by communicating and discussing all aspect and element of the study in detail and providing accurate and appropriate results of the findings in alignment with the purpose of the study with them, the debriefing procedure marks the end of the study (Crookall, 2014).

Several software programs are used for qualitative data analysis and management. The selected software program for this study was NVivo 11™. NVivo is the most used software program for qualitative research in academia (Edwards-Jones, 2014). This software program allowed me to incorporate narrative and data that emerge from audio transcription, field observations, as well as literature reviews. Using the node, word count and frequency generation modules of the NVivo software l enhanced the inductive interpretations of data that could point to the association between emerging themes and findings from the literature. Data relating to the conceptual framework were examined to

establish the divergent views, if any, in my data analysis. Categorizing data from a

qualitative study into codes allow for better management and an in-depth understanding

of the case under study (Lambert & Sponem, 2012).

In a qualitative study, the member-checking technique involved clarifying the

correctness of the researcher's interpretations of the information provided by the

participant; this process ensured dependability of such information (Gholston, 2015). I

follow up with participants for validation of their response after each interview session

and carry out triangulation by cross-checking responses emerged theme from the

literature to enhance the accuracy of my data (Bekhet & Zausziewski, 2012). During

member checking for validation of responses, any discrepant cases would have been

promptly updated and recorded as the latest version of the response. To ensure accuracy

and alignment with research question and purpose of study (Wakeam, Hyder, &

Weissman, 2014) changes were dynamically compared with other data sources, such as

previous research and peer-reviewed journals on ethical leadership, documented unethical

organizational practices in Nigeria.

Issues of Trustworthiness

Trustworthiness in a qualitative study is about credibility, transferability,

dependability, and confirmability of the study, in contrast to reliability, validity, and

generalizability in a quantitative study (Anney, 2014). While I ensured that participants

and data generated during research remain protected, it was equally my responsibility as

the researcher to warrant the research design for the study to measure what is intended,

the applicability of the findings to other subjects, and future research. Per Cope (2014),

the trustworthiness of qualitative research conclusions hinges heavily on its consistency and neutrality. This section contained the methods to maximize credibility, transferability, dependability, confirmability and the ethical procedures of this study.

Credibility

The interview protocol was first subjected to a field test, expert input helped in validating the measuring instrument before deployment (Baskarada, 2014). Internal validity or credibility ensured that the results derived from the data are accurate and based on actual data. Member checking involved the interviewee, checking their transcripts and case summaries for content, accuracy, and themes, thereby improving the credibility of the study (Seidman, 2013). Within 48 hours of completing transcribing the interview, I sent a copy the interview transcript by email to the participants to check for accuracy. All the participants had the opportunity to read their case summaries before the final stage of reporting the information.

Transferability

Transferability, or external validity, is the applicability of the results to other environments (Miles et al., 2014). To maximize transferability, the participants were selected to include a diverse population of organizations that are multi-national in both formation and operation. Aforementioned also gave credence to the results of this study, which was rooted in the organizational practices. The findings and the case study report meant different things to a diverse audience (Stake, 2006). Transferability is often left for the reader to decide.

Dependability

Dependability is the qualitative counterpart to reliability in quantitative studies. I used two methods to increase the dependability of the research; triangulation and a researcher's journal. Triangulation and member checking were useful in understanding the larger picture and diversities of perceptions that existed within the participants' responses (Stake, 2006), leading to a more valid, reliable, and varied representation of the reality of participants (Lyons & Doucek, 2010). Triangulation in a case study ensures that the picture created is clear and meaningful, free from bias, and not misleading to the reader (Stake, 2006), while member checking guarantees the accuracy of responses from the participant. I also used a journal to record the participants, data collection process, and data analysis. The journal is a word file that lists all the steps and measures to collect data. The journal notes on observations from the interview, and thoughts of the researcher.

Confirmability

Confirmability in qualitative research is the degree to which other researchers could confirm or corroborate the results. Checking and rechecking the data before they were documented during the entire data collection and analysis process. Using a journal to outline the steps I took was a valuable tool for another researcher to replicate the design. Also, I provided evidence that the ethical procedures described in the next sections are respected.

Ethical Procedures

Researchers have an ethical responsibility to identify affiliations and ideological commitments that might influence their findings (Stake, 2006). Like the participants, I am a leader in my organization. This similarity allowed me, as the interviewer, to establish rapport because of these similarities to the participants. It also displayed a bias I may have or had when I made my decisions. It is impossible to list absolutely all influences on a researcher but understanding how some may have influenced the collected data is valuable (Stake, 2006). This fact is relevant and necessary to understanding the perceptions of individuals experiencing the phenomenon under investigation (Stake, 2006). Several precautionary procedures can increase the standard of the research and decrease the likelihood of an ethical breach.

These measures include informed consent, use of codes as pseudonyms, and ethical record keeping. All participants signed the informed consent form before participating. It delineates the precautionary measures taken to ensure the application of ethical procedures. Also, coded identification was assigned to participants and their organizations. Only the researcher has access to the raw data. Keeping original records is part of the process of good data management (Lyons & Doueck, 2009). Privacy and confidentiality of the information are extremely valuable. All paper-based, audio-recording data and file backup were stored in a locked file cabinet. All electronic data have been stored on a password-protected computer. All data will be maintained for five years after the publication of the findings. These measures improve the study and decrease any potential harm to participants.

Informed Consent

Confidentiality in the study takes two approaches. First, I ensured avoidance of connecting participants to their comments (Ritchie et al., 2013). Second, participants were asked to provide additional comments or revision to their initial response if they want some added level of confidentiality by e-mail after the initial transcript is presented to them for review (Bojanc & Jerman-Blazic, 2013). A copy of the data from this study is kept on a separate hard drive locked up with a passcode. This is a backup to the one on my main computer hard drive that I only have access to.

Protecting Researchers from Risk

My study involved semistructured interview with each participant on a one-by-one basis. Seidman (2013) warned that researchers must know of potential risk from participants before enlisting them to be a participant, I wrked with the human resources department of each of the organization to help identify potential that meet the criteria for the research.

<div align="center">

Summary

</div>

In Chapter 3, I described the case study research design. I also provided a description of the qualitative method that served as underpinning guide for the study. The purpose of this qualitative exploratory multiple case study was to gain an understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge. The research design employed in the study served as a guide for the interview questions that was designed to extract information to answer to the research question. When the

methodology is applied correctly, qualitative case studies provide tools for researchers to study complex phenomena within their contexts and make insightful conclusions based on the emergent themes from data and their associations with core themes from the literature (Baxter & Jack, 2008). Nine purposefully selected leaders from each of two organizations in the telecommunications sector were recruited to participate in semistructured interview sessions, this was the study population. Two data collection methods, semistructured and document review, were used to collect data that allowed for exploration of the research question. Chapter 4, I address the presentation of data collected and analyzed during the interview sessions for the study. In the final section of the study, I report the overall outcome of the study, presented evidence of trustworthiness, and made suggestions for future researchers who might want to explore the issue discussed further.

Chapter 4: Results

The purpose of this qualitative exploratory multiple case study is to gain an

understanding of the organizational factors that encourage unethical practices by

organizational leaders in Nigeria despite having ethical leadership skills and knowledge.

To address the research question, data collection involved the participation of 18

organizational leaders, nine each from two multinational organizations in the

telecommunication sector of Nigeria, via semistructured interviews. Also, data from

government agencies such as chambers of commerce and publicly available documents

from the Economic and Financial Crime Commission (EFCC) were reviewed. The one

central research question for the study was: What organizational factors encourage its

leaders in Nigeria to be involved in unethical practices despite having ethical leadership

skills and knowledge? I used NVivo software for coding and data analysis. Chapter 4

includes the research setting, demographics, data collection, data analysis, evidence of

trustworthiness, result of the study and chapter summary.

Research Setting

This qualitative exploratory multiple case study involved data gathering through

series of semistructured interviews conducted within two multinational organizations in

the telecommunication industry, both organizations are in Lagos, Nigeria. One of the

organizations is an American company with global presence in 52 countries and a local

operation in Nigeria, while the other is a Nigerian owned company with presence in 15

other countries. This mix brought varied dynamics to the discourse, as participants were

able to reflect on globalization and localization, and its effect on the ethical environments

of the organizations. The 18 participants, nine from each of the partnering organization were purposefully selected, with the assistance of the human resource manager in each organization, the singular criteria was each participant must be a leader in the organization.

Each organization allowed the use of its conference room, big enough to sit 16 people at a time, with cable TV with CNN running on minimum volume at the background, I provided a bottle of water for each of the participant. Each participant signed the consent form, which I also signed, and a copy was given to each participant for his or her record. I made a time table with 45 minutes and a 15-minute break between slots. As soon as the signed consent form was handed to me, each participant was asked to select the most convenient time slot in the week of Sunday, January 7, to Saturday, January 13, for the first partnering organization pseudo named AVNCOM, and for the week of Sunday, January 14, to Saturday, January 20, for the second partnering organization pseudo named SFGCOM.

At the scheduled time, each participant came in, for interviews that lasted an average of 40 minutes. The time was not kept perfectly as planned but, we were able to reschedule each one that had issues with the original time until the interview was done. At the beginning of each section, I read out the consent form to the participant, re-emphasizing his or her right to voluntary participate in the study. I mentioned to every participant that everything discussed will be recorded for my transcription purposes, and the response as well as the audio recording would be kept with utmost privacy and

confidentiality for 5 years. The interview protocol was used strictly for the interview to

ensure consistency in the data collection process.

Demographics

The criteria for the study required participants to be a leader in the partnering

organization, the level of leadership was categorized into three, based on each leaders'

years of experience as organizational leader; the lower, middle and top level. Participants

who have been in leadership position 15 years or more were categorized as top level,

between 10 and 15 years were categorized as middle level while, leaders with less than

10 years of organizational leadership experience were categorized as lower level. In

Table 1 below, I show the demography of the participants. I detail the participants'

demographics in Table 2. During the course of the study, I noticed that some

demographic elements such as length of service, affected the tone of response of those

leaders with higher years of service but still at lower level leadership cadre.

Table 1.

Participants Demography and Characteristics

Group	Demographics		Level of Management		
	Number of males	Number of Females	Top Level	Middle Level	Lower level
AVNCOM	8	1	3	3	3
SFGCOM	8	1	2	3	4
Total	16	2	5	6	7

Note: $N = 18$, Female = 2 (11%), Male = 16 (89%)

I show the detailed breakdown of the participant, including their qualifications,

years of experience, and position in the organization in Table 2.

Table 2.

Demography Breakdown of the 18 Participants for the Study

Respondent	Gender	Level of Education	Years of Experience as leaders	Position in organization
AVN001	Male	Bachelor	27	Region Director - Africa
AVN002	Female	Masters	15	Finance Director
AVN003	Male	Masters	21	HR Director
AVN004	Male	Bachelor	10	Director of Services - Africa
AVN005	Male	Bachelor	11	Head Services Delivery - Nigeria
AVN006	Male	Bachelor	14	Head of Operations
AVN007	Male	Bachelor	9	Service Delivery Manager
AVN008	Male	Bachelor	10	Senior project Manager
AVN009	Male	Bachelor	12	Sales Director - Nigeria
SFG001	Male	Bachelor	25	CEO / Group MD
SFG002	Male	Master	21	Head of Operations - West & Central Africa
SFG003	Female	Bachelor	11	Senior Operations Manager - Nigeria
SFG004	Male	Bachelor	9	Project Manager
SFG005	Male	Masters	13	GM PMO - Africa
SFG006	Male	Bachelor	8	Project manager
SFG007	Male	Bachelor	12	Service Director
SFG008	Male	Bachelor	7	Project Manager
SFG009	Male	Bachelor	6	Services Delivery Manager

Note: $N = 18$, Female = 2 (11%), Male = 16 (89%)

Data Collection

After receiving Walden's Institutional Review Board's (IRB) approval (#01-03-18-0358787), I began the recruitment process by contacting the human resource manager

in the two organizations that already accepted my request for partnership. I received the list of potential participants from the human resources manager, I sent a copy of the consent form to each participant as an attachment to my e-mail soliciting his or her participation. I mentioned in the email that signing the consent form confirms the voluntary acceptance to participate in my research study. Upon acknowledgment by the participants that they understood the document, I scheduled a face-to-face interview with each participant in 45 minutes time slot, subject to availability (Yin, 2014). At the beginning of each interview, I reiterated the details in the consent form, informing the participant especially that the session would be recorded, also that they were at liberty to terminate the interview at any time without prejudice, we discussed the importance of confidentiality and each participant was assigned a pseudonym in line with pneumonic naming convention (AVN001, AVN002..., and SFG001, SFG002....).

Each interview session consisted of 12 open-ended semistructured questions. Forty-five minutes were allocated, and the average completion was 40 minutes. With the prior permission of each participant, each session was recorded for validity and accuracy of transcription. I initially gathered the raw data using Microsoft Excel with the questions on the first column of the sheet with 12 rows of questions, participants were then listed on adjoining columns, each participant answers were captured in the corresponding cell against the questions in a matrix format. This method enabled me to do the initial coding, identification of recurrent words per question from all participants. This method also made it easy for me to copy participants' answers against the questions in a table format into Microsoft Word and share with the participants for validation, it

also allowed me to anonymously share with another participant randomly for member

checking and triangulation. Two of the 18 participants (11%) interviewed made

corrections on the transcript sent to them for validation and that was captured as Version

2, and the final version.

I combined the two excel sheets into one big data file that was later uploaded into

NVivo as my internal document from where my themes used for word cloud and coding

were generated. I utilized the periods where participants missed their interviews and the

last two days of the two weeks allocated for the interviews to review documents that were

publicly available from government achieves. I visited the chamber of commerce to

confirm reported business losses due to unethical practices in organization and the

general society in Nigeria. I also visited the Economic Financial Crime Commission

(EFCC) library to read through account of prosecutions of some cases on unethical

practices in organizations. At the end of these exercises, I identified a word cloud of

factors that contributed to the larger word clouds from the participant responses where

the themes emerged.

Data Analysis

This study was conducted via semistructured interview and document review in

order to compare the validity of data collected. I conducted this research using the Yin

(2014) five–steps of data analysis approach; data compilations, data disassembly, data

reassembly, data interpretation and data conclusion and derivation of meanings. Guided

by the principle of sequential and careful organization of data plan in a qualitative

exploratory study as posited by Maxwell (2013). I compared the Yin's (2014) approach

with the six-steps approach of data analysis posited by Attride-Stirling (2001), Braun, and Clarke (2006), in utilizing this comparison, I conducted the data analysis using the following five steps, organizing the data, immersion of the data, identifying themes, coding and alternative understanding.

Organizing of Data

I gathered my initial data from the verbiage within the transcripts of the semistructured interviews conducted face-to-face within the premises of the two partnering organizations. In addition to the information gathered from the interview and the document reviews, I also included useful information from my journal used for observation during the interviews. I combined the initial worksheet created separately for the participants responses from each organization, my initial data analysis was from NVivo coding by word frequency from the combined response uploaded into NVivo.

Immersion of the Data

During this process, I removed all duplications as I deeply involved myself into the data, I broke down phrases, thought patterns by word assemblies, patterns and themes. Yin (2014) describe this process of data classification as identifying words or phrases with similar pattern, themes and coding, categorizing and labelling them with unique identifiers and grouping them together. Synonyms were identified, and such group of words were classified into same theme, this process was concluded with a clear picture of the emerging themes from the data.

Identifying Themes

During the interview, as each participant responded, some with emotions, some were frantic, I began to see a pattern of thought and reoccurring themes underlies the responses as I listened attentively without interrupting the discussion. The data gathered from the document reviews, especially excerpt of interviews from individuals that were involved in financial fraud from the EFCC achieve, corroborated some of the line of thought expressed by some of the respondent. A combination of these volumes of information shows an emerging trend, reasons and thought patterns why an organizational leader equipped with ethical leadership skills and knowledge could consider often times, a revenge of perceived violation of the leader's psychological contract by the organization.

The Coding

I used *Thematic Analysis* coding process – a pattern of identifying, analyzing and reporting patterns or themes within data. This involved initial hand coding of the data within the verbiage from the transcript of the participants responses, and the use of NVivo software. Conceptual frameworks are the set of fundamental assumptions that serve as a lens given developing knowledge of underlying concept for understanding the paradigm for the study (Borgatti, Everette, & Freeman, 2002). Conceptual framework is also embedded with a number of assumptions about the nature of the data of the study, what such data represent in terms of the world reality, and so forth, this is made transparent in a good thematic analysis (Herr, 2013).

Alternatives Understanding

I envisaged the possibility of some respondents been confused, which happens when positives terms are been discussed in negation. To ascertain that each respondent has full understanding of the topic of our interview, I decided to make question seven and eight a converse of each other however, still asking same question. Some participants struggle with this approach, but in the end that was the motive of that approach, to make participant think or rethink their previous answers.

Conclusion

As soon as I received the list of the proposed purposefully selected participant from the human resources, I requested that someone should be identified as a single point of communication (SPOC). This individual helped with the follow-up on the letter of consent signing by the participants. The interview process was exceptionally smooth within the first partnering organization, AVNCOM. I interviewed all nine participants with just one re-schedule for later same day. The second partnering organization were in the middle of multi-national project, so it was a bit tough to keep-to agreed schedule, nevertheless, I interviewed all the nine participants within the one week planned, only a few were rescheduled due to traveling within the sub-Saharan region. I succeeded in completing the entire 18 interviews as planned, the instruments used in this qualitative case study research were the interview protocol, the participants' consent forms, field notes, observation worksheets, and NVivo.

Evidence of Trustworthiness

According to Miles et al. (2014), a major factor to show trustworthiness in a qualitative research study is how well the researcher obtained information and analyzed the data. Trustworthiness in a qualitative study is about credibility, transferability, dependability, and confirmability of the study (Anney, 2014). To achieve trustworthiness in this study, I conducted a field test of the initial set of interview questions to ensure the responses to the questions will generate useful feedback that will address the research question. Fourteen experts within Walden University were contacted, ten responded but only seven gave feedbacks that gave rise to the interview questions used for this study. Cope (2014) posited that the trustworthiness of qualitative research conclusions hinges heavily on its consistency and neutrality, to achieve this I ensure the research protocol was used throughout the interviews and I maintained a neutral position without offering any form of opinion or bias.

Credibility

In addition to the expert validation of the interview protocol, the measuring instrument before deployment (Baskarada, 2014), I ensured that the results derived from the interview responses are accurate and based on actual operational data. Member checking was also conducted, I sent the transcripts of each interview to the respondent within 48 hours of each interview for content accuracy and validation thereby improving the credibility of the study (Seidman, 2013). Two participants out of the 18 interviewed (11%) made corrections to their initial responses. Triangulating this also with information gathered from the document review conducted at the Chamber of Commerce,

and at the Economic and Financial Crime Commission (EFCC) library, showed similar

pattern in line of thoughts and emerge themes.

Transferability

Transferability or external validity, is the applicability of the results to other

environments (Miles et al., 2014), it is often left for the reader to decide. However, to

maximize the transferability of this study, the two partnering organizations for the study

are both multi-national in both formation and operation, within the telecommunication

industry in Nigeria. Each offered a well diverse population of respondent both by

personal and work experience. This gave credence to the results of this study, which is

rooted in the organizational practices as experience by the respondent directly. It is

expected that the findings and the case study report will say different things to a diverse

audience (Stake, 2006). Also, the section of the interview questions dedicated to future

application of the study will be useful for future researcher interested in taking this study

further.

Dependability

To ensure a dependable research study, I triangulated responses from the

respondents with the findings from document review, a similar line of thought and theme

emerged. I also ensured that each member checked and confirm the accuracy of their

response. Triangulation and member checking are useful in understanding the larger

picture and diversities of perceptions that existed within participants' responses (Stake,

2006), this led to a more valid, reliable, and varied representation of the reality of

participants (Lyons & Doucek, 2010). Triangulation in a case study ensures that the

picture created is clear and meaningful, free from bias, and not misleading to the reader (Stake, 2006), while member checking guarantees the accuracy of responses from the participant.

Confirmability

Confirmability in qualitative research is the objectivity and correctness of data, it is the degree to which other researchers could confirm or corroborate the results, as posited by Houghton, Casey, Shaw, & Murphy, (2013). In ensuring confirmability, I affirmed the study's credibility, transferability, and dependability. During data analysis, I avoided personal bias, I collaborated the findings with the conclusions and interpretations of the data. Employing member checking and rechecking the data with those gathered from document review added to the degree of confirmability.

Study Results

The purpose of this qualitative exploratory multiple case study was to gain an understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge. The unit of analysis for the study was 18 purposefully selected leaders, nine from each of two multi-national organizations in the telecommunications sector, to participate in semistructured interview sessions. Information from the interview sessions were thematically analyzed and data from that process were triangulated with the word cloud gathered from document review. This section shows the results of the findings from this study employing the 12 interviews questions, listed below. To effectively answer the research question, I considered the study from four different perspective; existing

knowledge of ethical leadership, awareness of unethical practices in the organization,

effect of unethical practices on organizations, and future application and implications for

ethical leadership, the interview questions were grouped to focus on these four areas as

shown in Table 3, and Table 4 below.

Research Question

What organizational factors encourage its leaders in Nigeria to be involved in unethical

practices despite having ethical leadership skills and knowledge?

Interview Questions

1. What does unethical leadership in organizations mean to you?

2. When did you acquire ethical leadership skill and knowledge?

3. How did you acquire ethical leadership skill and knowledge?

4. What is the level of practice of ethical leadership in your organization?

5. How is the cultural environment of your organization in relation to ethical practices?

6. How does your organization react to leader's unethical practices?

7. What are the factors within your organization that inhibits the practice of ethical leadership?

8. What are the factors within your organization that promotes or encourages unethical leadership practices?

9. What impacts does the elements of ethical leadership philosophy or lack of it have on the performance of your organization?

10. Think of an experience at work when you had to make an ethical decision, what happened and how did you handle the situation?

11. What words come to mind when you think of unethical leadership?

12. What are the areas of ethical leadership practices that you think requires improvement within your organization?

Categorization of the Interview Questions

Table 3.

Interview Questions Categorization

Categorization	Interview Questions
Existing Knowledge of ethical leadership	1, 2,3
Awareness of unethical practices in the organization	8, 9, 10
Effect of Unethical practices in organizations	4, 5, 6, 7,
Future application and implications for ethical leadership	11, 12

Table 4.

Interview Questions Categorization with Details

Existing Knowledge of ethical leadership	Awareness of unethical practices in the organization	Effect of Unethical practices in organizations	Future application and implications for ethical leadership
• What does ethical leadership in Organizations mean to you?	• What are the factors within your organization that promotes or encourages unethical leadership practices?	• What is the level of practice of ethical leadership in your organization?	• What words come to mind when you think of ethical leadership?

(*table continues*)

Existing Knowledge of ethical leadership	Awareness of unethical practices in the organization	Effect of Unethical practices in organizations	Future application and implications for ethical leadership
• When did you acquire ethical leadership skill and knowledge? • How did you acquire ethical leadership skill and knowledge?	• What impacts does the elements of ethical leadership philosophy or lack of it have on the performance of your organization? • Think of an experience at work when you had to make an ethical decision, what happened and how did you handle the situation?	• How is the cultural environment of your organization in relation to ethical practices? • How does your organization react to leader's unethical practices? • What are the factors within your organization that inhibits the practice of ethical leadership?	• What are the areas of ethical leadership practices that you think requires improvement

Major Themes

Thematic analysis allowed for researcher to recognize emerging pattern from data during coding, and analysis (Attride- Stirling, 2001; Patton, 2015). I used the NVivo software to do initial word count, identifying stemmed words from the transcript of the interviews. Pattern of words emerged that I was able to use as my detail coding in search of emerging themes. Table 5 below shows the initial result from NVivo stating the parameters employed;

Table 5.

Data Analysis and Emergent Codes from NVivo

Questions #	Count (min. length = 10)	Frequency (≤1000)	Words Cloud (Including stemmed words)	Emergent Codes
Q1	46	97%	leadership organization, organizations, structures, acceptable, circumvent, conducting, contradicts, differently, dishonesty, entitlement, inadequate, intentionally, interpretation, manipulative, unprofessional	Organization Leadership that circumvent the structures. Organization leadership that is dishonest, manipulative, unprofessional and inadequate. Organization leadership that intentionally denies subordinate their entitlement.
Q2	54	86%	Leadership, organization, background, professional, upbringing, environment, school, combination, comprehensive, conducting, continuous, contribution, environment, environment, institution, organizations	On the job in organizations worked Family upbringing Environment, culture, religion, school
Q3	42	53%	Leadership, organization, background, professional, upbringing, environment, certification, environment, environment, environment, everything, institution, organizations, orientation, practicing, profession requirement, responsibility	Professional Training Organizational Training Environment (culture, upbringing)

Questions #	Count (min. length = 10)	Frequency (≤1000)	Words Cloud (Including stemmed words)	Emergent Codes
Q4	62	61%	Organization, leadership, behavioral, biannually, boundaries, compulsory, contradiction, Ethical, Leadership, Organization, Very High, Average, Practices	Very High Average Compulsory Biannually
Q5	41	75%	organization, environment, leadership, background influenced, operations, across-board, addressable, behavioral, compromise, contradiction, environment, headquarters, individual, management, multinational, organization, perspective, prevailing, responsibilities, significant	Practice affected by Environmental culture Practice influenced by organizational policy from headquarters Practice influenced by leaders' background
Q6	64	53%	Organization, terminated, prosecution, not-enough, investigation, investigative, non-appropriate, activities, less-consequent, allowances, anonymously, appropriate, consequences, counselling, disciplinary, discussion, consequences, inadequate, especially, established, immediately, joke, intentional	Termination after investigation Not enough punishment for offenders Not enough consequences for such behavior

(*table continues*)

Questions #	Count (min. length = 10)	Frequency (≤1000)	Words Cloud (Including stemmed words)	Emergent Codes
Q7	78	88%	Organization, leadership, punishment, remuneration, commensurate, commitment, compliance Compromise, consequences, individual, inequality, interaction, operations, performance Perspective, preferential Prosecution, relationship Structured, subsequent Understanding, unethically, unreasonable, whistleblowing	Unreasonable demand for performance Lack of adequate consequences for offenders Preferential treatment among leaders No adequate whistleblowing process
Q8	69	81%	organization, environment, accountability, accountable, relationship, organizational, psychological, transparency, transparent, acceptable, appreciate circumvent, competition, consequences, consideration, contractors, conversation, definition, influences, investigation, leadership, misconduct, operations, opportunity, prevailing, procedures, procurement, reasonable, reengineered, represents, resistance, responsibility, superiority	Near total control for project managers Not enough consequences for offenders Inequality or preferential treatment by leaders Leaders not keeping to employee expectations (psychological contract violation)

(*table continues*)

Questions #	Count (min. length = 10)	Frequency (≤1000)	Words Cloud (Including stemmed words)	Emergent Codes
Q9	65	82%	organization, leadership, performance government, compromise, environment, especially, philosophy, sustainable, accountability, appointing, businesses, colleagues, competitive, competitor, confidence, consequence, contravenes, contravention, corruption, demotivated, development, enforcement, excellence, litigation, motivation, productivity, psychological contractor, organization, appearance	Make compromise that leads to loss of business Negative effect on the performance and reputation of the organization Put organization at risk of litigation Demotivate employees
Q10	44	65%	assignment, compensation, coordinator, entertainment, favoritism, frivolously, government, hospitalized, installation, investigation, mistakenly, particular, prequalified, procurement, protection, regulation, relationship, reprimanded, technician, travelling, truthfully	Contractor influences Demand for bribe to secure business Extravagant based on culture but against organization policy
Q11	42	71%	Organization, leadership, corruption, dishonesty, compromise, unprofessional, accountability, appointing, businesses, colleagues, competitive, competitor, dishonorable, enforcement, excellence, exploitation, extinction, favoritism, illegality	Leadership lack of accountability Organizational exploitation Leadership prejudice

(*table continues*)

Questions #	Count (min. length = 10)	Frequency (≤1000)	Words Cloud (Including stemmed words)	Emergent Codes
Q12	53	63%	Organization, leadership, management, intervention, adequately, appreciating, celebrated, colleagues, communication, compensation, consideration, considered, continuous, eliminated, engagement, everything, everywhere, horizontally, impressions, inequality, misconduct, occurrence Organization, perception, performance, procedures, qualification, relationship, remembering, remuneration, responsibilities, subordinates, technology whistleblower	Need for improved remunerations for employee Need for localized policies and regulations for multinational organizations Need for reward system that fits employee need Need for adequate consequences for offenders to deter potential violators

Table 6.

What Does Ethical Leadership in Organizations Mean to You?

Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Organization Leadership that circumvent the structures.	2	11%	An organization leader that is dishonest, manipulative, unprofessional, and violates subordinates psychological contract (PC).
Organization leadership that is dishonest, manipulative, unprofessional and inadequate.	11	61%	
Organization leadership that intentionally denies subordinate their entitlement.	5	28%	

Theme: An organization leader that is dishonest, manipulative, unprofessional, and violates subordinates psychological contract (PC).

All the 18 respondents (100%) had clear understanding of what unethical leadership means in an organization, the verbiage used to describe unethical leadership by the respondents had 97%-word match. Eleven respondents, which is 61% of the total 18 participants, used the same phrase to describe unethical leadership in organization. Participant SFG002 described unethical leadership in organization 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." Participant SFG006 describe unethical leadership as "illegal and manipulative kind of leadership, departure from normal standard of conduct."

Table 7.

When Did You Acquire Ethical Leadership Skill and Knowledge?

Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
On the job in organizations worked	4	22%	
Family upbringing	6	33%	Exposure to ethical leadership from outside the organization
Environment, culture, religion, Professional Training	8	44%	

Theme: Exposure to ethical leadership from outside the organization.

The responses from the participant supported the conceptual framework for this study, the responses showed that leaders are not necessarily trained only in the organization to be ethical. While the responses showed that organization training played a major role in the leaders' development of ethical skills, 14 of the 18 respondents (78%) claimed to have been exposed to ethical training from their background and in their cultural environment before the organizational training. Respondent AVN009 said:

Ethical skills and knowledge is not acquired only from the work, but this starts from home, it could be parental, religious or academic mentor. I acquired ethical leadership from home, religious leader and from career mentors. I got a lot of my skill from Career mentors. These people gave me direct exposure to managing people.

Table 8.

How Did You Acquire Ethical Leadership Skill and Knowledge?

Emergent Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Professional Training	6	33%	Received formal ethical training on the job, and professional training
Organizational Training	8	44%	
Environment (culture, upbringing)	4	22%	

Theme: Received formal ethical training on the job, and professional training.

Majority of the respondents agreed they were exposed to formal ethical leadership skill while on the job in their organization. However, ten of the respondents (56%) used exact same word to describe their experience, and eight of the respondent (44%) agreed to the training from organization as a major booster to their ethical skill acquisition. Respondent AVN002 said:

Aside from the family background which is major, I acquired most of my ethical leadership skill and knowledge on the job and in my professional training as an accountant. The core values of my profession are honesty and integrity. All along my professional training and certification, this is what I have been trained on, also during training within the organization. I also get some of the skills through journals and I usually attend meetings on annual basis as the ethic leader for the organization, to ensure that the code of conduct of the organization is still maintained.

Table 9.

What is The Level of Practice of Ethical Leadership in Your Organization?

Emergent Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Very High	9	50%	
Average	2	11%	High level of ethical practice and compulsory
Compulsory	6	33%	
Biannually	1	6%	

Theme: Agreed the level of ethical practice is high and compulsory

Nine (50%) of the respondents stated that the level of awareness about unethical practice in their organization is a high. Six (33%) of the respondents said it was a compulsory thing in their organization. Respondent SFG001 said "The level is very high, with the processes and policies in place and continuous training done biannually, the awareness is a great now such that every staff must comply with ethical standard." I did observe though, that the leaders higher up in the organization hierarchy believed more in the current level of ethical leadership practice in the organization than the junior leaders.

Table 10.

How is The Cultural Environment of Your Organization in Relation to Ethical Practices?

Emergent Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Practice affected by Environmental culture	8	44%	The practice of ethical leadership is mostly affected by the environmental culture and inability of the organization to localize their policies
Practice influenced by organizational policy from headquarters	6	33%	
Practice influenced by leaders' background	4	22%	

Theme: The practice of ethical leadership is mostly affected by the environmental culture and inability of the organization to localize their policies

Eight (44%) of the respondents believed that the culture in Nigeria as well as the environmental factors, such as lack of basic amenities from government at all levels, contributed to the rise of unethical leadership practices in Nigeria organizations. Six (33%) of the respondents said, headquarters handing down global policies to its operations around the world, without much consideration for localizing such policies also contributed to unethical practices in the organization. SFG002 said "The cultural environment is not favorable, due to the nature of business we do, we are always exposed to unethical practices sometime when dealing with Supplier, Business Partners, and Customers (SBC).

Table 11.

How Does Your Organization React to Leader's Unethical Practices?

Emergent Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Termination after investigation	7	39%	Despite termination, the leaders believe this is not enough consequences for the offence committed in most cases
Not enough punishment for offenders	5	28%	
Not enough consequences for such behavior	6	33%	

Theme: Not enough consequences for offence committed in most cases

The usual practice is to terminate the employment of any offenders no matter the cadre in the organization, six (33%) of the respondents were of the opinion that this is not enough consequence for leaders who have made lots of money or acquired properties through the proceed of unethical practices in organization. From my observations as each responder makes their argument, one cannot but notice that the current scenario allows for leaders to steal so much money and go back to enjoy the loot after they are terminated. Respondent SFG003 stated that "Reaction to the leader's unethical practices is harsh because of the zero-tolerance policy. Some imbalances however still existed in the justice system. Often, the punishment does not commensurate with the offence, thereby not effecting any sense of deterrent."

Table 12.

What Are the Factors Within Your Organization That Inhibits the Practice of Ethical Leadership?

Emergent Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Unreasonable demand for performance	4	22%	
Lack of adequate consequences for offenders	6	33%	Lack of consequence for offenders and preferential treatment depending on the offender
Preferential treatment among leaders	5	28%	Unreasonable quest for target or revenue by the organization
No adequate whistleblowing process	3	17%	

Theme: Lack of consequence leadership and unreasonable quest for revenue

Fifteen of the respondents (83%) were of the opinion that one major factor within the organization that encourage unethical practices is the lack of *consequence leadership*. The respondents were of the opinion that leaders or management does not reward excellence enough at the same time does not punish people found wanting enough to deter others. Rather, the current practices encourage leaders to find ways to cheat the system, even if it is to the detriment of another employee. These employees in turn feels their trust has been violated, will look for way to protect their future. Respondent AVN003 said:

I think organization generally should improve on two fronts, if a culprit is caught and let's take for instance an employee stole a large amount of money from the organization and he was only dismissed, no prosecution and no jail term, he or she

will only go back home to enjoy the loot. This act alone is enough to encourage others, this also applies in the larger society. The consequences of people behavior do not measure up to the damage done so this is encouraging unethical behavior in a way. Secondly, organization should employ Maslow hierarchy of needs in giving gift and bonuses, a gold wrist watches for long service award after 25 years of work might not mean much to a man when all the man needs is more money to pay school fees. We all know the worth of a gold Rolex, give him an equivalent amount of the cost of the watch, if that is what he deserves and not the watch, in Nigeria today, he or she will dare not wear the watch publicly, because of thieves, so of what use is the watch sitting at home.

Another respondent, AVN004 also stated that;

The factors within the organization that will not allow people to be ethical, first is moral equity, if leaders are not punished for their unethical practices, followers might also choose to do the same - inequality in judgement. If other leaders are well punished, that will be a deterrent to others. Another factor is the remuneration, if the remuneration is not commensurate with work done, this can lead employees or leaders to be involved in unethical practices. Another factor is "*aging factors*", for employees who has spent a long time in the company who are not well treated when they left, individual might be involved in unethically practices protecting their future.

Table 13.

What Are the Factors Within Your Organization That Promotes or Encourages Unethical Leadership Practices?

Emergent Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Near total control for project managers	3	17%	Lack of process, accountability and consequences for behavior
Not enough consequences for offenders	6	33%	
Inequality or preferential treatment by leaders	4	22%	Inequality treatment of employee and violation of employee PC
Leaders not keeping to employee expectations (psychological contract violation)	5	28%	

Theme: Inequality, violation of employee PC and lack of process, accountability and consequences for behavior

The two themes identified during the analysis of responses to this question went in equal half. Nine (50%) respondents strongly believed one of the two themes was a stronger factor that encourage unethical practices in the organization. Respondent AVN006 said that;

Breach of the Psychological Contract – which represents trust and expectations between people in a relationship - notably within employer/employee relationships, extending to other organizational relationships too. Another factor is office politics, secrecy, lack of transparency and resistance to reasonable investigation.

Also, respondent AVN009 was of the opinion that "The use of contractors instead of staff, allows for unethical practices. This gives rooms for unethical leadership especially when such leaders have the sole power to choose which contractor gets the job." This is due to lack of procurement process or desire not to follow the organization policies due to selfish reasons.

Table 14.

What Impacts Does the Elements of Ethical Leadership Philosophy or Lack of It Have on The Performance of Your Organization?

Emergent Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Make compromise that leads to loss of business	2	11%	
Negative effect on the performance and reputation of the organization	8	44%	Negative performance and reputation for the organization and demotivated employee
Put organization at risk of litigation	2	11%	
Demotivate employees	6	33%	

Theme: Negative performance and reputation for the organization and demotivated employee

Respondent AVN006 stated that "When you have happy and motivated employee the company prospers. Lack of ethical leadership result in demotivated employees who feel their right and values and not respected because the leaders are unethical." While respondent SFG009 was of the opinion that "Unethical practices endangers company reputation and possible brand damage and that result to low patronage from ethical

businesses." These attributes were brought to focus by the submission of respondent

AVN001, he said "The culture does affect it, the organization has lost many business, we

could not just do anything about it, because of the culture of kick back. Especially

government or government related business, because of the corruption."

Table 15.

Think of An Experience at Work When You Had To Make An Ethical Decision, What Happened and How Did You Handle The Situation?

Emergent Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Contractor influences	4	22%	
Demand for bribe to secure business	5	28%	Culture that promotes unethical practices
Extravagant based on culture but against organization policy	9	50%	

Theme: Culture that promotes unethical practices

There is only one respondent (6%) SFG001 who said he had "no experience

where he had to face the dilemma of making a choice between what is ethical and

unethical on the job." Seventeen of the eighteen respondents (94%) had different

experience ranging from contractor influence to demand for bribe and even demand

borne out of the culture that is believed to be the norm but contravened the organization

policies.

Table 16.

What Words Come to Mind When You Think of Unethical Leadership?

Emergent Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Leadership lack of accountability	9	50%	
Organizational exploitation	6	33%	Lack of accountability and consequences leadership
Leadership prejudice	3	17%	

Theme: Lack of accountability and consequences leadership

All the respondents (100%) were unanimous in their submission, they succinctly described what comes to mind whenever they think of unethical practices, the main issue was lack accountability and absence of consequence for leaders' unethical behavior.

Table 17.

What Are the Areas of Ethical Leadership Practices That You Think Requires Improvement Within Your Organization?

Emergent Codes	Number of Occurrence	Percentage of Occurrence	Emerged Theme
Need for improved remunerations for employee	3	17%	
Need for localized policies and regulations	5	28%	Consequence leadership with established localized policies
Need for reward system that fits employee need	2	11%	
Need for adequate consequences for offenders to deter potential violators	8	44%	

Theme: Consequence leadership and localized policies

Eight of the respondent (44%) saw the need for consequence leadership as the most important factor for the future of ethical leadership, also revamping the reward system to reflect individual needs based on Maslow's "Hierarchy of Needs" is yet another important point to consider. But, the need for localized policies and expanded remunerations systems was rated more important than the reward system. The overarching theme for the future application and implication of ethical leadership in the organization is the need to purposefully plan the development of consequence leadership in the organization.

Table 18.

Aggregated Thematic Analysis of The Study

Thematic Categorization	Themes	Discovery
Existing Knowledge of ethical leadership	• An organization leader that is dishonest, manipulative, unprofessional, and violates subordinates psychological contract (PC). • Most of the leaders have exposure to ethical leadership from outside the organization • Most of the leaders received formal ethical training on the job, and professional training	Highly ethically aware organizational leaders: with prior knowledge of ethical leadership before joining the organization. Justifying Lawrence Kohlberg's theory
Awareness of unethical practices in the organization	• Lack of process, accountability and consequences for behavior • Inequality treatment of employee and violation of employee PC • Negative performance and reputation for the organization and demotivated employee • Culture that promotes unethical practices	Lack of consequence leadership.

(*table continues*)

Thematic Categorization	Themes	Discovery
Effect of Unethical practices in organizations	• Most leaders agreed the level of ethical practice is high and compulsory • The practice of ethical leadership is mostly affected by the environmental culture and inability of the organization to localize their policies • Despite termination, the leaders believe this is not enough consequences for the offence committed in most cases • Lack of consequence for offenders and preferential treatment depending on the offender • Unreasonable quest for target or revenue by the organization	Compromises, loss of business, reputation and ethical employee
Future application and implications for ethical leadership	• Lack of accountability and consequences leadership • Consequence leadership with established localized policies	Focus on employee individual needs, localized policies and conscious development of consequence leadership.

The aggregated thematic analysis shown in the table 18 above, brought the whole study into focus. In line with the four major areas that were initially identified for the researcher to have a holistic understanding of unethical leadership in the organization and its future implication for the organization. The table also show the discovery that emerged from the study, this will be elaborated upon in chapter 5.

Summary

I presented the demographics of the 18 research participants from the two participating organizations within the telecom industry in Nigeria, in chapter 4. I also presented the research setting, data collection, data analysis, evidence of trustworthiness, and identification of themes. The information gathered from the face to face

semistructured interview conducted at the premises of both participating organization in

Lagos Nigeria were transcribed and analyzed. The result of the study was presented with

emergent themes identified, these themes were also aligned with the four areas of study

initially identified by the researcher as the focus of the study. New discovery emerged

from this study, these discoveries as well as their interpretations and implications are

provided in Chapter 5.

Chapter 5: Discussion, Conclusions, and Recommendations

The underlying concern for this research was the increasing numbers of reported culpability of organizational leaders in Nigeria that are involved in unethical practices despite having ethical leadership skills and knowledge. The purpose of this qualitative exploratory multiple case study was to gain an understanding of the organizational factors that encourage unethical practices by organizational leaders in Nigeria despite having ethical leadership skills and knowledge. Despite the desire and the urgent need for this understanding, lack of previous literature on organizational factors that encourage unethical practices by organizations leaders in Nigeria still exists (Adisa, Abdulraheem, & Mordi, 2014; Ejere, 2013; Day, Fleenor, Atwater, Sturm, & McKee, 2014; Oluseye, 2014; Osemeke, 2011; Oparanma, Hamilton, & Opibi, 2010; Dike, 2014; Mayer, Aquino, Greenbaum, & Kuenzi, 2012; Walumbwa & Schaubroeck, 2009).

According to Tavallaei and Abu Talib (2010), when the factor under investigation calls for a comprehensive, intricate, and detailed manner of exploration, as it was for this study, a qualitative method is preferred. Qualitative methods provide a deeper understanding of the phenomena (Silverman, 2005). The conceptual framework chosen for this study was Moral Development Theory of Lawrence Kohlberg, also known as the Cognitive Developmental Theory of Moralization. The reliance of this theory on continuing studies toward expressions of moral judgment was based on the premise that cognitive development occurs naturally. I used this theory because I hypothesized that, combining cognitive development with the ethical leadership skills and knowledge

acquired by organizational leaders at different levels, should increase the leaders' bias towards been ethical (Den Hartog, De Hoogh, & Kalshoven, 2013).

The unit of analysis for this study was nine purposefully selected leaders from two different organizations in the telecommunications sector of Nigeria, who participated in semistructured interviews. The telecommunications sector was chosen because it is a viable segment of the Nigerian economy (Khan, 2014b); it is a major contributor to Nigeria's GDP that has been alleged within works of literature to have amplified unethical practices since the advent of GSM in 2001. Recent scandals within the sector have demonstrated the devastating consequences of unethical leadership in Nigerian organizations (Marshall, Cardon, Poddar, & Fontenot, 2013; O'Reilly, & Parker, 2013; Robinson, 2014).

Interpretation of Findings

The purpose of this qualitative exploratory multiple case study was to gain an understanding of the organizational factors that encourage unethical practices by organizational leaders in Nigeria despite having ethical leadership skills and knowledge. To achieve this, the singular research questions was, what organizational factors encourage its leaders in Nigeria to be involved in unethical practices despite having ethical leadership skills and knowledge? To answer this question, 12 interview questions were offered in face-to-face semistructured interview sessions. These interview questions were further classified into four groups: existing knowledge of ethical leadership, awareness of unethical practices in the organization, effect of unethical practices on organizations and, future application and implications for ethical leadership.

Themes

The emerged themes from the analysis of the data from the interview sessions resulted into 14 themes, which were further classified under the four focus areas as stated above. The essence was to have an enhanced and focused approach that will address the focus of the study, as it is narrowed down to those four questions.

Highly Ethically Aware Leaders

The result from the thematic analysis conducted on the transcriptions of the interviews confirms that the respondents were highly knowledgeable and experienced in the area of ethical leadership. All the respondents (100%) defined unethical leadership and its characteristics without ambiguity. The respondents as leaders, were also well trained on ethical leadership, most of the leaders had prior exposure to ethical trainings from outside their current organization. Eight (44%) of the leaders interviewed confirmed that they learned about unethical behavior from their parent, religion and societal circles, which I described within this study as the environment, and is inclusive of the larger society. This confirms and corroborates the conceptual framework for this study. Lawrence Kohlberg divided the human moral development into three stages, pre-conventional, conventional and post conventional and was of the opinion that individual first learn how to be morally biased or ethical from the environment (e.g. parental influences or, societal influences like religion or playgroups). This also confirmed that these leaders know the value of expectations accorded to them, both by their organization and the employees. I found that all participants knew what it means when employee PC is violated.

Lack of Consequence Leadership

Eight of the 18 (44%) leaders interviewed posited that of the factors that encourage leaders to get involved in unethical practices include lack of process, accountability, and consequences for behavior were most paramount. Several other reasons for unethical practices were raised, such as (a) remunerations, (b) environmental pressures, (c) living in a culture of bribery, (d) stringent policies in terms of bonuses and allowances, and (e) out of station allowances were all said to be reasons for unethical behavior but not factors that encouraged such practices. Based on the findings from this study, I hypothesize that humans tend to act in a way that is least punishing and or most rewarding. In other words, people do whatever they do because of the consequences that follows. Figure 1 below contains this emerged theory (which I term the *ABC theory of consequence leadership*) and can be developed by future research.

A | 20% | B | 80% | C
ANTECEDENT | | BEHAVIOR | | CONSEQUENCES
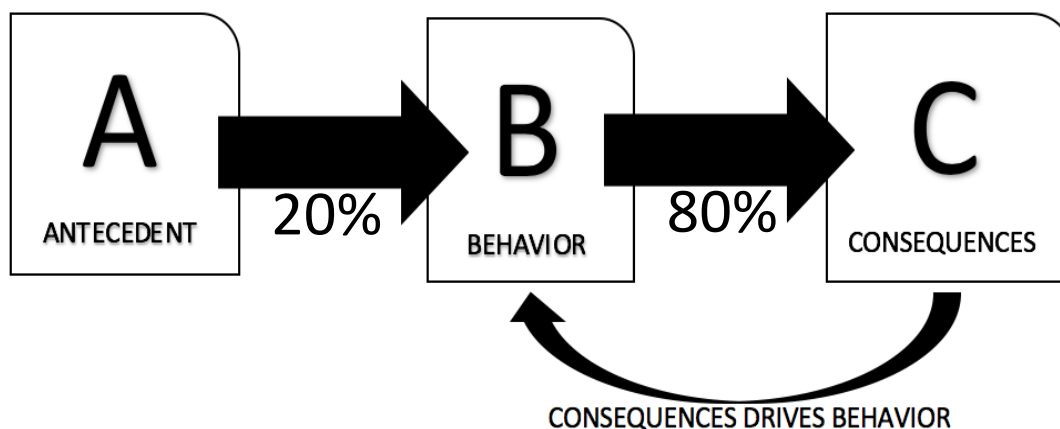
CONSEQUENCES DRIVES BEHAVIOR

Figure 1: ABC model of consequence leadership

Antecedents are those actions that set the stage for a behavior to occur. They happen before a behavior; I will refer to as *Triggers*. Behaviors are what people say or do, this can be observed and even measured and relied upon. Consequences follow a

behavior and indicate the probability of that behavior occurring again. It was expressly noticeable from the findings of the interviews that consequence-based leadership is lacking both in the Nigerian organizations, and in the larger society.

Compromises and Organizational Reputation

Nine (50%) and six (33%) of the respondents, as stated in chapter 4 agreed that the level of ethical practice is high and compulsory respectively, within the organizations. However, unreasonable quest for target and revenue by the organization in conjunction with lack of consequence for offenders and preferential treatment for some offender greatly affect this practice for the employee. For the organization on the other hand, the practice of ethical leadership is mostly affected by the environment, the culture and inability of the organization to localize their policies to balance the organization expectations with the demand of the host society. Despite the fact that anyone found wanting for unethical practices are terminated, the leaders believed this is not enough consequences for been unethical, in most cases it is an encouragement for a better package than what an employee gets in retirement. Stricter punishment such as jail term, forfeiture of anything acquired by the proceed of this behavior, shaming and couple with physical hardship are said to be what could deter people from been unethical.

Focus on Employee Needs

Employee needs are expected to be more focused and tailored towards individual needs in order to curb the desire for ways to cut corners and outsmart the system. Maslow hierarchy of needs was mentioned by a leader in order to emphasize his point. Respondent AVN003 said,

…a golden wrist watches as a long service award after 25 years of work might not mean much to a man when what the man needs is more money to pay children school fees or mortgage. We all know the worth of a gold Rolex, give him an equivalent amount of the cost of the watch, if that is what he deserves and not the watch, in Nigeria today, he or she will dare not wear the watch publicly, because of thieves, so of what use is the watch sitting at home.

Limitations of the Study

The scope of this study was to gain an understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge. The limitations of a study are inherent weaknesses that impact the study outcome (Kouchaki et al., 2012). Several limitations existed in this study. First, this study was limited by scope, which was limited to exploration, gathering, and analysis of data from semistructured interviews with leaders from the participating organizations. Secondly, the boundaries of this study involved a maximum of 18 purposefully selected leaders, nine participants from each of two organizations in the telecommunications sector in Nigeria. The unit of analysis for the study been 18 leaders from this particular organizations limited the transferability of the study to other organizations within other sectors not addressed in this research. Thirdly, the participant's willingness to share personal experiences might have been limited because the perception of unethical practices is usually not positive. Finally, the study was also limited by the uncertainty of obtaining honest and accurate responses from organizational leaders during the interviews.

Recommendations

The findings from this study have information for future researchers in area of ethical leadership, human behavioral study, organizational leadership and cognitive moral development. The purpose of this study was to gain an understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge. This is understanding the content of the "knowing and doing" gap that have existed in leadership study for decades but, in this instance, within the organization. Future researchers have ample opportunity to explore in greater details the area of organizational leadership that has been uncovered, as listed in the themes.

Also, the emerged theory, from this study, the *consequences leadership* is a new ground in leadership study that requires further research and funding. The ABC concept, needs to be tested and proven to be true, currently I have an unsupported conclusion that; Antecedent (A) is responsible for 20% of human Behavior (B), and Consequences (C) is responsible for 80% of human Behavior (B). This needs to be subjected to further research and analysis, with a very large and wide audience to establish the veracity of that claim. A literature search of *consequence leadership* theory, returned no literature, hence the primitive state of this theory, we have had several leadership styles, as stated in chapter two under literature review, *consequence leadership* needs to be developed.

The influence of environment, the society we live in, parental upbringing and the association we keep, has tremendous influence on our leadership inclinations especially when confronted with ethical dilemma. More attention is required in this area especially

in the formative stage of our development as posited by Lawrence Kohlberg in his theory

of Cognitive Moral Development (1977) used for conceptual framework for this research.

Nigeria as a country will also benefit from the findings of this study, our political leaders

were raised by the same environment and they still live within the same environment,

hence the urgent need for this generation to put the right structure in place so that we can

have a future of better and more ethically inclined leaders.

Implications

This research study was conceived and conducted with the purpose of gaining an

understanding of the organizational factors that encourage unethical practices by

organizations leaders in Nigeria despite having ethical leadership skills and knowledge.

This study is unique because I attempted addressing the lack of previous literature on

organizational factors that encourage unethical practices by organizations leaders in

Nigeria (Adisa, Abdulraheem, & Mordi, 2014; Ejere, 2013; Day, Fleenor, Atwater,

Sturm, & McKee, 2014; Oluseye, 2014; Osemeke, 2011; Oparanma, Hamilton, & Opibi,

2010; Dike, 2014; Mayer, Aquino, Greenbaum, & Kuenzi, 2012; *Walum*bwa &

Schaubroeck, 2009). The findings from the study has implications for theory, practice

and social change.

The Theory

Bandura (1991), posited that within a social cognitive theory framework,

environmental factors play a significant role in personal factors that affect moral thought,

effective self-reactions, and ethical conduct. Lawrence Kolhber (1977) was also of the

opinion that learning is a continuous process, especially our cognitive moral development

takes place at different stages in our developmental process. This study has been able to establish these theories and their relevance to our moral and ethical development. Leadership study, type, style and characteristics of leadership has been explored for decade, transformational, transactional, etc. However, not much literature has been published on the theory of *consequence leadership* and the ABC concept of behavior that emerged from this study. Future researchers who seek to extend the knowledge about leaders' unethical practice in the organization, will find the understanding of the factors discovered from this study a good place to start exploring for more knowledge in the area of ethics and organizational leadership.

Practice

Organizations leaders will benefit from the findings of this study by gaining a clear understanding of the factors within their organizations that encourage unethical practices. Organizational leaders will be able to make better policies and implement the policies in a way that will address the need of the people and not generic global policies that might not be relevant in the global space. From the findings of this study, organizational leaders will be able to tailor rewards towards employee needs which in turn will bring maximum motivation and reduce the tendencies of getting involved in unethical practices. Based on the result of this research, establishing a conducive environment that encourage ethical practices will reduces instances of organizational leader's moral disengagement and will also reduce instances of, or perceived violation of employee psychological contract (PC).

Social Change

Increasing numbers of reported culpability of organizations leaders in Nigeria in unethical practices despite having ethical leadership skills and knowledge have been related to weak leadership, poor strategic vision, and subjecting Nigerians to ethical violations (Aboyassin & Abood, 2013). This has made the need to gain understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge more urgent. Understanding these factors within the organization that encourage leaders to act unethically may increase organizational leader's ethical efficacy and reduce leader's moral disengagement within the organization. Increased ethical awareness, reduced mora disengagement, reduced instances of employee psychological contract violations, development and practice of consequences leadership will lead to improved ethical behavior in the organization. Since, these leaders and the employee alike lives in the society, same environment. According to Mayer, Nurmohamed, Treviño, Shapiro, and Schminke (2013), leaders are thought to have a strong influence on ethical standards and followers see them as role models of the right ethical behaviors in the organization and society at large.

Conclusions

Mayer et al. (2013), posited that organization leaders are believed to exert a strong influence on ethical standards in organizations, such that leaders are seen as role models and also suspected as the culprit, or in the least, an enabler of wrongdoing at every instance of ethical scandal in the organization. Researchers have examined the

leader's processes for ethical decision-making and behavior; however, none has focused on understanding the factors responsible for unethical leadership practices in organizations in Nigeria (Bush & Glover, 2016; Iwowo, 2015; Muganda & Pillay, 2013; Nwosu, 2016). The understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge, gain from this study may assist future leaders to be self-aware.

Drawing from the principles of social cognitive theory, and self-efficacy theory (Bandura, 1986, 1997), such self-awareness might lead to the development of moral self-regulatory capacities, leaders may then consciously engage in practices that focus on reducing or eliminating the existence of moral disengagement in organizations, thereby, leading to positive social change. To achieve the purpose of this study, which is gaining an understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge, I engaged 18 participants, organizational leaders purposefully selected, nine each from two multinational organizations, in semistructured interview sessions. I combined the findings from the interview with key-points gathered from the document reviewed to arrive at the conclusion and discovery given within this study.

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Appendix A: The Proposed Interview Protocol Before Field Test

The purpose of this qualitative exploratory multiple case study is to gain an understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge. The result from this study may contribute to the body of existing knowledge in the field of leadership, ethics, organizational change and behavioral science. The results may also facilitate a better understanding among organizational leaders of what factors within the organizations cultural context that encourages unethical practices among the leaders. The result of the study may also allow the organization to determine, if the level of ethical leadership training possess by their leaders is adequate. Also, the professional bodies providing leadership training may benefit from the study as the curriculum used in training leaders may be updated with the findings in the study to improve the leadership preparedness in Nigeria. Results from this study may contribute to scholar and practitioner knowledge by providing some insight into the gap in leadership development (Avolio, 2007; Derue, Nahrgang, Wellman & Humphrey, 2011).

The Research Question

The only research question is: What organizational factors encourage its leaders in Nigeria to be involved in unethical practices despite having ethical leadership skills and knowledge?

Questionnaire Description

There are 10 interview questions for this study. I will ask questions that relates to

Existing Knowledge of ethical leadership, Awareness of leadership unethical practices in

the organization, Effect of Unethical practices in organizations, and Future application

and implications for ethical leadership.

Interview Duration and Ethical Considerations

This interview session will take approximately 30 minutes; I will ensure each

session does not exceed 35 minutes. As part of the process, I will be making an audio

recording of the session for later transcription, to ensure that all content was precisely

captured without ambiguity or assumption. Any reservation in this regard will be

accommodated.

Interview Questions

1.   What does ethical leadership mean to you, importantly from an organizational

        perspective?

2.   What was your level of ethical leadership awareness before your current role in

        the organization?

3.   Describe when and how you acquire your ethical leadership skill and knowledge?

4.   How can you describe the level of practice of ethical leadership in your

        organization?

5.   What are the factors within your organizational culture that inhibits the practice of

        ethical leadership?

6.   What impacts does the elements of ethics infrastructure or lack of it have on the performance of your organization?

7.   How would you describe the ethical leadership environment of your organization based on its culture?

8.   Leaders are often confronted with the dilemma of choice between what is right and what the organization culturally permits. Give an example where you faced this dilemma and how you handled it.

9.   How can you describe the level of attention given to ethical leadership development and practices by the leadership of your organization?

10.   Describe how leaders in your organization can acquire more ethical leadership skill and knowledge?

Appendix B: Field Test Solicitation Emails to Faculty Experts

Subject: Request for Field Study Qualitative Research Expert Participation

Dear, Dr. XXXXX

I am Ebenezer Bankole Odole, a Ph.D. student of Management with specialization in Leadership and Organizational Change. The draft of my proposal is ready; in accordance with the design of my study and advice of my Chair (Dr. Richard Schuttler), I am conducting a field test to get objective qualitative research subject matter expertise feedback regarding the alignment of my qualitative exploratory multiple case study research question and interview questions. To this end, I am requesting for your kind cooperation in reviewing my interview questions to examine if the intended interview questions would generate the research data that would align with my proposed research design and allow me to answer the research question.

Attached is an abridged proposal document containing the title page, problem statement, purpose statement, research question, and interview questions, for your consideration. I would appreciate if you could provide feedback by the end of the week to help me generate an acceptable dissertation proposal. If you have any questions in this regard, please let me know.

Thank you,

Ebenezer B. Odole

Appendix C: The Updated Interview Protocol After Field Test

The purpose of this qualitative exploratory multiple case study is to gain an understanding of the organizational factors that encourage unethical practices by organizations leaders in Nigeria despite having ethical leadership skills and knowledge. The findings from this study will contribute to the body of existing knowledge in the field of leadership and organizational change. The results will facilitate a better understanding among organizational leaders of what factors within the organizations cultural context that is encouraging unethical behavior among the leaders. The result of the study may also allow the organization to determine, if the level of ethical leadership training possess by their leaders is adequate. Also, the professional bodies providing leadership training may benefit from the study as the curriculum used in training leaders may be updated with the findings in the study to improve the leadership preparedness in Nigeria. This study may contribute to scholar and practitioner knowledge by providing some insight into the gap in leadership development (Avolio, 2007; Derue, Nahrgang, Wellman & Humphrey, 2011).

The Research Question

The only research question is: What organizational factors encourage its leaders in Nigeria to be involved in unethical practices despite having ethical leadership skills and knowledge?

Questionnaire Description

There are 16 interview questions for this study. I will ask questions that relates to Existing Knowledge of ethical leadership, Awareness of leadership unethical practices in the organization / industry, Organizational Factors that promotes unethical practices, and Future application and implications for ethical leadership.

Interview Duration and Ethical Considerations

This interview session will take approximately 30 minutes; I will ensure this session does not exceed 35 minutes. As part of the process, I will be making an audio recording of the session for later transcription, to ensure that all content was precisely captured without ambiguity or preemption.

Interview Questions

1. Could you share with me what does ethical leadership mean to you, importantly from an organizational perspective?

2. Could you tell me what you thought your level of ethical leadership awareness was before your current role in the organization?

3. Could you please describe when you acquire your ethical leadership skill and knowledge?

4. Could you describe how you acquire your ethical leadership skill and knowledge?

5. How would you describe the level of practice of ethical leadership in your organization?

6. Could you share with me what are some good aspects of the practice level?

7. What are some areas that need improvement related to ethical leadership practices?

8. How would you describe the factors within your organizational culture that inhibits the practice of ethical leadership?

9. How would you describe the factors within your organizational culture that might promote ethical leadership practices?

10. What impact does the elements of ethics infrastructure or lack of it have on the performance of your organization?

11. How would you describe your cultural environment?

12. Leaders are often confronted with the dilemma of choice between what is right and what the organization culturally permits. Could you please give an example where you faced this dilemma and how you handled it?

13. How would you describe the level of attention given to ethical leadership development and practices by the leadership of your organization?

14. Could you please describe how leaders in your organization acquire more ethical leadership skills and knowledge?

15. Are there any words that come to mind when you think of ethical leadership? Would you please share them with me?

16. Is there anything else you would like to share with me?

Appendix D: Letter of Permission to use Copyrighted Material

Ebenezer ODOLE <ebenezer.odole@waldenu.edu>   11:58 PM (20 hours ago)

to jwarren, research

To Whom It may Concern.

I am Ebenezer Bankole Odole, a Ph.D. student of Management with major in Leadership and Organizational Change, in Walden University, MN, USA.

I am currently conducting research as part of the requirement for the fulfillment of my doctoral study; the title of my study is;

A Case Study Exploring the Cause of Unethical Leadership in Nigerian Organizations

I am seeking permission to use and make adequate reference to your report mentioned below in my research;

Report to the Nations on Occupational Fraud and Abuse: 2010 global fraud study, by J. Ratley, 2010, *Association of Certified Fraud Examiners*, p. 7. Retrieved from http://www.acfe.com/uploadedFiles/ACFE_Website/Content/documents/rttn-2010.pdf.

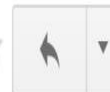It will be highly appreciated if this request is granted.

My research is expected to contribute to the social change landscape of Nigeria and by extension, the entire world, through the advancement of ethical leadership in organizations.

Sincerely,

Ebenezer.

Appendix E: Permission from the Copyright Owner

RESEARCH   12:20 PM (7 hours ago)

to me, John

Dear Ebenezer,

You are welcome to reference the ACFE *Report to the Nations on Occupational Fraud and Abuse* as part of your research. However, please note that we have a newer edition available. The 2016 edition of that report can be found here: https://s3-us-west-2.amazonaws.com/acfepublic/2016-report-to-the-nations.pdf

I wish you the best of luck with your studies. Please don't hesitate to contact me if you have any additional question or if I can be of further assistance.

Kind regards,

Andi McNeal, CFE, CPA
Director of Research
Association of Certified Fraud Examiners
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E-mail: amcneal@ACFE.com

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Appendix F: Interview Protocol

Participant Identifier:			Date (mm/dd/yyyy):		
Start Time (0000hrs):			End Time (0000hrs):		
Protocol Version:	Original ☐		1st Review ☐		2nd Review ☐

13. What does unethical leadership in organizations mean to you?

14. When did you acquire ethical leadership skill and knowledge?

15. How did you acquire ethical leadership skill and knowledge?

16. What is the level of practice of ethical leadership in your organization?

17. How is the cultural environment of your organization in relation to ethical practices?

18. How does your organization react to leader's unethical practices?

19. What are the factors within your organization that inhibits the practice of ethical leadership?

20. What are the factors within your organization that promotes or encourages unethical leadership practices?

21. What impacts does the elements of ethical leadership philosophy or lack of it have on the performance of your organization?

22. Think of an experience at work when you had to make an ethical decision, what happened and how did you handle the situation?

23. What words come to mind when you think of unethical leadership?

24. What are the areas of ethical leadership practices that you think requires improvement within your organization?

Transcription Date:		Duration:	
Date Sent for Member Checking:		Date returned from Member Checking:	

Appendix: Details of Field Expert Consulted

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
Expert 1	PhD AMDS Management	Case Study Research, Data Coding Techniques, Document Analysis, Interviewing Techniques, Observational Data Collection, Qualitative Data Analysis, Qualitative Data Software, Qualitative Research Techniques (General), Sampling for Qualitative Methods, Meta-Analysis	Business Process Management, Critical Thinking, Decision-Making Processes, Leadership and Organizational Change, Learning Management, Management Models, Management Theory, Organizational Culture, Organizational Leadership, Problem Solving, Program Evaluation, Strategic Management, Sustainability, Total Quality
Expert 2	MPA Public Policy and Admin, PhD AMDS Management	Analysis of Video, Photographs, and Artifacts, Biographical Research, Case Study Research, Critical Theory, Data Coding Techniques, Document Analysis, Ethnographic Research, Grounded Theory Research, Hermeneutics, Historical Research, Interviewing Techniques, Narrative/Life History Research, Observational Data Collection, Phenomenological Research, Philosophical Research, Qualitative Data Analysis, Qualitative Data Software, Qualitative Research Techniques (General), Sampling for Qualitative Methods, Semiotics, Social Mapping/ Sociometrics,	Accounting, Business Process Management, Collective Bargaining Issues, Communication Skills, Conflict Management, Critical Thinking, Cultural and Organizational Diversity, Decision-Making Processes E-Business, EEO Law and Implementation, Emerging Technologies, Entrepreneurship, Finance, Fundraising, Governance, Government (Federal, State, County, Local), Governmental Budgeting and Finance, Human Resource Management, Information Organization, Integrating Business, Nonprofit, and Government Spheres of Influence, Intergovernmental Issues, International Business and Management, Leadership and Organizational Change, Learning Management,

(*table continues*)

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
		ANOVA/ANCOVA, Causal Comparative/Ex Post Facto, Cluster Analysis, Comparative/ Descriptive Studies, Correlational Studies, Correlations & Chi Square, Descriptive Statistics (frequencies, central tendency, dispersion), Econometrics, Experimental Studies, Linear Regression, Logistic Regression, MANOVA/MANCOVA, Meta-Analysis, Mixed Models Regression, Non-linear Regression, Nonparametric Analyses, Quantitative Research Techniques (General), Reliability/Validity Testing, Repeated Measures ANOVA, Sampling for Quantitative Methods, Scale/Instrument/Survey Development, Statistical Quality Control (SQC), Survey Research, Time Series Analysis, T-tests, Action Research, Delphi Techniques, IRB Experience, Policy Analysis, Program, Evaluation, Research Ethics	Business Process Management, Management Models, Management of Technology, Management Theory, Manufacturing, Production, Supply Chain Management, Marketing, Nonprofit Leadership, Nonprofit Management, Operations Research/Management Science, Organizational Culture, Organizational Development, Organizational Leadership, Organizational Performance/ Improvement, Policy Analysis, Policy Development and Rulemaking Processes, Problem, Solving, Process Reengineering, Six Sigma, or Related Initiatives, Professional Standards and Ethics, Program Evaluation, Project Management, Public Policy, Risk Management, Social Change in Advocacy, Social Service Nonprofit Issues, Strategic Management, Strategic Planning, Volunteer Management, Working with Elected Officials, Accounting, Business Process Management, Collective Bargaining Issues, Communication Skills, Conflict Management, Critical Thinking, Cultural and Organizational Diversity, Decision-Making Processes, E-Business, EEO Law and Implementation, Emerging Technologies, Entrepreneurship, Finance, Fundraising, Governance, Government (Federal, State, County, Local), Governmental Budgeting and Finance, Human Resource Management, Information Organization, Integrating Business, Nonprofit,

(table continues)

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
			and Government Spheres of Influence, Intergovernmental Issues, International Business and Management, Leadership and Organizational Change, Learning Management, Management Models, Management of Technology, Management Theory, Manufacturing, Production, Supply Chain Management, Marketing, Nonprofit Leadership, Nonprofit Management, Operations Research/Management Science, Organizational Culture, Organizational Development, Organizational Leadership, Organizational Performance/ Improvement, Policy Analysis, Policy Development and Rulemaking, Processes, Problem Solving, Process Reengineering, Six Sigma, or Related Initiatives, Professional Standards and Ethics, Program Evaluation, Project Management, Public Policy, Risk Management, Social Change in Advocacy, Social Service Nonprofit Issues, Strategic Management, Strategic Planning, Volunteer Management, Working with Elected Officials, Adult Development, Assessment, Behavior Analysis, Cognitive and Affective Aspects of Behavior, Comparative, Conflict Resolution, Consulting, Consumer, Developmental Disabilities, Disability Studies, Effective Intervention Techniques and Evaluation, Ethnic Minorities, Experimental, Experimental Analysis of Behavior, Formulating and Implementing Intervention, Strategies, Human Development,

(*table continues*)

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
			Human Resources, Individual Differences in Behavior, Industrial and Organizational, Measurement, Military, Organizational Leadership, Organizational Theory and Behavior, Perception, Population, Program Evaluation, Public Service, Social, Social Policy Issues, Statistics, Teaching, Testing, Theoretical, Theories and Methods of Assessment and Diagnoses, Veterans Affairs
Expert 3	PhD AMDS Management	Case Study Research, Grounded Theory Research, Phenomenological Research, Qualitative Data Analysis, Qualitative Research Techniques (General), ANOVA/ANCOVA, Causal Comparative/Ex Post Facto, Correlational Studies, Linear Regression, Logistic Regression, MANOVA/MANCOVA, Quantitative Research Techniques (General), Quasi-Experimental Studies, Sampling for Quantitative Methods, Survey Research, T-tests, Delphi Techniques, Research Ethics	Business Process Management, Communication Skills, Conflict Management, Critical Thinking, Cultural and Organizational Diversity, Decision-Making Processes, Global Management, Human Resource Management, Knowledge Management, Leadership and Organizational Change, Learning Management, Management Models, Management Theory, Nonprofit Leadership, Nonprofit Management, Organizational Culture, Organizational Development, Organizational Leadership, Problem Solving, Program Evaluation, Project Management, Strategic Management, Strategic Planning, Sustainability, Total Quality, Volunteer Management

(*table continues*)

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
Expert 4	PhD AMDS Management	Case Study Research, Critical Theory, Data Coding Techniques, Document Analysis, Grounded Theory Research, Historical Research, Interviewing Techniques, Observational Data Collection, Qualitative Data Analysis, Qualitative Research Techniques (General), Sampling for Qualitative Methods, ANOVA/ANCOVA, Cluster Analysis, Correlational Studies, Factor/Principle Components Analysis, Linear Regression, MANOVA/MANCOVA, Quantitative Research Techniques (General), Sampling for Quantitative Methods, Survey Research, T-tests, Program Evaluation	Business Process Management, Communication Skills, Critical Thinking, Cultural and Organizational Diversity, Decision-Making Processes, Entrepreneurship, Future Studies, Global Management, Governance, Grassroots and Community Nonprofit Issues, Human Resource Management, Innovation or Organizational Creativity, Interdisciplinary Studies, International Business and Management, Knowledge Management, Leadership and Organizational Change, Management Models, Management Theory, Marketing, Nonprofit Leadership, Nonprofit Management, Organizational Culture, Organizational Leadership, Policy Analysis, Policy Development and Rulemaking Processes, Problem Solving, Program Evaluation, Service Industry, Strategic Management, Strategic Planning, Sustainability, Total Quality
Expert 5	PhD AMDS Management	Case Study Research, Critical Theory, Grounded Theory Research, Interviewing Techniques, Narrative/Life History Research, Observational Data Collection, Phenomenological Research, Qualitative Data Analysis, Qualitative Data Software, Qualitative Research Techniques (General),	Accounting, Advocacy Organizations Issues, Business Process Management, Client-Server Technologies, Criminal Justice, Data Warehousing and Data Mining, Decision-Making Processes, E-Business, Economics, EEO Law and Implementation, E-Government, Emerging Technologies, Entrepreneurship, Expert Systems, Finance, Fundraising,

(*table continues*)

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
		Sampling for Qualitative Methods, ANOVA/ANCOVA, Biostatistics (General), Causal Comparative/Ex Post Facto, Cluster Analysis, Comparative/ Descriptive Studies, Correlational Studies, Correlations & Chi Square, Descriptive Statistics (frequencies, central tendency, dispersion), Discriminant Function Analysis, Econometrics, Experimental Studies, Factor/Principle Components Analysis, Linear Regression, Logistic Regression, MANOVA/MANCOVA, Meta-Analysis, Mixed Models Regression, Multidimensional Scaling, Non-linear Regression, Nonparametric Analyses, Path Analysis, Quantitative Research Techniques (General), Quasi-Experimental Studies, Reliability/Validity Testing, Repeated Measures ANOVA, Scale/Instrument/Survey Development, Simulation Studies/ Bootstrapping, Single-Subject Designs, Statistical Quality Control (SQC), Statistics and Statistical Modeling (General), Survey Research, Survival Analysis, Time Series Analysis, T-tests, Action Research, Delphi Techniques, IRB Experience, Policy Analysis, Research Ethics	Global Management, Governance, Government (Federal, State, County, Local), Governmental Budgeting and Finance, Grassroots and Community Nonprofit Issues, Hardware, Health Services and Management, Homeland Security, Human Resource Management, Information Architecture and Systems Perspectives, Information Organization, Innovation or Organizational Creativity, Integrating Business, Nonprofit, and Government Spheres of Influence, Interdisciplinary Studies, Intergovernmental Issues, International Business and Management, Inter-Sector Relations, Knowledge Management, Leadership and Organizational Change, Learning Management, Management Models, Management of Technology, Management Theory, Manufacturing, Production, Supply Chain Management, Marketing, Modeling Processes and Systems, Nonprofit Leadership, Nonprofit Management, Operations Research/Management Science, Organizational Culture, Organizational Development, Organizational Leadership, Organizational Performance/ Improvement, Policy Analysis, Policy Development and Rulemaking Processes, Problem Solving, Process Reengineering, Six Sigma, or Related Initiatives, Product/Process R&D, Professional Standards and Ethics, Program Evaluation, Project Management, Public Policy,

(table continues)

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
			Public Safety and First Responders, Risk Management, Security, Service Industry, Social Change in Advocacy, Social Service Nonprofit Issues, Software, Strategic Management, Strategic Planning, Sustainability, Systems Development Methodologies and Tools, Systems Evaluation, Systems Integration, Systems Theory, Total Quality, Volunteer Management, Working with Elected Officials
Expert 6	PhD AMDS Management	Case Study Research, Critical Theory, Data Coding Techniques, Document Analysis, Ethnographic Research, Grounded Theory Research, Hermeneutics, Historical Research, Interviewing Techniques, Narrative/Life History Research, Observational Data Collection, Phenomenological Research, Philosophical Research, Qualitative Data Analysis, Qualitative Data Software, Qualitative Research Techniques (General), Sampling for Qualitative Methods, ANOVA/ANCOVA, Comparative/ Descriptive Studies, Correlational Studies, Correlations & Chi Square, Descriptive Statistics (frequencies, central tendency, dispersion), Experimental Studies, Quantitative Research Techniques (General), Reliability/Validity Testing, Repeated Measures ANOVA,	Advocacy Organizations Issues, Arts and Cultures Nonprofit Issues, Business Process Management, Communication Skills, Conflict Management, Critical Thinking, Cultural and Organizational Diversity, Data Warehousing and Data Mining, Decision-Making Processes, Entrepreneurship, Fundraising, Global Management, Governance, Grassroots and Community Nonprofit Issues, Human Resource Management, Innovation or Organizational Creativity, Integrating Business, Nonprofit, and Government Spheres of Influence, International Business, and Management, Knowledge Management, Leadership and Organizational Change, Learning Management, Management Models, Management Theory, Modeling Processes and Systems, Nonprofit Leadership, Nonprofit Management, Organizational Culture, Organizational Development, Organizational Leadership, Organizational Performance/ Improvement,

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
		Sampling for Quantitative Methods, Single-Subject Designs, Survey Research, Time Series Analysis, T-tests, Delphi Techniques, IRB Experience, Research Ethics	Philanthropy, Problem Solving, Professional Standards and Ethics, Program Evaluation, Project Management, Service Industry, Social Change in Advocacy, Social Service Nonprofit Issues, Strategic Management, Strategic Planning, Sustainability, Systems Development Methodologies and Tools, Total Quality, Volunteer Management, Working with Elected Officials
Expert 7	PhD AMDS Management	Case Study Research, Data Coding Techniques, Document Analysis, Grounded Theory Research, Interviewing Techniques, Phenomenological Research, Qualitative Data Analysis, Correlational Studies, Action Research, IRB Experience	Business Process Management, Innovation or Organizational Creativity, Knowledge Management, Leadership and Organizational Change, Marketing, Organizational Development
Expert 8	PhD AMDS Management	Case Study Research, Grounded Theory Research, Phenomenological Research, Qualitative Research Techniques (General), ANOVA/ANCOVA, Causal Comparative/Ex Post Facto, Correlational Studies, Discriminant Function Analysis, Linear Regression, Logistic Regression, MANOVA/MANCOVA, Mixed Models Regression, Nonparametric Analyses, Quantitative Research Scale/Instrument/Survey Development, Survey Research, T-tests, Delphi Techniques, IRB Experience	Critical Thinking, Cultural and Organizational Diversity, Finance, Innovation or Organizational Creativity, Interdisciplinary Studies, Leadership and Organizational Change, Management Models, Management Theory, Marketing, Nonprofit Leadership, Nonprofit Management, Organizational Culture, Organizational Development, Organizational Leadership, Problem Solving, Service Industry, Strategic Management, Strategic Planning, Sustainability

(table continues)

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
Expert 9	PhD AMDS Management	Case Study Research, Document Analysis, Interviewing Techniques, Observational Data Collection, Philosophical Research, Qualitative Data Analysis, Causal Comparative/Ex Post Facto, Comparative/ Descriptive Studies, Correlational Studies, Linear Regression, Meta-Analysis, Path Analysis, Scale/Instrument/Survey Development, Survey Research, Time Series Analysis, Action Research, Research Ethics	Accounting, Business Process Management, Client-Server Technologies, Collective Bargaining Issues, Communication Skills, Conflict Management, Critical Thinking, Cultural and Organizational Diversity, Decision-Making Processes, EEO Law and Implementation, Entrepreneurship, Global Management, Human Resource Management, Innovation or Organizational Creativity, Integrating Business, Nonprofit, and Government Spheres of Influence, Interdisciplinary Studies, International Business and Management, Knowledge Management, Leadership and Organizational Change, Learning Management, Management Models, Management Theory, Marketing, Modeling Processes and Systems, Nonprofit Leadership, Nonprofit Management, Operations Research/Management Science, Organizational Culture, Organizational Development, Organizational Leadership, Organizational Performance/ Improvement, Problem Solving, Process Reengineering, Six Sigma, or Related Initiatives, Professional Standards and Ethics, Program Evaluation, Project Management, Risk Management, Security, Service Industry, Strategic Management, Strategic Planning, Sustainability, Systems Theory, Total Quality

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
Expert 10	PhD AMDS Management	Analysis of Video, Photographs, and Artifacts, Biographical Research, Case Study Research, Data Coding Techniques, Document Analysis, Qualitative Data Analysis, Qualitative Research Techniques (General), Sampling for Qualitative Methods, ANOVA/ANCOVA, Comparative/ Descriptive Studies, Correlational Studies, Meta-Analysis, Quantitative Research Techniques (General), Quasi-Experimental Studies, Reliability/Validity Testing, Repeated Measures ANOVA, Sampling for Quantitative Methods, Scale/Instrument/Survey Development, Single-Subject Designs, Survey Research, Time Series Analysis, T-tests, IRB Experience, Policy Analysis, Program Evaluation, Research Ethics	Business Process Management, Collective Bargaining Issues, Communication Skills, Conflict Management, Critical Thinking, Cultural and Organizational Diversity, Decision-Making Processes, E-Business, E-Government, Entrepreneurship, Homeland Security, Human Resource Management, Innovation or Organizational Creativity, Integrating Business, Nonprofit, and Government Spheres of Influence, Leadership and Organizational Change, Management Models, Management of Technology, Management Theory, Nonprofit Leadership, Organizational Culture, Organizational Development, Organizational Leadership, Organizational Performance/ Improvement, Philanthropy, Policy Analysis, Policy Development and Rulemaking Processes, Problem Solving, Professional Standards and Ethics, Program Evaluation, Public Policy, Risk Management, Strategic Management, Strategic Planning, Sustainability, Systems Evaluation
Expert 11	PHD AMDS Management		
Expert 12	PHD AMDS Management		
Expert 13	PhD, MSc, B.Eng, Aff.M.ASCE, M.IAME, MLogM, CMILT	Senior Lecturer / Assistant Professor. Universiti Utara Malaysia, Kuala Lumpur School of International Studies	Strategic management

(table continues)

Faculty Expert	Program	Research Method Experience	Subject Matter Experience
Expert 14	PhD, MPhil, MS SST, MSIRM	Dean, Faculty of Business Administrations Al Maaref University, Beirut, Lebanon	Qualitative social research, Quantitative social research, Social Science, Educational Leadership, Educational Assessment, Educational Management, Quality Management

Appendix: Responses from Field Test Experts

Name of Expert	Responded (Y / N)?	Response
Expert 1	Y	Hello Ebenezer, Thank you for contacting me. Unfortunately, because of prior commitments, I am unable to take on additional review responsibilities at this time.
Expert 2.	N	None
Expert 3	Y	Ahh. I guess I misunderstood. However, I am also more of a quantitative researcher. While I do qualitative research, I would not consider myself an expert in looking at questions for alignment. Normally, in a qualitative study you would select a panel of experts to review the questions and perform a sort of Delphi method of going back and forth (with revisions) until the panel was satisfied. Dr. Gordon
Expert 4	N	None
Expert 5	Y	Ebenezer, Thanks for the consideration to help in your proposal development. However, Walden Admin considers that I have too many students right now whom I am trying to help. Consequently, I am not allowed to take on any more student papers. I wish you the best of luck in your efforts. Dr. Lolas
Expert 6	N	None
Expert 7	Y	Hello Ebenezer, I have provided you feedback on your interview questions. It looks like I marked up them up a lot, but they needed to be written in an interview friendly way. :-) I added a few and strove to make sure you did not have any redundant questions. Please see my comments. I hope this helps you and I wish you well on your study.

(*table continues*)

Name of Expert	Responded (Y / N)?	Response
Expert 8	Y	Hi, Ebenezer. I reviewed your questions. The questions are comprehensive. I might ask a question if the participant is aware of ethical dilemmas faced by others in the organization and how they handled the matter. Sometimes people are reluctant to talk about their own experiences and projecting the question onto others may elicit a more detailed response. I would also review your work for grammar errors (multiple subject/agreement issues). I hope this information is helpful. Dr. Sherman
Expert 9	Y	Hello Ebenezer, Thank you for requesting my feedback on the alignment of your prospective field study statements. I see the statements in the abridged document as operationally aligned and likely effective; viz;, general problem <--> specific problem <-->purpose <--> research question <--> Interview questions. As a small grammatical point, note the number disagreements in interview questions 6 and 8 warrant adjustment. Much success and satisfaction to you going forth with your valuable study, Ebenezer!
Expert 10	N	None
Expert 11	Y	Dear Ebenezer: Again, thank you for the honor of your invitation to read and provide feedback on your premise or prospectus. I am attaching my feedback, in the hope that it is useful in the development of your prospectus. Basically, I believe you are maker this harder than it is, and your goal should be to elicit data that will specifically answer a research question. First, though, the research question must be defined in narrow terms with no assumptions. I hope this helps. Good luck.
Expert 12	Y	The questions are fine, but you need to edit them for proper grammar.

(*table continues*)

Name of Expert	Responded (Y / N)?	Response
Expert 13	Y	Several factors contribute to leader unethical behavior: 1. Personal ethics - the generally accepted principles of right and wrong governing the conduct of individuals. 2. Decision Making Processes - the values and norms that are shared among employees of an organization. Organization culture that does not emphasize business culture encourages unethical behavior. 3. Organizational culture - organizational culture can legitimize unethical behavior or reinforce the need for ethical behavior. 4. Unrealistic performance expectations - encourage managers to cut corners or act in an unethical manner. 5. Leadership - helps establish the culture of an organization and set the examples that others follow. When leaders act unethically, subordinates may act unethically, too. 6. External working environment. Organizations will be influenced by the external culture.
Expert 14	Y	Dear Ebenezer Your approach is going along the right track; however, you may formalize it more by first using Focus groups to reach for the purpose in mind. Then go for a probability sampling technique using a structured questionnaire (using 5-level Likert scale) for a formal study which is valid and reliable.